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CHAPTER III RESEARCH METHODOLOGY

1.1 Research Design

Isaac and Michael (1987: 18) states that the qualitative method is a method describe systematically the facts and the characteristic of given phenomenon or area interest, factually, and accurately the collected data are subject's experiences and perspective. The research is included in descriptive qualitative method, because the collected data are in the form of student's pronunciation of words suffix -ed and -s. Gay (1987) states that descriptive research involves collecting data in order to answer questions concerning to the status of the subject. Therefore, this research only emphasizes on the students' pronunciation of words suffixes -ed and suffixes -s of first grade student in Sma Plus Binabangsa Pekanbaru.

This research uses analysis qualitative method to reaching answer of the objective of the study that is to describe what the word suffixes -ed and -s are misspronounced by the students, by collecting, analyzing the data, and give the conclusion based on the data analysis that the researcher get in real situation. (Moleong, 2010: 6) It doesn't use a statistical procedure of analysis or the quantitative method. This research aim is to record the real happened in the school



then analyze the students' pronunciation the word suffix –ed and –s to answer the problem and give the suggestion how to ignore the misspronounced.

1.2 The location and Time of Research

This research was conducted at SMA Plus Binabangsa which located at Ketitiran Street, Pekanbaru from August 2017 until January 2018.

The subject of this research is the second grade students at SMA Plus Binabangsa Pekanbaru and the object of this research was to analyze the students' pronunciation of words ending in suffix –d/ed and suffix /-s/es.

1.3 The Population and Sample of the Research

The population of the research was chosen by using purposive sampling. The purposive sampling is used in which the researcher uses experience and prior knowledge to identify criteria for selecting samples.. The total of the students at the first grade at SMA Plus Binabangsa are 77.

A Qualitative research purposively selects the respondents since it is considered sufficient to provide important information in answering the research questions (Maxwell, 1966; Malik & Hamied,2016). There was an English teacher participated in this study. There would be also one class of second grade students

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that was taught by the teacher. The rationale for selecting second grade students was mainly on the grounds that the previous studies mostly involved university students as their respondents. This study wanted to carry out the student's pronunciation of words ending in suffix ed and es.

Gray D. (1993: 119) says that purposive sampling, some researchers believe that they can using judgement or intuition, select the best people or groups to be studied. So, the researcher used purposive sampling to get the samples. Williamson (1982: 107) says "respondents who are hard to locate and crucial to the study". According to the Wiliamson the writer choosed the typical and the best person to the sample of this reasearch where the samples were a group who has a specific criteria that give uniqe experience and had a good knowledge in English. Gay, L.R (2000: 139) in the book entitled Educational Research says "selecting participants who are very similar in experience, perspective, or outlook; this produces a narrow, homogeneous sample and make s data collection and analysis simpler. The researcher took one from three class of second grade students in SMA Plus Binabangsa Pekanbaru.



1.4 The Data Collection Technique

In this research, the data document from the teacher assignment to the students was gotten from teacher. At the class the teacher taught the students about nominal plural. At that subject the teacher taught students how to pronounce words ending in suffix *ed* and *es* correctly. Students were asked to read aloud the words one by one then the teacher took a record. The researcher got the data from the teacher assignment to the students.

To make the collected data more valid, this study also conducted interviewers for both teacher and students. It was used to support the data gained from the document analysis. The interview session was done after researcher got the data from teacher. The data were also collected through interviews both for the teachers and the students.

In collecting the data, the current study used two kinds of instruments, namely document analysis and interview. The purpose of this research was to analyze the students' pronunciation of word ending in suffix *-ed* and *-es*. The both of the instruments was contained by the same set of target words, which were selected to elicit each target sound (/t/,/d/,/id/ and /s/,/z/,/iz/).

1.4.1 Document Audio

The first instrumentation of this study was document analysis. It was used to answer the first and second research question of this study, which related to

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students difficulties in pronouncing words ending in suffix ed and es. The data for document analysis was gotten from the teacher as students exercise in the class. They were asked to said the words correctly by teacher as one of their assignments. There were two parts for students assigment, first part the teacher asked them to pronounced words ending in suffix ed, then the second part the teacher asked them to pronounced words ending in suffix es. The selection of the assigment was under discussion with the teacher. The reason for choosing this assigment was because it related to their lesson plan and the teacher always face the mistake pronunciation in daily routins when the students deposit of new vocab (as the teacher obligation for every students in every semester to deposite new vobabularies in regular and irregular verb).

The words in the research instrument were written throughout in standard orthography, but a phonemic transcription system was used where it was necessary to speak of sounds as such, or to indicate the sounds of unfamiliar or ambiguous words.

1.4.2 Interviews

The second instruments was two types of interview respectively for the tecaher and the students, where their responses were audio-taped. By using interview the researcher was able to know specific information which could be



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compared and contrasted with information gained in other interviews (Dawson, 2007). The collected data from interviews was used to support and validate the collected data from other instruments, which was document analysis.

Furthermore, semi-structured interviews were implemented in this study. It allows the teacher and students to respond to the focus of the study in their own ways (Kvale, 1996). Further, Silverman (cited in Cohen, Manion, & Marison, 2007) adds that interviews in qualitative research are useful for: gathering facts; accessing beliefs about facts; identifying feelings and motives; commensuffixing on the standards of actions (what would be done about situations); exploring present or previous behaviour; eliciting reasons and explanations.

Total question for teacher and students were different. Overall, there were 10 questions for the teacher that were categorized into two parts. Initially, the teacher was asked about the general information that related to her background education and general views about written feedback. After that 6 questions were asked to the teacher in order to find out students' pronunciation of words suffix ending in –ed and –es.

Meanwhile, there were 15 questions in total that were asked to students. The first 4 questions related to general information about students' regarding English pronunciation. Then, it was followed by 6 questions that asked the

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students about their preference on pronunciation of words ending in suffix ed. At the final, the last 5 questions were asked to the students in order to collect the data about students pronunciation of words ending in suffix es.

1.5 Data Analysis Technique

Current research was aimed to investigate several points, which students' pronunciation words ending in suffix ed, students' pronunciation words ending in suffix es, and the factors that made students difficulties in pronounce words ending in suffix ed and es. In order to answer these concerned issues, the collected data would be analyzed according to the following steps.

1.5.1 Data From Document Analysis

In addressing to answer the first and second research questions, the record of students' pronunciation were analyzed. The recording took place in class using Samsung J5 Pro. Each student was pronounced words one by one in the second part. The first part pronounced words ending in suffix ed and the second part pronounced words ending in suffix es. The data was transcribed phonetically and then analyzed acoustically by using Praat Application, an online acoustic analysis software.

The students record was taken from the teacher, then researcher input to laptop (Acer).then data was analyzed by Praat.

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Table 3.1
A Framework for the Analysis of Students' Pronunciation Words
Suffix Ending in –ed

No.	Word	IPA	Expected Phonological Representation of Past Tense <ed>
1.	Asked	/ɑ:skt/	[t], following voiceless velar stop /k/
2.	Saved	/seIvd/	[d], following voiced labiodental stop /v/
3.	Needed	/Ni:d id/	[id], following voiced alveolar stop /d/
4.	Aimed	/eImd/	[d], following voiced bilabial stop /m/
5.	Boxed	/bɒkst/	[t], following voiceless velar stop /x/
6.	Lasted	/la:stId/	[id], following voiced alveolar stop /t/

Table 3.2
A Framework for the Analysis of Students' Pronunciation Words
Suffix Ending in –es

No.	Word	IPA	Expected Phonological Representation of ending in <es>
1.	Taps	Tap/s/	[s], following bilabial stop /p/
2.	Pages	peIdʒ /iz/	[iz], following post alveolar stop /g/
3.	Loves	lʌv /z/	[z], following labiodental stop /v/
4.	Cars	ka: /z/	[z], following alveolar stop /r/
5.	Taxes	Taks /z/	[iz], following velar stop /x/
6.	Acts	Act /s/	[s], following alveolar stop /t/

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1.5.2 Data From Interviewers

To analyze the data that were obtained for the interview, several stages purposed by Cohen, Manion, and Morrison (2007) were applied. The first stage is generating natural units of meaning. In this regard, the audio- taped of conversation were transcribed in order to give easier acces in analyzing the data, by seeing plausibility of the collacted data. In the second stage, the transcription were categorized according to its classification, in which related to the research question.

It was aimed to elaborate the findings by matching the data obtained from the respondents with the result from other instruments. The third stage is interpreting the data that is aimed to describe the interview contents. At this point, the collacted data was analyzed qualitatively in order to get a better understanding about the findings. Thus, from this data, the writer could gain more related information regarding students' pronunciation of words ending in suffix ed and es.

Before the interviews were conducted, the items of the guidelines were validated by one of English lecturer of Postgraduated Study as supervisor for last proofreading on February 24, 2018.



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1.6 Data Analysis Technique

This research validated the data through triangulation technique. According to Cohen, Manion, & Morrison (2007: 141) triangulation may be defined as the use of two or more methods of data collection in the study on some aspects of human behavior. In other hand, Malik and Hamied (2016: 250) explain that the purpose of triangulation design is to obtain different but complementary data on same topic to best understand a research problem . According to Cohen, Manion, & Morrison (2007: 141) by analogy, triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint.

The collected data for triangulation were obtained from document analysis and semi-structured interviews. In particular, the data obtained semi-structured interviews were collected from both teacher and students' answer in the interview. Systematically, the collected data from document analysis (teacher assignment for students in pronounced words suffix ending –ed and –es) were triangulated by the results from teacher and students' interview in order to gain consistency of the research findings.