

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Type of Research**

This research used qualitative methodology. According to Creswell (2009), qualitative methodology deals with text and image data has unique steps in data analysis and works on diverse strategies for inquiry. In qualitative methodology, there are four types of data collection: observations, interviews, documents, and audio-visual materials. The types which researcher applied were observation and interview. In this case, the researcher observed English classrooms in a language center in Semarang concerning the use of L1 in their classrooms.

#### **3.2 Data Collection**

##### **3.2.1 Participants**

The participants of this study were five teachers and ten students at Center for Language Training (CLT) Semarang. There were five classes observed: Interactive Conversation, Teenager 3, Basic 2 (two classes), and Intermediate 2.

##### **3.2.2 Instruments**

The instruments used in the research were observation and interview. The writer used observation and interview to find out what circumstances were L1 used and its role in English classrooms at CLT Semarang. The observation and interview were also used to see how teachers and students perceive

##### **3.2.3 Procedure**

First, the writer consulted with her sponsors where she should conduct the research in a language center in Semarang. The writer finally contacted Center for Language Training (CLT) Semarang and met the board of CLT to propose research permission (observation and interview). After getting the permission to conduct a research, the writer created an observation protocol and an interview guideline consisted of seven questions for the teachers and six questions for the students. The writer joined five classes to conduct observation and she interviewed 15 participants (five teachers and ten students) which

based on schedule. The writer recorded the observation and interview. She also took a note in the observation protocol for what was happening during the class. After getting the data from observations and interviews, the writer created transcript and made coding. Later, the coding was used to analyze and to find the result. The coding that the writer used was in form of alphabet, such as C for circumstance, LT for the length of the teaching (teacher only), TC for teaching constraint, LC for learning constraint, S for solution, TP for teacher's purpose, SP for student's purpose, TS: teacher's reason, SR: student's reason, TP for teacher's perspective, SP for student's perspective, LA for linguistic area, and B for benefit.

### **3.3 Method of Data Analysis**

According to Creswell (2009), the procedure of qualitative methodology was based on text and image data. In this research, the writer represented the data in the format of text. Creswell (2009) also stated that qualitative methodology did not take individuals into a lab, instead they talked to the people (objects) in person and observed how they behaved and how they acted in their context. This was the definition of natural setting as one of the characteristics of the qualitative research.

Creswell (2009) added that qualitative research methodology used multiple sources of data (interviews, observations, and documents). Thus, the writer used observations and interviews as the data sources. The writer observed five classes at CLT Semarang: Interactive Conversation, Teenager 3, Basic 2 (two classes), and Intermediate 2. The writer did observation as Creswell (2009) stated that in qualitative observation, the writer make a record. In this study, the writer did not use some prior questions and she acted as observer as participant since the teacher and students in the observed class knew there was a researcher conducted an observation. The writer created an observation protocol written demographic information included time, date, place, and name of the teacher (see Appendix 1). The writer also took a note of each activity happened using L1 during the learning to find the circumstances to use L1.

After conducting the observation, the writer interviewed the teacher and some students who joined the class. One of the qualitative interview characteristics was face-to-face interview with open-ended question (Creswell, 2009). Thus, the writer interviewed one by one for both teachers and students. The writer recorded the information by audiotaping. The information gathered from the interview was to find supportive data on what circumstances that teachers and students use L1 in their L2 classes. The data gathered from interview was also used to see how teachers and students perceived the benefits and disadvantages of L1 use in their L2 classes. The number of interviewees were 15 people (five teachers and ten students).

Once the observation and interview was done, the writer did coding. According to Creswell (2009), coding was a process when a researcher organized the material in form of chunks or segments of text before they brought the meaning to information. The writer mentioned C (Circumstance) on observation protocol to show the circumstances found while teachers and students use L1 during the L2 learning. In interview transcripts, the writer mentioned the length of the teaching (teacher only), teaching or learning constraint, solution, teacher's or student's purpose, teachers' and students' reason, teacher's or student's perspective, linguistic area, and benefit. Later, the information gathered was analyzed. in accordance with the research questions.