

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the writer presents the methodology of the study. It covers a). Research design b).Subject of the study c).Data and data source d).The Research Instrument. F) Method of collecting data e).Data Analysis f).The trustworthiness of the Study.

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

Research design is very important to conduct a research. It helps researcher to obtain information about when study started and describe something happened at the time of study. Research designs are plans and the procedures for research to detailed methods of data collection and analysis (Cresswell,2009:3). Research design explains the research approach and the types of research, such as naturalistic, ethnography, content analysis, phenomenology, etc. here, the researcher will decide and explain about how to conduct research and focused to selecting design.

The research design is process, which is a se of steps used by the researcher structurally and systematically to get problem solved or answer appropriate with question. Research design needed systematically to conduct the data.

In this research, the researcher use descriptive research methode. Descriptive research is study about phenomenon, situation observed by researcher. In this case, code switching between Thai and English is the

language phenomenon happened in the classroom. It described the code switching used by English teacher in English language classroom. Therefore, need a method particularly in collecting data and analyzing data which suitable with the purpose to get a precise description of code switching used by English teacher in Muslim Wittaya Phuket.

### **B. Subject of the study**

The subject of the study were English teachers in Muslim Wittaya Phuket School in English learning process. Actually, there were four Thai English Teachers. Because of pregnancy, only three Thai English Teachers who can be subject of this study.

### **C. Data and data source**

Data is researcher notes whether number or words. Data is all everything about what happened whether number or words which can be material for conduct information. In this study, data was got from observation in the classroom when English learning process happened

Data source is the subject where data were collected (Arikunto,2006:149). Data source of this study was data recording and interview guide by teacher in English learning process, which data record contained of code switching.

In this research the data were taken from sources as follows:

1. Three of Thai English Teachers
2. The teaching and learning English Classes

#### **D. The Research Instrument**

Because the research conducts in Muslim Wittaya Phuket School during English learning process, researcher must using instrument to collect data. Instrument is tools of research using a method.(Arikunto,2006:149) For some method of collecting data, there has similar name for the instrument. Instrument for test method is test. Instrument for questionnaire method is questionnaire. Instrument for observation method is check-list. And instrument for documentation method is documentation guide or check-list.

The instrument that researcher applied in this research were:

1. Checklist Observation
2. Video camera recorder
3. Interview list

#### **E. Method of Collecting Data**

Technique of collecting data means a way to collect the data of research which suitable with variable of research. In the study the needed data were collected through:

1. Observation

Observation was doing to conduct the data and to know what code switching occurs in the classroom, the possibly factors and functions of code switching may occur in teaching learning.

The type of observation that used in this research was checklist observation which adapted by Poplack(1984), and Holmes (2013).

## 2. Interview

Interview used to find further about the data. What the reason English teacher switch the language in the classroom. Why they do and what the reason they switched from Thai to English and English to Thai also.

The type of interview question that used in this research was semi-structured interview. Interview that allowed the researcher to gain more data needed.

## **F. Data Analysis**

The researcher did in analyzing data was to identify the data which had gotten from the observation, recorder, and interview. The data was analyzed by using the descriptive qualitative method. The data was transcribed into written transcript, and then was identified, selected, and also classified based on the analyzing needs which was relevant to the topic of the research. The gathered data was analyzed by using the mode from Miles and Huberman (1994) through the follow steps: data reduction, data description, and data classification.

### 1. Making Transcription

The data from the observation and recording firstly was transcribed into the written transcript. Then, the transcript was identified, selected, and also classified based on the analyzing needs which was relevant to the topic of the research.

## 2. Reduction the data

The transcript was identified to determine the utterances which considered as the code-switching phenomenon and the utterances which were not contained code-switching. Through the data reduction, the utterances which were not contained code-switching were omitted, so that the utterances which are contained code-switching left. By data reduction, the researcher identified and chooses the data. The utterances which were considered as code-switching, was relevant to the research topic, was suitable to the research questions which had been formulated.

## 3. Description the type of code switching used

The data which had been reduced then was described as the research data which contains code-switching. These data was analyzed through descriptive qualitative method to find out the types and reason of code-switching which might appear in the language classroom teaching learning process. The data which had been reduced and described was

classified into specific groups based on the research focus. The focuses of the research were referred to the reasons for the code-switching, and the types of code-switching.

4. Interview to find out more about reason of code switching.

In order to get further information about the use of code-switching by the teachers in the language classroom, after the steps above, the researcher applied deep interview to the English teachers who were used to using code-switching in their classroom. Interview supported the data from the observation and recording. The interview was focused into the awareness of the teachers in using code-switching in their language classroom, the types for the code-switching, and also the reasons of code-switching which may be possible.

#### **G. The trustworthiness of the Study**

In thesis, trustworthiness is very needed in the research. It must be checked to reduce the hesitation of research and prejudice. Miles and Huberman (1994) said that triangulation as a near talismanic method of confirming findings. The researcher used observation checklist, data recorder, and field note to make sure that data has been valid. Also, used interview guide to convince the research that the data proven. The validity was combinations of multiple data, data collection, field notes, and interview list.