

CHAPTER 3

RESEARCH PROCEDURES

This chapter provided a detailed description of the methodology employed in this research. The methodology covers the description of the research method, focus of the research, setting and participants, data collecting technique, data analyze technique, steps of the research, and time and place of the research.

3.1 Method of the Research

The research method used in this study is qualitative explanatory case study. An explanatory case study is a type of research method used to explore complex phenomena within their real-life context. This approach allowed researcher to investigate the how and why of a particular issue, providing in-depth insights and detailed explanations. By using multiple sources of evidence, such as interviews, documents, and observations, an explanatory case study offers a comprehensive understanding of the subject matter. This method is valuable in situations where the boundaries between the phenomenon and its context are not clear, and where it is necessary to explore the intricacies of these relationships to draw meaningful conclusions (Yin, 2018). Therefore, the qualitative explanatory case study method proved to be essential for gaining a nuanced and thorough understanding of complex phenomena by examining them within their real-life context and utilizing diverse sources of evidence to explore the intricate relationships involved.

Conducting an explanatory case study involves several key steps. Firstly, researchers must clearly define the research question and objectives, ensuring they are specific and measurable. This is followed by the selection of cases that are relevant to the research question, often requiring purposive sampling. Data collection then involves multiple sources, such as interviews, observations, and document analysis, to provide a comprehensive understanding of the phenomena. Next, researchers analyze the data using techniques like pattern matching or explanation building to identify causal relationships. Finally, the findings are

reported in a manner that clearly articulates the links between the evidence and the research questions, allowing for a thorough understanding of the case (Yin, 2018). In sum up, by meticulously following these steps—defining research questions, selecting relevant cases, gathering data from diverse sources, analyzing it through appropriate techniques, and clearly reporting the findings—researcher can effectively conduct an explanatory case study that offers deep insights and robust causal explanations.

In conclusion, the qualitative explanatory case study method is invaluable for exploring complex phenomena within their real-life context, providing in-depth insights and detailed explanations by investigating the how and why of issues. By utilizing multiple sources of evidence, such as interviews, documents, and observations, this approach offers a comprehensive understanding of the subject matter, especially when the boundaries between the phenomenon and its context are not clearly defined. Conducting an explanatory case study involves several crucial steps, including defining research questions, selecting relevant cases, collecting data from diverse sources, analyzing it using appropriate techniques, and clearly reporting the findings. By meticulously following these steps, researcher can gain a nuanced and thorough understanding of complex phenomena, drawing meaningful conclusions and offering robust causal explanations.

3.2 Focus of the Research

This research explored the teacher's teaching strategies pronunciation on English lesson. Therefore, in this research, the researcher revealed understanding and interpreting the view and event of the research subject to explore the teacher through English pronunciation teaching strategies in English lesson at a vocational high school at Tasikmalaya district, West Java, Indonesia.

In conclusion, the researcher delved into the teaching strategies of pronunciation used by English teacher in a vocational high school in Tasikmalaya district, West Java, Indonesia. By focusing on understanding and interpreting the perspectives and practices of these teachers, the research aimed to shed light on effective English pronunciation teaching strategies. This exploration contributes to

the broader understanding of how pronunciation is taught in vocational settings, providing insights that can enhance educational practices and support professional development for English teachers in similar contexts.

3.3 Setting and Participants of the Research

This research was conducted in a vocational high school classroom in Tasikmalaya district. To be precise, it is located at *Jl. Raya Karangnunggal, Karangnunggal, Kecamatan Karangnunggal, Kabupaten Tasikmalaya, Jawa Barat*. The research was carried out for a week from October 24th-29th 2022, by observing the English teacher during her teaching class. The English class studied the general introductory of English lesson included pronunciation. This research proceeded on an hour of lesson for a participant in a meeting through class observation during the teaching-learning process. The researcher was interested in choosing this school to know what vocational high school teacher uses of English pronunciation teaching strategies during English lesson in the classroom.

The participant of this research consisted of one female English teacher. The participant was chosen because of two criteria such as teaching experiences and communicative teaching-learning approach. The teacher is graduated from English education major for bachelor's and master's degree. A civil servant teacher, 36 years old with 13 years of teaching experience.

In conclusion, the research was conducted in an English class at a vocational high school in Tasikmalaya district, West Java, Indonesia, spanning a week. The research involved observing a female English teacher's classroom practices during general English lessons, focusing particularly on pronunciation. The researcher selected this school to investigate the specific English pronunciation teaching strategies employed in vocational high school classrooms. The participant, a teacher with 13 years of teaching experience, was chosen for her teaching expertise and communicative teaching approach. Through detailed observation and analysis, this study aims to contribute valuable insights into effective practices for teaching pronunciation in vocational high school English classes.

3.4 Data Collection Technique

In this qualitative research, the researcher used observation as data collection technique. According to Creswell (2013) case study research uses four types of data collection methods: observation, interview, documents, and audiovisual materials in the columns and specific forms of information in the rows. But, in this research the researcher used video observation. Furthermore, the video observation is a combination of the observation, document, and audiovisual materials methods. The observation method used to find out the chronological sequenced of teaching learning process, so the researcher could be found out more detailed the necessary data, especially whether the participant used the teaching strategies of pronunciation by Kelly (2000) in English lesson or not.

The method of observation was conducted as a data collection technique, involves systematically monitoring and recording behaviors and events in their natural settings. Creswell (2013) notes that observation is essential for obtaining detailed and contextual understanding in qualitative research. By doing so, the researcher explored the sequenced chronological of teaching learning process English lesson occurred teaching strategies of pronunciation by Kelly (2000) were conducted in that setting. Further, it provides an opportunity to record in a video that could be used at later time to recall what was observed in the research setting. Marshall & Rossman (2014) states that through observation, the researcher may learn about activities that participant may have difficulty talking about in interview, because the topics may be considered impolite or insensitive for participant to discuss. Therefore, the researcher used an observation method to explore the data as much as possible. The data are collected confidentially because of the research ethics. After the researcher doing the video observation, the video was transcribed into the text.

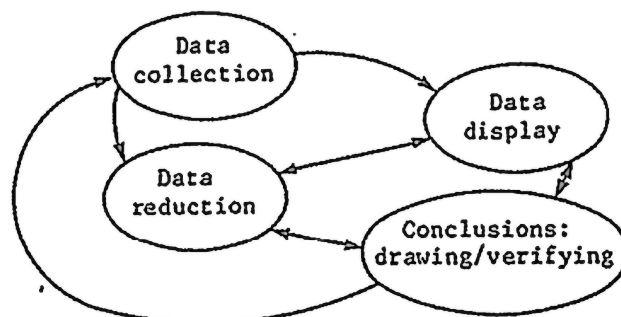
To triangulate the data, the researcher interviewed the participant to gain more comprehensive information. Triangulation in data collection is a crucial methodological strategy used to enhance the credibility and validity of research findings. According to Denzin (1978), triangulation involves using multiple methods, data sources, investigators, or theoretical perspectives to cross-verify the data and findings. This approach reduces the risk of bias and ensures a more

comprehensive understanding of the research problem. Patton (1999) further elaborates that triangulation strengthens a study by combining different types of data, thereby providing a richer and more nuanced view of the research question. The use of triangulation is essential in overcoming the limitations of a single method or source, leading to more robust and reliable results. Thus, as emphasized by Denzin and Patton, triangulation is a fundamental technique in research that significantly enhances the validity and depth of the study's conclusions.

In this qualitative research, the researcher employed video observation as the primary data collection technique to investigate the teaching strategies of pronunciation in an English lesson at a vocational high school in Tasikmalaya district, West Java, Indonesia. Drawing on Creswell's framework for case study research, which includes observation among other methods like interviews and document analysis, the video observation method provided a detailed, chronological sequence of the teaching-learning process. This approach not only allowed for a thorough exploration of whether the participant utilized Kelly's pronunciation teaching strategies but also captured nuances that might be difficult to articulate in interviews due to sensitivity or social norms, as noted by Marshall & Rossman. Triangulating these observations with interviews further enhanced the study's credibility and validity, aligning with Denzin's and Patton's perspectives on triangulation as a methodological strategy to ensure comprehensive and reliable research findings. Overall, the integration of video observation and interview facilitated a deeper understanding of English pronunciation teaching strategies in vocational high school settings, contributing valuable insights to educational research and practice.

3.5 Data Analyze Technique

The collected data was recorded, transcribed, and then analyzed descriptively. According to Miles & Huberman (1994), there are three stages: data reduction, data display and conclusion drawing/verification. This data analysis method was chosen to focus the data on the research question and to emerge a tighter framework.



Picture 3.1 Component of Data Analysis: Interactive Model by Miles & Huberman (1994)

1. Data Reduction

Data reduction becomes the first step to analyze the data in this research. Miles and Huberman (1994) explained that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in a written-up field note or transcription. The data reduction was in the form of observation with the subjects.

1) Coding

Start by coding the data, which involves categorizing segments of text or data into meaningful themes or categories. This process helps to reduce the complexity of raw data and identify patterns.

2) Memoing

Write memos or notes alongside coding to capture insights, reflections, and ideas that emerge during the coding process. Memos can help in understanding relationships between codes and developing theories.

2. Data Display

The second step is data display. According to Miles and Huberman (1994), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. The collected data gathered through the valid qualitative analysis, which includes various types of matrices, graphs, and charts. They are designed to combine organized information in a coherent and easily accessible form.

1) Matrix Display

Create matrix displays to organize and synthesize data systematically. Matrix displays typically involve placing codes or categories in rows and columns to explore relationships, patterns, or variations across different dimensions of the data.

2) Visual Displays

Use visual tools such as charts, graphs, or diagrams to illustrate key findings or relationships identified through coding and matrix displays. Visual displays can enhance understanding and facilitate discussion of the data.

3. Conclusion: drawing/verifying

After continuing data reduction and display, the last step in analyzing the data is drawing conclusions. According to Miles and Hubberman (1994), tentative, vague, rigid, and dubious findings will be obtained, so these conclusions need to be verified. Verification is done by looking back at the data reduction and the data display so that the conclusions drawn do not deviate.

1) Pattern Matching

Look for patterns or themes that emerge consistently across the data. Compare and contrast different instances or cases to identify similarities, differences, or contradictions.

2) Explanation Building

Develop explanations or interpretations based on the patterns and relationships identified in the data. Consider how the findings relate to existing theories or literature.

3) Verification

Ensure the credibility and trustworthiness of interpretations through techniques such as member checking (where participant review findings), peer debriefing (discussing findings with colleague), or triangulation (using multiple sources or methods to corroborate findings).

3.6 Steps of the Research

This study was conducted through several steps, from preparing the research proposal to writing the research report. The steps that were done by the researcher would be shown on table 3.1

Table 3. 1 Steps of the Research

Steps	Descriptions
1	As a matter of fact, the researcher looked for the research topics or phenomena in the English education field which are infrequently discussed, but it is equally essential to discuss. Then the researcher found the topic in the field: English pronunciation. In this case, the researcher described the teacher's teaching strategies for English pronunciation in English lesson at a vocational high school.
2	The objective of this research is to determine the teacher's strategies for teaching English pronunciation in English lesson in one of the vocational high schools at Tasikmalaya district.
3	To gain additional references to the relevant journals or information about teaching strategies of pronunciation, the researcher found several related books, articles and journals to support the statements needed in the study.
4	Understanding the journals and finding the gap of the study
5	Begin to write the research proposal, including the background, literature review, and the research procedures of the study.
6	Examining the research proposal in front of the supervisors and examiners
7	The researcher collected the data through class observation.
8	The researcher used interview for validation the data.
9	The data was analysed using Miles and Huberman (1994) analysis.
10	Eventually, when the result data that has been discovered, the researcher makes a thesis by describing it clearly in a complete thesis.
11	Examining the thesis in front of the supervisors and examiners

