

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the research method, focus of the research, research setting and participants, data collection, data analysis, and time and place of the research. These four points help to find the answer to the research question.

3.1 Method of the Research

The research design used qualitative research. Bhandari (2020) stated that in qualitative research, ideas, opinions, or experiences were investigated through the collection and analysis of non-numerical data (text, video, or audio, for example). It can be applied to produce fresh research ideas or obtain an in-depth understanding of an issue. More precisely, this research used a qualitative case study. According to Yin (2018), in case studies there are several types including; explanatory, exploratory, and descriptive. First, explanatory is a case study that explains how or why a certain condition developed (for example, why a certain series of events happened or did not happen). Second, exploratory research is a case study that answers “what” questions, with the purpose of developing relevant claims and theories for additional research (Yin, 2003). Third, Descriptive is a case study that aims to explain a phenomenon (the "case") in the context of the real world (Yin, 2018). Therefore, from the three types of case studies, the researcher used descriptive case studies to find the result of this research.

This research used a descriptive case study design to explore the students’ learning strategies in pronunciation practices through video dubbing. Yin (2018), defines a case study as a method for conducting in-depth, real-world research on contemporary phenomena in the social sciences. According to Merriam (Yazan, 2015) descriptive as 'rich' and 'thick' phenomenon descriptions. The purpose of descriptive studies is to characterize the natural phenomena found in the qualitative data (Zainal,

2007). A descriptive case study was used to find out undergraduate students' strategies in pronunciation practices through video dubbing in assignments of the Advanced English Pronunciation course.

3.2 Focus of the Research

This research focuses on investigating students' learning strategies while dubbing videos in pronunciation practices.

3.3 Setting and Participants

This study took place in a university in West Java, Indonesia because the researcher and the participants were students in this university. Furthermore, the study was estimated from December 2023 to April 2024. From December to March participants' selection, meanwhile from March to April were data collection, data analysis, and research writing. Then, in the video dubbing assignment, students were divided into several groups. The video that most students dubbed was a video on YouTube with English learning content. To make a video dubbing, students removed the original sound from the video and replaced it with their voice. The duration of the video was around 2-3 minutes. The time frame for making a video dubbing was around 4 hours. After students made a video dubbing, students uploaded that video to Google Drive, and the video was played when the class started. The lecturer and students gave feedback on a video dubbing from every group.

Participants in this study were four students' which were two males and two females of 3rd semester in the Department of English Education who ranged from 19-21 years old. In addition, the researcher has provided a consent form to be a participant in this research. The participants were recruited based on several considerations, such as (1) the participants have enrolled in an Advanced English Pronunciation class and used video dubbing as learning practice, (2) participants got the highest grades in the video dubbing assignment in the class and based on the recommendation from the lecturer so the researcher can find out that students with high grades have

successfully practiced learning pronunciation using video dubbing, (3) the participants have agreed and filled out the consent form. After the participant fills out the consent form, the researcher determines the right schedule to conduct the interview.

3.4 Data Collection

Semi-structured interviews were used to gather the data. Semi-structured interviews work incredibly well for many worthwhile tasks, especially when several of the open-ended questions (Adams, 2015). Thus, the researcher provides several questions for a semi-structured interview. The interviewer explored the important issues. The issue contained in this research was that there were still mistakes in pronouncing English words. In that instance, practicing pronunciation through video dubbing is required. The indicators for the interview questions were adapted from Oxford (1990) and Sholeh and Muhaji (2015). The interviews were done online by chatting with participants on the Zoom platform; researchers used mobile phones to record during the interview. The result of the interview recording was transcribed to be analyzed as the data of the research.

3.5 Data Analysis

Data from the interview results has been analyzed using thematic analysis. A technique for finding, examining, and summarizing patterns (themes) in the data is called thematic analysis. It goes into greater detail about your data. Thematic analysis is an additional qualitative data analysis technique that reports participant experiences, meaning, and reality. (Braun & Clarke, 2006). The thematic analysis aimed to discuss research related to an issue and identify themes, which were significant or intriguing patterns in data. Braun & Clarke (2006) provide six –phases of thematic analysis, such as:

- 1) Become familiar with the data: reading and rereading the interview's transcript; actively interpreting the data by searching for patterns,

meaning, and other information. Other than that, it can be used to take notes or annotate ideas for coding.

- 2) Generate initial code: Coding the data involves making notes on the texts you're examining, identifying data segments with "Post-it" notes, and highlighting or coloring pens to suggest possible patterns.

Table 3. 1 Generate initial codes

<p><i>For preparation, the first thing is to watch the video first to understand the content of the video. Then look for words that you don't know how to pronounce. If some words are difficult to pronounce, we practice together or look first at the phonetic application.</i></p> <p><i>So when preparing, it is enough to collect vocabulary that rarely appears. So we collect it, then transcribe it into phonetic form, and then practice.</i></p>	<p>Checking the accuracy of pronouncing the words on the application</p> <p>Transcription of the words into phonetic</p>
<p><i>Usually, each letter of the phonetic alphabet is pronounced. For the exercise, in the Introduction to English Pronunciation course, there is a module and a list of letters from the phonetic alphabet. So it has been listed for vowels, diphthongs, monophthongs, and consonants too. In addition, there is also a list of words that I practice. While saying a word that starts with the phonetic letter.</i></p> <p><i>Yes, I also learned the phonetic alphabet from the module given by the lecturer.</i></p> <p><i>For learning, I used the module given by the lecturer. The module is done once a week, so I memorize every sound and phonetic difference of every word. So while writing, practice speaking.</i></p> <p><i>I was advised by the lecturer to learn phonetics using the website for phonetics. Besides that, I also used the module from the lecturer.</i></p>	<p>Pronouncing the phonetic alphabet letters</p> <p>Memorizing phonetic alphabet letters and sound</p>
<p><i>Then I re-listened to the pronunciation provided by the site to make sure I pronounced the words correctly, I practiced by repeating the pronunciation several times until I felt confident.</i></p>	<p>Listening to how to pronounce the word</p> <p>Repeating the pronunciation</p>

14 initial codes represented different aspects shown by participants' interview transcriptions. 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.	Identifying the unfamiliar words	1
2.	Checking the accuracy of pronouncing the words on the website	5
3.	Transcription of the word into phonetic	5
4.	Taking notes on the phonetic	2
5.	Reading aloud technique	7
6.	Pronouncing the phonetic alphabet letters	1
7.	Memorizing phonetic alphabet letters and sound	1
8.	Comparing the sound letters of words	1
9.	Getting feedback	3
10	Listening to how to pronounce the words	1
11	Comparing sound with native speakers	1
12	Repeating the pronunciation	2
13	Imitating the native speakers	2
14	Transferring knowledge	1

3) Search for themes: Grouping data using themes for analysis

Table 3. 3 Search for themes

No	Initial codes	Potential Themes
1	Comparing the sound letters of the word	Searching for the Correct Pronunciation
2	Checking the accuracy of pronouncing the word on the application	

3	Listening to how to pronounce the words	
4	Imitating the native speakers	Listening and Imitating the Pronunciation from the Videos and Website
5	Comparing sound with native speakers	
6	Reading aloud technique	Drilling and Reading Aloud Strategies
7	Repeating pronouncing the word	
8	Identifying the unfamiliar word	
9	Transcription of the word into phonetic	
10	Taking notes on the phonetic	Writing Phonetic Transcription form of the Unfamiliar word and practice to pronounce
11	Memorizing phonetic alphabet letters and sound	
12	Pronouncing the phonetic alphabet letters	
13	Getting feedback	Peer Feedback Strategy on Pronunciation Practices
14	Sharing knowledge	

- 4) Review themes: Review the coded data for each theme to find out if the data supports it.
- 5) Define themes and name themes: determining each theme's central idea.

Table 3. 4 Defining themes

Themes	Definition
Searching for the Correct Pronunciation	The students' learning strategies in correcting their pronunciation by searching for the correct pronunciation
Listening and Imitating the Pronunciation from the Videos and Website	The students' learning strategies in listening and imitating the native speakers' pronunciation
Drilling and Reading Aloud Strategies	The students' learning strategies in drilling and reading aloud to fluently improve their pronunciation
Writing Phonetic Transcription in form of the Unfamiliar word and practice to pronounce	The students' learning strategies in pronunciation practice by writing the phonetic transcription form of the unfamiliar word
Peer Feedback Strategy on Pronunciation Practices	The students' learning strategies in pronunciation practices through peer feedback

- 6) Writing up: starts with a set of fully developed themes and includes the report's final analysis and writing.

3.6 Steps of the Research

The researcher does several steps in this research, namely:

- 1) Identifying and finding the current issues/ phenomenon

The researcher examined the phenomenon related to foreign language skills that occurred in the English Education Department during the teaching and learning process. That phenomenon is used for the aim of the research.

- 2) Exploring the relevant study, realizing the gap in the study, and formulating the research question

To find out the gaps, the researcher explored the relevant study then formulated the research questions and explained the focus of the research.

- 3) Establishing research design

Based on the research issue, research question, and the aim of the research, the researcher considered the appropriate research design to be used. Therefore, the researcher used a descriptive case study as a method.

- 4) Continue to compile the research thesis by developing the background of the study, literature review, and research procedures.

- 5) Reviewing relevant literature

The researcher chooses, reads, and reviews references to support the research such as from the journal article, books, and thesis.

- 6) Selecting research participant or subject

The participants of the research are selected from the English Education Department who have enrolled in the Advanced English Pronunciation course and have experience in video dubbing assignments.

- 7) Choosing and formulating the appropriate research techniques

The researcher determined the subjects or participants for the study, as well as the best tools for gathering data and data analysis strategies to address the research topic. Semi-structured interviews were employed by the researcher to gather data. Then, thematic analysis was used to examine the gathered data.

- 8) Choosing participants and conducting the interview

In starting this research, the researcher decided to choose four participants, who have experience in the video dubbing assignments in the Advanced English Pronunciation course. After that, the researcher will conduct an online interview via Zoom Meet due to distance.

- 9) Analyzing the data

After collecting the data, the researcher will analyze the data using a descriptive case study method and thematic analysis as a tool for analyzing the data.

10) Conveying findings and making a conclusion

This is the last step of the research process, where the researcher presents the findings and discussion and makes conclusions from the results.

3.7 Time and Place of Study

The research took place in the Department of English Education of a university located in Tasikmalaya, West Java, Indonesia. This study began in September 2023 with case finding and collecting titles. Furthermore, thesis writing from September 2023 to June 2024. Then data collection was carried out from January to April 2024. Furthermore, data analysis was carried out from April to July. The study time in question is the period of implementation of the research described in table form, as follows:

Table 3. 7 Research schedule

No	Description	Sept- Nov	Dec	Jan- Mar	Apr	May- June	July
		2023				2024	2024
1	Research Proposal Writing						
2	Research Proposal Examination						
3	Data Collection						
4	Data Analysis						
5	Writing Report						
6	Thesis Research Seminar						
7	Thesis Examination						