

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study. It describes seven parts of research procedures, namely research method, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

The study adopted a descriptive case study that focuses on the topic in a detailed portrayal. The case study is usually seen as an instance of a broader phenomenon, as part of a larger set of parallel instances (Yin 2018). Thus, this approach becomes the right method to examine in-depth certain phenomena that can produce a comprehensive analysis. This present study focused on the implementation of teaching English pronunciation. Thus, this approach becomes an appropriate method for an in-depth examination of certain phenomena, producing a comprehensive analysis.

3.2 Focus of the Research

In this research, the researcher focused on the implementation of teaching English pronunciation to higher education students in the classroom in an Indonesian context. This description is taken from the observation results with the lecturer who teaches English pronunciation in the classroom.

3.3 Setting and Participant

The researcher conducted the study at one of the universities in Tasikmalaya, West Java, Indonesia. This place was selected because the researcher learned at the university. Moreover, the researcher also knows the conditions of the English pronunciation course in the area through the informal

preliminary interview with some students who have taken the “Advanced English Pronunciation course”.

The participant in this study is a lecturer of the English Education Department with 38 years of experience in teaching English pronunciation at the University. She is about 62 years old and holds a Master- degree. The prominent considerations of recruiting participant are the accessibility of gaining the data, the aptness of research issues, the required data, willingness to participate, and teaching experiences in the Advanced English pronunciation course are appropriate to the context of this study. In selecting the participant and making agreements with the participant, the researcher gave consent forms to the participant as approval to participate in this research.

3.4 Technique of Collecting Data

The research employed observation in obtaining data. This observation was carried out three times. In making these observations, the researcher recorded during the learning activities. Technically, observation was employed to gather the data since it helps researcher properly find what they are seeking while allowing them to improve their opinions on a case they are observing (Hopkins in Kumar, 2022). Similar to the participant, the observer acted as the non-participant observer because the researcher only visited a site and documented the data without participating in the participants' activities (Creswell in Kumar, 2022).

To determine what pronunciation teaching methods were frequently used by the Pronunciation Practice in the classrooms. The researcher applied Tergujeff's (2013) pronunciation teaching techniques (e.g., imitation and drilling, corrective feedback, phonetic training, and the use of tools, and technology in teaching English pronunciation) to the data.

3.5 Technique of Analysing Data

After doing observation, the result, then, was analysed using thematic analysis (Braun and Clarke, 2006). According to Braun and Clarke (2006), thematic analysis is a practical data analysis approach, understanding how to utilize it responsibly and effectively will help them grasp its utility, versatility, and power. Thematic analysis is a method for studying qualitative data that comprises searching across a data set to locate, interpret, and report recurring patterns, this technique for describing data, but it also involves interpretation in the selection of codes and the creation of themes. The ability to be employed within a wide range of theoretical and epistemological frameworks, as well as to be applied to a wide range of study questions, designs, and sample sizes, is a defining property of thematic analysis. There are six phases of thematic analysis (Braun & Clarke, 2006).

1. Familiarizing with the data

In this step, the researcher read and re-read the data transcript of the observation related to the topic of this research about teaching English pronunciation to higher education students, especially in the implementations.

2. Generating initial codes

In this step, the researcher generated the initial codes by documenting where and how patterns occur. The researcher related the data based on the aims of the research and then categorized using the initial codes that are colored to highlight teaching English pronunciation to higher education students, especially in the implementations.

Transcriptions	Initial codes
The lecturer gave several examples of minimum pairs written on the whiteboard. All students try to pronounce	imitating

<p>the words and sentences that the lecturer gives.</p> <p>Student 1 : Give-Gift, repeat after me</p> <p>All the students followed him</p> <p>Students : Give-Gift</p> <p>Student 1 : They gave me the gift</p> <p>Students : They gave me the gift</p> <p>After the students try to imitate, the teacher also emphasizes their pronunciation through the drilling technique in this teaching. Here, the teacher displays examples in the form of words and sentences from minimum pairs on the LCD projector.</p> <p>Student 3 : Thing-Think. All of you!</p> <p>Students : Thing-Think</p>	<p>Drilling</p>
<p>Student 2 : Love-Laugh /lʌv - lʌf/ Students : Love-Laugh /lʌv - lʌf/ Student 2 : I love you when I see you laugh /_aɪ lʌv ju wɛn aɪ si ju lʌf/ Students : I love you when I see you laugh /_aɪ lʌv ju wɛn aɪ si ju lʌf/ Lecturer : You say lʌv? (wrong pronunciation of love) Student 2 : Lʌv (wrong) Lecturer : Let's find out together, all off you check it out! (Here student 2 made a mistake in</p>	<p>Phonetic Training</p>

<p>pronouncing 'Love', and the lecturer asked all students to check how the correct and appropriate pronunciation of 'Love' was).</p>	
<p>Student 3 : Thirteen / 'θɜr'tin/ (wrong pronunciation) (immediately corrected by the lecturer) Lecturer : Thirteen / 'θɜr'tin/ Student 3 : Thirteen / 'θɜr'tin/ (correct pronunciation)</p> <p>Student 2 : Man / <u>maen</u>/ Teacher : <u>Sekarang ada /"maen"/ padahal itu bunyinya cuma satu /"mæn"/. Jadi kan dari tadi lancar terus ternyata kelemahan saya bunyi /"æ"/. /"e"/ dan /"æ"/ itu yang harus dilatih.</u></p> <p>Based on the excerpt, student 2 is not appropriate when saying the word 'man', so the teacher corrected student 2's mistake and asked her to practice the sounds 'e' and <u>æ</u>.</p>	<p>Corrective feedback</p>
<p>When the lesson starts, the lecturer displays the students' assignments made last week on the LCD projector. The task is words and sentences from minimum pairs (written in orthography and phonetics) found from fairy tales that students watch. Students are told to just read the phonetic.</p>	<p>The use of LCD Projector</p>

<p>The lecturer also writes it on the blackboard, for example the difference between ϵ and \ae such as 'said' must be read /sɛd/ if 'sad' is read /sæd/</p> <p>Student 6 : Directions / <u>də'rekʃənz/</u></p> <p>Students : Directions</p> <p>Lecturer : Nah, disini ada yang membaca 'direksyen' ada yang membaca 'dereksyen', jadi mana yang benar? Coba cek fonetiknya supaya kalian tidak ragu (All students check the phonetics through a dictionary and smartphone so they would not have doubts).</p>	<p>Whiteboards</p> <p>smartphones</p>
---	---------------------------------------

3. Searching for themes

In this step, the researcher selected the data transcript and finds something significant or interesting about the data based on research questions that combine codes into overarching themes that accurately depict the data. The researcher identified the themes from the data that have been categorized and highlighted earlier in the second step.

Potential themes	Initial codes
Imitating and Drilling to teach intonations and fricatives	Imitating and Drilling
Corrective Feedback to teach vowel \ae , word stresses, and raising intonations	Corrective Feedback
Phonetic Training to teach fricatives and schwa	Phonetic Training
The Use of LCD Projector, whiteboards, and smartphones to teach English segmental features	The Use of LCD Projector, whiteboards, and smartphones

4. Reviewing themes

In this step, the researcher develops or modifies the themes identified in the search for themes step. The researcher reexamined the themes that identified teaching English pronunciation to higher education students, especially in the implementations.

5. Defining and naming themes

The process of determining and identifying the essence of what each theme is about. The researcher determined and gave the name of the theme based on the data obtained, namely about teaching English pronunciation to higher education students, especially in the implementations.

Sub themes	Themes
Imitating and Drilling to teach intonations and fricatives	Imitating and Drilling
Corrective Feedback to teach vowel <u>æ</u> , word stresses, and raising intonations	Corrective Feedback
Phonetic Training to teach fricatives and schwa	Phonetic Training
The Use of LCD Projector, whiteboards, and smartphones to teach English segmental features	The Use of LCD Projector, whiteboards, and smartphones

6. Producing the report

In the last step, the researcher reports the result of this research that is about teaching English pronunciation in higher education students, especially the implementations.

3.6 Steps of the Research

The steps of the research conducted are the following:

Table 1. Step of the Research

Steps	Description
Identifying the problem	Finding a phenomenon and/or an issue based on self-experience during the Advanced English pronunciation course at one of the universities in Tasikmalaya, West Java, Indonesia.
Reviewing Literature	To support this research, the researcher reviewed several kinds of literature on the related study Such as books and research articles.
Objectives and research questions	The study examined the implementations of teaching English pronunciation.
Collecting the data	Nonparticipant observation was used to collect the data. Nonparticipant observation research is primarily useful for descriptive research.
Analysing the data	In analysing the data, this study set up a thematic analysis. Braun and Clarke (2006) assumed that thematic analysis is an analytical procedure to analyse, manage, represent, and inform themes contained in a data set.
Writing the report	After all of the steps above are conducted, the analysed data will be interpreted before it is finally presented as the result of the study.

3.7 Time and Place of the Research

The research was conducted from February 2022 until it was finished. The place of research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. The research began with research proposal writing, research proposal examination, data collection, data analysis, report, and thesis examination based on the research schedule made.

Table 2. Time of the research

No.	Description	Feb- Oct	Oct	Sep- Oct	Nov- Dec	Jan	April
		2022	2022	2023	2023	2024	2024
1.	Research proposal writing						
2.	Research proposal examination						
3.	Data collection						
4.	Data analysis						
5.	Comprehensive examination						
6.	Final thesis examination						