

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology that involves research design, sites and participants, data collection procedure, and data analysis.

#### **3.1 Research Design**

This research investigates pronunciation difficulties and word stress awareness of fourth-semester students of the English Education Study Programme in the academic year 2019/2020. A qualitative descriptive design was carried out in this research to get a deeper understanding of the issue. Qualitative design is an inquiry process of understanding social problems based on constructing a holistic, complex, and formed by detailed information description, and conducted in a natural setting and the data collected by a form of words of picture or table rather than numbers (Creswell, 2013; Sugiono, 2010). Qualitative research allows the researchers to analyse the experience of individuals in detail using in-depth interviews, focus group observation, content analysis, discussion, visual methods, and life history (Hennink, Hutter, & Bailey, 2020). Qualitative research aims to identify people's experiences and behaviours in the context of their lives. It involves organising, accounting, and explaining the data, and it focuses on smaller numbers of people than quantitative data, yet the data tend to be rich and detail (Cohen, Manion, & Morrison, 2007).

A case study is applied to investigate the students' pronunciation difficulties and word stress awareness. It provides insights from specific issues, redraws generalisations, or builds theories in-depth within a real-life context (Mills, 2010). It frequently designs to illustrate more general principles. Case studies opt for analytic rather than statistical generalisations, which means that case studies develop a theory that can help researchers understand similar phenomena or situations (Robson, 2002 in Cohen *et al.*, 2007). The case study also provides a means to investigate complex situations with multiple variables, and it offers an excellent opportunity for innovation and challenges current theoretical assumptions (Queirós, Faria, & Almeida, 2017). This research aims to investigate the phenomenon in the Speaking for Academic Purposes Class. This research collected

the data from students' speaking performance videos uploaded in Flipgrid. The focus of the research is to analyse the students' pronunciation difficulties in their speaking activity.

### **3.2 Site and Participants**

Due to the pandemic situation, the Indonesian government instructed all sectors, including education, to limit their activity and opt for the Work from Home (WFH) mode. The situation impacted teaching and learning activities for schools and colleges and made the teachers use distance education programs and applications. In consequence of the government's regulation, the data in this research were gathered online.

This research was participated by fourth-semester undergraduate students at English Education Study Programme in the academic year 2019/2020. Fifteen students were involved in this research. At the time of data collection, the participants attended online classes due to pandemic situations. The speaking class used online platforms such as Flipgrid and Zoom Meeting as the medium of teaching and learning activity. In this class, the students used Flipgrid as a platform to practise speaking, where they were required to record speaking practice videos and uploaded them online in Flipgrid.

Speaking in Academic Purposes is one of the performance courses in the English Education study programme in Universitas Pendidikan Indonesia. The students have to take the course in the fourth semester as Speaking for Academic Purposes 1 and Speaking for Academic Purposes 2 in the following semester. In this course, the students were instructed to perform a speaking activity and uploaded it to Flipgrid, and the other students responded or commented on the video. There were several topics that students need to perform, and the topics are *Holding a Seminar, Reporting my reading experience, I am a presenter for this seminar, I am a moderator for this seminar, I am an MC for this seminar, Review texts, Progress Test-2: Review text, and Presenting an essay. In this research, the data were taken from the topic: I am a presenter for this seminar, I am a moderator for this seminar, and I am an MC for this seminar.*

### 3.3 Data Collection Procedure

The data were collected from the video uploaded in *Flipgrid*. The videos were focused on the students' practice while participating in a seminar. The data were collected, chosen, and analysed from students' speaking performance videos uploaded in *Flipgrid* and displayed in the following table.

**Table 3. 1 Analysed speaking performance video**

No.	The title of the video	Duration
1.	<i>I am the MC for this Seminar</i>	<1 min
2.	<i>I am the Moderator for this Seminar</i>	<1 min
3.	<i>I am the Presenter for this Seminar.</i>	<1 min

### 3.4 Data Analysis

The data were analysed from the videos that students uploaded to Flipgrid. The students' speaking videos were analysed by referring to American English and British English styles as suggested in *Cambridge Advanced Learner's Dictionary Fourth Edition (CALD)*. The *Cambridge Advanced Learner's Dictionary* was used as a reference for analysing the students' pronunciation with Received Pronunciation (UK) and General American Pronunciation (US) spellings. The UK and US spelling was chosen to prevent the students from using those spellings inconsistently. The data of this research were analysed with the following procedures.

1. The students' performance videos were played, observed, and transcribed in the form of text, as illustrated in figure 3.1.

Hi. I'm Zalva, and in this video I'm going to be your presenter. Let's begin. Thank you, moderator for the time. [salam]. Good morning ladies and gentlemen. On behalf of my company, Greenpeace Company. Allow me to extend a warm welcome to you all. And let me introduce myself again. My name is Adam Palav. I'm a climate and energy campaigner from Greenpeace Company. And today I'm here to talk about the insurers and climates

**Figure 3. 1 Student's speaking transcription**

- The transcripts were then converted to IPA transcriptions to compare which sounds are different from the standard pronunciation. The different ways of students' pronunciation were coloured red, and the misplaced word stresses were highlighted yellow, as shown in figure 3.2.

Thank you very much for a great presentation. If you have any question, please raise your hand and also mention your name. ladies and gentlemen, finally we come to the end part of the presentation. I would like to say thank you to the audience for the active participation and also mr. Joseph for giving us a great presentation. Hopefully, the presentation will be benefical for everybody. I'm Irvan fadilah. Thank you very much. [Wassalam] [end]

/θæŋk/ /ju/ /fɔːr/ /'grɪvɪŋ/ /mi/ /ðə/ /tʌm/, /'mɪstər/. /'raki/. /,ou'keɪ/, [basmallah & salam]  
 /gʊd/ /'mɔːnɪŋ/ /'ledɪz/ /ænd/ /'dʒɛntəlɪmɪn/. /aɪm/ Irvan Fadilah /æz/ /'mɑːdə'reɪtət/ /tə'deɪz/  
 /ɪ'vent/. /ænd/ /aɪm/ /glæd/ /ðæt/ /ju/ /ɔːl/ /hɪr/. /fɜːst/ /ænd/ /'fɔːrmoust/. /let/ /mi/  
 /,ɪntrə'dʌs/ /'aʊər/ /gɛst/ /'spɪkər/ /frʌm/ /zɪm'bʌbweɪ/. /hi/ /'grædʒu,eɪtɪd/ /wɪð/ /ə/  
 /'bæŋfələs/ /dɪ'grɪ/. /'maɪnɪŋ/ /'ɛndʒə'nɪrɪŋ/ /ɪm/ /zɪm'bʌbweɪ/ /junə'vɜːrsəti/. /'ledɪz/ /ænd/  
 /'dʒɛntəlɪmɪn/, /plɪz/ /'wɛlkəm/ /'mɪstər/. /'dʒʊʊsəf/.

**Figure 3. 2 Conversion to the IPA**

- The highlighted words with different pronunciations were classified based on the pronunciation features produced by the students, as displayed in table 3.1.

**Table 3. 2 Classification of the sounds produced by the students**

No.	Words/sentences	Phonetics transcription		Students' Pronunciation
		<b>British (RP)</b>	<b>American (GA)</b>	
1.	the best way and the best <b>thing</b>	/θɪŋ/	/θɪŋ/	/tɪŋ/ (S1)
2.	I want to ask you <b>something</b>	/'sʌm.θɪŋ/	/'sʌm.θɪŋ/	/'sʌm.tɪŋ/ (S3)
3.	<b>Thank</b> you for being here	/θæŋk/	/θæŋk/	/tæŋk/ (S3, S4, S5, S9, S10, S11,S12)

In analysing the data, the American English style was used to analyse the students' pronunciation because most of the students showed the tendency to represent a rhotic accent group that is closer to American English pronunciation. A rhotic accent is the term of sociolinguistics that refers to speakers who articulate the consonant /r/ (Demirezen, 2012).

### **3.5 Concluding Remarks**

This chapter has discussed the research methodology used in this research to find the answers to the research questions. This chapter provides research design, research site and participants, data collection and data analysis. The following chapter will present findings and discussions of the problems.