

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter presents the methodology employed in this research in order to conduct the research. It describes five main parts of research procedures, namely research method, participants and setting, data collection, data analysis and research schedule.

#### **3.1 Research Design**

This research investigated teachers' perceptions toward the use of code-switching in teaching and learning process. Therefore, descriptive case study was used as the research design to investigate the phenomenon under the research. Gall et al. (2003) describe case study research as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (p. 436). The use of the descriptive case study was chosen because it facilitates the construction of a detailed and in-depth understanding of what is to be studied and because case study research can involve the complexity of real-life events (Stake, 1995). By implementing this research design, the researcher explored teachers' perceptions of code-switching in classroom interactions.

#### **3.2 Setting and Participants**

The participants of this research were two English teachers in Senior High School who were selected using a purposive sampling method. The purposive sampling technique was chosen because it allows the researcher to select participants who can provide information about the research question to be addressed (Aydin & Kaya, 2017). They were recruited as the participants because of two considerations. First, they have more than five years of experience in teaching English. Second, they are teachers who use code-switching in their teaching and learning process as a communication strategy to connect and interact with their students. In addition, the researcher has observed the use of code-

switching in the classroom by English teachers when doing school-based internships under the guidance of the two teachers.

Before collecting data, each participant was asked to read, fill out, and sign a consent form. It is important to ensure that participants allow researchers to analyze the data and use it for publication purposes while preserving the privacy of participants. Furthermore, data confidentiality was maintained due to research ethics.

### **3.3 Data Collection Technique**

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors (Creswell, 2012). In this research, the data were obtained by using semi-structured interviews (SSI) with the participants, and they would be asked several questions about their perceptions of using code-switching as a communication strategy in the learning process. Adams (2010) stated, "Semi-structured interviews are characterized as conversational in tone and use a combination of open and closed questions." A Semi-structured interview was conducted with a fairly open framework, which allowed the focus of a two-way communication conversation to collect data. Therefore, this kind of interview is appropriate for this research design, because it is intended to provide a detailed insight of what the participants felt and thought.

### **3.4 Data Analysis Technique**

Analyzing data in qualitative research is a time-consuming and labor-intensive process, as researchers usually find a large number of field notes, transcripts, audio recordings, video data, reflections, or information from those who answered the research problem. So, it is true that it needs several times or a lot of time to analyze the data. Thematic analysis was used to analyse the data gathered, identifying the most common patterns in participants' responses (Braun & Clarke, 2006). There were six phases in thematic analysis proposed by Braun and Clarke (2006) as follows:

- 1) Become familiar with the data

In this section, the researcher made the data transcript and data translation into English. Then, the researcher read the data until familiar with it, so that the researcher gained understanding about the data and began choosing the best code of each data.

## 2) Generating initial codes

After becoming familiar with the data, the researcher starts to create a set of initial codes that represent the meaning and pattern. In this stage, the researcher starts to highlight excerpts with the coloring method to differentiate each aspects, which generated the initial codes.

Table. 1

Collate codes

Transcription	Initial Code
<p>P1: penggunaan code-switching ini bagus juga sih bagus juga tadi yang pertama kita itu merasa terbantu ya sebagai alat untuk memudahkan pemahaman siswa terkait materi pembelajaran gitu ya. jadi ya memang kalau siswa di sekolah kita mungkin itu tidak bisa kita mengajar itu full bahasa inggris semuanya tanpa terkecuali itu tidak bisa. karena ada beberapa poin memang yang harus dipahami tetapi mereka tidak paham nantinya akan miss gitu kesannya jadi memang perlu menggunakan code switching</p>	<p>Help students to understand the material</p> <p>Emphasize keywords or main ideas</p>

Table 2. List of Initial Codes and Their Fequency

<b>Initial Codes</b>	<b>Frequency</b>
Differences in students' English proficiency	4
Students do not get comprehensive input of English	6
Help students to understand the material	5
Re-explain teachers' explanation	1
Emphasize keywords or main ideas	3
Clarify task instruction	3
Disciplining and control	1
Enliven the atmosphere of English class	2
Praise students	1
Encourage students' self-confidence	2

### 3) Searching for themes

In this stage, the researcher focused on the broader level of themes and involves sorting the different codes into potential themes. The researcher classified the excerpts into relevant themes.

Table. 3

Group code into theme

No.	Codes	Themes
1.	Differences in students' English proficiency	Reason and impact underlying the use of code-switching
2.	Students do not get comprehensive input of English	
3.	Help students to understand the material	Code-switching in relation to subject access
4.	Re-explain teachers' explanation	
5.	Emphasize keywords or main ideas	
6.	Clarify task instruction	Code-switching in relation to classroom management
7.	Disciplining and control	
8.	Enliven the atmosphere of class	Code-switching in relation to interpersonal relation
9.	Encourage students' self-confidence	
10.	Praise students	

## 4) Reviewing themes

In this phase, the researcher reflected on whether the themes tell a convincing and compelling story about the data, and begin to define the nature of each individual theme, and the relationship among the themes.

Table. 4

Review the themes

<b>Sub-themes</b>	<b>Themes</b>
Factors influencing teachers to use code-switching and its impact	Reason and impact underlying the use of code-switching
Code-switching effectiveness in delivering learning materials	Code-switching in relation to subject access
Benefits of code switching in classroom management	Code-switching in relation to classroom management
Code-switching effectiveness as a tool for building two-way relationships between teachers and students	Code-switching in relation to interpersonal relation

## 5) Defining and naming themes

The themes were named as the representation of the data. Those became findings of this study; Instagram facilitates teacher in teaching writing, Instagram engages students in writing and the advantages of using Instagram in teaching writing.

## 6) Producing the Report

The researcher provided a compelling report which was coherent, logic and valid about the data based on the analysis.

### 3.5 Research Schedule

Table. 5. Research Schedule

No.	Description	Apr- Aug '22	Sept '22	Aug '23	Sept '23	Oct '23	Nov '23	Dec '23
1.	Research proposal writing	■						
2.	Research proposal examination		■					
3.	Data collection			■				
4.	Data analysis				■			
5.	Comprehensive examination					■		
6.	Thesis examination						■	■