

CHAPTER III

METHOD AND PROCEDURE

This chapter discusses: (1) method of research, (2) operational definitions, (3) participants, (4) data collection, and (5) data analysis.

3.1 Method of Research

Mixed-method research was used in this research in which involved collecting, analyzing, integrating quantitative and qualitative research. According to Terrel (2012) mixed-method research have emerged from the paradigm wars between qualitative and quantitative research approaches to become widely used mode of inquiry. This method focus on mixing both qualitative and quantitative methods in a single research. The quantitative data were focused to answer first and second research problems about some errors in pronouncing English plosive consonant and the most frequent type of error in pronouncing English plosive consonant. The qualitative data was needed to answer third research problem about sourcing of errors in pronouncing English plosive consonant.

Furthermore, I used explanatory sequential design. According to Cresswell (2012) said instead of collecting data at the same time and merging the results, a mixed methods researcher might collect quantitative and qualitative information sequentially in two phases, with one form of data collection following and informing the other. In this case, I determined what errors made by the students in pronouncing English

plosive consonant and the most frequent type of error in pronouncing English plosive consonant in quantitative results. In qualitative result, data were collected by using some questions in interview.

3.2 Operational Definitions

The title of this research was “An Error Analysis of English Plosive Consonant [p, t, k, b, d, g] in Pronunciation Made by the Fifth Semester Students of English Education Study Program UIN Raden Fatah Palembang.” To avoid misunderstanding, some terms were explained as: Error Analysis, Error, Plosive Consonant, and Pronunciation.

Error Analysis is important thing in learning language. It is a study about the errors produced by the learners.

Error means an action which is incorrect in second language acquisition process because of lack to of comprehending the purwow competence.

Plosive Consonant is producing a consonant by stopping the air flow at some point and releasing it.

Pronunciation refers to the act of result of producing of speech sound, including word, intonation and the sounds of language.

3.3 Participants

The population used in this research were all the fifth semester students of English Education study program UIN Raden Fatah Palembang in academic year 2018/2019 who were taking pronunciation and phonology class. The total number of students from each class was same. The distribution of the population followed:

Table 2. Population of the Research

No.	Class	Number of Students
1.	PBI 1	37
2.	PBI 2	28
3.	PBI 3	31
4.	PBI 4	37
TOTAL		133

(Note: English Education Study Program of UIN Raden Fatah Palembang academic year 2018/2019)

Convenience sampling was used in this research. This sampling used because the students were easy to meet and all the member of class available. Etikan, Musa and Alkassim (2016) state that the convenience sampling technique is nonrandom sampling where members of the target of population that meet certain practical criteria, such as availability at a given time or the willingness to participate. Baker and Edwards (2012) state that twelve participants could appropriate in qualitative design.

Moreover, Depaulo (2000) explains the quality of the samples is more important than the number of the samples. The sample of this research chosen by selecting just 1 class. The distribution as followed:

Table 3. Sample of the Research

University	Class	Students
UIN Raden Fatah Palembang	PBI 3	31

(Note: English Education Study Program of UIN Raden Fatah Palembang academic year 2018/2019)

3.4 Data Collection

I used two instruments for collecting the data. I gathered the quantitative results by using pronunciation test and qualitative results by using interview.

3.4.1 Test

According to Hughes (1989) a test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure (as cited in Putra and Marzulina, 2016, p. 192). Moreover, Brown (2004) explains that test is a method of measuring person's ability, knowledge, or performance in a given domain. Test was the instrument that used to obtain the data. In this research, pronunciation test provided. The students were asked 54 words. The phonetic transcription of the students' pronunciation was restricted

only to the transcription of the words which contained the six English consonantal sounds. The oral pronunciation test conducted once. The students were not allow to consult their dictionary, instead to gain the valid result. The time allocation was within 15 minutes. Next, the final test transcribed their pronunciations into symbols of transcriptions.

3.4.2 Interview

I was collected data from person's experience under research. Moustakas (1994) suggests that any researcher who wants to conduct qualitative research interviews to obtain descriptions of the experience should consider informal interviewing, open-ended questions, or a topical- guided interview. Following Moustakas' (1994) suggestion regarding kinds of interviews, in our study, we used informal interviewing and open-ended questions with a general guided interview protocol (as cited in Abrar, Mukminin, Habibi, Asyraf, Makmur, and Marzulina, 2018, p. 134). Moreover, Interview is evaluating the result of the test to measure whether the result correct or wrong. In this research, the interview supported data to know difficulties and problem on pronunciation. It asked to nine students, for each three students who had the lowest score, average score, and the highest score. The interview consisted of 10 questions.

3.4.3 Validity Test

Validity are the extent test accurately measured in instrument. According to Fraenkel, Wallen, and Hyun (2012), validity is the most important idea to consider in preparing or selecting an instrument for use (as cited in Ariesca and Marzulina, 2016, p. 29). Validity test of each question item was used in this research to know the validity of each item.

3.4.3.1 Validity of English Plosive Consonant Test

To know the validity of each question, pronunciation test was validated by 3 validators. It consulted to three lecturers of UIN Raden Fatah Palembang who expert in English pronunciation to valid the pronunciation test. The qualification of the lecturer that they must had TOEFL score at least 550, teaching experience at least 5 years, and master degree. This test consisted of 54 words of plosive consonant sound.

3.4.3.2 Validity of Question of Interview

To find out the validity of questions of interview, I consulted to 3 validators who were lecturers of English Education Study Program UIN Raden Fatah Palembang in order to validate questions of interview whether the questions were appropriate or not.

3.4.4 Analysis Validity

After the data was analyzed, the data was validated to know the

exactness. The data was communicated to the experts using communication validation (Krippendorff, 1990 cited in Mayring, 2014), whether the data was coded in the exact category or not. The experts were people who understand to this field. In this research, they were two lecturers in English Education Study Program of UIN Raden Fatah Palembang. After that, two experts agreed that the writer coded the data in the exact category.

3.5 Data Analysis

In conducting this research, I followed the procedures in error analysis based on Ellis' theory (1997). The steps were; identifying the errors, describing the errors, explaining the errors and evaluating the errors.

3.5.1 Analyzing types of Students' Pronunciation Error

1. Identifying the Errors

After collecting the data, I identified the errors. In order to determine what pronunciation errors were made by the participants, I selected the pronunciation error types in plosive consonant sound based on Keshavarz (2008) taxonomy. Then, I applied the following steps:

1. Selecting the words which contained English plosive consonant error and underlining them
2. Rewriting down the phonemes of error on table
3. Determining the kinds of error based on Moeliono and Dardjowidjojo (2003) table of classification of pronunciation error (as cited in Tiono and Yustanto, 2008)

Table 4. Identification and Classification of Pronunciation Error

The Deviation of [p]				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial	Plunge	/plʌndʒ/		
	Political	/pə'litikl/		
	Potent	/'pəʊtnt/		
Medial	Proposal	/prə'pəʊzəl/		
	Response	/ris'pɒns/		
	Surprise	/sə'praiz/		
Final	Pop	/pɒp/		

Tip	/tip/
Sleep	/sli:p/

The Deviation of [t]

Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial	Total	/tə'ʊtl/		
	Tension	/'tenʃn/		
	Tum	/tʌm/		
Medial	Casualty	/'kæʒuəlti/		
	Portable	/'pɔ:təbl/		
	Positive	/'pɒzətɪv/		
Final	Castrate	/kæ'streɪt/		
	Cat	/kæt/		
	Post	/pəʊst/		

The Deviation of [k]

Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial	Cache	/kæʃ/		
	Calyx	/'keɪlɪks/		
	Carillon	/kə'rɪljən/		
Medial	Cascade	/kæs'keɪd/		
	Calico	/'kæɪlɪkəʊ/		
	Cecum	/'si:kəm/		
Final	Cashback	/'kæʃbæk/		

Casebook /'keɪsbʊk/

Chink /tʃɪŋk/

The Deviation of [b]

Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial	Bask	/ba:sk/		
	Bank	/bæŋk/		
	Bachelor	/'bætʃələ(r)/		
Medial	Homburg	/'hɒmbɜ:g/		
	Carbohydrate	/kɑ:bəʊ'haidreit/		
	Backbone	/'bækbəʊn/		
Final	Rob	/rɒb/		
	Dob	/dɒb/		
	Grab	/græb/		

The Deviation of [d]

Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial	Doughty	/'daʊti/		
	Dhoti	/'dəʊti/		
	Dhal	/da:l/		
Medial	Indoor	/'ɪndɔ:(r)/		
	Madam	/'mædəm/		
	Endow	/ɪn'daʊ/		
Final	Fluted	/'flu:tɪd/		

Blood	/blʌd/
Pod	/pɒd/

The Deviation of [g]

Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial	Ghoul	/gu:l/		
	Gourd	/gʊəd/		
	Goulash	/'gu:læʃ/		
Medial	Carpet bagger	/'kɑ:pitbægə(r)/ /'wægən/		
	Wagon	/ri'gret/		
	Regret			
Final	Vague	/veig/		
	Bag	/bæg/		
	Dog	/dɒg/		

2. Describing the Errors

After that the data distinguished base on its error. I classified the pronunciation errors in different types in order to easily make the analysis.

3.5.2 Analyzing the Most Frequent Types of Students' Pronunciation Error

After doing identification and description process, I used some following steps:

1. Counting the total of each type of students' pronunciation

error in plosive consonant sound

2. Counting the total number of all types of students' pronunciation error in plosive consonant sound

3. To know the most frequently types of pronunciation error produced by the students. I used the formula as follow:

$$P = \frac{f}{t} \times 100\%$$

where: P = percentage

f = frequency error of pronunciation

t = total of all types of pronunciation errors

Table 5. Classification and Counting of Those Errors

Type	Frequency	Percentage (%)
The Absence of Some Target Language Phonemes		
The Differences which Exist between the First and Second language Syllable Structures		
Total Number of Pronunciation Errors		

3. Explaining the Errors

Moreover, the pronunciation errors divided into each type by using comparative category taxonomy in interlingual errors by Keshavarz (2008). I explained and drawn conclusion based on the analysis. The types of pronunciation error categorized as follow:

1. The Absence of Some Target Language Phonemes
2. The Differences which Exist between the First and Second language Syllable Structures

4. Evaluating the Errors

Some errors could be considered more serious than others because they were more likely to interfere with intelligibility of what someone says. In this step, the different errors were being weighed in order to distinguish which error should be given more attention in class.

3.5.3 Analyzing Students' Difficulties of English Plosive Consonant

To analyze students' difficulties of pronouncing English plosive consonant, nine students were interviewed. I chose each three students who had the lowest score, average score, and the highest score from the result of pronunciation test. The interview was recorded.