CHAPTER 3
RESEARCH PROCEDURES

3.1. Method of the Research

The method used in this research is a descriptive case study. It was used to describe a new phenomenon that has not been tested in depth and intensively in order to gain an understanding of the phenomenon (Yin, 2003). Furthermore, it has been chosen to describe the bilingualism that occurs in a participant's life, especially the factors and strategies influenced to shape her bilingualism.

3.2. Focus of the Research

This study focused on describing the bilingualism of an Indonesian child who experienced a special condition, including the factors and strategies that have supported her bilingualism. She has become familiar with English at a younger age compared to other children at her age. Although she experienced inattention issue, she has succeeded in becoming a bilingual child. Through the descriptive case study, this research investigates the factors and strategies that influence her bilingualism.

3.3. Setting and Participant

The participant of this research consists of two types of participants, a primary participant and a secondary participant. It is used to give more detail informations related to primary participant's bilingualism. The primary participant in this research involves one participant. The participant is female. Her name is Ade (pseudonym). She was born in April 2010. She was originally born to Indonesian parents. She was born in an upper-middle socio-economic class and parents with a high educational level. She has been chosen because she has high linguistic innate potential. According to Dermatoglyphics Potential Response assessment, her innate potential is tending to be linguistic. She got 4,3 from 5 total score (Enclosure 8. DPR analysis). However, she experienced an attention deficit which was detected at around age 3. According to her psychological test, her independence and endurance score were very high. She got 92 from 100 for her independence score and 88 from 100 for her endurance score (Enclosure 9. Psychological test result).

This condition made her only focus on her own world and care less about the surrounding environment. Also, it made her difficult to respond to the surrounding environment and only focus on the things that she found interesting. One of them is English videos from YouTube or television. Then, she only wanted to interact with others if they were talking about the things that she was interested in.

Now, through the appropriate parenting styles and following her potential, she succeeded to overcome her inatention issues and become bilingual. She acquired Indonesian and English languages simultaneously around ages 2-7. Then, at age 7 she mastered the languages fluently and communicatively. Although she often complained of the difficulty in reading letters, she can speak English fluently, has good pronunciation and native-like accent. Then, she is able to tell the story through images or things that she made as if she was reading the story. Furthermore, she is able to use English properly and loves English more compared to other children in her age group. It is proven by a lot of video content and animation videos made by her in English. Then, the secondary participant in this research is the mother of the primary participant. It was used to provide additional data related to primary participant's bilingualism.

Before collecting the data, the researcher asked for permission from the participants. After that, the researcher explained the research procedures. Finally, the researcher asked the participants to read and accept the consent form in order to fulfil research ethics. Then, the primary participant is coded as Ade and the secondary participant is coded as Ibu.

3.4. Technique of Collecting the Data

The data of this research consist of two kinds of data, primary data and secondary data. The primary data has been collected by Ade's parents in the form of video documentation of Ade, since she was 4 to 11 years old, with as many as 19 videos. The development of children's language needs to be studied in the long term, therefore, these video documentation of Ade's activities collected by parents since the age of four can provide information regarding the factors and strategies used to support her bilingual development. Then, the researcher observed the videos

by filling the observation form and noted the information about factors and strategies that support Ade's language development.

Additionally, the secondary data were collected through semi-structured interviews. Semi-structured interviews have been used to confirm the information gained from the video observation. It also used to get additional detailed information and explanations related to Ade's bilingualism. Due to Covid-19 pandemic condition, semi-structured interviews were conducted through a face to face video conference via Zoom application. Then, the interview between Ade and Ibu was conducted at a different schedule to maintain the originality of the data. Then, to make the interview more attractive and comfortable, the researcher used participants' preference language. In this case, Ade's interviews used English and for Ibu's Interview used Indonesian. Then, a semi-structured interview has been used because it offers the researcher to ask for more detailed explanations if an answer from the participant is not clear or less relevant (Finkbeiner, 2016). Furthermore, the interview has been recorded by the researcher.

To protect ethical research, the data from the participants was collected after explaining the purpose and the flow of the research to the participants. Also, the data gained during the research is confidential. Hence, the privacy of the participants will be protected. Moreover, to maintain the quality of research, this study contains a trustworthiness study. It consists of several points such as credibility, transferability, dependability, and confirmability. According to Guba (1981) as cited in Shenton (2016), the quality of qualitative research can be confirmed through these points. Also, it becomes the basis of data trust that can maintain the quality of qualitative research.

3.5. Trustworthiness

Guba (1981) as cited in Shenton (2016) stated that there are 4 criteria to ensure trustworthiness in qualitative research such as credibility, transferability, dependability, and confirmability. To reach these criteria, the researcher used several strategies such as triangulation, provided thick descriptions, conducted the research in a systematic way and all the process was assisted by the supervisor. The criteria of trustworthiness in this research are as follows:

1) Credibility

In this research, the data were collected from the documentation video of Ade's language development since she was 3 years old to 11 years old. It was used as the triangulation data. According to Turner & Turner (2009), data triangulation refers to gaining data from different sources, times, and conditions. In addition, method triangulation refers to the use of more than one method to gain the data (Turner & Turner, 2009). In this research, the data consist of primary and secondary data. The primary data were collected from video observation. The videos were analyzed first to develop the interview guideline for collecting deeper information from the participant related to Ade's bilingualism. Then, the secondary data that is used to strengthen the primary data that has been collected in the previous step were collected through interview sessions. The interview between Ade and Ibu has been done at different times to maintain the purity of the information. Moreover, the interview method was used to confirm and develop the data gained from the documentation video. Hence, in this research, the triangulation strategies are used to ensure the credibility of the findings. Triangulation is a strategy to use more than one data source or method to get a better understanding about a phenomenon (Turner & Turner, 2009). It uses "multiple measures to capture a construct." (Heath, 2015). In this research, the researcher used 2 kinds of triangulations, data triangulation and method triangulation.

2) Transferability

In this research, the researcher provides detailed descriptions about the phenomena, and writes it in the systematic report so the steps and the results of the research will be clearly understood by the readers. Moreover, in this research, the characteristics and condition of the participant are described clearly. In this research, the participant is a female child who experienced an uncommon situation which supported her becoming a bilingual child. Therefore, the readers can understand

the topic clearly and the findings can be applied in similar situations to support children becoming bilingual. Hence, a thick description is used to ensure the transferability of this research. Then, thick description is used to describe both experiences and behavior of the participant with its context so the data become meaningful (Lincoln & Guba, 1985 in Korstjens & Moser, 2018).

3) Dependability and Confirmability

In this research, the researcher conducted the research systematically. Through a case study, the researcher tried to uncover the factors and strategies that were used by a female child to develop her bilingualism. Moreover, it is supervised by supervisors as the expert to ensure the quality of this research. Then, the researcher also used a triangulation method. It was used to check the credibility of the data. Furthermore, all the findings from video observation and Ade's interview were confirmed by Ade's parents as the secondary participant to ensure the trustworthiness of the data and ensure that all of the findings supported each other. Moreover, all the processes of this research and the findings were consulted to the supervisors as the expert. It is used to ensure the dependability and confirmability of this research. Dependability and confirmability in qualitative research refer to the transparency in describing the research including the steps of collecting the data until reporting the data (Lincoln & Guba, 1985 in Korstjens & Moser, 2018).

3.6. Technique of Analyzing the Data

Before analyzing the data, the researcher transcribed the interview result. It helps the researcher familiarize the data. Moreover, the result was analyzed using thematic analysis from Braun and Clarke (2006). There are 6 steps consisting of familiarizing the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes and producing the report that will be explained as follow:
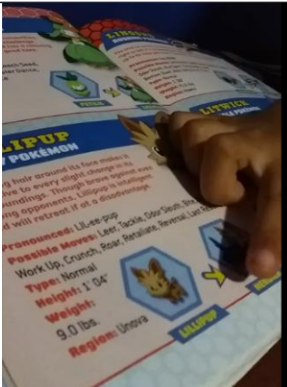
1) Familiarizing the data

In this stage, the researcher watched Ade's video carefully, filled the observation list and highlighted the important things. Then, the researcher transcribed the interview recording, re-read the data transcript and made the notes to highlight the important information.
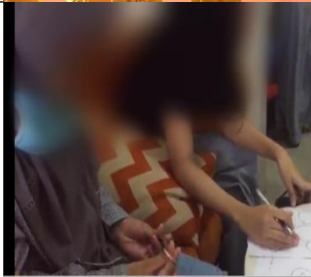
2) Generating initial codes

In this research, the researcher classified the data to answer the research question. Moreover, the data was adjusted based on the factors and strategies affecting participant bilingualism. The initial code of this research will be explained in table 3.1.

Table 3.1
Generating Initial Codes

Initial codes	Video observation	Interview transcription
Input media (English)		A: my mom gave me a cable tv so.. I watch ee lot's of shows that are English played, that play in English word. A: hmmm, let me think I watched a lot of cartoon network shows A: hmmm.. what like, I eummm.. mi.. activity itu apa?I euu.. my English activity I always watch youtube, or sometimes I look to my old art and see the words and I said I used have horrible handwriting but now I just
Input media (Indonesian)		ee.. recreate the word for the better handwriting, but I really do that I always like most English activity is watching videos that's all I do A:if some one is like a close friendI'll prefer Indonesian, or Sundanese, as if friend like from a English school or somethingI would definitely speak English.
Input by person (English)	Mother	A: emmm it's like it is really calming to hear to English word like when I hear Indonesian word like fell so like bored and it suddenly become bored,
Input by person (Indonesia)	father	
Length of language exposure	4-10 years old	but when I hear English I would understand and like ooh that's you

Experience related to English		mean ee.. it's different and the other videos like that. A: hmmm.. ee.. hmm.. I have motivation to saying that I'm unique, I'm different so I stand out of the crowd and I'm the different ball of the group that would help me improve my English because I know that I'm different but I still accepting my self. A: ya I interact with my parents using English A: A: hmmm i… to overcome the problem I normally think like what the word I about to say what was I about to say and keep remembering and then once was I remember I said it to the friend
Language input from environment (English)		
Language input from environment (Indonesian)		
First sight of English	-	
Strategies in speaking English		
The use of English-Indonesian		

Feeling while talk/ hear English	Confident
Motivation in learning English	
Problem solving in using two languages	Code-switching
Language attitude towards English	Excited and well engage in speaking English
Language attitude toward Indonesian	-
Feeling while talk/hear Indonesian	-
Self-esteem	
Parent-child Interaction	Mom accompanied Ade during playing
Educational Experiences	Formal and Informal education

| Style in acquiring English | |
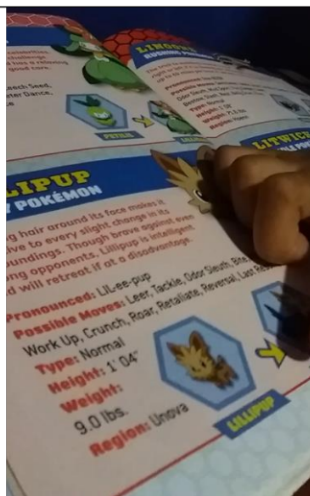
Table 3.2
Calculating Codes

Calculating Codes			
Color	**Initial codes**	**Interview**	**Video observation**
Red	Input media / learning sources (English)	10	2
Teal	Input media / learning sources (Indonesian)	2	1
Yellow	Input by person (English)	12	3
Green	Input by person (Indonesia and local language)	5	2
Blue	Length of language exposure	9	1
Purple	Experience related to English	7	12
Gray	Language input from environment (English)	4	1
Pink	Language input from environment (Indonesian)	2	1
Maroon	First sight of English	4	-
Navy	Strategies in acquiring/introducing/ speaking English	36	4
Dark yellow	The use of English, Indonesian & local language	21	6

Light green	Feeling while talk/ hear English	6	1
Baby blue	Motivation in acquiring/introducing/use English	13	9
Light gray	Problem solving in using two languages	10	1
Red	Language attitude towards English	21	1
Green	Language attitude toward Indonesian	8	-
Blue	Feeling while talk/hear Indonesian	2	-
Purple	Self-esteem	3	1
Dark yellow	Parent-child Interaction	14	7
Yellow	Educational Experiences	5	2
Pink	Style in acquiring English/Indonesia	10	3

3) Searching for themes

After putting the codes together, the researcher sorted those codes into potential themes. In this step, the researcher classified the data from the documentation video and the interview section into the data of the influential factors on participant's language development.

Table 3.3
The Process of Searching Themes

	Potential themes
Language exposure	• Input media/learning sources (English), • input media/learning sources (Indonesia), • input by person (English), • Input by person (Indonesia), • length of language exposure • Experience related to English
Environmental Factor	• language input from environment (English) • language input from environment (Indonesian)
Strategies in acquiring English-Indonesian	• First sight of English • Strategies in speaking English • The use of English and Indonesian • Style in acquiring English • Motivation to learn and use English • Problem solving in using two languages
Socio-economic status	• Parent child interaction • Educational experiences
Language attitudes	• Language attitude towards English • Language attitude toward Indonesian • Feeling while talk/ hear English • Feeling while talk/hear Indonesian • Participant's self-esteem

4) Reviewing potential themes

In this stage, the researcher reviewed the theme that has been coded in the previous stage. Then, make sure that the data in the theme supported each other and answered the research question.

Table 3.4.
Review Themes

Potential themes	Themes
• Language exposure • Parent-child interaction • Educational experiences • Language attitudes	Factors that support bilingual language development
Strategies in acquiring English-Indonesian	Strategies that support bilingual language development

5) Defining and naming themes

This stage is important to give the final correction for the theme and identify the essence of each theme. Then, the researcher answered the research question based on the data on the theme. Moreover, there are two themes:

- Facrtors that support Ade's bilingualism
- Ade's language development strategies

6) Producing the report

In this stage, the researcher reviewed the data interpretation and the answer that has been done in the previous stage. Then, write the report.

3.7. Steps of the Research

In conducting the research, the researcher planned several steps as follows:

1) Find out the problem and understand the phenomenon of the participant.
2) Stating the research question and the objective according to the phenomenon that occurred in the participant.
3) Reviewing the literature related to children's language development and bilingualism.
4) Collecting the data of the participant phenomenon through observation and interview.
5) Analyzing the data starting from observing the primary data then analyzing the interview data through thematic analysis.
6) Writing the findings based on the data gained from the video observation and interview. Then, interpreting it and providing the discussion.
7) Making the conclusion of the research and providing the suggestion.

3.8. Time and Place of the Research

The place of this research has been conducted in Kota Tasikmalaya and it is conducted from January 2021 up to December 2021, as can be seen in table 3.5.

Table 3.5
Research Schedule

No	Description	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
							2021						
1	Research proposal writing	√	√	√									
2	Research proposal examination			√									
3	Data collection				√		√		√	√			
4	Data analysis				√	√	√	√	√	√	√		
5	Report								√	√	√	√	
6	Thesis Examination												√