

CHAPTER III

METHODOLOGY

This chapter contains methodology of how the research was conducted, starting from the research design to the data analysis.

3.1 Research Design

This study aimed to investigate students' opinions on ELF in an ELT classroom. A qualitative study using case study method was employed because it is focusing on understanding an issue (Creswell, 2007). The type of case study employed in this study was intrinsic case study, which the focus was on the case itself (Creswell, 2007); what was the students' point of view on the idea of ELF. Hence, the participants were provided the opportunities to reflect on their own opinion regarding the issues on ELF in an ELT classroom.

3.2 Site and Participants

The participants were students in grade 11 at a high school in Bandung. The students who participated (questionnaire respondents and interviewees) were those of the same grades where the researcher taught during the teaching practice for it was easier to distribute and collect the open-ended questionnaire. After thoroughly reading the questionnaire submissions, the researcher asked for 2 participants to be then voluntarily interviewed.

After distributing the open-ended questionnaire to four classes (2 social studies classes, 2 science classes) with approximately 144 respondents in total, only 29 sent back the responses. Two out of 29 respondents were willing to be interviewed; one female and one male for gender representation purpose.

3.3 Data Collection

According to Creswell (2014), qualitative method study requires several sources to collect the data. The researcher collected the data from a set of open-

ended questionnaires and two interviews (see Appendices), all using Bahasa Indonesia.

3.3.1 Open-ended Questionnaire

Open-ended questionnaire was chosen because it provided participants more flexible and expressive answers for the topic explored (Albudaiwi, 2017); in this case, it is learning English and opinions toward the diversity in English and ELF. Some of the questions were adopted and adapted from Ishikawa (2017). Data from the questionnaire were obtained from distributing Google Form to the participants. This questionnaire was not meant to find out the best data, rather to enrich the data collection.

3.3.2 Interview

A structured interview was employed to obtain data from the participants (two interviewees) regarding their opinions on ELF. The researcher used Bahasa Indonesia throughout the two sessions in order to get a better understanding. Despite being a structured interview, the researcher also asked some questions outside of the given prompts as long as it could give deeper information related to the main questions.

3.4 Data Analysis

Thematic analysis was employed to analyse the responses obtained from the open-ended questionnaire and the interviews. In addition, thematic analysis enables the researcher to code and fragment the data by identifying the patterns that occur during the conversation between the researcher and the participants (Braun & Clarke, 2006). In this research, the researcher organised two themes in the questionnaire to make it easier to analyse, namely participants' experience in learning English and participants' opinions towards the diversity in English and ELF. The same themes go with the organisation of the interview questions. This is because before jumping into the main point, the researcher needed to know a little bit of the participants' background first, since there could be an influence and connection between their background and/or experiences in learning English and

their point of views regarding the diversity in English. Moreover, for the interview, the researcher recorded the interviews using a meeting app, Zoom, and analysed the transcriptions using qualitative analysis software, NVivo.

3.4.1 Open-ended Questionnaire

The open-ended questionnaires were distributed before conducting the interviews. The questionnaire consisted of 12 questions covering two categories, namely participants' experience in learning English and participants' opinions towards the diversity in English and ELF (see Appendices). Since the questionnaire was provided in the form of Google Form, its records were automatically saved on Google Spreadsheet with all the questions and answers displayed accordingly. This way, it was easier for the researcher to fragment and analyse the data.

3.4.2 Interview

The interviews were conducted for two days; on June 15 and 16, 2022. The making of the transcription was finished in approximately three days. The researcher read the transcription thoroughly first before submitting the file to NVivo. On NVivo, the researcher made four nodes indicating the aforementioned themes. For the theme "participants' experience in learning English", the nodes were (1) The importance of learning English and (2) Learning English in Indonesia. For the theme "participants' opinions towards the diversity in English and ELF", the nodes were (1) Opinions towards the diversity in English and (2) Supporting ideas for incorporating ELF pedagogy.

3.5 Concluding Remarks

To conclude, this research made use of the qualitative research design. A case study was employed to obtain the data through open-ended questionnaire and two interviews. The data was analysed by utilising thematic analysis to code and fragment the patterns that occurred during the conversation between the researcher

and the participants (Braun & Clarke, 2006). The researcher recorded the interviews and analysed the data using NVivo.