

CHAPTER III

METHODOLOGY

Chapter three provides the methodology which is used in conducting the research. There are four parts to this chapter. Those are research design, research site and participant, data collections technique, and data analysis that defines the method used in this study. The research site describes the setting and the participants of the research, and the data collections technique shows the instruments used in this research. At the same time, data analysis tells about how to analyze the collected data.

3.1 Research Design

This research aims to identify and present the participants' cross-cultural understanding and teaching experiences while enrolled in the SEA Teacher Program. The design for this study is a qualitative study, which provides a detailed description of the data collected. The qualitative method is used. Creswell (2012) states that qualitative research is best used when the researcher is unsure which variables to investigate. Although the literature reviews were not required, they aided in the discovery of information about the phenomenon. In qualitative research, the participant's perspective on the study is most important.

The research used a case study design because this research is attempted to analyze the experience of pre-service teachers who joined the SEA teachers program. According to Creswell (2012), the case study “explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description. It is based on the view of chosen participants who asked about their experience in understanding the culture and how they were teaching experience in each host country. The study attempts to answer the topic of how they can get the comparison and understand the culture while they

were in the host country. According to Creswell (2012), the essence of this research is the search for “the central underlying meaning of the experience and emphasize the intention of consciousness where experiences involve both the outward appearance and the internal consciousness based on memory, image, and meaning.”

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3.2 Research Site and Participants

In this research, the researcher utilizes purposive sampling to select the participants. According to Creswell (2012), purposive sampling is a technique based on consideration of a particular aim and specific criteria or characteristics set beforehand. Creswell (2012) added that with purposive sampling, the researcher intentionally chose the participants with the standard that the participants are information-rich about the researched topic. It could be concluded that specific

criteria and standards needed to be set to get as much information from the participants.

Purposive sampling is employed because the researcher sets specific criteria for choosing the participants. They are from the departments of English education in the Philippines, Indonesia, and Thailand. The researcher contacted the participants to obtain their permission and found three pre-service English teachers from the eighth batch who participated in SEA. They were chosen due to the participants having recent practicum experiences. According to Lindlof and Taylor (2002), having experience in the cultural scene means being involved in the scene in various roles, being well respected by their peers, being fluent in the local language forms, and being able to debrief the researcher on contextualized uses. The followings are the personal information of the participants:

Pre-service Pre-service Teacher 1 :

Pre-service teacher 1 was a student at faculty of education, in Universitas Kristen Indonesia. Pre-service teachers 1 taught English at high school in Chiangrai international school, Thailand and participated in the SEA Teacher program for a month in Thailand in 2019.

Pre-service teacher 2 :

Pre-service teacher 2 was a student from Valaya Alongkorn Rajabhat University, Thailand. Pre-service teachers 2 taught English in Dasmariñas High School Philippine and engaged SEA Teacher program for a month in the Philippines in 2019.

Pre-service teacher 3 :

Pre-service teacher 3 was a student from Central Luzon state, Philippines. Pre-service teachers 2 taught English in SMAN 2 Semarang, Indonesia and engaged SEA Teacher program a month in Indonesia in 2019.

Therefore, the researcher chooses 3 Pre-service English teachers to participate in the International Teaching Practicum Program. Due to the pandemic of COVID-19 have not finished yet, this study was conducted in November 2021. This study was conducted online via Zoom for the interview, the google form for the opened-ended questionnaire, the Participants' lesson plan, and a blog for the document analysis to get valid results.

3.3 Data Collection Technique

The writer used the qualitative research method to get more detailed data in this research. For the instruments, it is used an open-ended questionnaire, interview, and document analysis for collecting data by doing some steps: The researcher contacted participant batch eight via email, which was obtained from the participant's blog, and the writer analyzed their blog, which contained their activities in the host country for a month. To ask about their participation availability, the participant completed the questionnaire and created an interview schedule to obtain more in-depth data. After the interview, the writer asked about their lesson plan. Due to the ongoing COVID-19 pandemic, the interview was conducted via a zoom meeting. Each interview took about 1-2 hours, and all interviews were conducted in English for Philippine and Thailand participants and Bahasa Indonesia for Indonesian. The audio is recorded.

3.3.1 Questionnaires

An open-ended questionnaire was used to collect the data. Open-ended questions allow the collection of qualitative answers and allow participants to describe their social responsibility and global competence during the program. The questionnaires are formulated for pre-service teachers' cross-cultural experience of participating in the SEA-Teacher program. The items are open-ended and involve straightforward interpretation or elaboration. This questionnaire takes about 30–45 minutes to complete the questionnaire online

through Google form. The critical questions in this research are demographics, cultural practice differences, cross-cultural experiences, and challenges during the SEA Teacher Program. (See appendix 1). Here are the basic questions listed in the questionnaire of cross-cultural understanding, which were adapted from Abbe and Halpin (2009) and Griffin and Pustay (2002).

Table 3.1 the Questionnaires of Cross-Cultural Understanding

No.	Questionnaire	Themes
1.	Do you observe that your cultural beliefs, values, and practices differ from those of the community in the country where you teach?	Knowledge
2.	Has anyone in your teaching community ever asked you about your cultural beliefs, values, and practices?	Skill
3.	How did you identified the similarity and the difference between your home and host country?	Knowledge
4.	Fill the elements of culture that you found in host country	Knowledge
5.	How do you know your host culture	Knowledge
6.	how did you react if the culture is different ?	Attitude
7.	Do you easily adapt to new situations	Attitude
8.	Did you experience any changes (in manners, customs, and cultural practices) during your stay there?	Attitude

9.	Is it difficult to build relationships with fellow members where you teach?	Skill
10.	What is still difficult for you to communicate with people with various cultural backgrounds?	Skill
11.	Does SEA Teacher program increase your understanding of similarities and differences between your own and target culture?	Attitude

For general pedagogical questionnaire items, the questionnaire is adapted from Konig (2011) and Hill (2008). Here are the basic questions for completed ones it has been attached on the appendix 2

Table 3.2 the Questionnaires of General Pedagogical Knowledge

No.	Questionnaire	Code
1.	How is students' English level in your school	Learners and learning
2.	Did you change your teaching techniques, beliefs and practices after the program?	Curriculum aspect
3.	Do you use special method in teaching?	Curriculum aspect
4.	How is the curriculum?	Curriculum aspect
5.	How important for teachers to manage the class?	Classroom management
6.	Do you make a lesson plan before teaching	Curriculum aspect
7.	Do you always evaluate your students	Curriculum aspect

8.	Do you find difficulties in teaching	Learners and learning
9.	Do you think your students understand about your lesson?	Learners and learning
10.	Do you think this program improve your teaching skill? Why?	Curriculum aspect

3.3.2 Semi- Structure Interviews

The interviews were administered to six pre-service English teachers to complete the data and get further information. Three students were chosen to get various rich data and excessive information about their experience teaching in Indonesia, the Philippines, and Thailand. Semi-structured interviews explore personal teaching experiences, the challenge of being SEA teachers, and the significance of global-mindedness awareness. Due to the semi-structured interview, there were additional questions customized with their answers. The interview was conducted for around 30 minutes through the Zoom application. The guiding questions focused on the activities during the programs, their challenges, and the moments that influenced their development in English teaching practice.

Here are the list of basic question adapted from Abbe and Halpin (2009) and Sinagatullin (2006)

1. What do you find challenging in communication with people from another country?
2. What is still difficult for you to communicate with people with various cultural backgrounds?
3. Based on your perception, does SEA Teacher program increase your understanding of similarities and differences between your own and target culture? In terms of beliefs, values, and behavior.

4. Based on your perception, how does your understanding of both your own target culture improve your communicative competence in intercultural communication?
5. Why is teaching experience important to you?
6. Did you change your teaching techniques, beliefs, and practices after the program? If so, what is the change?
7. What support do you need in developing skills and knowledge?
8. Do you learn from other teachers/colleagues while teaching? What did you learn?
9. Do you learn “something” when interacting with students?

3.3.1 Document Analysis

Document analysis is a research method used in visual or written materials to classify data. Specifically, general thoughts, subjects, or ideas were discovered and used as the foundation for developing hypotheses. The document of this study use participants' blog that contains their activities since the first day in the host country. In addition, it also uses their lesson plan and material source during the program. These documentation tools determine whether participants' cross-cultural understanding competence affects their teaching practice. The blogs were accessed on sea teachers' website batch 8 on website. The pre-service teachers' blog has been attached on the appendix 3.

3.4 Data analysis

This study examines data gathered qualitatively. The data is recorded, summarized, and interpreted as needed. Data for this study were gathered from multiple interconnected sources, including questionnaires, interviews, and document analysis, a process known as data triangulation (Patton, 2002). Here is the figure for triangulation data.

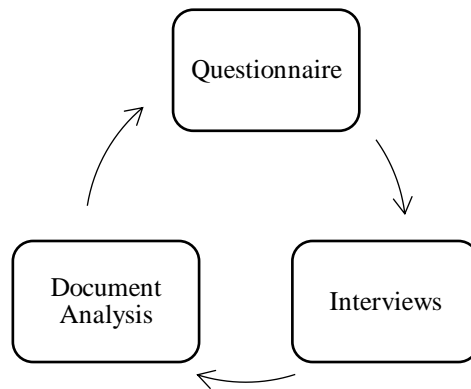


Figure 3. 1 Data Triangulation Developed by Patton (2002)

There were three steps of analysis of the data. The technique involves seven steps: transcription, reading and familiarization, coding, searching for themes, reviewing themes, defining and naming themes, and finalizing the analysis. The following sections of the example provide practical experience on how in the thematic analysis, a researcher could participate in those steps (Braun&Clarke 2013). Here are the further explanation about data analysis of three instruments.

3.4.1 The Data Analysis of Questionnaire

Firstly, questionnaires were made on Google form and they were distributed to 25 pre-service teachers from Indonesia, the Philippines, and Thailand. The questionnaire was administered to identify their cross-cultural understanding and their teaching experiences related to general pedagogical knowledge. There were 11 main questions with several sub-questions about cross-cultural understanding and 10 questions about general pedagogical knowledge. After that, the results of the data were selected for those pre-service teachers who taught at the high school level. After that, three pre-service teachers who had experience in the program were selected. Then, the data is collected in the table. After that, they transcribed and arranged. Next, all the answers were highlighted with the same color if the answers were the same and different if they were different. The data was then matched with the CCU and GPK frameworks.

Finally, they put in the themes based on the framework. Table 3.3 below illustrates the example of how the data was coded and generated into the themes.

Table 3.3 the sample of analyzing the theme

Questionnaire	Answer			Sub themes	Themes
	Participant 1	Participant 2	Participant 3		
Has anyone in your teaching community ever asked you about your cultural beliefs, values, and practices?	<u>Yes, we always talk with buddies and some of my students ask too</u>	Yes, my students <u>they ask me a lot</u> about my country	Yes, my teachers' friend and my students <u>always sharing about culture.</u>	Willing to know the culture of host country	Knowledge

3.4.2 The Data Analysis of Interview

Secondly, in order to know further about pre-service teachers' cross-cultural understanding and general pedagogical knowledge, the data for this analysis included semi structured interviews with 3 pre-service teachers, each interview. Each interview lasted approximately 30 minutes. The interviews were transcribed in their entirety. Care was taken in order to ensure the "accuracy and subtlety in translation" (Marshall & Rossman, 2006). The data was then double-checked to ensure maximum transcription accuracy.

Data collected from the semi-structured interviews with the students was analyzed to examine how the students perceived their experiences with the program. The interview transcripts were read several times until the data became understandable. Some words and phrases were highlighted repeatedly in terms of their potential relevance for addressing the research questions. Those words, phrases, comments, and notes were matrixed. This resulted in a number of initial codes, which were then put together in order to identify some patterns and themes. For instance, in each interview

transcript, the words identified such as "respect", "appreciate", and "open mind" were grouped into the code named "positive attitude." This code belonged to the "Attitude", which was the bigger theme. Table 3.4 below illustrates an example of how the data from the students' interviews was coded and generated into the themes.

Table 3.4 Aspect of knowledge

Main Themes	Sub-themes
Knowledge	<ul style="list-style-type: none"> - Identifying the elements of culture - Recognizing the difference and similarity between the home and host country.
Attitude	<ul style="list-style-type: none"> - Responding the contrast culture - Accepting or refusing the difference
Skill	<ul style="list-style-type: none"> - Communicate with local people - Build a relation with local people - Did interaction with local people.

3.4.3 The Data analysis of Documents

Lastly, in order to support the data before, document analysis was conducted. It involves pre-service teachers' blogging about their experience in following sea teachers. Its purpose is to strengthen the results of the data from questionnaires and interviews. The blog contains a lot of information based on their experience. It provides information starting from when they came to the host country until they return to their home country. The narrative that indicates the code is written and transcribed. The data from the blog was read several times and circled for being categorized into sub themes. For the next step, it was analyzed like how interviews are analyzed.

Questionnaires, interviews, and document analysis were collected from each participant and interpreted individually. The results of the interpretation are repeatedly checked. The researcher analyzed the data after investigating the students' answers. This data analysis allows the researcher to identify commonly recognized patterns and relationships to respond to the research. The data with the same codes means that they include the same theme.

3.5 Concluding Remarks

This chapter showed the method of this study. This study was intended cultural competence and investigated the effect of cross-cultural understanding on English teaching practice. The sub-chapters come under the research design, the research sites, the data collection techniques, and the data analysis. Chapter IV reveals the research findings and discussion of the research.