

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research adopted a qualitative case study design because it offers the most suitable approach for examining a phenomenon in depth within its authentic setting, as emphasized by Yin (2018). In the context of investigating how English Education students perceive the role of phonemic awareness in their readiness to teach pronunciation and listening comprehension, the case study method allows for a detailed and contextualized exploration of the interplay between linguistic knowledge, teaching experiences, and individual reflections. This design provides an understanding of how phonemic awareness is translated into teaching preparation among students who are actively engaged in their teaching practicum (PPL). By focusing on this specific group, the case study facilitates the identification of both shared patterns and distinctive experiences that reflect the complexity of developing readiness in real educational environments.

To capture these experiences, this study employed narrative inquiry through semi-structured interviews as the primary method of data collection. Narrative inquiry is selected because it acknowledges the significance of personal stories and subjective interpretations, allowing

participants to articulate their understanding of phonemic awareness and how it informs their confidence and decisions when teaching pronunciation and listening. Semi-structured interviews provide a balance between guided questioning and the flexibility to follow participants' narratives, ensuring that their insights are expressed in their own terms while remaining aligned with the research focus. This approach is particularly relevant for uncovering cognitive and affective dimensions—such as awareness, confidence, and readiness—that cannot be directly observed but must be described by the individuals experiencing them.

For the analysis, this study applied thematic analysis, following the systematic procedures outlined by Braun and Clarke (2006). This method is chosen because it allows the researcher to identify patterns, themes, and meanings across the interview data, thereby producing an organized and insightful representation of how phonemic awareness shapes teaching readiness. Thematic analysis supports an interpretive approach, enabling the transformation of raw narratives into conceptual findings that reflect participants' perceptions, challenges, and developmental trajectories. By integrating the case study design, narrative inquiry interviews, and thematic analysis, this research maintains coherence between its methodological choices and its objective of uncovering the depth and complexity of phonemic awareness as it relates to teaching preparation.

## **B. Research Setting**

This study took place at UIN Antasari Banjarmasin in 2025. The institution provides an English Education program designed to train students to be professional English teachers in schools, establishing it as a suitable location for investigating phonemic awareness concerning teaching preparedness. Students in the English Education program at UIN Antasari complete courses in phonetics, pronunciation, and listening comprehension, creating an applicable academic background for assessing their phonemic awareness and its function in their teaching preparation.

## **C. Participants**

The subjects were English Education students at UIN Antasari Banjarmasin who are currently enrolled in their Praktik Pengalaman Lapangan (PPL), or teaching practicum. They were selected due to their ongoing application of linguistic knowledge in actual classroom settings, which corresponds with the research's aim of examining preparedness for teaching pronunciation and listening. A number of 6 participants were chosen, after sampled from various classes, to facilitate a detailed investigation of individual cases while keeping the scope practical for analysis (Merriam & Tisdell, 2018).

#### **D. Data Collection Technique**

The researcher used narrative inquiry in this research, so the researcher took an interview to collect data. Conducting interviews or question-and-answer sessions stands out as an effective method for delving into someone's in-depth knowledge or experiences in the context of a study. An interview, according to Kvale (1996), is a purposeful conversation designed to gather information, providing a narrative of the interviewee's life in connection with the interpretation of the described phenomena. Schostak (2006) further emphasizes that interviews serve as extended conversations aimed at obtaining comprehensive insights into a specific topic or subject. Through interviews, phenomena can unfold and be interpreted in the context of the interviewee's perspective and meaning.

The data for this study were collected through semi-structured interviews. This format allows the researcher to use a prepared interview guide while remaining flexible enough to follow participants' personal experiences and perspectives related to phonemic awareness and teaching preparation. Each interviews were conducted individually to ensure that participants can express their views freely.

Participants were invited to attend the interview during their midday break between classes, a time chosen to minimize disruption to their academic schedule. Each participants were interviewed **once**, but the sessions were conducted thoroughly to elicit detailed and meaningful

responses. The duration of each interview were depended on the depth of the participant's answers, allowing sufficient time for clarification, probing questions, and exploration of relevant experiences.

## **E. Data Analysis**

The information gathered from the interview were applied to thematic analysis (Braun & Clarke, 2006), which entails recognizing patterns or themes in the data that reflect participants' experiences and viewpoints on the studied topic. The analysis involves distinct stages: becoming familiar with the data, creating initial codes, searching for themes, reviewing themes, defining themes, and presenting the report (Braun & Clarke, 2006). The identified themes would provide insights into the advantages and challenges of English phonemic awareness as a language learning resource, offering recommendations for educators and language learners. This study employed a thematic analysis approach for analyzing the interview data, focusing on identifying patterns and themes. The nature of thematic analysis facilitates the identification of underlying ideas and meanings present in the data.

### **1. Familiarization of Data**

All interview transcripts were first be examined to identify meaningful segments of information. During this stage, the researcher reads the data multiple times to understand participants' responses in context and then groups related statements together based on similarity of ideas, experiences, or issues raised. These

grouped data segments reflect early patterns—for example, comments related to pronunciation challenges, confidence in teaching, understanding of phonemic concepts, or classroom experiences. Data-grouping establishes the initial structure of the analysis by organizing raw responses into manageable and relevant categories.

## **2. Initial Coding**

After grouping, each data segment is assigned **codes** that represent its core meaning. Coding involves labeling specific ideas or experiences—such as “difficulty distinguishing vowels,” “lack of exposure to phonetic instruction,” or “confidence influenced by prior training.” These codes allow the researcher to systematically track recurring concepts across the dataset. Coding ensures that important details are not overlooked and provides the analytical foundation for recognizing broader themes. At this stage, the focus is on capturing what participants actually express, not yet drawing conclusions.

## **3. Searching for Themes**

In this phase, the initial codes were sorted and collated into potential broader patterns of meaning. The researcher examined how different codes might combine to form candidate themes. This involved creating thematic maps and arranging codes into clustered groupings. For example, codes like “difficulty distinguishing vowels,” “reliance on orthography,” and “challenges with auditory discrimination” were clustered under a potential theme tentatively

named “Linguistic Hurdles.” This process moved the analysis from codes to broader, more conceptual themes.

#### **4. Reviewing Potential Themes**

This critical phase involved a rigorous two-step review to ensure the validity and reliability of the emerging thematic structure. First, all coded data extracts for each candidate theme were reviewed to check if they formed a coherent pattern. Themes that did not have sufficient supporting data were discarded. Second, the entire dataset was re-examined to assess whether the candidate themes accurately represented the dataset as a whole. This ensured themes were distinct, meaningful, and captured the most significant aspects of the data in relation to the research questions. Overlapping themes were refined, split, or merged.

#### **5. Defining and Naming Themes**

Once a satisfactory thematic map was established, each theme was clearly defined and refined. The essence of what each theme captured was articulated, determining what aspect of the data it represented and how it contributed to understanding the research questions. Themes were given concise and informative names that immediately conveyed their core idea to the reader (e.g., from “Linguistic Hurdles” to “The Phonetic Gap: Navigating Unfamiliar Sound Territories”). This phase produced a clear, finalized thematic framework for the analysis.

## **6. Interpretation and Conclusion**

In this stage, the researcher examines the coded data and evaluates how the emerging patterns relate to the research questions. Codes that consistently appear together are reviewed to form larger thematic categories, while overlapping or weak categories are reassessed or merged. The goal is to determine which themes genuinely represent participants' shared experiences and which ideas are central to understanding their phonemic awareness and teaching readiness. This evaluation verifies the strength, relevance, and coherence of each emerging theme, ensuring that the findings are well supported by the data.