

CHAPTER III

RESEARCH DESIGN

In this chapter, the writer describes the method that is used to conduct the study. The writer describes research design, subject of the study, data collection, procedure, and data analysis.

3.1 Research Design

In this study the writer conducted mixed method design, it is a kind of research design which is done at large or small population but the data is from sample of population. Questionnaire and interview are used as the main measuring instrument of the data. Tashakkori and Teddlie in Phipip (2003) identified three different approaches in mixed methodology; these being concurrent, sequential and conversion. This study undertakes the sequential approach where the quantitative phase (numbers) is followed by the qualitative phase (personal experience) (Creswell, 2013); where the qualitative findings are used to contextualise the quantitative data (Creswell, Plano-Clark, Gutmann and Hanson, 2003). Qualitative data can also enhance and enrich the findings (Taylor and Trumbull, 2005; Mason, 2006) and, help generate new knowledge (Stange, 2006).

The mixed method of the design gave the writer a report of two distinctive strands of quantitative and qualitative research. The true test performed in the quantitative session gave rise to valuable information regarding whether students learn English song lyric if delivered through YouTube song video. The qualitative strand shared perceptions of the students when the teacher notes are set of music (Creswell, 2009).

The primary purpose of this study was to determine the student's perception of recall when they learned English song lyric delivered through YouTube song video and described the perception of the students when the teacher notes are delivered through learning media if they perceive music beneficially during their study.

3.2 Subject

The selecting of the subject was using Purposive Sampling Method, which the sample can be taken between 10-15% or 20-25% or more. Ali (2015) stated that purposive sampling method is based on a certain consideration made by the writer themselves, based on the characteristics of the population known previously. The selection of the subject is based on the preliminary study in some schools in the south area of Gresik. Those are Public Senior High School 1 of Cerme, Public Senior High School 1 of Menganti, Public Senior High School 1 of Balong Panggang, Private Senior High School 8 of Muhammadiyah Cerme, and Private Senior High School of YPI Darussalam Cerme. In Public Senior High School 1 of Menganti, the teacher used traditional teaching to teach their student and used handbooks as the media, while in Public Senior High School 1 of Balong Panggang, the teacher only asked the students to summarize the material in handbooks without explanation, then the teacher continue to the next materials. In Private Senior High School 8 of Muhammadiyah Cerme the teacher skip learning song lyric because the time is not enough. The last is in Private Senior High School of YPI Darussalam Cerme have same condition with Public Senior High School 1 of Menganti, the English teacher also used traditional teaching. So, school which has a criterion in implementing learning song lyric by using YouTube according to the need of this study is SMAN 1 Cerme. The teacher combines teaching and Learning English with

nowadays technology, that is YouTube. The Population were 426 of eleventh grade students. The writer takes 2 classes from XI-Science 3 and 7, each class consists of 36 students, so there were 72 students (12%) from the population.

3.3 Data Collection

The data were collected by certain methods. The methods used were questionnaire and interview. A questionnaire was given to the selected students in English classroom. The data from the questionnaire was aimed to find out the students' perception in learning song lyric from YouTube. The unstructured interview was used to find the data in depth about the benefits of learning English song lyric material for student, it was also used to enrich the data collected from the questionnaire.

3.3.1 Questionnaire

Sugiyono (2010) stated the questionnaire is the technique of data collection which is done by giving a set of question or written statement to the respondent to answer it. The questionnaire is suitable to be used when the number of respondents is large and spread over a wide area. Arikunto (2010) stated that questionnaire is the amount of written statement used to obtain information from respondents in report on his personal, or the things that is known. A questionnaire is used to describe the methods and instrument. The questionnaire specifically asked the students to comment their own activities.

Questionnaire became the main instrument in this study. It was chosen to get information about the perception in the student's outputs (evaluation, memory,

impression) in learning English song lyric activity. The questionnaire used Likert-scale that consisted of 24 close-up statements with 5 choices of answer. Based on the statement from Joshi, Kale, Chandel, and Pal (2015), Likert-scale is a set of statement offered for a real situation under study. The choices of answer were strongly agreed, agree, undecided, disagree, strongly disagree. The various agree and disagree responses are assigned in a numeric value. Each answer has a score, SA (Strongly Agree) gets a score of 5, A (Agree) get a score of 4, U (Undecided) gets a score of 3, D (Disagree) gets a score of 2, and SD (Strongly Disagree) gets a score of 1. At the end, it will answer the research question: “What is the students’ perception on the implementation of English song video in YouTube for learning song lyric at eleventh grade students in SMA Negeri 1 Cerme?”.

The writer created the questionnaire items by herself and checked the questionnaire items statement with the first advisor and second advisor. Then, to make the students get easier to fulfil the questionnaire, the writer also translated the questionnaire items statement in Bahasa Indonesia and had it checked by the Expert. There are 60 students from XI-Science 1 and XI-Science 4 at Public Senior High School 1 of Cerme who fulfilled the questionnaire. It aimed to check the validity and reliability in order to know whether the questionnaire items statement is valid or not. The writer used significant score 5%. The writer used **Pearson Product Moment validity and reliability** in SPSS 16.1. The procedure was the writer input the result of the questionnaire in Microsoft Excel 2010, then transferred it into SPSS 16.1, clicked Analyze → Correlate → Bivariate → input all the variables into variable

column → click Pearson → in test of significance → two-tailed → checked flag significant Correlations → OK. Then, the writer looked at the score of each item and make a conclusion based on the result whether the items statement is valid or not. For the reliability test procedure was Clicking Analyse → Scale → Reliability Analysis → input all the variables into variable column → OK.

The statement in the closed questionnaire already provided the answer, so the respondents only chose the answer choices. The form of questionnaire checklist is a list, in which respondents have just affixed a check mark (√) in the appropriate column. According to Macrae and Bodenhausen (2001) person perception is the people outputs divided into evaluations, memories, impressions, which are shaped by their knowledge and experience in social phenomenon.

This questionnaire used to measure the student's understanding after they learn English song lyric from YouTube. The questionnaire which is given to the students consisted of fifteen statements. There are three categories in this questionnaire, evaluation (4 points), memory (5 points), and impression (4 points). The first statement is Learning English song lyric from YouTube is more effective than from books because it attracts my interest in learning English, it is talking about the comparison between learning English song lyric from YouTube and from Books. The second statement is Learning English song lyric in a group is more effective for me, so that I can share something I don't understand with my member of group. It is talking about the student's evaluation about learning English song lyric from YouTube in group discussion. The third statement is the process of learning English

song lyric from YouTube facilitate me to accelerate in mastering the language component in song lyric. it is talking about mastering language component in learning song lyric. The fourth statement is the class activity in learning song lyric from YouTube crates the students more active and creative. It is talking about the student's evaluation of learning song lyric from YouTube creates the students become more active and creative in following every activity in the classroom. The fifth statement is the activity in learning English song lyric through YouTube improve my ability in listening. The sixth statement is the activity in learning English song lyric through YouTube make me get correct pronunciation from native speaker. The seventh statement is using YouTube in learning English song lyric make me get easy to learn the grammatical structure and pattern of the English language. The eighth statement is I know and learn some accents in English by listening to English song lyric from YouTube. The ninth statement is listening and watching to the song video in YouTube make the new vocabularies stay longer in mind. For the questionnaire item point fifth until ninth, it is talking about the effect in student's cognitive from learning English song lyric from through YouTube. The tenth statement is the activity in learning English song lyric from YouTube can give me more understanding about English language. It is talking about the activity in learning English song lyric from YouTube improve the students understanding in English language. The eleventh statement is using YouTube in learning song lyrics make me more enthusiastic in following the activity. It is talking about the student's impression of the activity in the classroom. The twelfth statement is I enjoy learning English by using YouTube as the learning media because it gives chance to see language in use as well as I hear it. It is

talking about learning English song lyric from YouTube give the students chance to know the language in use as they hear. The las statement is the random selection of song title in each group is great activity because I will know some English song. It is talking about the student's song list is enrich during learning English song lyric from YouTube.

3.3.2 Interview

Interview became the second instrument. Based on Cohen, Manion and Morrison (2007), there were three purposes of interview in a study. The first purpose, it was used as the principal means of gathering on the research objectives. The second purpose was to be used to test hypothesis or to suggest a new method which were used in a study. The first purpose was used to gather the information from the students deeply whether the questionnaire items statement result is not clear enough, so it can be asked deeply in interview. It was carried out to get the different point of view from the learning English song lyric from YouTube.

Kerlinger (1970) stated that interview could be used to follow up unexpected result or to go deeper into the motivation of participants and their reasons for responding as they do (Manion & Morrison, 2011). Therefore, the writer will be able to get more specific data from the students. The interview used unstructured Questions. There are 12 Questions for the students. The first question is “did you find any difficulties during learning English song lyric? Did you solve it with your member of group?” *questionnaire point 2*. The second question is “Did you learn noun phrase and verb phrase from English song lyric? Can you mention some noun

phrase and verb phrase that you have learnt?" *questionnaire point 3*. The third question is "Did you get better understanding about the sound of speech from learning English song lyric? Can you give me some example of the words from the song and how to pronounce it?" *questionnaire point 3*. The fourth question is "What kind of activity that make you more active and creative during learning English song lyric?" *questionnaire point 4*. The fifth question is "Based on your opinion, is learning English song lyric is really helpful for improving your listening skill? Can you give the example of the listening activity that you think it is really helpful for you in improving your listening skill?" *questionnaire point 5*. The sixth question is "Did you find any difficulties in listening during the learning process and how did you solve it?" *questionnaire point 5*. The seventh question is "Is learning English song very helpful for you in learning the grammatical structure and pattern of English language?" *questionnaire point 7*. The eighth question is "What kinds of grammatical structure and pattern that you have learnt through English song lyric?" *questionnaire point 7*. The ninth question is "Can you differentiate between the usage of American accents and British accents in learning English song lyric from YouTube?" *questionnaire point 8*. The tenth question is "What did you do with the new vocabulary that you get during learning English song lyric?" *questionnaire point 9*. The eleventh question is "Why did you think that your new vocabulary would stay longer in your mind through learning English song lyric?" *questionnaire point 9*. The twelfth question is "What is your reason stated that you were enjoy in learning English song lyric from YouTube as the media?" *questionnaire point 12*. The last

question is “How many song titles used in learning English song lyric?”
questionnaire point 13.

3.4 Data Analysis

Data analysis is the important step in this research to conclude the result of the research. The writer wanted to analyse the data quantitatively and qualitatively.

3.4.1 Quantitative Data

The writer will analyse the quantitative data from the result of survey questionnaire. According to Sulistiowati (2015) there are three steps in analysing the data from questionnaire in the following section:

3.4.1.1 Calculating

To analyse the percentage number of the subject from questionnaire data calculated by using the formula as follows:

Formula : $P = \frac{F}{N} \times 100 \%$

Description : P = Percentage Number

F = Frequency, the number of students who fulfil the
questionnaire

N = Total number of respondents.

Beside the formula above, the writer also uses mean formula to analyse the average of the students' perception. The formula is as follows:

Formula : Mean = $\frac{Score}{Max} \times P$

Description : Score = Score of each student

Maximum = Maximum score per item

P = Percentage of respondents

After the writer calculated the mean of each respondent, the writer made the categories of students' perception based on the table of range.

Table 3.2 Criteria for students' perception based on the scores in percentage

Range of Scale (%)	Teachers' Perception
81% - 100%	Very Positive
61% - 80%	Positive
41% - 60%	Average
21% - 40%	Negative
0% - 20%	Very Negative

*Adapted from Sulistiowati (2015)

3.4.1.2 Display

After the writer calculated the percentage number of respondents and result of questionnaire, the writer processed the result of calculation on the

table chart. The purpose of display is to cultivate the data easily that was carried out by researcher.

3.4.1.3 Conclusion Drawing

The writer made conclusion of questionnaire result from averages of the students' perception from the subject. Then the writer concluded the students' perception from percentage of each criterion in the table and chart.

3.4.2 Qualitative Data

The writer analyzed the qualitative data from the result of interview. According to Sulistiowati (2015) there are three steps to analyse the data from interviewing in the following section:

3.4.2.1 Data Reduction

In this data, the writer selected the data for answering the problem statements. The writer interviewed respondent and recorded all the result of interview in audio recorder which was arranged carefully in script form and transferred in narrative form using Microsoft Word.

3.4.2.2 Data Display

In this step, the researcher analyzed the data in detail by making transcription and narration based on interview. Further, the writer narrated all information based on the results of interview and recheck the data from students' perception in implementation of YouTube song video contents in teaching and learning lyrics analysis material.

3.4.2.3 Data Drawing

The last step in analysing the data is drawing conclusion. The researcher drew the conclusion from interview data. The conclusion gave a clear explanation about students' perception towards the implementation of YouTube song video content in teaching and learning English song lyric material. The writer made a conclusion related to the findings and the theories. The data were analysed based on the fact and writers' interpretation. The results of the data were used to complete the result of the questionnaires, answer the research questions, and formulate the data into the results of discussion.

