CHAPTER III
RESEARCH METHODOLOGY

This chapter provides a detailed explanation of the research design employed in this study. Firstly, this chapter delves into the research design employed in this study and the rationale behind selecting the research methods. Secondly, this chapter provides further details on stages encompassed in the procedure of this study. Thirdly, this chapter provides an overview of the context of the research, detailing the methods used to gather participants for the study and their baseline information. Lastly, this chapter provides an explanation of the instruments utilized in this study and the procedures employed for data analysis, which were implemented to ensure the validity and reliability of this study. A diagram is used to present a summary of the research design framework, demonstrating how the research questions were addressed.

3.1 Research Design

This study investigates EFL secondary school teachers' perspectives and practices regarding intercultural teaching. To achieve this, an exploratory case study design is employed, which is particularly effective for examining the initial stages of a phenomenon and identifying key variables (Yin, 2018). In this context, the main variables are teachers' perspectives on intercultural teaching and their actual teaching practices. By using an exploratory case study, this research aims to gather diverse data to understand how these perspectives and practices interact and influence one another (Patton, 2002; Stake, 2010).

The choice of an exploratory case study is driven by the need to capture a wide range of viewpoints and practices in a flexible manner, accommodating new insights as they emerge (Creswell & Poth, 2018). This design allows for an in-depth examination of how teachers' beliefs about intercultural teaching align with their classroom practices, thus revealing the complex relationship between these variables.

Furthermore, the study's design involves a detailed, systematic investigation of these variables within the specific context of EFL secondary school settings, offering valuable insights into the dynamics of intercultural education (Yin, 2003; Miles et al., 2013). This approach helps in understanding how intercultural teaching principles are implemented and perceived, providing a foundation for future research and practice in this area.

3.2 Research Site and Participants

In this section, a comprehensive description of the research setting is provided, offering insights into the location and context in which the study was conducted. Additionally, detailed information about the participants is presented, including their demographic characteristics, selection criteria, and any relevant background information that contributes to understanding their role and perspective within the study.

3.2.1 Research Site

This study was conducted in secondary schools across Lampung, a province distinguished by its rich cultural diversity and significant ethnic variety. The research encompassed 253 schools, including 183 Senior High Schools (SMA), 46 Vocational High Schools (SMK), and 24 Islamic High Schools/Madrasah Aliyah (MA). Lampung was selected due to its unique ethnic composition, with the Lampung people being the largest group after the Javanese, Sundanese, Minangkabau, and Balinese. This diversity is reflected in the distinct traditions, languages, and cultural practices of each ethnic group.

The study operates under the assumption that the diverse cultural backgrounds of EFL teachers in Lampung influence their intercultural teaching practices. Given the province's multifaceted cultural landscape, it is anticipated that teachers' perspectives on intercultural teaching are shaped by their personal and cultural experiences. The

research aims to explore how these varying cultural contexts affect teaching methods and integration of intercultural principles. Lampung's strategic location and economic role further highlight the importance of understanding these dynamics, as they contribute to the broader educational landscape of Sumatra and Indonesia.

3.2.2 Research Participants

In Lampung, there are currently 1,278 English teachers working in senior high schools across 13 districts and 2 municipalities. With assistance from Dinas Pendidikan Lampung, the provincial education authority, a questionnaire was distributed, resulting in 253 completed responses from teachers via an online survey conducted through Google Forms. From these responses, six teachers representing the secondary school zones in Lampung were purposively and randomly selected for interviews, and two were purposively chosen to participate in classroom observations.

Specifically, the participants of this study are in-service English teachers with a bachelor's or master's degree in ELT for at least two years of teaching experience in secondary schools. Their degree and the number of years teaching EFL classrooms are considered to qualify their professional identity. Participants were chosen through the institute's network and the researcher's personal network. To obtain teachers' formal consent, an informative letter about the study was sent to the schools and teachers. The informative letter was issued as the official permit was granted by the university and also from the government (Appendix 9). The demography of the teachers is presented in the following chart:
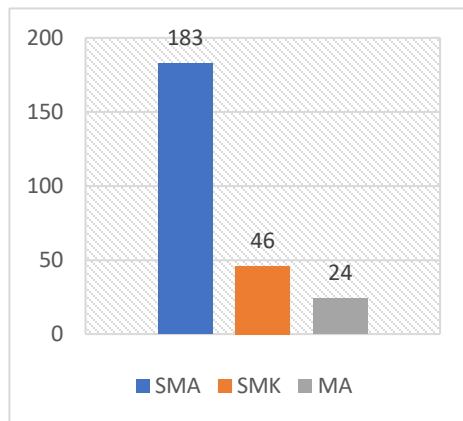
Chart 1. Numbers of participants based on the schools

The demography of the participants who joined the study shows that the 253 teachers are from senior high school (SMA), vocational high school (SMK), and Islamic high school/Madrasah Aliyah (MA). There are 183 teachers of senior high school (SMA), 46 teachers of vocational high school (SMK), and 24 teachers of Islamic high school/Madrasah Aliyah (MA).
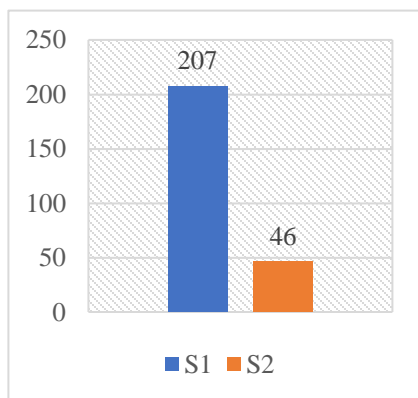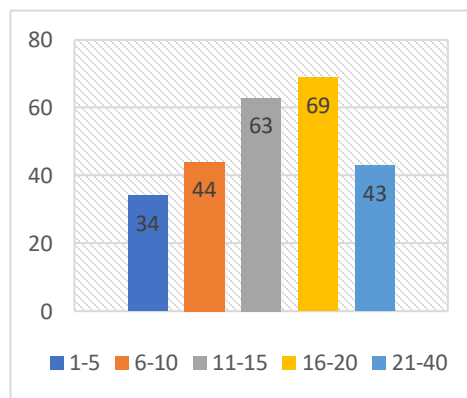

Chart 2. Educational Background

Chart 3. Years of Teaching Experience

Out of the 253 participants, a majority of 207 teachers have successfully completed their bachelor's degree in ELT, while a smaller group of 46 teachers have

gone on to earn their master's degree in ELT. Out of the surveyed individuals, 34 have been teaching for 1-5 years, 44 have been teaching for 6-10 years, 63 have been teaching for 11-15 years, 69 have been teaching for 16-20 years, and 43 have been teaching for 21-40 years.

Of the 253 teachers who completed the distributed questionnaires, 6 were selected to participate in semi-structured interviews. These teachers were chosen to represent the diverse educational zones of secondary schools in Lampung, ensuring a broad perspective on intercultural teaching practices across different contexts. The selection process involved a random sampling method to reduce selection bias and provide a balanced representation of the teaching population.

The interview participants varied in their demographic and professional backgrounds: two teachers held master's degrees, while the remaining four had bachelor's degrees. Additionally, one teacher was employed at a private school, and the others were affiliated with public schools. Experience levels among the participants also varied: one teacher had 2-5 years of teaching experience, two had 5-10 years, and three had over 10 years. This diversity in educational qualifications and teaching experience was crucial for capturing a wide range of insights into intercultural teaching practices, enhancing the robustness and generalizability of the study's findings.

Of the 253 participants in the study, Ayu and Gita who were given pseudonyms to protect their identities during the classroom observation in this study, were selected for classroom observations based on their representative professional profiles and notable achievements. This selection was made to provide a comprehensive view of practical intercultural teaching applications in different contexts.

Ayu, 29 years old, was chosen for her relatively recent entry into the profession, having worked as an English teacher for three years. Her background includes completing an undergraduate degree in English education and her current role as a non-civil servant educator in a public senior high school (SMA). Ayu was also selected due

to her recent recognition as "Calon Guru Penggerak," a prestigious title awarded to prospective teacher leaders who demonstrate exceptional motivational and empowering qualities within government education programs. This recognition suggests she has a significant impact on her peers and provides valuable insights into emerging teaching practices and leadership in the field.

Gita, the second participant, was selected for classroom observations due to her extensive teaching experience and academic qualifications. At 31 years old, Gita brings six years of experience teaching English at a public school. She holds a master's degree in English education from a public university, which complements her practical experience. Before her current role as a civil servant at an Islamic high school (*Madrasah Aliyah*), Gita also worked as a private English teacher for two years. Her diverse teaching background and advanced degree provide a well-rounded perspective on intercultural teaching practices, making her insights particularly valuable for understanding different instructional approaches and their effectiveness in varying educational settings.

Ayu and Gita were selected to participate in the research with formal consent from their school. They met the criteria established by the researcher for the classroom observation: both are in-service English teachers holding either a bachelor's or master's degree in English Language Teaching (ELT) and have at least two years of teaching experience in secondary schools. Before the observation, an official invitation was sent to their schools, requesting the principals' permission for Ayu and Gita to participate in the study.

3.3 Instrumentation and Data Collection

The data for this study was collected from both a pilot study and the main data collection period, which occurred from August to December 2023. A preliminary study was conducted to assess the validity and reliability of the questionnaire. The study took

place in August and September 2023. Interviews and classroom observations were carried out from September to December 2023. All data collected from the participants have been obtained with their explicit consent and in full compliance with the university academic affair, the education and culture department of Lampung, and the head of the schools.

3.3.1 Research Instruments

A questionnaire adapted from Ghavamnia (2020) was used to address the first research question "How do the teachers conceptualize intercultural teaching?". In order to further elucidate the outcomes of the questionnaire, a series of semi-structured interviews were employed with a cohort of six respondents. Six people who filled out the questionnaire were asked to participate in semi-structured interviews to ensure a thorough analysis of the data.

To address the second research question, "How do teachers implement intercultural teaching in their EFL classrooms?", classroom observations preceded and followed by interviews were conducted. The employed method for conducting the post-observation interview was a reflection interview.

Based on the above elaboration, this study used three instruments: a closed-ended questionnaire, interviews, and classroom observation completed with field notes and interviews.

3.3.1.1 The Questionnaire

With consent from Ghavamnia (Appendix 10), the questionnaire originally adapted from Sercu's (2006) study was further modified and developed for this research. This 5-point Likert scale questionnaire comprises closed-ended questions designed to measure participants' levels of agreement or disagreement with various statements about intercultural competence in foreign language education. Participants respond using a scale where (1) indicates strong disagreement, (2) indicates

disagreement, (3) represents a neutral stance, (4) signifies agreement, and (5) denotes strong agreement. This scale allows for nuanced insights into how participants perceive and implement intercultural teaching practices, capturing the degree of alignment with statements related to different aspects of intercultural competence in language education.

The 5-point Likert scale questionnaire used in this study is divided into two categories:

1. The knowledge of intercultural teaching

   This category assesses the respondents' understanding and familiarity with intercultural teaching practices within the context of English as a foreign language.

2. Significance of intercultural teaching

   This category evaluates the perceived importance and relevance of intercultural teaching in the context of English as a foreign language.

The following table presents the construct of the questionnaire.

Category	Construct	Conceptual Definition	Statement Number
The knowledge of Intercultural teaching	The objectives of intercultural teaching (Byram,2002)	The intercultural dimension in language teaching aims to provide learners with both linguistic and intercultural competence, preparing them for cultural interaction, understanding and accepting diverse perspectives, values, and behaviors.	1,2,4,5,6,7,8
	Teachers' perceptions regarding foreign cultures and peoples usually associated with the foreign language (Sercu,2006)	The degree of difficulty involved in learning foreign language	3
The Significance of Intercultural	Teachers' perceptions regarding foreign cultures and peoples usually associated	Foreign culture(s) association with foreign language	9,10,11,13

| teaching in EFL classroom | with the foreign language (Sercu,2006) | Foreign culture(s) association with the language they taught, as well as their direct and indirect interactions with the cultures. | 12,17 |
| | | Positive or negative orientation towards the peoples and cultures associated with foreign language. | 14,15,16 |

Table 1. Questionnaire Construct

The statements of the questionnaire in the first and second category before the validation are presented in the list below.

First category-The knowledge of intercultural teaching:

1. Conducting intercultural teaching means bringing cultural materials to the classrooms.

2. In intercultural teaching, English teachers introduce foreign cultures to students.

3. Before you teach foreign culture in an English language classroom, students have to possess a sufficiently high level of proficiency in the English language.

4. In the foreign language classroom students can only develop their cultural knowledge. They cannot develop their intercultural competence.

5. Language and culture cannot be taught in an integrated way. They should be separated into two.

6. Students with intercultural competence can effectively mediate and interpret the values, beliefs, and behaviors of themselves and others. They serve as a bridge between individuals from diverse linguistic and cultural backgrounds.

7. In intercultural teaching, cultural materials are used to develop students' communicative competence and students' intercultural competence.

8. Students identify, compare, and reflect on cultural materials brought by the teachers to develop their intercultural competence.

9. The focus of intercultural teaching is not on students' communicative competence;

it is on students' intercultural competence development.

10. In intercultural teaching classrooms, English teachers should help the students in developing not only their communicative competence but also their intercultural communicative competence.

The second category-The significance of intercultural teaching

11. In English language classroom, teaching foreign culture is as important as teaching English language.

12. English teachers should conduct intercultural teaching in their classrooms.

13. English language teaching should enhance students' understanding of their own cultural identity and others' cultural identity.

14. An English language teacher should present a realistic image of a foreign culture, the teacher should also talk about the positive and the negative sides of the culture and the society of the foreign country.

15. I would like to help my students develop their intercultural competence through my teaching.

16. Cultural and linguistic differences contribute equally to misunderstandings in international communications.

17. Intercultural teaching reinforces the stereotypes students already have about other people and countries.

18. Having an understanding of cultural diversities makes students more tolerant of other cultures and people.

19. Misunderstandings between people from different cultures happen because of problems with language, not because of differences in culture.

20. Foreign language teaching should not be limited to a discussion of foreign cultures. It should also deepen students' knowledge of their own culture.

The connection between the two categories (the knowledge of intercultural teaching and the significance of intercultural teaching) lies in how understanding the principles and methodologies of intercultural teaching directly influences its importance and effectiveness in language education.

The knowledge of intercultural teaching (Category 1) includes integrating cultural materials into the curriculum (Statement 1) and recognizing the need for students to have a certain level of language proficiency before engaging with cultural content (Statement 3). This understanding helps justify why intercultural teaching is crucial (Category 2). By integrating cultural education with language learning (Statement 7), educators ensure that students develop both communicative and intercultural competence, which is essential for effective intercultural teaching (Statement 11 and 13).

Category 1 emphasizes that cultural and linguistic elements should be taught in an integrated manner (Statements 4 and 5) and that intercultural teaching should be scaffolded according to students' language proficiency (Statement 3). This informs the significance of intercultural teaching (Category 2) by ensuring that cultural materials are introduced at appropriate stages, thus enhancing their educational impact (Statement 20). Effective intercultural teaching should balance presenting a realistic view of foreign cultures (Statement 14) while avoiding reinforcement of stereotypes (Statement 17) and addressing misunderstandings arising from cultural and linguistic differences (Statements 16 and 19).

The questionnaire underwent rigorous construct and content validation to ensure its accuracy and relevance. Three expert validators were selected based on their specialized expertise, aligning with best practices in validation to enhance the credibility and applicability of the instrument:

1. Certified translator

This expert was chosen to evaluate the linguistic and cultural appropriateness of the questionnaire items. Their role was crucial for ensuring that the language used in the questionnaire is precise and culturally relevant, which is essential for accurately capturing respondents' perceptions.

2. Bahasa Indonesia teacher

As an educator with in-depth knowledge of language instruction, this validator assessed the clarity and instructional relevance of the questionnaire items. Their expertise was important for verifying that the questions are effectively framed within the context of teaching English as a foreign language.

3. Accomplished Scholar with a PhD

This validator provided a scholarly perspective on the theoretical and methodological aspects of the questionnaire. Their academic background ensured that the questionnaire's constructs are theoretically sound and that the methodology aligns with established research practices.

The judgments and feedback from these validators, which are detailed in Appendix 3, were instrumental in refining the questionnaire to ensure its validity and reliability.

The questionnaire was initially piloted with 30 secondary school teachers who teach outside Lampung to ensure its validity and reliability. The data collected from the pilot study was then analyzed using SPSS 26. Initially, this questionnaire comprised 10 statements for each category. After careful consideration, statements 4, 5 and 19 were excluded from the analysis based on the feedback received from the validator and the statistical analysis results. The 17 valid statements were then used as the questionnaire item delivered to the respondents.

The reliability test aims to determine the consistency of the measuring instrument if the same object is used more than once. The reliability test can be interpreted to show the extent to which a measurement result is relatively consistent if the measurement is repeated two or more times. If reliability is less than 0.6 is not good, while 0.7 is acceptable and above 0.8 is good. A trustworthy tool for a research study will produce consistent data from comparable participants over a period of time. (Cohen, Manion & Morrison, 2005). According to research, if the Cronbach's Alpha value is .70 or higher, it indicates that the items demonstrate reliability (Fraenkel et al., 2012). Based on the statistical analysis conducted using SPSS version 26, it has been determined that the reliability coefficient of the instrument is 0.902. It suggests that the instrument is deemed acceptable and reliable. The instrument is widely recognized and approved for use in research. The datiled information about the validity and the reliability is presented in Appendix 11.

3.3.1.2 The Interviews

Two kinds of interviews were conducted in this study. The first interview was carried out to confirm the results of the questionnaire. Representing the educational zones of secondary schools of Lampung, 6 respondents were randomly selected to join the first interview following the results of the questionnaire. A consent letter was sent to the teachers asking their willingness to join the interview and to select the interview mode they wished to have. Following the respondents' choices, the interviews were taken online via WhatsApp chats, voice notes, and a virtual discussion forum in Zoom. The interview questions probed the interviewees' perspectives of intercultural teaching in the context of EFL secondary schools.

The questions were delivered in Indonesian language to the participants. Delivering interview questions in Indonesian and probing the interviewees' perspectives on intercultural teaching in the context of EFL secondary schools is

academically justified for several reasons. First, conducting interviews in the participants' native language enhances the accuracy and depth of their responses. When participants can express themselves in their first language, they are more likely to provide detailed and nuanced insights without the limitations of a second language. This is particularly important for exploring complex topics such as intercultural teaching, where a deep understanding of personal experiences and educational practices is essential (Brislin, 1986).

Additionally, using Indonesian respects the cultural and linguistic context of the interviewees, ensuring that the questions are framed in a manner that is culturally relevant and contextually appropriate. This approach reduces the risk of miscommunication and helps obtain responses that are truly reflective of the participants' perspectives on intercultural teaching within their specific educational setting (Guba & Lincoln, 1989). By minimizing language barriers, the study enhances the clarity and quality of the data collected, ensuring that the participants' views are accurately captured and conveyed (Harrison et al., 2014). Furthermore, conducting interviews in the participants' native language fosters greater comfort and openness, leading to more honest and comprehensive responses (Kvale, 2007). Overall, this methodological choice supports the validity and reliability of the research findings by aligning with the participants' linguistic and cultural contexts, thereby contributing to a more meaningful and accurate exploration of intercultural teaching practices.

The questions delivered in the interview are described below.

The questions:

1. How do you differentiate language teaching and culture teaching?
2. Do you have any experience teaching both the language and culture in your EFL teaching? Which one is more important to you?
3. Do you think it is necessary to include cultural information in EFL classrooms?
4. What is your definition of intercultural teaching?

5. Do you think intercultural teaching can be conducted in secondary schools? How?

6. Do you think non-native English teachers are capable of teaching cultural points of the foreign language to EFL learners?

7. Are you familiar with intercultural competence? What is intercultural competence?

8. Do you think it is necessary for Indonesian EFL learners to gain intercultural competence?

9. Which one is more important, developing students' communicative/linguistic competence or developing students' intercultural competence?

10. What about intercultural communicative competence, have you ever heard this term? Tell me what you already know about it.

The interview questions are crafted to gather in-depth insights into teachers' views on integrating intercultural elements into EFL (English as a Foreign Language) teaching. They aim to differentiate between language and culture instruction, explore how these components are balanced in practice, and assess the necessity of including cultural content in the classroom. The questions also probe teachers' experiences with both language and culture teaching, examine the feasibility of implementing intercultural teaching in secondary schools, and evaluate perceptions of non-native teachers' ability to address cultural aspects. Additionally, they seek to understand teachers' familiarity with intercultural competence and intercultural communicative competence, as well as their views on the importance of these competencies for Indonesian EFL learners. This approach provides a comprehensive view of how intercultural elements are integrated into language education and highlights the practical and theoretical considerations influencing teachers' practices.

The second interview was conducted with the two teachers joining the classroom observation session to elicit their understanding of the intercultural teaching

conceptualization and practice. The interviews were conducted prior to and after the observation session.   The questions were also delivered in Indonesian language to the participants with the same reasonings elaborated in this chapter.

Comparing the initial set of the first interview questions with those used in the pre-observation phase reveals a shift from exploring theoretical understanding to examining practical implementation of intercultural teaching. The first set of questions aims to uncover teachers' conceptual beliefs, attitudes, and familiarity with intercultural teaching and related competencies, providing a foundational understanding of their theoretical perspectives. In contrast, the pre-observation questions focus on practical details, such as specific experiences, materials, challenges, and assessments related to intercultural teaching. Conducted before classroom observation, these questions allow for a detailed examination of how teachers' theoretical concepts are translated into practice. This approach helps identify any discrepancies or alignments between teachers' conceptual beliefs and their actual teaching practices, offering a comprehensive view of how intercultural teaching is implemented in EFL classrooms.

The questions delivered in the pre-observation interview are described below.
The questions:
Have you ever conducted intercultural teaching in your class?
If you have...

- How did you do it?
- What learning materials did you bring to the class?
- What challenges did you have in the class?
- What was your teaching objective?
- What assessment did you have?

If you haven't…

- What is your expectation of conducting intercultural teaching in your class?

- How would you figure out the process? What learning materials will you need for the class?
- What kind of assessment would you have in intercultural teaching?

A reflection interview was conducted after the classroom observation. The interview was an evaluation of the teaching practice conducted by the observed teacher. The questions were delivered in Indonesian language to the participants. The questions delivered in the interview are described below.

The questions:

1. How do you look back on this lesson? How do you think about the implementation? How was the class?
2. What does intercultural teaching mean to you in the context of EFL learning?
3. What challenges did you have in implementing intercultural teaching? Did you get any insights from your teaching?
4. Can intercultural teaching be implemented in your classroom instructions? How would you implement it in your future teaching practices?
5. What recommendations would you give regarding intercultural teaching in Indonesian EFL classrooms?

3.3.1.3 Classroom Observation

To answer second question, "How teachers implement intercultural teaching in their EFL classrooms?", supporting research instruments enclosed classroom observations and field notes (Appendix 6). Anchored in Liddicoat's principles (2008) of intercultural teaching and Borghetti's (2013) model of intercultural language teaching, three lesson plans were designed.

Principle	Level	Description

Active Connection	first level of interaction: general and educational (L1-G & E)	The teacher stimulates the students' intercultural competence by introducing intercultural content. The teacher stimulates the students to make intercultural interactions by recognizing interculturality in the students and in others. At this level, the activity is done at the first stage of teaching. The teacher can show students pictures or videos to elicit students' identification of cultural items provided in the pictures or videos.
Making Connection and Social interaction	second level of interaction: macro or curricular (L2 – Ma/C)	Teachers choose a variety of texts for intercultural comparison and guide and monitor class discussions to encourage students to explore their own and other people's cultures and reflect critically on possible interpretations. At this level, the teacher stimulates students' critical analysis by asking them to compare and interpret cultural items provided by the teacher through pictures or videos.
Reflection and Responsibilty	third level of interaction: micro or methodological (L3 – Mi/M)	The teacher explicitly introduces the teaching unit's objectives and material so students can take charge of their learning. The teacher asks the students to relate intercultural material to the prior units and students' encyclopedic knowledge. By open discourse, brainstorming, or spider grams, students prepare to grow their knowledge and share their personal skills with the group class. The teacher introduces fresh texts and circumstances where students can practice what they've learned in a freer way, initially through pattern drills, games, or guided conversations, then through information-gap activities or role-plays. The teacher checks whether students have met the objectives and provides review and reinforcement activities if needed. The group/class and teacher can reflect on the learning process, including knowledge, skills, and learning/teaching procedures, during this phase.

Table 2. The model of the intercultural teaching

A rubric for classroom observation following the structure of the lesson plan was designed. The rubrics with the notes made by the researcher can be seen in Appendix 6. The following table is the design of the rubric.

Phases	Teacher Activities	Students Activities	Researcher Notes

Table 3. Observation Rubric

The classroom observations in this study were conducted in two different schools in seven weeks. Three lesson plans were administered in the classroom. In the first week, the researcher met the principal and was scheduled to meet the participant teacher for the classroom observation. The second week was used for pre observation interview and discussion with the participant teacher. The lesson plans were then implemented in the class in 4 weeks. The last meeting in the last week was used as post observation interview session.

Classroom observations are essential for assessing how intercultural teaching is applied directly in the learning environment. Observing lessons in two schools over seven weeks, with three lesson plans implemented over four weeks, provides a detailed view of how teachers integrate intercultural elements into their practice. This aligns with Byram's model by focusing on practical application and student responses to intercultural content (Byram, 1997).

Fieldwork, including field notes, extends the understanding of how intercultural teaching is applied in diverse settings outside the classroom. This approach supports Byram's model by providing insights into real-world practices, challenges, and adaptations in different contexts, enriching the understanding of teachers' practical implementations (Liddicoat, 2008).

Independent learning examines how students engage with intercultural content outside the classroom. This aspect aligns with Byram's model by exploring how

students develop intercultural competence through self-directed study and reflection, contributing to their overall growth in intercultural skills (Byram, 2008).

Ayu and Gita were selected to participate in the classroom observation for their insightful responses during the interviews and they met the criteria established by the researcher for the classroom observation. Prior to the observation, an official invitation was extended and sent to the schools, requesting their principal's permission to let Ayu and Gita participate in the study.

Upon the consent given by the school's principals, the school assigned Ayu and Gita to participate in the research. The researcher contacted them to meet and have a pre classroom observation discussion. The discussion was held face-to-face in the teacher's school and also virtual in Zoom. Pre observation discussion include the discussion of the lesson plans designed by the researcher to be used in the classroom observation.

3.4 Research Procedures

Instrument validation constituted the initial step of the research procedure. Following the finalization of the instrument validations, the validated questionnaire was distributed to the teachers, followed with interviews with those who responded to the questionnaire. Classroom observations were then carried out complemented with interviews in the pre and post observations. Video-recordings, field notes, voice notes, and WhatsApp chats were used to generate the data from the classroom observation, the interviews and also the discussions.

The research commenced with the collection of primary data through the distribution of questionnaires to the respondents. The data collected from the questionnaire was subsequently augmented with the data gathered from the interviews conducted with the six participants, who were selected to represent the educational zones of secondary schools of Lampung. The questionnaires used in this study

underwent a three-week piloting process. The surveys were thereafter disseminated to the specified participants during the second month. Subsequent to the results of the questionnaires, interviews were done using voice notes, WhatsApp conversations, and virtual discussions on Zoom. Following this, the responses were tabulated in preparation for the analysis (Appendix 11).

The classroom observation session of this study was started with pre classroom observation interviews with Ayu and Gita, the participants, to elicit their initial understandings of the knowledge and the significance of intercultural teaching. In the pre classroom observation interviews, the researcher and the teacher participants also discussed the content of the lessons plan which was designed earlier by the researcher. Observation schedules were also made by the agreement of all members in the pre classroom observation session. In the pre classroom observation interview with Ayu, a discussions was conducted in person at her school. Upon her availability, Gita joined the Zoom for her pre-classroom observation in a different day.

During the classroom observation session, three different lesson plans were put into practice (Appendix 7). The three lesson plans were implemented during the four classroom sessions. The topic of the first lesson plan was "Learning about the local culture of Indonesians". Focused on speaking, the objective of this lesson plan was to enable the students to identify and speak about Indonesians' local cultures. The topic of the second lesson plan was "Learning about foreign cultures". Focused on listening and writing, the objective of this lesson plan was to enable the students to identify and write about foreign cultural identities. The topic of the third lesson was "Learning about foreign global steretotyping". Focused on reading and writing, the objective of this lesson plan was to enable the students to identify, classify and write about foreign global stereotyping.

Every session lasted for 90 minutes. The researcher assumed the role of a participant researcher in the study. Her collaboration with the participant teacher in

teaching was limited. The participant teacher was granted complete autonomy in interpreting the content of the lesson plan. However, there were instances when the teacher sought guidance from the researcher regarding the lesson plan's content. There were also instances when the researcher actively made changes in response to specific conditions that arose in the classroom.

Post classroom observations took place partly after the session concluded. Virtual stimulated recall interviews were then conducted via Zoom to obtain comprehensive reflections of the classroom observation. Ayu's interview lasted for 70 minutes, while Gita's interview lasted for 30 minutes.

After gathering all the necessary data, the research process reached its final stage. An analysis was conducted on the data collected from the procedures. The following figure describes the procedure:
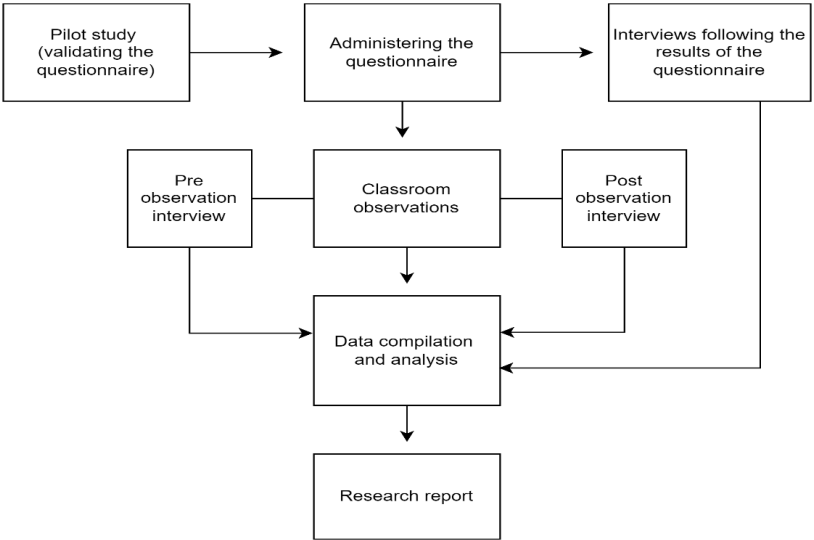

Figure 1. Research Procedure

3.5 Data analysis

The data taken from the questionnaire were descriptively analyzed to describe the participants' responses. The questionnaire used in this study consists of closed-ended questions that aim to assess participants' agreement or disagreement with statements related to intercultural competence in foreign language education. Participants are asked to provide their responses using a scale ranging from strong disagreement to strong agreement. This scale provides a comprehensive understanding of participants' perceptions and implementation of intercultural teaching practices. It assesses the level of agreement with statements related to various aspects of intercultural competence in language education, allowing for detailed insights.

The data taken from the interviews and the observations were analyzed using a qualitative thematic analysis approach established by Braun and Clarke (2006, 2012) for the purpose of analyzing, and interpreting patterned themes present in a data set. The analysis was done to draw conclusions from the findings. This process is broken down into six steps: becoming familiar with the data, developing the code, searching for themes, evaluating probable themes, defining and identifying themes, and writing the report. The use of inductive and deductive reasoning is made possible by the use of thematic analysis. The inductive approach allows for the collection of disparate pieces of fresh data to coalesce into meaningful themes, while the deductive approach permits the connection of these developing themes to established models of intercultural language instruction (Merriam & Tisdell, 2016; Patton, 2002).

Through repeated readings and reviews, key categories were identified in the data set. The data set highlighted teachers' perspectives of intercultural teaching involving their stands for the knowledge and the significance of intercultural teaching, and also their intercultural teaching classroom practices. Each part of the participants' narratives was assigned a code representing different themes. The coded sections were examined individually, followed by cross-comparisons to identify patterns, concepts,

and themes. This process enabled the selection, grouping, and labeling of data units to address the study's questions and objectives. The validated categories were consolidated into five themes:

    a) Teachers' knowledge of intercultural teaching

    b) Teachers' views of the significance of intercultural teaching

    c) Factors influencing teachers' perspectives

    d) Teacher's practices of intercultural teaching

    e) Factors influencing teachers' practices of intercultural teaching

3.6 Research Ethics

The study follows the 'Ethical Principles of Research in the Humanities and Social and Behavioral Sciences and Proposals for Ethical Review' (The National Advisory Board on Research Ethics, 2009). The following principles were used as the guidelines of the study:

- Participants' autonomy is respected in this study.

- Participation is optional and confidential.

- Participants are not harmed in any way by the study.

- Participating in the project has no positive or negative repercussions for students or schools.

- Confidentiality and data security are safeguarded.

- Individual participants cannot be identified, and the data are stored in accordance with ethical standards.

- Teachers and students are informed of the researchers' contact information, the research topic, the method of data collection and the aim of the data collection, how the data will be preserved for secondary use, and the voluntary nature of participation.

- Participants may also request further information regarding the study and the researcher.