

## CHAPTER III

### RESEARCH METHOD

This chapter covered research method that consist of research design and approach, place and time of the study, subject and object of the study, source of data, data collecting procedure, endorsement of the data and data analysis.

#### A. Research Design and Approach

This study used a Descriptive Qualitative design which is in the study, the writer used descriptive method in which the study tried to describe the types of code mixing and code switching in bilingual teaching classroom interactions, and the functions of code mixing and code switching that are used by the teachers in bilingual classroom interactions.

Suharsimi in Raharjo explains the descriptive method as: the descriptive research is a research for collecting the information of the fact based on reality when the research is done<sup>1</sup>.

Saukah in Raharjo states that Descriptive research is done to get information about the latest data or information from something<sup>2</sup>. And the researcher used qualitative approach because the researcher focused on understanding social phenomena from the perspective of the human participants in natural setting.

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<sup>1</sup>Mujia Raharjo, *Pengantar Penelitian Bahasa*, Malang: Penerbit Cendekia Paramulya, 2002, p.45.

<sup>2</sup> *Ibid.*

**B. Place and Time of Study**

This study conducted in State Islamic Institute of Palangkaraya on Reading bilingual classes of the third Semester students of IAIN Palangkaraya. The writer expected the time is appropriate for getting the information and data needed from the English teacher, students and item of the evaluation, so that it did not disturb the teaching learning process. The allotted time needed for this study is about 2 months.

**C. Object and Subject of The Study**

This study took the students of third semester in State Islamic Institute of Palangkaraya as an object, while the courses of Reading is the subject of this study. The writer took the students of third semester and the lecturers as a source of data in this study when the lecturer teaches Reading to the students of third semester by using Code Mixing and Code Switching.

**D. Source of Data**

There were two sources of data in this study; they are the students' utterances and the lecturers' utterances. In this case, the utterances should belong to code mixing and code switching in a bilingual class.

**E. Instruments of The Study****1. Observation**

Observation is made in an attempt to obtain a comprehensive pictures of a situation and the product of those observations is notes or narratives. The pupose of direct observation is to determine the extent to which a particular

behaviour is present. In this case, the utterances of code mixing and code switching in a bilingual class.<sup>3</sup>

The observer functions like a camera or recording device to provide a record of the occurrence of the behavior in question, and observer brought a camera and tape recorder to help the observer in collecting the data from the class observation. In this instrument, the observer also used the recorded video and checklist to note the code mixing and code switching utterances. There were some important preliminary steps to take in preparing for direct observation:

- a. *Select the aspect of behavior to be observed.* Because it is not possible to collect data on everything that happens, the investigator must decide beforehand which behaviors to record and which not to record.
- b. *Clearly define the behaviors falling within a chosen category.* Know what behaviors would be indicators of the attribute. In studying aggressive behavior in the classroom, would challenging the teacher or speaking out of turn be classified as aggressive, or would it be restricted to behaviors such as pushing, hitting, throwing objects, and name-calling? If observing multiple categories of behavior, make sure the categories are mutually exclusive.<sup>4</sup>

The writer observed the class about four times observation and hope this is an appropriate time to get the data.

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<sup>3</sup> Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh. *Introduction to The Reseach in Education*, New York, Nelson Education Ltd ,1985, p.219.

<sup>4</sup> *Ibid.*, p.12.

## 2. Interview

An interview involves a one-on-one verbal interaction between the researcher and a respondent.<sup>5</sup> Interview according to Sugiyono is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>6</sup> In this study, the interview done to identify information about the usage of code mixing and code switching by teachers and students and the reason why they use code mixing and code switching in bilingual English class.

According to Sugiyono there are three kinds of interview, they are structured interview, semi structured interview, and unstructured interview. In this study the writer used unstructured interview because it is known exactly about what information will get or happen in the field, referring to Sugiyono as follows.

“Wawancara tidak berstruktur adalah wawancara bebas dimana peneliti tidak menggunakan pedoman wawancara yang telah tersusun secara sistematis dan lengkap untuk pengumpulan datanya. Pedoman wawancara yang digunakan hanya berupa garis-garis besar permasalahan yang akan ditanyakan.”<sup>7</sup>

Based on the citation, an unstructured interview is a free interview where the interviewer does not use a systematic and comprehensive interview guideline

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<sup>5</sup> Wayne Goddard and Stuart Melville, *Research Methodology an Introduction*, Second edition, Durban: FPP Productions, 2001, p. 49.

<sup>6</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung, Alfabeta, 2013.,p.317

<sup>7</sup>*Ibid.*,p.320.

to collect the data. The guideline used is only points related to problems which are found out.

In interview, the writer searched for the information from the informant following issues:

- a. The implementation of using code mixing and code switching in bilingual English class.
- b. The reasons why code mixing and code switching are used by the teachers and students in the bilingual English class.

Interview also helped the writer to proof the endorsement data especially in the case of member check.

#### **F. Data Collecting Procedure**

Several steps were involved in this data collecting procedure. First, the writer copied students and teachers' utterances into transcripts to identify all utterances which consist of the switched code, and mixed code. Second, each extract which consists of code switching and code mixing was grouped based on their types and their potential factor functioned in the checklist. Finally, the data from the transcriptions were re-examined by coding the types and functions of utterances. The data were collected through class observation, and interview. There were two kinds of data: primary and secondary data. The primary data were collected through the observation, while the secondary data were collected through the interview. The observation was carried out in one sample groups in accordance with the courses are being taught; Reading

classes. Each sample groups is observed and recorded for approximately 150 minutes within the schedule of the lecture times.

## **G. Data Analysis**

Data analysis is the process of analyzing code mixing and code switching utterances in the interview transcripts and observation results.<sup>8</sup>

Miles and Huberman in Qodir mention that there are four techniques are used before analyzing the data. They are as follows<sup>9</sup>:

### **a. Data Collection**

All of the data collected are soon molded in writing form in order to be easy in understanding and analyzing. The data collected related to the study are those code mixing and code switching utterances used by the teachers and students.

### **b. Data Reduction**

The researcher chooses the data that relevant to the study, and focus on the data that directly solve the problem or answer the research problems.

In this technique the writer omitted or erased unnecessary data.

### **c. Data Display**

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<sup>8</sup>Bodgan.C Robert, *Qualitative Research for Education*, third edition, New York: United State of America, 1998, p. 334.

<sup>9</sup> Abdul Qodir, *Metodologi Reser Kualitatif: Pedoman Melakukan Penelitian Ilmiah*, Palangka Raya, STAIN Palangka Raya, 1999,p,84.

The result of the data reduction is made systematically in a simple draft. Miles and Huberman stated that the most frequent form of displaying data for qualitative research that is conducted in the past has to be in the form of narrative text.<sup>10</sup>

d. Conclusion/Data verification

The conclusion or data verification is the process to re-check the data reduction; data display before, while, and after the data collected. This is to make sure that the data do not deviate from the problems of the study. To get the credible data, it must be supported by the validity evidence.

The steps that the writer undergoes in analyzing the data are as follows:

1. Classifying the data based on the types and the function used in code switching and code mixing. The analysis used in this study is that the types of code switching and code mixing and the reasons why the teachers mix and switch their language are based on Hoffman's theory.
2. Describing the types of code switching and mixing and the function of code mixing and code switching based on Hoffman's theory.
3. Drawing conclusion. The writer concluded about which one between code switching and code mixing that mostly occurs in the teachers' interaction in bilingual class and will conclude which function that mostly occurs in the teachers' interaction in bilingual class.

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<sup>10</sup> Sugiyono, *Metode Penelitian Pendidikan, Pendidikan Kualitatif dan R&D*, Bandung, Alfabeta, 2007, p. 345.

## H. Endorsement Data

To find and to make the endorsement of the data, the writer engaged some endorsement of the data. The endorsement for the data involves internal validity or test of data credibility; reliability or test of dependability; external validity or test transferability; and also objectively or test of conformability.<sup>11</sup>

### a. Credibility

In qualitative research, the notion of internal validity can be related to credibility and external validity to transferability. This is not just a change in terminology; credibility and transferability differ from quantitative notions of validity in theoretically important ways. In test of data credibility or internal validity, the data must be admitted and must receive the truth by the source of information and the study effort. In order to the truth of the result of the study is believed; it is supported by some ways, as follow:

#### 1) Triangulation

Triangulation will be used to check the truth of data by exploiting something out of the data for checking necessary or as standard of compression.

#### 2) Member check

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<sup>11</sup>Cristina Saenz, *Adult Second Language Accusation*, Washington dc: Georgetown Press, 2005, p. 87.



Members are asked to check and re-check the subject of the study in order to get a similarity of perception. The objective of member check is to make information that is gotten to the study and is used in writing the report of the study.

3) Peer debriefing

Discuss the data and the informant who had been collected from various parties.

b. Transferability

Transferability relates to question namely, how far the result of the study can be applied in other context. It means the writer gives details description about the result of the study that is done, where someone will re-read the result of the study in the next time.

c. Dependability

In addition to maximize the credibility and transferability of their findings, qualitative researchers seek to demonstrate that the findings are dependable that they have reliably characterized the research context and relationships among the participants. Researchers can establish dependability through several means. For example, peer examination (seeking review by other researchers working in similar contexts) can help researchers draw dependable inferences from the data. Dependability based on quantitative research is called reliability. This case is done by a way called “audio trail”, namely an effort to

explore data gotten by checking carefulness in collecting the data.

Thus, it appears convention that the report is really suitable.