

CHAPTER III

RESEARCH PROCEDURES

This chapter elaborates the design of research procedures that should be accomplished during the research. The procedures used in this research help the researcher to analyse the data appropriately. This chapter is divided into eight sections, those are the description of research method, focus of the research, data and data resource, steps of the research, technique of collecting the data, research instrument, technique of analysing the data and the last section tells the place and time of the research.

A. Method of the Research

This research uses qualitative descriptive method and case study approach. Marvasti, Amir B. (2004:7) states, “Conversely, qualitative research provides detailed description and analysis of the quality, or the substance, of the human experience.” Besides, Wainwright, David (1997) states, “Qualitative research can be characterized as the attempt to obtain an in-depth understanding of the meaning and ‘definition of the situation’ presented by informants, rather than the production of a quantitative ‘measurement’ of their characteristics or behaviour.” Based on the statements above, this research is included into qualitative research with descriptive method and a case study approach to describe and to explain the types of code-switching that are found in the EFL classroom.

B. Focus of the Research

Focus of this research is to find the types of using code-switching uttered by the teacher in EFL classroom with the explanation of code-switching theories. The types of code-switching are tag switching, inter-sentential switching, intra-sentential switching, situational switching and metaphorical switching.

C. Data and Source of the Data

1. Data

The data in this research are all the code-switching utterances of one English teacher who teaches in EFL classroom by using the observation.

2. Source of the Data

In conducting this research, the source of the data is an English teacher in *SMA Negeri 5 Tasikmalaya*.

D. Steps of the Research

The steps of the research are:

- a. formulating the problem and aim of the research;
- b. collecting the data observation;
- c. analysing and identifying the data based on the types of code-switching;
- d. concluding the result.

E. Technique of Collecting the Data

This research uses an observation to collect the data. An observation is done by attending the teaching learning process in the classroom and recording the teacher's utterances while teaching to observe her code-switching. According to Kerlinger, Fred N. (1978) as quoted by Arikunto, Suharsimi (2010:265), "*Mengobservasi adalah suatu istilah umum yang mempunyai arti semua bentuk penerimaan data yang dilakukan dengan cara merekam kejadian.*" It means, observing is a general term which has meanings of all data acceptance done by recording occurrences. In this research, the observation is conducted directly by attending the teaching learning process in the classroom and recording the teacher's utterances while teaching. The purposes of using observation in this research are to get more detailed data and to see the situation directly.

F. Instruments of the Research

This research uses a video recorder to record all the activities and utterances done by the teacher. Arikunto, Suharsimi (2010:203) states, "*Instrumen penelitian adalah alat atau fasilitas yang digunakan oleh peneliti dalam mengumpulkan data agar pekerjaannya lebih mudah dan hasilnya lebih baik, dalam arti lebih cermat, lengkap dan sistematis sehingga lebih mudah diolah.*" It means, the research instrument is a mean or facility used by researcher in collecting the data, so the work is easier and

the result is better. On the other hand, it is more careful, complete and systematic to make it easier to process.

G. Technique of Analysing the Data

The teacher's code-switching utterance is analysed based on the types of code-switching. Jendra, Made Iwan Indrawan (2010) categorizes code-switching into two different classifications, namely grammatical and contextual. Grammatical classification formed by Poplack (1980) as quoted by Suzanne Romaine (1995) has three types of code-switching namely tag switching, inter-sentential switching and intra-sentential switching. Contextual classification formed by Ronald Wardhaugh (2006) has two types of code-switching namely situational switching and metaphorical switching.

This research uses coding to help in analysing the data by giving constant code for the same occurrences. Alwasilah, A. Chaedar (2009:159) states, *"Ini akan membantu Anda dalam beberapa hal, yaitu, 1) memudahkan identifikasi fenomena, 2) memudahkan penghitungan frekuensi kemunculan fenomena, 3) frekuensi kemunculan kode menunjukkan kecenderungan temuan, dan 4) membantu Anda menyusun kategori (kategorisasi) dan subkategorisasi."* It means, coding will help the researcher in some ways, those are 1) to ease the identification of phenomenon, 2) to ease the calculation of phenomenon appearance frequency, 3) code appearance frequency shows the finding tendency, 4) to help arranging category (categorization) and subcategorization).

In this research, there are some codes to help analysing the data.

Code	Meaning
TS	Tag Switching
IES	Inter-sentential switching
IAS	Intra-sentential switching
SS	Situational switching
MS	Metaphorical switching
T	Teacher
Ss	Students
S	Student
DDN	Data Display Number

H. Place and Time of the Research

The research was conducted in English subject class times, February 2014, in *SMA Negeri 5 Tasikmalaya*. The research was conducted directly in the classroom to gain the data.