CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the research design, research subject, research instrument, data collection, and data analysis.

3.1 Research Design

To be a lot of systematic in conducting this study, the researcher should choose a certain methodology to get correct and meaningful findings. This analysis employs a descriptive qualitative style to review code-switching used by the lecturer in FLSP Speaking in Communication Science Department of UMM. Qualitative analysis is outlined as analysis studies that investigate the quality of relationships, activities, situations, or materials (Fraenkel, 2012). The bigger stress on this sort of analysis is on describing in detail all of what goes on during a specific activity or situation and not to match the consequences of a selected treatment (as in experimental research), or on describing the attitudes or behaviours of individuals.

Thus, this methodology is acceptable for this analysis since it attempts to spot and describe what is occurring during a specific category and specific participation (lecturer) about the employment of code-switching. It is also relevant as a result of the anticipated findings in this research are the analysis of the types and also the function of using code-switching by the lecturer. Transcripts and recordings are information about the research. The researcher should perceive the information by classifying and transcribing them. The qualitative analysis of the research heavily depends on the description that is obtained from some sources together with observations and interviews.
3.2 Research Subject

In this study, the subjects of the research are the FLSP lecturers who taught speaking skill in the Communication Science Department of UMM. She/he will be the informants during this study to relinquish a lot of knowledge regarding types of code-switching and function of code-switching used by the lecturer in FLSP speaking class. In the research subject, there were three lecturers in FLSP speaking class. Actually the lecturer have been teaching FLSP speaking most of 3 months in the Communication Science Department of UMM.

3.3 Research Instrument

Research instrument is known as the tools or measurements to gather data for example observation forms, interview schedules, questionnaire, and interview guidelines (Kumar, 2014). Human investigator is the ultimate instrument utilized for data collection in qualitative research. In this study, the researcher herself is the primary instrument who collects and eventually analyzes the data. Furthermore, there are two other secondary research instruments that the researcher uses to support data collection in this study: observation and interview.

3.3.1 Observation

First step to collect data is observation. Based on Kumar (2014), observation is the best approaches to gather data in a group interaction, study dietary pattern of population, or the research about the behavior or personality traits of an individual. Kumar (2014) divides kinds of observation into two:

1. *Participant observation* is the condition which the researchers decide to involve directly in the activities of the group who is being observed, in the same manner...
as group’s manner, and with or without their knowing that there are being observing by the researcher.

2. *Non-participant observation* is when the researchers do not participate in the activity of the group, but they are as the passive observer, who is watching and listening to group’s activities then drawing conclusion.

The observation used by the researcher non-participant observation in which the researcher did not participate directly in who study. Therefore, the researcher only watch and listen to learning activity in the class and after that draw a conclusion based on observation form.

**3.3.2 Interview**

Another step to collect the data or information is an interview. Interview is a conversation mostly among two people where one person is the interviewer in purpose to seek a response from the interviewee (Gillham, 2004). Ary et al (2010) states that to conduct interviews require to have some forms of direct contact between the individuals in the sample group and the interviewer can be the researcher itself or a person who is trained by the researcher.

According to Wilkinson & Birmingham (2003), there are three types of interview in research:

1. *Unstructured interview* is very flexible approaches which area found by the researcher but the problem discussion is guided by the interviewer which allows them to have some control.
2. **Semi-structured interview** is not as open as unstructured interview and the interviewer direct the interview more closely. The questionnaire may use as a guideline in the interview section and the questions can develop and add more after finding something new during the interview.

3. **Structured Interview** uses only questionnaire which instructions and questions are predetermined that is completed face to face and the interviewer has control over the interview section.

   The interview conducted to find the function of using code-switching in the FLSP speaking class. The interview is conducted for the lecturer of FLSP speaking class and it uses the semi-structured interview. Semi-structured interviews are used when the research would benefit from a fairly open framework. They are also used when more useful information can be obtained from focused yet conversational two-way communication with lecturer. In a structured interview, it is usual to formulate detailed questions before the interview. On the other hand, “semi-structured interviewing starts with broad and more general questions or topics”

### 3.4 Data Collection

The techniques and steps taken in collecting the data based on the selected instruments is known as data collection procedure. Here were some procedures that researcher need to collect the information:
1. Observing and recording the situation and attending the FLSP speaking class in three meetings to observe class activities. Both of interviews aim to gather the code-switching.

2. Finding code-switching used by lecturers in FLSP speaking class in Communication Science Department of UMM.

3. Classifying the types of code-switching and function of code-switching with field notes and by using a table.

4. Asking the purpose of code-switching by FLSP speaking class lecturer by interview.

5. Identifying the purpose of code-switching.

6. Drawing conclusion according to the findings.

3.5 Data Analysis

The researcher did in analyzing data was to identify the data which had gotten from the observation, recorder, and interview. The data was analyzed by using the descriptive qualitative method. The data was transcribed into written transcript, and then was identified, selected, and also classified based on the analyzing needs which was relevant to the topic of the research. The gathered data was analyzed by using the mode from Miles and Huberman (1994) through the follow steps: data reduction, data description, and data classification.

The data from the observation and recording firstly was transcribed into the written transcript. Then, the transcript was identified to determine the utterances which considered as the code-switching phenomenon and the utterances which were not contained code-switching. Through the data reduction, the utterances which were not
contained code-switching were omitted, so that the utterances which are contained code-switching left. By data reduction, the researcher identified and chooses the data, i.e. the utterances which were considered as code-switching, which was relevant to the research topic, so that the analysis was focused into the data which was suitable to the research questions which had been formulated.

The data have been found will be collected, noted recorded. Trustworthiness of data is needed to check the trust of the data. Validity means something that makes the researcher and steady about the conclusion of the research. Then, these data was analyzed through descriptive qualitative method to find out the types and functions of code-switching which might appear in FLSP speaking class. Then, the data was given to expert the linguists for validation purpose.

The data which had been reduced and described was classified into specific groups based on the research focus. The focuses of the research were referred to the types of code-switching and the functions of code-switching.

In order to get further information about the use of code-switching by the the lecturer in FLSP speaking class, after the steps above, the researcher applied deep interview to the lecturer who were used to using code-switching in their classroom. Interview supported the data from the observation and recording. This was intended to enrich the information had been gotten before. The interview was focused into the awareness of the lecturer in using code-switching in their FLSP speaking class, the types of code-switching, and also the functions of code-switching which may be possible.