

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In my research on teachers' perceptions of cross-cultural understanding in English language teaching, I employed a qualitative approach that integrated interviews¹, observational techniques², and documentations with a case study methodology³. I carefully selected diverse cases based on locations, cultural values, and classroom demographics, allowing us to closely examine the experiences of teachers known for incorporating cross-cultural elements effectively. Through in-depth interviews, classroom observations, documentations, and analysis of instructional materials, I aimed to comprehend how these teachers navigated cross-cultural dynamics and their impact on students' cross-cultural competence. The data from interviews, observations, and documentations on case studies facilitated a holistic and nuanced exploration, enhancing the credibility and depth of our research. Ultimately, my multi-method approach provided a comprehensive understanding of the intricate interplay between teachers' perceptions, practices, and the broader context of cross-cultural knowledge in English language teaching.

B. Research Setting

This research aims to gain a deeper understanding of the educational landscape in the regions of Kudus and Jepara. Careful selection of several high schools in both areas was undertaken to ensure a representative variety of educational conditions. By choosing multiple schools, the researcher hopes to gather broader and more representative data, allowing for a comprehensive insight into various educational aspects in Kudus and Jepara.

Despite sending letters of inquiry to five schools, only three schools have granted permission for the research. However, the

¹ Neda Soleimani and Terence Lovat, "The Cultural and Religious Underpinnings of Moral Teaching According to English Language Teachers' Perceptions: A Case Study from Iran," *Journal of Beliefs and Values* 40, no. 4 (2019): 477–89, <https://doi.org/10.1080/13617672.2019.1634876>.

² Guozhi Cai and Guy Cook, "Extensive Own-Language Use: A Case Study of Tertiary English Language Teaching in China," *Classroom Discourse* 6, no. 3 (2015): 242–66, <https://doi.org/10.1080/19463014.2015.1095104>.

³ Arya Priya, "Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application," *Sociological Bulletin* 70, no. 1 (2021): 94–110, <https://doi.org/10.1177/0038022920970318>.

resilience of the researcher shines through as they adapt their approach to accommodate the circumstances. Ultimately, this research endeavors to contribute valuable insights for educational development in these regions and serve as a foundation for informed decision-making to enhance educational quality in the future.

C. Research Participant

The participants/subjects in this research are three English teachers in three different schools that have granted permission for the study to be conducted. Teachers were recruited by considering their respective characteristics, shown as follows: Teacher A was selected because of his long teaching experience, teacher B was selected because of her knowledge and experience regarding cross-cultural teaching, and Teacher C was elected because of her communication skills with student with special needs.

D. Data Collection

In-depth interviews with ELT instructors conducted using semi-structured interview protocols (*see appendix 1, page 56*). The writer conducted an interview with the high school teachers in Kudus and Jepara. These interviews allow for a detailed exploration of instructors' perspectives, beliefs, and experiences related to cross-cultural understanding in the ELT classroom. Open-ended questions encouraged participants to share insights into their pedagogical approaches, cultural considerations, and challenges encountered. According to Olsen⁴, The writer used a semi-structured interview guide and ask questions such as: “could you tell me what cross-cultural understanding is? Do you apply cross-cultural understanding in teaching practice? Do you think cultural values should be taught in English language teaching?” Based on Keith Richards’⁵ suggestion that interviews should mimic everyday interactions, before commencing the interview, the researcher introduced himself politely, emphasizing his status as a final semester student at IAIN Kudus. The purpose and importance of the research were then elaborated upon in detail to avoid any confusion from the informants. Once the informant was ready, the questions were gathered, and the discussion points were meticulously organized. The individuals

⁴ Marie Olsen et al., “Older Persons’ Views on Important Values in Swedish Home Care Service: A Semi-Structured Interview Study,” *Journal of Multidisciplinary Healthcare* 15, no. null (May 2, 2022): 967–77, <https://doi.org/10.2147/JMDH.S347886>.

⁵ K Richards, *Qualitative Inquiry in TESOL* (Palgrave Macmillan UK, 2003), <https://books.google.com.sg/books?id=YdeGDAAQBAJ>.

targeted for the research had been identified beforehand. After identifying the informants, the interview process was managed, and the outcomes were carefully documented in field notes.

According to Norah Almusharraf a month-long observation period has been planned to gain a profound understanding of the dynamics and atmosphere within the learning process (*see appendix 2, page 57*). Within this extensive timeframe, the research centered on observing the interactions between teachers and students, and the teaching methods employed⁶ Furthermore, the observation also pay attention to group dynamics, student participation, and responses to instructional materials, providing a holistic insight into the classroom atmosphere and the overall teaching and learning processes. The outcomes of this observation are anticipated to offer valuable contributions to the development and enhancement of the quality of education in that particular educational environment. Moreover, Systematic classroom observations conducted to gather real-time data on implementing cross-cultural teaching strategies. A structured observation checklist will guide the researcher in capturing relevant aspects, including instructional methods, interactions, and the manifestation of cultural values within the learning environment. These observations conducted across diverse ELT classrooms to ensure a representative sample.

The technique of documentation is also employed to gather supportive data such as teaching process, school's letter of permission, and other documentation essential for research purposes.⁷ This method involves systematically collecting, organizing, and preserving various types of information pertinent to the research inquiry. Through documentation, researchers can access valuable resources that enrich their investigations, including detailed instructional materials, and additional documentation providing context and background information. These documents serve as crucial aids in informing and validating research findings, enhancing the depth and credibility of scholarly inquiries. Moreover, the meticulous process of documentation ensures that pertinent data is accurately captured and effectively utilized, contributing to the rigor and integrity of the research endeavor.

⁶ Norah Almusharraf, "Teachers' Perspectives on Promoting Learner Autonomy for Vocabulary Development: A Case Study," *Cogent Education* 7, no. 1 (2020), <https://doi.org/10.1080/2331186X.2020.1823154>.

⁷ U Flick, *The SAGE Handbook of Qualitative Data Collection* (SAGE Publications, 2017), <https://books.google.co.id/books?id=X0VBDwAAQBAJ>.

The researcher stores data such as photos, audio recordings, and video documentation of observation and interview results in Google Drive, a secure and convenient cloud storage platform. Google Drive offers several advantages for data management and analysis. Overall, using Google Drive improves the efficiency, collaboration, security, and flexibility of the research process, enhancing research quality.

E. Data Analysis

Thematic analysis employed to analyze the qualitative data gathered from in-depth interviews with ELT instructors.⁸ The transcripts systematically coded to identify recurring themes related to pedagogical approaches, cultural values, and challenges in cross-cultural understanding.⁹ Themes will be refined and organized to provide a comprehensive narrative that captures the essence of instructors' experiences and perspectives.¹⁰ Moreover, In-depth case studies undergone qualitative analysis, involving a detailed examination of contextual factors, challenges, and successful strategies employed by ELT instructors. Patterns and insights from the case studies synthesized to provide a rich narrative that illustrates the nuanced negotiation of cross-cultural understanding in diverse educational settings. The examples of thematic analysis are described in the table below:

⁸ Muhammad Naeem et al., "A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research," *International Journal of Qualitative Methods* 22 (January 1, 2023): 16094069231205788, <https://doi.org/10.1177/16094069231205788>.

⁹ Alina Slapac, "Advancing Students' Global Competency through English Language Learning in Romania: An Exploratory Qualitative Case Study of Four English Language Teachers," *Journal of Research in Childhood Education* 35, no. 2 (2021): 231–47, <https://doi.org/10.1080/02568543.2021.1880993>.

¹⁰ U Flick, *The SAGE Handbook of Qualitative Data Analysis* (SAGE Publications, 2013), <https://books.google.co.id/books?id=siIlCwAAQBAJ>.

Tabel 3. 1 Thematic Analysis' Example

Number	Participants	Data	Code	Theme
1	English teachers in high school	Teachers using local language or L1 in English language classroom	Teachers' perspective	Effective communication across culture

