CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

Descriptive case study was chosen as the design of this study. As stated by (Heigham & Croker, 2009) that descriptive case study has purpose to gain a better understanding of a case. This method was used because it was in line with the aim of this study, which was to gain a deeper understanding of English pre-service teachers' attitudes toward Thailand English, when they were conducting international teaching practicum in Thailand for five months.

3.2 Setting and Participants

The participants of this study were four pre-service teachers, they are from one of state universities in Indonesia majoring English education who had joined international teaching practicum (ITP) program in Thailand for five months. They were two males and two females with an age range 21-22 years old. During ITP program they taught English subject at several schools in southern Thailand and they had no teaching experience with Thai students and never been in Thailand previously. Moreover, the four pre-service teachers were chosen as the participant due to their willingness to participate for the recent study. Further, for the ethical code of the study, the research verified willingness of the participants to be interviewed which aimed to minimize the harms and risks, maximize benefits; respect human dignity, privacy and autonomy.

3.3 Data Collection Technique

The data collection for this study used semi-structured interview with the participants in order to gain the detail information of their attitudes toward Thai English during international teaching practicum they had joined. Semi-structured interview was chosen because it was designed to ensure subjective responses from the participants regarding a particular phenomenon that they had experienced, and it also could make the participants feel free to answer the whole questions given related to their own experience (McIntosh & Morse, 2015).

The questions were divided in three main questions. The first question was to investigate participants' cognitive attitudes toward Thai English. The second aspect was made to investigate affective attitudes when communicating with Thai English users. The third aspect was designed to investigate participants' behavioural attitudes toward Thai English.

3.4 Data Analysis Technique

The data from semi structured interview was processed and analysed by using data analysis method by Miles, Huberman, & Saldaña (2014). This data analysis method was chosen because to focus the data on the research question and to emerge the tighter framework. The framework used for this study was based on the three components of attitude theory. The data analysis included following activities:

3.4.1 Data Condensation

The researcher selected data chunks from the interview transcripts for making data stronger, by using conceptual framework and research questions, in order to sharpen, focus, and organize the data.

Table 3.1 Data Condensation

Original Data	Condensed Data
For example, /v/ became /w/ deviated, it was their own uniqueness but it could be boomerang for them if the interlocutors could not understand. It was like 'I have to correct it', at least we had to know the good pronunciation according to APA. Sometimes I gave them examples from websites, like Oxford dictionary. 'Please check this website, and write it, then listen to the pronunciation, it should not always American or British'. And then in several occasion I ever asked them (students) to listen to records like small talk and dialogue records, then I told them to write the pronunciation accepted internationally from the website.	For example, /v/ became /w/ deviated, it was their own uniqueness but it could be boomerang for them if the interlocutors could not understand. It was like 'I have to correct it', at least we had to know the good pronunciation according to APA.

3.4.1.1 Cycle Coding

In this section, the researcher assigned initial codes to the data chunks. In the cycle coding, the researcher used Value Coding approach to analyse the cognitive component because this approach was to reflect participants' opinions and knowledge. The affective component was analysed by using Emotion Coding approach, because this approach is appropriate to examine participants' emotion experience. And Process Coding approach was used for behavioural component because its purpose was to quote participants' action/interaction. Furthermore, the researcher used number 1 to initial cognitive component, and number 2 for affective component, then number 3 for behavioural component.

Table 3.2 Initialling Codes

Data	Initial Codes
The first time I communicate with Thai people I really found it so hard so because in my school there're no much people who can speak or able to speak in English. They only can speak Thai language and small group of people who can speak Malay language or Indonesian Language but for English it's really limited people who [1]can speak it fluently even the English teachers there cannot speak well English, so when I at the first time communicated with them [2]I found it difficult because they did not understand what I am saying, they didn't know how to answer me, but there are actually some people who can speak or communicate	[1]limited Thai people to speak English fluently. [2] "difficult" [1] Thai English is hard to understand [1] some word are different with 'us'

Data	Initial Codes
English but [1]their accents was also kind of hard to understand for me at the first time. [1]Some words or some sounds were different with us.	
So from there, [3]I finally learned their vocabulary, so I learned their daily language every day. So when they were teaching, they talked a lot in Thai, from there I often listened to those words and then I wrote down their meanings. Over time it increased so I could teach using Thai a little bit.	[3] learning Thai vocabulary [3] using Thai language for teaching

After assigning initial codes, researcher developed a provisional listed codes of codes prior to fieldwork comes from the conceptual framework.

Table 3.3 Developing Codes

Cognitive Component

Different pronunciations lead to miss understanding

Thai English cannot be used as accuracy English standard

Thai pronunciation features are wrong and far from American and English standard

Thai accent was hard to understand

Thai English was weird

Different pronunciation is barrier in communication

Thai English features are different in tone and pronunciation.

They cannot pronounce two letters /l/ and /v/ well

English words produced by Thai English speakers were hard no recognized

Affective Component
Emotions at the beginning
"Afraid" "Confused" "Shocked" "Sad" "Exasperated"
Emotions then
"Relieved" "Enjoyed" "Happy" "Easy" "Comfortable" "Independent"
Behavioral Component
Trying to understand the context Allowing students to use Thai English Confirming the meaning Learning Thai vocabulary Did not force and blame students Learning Thai language Using Thai language in teaching-learning activity

3.4.1.2 Second Cycle Coding: Pattern Codes

The next step in analysis process was pattern coding. The researcher grouped the result codes from the first cycle coding into smaller number of categories or themes.

Table 3.4 Generating Pattern Codes

Assuming Thai English was Confusing
Thai English is hard to understand Different pronunciations lead to miss understanding They cannot pronounce two letters /l/ and /v/ well English words produced by Thai English speakers were hard no recognized

Experiencing Emotional shifts
-Emotions at the beginning
"Afraid"
"Confused"
"Shocked"
"Sad"
"Exasperated"
-Emotions then
"Relieved"
"Enjoyed"
"Easy"
"Comfortable"
"Patient"
Mixing English with Thai language
Allowing students to use Thai English
Learning Thai vocabulary
Did not force and blame students
Learning Thai language
Using Thai language in teaching-learning activity

3.4.2 Data Display

The researcher created matrix display to present full data set in the same location and arranged systematically to answer the research question.

Table 3.5 Data Display

Participants	Cognitive component	Affective component		Behavioral component
		In the beginning	**In the later**	
Participant 1	Thai English was hard to	'worried'	'relieved'	Learnt Thai words

Participants	Cognitive component	Affective component		Behavioral component
		In the beginning	In the later	
Participant 2	understand Different pronunciations lead to miss understanding	'shocked'	'enjoyed'	Used Thai English for teaching
Participant 3	Difficult to communicate with Thai English speakers	'exasperated'	'patient'	Used Thai English in the classroom
Participant 4	English words produced by Thai English speakers were hard no recognized	'surprised'	'comfortable'	Learnt Thai words

3.4.3 Conclusion Drawing and Verification

The following activity of analysis was conclusion drawing and verification. In this activity, the researcher interpreted the findings to made final conclusion by noting patterns, counting which items are more often and matter, looking at their distributions, and making theoretical coherence.

3.5 Research Schedule

Table 3.6 Research Schedule

No	Description	Nov-Dec 2019	Jan 2020	Feb-Mar 2020	Apr-May 2020	Jun-Jul 2020	Aug 2020
1	Research proposal writing	■					
2	Research proposal examination		■				
3	Data collection			■			
4	Data analysis				■		
5	Report					■	
6	Thesis Examination						■