

CHAPTER III

RESEARCH METHOD

A. Research Approach

Before the writer explains about the methodology of this research, first the writer will define what is, “*research*”, *research* is scholarly or scientific investigation or inquiry.¹ Research itself is, divided into two, they are, qualitative and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers.

Considering data and the aims of research the writer uses qualitative and descriptive type research to conduct this study, the data are considered as qualitative because they are the form of written and spoken (words) rather than numbers. Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter.² This research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation

B. Source of Data

The object of this research is 10th grade English teacher of SMA N 7 Semarang. The writer collects the data by observing and then recording the teacher’s explanation in the classroom. The writer wants to analyze the function of the code-switching utterances made by the 10th grade English teacher in the classroom. The utterances that produced by teacher will be recorded when they are teaching in the classroom.

¹ www.thefreedictionary.com/research, accessed on 2nd March 2011

² Norman K. Denzin and Yvona S. Lincoln, *Handbook of Qualitative Research*, (California: Sage Publications, 1994), p. 1

C. Scope of The Study

The focus of this research is 10th grade English teacher's code-switching, in the drive for maximal use of English in SMAN 7 Semarang in terms of sociolinguistics, code-switching and classroom code-switching.

D. Time and Setting

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. So, the researcher has to go to the setting directly. Therefore, selecting the suitable setting is necessary to be concerned. The researcher selects SMAN 7 Semarang because the English teachers often use two languages in teaching learning process.

E. Technique of Data Collection

1. Classroom Observation

In order to obtain the data, the writer uses observation by recording in this research. Observation is necessary done in every qualitative approach.

Observation is one of primer data collection technique. It is very useful, systematic and selective way in monitoring and listening to interaction or phenomena which happened. The researcher uses *non-participant observation*, where the researcher is not involved actively in the group activity, and only as a passive monitor, attending, monitoring, listening carefully to all activities and take a conclusion from the observation result.³

This technique is used to observe the use of language in a real condition. Since the object of the study is the teachers' explanation, recording is the first step in collecting the data, the writer records the teachers' explanation that the writer wants to investigate. Then, the writer

³ Restu Kartiko Widi, *Asas Metodologi Penelitian*, (Yogyakarta: Graha Ilmu, 2010), p. 236-237.

transcribes the recording of the utterances to convert the data from spoken into written form. The next step is analyzing. The writer begins analyzing which utterances are code-switching and its functions.

2. Interview

The second is interview. Interview is procedure used for gathering oral data in particular categories (if the interview is well planned and structured in advance), but also for gathering data that was not anticipated at the outset. Interviews can be conducted with individuals, in groups, or by telephone.⁴

Interview may be used for many different purposes – we have press interview, therapeutic interview, employment selection interview, interview making requests or stating demands and so on.⁵

The writer takes an interview in order to elicit information about the reasons toward code-switching and to get details information.

F. Technique of Data Analysis

The writer does some steps of analyzing the data. First, the writer transcribes the utterances of code-switching of the teacher. It will help to classify the form of code-switching and its function. After the data were collected, they would be put down in the written form through three steps as follow:

- 1) The writer listens carefully to the natural teaching-learning process in the recorded data.
- 2) The writer transcribes the recorded data as accurate as possible and arranges them as series of teaching-learning process.

⁴ James Dean Brown, *Using Surveys in Language Programs*, (New York: Cambridge University Press, 2001), p. 5.

⁵ A.N. Oppenheim, *Questionnaire Design, Interviewing and Attitude Measurement*, (London: Pinter Publisher, 1992), p. 65.

The utterances that made by teacher in teaching learning process.

No.	Teacher's utterances
1	
2	
3	
4	
5	
6	
....	

- 3) The writer classifies the data which contained code-switching and each functions. The data which contained code-switching would be used as the data of investigation.

The code-switching utterances and its function that made by teacher in teaching learning process.

No.	Expressions	Function					
		Ins	Aff	Emp	Ela	Add	Cla
1							
2							
3							
4							
....							
Total							

Note:

Ins : *Insufficient Vocabulary Resources* Aff : *Affective*

Add : *Addressee Specification* Emp : *Emphasis*

Ela : *Elaboration* Cla : *Clarification*

- 4) Then the writer classifies the similar function based on the types in order to make more simple.

The code-switching utterances based on its function that made by teacher in teaching learning process.

No.	Expressions	Function
1		Insufficient Vocabulary Resources
2		
3		
4		Affective
5		
6		
7		Emphasis
8		
9		
10		Elaboration
11		
12		
13		Addressee Specification
14		
15		
16		Clarification
17		
18		

- 5) Then the writer accounts the amount of code-switching functions used during the teaching English as a foreign language in the classroom.

First, he calculates the code-switching found in teaching English in the classroom using formula as follows:

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance} \times 100\%}{\text{All utterances in the classroom}}$$

Second, he calculates the percentage of each code-switching function using formula as follows:

$$\% \text{ of each function} = \frac{\text{Frequency of each function of CS} \times 100\%}{\text{All CS in the classroom}}$$