

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discuss about the research design, research setting, research subject and object, data, techniques of data collection, data analysis.

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

In this research, the researcher used qualitative research. Cresswell (2012, p.228) cited in Sugiyono (2014) stated that qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involved emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data. The final written report had a flexible writing. Bogdan and Biklen (1982, p.230) cited in Sugiyono (2014) said that qualitative research was descriptive. The data collected was in the form of words of pictures rather than number.

The aim of this method was to describe the teaching process in pronunciation class and the researcher to know the roles of teachers' in teaching pronunciation at English Department of UNISKA.

## **B. Research Setting**

The location of this research is at the English Department of Tarbiyah and Teachers Training Faculty at UNISKA that is located on Jl. Adhyaksa, Jl. Kayu Tangi 1 Jalur 2 No.2, Sungai Miai, Kec.Banjarmasin, Kalimantan Selatan 70123. This research was conducted on September 2<sup>nd</sup> until November 2<sup>nd</sup> in 2019. It took someday the researcher observed all of the teachers in getting some information the researcher observed the class on September 3<sup>rd</sup> 2019 at 09.30 p.m.-11.00 p.m. ,September 10<sup>th</sup> 2019 at 09.30 p.m.– 11.00 p.m. , September 17<sup>th</sup> at 09.30 p.m. – 11.00 p.m. , September 5<sup>th</sup> 2019 at 09.30 p.m.– 11.00 p.m. , September 12<sup>th</sup> 2019 at 09.30 p.m. – 11.00 p.m. , September 19<sup>th</sup> 2019 at 09.30 p.m. – 11.00 p.m. to know about teaching process in pronunciation class and the researcher interview the teachers for to know the roles teachers in teaching pronunciation.

## **C. Research Subject and Object**

### **1. Subject of Study**

The subjects of this research was two English teachers in English Department students. The researcher conducted the data observed the class and interviewed two teachers pronunciation at English Department of UNISKA. There were some criteria that must be had by the person or group to be subject research in qualitative research.

## 2. Object of Study

The object of this research was teaching pronunciation in a higher education ( a case study at English department of uniska ).

## **D. Data**

The data in this research are:

1. Data about the teaching process in pronunciation at English Department of UNISKA, specifically about teaching material, technique, method, and media.
2. Data about teachers' roles in teaching pronunciation at English Department of UNISKA, especially data about how the teachers as controller, organizer, assessor, prompter, participant, resource, tutor, observer, and evaluator.

## **3. Techniques of Data Collection**

### 1. Observation

The reseacher conducted six times observation the process of teaching pronunciation to the materials, techniques such the teacher used phonetic training, reading aloud, listen and repeat, rules and instructions, rhyme and verse, awareness-raising activities, spelling and dictation, ear training. Methods such as direct method, audio lingual method, cognitive approach, silent way, community language learning, communicative approach, grammar translation and reading-based approaches, total physical response, natural approach, and new direction. Media such the teacher used audio media, for example: radio

education, audio tape recording, recording, telephone, compact disc (CD). Visual media for example: images or photos, sketch, diagram, graph/chart, chart, cartoons, poster, map and globe, flannel board, bulletin boards. Audio visual media such as media movement, for example: television, video tape, film and audio media such as tapes, and disk. Audio visual media silence, for example: filmstrip voice, sound slides, and comic voice. Media audio semi motion, for example: media board. Visual motion, for example: silent film.

The researcher conducted to six observation to roles of the teaching pronunciation to roles of the teaching pronunciation such as: teacher as controller, organizer, Assesor, promter, participant, resource, tutor, observer, and evaluation. To confirm the result of observation the teaching process in pronunciation class at English Department of UNISKA and the researcher to know the roles of teachers' in teaching pronunciation. Furthermore, the researcher wants to the process teaching in pronunciation class and to know the roles of teachers' in teaching pronunciation by observing deeply the environment class.

The researcher observes deeply to teaching process in pronunciation class at English Department of UNISKA and the researcher to know the roles of teachers' in teaching pronunciation. In observation process, it takes to do the observation due to the researcher wants to see the environmental of the students while the teachers teaching in pronunciation. The researcher walks around in the university. The researcher comes to the class to know about the class condition.

## 2. Interview

The researcher interview questions was divided into nine questions about the roles of teacher in teaching pronunciation. The object of the interview was two teachers then focused on the teacher roles of teacher in teaching pronunciation.

The researcher did interviewed two English teachers at English Department of UNISKA. Then, the researcher interviewing beyond to know the roles teachers in teaching pronunciation, such as; controller, organizer, assessor, prompter, participant, resource, tutor and observer, and evaluator.

## 3. Data Analysis

The data was collected from the respondents were analyzed by using qualitative. The data was collected observation throught some interviews about teaching process in pronunciation class and the roles of teachers in teaching pronunciation. There were four stages of this method, were these;

### 1. Data Collection

The researcher conducted data collection through observed the process of teaching and learning in pronunciation of two teachers and then the researcher to get some information the researcher interviewed two teachers. Observation six times and interviewed two of teacher. The observation were made before the interview then the interview was done after observation. The reseacher conducted material, technique, method, and media on the observation. And then, the researcher conducted the roles

of teacher; controller, promter, observer, resource, tutor, assesor, and evaluator on the observation and interview two teachers.

## 2. Data Reduction

The researcher conducted data selection then focused on the main issues and also simply, perform abstraction and make transformation. While this process has begun the reseacher chooses and find out which one the real data and personal impression. Furthermore, in conducting the selection, categorization is also done between the data including less important category, although it does not mean that the data belonging to the less important data eliminated. The categorization is solely intended for the purposes of strengthening the interpretation of the result in data analysis. The reseacher focused on teaching pronunciation to know our how process teaching in pronunciation and to know the teachers roles in teaching pronunciation.

## 3. Data Display

The reseacher conducted data from observed and interviewed in the form of sentence and descriptive. The reseacher displayed data based on the formulation of research problem. So, this study displayed the data descriptively. By displaying data, the reseacher get easy in understanding about about case study that was happened and the reseacher could make the planning based on the situation that was understood.

#### 4. Drawing and verifying conclusion

Based on the results of data analysis, after the data collection, data reduction, and data display process, the data will be verified and used to draw the conclusion. The researcher will be verified and draw a conclusion based on the data above. The last process are draw and verifying conclusion. In qualitative research, the characteristic of the conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher make a conclusion from the data display.