

CHAPTER 3

RESEARCH PROCEDURES

3.1 Methods of the Research

In this research, the researcher conducted this study with descriptive case study design. A case study is an empirical method that unravels a case in a real-world context, particularly when the boundaries between the case study and the context may be unclear (Yin, 2018). A descriptive case study is supposed to describe the phenomena which occur in the relevant data, and the purpose of the case study is to describe the data as it occurs (Zainal, 2007). The case study is chosen because it is "... the examination of the data is most often conducted within the context of its use, that is, when the situation in which the activity takes place" (Zainal, 2007, p.4). Hence, the researcher will use a descriptive case study to portray the implementation of English song in EFL class of junior high school. In conducting this, study the researcher will interview a teacher and three students from a local junior high school.

3.2 Focus of the Research

This research aimed to analyse the perceptions of the teacher and the students in the teaching and learning English through song. Hence, this research focuses on the educational field.

3.3 Setting and Participants

This research was conducted at SMPN 1 Cimalaka, located in Sumedang, West Java Indonesia. There, the students did not receive prior knowledge about English from their parents which then, the school had to take over and educate the students. The selection of this setting was based on its relevance to the research context and criteria. The study focused on the teacher and students in a class as they engaged in English teaching and learning by listening to a song. The teacher found a suitable song that matched with the theme in the current curriculum. After selecting the song, the teacher presented it in the class while the students would have to listen to it. The students were grouped into those who are had higher score than the other, based on the teacher's assessment. Each group had to answer a series of

questions concerning the song as they discussed the answer. After finding the best answers, one of them should present in front of the class. However, this programme is only applied once every generation. Therefore, the aim of this research was to investigate the perception of the teacher and students as they implemented English song to learn the language.

The participant involved in this research was a teacher and three students who engaged in the class. Considering that descriptive case studies focus on exploring specific phenomena and are often conducted on a small scale with limited participants. The participants were a teacher and three students who had English class with song implemented. The teacher is a female English teacher, and she has been teaching for more than 20 years until now, while the students were the 9th graders. The reason the researcher chose the students as the participant was that they were the one chosen by their group to present the discussion result.

To validate the existence of implementation of song in an EFL classroom, a pre-observation was conducted. The pre-observation was conducted an observation through video recording.

3.4 Technique of Collecting the Data

In collecting the data, the researcher employed a semi-structured interview as the instrument to gather the required information from the participant. A semi-structured interview is an interview where the interview clearly describes the topic that will be discussed, yet the interview is possible and prepared to develop into unexpected directions, opening new important areas (Heigham & Croker, 2009). This method of data collection was chosen due to its ability to explore individuals' experience, beliefs, perceptions, and motivation in a depth that is not possible with the questionnaires (Heigham & Crocker, 2009, p. 187). The interviews were conducted with the selected participants who had previously participated in the preliminary research, aiming to explore the participants' experiences with implementing song in their learning sessions and their thoughts about it. The interview questions were designed by the researcher and adapted from Gregory's theory of perception. That became a reference and indicator for the questions (see Enclosure 1). The interview questions were formulated in an open-ended format to

encourage the participant to provide detailed and rich information about the participant's experience with the implementation of song in an EFL classroom.

The interviews took place in person, and the entire conversation was recorded using a phone recorder application for data sourcing. Furthermore, the interviews were conducted in the Indonesian language to minimize the risk of miscommunication, misunderstanding, and confusion between the researcher and the participants.

3.5 Technique of Analysing the Data

The data obtained from the interviews underwent Thematic Analysis, a method proposed by Braun & Clarke (2006). Thematic analysis involves identifying and analysing patterns in qualitative data. It allows for describing the data and interpreting themes through code selection. While it is recommended for novice qualitative researchers to master this method, its flexibility and suitability for the research context made it an appropriate choice.

The following are the phases which had carried out in thematic analysis according to Braun & Clarke, (2006).

- 1) Familiarising with the data; in this phase, the researcher read and comprehend the data multiple times to get familiar with the data, in this case, the interview transcription.
- 2) Generating initial codes; after understanding the participant's answer, the researcher began to make categories or initial codes related to the research questions and purposes. The following are codes found in the interview result.

Table 3.1. Generating Initial Codes

Q: Bagaimana siswa ikut berpartisipasi dalam proses pembelajaran menggunakan lagu	Song as a hook English as an unfavourable lesson
P4: Ya pertama tama anak mendengarkan lagu kemudian mereka <i>sing along</i> gitu agar mereka happy kan kalau mereka happy mereka akan mudah mengikuti pembelajaran jadi suasana hatinya dulu dibangkitkan supaya terbuka dulu hatinya agar kita bias memasukan materi sehingga	Repetition method

mudah dicerna. Kan kalau hati lagi bete, mau kasih masukan seindah apapun juga jadi tidak ada semangat nantinya untuk mengindahkannya juga. Jadi kita buat senang dulu hatinya kan kalau hati senang, akan mudah disuruh apapun juga.

Z: apakah ibu mengalami kesulitan dalam mengajarkan Bahasa Inggris dengan lagu

I: iya ada juga kesulitannya.

Z: Mengapa ?

I: karena tidak semua anak eee suka Bahasa Inggris jadi jangan dengan lagu dengan materi materi yang lain pun suka mengeluh “bu da saya mah ga bisa Bahasa Inggris” “iya makanya kan sekarang belajar supaya bisa da kalo udah pinter mah ngapain belajar” Jadi anak teh disuruh apa gak mau. Misalkan, ketika anak disuruh kedepan menulis satu kalimat kemudian bacakan teh sok susah gitu. Mungkin dengan pakai lagu menjadi salah satu cara yang efektif juga karena kan nanti terbuka ee peluang anak untuk mengulang nyanyian dari lagu tersebut kemudian dibetulkan dan dijelaskan bilamana ada errors dsb. sehingga anak ada keberanian juga.

Table 3.2. Lists of Initial Codes and Frequencies

Students Participant		Teacher Participant	
Initial Codes	Frequency	Initial Codes	Frequency
Feeling Happy	4	Novelty method	2
Mood decider	2	Limited learning duration	2
Enjoy English Song	1	Cultural filter	1
Valued Lesson	6	Song popularity	2
Getting better in English learning	5	Match the learning objectives	1
Fun and Effective	3	Balanced grouping	1
Vocabulary acquisition	1	Vocabulary acquisition	1
Sing along	1	Song as hook	1
Difficulties in pronunciation	2	Peer discussion	2

Preference matter	2	Repetition method	2
Feeling Enthusiastic	3	Lack of basic vocabulary knowledge	2
Message visualization difficulties	2		

- 3) Searching for themes, the researcher grouped and categorised the relevant codes into themes in this phase. A theme is a coherent pattern and has a meaning in the data relevant to a research question. In this research, the themes, is differentiated into two regarding the research questions, positive perception, and negative perception. Also, the themes will be differentiated by types of participants, the teacher's, and the students' perceptions. The themes are rooted in Robbins (2005) theory of perception; it was then developed by the researcher with an additional adaptation of various scholars' theories (see enclosure 1).

Table 3.3. Searching for Themes

Teacher Participant		
No.	Themes	Initial Codes
1.	Challenges in Teaching English Using Song	Lack of basic vocabulary knowledge, Novelty method, Limited learning duration, English as an unfavourable lesson.
2.	Irrelevant Culture Filtering	Cultural Filter
3.	Song Selection Based on the Context and Popularity	Song popularity, Match the learning objectives
4.	Adaptation towards Students' Diverse English Skills	Balanced grouping
5.	Song Implementation Effect	Vocabulary acquisition, Song as hook
6.	Teacher's role in Instruction and Scaffolding	Peer Discussion, Repetition Method
Students Participant		
No.	Themes	Initial Codes
1.	Positive Feelings the Students Get when They Listen to Music	Feeling Happy, Feeling Enthusiastic, Mood Decider, Enjoy English song

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|----|--|---|
| 2. | Advantages of implementing song in the English classroom | Valued Lesson, Getting Better in English Learning, Fun and Effective, Vocabulary Acquisition, |
| 3. | Challenges of implementing song in the English classroom | Difficulties in Pronunciation, Preference matter, Message visualization difficulties |
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- 4) Reviewing themes; in this phase, the researching reviewed the identified themes in the previous phase, also, the researcher should reflect on whether the theme tells a convincing story about the data and begin to define the nature of the theme and the relationship between themes.
 - 5) Defining and naming themes; this phase requires the researcher to conduct and write a detailed analysis of each theme. The researcher concluded the themes as shown in table 3.4 below.

Table 3.4 Defining and Naming Themes

Teacher Participant		
No.	Themes	Definition
1.	Challenges in Teaching English Using Song	Challenges in Teaching English Using Song refers to the difficulties teacher encounter when incorporating English song into language instruction. These challenges include adapting to new method and limited learning duration and lacking basic vocabulary knowledge.
2.	Irrelevant Culture Filtering in the Song	Irrelevant culture filtering in songs refers to the process of selectively omitting or altering cultural references within song lyrics. This practice aims to make songs more universally relatable and avoid potential misunderstandings or offense.
3.	Song Selection Based on the Context and Popularity	Context-based song selection involves choosing songs for a specific purpose or situation, considering factors such as the

		teaching environment and learning objectives.
4.	Adaptation towards Students' Diverse English Skills	Adaptation towards students' diverse English skills refers to the act of teacher-ordered grouping of the students, in which each group are filled with heterogeneous population of students. The objective is to make a lively group, peer-motivating, and training each group members in responsibility of the roles in the group.
5.	Song Implementation Effect towards English Understanding	The Song Implementation Effect harnesses the power of music to make English learning fun. Upbeat tunes boost mood and motivation, while catchy lyrics enhance vocabulary retention and pronunciation through repetition. Singing along even fosters fluency, and analysing lyrics adds a layer of cultural understanding, making English learning a more engaging and well-rounded experience.
6.	Teacher's role in Instruction and Scaffolding	To build well-rounded learners, the teacher groups students for discussion and activity. If a concept proves tricky, the teacher utilizes repetition to solidify understanding. Within these groups, students engage in conversation, each playing a specific role. This approach fosters responsibility, builds courage to participate, and empowers students to develop their own methods for conquering anxiety.

Student Participant		
No.	Themes	Definition
1.	Positive Feelings the Students Get when They Listen to Music	Positive feelings students get when they listen to music refers to the enjoyable emotions and moods that students may experience while engaging with music.

	This can include a sense of happiness, pride, excitement, satisfaction, and enthusiasm. Music has the power to enhance mood, improve concentration, and create an atmosphere conducive to learning. It can also serve as a motivational tool or a way to express creativity and emotion.
2. Advantages of implementing song in the English classroom	The advantages of implementing song in the English classroom are the beneficial outcomes from using music as a teaching tool. This includes making lessons more engaging, aiding in language retention, improving pronunciation, and providing cultural context, all of which can lead to a more effective and enjoyable learning experience.
3. Challenges of implementing song in the English classroom	The challenges of implementing song in the English classroom refer to potential negative outcomes of using music in teaching. This can include distractions from the main lesson, cultural misunderstandings, varying musical tastes among students, and the possibility of lyrics being too complex or not relevant to the learning objectives.

- 6) Writing up; this is the last phase, which involves weaving together the analytic narrative and data to tell the reader a coherent and persuasive story about the data.

3.6 Steps of the Research

Completing this research went through several steps, from proposal writing to arranging a research report. The following are the steps that have been passed:

- 1) The first step of this research was writing a tentative research plan and proposal, which contained the formulation of the problem according to the phenomenon that will be explored and analysed.
- 2) Before interviewing the student participants, the researcher selected the eligible participants through preliminary research observation. Later, the

participants who had the opportunity to present in the class were chosen as the participants and interviewed.

- 3) Afterwards, the participants were contacted to give their information about the research topic and asked about their willingness to be interviewed.
- 4) The interview was conducted face-to-face at SMPN 1 Cimalaka, and it was recorded using phone recording application.
- 5) After the data was collected, it continued to be analysed using Braun & Clarke (2006) Thematic Analysis.
- 6) Once the data was analysed, the researcher's result was reported.

3.7 Time and Place of the Research

The research took place in SMP N 1 Cimalaka. This school is located at Jl. Balai Desa Cimalaka, Kec. Cimalaka, Sumedang, West Java, Indonesia.

Table 3.5. Research Schedule

No.	Activities	Mar-Aug 2023	Sep 2023	Oct-Dec 2023	Jan-June 2024	August 2024	Nov 2024	Dec 2024
1.	Proposal Writing							
2.	Proposal Seminar							
3.	Data Collection							
4.	Data Analysis							
5.	Report							
6.	Final Thesis Examination							