

CHAPTER III

RESEARCH METHOD

This chapter presents the method of research that is used in this study. This chapter consists of the research design, the research setting of the study, participants/subjects, the data, technique of data collection and data analysis.

A. Research Design

In this research, the researcher used descriptive qualitative. The research focused on what the EFL teacher belief about developing students' intercultural communicative competence and how teacher incorporate intercultural communicative competence into speaking classroom. When data is presented in words rather than numbers, this is referred to as qualitative analysis. The use of qualitative research helps the researcher to interact with their research subjects and see their point of view.

According to McMillan & Scumacher (2001), qualitative research explores the richness, depth, and complexity of phenomena. The purpose of qualitative research is to provide descriptions of social phenomena which happen naturally (Dornyei, 2007).

B. Research Setting

This research took place in intensive reading III class semester 3 at UIN Antasari Banjarmasin. The researcher chose this place because the researcher wants to find out how lecturer who teaches English in higher education especially in intensive reading class point of view about improving and incorporate ICC in their intensive reading classes.

C. Subject

The subjects of this research were one English lecturer who teach intensive reading III in English education department 2020 class of UIN Antasari Banjarmasin and 13 students of the 2020 classes, consisted of 10 female and 10 male.

Table 3. 1. Students' List

Name	Gender	Class	Major
Student 1	Female	2020	TBI
Student 2	Female	2020	TBI
Student 3	Female	2020	TBI
Student 4	Female	2020	TBI
Student 5	Female	2020	TBI
Student 6	Female	2020	TBI
Student 7	Female	2020	TBI
Student 8	Female	2020	TBI
Student 9	Female	2020	TBI
Student 10	Female	2020	TBI
Student 11	Male	2020	TBI
Student 12	Male	2020	TBI
Student 13	Male	2020	TBI

D. Data

The data in this research were teacher's belief about developing students' intercultural communicative competence and how teachers incorporate intercultural communicative competence into intensive reading classroom.

E. Technique of Data Collection

The above data was taken from the following sources:

1. Interview

The researcher interviewed one intensive reading teacher and twenty English Department students of 2020 whose took Intensive Reading III class. The interviews were about teacher's belief about developing students' intercultural communicative competence and how teachers incorporate intercultural communicative competence into intensive reading classroom. Due to the covid 19, the interview with the teacher and students were done by phone call. This interview used semi-structure interview. The purpose of this type of interview is the interviewed are asked to share their opinion and their ideas (Sugiyono, 2015).

The researcher interviewed the teacher by phone call. After doing the interview, the researcher asked the teacher about the book that used for intensive reading class. Moreover, the supporting data about the teacher were also asked to complete the data.

2. Documentation

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all sort that can be

used as supplemental information as part of study whose main data source is participant observation or interviewing (Bogdan & Biklen. 1998). Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. The researcher used this technique to support the data collection from interview

F. Data Analysis

After collecting data by documentary and interview, then data were analyzed. In analyzing the data, the researcher used the descriptive method. According to Miles and Huberman (2001), data analysis was conducted as follows:

1. Data Reduction

Data reduction was done by summarizing field notes by separating main things relating to research problems, and then it was arranged systematically to describe and to make easy the data searching if sometime it is needed anymore. Only the important information should be taken and unimportant information have to be ignored. In process of data reduction, the researcher selected, focuses and abstracted the data that got in the process of interviewing intensive reading class teachers. The data reduction is done during research activities.

In data reduction, the researcher wrote the result of interview with the teacher and the students. After that, it was arranged based on research question. The researcher analyzed the answer that relate and did not. For the example the data or result of interview from the teacher about the definition of ICC was

taken, moreover, the data that unimportant was not taken. By doing data reduction, the researcher had a specific data.

2. Data Display

Data display was used to know the entire description of the result either in the form of matrix or coding. After it has been conducted, the researcher was able to draw conclusion and verify it to be meaningful data it means describing data in the form of descriptive or narration. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion. The researcher analyzes the other action based on data that have got in data collection.

In data display, after doing data reduction and getting the specific data that were important, the researcher displayed the data systematically based on research question. The data were displayed by words in descriptive way.

3. Conclusion and Verification

To draw reasonable conclusion, it was conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions were drawn continuously throughout the course of study. The researcher tends to accumulate and formulate the interpretation.

After doing data reduction and data display, the researcher drew the conclusion by checking repeatedly the whole data. Finally, the researcher wrote the conclusion.