

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter provides the methodology utilized to conduct the study. The research method, setting and participants, data collection, data analysis, steps of the research, and research timetable are the seven components of research procedures that are described.

#### **3.1. Research Method**

The research design used a descriptive qualitative case study method. Descriptive qualitative case study research is a useful scientific instrument that enables a researcher to gather data and use descriptive statistics to characterize the demographic characteristics of all that evidence (Nassaji, 2015). Nevertheless, qualitative research seems to be more all-encompassing and frequently entails a broad gathering of data from several sources to better comprehend specific participants, particularly their thoughts, viewpoints, and beliefs (Creswell, 2009). Yin (2018) also stated a descriptive case study goal is to present a comprehensive, contextually relevant view of a particular phenomenon. As a result, this method turned out to be a suitable method for a detailed analysis of portraying students' strategies in learning pronunciation.

#### **3.2. Research Focus**

This research focused on portraying pronunciation learning strategies used by EFL students that possessed good pronunciation mastery, so their strategies can be implemented by other students that still had lack of pronunciation mastery. The description was derived from results of interviews with students who had been specifically picked based on some qualifications.

#### **3.3. Setting and Participants**

This research was held at the English Education Department, in a university at Tasikmalaya, West Java, Indonesia. The specific date and time of the interview were scheduled based on the consent with participants.

The participants of this research were English Education Department students. Particularly, four participants of fourth semester students that have highly skilled pronunciation. The participants were specifically chosen based on some criterias; two males and two females, their ages were about 18-19 years old, their primary language is Bahasa, they obtained A grade in pronunciation course, their pronunciation mastery was acknowledged by the lecturer of pronunciation course, and they were agreed to participate in this study.

The participants were given extensive explanations of what, why, and how this study carried out, regarding ethical considerations. They were specifically instructed to fill out and sign the consent form as their official assent to the data collection. They received guarantees about their security, privacy, and the right to leave the process at any time. Additionally, the participants and the researchers prearranged the schedule for the interview.

### **3.4. Data Collection**

The data were collected by using an open-ended format of semi-structured interview from participants' experiences regarding their pronunciation mastery. Züll (2016), defined open-ended questions are questions that do not provide a set of possibilities for response. Participants must create an answer in their personal words and communicate it vocally or in written in answer to open-ended questions. Predefined response categories do not guide respondents in a specific direction. The benefits of open-ended inquiries include the ability to uncover individuals' spontaneous reactions, avoiding the prejudice that can arise from proposing answers to individuals, and preventing the imbalance that can arise from offering responses to individuals (Reja et al., 2003). The versatility of such semi-structured interviews led to its employment. When the interviewer was conducting this type of interview, the participants were freed to express their opinions toward particular interests and abilities the participants possessed.

The interviews were delivered to four participants of the English Education Department in Siliwangi University, Tasikmalaya, West Java, Indonesia students that have good pronunciation mastery. The questions for the interview

were modified from Rokozevska (2012) pronunciation learning strategies, which were divided into six main categories. There are Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy. Throughout these steps, the researcher reviewed the findings and verified that the information recorded during the recording was accurate. The data were processed and transcribed to be analyzed.

### **3.5. Data Analysis**

Thematic analysis was employed to examine the collected interview data. According to Braun and Clark (2006), thematic analysis is a qualitative research technique utilized in order to organize, explore, and conduct a detailed study of the data. It encompasses whole new things and goes beyond simply counting the words or sentences in a book. The technique from Braun and Clark (2006) using the steps below: familiarizing with the data, generating initial codes, searching for themes, defining and naming themes, and producing the report.

Thematic analysis allowed for rich, intricate, and complex data descriptions because of its versatility. According to Braun and Clark (2006), there are six steps to thematic analysis, and they are as follows:

#### **1. Familiarizing with the data**

Having read and reviewing the interview transcription while gathering information in it is the first step. This process involved determining the significance, theme, or structure.

#### **2. Generate initial codes**

The researcher began coding in this stage by identifying the type of situation and marking it with various colors. In this stage, the researcher additionally coded every single piece of data, determined if any of the codes overlapped, and determined whether or not the data were important.

Table 3.1 Generating Initial Codes

<p>In this case, <i>I usually like to look for phonetic symbols on the internet first. By looking for phonetic symbols, I become more ready and can learn pronunciation easier.</i> For me, English is not our first language, the most important thing in learning pronunciation is to learn the phonetic or phonemic symbols first. So, like how do you read the phonetic symbol, more or less like the hijaiyah letter. In my opinion, this is mandatory, you have to memorize it, like how long S is read.</p>	<p>Searching for materials</p>
<p>I like to look for phonetics on the internet and then practice over and over again how to pronounce words to make them more proper with phonetic symbols that I searched before. From studying the phonetics, I can minimize pronunciation errors that sometimes occur.</p>	<p>Phonetic drill</p>
<p>Usually, I open the internet to see Cambridge University, then, I also demonstrate it directly with them, <i>I listen carefully, and immediately practice or say it, then I record it, and listen to my recordings again.</i> Because I'm typically an auditory person, it's easier for me to understand and quickly get into my head with strategies for listening to my recordings.</p>	<p>Visual and auditory learning</p>

Usually, I like to guess how to pronounce it first, for example if I just found a word in a public place, I immediately guess how to pronounce it. But, the pronunciation that I guess is also not too far off from the actual pronunciation, because after guessing, I immediately look for the phonetic on the internet.

Making sensible guesses

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Because I like watching videos on Youtube like Emma Pronunciation and others, I like to directly imitate the pronunciation in the video with the pronunciation that I usually pronounce. Although, sometimes they are similar, sometimes they are also different.

Using proximal articulation

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When I conduct pronunciation, and I encounter anxiety, I usually take a deep breath and think about how to pronounce it properly, to calm myself when I feel worried while conducting pronunciation.

Using relaxation technique

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If I don't know the pronunciation of a word, sometimes, I have to ask for help, usually, I first look at the person I'm going to ask for help, whether that person's pronunciation mastery is above me or not. If the person's pronunciation mastery is above mine, I immediately ask how to pronounce it. I also always ask my friends for corrections regarding my pronunciation.

Asking for help selectively

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When studying with friends, usually, we discuss how to pronounce some words. For example, we learn from each other how to pronounce the word, then correct each other.

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Peer tutoring

<p>I usually write down the words that I keep finding difficult to pronounce. For example, in a few words, how many are the right and the wrong ones. From there, I tried to overcome this by looking back at the words that had been written and studied again.</p>	<p>Self monitoring</p>
<p>Usually, I like to follow the way a native speaker says an English word. I like watching Youtube videos about how to pronounce words. Well, from there I like to imitate the way native speakers speak. Why I like to follow the native speaker's way of speaking is because I can know the short and long vowels, intonation, stress, and so on.</p>	<p>Imitating how native speakers speak</p>
<p>...I usually like to analyze the mistakes. I usually use a media voice recorder on my cell phone. So, I record mistakes in any part of the various words. Whether it's from the wrong way of pronouncing letters, like b and v, or from s and z. I analyzed it, after that, I corrected it right away with source from internet</p>	<p>Analyzing mistake</p>

Table 3.2 List of Initial Codes and Their Frequency

No	Initial codes	Total
1	Searching for materials	4
2	Phonetic drill	7
3	Visual and auditory learning	7
4	Making sensible guesses	8
5	Using proximal articulation	4

6	Using relaxation technique	4
7	Asking for help selectively	5
8	Peer tutoring	4
9	Analyzing mistake	4
10	Imitating how native speaker speak	2
11	Self monitoring	4

### 3. Searching for themes

The researcher examined the topic that emerged from the data that was emphasized in the previous stage in the third stage. This is the method of arranging the data transcribed by choice in order to find things intriguing or important in relation to the research topics.

Table 3.3 *Searching for themes*

No	Initial codes	Potential themes
1	Searching for materials	Employing Metacognitive Strategy as Pre-learning Activities
2	Phonetic drill	Undertaking Cognitive Strategy and Social Strategy in the Role of Mastering Pronunciation
3	Imitating how native speakers speak	
4	Peer tutoring	
5	Visual and auditory learning	Implementing Memory Strategy and Compensation Strategy to Retain Pronunciation Knowledge
6	Making sensible guesses	
7	Self-monitoring	
8	Using relaxation techniques	Utilizing Affective Strategy, Social Strategy, Cognitive Strategy, Social
9	Asking for help selectively	

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10	Analyzing mistakes	Strategy, and Compensation Strategy to Overcome Challenges
11	Using proximal articulation	

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#### 4. Reviewing themes

To determine if the data for every theme formed a specific pattern or not, the researcher reviewed the data which had been coded for every theme.

#### 5. Defining themes

The researcher determined the core of aspect that the data's component or topic is in the fifth stage.

### 3.6. Research Steps

Step	Description
1	The researcher identified and described research phenomena and issues.
2	The researcher reviewed and examined literature related to the topic of the research to complement the research.
3	The researcher chose and decided the topic to be researched.
4	The researcher began compiling the research proposal, starting with the background of the study, literature review, and research method.
5	The researcher examined a research proposal in front of supervisors and examiners.
6	The researcher collected data from the participants by using semi-structured interviews.
7	The researcher transcribed the interview transcription and analyzed the data using thematic analysis.
8	The researcher reported the result of the thesis.



9	The researcher examined the thesis in front of the supervisors and examiners.
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### 3.7. Research Schedule

No	Description	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct
1	Research Proposal Writing									
2	Research Proposal Examination									
3	Data Collection									
4	Data Analysis									
5	<i>Telaah Komprehensif</i>									
6	Thesis Examination									