CHAPTER III

RESEARCH METHOD

This chapter presents methods that the researcher used, including research design, data preparation (participants, types of data, sources of data, and informed consent), data collecting techniques, data analysis, and trustworthiness of the research.

3.1. Research Design and Method

This study employed by qualitative research design using thematic analysis as method (Braun & Clark, 2006). Thematic analysis based on Braun & Clarke (2006), they explained that this method is used to identify, analyze, and report the pattern or theme from the data. This study was designed to investigate Thai students' perceptions of intercultural communication competence to deal with their culture shock during their study in Indonesia.

3.2. Research Setting and Participants

The participants of this research were two Thai students of English language education department at an Islamic university in Yogyakarta. They were from different batch. The researcher chose two Thai students from the length of study and from the academic records of both participants. They have lived for more or less 4 years in Indonesia. There were Andi and Ana (pseudonym) who were chosen as participants in this research. They had similar opportunity to study in Indonesia, the first one is Andi who has lived

for almost 4 years in Indonesia, at the first time his study he lived in a male dormitory as facility that the university gave to him because he was a scholarship grantee, after 3 years, he decided to move with his friends to live in a boarding house because he can't follow the dormitory rules, whereas the dormitory requires all of students in the dormitory to follow the additional class there. The second one is Ana who has lived for 3 years, she lived in a female dormitory in the university area because she is a scholarship garntee. They were also good in coping with academic competence, it proven by their IPK. At their first year study, they got medium range of score and in the second years, their score getting higher and higher in the next year, and also they were often available in campus. By considering Oberg's (1960) description about the nature of international students, thus, the participants are mentioned as sojourners.

3.3 Technique of Data Collection & Research Instrument

The instrument that researcher used in this research was in-depth interview. The researcher used a structured interview which the research question had been formed before the interview session. This in-depth interview would state the students experience during their study in Indonesia. The interview session would be one-by-one interview where the researcher would interview face to face in different place and time. The whole process would be recorded by voice recording or video recording. The researcher only used interview as a main source data (Othman, et al., 2018). Cresswell (2013)

in Othman, et al., (2018) states that in-depth interview in qualitative research is very important and it is reputable as an effective way to get the legality as a trustworthiness of the data, beside the observation or survey in a progressing study.

The interview was done in one time with the participant. The interview with Ana was done on Saturday, 06th of July 2019 around 02.00 PM at female dormitory around the university, and interview with Andi was done on Sunday, 07th of July 2019 around 12.00 PM by chat using voice note. As Sugiyono (2017) state that interview with the participants will be face to face (direct) interview or by phone interview, whereas the voice notes includes in phone facilities, it similar with recorder tape as media which used in interview. The researcher gained deeper information on participant's culture shock experience during their study in Indonesia.

Table 1 Interview Question

Subject	Conceptual definition	Aspects	Interview question
Culture shock	culture shock is created by an anxiety as an effect from losing all our familiarsigns and symbols of social intercourse. Culture shock is appearing when people suddenly move to another country (Oberg, 1960)	1. tension of adaptation 2. Sense of loss and rejection from environment 3. rejection by the new culture 4. Confusion in the role of definition, expression, and self-identity 5. Unpredictable anxiety 6. Feeling of helplessness as a result of not adapt	1. How is your very first-time study in Indonesia in compare to what do you feel right now? How is your dorm house? 2. How do you interact with other people in the dorm and

		well in the new environment	classroom? 3. how do you deal with any situation that is unpleasant during your study in Indonesia? 4. what do you understand about your role during your study in Indonesia? 5. When you feel like you are difficult to communicate, what do you do? 6. How do you do to fit in society when you see the differences?
Anxiety	Anxiety is a sense of nervous, discomfort feeling with new situation, or worry about something (Dörnyei, 2005)	1. Debilitating anxiety 2. Beneficial/facilitating anxiety	7. What have you done so far? to survive and fight your anxiety during your study in Indonesia?

3.4. Data Analysis

In analyzing qualitative data, Creswell (2012) explains that the researchers develop a general sense of the data and then they code description and themes about central phenomenon. In Cresswell (2013), he adds that in-depth/profound interview, it is very important and reputable as an effective way to gain deeper analysis, researcher using thematic analysis that is one of method which used identifying, analyzing, and reporting patterns of themes in data and it minimally organizes and describes the data set in detail (Braun & Clarke, 2006). There are six phases/steps of thematic analysis below:

Phase 1: Familiarizing myself with the data by reading and re-reading the source of data and transcription of verbal data. The researcher transcripts the result of the interview, and reading all the source of the data shown in the transcription of verbal data.

Phase 2: Generating initial codes. The researcher made some initial codes to make the constructs are easy to be found and recognized.

Phase 3: Searching for themes of initial codes that I have analyzed before. After that, the researcher reads all the transcription and searches the themes one by one.

Phase 4: Reviewing themes to choose the most appropriate one by comparing the themes. Because in every themes there is some data that has more than one themes, the researcher did some reviews to choose the appropriate theme.

Phase 5: Defining and naming themes.

Phase 6: Producing the report

The method of this research has been published, confirmed, and reviewed in a journal as trustworthiness. The researcher has reviewed the credibility of this method by the expert judgement with one of lecture, as Widodo (2014) suggests that the data should be confirmed or communicate to verify the credibility, it can be seen in appendices 3 and 4.

3.5. Research Timeline

Table 2 Research Timeline
Research timeline

July July	10 July	10 July	14-17 July	17-20 July	21 July	22
Data collection	**Phase 1** Familiarizing the data	**Phase 2** Generating initial codes	**Phase 3** Searching for themes	**Phase 4** Reviewing themes	**Phase 5** Defining and naming themes	**Phase 6** Producing the report