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CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

For this research, the writer tried to investigate the first language in English classroom where the writer would concern which circumstances to use it, as the result, the writer chose the qualitative research. According to Myers (1997) Qualitative research were developed to enable researchers to study social and cultural phenomena. Then, Pope & Mays (1995) stated that qualitative research is the development of concepts which help us to understand social phenomena in natural settings, emphasizing the meanings, experiences and views of the participants.

It means that qualitative is a concept to cover several forms of enquiry that helped the writer to understand and to explain the phenomena; it was the phenomena of using the first language in teaching English.

Then, to complete it, the qualitative case study was chosen to investigate the first language because case study can capture the process under study in a very detailed and exact way. Furthermore, Sagadin (1991, in Starman (2013)) stated that a case study is used when the writer analyze and describe the data, for example the writer analyzed and described the activity of teachers in using the first language in English classroom. Then, to complete it, case study was chosen because using case study also helped the writer to investigate the teachers' opportunity in using first language. So, the writer had the chance to capture the phenomenon in its contextual condition

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naturally, the writer also got the opportunity to meet the participants directly and followed them during the teaching process. Then, Creswell (2002) states a case study is a deep exploration of a bounded system such as activity, event, process, or individuals based on extensive data collection. According to Sturman (1997, in Starman (2013)), case study is a general term for the exploration of an individual, group or phenomenon.

B. Setting of the Research

This research had been conducted at MAN 1 Pekanbaru on Bandeng Street from 12 July to August 2016. The writer chose this school because based on the writer's experience as the students at that school for three years, the writer found that English teacher often used the first language and the writer was curious about which condition teachers used the first language in English class room.

C. Participants of the Study

There were five English teachers at MAN 1 Pekanbaru and the writer only chose two English teachers because based on the writer's experience as student at MAN 1 Pekanbaru, both of them mostly used the first language in teaching English.

1. Teacher 1 (T1)

T1 is 43 years old, he has been teaching English in MAN 1 Pekanbaru from 2010 until now. Before teaching in this school, he taught in other



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schools; Pesantren Teknologi Riau for about 4 years from 2003 until 2006 and Islamic Junior High School Pekan Heran Rengat for about 5 years from 2006 until 2010. Thus, he graduated from University of Riau by taking program diploma degree with English education as her majority. Then, he also graduated from State Islamic University Sultan Syarif Kasim of Riau to get bachelor of language. He taught six classes which consist of 1) twelfth grade social, 2) eleventh grade social 3) tenth grade language 4) eleventh grade language 5) twelfth grade science 6) eleventh grade science.

2. Teacher 2 (T2)

T2 is 37 years old teacher who has been teaching at MAN 1 Pekanbaru from 2010 until now. Before going to MAN 1 Pekanbaru, she taught English in English Education Department at State Islamic University Sultan Syarif Kasim of Riau for about 3 years as Dosen Luar Biasa from 2002 until 2005. Then, she taught at MA Masmur pekanbaru for 8 years from 2002 until 2010. Thus, she graduated from State Islamic University Sultan Syarif Kasim of Riau by taking program diploma degree with English education as her majority. She taught six classes which consist of 1) tenth grade social, 2) eleventh grade social 3) tenth grade language 4) eleventh grade language 5) tenth grade science 6) eleventh grade science.

The writer used purposive sampling in this research, according to Ary *et.al* (2010) purposive sampling is sample elements judged to be typical, or representative, are chosen from the population. It was to emphasize about which circumstances the teacher used the first language because the writer



could use personal judgment to choose the participants according to their knowledge about the phenomenon (Fraenkel and Wallen, 2009).

Accordingly, the writer took the purposive sample which consisted of individuals who had special qualifications of some sorts deemed representative on the basis of prior evidence to make precise information about phenomenon (Fraenkel and Wallen, 2009). The qualification in this research is teacher who used first language mostly in teaching English.

D. Technique for Data Collection

To collect the data of this research, the writer applied participant observation and in-depth interview which were admitted as the methods that could distinct the phenomenon in setting and generate rich understanding of the social action that occurs (Reeves, Kuper and Hodges). The writer used the participant observation where the writer was a part of the group being studied (Angrosino (2005) in Chism (2008)).

In the writer's observation, the writer joined in the teachers' class even though the writer did not disturb the teaching learning process because the writer only took videos. Then, the writer also observed the different classes. The writer did it because the writer wanted to see the use of the first language in the different class which had different situation naturally

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Table. 3.1. *The Guideline of Observation*

OBSERVE CLASSROOM PRACTICES		Teacher 1 (T1)			F
		D1	D2	D3	
1	Explaining the difficult vocabulary items				
2	Explaining about the grammar points				
3	Making jokes				
4	Giving instruction				

Key:

D1: The first day, D2: The second day, D3: The third day,

F: Frequency

√: the teacher did it.

×: the teacher did not do it.

O: not observed

Then, the writer did the interview to get the deeper information on participants' personal perception related to the use of the first language in teaching English. In accordance with Fontana and Frey (2000, in Creswell 2002) interview is the most powerful ways to understand our fellow human being in this case the participant. The writer used one-on-one interview which has a data collection process in which the writer asked questions and recorded answers from only one participant in the study at a time (Creswell 2002). The writer recorded the interview between the participants and the writer by using

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phone. For the interview, the writer used open-ended question. The open ended question posed defined the topic under investigation but provided opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock, 2007). It provided the opportunities for both the writer and the participants to discuss the first language in more detail.

Table. 3.2. Interview's Guideline Question

Interview's Guideline Question	
Explaining the difficult vocabulary items	<ol style="list-style-type: none"> 1. Have you ever used English in explaining difficult vocabulary items? How? 2. What is your opinion about explaining difficult vocabulary items by using the first language? 3. Based on your experience, which one is better to explain difficult vocabulary between first language and English? and why?
Explaining about the grammar points	<ol style="list-style-type: none"> 4. What is the language that you use in teaching grammar? 5. What is your strategy if student still doesn't understand the material? 6. Will you use the first language in teaching about grammar?
Making jokes	<ol style="list-style-type: none"> 7. Making a joke is important in classroom interaction to keep classroom interaction, right? Based on your experience, what is the response of your students if you make a joke by using English or Indonesia? 8. Is there any difference by using the first language or Indonesia in making a joke?

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	9. Which one is the most successful language in making a joke in classroom??
Giving instruction	10. How do you gives instruction to students? 11. What will you do if students still don't understand the instruction by using English?Will you use first language in giving instruction? 12. Based on your opinion, which one is better and useful to give instruction ?

After collecting data by using observation and interview, the writer analyzed data by using the triangulation process. Based on Fink (2003:165) the triangulation is the collection of data from different sources (such as observations and interviews), based on the assumption that if multiple sources of information produce similar results, the credibility of the findings were enhanced.

Furthermore Creswell (2002:259) defines triangulation as the process of corroborating evidence from methods of data collection (such as observations and interviews) in qualitative research. It ensured that the study accurate because the information refers on multiple sources of information or processes. In this way, it encouraged the writer to develop a report that is both accurate and credible. Based on explanation above, triangulation process helped the writer to make it by using two kinds of data collection i.e. classroom observation and interview the participant.

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E. Technique of Data Analysis

Data collection and data analysis involved a cyclical process and the data analysis process was started at the same time as the data collection process. Then, the relevant parts of the observation and interview tapes were transcribed and analyzed by thematic analysis. Thematic analysis is the process of “encoding qualitative information” (Boyatzis, 1998, in Clarke and Braun, 2013). It allowed the researcher to determine precisely the relationship between concepts and compared them with the replicated data.

Thus, according to Miles and Hubberman (1994) thematic analysis was started by doing the reduction of the data which included the process data reduction technique, data display, and conclusion. Data collections were analyzed by using data reduction technique which involve transcribing, categorizing and interpreting data. In transcribing, the writer selected the information appropriately which was gained by observing and interviewing. Then, the writer categorized the data into some categories. After that the writer interpreted the data. Then, the writer considered about the content based on the writer understanding. The data already displayed through data reduction in order to reduce overlapping unimportant and ambiguous information. In this study, the last step was giving conclusions drawn continuously throughout the study. (Miles Hubberman, 1997).