

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study used qualitative descriptive with case study design. According to Yin (2018), this approach is relevant because it investigates a current case in a real-world context. Further, Widodo (2013) states that this method aims to ‘provide a thorough, contextualized picture of a particular phenomenon’ without trying to change anything. The researcher chose a descriptive case study because this method allows researchers to seek a deeper understanding of social phenomena through detailed and quality data collection.

3.2 Research Setting and Participant

The researcher was conduct this study at one of the lower secondary schools in Tasikmalaya, West Java, Indonesia, class 7 D, in the 2023 school year. The researcher chooses the participants because, in those classes, there are issues from students who claim that English subjects are boring and not enjoyable. After all, each English lesson only uses books as a learning media. Furthermore, they have difficulty in learning English vocabulary. In the context of this study, the researcher also participated as a teacher. By taking on the role of a teacher, the researcher aimed to directly address these issues and created a more engaging learning environment that could enhance students' interest and understanding of the English lesson.

3.3 Data Collection

In this study, classroom observation was used to collect the data. The researcher was involved as the participant observer. According to LeCompte and Schensul (1999), participant observation means that the researcher actively involved through exposure to or involvement in participants' day-to-day or routine activities in the researcher setting. As a participant observer, the researcher chose to be a teacher during data collection to engage more closely with participants, which helps gather richer information through direct observation. By participating in classroom activities, the researcher gains important insights into teaching

methods, student interactions, and the learning process. Additionally, this role allows the researcher to get immediate feedback on teaching strategies, which can improve both future research and teaching practices. The researcher conducted the learning process using songs as media during the stages and used a smartphone to record videos.

3.4 Data Analysis

Data analysis in qualitative research is carried out during data collection and after completion of data collection within a certain period. As for data analysis during this classroom observation, researchers used the interactive model proposed by Miles, Huberman, and Saldaña (2014). This model was selected because the data can be analyzed interactively and continuously until the data is saturated. In this research, the data were analyzed in several steps:

- 1) The researcher turned the observation result into field notes.
- 2) The researcher analyzed the field notes qualitatively by using the concept of Miles, Huberman and Saldaña (2014).

Analyzing the collected data involves three steps: data condensation, data display, and verification or conclusion drawing.

3.4.1 Data condensation

Data condensation was the stages of selecting, focusing, simplifying, abstracting, and transforming from field notes observation, interview transcript, and document analysis. In this research, the observation data was converted into field notes. At this stage, the researcher re-observed the video of the teaching and learning process and noted it in the observation sheet to find out how the vocabulary teaching and learning process through songs. By observing the class, the researcher was know how the songs are used in teaching English vocabulary and the students responses during the use of song. The observation was conducted in two meetings and one reflection. Reflection was carried out to determine the results of students' work on vocabulary assessment in the first and second meetings. After that, the researcher compared the assessment results before and after the research was conducted.

1) First Meeting

In the first session on April 23, 2024, from 08.00 to 09.45 WIB, before the teaching and learning activities were carried out, the teacher prepared the material according to the procedure of teaching vocabulary and song-based activity.

Pre Activities

First, the teacher opened the lesson by greeting the students, checking the students' attendance list, and singing good morning together. It serves to prepare students to learn and arouse their motivation to learn English. The students look excited and happy. In the next activity, the teacher stimulates students' knowledge related to the material to build students' understanding.

Core Activities

The teacher introduced the new target vocabulary by using pictures, and the students listened and repeated the words. Along the way, the teacher asked questions to ensure students understood the meaning of the words. During the discussion, some students lack discipline in following the class activities.

After that, the teacher invited students to sing the material according to the picture displayed. However, before the choral singing, the teacher gave an example. After the students seemed to master the song, the teacher asked the students to sing together. In this activity, students looked enthusiastic and happy, and they seemed to easily memorize the song, considering that it was familiar to them.

Follow Up Activities

The teacher introduces a guessing game by presenting the characteristics of an object. Students actively participate, successfully identifying it and demonstrating their strong memory of the material and song from the previous activity. This follow-up activity sees students enthusiastically engaging, with many easily guessing the object's characteristics. Following this, students are given worksheet 1, where they work in pairs to fill in the correct vocabulary under the provided pictures (Matching Formats). This activity serves as a vocabulary assessment, evaluating the students' comprehension of the subject

matter taught through songs.

2) Second Meeting

Teaching and learning started in the second meeting on April 24th, 2024, from 7.15 to 8.30 in the morning.

Pre Activities

The teacher started the class by greeting the students. Afterward, the teacher checked the attendance list and built good relationships or made small talk with students before starting the lesson. The teacher invited the students to sing the good morning song, as they had done yesterday. The students looked more enthusiastic in this second meeting, and their learning spirit was higher than in the first meeting.

Core Activities

With different materials but still in the same chapter as in the first meeting, the teacher introduces new vocabulary targets related to the material. Before inviting students to sing, the teacher gives an example of the song and the movements to be done. After that, the teacher asks the students to hold an object (anything) in both hands and sing and follow the song's movements. In this activity, some students did not seem to concentrate because they were distracted by the song and movements, and some students did not follow the directions because they had not memorized the song that was demonstrated. However, this activity also provides a unique opportunity for students to engage with the material in a different way, potentially enhancing their learning experience. In addition, Since the teaching and learning activities are held in the classroom, students may face difficulties comprehending comprehension using songs in noisy classrooms. It shows that the noisy classroom becomes one of the difficulties faced by the students.

Follow up Activities

In this stage, two activities were captured in both the first and second observation: a guessing game and a vocabulary assessment. The guessing game here differs from the first meeting; the teacher shows a picture and a sentence, and then the students must identify or analyze the picture. After that, the teacher

will read out the sentence, and the students must answer whether it matches the picture shown with TRUE or FALSE answers. Because some students seemed distracted and had difficulty memorizing the song in this activity, only a few could answer correctly. In the next activity, students are given a vocabulary assessment individually. They can correctly fill in the dots according to the picture on the question (Matching formats).

3) Reflection

Reflection was conducted the following day, on April 25th, 2024, in the morning. In this activity, the researcher assessed the results of students' work on 1 exercise at the first meeting and 1 test conducted at the second meeting. Afterward, the researcher compared the results of these scores with those before the research was conducted. The scores obtained by the researcher previously from the English teacher of class 7D, the results of students' vocabulary assessment of students have increased significantly. In the vocabulary test results, students get high scores, and only three get low ones.

3.4.1.1 Cycle Coding

The researcher allocated initial codes to the data pieces in this section. The researcher used a combination of Emotion and Process Coding approaches to analyze the teaching and learning process activities consisting of opening activities, core activities, and follow-up activities to explore how songs are used in teaching English vocabulary and to find out the benefits and drawbacks of using songs as media during the vocabulary teaching and learning process. In addition, the researcher used numbers 1 for pre-activity, 2 for core activity, and 3 for Follow-up activity.

Table 3. 1 Initialing Codes

Data	Initial Codes
^{1.} The teacher opened the lesson by greeting the students, checking the students' attendance list, building good relationships, or making small talk with students before starting the lesson and singing Good Morning together. In the next activity, the	^{1.} Greeting students ¹ Checking attendance list ¹ Singing good morning song

Data	Initial Codes
teacher stimulates students' knowledge related to the material to build students' knowledge.	¹ Built students' knowledge
². The teacher introduces the new target vocabulary using some pictures and the students listen and repeat the words. Along the way, the teacher asked some questions to make sure the students know about the meaning of the words. After that, the teacher invited students to sing the material according to the picture displayed. However before the choral singing the teacher gave an example first. After the students seemed to master the song the teacher asked the students to sing together.	². Introduces vocabulary using pictures ². Asked the meaning of the words ². Sing together with movement
³ (First meeting) the teacher gives a game in the form of guessing by displaying a characteristic of an object, then students can mention it correctly. After that, students are given worksheet 1 and in pairs, they are instructed to fill in the empty boxes below the pictures provided with the correct vocabulary (Matching Formats). (Second meeting) In this stage, there were two activities captured in both first and second observation; a guessing game and vocabulary assessment. Guessing game here is different from the first meeting, the teacher shows a picture and a sentence, then the students have to identify or analyze the picture.	³. Game in the form of guessing by displaying a characteristic ³. given worksheet ³. Guessing game by identify or analyse the picture

Data	Initial Codes
After that, the teacher will read out the sentence, and the students need to answer whether it matches the picture shown with TRUE or FALSE answers. The next activity, students are given vocabulary assessment individually. They can fill in the dots correctly and correctly according to the picture on the question (Matching formats).	^{3.} Given worksheet individually

Table 3. 2 Developing Code

Preparation Activities
- The teacher greeting students - The teacher checking attendance list - Small talk - The teacher and students singing good morning song together - The teacher built students knowledge
Core Activities
- The teacher gives the presentation of vocabulary item through pictures - Student listen and repeat the words - The teacher asked the meaning words - Students sing along chorally (with movement)
Follow up Activities
- The teacher provides a guessing game to students - The teacher provides a worksheet in the form of a matching format to students

3.4.1.2 Second Cycling Code

The next step in the analysis process was pattern coding. The researcher grouped the result codes from the first cycle coding into a smaller number of categories or themes.

Table 3. 3 Generating Pattern Codes

Preparation Activities	
-	Singing good morning song
-	Stimulate the students knowledge
Core Activities	
-	Introduces new target vocabulary through pictures
-	Sing along chorally (with movement)
Follow up Activities	
-	Guessing game
-	Vocabulary assessment

3.4.2 Data display

Data display is a collection of information or data arranged in an organized manner to facilitate researchers' production of conclusions. Miles and Huberman (1994) describe it as an organized, compressed assembly of information that permits conclusion drawing and action. The data presented is usually in the form of a narrative.

Table 3. 4 The data of pre-activities

No	Pre-activities	The conditions in the field
1	Singing good morning song	In the first and second meetings, singing good morning has become a habit at the beginning of their learning activities. Before singing good morning song together, the teacher first prepares the students psychologically and physically to prepare for learning activities, then checks the attendance list, after that singing the good morning song together with enthusiasm and joy.
2	Stimulate students knowledge	In the next pre-activities, before going to the core activities, the teacher stimulates students' knowledge by asking what they know related to the material to be taught, this activity is important in learning English vocabulary. This activity is conducted in order to add new target vocabulary for students.

Table 3. 5 The data of core activities

No	Core activities	The conditions in the field
1	Introduces new target vocabulary through pictures	In the core activities here, the first is introducing new target vocabulary. In accordance with the procedure for teaching vocabulary, the teacher shows a picture which is then followed by the new target vocabulary. Then the teacher will mention the correct pronunciation of the word and the students follow it until they mention the pronunciation correctly. In addition, the teacher also asks the students about the meaning of the words.
2	Singing along chorally	Another core activity is singing along chorally. Before singing along, the teacher sings the song first and it is sung repeatedly 2 to 3 times. The song given is a children's song whose lyrics are changed according to the material being taught. After the students seem to memorize the song, the teacher asks them to sing along with the volume and rhythmic movements.

Table 3. 6 The data of follow up activities

No	Follow up activities	The conditions in the field
1	Guessing game	Guessing game is one of the follow-up activities, where this activity is carried out to test the memory of students in core activities. The teacher gives a different game in both meetings, in the first meeting the teacher gives guessing games to students by needing to guess objects from the characteristics mentioned. While in the second meeting, the teacher gives guessing games to learners by giving a picture and students need to identify the picture then the teacher will mention the sentences according to the picture, and students can answer it with True or False answers.

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| 2 | <p>Vocabulary Assessment</p> <p>The next follow up activity is vocabulary assessment. This activity is carried out to test students' scores on English learning vocabulary after using songs in each learning activity. In this activity the teacher gives a worksheet / vocabulary test with a discrete points model, namely matching format and is done individually.</p> |
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3.4.3 Conclusion drawing and verification

The third step in qualitative data analysis was drawing and verifying conclusions. Beginning with data collection, qualitative analysis begins to determine what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles et., 1994). The researcher also double-checks the findings. Following data collection, the conclusion was begun by drawing a preliminary conclusion. In other words, the conclusion was continuously analyzed and verified to arrive at the perfect conclusion.

3.5 Research Schedule

The research time in question is the period for the implementation of the research as outlined in the form of a table, as follows:

Table 3. 7 Research Schedule

Description	Novemb er 2023	Decembe r 2023	April 2024	May 2024	June 2024	Septem ber 2024	Oktobe r 2024
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							