

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents method that the researcher uses. The research design, data preparation, data collecting technique, data analysis, and trustworthiness of the research are included in this chapter.

#### **3.1 Research Design**

Research design is a blueprint of researcher's concern with maximum control over factors that may interfere with the validity of the findings for conducting the research. This study is designed as qualitative research with form of diary study in order to provide more in depth description of exploration about intercultural communication challenge in teaching EFL students. The diary study is chosen as approach because this research uses diary that tells experiences in teaching English and intercultural communication challenge.

Bailey (1990) stated that diary study refers to a process of collecting patterns or events by analyzing a journal which is written personally by a diarist about her/his teaching experience or language learning and it is regularly documented in an entry based on time sequence. It means that the experience in the diary should be the real diarist's event with full involvement.

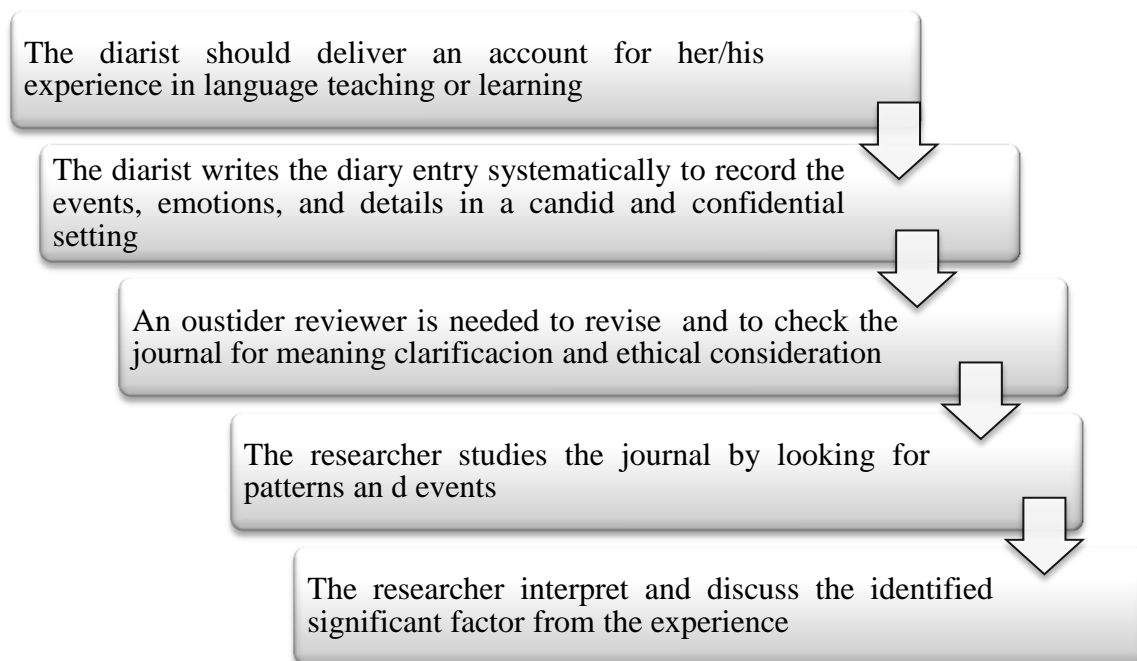
Similarly, a diary study is a method to collect data for qualitative research concerning about participant's activities, behaviors and experiences in certain period of time (Flaherty, 2016). The entries of experience provide some knowledge of certain topics that can be studied in advance. Diaries or journal in language research plays a role as tool of introspection (Nunan, 1992).

Further, according to Porto (2008) diary study or teaching diaries is another part of broaden qualitative research where the data can be formed as the ethnography difference in the classroom like diaries of learning, student's journal, field notes etc. Diary study and narrative study is quiet similar as both of them use diary as the source of data.

According to Almeida (2005) as cited by Schmidt et al (2016), the use of diary method in language research has three benefits which are firstly; it is close real daily life of someone. Then, it can prevent memory distortions and reduces retrospection bias. Lastly, it allows within-person investigation process.

The researcher attempts to explore a pre-service teacher's abroad teaching practicum experiences in which the participant of this study is the researcher itself. The teaching practicum was conducted in Thailand. The study explores and analyses several diaries where the researcher is the diarist. The focus of this study concerns on intercultural communication challenge during teaching EFL students. The strategy to follow the challenge is discussed as well in this study.

Furthermore, the researcher implements the model of diary study process by Bailey (1983). According to Bailey and Oschner (1983) mentioned that in order to conduct diary study, the researcher should follow several procedures as the following in the figure 3.1.



**Figure 3.1** The Procedures of Diary Study (Bailey & Ochsner, 1983)

### **3.2 Data Preparation**

This data preparation discusses more about several points like research setting, the participants of study, type of data and the data sources.

#### **3.2.1 The Participant and Setting of Study**

Firstly, discussing about the participant of study, there is only one participant in this diary study. The writer as pre-service teacher is the participant of this study. The researcher is a last year student at English Education Department of Universitas Islam Indonesia. She was selected because she participated in an international exchange program for pre-service teacher. Also, she wrote diaries for a whole month to share her experience in teaching English for EFL learners in Thailand School. During the program, she got knowledge on

teaching English and intercultural communication. This study investigates her daily journal written during participating international exchange teaching practice program in Thailand.

Then, the location where the issue or phenomenon is being studied usually called as research setting. This research selected English Education Department, Universitas Islam Indonesia as the setting of research. The context of this research is a last year English Education student who joined a program namely SEA-Teacher Project Batch 4 for one month of duration to teach English in secondary school in Thailand. The participant taught English subject for year 10 students to year 11 students in four different classes. The location to teach was at Suratthani School in southern part of Thailand. In this study, the researcher wants to write a diary study of pre-service teacher's intercultural communication challenge in teaching EFL Students during SEA-Teacher Project and the strategies that may be available within it.

### **3.2.2 Source of Data**

The data were collected from pre-service experiences in teaching EFL students. It is well documented through several web postings in the writer's personal blog. The address is [www.ianatulKhoiriyah.wordpress.com](http://www.ianatulKhoiriyah.wordpress.com). The pre-service teacher wrote diary nearly every day during participating the SEA-Teacher Project 2017 Batch 4. She shared about her teaching experience, intercultural communication and daily activities as a foreigner in Thailand. Altogether, for the original data there were 29 entries. As for this research, the writer used some of

them that contain the topic of intercultural communication challenge and teaching EFL students. It was 13 entries. This study is a qualitative study with diary study as the approach. Other documents such as SEA-teacher report and assessment support this research to use.

### **3.3 Research Instrument**

In diary study, the research instrument consists of four instruments. This research uses the diaries of pre-service teacher experience in teaching EFL learners in Thailand as the main data while as the supporting data, the researcher takes documents like picture of students and pre-service teacher during teaching process, SEA-Teacher Self-report and lesson plan. The whole primary and secondary data were used together as research instrument in order to answer the research questions in this research.

### **3.4 Data Collecting Techniques**

For diary study, the data collecting can be gathered from various sources. There is a technique called aggregating data online (Summer Course , 2011). It refers to collect any kind of data that has been uploaded in the internet for research purpose. This study gathered the data from internet specifically from a blog namely [www.ianatulKhoiriyah.wordpress.com](http://www.ianatulKhoiriyah.wordpress.com). This site provides some diaries that tell experiences of student teacher during teaching EFL in the program called SEA-Teacher Project 2017.

The writer purposed this aggregating data online technique in combination with offline data for this research as the primary way of collecting data. The data collection for this study comes from entries of diary written by a pre-service teacher, video, photo and different kind artefacts (handouts, worksheet, student's assignment etc.). Other types of data were occupied to support the main data in this research.

### **3.4.1. Teaching Diary through Blogs**

A diary portrays some information to share from the writer. Teaching diary helps the teacher to provide some reflection and information regarding the classroom components. Porto (2008) is in supports of this by stating that teaching diary benefits the teacher to develop better in teaching and learning and to reflect. The pre-service teacher expresses some emotional feeling, challenge, behavior and daily adventure in the diary.

The diarist of this research wrote her dairy nearly everyday. She recorded her journey into written version. She used to write during afternoon or night time. These are the steps she followed to finish the diary entries. Firstly, she recalled her activities in one day. Then, she wrote the events in her laptop offline. She tried give the details as possible she could by providing some picture as well. The topic of story in the diary is numerous as it was design to be an uncategorized diary. Afterthat, she logged in to her account in wordpress. She uploaded her writing as a new posting in her personal as the final steps. There are 29 entries in total.

From the pre-service teacher's teaching diary and other supporting documents, the researcher can reveal about the intercultural communication challenges in teaching EFL students. It also provides data for intercultural competences. After the analysis, the finding confirmed that there was intercultural communication, the intercultural communication challenges were language problem and cultural problem, the pre-service teacher is very good in intercultural competence also discernment as effect of culture shock helps the pre-service teacher becomes more aware of cultures.

#### **3.4.2. Documentation**

Due the diaries were unintentionally written for research purpose, in order to document the information neatly and to share the experience, the researcher posted the diary in online open source blog site. Then, the diary is recollected for this research about intercultural communication in teaching EFL students. Some other document like SEA-Teacher Self-Report, photos and Instagram story posting are gathered to support the main diary.

#### **3.5 Data Analysis**

In data analysis, the writer did content analysis for the whole diaries that have been collected. The writer used asynchronous feedback which allows the writer to track temporal patterns in content. The researcher categorized the data division by Porto (2008) as below:

- a. Raw data file

- b. Data reduction file
- c. Data reconstruction file

The diary study looks for pattern and significant events (Bailey, 1990). In order to interpret the data, the researcher read all journals one by one and identified the important variable that indicates some challenges to the pre-service teacher in term of intercultural communication when teaching EFL learners or at the school. Some categorization of specific themes followed during the proses of analysis. There are four steps of data analysis (Putney et al cited in Porto, 2008):

1. Macro analysis

In this first step of analysis, the writer reviewed all the diaries extensively in order to get the general and holistic sense about what was occurring. Then, the author moved to focus on the chosen topic for this research which is about intercultural communication.

2. Micro analysis

The researcher started to concern only on looking for keywords that reveal action, habit, important event and others. After that, description of certain important action and behavior is made.

3. Coding

Comment and adding some notes based on certain categories happen in this stage of data analysis. The researcher gave some code by marking, naming and grouping the data.



#### 4. Triangulation

The last step is done by considering many types of data to check the information that has been revealed. There are various ways of data triangulation process. The researcher follows several step of triangulation purposed by Porto (2008). Individual naming and reviewing is done by the researcher. A second rater who is a lecture and has good qualification in diary study is provided as a check for the researcher's biases. The last, collaboration with second rater is done to determine the final categories and result.

#### **3.6 Trustworthiness**

The researcher follows some criteria by Moleong (2014) to achieve the accuracy of the findings. The criteria are credibility, dependability, conformability and transferability. Credibility refers to the result of triangulation process to provide validity of data. Dependability means the process of audit for the whole research process. Conformability is asking other's assessment of research to be objective. The last, transferability refers to the possibility reader to understand this research or clarity of the whole research process and finding.