CHAPTER 3
RESEARCH PROCEDURES

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

3.1 Research Method

In this study, a qualitative descriptive case study was considered as a research method. Qualitative research generally aims to provide in-depth insights and understanding of real-life problems (Moser & Korstjens, 2017). In addition, descriptive case study gives the researcher the opportunity to get a comprehensive understanding of the real-life phenomenon and make it easier to describe and explain a particular problem (Baxter & Jack, 2008; Yin, 2003).

Furthermore, this approach is an appropriate method for in-depth analysing of certain phenomena which can result in comprehensive analysis. Hence, the design is applied to find out the EFL students' segmental feature difficulties and strategies used to overcome the difficulties in pronunciation learning in pronunciation class.

3.2 Setting and Participant

The research was conducted in one of the universities at Tasikmalaya. This university has an English Language Education study program, where there is a pronunciation class, namely Advanced English Pronunciation. In this online class, students take some learning stimuli through various techniques and activities, such as drilling and taping techniques and minimum pair activity to achieve the class goal, namely intelligible pronunciation that is the speaker produces sound patterns that are recognisable as English. However, there are some students who experienced difficulties in pronouncing words which are characterised by mispronunciation.

In this research, the participants involved three of Department of English Education students in the eighth semester who have enrolled in Advanced English

Pronunciation class. In addition, the participants were purposely chosen since they have experienced difficulties in pronunciation learning of segmental features which is characterised by mispronunciation of their taping tasks. This mispronunciation is identified by the dissonance between students' pronunciation and phonetic transcription, as well as their validation. Then, the participants have used several learning strategies to produce the sounds better during the class. Therefore, the chosen participants were considered to be able to give sufficient information to answer the research questions based on their difficulties and strategies used in pronunciation learning in class.

Moreover, regarding the implementation of research, the researcher and participants were firstly made an appointment of time for conducting the interview. Then, participants were given an explanation of what, why, and how this research would be conducted. They were also willing to fill out and sign a consent form as formal agreement to participate in collecting data. In this process, participants are required to listen to audio recordings of their pronunciation tasks and answer the researcher's questions regarding the research topic. In addition, their answers were recorded using the researcher's smartphone audio recorder to keep the participants' information before finally being transcribed and analysed.

3.3 Data Collection

The research utilised stimulated recall interview (SRI) as a technique of collecting data. It is a method that uses visual and aural cues to encourage memories about participants' thoughts while working on a task (Gass & Mackey, 2000). In line, Nguyen et al. (2013) argued that stimulated recall gives participants an opportunity to view themselves in action as a means to help them recall their thoughts of events as they occurred. In other words, this method encourages participants to relive the original situation clearly and accurately when they are presented with a number of stimuli that occurred during the original situation.

Interview questions mainly followed the interview guideline adapted by Kenworthy (1987) on the theory of factors affecting learning pronunciation to conduct stimulated recall interview (SRI). There were several questions addressed

to the participants related to the indicators which cover the students' pronunciation difficulties in learning pronunciation, namely the native language factor, phonetic ability, and motivation and concern for good pronunciation as the interview indicators. More specifically, those indicators are narrowed down to some sub-indicators' points and questions covering a variety of learning strategies they used to overcome their pronunciation difficulties. Nonetheless, the questions were flexible and asked to gain more information and deeper understanding of the students' pronunciation difficulties and learning strategies they used.

Stimulated recall interview (SRI) is guided by interview procedures, where participants first listen to audio recordings of their pronunciation tasks during the Advanced English Pronunciation class several times. This procedure aims to revive their memories regarding what they have done, in this context they can recall what pronunciation difficulties they experienced in class and what strategies they used to overcome these difficulties. Interviews were conducted individually and lasted approximately 35-45 minutes with participants requesting to use Indonesian as it is more comfortable for them and to avoid misinterpretation in conveying information. However, it was transcribed and translated into English. The media that the researcher used during the interview was an audio recorder on the researcher's smartphone. Besides, the researcher also used a voice note and text on WhatsApp to obtain more relevant information.

3.4 Data Analysis

In this stage, the researcher utilised a thematic analysis as the method. It focuses on finding recurring themes in a data set to identify, analyse, organise, describe and report themes found within a data set (Clarke & Braun, 2013). This analysis method aims to classify meaning based on theme findings which is elaborated with the theory of factors affecting pronunciation learning (Kenworthy, 1987) and types of pronunciation learning strategies (Rokoszewska, 2012; Oxford, 1990). The application of thematic analysis is flexible in the interpretation of data and in organising large data sets into themes that can be organised by the researcher. Therefore, it allows the data description to be rich and detailed.

Practically, thematic analysis can be carried out in several phases that aid researcher examining and finding the data, including the following:

1) Familiarising the data

   The process comprises transcribing the data interview and reading the data multiple times. In this first phase, the researcher read all of the interview data repeatedly from the transcripts related to students' pronunciation difficulties and their strategies in an effort to understand its importance and analyse recurring themes.

2) Generating initial codes

   The second phase is finding all the data obtained from the complete data set to answer the research question. Then, to differentiate each aspect presented by the participants, the researcher applied each finding a colour code such as red, blue, orange, green, grey, yellow, etc. In addition, the codes required to be simplified to find themes that highlight students' pronunciation difficulties and strategies of pronunciation learning in pronunciation class.

Table 3. 1 Generating Initial Codes

P: Sebenarnya, kalau untuk kesulitan atau permasalahan ketika mengikuti matkul AEP itu pasti ada. Misalnya, saya kesulitan melafalkan bunyi vowel dan juga sulit melafalkan bunyi consonant, terutama pada kata-kata yang baru saya ketahui.	Difficulty pronouncing vowel sounds Difficulty pronouncing consonant sound
P: Pertama, biasanya saya buka YouTube dan cari, misalnya "how to pronounce diarrhea" atau "how to pronounce /əʊ/ sound" kemudian saya dengarkan audionya berulang kali. Lalu, saya juga selalu menggunakan "toPhonetics" untuk mengetahui cara penulisan phonetic transcription-nya. Selain itu saya juga menulisnya di buku tulis dan saya hafal.	Utilising YouTube Utilising "toPhonetics" Note taking Memorising
P: Kalau untuk di kelas AEP, karena dosen saya menggunakan aksen British, jadi awalnya juga saya mengikuti aksen itu, tapi saya tetap kesulitan mengikuti aksen British. Karena waktu itu setiap saya presentasi selalu dapat koreksi dan feedback dari dosen.	Difficulty using British accent

P: Sebetulnya saya tidak memaksakan untuk menggunakan aksen British. Jadi, biasanya saya juga bertanya ke teman yang menggunakan aksen American. Biasanya, ketika ada waktu break kelas, kami saling memberi spoken feedback lewat fitur voice note di WhatsApp. Kemudian, saya sering menulisnya di buku tulis supaya ingat.	Cooperating with peers Note taking
P: Misalnya untuk materi minimum pairs, nah, saya cari di Google dan YouTube tentang materi tersebut. Kemudian, setelah mendapat beberapa kata yang dibutuhkan, saya membuka "toPhonetics" untuk mengetahui phonetic transcription-nya. Setelah itu, saya berlatih dengan mendengarkan audio dan menirunya.	Utilising YouTube Utilising "toPhonetics" Drilling technique
P: Saya sulit membaca phonetic karena baru pertama kali mengenal phonetic itu sewaktu di universitas. Waktu itu saya kurang sering berlatih mengenali dan mendengarkan bagaimana cara membaca phonetic.	Difficulty reading phonetic
P: Khusus untuk mempelajari phonetic, saya sangat mengandalkan "toPhonetics" karena menurut saya tampilan setiap huruf phonetic lebih jelas dan lebih mudah untuk dibaca, terlebih saya bisa memilih aksen yang ingin saya gunakan.	Utilising "toPhonetics"
P: Saya seringkali merasa kesulitan dalam menumbuhkan motivasi untuk bisa lebih baik melafalkan kata atau kalimat bahasa Inggris. Kadang butuh waktu lama dan bosan karena membaca phonetic.	Difficulty motivating self
P: Kadang untuk aktivitas membaca phonetic Kadang saya bersantai dulu sebentar untuk menonton video. Kemudian, saya juga selalu terdorong oleh dosen pengampu AEP khususnya.	Watching videos Lecturer's motivation

There are 18 identified initial codes representing several aspects of both difficulties and strategies of students in pronunciation learning in

pronunciation class indicated by participants' interview transcription. Those initial codes are presented as well as their frequency in the following table.

Table 3. 2 List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Difficulty pronouncing vowel sound	3
2	Difficulty pronouncing consonant sound	4
3	Difficulty following British accent	3
4	Difficulty being exposed to English outside class	3
5	Difficulty reading phonetic	3
6	Difficulty motivating self	1
7	Utilising YouTube	6
8	Utilising "toPhonetics"	12
9	Note taking	9
10	Memorising	3
11	Listening audio	2
12	Drilling technique	13
13	Taping technique	4
14	Cooperating with peers	4
15	Utilising Tiktok	3
16	Watching videos	1
17	Lecturer's motivation	1
18	Watching movies	1

3) Searching for themes

The process comprises electing data transcripts and seeking important or intriguing information about the research question. In this third phase, the researcher extracted themes from the categorised data and concentrated on them. The researcher combined the initial codes as highlighted in the previous phase into codes grouping relevant to the research question.

Table 3. 3 Searching for Themes

No	Initial Codes	Sub-Themes
1	Difficulty pronouncing vowel sound	Native language factor
2	Difficulty pronouncing consonant sound	
3	Difficulty following British accent	
4	Difficulty being exposed to English outside class	Amount of exposure
5	Difficulty reading phonetic	Phonetic ability factor
6	Difficulty motivating self	Motivation for good pronunciation factor

7	Memorising	Applying memory strategy
8	Note taking	
9	Listening audio	Applying cognitive strategy
10	Watching movies	
11	Drilling technique	
12	Taping technique	
13	Utilising "toPhonetics"	Applying metacognitive strategy
14	Watching videos	Applying affective strategy
15	Cooperating with peers	Applying social strategy
16	Lecturer's motivation	
17	Utilising YouTube	Applying social media
18	Utilising Tiktok	

4) Reviewing themes

In this phase, the researcher reviewed the potential themes discovered in the previous phase to determine the most suitable for research discussions.

5) Defining and naming themes

The fifth phase is the process of creating names and definitions for each theme. In addition, the researcher grouped potential themes based on two categories, namely themes of difficulties and strategies. Next, these themes are connected into the largest theme and will be explained in the next phase specifically.

Table 3. 4 Defining and Naming Themes

Sub-Themes	Themes
1. Native language factor	Native language factors
2. Amount of exposure	
3. Applying memory strategy	
4. Applying cognitive strategy	
5. Applying social strategy	
6. Applying social media	
7. Phonetic ability factor	Phonetic ability factors
8. Applying metacognitive strategy	
9. Motivation for good pronunciation factor	Motivation for good pronunciation factors
10. Applying affective strategy	

In this final phase, the researcher reported the research findings related to the students' English pronunciation difficulties and strategies used to overcome their difficulties in Advanced English Pronunciation class.

3.5 Research Schedule

In completing this study, the writer took several phases as follow:

Table 3. 5 Time of the Research

Description	Oct-Nov 2023	Dec 2023	Jan-May 2024	Jun 2024	Jul 2024
Research Proposal writing	▓				
Research Proposal examination		▓			
Data Collection			▓		
Data Analysis			▓		
Report				▓	
Thesis Result Seminar				▓	
Thesis Examination					▓