

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used qualitative methodology to explore in-depth the experiences of teachers in teaching English vocabulary to young learners through the use of songs. According to Creswell (2013), qualitative research is an approach aimed at understanding the meanings individuals give to certain social phenomena from the participants' perspectives. This method provides space for the researcher to delve into the experiences, views, and challenges faced by teachers in using songs as a teaching medium. This approach allows the researcher to analyze phenomena in their natural context, providing flexibility to capture the complexity of teachers' experiences in utilizing songs to enhance young learners' vocabulary acquisition. By considering the social, cultural, and developmental characteristics of early childhood education, this study explores how teachers use songs to create a fun and effective learning environment.

A case study approach was used in this research to explore a specific phenomenon: teachers' experiences in teaching English vocabulary to young learners through the use of songs. In line with Creswell and Poth (2016), this approach is effective for understanding phenomena tied to a particular context through in-depth exploration of a relevant case. Merriam (1998) explains that case studies aim to provide a deep understanding of a particular phenomenon in real-life contexts, considering the unique factors that influence the phenomenon. In this study, the case being examined is the teachers' experience in using songs as a medium for teaching English vocabulary to young learners. The research explores

various aspects, including the challenges faced by the teachers, the strategies applied in the teaching process, and their views on the effectiveness of songs in helping students master English vocabulary in a more enjoyable and meaningful way.

3.2 Research Site and Access

This research was conducted at Madrasah Ibtidaiyah, located in Muaro Jambi. To gain access to the research site, the researcher followed the appropriate procedures for obtaining permission. The process began with submitting a formal request to the school principal, outlining the purpose and objectives of the study. After receiving approval from the principal, the researcher proceeded to obtain an official recommendation letter from the study program. This letter was then presented to the school as part of the formal procedure to conduct the research. With approval from both the school administration and support from the English teacher, the researcher was granted permission to collect data and use the school as the research site.

3.3 Participants

In this research, a purposive sampling technique will be employed to select participants, as suggested by Yin (2014). This approach involves selecting participants based on specific criteria relevant to the research objectives. Three English teachers from Madrasah Ibtidaiyah were chosen as participants, as they possess the necessary experience and knowledge to provide in-depth insights into teaching English vocabulary through songs. The selection criteria for participants in this study include:

1. Teachers who teach English at Madrasah Ibtidaiyah, as they are directly involved in teaching English at the school.
2. Experience in teaching English, especially vocabulary to young learners, which is relevant to this study.
3. Teachers who have used songs in teaching English, ensuring they have practical experience with this method.
4. At least one teacher with a background in English to ensure a better understanding of English teaching.
5. Two teachers without a formal English teaching background, but who are still actively teaching English and offer a different view on using songs in teaching.
6. Teachers who agree to participate, after understanding the purpose and process of the research.

These criteria were selected to ensure that the participants have relevant insights into the use of songs in teaching English vocabulary to young learners, as well as to provide a comprehensive understanding of their experiences in teaching English using songs.

3.4 Data Collection

Data collection was carried out using the primary method of interviews. This process provided a more comprehensive understanding of classroom dynamics and students' responses to the use of songs in teaching English vocabulary. Semi-structured interviews with teachers provided space for researchers to explore their personal views, experiences, and strategies they use when integrating songs in vocabulary teaching. In addition, documentation such as lesson plans, song lyrics

used, and other teaching materials provides deeper context for analysis, as well as supporting evidence for findings from observations and interviews.

3.4.1 Interview

In this research, the primary method used for data collection was interviews with a semi-structured approach. Creswell states that interviews are an effective technique for exploring in-depth perspectives from research participants, as they provide a space for participants to share personal experiences and views regarding the research topic (Turner & Hagstrom, 2022). A semi-structured interview, as described by Kvale (1996), allows researchers to explore the research topic in depth while giving participants flexibility to speak more freely about their experiences and viewpoints. This approach involves using an interview guide with open-ended questions that are relevant to the research topic, while still allowing participants to respond in their own words.

The semi-structured interview was chosen because it allows the researcher to gather rich and detailed information about teachers' experiences in teaching English vocabulary using songs. Through this approach, the researcher can explore various aspects, such as the challenges faced by teachers, the strategies they use, and their perceptions of the effectiveness of songs in teaching. The questions posed during the interview focus on the teachers' personal experiences with using songs, the difficulties they encounter, and the impact they perceive on their students following the implementation of this method.

The research instrument adapts the interview framework used in Regrisa's (2019) study, which includes open-ended questions designed to explore teachers' experiences in song-based teaching. This instrument covers several key categories,

such as (1) the background of teachers' experiences in using songs as a teaching medium, (2) challenges encountered during the teaching process, (3) strategies employed to overcome these challenges, and (4) teachers' perceptions of the impact of using songs on students' vocabulary comprehension. This adaptation ensures the instrument's relevance to the current research context.

Interviews was conducted face-to-face with each teacher at Madrasah Ibtidaiyah. Each interview lasted between 10 and 15 minutes, depending on the interaction and the depth of discussion. Prior to the interviews, the researcher explained the purpose of the study and the interview procedure to the participants to ensure that they were comfortable and understood that their information would remain confidential. Additionally, the researcher sought permission from the participants to record the interviews to facilitate transcription and data analysis.

With a semi-structured approach, the researcher was able to ask follow-up questions when necessary and adjust questions based on participants' responses. This flexibility in the interview process was ensure that the data collected remained relevant to the focus of the study. These interviews are expected to provide a deep understanding of teachers' experiences in using songs as a method for teaching English vocabulary and their contribution to students' language acquisition.

The interviews in this study were intentionally conducted in Indonesian to ensure that participants could respond with greater ease, clarity, and depth. This decision was based on the consideration that not all participants came from English education backgrounds, and some had limited proficiency in English. Using Indonesian as the primary language helped reduce the potential for misunderstandings or incomplete responses that might arise if interviews were

conducted in English. It also allowed participants to share their experiences, opinions, and reflections more openly and confidently, without the added pressure of using a second language. By prioritizing the use of Indonesian, the researcher aimed to foster a more comfortable and inclusive interview environment, ultimately improving the richness and authenticity of the data collected.

3.5 Data Analysis

3.5.1 Thematic Analysis

Data from semi-structured interviews was analyzed using thematic analysis to identify key themes in teachers' experiences of teaching English vocabulary through songs. According to Braun and Clarke (2006), thematic analysis is a flexible method used to identify, analyze, and report patterns or themes within qualitative data. The following are the steps of thematic analysis as outlined by

Table 3.5 1Thematic Analysis Process



Braun and Clarke (2006):

The researcher followed a clear and structured process in analyzing the qualitative data. It began with familiarization, where the interview transcripts were read repeatedly to deeply understand the content and note initial ideas. Next, relevant data were coded, allowing the researcher to organize meaningful information into smaller segments. These codes were then grouped into broader potential themes, reflecting recurring patterns across the data. The researcher continued by identifying key themes that were most relevant to the research objectives and provided rich insights. Afterwards, the themes were reviewed and refined to ensure clarity, consistency, and strong connections to the data. In the final

stage, the researcher wrote a comprehensive report, presenting each theme supported by evidence and linking the findings to the research questions and existing literature. This step-by-step approach ensured that the data were systematically interpreted and meaningfully aligned with the focus of the study.

3.6 Trustworthiness of the Data

Validity was an important element in qualitative research to ensure that findings accurately reflect the reality experienced by participants. One method that will often be used to guarantee validity is *member-checking*, which is a technique that involves research participants directly in the data verification process. According to Kim (2023), *member-checking* not only helps increase the credibility of the findings but also ensures that the research results are based on valid and representative data from participants' experiences. In *member-checking*, the researcher presents interview transcripts, data summaries, or preliminary interpretations to some or all participants for feedback on the accuracy, completeness, and appropriateness of the interpretations. This process allows participants to provide clarification or correction of information they deem inappropriate, thereby reducing the risk of bias or misinterpretation by the researcher. In addition, this technique also provides space for participants to add information that may have been previously overlooked, thus enriching the research findings.