

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In the previous section, introduction of research and related theory regarding to pronunciation has been briefly discussed. In this section, the research methodology of will be presented.

This section will discuss some aspects in research methodology such as formulation of problems, research design, site and participants, data collection, and data analysis of the research.

#### **3.1 Formulation of Problems**

As stated in the first chapter, this study aims to examine some problems which are formulated in the following questions:

1. What are the pronunciation errors performed by the Sundanese learners at the Department of English Education?
2. What are the types of pronunciation errors performed by Sundanese learners at the Department of English Education?

#### **3.2 Research Design**

Research design is the overall plan for collecting data in order to answer research questions. Also, it can be defined as the specific data analysis techniques or methods that the researcher intends to use (Fraenkel, et. all, 2011).

Meanwhile, this research is qualitative in nature because the data gathered is audio materials. It is in line with Cresswell (2012) that qualitative research involves collecting data and working with text, images, or sounds. It is appropriate to this kind of research since the data is in a form of audio taped data. In addition, since this study is qualitative there will be no hypotheses presented. Larsen and Long (1991) states that the prototypical qualitative methodology is researchers do not set out to test hypotheses, but rather to observe what is present with their focus, and consequently the data, free to vary during the course of the observation

This research used a case study approach, since it is in line with its purpose that is to understand a case or cases in full and in depth (Malik &

Hamied, 2014). Case study is defined as a part of qualitative research approaches in which researchers focus on a unit of study known as a bounded system and can be used when the researcher is interested in studying the process (Gay, Mills, & Airasian, 2009).

In this research, in order to get the data, the researcher used reading aloud and recording of each participant's performance. Thus, subjects were asked to read aloud word lists, sentences or passages which have been an abundance of particular sounds in representative environments. The subjects' performances were recorded for later analysis. Further, the recordings of participants' pronunciation were analyzed by using error analysis procedure.

### **3.3 Site and Participant of the Study**

#### **3.3.1 Site of the Study**

This study was conducted in one of the Universities in Bandung focusing on the department of English education. Cresswell (2012) asserts that in qualitative studies, purposeful sampling can be used in order to select both individual and sites. It aims to get the central phenomenon from the focus of the research. Thus, this site was chosen as regards to several reasons.

Firstly, University in Bandung was chosen since the focus of the study is Sundanese students. It is assumed that many Sundanese students can easily be encountered at this university.

Secondly, it deals with the accessibility of the researcher. In this case, the accessibility refers to the ease for both researcher and participants in collecting data. Since this department is the place where the researcher and participants are studying, it makes them both easy to manage the time to arrange the schedule to collect the data.

Lastly, it is related to the background of the department. Since this department focuses on English learning and education, this department also offers pronunciation subject as one preparation for its students.

#### **3.3.2 Participants of the Study**

Population is a group of individuals who comprise the same characteristics (Cresswell, 2012). From this definition, the population of this

research consisted of all students of the department of English education for the academic year 2013-2014 at Indonesia University of Education Bandung. To gain the data needed, a class of this academic year was chosen. The class contains fifteen students. The participants were selected by the first language used in their daily communication. It was meant because of the fact that some Sundanese learners, who are native speakers of Sundanese, might not use Sundanese in their daily conversation. Some of them use Bahasa Indonesia instead of Sundanese. Thus, in order to get intended participant, it used purposive sample. As stated by Cresswell (2012), purposive sample is defined as selection of individuals and sites to learn or understand the central phenomenon. Gay, Mills, and Airasian (2009) also state purposive sampling is the most common form of sampling that match the case study.

Accordingly, this research selected ten students whose first language is Sundanese as participants. Third semester students were selected based on the consideration that these students had already taken pronunciation subject in the previous semester. It was assumed that they had already understood the concept of pronunciation. Besides, it was predicted that their knowledge of pronunciation might in line with pronunciation knowledge and awareness.

The participants were given code name as P1, P2, P3, P4, P5, and so on considering the order of the reading aloud.

Table 3.1 *Data of Participants*

Code	Age	Gender	Pronunciation Subject Score	Pronunciation Course
P1	19	Female	B	Yes
P2	19	Female	B	Yes
P3	20	Female	B	Yes
P4	19	Female	B	Yes
P5	19	Male	B	Yes
P6	19	Female	B	Yes
P7	19	Male	A	Yes
P8	19	Female	A	Yes
P9	18	Female	A	Yes
P10	18	Female	B	Yes

### 3.4 Data Collection

In order to find out the answers of the research questions, some types of instrument were used. The data were collected by the reading aloud and questionnaire to support the data gained. The first procedure was aimed to gather the data in the form of audio taped data.

In the very beginning, the participants' permission was asked regarding the proposed research that will be conducted. The purpose of this research was also explained. They were told that their identity will not be published. Participants were told things they should do and the reason they do it. Afterward, the data were collected by recording the result of each participant's performance. Data later on were in a form of transcription. Then, each participant's performance was analyzed into phonetic transcription to figure out students' errors in pronouncing some fricative sounds.

#### 3.4.1 Reading Aloud

Erlam (as cited in Ellis, 2009) states that free language production may provide a large sample of natural speech. Meanwhile, there is no way of predicting which particular language structures will be elicited. He also points out that "where there is often the need to test for acquisition of the specific language features that have been targeted as the research focus" (p.65). For that reason, this test is only in a form of one type test namely reading aloud. Beebe and Flege (as cited in Larsen and Long, 1991) state reading aloud has been used in studies researching pronunciation in a second language. Ullah (2011) adds that reading aloud was used because it could be used in eliciting pronunciation quality.

Further, the test was divided into three parts. First, reading aloud of fifteen sentences containing sounds which does not exist in English. The second part was minimal pairs of sound that does not exist in English. It was meant to get the comparison between particular sounds. The third was reading aloud several words in English which were composed in initial, middle, and final position. That was intended to get data of the sound which were produced in different positions. This aimed to figure out what particular sounds that absence in Sundanese which became pronunciation errors. This was conducted by recording students'

performance of production skills of English individual sounds. The form of pronunciation was adopted from Ullah (2011) and several online websites. The example of reading aloud was divided into three sections, as follow:

### Reading 1

1. The fluffy puppy is very cute.
2. The vision of the vigilant inspector is enough
3. To prevent the water flowing around, she shouted to call neighbors

### Reading 2

No	[f] – [v]	[ʃ] – [ʒ]	[θ] – [ð]:
1	fine voice	official decision	both mothers
2	first variant	special measures	three brothers

### Reading 3

No	Sounds	Initial	Medial	Final
1	/f/	Food Forest Fantastic	Telephone Homophone Different	Laugh Enough Cough

Table 3.2 *Total of the Occurrences of Sounds in Tested Words*

Sound	No. of Occurrences			Total
	R1	R2	R3	
f	3	10	9	22
v	7	10	9	26
θ	7	8	9	24
ð	8	8	6	22
ʃ	7	10	9	26
ʒ	3	10	5	18
Total	35	56	47	138

### 3.5 Data Analysis

The data were obtained from productive skill in reading aloud of sentences and sound comparison pairs, some words containing intended sounds in different positions namely initial, medial, and final position. Then, the voice of each participant was recorded. The recordings of participants' voice, then were transcribed in phonemic transcription. It was compared to the standard that was used in this research, namely International Phonetic Alphabets (IPA) and used online transcriber namely a *PhoTransEdit Online* application that transcribes small English texts into broad phonetic transcriptions in the International Phonetic Alphabet (IPA). Phonetic transcription is aimed to provide a shared system of symbols that only ever refers to one sound to write down pronunciation clearly and consistently (Knight, 2012).

The procedure of analysis of this study used a procedure proposed by Ellis (2003). He states that there are five steps in analyzing learners' errors. They are described as follows,

- Collection of a sample of learner language. In this study, the sample of language learner in form of a transcription of pronunciation errors performed by the participants.
- Identification of errors. This first step requires determination of elements in the sample of learner language which deviate from the target language (L2) in some way. Corder (1967) tries to distinguish this into two types. They are systematic errors which result from learners' lack of knowledge of L2 and mistake which results from some kind of processing failure such as a lapse in memory. Then the deviation that belongs to mistake will not be analyzed.
- Description of errors. For purposes of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntax, etc.) In this case, the classifications of errors were based on the position and the sound itself
- Explanation of errors. This step is to determine and describe why an error was made. It is considered important because this process is trying to understand the processes of SLA.

- Evaluation of errors. This step involves the analysis of what effect the error has on whomever is being addressed. For instance, how serious it is, or to what extent it affects intelligibility, or social acceptability.

To classify the errors that learners make, it was used the theory proposed by Haycraft (1973). He classifies pronunciation errors, particularly in individual sounds as follows.

### **1. Type 1: The difference in pronunciation of the letter sound**

Basically, this type of pronunciation is defined as the differences between the letter from Sundanese as native language and English as the target language. Haycraft (1973) gives the example of this pronunciation error as happened in letter 'a'= sound /æ/, student's sound /ʌ/: 'funtustic'. Sanusi (2010) also presented the case for Indonesian, this letter might be read as /ʌ/. Thus, the students might pronounce the word as /fʌntʌstik/.

### **2. Type 2: Sound appears the same as in the mother tongue but is not**

Haycraft (1973) states that native language and target language might be share the same phonemes, but have differences in terms of its distribution. Sanusi (2010) exemplifies the result of his research, such as students have difficulty in pronouncing aspirated /p/ and /t/.

### **3. Type 3: The sound is alien**

Haycraft (1973) describes this pronunciation errors as some sounds that do not exist in native language, but do exist in English as the target language. As in this case, the sounds tested are fricative sounds that do not exist in Sundanese such as /f/, /v/, /θ/, /ð/, /ʃ/, and /ʒ/. This absence of these sounds in native language might lead to different production and recognition. It can be caused by student's lack of knowledge and incorrect input from their environment (Sanusi, 2010).

### **4. Type 4: Sound embedded in cluster of consonants or vowels;**

This type of pronunciation error as stated by Haycraft (1973) occurs when the sound is the combination of sound as in cluster consonants. Sanusi (2010) also presents several examples of this case such as in 'asked', 'didn't try', and 'talked'. Since this research only focuses on individual sound, especially

fricative sound in English, this kind of errors that is happened in this study might not be the focus of investigation.

**5. Type 5: Students' mother tongue does not use the same sound combination, in certain positions**

For this type, Haycraft (1973) illustrates that this error might be avoided when the text is not used. The example is as the speaker of the Spanish pronounce the letter 'd' as /ð/ like in the '*riding house*'.

**6. Type 6: Students' mother tongue does not accept certain combination of sounds**

Haycraft (1973) exemplifies this type of error as happened with Italian speaker. The letter '*smalto*' s + voiced consonant is pronounced as /z/ such as in English 'small' and 'snail' will be pronounced as /zma:l/ and /zneɪl/. Meanwhile, if the letter 's' is followed by voiceless consonant, it will be produced correctly, such as in Italia 'stagione' as in English 'stand.

**7. Type 7: student does not expect the sound to change.**

The last type of pronunciation error is the changes in sound /s/ become z/ between vowels as in rosy, noisy. Students might pronounce it as /'rəʊ.si/ and /'nɔɪ.si/ instead of /'rəʊ.zi/ and /'nɔɪ.zi/. In this case, students might still pronounce it as /s/.

### **3. 6 Concluding Remarks**

This chapter elaborated methodology of the study, which involves research questions, research design, research site, participants, data collection, and data analysis. The data used in this study were reading aloud transcription taken from third semester students of the department of English education at a University in Bandung. The further results and discussions of this chapter will be elaborated in the next chapter.