CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

This study employs a qualitative methodology, which can help to produce knowledge about societal issues, problems, and questions, as well as benefit humanity.[48]According to Sugiyono, the formulation of qualitative problems allows researcher to locate and capture social circumstances that will be researched widely and deeply. As a result, this type of study is suitable with the application of qualitative methodologies. Additionally, qualitative research approaches can assist with describing complex realities, uncovering theories, and understanding meaning.[49]

Therefore, this study implicates collecting data to describe the existing conditions, so this research developed a type of qualitative-descriptive method. This is consistent with Vanderstoep and Johnson's assertion that the goal of qualitative research methodologies is to truly understand the opinions and perspectives of research participants.[50] Furthermore, the method be used to identify and describe the kinds of students' pronounciation errors in reading recount text, the problems faced by the students in reading recount text, and the factors that caused students' pronounciation errors.

B. Research Setting

The research setting refers to the place where the data are collected. The research takes place in Kudus, Central Java. The place of the study was at HA Islamic Junior High School, it is one of Islamic Junior High Schools in Kudus. The study started in June until it finishes.

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[48] Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*, First Edition (Chichester : Blackwell Publishing, 2013) 5, https://doi.org/10.5613/rzs.43.1.6

[49] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2015).

[50] S W VanderStoep and D D Johnston, *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*, (San Francisco : Jossey-Bass A Wiley Imprint, 2009) 167.

C. Research Participants

A study needs subjects to collect the necessary data. According to Lodico, the topic the researcher chooses must be able to supply the crucial data required for the study, depending on the kinds of questions posed.[51] This indicates that in qualitative research, the subject is chosen based on the subject's knowledge and ability to respond to the questions posed.

The researcher select 12 students of the 8th graders of HA Islamic Junior High School. Based on the English teacher's recommendation and the previous study, the 12 students consist of 6 boys and 6 girls. The 12 students of 8E are chosen by the English teacher because they are more active and engaged in learning English subject than the other students. The selected students are students who are more enthusiastic during the English teaching and learning process. The teacher will call on each selected students to stay in the class during the oral test process.

D. Instrument and Data Collection Technique

The research instrument is a group of instruments or pieces of equipment that the researcher uses to examine a particular object in order to gather pertinent data or information. Gay and Airasian stated that instrument is a tool used to collect data.[52] Whereas, Arikunto claimed that a data collection instrument is a tool used by researchers to help them gather data or information so that it is more systematic and simple to analyze.[53] Thus, the researcher used several instruments to gather the data for this study, including the following :

1. Oral Test

The researcher used an oral test as the instrument of this study. The participants were asked to read a recount text provided by the researcher. So the students had to pronounce all of the words in the text. Then the researcher invited them

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[51] Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle, "*Methods in Educational Research: From Theory to Practice,* (San Francisco: Jossey-Bass, 2006) 266.

[52] L.R Gay, Geoffrey E. Mills, and Peter Airasian, "*Educational Research Competencies for Analysis and Application",* (New Jersey: Prentice-Hall Company, 2000) 151.

[53] Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*", Fouteenth Edition (Jakarta : Rineka Cipta, 2010) 134.

to talk related to the story in the recount text. This type of instrument is employed to analyze or identify the students' pronounciation errors in reading recount text.

To collect data, at first, the researcher selects the participants of the study, the participants selected were 12 students of the 8E graders of HA Islamic Junior High School. The recount narrative is then presented by the English teacher for the students to read. The second phase involves the English teacher giving precise, practiced pronunciations of the English words found in the text. The English teacher will then call on each student in turn to read the recount text in front of the class. Fourth, the researcher takes voice recordings of the students and later converts them into phonetic transcriptions for accuracy assessment.

After collecting the data, it must be analyzed. To analyze the data, the researcher employed an error analysis technique. The data was transcribed before it was analyzed. The analysis focused on analyzing the students' pronunciation errors in the suprasegmental features based on Gerald Kelly's theory, which is consist of intonation and stressing. In stressing, the researcher focuses on analyzing the word stress.

To count the number of errors using the following formula :

$$P = \frac{F}{N} \times 100 \%$$

Where :

  P : The errors by students made in word stress or intonation

  F : The total number of error by students

  N : The total word number of all students' tests

2. Interview

Interviews are typically conducted by two people or more to exchange ideas and information by asking specific questions. In this study, the researcher will employ interviews to examine the factors that caused students' pronunciation errors in reading recount text and also to analyze the problems faced by students in pronunciation. The researcher would ask the students a number of questions during the interview session. Therefore, the researcher anticipated that the data would be more precise.

The researcher gives some interview questions to the students related to the reading pronunciation problems faced

by the students and the factors that caused the pronunciation errors. The researcher also gives an interview with the English teacher of the 8th graders and the headmaster of HA Islamic Junior High School. The interview focuses on the students' pronunciation improvement, the causes of students' pronunciation problems, and the teacher's challenges in teaching English pronunciation.

E. Research Data Validity

Examining the data validity assists the researcher to ensure that the research problems, literature review, data sources, data collection techniques, and analysis are systematically examined. Research data validity is used to confirm whether the study conducted is truly scientific or not. This also test the readability of the gained data.[54] Data validity is a significant part of research data validity. Hence, the researcher utilizes a triangulation technique to verify the validity through convergence of information from different sources.

According to David Hales, triangulation is defined as a combining data process from distinct sources to study a specific social phenomenon. The purposes of this technique is to check the reliability of data by applying a source that does not include data.[55] Sugiyono stated that triangulation in creadibility testing means checking the data from various sources in various ways and various time. Triangulation is divided into three parts, those are :[56]

1) Source Triangulation

Source triangulation is done by checking and comparing the gained data from the various sources.

2) Technique Triangulation

Technique triangulation is used to test data validity by checking the gained data from the same sources with distinct techniques. The techniques can be interview, observation, documentation, and others.

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[54] Morse, J.M., Barret, M. Mayan, M,. Olson, K,.& Spiers,J., "Verification Strategies for Establishing Readibility and Validity in Qualitative Research*" International Journal of Qualitative Methods*, Vol 01, No.2 (2002): 13-22.

[55] David Hales, " *An Introduction to A Triangulation"* (Geneva : UNAIDS, 2010)14-16.

[56] Sugiyono*, Metode Penelitian: Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 274.

3) Time Triangulation

Time triangulation is used to check data by interview, observation, or other techniques in different time and situation, so this kind of triangulation is done repeatedly until the researcher obtains the valid data.

In this study, the researcher only uses the source triangulation and technique triangulation in checking the data. The source triangulation is applied by interviewing the 8th graders, the English teacher, and the headmaster of HA Islamic Junior High School. The technique triangulation is used by giving the oral test to the 8th graders of HA Islamic Junior High School, interviewing the English teacher and the headmaster, and taking documentation in the form of recordings and several pictures.

The data that has been collected will be tested and checked again by the researcher. The researcher will compare the results of the interviews with the results of the study. The researcher will also compare the results of the study with the public informations about the object of the study and compare the results of the interviews with the implemented documents. The result of the analysis also will be validated by the English teacher of HA Islamic Junior High School and will be crosschecked again with the phonetic transcription based on Oxford Dictionary.

F. Data Analysis Technique

In this step, the researcher examined the errors and produced a valid conclusion in the form of a condensed description of the errors. Following completion of all data processing phases by the writer, descriptive analysis is used to determine the students' pronunciation errors in reading recount texts. The data analysis technique in this research as follows :[57]

1. Data reduction

Reducing data means summarizing, focusing on what's important, deleting irrelevant information, and choosing the basics are all examples of data reduction. Abstracting could be used to reduce data. In other words, researchers continuously used this data reduction procedure while doing research to produce fundamental records of data obtained through data mining products.

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[57] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, "*Qualitative Data Analysis : A Methods Source Book*", Third Edition, (Los Angeles: Sage Publication.Inc, 2014) 244.

2. Display data

After reducing the data, then the next step is to provide the data. This step coukd be done by presenting a collection of arranged information which provides the possibility of summarizing. This is because the data gained in a qualitative research process is usually narrative, so it needs simplification without reducing its contents. At this phase, researcher manages to classify and present data based on the subject's problem.

3. Conclusion or verifying

Conclusion or verification is the last phase in the data analysis process. In this phase, the reseachers resume the data that has been gained. This is done to search the meaning of the data collected through looking for the connection, equalities, or differences. The withdraw all of the resumes could be done by comparing the compatibility of participant's statements with the meaning contained with the primary concepts in the study.

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