

CHAPTER III

RESEARCH METHOD

A. Research Design

Ethnography was used as the method of this research. Ethnography provided an opportunity to immerse myself as an ethnographer in the real-life environment of the observed community. In this research, I used the interview and participant observation to collect the data (Creswell & Creswell, 2018, p. 51; Spradley, 2016a, 2016b). I attempted to gain the deep insight of English shaming practices and experiences from the participants' perspective. Through the strategies above, I involved myself in the environment in order to get closer to it since the closer the researcher to the participants' setting and understanding, the better it was to comprehend and present the issue (Fetterman, 2010, p. 1). This strategy was suitable for the issue that I wanted to study and the purpose of doing the research. It also gave the opportunity to voice English shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students.

B. Research Setting

This research was carried out at Banua Kalsel Bilingual Boarding State Senior High School in Gambut, South Kalimantan. The school consisted of 12 classes including 6 classes for male students and 6 classes for female students.

This school suited the research well since the issue of English shaming happened at this school based on the initial pre-research. In addition, the bilingual boarding school system implemented at this school also gave the opportunity to dive deeper into this problem since the students have more exposure to English.

C. Participants

There were sixteen students and an English teacher of Banua Kalsel Bilingual Boarding State Senior High School interviewed in this research. The selection of the participants was based on the survey and the principle of rapport (Spradley, 2016b, p. 78). It followed the result of the survey that was based on the main question “Have you ever experienced English shaming at Banua Kalsel Bilingual Boarding State Senior High School?”.

The male students were the focus to be observed in this research because the initial survey showed that 49 out of 117 male students who participated in the survey experienced English shaming at the school and 23 out of 113 female students who participated in the survey experienced it. The result of male students was more than doubled the female students. Therefore, I explored English shaming practices of the male students of this school. Specifically, XI A Class was the focus of the research since this class had the most English shaming experiences. Furthermore, I chose 15 students based on their initial

survey in terms of their experiences of getting English shaming, doing English shaming, and/or witnessing English shaming practices. In addition, I also interviewed one additional student from 10th grade. The reasons for choosing this additional student as one of my participants were based on the interactions that we had when I found that he was fluent in English and he actually had an experience of English shaming. Therefore, to make my research even more comprehensive, I chose him as my additional participant besides 15 students of XI A Class.

I also interviewed one of the English teachers of this school. The teacher was chosen because I had encountered her class contract in one of her English classes and I believed that she would be a good participant in providing the data about English shaming and more specifically on promoting a supportive English learning environment.

D. Data

1. Data of the Research

The data of this study would be the results of the interview and participant observation on language shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students. The main data of this research were the interview of the students and participant observation.

Furthermore, the data found from the interview of the English teacher would be the additional data for this research.

2. Source of Data

Sources of the data of this research would be the language shaming experiences faced by the students that were gathered through the interview and participant observation.

E. Technique of Data Collection

The data were gathered by the interview and participant observation.

1. Interview

The interview found an in-depth understanding of the students' experiences of English shaming. The steps of the interviews were as follows (Spradley, 2016b).

a. Locating an informant

I chose Banua Kalsel Bilingual Boarding State Senior High School as my research setting. The selection of the setting was based on the pre-research processes including the survey, informal interview, and observation. This school suited the topic well since English shaming practices happened there.

b. Interviewing an informant

In this research, I used 3 types of questions. The types of questions were descriptive questions, structural questions, and contrast questions.

c. Making an ethnographic record

To record the data gained from these interviews, I used an audio recording device. I could use the recordings to analyze the data in further steps of the research. I could also listen to them several times as needed.

d. Asking descriptive questions

In this step, I asked the students to describe their experiences of English shaming. The type of question that I asked was “Could you please tell me or describe English shaming practices that you experienced/did/witnessed?”. This type of question was asked according to the initial survey.

e. Analyzing ethnographic interviews

In this step, 4 analyses used were domain analysis, taxonomic analysis, componential analysis, and discovering cultural themes. Not all analyses were used consecutively, but it was used after a certain part of the interview. Domain analysis was carried out after asking descriptive questions. Taxonomic analysis was carried out after asking structural questions. Componential analysis and discovering

cultural themes were used back-to-back after asking contrast questions.

f. Making a domain analysis

For domain analysis, I did some steps as follows.

- 1) I selected 4 emerging semantic relationships in this analysis. They were strict inclusion (X is a kind of Y), rationale (X is a reason for doing Y), cause-effect (X is a result of Y), and location for action (X is a place for doing Y).
- 2) I selected some parts or samples of the interviews that would provide a sufficient source of data in order to discover the domains. In this step, I kept samples of interviews verbatim.
- 3) I selected 4 cover terms in this analysis including “Types of English Shaming”, “Reasons behind English Shaming”, Effects of English Shaming”, and “Places of English Shaming”. In order to determine these cover terms, I used analytic domains to infer them.
- 4) I formulated structural questions for each domain.
- 5) I made a list of all domains that had been hypothesized.

g. Asking structural questions

In this step, the questions are adapted or personalized to particular participants. I asked several structural questions as follows.

- 1) Domain verification question

The questions that were asked in this step including “Are there any other kinds of English shaming?”, “Are there any other reasons of getting English shaming?”, “Are there any other reasons of doing English shaming?”, “Are there any other feelings/effects when you get English shaming?”, and “Are there any other places where you get English shaming?”. When the participant answered the question positively, then I asked “Could you tell me some of them?”.

2) Included terms verification questions

The questions that I asked were personalized to each participant. The main form of the question was “Is X kind of English shaming”, “Is X reason of getting English shaming?”, “Is X reason of doing English shaming?”, “Is X effect of English shaming?”, and “Is X place of getting English shaming?”.

h. Making a taxonomic analysis

In this step, I did some points as follows.

- 1) I selected domains for taxonomic analysis. I selected four major domains as emerged and mentioned from the previous part of the analysis including “Types of English Shaming”, “Reasons behind English Shaming”, “Effects of English Shaming”, and “Places of English Shaming”.

- 2) I identified the suitable substitution frames for this analysis. The suitable frames were strict inclusion (X is a kind of Y), rationale (X is a reason for doing Y), cause-effect (X is a result of Y), and location for action (X is a place for doing Y). Furthermore, I added (X is a reason for getting Y) to the rationale point.
- 3) I selected some feasible subsets among the included terms to find out if any of these terms could fit the blank spaces of substitution frames.

- i. Asking contrast questions

I selected some contrasts from the interview data. I also asked contrast verification questions to verify the differences among some folk terms in the same domains. The main form of the question was “Would you say that X is ..., but Y is not ...?”. In this step of the research, I asked the teacher whether she had the program or things that she did to provide a supportive English language learning environment as opposed to English shaming.

- j. Making a componential analysis

In this step, I selected a contrast set of each chosen domain for componential analysis. The goal was to find the differences among folk terms.

- k. Discovering cultural themes

From all the domains that I collected throughout the research, I could discover the cultural theme of this study that was about English shaming. It also showed the relationship among each domain.

1. Writing an ethnography

I wrote this ethnographic study result in the findings part of this research. It unraveled English shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students as well as its types, the reasons behind it, the effects, the places, and the importance of providing a supportive English learning environment.

2. Participant Observation

The participant observation explored English shaming experiences faced by the students. This participant observation discovered the students' attitude toward English as well as some actions that could be considered or potentially lead to be English shaming practices. In this study I applied moderate participant observation, when I basically lived with them and followed their activities except for their learning activities. The steps of the participant observation were as follows (Spradley, 2016a).

- a. Locating a social situation

The selection of this setting of the research was mentioned in the previous part. Three reasons for choosing this school were based on the pre-research processes including the survey, informal interview, and observation.

b. Doing participant observation

In this research, I conducted 3 types of participant observation. The participant observations were descriptive observations, focused observations, and selected observations.

c. Making an ethnographic record

In order to record this participant observation, I made condensed account fieldnotes.

d. Making descriptive observations

In this research, I used mini-tour observations for this descriptive observation. Since I was familiar with this school, I did not have to do an extensive observation to understand the setting.

e. Making a domain analysis

1) I selected 4 emerging semantic relationships in this analysis. They were strict inclusion (X is a kind of Y), rationale (X is a reason for doing Y), cause-effect (X is a result of Y), and location for action (X is a place for doing Y).

2) I selected some parts or samples of the fieldnotes entries.

3) I selected 4 cover terms as mentioned in the domain analysis part of the interview. The interview in this research helped me to decide the domains that I wanted to focus on in order to do the participant observation.

4) I made a list of all found domains.

f. Making focused observations

As stated earlier, the focus of this observation was XI A Class. This selection was also based on the theoretical interest criterion. In addition, I also paid attention to the English-related programs. In this research, I conducted moderate participant observation. I participated and observed their activities including the Speech, Discussion, self-study program and their time at the dorm. However, I did not participate in their formal learning activities. I did not participate in their learning activities in accordance with the principle of unobtrusiveness. My presence would be too apparent and if I had to follow them in their classroom during learning activities that would make them feel uncomfortable and act performatively. In addition, I covered that point with the interviews to gain insight about the matter.

g. Making a taxonomic analysis

- 1) It was the same with the interview, I also selected domains for taxonomic analysis. I selected four major domains including “Types of English Shaming”, “Reasons behind English Shaming”, “Effects of English Shaming”, and “Places of English Shaming”.
- 2) I tried to find similarities among the folk terms in order to rearrange the included terms in a domain and discover new ones.

3) I constructed a tentative taxonomy based on the domains I had found from the previous part.

4) I conducted focused observations to validate my analysis.

5) I constructed a finalized taxonomy.

h. Making selected observations

I did selected observations in order to look for the contrasts or the differences among certain cultural categories. These observations also focused on some key participants that showed the practice of English shaming.

i. Making a componential analysis

I selected a contrast set of each chosen domain for componential analysis. The goal was to find differences among folk terms.

j. Discovering cultural themes

From all the domains that I collected throughout the research, I could discover the cultural theme of this study that was about English shaming. It also showed the relationship among each domain.

k. Taking a cultural inventory

I reviewed my data from the participant observations. I tried to see the cultural scene on the big picture in order to understand it as a whole.

l. Writing an ethnography

I wrote this ethnographic study result in the findings part of this research. It unraveled English shaming experiences faced by Banua Kalsel Bilingual Boarding State Senior High School students as well as its types, the reasons behind it, the effects, the places, and the importance of providing a supportive English learning environment.

F. Data Analysis

The data from the interviews and participant observations complemented each other in this research. In the previous parts, the steps of analyzing the data were already explained in detail. Based on Spradley (2016a, 2016b), the steps of analyzing ethnographic data in this research were as follows.

1. Domain Analysis

In this analysis, I selected emerging semantic relationships and some parts or data from the interviews or participant observations to discover the domains. In addition, I also chose some cover terms for the included terms. Therefore, I made a list of all emerging domains.

2. Taxonomic Analysis

I selected domains and identified suitable substitution frames as well as found similarities among the included terms.

3. Componential Analysis

I selected a contrast set of each chosen domain for componential analysis.

The goal was to find differences among folk terms.

4. Discovering Cultural Themes

From all the domains that I collected throughout the research, I could discover the cultural theme of this study that was about English shaming. It also showed the relationship among each domain.