CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology employed in this research in order to conduct the research. It describes five parts of research methodology, namely research design, research setting and participant, data collection, data analysis, and research schedule.

3.1 Research Design

In conducting this research, the researcher used a qualitative method with a case study as the research design. Case study is beneficial for researchers in understanding a particular case or situation in depth by identifying rich information on the research case (Noor, 2008). Furthermore, the type of case study used to conduct this research is descriptive. A descriptive case study aims to provide a detailed description of a phenomenon (the "case") in its natural setting (Yin, 2018). The rationale behind choosing a case study is that it investigated the English education students' language learning strategies while using Spotify and their benefits on vocabulary mastery.

3.2 Research Setting and Participants

The research investigated three students of the English education department at a university in Tasikmalaya, West Java, Indonesia. The three participants were chosen based on the phenomenon and their experience of utilizing English songs on the Spotify app in their daily lives for approximately 2-4 years. They utilize Spotify as a medium to listen to various songs and acquire new vocabulary, although it is not an app specifically designed for language learning. Specifically, it allows students to enjoy music while utilizing the availability of useful features on Spotify, such as song lyrics and playlist features, which can help them naturally learn and pick up new vocabulary while listening. Moreover, each participant brought unique aspects to the study, including their preferred song genres, learning experiences, and

their period as a Spotify user, especially for learning vocabulary. The participants were one male and two females of the same age at 21.

The first female participant was a Spotify user for more than four years. She primarily listens to pop songs but is open to any genre with easily understandable lyrics. In her learning experience, she always uses the song lyrics feature, which can help her understand the lyrics and pronunciation. Apart from being a student, she also has experience teaching English to junior high school students for a year, received recognition as the best speaker in a webinar event, and achieved the best student in one of the courses on campus.

The second female participant enjoys a variety of song genres, including pop, R&B, and even hip-hop. With over two years of Spotify usage, she frequently utilizes the song lyrics feature and creates personal playlists based on her interests. Moreover, as an English education student, she is also an active writer of English fiction stories on a social media app and sometimes writes a personal diary in her daily life.

Last, the male participant, who has been a Spotify user for over three years, predominantly listens to pop and hip-hop songs. Like the other participants, he always utilizes features such as song lyrics, personal playlists, and repeat and shuffle to aid in repetition while listening to specific songs. Moreover, in his experience, he frequently employs English and communicates with foreigners internationally, primarily through online gaming apps such as Genshin Impact, Valorant, and others.

3.3 Data Collection

The research collects data through interviews with the participants. The type of interview is a semi-structured interview. Semi-structured interviews start with a list of standardized questions asked to several participants and are scaffolded by new information gained during the interactive conversation (Ahlin, 2019). Furthermore, the researcher chose a semi-structured interview because this technique is most suitable for the research and fits the data needed since it can collect in-depth data. In other words, the interview questions could be developed based on the participants'

responses and their current experiences. There are several steps in collecting the data:

1. Drafting the questions and interview guideline

    The researcher created interview questions and prepared an interview guideline. The interview questions presented to each participant contained two parts. The first part aimed to explore students' language learning strategies, including cognitive, metacognitive, and affective/social strategies, as O'Malley proposed (1989). The second part investigated the benefits of their vocabulary mastery, focusing on meaning, pronunciation, spelling, and use as proposed by Kucan (2012).

2. Starting the interview

    The interview was conducted online via Zoom meetings, as agreed upon by the researcher and participants. Each participant was interviewed for approximately 15-25 minutes, and the interviews were conducted in Indonesian as their first language to minimize misunderstandings during the interviews. Before starting the interview, the researcher briefly explained the research title, aims, and others. Then, the researcher began the main part of the interview, asked the questions, and allowed the participants to respond spontaneously.

3. Polishing interview techniques

    The researcher double-checked the participants' answers and asked some further questions via WhatsApp messages to ensure there were no misunderstandings in interpreting each participant's data.

3.4 Data Analysis

    The technique of analyzing the data in this research is thematic analysis. It involves the process of identifying, analyzing, and reporting patterns (themes) in the data so that it can organize and describe the data set in a rich and detailed manner (Braun & Clarke, 2006). Further, Braun and Clarke (2006) stated that there are several steps in analyzing the data through thematic analysis:

1. Familiarizing the Data

    In the first step, the researcher transcribed the data from the interview. Then, the researcher reads and re-read the data to find the meaning and pattern that emerged. It would help the researcher in the next step of analyzing the data.

2. Generating Initial Codes

    The researcher started to identify and highlight the important points in the data that could answer both research questions. The researcher highlighted any aspect shown by the participants, which turned into the initial codes.

Table 3. 1 Generating Initial Codes for Language Learning Strategies

P3: *Iya, ketika saya ingin belajar dan menemukan sebuah kosakata, saya biasanya konsisten gitu untuk mengulangi lagi dan mengulangi lagi lagunya sampai hafal. Baik dari pronounce nya sampai artinya.*	Listening songs repeatedly
P2: *Kalau untuk mencoba memahami arti kosakata yang saya tidak ketahui, saya biasanya itu langsung mencari terjemahannya gitu ke kamus online atau Google Translate karena takutnya saya salah persepsi atau salah mengartikan kosakata dari lagu tersebut gitu. Baru setelah itu saya seperti tadi mencoba mengingatnya arti dari kosakata itu dari awal, lalu memahami makna dari seluruh lagu tersebut seperti apa sehingga saya bisa mengingat terus gitu kosakata tersebut.*	Using Google Translate for help
P1: *Untuk menjaga fokusnya yang pertama tentu adalah dengan menggunakan earphone gitu. Karena kalau misalnya enggak pakai*	Stay focus while learning

earphone kan ada beberapa kosa kata yang mungkin temponya cepat di dalam lagu. Akhirnya kalau misalnya nggak pakai apa earphone itu enggak kedengeran gitu. <mark>*Jadi ya disiasati dengan menggunakan earphone sehingga fokusnya akan tetap terjaga dan yang didengarkannya pun akan lebih bagus dan lebih efektif gitu.*</mark>	

Table 3. 2 Generating Initial Codes for the Benefit

P1: *Dari pengalaman saya itutuh kan saya sering mengulang-ngulang lagu ya di Spotify secara berulang gitu dan* <mark>*itu membantu saya untuk mengingat kosakata yang saya pelajari atau sudah dipelajari sebelumnya, kemudian juga memahami makna kosakata baru itu sangat sangat lebih efektif dan jauh lebih mudah diingat*</mark> *dibanding mempelajari kosa kata kosa kosa kata baru melalui sebuah bacaan, long teks misalnya. Atau belajar langsung dari kamus yang print out itu. Karena kan terus diulang-ulang, dicari tahu artinya apa, dan sering ikut nyanyi-nyanyi juga jadi lebih nempel biasanya si kata-kata yang saya dapatkan itu.*	Easy to Memorize the Meaning of Vocabulary
P2: *Tentu, untuk kosakata yang saya temukan itu ada contohnya itu dari lagu Billy Boyd yang judulnya 'The Last Goodbye'. Contohnya kata morn, saya baru tahu bahwa morn itu adalah morning. Dan itu* <mark>*saya biasa menggunakannya itu di dalam sosial media*</mark>	Applying new vocabulary in social media

saat chattingan atau ketika saya membuat kalimat untuk caption saya.	

Eleven initial codes represent different aspects of language learning strategies, as shown by the participants' interview transcriptions. Here is the list of initial codes and their frequency.

Table 3. 3 List of Initial Codes and Their Frequency for Language Learning Strategies

No	Initial Codes	Total
1	Listening songs repeatedly	7
2	Listening to the selected song	3
3	Utilizing playlist feature	1
4	Using Google Translate	8
5	Checking website	4
6	Using AI	2
7	Utilizing song lyric feature	8
8	Sing a song	1
9	Setting up learning situations	2
10	Stay focus while learning	3
11	Discussing with friends	1

Meanwhile, eight initial codes represent different aspects of the benefit of language learning strategies on vocabulary mastery, as shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3. 4 List of Initial Codes and Their Frequency for the Benefit

No	Initial Codes	Total
1	Easy to Memorize the Meaning of Vocabulary	8
2	Remembering the correct spelling through song lyrics	6

3	Pronouncing the words correctly as native	6
4	Recognizing silent letter pronunciation	1
5	Writing fanfiction stories	2
6	Inspiring others to learn vocabulary	1
7	Applying new vocabulary in social media	6
8	Helping in communicating using English	4

3. Searching for Themes

    The researcher begins to sort and classify the various codes into potential groups. Based on the first research question on student learning strategies, there are three potential groups outlined in the table below:

Table 3. 5 Searching for Language Learning Strategies Themes

No	Initial Codes	Codes Grouping
1	Listening songs repeatedly	Group 1
2	Listening to the selected song	
3	Using Google Translate	
4	Checking website	
5	Using AI	Group 2
6	Utilizing song lyric feature	
7	Utilizing playlist feature	
8	Setting up learning situations	Group 3
9	Stay focus while learning	

    Based on the second research question on the benefit of students' learning strategies on vocabulary mastery, there are two potential groups outlined in the table below:

Table 3. 6 Searching for the Benefit Themes

No	Initial Codes	Codes Grouping
1	Easy to remember vocabulary	
2	Remembering the correct spelling through song lyrics	Group 1

3	Pronouncing the words correctly as native	
4	Recognizing silent letter pronunciation	
5	Helping in communicating using English	Group 2
6	Applying vocabulary in social media	

4. Reviewing Themes

Reviewing and ensuring that the themes are coherent with each code from the data. While reviewing the themes, each group of initial codes did not change and was considered appropriate as groupings in the previous step. Based on the first research question on student learning strategies, there are three potential themes outlined in the table below:

Table 3. 7 Reviewing Themes for Language Learning Strategies

Initial Codes	Codes Grouping	Potential Themes
Listening songs repeatedly Listening to the selected song	Group 1	Activities to memorize new vocabulary by repetition
Using Google Translate Checking website Using AI Utilizing playlist feature Utilizing song lyric feature	Group 2	The use of online tools and Spotify's features for optimal learning
Setting up learning situations Stay focus while learning	Group 3	Learning organization

Based on the second research question on the benefit of students' learning strategies on vocabulary mastery, there are two potential themes outlined in the table below:

Table 3. 8 Reviewing Themes for the Benefit

Initial Codes	Codes Grouping	Potential Themes
Easy to memorize the meaning of vocabulary	Group 1	Recognizing vocabulary

Remembering the correct spelling through song lyrics Pronouncing the words correctly as native		
Helping in communicating using English Applying vocabulary in social media	Group 2	Implementing vocabulary in social media

5. Defining and Naming Themes

The researcher needs to define the themes that will be present in the writing report part particularly. Based on the first research question on student learning strategies, there are three final themes outlined in the table below:

Table 3. 9 Naming of Language Learning Strategies Themes

Potential Themes	Themes
Activities to memorize new vocabulary by repetition	Memorizing the vocabulary by repeatedly listening to songs
The use of online tools and Spotify's features for optimal learning	Utilizing Spotify's features and online tools
Learning organization	Organizing the learning process

Based on the second research question on the benefit of students' learning strategies on vocabulary mastery, there are two final themes outlined in the table below:

Table 3. 10 Naming of the Benefit Themes

Potential Themes	Themes
Recognizing vocabulary	Word recognition
Implementing vocabulary in social media	A chance to apply vocabulary in social media

6. Writing report

In the final step, the researcher writes a report with clear and valid analysis results.

3.5 Research Schedule

The research was conducted at a university in Tasikmalaya, West Java, Indonesia. The period for the implementation of the research is presented in the research schedule below:

Table 3. 11 Research schedule

Description	Sep/ 2023	Oct/ 2023	Nov/ 2023	Dec/ 2023	Jan/ 2024	Feb/ 2024	Mar/ 2024	Apr/ 2024	May/ 2024	Jun/ 2024	Jul/ 2024
Research Proposal Writing	■	■									
Research Proposal Examination			■								
Data Collection				■	■	■					
Data Analysis				■	■	■					
Report							■	■			
Thesis Result Seminar										■	
Thesis Examination											■