

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses a case study method with a qualitative approach because it focuses on exploring students' experiences in depth within a real-life context. According to Bayeck (2023), a case study is a comprehensive examination of a situation, event, or institution with the aim of revealing the complexities and uniqueness of the research subject. This aligns with the view of Medvediev, Muzylyov, and Montewka (2024), who assert that case studies place cases within a real-life context, thus enhancing research accuracy. Ortiz-Sanchez, Omarini, et al. (2023) also emphasize that case studies are effective for exploring specific phenomena in specific locations.

A qualitative approach was chosen in this study because it allows researchers to understand students' experiences more comprehensively. Lim (2025) emphasized that qualitative research is important for explaining natural phenomena that cannot be measured solely with quantitative data. Pyo, Lee, Choi, Jang, and Ock (2023) defined qualitative research as a methodology that emphasizes in-depth understanding of participants' experiences, is flexible, and emphasizes meaning over numbers. Haq, Rasheed, Rashid, and Akhter (2023) added that qualitative research focuses on exploring meaning and social perspectives from the participants' perspectives, making it relevant for this research.

This research uses a case study method with a qualitative approach to examine the pronunciation problems faced by fourth-semester students of UIN Fatmawati Sukarno Bengkulu in English speaking activities. The focus of the research is directed at collecting data that explores students' real experiences through in-depth interviews, direct observation of speaking

activities, and document analysis such as recordings of speaking practice. This strategy allows researchers to answer research questions regarding the forms of pronunciation errors, the causal factors, and their impact on students' fluency, confidence, and communication effectiveness.

Operationally, the first research question regarding “pronunciation problems” was answered through classroom observations and speaking recordings which were then analyzed phonetically and linguistically. The second question about “causal factors” was explored through in-depth interviews with students and data triangulation with speaking lecturers. The third question regarding the “impact of pronunciation difficulties” was answered through students' reflections obtained from interviews as well as the researcher's interpretation of their speaking performance. Thus, this study integrates various qualitative data collection techniques to produce a comprehensive picture of pronunciation problems.

B. Respondent

1. Population

The population in this study were 4th semester English Language Education students at UIN Fatmawati Sukarno Bengkulu. According to Hossan, Dato'Mansor, & Jaharuddin (2023), population refers to the entire group of individuals or entities that are the focus of a study (population of interest) and is the group to which the findings can be applied. Before data collection, researchers define the target population as a specific subgroup that can be reached and participate in the study. In line with Ai, Cunningham, & Lai (2024), the population also includes all individuals who are the target of research generalizations and have characteristics that the researcher wants to understand.

Table 3.1
Population

No.	Class	LK	PR	Amount
1.	TBI 3A	2	15	17
2.	TBI 3B	2	15	17
3.	TBI 3C	4	13	17
4.	TBI 3D	5	11	16
	TOTAL	13	54	67

Based on Table 3.1, the population in this study was all 4th semester English Language Education students at UIN Fatmawati Sukarno Bengkulu, consisting of four classes, namely TBI 4A, 4B, 4C, and 4D. The total population was 67 students, with 13 male students and 54 female students. This composition indicates that the majority of students in this study program are female. All of these students were selected as the target population because they have relevant experience with speaking English in local contexts.

2. Purposive Sampling

The sample in this study was a portion of the 4th semester English Language Education students of UIN Fatmawati Sukarno Bengkulu who were selected using a purposive sampling technique. According to Ahmed (2024), a sample is a subset of a larger population to be analyzed, while Makwana et al. (2023) refer to it as a collection of individuals taken to be measured in research. According to Nyimbili & Nyimbili (2024), purposive sampling was carried out intentionally by selecting information-rich cases, while Sugiyono (2013) emphasized that the selection was based on certain considerations. In this study, the sample was selected from students from the Rejang, Lembak, Serawai, Pasemah, and Pekal tribes.

Table 3.2
Sample

No.	Class	Population	Sample
1.	TBI 3A	17	6
2.	TBI 3B	17	12
3.	TBI 3C	17	11
4.	TBI 3D	16	6
	TOTAL	61	35

Based on the sample selection results presented in Table 3.2, 35 students were selected from a total population of 67 students as the research sample. This sample consisted of students from five ethnic groups in Bengkulu: Pekal, Rejang, Pasemah, Lembak, and Serawai. Sample selection was carried out based on purposive sampling criteria, namely students who have a local linguistic background according to research needs *(Complete details of sample selection can be seen in Appendix 9 recording research sample selection)*.

C. Research Instrument

In this study, the researcher used several data collection instruments designed to obtain comprehensive and in-depth information regarding students' pronunciation challenges in English speaking activities. These instruments include student interviews, observation sheets, video recordings, and supporting documentation that help strengthen the research findings.

1. Interview

The student interview instrument used in this study was a semi-structured interview, which allowed the researcher to prepare the main questions while giving respondents the freedom to explain their answers in depth. The interview framework covered three main variables: pronunciation problems, factors influencing pronunciation

difficulties, and the impact of pronunciation problems on speaking. Each variable was broken down into indicators and sub-indicators, resulting in 19 questions. These questions were systematically arranged to explore the experiences of fourth-semester students in facing difficulties in English pronunciation, including the influence of their mother tongue, psychological aspects, and communication barriers that arise in speaking activities (*see appendix 8, outline of the student interview instrument*).

This student interview instrument was not revalidated, as it was adopted directly from the guidelines developed by Nickerson (2025). The guidelines have been systematically designed and proven relevant in qualitative research focused on analyzing student experiences through in-depth interviews. Using this instrument, researchers can ensure the questions align with the research objectives, are exploratory, and able to elicit information about students' pronunciation difficulties, including linguistic, phonetic, and psychological factors. This ensures the data obtained is comprehensive and can serve as a basis for analyzing the phenomenon of pronunciation challenges in the local context.

Interviews were conducted with five fourth-semester English Language Education students at UIN Fatmawati Sukarno Bengkulu (Appendix 8), selected using purposive sampling. Each interview session lasted 15–25 minutes, depending on the fluency of communication and the depth of the respondents' responses. The interview items collected included 19 questions, which were used to identify the forms of pronunciation difficulties, the factors causing them, and their impact on students' speaking fluency, self-confidence,

and communication effectiveness in English speaking activities (*see appendix 9, the result student interview instrument*).

2. Observation Sheet

The student observation sheet instrument used in this study is a type of non-participatory observation, where the researcher only acts as an observer without being directly involved in the students' speaking activities. This observation sheet is compiled based on a grid that includes three main variables, namely Pronunciation Problems in Speaking, Factors Influencing Pronunciation Difficulty, and Impacts of Pronunciation Problems. Each variable is broken down into specific indicators and sub-indicators to measure pronunciation errors, causal factors, and the impacts that arise. Overall, there is one student observation sheet used to record the results of observations during the speaking activity (*see appendix 6, outline of the student observation sheet instrument*).

This student observation sheet did not undergo a validation process because the instrument was adopted directly from an instrument designed by experts, namely Van Anh & Dan (2024). This instrument was deemed suitable for use without modification because it had a systematic structure and covered important aspects in observing student pronunciation errors. In addition, the accuracy and relevance of the observation items have been tested conceptually through previous research, so that researchers can simply adapt this observation sheet to a similar research context without needing to conduct a validity test again.

The number of items in the student observation sheet consists of 19 items referring to Appendix 6, namely the Student Observation Sheet Instrument Grid. The details include 6 items related to

pronunciation problems (Pronunciation Problems in Speaking), 9 items regarding factors influencing pronunciation difficulties (Factors Influencing Pronunciation Difficulty), and 4 items regarding the impact of pronunciation errors (Impacts of Pronunciation Problems). Each item is observed using error frequency categories of often, sometimes, and rarely and is equipped with an observer notes column to record concrete examples of behavior or errors observed during speaking activities (*see Appendix 7, student observation sheet instrument*).

3. Video Recording

The student video recording instrument is a video data collection tool used to observe student performance in English speaking activities, such as presentations, discussions, and conversation simulations. These recordings were analyzed based on a grid that includes three main variables: pronunciation problems in speaking activities, factors influencing pronunciation difficulty, and impacts of pronunciation problems. Each variable has indicators and sub-indicators, with a total of 21 observation items. The number of student video recordings was adjusted to the analysis needs and the number of participants, to ensure representative and in-depth data (*see Appendix 10, the student video recording instrument grid attachment*).

This student video recording instrument did not undergo a revalidation process because it was adopted directly from an instrument designed by experts, namely Ramzan & Javaid (2023). This instrument has been tested for its suitability in previous research and is considered valid and reliable for observing pronunciation errors in the context of speaking activities. Therefore, the researcher used this instrument without making major modifications, only making minor adjustments

to suit the research context and the conditions of the participants in the field.

The number of items in the student video recording instrument consists of 21 observation items which are divided into several main aspects. These aspects include segmental and suprasegmental aspects of pronunciation, factors causing pronunciation difficulties from phonetic, linguistic, and psychological perspectives, and the impact of pronunciation errors on fluency, self-confidence, and communication effectiveness. All of these points are detailed in Appendix 10, entitled Student Video Recording Instrument Grid, and are used systematically in the video analysis process listed in Appendix 11 (*see Appendix 11, student video instrument*).

4. Documentation

During the research process, the researcher collected documents and photographs to strengthen the data. In this study, documentation was used as one of the primary instruments for collecting empirical data to support the analysis of student pronunciation. Documentation includes class activity notes, recordings of student speaking activities, photos of interactions, and archives of learning materials relevant to pronunciation practice. The documentation instrument functions to record forms of pronunciation errors (pronunciation problems) that arise during English speaking activities, while also identifying factors that influence pronunciation difficulties, both from phonetic, linguistic and psychological aspects. This documentation also helps assess the impact of pronunciation errors on students' fluency, self-confidence, and communication effectiveness. The data obtained is descriptive and analytical, allowing researchers to triangulate with the results of observations and interviews. Thus, the documentation provides

systematic and comprehensive evidence that is used to answer the three research questions in depth and support the validity of the research findings.

D. Data Collection Technique

Data collection techniques in this study were carried out using three main types of instruments, namely interviews, observations, and video recordings of students. The use of these three instruments aims to obtain comprehensive data regarding pronunciation errors, causal factors, and their impact on the speaking ability of fourth semester students at UIN Fatmawati Sukarno Bengkulu. Each instrument is designed in a structured manner to provide a clear and in-depth picture of the phenomenon of pronunciation problems faced by students in the context of learning English.

The first instrument, a student interview, was used to gather in-depth information about the various pronunciation challenges faced by students, particularly in phonetic aspects such as vowel sounds, consonants, word stress, and intonation. Through this interview, researchers can understand the perceptions, experiences, and real difficulties experienced by students in pronouncing English words during speaking activities. The data obtained from this interview were used to answer the first research question, namely to identify the types of pronunciation challenges that most dominantly appear in students' speaking performance in academic environments.

The second instrument, a student observation sheet, was used to directly observe the influence of the local linguistic context on students' pronunciation performance during speaking activities. Observations focused on how the mother tongue and linguistic transfer influence pronunciation, including sound interference, stress patterns, and intonation. This activity was conducted during the speaking process, recording indicators from both phonological and sociolinguistic perspectives. The

data obtained from this observation sheet provides a clear picture of how the local language background shapes students' pronunciation patterns in authentic classroom communication situations.

Additionally, video recordings of students were used as the primary instrument for a more comprehensive study of the social and psychological factors influencing speaking performance. Through visual and auditory evidence, researchers were able to observe expressions, gestures, confidence levels, and indications of speaking anxiety during the activity. These recordings allow for repeated analysis of how emotional conditions and the learning environment affect pronunciation quality and communication fluency. The resulting data provides an in-depth overview of the relationship between psychological factors and students' speaking performance. The results of this instrument are used to answer the third research question more accurately and contextually.

E. Data Analysis

Data analysis in this study uses Spradley's (1980) ethnographic model which includes four main stages, namely domain, taxonomic, componential, and cultural analysis, to obtain a deep and systematic understanding of pronunciation challenges in speaking activities in the local linguistic context (Tefera, Melaku, et al; 2024).

1. Domain Analysis

Data obtained through student interviews, student observations, and student video recordings were analyzed using a domain analysis approach. This analysis was conducted to obtain a general and comprehensive picture of the pronunciation challenges experienced by students in the local linguistic context. Through interviews, researchers explore students' perceptions and experiences, while observations help understand real behavior during speaking activities. Student video

recordings were used as supporting data to examine pronunciation error patterns in depth. All data was then traced based on Spradley's nine types of semantic relationships to find the main domain of research.

2. Taxonomic Analysis

Once general domains were identified through observations, interviews, and video recordings, the researchers proceeded to taxonomic analysis to deepen understanding of the most relevant domains, such as articulation errors and the influence of the first language on pronunciation. Data from the three instruments were systematically organized to reveal the relationships between emerging categories and subcategories. The researchers then developed a detailed classification, encompassing types of pronunciation errors such as vowels, consonants, stress, and intonation, as well as forms of mother tongue interference from five Bengkulu ethnic groups: Pekal, Rejang, Pasemah, Lembak, and Serawai, as well as psychological factors such as self-confidence and speaking anxiety in local learning contexts.

3. Componential Analysis

In the third stage, namely component analysis, researchers identify contrasting relationships between elements in each domain. At this stage, researchers compared differences in pronunciation error characteristics based on ethnic background, level of self-confidence, and learning environment conditions. This analysis helps to reveal specific factors that differentiate students' experiences with pronunciation challenges. Thus, researchers can understand more deeply how local linguistic variations and psychological factors interact in influencing students' speaking performance.

4. Cultural Analysis

The final stage was thematic analysis, in which the researchers integrated all findings from the previous stages to identify key themes that emerged from the study. These themes reflected general patterns related to pronunciation challenges, the influence of local linguistic context, and social and psychological factors affecting speaking performance. The thematic map was then organized into themes and subthemes to facilitate data interpretation. During this process, irrelevant themes or themes not supported by strong data were eliminated, while significant themes were reviewed with reference to related literature to strengthen the validity of the findings.

Through these four stages of analysis, this study produces a comprehensive understanding of the patterns of students' pronunciation challenges, and reveals the relationship between linguistic, social, and psychological factors in shaping their speaking performance contextually.

