

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher presents the study's methodology, which includes some materials. The materials addressed include research design, focus of the research, research setting, participants, data collection technique, and data analysis.

3.1 Research Design

The research design applied in this present research was classroom research. Classroom research is a study undertaken in the classroom, related to course material, and integrated into the classroom culture (Loyd et al., 2005). Classroom research is commonly conducted as part of innovative educational programs that offer a framework for the results' relevance and direct implementation (Candela et al., 2004). This method also aided in comprehending what occurred in the classroom (Griffe & Nunan, 1997), particularly in observing the implementation of utilizing the English Singing Channel in pronunciation practices. Moreover, using classroom observation research, the researcher could become a participant observer and participate in activities in the observed environment. Therefore, the researcher could examine the pedagogical interactions that occurred in learning, both in teaching in the classroom and by observing videos after the lesson.

3.2. Focus of the Research

This research investigated the implementation of the English Singing channel by an English instructor in pronunciation practice. Thus, this media can be applied by other English instructors and utilized in teaching pronunciation.

3.3. Research Setting and Participant

This research was conducted in December 2023 in one of the English Course Institutions in Tasikmalaya, West Java, Indonesia. There are two programs in this course. The first program is the speaking class (conversational class), designed for students who want to focus on conversation practice in

English. The second program is the English for School (EFS) class, which offers essential English learning. It is very suitable for young learners just learning English because it is focused on vocabulary building, pronunciation, and simple conversation.

In addition, this course provided English habituation in each class by using the English Singing channel on YouTube as a learning medium. During learning activities, an English instructor presented two different topics. The first topic was the core learning material according to the program, and the second involved English habituation, using the English Singing channel as a medium to practice pronunciation. However, in this study, the researcher specifically investigated the implementation of the English Singing channel in pronunciation practices in English habituation activities and did not examine the entire range of class activities.

The participant of this research, a 35-year-old woman, was purposively chosen from among the English instructors in the English Course. The decision to focus on one participant provided a comprehensive observation investigating the implementation of the English Singing channel in pronunciation practices. This research was intended to provide significant insight into the teacher as a teaching model in utilizing the English Singing channel on YouTube as a learning medium for pronunciation practice. The participant of this research, who has been teaching English for eight years and establishing the English course for three years, was selected based on her experience and competence in teaching English using the English Singing channel in pronunciation practices. She was recruited due to her willingness to be involved in this study as an ethical consideration.

3.4. Data Collection

In this research, the data were obtained through observations. Observations were conducted as they provided rich and detailed social description arrangements in the data interpretation (DeMunck & Sobo, 1998), as cited in (Kawulich, 2012). The use of observation intended to record the way the

teacher utilized the English Singing Channel in pronunciation practices. Furthermore, the observation tools used were field notes and video recordings. In a qualitative study, field notes are text (words) written by the researcher during an observation. (Creswell, 2012). Moreover, field notes provided a wide range of uses. They mainly aided in the development of detailed, precise descriptions of the research environment, encounter, interview, focus group, and document's significant contextual data. (Phillippi & Lauderdale, 2018). Therefore, field notes could help the researcher write the essential details during observation to produce in-depth information.

In addition, Dufon (2002) Stated that video recording provided more contextual data by showing what occurred in the classroom. It also provided detailed information about posture, gestures, facial expressions, etc. Moreover, gestures, facial expressions, and other visual interactional cues could give essential information on negotiating meaning and effect. It also helped the researcher avoid ambiguity in interpreting verbal messages. Additionally, video recording enabled the researcher to replay an event repeatedly by replaying it, and the researcher could adjust focus and observe things not seen in the previous viewings. Playing back the video repeatedly gave the researcher plenty of time to analyze the data and avoid misinterpretations.

3.5. Data Analysis

This research analyzed the data using flow Miles, Huberman, and Saldana. Miles, Huberman, and Saldana (2014) describe interactive analysis as a qualitative research approach that involves the following processes interactively and iteratively: data condensation, data display, and conclusion drawing/verification. Furthermore, the researcher employed Miles, Huberman, and Saldana's (2014) flow because it provides flexibility in interpreting the data and can give a rich and comprehensive yet complex account of data. In practice, there are several steps in conducting the analysis based on flow Miles, Huberman, and Saldana (2014), which include the following:

1. Data Condensation

The researcher performed data condensation after collecting the data. Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions. The result of data transcription as the data of the research reduced and analyzed based on the step of implementing YouTube in the classroom, according to Berk (2009). The researcher briefly described the data gathered from various data reduction sources. It showed that the researcher must select the major ideas, summarize them, and choose the crucial points.

Table 3.1 Data Condensation

Original Data	Condensed Data
T: Okay. Now, it is the time to listen. What is listening? Ss: Mendengar T: To listen. What is that? To listen to the phonics story. Do you still remember the phonics story? (the teacher asked the students about the previous story) Ss: Yes.	T: To listen to the phonics story. Do you still remember the phonics story? (the teacher asked the students about the previous story)
T: Okay. Now, please turn your body. Turn your body. Look at the screen, please. (the teacher instructed the students to see the screen). T: Echa, can you see the screen? Tata also? And also, Sakhi? Can you see that? Okay. Cila? Very good. Where is the screen? Why is it still blue? Please say one, two, three. T: Here we go. We have the screen here. And last time, do you still remember Tim and Tim go for fishing? (the teacher asked the students about the previous story) Ss: Yes (the students answered)	T: Please turn your body. Turn your body. Please look at the screen (the teacher instructed the students to see the screen). Last time, do you still remember Tim and Tim going fishing? (the teacher asked the students about the previous story) Ss: Yes (the students answered) T: And they have a big? (the teacher asked the students part of the previous story) Ss: Fish (the students answered the question) T: And also? Ss: Small T: Small Fish.

T: And they have a big? (the teacher asked the students part of the previous story)
 Ss: Fish (the students answered the question)

1.1. First Cycle Coding

In this section, the researcher assigned initial codes to the data chunks. In the first coding cycle, the researcher used step implementation from Berk (2009), namely, preparation, instruction, recalling and introduction, watching the video, pausing and highlighting, reflection and discussion, and assigning productive learning activities as the basis for this coding cycle.

Table 3.2 List of Initial Codes

Data	Initial code
T: What is that? To listen to the phonics story. Do you still remember the phonics story? (the teacher asked the students about the previous phonics story)	The teacher recalled the story through active questioning
T: Now, please turn your body. Turn your body. Look at the screen, please. (the teacher gave instructions to the students to see the screen) Bigger fish. Okay. That's really good. Please say, it's a small fish. Ss: Small Fish T: Big fish Ss: Big fish	The teacher instructed the students to practice the pronunciation
T: Now, I have a new story. After I is J (the teacher introduced new material) Together, J. (the teacher asked students to repeat) Ss: J (the students repeated)	The teacher introduced a new English phonic story

T: Everyone listens. First, listen. (audio from the video) (the teacher played the video and asked the student to imitate it)	The teacher played a new material and asked students to imitate
T: Jam Ss: Jam T: Jam Ss: Jam T: Jam Ss: Jam T: For sale. S: For sale	The teacher highlighted the specific word and practiced pronunciation through repetition
Ss: Annie makes the best jam for sale. (The students read the text on the screen) T: Okay, remember for the sound makes. (The teacher gave the reflection to the students) Ss: Makes (the students pronounced the word) T: Don't say /mek/. but there is an i sound after the e. /meiks/ (the teacher discussed the word) Ss: Meik	The teacher reflected and corrected students' pronunciation
I know and I helped. There is k over here tapi /k/ is not read. It's silent k So, you say, I know.	The teacher explained the particular word
T: Okay. Who wants to try to read? Please. Should I point? I point with my finger. (S1, read it). (The teacher asked students to read one by one) S1: Annie makes the best jam for sale T: Ooh. Very good. Who wants to try again? Come on S2 S2: Annie makes the best jam for sale	The teacher checked students' pronunciation by reading aloud

After a list of initial codes and their frequency, the researcher developed a provisional listed code of codes before fieldwork that comes from the conceptual framework.

Table 3.3 Developing Code

Codes	Developing codes
Engaging the prior knowledge	The teacher recalled the story through active questioning.
Giving instruction	The teacher instructed the students to practice the pronunciation.
Introducing new material	The teacher introduced a new English phonics story.
Guiding students to practice pronunciation from the video	The teacher played a new material and asked students to imitate
Aiding understanding	The teacher highlighted the specific word and practiced pronunciation through repetition.
Highlighting content	The teacher explained the particular word and sound.
Reflecting on content	The teacher reflected and corrected students' pronunciation.
Assigning activity by reading aloud	The teacher checked students' pronunciation by reading aloud.

1.2. Second Cycle Coding

The next step in analyzing the process was pattern coding. The researcher grouped the result codes from the first cycle coding into smaller categories or themes.

Table 3.4 Generating Pattern Codes

Codes	Pattern Codes
Engaging the prior knowledge	Recalling and Introduction
Giving instruction	
Introducing new material	
Guiding students to practice pronunciation from the video	Watching Video
Aiding understanding	Pausing and highlighting

Highlighting content

Reflecting on content	Reflection and discussion
Assigning activity by reading aloud	Assign a productive learning activity.

Based on the result of the data analyses, it was found that the instructor implemented it through several steps based on the framework proposed by Berk (2009), namely Introduction, watching the video, Pausing and highlighting the video, Reflection, and discussion as well as assign productive learning activity. Meanwhile, the first and second steps, namely selecting a particular topic and creating comprehensive learning instruction, were not found in this observation data. This is due to limitations in data collection, where these activities are included in the preparation activities carried out before class activities begin. Meanwhile, the observations made by the researcher only focused on the implementation of English Singing during class activities. Therefore, the data obtained did not cover the aspects carried out before the class activity, such as the selection of specific content in English singing and comprehensive instruction.

2. Data Display

In this step, the researcher displayed the findings after analyzing all the data. Several data displays, such as matrices, graphs, charts, networks, tables, and narrative text, can be used in this step. All are meant to collect organized information in an easily accessible and intelligible way, making it easier for readers to understand research findings.

Table 3.5 Display data

Steps according to (Berk, 2009)	Observation transcript
Introduction	T: To listen to the phonics story. Do you still remember the phonics story? <i>(the teacher asked the students about the previous story)</i>

	T: Last time, do you still remember Tim and Tim going fishing? <i>(the teacher asked the students about the previous story)</i> Ss: Yes <i>(the students answered)</i> T: And they have a big? <i>(the teacher asked the students part of the previous story)</i> Ss: Fish <i>(the students answered the question)</i>
	T: Okay. Now, please turn your body. Turn your body. Please look at the screen <i>(the teacher instructed the students to see the screen).</i> T: Please say it's a small fish. <i>(the teacher instructed the students to repeat)</i> Ss: Small fish <i>(the students repeated)</i> T: Big fish Ss: Big fish
	T: Now, I have a new story. After I is J <i>(the teacher introduced new material)</i> Together, J. <i>(the teacher asked students to repeat)</i> Ss: J <i>(the students repeated)</i>
Watching Video	T: Okay. Listen. Here we go <i>(The teacher played the video)</i> One, two, go. <i>(the teacher asked students to read the sentence on the screen)</i> Ss: This is Tim, and this is Pim <i>(the students read the sentence on the screen)</i>
Pausing and highlighting	T: Don't forget. There is a sound? /t/ Best. Not bes, but best. <i>(the teacher explained the specific sound and gave the example of pronouncing the word)</i> Ss: Best <i>(the students repeated)</i>

	T: jam. <i>(the teacher gave the example of pronouncing the word)</i> Ss: jam. <i>(the students repeated the teacher)</i> T: Jam Ss: Jam T: Jam Ss: Jam *(The teacher asked the students to practice the word through drilling technique)
	T: I know, and I helped. There is k over here, but the /k/ is not read. It's silent k So, you say, I know
Reflection and Discussion	Ss: Annie makes the best jam for sale. <i>(The students read the text on the screen)</i> T: Okay, remember for the sound makes. <i>(The teacher gave the reflection to the students)</i> Ss: Makes <i>(the students pronounced the word)</i> T: Don't say /mek/. but there is an i sound after the e. /meiks/ <i>(the teacher discussed the word)</i> Ss: Meik T: Very good. And this one, don't forget. There is a sound? /t/ <i>(the teacher gave reflection to the students)</i> Ss: /t/ T: Best. Not bes, but best. Ss: Best T: And here, when you want to say when you want to pronounce, jam. Like this. E on the side /jam/ <i>(The teacher discussed how to pronounce the word)</i> Ss: /jam/
Assign a productive learning activity	T: Okay. Who wants to try to read? Please. <i>(the teacher asked the students to read one by one)</i> Should I point? I point with my finger. S₁

read it. *(the teacher pointed to the first student)*
 Ss: Annie makes the best jam for sale *(the student read the sentence on the screen)*
 *(In this activity the teacher asked all the students to read one by one)

3. Conclusion Drawing and Verification

In the final data analysis step, a conclusion or verification was drawn. A researcher developed data results that answer the research question. The researcher evaluated the study's data using the same code, then integrated them depending on the group and discovered a relationship between groups. When all the data was precise, the researcher obtained the study's results and conclusions.

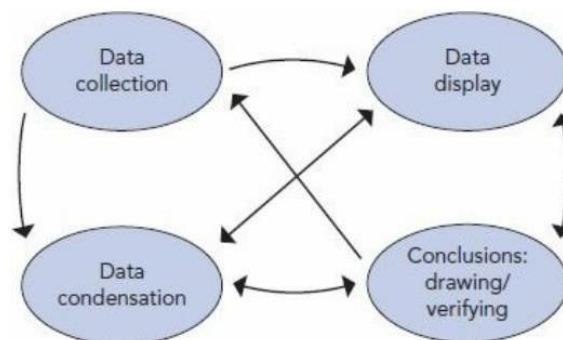


Figure 3.1 Components of Data Analysis: Interactive Model by Miles, Huberman, and Saldana (2014)

3.6. Research Schedule

This study, as shown in Table 3.6, was conducted from September 2023 to July 2024. It started with writing the research proposal and continued with the thesis examination. This research was conducted in the English Department at one of the universities in Tasikmalaya, West Java, Indonesia.

Table 3.7. Research Schedule

Description	Sep - Nov/ 2023	Dec/ 2023	Jan/ 2024	Feb/ 2024	May/ 2024	Jun- Aug/ 2024	Sep- Oct/ 2024
Research Proposal writing							
Research Proposal Examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							