

Chapter III

Methodology

The third chapter of the research is the methodology. It includes the design, setting, participants of the research, and how to collect and analyze the data in conducting the research. In this chapter, some theories that support the research methodology are included.

A. Design of the Research

The purpose of the research is to find out the problems appearing during teaching pronunciation, and the adopted methods in teaching pronunciation in the class. Therefore, the researcher made a consideration in conducting the research qualitatively. The researcher did an indepth interview and classroom observation to collect the data. Consequently, the researcher considered that qualitative is the appropriate design for this research. According to Creswell (2012), qualitative research is one of methods in conducting the research by an observation or interview. In line with that, it is concerned with developing explanation for further information. Qualitative research can also be defined as a research which is discussing people, lives, stories, behavior, and relationships (Strauss, 1990)

B. Setting of the Research

In this research, the researcher had set the research in English Education Department of Universitas Muhammadiyah Yogyakarta. It was done in speaking classes in English Education department. The class was Academic

Presentation for Career Development class B. The other class was the same course but different class, it was class A academic year 2013-2014. The observation was taken once per class per participant. The reason on conducting the research at the English Education department of Universitas Muhammadiyah Yogyakarta was because the place where the writer is studying in this department. Therefore, conducting the research in UMY will be helpful both for the researcher and for the department.

C. Participants of the Research

The participants of the research were the teachers of English Education Department of Universitas Muhammadiyah Yogyakarta. It was specified to three teachers who had been teaching speaking class in English Education Department and also had many experiences in teaching pronunciation to university students, with at least 2 years or more than two classes. The participants of the research were the teachers of speaking class. The first respondent was male. He had been teaching pronunciation for twelve years, both in university settings and in other settings. The second participant was female. She had been teaching English for twelve years. The last participant was also female. She had been teaching English for fifteen years. These three were the only teachers who were teaching speaking classes when the data were collected.

D. Data Collection Method

In this qualitative research, the researcher used interview and direct observation to collect the data. The interviews were conducted with the English teachers in English Education Department. Face to face interview was done in order to gain more information for the research (Creswell, 2012). The questions of interview were focused on the problems that the teachers found during teaching, the methods usually used, and the solutions they used when they found the problems. The interview was recorded about fifteen minutes per participant. UNIRES for girls was the place where the interview was taken. On the other hand, observation was also conducted in the speaking classes to obtain the data and the condition of class while teaching and learning activities in pronunciation subject. Unfortunately, it was only two classes that can be observed by the researcher, because, the other class had already been completed at that period. The researcher had listed the result from the interview in a piece of paper, then he observed the classroom activities and gave the check list for the instructions given by teachers. After finishing those sequences the researcher clarified the result of the interview. The result of interview was clarified to the interviewee by doing member checking. The researcher recorded interview first, and then he did transcription, and afterwards he did member checking to the interviewees in order to prove the

E. Data Analysis

To analyze the data, transcription of the interview was used to classify the point of the interview. To make it easier in classifying the point, coding was used after transcription. Coding was used to conceptualize the data dealing with literature review and put it together in a new ways (Strauss, 1990). The result of interview was classified and categorized to make a comparison between the data and the literature. Afterward, the findings of the research were described in line with the data and literature to gain the ... 61