

## **CHAPTER III**

### **RESEACRH METHOD**

#### **A. Research Design**

In this research is going to be use descriptive qualitative approach which to describe how the teacher implament strategies of translanguaging practice in EFL classroom and to find out what the benefits of translanguaging practice for teachers in language teaching in EFL classroom.

According to Nazir (2005), Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present.

This research is a descriptive because the objective of this research are observing and finding the information as many as possible of the phenomena. It is a qualitative descriptive which is a method of data analysis that reduce, display and conclude the data about implementation of translanguaging practice by English teacher in EFL classroom.

#### **B. Research Setting**

This research conducted at Islamic Junior High School in Kotabaru. It is located at Hj.Agus Salim Street No.61 Kotabaru regency, South Kalimantan. The research selected a place to conduct the research because the researcher found out that the teachers are applying translanguaging practice for teaching their students in EFL classroom. So, the researcher wants to know about the teachers do implementation of translanguaging practice during teaching English in EFL

classroom and what are the benefit of applying that in classroom for teacher and students.

### **C. Participant/ Subject**

The participants of this research two teachers who taught at MTs.Negeri 1 Kotabaru. This research will describe the implementation of translanguaging practice in EFL Classroom.

### **D. Data and Source of Data**

The data that the researcher needs to get result about Implementation of translanguaging practice by English teacher in EFL classroom takes from the result of interview and observation.

In order to make the available data, the researcher needs the source of the data. Data source is the subject of the research from where the data can be obtained.

In this research the data can be obtained from 2 teachers with different grade 8 in Islamic Junior High School Kotabaru.

### **E. Technique of Data Collection**

This is a qualitative data includes the data about implementation of translanguaging practice by teacher in EFL classroom. The researcher will gather the data from observation, interview and documentation. The research instruments used by the researcher are field note, interview guideline, questionare and document.

## 1. Observation

Riyanto (2010) says that Observation is a method of data collection that uses direct or indirect observations.

The researcher is going to observe activities of the teachers during language teaching in online and offline classroom, because of after COVID-19 Pandemic that makes all of activity especially education temporarily shifted to online and offline meetings. The researcher has done observation by offline and Via OnlineWhatsApp.

## 2. Interview

Sugiyono (2018), defined interview as assembly of two people to trade data and thought through address and reactions, coming about in communication and joint development of meaning almost specific point.

According to Arifin (2012), gave example of interview guideline that contained research problem, research objectives, questions, and question forms.

This interview guideline contains a grid of questions to be asked to the teacher. It is an open ended question. The questions that will be given to the teacher about the strategies and benefits of translanguaging practice in EFL classroom especially at Islamic Junior high school Kotabaru.

## **F. Data Analysis**

In this analysis method, the researcher tries to describe and analyze descriptively from the results of the study that has been done, namely, describing Implementation of Translanguaging Practice by English Teacher in EFL Classroom. Thus the researcher uses following techniques of Miles and Huberman as cited by Sugiyono (2018) which is involving three steps analyze the data: data reduction, data display, and conclusion drawing/verification.

### 1. Data Reduction

Sugiyono (2018), stated Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and pattern. The researcher collected data about Translanguaging practice by English teacher in EFL classroom through observation and interview. After that, the researcher than transcribed the data. The irrelevant data which were not related to research question were discarded. After collecting and reducing the data, researcher displayed those data the form of descriptive.

### 2. Data Display

Miles and Huberman (1994) stated that a display is an organized, compressed assembly of information that permits conclusion drawing and the action. In the process of reducing and displaying the data, it was based on research question. After displaying the data, researcher can draw a conclusion.

### 3. Conclusion drawing/verification

Arifin (2012), there are two steps in drawing conclusion on data, making provisional conclusion and final conclusion. First, take provisional conclusion when the data collection process is still ongoing, if the data increases, it is

necessary to verify the data, namely by reviewing it and asking about it for consideration from parties related to this research, such as teacher and students.

Second, draw a final conclusion by comparing the respondents' statements and the problems in this study, namely how the teacher implement strategies of translanguaging practice in EFL classroom and what the purposes of translanguaging practice by English teacher in language teaching in EFL Classroom.