

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

To answer research questions, this research was conducted using qualitative methods. Cultural prejudice is used as a reference in compiling interview texts. In-depth interviews were conducted to explore students' intercultural sensitivity. An analysis of the results of the in-depth interviews was conducted to find out the intercultural sensitivity of the students after attending the CCU class and whether they tended to be ethnocentric or ethnorelative.

A qualitative approach is used to obtain information about meaning and behaviour in social phenomena (Thomas, 2000). In conclusion, the qualitative research was chosen by the researcher because it relates to cases of intercultural sensitivity experienced by students of UIN Antasari Banjarmasin after they studied CCU.

#### **B. Research Setting**

This research held at UIN Antasari Banjarmasin faculty of tarbiyah and teacher training in the English education department. This research was conducted in the English department at UIN Antasari Banjarmasin, because one of the subjects in the English department is CCU, which is one of the criteria for this study.

### **C. Participant**

English students at UIN Antasari Banjarmasin who have taken CCU classes are the criteria for participants in this research. These criteria were chosen because, English students who have taken CCU classes, means they already have knowledge about the culture. So, participants who meet these criteria are the right choice for this research. 15 participants were selected based on characteristics or experiences relevant to the research objectives. The focus is on gaining deep insight and a rich understanding of the subject under study. The selection of 15 people as samples in this study was based on a focus on the depth of understanding of variations in perceptions and experiences within a relatively homogeneous population.

### **D. Data**

Researchers need all data about the knowledge and experience of students who have studied CCU. About how they view and how they respond to cultural differences in communication after attending the CCU class. English students at UIN Antasari Banjarmasin who have studied CCU are the sources of data in this study. In addition, researchers also use books and journals related to research as supporting sources.

### **E. Data Collection Technique**

#### **1. In-depth Interview**

Data collected through interviews. This session explores intercultural sensitivity and whether they tend to be ethnocentric or ethnorelative among English students at UIN Antasari Banjarmasin

who have studied CCU through in-depth interviews. The interview text was prepared using race prejudice theory by Barnlund (1998), Holliday, Hyde, & Kullman (2004) as a reference.

## **2. Documentation**

From the results of interviews conducted online with 15 participants, the data obtained was documented in script form.

## **F. Data Analysis**

To explore students' intercultural sensitivity and whether they tend to be ethnocentric or ethnorelative after attending CCU classes, cultural prejudice by Barnlund (1998) Holliday, Hyde, & Kullman (2004) was chosen as a reference. In CCU classes, students learn about the cultural elements of the target language. Thus, cultural prejudice used as a reference is the right choice in making interview texts and collecting data.

### **a. Data Condensation**

In this study, researcher collected the data through in-depth interviews with participants regarding their intercultural sensitivity after studying CCU. From the results of in-depth interviews, researcher sort out which data is needed and used to support this research. The data that has been collected is then matched back with culture prejudice theory by Barnlund (1998), Holliday, Hyde, & Kullman (2004).

**b. Data Display**

In this study, researchers presented data through narrative text. The narrative text shows the extent of intercultural sensitivity between students after studying CCU and whether there are stereotypes and prejudices in dealing with cultural differences that indicate whether they tend to be ethnocentric or ethnorelative.

**c. Drawing and Verification Conclusion**

Researchers verify research by making conclusions from data findings. Through data obtained through in-depth interviews, at the end of this study, researchers conclude the extent of students' intercultural sensitivity and whether there are stereotypes or prejudices when they are faced with questions that contain cultural elements from the target language.