

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **3.1 Research Design**

The method used in this research was a case study. According to Yin (2018), a case study is an empirical approach that delves thoroughly into a current phenomenon (the "case") and considers it in the context of the real world, particularly when the distinctions between phenomenon and context may not be clear. The researcher chose case study as the research method because the writer could describe all phenomena based on the facts in the field. Mills et al., (2012) stated a focused and in-depth descriptive case study is one in which initial hypotheses and inquiries concerning a phenomenon are carefully considered and stated.

#### **3.2 Focus of the Study**

The study focused on factors that contribute to Phonological Error conducted by EFL university students while taking an English Pronunciation course. In this research, the researcher will use semi-structured interview methods to collect the data. Therefore, the research participants will be the students in the second semester who enrolled on the extensive listening class at one of Universities in Tasikmalaya, West Java, Indonesia.

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

The setting of this study was an English Pronunciation class in one of the universities in Tasikmalaya, West Java, Indonesia. As this phenomenon was found in this course, it supports accessibility and participants were willing to participate in this study voluntarily. The participants of this study were three students of English department students at Siliwangi University who had already taken an English Pronunciation course in the first semester with a range of ages twenties. Three participants were chosen because they were taken from each class and were selected according to the grade, 2 male and 1 female to get varied results. In the course, participants were required to pass a

test by reading certain words in phonetic form but still made a lot of error so they got under-average scores and researchers wanted to know what factors that contributed to these phonological errors.

The researcher used a purposeful sampling technique for this study because the researchers only need a few students who could represent the characteristics of the entire population of students who are already conducting Phonological Errors. Patton (1987, 1990) as cited in Johnson and Christensen (2018) stated that purposeful sampling is used to describe the same process because individuals or cases that are selected provide the information needed to address the purpose of the research. For this study, the criteria the researchers set as follows: (a) Students who have already taken and passed the “English Pronunciation Course” (b) Students who are getting an under-average score when conducting the course.

### **3.4 Data Collection**

The researcher used interviews to get the data in this research. The interview chosen was semi-structured interview. Ritchie et al., (2013) stated that the semi-structured interview would be allowed the researcher to get a detailed investigation and understanding of people's thoughts and responses dealing with specific phenomena. The researcher used interview to gain detailed information about the factors that contribute to phonological error conducted by EFL university students. Interview questions mainly followed the interview guide set by the author. The questions in the interview adapted from the research conducted by Masfa Maiza (2020). The first step in this section is to request permission to record this interview. The researcher was using Zoom/Google Meetings to record the conversations that took place in this method. The interviewer will then ask the participant to speak freely. Furthermore, the length of the interview should be considered by the interviewer. Following that, it begins with a question from the question list. the interview was recorded using a Zoom/Google meeting, and each interview lasted between 30 and 60 minutes. Due to the obvious geographical distance between the researcher and the participants, the researcher also considers the

availability of the participants when determining the time and location of the interview, which means that the interview can be conducted on the same day or on different days. The researcher will revisit the collected data for accuracy. In addition, the data were transcribed and translated into English.

### 3.5 Data Analysis

The data of this research are analyzed by using Thematic Analysis with the following phases: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report Braun & Clarke, (2008)

#### 3.5.1 Familiarizing with the data

The result of the interview was transcribed by researcher, then the researcher read and re-read the data in order to know what had been uttered by the participants and familiar with it.

#### 3.5.2 Generating Initial Codes (Coding)

In this phase, the researcher codes the data found and arranges the data which are relevant to each other.

**Table 3.1**

#### **Data Transcription**

<b>Time</b>	<b>Transcription</b>	<b>Codes</b>
00.02	R: Assalamualikum	
00.03	P: Waalalikumsalam	
00.05	R: Saya Erika Fevi Liswanika sebelumnya terimakasih banyak sudah bersedia menjadi respondent, disini saya akan memberikan pertanyaan pertanyaan terkait dengan skripsi atau thesis saya. Langsung saja ke pertanyaan pertama ya?	
00.12	P: Oke	
00.30	R: Apa Bahasa ibu (native) Anda, dan adakah perbedaan sistem bunyi bahasanya dengan bahasa Inggris	

00.40	P: Dalam kehidupan sehari-hari menggunakan bahasa Sunda gitu nah untuk ee di perkuliahan biasanya saya menggunakan bahasa Indonesia. Untuk perbedaan bunyi atau pola pengucapan antara bahasa Ibu saya dengan bahasa Inggris eh mungkin antara lain sebagai berikut ya seperti eh jumlah vokal bahasa ibu saya kan ada tu a i u e o dan eu terus di bahasa Inggris cuma ada l au e o Terus kualitas vokal terus jumlah konsonan dan kualitas konsonan dan sistem bunyi konsonan akhir bahasa ibu saya yang lebih complex dan ga konsisten cara pengucapannya.	Difference of sound system
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*Note.* As shown Table 3.1 (sample of Interview Transcription) the researcher highlights the utterances that are interpreted as important data using various colors and gives initial codes. After generating initial codes, the researcher counts the initial codes with the total and presents them in a table, as shown in Table 3.2 below

**Table 3.2**  
**Initial Codes and Its Frequency**

Initial Codes	Total	Source
Short-term memory	5	<b>Obtained from participants' interview transcriptions</b>
Anxieties during learning activities	4	
Differences in phonetics and sound system of language	4	
Unfamiliarity	3	
Lack of exposure to knowledge of the target language	2	
Students' learning motivation	2	
Students' learning environment	2	
Cultural influence	2	

### 3.5.3 Searching for Themes

In this phase, the researcher constructs themes for the coded data. The researcher grouped the codes which have the same theme.

**Table 3.3**  
**Searching for sub-Themes and Themes**

<b>Initial Codes</b>	<b>Sub Themes</b>
Differences of sound system	
Cultural background	Mother Tongue Influence Factors
Unfamiliarity of English	
Lack of exposure English standard	
Knowledge due to educational background	Sources and Facilities Factors
Learning environment	
Students' short-term memory	
Students' anxiety	Internal Difficulties Factors
Students' motivation	

#### **3.5.4 Reviewing Themes**

In this step, the researcher reviewed the data for each theme in order to know the appropriateness of the themes. There was code which is elaborated with another code and also there was code which is reduced due to the data emerged.

#### **3.4.5 Defining and Naming Themes**

The researcher defined the themes and checked the themes due to the correlation with the data and the interpretation. Those became the findings of this study.

**Table 3.4**  
**Defining Themes**

Sub-theme	Themes
Mother Tongue Influence Factors	Phonological Error Due to Interlanguage Interference Factors
Sources and Facilities Factors	Phonological Error Due to Intralingual Interference Factors
Students' Memory, Anxieties, and Motivation.	Phonological Error due to Students' Internal Difficulties Factors

### 3.5.6 Producing the Report

Finally, the researcher reported what has been gained from this study framed in descriptive study design.

**Table 3.5**

No	Steps of the Research
1.	The researcher made indicator for interview guideline about students challenges when conducting a Qualitative Research and how the students overcome those challenges,
2.	The researcher contacted the participants and asked their willingness to participants in this research,
3.	The interviews are recorded by using zoom and the interviews steered in Indonesia language because it provided participants a fair opportunity to express themselves and speak freely,
4.	The researcher transcribed the recording of interview,
5.	The results of interviews are decoded by the researcher,
6.	Reporting the research results.

### 3.6 Schedule of the Research

The research was conducted in February to March at the English Education Department of the Faculty of Educational Sciences and Teachers Training at Siliwangi University, which is located at Jl. Siliwangi 24, Kahuripan, Kec. Tawang is located in Tasikmalaya City, Java during the academic year of 2024, the study timeline is as follows:

**Table 3.6**

No	Activities	Aug- Nov	Dec	Jan	Feb	Mar	Apr- May	June
		2023		2024				
1.	Research Proposal Writing							
2.	Research Proposal Examination							
3.	A Research Proposal Revision							
4.	Data Collection							
5.	Data Analysis							
6.	Report							
7.	Comprehensive Examination							
8.	Final Thesis Examination							