

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employs a qualitative descriptive method to explore and understand the language choices used by teachers in classroom instruction. This method is suitable for capturing detailed information about social phenomena in a natural setting. According to Creswell (2013), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It involves emerging questions and procedures, data typically collected in the participants' setting, and data analysis that builds from particulars to general themes, and the researcher interprets the meaning of the data.

In qualitative research, the researcher serves as the key instrument in the data collection process, using various techniques such as interviews, observations, and document analysis to obtain in-depth information (Creswell, 2013). This approach allows the researcher to gain a deeper understanding of the participants' behaviors, experiences, and perspectives within their real-life context.

This method is considered appropriate for the current study, which focuses on exploring the teachers' language choices and code-switching practices during English instruction at a junior high school. The qualitative descriptive method allows the researcher to examine how and why these language choices occur, as well as to interpret their implications in the teaching and learning process. Additionally, this method enables the

researcher to observe the classroom interactions and identify various social, cultural, and pedagogical factors influencing teachers' language use.

According to Sugiyono (2012:15), "qualitative research is a method based on post-positivist philosophy, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, taking data samples through triangulation of sources (combination), data analysis is inductive or qualitative, and the research results are more descriptive rather than focused on generalization."

This means that in qualitative research, which investigates humans, the researcher is the main instrument for collecting and analyzing data, and the meaning derived from the data is more important than generalizations.

B. Research Setting

This research was conducted at SMP 41 Kuranji, located on Jl. Kampung Jambak Gunung Sarik, Padang City. The researcher selected teachers as the subjects of this study. The researcher only has two months to conduct observations and interviews with the subjects. The process of gathering information may take several hours, days, months, or as long as necessary to "adequately define the case" (Hancock, 2006: 10). This school was chosen because it has been actively involved in English teaching and learning.

According to Creswell (2013), selecting an appropriate research site is essential for ensuring the relevance and accuracy of the collected data. The social, cultural, and physical context of the research setting significantly influences both the data collection process and the meanings

derived from it. Therefore, researchers must choose sites that allow them to gain a deep understanding of the phenomenon being studied, including participants' personal beliefs and attitudes within their natural environments.

C. Sources and Types of Data

This research observes the language choices made by the teacher during classroom interactions. The teacher at SMPN 41 Padang has more than 20 years of teaching experience and regularly teaches 90-minute sessions. The data collected in this study include the teacher's spoken utterances, language switching instances, and explanations behind the use of different languages during English teaching.

Researchers observed the teacher's speech during classroom meetings and collected data through recordings, observations, and interviews. This research data represents the language choices and switching patterns made by the teacher in instructional contexts.

D. Data Collection Techniques

The research employs two data collection techniques:

1. Observation

According to Creswell (2013), observation is a data collection method in which the researcher takes field notes on the behavior and activities of individuals at the research site. The researcher may engage as a participant or non-participant and observes with the goal of understanding how individuals interact in their natural setting.

In this study, observation is used to explore the language-switching practices carried out by English teachers during classroom instruction, as well as the reasons behind those practices. The observations will be conducted at SMPN 41 Padang, focusing on English teachers during actual teaching sessions.

The purpose of these field observations is to understand the way English teachers shift between different languages such as English, Indonesian, and Minang during instruction, the reasons for these language choices, and the perceived benefits for the teaching and learning process. Through direct observation, the researcher will be able to collect authentic, contextualized data related to classroom language use.

2. Interviews

According to Creswell (2013), interviews are one of the primary methods of qualitative data collection, involving direct interaction between the researcher and participants to obtain in-depth information regarding their experiences, perspectives, and understanding of a particular phenomenon. Interviews allow researchers to explore information in greater depth and provide participants the opportunity to explain their views freely.

In this study, the interview technique used is structured interviews, in which the researcher prepares a list of predetermined questions to be asked to the informants. This type of interview is conducted by

providing the same set of questions to all respondents to maintain data consistency and ensure a clear focus on the research topic. This aligns with Creswell's (2013) statement that structured interviews are suitable for obtaining specific and comparable data across participants.

The interviews are conducted with English teachers at SMPN 41 Kuranji. The purpose of these interviews is to gather information related to the teachers' reasons for performing language switching (code-switching) during the teaching process, as well as the benefits of this practice for students' understanding in learning English. The interviews are conducted in a relaxed and open manner to encourage the participants to provide honest and reflective responses.

E. The Technique of Validity Data

In qualitative research, data validity refers to the credibility and trustworthiness of the findings, ensuring that the data accurately represent the phenomenon being studied (Creswell, 2013). To achieve this, the researcher applied triangulation, a technique that cross-checks data obtained from multiple sources and methods to confirm the consistency of the information.

According to Patton (1999), triangulation strengthens a study by combining different data collection methods, sources, or perspectives. In this study, the triangulation technique was applied by integrating two primary methods: (1) Classroom Observation, which was conducted to directly observe the teacher's language choice and code-switching practices during English instruction, and (2) In-depth Interviews, which were

conducted to explore the teacher's reasons for language switching and the perceived benefits for the teaching and learning process.

The purpose of applying triangulation was to minimize potential bias, enhance the accuracy of the findings, and ensure a more comprehensive understanding of the phenomenon. Data from observations and interviews were compared and analyzed to identify consistencies and differences, thus providing stronger evidence for the conclusions drawn. This approach aligns with Denzin's (1978) view that triangulation in qualitative research increases the validity of the findings by corroborating evidence from different angles.

F. The Technique of Analysis Data

Data analysis is the process of simplifying data into a more readable and implementable form. The purpose of data analysis is to make the collected information clear and explicit. In line with the nature of this research, the data analysis technique used is the interactive qualitative analysis model, as proposed by Miles and Huberman. This model consists of four main components, data collection, data reduction, data display, drawing conclusions/verification (Miles and Huberman, 1992:15):

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and transforming raw data from written field notes. The way to reduce data is by conducting selection, summarizing or briefly describing, categorizing into patterns, and making research transcripts to clarify, shorten, focus, discard irrelevant parts, and organize the data so that it

can be concluded and finalized accurately according to the main focus of the problem.

The term data reduction in qualitative research is often equated with the term data management (ranging from editing, coding, to data tabulation) in qualitative research. It involves activities to compile the collected data as completely as possible, then sorting it into specific concepts or themes (Burhan Bungin, 2003:70).

2. Data Display

The second step in qualitative data analysis is data display. According to Sugiyono (2012), data display is an organized collection of information that gives the researcher the possibility to draw valid conclusions and take appropriate actions. By displaying the data systematically, researchers can better understand what is happening and identify patterns that emerge during the research process.

In qualitative research, data display is commonly presented in the form of narrative text, tables, or charts (Sugiyono, 2012). Similarly, Creswell (2013) explains that qualitative researchers often organize their data in descriptive form, which helps them link the findings with the research questions and theoretical framework.

3. Drawing Conclusions

Conclusion drawing is the final step in the creation of a report. Drawing conclusions involves the effort to find or understand the meaning, patterns of explanation, causal relationships, or propositions. The conclusions drawn must be verified by reviewing and questioning

a more accurate understanding. This can be done by revisiting field notes and placing a copy of a finding within the data, while referring to and utilizing the validation techniques employed. The process of drawing conclusions is one that requires careful consideration, as researchers must ensure that they do not misinterpret the data.

