

CHAPTER III

RESEARCH METHODOLOGY

This chapter is to discuss the methodology used in collecting and analyzing data in the case study. In the first part, the research design is presented. The second part illustrates the details of research site and participants. The process of data collection and procedure, including classroom observation, questionnaire and interview, is presented in the third part. Finally, data analysis is presented along with how the data obtained from all instruments are analyzed.

3.1 Research Design

This study employed a descriptive qualitative study. Descriptive study is designed to describe a picture of situations, characteristics of groups and phenomena as it naturally happens. (Fraenkel & Wallen, 1993; Alwasilah, 2002; Ary et al., 2002). This study portrayed a description of intercultural language teaching and learning English (Liddicoat & Scarino, 2013) process in a classroom that involved teacher and students' activities and the students' responses.

Furthermore, this study was theoretically qualitative because it was relevant to some characteristics namely 1) this study was carried out in a small/single case (Silverman, 2005). It was carried out in a class that was chosen as representative from the other class in the same academic year. 2) the researcher was the key instrument who investigated directly in the classroom in a natural context and real situation (Alwasilah (2002), 3) this study used multiple data collection techniques, and analytic procedures (Bogdan & Biklen, 1992; Alwasilah, 2002) to obtain a variety of data from the teaching and learning process and the students' participations. The data collection techniques that were

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used were observations, questionnaires and interviews where the data analysis was done qualitatively without statistical analysis.

3.2 Research Site and Participants

This study was undertaken at a tertiary level of the English Education Department at a state university in West Java. The English Education Department has been operating for 5 years since 2009. There are some considerations for taking this university as the site in this study. The first, the researcher is one of the faculty members of the university since 2012. Given (2008) stated that it is essential that the researcher understands how to appropriately gain access to the intended participants. Thus, being a faculty member of the research site supported the researcher to get an easier access to the site and to conduct the study. It also dealt with the feasibility and effectiveness of time to conduct the study in a certain period of time. In addition, the researcher has been familiar with the situation in the university, including the students who were selected as participants. The researcher relationship with students is expected to be able to build a good collaboration during the study.

The second, in the curriculum of the English Education program at the university, there is Cross-cultural understanding subject that meets the purpose of the study. The subject is taken by students at the 6th semester level. In addition, the participants involved one single class out of 9 classes in the 6th semester students of the English Education Department that consists of 31 students. As stated by Silverman (2005), a researcher is likely to choose any setting which, while demonstrating the phenomenon in which he is interested, is accessible and will provide appropriate data reasonably readily and quickly.

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Furthermore, the tertiary level students in the English Education Department were chosen as participants in this study because it was closely appropriate and relevant for this study. The participants were required to involve in various activities, mostly discussion, where they had to use skills of English frequently during the teaching and learning process. Most importantly, the participants needed to express their interpretations and opinions on a cross-cultural case. Thus, adult students, especially at the tertiary level, were expected to have wider and deeper interpretations on a case they found. Thus, by having such activities, it was hoped that the students also could improve their skills of English as well as could become intercultural persons.

Finally, the third, there were no such studies had been conducted especially in West Java. Indeed, there were so many studies of intercultural learning in other places, but specifically, there were still very limited observations done to investigate the topic.

3.3 Data Collection Techniques

This section discusses two main parts, including the instrumentation and procedures of data collection techniques. Instrumentation is the constant process of development and arrangement of the instruments, so they were able to be used to collect the data. In addition, there were three kinds of data collection techniques that were used in this study, namely, observation, questionnaire and interview. The procedure is about the process of doing the research from the beginning to the final step. Each of which will be discussed as follows.

3.3.1 Instrumentation

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A variety of instruments in the process of collecting data were used in this study. As stated by Alwasilah (2002), multiple techniques of collecting data are strongly recommended in qualitative study. In this study, the techniques of data collection were classroom observation, interview and questionnaire. Observation was done to take data to answer the first research question about the implementation of intercultural language learning, while interview and questionnaire were done to take data to answer the second research about the students' responses in learning English with intercultural language learning. The data collection techniques are described below.

3.3.1.1 Classroom observations.

Classroom observation was the main method of collecting data because it was done during the process of teaching and learning. Through observation, the tacit understanding is able to be revealed while it cannot be discovered in interview or questionnaire (Maxwell, 1996). In addition, the researcher presented in the classroom as a participant-observer (Creswell, 2012; Cowie, 2009) or an inside observer where the researcher acted both as the researcher and the teacher who took part in activities in the classroom. It was stated above that the researcher has been also a faculty member in the university and has been teaching cross-cultural understanding subject for about 3 years. Classroom observation observed teacher and students' activities as well as their behavior and attitudes in teaching and learning English in the classroom. It was done to answer the first research question about how the intercultural language learning was implemented in the classroom.

Moreover, there were six meetings to be conducted in a half semester. One meeting was done in one week that met the students' main schedule of the study.

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As the limitation of the study that was explained earlier, the researcher implemented the principles of intercultural language learning (Liddicoat, et al., 2003; Liddoat & Scarino, 2013). Each principle was implemented in every meeting. In each meeting, the data were documented by using a video-recorder device and in the form of field notes (Alwasilah, 2014).

Furthermore, observation checklist and field note were used in classroom observation. More specifically, the content in the observation checklist was taken and adapted from the principles of intercultural language learning by Liddicoat et al (2003) and redeveloped by Liddicoat and Scarino (2013). The principles consist of 1) active construction, 2) making connections, 3) social interaction, 4) reflection and 5) responsibility. Each principle was elaborated in the application of English language teaching and learning in the classroom as well as its activity that was done by the teacher and the students. Then, the principles that were implemented during the teaching and learning process could be identified, and some comments could be given to the teacher and learners' activities in the classroom by using the observation sheet. It would be done after the teaching and learning were finished, so the researcher could watch the video of teaching in the classroom. Moreover, field notes were used as additional comments during teaching and learning process that were not included in the observation sheet.

3.3.1.2 Questionnaire

The questionnaire is extensively used to collect the data about phenomena that are not directly observable, such as inner experience, opinion, perception, values, interest and et cetera (Alwasilah, 2002). This instrument was used as the main instrument to answer the second research question about what the students'

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responses in intercultural language learning are. A well-constructed questionnaire can reduce the bias of interviewer effects and increase the consistency and reliability of the results (Bryman in Dornyei and Taguchi, 2010)

Furthermore, the questionnaire was distributed to all students in the selected class as participants. It was distributed to cover all students' response toward the implementation of intercultural language learning since the interview only took a few students who were chosen purposefully based on some considerations. This questionnaire was close-ended type that consists of 11 questions. Likert scale, which is developed following the guideline from Oppenheim (1982), was used as the form of the questionnaire. It is used because it is simple, versatile, and reliable that it consists of statements which included value or direction, and the respondents indicated agreement and disagreement (Dornyei and Taguchi, 2010). The answers of questionnaires were provided by putting mark of categories, 1) Very disagree, 2) Disagree, 3) Agree, and 4) Very agree. To make the questionnaire more understandable by the participants, the questions and categories were translated into Bahasa Indonesia. For the categories, there were translated into 1) *Sangat tidak setuju (STS)*, 2) *Tidak Setuju (TS)*, 3) *Setuju (S)*, and 4) *Sangat setuju (SS)*.

In addition, similar to the observation above, the questionnaire was based on the principle of intercultural language learning from Liddicoat and Scarino (2013). The questionnaire was distributed to all students to cover all students' responses to the implementation of intercultural language learning since the interview only took a few students who were chosen purposefully. This questionnaire was close-ended type consists of 11 questions that used a Likert

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scale which developed following the guideline from Oppenheim (1982). In addition, the questionnaire was divided into three main parts.

The first part asked the students about their general attitude toward the course. The second part was about their attitude toward the implementation of the principle of intercultural language learning that consists of five principles. The five principles are 1) Active construction, 2) Making connections, 3) Social interaction, 4) Reflection, and 5) Responsibility. The third part was about their responsibility as an intercultural person. In the distribution of the questionnaire, the participants were still guided and assisted if they found difficulties in understanding the questions.

3.3.1.3 Interview

Interview is done to find out the data that could not be obtained from classroom observation (Fraenkel & Wallen, 1993). It was done to investigate the students' responses after they had participated in the teaching program. Hence, the interview was done after all meetings had been done. By interview, different topics from the perspectives of students were explored. There might be the same or different opinions from students that created more various data. The interview was done to six students that were chosen purposefully based on the consideration of their level of English proficiency. All the interviews were audio taped as suggested by Alwasilah (2014) and were later transcribed for further analysis.

Furthermore, the interviews were semi-structured, and the questions were open ended questions about their responses and experience during participating in the course. More specifically, the questions in the interview were developed based on the principles of intercultural language learning by Liddicoat et al. (2003) and Liddicoat and Scarino (2013). There were seven questions that met three aspects

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of the study that were similar to the questionnaire. The first part asked the students about their general attitude toward the course. The second part was about their attitude toward the implementation of the principle of intercultural language learning, and the third part was about their responsibility as an intercultural person. An audio – recorder was used to record the students' answers in the interview and it was transcribed and analyzed in the next step.

3.3.2 Procedure

In undergoing this research, the process of the study was conducted in some steps from the preparation to the drawing conclusion of the study. First of all, the preparation was done by exploring information and theories on various sources such as books, journals, articles and other sources related to this study. The next step was making a proposal of the study that was submitted to be approved as a research plan that would be done. Moreover, after designing the research method and generating the research questions, and they were approved by the supervisor, the next step was conducting the teaching and learning activities.

The teaching and learning activities were done in six meetings of a half semester to have classroom observations. The principles of the intercultural language learning were implemented in each meeting with different materials. The process of teaching and learning was recorded by video recorder to be transcribed later to collect the data. The observation checklist had been made based on the principles of intercultural language learning (Liddicoat et al, 2003; Liddicoat & Scarino, 2013) to guide the analysis of the video. In addition, field notes were also included to support the data. The classroom observation was done to explore the implementation of intercultural language learning in the classroom, including the teacher and students' activities and attitudes.

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After all the meetings were done, the second step was distributing closed-ended questionnaires. Before distributing the questionnaire, the validity and reliability of the questionnaire were also tested by consulting it with the supervisor and using a simple statistical analysis, the number of questions was reduced from 24 to 11 questions. The questionnaire was in the Likert scale form that was distributed to all students who had participated in the teaching program. It was to cover all students' responses to the implementation of intercultural language learning. The questionnaire items were constructed based on the principles of intercultural language learning (Liddicoat et al, 2003; Liddicoat & Scarino, 2013). In the distribution of the questionnaire, the participants were guided and helped when they found difficulties in understanding the questions. The next step was conducting the interview with six students who were chosen purposefully. The interview guidelines had been revised many times and consulted with the supervisor to have readable and clear questions for the participants. It was to deepen the students' experience and opinion when participating in the teaching program.

Furthermore, the next step was analyzing and interpreting the collected information and theories and data to obtain a grounded theory from the issue. The first was analyzing the data from observations that had been recorded on video. The second was analyzing data from questionnaires, and the third was analyzing data from interview that had been transcribed. Finally, the interpretations of the findings were drawn as the conclusion of the study that was based on the research questions and related theories.

3.4 Data Analysis.

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The data for this research were analyzed through qualitative data analysis. In general, the data analysis was done in three phases of data transformation, that is, description, analysis, and interpretation (Wolcott, 1994 as cited in Marshall & Roosman, 2006). Consequently, all data taken from different collection methods were described, analyzed and interpreted qualitatively. Firstly, to answer the first research question about the implementation of intercultural language learning, the data from the observation during teaching at the classroom in six meetings and from the interviews with the students were analyzed. Secondly, the second research question about the students' responses to intercultural language learning was answered by analyzing the data from interview and documentation.

Furthermore, the analysis of data was divided based on the data collection technique. The first was analyzing data from observation. The data from the video were transcribed and analyzed by comparing them with the observation checklist and field notes that were taken during the observation. Some terms or key words were coded and categorized in order to make them easier to be understood such as "T" for Teacher, "Ss" for Students, "S1" for Student 1, "S2" for Students 2, et cetera., "G" for Group, "G1" for Group 1, "G2" for Group 2, and et cetera, "M" for Meeting and "Obs" for Observation. In addition, each principle of intercultural language learning was also coded into 1) "AC" for Active Construction, 2) "MC" for Making Connection, 3) "SI" for Social Interaction, 4) "Ref" for Reflection, and 5) "Res" for Responsibility. Finally the data were interpreted and linked to the previous studies and theories of intercultural language learning. The recorded videos of teaching and learning process were also watched several times to make sure that the data were appropriate for the observations checklist and field notes that had been filled during the observation.

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The second was analyzing data from the questionnaire. In analyzing data from the questionnaire, all the students' answers were transcribed, then the students' responses were categorized into aspects related to central themes of the research, in line with the research questions formulated in Chapter One. Some terms were also coded such as Q for Questions and the four categories of the answers such as 1) *Sangat tidak setuju (STS)*, 2) *Tidak Setuju (TS)*, 3) *Setuju (S)*, and 4) *Sangat setuju (SS)*. Then, the data were interpreted by relating them to the theories and previous studies on intercultural language learning as described in Chapter Two.

Finally, the third was analyzing data from the interview. The analysis of the interview was also by transcribing the students' answers to get precise and more accurate data. The students' responses were coded and categorized into some terms based on the aspects of the students' responses that are, the students' attitude to the course, the students' attitude to the implementation of the teaching program, and the students' responsibility as intercultural person. After that, the data of the students' responses in the interview were interpreted and related to previous research and theories.

3.5 Concluding Remarks

This chapter draws a detailed methodological description of the study, including the research design, research site and participants, data collection techniques and data analysis. This study employed qualitative case study and it was conducted in the English Education Department at a state university in West Java involving 31 participants. Multiple data collection techniques were used in this study such as classroom observation, questionnaire and interview. Finally, the

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data analysis was done in three phases of data transformation that were description, analysis, and interpretation.

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