

### **III. RESEARCH METHOD**

In this research, the writer employs the qualitative research study to gain the data needed from the subject of the research. The needed data in this research will be collected from observation and pronunciation test. In order to keep the validity of the data needed, the writer formulates place triangulation method. Further these points were described in the following points. This chapter obtains research design, subject, research procedure, data collecting technique, reliability and validity of the data and data analysis and interpretation.

#### **3.1 Research Design**

This research aimed to describe the process of teaching pronunciation through song to students at Senior High School. Considering the objective of the research, a descriptive qualitative method was employed to conduct the research. It was not designed to have some treatments or manipulations upon the subjects being investigated. The role of the writer was limited on making some interpretations. This approach could be seen from the data collecting technique. Through the method, the research could concentrate on a specific analyzing of teaching pronunciation by using song at senior High School and determining on the mispronounced sounds done by students in teaching learning process.

Based on the nature of descriptive research, this research did not use hypothesis. Tentative answers to the research using to verify based on empirical data. They applied as foundation used by the writer to analyze the teaching of pronunciation by using song at Senior High School. They were also used to explain the result of the analysis.

The way of interpreting the data characterized the research as to get the meaning of the phenomena and eventually reach conclusion. This was done inductively, meaning that the conclusions were drawn based on the facts given or obtained from the subjects.

### **3.2 Subject**

The subject of this research was the students at the first grade of SMAN 15 Bandar Lampung odd semester in academic year of 2012/2013. They were grouped in the class. There were 7 classes in that school. The number of students in each class was 36 students in average. And the writer went to the school, observed, and chose one class that was randomly taken as the sample of the research by using lottery.

### **3.3 Instruments of Research**

To collect the data, the writer needed two kinds of Instruments; 1) observation sheets and 2) pronunciation test. Observation sheet was used to collect data on process of teaching learning in classroom. Pronunciation test was used to collect the data on identifying the problems. Each kind of instrument was explained as followed:



From the table, the writer needs to see the process of teaching learning through songs. There were two songs played in the class. Each song was played for each meeting.

### **3.3.2 Pronunciation Test**

The test was conducted by asking students to pronounce the words consisting friction/fricatives consonants and it was recorded, the writer and teacher analyzed the result of pronunciation test. The test was administered at the end in teaching learning process. There were some aspects in the scoring system promoted by Elana (1985:183). The aspects were as follow:

1. Phonemic contrast was also called phonemic different. The substitution of one another, it means if a speech sound can be substituted by other speech sounds resulting different meaning thus was called phonemic contrasts (Rose, 2002:176).
2. Phonemic inaccuracy can be seen as inaccurate pronunciation of the sound of the language (Rose, 2002:176)
3. Accent was signaled by a fall and down pitch of the syllable, can be also be called as stress in words (Rose, 2002:160)
4. Phonemic error was an unconscious mistake in articulating a sound of the language.

The scoring system above only the second one which aims to help the writer determining the mispronounced sounds done by students in teaching learning process.

### **3.4 Research Procedure**

The procedures of this research were as follow:

#### **3.4.1 Finding the Subject**

There were 7 classes in first grade of SMAN 15 Bandar Lampung. The number of students in each class around 36 students. And one class was randomly taken as sample of the research by using lottery.

#### **3.4.2 Doing the Observation**

The observation was done in the classroom. The writer taught pronunciation through song. Observation sheets were used by another teacher to take notes about all events that occurred in the class and the problems that appeared by students during the teaching learning process.

#### **3.4.3 Pronunciation Test**

Test was conducted by asking the students to pronounce the words and it was recorded. Therefore, the writer and the observer found the mispronounced sounds in pronunciation process.

#### **3.4.4 Analyzing and Interpreting Data**

After conducting the observation, the writer analyzed and interpreted the raw data to come to conclusion.

### **3.5 Reliability and Validity of Data**

Reliability referred to the consistency of the result of the study. For qualitative research, to ascertain the consistency of the study the writer generally employed

triangulation. According to Setiyadi (2002) triangulation could be defined as employing two or more methods to collect the data. It also could be said that triangulation was the value of multiple perspective in collecting and analyzing the data. This research used method triangulation and time triangulation which were done through employing three data collecting techniques; they were observation, interview and documentation. The observation was done more than one time; it meant that time triangulation was also used in this research. Hopefully by applying these two triangulations the result of the study would be consistent for the same data.

Additionally, the concept of validity generally was defined as can be trusted. But, validity in qualitative research referred to the authenticity of the data collected as it was intended to measure. The writer has to reveal the data as the real life of the subjects. In short, the word authenticity would be more appropriate as the substitute for validity if we come to the qualitative research (Setiyadi, 2002).

### **3.6 Data Analysis and Interpretation**

The strength of the writer to evaluate and analyze the raw data was the key point of the result of the qualitative research. The writer had to think creatively, critically, and carefully in analyzing and interpreting the data. Data analysis was the process of organizing the data in order to gain regularity of the patterns and forms of the research (Setiyadi, 2002). The process of the data analysis was done as collecting the data, analyzing and interpreting the data and conclusion.

1. The data collected through observation and pronunciation test.

2. The data that were collected from the instruments (pronunciation tests) were raw data which could not be directly presented as the final result. In other words, the writer analyzed and interpreted the data as clear as possible to come to conclusion. The term of data interpretation could be defined as a process of giving meaning on the result of the data analysis (Setiyadi, 2002).
3. The last step was making conclusion of the data analysis.