CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the procedure in conducting the research. It covers the research design, population and sample, data collection and data analysis.

3.1 Research Design

Research design is the researcher’s plan of how to proceed in gaining an understanding of some group or some phenomenon in its context (Ary, Jacobs, Sorensen, & Razavieh, 2010). In this study, the researcher used descriptive study of qualitative research design. Descriptive study was used in this research because the researcher would like to describe and analyze the sixth-semester students’ responses toward the use of English-Indonesian code-switching that employed by the lecturers who taught senior students in English Department UMM during the learning process. According to Ary, Jacobs, Sorensen, & Razavieh (2010), descriptive research design is designed to obtain information concerning the current status of phenomena and to provide rich verbal description of settings, situations and participants.

Further, Dornyei (2007) states that there are three types of research approaches are applied in linguistics, those are: quantitative, qualitative and mix methods research. Quantitative is the research which the data is most commonly expressed in the term of numbers (Dornyei, 2007). Meanwhile, qualitative goal is a holistic picture and depth of understanding (Ary, Jacobs, Sorensen, & Razavieh, 2010). Last, Mix-methods research involves different combinations of qualitative and quantitative research either in collecting or analyzing the data (Dornyei, 2007).

Qualitative approach was applied in this research in order to gain deep information of the phenomenon being studied. The phenomenon is ‘the senior students’ responses toward the use of code-switching during learning process’. Furthermore, this research design focuses on description and interpretation that
can lead to the development of new concepts or theory, or as an evaluation of teaching and learning process.

3.2 Population and Sample

A population defines as all the members of any well-defined class of people, events, or objects (Ary, Jacobs, Sorensen, and Razavieh, 2010). The population of this study were the sixth-semester students of English Department registered in 2014/2015.

Gay (2003) states that sample is one who represents the population from which it was selected. In this case, the samples were chosen from 5 different classes. Those are class A, B, C, D, and E. In choosing a sample size, Creswell (2013) argues narrative research may feasibly consist of samples of just two or three individuals. It was followed by Dornyei (2007), he states that sample size of 6-10 might work well. He adds that the main goal of qualitative sampling is to find individuals who can provide rich and varied insight into the phenomenon under investigation in order to maximize what we can learn. Therefore, the sample size should be manageable. Meanwhile, based on Ritchie, Lewis, Nicholls, and Ormston (2014), Adler and Adler (2012) suggest a sample size between 12-60, and Ragin (2012) between 20 and 50. In this study, the researcher used the sample size of 10.

Snowball sampling was used as the technique in choosing the sample of this study. Ary, Jacobs, Sorensen, and Razavieh (2010) state that this sampling occurs when the initially selected subjects suggest the names of others who would be appropriate for the sample. In this case, the sample mentioned the name of another sample from different classes. For example the sample of A class would mentioned the name of B, C, D, or E sample and so on.

3.3 Data Collection

According to Ary, Jacobs, Sorensen, and Razavieh (2010) there are three most common data collection methods in qualitative research, those are: 1.
observation, 2. interviewing, and 3. document or artifact analysis. In this research, the researcher used interview as the technique in collecting the data.

**Interview**

The interview was conducted to the 10 senior students from 5 classes in the sixth-semester of English Department. Based to Ary, Jacobs, Sorensen, and Razavieh (2010), there are three types of interview which include; unstructured interview, structured interview and semi-structured interview. Therefore, semi-structured interview was used in this research because it “allows maximum flexibility to follow the interviewee in unpredictable directions” (Dornyei, 2007). Furthermore, this research aimed for senior students’ views, attitude and beliefs toward the use of code-switching during learning process. Moreover, the form of data was audio recordings of the interview that were transcribed into text. Recording was used to re-observe the conversation or the interview so the researcher can get more detail and accurate data. The interview transcript can be seen in appendix II.

**3.3.1 Research Instrument**

Human instrument was used in this study by conducting the interview. Furthermore, Mack et al., (2005) state that instrument is the tools or forms used to collect the data from research participants such as: in-depth interview guides, focus group guides, observation guides, and interviewer scripts. Thus, the researcher used in-depth interview guides in this research. Moreover, audio recorder was used as the equipment in conducting the interview.

**In-depth Interview Guide**

Interview guide is a necessary form that helps the interviewer in conducting the interview. It makes the flow of interview more organize and increases its effectiveness. As this research applied unstructured interview, there was no detailed interview guide prepared. However, the researcher usually thinks of few questions (1-6) opening questions in order to elicit the interviewee’s story.
(Dornyei, 2007). In this case, the interviewer may give other questions as clarification and may also some reinforcement feedback. The interview guide on senior students’ responses toward the use of code-switching during learning process can be seen in appendix I.

3.3.2 Procedures

The procedures in collecting the data by doing the interview were:

1. The researcher designed the questions for the interview
2. The researcher interviewed the senior students who had been selected and record the result of the interview
3. The researcher transcribed the result of the interview
4. The researcher analyzed the data from the interview

3.4 Data Analysis

After the data are collected, the researcher analyzes the data into some steps. According to Miles, Huberman, and Saldana (2014), there are 3 steps in analyzing the qualitative data, thus are:

1. Data Condensation
   In this step, the researcher was selecting, focusing, simplifying, and/or transforming the data that appear in the full corpus (body) of interview transcript.
2. Data Display
   Further, the researcher organized compressed assembly of information from the interview transcript that permits conclusion drawing and action. It helped the researcher to decide whether analyze further or take action after the data condensation.
3. Drawing and Verifying Conclusions
   Last, conclusion is also verified as the analyst proceeds. In this step, the researcher verified the data by rechecking the interview transcript both in a short excursion or it may be thorough and elaborate.