

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This study utilizes a descriptive case study research design. According to Yin (2018), a case study is a unique approach to observing natural phenomena in data collection. Identifying new or omitted variables and hypotheses, examining intervening variables in individual cases to make inferences about possible causal mechanisms, developing historical explanations for specific cases, achieving high levels of construct validity, and modeling complex relationships such as path dependence and multiple interaction effects are all beneficial approaches (Bennett, 2004). This design is selected because this methodology can provide an in-depth examination of the phenomenon and generate a thorough analysis when the researcher presents findings. The main objective of this research is to describe insights into the challenges and solutions of teaching and learning intelligible pronunciation in the EFL classroom.

3.2 Focus of the Research

This research focuses on gaining insight into the challenges and solutions experienced by teachers and students in teaching and learning intelligible pronunciation in the Advanced English Pronunciation course.

3.3 Setting and Participants

This research was conducted 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 knew the condition of the Advanced English Pronunciation course in the area through (an informal preliminary interview on 28 September 2023 with some students who took the Advanced English Pronunciation course).

The participants of this study consist of students and lecturer. There were three students with gender (female) from various classes in the AEP

course. They were chosen because the researcher wanted the answers to vary from the different classes, and they were willing to participate. Their ages revolved from 19 to 20 years old. They are those who studied the AEP course in B, C, and F-class English Education Department in the third semester of the academic year 2023. They were recruited for several considerations, such as (1) they take the AEP course, (2) they have better pronunciation abilities than other students, (3) they have more interest in pronunciation, (4) they encountered relatively similar challenges to produce intelligible pronunciation in the learning process, (5) they were willing to participate in this research, (6) they had complete data needed in this research (to answer the formulation of this research).

Apart from that, a lecturer is also a participant whose gender (female) was chosen because the researcher wanted to enrich the answers from the lecturer's point of view and her willingness to participate. She has decades of experience teaching English, especially in teaching pronunciation. She teaches the AEP Course in the English Education Department in the academic year 2023. She was recruited for several considerations, such as (1) she was teaching the AEP course, (2) she has approximately 40 years of teaching experience in the field of teaching pronunciation, and (3) she was willing to participate in this research. In selecting and making agreements with the participants, the researcher provided a consent form to the participants as their approval to participate in this research.

3.3 Technique of Collecting the Data

The primary source used to collect research data is semi-structured interviews. This was done through Zoom meetings to discover the challenges and solutions for teachers and students in teaching and studying intelligible pronunciation. In practice, interviews were addressed to four participants (N = four women). Further, an interview guide is designed with several topics to ask questions. The topics raised include insights on intelligible pronunciation, challenges experienced by the teacher and

students, and the solutions they use to teach and learn intelligible pronunciation. Interview questions to explore the challenges and solutions of teaching and learning pronunciation will use the concepts put forward by Abdalgane and Idris (2020), which include EFL teachers' readiness in teaching pronunciation, teaching process, use of materials, teaching techniques, mother tongue interference, lack of knowledge related to language target and language complexity, lack of student motivation, similar sounds, difficulty in placing appropriate intonation and stress, etc. Semi-structured interviews are carried out because they enable a detailed investigation of existing information, get reactions to new ideas, and brainstorm if desired (Adams, 2015).

Five phases must be carried out when conducting a semi-structured interview. Adapting from Adam's (2015), these steps include:

1. Selecting participants and scheduling interviews.
2. Drafting interview questions.
3. Recording the conversation.
4. Polishing interview techniques.
5. Analyzing the report.

To enhance structured and/or semi-structured interviews, this research adopts the Interview Protocol Refinement (IPR) framework developed by Castillo-Montoya (2016). The IPR framework is regarded as one of the most suitable methods for improving interviews and consists of four phases, which include:

1. Ensuring interview questions align with research questions.
2. Creating inquiry-based conversations.
3. Receiving feedback on the interview protocol.
4. Pilot testing the interview protocol.

3.4 Technique of Analyzing the Data

This research uses thematic analysis to analyze data. Braun and Clarke (2006) suggest that thematic analysis is a tool for recognizing, examining, and communicating patterns (themes) in data. Thematic analysis

provides researchers with a flexible and valuable approach to producing a comprehensive and intricate data representation. Additionally, researchers prefer to use this technique because it allows for ease and flexibility in interpreting data while making the process of organizing extensive data sets into themes more manageable. To carry out thematic analysis, several steps need to be taken, including as follows;

3.4.1. Familiarizing the data

During the initial phase, the researcher carefully transcribed the data, repeatedly reading through it, documenting the interview's data transcript, and highlighting ideas for codes/themes.

3.4.2. Generating Initial Codes

In the next stage, the researcher colors the codes in the data related to the research objectives.

Table 3.1. Generating Initial Codes

Example quotes	Initial codes
Student P1: <i>tapi kita tuh selalu butuh mengkonfirmasi lagi ke ibu takutnya tuh salah gitu.</i>	Students anxiety
Teacher P4: <i>“Anak-anak kita juga ada yang /staden/ Bu, mengatakan /student/”. Itu dia dengan /staden/</i>	Students lack of ability
Teacher P4: <i>“Itu nggak nyampe Bu ke Public Speaking itu anak-anak” katanya gitu, dari dulu juga begitu, tidak sampai ya? Jadi anak-anak itu kan, begini nih, yang paling nyebelin tuh begini, kalau satu orang dibetulkan, diperbaiki, kalau yang satu diperbaiki yang lain itu cuek, bahkan kata Mr H “Ada yang ngetawain Bu orang lain salah itu”.</i>	Students lack of motivation Students less awareness
Student P1: <i>tapi ada beberapa siswa yang kasusnya adalah itu kesulitan untuk melafalkan huruf /f/, /p/</i>	Student’s interference of mother tongue

sama /v/ dengan benar jadi suka belibet.

Student P2:	<p>Tricky sih Teh. Menurut aku tuh untuk orang yang apa ya? baru gitu new learners lah istilahnya itu akan sangat-sangat ngerasa struggling soalnya temen aku juga beberapa kali sempat curhat soal hal tersebut gitu, kayak ini kok padahal hurufnya sama-sama ada /o/ tapi kok /o/-nya dibaca beda atau ini sama-sama ada /a/, /a/-nya kok dibaca beda gitu. Menurut aku buat new learners itu akan sangat-sangat berpengaruh dan challenging. Menurut aku da apa ya? cara mengatasi itulah dengan banyak-banyak dengar sih Teh, banyak-banyak eu... banyak-banyak mendapatkan asupan dari native speaker sih Teh untuk bisa lebih familiar lagi dengan aturan-aturan misalnya, oh yang ini dibaca ini, yang ini dibaca ini gitu sih Teh.</p>	Inconsistency of English vowels
Student P1:	<p>Iya betul, itu menjadi tantangan buat kita apa ya, dalam mengucapkannya benar atau salahnya. Perbedaan huruf sama pelafalannya iya ngaruh</p>	Different sound systems between L1 and target language
Teacher P4:	<p>Fasilitas juga dibutuhkan yang lebih baik lah ya? Selama ini kuliah sekarang sedang ikut di kelas eh, di lab A, barusan saja menerima surat dari Dekan lab A dan B tidak bisa dipakai untuk kuliah besok</p>	Limited facilities
Student P3:	<p>Menurut itu! menurut aku itu sangat-sangat penting soalnya kita belajar di kelas aja pakai teknologi gitu apalagi belajar di luar kelas yang justru bakal lebih</p>	Use of technology to support pronunciation

<p>menguatkan pronunciation kita itu justru di luar kelas gitu kita latihan lebih banyak waktunya itu di luar kelas dan apa ya media buat kita latihan itu juga kan kebanyakan dari alat elektronik dan juga pakai internet gitu mungkin ada juga beberapa orang yang butuh bantuan AI untuk belajar pronunciation dan juga apa translation juga bisa dipakai soalnya kan ada fitur untuk mendengarkan ini gimana gitu itu sih banyak sih banyak banget teknologinya.</p>	<p>teaching and learning</p>	
<p>Teacher P4:</p>	<p>Kalau pronunciation mah kan praktek ya Nov? praktek ya jadi misalnya saya inginnya begini, saya memberikan tiga kata misalnya ya /knew/, /knew/, dan /know/ ya? nah saya tuh meminta anak-anak menulis dulu phonetics-nya tahap pertama ya, kemudian membacakan /no, no, no, no, no/ itu kan. Oh itu /knew/ ternyata /knew/ dengan /I don't know/ sama /now/-nya ya tapi /now/ berbeda ya? jadi saya minta anak-anak membuat kalimat jadi kalau disini saya mengatakan /knew/ jadi di kalimat itu juga harus konsisten /knew/ juga gitu ya? Nah itu, jadi ya tantangannya yang kayak gitu, kita pengajaran klasikal deh, bukan pengajaran individual ya? Satu kelas ada yang 29 itu sudah hebat banget, kelas jumlah segitu ya?</p>	<p>Teacher feedback and support for student pronunciation</p>
	<p>Consistent in pronouncing words</p>	
	<p>Insufficient learning methods and time management</p>	

3.4.3. Searching for Themes

During the third phase, the researcher identifies the theme and groups the codes into possibly the same themes categorized and highlighted from the data. In this process, two codes are

combined because they are still related. Specifically, students' anxiety and students' lack of ability are combined into "students' anxiety and lack of ability." Additionally, transcript data is selected to reveal significant and exciting findings related to the research questions.

Table 3.2. Calculating Initial Codes

Initial Codes	Total
Students anxiety	3
Students lack of ability	16
Students lack of motivation	3
Students less awareness	1
Student's Interference of Mother Tongue	6
Different sound systems between L1 and target language	2
Inconsistency of English vowels	2
Insufficient learning methods and time management	2
Limited facilities	3
Exercising Pronunciation of English	23
Teacher feedback and support for student pronunciation	19
Consistent in Pronouncing Words	4
Use of technology to support pronunciation teaching and learning	11

Table 3.3. Grouping the Highlight Idea

No	Codes	Sub-themes
1.	Students anxiety and lack of ability	Students'
2.	Students lack of motivation	attitudes toward
3.	Students less awareness	learning pronunciation

4.	Student's Interference of Mother Tongue	Students' English pronunciation skills
5.	Different sound systems between L1 and target language	
6.	Inconsistency of English vowels	
7.	Limited facilities	Facilities and
8.	Insufficient learning methods and time management	teacher's competence in teaching pronunciation
9.	Exercising Pronunciation of English	English
10.	Teacher feedback and support for student pronunciation	pronunciation teaching and
11.	Consistent in Pronouncing Words	learning styles
12.	Use of technology to support pronunciation teaching and learning	

3.4.4. Reviewing themes

In the fourth phase, the researcher develops or modifies the identified themes from the previous step about the teacher and the student's insights about challenges and solutions in intelligible pronunciation and decides which themes to develop further or modify to ensure their appropriateness.

3.4.5. Defining and Naming Themes

During the fifth phase, the researcher determined and named the themes based on the data that had been obtained. It was concluded that there were two themes:

Table 3.4. Defining and Naming Themes

Sub Themes	Themes
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1. Students' attitudes toward learning pronunciation	The challenges in teaching and learning
2. Students' English Pronunciation Skills	English Pronunciation to EFL
3. Facilities and teacher's competence in teaching pronunciation	

1. English Pronunciation Teaching and Learning Styles	Teacher and students' solutions to overcome the challenges in teaching and learning pronunciation for EFL
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3.4.6. Producing the Report

In the sixth phase, the teacher and the student's insights about challenges and solutions in intelligible pronunciation are reported as the study's outcome.

3.5 Time and Place of the Research

Table 3.5. Research Schedule

Description	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	Mei
Research Proposal Writing									
Research Proposal Examination									
Data Collection									
Data Analysis									
Comprehensive Examination									
Final Thesis Examination									