

CHAPTER III

RESEARCH METHODOLOGY

a. Research Design

This study used descriptive case study research as a qualitative research design to examine how English songs motivate students to learn their listening skills. A descriptive case study is a research method that involves an in-depth exploration and detailed analysis of a particular individual, group, event, or situation. According to Bibri (2020), a descriptive case study is one of the types of case study research to seek designated and extensive perceptions of a different collection of problems through orders. Therefore, a case study was suitable for investigating how English songs motivate students to develop their listening skills.

b. Research Setting and Participants

This study was conducted in one of the junior high schools located in Tasikmalaya, West Java, Indonesia. There were four participants involved. They were 2 students from the 8th grade and 2 students from the 9th grade of junior high school, and the range of age for them was between 14-15. They were chosen as the participants for this research because their scores were highest in terms of their listening skills during filling-in-the-blank lyrics activities with an English Pop song in the classroom.

c. Data Collection

This research used semi-structured interviews as data collection. According to Sahoo (2022), interviewing allowed researchers to collect data by having a conversation with a participant. Meanwhile, a semi-structured interview was part of an interview that could deliver an expected or unexpected question and help any researcher to collect data

in the depth of the question. Ruslin et al. (2022) stated that semi-structured interviews were stretchy and adjustable, which helped researchers to collect in-depth information from participants instead of structured interviews. Additionally, Yudiarta (2018) that the interview guideline was made by the researcher through three research questions in terms of her purpose to give them a few questions. Furthermore, Afriyuninda and Oktaviani (2021) used observation, open-ended questions, in-delph interviews, and field notes as their qualitative data instruments in their research. The interview guideline in this study is adapted from Afriyuninda and Oktaviani (2021) to collect data. The interview was conducted three times through offline face-to-face meetings at junior high school with a duration of 15 minutes per participant, and 10 questions should be answered by them. There were a few steps to interview participants and collect data. First, researchers contacted four participants with message applications. Second, researchers used consent forms for signing their research and collecting data in junior high school. Third, researchers interviewed four participants at junior high school after finishing their learning schedule.

d. Data Analysis

This research used thematic analysis (TA), the technique of analyzing the data. Thematic analysis was a qualitative research method because it could use interview data through identifying, analyzing, and reporting themes to find meaning and create a conclusion for this research. According to Michelle and Lara (2020), researchers were supported by thematic analysis (TA) which was a powerful and elastic technique. In addition, Braun and Clarke (2006), stated that there were six steps of process thematic analysis, namely:

a) Familiarisation with the data

This study used this step to be more familiar with the data based on how English songs motivated students to learn listening skills from the

audio recording of the interview and re-read the transcription to prevent mismatched data.

b) Generating initial codes

In this step, the researcher used this step to find, highlight, and categorize collected data from participants to analyze the data related to the aim of this research.

Table 1 Generating codes

Generating initial codes

<i>Lagu bahasa Inggris dapat membantu siswa-siswa dengan mengulanginya berkali-kali hingga menemukan lirik dan makna yang menarik.</i>	Language Support
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English songs can help students by repeating them many times until they find interesting lyrics and meanings.

<i>Karena keluarga saya sering mendengarkan lagu bahasa Inggris, jadi saya tertarik oleh lagu tersebut dan dari situlah saya juga mulai belajar listening skills melalui lagu tersebut di kelas.</i>	Motivation
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Because my family often listens to English songs, I'm also interested and where I also start learning listening skills through the song.

<i>Lagu tersebut adalah jenis kondisi yang mendorong siswa untuk berpikir dan memahami lirik dalam aktivitas pembelajaran menyimak dengan mudah. Karena itulah belajar bahasa Inggris melalui lagu menjadi menyenangkan, dan mereka menjadi lebih aktif, sehingga dapat meningkatkan listening skills mereka.</i>	Learning Experience
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English songs are a kind of condition that push students to think and understand the lyrics in learning listening activity easily. That's why learning English through songs becomes exciting.

and they are more active, so it can improve their listening skills.

Ketika saya masih di sekolah dasar, pronunciation bahasa Inggris terbantu oleh lagu bahasa Inggris, karena saya pernah salah mengucapkan sebuah kata dalam bahasa Inggris. Saya mencoba mendengarkan lagu tersebut dan pengucapan lagu tersebut dibandingkan dengan pengucapan saya untuk mengecek pronunciation saya.

Vocabulary and Pronunciation

When I was in elementary school, English pronunciation was helped by English songs, because I once mispronounced an English word. I tried to listen to the song and the pronunciation was compared with my pronunciation to check my pronunciation.

Karena lagu bahasa Inggris sangat mudah untuk dimengerti dan lebih mudah dibandingkan dengan lagu dalam bahasa lain.

Easy to understand

Because English songs are fun and easier to understand in listening skills compared with a song from other languages.

Karena lagu bahasa Inggris lebih menyenangkan, saya belajar bahasa tersebut sambil mendengarkannya di kelas.

Singing as students' hobby

Because English songs are more fun, I learn the language while listening to them in class.

Setiap kali saya belajar, saya sering mendengarkan lagu bahasa Inggris yang dapat meningkatkan listening skills saya.

Listening English songs as a hobby

because every time I study, I often listen to English songs. So, it can improve my listening skills.

Jika saya merasa bosan di kelas, saya memutar dan mendengarkan lagu bahasa Inggris untuk meningkatkan listening skills saya.

Preventing Feeling Bored

If I feel **bored in the classroom**, I want to listen and play songs to improve my listening skills.

Lagu bahasa Inggris memiliki penjelasan yang lebih jelas. Karena bahasa tersebut sesuai dengan makna lirik yang lebih jelas dalam bentuk istilah-istilah seperti Two Birds yang memiliki penjelasan dan makna yang lebih dalam tentang persahabatan.

Variations in English songs

The English songs have a clearer explanation in many genre's variations. Because English corresponds to the clearer meaning of lyrics in the form of terms such as Two Birds which has explanations and deeper meaning about friendship.

Kalau melalui lagu bahasa Inggris bisa membantu pak, karena banyak accent yang belum diketahui untuk siswa.

Accent

If through English songs it can have helped sir because **many accents** are not yet discovered by students.

Jadi, prosesnya dari mendengarkan lagu, memahami dan menulis di kertas dengan tiga kali sebagai kesempatan untuk belajar listening skills melalui lagu bahasa Inggris.

English songs' activity

So, from listening to the song, understanding, and writing on the paper with three replays as an opportunity to learn listening skills through English songs.

Feedback di kelas lain dengan memberikan nilai di kelas masing-masing terutama kelas kita, **karena guru bahasa Inggris hanya memberikan nilai sebagai feedback** agar siswa tahu apakah listening skills mereka meningkat atau tidak.

Feedback Mark

Feedback in other classes by giving grades in each class, especially our class, **because English teachers only give grades as feedback** so that students know whether their listening skills are improving or not.

Jika feedback dari guru memberikan saran kepada siswa untuk belajar dengan giat dengan lagu

Advice

bahasa Inggris, karena siswa di setiap kelas memiliki pemahaman bahasa Inggris yang kurang sehingga guru menyarankan untuk menggunakan lagu, dan sementara siswa sering menggunakan TikTok yang berisi banyak lagu tersebut.

If the feedback from the teacher gave **advice** to study hard with English songs, because students in each class have a poor understanding of English so the teacher suggests using songs, and while students often use TikTok which contains many of these songs.

There were 13 initial codes representing various aspects indicated by participants in the interview transcript. Below is a list of initial codes and their frequency.

Table 2 List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Language Support	2
2	Motivation	2
3	Learning Experience	3
4	Pronunciation and Vocabulary	4
5	Understand and Easy	9
6	Singing as students' hobby	4
7	Listening to the English Songs as a Hobby	1
8	Preventing Feeling Bored	3
9	Variations in English songs	2
10	Accents	1
11	English Songs' Activity in Classroom	4

12	Feedback Mark	3
13	Advice	1

c) Searching for themes

The researcher created a category of data into the same themes for specific codes and data that had been highlighted and categorized from the second step.

Table 3 List of Initial Codes and Theme Potential

Initial Codes	Theme Potential
<ul style="list-style-type: none"> Motivation Singing as students' hobby Listening to the English Songs as a Hobby Preventing Feeling Bored 	<p>Interesting English Songs for Boosting Students' Motivation</p>
<ul style="list-style-type: none"> Learning Experience 	<p>Providing New Experience in learning</p>
<ul style="list-style-type: none"> Pronunciation and Vocabulary Language Support Understand and Easy Variations in English songs Accents 	<p>English Songs Providing Effective Learning Material</p>

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- English Songs' Activity in Classroom
 - Feedback Mark
 - Advice
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d) Reviewing themes

This research used this step to review each theme that was created in group/categorize from the third step and re-check whether it was appropriate or not to prevent placement errors that could cause misleading data.

Table 4 Potential Themes

Potential themes	Themes
Interesting English Songs for Boosting Students' Motivation	Positive perceptions of English songs to motivate students to learn listening skills
English Songs Providing Effective Learning Material	
Providing New Experience in learning	
Simple but Meaningful Activity by using English Songs	

e) Defining and naming themes

This study used this step to create a specific analysis for each theme/data, then identify the data from the theme to create a brief detail.

Table 5 Theme and Definition

Theme	Definition
Positive perceptions of English songs to motivate students to learn listening skills	The students' positive perception is that they are motivated by English songs to learn listening skills because interesting English songs boost students' motivation, provide effective learning material, provide new experiences in learning and provide simple but meaningful activities.

f) Writing up

This study used this step to write a conclusion and data citations from step four to tell readers about an experience based on how English songs motivate students to develop listening skills.

