

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the research in answering the research questions. It covers formulation of the problem, research design; population and sample; data collection covering research procedures and instruments; and data analysis.

3.1 Formulation of the problem

This study was conducted to find out the students' response to the use of songs in listening class. The present study was mainly aimed to:

- a. To investigate the students' response toward the use of song lyrics in their listening skill.
- b. To find out the challenges faced by the teacher and students in using song lyrics in listening class.

3.2 Research Design

In order to answer the initial questions, this study employed qualitative method by involving a case study. A case study is different from the experimental study in some ways. The difference is that the experimental study typically involves comparing two or more groups, while a case study involves a single individual or group, and does not attempt to set up experimental and control groups. This is supported by Emilia (2005) who states that a case study design is employed in "a small scale, a single scale". Focus on one particular instance of educational experience or practice.

In a case study, the behavior of the subject or subjects is measured at two or more points in a time. As it was mentioned earlier that the decision to use this method was based on the researcher's intention to get an in-depth understanding

by investigating the process and responses occurred in the class by song lyrics in learning English. This study focuses on a program, event, or activities, and provided a detailed descriptions and analysis of a case based on extensive data collection (Cresswell: 2012).

The choice of using this method considers the research questions and the aims of this study that is to go in-depth understanding. A case study is appropriate for this research because the aims of this study is to investigates the students' responses in their listening ability by using song lyrics as the learning media and to find out the challenges that by the teacher and students in using song lyrics in listening class.

Observation and questionnaires would be used as instruments in order to acquire information regarding participants' background, which includes participants' identity, participants' prior school, participants' confidence in their English, participants' view regarding the importance of listening skill and participants' view regarding the difficulties they have been facing in listening ability.

3.3 Population and Sample

This study was conducted in a public junior high school in Bandung. This school was chosen for three reasons. First, the school authorities allowed the researcher to conduct this study in their school; hence this enhances the feasibility of this research. Second, the curriculum of grade 8 is appropriate with the purpose of the research; this school had been implementing the 2013 curriculum. The last, also enhances the feasibility of the present study which focus on investigating listening skill.

The population of this study is the second grade students in one of junior high school in Bandung. There are eleven classes of second grade all together in the school. This study used purposive sampling technique to select one class to become sample of the research, based on the considerations of the school. So, the sample of this study is grade eight students in class 8F that consist of 38 students.

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They are native Indonesian, they age are around 14, and most of them just learn English at school.

3.4 Data Collection

There were some steps and instruments used in gaining the data to reveal the answer of the research questions. The data were collected through several instruments namely: classroom observation and questionnaire.

The research was conducted along with the regular schedule in the school. The data were collected in three weeks. During the research, the researcher took part and acted as the teacher. Table 3.1 shows the schedule of the research.

No	Activities	Meetings:					
		1	2	3	4	5	6
1	Introduction and classroom observation 1	V					
2	Classroom observation 2		V				
3	Classroom observation 3			V			
4	Classroom observation 4				V		
5	Classroom observation 5					V	
6	Classroom observation 6 and questionnaire						V

Each technique of data collection is described below:

3.4.1 Classroom Observation

Classroom observation is one of the characteristics in a case study. In this study, observation was used to gain the data during the use of song lyrics in teaching listening skill that include students' behavior.

The classroom observations were conducted six times. The type of observation in this study was participant observation (Merriam 1991, cited in Sugiyono, 2009) since the researcher took part as the teacher who used the song lyrics in teaching listening as the media. Note-takings and running record were conducted during the observations in order not to miss the important points, and also to obtain the natural reaction and interaction during learning English through song lyrics, the students' activities were videotaped. The data from classroom observation was obtained from students' checklist and teacher's field notes during the teaching program in the classroom.

Each meeting spent 60 minutes per meeting. Video recording was used in each meeting to be observed by the researcher to gain more data about the students' activities in classroom in learning English by using songs. The following observations also were achieved using students' checklist to observe listening classroom situation as described below that adapted from National Curriculum of Indonesia 2013.

Table 3.2 Students' checklist

	Activities	Yes	No	Notes
Observing & Questioning	The students were interested to the song.			
	The students listen to the song attentively and fill the missing lyrics.			
	The students			

	participated actively in the activity.
	The students can guess the topic based on the song they heard.
Experimenting	The students understood the listening instructions.
	The students faced some difficulties in accomplishing the task given.
	The students' enthusiasm to the songs in their listening activity during the lesson.
Associating & Communicating	The students comprehend the material given.
	The students were able to use the selected vocabulary in other contexts.
	The students accomplish the task easily.

(Adapted from National Curriculum of Indonesia 2013)

Videotaping was conducted six times by researcher based on schedule of study. Each lesson lasted for sixty minutes. The whole process of teaching and learning English classroom, which involved the activities as proposed by Brown (2001) that there are three stages classroom learning procedures namely, a motivation opening, a set of main activities, and closure, media, and assessments, were recorded by using camcorder. The recorded was converted into video transcriptions. There were six video transcriptions that were made by the researcher.

Videotaping can be replayed several times for checking and correcting the data (Fraenkel and Wallen, 1990). Since the aim of the research were to describe the students responses toward the use of songs in their listening skill, data from video transcriptions were observed and gathered by researcher to answer the research questions. Furthermore, students' responses were also observed during the observations. It analyzed by categorizing the observation sheet and teacher field notes into some codes. Each response from the students was presented by evidence found during teaching and learning activities in the class. To analyze students' responses towards the use of song lyrics, the following criteria were used.

Table 3.3 Observed Students' Responses

Process Procedures	Students' Responses
Observing & Questioning	Enth = Enthusiastic Att = Attractive Re = Reluctant
Experimenting	Dis = Distracted Sile = Silent
Associating & Communicating	Con = Confused (+) AS = Longer Attention Span (-) AS = Shorter Attention Span

(Adapted from Insani, 2014, p.29)

3.4.2 Questionnaire

Questionnaire was given to students of junior high school grade eight. It was aimed to confirm and strengthen the data gained from the observation in the classroom. It is because by contributing a questionnaire, the respondents, in this case are the students, may be free to answer their own time and pace, thus eliciting more truthful responses towards the field being asked (Burn, cited in Handini, 2014, p.25). Since the students are Indonesian, the questionnaire was adapted and translated in *Bahasa Indonesia* before administering the questionnaire to avoid misunderstanding to the students. The data gained from the questionnaire were analyzed by using scale.

The questionnaire was used to collect data about participants' perceptions on methods of learning English by using song lyrics. The questionnaire was administered to all of the students after accomplished the method of songs in English class, to find out the students' responses to the use of English songs.

3.5 Data Analysis

3.5.1 Data Analysis from Classroom Observation

The data from classroom observation were obtained from video recording, student's checklist and teacher's field notes during the teaching program. After collecting the data, the gained data from video transcription, students' checklist and teacher's field notes were analyzed by the researcher. The data analysis is presented in a form of descriptive explanation.

Teacher's field notes and student's checklist were very useful to comprehend teacher's belief in carrying out the lesson plans. The researcher could acquire what should be evaluated and improve from the lesson plan every meeting. To fully understand, teacher's field notes and student's checklist were

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read over and over again, categorized into several aspects related to the research questions and it was also paired with relevant theories explained in Chapter 2. Then, the data from the video recording was analyzed differently. There were several steps to analyze and identify the obtained data from video recording, as follows:

- **Transcribing**

Transcriptions were the data collected from videotaping. Alwasilah (2009, 157) says that the transcription was also used the research to understand how respondents organized their perspectives. Moreover, the data showed all activities and utterances in the teaching process. In the transcriptions, some signs were used by the researcher for instance, as description about the sentence of additional information sign and as translating sign. Therefore, coding data was done by the researcher to organize the useful data.

- **Coding the data**

Some labels were made by the researcher to gained data from transcription in order to reducing the unused data. As suggested by Alwasilah (2009,159), coding is useful to help researchers in identify phenomenon, counting the frequency of existing phenomenon, which the frequency of codes shows the result of the research, and organizing categorization and sub categorization. Some labels used by the researcher in process of coding the data from the video transcriptions and students' checklist to manage them easily.

- **Summarizing the result**

After the data from video transcriptions and student's checklist were coded and listed by the researcher, the data that answers research questions can be seen. The data were wrapped as the answer of the research questions and presented in the form of narrative text as proposed by Miles and Huberman (1984, cited in Sugiyono, 2009, p. 249)

3.5.2 Data Analysis from Questionnaire

The data collected from questionnaire are analyzed and summarized using the frequency table, then represented by graphs, to make a conclusion about the correlation between the results of the questionnaire and the result transcribed of the video transcriptions, teacher's field note and student's checklist, in order to seek the students' response and result toward the use of song lyrics in their listening classroom.

The data from the questionnaire were classified to know whether the response of the students to the use of song lyrics as the learning media were positive or negative. Furthermore, the percentage of the students who answered an item is used in this study. It helps to classify the total respondents who answered an item. The following formula was used to know the percentage of the students' answer.

$$\text{Percentage (100\%)} = \frac{\text{total students who answer an item (fo)}}{\text{Total students}} \times 100\%$$

To classify the average percentage into the form of interval, the categories are as follows:

Table 3.4 R% (Percentage Respondents) Criterion

No	R%	Criterion
1	0	None
2	1-25	Small number of
3	26-49	Nearly half of
4	50	Half of
5	51-75	More than half of
6	76-99	Almost half of
7	100	All of

(Taken from Burn: 1994, cited in Handini: 2014, p.26)

3.6 Research Procedures

Before starting the research, the researcher who was also the teacher prepared the lesson. The material was chosen by the researcher based on the curriculum and the syllabus in the school. After choosing the materials and deciding the activities would be given, the researcher started to design the lesson plan and prepared the teaching media. The lessons plan that implemented during the classroom can be seen in Appendix A.

In implementing of the lessons, the teacher (the researcher) used stages based on scientific approach that based on the 2013 curriculum requirement. The stages consist of observing, questioning, experimenting, associating and communicating.

1. *Observing activity*: Firstly, the teacher started the lesson by telling the students what they were going to learn as well as the goals of the lesson of each meeting. After that, students listened to a song. In this stages teacher would observe the students while they were listening to a song.
2. *Questioning activity*: After the students listening to a song, then they would be asked the topic of the lesson that would be given in that day based on the song. The students guessed the topic of the lesson and answered the objectives of the lesson in that day.
3. *Experimenting activity*: In this stage, the students would fill in the blank on working sheet based on the song they have heard.
4. *Associating activity*: In this stage, the students and teacher discussed the expressions and the vocabulary that relate to the material based on the song.

After that, the students listened to the functional text that exists on their textbook.

5. *Communicating activity*: In this stage, the students had an exercise on their text book. After that, students and teacher would be discussed the exercise. In addition, the students would be given the homework related to the topic in that day.

The following is the summary of the lesson conducted during the observations.

Table 3.5. Lesson Summary

Meeting	Topic	Lesson Objectives	Songs
1 (18 September 2014)	Will you help me?	The students can use the appropriate expressions to state and ask if someone will do something.	Gone, Gone, Gone by Phillip Phillips
2 (22 September 2014)	Can you play a guitar?	The students can use the appropriate expressions to state and ask if someone can do something	Human by Christina Perri
3 (29 September 2014)	I can play a guitar and I will sing a song	The students can use the appropriate expressions to state and ask if someone can do something, and the students can use	It's Got to Be by One Directions

		the appropriate expressions to state and ask if someone will do something,	
4 (2 October 2014)	Call me, please!	The students can use the appropriate expressions to ask and respond to the instruction.	Stereo Hearts by Gym Class Heroes feat Adam Levine
5 (13 October 2014)	Don't go away, please!	The students can use the appropriate expressions to ask and respond to the prohibitions.	Stereo Hearts by Gym Class Heroes feat Adam Levine
6 (16 October 2014)	Stay here and Please don't go!	The students can use the appropriate expressions to ask and respond to the instructions and prohibition.	This Is The Way by N.N.

3.7 Concluding Remark

The present chapter has presented the research methodology which was employed in this study. The function of this chapter is as a guidance to determine the research subjects and sample size, the data collection steps and data analysis used in the present study. The findings and discussions of the present study are explained in the proceeding paper.