CHAPTER 3

RESEARCH PROCEDURES

This stage presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, such as; method of the research, focus of the research, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1 Research Design

This present research used narrative inquiry. According to Barkhuizen (2014), narrative inquiry brings storytelling and research together either by using stories as research data or by using storytelling as a tool for data analysis or presentation of findings. Narrative inquiry is an established umbrella term for research involving stories. Narrative Inquiry is also the title of the major cross-disciplinary journal in the field. Narrative research and narrative study are sometimes used as alternative terms. Qualitative research aims to develop an understanding of a person's dimensions and experiences of their life and social world through the questions posed by (Fossey et al., 2002). As stated by Saputra et al (2023) Qualitative research is undertaken with the purpose of elucidating and examining various phenomena, events, social dynamics, attitudes, beliefs, and perceptions held by individuals or groups towards a particular subject matter .This study conducted a narrative inquiry in which the researcher collected narrative data from a non-English major students' experience in using Spotify to learn English vocabulary.

In accordance with its purpose, a narrative inquiry approach was deemed most appropriate for this study because it examines human experiences through life story interviews, oral histories, photo-voices, biographies, autoethnographies, or other narrative methods of human experience (Ford, 2020). Narrative research is a research design in which researchers collect data based on the life story of individuals or ask individuals to provide experience about the research subject, as cited in a journal review by Ishtiaq (2019) Narrative inquiry is needed to provide

in-depth information about the experiences of non-English major students in using Spotify to learn English vocabulary.

3.2 Setting and Participants

The criteria for participants to be recruited in this research were non-English major students who had used English songs from the Spotify application for seven years for additional Learning Vocabulary, he is Alfian (pseudonym). The participant was chosen because of his relevance to the research topic and his uniqueness, namely Alfian's ability to utilize existing technology and resources to support effective learning. He revealed that Spotify's auto lyrics feature provides a more immersive experience when listening to songs, the lyrics will appear automatically and synchronize with the song being played, making it easier for the student to follow the lyrics and actively understand the meaning of the words contained in the song. He regularly listens to English songs quite often. Apart from that, he also compiled a special playlist of English songs on the Spotify platform for listening. By habitually listening to English songs on Spotify, he managed to gain knowledge of new vocabulary that was previously unknown.

3.3 Data Collection

The researcher also administered semi-structured interviews for collecting students' experience in the use of Spotify in learning vocabulary. A semi-structured interview is considered an effective way for collecting data. Hence, the semi-structured interview might provide room for researchers to adjust it with their research questions if there is a possible change yet still maintain its directive sense since the main topics to discuss have been prescribed beforehand. This research on this matter was carried out online using the WhatsApp voice note application and the interviews were conducted two times in this study. The use of WhatsApp voice note was chosen because it provides flexibility in determining the time for conducting interviews, and does not limit the location of researchers or participants. This method allows for easier and more effective communication, considering busy schedules and locations that may be far between researcher and participants. The

semi-structured interview was selected since it enables researchers to collect the information from individuals (e.g. their practices, beliefs, or opinions) (Butrina et al., 2020). In this study, the participant was asked several questions about his experiences of the use of English songs on Spotify as a learning medium to learn English vocabulary.

The questions of this study were based on two factors of experience by John Dewey (1928) in (Acampado, 2019). Dewey distinguishes two kinds of experience, the primary and the secondary experience. Primary experience is the direct experience that individuals have through direct interaction with their physical and social environment. These are experiences that are concrete and empirical in nature, gained through the five senses and direct interaction with the real world. Examples include activities such as touching, smelling, seeing, hearing, and feeling various objects and situations around the individual. Secondary experiences, on the other hand, are experiences obtained indirectly through the representation or interpretation of primary experiences. This includes experiences gained through observation, reflection, discussion, or learning from indirect sources, such as books, movies, stories, or the experiences of others. Also according to Kucan (2012) as cited in Hesti (2022) four aspects of vocabulary that must be learned by students include pronunciation, spelling, meaning, and use.

3.4 Data Analysis

In analyzing the data, the analysis technique used by the researcher is Labov's narrative analysis because this technique allows researchers to collect open-ended data, and better understand participants' thoughts, feelings, and beliefs about a topic in depth. This concept is to analyze personal stories told in interviews and daily conversations. It identifies key elements that are typically present in a complete and coherent narrative (Labov, 1972). Components of Labov's Narrative Analysis:

1. Abstract: Provides a brief summary of the story to be told. This summarizes the whole story of the participants' introduction to the role of English songs on Spotify in his learning vocabulary.

2. Orientation**:** Provides background information needed to understand the context of the story, including who was involved, where, and when events occurred. Tells the identity of the participant and how the story of the participant's experience began or called background.

3. Complicating Action: Presents the main events that form the core of the story, including conflicts or problems that arise. This section details the sequence of events or actions that move the story forward. It usually answers the question "What happens next?".

4. Evaluation: The part where the storyteller gives their assessment or commentary on the events, showing why the story is significant or how the events affected them. This often reveals the participant's attitude or feelings towards the event.

5. Resolution: Resolves the conflict or problem described in the complicating action, providing an end to the main events.

6. Coda: Closes the story by bringing the listener back to the present or offering a final reflection on the events.

3.5 Research Schedule

Table 1. Research Schedule

Activities	Month					
	Sept. Oct. Nov/ 2023	**Dec/ 2023**	**Jan. Feb/ 2024**	**March/ 2024**	**April. May. June 2024**	**July/ 2024**
Research Proposal Writing	■					
Research Proposal Examination		■				
Revision			■			
Data Collection				■		
Data Analysis					■	
Comprehensive Review						■
Thesis Examination						■