CHAPTER III

RESEARCH METHODOLOGY

This chapter describes about the procedures used in this research to collect the data. It includes the definition of research design, research subject, data collection, and data analysis.

3.1. Research Design

Research design formulated with a purpose with a clear direction and targets to be achieved in research. Cresswell (2014) defines research design is known as a plan and procedure which are applied by the writer to collect the data based on methods. It means research design used as a guidence in order to make a research running properly.

In this case, the writer used descriptive qualitative research as a method to collect the data. The writer used descriptive research to get a better understanding about the issues or problems of research in the form of explanation of data obtained by descriptive and were analyzed into qualitative data. The aim of this study is to describe the frequency error in pronunciation words that is made by Chinese students of speaking class at University of Muhammadiyah Malang.

3.2. Research Subject

Research subject is a person who decides to participate in a research as a sample in a study. Arikunto (2006) argues that research subject are participants who intended to be researched by the researcher. In this research, the writer focused to

research Chinese students at third semester of speaking class. Three Chinese students were taken as the sample because they were able to be the subject of this research. Moreover, The students of Chinese have been lived in Indonesia about two months. They came to Indonesia because they wanted to learn about Indonesian culture and they said it was good opportunity for them to add their skill in communication.

3.3. Data Collection

To acquire the data, the writer uses kinds of techniques, instruments and procedures that are related to the research. The data is taken by pronunciation test and recording.

3.3.1. Technique and Instrument

Techniques is a tool that is used by the researcher to collect the data. Sugiyono (2013) defines technique as the most important strategy for the researcher because the main purpose is to get the data. Instrument is a device used by the researcher to collect the data or information procced quantitative and arranged systematically. In this case, the writer used pronunciation test as the technique. Pronunciation test is the exercise used to measure the ability of students in pronouncing English language. The test is adopted from Burn and Claire (2003). The text was choosen by the writer as a pronunciation test because the text consists of supra-segmental, segmental aspects and diphthong sounds *aɪ* and *eɪ*. Boyer (2003) argues that sound *aɪ* and *eɪ* have been identified as kinds of pronunciation problem for students. Furthermore, the instruments applied in this research were reading text and

recording. By giving reading text to the students and recording when they read the text, it is easier for the writer to find out the errors made by students and the writer can listen repeatedly. Those instruments were used to get related information of students' pronunciation errors which would be investigated.

3.3.2 Procedure of Data Collection

In order to get the data, the writer used some procedures based on the techniques and instruments. The procedures were:

1. Preparing the pronunciation test (reading text) to give to the students.

2. Meeting with the students to give pronunciation test (reading text).

3. The writer giving the reading text to the students and asking the students to read one by one.

4. Recording during reading text. It took 2 minutes for every students.

The result of test and recording used to gain the valid data and used to answer the research problem of this research. From those procedures above, the data will be collected and will be counted carefully to avoid the mistake during the research.

3.4 Data Analysis

In this study, the writer uses descriptive qualitative as a technique to analyze the data. These were some steps applied by the writer in order to analyze the data. The steps were based on the procedure below.

1. Identifying the types of error

   The writer identifies the types of pronunciation errors made by students.

2. Classifying the errors.

   After identifying the error, the writer classifies the errors by dividing into some categories namely vowels, consonants and diphthongs.

3. Tabulating the errors.

   To make the writer easily classifying the errors, the writer makes table which consisted of frequencies of occurrences of each error.

   Table 3.1 Types of pronunciation Errors

No	Types of Pronunciation Errors	Frequency of words errors
1	Vowels	
2	Consonants	
3	Diphthong	

   Number of each type   x   100%
   Frequency of occurrence of pronunciation

4. Describing the data from test and recording.

5. The writer makes the table to describe the result of the data.