

CHAPTER III

RESEARCH METHOD

A. Research Design

Qualitative research methods are usually used to better understand a phenomenon. In this case, Creswell & Poth (2016) noted that researchers present the phenomenon in open discourse and open questions to find out what is or has happened. In addition, qualitative research is suitable when the research question in a study deals with the "what question" aspect by means of inquiry. Qualitative research is adopted in research dealing with awareness, insight, knowledge, experience, and implementation of policy strategies. So, the research design used in this qualitative research method is phenomenology.

Phenomenology is basically a way of thinking that uses perception to find meaning. This is not a type of research design that offers a series of norms and regulations for investigation. Based on phenomenology, experience goes beyond what can be seen by the senses. Perception, intuition, and thought processes are used to interpret experience. It is assumed that human consciousness is the only thing that gives meaning to the world and that consciousness has direction and purpose. According to Budd (2005), phenomenology explains intentionality because human perception is usually directed and tends towards a certain direction. Researchers become participants in phenomenological research by using their own perceptions of the world. Phenomenology is never considered complete because every human being is alive, and

their lives are always changing. Phenomenology can also be achieved through narrative sharing. Küpers (2005) asserts that stories can be a vehicle for communicating, processing, and presenting implicit concepts, structures, and experiences of knowing-acting.

Adeniran & Tayo-Ladega (2024) claims that qualitative phenomenological research digs deeper into reality to uncover common life experiences and examine the researcher's perspective as a clear event. This type of research design also allows researchers to see certain phenomena in a fresh way.

So, the purpose of this study using “Phenomenology” is to reveal and examine the deep and clear experiences of students from different backgrounds related to their challenges in English pronunciation as well as the strategies used by teachers in teaching multicultural classes.

The following steps were conducted to collect the data:

Step 1. Selecting Participants

The researcher selected participants who are representative of the phenomenon to be studied, in this case, students from different ethnic backgrounds who face English pronunciation challenges. Selection can be purposive, focusing on individuals with diverse ethnic backgrounds and language experiences. Ensure that the sample size conforms to qualitative research guidelines (e.g., 6-15 participants for phenomenology).

Step 2. Initial Contact to Get Acceptance for Interview

The researcher contacted the selected participants in person to explain the purpose of the research. Provide an overview of what the interview will entail and ask for their consent. Use formal but clear communication and include a consent form if necessary.

Step 3. Conducting the Interviews

The researcher conducted semi-structured interviews with open-ended questions to explore respondents' experiences and challenges with English pronunciation. Create a comfortable environment and allow participants to express their thoughts freely. Record interviews (with consent) to ensure accurate data collection.

Step 4. Conducting the Pronunciation Reading Task

After the interviews, the participants were asked to read a prepared text containing target English sounds. The texts were designed based on pronunciation features that were considered potentially challenging for students from different ethnic backgrounds. The participants' pronunciations were audio-recorded for further analysis.

Step 5. Reviewing and Analyzing the Data

The researcher repeatedly reviewed the interview recordings, pronunciation recordings, and observation notes. The interview data were analyzed using Interpretative Phenomenological Analysis (IPA), while the pronunciation recordings

were analyzed to identify pronunciation difficulties, sound substitutions, omissions, and other pronunciation patterns.

B. Research Setting

This research was conducted at MA Riadhusshalihin, located on Jalan Ahmad Yani KM 168, Sinar Bulan Village, Satui District, Tanah Bumbu Regency, South Kalimantan Province. The school was selected because it represents a multicultural learning environment in which students come from diverse ethnic backgrounds, particularly Javanese, Banjarese, and Buginese. This diversity made the school an appropriate setting for investigating students' English pronunciation challenges and exploring multicultural awareness within the English language learning process.

The research was conducted from January to March 2026 over a period of approximately eight weeks. During the data collection process, the researcher conducted one classroom observation in each of the selected classes (Grade X and Grade XII). Semi-structured interviews with the students and the English teacher were conducted once a week throughout the research period. In addition, a pronunciation reading task was administered after the interviews to identify the participants' actual pronunciation patterns. These data collection activities enabled the researcher to obtain comprehensive data regarding students' pronunciation challenges, multicultural awareness, and the teacher's instructional strategies in supporting pronunciation learning within a multicultural classroom.

C. Research Participants

The participants of this study consisted of 12 students from MA Riadhusshalihin, specifically from Grade X and Grade XII, representing three different ethnic backgrounds, namely Javanese (5 students), Banjarese (4 students), and Buginese (3 students). In addition, one English teacher participated in this study to provide information regarding the strategies used to teach English pronunciation in a multicultural classroom.

The participants were selected because they represented the multicultural characteristics of the school and were considered capable of providing rich information related to the research objectives. The students shared their experiences, perceptions, and challenges in learning English pronunciation, while the teacher provided insights into the instructional strategies implemented to support students from diverse ethnic backgrounds.

D. Data

The data of this research are qualitative in nature. The data consist of verbal and descriptive information related to students' English pronunciation challenges and the teacher's strategies for supporting English pronunciation learning in a multicultural classroom. Since this study focuses on multicultural awareness and pronunciation challenges, the data are presented in the form of words, utterances, statements, pronunciation patterns, and observable classroom interactions rather than numerical data.

The primary data consist of students' pronunciation challenges and the teacher's instructional strategies. The students' data include their experiences, perceptions, and feelings regarding English pronunciation difficulties, the influence of their first language, psychological factors affecting pronunciation, and their awareness of linguistic diversity in the classroom. The teacher's data include perceptions of students' pronunciation challenges and the strategies implemented to support English pronunciation learning in a multicultural classroom.

E. Technique of Data Collection

In this research, the researcher used a phenomenological approach. Therefore, semi-structured interviews and classroom observations were employed to explore participants' experiences and perceptions related to English pronunciation and multicultural awareness. In addition, a pronunciation reading task was conducted to identify pronunciation difficulties experienced by the participants. These methods enabled the researcher to gain a comprehensive understanding of both the participants' lived experiences and their actual pronunciation performance.

1. Interview Guideline

The interview conducted here is a type of semi-structured interview. This type of interview offers flexibility in its structure, allowing for both guided and open-ended responses. The researcher uses an interview guide with pre-arranged questions, but the researcher also provides space for participants to explore relevant personal experiences in more depth. This semi-structured interview also provides an opportunity for

participants to express their views, experiences, and feelings in a more natural and detailed way, resulting in richer and more meaningful data for analysis.

Creswell & Poth (2016) stated that semi-structured interviews allow for in-depth investigation of participants' experiences, in accordance with qualitative research principles. This type of interview is very suitable for research on English pronunciation difficulties in multicultural classrooms, given the diversity of student experiences.

2. Observation Sheet

An observation guide is a structured tool or framework used by researchers to guide observations of the phenomena being studied. In the phenomenological approach, this guide provides support for researchers to recognize, record, and analyze the direct experiences of participants without any prejudice or initial judgment. The type of observation that will be carried out by researchers here is non-participant observation, which allows researchers to see the behavior and interactions of participants in their environment naturally without influencing the activities carried out.

Vygotskil & Cole (1978) stated that observing social interactions can reveal dynamics in the language learning process, especially the influence of the social context on language acquisition. Since the researcher remains uninvolved in the observed activities, this method minimizes potential bias resulting from direct involvement. This observation is carried out with an emphasis on the activities carried out by students and teachers, so that the information obtained is more objective.

3. Pronunciation Reading Task

According to Kenworthy (1987), reading aloud activities can be used to identify learners' pronunciation difficulties because they provide opportunities for learners to produce target sounds in a controlled context. Through reading tasks, researchers can observe pronunciation patterns and identify sounds that learners find difficult to pronounce.

To identify students' pronunciation challenges, the researcher administered a pronunciation reading task. The participants were asked to read prepared texts containing target English sounds that were considered potentially challenging based on their ethnic and linguistic backgrounds. The texts included sounds such as /θ/, /ð/, /v/, vowel sounds, and consonant clusters. The participants' pronunciations were audio-recorded and subsequently analyzed to identify pronunciation difficulties, sound substitutions, omissions, and other pronunciation patterns.

F. Data Analysis

In this study, the researcher applied *Interpretative Phenomenological Analysis (IPA)* adapted from Smith et al. (2009) to analyze the interview data collected from students from diverse ethnic backgrounds. IPA was chosen because this study seeks to explore the lived experiences of students related to multicultural awareness and the challenges they face in English pronunciation, which are subjective, contextual, and deeply personal.

In addition to the interview data, pronunciation data obtained from the pronunciation reading task were analyzed to identify pronunciation difficulties, sound substitutions, omissions, and pronunciation patterns demonstrated by the participants. The observation data were used to support and contextualize the findings obtained from the interviews and pronunciation analysis.

The steps of IPA adapted from Smith et al. (2009) are explained as follows:

1. Reading and Re-reading

The researcher repeatedly reviewed the interview recordings and notes to gain a deeper understanding of the participants' experiences. In relation to multicultural understanding, this stage helped the researcher identify how each student spoke about their ethnic identity and cultural background, as well as how they perceived cultural differences in the classroom or while learning English.

2. Initial Noting

At this stage, exploratory notes were organized on three levels:

- a. Descriptive (what participants said about their background and experiences),
- b. Linguistic (how they discuss cultural identity or pronunciation challenges),
and
- c. Conceptual (deeper meanings that can be deciphered).

This process serves to identify early reflections on learners' awareness of multicultural values, such as how they relate their ethnic identity (for example, as Javanese, Banjarese, or Buginese) to their experiences in learning and pronouncing English.

3. Developing Emergent Themes

From the initial notes, the researcher found a number of themes that reflected the core of the students' experiences. For example, themes such as “feeling different when communicating in English”, “identity and accent”, or “appreciating cultural diversity” might emerge. These themes are based on the students' own expressions, but organized through the researcher's analytical perspective.

4. Searching for Connections Across Emergent Themes

Once the themes are identified, the researcher organizes them into more general categories or themes based on the relationships between them. For example, themes related to cultural identity, self-confidence, and views of peers can be classified under broader themes such as Cultural Identity and Language Anxiety. This process is crucial to understanding how multicultural awareness is related to the pronunciation challenges faced by students in their narratives.

5. Moving to the Next Case

Interview recordings and notes for each participant were reviewed individually while respecting the uniqueness of each participant's experience. Given the students' diverse ethnic backgrounds (Javanese, Banjarese, Buginese), this approach ensured that each student's perspective received equal attention before making comparisons across cases.

6. Looking for Patterns Across Cases

After all the cases were analyzed, the researcher looked for patterns, similarities, and differences among the participants. For example, students from

different ethnic groups may experience similar challenges in pronunciation, but have different ways of viewing their cultural identity within the classroom environment. This final stage allowed the researcher to build a comprehensive understanding of how multicultural awareness shapes and is influenced by students' English pronunciation experiences.

In this research, it was important to ensure that the information collected had a high degree of reliability. Therefore, various measures were taken to maintain the quality and validity of the results obtained. To ensure the trustworthiness of the research findings, this study used the criteria proposed by (Lincoln & Guba, 1986), including credibility, transferability, dependability, and confirmability. These criteria were applied throughout the study to ensure that the findings were credible, consistent, and supported by the data obtained from the participants.

a. Credibility

This relates to how well the results of the research accurately describe the reality or experience of the subjects studied. To increase credibility, techniques such as triangulation can be used.

1) Triangulation of procedures

The researcher used methodological triangulation by collecting data through semi-structured interviews, classroom observations, and a pronunciation reading task. The use of multiple data sources enabled the researcher to compare participants' perceptions with their actual pronunciation performance and classroom behavior.

2) Structured interview process

Semi-structured interviews allowed participants to convey their experiences freely while maintaining the focus of the research.

b. Transferability

Relates to how far the research results can be used or extended to other contexts or circumstances. In qualitative research, this is often explained by providing an in-depth explanation of the context and techniques applied.

The research was conducted at MA Riadhushshalihin, which has cultural diversity. An in-depth description of the research context and setting (e.g., the ethnic diversity of the students) helps the reader to understand the significance of the research findings in a different context.

c. Dependability

Refers to the consistency and stability of research results over time, indicating that if comparable research is conducted in the future, the results will remain the same.

- 1) The researcher used interview, observation guidelines, and a pronunciation reading task to maintain consistency in data collection.
- 2) Documentation of the research process, such as interview recordings, pronunciation recordings, and observation notes, strengthened the reliability of the data.

d. Confirmability

This relates to how far the research results can be ascertained from the data and not from the prejudices or interpretations of the researcher.

- 1) The interview data were analyzed using Interpretative Phenomenological Analysis (IPA) by Smith et al. (2009), while the pronunciation data were analyzed to identify pronunciation patterns and pronunciation difficulties experienced by the participants.
- 2) Documentation and notes from the research during the analysis process served to increase transparency and reduce the possibility of researcher bias.