Chapter Three

Research Methodology

This chapter discusses the description of the research methodology used in this study. This chapter presents six parts. The first part discusses research design which will be applied in this study. The second part is about research setting namely place and time. The third part is research participant. The fourth part is about the data gathering instrument used in this study. Besides, the next part talks about data collection procedures in this study. The last part of this chapter presents the data analysis.

Research Design

This study applied qualitative research method. This study explored the problems and phenomenon through exploring the participants' experiences and thoughts. Creswell (2012) stated that a qualitative research study explores a problem and develops a detailed understanding of a central phenomenon. In addition, he also mentioned that the purpose of qualitative research is to understand participants' experiences. The statements mentioned was in line with the purpose of this study which was purposed to investigate detailed information in teaching pronunciation such as experiences, opinions, problems, and strategies based on particular participants.

This study covered the participants' perceptions, opinions, and experiences toward the phenomenon to answer the research questions. The researcher employed a case study as the research design in order to give a clear explanation, description, and

understanding of phenomenon appearing in the case of teachers' experiences. The researcher selected the case based on teachers' experiences through teaching pronunciation including teaching problems and strategies to overcome the problems in teaching pronunciation. The case was about the live experience of two university English teachers during their teaching experience from their first year of teaching pronunciation until the year 2018 in ELED of a private university in Yogyakarta. This previous statement was in line with Merriam (1998) who declared "A qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (p. 21).

The type of qualitative case study the researcher chose was descriptive qualitative design because the researcher wanted to give explanation and description. Merriam (1998) asserted that descriptive design means that the end product of a case study is a rich and thick description of the phenomenon under study.

Research Setting

The research was conducted at ELED of a private university in Yogyakarta. English Language Education Department established in 2010 and A accredited in 2016. This Department aims to participate in improving quality, supporting facilities, providing teaching staff in Indonesia including English language teacher who can apply their theoretical knowledge in good teaching. Supported by 18 teachers holding doctoral and master degrees from local and abroad universities who teach compulsory courses and elective courses with higher education curriculum, this department provides more than 40 courses students can take and pronunciation was covered in

course called *Capita Selecta on Linguistics*. There are three major reasons for deciding this department as the research setting. Firstly, the problems encountered in the statement of the problem were found in this department about the problems in teaching pronunciation. The researcher has been in this department for more than two years. That way, the researcher has already understood the situation and problems in this department further. Secondly, this department has a number of experienced teachers who teach pronunciation. This means that the teachers have already had full of experience, information, and knowledge that are appropriate for this study. Thirdly, the setting of the place is accessible because the participants and the researchers are part of this department.

Research Participants

The researcher selected ELED teachers in a private university in Yogyakarta who had been given responsibility to teach pronunciation. The researcher used non-probability sampling to decide the participants for this study because the researcher targeted two participants. Owing to the fact, the knowledge to answer the research questions did not represent from the wide number of participants but the knowledge was obtained from the particular participants. Cohen, Manion, and Morrison (2011) stated that non-probability sampling is frequently used in a case study research. The type of non-probability sample used in this study was purposive sampling. They also argued that in purposive sampling technique, the sample is chosen based on particular characteristics. Besides, in purposive sampling, the participants were selected from their characteristics because they were considered useful to the study.

The researcher had set up three main characteristics for selecting the participants. Firstly, the participants must be English teachers at the department of a private university in Yogyakarta. Secondly, the participants were English teachers who had been given the responsibility to taught pronunciation in order to be able to give suitable information from teachers' experience. Thirdly, the participants were English teachers who wanted to discuss, express, and reflect on their thoughts, knowledge, and experiences.

The researcher expected three participants that were convenience to be the participants in this study based on the mentioned characteristics. However, after several appointments and agreements process, only two teachers were available to be the participants. The first participant is a female teacher called Rose who joined the ELED since 2016 and had been taught pronunciation for one semester. The second participant called Lily who joined ELED since 2010 and had been taught pronunciation for four semesters.

After choosing the participant, the researcher made interview appointment to the participants. The interview was conducted in different places and time. The first participant, Rose was interviewed at Ahmad Dahlan Mosque 2nd Floors on May 3, 2018 at 3:28 PM. The second participant, Lily was interviewed at ELED Office on July 2, 2018 at 4:00 PM. The researcher did the second interview with each participant to add the data for this study. This second interview also served as a member checking. Both participants were interviewed at ELED in different time. The

second interview with the first participant was on July 24, 2018 at 3:46 PM. The second interview with the second participant was on July 16, 2018 at 11:05 AM.

In addition, the researcher did not mention the participants' name because this study did not expose the teachers' name. The first participant called Rose and Lily for the second participant. The use of a pseudonym was to keep the participants' privacy. According to Bird (2009) as cited in Allen and Wiles (2016), qualitative research such as case study may be engaged with an organization and it means that people may know and potentially identify participants' details. Therefore, using pseudonym gave more information and flexibility in writing this study.

Research Instrument

This study used interview as the instrument for data collection. The interview was used to explore more detailed and specific information on problems and strategies in teaching pronunciation. Cohen et al. (2011) declared that interviews are the instruments used for data collection. They also stated that interview is used to gather information on the research objectives. The research objectives in this study were about the problems' faced and strategies in solving the problems used by the teachers in teaching pronunciation.

The type of interview used in this research was open-ended interview. As it said in Turner (2010), open-ended interview allows the participants to express the researchers' viewpoints and experiences. The researcher chose open-ended interviews because the participants answered the same basic questions allowed to express detailed information about their experiences. Besides, the researcher asked about the

participants' problems and strategies in solving the teaching pronunciation problems. Thus, these kinds of question did not have limitation on the participants' answers with the questions accordant to their experiences.

The researcher used other tools such as an interview guideline, a notebook, and a recorder (voice recorder in her Smartphone). The researcher used an interview guideline in order to make the interview systematic and sequence. Also, in the interview, the researcher used notebook to take note of important information to follow-up questions. Besides, the recorder used in conducting interview was to ease the researcher in analyzing the information obtained from the recorded interview.

Data Collection Procedures

In this part, the researcher explained several steps related to data collection procedures. The first procedure was preparing the instruments. The instrument was an interview guideline. The second procedure was contacting the participants. The appointment had settled up by sending messages via WhatsApp messenger. Also, it was used to discuss the time and the place for the interview. Then, the participants and the researcher did the interview. Additionally, the researcher gave a short explanation of this study, so the participants had an overview of their participation in this study. The language used in the interview was English for the second interview session, and the participants unconsciously used Code-switching between English and Indonesian language. English was used in the interview because the researcher herself believed she could do conversation in English because her participants were all English teachers. In addition, English was used to ease the researcher to transcribe the

interview. Using English during the interview was also aimed to practice researcher's language skills. For the first interview session, the time allocation of interview took 16 minutes for Rose and 35 minutes for Lily. For the second interview session, the time allocation was 12 minutes for Rose and 43 minutes for Lily.

Data Analysis

After collecting the data, the next step was analyzing the data. There were three steps used in analyzing the data. The steps were transcribing the data, member checking, transcribing the second interview, and coding.

The very first step in data analysis was transcribing the data. Transcribing the data was done to avoid lost data. The researcher transcribed the data from the recording into words. Cohen et al. (2011) stated that transcribing is a crucial step in interview for there is the potential for data loss.

After transcribing the data, the researcher did member checking in order to get validity data. The researcher did once member checking of each participant. Member checking is known as participant verification (Rager, 2005). In addition, Creswell and Miller (2000) mentioned that member checking consists of taking the data and interpretations back to the participants, so they can confirm the information. The result of member checking was the additional result of problems and strategies to solve the problems in teaching pronunciation and the participants' approval of the transcriptions.

After the researcher did member checking, the next step was transcribing the record of member checking data to complete and add data from the interview. The

member checking also served as the second interview. According to Cohen et al. (2011), transcription can present essential word by word so it is one of the truthful ways to present interview result. In the transcribing the first and second interview, the researcher eliminated the filler words to easier the reader and researcher in understanding the participants' statements. The first participant clarified her statements and gave an additional strategy to solve her pronunciation teaching problem which was explaining. The second participant also clarified the statements she made and gave additional strategies which were become strict and do individual session.

In addition, the transcription of interview and member checking were analyzed by the researcher. To analyze the data, the researcher did coding. Coding is a translation of questions response and respondent information to specific categories for the purpose of analysis (Kerlinger, 1999). Additionally, Cohen et al. (2011) stated that "a code is simply a name or label that the researcher gives to a piece of text that contains an idea or a piece of information" (p. 559).

The researcher used three types of coding. The first was open coding. In doing open coding, the researcher described and gave label in the interview transcripts. The researcher went through the text by marking the text with a label that describes its text (Cohen at al., 2011). The second coding was analytical coding. In doing analytical coding, the researcher interpreted the code. Cohen et al. (2011) mentioned that an analytic code is more than a descriptive code, but it becomes more interpretive. The last was selective coding. The category results integrated into the

study. As said by Cohen et al. (2011), "selective coding identifies the core categories

of text data in integrating them to form a theory" (p. 562).