

CHAPTER III

RESEARCH METHODOLOGY

This chapter is intended on the methodology of research. It includes (1) the type of the research, (2) the subject of the research, (3) data and source of data, (4) data collection technique, (5) instrument of the study, (6) data analysis, and (7) procedure of data analysis.

A. Research Design

In conducting the study, the researcher prefer using a descriptive qualitative as a research method. It is the process of learning in which she tries to describe and it is in line with the research questions formulated by the researcher in chapter I.

This study is conducted to describe the problems and it focuses on particular subject being observed rather than on generalization to the larger population. Another aim of the descriptive method itself is to obtain systematical description and accurate facts.

Qualitative research is a research procedure that represents a descriptive data such as words in written or oral from the people and the behaviors that can be observed⁵².

Thus the data in this research are described in the form of words, sentences or paragraph relating to the text which the researcher finds during the process of the study.

So, from the explanation above, Descriptive qualitative method is an appropriate method to conduct this research. By using such method, the purpose and the implication of code switching and code mixing used by English teachers can be figured out.

B. Subject of the Data

Subject of the data in this research was the English teachers in SMPN 40 Surabaya. It was needed to answer the research question of what the forms and context of code switching and code mixing which teachers use during teaching learning process in the classroom. The result of interview got from the teacher answered why teachers in SMPN 40 Surabaya used code switching and code mixing during the class activities.

⁵² Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education* (United State of America, Allyn and Bacon, 1982) P. 30

C. Data and Source of the Data

The data of this study consist of two kinds: Teacher's utterances and teacher's answer from the interview. The first source of the data was the transcription of code switching and code mixing used by the teachers. The second source of data was the result of interview to three teachers upon several questions. They were those who teach in the class that the researcher observed. The teachers were from VII E, VIII B and IX D class.

D. Data Collection Technique

Observation and interview were used to collect necessary information for this study. Both of them have their own method and usage to answer the questions related to this study.

1. Participant

The data were collected through participation observation. The researcher as a non-participate observation. The observation was conducted by observing some utterances from the teachers in the classroom. Researcher asked permission to the teacher to join in the class. During the teaching and learning process, the researcher took notes the teacher's utterances. It is done to have a natural phenomenon happening in the classroom. The data presented in this study were collected from the 09th – 13th of August 2010.

During the data collection, the teachers knew and realized when they were being observed. However, they never knew when the observer recorded the conversation or took notes of utterances uttered by the teachers in the class. Such methods allowed them to do the teaching activity naturally. It was important to maintain the situation in order to catch the context of the conversation and utterances that actually happens in the class.

2. Interview

Interview was a way to collect the data. This kind of observation conducted in order to answer the reasons why teachers in SMPN 40 Surabaya used code switching and code mixing in class activity. The interview contained some questions that had to be answered by teachers. The questions used by researcher during the interview. The result of interview used to find out the reason why teachers in SMPN 40 Surabaya used code switching and code mixing during the class activities to the students. The researcher interviewed three teachers after teaching in the classroom.

E. Instrument of the study

Here, the researcher became research instrument to collect the data. However as the research main instrument, she used tool to be flexible in data

collection. Those tools were blank note which was use for writing down the teacher utterances, tape recorder and interview.

F. Data Analysis Technique

At this step, all collected data are presented. The procedures and the analysis the data as follows:

1. Organizing data

It is the base method to organize the data and to prepare them for further analysis. The data for this study were taken from observation and interview. The data that were taken from observation consist of teacher's utterances.

This data were analyzed according to the form of code switching and code mixing of Fasold as cited by Chaer and Agustina. Furthermore the data were also analyzed in order to answer the research question number (2) about the role of context.

Interview was used to find out the reason of teacher use code switching and code mixing in the class activities. The teachers had to answer questions from the researcher that has been prepared before. After getting the result of the interview, the researcher analyzes them in order to answer the third research question.

2. Analysis technique

Here, all retrieve the data began its analysis process. After gaining the data, every utterance that contains code switching and code mixing were divided. The data that contains code switching and code mixing classified into groups depend on its similarity. Since differentiating the code switching and code mixing was not easy task. The researcher applied the theory stated by Fasold as cited in Chaer and Agustina. (See procedure of data analysis on page 39)

Furthermore, the result of the observation was also used to answer the second questions of this research. After the data from observation were classified, researcher tried to find the context of code switching and code mixing.

In order to analyze the context, the researcher applied the theory Hymes in Brown and Yule. According to them, there are nine features of context. They are participant, topic, setting, channel, code, message form, event, key and purpose. (See procedure of data analysis on page 40)

The data gained from the interview were analyzed descriptively and the result of this study was to find out the reason why teachers in SMPN 40 Surabaya use code switching and code

The second, researcher described the data taken from interview. That included the reason of teachers used code switching and code mixing. The data were taken from interview transcription. (See appendix 4)