

CHAPTER III

METHOD

3.1 Research Design

This study was a qualitative study with case study design. According to Moleong (2017) qualitative research is study that aims to understand the phenomena experienced by research subjects. It is more appropriate to use in the field of study that concerns the study behaviour, attitudes, motivations, perceptions and actions of the subject. In qualitative research, the results of the study are not presented in the form of numbers, but in a descriptive and in-depth manner.

A case study is a series of scientific activities carried out intensively, in detail and in depth, either at the level of an individual, group of people, institution or organization, in order to gain an in-depth understanding of a program, event and activity (Rahardjo, 2017). With the case study approach, a specific case or phenomena that occurs in society is investigated in detail in order to understand the context, events, and interactions that take place.

3.2 Research Setting

Research setting is an environment, place, or area that will be used as an object in study by researchers. In a study, research setting is needed in connection with the research interest to obtain the necessary data, information and knowledge. This study has been conducted at SMA N 2 Ungaran, which is located in West Ungaran District, Semarang Regency, Central Java 50512.

3.3 Respondents

The respondents in this study were 35 students from the total population including all students in class XI.10 SMA N 2 Ungaran, totaling 35 students. The sampling technique in this study used a convenience sampling technique. Convenience sampling is described as a method to collect data from population that is easily accessible and easily reached by the researcher (Rahi, 2017). Convenience sampling was used because respondents were easily accessible, allowing for quick and efficient data collection. In addition, this technique makes it easier for researchers to overcome time and resource constraints.

The reason why Class XI.10 of SMA N 2 Ungaran was used as the subject in this study was for several practical reasons. First, this selection was based on the teacher's recommendation that class XI.10 had English class scheduled three times a week, providing more opportunities for observation and intervention. Secondly, this class was easily accessible to the researcher, allowing for more efficient and quick data collection. In addition, the teachers in this class were supportive and ready to assist in the implementation of the

study, ensuring that the data collection process could be carried out smoothly and without hindrance.

3.4 The Role of The Researcher

In this study, the researcher actively participated as an observer and teacher in the English learning process by using English songs as learning media. This dual role allowed for direct engagement with students, providing immediate feedback and adjustments based on real-time observations. The study was conducted over seven meetings, from April 25 to May 20, 2024, to ensure a structured and consistent application of teaching methods for comprehensive data collection.

3.5 Data Sources

Data sources are anything that can provide information to researcher to answer the research questions. In this case the information needed by researchers is obtained from two sources, namely:

1. Primary Data Sources

Primary data sources are data source that provide data directly to data collectors (Sugiyono, 2017). Primary data sources in this study are English teachers and students from class XI.10 at SMA N 2 Ungaran.

2. Secondary Data Source

According to Heryana (2020), secondary data are data that is not obtained directly from the main source, but has been compiled or processed

by data collection agencies or institutions. Secondary data is used to support primary data where the data can be obtained from library materials, literature, previous study, books, and others. In this study, secondary data obtained by researchers from several library books, theses, journals, articles, and documents related to this study that can support this study process.

3.6 Data Collecting Techniques

Data collection techniques is a method used by researchers to collect data in research. In this study, researchers used two data collection techniques, namely observation and documentation.

3.6.1 Observation

Observation is the practice of observing and recording conducted by the researcher of the phenomenon under study. A study technique known as “naturalistic observation” is to observe individuals or other subjects in their natural environments (Vinney, 2021). In this context, researchers directly observe aspects relevant to their study. The observation conducted in this study focused on the achievement and learning process of English subject. This method was used by researchers to observe the English learning situation at class XI.10 SMA N 2 Ungaran.

3.6.2 Documentation

According to Sugiyono (2014) documentation is a data collection technique that is not directly addressed to the person under study, because the research is carried out through existing documents or records, both

primary and secondary documents. The documentation technique is used to support and validate the data that researchers have produced with previous data collection techniques.

The main documentation in this study is written documentation in the form of syllabus, lesson plans, and school profiles. In addition, researchers also use documentation in the form of photographs which are expected to support and validate researchers that researchers have conducted the study.

3.7 Research Instruments

The instrument in this study is a questionnaire. According to Hassan (2024), a questionnaire is a survey or instrument for research made by a list of questions or prompts designed to collect data from subjects individually or in groups. Questionnaires can be divided into six types, namely structured questionnaire, unstructured questionnaire, open-ended questionnaire, close-ended questionnaire, mixed questionnaire and pictorial questionnaire. In this study, the researchers used a structured questionnaire type.

A structured questionnaire is a method used to obtain information from respondents (Satter, 2024). It is composed of a series of standard questions with a predefined format that establishes the precise language and order of the question. Thus, respondents can only answer questions by ticking the column that is already available. This questionnaire was used the researcher as a tool to answer the problem formulation in this study. The question items were

introduced, discussed, and explained to students to make sure they got the points expected for each item.

3.7.1 The Questions Items

In this study there were 4 indicators of questionnaires used to examine students' perceptions of using English songs for speaking skill. The answers from the questionnaire were recorded as Likert Scale (Strongly Agree, Agree, Disagree, and Strongly Disagree).

3.7.1.1 Questions of students' perceptions on English songs to their pronunciation

No.	Questions	SA	A	D	SD
1.	Through English songs, I know how to pronounce words properly like a native				
2.	By singing English songs can improve my pronunciation				
3.	English songs could be an enjoyable media to learn pronunciation				
4.	Learning pronunciation by English songs will not make me feel bored				

Table 3.1 Questionnaire 1: students' perceptions on the use of English songs to their pronunciation

- a. The question number 1 was adapted from (Pandey et al., 2022)
- b. The question number 2 was adapted from (Makasoe et al., 2022)
- c. The question number 3 was adapted from (Makasoe et al., 2022)
- d. The question number 4 was adapted from (Makasoe et al., 2022)

3.7.1.2 *Questions of students' perceptions on English songs to their fluency*

No.	Questions	SA	A	D	SD
1.	I use English songs as one of my media to improve my fluency in speaking English				
2.	English songs can help me to be more fluent in speaking English				
3.	With the support of English songs, I could improve my fluency skill quicker than before				
4.	I enjoy using English songs as my learning media in improving fluency				

Table 3.2 Questionnaire 2: students' perceptions on the use of English songs to their fluency

- a. The question number 1 was adapted from (Pandey et al., 2022)
- b. The question number 2 was adapted from (Pandey et al., 2022)
- c. The question number 3 was adapted from (Pandey et al., 2022)
- d. The question number 4 was adapted from (Sekeon et al., 2022)

3.7.1.3 *Questions of students' perceptions on English songs to their accuracy*

No.	Questions	SA	A	D	SD
1.	I sing English songs to practice my accuracy skill in speaking				
2.	My accuracy has improved because of listen and sing English songs				

3.	English songs help me to speak accurately like a native speaker				
4.	I feel comfortable using English songs as my learning media to improve accuracy skill				

Table 3.3 Questionnaire 3: students' perceptions on the use of English songs to their accuracy

- a. The question number 1 was adapted from (Putri et al., 2022)
- b. The question number 2 was adapted from (Sekeon et al., 2022)
- c. The question number 3 was adapted from (Sekeon et al., 2022)
- d. The question number 4 was adapted from (Sekeon et al., 2022)

3.7.1.4 Questions of students' perceptions on English songs to their vocabulary

No.	Questions	SA	A	D	SD
1.	Singing English songs help me to enhance my vocabulary mastery				
2.	Through English songs make me more familiar with the English vocabulary				
3.	It will be easier to memorize vocabulary by singing it				
4.	English songs could be a good media of learning vocabulary because I can apply it anywhere and anytime				

Table 3.4 Questionnaire 4: students' perceptions on the use of English songs to their vocabulary

- a. The question number 1 was adapted from (Sekeon et al., 2022)
- b. The question number 2 was adapted from (Putri et al., 2022)
- c. The question number 3 was adapted from (Makasoe et al., 2022)
- d. The question number 4 was adapted from (Putri et al., 2022)

3.7.2 Research Instrument Test

a) Validity Test

Measuring validity is an important step in ensuring the reliability of a measurement instrument. Sanaky et al. (2021) define validity testing as an evaluation that determines how effectively a measuring instrument assesses the intended variable. The process involves calculating the correlation coefficient, which serves as a metric to evaluate the level of validity of each item. The higher the correlation coefficient, the more valid the item is.

To determine the statistical significance of these coefficients, significance tests are usually conducted at the 0.05 level. This means that if an item's correlation with the total score is significant at this level, then the item is considered valid and worth using in the measurement instrument. If $r_{\text{count}} \geq r_{\text{table}}$ (2-sided test with sig. 0.05) then the instrument or question items are significantly correlated to the total score (declared valid).

b) Reliability Test

Reliability is a measure that shows the extent to which the results of a measurement instrument can be repeated consistently. This in line with Slamet and Wahyuningsih (2022) the reliability test is a measuring tool to assess how consistent a questionnaire is in measuring indicators of a variable or construct. A questionnaire is considered reliable if it produces consistent results when repeated under the same conditions.

The method often used in research is the Cronbach's Alpha method. If the alpha value is > 0.70 , it means sufficient reliability, while if $\alpha > 0.80$, it suggests that all items are reliable and the entire test consistently has strong reliability.

3.8 Data Analysis Techniques

According to Miles and Huberman (1984) in Sugiyono (2017), qualitative research data analysis techniques can be done by means of data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

After obtaining the data, the next stage is data analysis through data reduction. Data reduction means making a summary, selecting important points, focussing on important things, looking for themes and pattern.

2. Data Display

After the data is reduced, the next stage is to display the data. Presentation of data in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the

like. In qualitative research, the presentation of data that is often used is in the form of narrative text.

3. Conclusion Drawing/Verification

The third step in data analysis according to Miles and Huberman (1984) is conclusion drawing and verification. The initial conclusions presented are only temporary and can change if strong evidence is found and can support the next stage of data collection. However, if the conclusions presented at the initial stage are supported by strong evidence that is valid and consistent when the researcher returns to the field to collect data, then the conclusions has been presented as a credible conclusion.

That way the conclusions put forward in qualitative research may be able to answer the formulation of the problem that has been formulated from the beginning by the researcher.