

CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

Researcher used a qualitative approach. The research in question aimed to analyze a phenomenon that occurred by describing it using words. According to Lincoln and Denzin (2009), qualitative research is interpretive and aimed to explore the complexities of human experience by considering context, emotions, and perspectives. Descriptive in qualitative research meant describing events and phenomena. Analysis included giving meaning, interpreting, and comparing data collected from the research. A qualitative approach was a process of research and understanding based on a methodology that investigated social phenomena and human problems. In this approach, researcher created a complex picture, examined words, provided detailed reports from respondents' views, and conducted studies in natural situations (Creswell, 1998 as cited in Murdiyanto, 2020).

The type of this research was descriptive research. Descriptive research was a form of research that aimed to describe or illustrate existing phenomena, including both natural occurrences and human-engineered systems. Williams (2007) explained that descriptive research is a research design that involved examining a situation by identifying the characteristics of a specific phenomenon based on observational data. The goal of descriptive research was to generate systematic, factual, and accurate information about the details and characteristics of a specific population.

3.2 Variable of the Research

In this research, the researcher used variables regarding the use of song and vocabulary mastery. Based on this research, the researcher conducted interviews with English teachers and observations of 30 young learners in Fifth Grade. In order to make the data more accurate, the researcher used instruments in the form of interviews and observations.

3.3 Setting and Schedule of the Research

This research was conducted from October 2024 to November 2024 at SD Negeri 070978 Gunungsitoli. In October 2024, the researcher conducted the research by collecting data in the form of observations and interviews, followed by working on the results of field surveys.

3.4 Source of Data

In conducting this research, sources of data to be obtained were:

1. Primary Data

Data for this research was collected through field observation and interview. Interviews were conducted to obtain information relevant to the research. In this case, the informant was the English teacher, as the researcher aimed to understand the use of song by teachers in relation to young learners' English vocabulary mastery.

2. Secondary Data

In addition to the primary data collected through field observations and interviews, this research also utilized secondary data sources. The secondary data came from existing, previously recorded, and validated documentation or records, namely:

- a) Video recording
- b) Voice recording
- c) Documentation.

3.5 Instrument of the Research

In conducting this research, the researcher used several instruments that helped facilitate data collection during the research process. This research employed observation, interviews, and documentation methods. Therefore, the instruments needed were an observation guide, interview guide, recording equipment, cameras, and stationery.

The instrument in qualitative research is the researcher himself (human instrument), accompanied by tools in the form of a tape recorder and camera. In qualitative research, the researcher held the positions of planner,

implementer, data collector, analyst, data interpreter, and ultimately the reporter of the research results (Lexy J. Moleong, 2012: 168). According to Nasution in Sugiyono (2011:306), in qualitative research, there is no other choice than to make humans the main research instrument.

3.6 Data Collecting Technique

Data collection techniques were special methods used to obtain data in research that aimed to prove the truth of an event or activity. In this research, the researcher used three methods of collecting data according to the book by Murdyanto (2020), namely:

3.6.1 Observation

According to Herdiansyah (2010) in Mudiyanto (2020), observation is the process of systematically seeing, observing, and recording behavior for a specific purpose. The purpose of observation was to describe and understand the behavior of an object or simply determine the frequency of an event. Based on this understanding, the essence of observation lay in the existence of observable behavior and the desire to achieve certain goals. Observable behavior could be in the form of actions that could be seen, heard, counted, or measured.

In this research, the researcher used the Guttman scale. The observation guidelines used in this research were in the form of a learning process observation sheet (teacher and student activities). The observation assessment utilized the Guttman scale. The Guttman scale was employed in the research when a consistent and definitive answer was required for a particular statement, where a "yes" response was scored as 1 and a "no" response was scored as 0.

As Triyono (2013) states in the research written by Safytri, R (2020), the Guttman scale is a measurement scale that yielded dichotomous data, which meant it only had two possible answers: "yes" or "no." This scale was also referred to as a scalogram, which was highly effective in ensuring the reliability of research results. The Guttman scale

was used in research when a clear and definitive answer was required to address a specific problem.

Likewise, Sugiyono's opinion (2014: 139) is that the Guttman scale was a scale used to obtain clear and definite answers from respondents, with only two possible intervals, such as “agree-disagree,” “yes-no,” “true-false,” “positive-negative,” “ever-never,” and so on.

No.	Steps of Learning	Yes	No	Comment
1.	The teacher prepares a song with a familiar tune and changes the lyrics with English vocabulary as needed.			
2.	The teacher discusses the content of the song through questions and answers with the students			
3.	The teacher explains the meaning of the vocabulary in the song			
4.	The teacher explains the pronunciation of the vocabulary correctly			
5.	The teacher sings the song with the students 2-3 times			
6.	The teacher and students sing the song together with the teacher's voice getting quieter.			
7.	Teacher and students sing the song by humming.			
8.	The teacher says the song lyrics per line and the students follow along.			
9.	The teacher gives an example of singing and the students follow			
10.	Students are given the opportunity to sing independently or in groups			
11.	Teachers provide guidance and encouragement to students in need			
12.	The teacher gives praise quickly and in a timely manner to motivate students			
13.	The teacher divides the students into groups to demonstrate the vocabulary of the song.			
14.	The teacher and students sing another song as a break			
15.	Teacher and students sing the song again to reinforce understanding			

Table 3.1 Observation Sheet

3.6.2 Interview

According to Murdiyanto (2020), the interview is a method of collecting data through dialogue between two parties, namely the interviewer who asked questions and the interviewee who provided answers. The key to a successful interview is communication, and it was important for both parties to provide clear and direct answers to obtain accurate and meaningful information.

This research used a structured interview technique, where the questions were structured, but the presentation was unstructured, meaning that the interviewee was given the freedom to interview the source of information to optimize the fairness of the interview.

No.	QUESTION	ANSWER
1.	Can you share your experience teaching English to young learners?	
2.	How do you currently teach English vocabulary to your students?	
3.	How do you incorporate songs into your English vocabulary teaching?	
4.	What type of songs do you use (e.g., traditional, modern, cultural)?	
5.	Do you think the use of songs can help your students learn English vocabulary better?	
6.	Can you give specific examples of how songs can improve your students' vocabulary acquisition?	
7.	How do your students respond to the use of songs in learning English vocabulary?	
8.	Did you notice any changes in their enthusiasm and engagement when using the songs?	
9.	What challenges do you face when using songs to teach English vocabulary?	
10.	How did you overcome the challenges?	
11.	Have you ever received feedback from your students regarding the use of songs in learning English vocabulary?	

12.	How do your students feel about using songs in their English classes?	
13.	Do you plan to continue using songs in your teaching of English vocabulary?	
14.	Are there any new techniques or songs you would like to try in the future?	
15.	How does using songs compare to other methods you have used to teach English vocabulary?	
16.	Are there any specific advantages or disadvantages you have noticed?	
17.	In your opinion, what are the key benefits of using songs in teaching English vocabulary to young learners?	
18.	What advice would you give to other teachers who are considering using songs in their classrooms?	

Table 3.2 Interview Sheet

3.6.3 Documentation

Documents were data sources used in research, including written materials, videos, images (photographs), and monumental works that provided information needed in the research process. The information provided by these documents helped offer a more comprehensive understanding of the research topic and added depth to the research findings. These documents could be easily accessed and analyzed by researcher and provided valuable insights into certain aspects of the topic under research (Murdiyanto, 2020).

3.7 Data Analysis Technique

According to Miles and Huberman (1984) in Murdiyanto (2020), there were three stages in data analysis: data reduction, data display, and conclusion. Based on this opinion, the data analysis was carried out following the steps as follows:

3.7.1 Data reduction

The data reduction stage meant summarizing, selecting the main elements, focusing on the important aspects, identifying themes and patterns, and eliminating what was deemed unnecessary. Thus, the reduced data provided a clear picture and made it easier for the researcher to carry out further data collection. Data reduction in this research focused on the significance of management concepts in non-formal education.

3.7.2 Data Display

The data presentation stage included clarification and data identification, specifically writing down a well-organized collection of data.

3.7.3 Conclusion Drawing

The conclusion drawing stage in this research was an activity that involved giving meaning and providing an explanation of the results of the presented data obtained from the data analysis of the Management Concept of cooperative relationships in forming the vision, mission, and goals of non-formal education.