

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology applied in this research, including the research design, participants, instruments, data collection procedures, and data analysis techniques. These components guided the researcher in conducting the study effectively.

A. Research Design

This study employed a descriptive qualitative design with a phonological analysis approach. The purpose of this research was not to explore participants' perceptions or experiences, but to identify and describe patterns of sound production influenced by the Serawainese dialect.

The study focused on analyzing students' pronunciation by comparing the phonological system of the Serawainese dialect and English. The analysis aimed to identify substitution, omission, and modification of English phonemes produced by the students.

The data consisted of students' spoken utterances obtained through pronunciation tests and recordings. The analysis was conducted by transcribing the speech into phonetic symbols and classifying the errors based on phonological features such as place of articulation, manner of articulation, and vowel quality.

Therefore, this research used descriptive qualitative linguistic analysis to explain the phonological interference occurring when students produced English sounds under the influence of their native dialect.

The nature of this study was exploratory and interpretative. It aimed to provide a comprehensive description of how the Serawai dialect influenced students' English pronunciation at SMP Negeri 34 Seluma. The research emphasized the participants' subjective experiences and the phonological challenges they encountered, thereby offering insights into the patterns and causes of pronunciation difficulties related to dialectal interference.

The analytical approach used in this study was qualitative descriptive analysis. Data were collected through observations, recordings, and interviews, and were analyzed by categorizing recurring pronunciation patterns and identifying specific phonological features affected by the Serawai dialect. The interpretation was based on an in-depth examination of linguistic interference between the participants' native dialect and the target language.

In conclusion, this study was qualitative in nature, relying on descriptive analysis rather than numerical data, and aimed to construct a detailed and contextually grounded understanding of the phenomenon under investigation.

B. Data and Sources

The data and data sources in this study were essential for answering the formulation of the research problem. The data were obtained from eighth-grade students of SMP Negeri 34 Seluma who are native speakers of the Serawai dialect. These students were selected as research participants because they use Serawai as their mother tongue in daily communication.

The data were collected through students' voice recordings while they were instructed to read selected English texts, sentence lists, and word lists. These materials were designed to highlight pronunciation elements that might be influenced by the Serawai dialect. The researcher then categorized the various phonetic features identified in the students' speech.

C. Techniques and Instruments

The data collection in this study employed various qualitative techniques and instruments. Prior to the data collection process, the researcher determined the most appropriate methods and tools to obtain accurate and relevant data.

According to Ary et al. (2010), qualitative research utilizes methods such as ethnography, grounded theory, historical research, narrative inquiry, phenomenological studies, interviews, observations, document reviews, case

studies, and content analysis. Furthermore, Griffiee (2012) states that qualitative research instruments may include criterion-referenced tests, the Delphi technique, diaries or journals, documents, interviews, observations, performance tests, placement tests, questionnaires, and text analysis.

In this study, the researcher used performance tests, document analysis, interviews, recordings, phonetic transcriptions, and interview guidelines as the primary techniques and instruments. Specifically, tongue twister texts were used as performance tests. According to Sitoresmi (2016), tongue twisters are effective in increasing students' awareness of their pronunciation accuracy when reading aloud.

1. Performance Test

The purpose of the performance test was to assess the students' actual pronunciation in real contexts (McNamara, 1997, as cited in Griffiee, 2012). In this study, the performance test was administered to identify which aspects of English pronunciation were most influenced by the Serawai dialect among eighth-grade students at SMP Negeri 34 Seluma.

The text used in the performance test was adapted from the students' English textbook and consisted of tongue-twisting narrative passages. Tongue twisters have been recognized as effective tools in increasing students'

awareness of pronunciation (Sitoremi, 2016). The students were instructed to read the text aloud, and their readings were recorded. These recordings, along with the narrative texts, served as the primary instruments for assessing students' pronunciation performance.

To help identify mispronounced sounds, the researcher used a pronunciation observation guideline adapted from Brown (2004) and Luoma (2004). The guideline was not used to measure students' speaking ability, but to assist the researcher in locating unclear or inaccurate pronunciation that potentially indicated phonological interference.

The indicators included sound accuracy, stress and intonation, fluency, and intelligibility. These indicators functioned only as supporting references to detect pronunciation errors before they were further analyzed phonologically.

- a. Sound Accuracy – correct articulation of consonants and vowels,
- b. Stress and Intonation – appropriate word and sentence stress and intonation patterns,
- c. Fluency – smooth and natural speech flow, and
- d. Intelligibility – how understandable the speech is to listeners.

Each aspect will be rated on a 4-point scale as follows:

4 = Excellent: No noticeable errors.

3 = Good: Minor errors that do not interfere with understanding.

2 = Fair: Some errors that may cause slight confusion.

1 = Poor: Frequent errors that significantly reduce intelligibility.

These aspects were used to identify and classify phonological interference occurring in students' English pronunciation.

2. Analysis Documents

Document analysis was utilized in this study as a supporting technique to answer the first research question, which investigates the aspects of English pronunciation most influenced by the Serawai dialect. According to Ary et al. (2010: 442), document analysis refers to the examination of written and non-written materials such as textbooks, journals, transcripts, letters, photographs, audio and video recordings, websites, and other digital or physical artifacts. These documents may be categorized into public records, personal documents, physical artifacts, and materials generated through research.

In the context of this study, document analysis involved the transcription of students' spoken English into phonetic symbols. These transcriptions were derived from

recorded reading performances and served as essential data in identifying pronunciation patterns and phonological deviations. The phonetic transcriptions are included in the appendix and function as documentary evidence supporting the findings of the study.

3. Recording

In this study, recording was used to capture descriptive data obtained from interviews regarding the Serawai dialect. Each participant was recorded individually to ensure clarity and accuracy in the data collection process. A mobile phone was used to record the students' voices, as mobile phones, although primarily designed for communication, have evolved to serve multiple functions. One of the advantages of using mobile phones in this research was their capability to record audio or video directly in real time.

According to Sukardi (2006: 127), researchers are encouraged to use recording devices, such as tape recorders or mobile phones, in addition to taking notes. The use of a recording device ensured that the data collected reflected authentic information derived from the conversations between the researcher and the respondents. Furthermore, recording allowed for the capture of conversations without disrupting the natural flow of interaction. The recorded data were also available for re-analysis during the

reflection phase or after the research event.

4. Phonetic Transcription

Phonetic transcription was employed as a method to represent meaningful sound contrasts within the participants' spoken English. This method utilized a specific set of symbols to capture the actual production of speech sounds. For instance, the word "*she*" could be transcribed as /ʃi:/ or /si/, depending on how it was pronounced by the speaker. Although English does not differentiate aspirated and unaspirated plosives at the phonemic level, phonetic transcription did not represent such distinctions.

In this study, phonetic transcription was used to analyze detailed pronunciation features of the students, particularly those influenced by the Serawai dialect. Two types of transcription were considered: broad transcription and narrow transcription. Narrow transcription was used to capture specific pronunciation nuances by utilizing diacritics provided by the International Phonetic Alphabet (IPA). This allowed for more accurate identification of subtle distinctions between sounds. Meanwhile, broad transcription, also referred to as phonemic transcription, focused only on the essential phonological elements that distinguish words from one another.

Through the use of phonetic transcription, the researcher was able to identify patterns of pronunciation influenced by the Serawai dialect and analyze the extent to which native phonological features interfered with the production of English sounds.

5. Interview

The interview was conducted to obtain in-depth information regarding the factors causing students' difficulties in pronouncing English words. A semi-structured interview was used in order to allow flexibility in exploring students' responses while still maintaining focus on the research objectives.

The participants of the interview were eighth-grade students of SMP Negeri 34 Seluma who were native speakers of the Serawai dialect. The participants were selected using purposive sampling based on their relevance to the research focus. A total of [isi jumlah siswa kamu] students were interviewed.

The interview consisted of two main questions:

- a. What factors make English words difficult for you to pronounce?
- b. How do you try to reduce the difficulty in pronouncing English words?

During the interview, each student was asked the questions individually. The interviews were conducted after the

pronunciation test in order to clarify the causes of the pronunciation errors found in the test results. Each session lasted approximately [isi durasi, misal 5–10 minutes] and was audio-recorded to ensure data accuracy.

The collected responses were transcribed and analyzed descriptively to identify recurring factors influencing students' pronunciation difficulties, particularly those related to the interference of the Serawai dialect.

6. Theoretical and Operational Definitions

After establishing the objectives, the researcher defined the key variables both theoretically and operationally. The theoretical definitions were derived from relevant linguistic and educational theories, while the operational definitions described how these variables were observed and measured during the interview process. This ensured coherence between the theoretical framework and the actual implementation in the field.

7. Listing Questions

The researcher prepared a set of clear and operational questions appropriate to the cognitive and psychological abilities of junior high school students. The questions were phrased in a simple and understandable manner to ensure that the participants could provide accurate and meaningful responses.

These questions served as the foundation for exploring the students' personal challenges and strategies in relation to English pronunciation and were analyzed descriptively to reveal recurring themes.

D. Procedure

Based on the selected research techniques and instruments, the procedure of this study was carried out through the following steps:

1. **Subject Selection:** The researcher selected the research subjects based on predetermined criteria to ensure their suitability for the study. All subjects were eighth-grade students of SMP Negeri 34 Seluma who spoke the Serawai dialect as their mother tongue.
2. **Pronunciation Assessment:** The researcher assessed the students' pronunciation by providing them with a selected English text, which they were instructed to read aloud. During the reading activity, the researcher observed the participants' pronunciation to identify potential difficulties and patterns of influence from the Serawai dialect.
3. **Recording Pronunciation:** While the students read the text, the researcher recorded their speech using a mobile device. These recordings served as the primary data for phonetic analysis and evaluation

4. Interview: After the pronunciation task, the researcher conducted semi-structured interviews with the participants to explore the difficulties they experienced in pronouncing English words. The interviews were recorded, and detailed notes were taken to support further interpretation of the data.
5. Review and Transcription: Upon completing the data collection, the researcher reviewed all audio recordings and transcribed the participants' speech into phonetic notation using the International Phonetic Alphabet (IPA). This step ensured a precise and systematic representation of the students' pronunciation.
6. Analysis Reference: During the transcription and analysis phase, the researcher referred to the Longman Dictionary of Contemporary English as a reference to compare the students' pronunciation with standard English pronunciation

E. Data Analysis

This study employed a qualitative research design, and the data were analyzed using a descriptive method. The analysis was conducted through the following steps:

1. Data Review: After collecting the data, the researcher thoroughly reviewed and evaluated the audio recordings

of the participants' pronunciation during the text reading task.

2. Identification of Pronunciation Issues: The researcher identified specific words within the text that were significantly influenced by the Serawai dialect and proved to be challenging for the participants to pronounce correctly.
3. Data Organization: The identified words were listed and categorized. The results were then presented in a tabular format to facilitate further examination and analysis, as shown below:

Table 4. Pronunciation Record Results

No	Word	Pronunciation	
		Student's Pronunciation	Correct Form
1	Three	/tri:/ or /tʃri:/	/θri:/
2	Think	/tɪŋk/	/θɪŋk/
3	This	/dis/	/ðɪs/

This table consisted of three columns: Word, Student's Pronunciation, and Correct Form. The Student's Pronunciation column recorded how each participant pronounced the selected English words during the reading task. The Correct Form column provided the standard pronunciation of each word based on English phonology, serving as a reference for comparison.

This table was designed to help answer the first research question regarding the influence of the Serawai dialect on students' English pronunciation at SMP Negeri 34 Seluma.

Following the analysis of pronunciation data, the next step involved analyzing the data obtained from the interviews. These data were collected in the form of field notes, voice recordings, and interview transcripts. The interview transcripts were then coded and categorized according to the research focus, particularly concerning the difficulties experienced by students in pronouncing English words due to the influence of the Serawai dialect.

