

## **CHAPTER III**

### **RESEARCH PROCEDURES**

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

The study reports on an in-depth narrative case study of a Senior High School as a Foreign Language students in learning English pronunciation. The narrative case study is used for in-depth study of various social and clinical problems, to understand stages or phases in processes, and to investigate phenomenon within its environmental context (Gilgun 1994, as cited in Brandell & Varkas, 2001, p. 293).

#### **B. Setting and Participant**

A female student from grade XI in one of the Senior High Schools in Tasikmalaya, West Java, Indonesia takes part as the participant of this study. She is an active student and joined some extracurricular activities in her school. One of them is English Club, focused on debate. She likes English since she was five years old, and in this occasion she wants to develop her communicative competence through practice and interact with other members in English Club. Most of students who joined in English Club are fluent in speaking, but they are lack in learning pronunciation. On the other hand, the participant of this present study not only concerns on how to speak fluently but also how to have intelligible English pronunciation.

### **C. Research Procedures**

In conducting the study, several steps are applied. First, the participant writes a story of her experience during learning English pronunciation. Second, the researcher begins to do semi-structured interviews which are designed based on the story made by the participant that is told about her experience. The interviews are recorded and conducted privately located at her school in two times. It is used *Bahasa Indonesia* in order to make the participant enjoyable in expressing or telling her own experiences and ways during learning English especially in pronunciation. Finally, the results of interviews are transcribed and analyzed.

### **D. Data Collection**

The data are collected using story made by the participant, voice recorder, and semi-structured interview. The story of the participant's experiences is used as a tool for understanding the process of learning English pronunciation in order to get data in depth about strategies used by the participant. The voice recorder is used to record the process of interview. Last, semi-structured interview is used to gather the data/information deeply. Moreover, in doing semi-structured interview, open-ended questions are used to explore comprehensive responses from the participant. The interviews are conducted twice in a week with duration about 10 minutes.

## **E. Data Analysis**

The data from the interview process are transcribed and analyzed using thematic analysis. Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2006). These are the following phases: (see the enclosure 4, p. 31)

1. Familiarizing the data : Transcribing data, reading and re-reading the data, noting down initial ideas.
2. Generating initial codes : Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes : Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes : Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic map of the analysis.
5. Defining and naming themes : Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names of each theme.
6. Producing the report : The final opportunity for analysis. This includes election of vivid, compelling extract examples, final analysis of selected extracts, relating back of

