Chapter Three

Research Methodology

This chapter discusses the methodology which was used by the researcher. There are five things included in this part. The first one is research design explaining about the design used by the researcher. The second is research setting which explains about where and when this research was conducted. The third is research participants. The forth is data collection procedure which explains how the researcher gathered the data. The last is data analysis which explains how the data were analyzed.

Research Design

In conducting this research, the researcher used qualitative method to search the answer of the objective of the study that is to know the pronunciation of diphthongs by freshmen. The reason of using qualitative method is because it was suitable to find information related to pronunciation of the participants. Creswell (2012) mentioned qualitative method is analyzing the data for description and themes using text analysis. Therefore, the researcher can describe their pronunciation through analyzing the data obtained from the recording.

In addition, this research used document analysis for the research design. Bowen (2009) mentioned that document analysis is a systematic procedure for reviewing or evaluating documents – both printed and electronic material. Based on the earlier statement, it was suitable for the researcher to employ a document

analysis since the aim of this research is to know how the freshmen students'

pronunciation diphthongs.

Research Setting

The setting of this research explains about the where and when the

research is conducted. The researcher conducted this research at English

Education Department of Universitas Muhammadiyah Yogyakarta. The researcher

chose the English Education Department of UMY for the setting of this research

since this department is focusing in English. Moreover, English Education

Department offers Capita Selecta on Linguistics course covering phonetics and

phonology discussion. Therefore, EED of UMY serves as setting at this research.

For the setting of time, the research was conducted in April 2017.

Research Participants

In this study, the students of EED of UMY batch 2016 were chosen as the

participants. The reason why the researcher chose batch 2016 was because they

were the freshmen at EED of UMY. It means that batch 2016 have just learned

phonetics in Capita Selecta on Linguistics course. It also makes batch 2016 have

bigger chance to remember what they have learned, especially in pronouncing

English diphthongs because they were required to do an assessment for

pronunciation.

There were three classes in batch 2016, and the researcher took one class

as the sample of participants, namely Class C because this class was the only one

which had already been assessed about diphthong pronunciation. In determining

the number of participants, the researcher used the opinion from Creswell (2012)

who mentioned "there are no clear rules on the size of the sample in qualitative research" (p. 161). Then, Onwuegbuzie and Leech (2007) suggest that in qualitative research, the participants should be large enough to generate 'thick description' and rich data, participants should not so large and not too small as to prevent theoretical saturation from being achieved (as cited in Creswell, 2012). Based on the explanation above, the researcher chose twenty nine students of English Education Department class C batch 2016. This happened since the number of students in this class was actually thirty five students, however one student was absent from the assessment, two students were not freshmen (they repeated the course), and three of the students were from Thailand, which means they did not deserve or were not valid as participants of Indonesian freshmen.

Data Collection Procedure

The purpose of this study was to know how Indonesian freshmen pronounce the English diphthongs. To answer the research question, the researcher used documentation to collect the data. Bowen (2009) reveals documents can contain text (words) that have been recorded without the researcher's intervention. In this research, the data were form pronunciation recording owned by the lecturer of Capita Selecta on Linguistics. The recording was taken from students when doing competency test on phonetics. The students only read sixteen words which contain English diphthongs. Then the data of the recording were processed in data analysis.

These are the words which used in doing competency test: "beard" in diphthong [ɪə], "sure" in diphthong [ʊə], "down" in diphthong [aʊ], "toast" in

diphthong [əʊ], "where" in diphthong [eə], "voice" in diphthong [ɔɪ], "high" in diphthong [aɪ], "vein" in diphthong [eɪ], "house" in diphthong [aʊ], "kite" in diphthong [aɪ], "although" in diphthong [əʊ], "stare" in diphthong [eə], "tour" in diphthong [ʊə], "fear" in diphthong [ɪə], "way" in diphthong [eɪ], "avoid" in diphthong [ɔɪ] .

Data Analysis

After obtaining the data from the lecturer, the researcher transcribed each words pronounced by the freshmen through their recording. The researcher listened to each of the pronunciation several times to understand the word, and then transcribed those words based on the IPA (International Phonetic Alphabet) and analyzed it based on RP (Received Pronunciation). The researcher only analyzed the diphthongs and there were no consideration about their local language. The researcher identified the mispronounced words manually, and then categorized the words transcription based on each diphthong. After transcribing, the data were given to the expert to deal with validity. Gibbs (2007) mentioned that qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, (as cited in Cresswell, 2014, p. 251). In doing the transcription, the researcher had a listen to each recording very carefully. From the 29 recordings, the researcher took very long time to transcribe.

After transcribing the data, the researcher categorized the data based on target language pronunciation. The researcher gave categories in recordings transcribed as two columns, target pronunciation and learner's pronunciation to

form a comparison, and they were transcribed in a form of phonetic transcription according to the sounds. In this research, the researcher classified mispronunciation found to group the kinds of response based on the diphthongs. The data found was consulted and discussed with the supervisor and the findings were described and discussed in the chapter four.