ENGLISH PRONUNCIATION PROBLEMS ANALYSIS FACED BY ENGLISH EDUCATION STUDENTS IN THE SECOND SEMESTER AT INDO GLOBAL MANDIRI UNIVERSITY

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Abstract

The aims of this research were to determine student's problems in pronunciation, especially consonants, vowels, and diphthongs. The participants of this study were the second-semester students of the Indo Global Mandiri English Education Study Program. The researcher chose second-semester students because students had understood the phenomenon of pronunciation and they have taken IEC: Pronunciation courses. There were 23 students involved in this research. The data were collected by conducting direct meetings through a performance test that used three forms of tests such as pronounced 44 sentences, pronounced 31 minimal pairs, pronounced one passage with mixed sounds, and their voices made by the students were recorded by mobile phone. The data showed that in fact, most of the students have problems with pronunciations. It is found that the students had problems in pronouncing the English sounds of consonant [v], [θ], [ð], vowel [æ], [ʌ], [ɔː] and diphthong [eɪ], [oʊ], [aʊ], [aɪ]. Some of the factors that cause pronunciation problems that students face are: the absence of the sound in their mother tongue, students unfamiliar with the targeted words, and students get used to the wrong pronunciation that has been taught before.

Keywords *:* Pronunciation problems, Segmentals aspect, Phonetic symbols.

INTRODUCTION

Pronunciation are definitely the biggest thing people pay attention to when someone speaks. According to Richards (2010, p.469) "pronunciation is the way a certain sound or sounds are produced". People make mistakes when they speak in English, pronunciation will be immediately recognized and detected just by listening to what the speaker is saying. By having a good pronunciation, conversation will be easier to understand or it will be easier for the speaker and interlocutor to understand each other. Good pronunciation gives students the opportunity to speak with native speakers more confidently.

Internationally, pronunciation is the one of the biggest problems in the students speaking skill in some Asia countries. In this regard, students in Indonesia still have problems of speaking foreign languages, specifically English because Indonesia still use English as a foreign language and pronunciation is one of speaking aspects that is difficult for students to master and the students also should spend lots of time to improve their pronunciation.

Pointed out on Fadillah (2020) in her research of pronunciation, students in Indonesia have problems in the English vowel and consonant shift, one of which is that the English vowels and Indonesian vowels have different phoneme positions when combined into words, then EFL students also often eliminate phoneme pronunciation.

Pronunciation is consistently a significant part and extremely vital, despite the fact that pronunciation is not a simple case for English Foreign learners. However, the primary concern alludes to somebody does not have to speak like English native speaker, yet somebody needs to speak clearly enough to be understood. The better pronunciation, the better people will comprehend. Realizing the importance of Pronunciation above, this research was aimed at identify English education second semester students problems and identifying students mastery in English pronunciation at Indo Global Mandiri University.

The purposes of this research were to identify English Education second semester students Indo Global Mandiri University in mastery Engllish pronunciation and also identify the pronunciation problems that faced by the second semester of English education students at Indo Global Mandiri University.

Pronunciation is a sound that humans make. Perhaps, pronunciation has two features that students need to mastery. According to Nunan (2013), there are two features of pronunciation first one is segmental phonology that dealing with particular sounds, sound combinations or with putting particular sounds in particular positions and segmental features has two part, consonant and vowel. According to Reed & Levis (2019), It has been argued that segmental features are more important to intelligibility and should therefore be given priority in pronunciation teaching. Pronunciation has phonemic chart to understand the pronunciation deeper. This phonemic chart or table can help students learn, define pronunciation easier and also understand about the pronunciation deeper. Learners of foreign languages use the International Phonetic Association to check exactly how words are pronounced. Each IPA symbol represents a sound. It is an extremely helpful tool for people learning to speak another language, especially English.

Pronunciation is a part of speaking that is rarely noticed by teachers and students. According to Harmer (2007), almost all English language teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill activities and try to become competent in listening and reading and possible that they are nervous about dealing with pronunciation, perhaps they feel they have too much to do already and pronunciation teaching will only make students more confused and make their students afraid when speaking English. This pronunciation issue often occurs in EFL students.

Speakers of different first languages have problems with different sounds, especially where, as with consonant /ʃ/ and /ð/ for Indonesian speakers, Bahasa language does not have the same two sounds. If they cannot distinguish between them, they will find it almost impossible to produce the two different English phonemes. Emphasized by Sholeh (2015) students have difficulty getting used to the phonetic system in English because of differences such as on [θ] 'thing' some Indonesian would be pronounce this with 'ting'.

Pronunciation is one of the most important things in communication, especially in speaking English due to the role of the English language as Lingua Franca. Even though they have bad grammar, if students have good pronunciation it is easier to understand and avoid misunderstandings, and also without correct pronunciation, the vocabulary students mastery will be less effective when they used it for communicating orally.

Therefore, looking at the issues that have been described, a teacher must look at what are the students' pronunciation weaknesses and what components are the difficulties for their students. Students must understand the parts of pronunciation that considering builds the pronunciation understanding and skill. With these weaknesses and difficulties, it is hoped that the teacher can properly help students to overcome the difficulties they face. When students can hear correctly, they are on the way to being able to speak correctly.

METHODOLOGY

The researcher applied a qualitative research design to identify students' pronunciation problems. Merriam & Tisdell (2015, p. 7) The use of qualitative design in research will lead to philosophical assumptions, which means this research will lead to the perspective of the researcher himself and everyone will have a different point of view in describing and explaining the contents of this research. Specifically, this research applied a qualitative case study design because According to Lune & Berg (2017, p.170) "case study involves the systematic collection of information about a particular person, social setting, event, or group of people or groups to enable researchers to understand effectively how something functions or works". This design was chosen with the aims to explore the students pronunciation problems and identify the students' pronunciation mastery, especially in segmental phonology that consist consonants, vowels and dipthongs that they had learned in the previous semester in IEC: pronunciation courses. The reasons for using this design also are followed by characteristics that mentioned by Creswell (2017) and Mackey & Gass (2015) that qualitative research is a study in natural setting, mean that researcher will not bring the participants in a formal situation or will not bring them into a class and test them in a group directly to identify students pronunciation ability and problems.

The researcher decided to use purposive sampling to obtain the data. According to Creswell (2012, p. 206) "in purposive sampling researchers intentionally select individuals and sites to learn or understand the central phenomenon". , the researcher chose English education second-semester students that are suitable to the purpose of the research so that it is expected to answer the research problems. The researcher found that there were 38 English language education students in the second semester and the researcher has determined the participants from 38 to 30 because there were 8 participants do not stay in Palembang. Another reason for choosing purposive sampling that the participants in this study were suitable with the criteria that the researcher want because the participants had understood the phenomenon of pronunciation and the participants were English education students, they should be able to master pronunciation properly and correctly. There were several reasons researcher wants to investigate the second semester students at Indo Global Mandiri. They have taken pronunciation course in the first semester, which is students should be understand the basic of pronunciation. Second is, they are still in the early semester which is from the problems they face, the students have opportunity to improve their pronunciation difficulties. Third is, researcher saw that students in Indonesia were still have lacks in the speaking aspect, especially pronunciation, as mentioned in Fadillah's research (2020).

In this study researcher used test to collect the data of students pronunciation problems, specifically the researcher will use the pronunciation test to assess an individual's ability as defined by Cresswell (2012). To produce accurate data from the students the researcher used three forms of tests. The first test is to see the students' ability in conversation, the second is to see whether the students can distinguish words that have the same sound, and the third is to see the students' ability in pronouncing a text. The pronunciation tests were taken from the book Baker and Goldstein published by Cambridge University (2007) targeting beginning to intermediate students and also taken from *busyteacher.org* writed by Glenn Gibson. The researcher decided to give a pronunciation test which consisted of 24 consonant, 12 vowel, and 8 diphthongs. The pronunciation test have three sections and from this test the researcher determined the students' pronunciation ability in conversation. In the first section, the test started from number 1 until 24 is represent consonant sounds, 25 until 36 represent vowel souns, and 37 until 44 represent diphthongs sound and participants pronounced sentences that had been filled in with the target word. Each target word represents every symbol in IPA including consonants, vowels and diphthongs. The participants pronounced the 44 sentences sequentially. Then the researcher listened carefully to the participants pronunciation and paid attention to their mispronunciation.

Before giving the test to the participants, the researcher asked permission to Indo Global Mandiri University and to the faculty to do the research in the English Education Department. The researcher also asked the student's agreement by making an agreement letter that was signed by students who are willing to be participants in this research.

Before holding the meeting to start the test, the researcher sent a Google form link to get the consent of each participant which has been sent via WhatsApp Participants group. In addition, after they clicked the Google Form link, the researcher introduced himself and told the purpose of this study. The students were out of 30 sample planned by the researcher. The students consisted of 7 males and 23 females. Because there were some constraints on the participants, there is a change in the number of participants. From 30 participants to 23 participants, consisting of 5 men and 18 women. This problem occurred because 1 participant had an accident 6 participants are not willing to join this study. 23 participant who joined the test for this study reside in Palembang. They were more than half of the population of the sample and it was sufficient to take a sample of the students.

The researcher met each participants at difference places deppens on participants request. Before the researcher started the test, the researcher began with opening section. The researcher asked the students to read the direction for about 2-3 minutes. Once the participants ware ready, the researcher asked them to pronounce each pronunciation test loudly. While the participants pronounced the test loudly, the researcher recorded their voices. Then when closing the researcher thanked them and ended the meeting.

the researcher analyzed the results of the tests that have been given and interpreted in the form of words. In addition, in analyzing research data, there were several steps that must be taken so that the research can be conceptualized. Creswell (2012) mention there are a few steps commonly used in analyzing qualitative data technique to collect the data, such as prepare and organize the data, code the data, coding to build themes, report findings, and interpret findings.

The first step, the researcher transferred the participant's pronunciation test results from the mobile phone to the computer. After the researcher transfered the data to the computer and got all the data from the audio recordings of students' performances, the researcher created a special folder for the results of the pronunciation test and each test result was sorted according to its name so as not to be mixed with other files and to make it easier for researcher to analyze the data.

The second step, the researcher noted all the names of the participants in this study by comparing the data of participants who filled out the google form with the voice record results. In addition, the researcher would dig deeper into the results of the data by listening to each participant's recordings one by one. While listening to their voice, the researcher would take a note to analyze the results of each participant's pronunciation performance.

The third step is to build the description and the themes from the data. The purpose of this step is to get the main idea of this research. In this process, the researcher reviewed the transcript of the participant's test results that have been previously coded, then the researcher will determine what the second semester students' pronunciation problems are in detail to get the information that the researcher wants to get.

After conducting the research, the results of this research was presented. The data displayed in a qualitative ways. The data was displayed in the form of words or sentences which are categorized to get conclusions about the pronunciation problems faced by the students and also the researcher. It explained the students' abilities in each skill, be it consonants, vowels, and diphthongs.

The fifth step is to interpret the findings. At this step, the researcher was taken into account the personal views of the results of the research, and the researcher explained what is obscure in this research from the results of the analysis. Specifically, in this section the researcher compared the findings with the previous study with the same phenomenon, especially pronunciation. The researcher also looked at the lacks that exist in this study and then provide suggestions or recommendations for future researchers with the same phenomenon or related themes. Then the researcher concluded the findings.

DISCUSSION

As second semester English Education students at Indo Global Mandiri University, students' had serious problems facing pronunciation, especially segmental aspects because 23 students still make errors in every test sections that has been given by the researcher. Of the three tests given by the researcher, twenty-three students had difficulty facing the third pronunciation test. In each sections, the researcher noted the most frequent errors made by students in each part of the sound of consonants, vowels, and diphthongs.

In the consonant part, the dominant participant has problems with the sounds [v], [θ], dan [ð]. The problem with the sound [v] is because students can't distinguish between [v] and [f] because it is a little difficult to distinguish both sound that are indirectly related. As explained by Reed & Levis (2019, p.72) a phoneme is a contrastive sound in a language, which means that changing from one phoneme to another can create a new word. For example, the sound at the start of the word "View" for [v] and "few" for [f] we get a different word the existence of which demonstrates that [v] and [f] are different phonemes. From the number of students who is mispronounced, it was found that students did not even follow what was explained in the theory and showed that students could not even distinguish the two sounds. According to Gustina, Sutarsyah & Sudirman (2015) their research found that the elementary students they studied also experienced the same thing, students replaced sound voiced [v] to sound [f] which was voiceless. When compared to this study, the researcher found that the ability of English Education students was equivalent to that of elementary school students, which should be more than that because they are prospective educators. In this case, even though they are influenced by their mother tongue, this should be a big problem because the habit will continue to be carried out by the lack of understanding of how to pronounce IPA symbols which should have been taught in the previous semester in IEC: Pronunciation class.

Then the students' problems were also on the sound [θ] and [ð]. According to Dale & poms (2005) the sound [θ] and [ð] do not exist and are not familiar in some languages. . In this study there were 21 participants who had problems in pronouncing words containing sounds [θ] and [ð], for example in the first test, when participants pronounced the word "bath" without hesitation they pronounced replaced sound [θ] as sound [d] and [t]. However, in the second test when they pronounced the words between "tanks" and "thanks", they were not be able to distinguised the two words that produced almost the same sound. Because of not knowing the differences, the participants continued to say "thanks" as [tæŋks]. This also happened to sound [ð], 21 participants did not hesitate to say the word "they" in the first test, but when faced with minimal pairs between the words "day" and "they" they were not be able distinguised those words, they pronounced the word "they" as [deɪ]. According to Rosyid (2009) this could happen because of the unavailability of these sounds in the participant's mother tongue. From those statement, it can be seen that students mispronounce sound [ð] it could be because they are influenced by what they have learned and the influence of their mother tongue. Even though there is no such sound in the Indonesian language system, this should not be a normal thing for English Education students because they are students who are required to study English in depth and also those who have studied the pronunciation class before should be able to apply it well.

From each vowel sound given on the three tests, students had difficulty facing sounds [æ], [ʌ], and [ɔ:]. This study found that participants pronounce words containing sound [æ] replacing them with sound [e]. Emphasized by Kang; Thomson; & Murphy (2017, p.113) learners may have difficulties distinguishing between the three front short vowels if they have been taught the now 'old-fashioned' pronunciation of "pan" which was more like "pen" [pen] and not so 'open' as the modern-day [æ] and this sound could be confusing if the learner's first language has this [e] vowel. As in the first test example, participants pronounce the word "plans" as it is pronounced the word "plane" [pleɪn].

In this study, 23 students are also not able to pronounced the words that consist of sound [ʌ]. Emphasized by Dale & Poms (2005, p. 44) that sound [ʌ] is a sound that is difficult to hear and pronounce for EFL students. Sound [ʌ] for Indonesian people is actually easy to pronounce but sound [ʌ] is sometimes tricky and confusing because of irregular English spelling patterns and most students replace sounds that are more familiar to them. For Example, in the first test there were 12 participants who mispronounced "enough" word and they pronounced as [ɪnoug], they replaced sound [ʌ] to sound [ou]. students in this study were also not able to pronounce the targeted words, so they only guessing how to pronounced the words by what it is written. Although Indonesian has the same sound [ʌ], the 23 participants also do not understand how to pronounce words containing that sound. In this case, the problems faced by students were that the words containing the sound [ʌ] that were given on each test were less familiar to them and their lack of learning and practice how to pronounce words that were unfamiliar to them.

23 students do not know how to pronounce words that contain sound [ɔ:]. As in the first test of the word "caught" there were 18 participants who pronounced the word as [kout], [kɒk], and [koʊg]. The problem is replacing the sound, it could be happens because of their ignorance in pronouncing the targeted word and they unfamilliar with the words. Silalahi (2017) stated that one of Indonesian EFL students problems in pronunciation is "they imitate the wrong pronunciation from his/her teacher" and it happened on the second test when students could not distinguish the word "done" from "dawn" that is probably from their habits. There were 18 students who thought that "done" was pronounced using the sound [ɔ:] which should be applied to the word "dawn". It can be

seen that the 18 participants used to pronounce the word "done" as [dɔ:n] which should have used [dʌn] and they were less careful in pronouncing the word "dawn" which they pronounced as [daʊn] which should using sound [ɔ:]. The result of the test shows that the students were not able and only try to pronounce it by guessing because the target word looks unfamiliar to them. For example, the word "thought" was the most problematic because there were 17 students who misponounced the word. Their errors in producing sound [ɔ:] also occurred in Habibi's (2016) research, he said that when his students had to produce sound [ɔ:] they actually produced [ɒ].

According to Kang; Thomson; & Murphy (2017, p. 114) "English vowels that are composed of two sounds, called diphthongs" and diphthongs have eight sounds. The most problematic diphthongs for students in this research are sounds [oʊ], [ɑɪ], [eɪ], and [aʊ]. T he sound [oʊ] is replaced with the sound [ɔ], when they pronounce the word "joking" 16 of them pronounce it as [jɔking] and conversely, when they said the word "wrought" in the third test there were 15 participants pronounced it as [wroʊg] with the sound [oʊ] instead of using the sound [ɔ]. This problem always occurs in this study, when students find a word written as "ou" or "au" they pronounce the word with sound [oʊ]. In addition, students are also not able to pronounced the words because they look unfamiliar with the word containing the sound [ou] which is the target word in this test. With the IEC:pronunciation class that they have taken, they should be able to know more about prununciation and in this case they lack pronunciation practice.

Dale & Poms (2005, p. 73) explains that sound [ɑɪ] is very easy to pronounce because sound [ɑɪ] is often represented by letters i and y. The results are a little unique in this study, in the first test, the researcher added the word "kite" in a sentence, and as many as 16 students mispronounced the word. From the data obtained, the 16 students pronounce "kite" as [kit], [keit], and [ket]. And 2 other words in the minimal pairs test, there are the words "bike" and "buy". From those two words, there were 3 participants who mispronounced the word "buy" as [bui] and none of the participants mispronounced the word "bike". The researcher argues that the sound [ɑɪ] exists in the Indonesian language system, for example the words "baik", "kait", "pandai" dan "naik". It was concluded that the 16 students who mispronounced in this study they were not familiar with the word "kite" or already knew the word "kite" but they not be able to pronounce it because students are used to pronouncing the word with the wrong sound.

The researcher added two words in the test that containing [eɪ] sound. The first one is the word "name" in the first test section and the word "paper" in the second section. In the word "name" in the first section there were 14 students who mispronounced the word as [nem]. Meanwhile in the second section there were 18 participants who mispronounced the word "paper" as [pepər]. . In this case, Komariah (2018) explained that in her research "Students have lack of knowledge in phonetic and They have poor experience in reading the phonetic scripts in the dictionary". From these findings, sound [eɪ] may be rarely noticed or students think that the pronunciation of the word is correct and this may also happen to the second semester students in this study because it can be seen that students seem accustomed to pronouncing the word without checking how to pronounce a word correctly by looking at the phonetic symbol features in the dictionary.

Diphthongs sounds that are also a problem for students are sound [aʊ]. According to Dale & Poms (2005, p.69) "[aʊ] sound is always reprsented letter o followed by u, w, and ugh". In a study conducted by Donal (2016) where he invited students from various ethnic groups and had different mother tongues, such as Malay, Batak, Javanese, Sundanese, and Minang, but the results showed that students tended to have difficulty in pronouncing diphthongs [aʊ]. In this case, the student's problem is not being able to distinguish how to read "down" with "dawn". When they are pronounced the word [daʊn] their sounds like pronounce the word [dɔ:n] and vice versa. Although the sound [aʊ] is in the Indonesian phonological system, 23 students do not understand how the diphthong sound [aʊ] works due to lack of practice speaking in English, lack of vocabulary and lack of learning more about features in pronunciation.

The problem found by the researcher in this study had a cause, the researcher argued that there were two main causes of pronunciation problems faced by students. The first is that students are not familiar with fews target words in each test, so a lot of students pronouncing words that are not familiar to them with pronouncing as it is written. According to Yoshida (2013) sound and letters are two separate things, letters are written symbols that can be seen but cannot be heard, while sound is a vibration that can be heard and interpreted by the ear and we cannot see it. When students try to pronounce a sentence that is not familiar to them, they will try to pronounce it by guessing how to pronounce the word so that they pronounce the word only from the written word. The data shows that 9 students who have ever taken English lessons also have the same problem as other students who have never taken English lessons.

The second cause of the problem is the bad habit of students in pronouncing words incorrectly. As was done in this study, students who mispronounced gave different meanings and some even had no meaning. This happens because they are used to pronouncing the wrong word and they do not know how to pronounce it correctly. Even though students made mistakes and their pronunciation is still understandable, they should be able to fix the problem of mispronunciation because they are students majoring in English education which requires their knowledge of English above from other majors.

The researcher argued that their wrong habits could come from their influence in studying pronunciation.

This influence can come when students are still in elementary school untill their college.

This can happen because students are not taught by native English speakers so that teachers can also make mistakes and the researcher believe this problem often occurs in English language learners for foreign languages because students do not use English as the first language used daily. In line with Yoshida (2013), the accuracy of pronunciation leads sound production to an ideal pattern, accuracy must also go hand in hand with fluency for example, many students learn to produce new sounds correctly when they concentrate carefully and pronounce them alone or in one word, but when they try to have a conversation that includes sound, it's much more difficult to keep producing it right and they can't pronounce the sound correctly. In this case, the study showed that although students were given a test to pronounce some words, some students still could not pronounce them correctly such as the difference in sound between the words "tanks" and "thanks". Then when students are faced with tests in the form of sentences and texts, some students also cannot pronounce them accurately and fluently. One of the things that blocks the students' accuracy and fluency in speaking English in this case is the influence of what they have learned before, so students still bring their habits into a collage. Even though they are familiar with the targeted words because they have been introduced at the beginning of their learning, if they still cannot pronounce the words with the correct sound and still bring their habits, it can be seems that students do not do any practice related to pronunciation both inside and outside the classroom.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the study, basically the ability of second semester English education students at Indo Global Mandiri University in pronunciation, especially in segmental pronunciation which includes consonants, vowels, and diphthongs is still not proficient because the results of the study show that they still made a lot of errors on every test that has been given by the researcher. As prospective teachers, their pronunciation are still very doubtful, they should be able to know their obligations to master every aspect of English, especially pronunciation.

The results showed that words can be pronounced correctly if they are familiar with the words. Their habit of pronouncing a word incorrectly is also one of the problems found in this research. In addition, the students problems of consonants, vowels, and diphthongs is that students do not understand the transcipt of phonetic symbols that causes students to have difficulty with correct pronunciation in English because of the differences between correct pronunciation and actual writing. The problem comes from students that they have a lot of errors when they met unfamilliar words for them and it could be because of the lack of practice in speaking English.

After investigating some important points during the research, there are some suggestions that the researcher can give to the participants. To begin with, learners can improve their English pronunciation by watching native English speakers such as watching movies, watching English content on Youtube or from another platforms and then listening to western song.

In addition, students can develop pronunciation by continuously motivating themselves in developing knowledge of English pronunciation and must realize that the ability will improve if students can practice more. Furthermore, another ways to improve pronunciation is to check every new sound they make by looking at a dictionary that provides phonetic symbols. Nowadays students can not only use dictionaries to check or study pronunciation, because not all of them may understand how to pronounce phonetic symbols. Researchers can suggest students by downloading applications related to pronunciation that have audio for each phonetic symbol so that students can listen to each phonetic symbol clearly. One of the applications that they can use is LearnEnglish Sounds Right by the British Council, an application that has features English pronunciation through recordings, and students can improves the quality of word understanding from audible examples. The last thing is, students can also use English as their daily interaction with their friends, on campus, messages, or phone calls to familiarize their tongues to stay fluent in English.

For further researchers if the next researcher wants to do research similar to this study related to pronunciation, the researcher suggests looking for more valid tests and assessments because the tests in this study did not pass all the validation requirements. If other researchers want to use test instruments to collect data, it would be nice if other researchers can look for tests that are appropriate to the level of participants who will be research subjects. Other researchers can also use Speechnote as an instrument to monitor the accurate pronunciation of English words. Speechnote can be an instrument to test the accuracy of individual pronunciation, because with this application other researchers can accurately determine the pronunciation produced by participants. In addition, other researchers can look for a wider scope to discuss pronunciation, because this study only focuses on one group on one campus and other researchers can use other sampling methods other than non-random sampling in order to get wider results. Furthermore, further researchers can find out other aspects related to pronunciation because the current study does not specifically analyze factors other than segmental. Other researchers can discuss suprasegmental features such as stress, intonation, the relationship between pronunciation and speaking, and the relationship between pronunciation and listening. In conclusion, further research can be aimed at various research instruments, such as observation and interviews because in this study the researchers only used test instruments. By using instruments such as interviews, other researchers can dig deeper into the

background pronunciation of each participant psychologically. Then if other research uses observation, the researcher will be able to record indications that are sometimes not real and record conditions that cannot be replicated in experiments.

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