

CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

In conducting the study the researcher uses descriptive qualitative as a research method. It is the process of learning that she tries to describe and it is in line with the statement of the problem conducted by the researcher in previous chapter. According to Bogdan and Taylor as cited in Moleong (2006:3), qualitative research is a research procedure that represents a descriptive data such as words in written or oral from the people and behaviors that can be observed. These data are described in the form of words, sentences, or paragraph related to the text which the writer finds during the process of the study.

From the explanation above the researcher concludes that qualitative research methods are development in social events to enable researches to study social and culture phenomena and events. By using the qualitative method, the type, the functions and the reasons of code switching can be figured out.

3.2 Participant of the Study

Participant of the data in this research is one of the English teachers who is teaching students in the class at state junior high school 22 Surabaya. The data from the participant is needed to answer the statement of the problem of the types, function and reason of code switching used by English teacher in English classroom.

3.2.1 Data Source

The researcher gets the data from the utterances teacher using code switching from the English teacher of state junior high school 22 Surabaya. This research only takes the teacher who teaches English in three classrooms. The research only takes teacher utterances while are teaching English in the classroom. The teacher has taught English more than 2 years and one of the favorite teachers.

3.2.2 Research Instrument

The main instrument in this study is the researcher and going to collect the data and analyze from the teacher in the class. There are instrument such as recorder to support the research to collect the credible data. And this research that needs observation and the researcher has to participate in the class in order to know the language that the teacher often switches when the teach their students.

3.3 Data Collection Technique

The research would like to take the data through observation inside the classroom during teaching process and just take some utterances the teacher when the lesson.

The steps of data collection are:

- a. Recording the teacher utterances.
- b. Rechecking the record of teacher utterances.
- c. Transcribe the utterances in a paper

3.4 Data Analysis

To analyze the data, the researcher takes some steps below; first after getting the data through direct observation by attending, participating, recording, and taking notes from English teacher utterances during teaching and learning process. Then, the researcher listens the record many times to transcribe the spoken data into the written text. After that, the researcher selects and organizes the transcript of the text. After that the researcher select and organizes the transcript of the texts that the types, function and the reasons of code switching used by English teacher for bilingual class at grade 8A and 8B of state junior high school 22 Surabaya in teaching process in order to answer the research focus in chapter I. after all, the researcher makes a conclusion from the result of analysis.

3.5 Technique of Data Analysis

The analysis was based on the theories presented in chapter two. In finding out the types of code switching occurred by the teacher, the researcher used a theory that is written by Romaine in Susanto (2008- 47) states that there are three types of code switching which are intra sentential code switching, inter sentential code switching and tag switching, after gaining the data, every utterance that contained code switching were indentified. Identifying the transcribed data is done by distinguishing the data from the other types of code switching. Then the data were classified into each type of code switching.

Table 3.5.1 The analysis of types of code switching produced by the teacher for bilingual class at the State Junior high School 22 Surabaya

No	Teacher utterance	Type code switching		
		Intra sentential code switching	Inter sentential code switching	Tag switching
	Total	%	%	%

The researcher put the teacher utterances which contained code switching in the second column. After that, the researcher determined what types of code switching used by the teacher. After found out the code switching used, the researcher put a tick (✓) according to the types of code switching. The researcher also would calculate the frequency of the occurrence of the types of code switching. In calculating the frequency of the occurrence of each the type of code switching, the researcher used following formula:

$$B = \frac{b}{tot} \times 100\%$$

Note :

B : percentage of occurrence of certain type of code switching

b : frequency of occurrence of certain type of code switching

tot : Total frequencies of occurrence of certain type of code switching

After analyzing the type of code switching, the researcher analyzed the function of code switching, based on Matson and Burenhult (as cited in Sert, (2005:2), there are three function of code switching used by an English teacher for bilingual class at the State Junior High School 22 Surabaya which introduced with its aspect as: topic switch, affective function and repetitive function. In classifying the data, the researcher also used the table. It is made to help the researcher to interpret the data.

Table 3.5.2 The Analysis function of Code switching produced by the Teacher for bilingual class at the State Junior High School 22 Surabaya

No	Teacher utterance	Functions of code switching		
		<i>Topic switch</i>	<i>Affective function</i>	<i>Repetitive function</i>
	Total	%	%	%

The researcher wrote each function in the third column of table 3.5.2. then put a tick (√) according to the function of code switching. The researcher also would calculate the frequency of occurrence of the function of code switching. In calculating the frequency of the frequency of the occurrence of each function of code switching produced by the teacher, the researcher used the following formula.

$$A = \frac{a}{tot} \times 100\%$$

Note :

A : percentage of occurrence of certain function of code switching

a : frequency of occurrence of certain function of code switching

tot : Total frequencies of occurrence of certain function of code switching

The data transcriptions gained from the utterance English teacher. Furthermore, the result of the study is to find out function of code switching used by an English teacher for bilingual classroom. The researcher would identify whether the teacher also apply the function of code switching that is analyzed by the researcher or not. And the last in classifying the data, the researcher analyzed the reasons of code switching. Based on Hoffman (1992:116) there are a number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), Repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

Table 3.5.3 The Analysis of reasons of Code switching produced by the Teacher for bilingual class at the State Junior High School 22 Surabaya

No.	Reasons	Frequency	Percentages
1.	Talking about a particular topic		%
2.	Quoting somebody else		%

3.	Showing empathy about something,		%
4.	Interjection		%
5.	Repetition used for clarification		%
6.	Expressing group identity		%
7	intention of clarifying the speech content for the interlocutor		%
	Total		%

The researcher put a tick (√) according to the reasons of code switching. The researcher also would calculate the frequency of occurrence of the reasons of code switching. In calculating the frequency of the occurrence of each reason of code switching produced by the teacher, the researcher used the formula. This formula same with the functions and the types of code switching,

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