CHAPTER III
METHODOLOGY

This chapter covers the methodology of the study. This section presents the research design, research site and participants, data collection technique/instruments, research procedures, and data analysis.

3.1 Research Design

The study employed qualitative research methods as it suited the purpose of this study which was to investigate and describe the attitudes of Indonesian college students' and lecturers in Indonesia towards the use of English as an International Language in Campus Asia+ program. Case study design was chosen because it involved in-depth investigation in real-life situations over a period of time (Zainal, 2007; Yin, 2003). Furthermore, Creswell and Creswell (2018) stated that qualitative study focuses on describing a phenomenon in detail, which in this context, the use of English as an International Language.

Garrett (2012) stated that there are three common ways to measure attitudes of someone towards a particular thing, they are direct and indirect. According to Rohner et al. (2012), direct and indirect measures are believed to be the prominent study to measure attitudes of someone. Thus, this study used semi-structured interviews as the direct ways to measure the attitudes of the Indonesian college students' and Lecturers in Indonesia towards the use of English as an International Language in the Campus Asia+ program supported by several recording extractions throughout the research, and the program documents.

3.2 Research Site and Participants

This study conducted following the Campus Asia+ program which was hosted by one public university in Indonesia that occurred for approximately 10 days in February 2024. This program involved eight international students from one university in Japan, three international students from one university in Korea, and

one international student from one university in China who came to Indonesia to learn about diversity, especially religious diversity in Indonesia.

In the program, 3 senior Indonesian lecturers were asked to give short lectures about Indonesian cultures and diversity. In addition, 10 selected *Rerencangan* were assigned to assist and help the execution of the event. *Rerencangan* itself is a group of selected university students from one campus in Indonesia who oftentimes appointed and helped during any international events occurred in the campus. Thus, all the 3 senior lecturers and 10 selected *Rerencangan* were become the participants of this study. The description of participants of this study can be seen in Table 3.1

Table 3.1. Participants of the study

No.	Name	Position	Study discipline
1.	Lecturer 1 (EK)	Lecturer of the program	English Literature
2.	Lecturer 2 (SN)	Lecturer of the program	English Literature
3.	Lecturer 3 (AH)	Lecturer of the program	Chemistry
4.	Student 1 (MSY)	Committee in field	English Education
5.	Student 2 (SRA)	Committee in field	Chemistry
6.	Student 3 (HLP)	Committee in field	Japanese Education
7.	Student 4 (FA)	Committee in field	Visual Design Communication
8.	Student 5 (MZM)	Vice-Coordinator in field	Visual Design Communication
9.	Student 6 (ABP)	Coordinator	Computer Science
10.	Student 7 (MNA)	Committee in field	English Education
11.	Student 8 (RRR)	Committee in field	English Literature
12.	Student 9 (NSL)	Committee in field	English Education
13.	Student 10 (NH)	Committee in field	Science Education

The permission and consent to conduct this study in the Campus Asia+ program was obtained by contacting them first and informed the involved *Rerencangan* about their consent to be the participants of this study. Since the researcher also part of the program, the researcher had better access in getting permission to collect data as it is much more accessible in terms of time, space, and participants' availability in this site.

3.2.1. Researchers' positionality

The term researchers' positionality is describe the researcher's point of view and the position they took throughout the process of the research that was being done (Savin-Baden & Major, 2013). Research positionality also emphasize the emergency of acknowledgement that made by the researchers to construct and design the entire research which can be influenced by several factors such as identity, experiences, religious beliefs, and as an insider or outsider (Holmes, 2020). Furthermore, researcher involved in a dual role where the researcher has intimate relationships with the researched participants and in a professional context in the certain situation (Josselson, 2007).

I am an undergraduate Indonesian student in the 4th year majoring in English Language Education program. Furthermore, I also have extensive experiences involved in multi-cultural environments. My academic background has facilitated knowledge about English language in theory and practice. Furthermore, my extensive experiences engaged in several multi-cultural environments both in local and global sense has motivated my interests to explore the English language in the multi-cultural environments and the process of Intercultural communication.

Since the researcher was also part of the selected *Rerencangan* to assist the program directly, I am fully realized that I have the dual roles both as the *rerencangan* and the researcher. My stasus as a part of *rerencangan* facilitated the better access to observe and collect the data comprehensively and I am fully aware that I am being fair on the notice of when I become the *rerencangan* and also the researcher.

3.3 Data Collection Technique/Instruments

The data collection for this study was collected through participant observation, semi-structured interviews, recordings of the program, and related program documents.

As the participant observer, the observation focused on the interactions happened between the participants throughout the program. It included several on-site recordings with phone and the other *Rerencangan's* device. Sometimes it also included note-taking that happened after the activity or after the schedule of the day finished. Most of the recordings were taken when the participants answering questions during lecture and presentation at the end of the lecture.

Followed with the semi-structured interviews, The questions of the semi-structured interviews focused on investigating the participants' experiences during their time assisting the international students and guests during the program. Not only investigating the participants' experiences, the questions were also trying to dig into their attitudes and feelings towards the use of English as an International Language using McKay (2002) four principles of English as an International Language as the foundation of the question synthetization. Moreover, there are also several recordings and documentations during the program to give insight of how the participants are using English language during the program.

The interviews were conducted privately and recorded using researcher's devices such as phone and laptop. Several interviews were conducted by meeting face-to-face, the others were done through Zoom meetings and WhatsApp messenger due to the participants' distance and time availability. The interviews were conducted using their mother language, Indonesian language, to ensure the comprehensibility and validity of the data.

For the recordings of the program, it was gathered by the researcher throughout the program by observing closely and recording what unique things happened on the site using the researcher's device. In addition, the researcher also asked the other recordings from the *Rerencangan* and other international students with their permission to be analyzed for this study. Similarly, related documents

such as power-point slides, images, and program document descriptions obtained from the supervisor and coordinator to be used in the program.

3.4 Data Collection Procedures

The study focuses on investigating the Indonesian college students' and Lecturers in Indonesia towards the use of English as an International Language in Campus Asia+ program. The study conducted semi-structured interviews supported by recordings from the event and related program documents as the source of the data. In line with this, Creswell and Creswell (2018) stated that case studies require a variety of data to be used at a sustained period of time.

The semi-structured interview was conducted using two modes, face-to-face and online mode. Some participants were able to meet face-to-face to have the interview, but some others were asked to have the interview online through Zoom meeting and WhatsApp due to their limited time availability. All of the interviews were done casually to make sure they were comfortable and able to share their experiences and able to give their opinion honestly and openly.

The semi-structured interview used 10 main questions that were extracted from the McKay (2002) four principles of English as an International Language and then followed by several follow-up questions based on the participants' answer. The 10 questions were made specifically to investigate the participants' experiences having interactions with the international students during the program comprehensively. In addition to that, the questions were also trying to investigate the participants' attitudes towards the use of English as the main language of the program to communicate. The Interviews were conducted in Indonesian and then transcribed into English for further data analysis.

Furthermore, the recordings for this research obtained by recording on-site with permission verbally and also asked several recordings from the other *Rerencangan* and the International participants under the agreement that to be used and utilized for this research. The contact was done both verbally and throughout messages. Figure 3.2 below represents the procedure of data collection of this study.
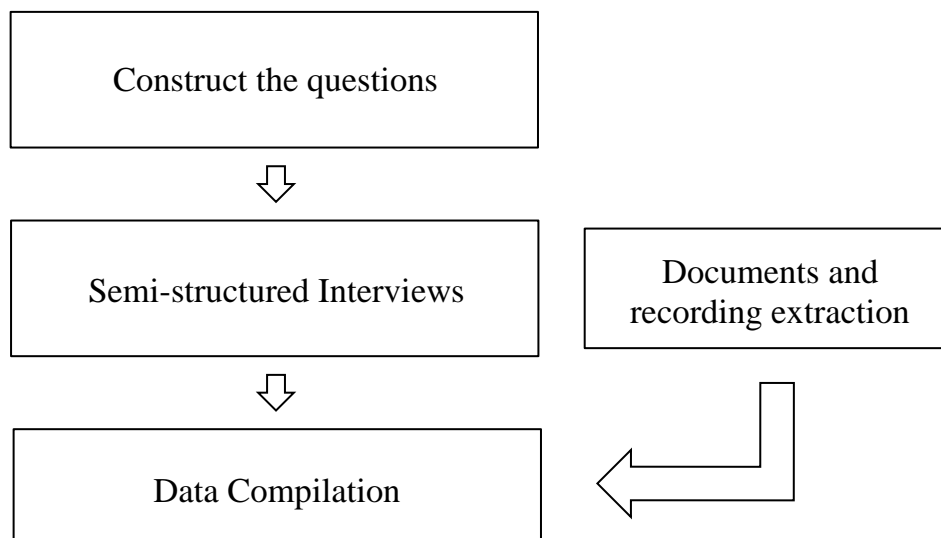
Figure 3. 1 The Procedure of Data Collection

3.5 Data Analysis

This qualitative case study research employed content analysis method following the four core principles of Sandra-Lee McKay on English as an International Language (2005). As mentioned by Rohner et al. (2012) regarding the prominent ways to measure someone's attitude, the data mainly utilized from the semi-structured interview with addition from the recording extraction and program document.

First, the observation was documented in notes application on the phone. The notes that written in Indonesian language translated into English for research purposes. The notes were used accordingly following the recordings obtained throughout the program and matched with the participants' answers from the interviews. The notes were also used as an initiator of discussion in the semi-structured interviews to enhance the flow of the interviews conducted.

Second, the recorded semi-structured interviews were translated into English and then extracted on each point and questions that has been made. Since the semi-structured interviews were done using Indonesian language to ensure the quality of the data, the transcriptions then translated into English language for the report purpose. After that, the transcription analyzed and divided into 2 parts, mainly: The Indonesian lecturers and students' attitude towards English as an

International Language and the Representation of Indonesian culture in the program by the Indonesian participants.

Third, the recording that obtained from the researcher and participants that were gathered by the researcher to be viewed and selected based on the needs of this study. After the selection process, the recording got transcribed. If the recording was having Indonesian language, then the recording is translated into English. After the translation and transcription process, the transcript of the recording is analyzing the English language transcription since the purpose of the recording is to show the thick accent used in the program.

Similarly, the program document also obtained from the supervisor and coordinator of the program. The document included the program description, schedule of the program, and power-point presentations that were made by the participants at the end of the program to reflect their journey throughout the program. The program description and schedule were used to describe the program for the research whereas the power-point presentations were used to support the result of the representation of Indonesian culture by the Indonesian participants.

Data categorization following themes that are in line with Braun and Clarke (2006) theory of thematic analysis. The theme of the analysis mainly focused on two things, they are: Attitude towards English as an International Language and the representation of Indonesian culture by Indonesian participants in the program. Each focus answered the needed research questions and objectives of this study.

After all the data has been compiled and categorized to the theme, the data is then analyzed reflecting from Sandra-Lee McKay four principles of English as an International Language (2002) and Gardner definition about attitudes (1985). Figure 3.3 below represents the step on data analysis for this study.

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│  Collect data from Semi-structured   │
│  Interviews, Recordings, and Program │
│             Documents                │
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┌─────────────────────────────────────┐
│                                      │
│          Translate the data          │
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┌─────────────────────────────────────┐
│                                      │
│       Divide the data into theme     │
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┌─────────────────────────────────────┐
│                                      │
│           Analyze the Data           │
│                                      │
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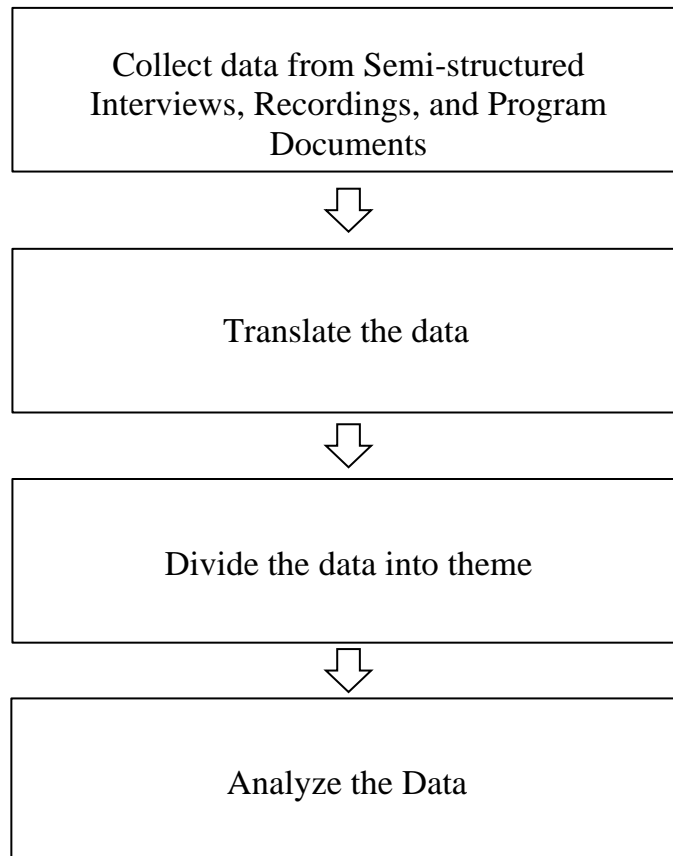
Figure 3. 2 The steps on Data Analysis