

CHAPTER III

RESEARCH PROCEDURES

This chapter consists of six parts discussing about the research procedures. They are research design, participants, steps of the research, data collection, data analysis, and research schedule. Furthermore, each part will be explained below.

A. Research Design

In this present study, single case study design was used, because the researcher saw the phenomena which learner have to face a lot of challenges while studying English. According to Tate et al. (2014), Single-case study refers to the prospective and intensive study of the individual who serves as his or her own control. The goal set by the researcher was to describe the data as they occur. Onghena (2004) suggest that single case studies may be in a narrative form. Thus, the researcher chooses single case study as the research design.

B. Participants

The participant in this research was a University student of English Educational Department in Tasikmalaya, West Java, Indonesia. He is at the 14th semesters with the age of 25 who voluntarily participate. He speaks Sundanese for daily conversation (L1), sometimes uses Bahasa (L2) in formal meeting and Uses English (FL) occasionally. He had ever repeated the pronunciation class (Pronunciation Practice 2) for three times until he could not take Pronunciation

Practice 3. Therefore, researcher decided to investigate that learner in order to identify what challenges he faced in studying English pronunciation.

C. Steps of the Research

Doing a qualitative research requires several steps to make sure that your study is proceeded. According to Fraenkel & Norman (2009), “every qualitative study has a distinct starting and ending point, however, it begins when the researcher identified the phenomenon he or she wishes to study, and it ends when the researcher draws his or her final conclusion”(p. 45). Thus, the step of the research are:

1. Deciding the topic for the research;
2. Determining the formulation of the problem and the aim of the research;
3. Determining the data and the data resource;
4. Collecting data through an interview;
5. Analysing the data;
6. Concluding the research result;
7. Reporting the research result.

D. Data Collection

To collect the data, this research utilised a semi-structured interview by using voice recorder (mobile phone). A semi-structured interview involves a series of open-ended questions based on the topic areas the researcher wants to cover (Mathers, Fox, & Hunn, 1998). The open-ended nature of the question

defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Mathers, Fox, & Hunn, 1998). Researcher chooses this type of interview in order that the interview rules will be more flexible.

The interview will be conducted until the data requirement were collected or saturated. During the interview, the researcher used Bahasa, therefore, the participant did not misunderstand questions. The result of interview has been listened, shaped, communicated with an interpretive intent, reconstructed and built for the credibility (Widodo, 2013).

E. Data Analysis

The data from interview analysed by using thematic analysis, researcher chooses thematic analysis because it provides a flexible and useful research tool which can potentially provide a rich and detailed, yet complex account of data. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes data set in (rich) detail (Braun & Clark, 2006). These are the following stages:

1. Familiarizing data

At this stage the researcher seeks to familiarize data already owned. It is aimed to make the researcher is able to analyze data more easily and quickly. Data gathered in this research are the data in the form of the results of the interview that has been transcribed. These are the data that have been obtained by the researcher:

Code	Description
Q	Question
A	Answer
Q	: <i>Namanya siapa?</i>
A	: <i>Nama panjang atau nama panggilan saja?</i>
Q	: <i>Bebas</i>
A	: <i>Nama Saya Mr. X</i>
Q	: <i>Pendidikan bahasa Inggris?</i>
A	: <i>Iya</i>
Q	: <i>Sudah berapa lama belajar bahasa Inggris?</i>
A	: <i>Sebenarnya kalau untuk belajar itu dari SD, SMP, SMA dan sekarang juga ngambil jurusan pendidikan bahasa Inggris, jadi udah cukup lama.</i>
Q	: <i>Oke, selama belajar bahasa Inggris apa saja sih yang didapatkan?</i>
A	: <i>Banyak sih ka, kaya misalkan bahasa yang belum saya tau jadi tau, terus kalau di Fakultas itu biasanya ada yang disebut idiom. Begitulah banyak pokoknya mah. Perbedaan-perbedaan</i>

Figure 3. 1 Part of my Interview Transcription

2. Generating initial codes

For the next stage, the researcher does the coding stage, in order to find in detail, which actually contains into the data sought by the researcher, as shown in the table below:

Code	Description
Q	Question
A	Answer
Q	: <i>Namanya siapa?</i>
A	: <i>Nama panjang atau nama panggilan saja?</i>
Q	: <i>Bebas</i>
A	: <i>Nama Saya Mr. X</i>
Q	: <i>Pendidikan bahasa Inggris?</i>
A	: <i>Iya</i>
Q	: <i>Sudah berapa lama belajar bahasa Inggris?</i>
A	: <i>Sebenarnya kalau untuk belajar itu dari SD, SMP, SMA dan sekarang juga ngambil jurusan pendidikan bahasa Inggris, jadi udah cukup lama.</i>
Q	: <i>Oke, selama belajar bahasa Inggris apa saja sih yang didapatkan?</i>
A	: <i>Banyak sih ka, kaya misalkan bahasa yang belum saya tau jadi tau, terus kalau di Fakultas itu biasanya ada yang disebut idiom. Begitulah banyak pokoknya mah. Perbedaan-perbedaan pembelajaran dari SD SMP SMA sampe sekarang tuh.</i>
Q	: <i>Oke, kalau boleh tau perbedaannya apa saja?</i>

Attitude

Rarely practice

Instruction

Attitude

Personality

Attitude

Personality

Personality

Mother Tongue

Mother Tongue

Figure 3. 2 Part of the process of Generating Initial Codes

3. Searching for themes

At this stage, the researcher does division of themes and sub themes from the list of data that has been obtained. At this stage the researcher also uses the mind mapping format in order to facilitate the next process or stages.

Attitude	Rarely practice	Instruction
<ul style="list-style-type: none"> • <i> mungkin pergaulan</i> • <i> sempet main-main gitu ka tentang belajar gitu</i> • <i> mungkin karena pergaulan ya</i> 	<ul style="list-style-type: none"> • <i> kurang belajar</i> • <i> memang kurang belajar</i> • <i> kurang belajar aja sih.</i> 	<ul style="list-style-type: none"> • <i> masih bingung gitu ka masih perlu diarahin</i>
Personality	Accent	Mother Toungue
<ul style="list-style-type: none"> • <i> ga terlalu serius</i> • <i> engga serius banget untuk belajar</i> • <i> Kurang serius banget.</i> 	<ul style="list-style-type: none"> • <i> penyebutannya atau pelafalannya</i> • <i> cara ngucapannya</i> 	<ul style="list-style-type: none"> • <i> mungkin suara</i> • <i> perbedaan bahasa</i>

Table 3. 1 The process of Searching for themes

4. Reviewing themes

Reviewing potential themes; the researcher reflects whether the themes tell an undoubted story about the data and begins to define the nature of each individual theme, and the relationship between the themes. In this phase, the researcher tried to modify the themes the researcher obtained from the phase before. Several themes might need to be broken down into smaller component and some other themes need to be blended.

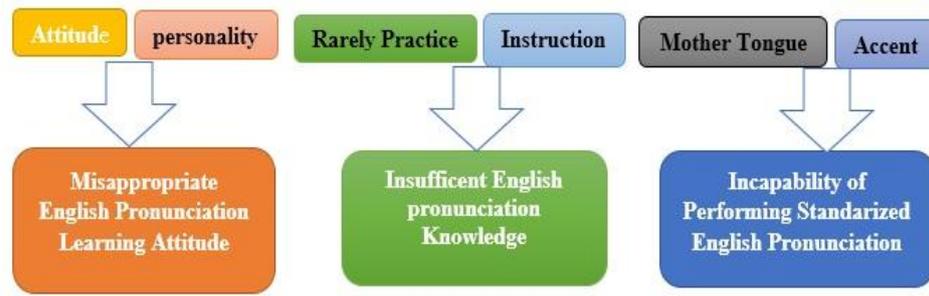


Figure 3. 3 The process of Reviewing Themes

5. Defining and naming themes

The researcher conducts and writes a detailed analysis of each theme. In this phase, the researcher captured the essence of what theme is and he gives the official name for each theme.

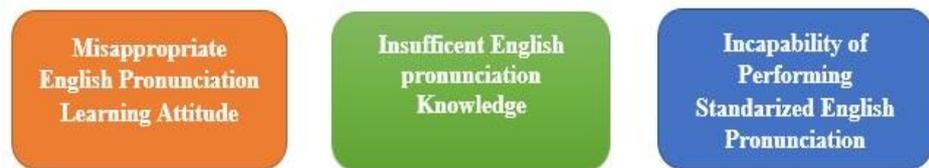


Figure 3. 4 The process of defining and naming themes

6. Producing the report

The researcher tells the reader a coherent and logical report about the data and he contextualizes it in relation to existing literature. the researcher possessed his final report after the researcher finish this phase.

Emergent Themes	Data
Misappropriate English Pronunciation Learning Attitude	<i>pronunciation pertama itu C, yang kedua (pronunciation practice 2) itu sempet drop karna mungkin pergaulan yah</i> <i>Terus buat yang pronunciation ke 2, emang disitu sayanya <u>sempet main-main gitu</u> ka tentang belajar gitu</i> <i>jadi mungkin disitu ga cuman pronunciation ke 2 aja yang ngulang, ada juga matakuliah yang lain Cuma</i>

	<p><i> mungkin sayanya <u>ga terlalu serius</u> jadi ngulang terus kaya gitu</i></p> <p><i> buat kuliah sih saya <u>serius-serius aja</u>, mungkin karena <u>pergaulan ya</u>, telat nakal mungkin ya waktu itu, zaman sekolah emang lagi baik baiknya</i></p> <p><i> maksudnya disitu <u>engga serius banget</u> untuk belajar tapi pengen belajar,</i></p> <p><i> <u>Kurang serius banget</u>. Jadi serius tapi ga pake banget.</i></p>
	<p><i> terus saya juga <u>kurang belajar</u> kayanya disitu.</i></p> <p><i> Mungkin dari saya nya sendiri itu memang <u>kurang belajar saja gitu</u>.</i></p> <p><i> ya mungkin <u>kurang belajar</u> aja sih kayanya</i></p> <p><i> Nah awal pertama pronunciation tuh awal kaya gitu-gitu tuh masih apayah masih <u>bingung</u> gitu ka masih perlu diarahin,</i></p>
L2 Interferences on	<p><i> kesulitannya itu kaya <u>penyebutannya</u> atau <u>pelafalannya</u>, disitukan emang ditekankan buat <u>melafalkan</u> katanya-katanya harus pas dengan yang ada di kamus, soalnya kitakan dikasih kamus gitu yah.</i></p>
English Pronunciation	<p><i> menurut saya yang paling sulit itu ya di suara cara <u>ngucapannya</u>.</i></p> <p><i> mungkin <u>suara yah</u>, <u>perbedaan bahasa</u> juga ya, kita biasa ngomong bahasa indonesia nih, sekarang belajar bahasa Inggris.</i></p>

Table 3. 2 Sample of Data Analysis

F. Research Schedule

		2018 - 2019						
No	Schedule	Dec.	Jan. – Feb	Mar.	Apr.	Mei	Jun.	Jul.
1	Submission of the research	■						
2	Research approval	■						
3	Making the introduction		■					
4	Construct the literature review		■					
5	Decide methodology			■				
6	Seminar proposal examination			■				
7	Collect the data				■			
8	Analyse the data					■		
9	Make conclusion and report the data						■	
10	Final thesis examination							■

Table 3. 3 – Research Schedule