

CHAPTER 3

RESEARCH PROCEDURES

This chapter provides information on the research methodology utilized for this study. It provides an explanation of the method of the research, focus of the research, setting and participants, technique of collecting the data and analyzing the data, steps of the research, and time and place of the research.

3.1 Method of the Research

The study used a qualitative approach, which is a descriptive case study. Yin (2003) explained a case study as an empirical investigation of phenomena of interest to answer “how” or “why.” The use of case study methodology is chosen because it best facilitates constructing a detailed, in-depth understanding of what is to be studied. Additionally, the descriptive case study is an approach to describe a phenomenon or case in a real-world context (Yin, 2018). Thus, this approach becomes an appropriate method for in-depth investigation of certain phenomena, which can result in comprehensive analyses. Hence, the descriptive case study was used to find out how students learn English pronunciation through Vlogs.

3.2 Focus of the Research

This research focuses on finding out how Indonesian EFL students use Vlogs as learning media outside of the classroom in the English Education Department of a university in Tasikmalaya, Jawa Barat, to help them to learn more about English pronunciation. The data was taken from the interview results with students who purposely chose based on some characteristics.

3.3 Setting and Participants

The study occurred at a university in Tasikmalaya, West Java, Indonesia, where the research phenomenon was found. Some students in the English Education Department used Vlogs on YouTube as learning media to

learn English pronunciation. The types of Vlogs watched by students are school Vlogs, campus/university Vlogs, daily Vlogs, and traveling Vlogs. Further, the students randomly chose vlogger accounts from YouTube with the note that the Vlogs they chose were native and the content of Vlogs must be good.

The study participants were two female students majoring in the English Education Department, specifically one sixth-semester student and one eighth-semester student who actively watched and listened to English Vlogs whenever they wanted and learned English pronunciation and passed the pronunciation courses. The first participant is 21 years old, and the second participant is 22 years old. They are P1 and P2 (pseudonyms). The researcher did a preliminary study before choosing research participants by conducting a short interview through WhatsApp chat to ask participants about their experiences and thoughts of Vlogs as learning media in helping them to learn more about English pronunciation and read their responses. The participants were purposely chosen based on some characteristics; namely, they actively watch and listen to English Vlogs on YouTube to learn English pronunciation (at least 1 video per day), have experience watching and listening to English Vlogs for more than three years, have good grades in pronunciation courses, and agree to participate in this study. Furthermore, in selecting the participants and agreeing with them, the researcher gave the consent form to the participants as their agreement to participate in this study.

3.4 Technique of Collecting the Data

The data was collected through semi-structured interviews. Magaldi & Berler (2020) argue that the semi-structured interview, despite the topical trajectories that were provided before the interview, allows a researcher to dig deeply for a discovery. According to Adams (2015), there are several steps in doing a semi-structured interview:

1. Selecting Participants and Arranging Interviews

In this step, the researcher begins to select a person to be a participant(s) based on several criteria related to her research needs. The

interview was conducted with two people. Before the interview, the researcher contacted them to request and schedule the time for the interview.

2. Drafting the Questions and Interview Guideline

In this step, the researcher chose an interview guideline and developed questions that were asked during the interview. In this study, the interview guideline is adapted from Szyszka (2017). 12 main questions were asked during the interview. It is related to memory, cognitive, compensation, metacognitive, affective, and social.

3. Starting the Interview

In this step, the researcher gave a brief explanation related to the title of the study, the aim of the study, and others before coming into the main part of the interview. Then, the researcher started the main part of the interview, asking the questions and letting the participants answer freely.

4. Polishing Interview Techniques

The interview was conducted based on the day's agreement with the participants, and interviews were conducted online using WhatsApp voice notes and chat. Each participant was individually interviewed for about one hour at a different time. It was conducted in the Indonesian language, the participants' first language, to elicit responses without limiting or inhibiting the participants. Furthermore, the researcher conducted three interviews with two participants because some of the information from these participants needed to be explored more deeply, ensuring that there were no misunderstandings in interpreting the data from participants.

5. Analyzing and Reporting a Semi-Structured Interview

In this step, the researcher rechecked the data obtained for accuracy from the WhatsApp Voice Note and chat. Further, the data was transcribed and translated. Then, it was analyzed using thematic analysis.

3.5 Technique of Analyzing the Data

The researcher analyzed the data by using thematic analysis by Braun & Clarke (2006). Thematic analysis is the process of identifying patterns or

themes inside qualitative data (Maguire & Delahunt, 2017). Moreover, the researcher utilized this technique because thematic analysis is a technique for identifying the following patterns or themes in the data collected by researchers (Braun & Clarke, 2006). Furthermore, Braun & Clarke (2006) stressed that thematic analysis is flexible. The following are the six steps for doing the analysis:

1. Familiarization with Data

The researcher transcribed the data from the interview. Then, the researcher reads and re-reads the transcribed of the interview in search of pertinent ideas or terms that are considered important for analysis.

2. Generating Initial Codes

The researcher identified and highlighted the data that can answer the research question and moved them to the initial codes. The researcher colored and highlighted any aspect shown by the participants, which turned into the initial codes.

Table 3.1 Generating initial codes

<p>S: eee biasanya aku di ucap ulang kembali si teh kata atau kalimatnya untuk mengingat kata baru itu,</p>	<p>Repeated pronunciation to memorize</p>
<p>F: euhh iya jadi euu memang selalu berusaha meniru apa yang native ucapkan karena pronunciation mereka kan udah bisa dipastikan hampir 100% benar karena mereka memang terlahir dengan bahasa tersebut gitu jadi saya mengikuti mereka selain karena supaya bisa berbicara seperti native juga supaya pronunciation saya benar biar tidak jadi salah arti dari kata tersebut, kayak gitu.</p>	<p>Imitating native pronunciation</p>

F: euhh kalau katanya memang sangat sulit diucapkan biasanya saya ngecek di Google Translate untuk euhh mengkonfirmasi apa yang saya dengar gitu	Using Google Translate for help
S: untuk latihannya sendiri setelah aku mendengarkan Vlog-Vlog berbahasa inggris itu aku biasanya ngobrol sama teman-teman aku dan itu juga benar-benar euhh ngebantu banget dalam berlatih pronunciation aku, dan intensitas aku dalam berlatih itu bukan hanya sekali dua kali untuk ngobrol bareng temen namun yang memang euhh setiap hari dipaksakan untuk ngobrol dalam bahasa Inggris gitu, agar pembiasaan juga	Talk English to others

Thirty initial codes represented different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.2 List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Repeated pronunciation to memorize	3

2	Memorizing word pronunciation with phonemic transcription	1
3	Remembering native pronunciation	2
4	Practice pronunciation by repetition	7
5	Imitating native pronunciation	7
6	Concentrating on pronunciation while listening to the Vlogs	10
7	Recording voice to hear pronunciation	5
8	Silently talking to oneself	2
9	Recognizing English accents	2
10	Self-talking	2
11	Speaking more slowly for correct pronunciation	1
12	Using a dictionary for help	3
13	Using Google Translate for help	4
14	Using internet resources for help	2
15	Learn English intonation	6
16	Feeling more confident	1
17	Helping in pronunciation learning	1
18	Increasing pronunciation	2
19	Feeling happy	1
20	Keeping a sense of humour about incorrect pronunciation	1
21	Talk English to others	5
22	Pronunciation correction by others	1
23	Teach English to others	2
24	Writing the words	2
25	Doing a monologue in front of a mirror	2
26	Preparation for learning	2
27	Authentic videos	2
28	Enjoying Vlog for learning	1
29	Learning from mistake	1
30	Vlogs to learn English pronunciation	2

3. Searching for Themes among Codes

In this phase, the researcher starts sorting and arranging the different code into themes deemed potential.

Table 3.3 Searching for Themes

No	Initial codes	Potential theme
1	Repeated pronunciation to memorize	Memorize the pronunciation of the word by repetition
2	Concentrating on pronunciation while listening to the Vlogs	Understand and use the English words
3	Imitating native pronunciation	
4	Practice pronunciation by repetition	
5	Recording voice to hear pronunciation	
6	Using a dictionary for help	Use technological tools for help
7	Using Google Translate for help	
8	Learn English intonation	Learning English intonation from Vlogs
9	Talk English to others	Communicate in English with others as practice in social life

4. Reviewing Themes

The researcher examined the potential themes. The relationship between theme and code must be clear and coherent. The researcher re-reads the codes that have been gathered for each theme. If there was a theme that wasn't appropriate, then the theme was reduced or removed.

Table 3.4 Reviewing Themes

Potential themes	Themes
Memorize the pronunciation of the word by repetition	Memorizing the pronunciation of the words by repetition

Understand and use the English words	Comprehending and using the English language from Vlogs
Use technological tools for help	Using technological tools for help
Communicate in English with others	Communicating in English with others as practice in social life

5. Defining and naming theme

This step is about identifying the essence of each theme. The researcher determined and provided the name of the theme according to the data gathered, that is, about how students learn English pronunciation through Vlogs in one of the Universities in Tasikmalaya.

6. Producing the Final Report

The final step of this study is the researcher reports the result of the study about how students learn English pronunciation through Vlogs.

3.6 Steps of the Research

This research will be conducted in the following stages:

Table 3.5 Steps of the Research

Steps	Description
1	Identify and describe the research issue/phenomenon
2	Exploring relevant studies, finding the research gap, and formulating the research question
3	Writing the research proposal, including background, literature review, and the research procedures
4	Examining the research proposal in front of the examiners and supervisors
5	Collect the data using a semi-structured interview with participants

- 6 Analyze the data using the thematic analysis of Braun and Clarke (2006)
- 7 Making a report on the thesis
- 8 Examine the thesis in front of the supervisors and examiners

3.7 Time and Place of the Research

The research occurred in the English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University in Tasikmalaya. It was conducted from January 2023 to September 2023, as presented in the research schedule below.

Table 3.6 Research Schedule

Activities	Month												
	Ja n	Fe b	M ar	A pr	Ma y	Ju n	J ul	Au g	Se p	O ct	No v	De c	Jan 2024
Research Proposal Writing	■												
Research Proposal Examination			■										
Data Collection				■									
Data Analysis						■							

Telaah
Komprehensif
Examination
Final Thesis
Examination

