CHAPTER 3

RESEARCH PROSEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1. Method of the Research

In this research, the researcher used a descriptive case study. Yin (2014), defined a *case study* as, "An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clearly evident." Moreover, Yin (2018), defined a *descriptive case study* as a case study whose purpose is to describe a phenomenon in its real-world context. The use of case study methodology was chosen because it best facilitated constructing a detailed, in-depth understanding of what is to be studied. Case study research can engage with the complexity of real-life events Stake (1995). Furthermore, this research scrutinized Native Speaker' perceptions of students' Javanese dialect in English pronunciation.

3.2. Focus of the Research

This research focused on scrutinizing Native Speakers' perceptions of Javanese students in speaking English. It delineated the Native Speakers' perceptions of Javanese students. The description was taken from the results of interviews with Native Speakers who were selected after the Native Speakers watch some videos of Javanese students when speaking English.

3.3. Setting and Participants

The interview was held in October 2022. And the interview with native speakers was conducted online via social media (video call or call), because the distance between the researcher and participants residences was very far so that it was not possible for the researcher to be able to meet participants in person, so social media was chosen as an alternative place for the researcher to interview participants.

The respondents 2 native speakers from the United States (2 male) who were a teacher and a web engineer who spoke English as their daily language (aged 26-30 years). In which these two native speakers have visited Indonesia for approximately 2 years and they already understand and know about culture in Indonesia, one of which is the Javanese language, so they are willing to be participants in this study and they also understand what the researcher will ask about the articulation, grammar, vocabulary, and pronunciation (phonetics characteristics, stress and intonation) of Javanese students when they speak English.

3.4. Technique of Collecting the Data

The source used for data collection in this research was interview with semi- structured interviews. Semi-structured interviews conducted because they had rich and detailed qualitative data to understand the participants' experiences and how to describe and to make meaning from those experiences Rubin (2012). However, other sources, such as documents, may inquired for additional data. For this situation, the researcher also collected recordings of Javanese students speaking English given to native speakers for comment. The interview questions mainly follow the interview guide set by the author. They are several questions that native speakers must answer based on the videos that have been given and watched. The topic of the interview related to the components of speaking English. Researchers was used social media during interviews. Due to confidentiality issues, all participant names was changed to pseudonyms (participant A, participant B, participant C).

3.5. Technique of Analyzing the Data

The researcher used thematic analysis to analyze the qualitative data. According to Clarke & Braun (2012), theme analysis was used to analyze the data from the questionnaire. Thematic analysis is a qualitative research approach that may be used in a variety of epistemologies for finding, analyzing, organizing, summarizing, and reporting themes in a set of data Braun & Clarke (2006). Furthermore, according to Braun & Clarke (2006), thematic analysis is a helpful approach for evaluating the viewpoints of diverse study participants, revealing

parallels, revealing parallels and contrast, and producing unexpected discoveries. Thematic analysis effectively summarizing essential aspects of an extensive data set, it compelled the researcher to handle data well-structured, resulting in a clear and ordered final report. Thematic analysis is divided into six stages Braun & Clarke (2006):

1. **Familiarizing with the data:** At this stage, the researcher must read and re-read the data in order to become comfortable with the data's requirements and to notice any trends. It was important for the researcher to finish the data collection process. Transcribing data into textual form is a method of data gathering.

2. **Initial code generation:** Researchers create initial codes by recording where and how patterns appear. This occurred when the researcher compressed data into labels in order to establish categories for additional information analysis that is effective. The complexity of data was likewise finished here. This was where the researcher tries to figure out what the codes represent.

Table 3.1. Generating Initial Code

Transcriptions	Initial Code
N 1: Articulation is not bad. But, still hard to fully understand. I have to pay close attention sometimes use context to fill in words. But I can understand! I think he seemed correct. But I can still hear stress or emphasis at wrong times which is understandable and what makes accent haha.	Articulation is not bad
	Have to pay attention to understand what the student say
	Still hear stress and intonation
	Trying to good in pronunciation
	Still has some mistakes in phonemic characteristics
	Understand what the student say
	The grammar is good
	The vocabulary is not too bad

Transcriptions	Initial Code
From what I heard he did a good job at trying to pronounce certain words. But other he seemed to struggle. To steal from my number 3, I would say for the most part some words were clear and some were not. The words that were clear I could understand very well and the one that were I could use context to understand him. For the most part yes. There is some more work. But he seems to be doing very well. For the vocabulary, I think it is not too bad it is good enough but there are still some that are not right. I think the 2nd student has better articulation than the 1st student. I can understand what he is saying.	The articulation is good
	Still gets carried away by the accent when the student speaking English
	The vocabulary is good
	Better articulation
	Intonation is not bad
	The pronunciation clearly
	The grammar was incorrect
	Articulation a bit more less
	Harder to understand what the student say
	More practice the pronunciation
	Uses standard language patterns
	The grammar is not too bad
	The intonation very pretty

21 initial codes represented different aspects showed by participants' interview transcription. Here the list of initial codes and their frequency.

Table 3.2. List of Initial Codes and Their Frequency

Initial Codes	Total
Articulation is not bad	2
Articulation a bit more less	1
Have to pay attention to understand what the student say	1
Harder to understand what the student say	1
Still hear stress and intonation	7
Trying to good in pronunciation	4
More practice the pronunciation.	1

Initial Codes	Total
Still has some mistakes in phonemic characteristics	3
Uses standard language patterns	1
Understand what the student say	13
The grammar is good	4
The grammar was incorrect	3
The grammar is not too bad	1
The vocabulary is not too bad	6
The articulation is good	4
The vocabulary is good	2
Still gets carried away by the accent when the student speaking English	9
Better articulation	1
Intonation is not bad	2
The intonation very pretty	1
The pronunciation clearly	4

3. Searching for theme: The researcher searches for themes by combining codes into broad themes that appropriately describe the data. Even though the theme did not appear to be essential, it was crucial when establishing themes to define exactly what the theme implies fit. The researcher also explained what was not included in the analysis.

Table 3.3. Process of Searching for Themes

Positive Perceptions	Negative Perceptions
The articulation is good	Harder to understand what the student say
The intonation very pretty	
The pronunciation clearly	Have to pay attention to understand what the student say
Uses standard language patterns	
The grammar is good	More practice the pronunciation
The vocabulary is good	Still hear stress

	Still has some mistakes in phonetic characteristics Still gets carried away by the accent when the student speaking English

4. Reviewing themes: The researcher examined how the themes support the facts and the overarching theoretical approach in this stage. If the analysis appears to be lacking, the researcher must go back and fill up the gaps.

Table 3.4. Reviewing Themes

Sub Themes	Themes
Articulation in speaking English.	
Grammar in speaking English	
Vocabulary in speaking English.	Positive Perceptions
Stress and Intonation in English Pronunciation.	Negative Perceptions
Phonetic characteristic in English pronunciation.	

5. Defining and naming themes: The researcher must clarify what each of the topics, what parts of the data were being collected, and what makes the themes noteworthy.

6. Producing the report: When it comes time to creating the report, the researcher must select which themes contribute meaningfully to understanding what was going on in the data. In addition, researchers undertaked research. Checking for members. This is where the researcher returned to the original sample to determine whether their descriptions are correct.

3.6. Steps of the Research

Table 3.5. Steps of the Research

Steps	Description

1	Finding a phenomenon or issues in Majenang Central Java.
2	Searching several journals in accordance with the phenomenon and understanding the journals.
3	Identifying the real condition in the phenomenon.
4	Deciding a topic to be examined in the research.
5	Understanding the journals and finding the gap of the study.
6	Starting to write the research proposal, including the background, literature review, and the research procedures.
7	Examining the research proposal in front of the supervisors and examiners.
8	Starting to collect the data from the participants by doing an interview.
9	Analyzing the data from the interview transcript.
10	Creating a report on the thesis.
11	Examining the thesis in front of the supervisors and examiners.

3.7. Time and Place of the Research

The researcher has taken place in the English Education Department, Faculty of Educational Sciences and Teachers Training, Siliwangi University, located at Jl. Siliwangi 24, Kahuripan, Kec. Tawang, Tasikmalaya City, West Java. It was conducted from January 2022 to March 2023, as presented in the research schedule below.

Table 3.6. Research Schedule 2022-2023

No	Activities	Jan-May	June	Oct	Nov	Feb	Mar
1	Research Proposal Writing	■					
2	Research Proposal Examination		■				
3	Data Collection			■			
4	Data Analysis			■			
5	Report				■		
6	*Telaah Komprehensif* Examination					■	
7	Thesis Examination						■