

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology used in this research to achieve the desired goals with seven main points: method of the research, setting and participants, collecting data, analysing data, steps of the research, and research schedule.

3.1 Method of the Research

The importance of culture in language learning raised cultural awareness as a holder of one of the roles. Therefore, this study was conducted to explore EFL students' intercultural awareness using a descriptive qualitative study. This qualitative descriptive certainly used to explain in detail how students' intercultural awareness, especially EFL learners. Descriptive qualitative is also used by collecting data to describe an issue or event that will be arranged and processed to be characterized (Glass & Hopkins, 1984 cited in Ayu, M, 2020). Additionally, this study also uses an exploratory case study to provide an exact representation of the current social situation and explore the phenomenon's content when there is little understanding about a phenomenon (Yin, 2013), or the case being examined has little information (Heigham & Croker, 2009). Thus, this study utilized exploratory case study to find out the intercultural awareness of undergraduate English Department students in one of the universities in Indonesia.

3.2 Settings and Participants

This study raises the main topic of intercultural awareness of the EFL students in Higher Education context. Thus, the study was conducted at a state university in Tasikmalaya, West Java, Indonesia. In this case, the university was chosen because it has an English department as one of the main focuses of the research. Then, the participants of this study were English Department undergraduate students of 8th semester at one of the universities in Indonesia. The selected participants were four people consisting of two males and two females with the ages range between 22-23 years old with four years of experiences in studying English at university level. They are multilingual people: Sundanese as L1, Indonesian as L2 and English as a foreign language. The participants were chosen for several reasons: 1) They are English language learners; 2) They have four years of experience in learning English at university level; 3) They have experiences in communicating interculturally with English native speakers. Furthermore, the researcher asked their willingness to contribute as the participants to get the primary data of this study.

3.3 Data Collection

Data of this study were obtained through semi-structured interviews 3 times to further explore students' intercultural awareness. The first interview for initial data collection, the second for additional data collection and the third interview to confirm the data that has been taken. The interview type is a combination of closed questions and open-ended questions (Adams, 2015). The researcher first prepares several questions developed from Bakers' (2011) theory

regarding three levels of intercultural awareness, namely: Basic Cultural Awareness (BCA), Advanced Cultural Awareness (ACA), and Intercultural Awareness (IA). This theory was used as indicators of the research, and it was developed into several sub-indicators, those are the awareness of: 1) cultural as a set of shared behaviors, beliefs, and values and worldviews, 2) the role culturally based contexts play in any interpretation of meaning, 3) our own culturally induced behavior, values, and beliefs and an awareness of others' culturally induced behavior, values, and beliefs, 4) individuals as members of cultural groups and many other social groups, 5) multiple voices or perspectives within any cultural grouping, 6) cultural understanding is provisional and open to revision, 7) culturally based frames of reference, forms and communicative practices as being related both to specific cultures and also as emergent and dynamic in intercultural communication, and 8) a capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication, before finally being used as a number of questions needed to reach the richer data.

3.4 Data Analysis

Once the data were completed, the analysis was carried out using thematic analysis, allowing researchers to understand collective or shared meanings and experiences (Braun and Clarke, 2012). That way, the researcher can collect descriptive data to answer the research problem. Once the data were collected,

the information was continuously studied to find patterns, themes, sub-themes, etc.

There are six phases in this thematic analysis, which are described as follows:

3.4.1 Familiarizing Data

This phase involved the researcher's ability to immerse himself in any data obtained by reading and continuing to read to better understand the data. Therefore, in the process of collecting data one by one, the researcher also read the data continuously to get a more detailed acceptance.

3.4.2 Generating Initial Codes

In this stage, the code was generated from any data that has been understood. This code is an important point that becomes a concise summary of the data. The researcher took each code of the data collected and combined it with the same code.

Table 3.1. Generating Initial Codes

Data	Initial Codes
<p>Culture in Indonesia is more often small talk first, asking about age, salary, and personal matters and then getting to the heart of the conversation.</p> <p>English people do not like to talk much, straight to the main topic of conversation. They think that personal questions are impolite.</p>	<p>Small Talk Culture</p> <p>Effective Communication</p>

3.4.3 Searching for Themes

A theme “captures something important about the data in relation to the research question, and represents some levels of patterned response or meaning within the data set” (Braun & Clarke, 2006, p. 82). In this phase, the researcher reviewed the data that had been coded to identify similarities or overlaps between the codes and then combined them into the same theme.

Table 3.2. Generating Theme

Codes		Themes
1. Small talk culture	2	The perceived knowledge of national culture
2. The power of identity	3	
3. Take effective communication	3	The perceived knowledge of foreign culture
4. Generalization of identity	3	
5. Awareness of culture as identity	4	Sensitivity of cultural differences
6. Awareness of differences in communication etiquette	5	
7. Awareness toward the affectable of cultural differences	5	
8. Awareness of studying intercultural differences in English learning	8	
9. Studying cultural differences	8	Attitude in facing cultural differences
10. Respect and adapt to cultural differences	4	
11. Discussion and negotiation regarding to cultural differences	4	

3.4.4 Reviewing Potential Themes

Previously formed themes were reviewed again in this phase to know the quality of the theme, whether there is compatibility or not. Follow-up is carried out on themes that are considered to be of low quality to be reported.

3.4.5 Defining and Naming Themes

This phase determines the final theme used by giving the correct name. The theme that has been formed must answer research questions and achieve the desired goals. Therefore, the researcher reviewed the themes that were formed, and adjusted the naming of the themes to the objectives of the research conducted.

3.4.6 Producing the Report

After all phases have been carried out, then the data that already has this theme must be reported by paying attention to various things. The data presentation must be connected logically and meaningfully. Data from one theme to another must be sequential and connected to provide a coherent description of the data.

3.5 Steps of the Research

In conducting this research, various stages were carried out, as follows:

3.5.1 Exploring multiple issues related to intercultural awareness

Firstly, researcher read many journals and found the facts that the levels of intercultural awareness possessed by language learners still

needs to be modified. Therefore, researcher conducted initial interviews with several EFL students regarding their perceptions of culture in learning English. The results showed that the facts put forward by several experts have in common with the points found by researchers that EFL students did not have exceptional attention on the culture in learning English and still need some improvement. This fact is the phenomenon raised by researcher as the basis of this research.

3.5.2 Conducting a literature review

The phenomenon related to intercultural awareness that has been obtained was then followed up by searching for some literature on the same topic to get more references to support the statements required in the study.

3.5.3 Determining research objective

After the necessary references have been collected, the researcher determined the objective of the research to be carried out which is related to how intercultural awareness of students in English learning, especially in intercultural communication.

3.5.4 Writing a research proposal

As an initial step of this study, the researcher wrote a proposal by explaining it clearly in the investigation of various components, including the background in conducting this research and other components.

3.5.5 Conducting the Data

After the proposal was completed, approved, and tested, data collection was carried out to answer the research question and desired objectives. Data were collected on selected participants by conducting interviews using semi-structured interviews.

3.5.6 Analysing the Data

Once the data collected, the researcher followed up by analysing the data to be mapped into several codes and themes according to the data collection techniques used to be reported properly.

3.5.7 Writing a Research Report

As the final stage of the study, the researcher conducted a report by explaining it in detail and clearly based on the technique that has been chosen and adapting to the desired research question and objective.

3.1 Place and Time of the Research

3.6.1 Place

The research was conducted at a university in Tasikmalaya, West Java, Indonesia because the English learners who were selected as participants were currently studying at the university majoring in English Education Department. Furthermore, the data collection process through interviews was carried out on Google Meet because it took into consideration the Covid-19

