

CHAPTER III

RESEARCH METHOD

This section outlines the approach to research applied in this investigation. It details the research design, the research setting in which the research took place, the individuals involved, the types of data and their sources, the methods of gathering data, the research instruments, the data analysis, the reliability of the data, the methods for confirming data accuracy. These elements offer a structured account of how the study was carried out to examine learners' experiences, challenges, reflections and suggestions regarding acquiring English pronunciation via native-speaker videos within the Special English Program at Pondok Pesantren Alfalah Puteri.

A. Research Design

This study uses a narrative inquiry approach in conjunction with a qualitative research design. The purpose of this design is to explore how students experience learning pronunciation through native-speaker videos and how they interpret the impact of these videos on their learning. By using this method, the researcher hopes to fully comprehend the individual narratives and reflections of the participants regarding their educational journey.

Qualitative research uses the natural setting as the direct source of data. It is concerned with real-life experiences and situations as they unfold in daily events (Lincoln, 2005). Understanding meanings, interpretations, and experiences as they arise in social contexts is the goal of qualitative research.

It focuses on how people create and understand their reality in natural environments (Lune & Berg, 2017).

Creswell et al. (2007), elucidate how narrative research focuses on people's lived experiences and stories, which are arranged chronologically to show how things change over time. Narrative research is a type of research that consists of obtaining and then reflecting on people lived experiences (Josselson, 2007). In this study, qualitative research allows the researcher to investigate how students interpret their interactions with videos featuring native speakers and how these interactions influence their acquisition of pronunciation.

Because pronunciation learning is a process that evolves over time and is impacted by individual backgrounds, exposure, motivation, and learning tactics, the use of narrative inquiry in this study is very pertinent. This method gives students a platform to discuss their challenges, advancements, tactics, and insights about the use of native speaker videos by asking them to share their experiences. It enables the researcher to look at students' experiences as well as how they interpret and assess them.

Students' accounts of using native speaker videos to acquire English pronunciation are gathered and examined in this study using narrative inquiry. The researcher aims to comprehend how students engage with the videos, how they mimic pronunciation elements, and how they perceive improvements in their pronunciation skills through reflective accounts and interviews. This approach makes it possible to thoroughly examine each student's individual learning path, especially in situations when there is little opportunity for direct

communication with native speakers. In order to provide a thorough knowledge of students' pronunciation learning experiences and to address the study issues, the qualitative narrative technique is thought to be the best design.

B. Research Setting

This study was carried out in Pondok Pesantren Alfalah Puteri's Special English Program, which is situated on Jl. A. Yani Km. 23, Landasan Ulin Baru, Liang Anggang District, Banjarbaru City, South Kalimantan. Islamic boarding school Pondok Pesantren Alfalah Puteri offers a blend of academic coursework, recreational activities, and religious instruction.

This pesantren's Special English Program was created to help students improve their English language proficiency, particularly in pronunciation. The pronunciation component of the program covers various topics, including alphabet pronunciation, vowel and consonant sounds, the pronunciation of *-d/-ed* and *-s/-es* endings, American /t/ and /r/ sounds, word contractions, word connections, homophones, homonyms, homographs, synonyms, antonyms, and the differences between British and American accents. Given the limited access to technology commonly found in pesantren settings, the program integrates native-speaker videos as one of its instructional media to support pronunciation learning. The videos are selected by the teacher based on the pronunciation topics being taught to ensure that they are relevant to the lesson objectives. The teacher also considers the clarity and accuracy of the pronunciation models so that students can imitate authentic pronunciation as closely as possible. Pronunciation instruction begins with British pronunciation to establish a strong

foundation before gradually introducing American pronunciation. By learning both pronunciation models, students are expected to recognize pronunciation variations and adapt more effectively when communicating in different English-speaking contexts.

This Islamic boarding school has a highly experienced administrative and teaching staff. The English language program is managed by a coordinator who oversees student engagement and academic progress. The curriculum used in this program is systematically designed to encourage students to hone their language skills in a unique learning setting that combines Islamic principles with contemporary teaching techniques.

The data collection process took place over the course of one week. During that time, the researcher conducted one classroom observation, interviewed several participants, and gathered information about the students' experiences learning English pronunciation through videos featuring native speakers. This research location was chosen because it aligns with the study's objective: to examine how students learn English pronunciation through videos of native speakers within the context of an Islamic boarding school. Al-Falah Puteri Islamic Boarding School was selected because it successfully integrates technology into a learning setting that typically has limited access to such resources, thereby creating a unique context for this study. As an alumnus of the program, the researcher also has personal experience in learning pronunciation using videos of native speakers. This experience provides contextual

understanding of the learning setting under study. Nevertheless, the researcher strives to maintain objectivity while collecting and analyzing data.

C. Participants

This study involved five female participants from the Special English Program at the Alfalah Puteri Islamic Boarding School. They were selected because they had valuable experience in learning pronunciation through videos featuring native speakers. Participants were selected using purposive sampling to ensure they could provide meaningful insights into their experiences practicing pronunciation using videos spoken by native speakers.

In the participant selection process, the researcher first identified female students enrolled in the Special English Program at the Alfalah Puteri Islamic Boarding School. Next, the researcher evaluated several criteria: female students who had previously used videos of native speakers to learn pronunciation and who could clearly describe their learning experiences. After establishing these criteria, the researcher contacted eligible individuals and explained the purpose of the study.

D. Data and Sources of Data

The data used in this study consist of qualitative data obtained from students' experiences while learning pronunciation through videos featuring native speakers. Thus the data focuses on three main aspects aligned with the research questions: Students' experiences during the learning process, the various challenges they encountered while learning pronunciation using videos

featuring native speakers, and their reflections and suggestions regarding the use of native-speaker videos in pronunciation learning.

Information regarding students' experiences includes how they interact with videos of native speakers, how they imitate the pronunciation in those videos, and the strategies they employ to understand sounds in English. Additionally, this data encompasses students' reflections on the role of native speaker videos in improving their pronunciation skills.

On the other hand, data related to learning challenges includes various challenges students faced during the learning process, such as difficulty imitating specific sounds, understanding intonation and word stress, as well as other obstacles that arise when using native speaker videos as a learning tool.

In addition, the data also include students' reflections and suggestions regarding the use of videos featuring native speakers in pronunciation learning. These reflections involve students' evaluations and opinions about the usefulness of the videos, while the suggestions focus on their suggestions for improving the effectiveness of video based pronunciation instruction.

The data sources in this study were five female students participating in the Special English Program at the Al-Falah Puteri Islamic Boarding School. Participants were selected using purposive sampling based on specific criteria relevant to the research objectives. These criteria included active participation in pronunciation learning using native speaker videos and direct experience in utilizing this medium as a learning tool. The data collected from the participants consisted of their experiences, challenges, reflections and suggestions regarding

the use of native speaker videos in pronunciation learning. This data was used to address the research questions related to the students' learning experiences, challenges, reflections and suggestions regarding learning pronunciation through videos featuring native speakers.

E. Techniques of Data Collection

Data for this study were collected using two methods: interview and observation. Interview data consisted of transcripts of dialogues between the researcher and participants, containing students' experiences, challenges, reflections and suggestions regarding learning pronunciation through videos featuring native speakers. Observation data, meanwhile, consist of notes regarding student participation, their behavior during the learning process, and their reactions to the use of native speaker videos in the learning setting.

1. Observation

The observation was conducted directly in the Special English Language Program learning setting at the Alfalah Puteri Islamic Boarding School. In this study, the researcher acted as a non-participant observer; that is, the researcher did not participate directly in the learning process but merely observed and recorded the learning activities taking place. The observation was conducted during a pronunciation lesson in the Special English Program at Al-Falah Islamic Boarding School. The observation was conducted once during a pronunciation learning session using videos featuring native speakers, which lasted approximately one hour.

Throughout this period, the researcher observed the students' level of experiences, participation, and reactions as they learned pronunciation through videos featuring native speakers.

The purpose of this observation was to gain a deeper understanding of students' real-world experiences in learning pronunciation using videos featuring native speakers. During the observation phase, the researcher focused on several key aspects derived from the observation guidelines, namely:

- a. Behavioral aspects, such as students' level of attention while watching the video, their engagement in the learning process, and their efforts to imitate the pronunciation from the video.
- b. Emotional aspects, such as students' enthusiasm, confidence, anxiety, or hesitation when applying the pronunciation.
- c. Cognitive aspects, including students' understanding of the differences between correct and incorrect pronunciation, their ability to self-correct, and the strategies they employ to follow the provided pronunciation model.
- d. Challenges encountered, such as difficulty imitating specific sounds, understanding stress and intonation, and technical or environmental obstacles during the learning process.

Observation data were recorded regularly using a pre-prepared observation form. The observation form included specific indicators related to student participation, pronunciation methods, emotional responses, and obstacles encountered during the learning process. In addition, the researcher

also took field notes to document key moments in the classroom that might not have been fully captured in the observation form.

Based on observation, the researcher were able to gather comprehensive and relevant data on the experiences and challenges students faced while learning pronunciation through videos featuring native speakers.

2. Interview

The interviews were conducted using a semi-structured interview guide to explore students' experiences, challenges, reflections and suggestions regarding the learning of English pronunciation through videos featuring native speakers. The interview was conducted after the observation session with five participants and lasted approximately two hours in total. The interview questions covered several aspects. First, the interviews explored the students' backgrounds and learning experiences, including their experiences in learning English pronunciation and their participation in the Special English Program. Second, the interviews discussed the students' experiences in learning pronunciation through videos of native speakers, covering their views on the videos, the learning techniques applied, their understanding of pronunciation, and their confidence when speaking English. Third, the interview examined various obstacles students faced during the learning process, including challenges with pronunciation, emotional reactions, ways to overcome obstacles, and the support provided by teachers. Finally, the interview explored students' reflections and suggestions regarding the use of videos featuring native speakers in pronunciation learning. This aspect focused on students' evaluations of the

usefulness and effectiveness of the videos, as well as their suggestions for improving the use of such videos in pronunciation instruction. These aspects were designed to gather comprehensive information regarding students' experiences, challenges, reflections and suggestions related to learning English pronunciation through videos featuring native speakers.

F. Research Instrument

The instruments used in this study included an observation sheet and an interview guide. Both instruments were utilized to collect qualitative data regarding the students' experiences, challenges, reflections and suggestions related to learning pronunciation using videos of native speakers in the Special English Program at the Alfalah Puteri Islamic Boarding School.

The observation sheet served to document students' behavior, participation, and responses throughout the learning activities, particularly when videos of native speakers were shown. These observations focused on students' learning experiences, including behavioral, emotional, and cognitive aspects, as well as the various challenges they faced while practicing pronunciation.

On the other hand, the interview guide was used to gather deeper insights into the students' experiences, challenges, reflections and suggestions related to learning pronunciation through native speaker videos. The interview questions were designed to be open-ended so that participants could freely express their thoughts, feelings, and reflections. Through these interviews, the researchers sought to understand students' interactions with the videos, how they practiced pronunciation, the challenges they encountered during the learning process, as

well as their reflections and suggestions regarding the use of native speaker videos in pronunciation learning.

G. Data Analysis

In this study, the researcher applied thematic analysis to analyze the qualitative data obtained from interviews and classroom observations. Thematic analysis is a qualitative data analysis method used to identify, analyze, and interpret patterns or themes within qualitative data (Braun & Clarke, 2006). This method enables researchers to systematically organize and interpret participants' narratives and experiences by identifying meaningful patterns emerging from the collected data.

Since the goal of this study is to investigate students' experiences and the challenges they face when learning English pronunciation through natural speaker videos in the Special English Program at Pondok Pesantren Alfalah Puteri, thematic analysis was deemed appropriate. The researcher was able to gain a better grasp of how native speaker videos affect students' pronunciation learning by using thematic analysis to look for recurrent patterns in students' narratives and observational data.

To obtain a thorough grasp of the participants' experiences, the analytical process started with a close reading and repeated review of the observation notes and interview transcripts. The researcher discovered significant quotes, trends, and recurrent themes pertaining to the challenges and learning experiences of the students during this procedure. After that, these patterns were arranged into themes that represent the main conclusions of the study.

Based on Braun & Clarke (2006), thematic analysis consists of six stages: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. These stages were applied systematically in this study as follows. Steps in Thematic Analysis:

1. Familiarization with the Data

Introducing the researcher to the gathered data was the first step. In order to properly comprehend the participant narratives and learning setting interactions at this point, the researcher carefully read and reread the observation notes and interview transcripts multiple times. The researcher was able to delve deeply into the data in this step and find crucial elements pertaining to the study questions. Students' descriptions of their interactions with the video materials during the learning process, their experiences learning pronunciation through native speaker videos, and the challenges they faced while trying to mimic English pronunciation were all given special consideration.

During this stage, the researcher also made preliminary notes highlighting significant statements expressed by the participants. These notes included students' descriptions of their feelings, reactions, learning strategies, and challenges experienced during the pronunciation learning activities.

2. Generating Initial Codes

After gaining a deep understanding of the data, the researchers moved on to the coding phase. Coding is the process of identifying and labeling data elements that are meaningful and relevant to the research questions.

To create initial codes, the researcher conducted a careful examination of the observation notes and interview transcripts by reading each line in detail. During this process, various codes emerged that represented the experiences, challenges, reflections and suggestions students faced while learning pronunciation using videos of native speakers. Some codes indicate students' learning behaviors, such as imitating pronunciation from native speaker videos, engaging in repeated pronunciation practice, and receiving guidance from the teacher during lessons. Other codes describe students' emotional experiences, such as increased confidence when speaking English and enthusiasm while watching native speaker videos. In addition, there were also codes related to the challenges faced by students, such as difficulty in imitating certain sounds in English, confusion when understanding word stress and intonation, and anxiety when speaking English in front of their peers. These initial codes were then used as a foundation to identify broader patterns and develop research themes in the subsequent analysis stage.

3. Searching for Themes

Following the completion of the coding procedure, the researcher looked at the connections between the codes and put similar codes together to create possible themes. Finding patterns that reflected significant facets of students' experiences, challenges, reflections and suggestions with pronunciation learning was the task of this stage. Students' learning experiences, students' learning challenges, students' reflections and suggestions regarding the use of native

speaker videos emerged as the three primary categories during the process of searching for themes.

Themes pertaining to students' educational experiences included things like how they interacted with videos featuring native speakers, how they mimicked pronunciation, and how they felt more confident while speaking English. Themes pertaining to learning challenges, on the other hand, included misunderstanding about stress and intonation patterns, nervousness when practicing pronunciation in front of peers, and difficulties mimicking English sounds.

At this point, the researcher was able to group the data into more comprehensive thematic categories that reflect trends discovered in the classroom observations and participant narratives.

4. Reviewing Themes

The topics that had been found in the earlier stage were thoroughly examined and improved upon in this phase. To make sure the themes appropriately reflected the facts, the researcher went over the observation notes and interview transcripts again. To better reflect the complexity of the participants' experiences, certain topics were changed, combined, or separated into smaller subthemes. Additionally, the researcher made sure that each topic was adequately supported by the data and that the themes aligned with the study's research goals.

For instance, themes pertaining to students' educational experiences were examined to make sure they accurately represented students' real interaction with

videos featuring native speakers and their methods of learning while practicing pronunciation. In a similar vein, themes pertaining to obstacles were honed to represent the various kinds of problems that students encountered.

5. Defining and Naming Themes

After the topics were examined and improved, the researcher gave each theme a precise definition and name to reflect the main conclusions of the investigation. Every theme highlighted a significant facet of students' encounters or challenges when learning pronunciation through videos featuring native speakers.

At this point, the researcher created concise summaries of each theme and chose pertinent passages from the observation notes and interview transcripts to bolster the interpretation. These passages provided proof of how the themes appeared in the participant narratives and classroom exchanges. The researcher was then able to provide a cogent explanation of the research findings by arranging the themes into a logical structure.

6. Producing the Report

Presenting the research's findings in an organized narrative format was the last step in the thematic analysis process. At this point, the researcher went into great depth about each topic and discussed how it mirrors the challenges and experiences that students have when learning pronunciation through recordings of native speakers. Direct quotes from the interview transcripts and details from the observation notes were used to bolster the conclusions. These quotes demonstrated the viewpoints of the participants and offered reliable proof to

back up the data interpretation. By using this method, the researcher was able to give a thorough grasp of how native speaker videos affect students' acquisition of pronunciation in the Pondok Pesantren Alfalah Puteri Special English Program.

H. Data Trustworthiness

To ensure the quality and credibility of the research findings, this study applied the concept of trustworthiness in qualitative research. Trustworthiness refers to the extent to which qualitative research findings can be considered reliable and accurately represent participants' experiences. The quality of qualitative research is commonly evaluated through four criteria: credibility, transferability, dependability, and confirmability (Korstjens & Moser, 2018).

These standards aid in ensuring that the research process is carried out methodically and openly and that the results accurately represent the experiences of the participants. There are four essential standard in trustworthiness:

1. Credibility

Credibility in this study was ensured by verifying that the collected data truly reflected the students' authentic experiences. To achieve this goal, the researcher employed various methods.

First, the researcher applied data triangulation by comparing the results of interviews and classroom observations. The researcher verified whether the stories shared by students in the interviews aligned with their behavior and participation during the learning process.

Second, the researcher conducted an in-depth analysis of the interview

transcripts. This step was taken to ensure that the resulting interpretations truly corresponded to the answers and experiences shared by the participants.

Third, the researcher included direct quotes from participants in the presentation of the research results. These quotes serve as evidence that the research findings are based on students' factual experiences.

2. Transferability

The transferability of this study is achieved by providing a clear and detailed description of the research context. The researcher specifically describes the research setting, namely the Special English Language Program at the Alfalah Puteri Islamic Boarding School.

In addition, the researcher also describes the characteristics of the research participants and the method of pronunciation instruction, which was conducted using videos of native speakers. This explanation aims to enable readers to grasp the research context and consider the possibility of applying the research findings in other situations with similar characteristics.

3. Dependability

The reliability of this study was ensured by conducting all research steps in a systematic and well-documented manner. The researcher documented every step taken, from the development of research instruments, data collection through observation and interviews, to data analysis using thematic analysis techniques. Additionally, all data obtained such as interview recordings, transcripts, and observation notes were systematically stored. With clear

documentation, the research process can be easily traced, demonstrating that the study was conducted in a consistent and structured manner.

4. Confirmability

Confirmability in this study was ensured by verifying that the research findings were truly derived from data collected from participants, rather than from the researcher's assumptions. The researcher retained all original data, such as interview recordings, transcripts, and observation notes, as supporting evidence. Additionally, data analysis procedures, including coding and theme identification, were documented in detail. The researcher also refers to direct quotes from participants to confirm that the study's findings are based on students' real experiences. In this way, the resulting interpretations are accountable and supported by the available data.

I. Data Validation

Data validation within qualitative research is crucial for ensuring that the outcomes genuinely reflect the experiences of participants and the subject under investigation. In this investigation, validation of data was achieved by employing triangulation of various data sources and thoroughly analyzing the gathered data. Triangulation enables the researcher to assess data obtained from multiple sources, thereby enhancing the reliability and uniformity of the results.

In this study, triangulation involved analyzing information collected from interviews alongside observations in the classroom. The researcher evaluated whether the responses provided by students during interviews aligned with their engagement and conduct noted during activities focused on

pronunciation using native speaker videos in the Special English Program. By correlating these two data sources, the researcher was able to validate the information and form a more extensive understanding of the learning experiences of the students.

Moreover, the researcher meticulously went over the transcripts from the interviews and the notes taken during observations to guarantee that the interpretation of the data precisely mirrored the statements of participants and the dynamics of the classroom. The researcher engaged in repeated readings of the transcripts and the notes to pinpoint consistent trends concerning students' experiences and the obstacles they encountered while learning English pronunciation through native speaker videos.

By following this validation approach, the researcher confirmed that the findings of the study were grounded in dependable data and authentically represented the viewpoints and learning experiences of the participants within the framework of the research.