

CHAPTER III

RESEARCH METHOD

A. Research Type

This study uses a descriptive qualitative research design. Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human (Creswell, 2013). This method is used to find, identify, analyze and describe codes given by the teacher in English learning class interactions.

Qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes (Creswell, 2013). This study fulfills the criteria of descriptive qualitative research design in several ways. First, the study was conducted naturally in an English classroom, so that the interactions between teachers and students occurred as they were without any outside influence. Secondly, this study sought to provide a detailed and in-depth description of the language codes used by teachers, so as to understand more clearly the language choices that emerged in classroom interactions. Third, data analysis is done inductively and deductively, where patterns and themes are found directly from the data collected, but also analyzed using existing theories regarding code choice in classroom interaction. In addition, this study also

looked at the overall context of communication in the classroom, not just the codes used, but also the reasons behind their use. Finally, to ensure the accuracy of the results, this study utilizes various data sources, such as classroom observations, audio recordings, and interviews with teachers, as a form of triangulation. With this approach, this research truly reflects the characteristics of descriptive qualitative research.

B. Subject of Research

The research subjects were English teachers and students who learn English at SMPN 1 Batang Anai. This study observes two interaction types. The first one is teacher-students interaction, and the second one is students to students' interaction. However the focus of the research is on teacher's codes during teaching and learning process in class IX 5 of SMPN 1 Batang Anai.

C. Data and Source of Data

This research observes teachers in selecting codes in classroom interactions. The teacher teaching at SMPN 1 Batang Anai was 55 years old and has experience teaching at that school for 22 years. The researcher observed the teacher's speech in a meeting that had a duration of 80 minutes. The data of this research is in the form of selection code.

D. Data Collection Technique

To get the data, the researcher did some ways to collect the data, as following:

1. Observation

According to Creswell (2013), observation is one of the main tools for data collection in qualitative research. Through observation, researchers can obtain more in-depth information about interactions, behaviors, and situations that occur in the field, which often cannot be obtained only through interviews or questionnaires. The researcher entered the classroom and placed the audio recorder on the bench of the student sitting at the front. The researcher sat on a chair at the back of the class and recorded important points in a notebook about events that occurred during the lesson until the lesson ended. As a result of the observation, the researcher sorted out some of the teacher's utterances in classroom interaction to be used as data on the type of code mixing or code switching used by the teacher during English language learning.

2. Interview

An interview is a conversation with someone with a purpose that involves two parties, namely the interviewer who asks questions and the interviewee who answers the questions (Ibrahim, 2015:88). The interview technique is a data collection technique through asking a number of questions verbally to the subject being interviewed. The interview technique can also be interpreted as a method used to obtain data by asking questions directly face to face with the respondent or informant who is the research subject.

So, in this case, the interview was conducted by the researcher after the researcher collected data from the observation results. After finding data

analysis of several types of code mixing and code switching used by teachers during English language learning, the researcher contacted the teacher via the WhatsApp application to conduct an interview as data to find out what the teacher's social reasons were behind the code selection as part of the teacher's actions in meeting learning outcomes.

Therefore, to identify the research, the researcher needs the support of instruments such as a voice recorder, pen, and notebook to collect data. The voice recorder was used to record the teacher's speech in interacting in the classroom when teaching lessons, pens and notebooks were used to write teacher interview statements and field notes. So, these supporting instruments are used to facilitate researchers in collecting data. To obtain data, researchers collect data with this tool following steps:

- a. The researcher used a voice recorder to record the teacher's speech during teaching and learning process. This was to identify what kind of code choices the teacher uses in interacting in the classroom.
- b. Researchers transcribed classroom observation data teachers that occurred in the teaching and learning process.
- c. After the observation was completed, the researcher interviewed the English teacher at SMPN 1 Batang Anai Padang by calling using the WhatsApp application to find out the reasons for choosing this code and what the teacher's social reasons are behind the teacher choosing this code.
- d. This research analyzed data and observations as well as interview.

E. Data Analysis

Data analysis in qualitative research consists of preparing and organizing the data (Creswell, 2013). Data preparation and organization is a very important initial stage because data in qualitative research usually takes the form of complex texts, images, or recordings.

According to Miles and Hubberman (1992), there are three mentioned type of data analysis. Three types of data analysis can be described as following:

1. Data Reduction

The first type of data analysis was data reduction. According to Creswell (2013), Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion.

In this case the researcher tried to arrange the data, put them into categories and classification which suitable to the focus aspect. The researcher could determine which data are appropriate or not through this approach. While incorrect data are segregated, appropriate data are organized methodically. Therefore, its goal was to make sure that no irrelevant or improper data existed.

2. Data Display

The next types of data analysis after data reduction were data display. Data display are collections of organized data that make it possible to make

decisions and take action (Miles and Hubberman, 1992:18). In this step, the researcher identified the data from utterances of English teachers and resulted of interview was done by narrative form.

3. Conclusion Drawing / Verifications

The last type of data analysis is drawing conclusions or verification. Once the data is presented in tabular form, researchers can proceed to draw conclusions and do verifications according to their research emphasis. This indicates that the researcher's next step is to develop conclusions or verify findings based on research topic after gathering data from the data displayed in the table.

