

CHAPTER III

RESEARCH METHOD

This chapter explores the research design of the study. It first describes the overall methodology used and the way the research subjects selected. This chapter explains in detail the data collection by providing the research instruments utilized in collecting data followed by data analysis for each research instrument. Finally, it ends with the trustworthiness as the way to measure the accurate of the data obtained.

3.1. Research design

This study used qualitative with phenomenological case study approach. Ary et al. (2010) assert that qualitative research aims to comprehend social phenomena from the participants' perspectives within natural settings. Unlike quantitative research, qualitative seeks a thorough understanding of a phenomenon rather than numeric data analysis. Similarly, Creswell (2012) emphasizes that qualitative research involves collecting textual data and analyzing it by organizing information into sentences, describing the data in a narrative manner. The chosen methodology in analyzing data for this study is content analysis. As explained by Ary et al. (2002), content analysis is an approach that involves acquiring and examining textual documents, encompassing any information communicated through words, meaning, images, symbols, concepts, or themes.

The researcher chose a qualitative research using phenomenological case study approach in order to assist the researcher in describing more deeply about Indonesian EFL teachers' perception on GEs and the correspondence between their views and the practices in implementing GEs in their teaching. According to Creswell (2012), phenomenological investigation centers on exploring the fundamental nature of a specific experience or phenomenon. Phenomenological inquiries typically engage multiple participants who have individually undergone the specific phenomenon under investigation (Bonyadi, 2023).

3.2. Informants

The subjects of this present study were ten Indonesian English teachers from different schools and various levels in Medan, North Sumatera. There were 4 male and 6 female English teachers as the research participant in this study. The subjects were selected using purposive sampling. According to Creswell (2012), purposive sampling means that researchers deliberately choose subjects and places by setting several standards to obtain valuable data.

There were several considerations for researcher in choosing research subjects. First, the subjects need to be graduated from English education department and work as English teacher in public or private school, either at elementary, junior or senior high school. The researcher chose English teachers from various schools and levels in order to enrich data for this study related to GEs. Second, they were also required to use English in their teaching, both full English or partial. This criterion was used in order to assist the researcher in investigating what English accent/variety is used in their teaching because the focus discussion for this present study is related to GE concept. Furthermore, the researcher in this study put teaching experience as one of the criteria in selecting the research subject because it is important to find out the distinction between novice and experienced teachers. Novice teachers are more likely to be exposed to multiculturalism and GEs. Furthermore, it is critical to analyze if novice teachers incorporate GE ideology into their instruction or continue to assume that English is only belong to Inner Circle countries. Teachers with less than three years of experience are considered novice, whereas those with five years or more of teaching are regarded as experienced teachers (Bennett et al., 2013).

3.3. Data collection procedures

According to Creswell (2012), the steps in collecting qualitative data consist of choosing research subjects, gaining access, choosing the type of data to be collected, developing instruments, and managing data collection. Data collection in this present study aimed to collect information regarding the Indonesian EFL teachers' views of GEs to be then investigated the consistence and the

correspondence between their perception and practices on implementing GEs in teaching.

Four instruments used for this study in order to obtain the data needed, namely questionnaire, interview, artifact analysis (document review), and observation. In addition to better understanding on how teachers actually view the GEs, researcher then shared questionnaire to the respondents electronically. To further confirm the data collected from questionnaire, the researcher conducted an in-depth interview in order to obtain more in-depth information needed. In addition, the researcher asked for the informants' English textbooks they used in teaching. The teaching materials in the textbook then analyzed in order to enrich the data in this present study. Lastly, observation was initiated in order to investigate the consistence and the correspondence between the teachers' views on GEs and the practices in their teaching.

3.3.1. Questionnaire

The first data set comes from questionnaire. According to Creswell (2012), a questionnaire is a type of survey design that participants fill out and return to the researcher. As a result, participants chose to answer questions and provide basic personal or demographic information. The reason of selecting questionnaire as data collection technique in this research since it can generalize the data from a sample to population (Creswell, 2003).

The close-ended questionnaire was utilized as the initial step in collecting data. The items of the questionnaire were developed based on the research questions stated in chapter one. The researcher created the questionnaire by adapting ideas from previous studies' instruments (Monfared, 2019; Fransisca & Subekti, 2022) and modified them to meet the objectives of this present study. The questionnaires were well-prepared to ensure the standard and quality of the questions before shared via online. The total questionnaire was 22 items and they were divided into 3 categories (1) views on preferred English varieties (2) perception on accepted English accent and pronunciation, and (3) views on the ownership of English. The

teachers were asked to respond to items on a four-point Likert scale (4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree).

3.3.2. In-depth interview

Interview is the next instrument research used to collect data for this study. Interview is believed as method in collecting the more in-depth information from respondents. According to Silverman (2000), interview is conducted to obtain the individual's perspectives, belief or motivation pertinent to particular subjects. This study used in-depth interview in order to gather deeper information from the participants. An in-depth interview is a qualitative research approach that blends a predetermined set of questions (designed to encourage discussion) with the flexibility for the interviewer to delve deeper into specific themes or responses (Iakovou, 2020).

The purpose of this interview is to obtain data that needs more explanation based on the responses in questionnaire sheet. This interview also aims to align with the participants' responses from a previously distributed digital questionnaire. The interview questions were specifically developed based on the participants' questionnaire responses to ensure consistency and depth in understanding their perspectives. Participants were interviewed one by one, with each interview lasting around 30 to 45 minutes. Due to the participant's availability of expense, the interview was conducted in different times and places, such as at classroom, parking lot, mosque, canteen and other places according to respondents' wishes. In other words, the interview was conducted by adjusting to the respondents' convenience and availability.

Related to the interview processes, the interview questions were asked both in English and Indonesian and the respondents were allowed to answer bilingually, both Indonesian and English language. The initial step of the interview conducted by sharing the interview questions a week before the face-to-face interview in order to provide an overview of the questions that will be asked in the interview session. The researcher told the informants that they are allowed to ask everything related to the questions every time. This aims to make the respondents

became familiar with the topic that were asked in the interview section. As the result, they were able to provide responses that are appropriate to this research topic. In face-to-face interview, the researcher asked the participants' permission to record the interview digitally. They were also informed that they have access to the interview recordings. Furthermore, the respondents were informed that they are free to choose what language they preferred for the interview session, either English or Indonesian. This was done in order to assist the respondents in expressing their thoughts, experiences, and feelings fluently. Two of the participants preferred using English in responding the interview questions, and the rest preferred bilingually, both English and Indonesian. For the question, the researcher focused on GEs related to preferred English varieties, accepted English accent and pronunciation, and English ownership by asking them some questions such as: do you prefer on any certain English varieties—if so, which one and why? what English variations should be put in English learning? do we need a standard of English? etc. All the informants' responses in the interview processes were recorded in mobile phone with the participants' consent to be then transcribed and analysed.

3.3.3. Artifact analysis (document review)

Artifact analysis or document review is also one of the instruments employed in this present study. The document in this study means the written things. In carrying out the artifact analysis method, the researcher in this present study investigated written objects such as textbooks used by the respondents in order to analyze the provided teaching materials. The textbooks were from elementary, junior, and high school level. The textbooks also came from various publishing, based on the respondents' handbook. The analysis of the textbooks examines how authors present character names, depict characters through pictures, and feature predominant teaching materials for listening, reading, speaking, and writing activities. The researcher needs to explore whether these materials may originate from inner circle countries only or include content from outer and expanding circle countries. This document analysis is considered crucial in order to investigate the awareness of GEs manifested in the textbooks.

3.3.4. Observation

The last research instrument used in this study is classroom observation. In order to see the consistence and the correspondence between the respondents' views on GEs and their practices in teaching English to their students, the researcher in this present study used observation as one of the research instruments. The kind of observation used is non-participant observation, in which the observer did not actively participating in observing the research subjects (Eldh, 2020). Four different teachers from various school and grade taught were observed as the representatives of the respondents. Observation is a method of collecting data through the act of closely examining behavior, occurrences, or recording tangible attributes within their authentic environment (Montakantiwong, 2023). The observation was carried out by first asking permission to the research subjects and their school principles. The subjects were not informed what kind of data will be observed. In other words, the researcher just told the subjects that researcher will observe their English teaching processes.

During the observation process, the researcher developed a method for documenting observations, commonly referred to as field notes. As defined by Creswell (2012), field notes constitute textual (written) records maintained by the researcher throughout the qualitative study's observation phase. The researcher employed an observation note sheet to detail the findings derived from the observation. There were three aspects observed during the observation processes, such as the teachers' consistence in using textbook, teacher's intensity in speaking English and the way the language used, and corrections to students' mistakes. The researcher also included additional notes when actions observed in the classroom were not documented in the field notes but were still relevant to the research topic.

3.4. Data analysis technique

In qualitative research, data analysis can be carried out while the researcher is at work and after they have returned from a new field. Qualitative data analysis is the understanding and categorization of linguistic (or visual) material. In this study, data analysis and data collection was carried out simultaneously. Thematic content

analysis was used to analyze data with the aim of identifying patterns and finding themes through data that has been collected by researcher from the four research instruments namely: questionnaire, interview, artifact analysis (document review), and observation.

3.4.1. The analysis of questionnaire data

Applying the correct principles when analyzing questionnaire data allows researchers to obtain clear results full of valuable and actionable insights. In this present study, the questionnaire items related to perception on Global Englishes (GEs) that shared electronically were analyzed thoroughly. The data questionnaire pertinent to preferred English variety (ies), accepted English accent and pronunciation, and English ownership were analyzed using content analysis with structural coding, in which this method analysis focuses on frequency count (Shava et.al., 2021)

3.4.2. The analysis of interview data

The flow of analysis follows the interactive analysis model of Miles and Huberman (1994). The four stages of data collection, data reduction, data display, and conclusion/verification can be used to visualize the methods used in data analysis. The flow of the interview data analysis is presented in the figure 3.1 below.

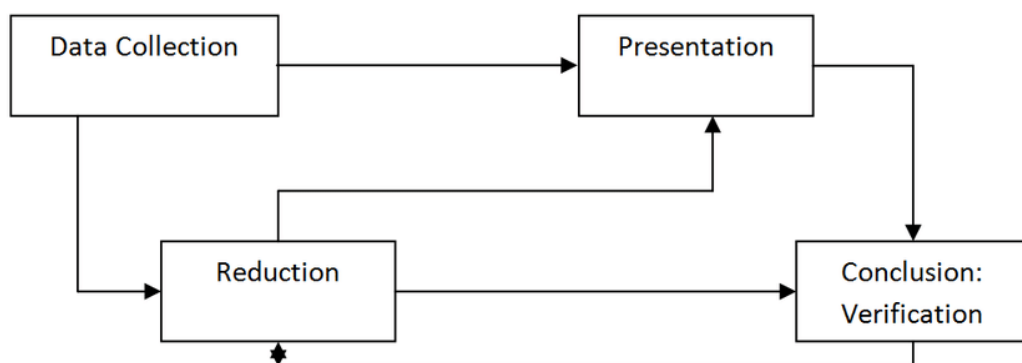


Figure 3.1. The flow of interview data analysis

The initial stage of interview data analysis includes data collection. The information is cataloged by name, date, and location where, when, and by whom it is obtained. The results of the interview were directly imported into the Microsoft

Word worksheet after being transcribed from the audio files. Data was cleaned with minor adjustments. All records relating to the issues to be discussed in this study were collected.

The next stage is data reduction which was carried out after data collection to select relevant and important data. It focused on information that aids problem solving, discovery, meaning, or to answer the research questions. Then, data obtained was filtered and organized methodologically while highlighting the main results and their significance. The data then coded manually from the results of interviews. Only outcome data or findings related to the research problem were not reduced during the data reduction procedure. Meanwhile, data unrelated to the research problem were omitted. In other words, in this data reduction process, the researcher sharpened, classified, directed, disposed, and organize data to make it easier for researcher to draw conclusions.

In the next phase, known as data display, researcher presented information that has been condensed or simplified from the previous stage. This data can be in the form of text, images, graphics, or tables. The purpose of data display is to organize facts and describe the observed experiences. In this situation, researcher must build narratives, matrices, or graphs to facilitate understanding of information or data so that researcher has no difficulty to understand the information, both as a whole and certain parts of the research findings. As a result, the researcher can continue to master the data rather than getting bogged down in conclusions that may be tedious. This stage was carried out because inconsistent data and poor formatting can cause researchers to act carelessly and make erroneous findings.

In the final stage, drawing conclusions or verification, the researcher derived conclusions from the summarized and presented data, backed by substantial evidence collected throughout the research process. These conclusions addressed the issues and questions initially raised by the researcher. From the beginning of the study, the researcher aimed to interpret the collected information, seeking trends, themes, relationships, common occurrences, assumptions, and other relevant aspects. Initially, these findings may be uncertain, vague, and questionable, but as more solid information was gathered from interviews, artifact analysis, and

observations, along with the accumulation of all research data, these findings became clearer and more conclusive over the course of the study.

3.4.3. Artifact analysis (document review)

In this part, the researcher asked for English textbooks used by the research subjects as their guidance in their teaching. This document review is considered crucial in order to investigate the awareness of GEs manifested in the textbooks. The teaching materials were the main point to be analyzed in this section. This analysis focused on the textbooks related to target interlocutors, ownership of English, and norms of English from native English-speaking (NES) countries. These three aspects were explored thoroughly by looking at the teaching materials (e.g. exercises) provided in the textbooks. The researcher focused the analysis on how authors present character names, depict characters through pictures, and feature predominant teaching materials for listening, reading, speaking, and writing activities. In other words, the researcher need to investigate whether these materials may originate from inner circle countries only or include content from outer and expanding circle countries.

Given that the participants of this present study were English teachers from different schools and various grade taught, the researcher decided to analyze three English textbooks. The textbook selected were also various, start from the elementary, junior to high school level. The researcher in this study investigated teaching materials provided in the English textbooks in order to examine whether the concept of GEs is manifested in the textbooks. The teaching materials both in listening, reading, speaking, and writing aspects were analyzed thoroughly. These teaching materials aspects were important to be investigated in order to examine the norms of English provided by the authors of the English textbooks.

3.4.4. Analysis of classroom observation data

Observational data which is commonly referred to as observational study data, is acquired through the unintrusive observation and documentation of events, behaviours, or phenomena in their natural context, without any external manipulation. Researchers gathered such data to obtain real-time insights and drew

inferences without interference related to the teachers' consistence in using textbook, the teachers' intensity in speaking English and the way the language used, and the correction to the students' mistakes in using English. In this current study, the researcher adhered to a predetermined plan or protocol for systematically documenting particular facets of a phenomenon, employing the method of structured observation. This approach is characterized by rigorous control and standardization, ensuring consistent collection of all data points. The structured observational data utilized in this study consists of checklists, a prevalent choice in educational research.

Gathering observational data represents a valuable method in observational research, offering distinctive insights that can contribute to a deeper understanding of the subject. Since the researcher in this present study did not actively participate during the classroom teaching, this study used non participant observation. Video and audio recording were also utilized in this observation in order to assist the researcher in analysing and reviewing the teachers' behaviour and event in detail during the teaching learning processes.

In analyzing the observation data, the researcher in this present study used thematic content analysis in analyzing the 'yes' and 'no' responses from the participants were observed. The researcher then described the observation findings narratively given that this study is qualitative. This observation data also enabled the researcher to provide clear, and organised data related to the correspondence between the teachers' beliefs on GEs and their actual practices in teaching.

3.5. Trustworthiness

This study used "credibility" to establish the trustworthiness. Credibility refers to whether the findings are acceptable to the subjects of the study and the readers (Bryman, 2012; Miles & Huberman, 1994). Triangulation is a method employed for enhancing credibility, encompassing four distinct techniques: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation (Nancy, Lukosius, DiCenso, Blythe, & Neville, 2014).

Creswell (2012) stated that triangulation is the process of confirming from different individuals, types of data, or methods of data collection.

Method triangulation, investigator triangulation, theory triangulation, and data source triangulation were used to create credibility in this study. Method triangulation involves employing various methods to gain a comprehensive grasp of phenomena. Investigator triangulation involves the engagement of multiple researchers to affirm the findings of the study. Theory triangulation utilizes multiple theories to establish a comprehensive understanding of phenomena, while data source triangulation entails incorporating multiple data sources from informants in qualitative research to develop a thorough understanding of the phenomena (Patton, 1999). In this present study, the researcher crosschecked the obtained data from different sources, such as questionnaire, interview, artifact analysis (document review), and observation. Therefore, when the researcher found data about Indonesian EFL teachers' views of GEs from questionnaires, the data then re-checked through other instruments in order to investigate the clarity of the data obtained.

Table 3.1 Schedule of the study

Steps	Date
Title approval and starting to write	November 3 rd 2023
Deciding informants purposely	November 4 th 2023
Invitation the decided informants and consent agreement	November 6 th 2023
Writing the whole chapter 1-3	November 13 th 2023
Data collection (questionnaire)	January 29 th 2024
Data collection (interview and artifact)	February 13 th 2024
Interview transcription	February 26 th 2024
Data collection (observation)	March 19-20 th 2024
Data analysis	April 2024
Writing of results and conclusion	April-May 2024
Writing the whole chapter of 4-5	May 2024