

CHAPTER III

RESEARCH METHOD

A. Research Type

This study used a descriptive qualitative research design. Qualitative research is a method used to explore and understand social phenomena related to human behavior, interaction, and language use in natural settings. According to John W. Creswell (2013), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to social or human problems. This method was considered appropriate for this study because the researcher aimed to identify, analyze, and describe the use of teachers' code mixing in English classroom interaction. The focus of this research was not to measure variables statistically, but to describe the phenomenon of code mixing used by the teacher during the teaching and learning process in the classroom.

In qualitative research, data was collected in natural settings so that the researcher can observe real situations directly without manipulation. In this study, the researcher observed classroom interaction directly in order to obtain natural data related to the teacher's use of code mixing during English learning activities. This study reflected the characteristics of descriptive qualitative research because it described the phenomenon of teachers' language use in detail, especially the use of code mixing in classroom interaction. The data were analyzed inductively by identifying patterns found in the data and deductively by relating the findings to theories of code mixing.

Therefore, this study focused on describing and analyzing teachers' code mixing in English classroom interaction in a real and natural classroom setting.

B. Subject of Research

The subject of this research was the English teacher at MTsN 3 Padang Pariaman. The teacher was chosen as the main subject because they play an important role in classroom interaction and are directly involved in using language during the teaching and learning process. In this study, the focus was on how the teacher uses code mixing when interacting with students in the classroom.

The teacher is a native of West Sumatra who graduated from the English Education study program for her bachelor's degree and the Islamic Religious Education study program for her master's degree. This educational and regional background is relevant to the study, as it shaped the teacher's language habits and the way she uses English and Indonesian in the classroom.

In addition, the students were included as supporting participants in this research. Although the main focus was on the teacher, students' responses were important to provide context for the interaction. Through students' participation, the researcher can better understand how code mixing occurs and how it functions in classroom communication.

The selection of the subject was based on the relevance to the research objectives, which aimed to analyze teachers' code mixing in English classroom interaction. Therefore, the English teacher and the students in the observed class were considered appropriate subjects for this study.

C. Data and Source of Data

The data of this research consisted of instances of code mixing involving English, Indonesian, and Minangkabau languages that occur during the teaching and learning process. The data focused on identifying the types and functions of code mixing used by the teacher in classroom interaction, particularly in how the teacher alternates or combines languages in delivering the lesson. These instances are analyzed to understand the role of code mixing in supporting the teaching of English as a foreign language.

The sources of the data are primarily the utterances produced by the teacher during classroom interaction in learning English at MTsN 3 Padang Pariaman. Students' utterances are also included as supporting data to provide a clearer understanding of the interaction context. The data were obtained through direct classroom observation, which allows the researcher to capture natural language use in the learning process. In addition, the utterances were documented to ensure accurate analysis of the code mixing phenomena that occur during the interaction.

D. Data Collecting Technique

First, observation was conducted to directly observe the teaching and learning process in the classroom. Through observation, the researcher was able to identify how the teacher used code mixing during interaction with students in a natural setting. In this process, audio recording was used to capture the classroom interaction. The recording was conducted using a mobile phone to ensure that the data are recorded clearly without disturbing the teaching and learning activities. The recorded data allowed the researcher

to review the interaction carefully and ensure the accuracy of the analysis. Afterward, the audio recordings were transcribed into written form to facilitate the data analysis process.

Second, the interview was conducted with the teacher to obtain deeper information regarding the use of code mixing in the classroom. The interview aimed to explore the teacher's reasons, intentions, and perspectives in using code mixing during the teaching process. Through this technique, the researcher could gain additional insights that cannot be fully captured through observation alone.

By using observation and interview, the researcher was able to collect accurate and reliable data related to the teacher's code mixing in classroom interaction.

E. Data Analysis

Data analysis in qualitative research involves organizing and interpreting the data to obtain meaningful findings. In this study, the researcher used the data analysis technique proposed by Miles and Huberman (1992), which consisted of three main steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction is the process of selecting, focusing, and simplifying the data obtained from the field. In this step, the researcher transcribes the classroom recordings into written form and identifies utterances that contain code mixing used by the teacher.

After that, the researcher organizes the data by grouping them into categories based on the types of code mixing using Muysken's theory (2000), such as insertion, alternation, and congruent lexicalization. Irrelevant data that do not relate to the research focus are excluded, while relevant data are organized systematically. This process helps the researcher focus only on data that support the research objectives.

2. Data Display

Data display is the process of presenting the data in an organized form so that it can be easily understood and analyzed. According to Miles and Huberman (1992), data display helps the researcher to draw conclusions and make decisions.

In this study, the data are presented in the form of tables and descriptions. The researcher displays the teacher's utterances that contain code mixing and classifies them based on their types and functions. This step makes it easier to see patterns and understand how code mixing is used in classroom interaction.

3. Conclusion Drawing and Verification

The final step is drawing conclusions and verifying the findings. In this stage, the researcher interprets the data that have been displayed and identifies patterns related to teachers' code mixing in classroom interaction.

The researcher then draws conclusions based on the analysis of the data, including the types and functions of code mixing used by the teacher.

Verification is also conducted to ensure that the conclusions are consistent with the data collected. This step is important to make sure that the findings are valid and reliable.

