

CHAPTER 3

RESEARCH PROCEDURES

This chapter describes the research method used to conduct the study. The research technique, setting and participant, data collection, data analysis, steps of the research, and research schedule are the seven components of research procedures that are described.

3.1. Research Method

The research design used in this study is classroom discourse analysis. According to Paltridge and Phakiti (2015), discourse analysis explains the connection between our words and our actions in certain spoken and written situations. It believes that language is not only used for communication but is also considered to be more creative, active, and influential in social interaction (Howitt, 2016). It means discourse analysis is a method that view how language is used in different situation. On the other words, it is a research approach that explores language data for the purposes of its analysis.

The analysis process is based on discourse analysis, namely classroom discourse analysis. Classroom discourse analysis is a research design that is used to analyze the use of language in the classroom since classroom discourse investigates how language, social interaction, and learning are related (Walsh, 2011). It means this method is used to study how language-in-use is affected by the context of its use which can occur within from the talk within a lesson in a classroom. Through classroom discourse, the researchers can discover more about the deep and dynamic connections between discourse, learning, and social behaviors that take place in the classroom (Paltridge & Phakiti, 2015). In this context of the study, the stages are based on Sinclair and Coulthard's theory of classroom discourse analysis which is based on IRF theory. The results were derived from data obtained from classroom interactions. Thus, the researcher utilized this method because this study aims to explore the types and functions that occur in the classroom because discourse analysis emphasizes the type of language being used (Rumenapp, 2016).

3.2. Focus of the Research

The research focuses on exploring the types and functions of translanguaging in EFL classroom interaction. The types were explored by using the theory of Iversen (2019), and the function was explored by using the theory of Sinclair and Coulthard (1975) about initiation, response, and feedback move of classroom interaction. This study focuses on the teacher and was taken from the non-participant observation and field notes result from an EFL classroom in one of the senior high schools in Jatiwaras, Tasikmalaya, West Java, Indonesia.

3.3. Setting and Participant

The researcher took one of the senior high schools in Jatiwaras, Tasikmalaya, as the research setting. The participant was a teacher because the teacher presents as the one who facilitates the students' learning process. The English teacher who participated in this study was a teacher who has been taught English for around 25 years. She was selected to be the participant because she always transferred the material using Sundanese as the local language, *Bahasa* Indonesia as a national language, and English as the target language to make the students grasp the information easier. She also uses those languages because the students are not familiar with English explanations. Additionally, the teacher used traditional method where the teaching and learning process is teacher-centered. Therefore, the IRF (Initiation, Response, Feedback) moves occurred in the classroom.

3.4. Technique of Collecting the Data

The technique of collecting the data is non-participant observation and field notes.

3.4.1. Non-participant observation

Non-participant observation is a qualitative research technique that is relatively unnoticeable and allows for the collection of primary data about a particular element of the social world without having to engage with the participants directly (Williams, 2008). In this context, non-participant observation allows the researcher to observe without actively participating with the participants. In a naturalistic context, the non-participant observer is oftentimes

physically present with the research participants but is usually absent (Williams, 2008). This term aligns with the theory by Creswell (2017), who stated that non-participant observers observe and document the situation being studied without getting involved with the participants or the surrounding environment. Therefore, the researcher used non-participant observation because the researcher observed the activities in the classroom without actively participating. Besides, the researcher has limited access to the study since the researcher is someone who does not work where this study took place.

The observation was done in three meetings which was started from the beginning until the end of the activity. To obtain the data, the researcher made an observation checklist to ensure that the data taken are in actual conditions. The researcher used an observation checklist to check the types and functions of translanguaging occurred. This observation checklist was adapted by Sahib (2019) and was used to help the researcher checked the data. The observation checklist was made according to the theory that was used as reference in finding the types by Iversen (2019) and the function by Sinclair and Coulthard (1975) of translanguaging used by the teacher in an EFL classroom interaction.

In addition, video recordings were also taken in order to make written script and to find deeper information. Each recording lasted approximately 80 minutes video. It was used for the researcher to transcribe and analyze it to meet the aim of this research.

Table 3.1 Observation Checklist

Activities	Learning steps	Types of translanguaging					Function		
		One named language	Visual support	Translation	Peer support	Several named languages	I	R	F
Opening activity	Greeting the students								
	Preparing the class and			X	X		X	X	

	checking students' attendance					X	X		
	Explaining the lesson that is going to be learned								
Core activity	Explaining the material	X	X	X		X	X	X	X
	Reading a text			X		X	X		
	Answering the question sheet			X	X	X	X		
	Doing the task	X		X	X	X	X	X	X
Closing activity	Giving a homework					X	X		
	Farewell greeting								

3.4.2. Fieldnotes

In addition, throughout the classroom observation, the data was also collected by using field notes. According to Phillippi and Lauderdale (2018), field notes were first used by researchers to record their private, introspective thoughts, ideas, and questions in relation to their study observations and interviews. Van Maaden (1988) cited in Wolfinger (2002) stated, "...field notes are gnostic, shorthand reconstructions of events, observations, and conversations that took place in the field" (p. 223). Therefore, based on the explanation, the researcher utilized field notes because it helped the researcher to make notes while doing the

observation in order to document the actions and events. The field notes are also used as supporting data to view the learning activities that used translanguaging.

3.5. Data Analysis

After completing the observation and field notes, the data was analyzed using Miles, Huberman, and Saldana (2014). This technique was used because it makes assessing the unprocessed data collected via observation easy and quick. In this research, the data was analyzed in several steps.

- 1) The researcher transcribed the recording collected by observation.
- 2) The researcher analyzed the transcription and field notes qualitatively using the technique of Miles, Huberman, & Saldana (2014).

In analyzing the data, the researcher used NVivo, a software that helped the researcher processes the data in deeper and more detail, especially when the researcher coded the data.

3.5.1. Data Condensation

In this step, after transcribing the data, the researcher condensed the data. Data condensation, according to Sugiyono, (2015), comprises summarizing, selecting the basic information, focusing on important things, looking for themes and patterns, and removing irrelevant data. It means in this step, the researcher removed any irrelevant information discovered throughout the research, then chose important things. After that, the researcher presented the data in the descriptive form. By applying the conceptual framework and research question to clarify, concentrate, and arrange the data, the data chunks were chosen from the transcript to strengthen the data (Utami, 2022).

Table 3.2 Data Condensation

Original Data	Condensed Data
Then, they were asked to introduce themselves, but it seemed like they forgot how to introduce themselves, so the teacher gave an example to them. Here, the teacher used translanguaging to explain the instruction to them.	The students forgot how to introduce themselves, so the teacher gave an example to them by using translanguaging to explain the instruction.

3.5.1.1. First cycle coding

In this phase, the researcher allocated starting to the data chunks. The researcher used descriptive coding. A descriptive code applies labels to data to condense the main idea of a passage of qualitative data into a word or a few words—most frequently a noun. In the end, these offer an inventory of subject matter for indexing and categorizing, which is especially useful for studies with a wide range of data sources (field notes, interview transcripts, documents, etc.) (Miles, Huberman, & Saldana, 2013).

The researcher used NVivo to create the codes. The first step of using NVivo is to import the document of transcriptions and field notes.

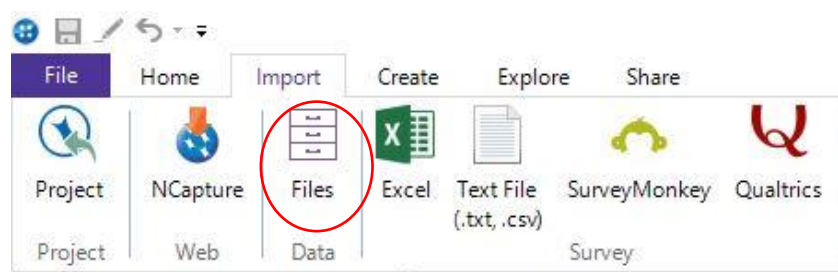


Figure 3.1 *Import documents in NVivo*

After that, the documents are imported into the files folder.

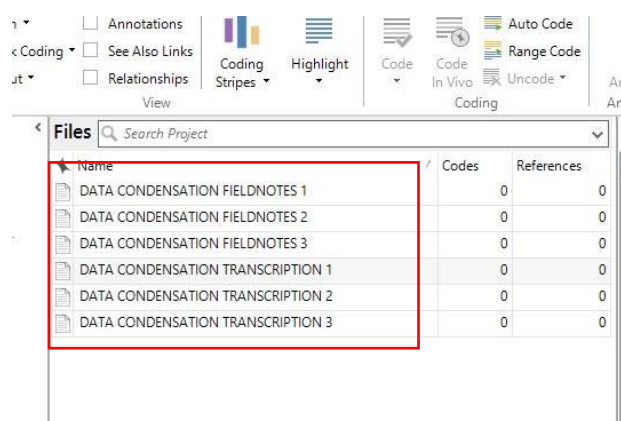
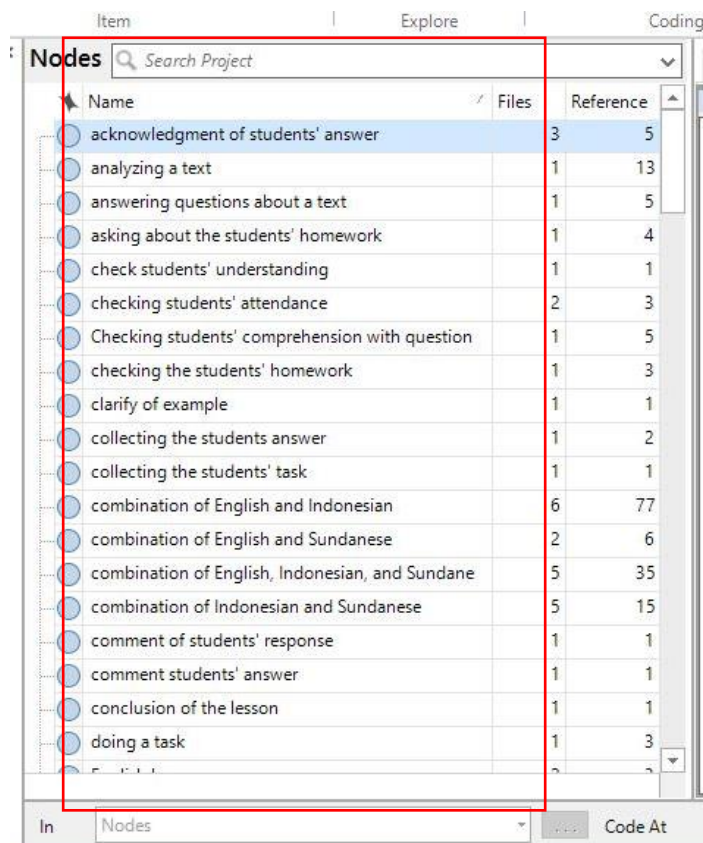


Figure 3.2 *Open documents in NVivo*

After the files were successfully imported to NVivo, the researcher initialled coded the data from transcription and field notes by highlighting the important point in each data.



Name	Files	Reference
acknowledgment of students' answer	3	5
analyzing a text	1	13
answering questions about a text	1	5
asking about the students' homework	1	4
check students' understanding	1	1
checking students' attendance	2	3
Checking students' comprehension with question	1	5
checking the students' homework	1	3
clarify of example	1	1
collecting the students answer	1	2
collecting the students' task	1	1
combination of English and Indonesian	6	77
combination of English and Sundanese	2	6
combination of English, Indonesian, and Sundane	5	35
combination of Indonesian and Sundanese	5	15
comment of students' response	1	1
comment students' answer	1	1
conclusion of the lesson	1	1
doing a task	1	3

Figure 3.3 *Initialing codes in NVivo*

The data from transcription and field notes that have been coded can be exported into the table. The table is shown below.

Table 3.3 *Initialing Codes*

Name	Files	References
acknowledgment of students' answer	3	5
analyzing a text	1	13
answering questions about a text	1	5
asking about the students' homework	1	4
check students' understanding	1	1
checking students' attendance	2	3
checking students' comprehension with questions	1	5
checking the students' homework	1	3
clarify of example	1	1
collecting the students' answer	1	2
collecting the students' task	1	1
combination of English and Indonesian	6	56
combination of English and Sundanese	2	2
combination of English, Indonesian, and Sundanese	5	35
combination of Indonesian and Sundanese	5	10
comment on students' response	1	1

Name	Files	References
comment on students' answer	1	1
conclusion of the lesson	1	1
doing a task	1	3
English language	2	2
example of the material	5	21
explaining the material	2	25
explanation about the next activity	1	1
facilitate students' answer	1	12
facilitate students' response	5	22
gesture for counting	1	1
gesture of a sentence	1	3
gesture of word	2	2
giving a homework	1	1
giving an example	1	3
giving an instruction	1	2
Indonesian language	3	8
information about the previous lesson	1	1
information of the lesson	2	9
instruction about task	3	11
instruction to act properly	1	2
instruction to answer questions	1	7
instruction to introduce themselves	2	7
instruction to read a text	2	6
instruction to speak	1	1
introducing a lesson	1	3
Introducing someone to others	1	10
manage the classroom	3	4
material explanation	1	3
peer support	3	4
question about chairman	1	1
question about students' homework	1	2
question about the text	1	5
question for giving an example	3	12
question for the explanation	4	6
question of homework	1	2
question of students' identity	1	4
question of the lesson	2	8
question of word meaning	1	1
questions for answering the questions	1	2
reading a text	1	5
re-checking students' introduction	2	7
response from students' confusion	4	11
Sundanese language	1	1
the students introduce themselves	1	4
translation of phrase	2	14
translation of sentence	4	22
translation of word	4	15

Name	Files	References
translation tool	1	1
working in peers	1	7

After selecting the initial codes, the researcher developed a tentatively listed code of codes prior to fieldwork that comes from the conceptual framework. The types of translanguaging are based on Iversen's (2019) categorization and the function is based on Sinclair and Coulthard's (1975) theory of Initiation-Response-Feedback (IRF) sequence of classroom interaction. Besides, the context is added based on the learning steps that occurred in the classroom.

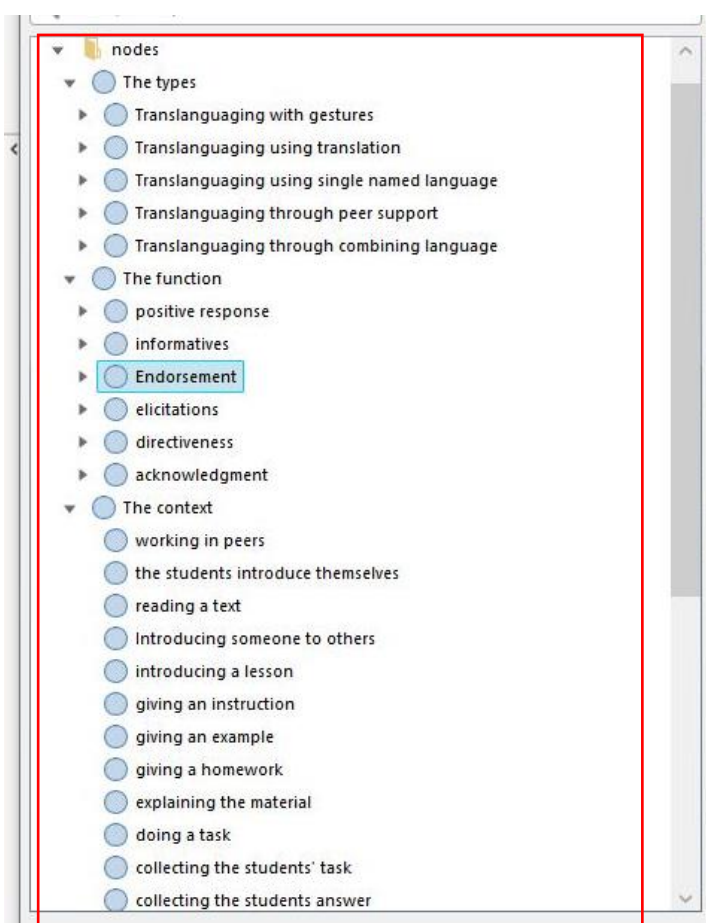


Figure 3.4 *Developing codes in NVivo*

The codes that have been developed by using NVivo are shown in the table below.

Table 3.4 Developing Codes

Name	Files	References
The types of translanguaging		
Translanguaging through peer support		
peer support	3	4
Translanguaging through combining language		
combination of English and Indonesian	6	56
combination of English and Sundanese	2	2
combination of English, Indonesian, and Sundanese	5	35
combination of Indonesian and Sundanese	5	10
Translanguaging using translation		
translation tool	1	1
translation of word	4	15
translation of sentence	4	22
translation of phrase	3	14
Translanguaging with gestures		
gesture of word	3	3
gesture of a sentence	1	2
gesture for counting	1	1
Translanguaging using single named language		
English language	2	2
Indonesian language	3	8
Sundanese language	1	1
The function		
Directives		
instruction about task	4	14
instruction to act properly	1	4
instruction to answer questions	1	7
instruction to introduce themselves	2	7
instruction to read a text	2	6
instruction to speak	1	1
manage the classroom	2	3
Elicitations		
check students' understanding	1	1
question about chairman	1	1
question about students' homework	1	2
question about the text	1	5
question for giving example	3	13
question for the explanation	4	6
question of homework	1	2
question of students' identity	1	3
question of the lesson	2	8
question of word meaning	2	2
questions for answering the questions	1	2
re-checking students' introduction	2	7

Informatives		
material explanation	1	3
information of the lesson	2	9
information about the previous lesson	1	1
explanation about the next activity	1	1
example of the material	5	28
conclusion of the lesson	1	1
Positive response		
respond from students' confusion	4	11
respond from students' question	3	12
Acknowledgment		
acknowledgment of students' answer	3	5
Endorsement		
facilitate students' response	5	22
facilitate students' answer	1	12
comment on students' answer	1	1
comment of students' response	1	1
clarify of example	1	1
The context		
analyzing a text	1	13
answering questions about a text	1	5
asking about the students' homework	1	4
checking students' attendance	2	3
checking students' comprehension with questions	1	5
checking the students' homework	1	3
collecting the students answer	1	2
collecting the students' task	1	1
doing a task	1	3
explaining the material	2	25
the students introduce themselves	1	4
working in peers	1	7
reading a text	1	4
introducing a lesson	1	3
Introducing someone to others	1	10
giving a homework	1	1
giving an example	1	3
giving an instruction	1	2

3.5.1.2. Second cycle coding: Pattern Codes

As a second cycle technique, pattern coding may be used to organize the summaries into fewer categories, themes, or content. Pattern codes are explanatory or inferential codes that point to an underlying idea, arrangement, or justification. They combine a significant amount of data from first-cycle coding

into more insightful and concise units of analysis. In this research, the researcher will group the result from first-cycle coding into several categories that align with the types of translanguaging practices that have been categorized by Iversen (2019) and the theory of classroom interaction by Sinclair and Coulthard (1975), particularly the initiation, response, and feedback (IRF) movement. The codes from the function, which are initiation, response, and feedback are spread into several types of translanguaging because those types have the same function.

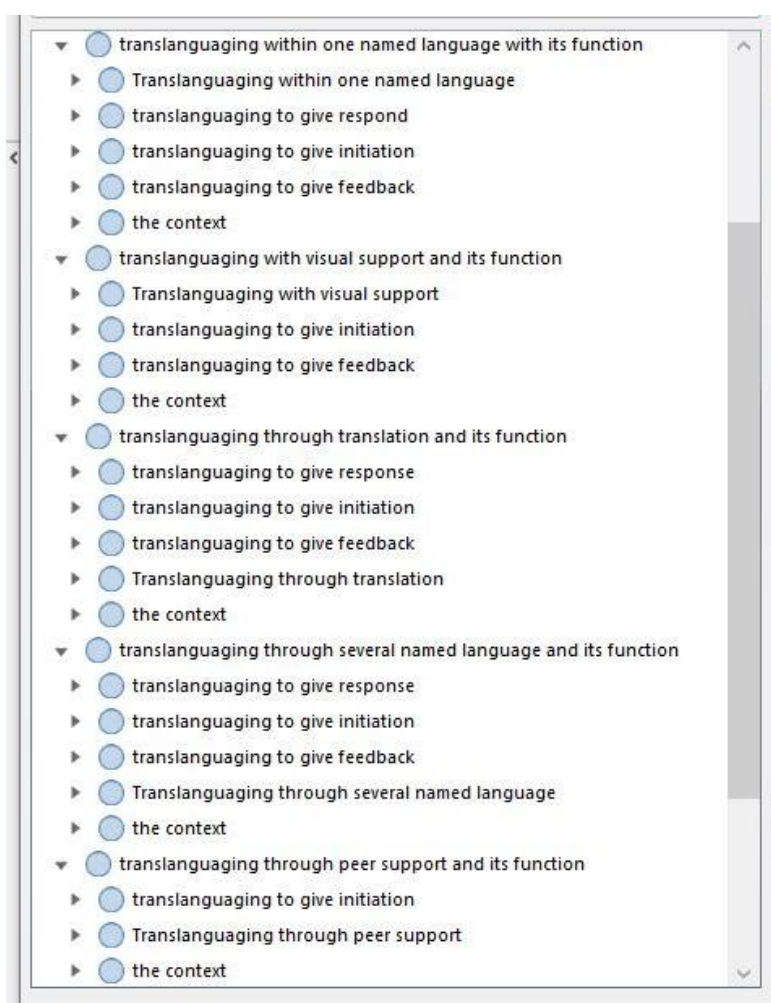


Figure 3.5 *Generating pattern codes in NVivo*

Table 3.5 *Generating pattern codes*

Name	Files	References
Translanguaging within one named language and its function		
Translanguaging using single named language		
Sundanese language	1	1
Indonesian language	3	8

English language	2	2
translanguaging to give initiation		
directives		
instruction about task	2	2
manage the classroom	4	11
translanguaging to give response		
positive response		
response from students' confusion	1	1
response to students' questions	1	1
translanguaging to give feedback		
endorsement		
facilitate students' response	1	2
the context		
doing a task	1	1
explaining the material	1	2
Introducing someone to others	1	3
translanguaging with visual support and its function		
Translanguaging with gestures		
translanguaging to give initiation		
informatives		
the context		
translanguaging through translation and its function		
Translanguaging through translation		
translanguaging to give initiation		
directives		
elicitations		
informatives		
translanguaging to give response		
positive response		
translanguaging to give feedback		
acknowledgment		
endorsement		
the context		
Translanguaging through peer support and its function		
Translanguaging through peer support		
Translanguaging to give initiation		
directives		
elicitations		
The context		
translanguaging through several named language and its function		
Translanguaging through combining languages		
translanguaging to give initiation		
directives		
elicitations		
informatives		
translanguaging to give response		

positive response

translanguaging to give feedback

acknowledgment

endorsement

the context

3.5.2. Data Display

The next stage is to display the data. A display is a structured, summarized collection of data that enables action and conclusion drawing (Utami, 2022). It indicates that the data displayed is well-structured and arranged. Displaying the data will make it simpler for the researcher to comprehend the data and plan what to do in the next phase. In this research, the researcher created a project map by NVivo to visualize and display the data. The project map displays the themes that come from the data (video recording transcription and field notes). It shows how each code and theme are connected to each other.

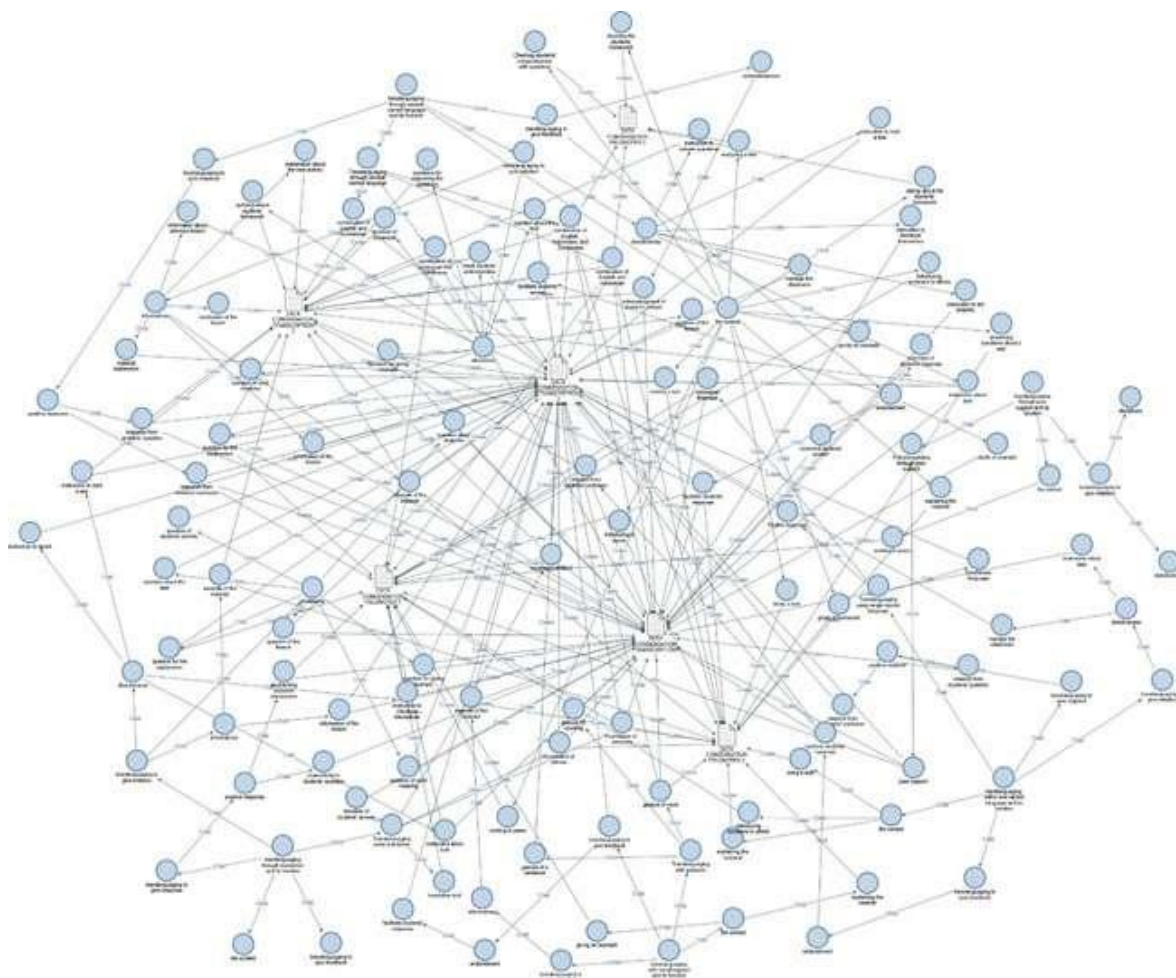


Figure 3.6 *Project Map in NVivo*

Below is shown project maps by each data that has been categorized. The data is visualized one by one to make each data clearer.

1) Project map translanguaging within one named language and its function

The picture below is a project map created to present the first theme. This project map allows the researcher to view each code and categorization from each transcription and field notes that are related to the use of a single named language and the functions that occurred.

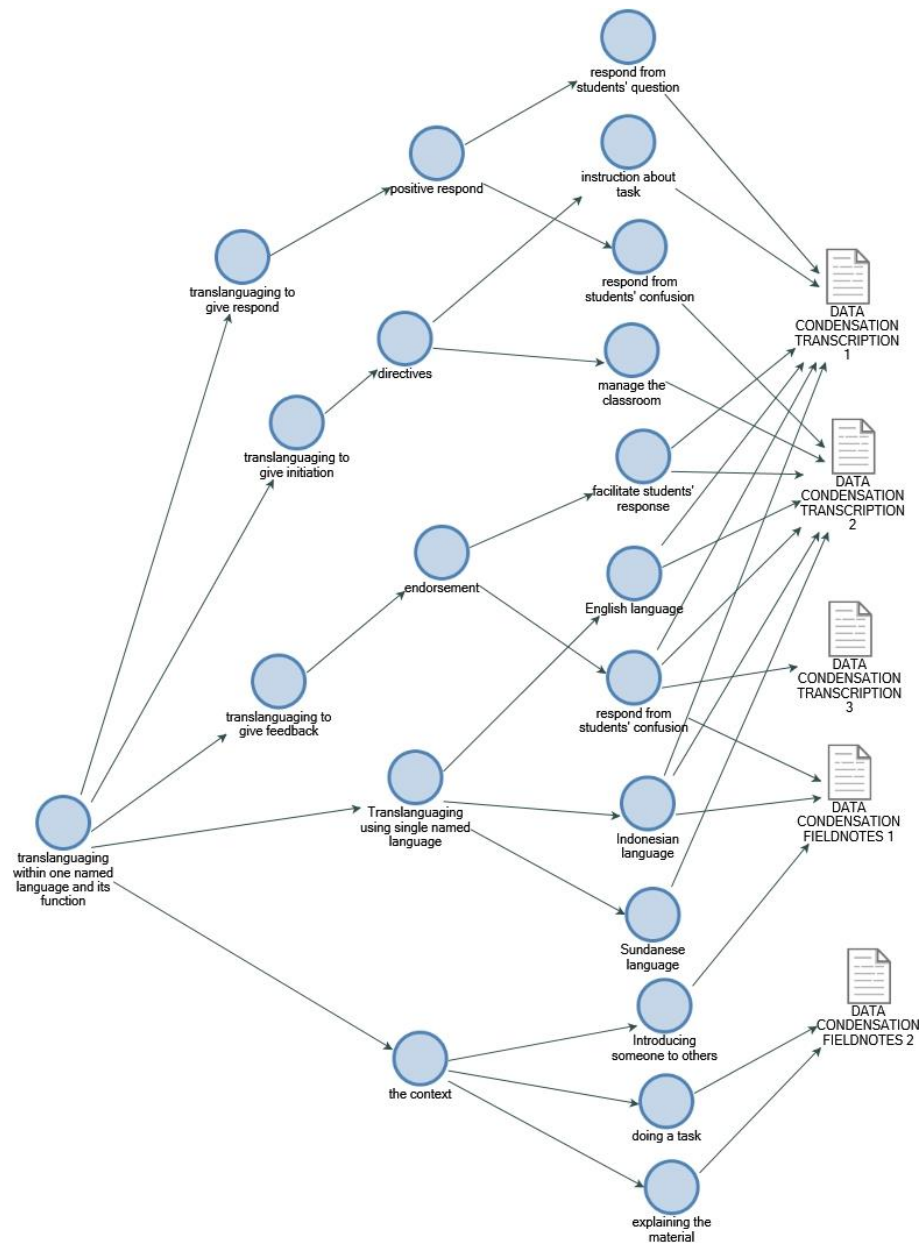


Figure 3.7 Project map translanguaging within one named language and its function

2) Project map translanguageing with visual support and its function

The picture below is a project map created to present the second theme. This project map enables the researcher to view each code and categorization from each transcription and field notes that are connected to the usage of visual support in translanguageing and the functions that occurred.

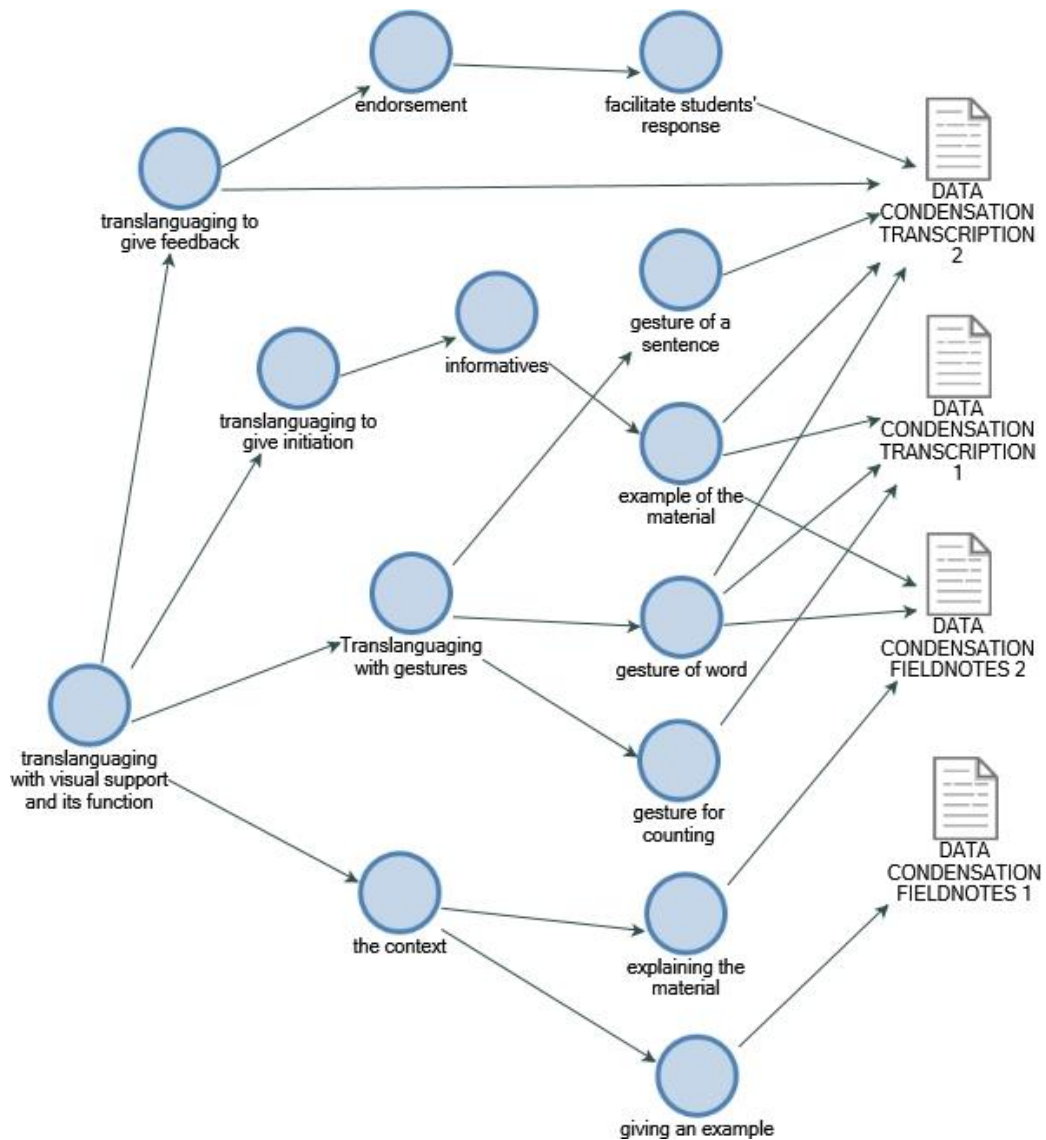


Figure 3.8 Project map translanguageing with visual support and its function

3) Project map translanguaging through translation and its function

The picture below is a project map created to present the third theme. This project map allows the researcher to view each code and categorization from each transcription and field notes that are related to the use of translation and the functions that occurred.

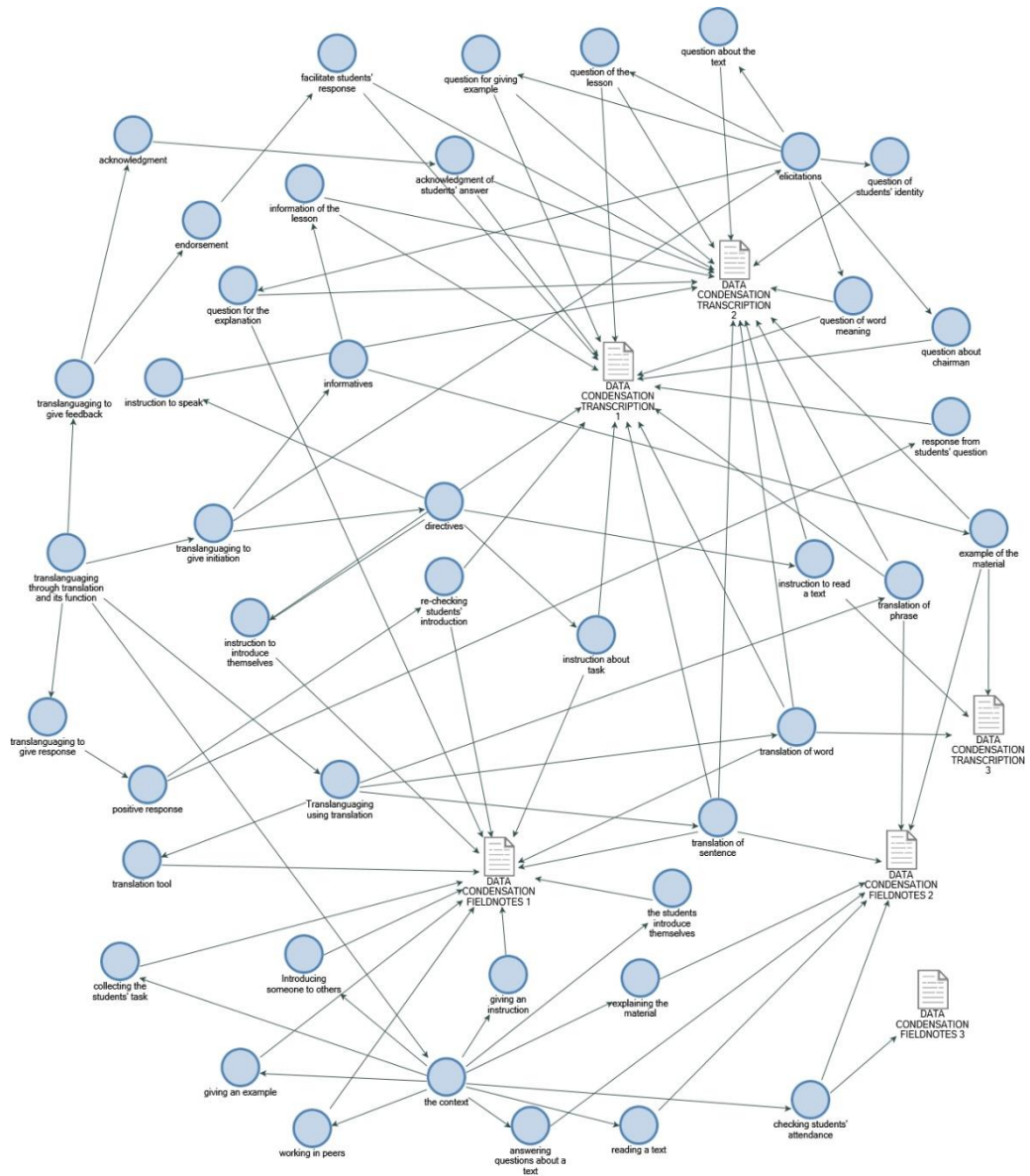


Figure 3.9 Project map translanguaging through translation and its function

4) Project map translanguaging through peer support and its function

The picture below is a project map created to present the fourth theme. This project map enables the researcher to view each code and categorization from each transcription and field notes that are related to the use of peer support and the functions that occurred.

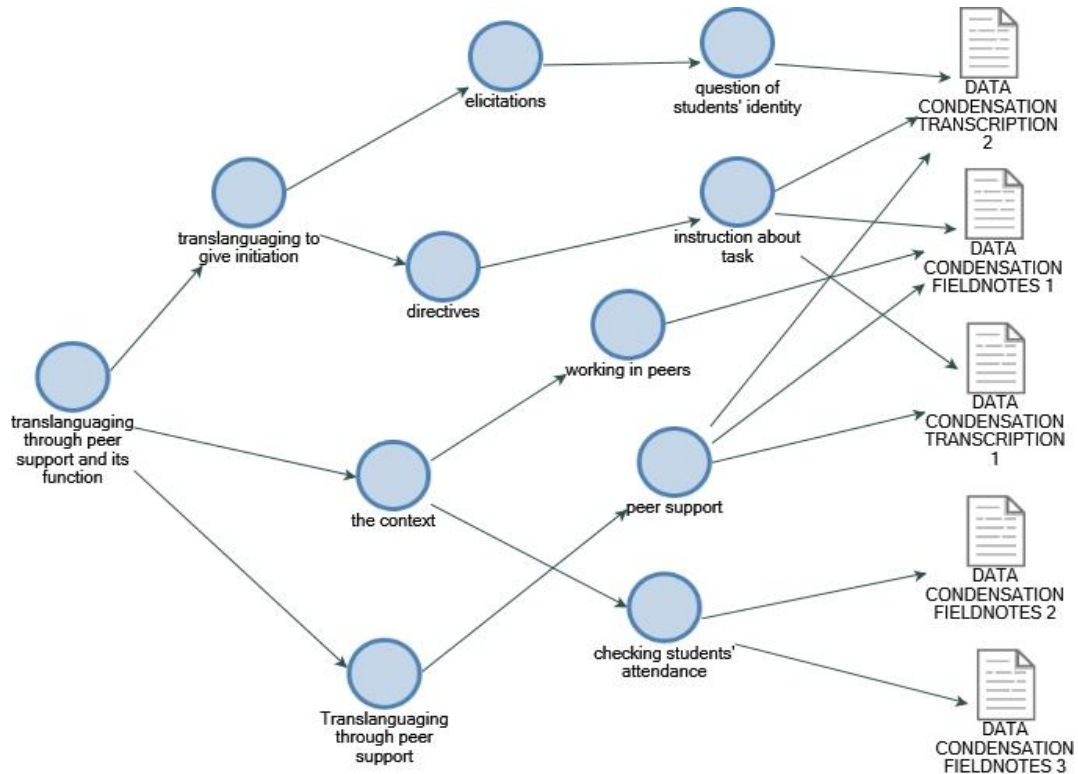


Figure 3.10 Project map translanguaging through peer support and its function

5) Project map translanguaging through several named language and its function

The picture below is a project map created to present the fifth theme. This project map allows the researcher to view each code and categorization from each transcription and field notes that are related to the use of several named languages and the functions that occurred.

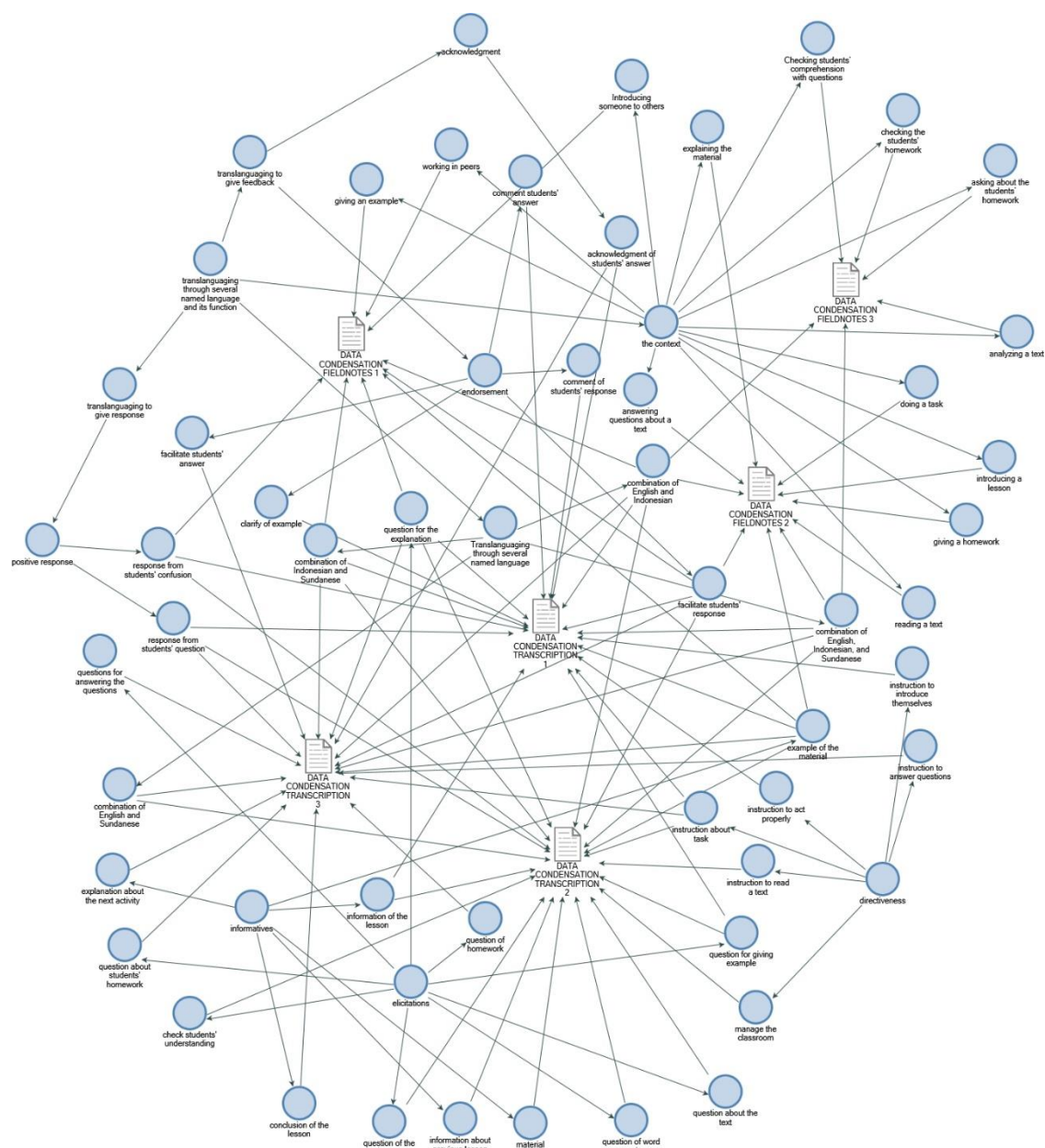


Figure 3.11 Project map translanguaging through several named languages and its function

3.5.3. Conclusion Drawing/ Verification

The last stage of Miles, Huberman, and Saldana's (2014) technique of analyzing the data is drawing conclusions and verification. This process was done after the researcher coded, categorized, and displayed the data. Then, once the data has answered the research question, the conclusion was drawn. The conclusion needed to be checked thoroughly because it served as findings. In

other words, the conclusion is continually evaluated and validated in order to reach the ideal conclusion.

3.6. Research Steps

The following stages of the research was conducted by the researcher.

Table 3.6 Steps of the Research

Steps	Description
3.6.1. Identifying the problem	Finding a topic about the use of several languages in an English classroom. Then, the researcher chose a participant that align with the criteria.
3.6.2. Reviewing Literature	The researcher read a variety of related academic literature, including books and journal articles, to support this investigation.
3.6.3. Objectives and research questions	The study investigates the types and functions of translanguaging in EFL classroom interaction.
3.6.4. Collecting the data	The data collection applied non-participant observation and field notes.
3.6.5. Analysing the data	This study used Miles, Huberman, & Saldana's (2014) technique in analyzing the data. According to Sugiyono (2015), the qualitative data analysis process is interactive and ongoing until it is finished, at which point the data is already saturated. It includes data condensation, data display, and drawing conclusion.
3.6.6. Writing the report	Following the completion of the aforementioned procedures, the analyzed

