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## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Design

The writer investigates about students' pronunciation by choosing the qualitative research. It is concerned with developing social phenomena (Hancock et al, 1998). In this study, the writer used descriptive qualitative design. The focus is on an in –depth understanding of a case, such as an event, activity, or process. In education, this often includes the study of an individual or several individuals which to understand an issue, such as students or teachers. (Creswell: 477, 2012)

According to Anderson (1998) descriptive method defines as an approach used to describe data. The data were used to describe any situation and the researcher interpreted the meaning based on the description of the situation. Singh (2006) also adds that descriptive is more concerned with facts.

#### B. The Location and the Time of the Research

This research was conducted at State Senior High School 8 Pekanbaru on February 2018.

#### C. Subject and Object of the Research

##### 1. Subject of the Research

The subject of this research was the students of third year student at state Senior High School 8 Pekanbaru.

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## 2. Object of the Research

The object of this research was students' English Segmental pronunciation.

## D. The Population and the Sample of the Research

### 1. Population

The population of this research was all of the third year students at State Senior High School 8 Pekanbaru that consisted of 456 students.

### 2. Sample

The researcher used purposive sampling in this research. According to Gay, L.R. (2000), purposive sampling referred to as judgment sampling, the researcher selects a sample based on his or her experience or knowledge of the group to be sampled. Purposive sampling is a non-probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. The sample must be selected which means each student must have the criteria that is required in this research. Thus, there were 12 students at the school as sample of this research. The criteria for the entire participants were they could speak English in good pronunciation based on their teachers' opinion and researcher's observation.

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## E. The Technique of Collecting Data

### 1. Pronunciation Test

In this test, the researcher prepared 20 sentences written on a paper in each sentence there was a target sound e.g. ending ed sound in the word “fashioned”, also in a sentence such as “My grandfather wears an old-fashioned coat”. Every student read the complete twenty sentences aloud while the researcher was recording their pronunciations. The whole process took about 30 minutes to complete sounds such as /s/, /z/ending d/ed and /ei/ included in the sentences to be pronounced by the students. Next, the researcher wrote down the number of students with the correct pronunciation and the number of the students with incorrect pronunciation that have been recorded.

## F. Validity and Reliability of the Test

### 1. Validity

Validity is one of the important things in preparing or choosing an instrument to use. Fraenkel (2009) defines validation as the process of collecting and analyzing the evidence to support such inferences. By doing validity, a researcher knows to what degree the evidence support any inferences that has been made based on the collected data from the instrument.

$$FV = \frac{R}{N}$$

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In which (Heaton, 1998:178):

FV : Index of difficulty

R : The number of correct answer

N : The number of the students

Afterward, the standard level of difficulty is  $<0.30$  and  $>0.70$ . An item is rejected whose the level of difficulty is less than 0.30 or can be categorized as too difficult. An item is also rejected if the level of difficulty is more than 0.70 or categorized as too easy. But, if the level of difficulty is between 0.30 and 0.70, the item is accepted. In below,  $P$  symbolizes the proportion of correct and  $Q$  symbolizes the proportion of incorrect.

**TABLE III.1**  
**Students produced vowel [ɑ:], [ə][i:], [e], and [ɪ]**

Variable	Ability to produce vowels						N
	1	3	13	14	15	20	
Item number							12
Correct	3	1	7	3	3	8	
P	0.25	0.08	0.58	0.25	0.25	0.67	
Q	0.75	0.92	0.42	0.75	0.75	0.33	

$$FV = \frac{R}{N}$$

$$Q = 1 - P$$

Table III.1 showed item 1 had 0.25 for the amount correct answers. For item number 3, the amount of correct answer was 0.08. It was 0.58 for the item number 13. Then, 0.25 was found in the item number 14 and 15. For the proportion of correct. And For item number 20, the amount of correct answer was 0.67. Based on the standard level of difficulty  $P$ , an

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item whose the level of difficulty is less than 0.30 can be categorized as too difficult. The items number 1, 3, 14 and 15 were categorized as too difficult, so the items were rejected. And the items number 13 and 20 were accepted.

**TABLE III.2**  
**Students Produce Consonants [s], [d], [ʒ], [k], [g]**

Variable	Ability to produce consonants								N
Item number	5	6	7	8	14	15	17	18	12
Correct	2	8	9	6	3	3	11	11	
P	0.17	0.67	0.75	0.5	0.25	0.25	0.92	0.92	
Q	0.83	0.33	0.25	0.5	0.75	0.75	0.08	0.08	

$$FV = \frac{R}{N}$$

$$Q = 1 - P$$

Table III.2 showed item 5 had 0.17 for the amount correct answers. For item number 6, the amount of correct answer was 0.67. And for the item number 7 was higher than number 6, it was 0.75. For item number 8, the amount of correct answer was 0.5. Then, 0.25 was found in the items number 14 and 15 for the proportion of correct. And For items number 17 and 18 were found 0.92 as the highest amount of correct answer. Based on the standard level of difficulty above, it indicated that six of the items (item 5, 7, 14, 15 17 and 18) were rejected and two of the items (item 6 and 8) were accepted.

**TABLE III.3**  
**Students produce diphthong [eɪ], [əʊ], [aɪ]**

Variable	Ability to produce diphthong								N
Item number	2	4	6	8	9	11	12	16	12
Correct	6	9	8	6	7	7	10	11	
P	0.5	0.75	0.67	0.5	0.58	0.58	0.83	0.92	

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Q	0.5	0.25	0.33	0.5	0.42	0.42	0.17	0.08	
	$FV = \frac{R}{N}$				$Q = 1 - P$				

Table I.3 showed item 2 had 0.5 for the amount correct answers. For item number 4, the amount of correct answer was 0.75. And for the item number 6 was higher than number 4, it was 0.67. For item number 8, the amount of correct answer was 0.5. Then, 0.58 were found in the items number 9 and 11 for the proportion of correct. For item number 12 was found 0.83 and for item number 16 was found 0.92 as the highest amount of correct answer. Based on the standard level of difficulty above, it indicated that three of the items (item 4, 12 and 16) were rejected and five of the items (item 2, 6, 8, 9 and 11) were accepted.

**Table III.4**  
**Students produce ending ed/d sound**

Variable	Ability to produce ending ed/d sound		N
Item number	10	19	12
Correct	0	7	
P	0	0.58	
Q	0	0.42	

$$FV = \frac{R}{N}$$

$$Q = 1 - P$$

Table III.4 showed item 10 had 0 for the amount correct answers because there is no participants answer correctly. For item number 19, the amount of correct answer was 0.58. Based on the standard level of difficulty above, it indicated that item number 10 was rejected and item 19 was accepted.

Based on the description above, the validity of each item for ability to produce vowels, consonants and diphthong.

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## 2. Reliability

Reliability, according to Fraenkel (2009), means the consistency of the scores obtained. It means that when an individual takes a test for the first time, the result of the test would be similar to the result when he/she takes test at the next time. Heaton (1988:168) described the reliability of the test as followed:

- a. 0.0-0.20 reliability is low
- b. 0.21 0.40 reliability is sufficient
- c. 0.41 -0.70 reliability is high
- d. 0.71 1.00 reliability is very high

To obtain the reliability, the researcher used this formula below:

$$KR12 : r_i = \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum PQ}{St^2} \right\}$$

In which :

k = The number of items in the instrument

P = The proportion of correct answers

Q = The proportion of incorrect answers

$\sum PQ$  = The multiplication of P and Q

$St^2$  = Total Variance

To begin with , the researcher firstly calculated the total variance by using formula as followed :

$$St^2 = \frac{x^2}{n}$$

$x^2$  Were obtained by using the formula below:

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$$x^2 = \sum Xt^2 - \left( \frac{\sum Xt}{n} \right)^2$$

$$x^2 = 1443 - \left( \frac{129}{12} \right)^2$$

$$x^2 = 1443 - \frac{16641}{12}$$

$$x^2 = 1443 - 1386.75$$

$$x^2 = 56.25$$

$$St^2 = \frac{x^2}{n}$$

$$St^2 = \frac{56.25}{12}$$

$$St^2 = 4.69$$

Therefore, to calculate the reliability was described below :

$$ri = \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum PQ}{St^2} \right\}$$

$$ri = \frac{20}{(20-1)} \left\{ \frac{4.69 - 3.14}{4.69} \right\}$$

$$ri = \frac{20}{(19)} \left\{ \frac{1.55}{4.69} \right\}$$

$$ri = 1.0526\{0.3304\}$$

$$ri = 0.34777$$

According to Heaton's explanation about the level of reliability earlier, it can be concluded that reliability of the test in this research was categorized as sufficient.

## G. The Technique of Data Analysis

The research is a descriptive qualitative with percentage. It will be attempted to describe and interpret the data collected as objectively as possible. The data obtained would be quantitatively analyzed into qualitative category. The formula used to percentage the data in this research as follows:

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$$P = \frac{F}{N} \times 100 \%$$

P = Percentage of Error

F = Frequency of Error

N = Total number of Error

Based on the data and description , there were three problems how students mispronounced the segmental pronunciation.

1. Substituting

There were 15 sound that substituted by the subjects.

$$P = \frac{15}{20} \times 100 \% = 75 \%$$

2. Omitting

There were 3 sound that substituted by the subjects.

$$P = \frac{3}{20} \times 100 \% = 15 \%$$

3. Shortening

There were 2 sound that substituted by the subjects.

$$P = \frac{2}{20} \times 100 \% = 10\%$$