

Chapter Three

Research Methodology

This chapter discusses the methodology used to conduct the research about students' perceptions on the RAT in learning pronunciation in terms of its benefits and challenges. This contains the research method, design of the research, research setting, research participants, instruments of the research, technique of data collection, and data analysis.

Research Design

The researcher used qualitative research method to conduct the study because the researcher needs to explore the problem to obtain a deep understanding on the problems established on the research. It is in line with Shelden, Angell, & Roseland (2010) who argued that one of the characteristics of qualitative research is exploring an issue and also discussing the good understanding about the phenomenon. In this research, the researcher explored the students' perception on the RAT phenomenon. In addition the researcher focused on exploring the students' perception in terms of benefits and challenges experienced by the students. Shelden et al. (2010) stated that qualitative research required to explore the perception of students' education in detail. In conclusion, the qualitative research method matched with the researcher's objective.

In discussing the phenomenon in detail and clear information, the researcher applied the qualitative descriptive design. It was to describe and explain about the answer of the participants related to the RAT implementation. It was appropriate for the researcher because she could interpret the answers of the participants

easily since the data would be in words. This is in line with the purpose of the research, in which the researcher wants to explore and describe the answers of the participants in detailed explanation. Lambert & Lambert (2012) stated that qualitative descriptive aimed to describe the specific phenomenon of daily term comprehensively based on the experience. Thus, the qualitative descriptive design was chosen as the best design to describe the phenomenon. It was supported by Sandelowski (2000) who explained in his research that qualitative descriptive was the best choice if researcher desired a clear description of phenomenon.

Research Setting

This research was conducted at the English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). The researcher employed this setting because of some reasons. First, EED of UMY is the major which conducts the RAT for the students in learning pronunciation in *Capita Selecta* on Grammar 3 course or *Capita Selecta* in Linguistics. Second, the researcher experienced the reading aloud technique also at EED, so she has prior knowledge on what was going on during the activity of RAT. The participants of this research also experienced the RAT. It helped the researcher in gathering and exploring the data. The third was because the researcher already did an observation at EED of UMY. She observed the other students' attitudes and also points of views through the process of reading aloud itself. In addition, the environment was familiar for the researcher since the researcher studies in this place.

Research Participants

It is important to decide an appropriate participant of this research. It would determine the result of the study. The researcher decided the participants based on the purposes of the study which are to explore the students' perception on the implementation of RAT in terms of its benefits and challenges at EED of UMY. In this research, the participants of this study were four students of EED of UMY Batch 2015.

In selecting the participants, the researcher had three particular characteristics because the researcher used purposive technique. First, the participants of this research were the EED of UMY student Batch 2015. The second is the participant experienced the RAT. The third is participant had high or low score in the reading aloud assessment. Particularly, the researcher employed the deviant case technique. It is because based on Teddlie and Yu (2009), one of the examples is success and failure. There were eight students recommended by the lecturer since there were four classes in Batch 2015. It means each of the classes was provided two potential participants. Besides that, the researcher also considered the availability of the participants. At last, the researcher selected four students from EED of UMY who had taken Capita Selecta on Linguistics course. There were two students who had high score, and two students who had low score. The choosing of students with various score range aimed to gain more understanding about the benefits and challenges of RAT from various backgrounds.

Research Instrument

The researcher used interview as the instrument of this research. Cohen, Manion, & Morrison (2011) pointed out that interview is a flexible tool for data collection. It was a widely used instrument for data collection. The researcher employed interview as the instrument to gather the data because it was suitable to describe and explore the students' opinions on RAT. Interview gave opportunities for the researcher to explore the participants' opinion. As well as the researcher, the participants were able to explain their opinions in detail in one-on-one interview.

The researcher prepared several things for the interview. The first was thematizing which was deciding the purpose of the study. The second was designing the interview. In this stage, the researcher made a guideline that was called as interview guideline which consists of questions. Furthermore, the researcher also prepared several tools. They were pen and paper for taking notes and mobile phone for recording.

Data Collection Method

To collect the data, the researcher used interview as the instrument. Further, the researcher used open-ended questions. The researcher applied the one-on-one interview because it acquired "the researcher asks question to and records answers from only one participant in study at a time" (Creswell, 2009, p. 218). It meant that there were only the participant and the researcher at the time. It aimed to create the good atmosphere between the participant and the researcher, so the participant can answer the question confidently without feeling shy or nervous.

Moreover, after schedule and question were well set, the researcher texted the four potential participants and asked for their willingness and availability to be the participants in this research. However, there was participant who had the low score who was not available for the interview. Therefore, the researcher directly contacted the other participant who was recommended by the lecturer. Finally, the researcher managed to obtain the four participants.

In addition, four participants were successfully interviewed. The participants responded to the researcher's questions during the interview informatively. The interview mostly took ten to fifteen minutes for each participant. It ran well since the interview was conducted in Indonesian languages the participants' mother tongue. It had purpose to avoid the misunderstanding between the researcher and the participants, as well as to make the participants easy in explaining their responses.

Data Analysis

After all the data were gathered and then processed, the researcher analyzed the data into several processes. The process included transcribing, verifying, coding, and reporting. The explanation of the detailed step is presented below.

Transcribing. The first step after getting the data of the interview was transcribing. Transcribing was a very basic thing that the researcher did to analyze the data. The researcher transcribed the recording of the interview. The researcher had to be careful because it is the "crucial steps in interviewing" (Cohen, Manion, & Morrison, 2011). There was a possibility of data missing. That was why the researcher needed to focus to write the utterances of both the interviewee and

interviewer. In addition, the researcher ensured on what was being said by the interviewee was valid.

Verifying. The researcher verified the transcription by conducting member checking. Member checking was the process of checking the transcription by the participants of the research. It was important to avoid the misunderstanding between the researcher and participants. Cohen et al. (2011) stated that member checking is a confirmation process of the interview transcription by the participant. The researcher returned to the transcription the participants. Then researcher got the transcription back from the participants. It turned out that there was one changes of the content from the first participant. Finally, the researcher clarified some unclear points mentioned by the participants in the transcription.

Coding. The next step after the transcription's approval was coding. According to Cohen, et al. (2011), coding was a major feature of qualitative data analysis. They also argued that coding enabled the researcher to identify similar information. In the coding, the researcher explored the transcription of the interview. Coding was applied in the research to categorize the specific data.

In addition, the researcher employed several steps in coding process. The researcher marked the specific data by coloring the statements. After that, the researcher categorized the data based on the research questions established namely the benefits and challenges of RAT in learning pronunciation. At this point, there were 14 different colors used in total to mark the information in every single point. There were seven text highlight colors for the benefits of RAT and also seven font colors for the challenges of RAT. After coloring the statements,

the researcher grouped the colored statements into new table. After that, the researcher put the categories based on the statements which had the same meaning and purposes.