<div align="center">**Chapter Three**</div>

<div align="center">**Research Methodology**</div>

This chapter explains the methodology that was used by the researcher in conducting this study. The discussion of this chapter starts by explaining the research design used in this study. The next section explores the setting and participants of the study. Afterwards, this chapter explains the data collection methods as well as the analysis of the data.

Research design

In this study, the researcher employed a qualitative method through qualitative descriptive design in order to reach the purpose of the study. The purpose of this research was to describe the factors affecting students' difficulties in pronunciation. Lambert & Lambert (2012) claimed that "the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals" (p.255). Furthermore, Sandelowski (2000) claimed that

> qualitative descriptive research: should be seen as a categorical, as
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> opposed to a non-categorical, alternative for inquiry; is less interpretive than an
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> 'interpretive description' approach because it does not require the researcher to move as
>
> far from or into the data; and, does not require a conceptual or highly abstract rendering
>
> of the data, compared to other qualitative designs (p.335).

In addition, as the researcher was still a novice researcher, the design of the research was suitable for the researcher's condition at the time. As claimed by Lambert & Lambert (2012), novice researchers have the need to defend their research design because other qualitative designs have failed to meet such qualitative approaches.

Setting

This study was conducted at the English Education Department of Universitas Muhammadiyah Yogyakarta. In addition, the time schedule of the research was during the even semester of 2016/2017 academic year. The researcher chose this setting because in this department, there was a phenomenon of the problems such as: in the Capita Selecta and Grammar 3 (CSG) course in which pronunciation became one of the topics of discussion, students did not achieve the competences maximally. This was shown from the result of the test mentioned by the lecturer of CSG, especially in the phonetic discussion, where few students got 50% of the correct answers. The other reason was due to the accessibility of the data collection because the researcher was currently studying at the English Education Department of UMY, therefore the researcher had easy access to gather the data.

Participants

The participants involved in this study were students at the English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013. The reason of choosing this batch was due to the accessibility of the researcher. The researcher was also a student of batch 2013 thus this setting enabled him to collect the data because the researcher entirely knew the students of batch 2013.

There were five participants taken from each class. The selection method in choosing the participants was through purposive technique. Cohen, Manion, Morrison (2011) argued that purposive was a technique used in qualitative research to select participants based on specific needs. This type of technique was suitable for this research since the participants' characteristics that the researcher required were students who had low and high scores in pronunciation competency. This could be obtained based on students' scores on the pronunciation competency assessment obtained from the lecturer of CSG 3.

It was assumed that those with the lowest and highest scores were those who had problems in the pronunciation topic. In addition, another reason was anticipating that the students with the lowest scores would not be talkative and not give rich information about the topic. Therefore, by having these two types of perspectives of students (lowest and highest) participating in this research, the researcher gained in depth information about the research topic.

The reason why there were five participants involved in this research because there were five classes in batch 2013. Three participants were taken from the highest score in their pronunciation competency assessment and the other two were taken from the lowest score. In adittion, five participants involved in this research consisted of three females and two males. To get these participants, at first the researcher requested the data of pronunciation competency assessment to the CSG lecturer and then, the lecturer recommended four students in each class consisted of two students with high scores and two students with low scores. After the researcher gained the names of the candidates, the researcher contacted the candidates of participants based on the emotional connection between the researcher and the participants. With this, it gave an easy access to the researcher to contact them as they were more willing to help.

The first participant was contacted and made an appointment at the American Corner UMY on March 13, 2017. Then, the second participant was also contacted and made an appointment on March 27, 2017 at K.H Ibrahim Building of UMY. The third participant was contacted and agreed to make an appointment on March 30, 2017 at the boarding house of the participant. The fourth participant was contacted as well and made an appointment on March 31, 2017 at the house of the participant. At last, the fifth participant was contacted and made an appointment at the American Corner UMY on April 6, 2017.

Data collection method

Initially, the previous type of interview employed by the researcher was the interview guide approach, however it turned out that during the piloting process of the interview, the interview guide approach was not appropriate for the situation. Then, the researcher changed the interview type into an open-ended interview. According to Cohen, Manion,& Morrison (2011), "interviews enable participants – be they interviewers or interviewees – to discuss their interpretation of the world in which they live, and to express how they regard situations from their own point of view" (p.409). This was in line with Lambert & Lambert (2012), who claimed that "data collection involves minimal to moderate, structured, open-ended, individual or focus group interviews" (p.256). From this, it could be said that this interview made it easier for the researcher to explore rich information from the participants' point of view.

Since the type of interview was open-ended interview; the type of questions employed was open-ended questions. As cited in Creswell (2012), "you may ask open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings" (p.218). The researcher then made an interview guideline as the instrument to collect data by translating the objectives of the research into questions and providing a recorder tool to record the questions and responses during the interview. Moreover, the researcher designed the interview schedule with the participants that had met the characteristics for this research to do the interview. During the interview, the participants were allowed to convey their thoughts, ideas, and information without being forced. They expressed what was on their mind and what they had been through related to this study during the interview process.

The interview was a one-on-one interview. As argued by Creswell (2012), "one-on-one interview is a data collection process in which the researcher asks question to and records

answers from only one participant in study at a time" (p.218). The reason why the researcher did it this way was that the participant selected could give more information and ideas comfortably without being shy and distracted by other participants. In the same vein, "one-on-one interview is ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably" (Creswell, 2012, p.218).

In addition, the interview was conducted in Indonesian language. It happened since the participants of this study were all Indonesian and they used Indonesian language to communicate in their daily life. Therefore, it eased the process in doing the interview so that misunderstanding during interview was minimized. Moreover, by using the Indonesian language, the participants gave more information and ideas accurately and expressed their thoughts well.

Data analysis

Regarding data analysis, several steps were done by the researcher. First, after the interview was accomplished, the researcher transcribed the data recorded obtained from the interview. By using the transcription, it was easy for the researcher to analyze the data from voice form into written form. However, before the data was analyzed, the researcher did trustworthiness by doing member checking. According to Lincoln and Guba (as cited in Cohen, Manion, & Morrison 2011), member checking is a process which is undertaken by the researcher to ask for confirmation of the participants about the transcription of the data. In member checking, the researcher returned the written transcription obtained to each participant to check whether the transcription was accurately and fully transcribed or not. The result of the member checking activity showed that all participants agreed with the written transcriptions given by the researcher.

After that, the data that had been through member checking entered the process of coding. Creswell (2012) claimed that "coding is the process of segmenting and labeling text to form descriptions and broad themes in the data" (p.243). An interesting view was also claimed by Creswell (2012) that in the process of coding "you also will select specific data to use and disregard other data that do not specifically provide evidence for your themes" (p.243). In addition, "the code name might come up from the researcher's own creation, or it may come up from the words used in the text or spoken by one of the participants in the transcribed data". (Cohen, Manion, Morrison, 2011, p.561). In short, in the process of coding, the researcher went through the text, gave the text codes (labels), to form specific data which was considerably used in answering the topic.

There were several steps of coding which was undertaken by the researcher to begin to analyze the data. Firstly, from the transcription of the interview, the researcher gave the label or theme by coloring the statements to form specific data which considerably answered the research question and was used for the category or theme. There were nine labels of color and each label of color in the statements was different; red represented *students' first language*, green represented *influence of word spelling and its pronunciation,* yellow represented *the differences of sound systen between the first language and the target langauge*, blue represented *the inconsistency of English,* purple represented *input*, grey represented *motivation*, pink represented *attitude*, black represented *age*, and orange represented *pronunciation material.* These colors were chosen randomly to help the researcher remember the categories or themes more easily.

Secondly, the researcher collected all the colored statements from each participant in the new table. Thirdly, after all colored statements were collected, the researcher made a new table as a place to dissociate the statements from all participants, to be put in the category or theme

decided previously. Eventually, the researcher then translated all the statements collected in each category into English. The final step was reporting the findings of the data analysis that would be explained in detailes in the next chapter.