

CHAPTER III

RESEARCH METHOD

The chapter explains the concept of the research. It included research design, research subject/object, data collection, and also data analysis.

3.1 Research Design

"Research design is the arrangement of conditions for data collection and analysis in such a way that aims to combine relevance to the research objectives with economy and procedure," (Harish, 2021.). The type of research and purpose of the investigation determined the research design, which was created by the researcher, not determined. Research design projects were divided into two main categories: qualitative and quantitative, with mixed methods perhaps a third approach that combined the two. The following classification also applied to any of these methods: experimental, historical, predictive type, exploratory, analytical, explanatory, or descriptive. (Adebiyi et al., 2016) said that "A systematic subjective approach used to describe life experiences and situations to provide meaning" is how one can defined a qualitative approach. Based on this view, researchers used the qualitative approach to explored the perspective toward the used of songs in learning listening ELED students at UMM.

3.2 Research Subjects

In this study, the researcher used non-participant observation because the researcher was not involved in the teaching and learning process and took FLSP 2 student's problems toward the use of songs in learning listening. Then, the researcher started collecting data from participants who had or were currently carrying out listening lessons through music media.

This research involved students of the ELED at the University of Muhammadiyah Malang. There were five students selected as respondents because they had studied and experienced FLSP online learning listening to English in the first and second semester and they were able to express their views on the research questions. Therefore, the researcher wanted to describe the problem they faced in this listening class.

In this study, the researcher used purposive sampling and continued with snowball sampling. According to (Etikan, 2016), purposive sampling was a nonrandom technique that did not require a predetermined number of participants or underlying theories. In other words, the researcher determined what information was necessary and then searched for sources willing and able to supply it based on their expertise or experience.

When a researcher contacted informants using contact details supplied by other informants, the process could be referred to as snowball sampling (Noy, 2008). Because of this, the process was inevitably repeated: informants connected the researcher with other informants, who in turn connected the researcher with still more informants, and so on. Thus, the "snowball" effect that kept growing was encapsulated in a metaphor that spoke to the essential aspect of this sampling process: its accumulative (diachronic and dynamic) dimension.

3.3 Data Collection

In the study, data was collected through a wide range of more specialized methods. Preventing data errors required both clear instructions on how to use and new, updated, or existing data gathering equipment. In educational research, data collection strategies were employed to evaluate and interpret collected data (Sharma Test, 2022). To collect the data about the perspective toward the use of songs in learning listening by ELED students at the

University of Muhammadiyah Malang, the researcher used interviews and some techniques and instruments. They were explained below.

3.4 Technique and Instrument

Qualitative researchers studied how individuals organized and gave meaning to their daily lives, as well as how they came to understand and make sense of others and themselves. As a result, adaptable and socially conscious data collection techniques were employed. The qualitative interview, in which participants were given the opportunity to discuss their experiences, opinions, and other topics, was a well-liked technique for gathering data (Hox, 2005).

In the meantime, the participant explanations and directions follow-up were supported by the interviews used in this study. The interview guide, which consisted of questions about the issues students had with their online listening education, was used by the researcher as a tool. Documentation was another tool the researcher used to confirm the data from respondents. The researcher recorded the voices of the students she spoke with during the interview, which included multiple questions for the respondents.

3.5 Data Collection Procedure

The steps were carried out by the researchers in organizing the data as follows:

1. Made an interview guide concerning the statement of the problems.
2. Conducted the interview with the participants.
3. Recorded the interview with the participants.
4. Made documentation of recording data from the interview.

3.6 Data Analysis

In the study, data analysis was the process of transforming data into information. To find out the problems, the researcher listened to the recording of subjects' conversation. After collecting data from interviews, the researcher used some steps to analyze the data to obtain the results. The following steps were conducted:

1. Analyzed the kind of problem by the students.
2. Summarized the data from the result of the interview.
3. Displayed the summarized data in a descriptive manner to give relevant data of the research problems.
4. Explained the kind of problem by students.
5. Drew conclusions based on the result of the analyzed data from the previous steps

