

CHAPTER 3

RESEARCH PROCEDURES

This chapter explains the research procedures, including design, focus, setting, participants, data collection, and analysis. It shows how data were gathered and examined to identify the English pronunciation challenges faced by English Education students from different regional dialects and the solutions they used to overcome them.

A. Methodology of the Research

The research design employed a descriptive qualitative case study approach, which was deemed appropriate for gaining an in-depth understanding of the challenges encountered and the solutions adopted by EFL learners from diverse dialectal backgrounds in learning English pronunciation. According to Yin (2018), the primary aim of a descriptive case study is to present a comprehensive and contextually relevant account of a phenomenon. In line with this, the purpose of the present study was to identify recurring themes and patterns within the collected data and to provide a broader insight into the participants' experiences and actions within a particular context (Nassaji, 2015). In this context, the phenomenon under investigation is the influence of regional dialects on students' English pronunciation, as reflected in their experiences in dealing with various challenges during the learning process, as well as the strategies they use to overcome these challenges.

B. Focus of the Research

This research focused on examining the experiences of four English education students from different regional backgrounds. It aimed to develop a deeper understanding of the challenges they encountered in learning English pronunciation, the strategies they employed to address these challenges, and the extent to which their regional dialects influenced their pronunciation.

C. Setting and Participants

This research was conducted in the English Education Study Program at a university in Tasikmalaya, West Java, Indonesia. The participants consisted of four English education students from different regional and linguistic backgrounds: two students from the Ngapak-speaking region of Central Java, one student from Bali, and one student from Ciamis, West Java (Sundanese background).

The participants were selected based on several criteria: they came from different regional backgrounds, regularly used their respective regional languages in daily communication, had completed pronunciation courses in the English Education Study Program, and expressed willingness to participate in the study. The reason for including only four participants is based on the qualitative case study approach, which emphasizes depth of information over quantity (Yin, 2018). Each participant was chosen to represent different regional dialects, providing a rich and diverse dataset. Despite the small number, the study ensured that detailed and in-depth data could be collected through read-aloud tasks and semi-structured interviews, allowing for comprehensive exploration of the pronunciation challenges related to regional dialects.

Prior to data collection, participants were provided with detailed information regarding the research objectives, methodology, and significance, as well as ethical considerations (Creswell & Creswell, 2018). They completed and signed a consent form as formal approval of their participation. Participants were assured of confidentiality, safety, and the right to withdraw at any time. Interview schedules were arranged in advance based on mutual agreement between the researcher and each participant.

D. Data Collection

a. Pronunciation Performance Test

The initial step was conducted to identify the pronunciation challenges experienced by the participants, including both segmental aspects (consonants, vowels, and diphthongs) and suprasegmental aspects (word stress, intonation, and rhythm) (Roach, 2009). Each participant performed a read-aloud task using a text entitled *The Whispering Woods*. This text was carefully designed at the CEFR B2

level, featuring complex sentences and varied vocabulary. The design aimed to stimulate natural rising and falling intonation patterns, allowing participants to demonstrate their ability to manage word stress, rhythm, and intonation while reading aloud.

The performance test was selected in the form of a read-aloud task because it allowed the researcher to observe the participants' pronunciation in a controlled and comparable way. By using the same text for all participants, the researcher could identify pronunciation patterns more consistently across different regional dialect backgrounds. The text was selected and designed to include pronunciation features that were relevant to the focus of the study, including consonant sounds, vowel sounds, diphthongs, final consonants, multi-syllabic words, word stress, rhythm, and intonation. These features were important because they were closely related to the possible pronunciation challenges caused by first language and regional dialect influence.

Each participant completed the task individually, and the reading session lasted approximately 1–1.5 minutes. During the activity, all participants were audio-recorded to document their pronunciation performance. The recordings were then transcribed and analyzed using the International Phonetic Alphabet (IPA), with the assistance of the website ToPhonetics.com, to identify specific pronunciation challenges encountered by the participants. The results of the pronunciation test were not used as primary data; instead, they served as supporting data to complement the semi-structured interviews. This procedure provided an overview of participants' pronunciation abilities and ensured that each participant demonstrated identifiable pronunciation challenges, which were further explored during the interview process.

The content of the performance test was also linked to the initial codes used in the analysis. For example, words containing interdental sounds such as /θ/ and /ð/ were used to identify possible “/θ/ letter confusion” and “dialect interference.” Words containing /v/, /z/, and /f/ helped the researcher observe “sound substitution” and “unfamiliar sounds.” Words with diphthongs such as /eɪ/, /aʊ/, and /oʊ/ were included to examine “diphthong challenges,” while longer and more complex words

were used to identify “complex word hesitation.” In addition, sentence-level reading allowed the researcher to observe “intonation challenges.” Therefore, the pronunciation performance test was not randomly selected, but was chosen to support the identification of pronunciation-related codes that later emerged in the thematic analysis.

b. Semi-Structured Interview

The semi-structured interviews were conducted as the second stage of data collection to explore participants’ experiences, challenges, and strategies in learning English pronunciation, particularly in relation to the influence of their regional dialects.

Each interview was conducted individually and lasted approximately 25–30 minutes. The interview consisted of 25–30 main guiding questions designed to elicit in-depth responses. These questions were developed based on the sociolinguistic framework proposed by Wardhaugh and Fuller (2015) and Zhang’s (2023) concept of negative language transfer, focusing on issues such as sound substitution, articulation difficulties, and recurring pronunciation errors. The guidelines served as a flexible framework, allowing the researcher to ask follow-up questions depending on participants’ responses. This flexibility enabled participants to share detailed personal experiences and insights that might not emerge in a fully structured interview.

With the participants’ consent, all interviews were audio-recorded to ensure data accuracy and facilitate transcription and analysis. Additionally, the results of the pronunciation performance test were integrated into the interview discussion to clarify and deepen the understanding of the specific pronunciation challenges faced by each participant. This approach provided a comprehensive view of how regional dialects influenced English pronunciation and supported the triangulation of data collected from multiple sources.

E. Data Analysis

In this study, thematic analysis was employed as a qualitative research method to examine and gain a deeper understanding of the interview data. This method focused on identifying patterns and key themes that emerged from the collected

data. The analysis process followed the stages proposed by Braun and Clarke (2006), namely becoming familiar with the data, generating initial codes, searching for themes, defining and naming themes, and producing the report of findings. Through thematic analysis, the researcher was able to identify important themes related to the challenges and solutions experienced by the participants in learning English pronunciation, particularly those associated with the influence of their regional dialects.

According to Braun and Clarke (2006) in the *APA Handbook of Research Methods in Psychology*, thematic analysis consisted of six distinct phases. This approach provided a systematic way for the researcher to recognize, organize, and interpret patterns of meaning or themes within the qualitative data. These stages were then adapted to the context of the present study as follows:

1. Familiarizing the data

The first step taken by the researcher was to gain a comprehensive understanding of the data by reading and re-reading the interview transcripts derived from the audio recordings. The researcher listened to and transcribed the entire content of the recordings. This process was carried out to ensure that the researcher became fully familiar with the data before proceeding to the subsequent stages of analysis.

2. Generating Initial Codes

At this stage, the researcher began to organize and identify the data relevant to the research objectives. The coding process was conducted using a color-coding method to distinguish the various aspects that emerged from the participants, making the data easier to interpret. The initial codes that were generated then served as the foundation for the development of themes in the subsequent stage. The following excerpt presents an example of an interview transcript along with the initial codes derived from the data.

Table 1. *Generating Initial Codes*

Extracts	Initial codes
The emphasis was really noticeable while reading as well, because Javanese strongly emphasizes the sounds /b/, /g/, and /d/	Dialect Interference
When I moved to the Sundanese area, I felt a bit insecure because my dialect was still carried over when speaking English. I often felt self-conscious and afraid that it would come through.	Confident issue
My articulation is too heavy and strongly accented.	Articulation problem
The sound /th/ or /t/ is difficult because we do not have subtle sounds; we always have words or letters that are strong, clear, and easy to pronounce	“th” letter confusion
The word <i>name</i> in ‘my name’ is pronounced as [nem] instead of [nɛm].	Diphthong Challenges
I find it difficult to distinguish which intonation should go up and which should go down, because I am used to Indonesian and Sundanese, which do not have such rules.	Intonation Challenges
It seems that Balinese people have the same issue as Sundanese people; the /z/ sound is considered nonexistent because Balinese does	Sound substitution

not have words with /z/, so it is often replaced with a familiar sound, such as /s/	
Sometimes, the letter <i>c</i> can be pronounced as /si/ or /k/, and with <i>t</i> , it is also confusing to distinguish the voiceless sound	Inconsistent consonant sounds
For relatively long words, such as <i>echoed</i> or <i>opened</i> , sometimes the way of pronouncing them becomes confusing and incorrect	Complex word hesitation
It is difficult to produce the sounds /v/, /z/, or /f/ because they do not exist in Sundanese	unfamiliar sounds
I started receiving more input from external sources, such as movies and songs, so I began imitating the correct pronunciation	Listen and imitate
The lecturer in the first semester once gave advice on how to improve pronunciation flexibility	Instructor feedback
...particularly because peers frequently provide suggestions and constructive feedback	Peer feedback
I personally follow the toPhonetics recommended in the pronunciation class, so when I am unsure about the pronunciation of a word, I don't just go ahead and guess	Phonetic Tools Use
...pronouncing in front of a mirror, and I use that exercise to check whether my tongue position is correct	Mirror Practice

I realize by myself that usually, this is not how it should be pronounced	Self-Correction	
I use <i>Pronunciation with Emma</i> on YouTube to learn and improve basic English pronunciation. In the past, I also liked talking to Ok Google, or now it's called Gemini	Learning Through Applications	
...because I like poetry, I enjoy reading poems and sometimes read them aloud.	Read Practice	Aloud
...singing along, since songs also have words that are difficult.	Sing Practice	Along
When I returned to class, I had to recall everything again, so the most influential factor was being in the departmental environment	Environmental Practice	

In generating the initial codes, the researcher did not rely only on the interview transcripts but also considered the supporting evidence from the pronunciation performance test. The pronunciation test helped the researcher confirm whether the pronunciation difficulties mentioned by the participants in the interviews also appeared in their actual pronunciation performance. For instance, when a participant reported difficulty with certain English sounds, the researcher checked the read-aloud recording to see whether similar pronunciation patterns occurred. In this way, the performance test supported the coding process by providing observable pronunciation evidence, such as sound substitution, /θ/ letter confusion, diphthong challenges, inconsistent consonant sounds, unfamiliar sounds, complex word hesitation, and intonation challenges.

Therefore, the codes were developed through the connection between participants' spoken performance and their interview responses. The interview data explained the participants' experiences, awareness, and strategies, while the

pronunciation performance test provided supporting evidence of the actual pronunciation patterns. This process strengthened the trustworthiness of the analysis because the identified codes were not based only on participants' statements, but were also supported by their pronunciation performance during the read-aloud task.

The researcher identified initial codes, each representing different aspects highlighted in the participants' interview transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a comprehensive framework for further analysis and interpretation of the participants' experiences and insights.

Table 2. *Calculating initial codes*

NO.	Initial Codes	Total
1.	Dialect Interference	8
2.	Confident issue	4
3.	Articulation problem	2
4.	/θ/ letter confusion	2
5.	Diphthong Challenges	3
6.	Intonation Challenges	6
7.	sound substitution	5
8.	Inconsistent consonant sounds	5
9.	Complex word hesitation	1
10.	Unfamiliar sounds	1
11.	Listen and imitate	2

12.	Instructor feedback	2
13.	Peer feedback	5
14.	Phonetic Tools Use	6
15.	Mirror Practice	1
16.	Self Correction	2
17.	Learning Through Application	6
18.	Read Aloud Practice	3
19.	Sing Along Practice	1
20.	Environmental Practice	3

3. Searching for themes

After the initial codes had been generated, the researcher began to identify themes by examining the patterns that emerged from the collection of codes. Codes that shared similar meanings or were interrelated were then grouped together to form broader themes and subthemes, which reflected coherent patterns within the data. This process helped the researcher to uncover key insights and important aspects related to the research topic.

Table 3. Searching for Themes

Initial Codes	Potential Themes
Dialect Interference	Dialect Influence
Sound Substitution	
Inconsistent Consonant Sounds	
Unfamiliar Sounds	
Articulation Problem	

/θ/ Letter Confusion	
Diphthong Challenges	Pronunciation & Articulation Challenges
Complex Word Hesitation	
Intonation Challenges	
Confidence Issue	Psychological Challenges
Processing Difficulty	
Read Aloud Practice	
Sing Along Practice	Self-Practice Strategies
Mirror Practice	
Self-Correction	
Phonetic Tools Use (ToPhonetics, Oxford, Google Translate)	Technology-Assisted Learning
Learning Through Application (YouTube, TikTok, Pronunciation with Emma)	
Peer Feedback	
Instructor Feedback	Social Support Strategies
Environmental Practice	

4. Reviewing themes

At this stage, the researcher evaluated the themes that had emerged to ensure their coherence and relevance to the research data. This process was carried out by revisiting the coded data and linking it back to each existing theme. In this way, the researcher ensured that the themes accurately represented the data and remained relevant to the overall direction of the analysis.

Table 4. Reviewing Themes

Potential Themes	Themes
Dialect Influence	

Pronunciation & Articulation Challenges	First Language (L1) Influence on English Pronunciation
Psychological Challenges	Psychological Barriers in Learning English Pronunciation
Self-Practice Strategies	Self-Practice Strategies
Technology-Assisted Learning	Technology-Assisted Pronunciation Learning
Technology-Assisted Learning	Social Support

5. Defining and Naming Themes

At this stage, the researcher defined each theme clearly to ensure a specific and distinct focus, while also assigning appropriate names so that the essence of each theme could be identified. This step was considered essential for establishing a clear framework for each theme, thereby ensuring that the analysis remained structured and easily understood.

Table 5. *Defining and Naming Themes*

No	Themes
1	First Language (L1) Influence on English Pronunciation
2	Psychological Barriers in Learning English Pronunciation
3	Self-Practice Strategies
4	Technology-Assisted Pronunciation Learning
5	Social Support

6. Producing the Report

The final stage involved producing a report that systematically presented the results of the thematic analysis. The researcher integrated the analysis, narrative, and data

excerpts, linking the identified themes and providing supporting evidence from the data to explain their relevance within the research context. This report helped the readers to understand the patterns and meanings that emerged from the data, as well as their implications for the study as a whole.

F. Time and Place of the Research

The research schedule was created to guide the research process effectively. This research was conducted from September 2024 to January 2026, as listed in Table 9 below. This research covers all stages, from writing the research proposal to the thesis examination. This research was conducted at a state university in Tasikmalaya.

Table 6. Research Timeline (2024-2025) disatukan.

Activities	Month													
	Ag t- No v 20 24	De c20 24	Jan - Jun 202 5	Jul 20 25	Ag t 20 25	Se p 20 25	Oc t 20 25	No v 202 5	De c 20 25	Ja n 20 25	Fe b 20 25	Ma r 20 25	Ap r 20 25	Me i 20 25
Research Proposal Writing														
Research Proposal Examinati on														
Data Collection														
Data Analysis														
Report														
Thesis Result Seminar														
Thesis Examinati on														