

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research method that will be used in conducting this study. The decision covers Research Design, Subject of the Study, Research Instrument, Collecting Data Procedures, Data Analysis Technique.

#### **A. Research Design**

According to Gay L.R (1992:7), research is the formal systematic application of the scientific method to the study problems. It is also a systematic process of collecting and logically analyzing information data for some purposes. Based on J. Millan (1993:66) there are two kinds of research: qualitative research and quantitative research. In qualitative research, the data are presented in words or pictures because it has natural setting as the direct source data. And in quantitative research, the data are presented with numbers.

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. 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 mixing used by English teachers can be figured out.

## **B. Subject of the Study**

According to Arikunto (2013) human and thing can be classified as a subject of research. The subject of the study is a source of data, they are two teachers who teach English subject in 8A (male class) and 8D (female class) at second grade of MTs Darul Hikmah Tawang Sari and four students as a participant two students from 8A class and two students from 8D class.

## **C. Research Instrument**

Here, the researcher became research instrument to collect the data. However as the research main instrument, she used tools to be a flexible in data collection. They are:

### **1. Observation sheet**

The researcher used the observation sheet to observe the teacher during the teaching and learning process to get temporary data regarding the forms of code mixing used by the teacher.

### **2. Recorder**

In this study, the recorder was used to record the teacher's speech or utterance during the teaching and learning process in the classroom start from beginning until end of class.

### **3. Interview guided**

Interview guided was used by researcher to interview the teacher to obtain the data regarding the teacher's reasons use code mixing in her utterances in teaching and learning process.

#### 4. Blank note

Blank note was used by researcher to write down to teachers utterances.

**Table 3.1. Blue Print of students' perception on code mixing which adopted from a study conducted by Weng and Shi.**

Variable	Sub Variable	Indicator Blue Print
Perception on code mixing	Students' perception on code mixing used by the teacher in classroom	<ul style="list-style-type: none"> <li>• Students' opinion on mixing Indonesian and English by teacher in teaching English subject in classroom.</li> <li>• Necessary moment for the teacher to mix Indonesian and English in classroom.</li> <li>• The main reason of students think that code mixing is necessary used by teacher in classroom.</li> <li>• Students; level of understanding on their lesson when the teacher only use English in the classroom</li> <li>• Students' level of learning when teacher mix Indonesian and English in explaining the content of materials in the classroom.</li> <li>• Level of usefulness of mixing Indonesian and English by the teacher in the classroom</li> <li>• Level of frequency teacher mix Indonesian and English in the classroom</li> <li>• The percentage should the teacher mix Indonesian and English in the classroom?</li> </ul>

## D. Collecting Data Procedure

In this study, the procedure of collecting data as follows:

### 1. Observation

Observation is in some part an intuitive process that allows individuals to collect the information about others by viewing their actions and behaviors in their natural surroundings ( Arhar, Holly and Kasten in Robin and McClure 2002). The data has collected through participation observation. The participation was conducted for getting some utterances from the teacher in the classroom. From this the researcher recorded the utterance of the teacher by using a video recorder and voice recorder and the same time the researcher filled the observation sheet by giving checklist and written text. Before the researcher conducted research in the classroom the researcher used guide form above:

**Table 3.2 Observation Sheet**

Activities	Doing code mixing (√) or not (x)	Types of code mixing	Utterances
Greeting checking absent and recap			
Tell the learning objective			
Explain the material			
Discuss with student			
Conclude, reflection and assignment			

## 2. Interview

Interviews are basic fact-finding interactions where one individual asks questions while another responds ( Robin and McClure: 2002 ). Using interview is suitable for research that requires several types of information ( Wray & Bloomer 2013 ). In this study, the researcher used unstructured interview in which researcher did not use structured interview guide that has been systematically and fully equipped for data collection. And the researcher used structured interview guide that has been systematically and fully equipped for

Data collection from the student's perceptions on code mixing used by the teacher in English teaching learning process from Weng and Shi question. From this the researcher used interview guide to answer the research questions number two and three, the interview guide intended for teachers and students to get the data from the reason of the teachers used code mixing and the perception of teachers that used code mixing in teaching learning process.

**Table 3.3 The interview guide as above:**

Question of the teacher	Questions of the student
1. What is your reason for using code mixing in teaching and learning process?	1. In your opinion, when do you think Indonesian is necessary in the English learning class?

	<p>2. Do you think it is helpful to use Indonesian in English learning class?</p> <p>3. If you think using Indonesia is necessary, what is the major reason?</p>
--	--

### E. Data Analysis Technique

Data that obtained from the sample through the instrument selected by the researcher was used to answer the research problem statement. Therefore, the data needs to be studied and analyzed in order to have meaning to solve the problem. In analyzing the data, the researcher employed these steps:

The flow model consist of three components, namely:

1. Observation and interview, data that obtained by observation and interview were processed by using the flow model proposed by Miles and Huberman (Gani, 2011: 27) they are data collection, data reduction, data display, and verifying.

- a. Data reduction

In this step the data that has been obtained by observation and interview was selected based on the researcher purposes and continued by making a set of classification and omitting the irrelevant data to be analyzed.

- b. Data Display

The results of data analysis were presented using two methods, namely informal and formal method. The informal method was done through describing or wording them and the formal method was performed through tables. The writer chose them because the writer in presenting the data analysis result used the sentences to explain clearly and used table to easier the reader to understand the data analysis result.

c. Conclusion drawing/verification

The last step is drawing conclusions or verification. The result of the analysis was concluded after constructing the concepts related to the research focus. The data was described by using researcher own sentences.

The last step is drawing conclusions or verification. The result of the analysis was concluded after constructing the concepts related to the research focus. The data was described by using researcher own sentences.

## **F. Technique of Data Verification**

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. In relation to his research the use of trustworthiness of the data is necessary to be checked in order to reduce the researcher's opinion, prejudices, biases about the data. To check the trustworthiness of the data the researcher used triangulation. Miles and Huberman (1994:223) state triangulation is one way to get the finding the

first place by seeing or hearing multiple instances of it from different sources by using different method and by squaring the data findings with others. Furthermore, Meleong (2006:330) revealed that there are four kinds of triangulation technique : (1) source triangulation, (2) methodology triangulation, (3) investigator triangulation and (4) theoretical triangulation. Triangulation was done by combining some data collection methods. In addition, Sugiyono (2008:241) states that triangulation means the researcher used some different methods in collection data to get data from sources. The purpose of triangulation is to verify the credibility of the data.

As stated above, in this research the researcher employed methodology triangulation. The researcher used methodology triangulation in order to check credibility of the data by using different techniques such as observation and interview. Observation is done first then conduct interview. In addition, it was designed to investigate the reason of code mixing in English teaching and learning process in second grade of MTs Darul Hikmah Tawang Sari Tulungagung. The subject were interviewed to get clear and deeper data. The data from research question about what the reason of code mixing used by the teachers in English teaching and learning process and students' perception on code mixing used by the teachers in English teaching and learning process by using more one method or instrument.