

CHAPTER 3

RESEARCH PROCEDURES

This chapter details the research methodology used in this study. It addresses several critical issues, including the method of research, research setting and participants, data collection, data analysis, and the research schedule. The research design outlines the study's overall approach and framework, whereas the research setting and participants section describes the context and individuals involved. Furthermore, the data collection methods explain how to collect relevant information, followed by a discussion of the data analysis procedures used to systematically interpret the findings. Finally, the research schedule provides a structured timeline of the study's main activities. The sections that follow provide a thorough explanation of each of these components.

A. Method of Research

In this study, researchers used a descriptive case study to gain a thorough understanding of the phenomenon under investigation. Anderson (1993) claims that case studies investigate the how and why of events, allowing contextual realities and differences between expected and actual events to be examined. A descriptive case study's goal is to offer a comprehensive, contextualized understanding of a particular phenomenon (Yin, 2018). This research design was chosen because it is suitable for providing a comprehensive and contextualized picture of a particular phenomenon. Therefore, this approach is an appropriate method for researcher to study the phenomenon in more depth, resulting in a comprehensive analysis of students' perceptions of the use of songs in class to support listening learning activities. A case study is a thorough analysis of an individual unit, such as a person, community, or organization (Baškarada, 2014). Moreover Baškarada (2014) explained that a case study allows researchers to gain a comprehensive understanding of a research problem, making it easier to describe and explain the situation. Descriptive case studies are used to investigate or describe the data in a real-life setting and to explain the subtleties of real-life situations. The rationale

behind selecting this research design is its ability to present a thorough and contextualized image of a specific phenomenon (Lambert & Lambert, 2013). In this research, researcher will examine students' perceptions of using songs for autonomous listening outside the classroom environment.

B. Research Settings 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 their experience in using English songs to practice their listening skills autonomously without any prompting from lecturers or others, and they often used them in their daily lives for several months. They use songs as a medium to improve their English listening skills when learning to listen independently outside the classroom. In particular, it allows students to enjoy music while they study, do homework, exercise, and utilize it in their free time. In this way, it can help them naturally learn and add new vocabulary while listening. The researcher chose this location because the researcher learns at the university. Furthermore, the researcher conducted informal preliminary interviews with some students who had used songs in autonomous listening learning to learn more about the phenomenon.

Data was collected from three participants who met several criteria regarding the use of songs in autonomous listening activities. First, they were university students from the English Education Department, age between 23 years old. Second, they had used songs as English learning media outside the classroom to learn autonomous listening. Third, they were interested in sharing their experiences. Last, the participants were selected based on their willingness to voluntarily participate in this study. In selecting participants and making agreements with participants, the researcher gave consent forms to participants as their agreement to participate in this study.

C. Technique of Collecting the Data

Data was collected through semi-structured interviews with the participants to gather their perceptions on the use of Songs in English Language Learning in

Autonomous Listening. The interviews were conducted online using the Zoom Meeting and WhatsApp application. All participants were contacted via private chat on WhatsApp. Next, the researcher and participants negotiated a time and date to conduct the interviews. Specifically, voice notes and WhatsApp chats, as well as Zoom meetings were used to interview the participants. According to Adhabi and Anozie (2017), semi-structured interviews are a data collection technique where the researcher outlines the questions and there is no strict attachment. Semi-structured interviews are an effective data collection technique when the researcher wants to: (1) obtain qualitative, open-ended data; (2) investigate participant thoughts, feelings, and beliefs about a specific subject; and (3) delve deeply into personal and sometimes sensitive topics (DeJonckheere & Vaughn, 2019). Moreover, Semi-structured interviews begin with a set of standardized questions posed to multiple participants and are supplemented by new information gleaned from the interactive conversation (Ahlin, 2019). Consequently, the interviewer drafts a list of questions in advance, but they are free to ask any additional questions that come to mind.

Adam (2015) states that conducting a semi-structured interview involves five steps:

1. Selecting participants and arranging interviews

This step has to do with the issues that must be resolved in order to carry out the investigation. Three people will be involved in the interview. The researcher also got in touch with them to schedule a time for the interview.

2. Drafting questions and the interview guide

The researcher gave the interview questions to the participants based on students' responses. The researcher used a conceptual framework based on the three components of perception from the framework of Patton (2002), which are the knowledge, beliefs, and feelings. These three elements therefore serve as the interview questions' indicators. The framework for the interview protocol was taken up by the researcher from Castillo-Montoya (2016). The framework of the interview protocol consists of four phases:

- (1) Verify that the interview questions are pertinent to the study questions.
- (2) Starting a dialogue with a question in mind.

(3) Getting input on the interviewing procedures.

(4) Managing the interviewing process.

The first step was planning: the researcher had to draft an interview protocol and a suitable list of interview questions that would be distributed to participants with the concern form. The interview guidelines were then pre-submitted online and addressed a number of subjects pertaining to the students' perceptions of the use of songs in autonomous listening lessons.

3. Starting the interview

The first thing to do in this step is to request permission to record this interview. Using this approach, the researcher recorded the talks using a Zoom meeting recorder and WhatsApp application. An estimated 15 to 20 minutes will be spent on each participant's interview during each session.

4. Polishing interview techniques

The data collection method was conducted virtually using Zoom Meeting and chat on WhatsApp due to participant preference.

5. Analyzing and reporting a semi-structured interview

The researcher verifies the accuracy of the recorded data in this step. The information was also translated and transcribed. Then it was examined using thematic analysis.

D. Technique of Analyzing the Data

The data from the interview that was used in this research is thematic analysis. The process of finding, examining, and summarizing patterns (themes) in data is known as thematic analysis (Braun & Clarke, 2006). Thematic analysis is a qualitative research technique that is used to organize, explore, and conduct a detailed study of the data. It involves whole new things and goes beyond simply counting the words or sentences in a book. The idea from Clarke and Brown (2006) includes the following steps: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

1. Familiarizing the Data

The researcher listened to the interview transcripts and wrote down the transcriptions in this step. The data should then be translated from Bahasa to English.

2. Generating Initial Codes

The researcher begins coding in this stage by identifying the type of situation and highlighting it with various colours. In this step, the researcher additionally coded all of the data, determined whether or not the codes overlapped, and determined whether or not the data were important.

Table 1. Generating Initial Code

Data Items	Codes
Kebiasaan intuh bikin saya tetep apa ya, tetep terpapar bahasa gitulah, dan lama-lama kemampuan mendengarkan saya pun meningkat tanpa harus ngerasa tertekan buat belajar secara formal.	Increasing Listening skill
Saya merasa lebih mudah mengingat kosakata setelah mendengarkan lagu untuk belajar.	Increasing Vocabulary
Pastinya buat belajar ya, terus yang mendorong ya karena kita ada di jurusan bahasa Inggris itu jadi termotivasi untuk belajar.	Learning motivation
Jadi secara keseluruhan mah dengerin lagu tuh membuat pengalaman belajar jadi lebih menyenangkan dan gak membosankan.	Enjoyment in learning to listen using songs
Saya menggunakan beberapa media untuk meningkatkan keterampilan mendengar, kaya podcast sama film.	Use of Multiple Media for Listening Skills
Saya menjadwalkan menggunakan lagu ketika malam hari disaat saya ada waktu luang, saya menggunakan lagu 3 -4 kali dalam seminggu.	Use of Free Time for Language Practice

Terus, nggak semua lagu punya pelafalan yang jelas. Beberapa penyanyi tuh nyanyinya kecepatan jadi bikin susah buat diikutin.	Unclear pronunciation
Lirik lagu tuh kadang-kadang ada yang susah dimengerti. Penyanyi sering juga pake bahasa yang puitis atau slang yang nggak umum, jadi saya kesulitan memahami artinya.	Difficult to understand lyrics
Terakhir, banyak lagu yang mengandung konteks yang kurang pantas gitu loh, kaya lagu-lagu Rap misalnya. Itutuh bisa bikin proses belajar jadi kurang nyaman.	Contains inappropriate context

Table 2. The Frequency of Code

Initial Codes	Frequency
Increasing Listening skill	9
Increasing Vocabulary	9
Learning motivation	5
Enjoyment in learning to listen using songs	10
Use of Multiple Media for Listening Skills	4
Use of Free Time for Language Practice	4
Unclear pronunciation	4
Difficult to understand lyrics	2
Contains inappropriate context	1

3. Searching for the themes

In the third step, the researcher identified and emphasized themes from the categorized data. This procedure entailed selecting data transcriptions and searching for anything significant in the data that related to the research questions. At this stage, the researcher organized the relevant initial codes

highlighted in the previous step into groups of codes relevant to the research questions.

4. Reviewing themes

In this step, the researcher expanded on the topics covered in the previous one. The researcher examined and reviewed these subthemes based on code grouping to determine which were most appropriate for further investigation.

Table 3. Reviewing Themes

Codes	Sub Themes
Increasing Listening skill	Improved Listening
Increasing Vocabulary	Comprehension
Learning motivation	Learning motivation in listening to English songs
Enjoyment in learning to listen using songs	
Use of Multiple Media for Listening Skills	Media-assisted listening activities
Use of Free Time for Language Practice	Time management in listening to English songs
Unclear pronunciation	Challenges in listening to English songs
Difficult to understand lyrics	
Contains inappropriate context	

5. Defining and naming themes

The process entails determining the significance of each theme and the overall topic in relation to the research question. To ensure a complete understanding of the subject, a thorough analysis of patterns, relationships, and underlying concepts is required.

Table 4. Defining and Naming Themes

Sub-themes	Themes
Improved Listening Comprehension	Listening Skills Development

Challenges in listening to English songs

Learning motivation in listening to English songs

Motivation and Engagement

Media-assisted listening activities

Time management in listening to English songs

Learning Strategies and Support

6. Producing the report

The researcher completes the process by writing a comprehensive report that presents valid, clear, and well-structured analytical findings. This report summarizes key findings while also providing a detailed interpretation of the data, emphasizing patterns, trends, and implications. It also includes supporting evidence, methodological explanations, and potential recommendations to ensure that the analysis is clear and actionable.

E. Research Schedule

This research was conducted through several stages, as outlined in the table below:

Table 5. Research Schedule

Description	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Mar 2024– Oct 2024	Sept 2024 – Apr 2025	May 2025	Jun 2025
Research proposal writing	█							
Research proposal examination				█				
Data collection					█			

Data
analysis
Report
Thesis
result
seminar
Thesis
examination

