

CHAPTER 3

RESEARCH PROCEDURES

This chapter describes the research method used to conduct the study. It contains the research design, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Research Methodology

The research design adopted a qualitative approach, where the major design was a case study of a descriptive nature. According to Zainal (2007), descriptive case studies provide deep-seated knowledge of complex problems through natural events with regard to the data under examination. This design is chosen because it is appropriate to provide a clear overview of the phenomenon of Translanguaging in EFL classrooms, including how teachers use Translanguaging, the specific situations in which Translanguaging occurs, and its function on learning. Meanwhile, the present study focused on a detailed and in-depth description of the types, functions, and contexts of Translanguaging practices used by an English teacher in Indonesian classrooms.

3.2 The Focus of the Research

The study investigates the numerous types, functions, and contexts of translanguaging that an EFL teacher uses. Ferguson's (2003) theory on knowledge formation, classroom management, and interpersonal connections was used for the function, whereas Arisandi et al.'s (2023) theory was used for the types. This study focuses on the teacher and was taken from the non-participant observation and semi-structured interview results by the teacher from an EFL classroom in one of the Islamic senior high schools in Sariwangi, Tasikmalaya, West Java, Indonesia.

3.3 Setting and Participant

The participant in this study was a teacher from an Islamic high school located in Sariwangi, Tasikmalaya, West Java, as the research setting. The

participant was the teacher, who serves as the process's motivator and primary focus in teaching-learning. The English teacher who participated in this study was a teacher who has been taught in 21 years of experience in teaching English. He was a graduate of English Education from one of the universities in Indonesia. In addition, the participant was chosen because he always combines the use of Indonesian and Sundanese as the local language, in English teaching and learning practice as well as classroom interaction. Moreover, the use of multilingualism is one of the practices of Translanguaging which does not only translate one language into another but can unite the language into one language that can be understood by the students. This research was conducted directly in the classroom because it used non-participatory classroom observation.

3.4 Techniques of Collecting the Data

The data collection techniques used in this research are non-participant observation and semi-structured interviews. Both data collection techniques are used as research instruments to find the data needed by the researcher to answer the research questions.

3.4.1 Non-participation Observation

The non-participant observation means that the researcher observed the participant without actively participating and only observed the activities that were being studied (Williams, 2008). The researcher used the non-participant observation to collect data about the process of translanguaging used by the teacher when teaching & learning activities in the classroom, and it was used the observation checklist as the notes of the observation (Yin, 2018). The observation checklist was checked again by the researcher, which Rahmawansyah (2017) modified. It was based on the identification of the theory type by Arisandi et al. (2023) and the role of translanguaging by Ferguson (2003) that the observation checklist was created. In doing so, the saturation data obtained three times ranged from May 2nd to May 23rd, 2024.

Notes

<i>LANGUAGES USED</i>		<i>TRANSLANGUAGING FUNCTIONS</i>	
<i>ENG</i>	: ENGLISH	1	: Knowledge Construction
<i>IND</i>	: INDONESIA	2	: Classroom Management
<i>LOC</i>	: LOCAL LANGUAGE	3	: Interpersonal Relation
<i>TLG</i>	: TRANSLANGUAGING		

3.4.2 Semi-structured Interview

In addition to non-participant observation, the researcher also used semi-structured interviews to collect the data. Semi-structured interviews, according to DeJonckheere and Vaughn (2019) semi-structured interview is a useful method for obtaining data when researchers want to: (1) explore participants' ideas, attitudes, and opinions about a particular subject; (2) collect qualitative and open information; and (3) dig deeper into personal and sometimes sensitive matters. Therefore, semi-structured interviews were conducted to explore and confirm the observation result of the translanguaging practices used by the teacher in the EFL classroom.

There are several steps in conducting semi-structured interviews (Adams, 2015):

1. Selecting participants and arranging interviews

This stage relates to the issues that must be resolved to investigate. The researcher conducted interviews by contacting a teacher as a participant in this research. Then discuss interview scheduling after carrying out observations.

2. Drafting questions and the interview guide

The interview was addressed to an English teacher at a school in Tasikmalaya. The researcher produced nine main questions adapted from the theories of Arisandi et al. (2023) and Ferguson (2003) which were used to reveal the types and functions of translanguaging used by an English teacher during a teaching in an EFL class. Additionally, Castillo-Montoya's (2016) paradigm for interview protocols. There are four steps in this framework,

which are seen as one of the best ways to improve structured and/or semi-structured interviews:

1. Ensuring that the research topics and interview questions align
2. Crafting a dialogue that is inquiry-based
3. Getting input on interviewing procedures
4. Piloting the interviewing process
5. Beginning the conversation

In this section, before starting the interview, the researcher. First, ensure the readiness of structured interview questions before carrying out the interview, then test the interview before carrying out the interview fixation. Then after that ask permission to record the interview. Then, the researcher also asked participants to speak more actively. The interview was recorded using a Redmi Note 8 device as an audio recorder in this conversation.

3. Polishing interview techniques

When carrying out the interview, the researcher asked several questions with a structure and used his first language to make the interview data be processed well.

4. Analyzing and reporting a semi-structured interview

To ensure the accuracy of the recording, the researcher transcribed the interview results first. Then, review the data obtained in this section by checking the results. Then report the results of the interview to the participants for confirmation before analysis.

3.5 Technique of Analyzing the Data

As Braun and Clark (2006) assumed, the data was thematically examined. Thematic analysis provided essential abilities that were used for undertaking many other kinds of research. The researcher perceived that thematic analysis provided adaptability in the interpretation of the data. Therefore, the researcher chose this method because it was easy to organize and examine the data into themes of how a teacher used and performed Translanguaging in the EFL

classroom based on the results of observation and interview data. There were six steps based on Braun and Clarke's (2006) in conducting a thematic analysis:

1. Becoming familiar with the data

In this first part, the researcher needs to familiarize the data by transcribing the data, reading and rereading the interview transcript, and relating to the types, functions, and contexts of translanguaging used by the teacher in the EFL classroom.

2. Generating codes

In the second part, the researcher begins to organize the data by highlighting appropriate data referring to certain subjects or issues related to the research questions or research objectives from different parts by using different colors to identify all the data. Generating code means carefully examining all the data or parts of the data that have been selected. The codes obtained produce information related to the research objectives (for example language uses in the classroom, the use of translanguaging in the classroom, benefits of using translanguaging, Translanguaging usage factors, Enrichment of linguistic needs

Students' material comprehension, create effective learning, Students' self-confidence in speaking, Student self-confidence, and Student learning engagement) which are marked with several colors such as red, yellow, blue, green, purple, blue, brown, and others.

Table 3.2 *Generating Initial Codes*

H:	iya saya didalam mengajar	Language used
	dikelas ada tiga bahasa berbeda yang	
	saya pergunakan. Pertama bahasa	
	ibu, yaitu bahasa sunda, kemudian	
	kedua bahasa nasional, bahasa	
	indonesia dan ketiga bahasa	
	internasional, yaitu bahasa inggris	

sekaligus juga konten pelajaran yang diampu oleh saya

H: saya selalu mencampurkan atau menerjemahkan beberapa bahasa yang mana hal tersebut berkaitan dengan metode translanguaging, karena dirasa jika hanya memakai bahasa inggris akan sangat sulit

Translanguaging used

H: Saya mempunyai tujuan yaitu untuk memastikan bahwa semua siswa saya bisa memahami materi dengan jelas. Semua materi yang bisa saya sampaikan bisa dipastikan dapat dipahami ya oleh siswa siswi saya dengan sempurna

Students' material comprehension

H: Ada beberapa faktor yang mempengaruhi saya menggunakan hal tersebut di kelas EFL. Mungkin mencakup tingkat kemahiran siswa dalam bahasa inggris. Faktor faktor yang mempengaruhi penggunaan penerjemahan bahasa di kelas EFL adalah tingkat kemahiran siswa dalam berbahasa inggris

Translanguaging factors

Penggunaan translanguaging ini juga membantu membangun kepercayaan diri dan juga bisa menumbuhkan motivasi siswa untuk berpartisipasi didalam kelas, begitu ya.

Students' confidence

31 initial codes represented different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.3 List of initial codes and Their frequency

No.	Initial codes	Total
1	Language used	1
2	Translanguaging used	1
3	Translanguaging benefits	1
4	Enrichment of linguistic	4
5	Students' material comprehension	4
6	Translation complexity	1
7	Ensure material understanding	2
8	The importance of L1	1
9	Translanguaging factors	2
10	Language proficiency level	2
11	Learning topic influence	2
12	Classroom condition influence	2
13	Effective learning	5
14	Speaking confidence	2
15	Student confidence	1
16	Student discipline	2
17	Avoid misunderstanding	1
18	Fostering linguistic identity	1
19	Interpersonal relation	1
20	Respecting linguistic identities	1
21	Facilitate comprehension	1
22	Clarify the material deeply	2
23	Bridging language gap	1
24	Ensure task compliance	2
25	Constructive feedback	1
26	Effective feedback	1
27	Linguistic resources	1
28	Positive learning experience	1
29	Delivering material flexibility	1
30	Respecting diversity	1
31	Students' learning needs	1

3. Generating themes

The next section is where the data is categorized and highlighted as it was identified into specific themes. This section is also important because the

coding has not been categorized as significant to the research objectives. Therefore, themes are the result of the coding process.

Table 3.4 *Generating themes into code grouping*

No.	Initial codes	Codes Grouping
1	Language used	Group 1
2	Translanguaging used	
3	Enrichment of linguistic	Group 2
4	Translation complexity	
5	Language Proficiency level	
6	Fostering linguistic identity	
7	Respecting linguistic identity	
8	Bridging Language Gap	
9	Students' material comprehension	Group 3
10	Ensure material understanding	
11	Avoid misunderstanding	
12	Facilitate comprehension	
13	Clarify material deeply	
14	Ensure task compliance	Group 4
15	Learning topic influence	
16	Classroom condition influence	
17	Effective learning	
18	Student discipline	
19	Interpersonal relation	
20	Speaking confidence	Group 5
21	Student confidence	
22	Constructive feedback	Group 6
23	Effective feedback	

4. Reviewing themes

In the fourth section, the identified themes are developed or modified as they may still need to be fully developed or even highly refined. The researcher looks at each theme to determine which one best fits the research.

Table 3.5 Reviewing themes based on the codes grouping

No.	Initial codes	Codes Grouping	Potential Themes
1	Language used Translanguaging used	Group 1	Language used in the classroom (Types)
2	Enrichment of linguistic Translation complexity Language Proficiency level Fostering linguistic identity Respecting linguistic identity Bridging Language Gap	Group 2	Reasoning of translanguaging used in particular types
3	Students' material comprehension Ensure material understanding Avoid misunderstanding Facilitate comprehension Clarify material deeply	Group 3	Facilitating Students' understanding through translanguaging
4	Speaking confidence Student confidence	Group 4	Enhancing students' self-esteem
5	Constructive feedback Effective feedback	Group 5	Improving students' knowledge
6	Ensure task compliance Learning topic influence Classroom condition influence Effective learning Student discipline Interpersonal relation	Group 6	The impact of translanguaging strategies used in the classroom

5. Defining and naming themes

In this section, the researcher interpreted each topic identified as the answer to the research question that was posed earlier.

Table 3.6 *Defining and naming themes based on the codes grouping*

Potential Themes	Themes
Language used in the classroom	
Reasoning of translanguageing used in particular types	
Facilitating Students' understanding through translanguageing	Translanguageing Practices Used in EFL Classroom: Types, Functions, and Contexts
Enhancing students' self-esteem	
Improving students' knowledge	
The impact of translanguageing used in the classroom	Translanguageing practices for achieving learning objectives

6. Locating exemplars.

In the last stage, the researcher has made a report as a result of this research.

3.6 Research Steps

Table 3.7 Steps of the research

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using observation and semi-structured interviews with the participants
7	Transcribe the observation sheet and interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

3.7 Research Schedule

This research was conducted in one of the Islamic Senior High Schools in Tasikmalaya, West Java, Indonesia with the time plan as follows:

Table 3.8 Research Schedule

No.	Description	Nov/ 2023	Dec/ 2023	May/ 2024	Jul/ 2024	Aug/ 2024	Sep/ 2024	Oct/ 2024
1.	Research Proposal Writing							
2.	Research							

Proposal						
Examination						
3. Data Collection						
4. Data Analysis						
5. Comprehensive Examination						
6. Final Thesis Examination						
