

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

In this research, the researcher used qualitative research. According to Myers (1997) Qualitative research is developed to enable researchers to research social and cultural phenomena. Then, Pope and Mays (1995) stated that qualitative research is the development of concepts which help us to understand social phenomena of using in natural settings, emphasizing the meanings, experiences and views of the participants. It's also supported by Creswell (2012). In line with (Bogdan and Taylor, 1987) qualitative technique is the technique of the research that results like the words from humans that found, and facts of result of research like descriptive records.

Then, to complete the data, the researcher used descriptive qualitative. Generally, qualitative method was the method used to analyze the problems which are not designed or arranged using statistic procedure (Subroto, 2007). Ary (1985) stated that descriptive research studies are designed to obtain information concerning the current status of phenomena. This is directed toward determining the nature of a situation as it exists at the time of the research. Qualitative research is descriptive in what the researcher is interested in process, meaning, and understanding gained through word or picture (Creswell, 2012).

#### **3.2. Participant**

Research participants are things, cases, or people where the researcher investigates the data for the research variable. The participants of this study are teachers of SMAN 1 Pulau Banyak, Aceh, Indonesia. The participants in this study are 2 teachers of SMAN 1 Pulau Banyak participated in this research. Every teacher has informed about the research. Below is demographic summary of participants;

**Table 3.1. Demographic Summary of Teachers.**

No.	Participants	Gender	Age	Level of Education	Major	Duration of Teaching English	Level of School
1	A	Female	32	Bachelor	English education	8 years	Senior high school
2	B	Male	38	Bachelor	English Education	13 years	Senior high school

### **3.3. Research Instrument**

In this study, the research instrument must be defined. Creswell (2012) defined a research instrument as a device for assessing, monitoring, and recording data. The research instrument was a useful tool for researchers in gathering data. According to Frankel (2005), an instrument is the device used by the researcher to collect data. The instrument is a tool used to collect data for research purposes, and it is one of the most important steps in the research process. The data collection instrument was an observation and an interview.

### **3.4. Technique of Collecting The Data**

#### **a. Observation**

Observation approach is a way to get information about human behavior by way of watching and recording with no direct touch. Its guide by means of Marshall (1995) said that thru statement, the researcher found out about conduct and the meaning attached to those behaviors. Statement was to get information about human behavior as in truth. Meanwhile, for collecting the data, the researcher used non participant observation. In non-participant observation, the researcher only has one function is an observer

(Moleong, 2015). In this observation is to get the data. The researcher asked permission to join in the class and then observed the class. During observation, the researcher recorded the teacher's utterances using voice recorder.

**Table 3.2. Observation note: Code Switching**

<b>Code Switching</b>	<b>The Characteristics by Poplack (1980)</b>
Tag Switching	<ul style="list-style-type: none"> <li>a) Inserted a tag in the end of utterance (short phrase/word)</li> <li>b) The tag is in different language.</li> </ul>
Intra-sentential Switching	<ul style="list-style-type: none"> <li>a) Only happen within a sentence</li> <li>b) Occur within a clause</li> <li>c) Occur within sentence boundary</li> <li>d) Occur within a word</li> <li>e) Occur in the beginning of sentence/middle/ end of the sentence</li> </ul>
Inter-sentential Switching	<ul style="list-style-type: none"> <li>a) Occur in a utterance</li> <li>b) Speaker completed a sentence, then</li> <li>c) Switch a different language into next sentence</li> </ul>

**Table 3.3 Observation note: Code Mixing**

<b>Code Mixing</b>	<b>The Characteristics by Myusken (2000)</b>
Insertion	<ul style="list-style-type: none"> <li>a) Occur within a word boundary</li> <li>b) Occur when lexical item from one language are incorporated into another</li> </ul>
Alternation	<ul style="list-style-type: none"> <li>a) Occur when two different languages used in a clause between the two languages.</li> </ul>

	b) Occur within a phrase or a clause Congruent
Lexicalization	a) Occur when continuously change more than twice with other language

b. Interview

After collecting the data from the observation, the researchers did an interview directly to get the official document and to get the deeper information participant personal perception related to the use of code switching and code mixing by teacher in the classroom. In accordance with Fonnata and Frey in Creswell (2002) interview is the most powerful ways to understand our fellow human being in this case the participant. For the interview, the researcher used Indonesian language to minimize misunderstandings in data analysis and used free interview. The free interview do not need to prepare an answer but respondents are free to express their opinion (Sudjana, 2007).

**3.5. Data Analysis Technique**

In this study, there are two procedures: research during in the data gathering process and evaluation after the data has been collected. The researcher reviewed the data acquired during every observation while simultaneously observing instructor interaction as in classrooms during in the teaching - learning activities. The researcher did a detailed examination of the data after it observation and data collecting were considered sufficient. The researcher collected raw data in order to obtain the results. Because this study used a descriptive qualitative method, the following stages were used to analyze the data.

a. Data on transcription

The researcher transcribes the results of the data collection. The researcher arranges the data in this step to make it appropriate to every one of the study subjects. It was labeled as a result of the data reduction.

b. Data classification and organization

The researcher's first method was to classify the relevant utterances before organizing the data to be investigated.

c. Data Grouping

The researcher sorted the data into groups based on the form after gathering the essential data, which included code mixing and code switching. Information will be collected in the form of qualitative data. After gathering all of the information needed for the study, the researcher analyzed the data. This study's qualitative data will be analyzed using the Miles and Huberman method. In qualitative data, there is a data description; for example, Syaokani states that the data description is for fundamental research that simply explains the variable during the investigation.

Meanwhile, the researcher will use the Miles et al (2014) technique to assess qualitative data, with the analytic process commencing with data reduction, data display, and conclusion drawing/verification.

a. Data Condensation

According to Miles, Huberman, and Saldana (2014), data condensation is the process of selecting, condensing, simplifying, abstracting, and/or changing data from a large body of taking notes data, interview transcripts, and other sources. Recordings, paperwork, and other facts is to support your claim. The data is further condensed as a result of data collecting, drafting analytical memoranda, such as summarizing, coding, structuring topics, developing sub-category, and so on. A variety of techniques can be used to modify qualitative data. By way of example, decision, synopsis, or paraphrasing, and so on.

b. Data display.

Data presentation consists of three steps: 1) gathering the result of the data reduction, 2) organizing the useful research information, and 3) generating

a graphic or matrix. The graphics or matrix's content will be represented by codes or symbols (words or phrasal verbs).

c. Conclusion/verification

Conclusion was the last step in the qualitative analysis process. The researcher drew his conclusion based on the outcome of the data display. The conclusion's objective is to provide a clear explanation for what has already been demonstrated in the data display. After completing the data qualitative analysis, the researcher uses peer debriefing, member check, and inter-rater reliability to ensure that the data analysis is reliable. During peer debriefing, at least two peers aided the researcher; one of them is a lecturer who specializes in qualitative data processing. During the peer debriefing process, the researcher met with the teacher to discuss what went right (or wrong) during each level of data analysis. The second step is to do a member verification. The researcher double-checks the information gathered from the students or the English teacher who served as a collaborator during member check. To ensure that the answers of the students and collaborators were correct, the researcher compared them to the interview transcripts.

### **3.6. The Trustworthiness**

Trustworthiness is all about establishing these four things, which are described in more detail below.

- a. Credibility is the degree to which the qualitative researcher believes the findings of the research study are accurate. "How do you know that your findings are truthful and accurate?" is the inquiry here. Qualitative researchers might utilize triangulation to demonstrate that the findings of a study are reliable. Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. Qualitative researchers can use thick

description to show that the research study's findings can be applicable to other contexts, circumstances, and situations.

- b. Conformability is the degree of neutrality in the findings of the research study. In other words, the conclusions are based on the responses of the participants rather than any potential bias or personal objectives of the researcher. This entails ensuring that researcher bias does not distort the understanding of what research participants say in order to suit a particular narrative. Qualitative researchers can create an audit trail to prove conformability by highlighting each phase of data analysis and providing an explanation for the conclusions made. This ensures that the conclusions of the research study appropriately reflect the replies of the participants.
- c. Finally, dependability refers to the extent to which the results of the study might be repeated by other researchers while remaining consistent. To put it another way, if someone wanted to replicate your research, anyone ought to be capable to use the info in your research study and get similar results. A qualitative researcher can use inquiry audit to establish dependability, which involves an outside person to verify and assess the research technique and analysis in order to guarantee the findings are dependable.

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