

CHAPTER THREE

RESEARCH METHODOLOGY

This section discusses the methodology used to guide the present study. It covers the research design, research participants, research site, procedures, and the instruments used for data collection. Additionally, this section reviews the data analysis techniques and scheduling.

3.1 Research design

This study employed a descriptive qualitative research design to explore students' perceptions of using English songs on Spotify in enhancing listening skills. According to Creswell (2023) Qualitative research is appropriate for understanding participants' views, experiences, and interpretations of a particular phenomenon. This design was chosen because the study focuses on how students perceive and experience listening activities using English songs rather than measuring learning outcomes or testing hypotheses.

Although the study primarily adopted a qualitative approach, a questionnaire using a Likert scale was utilized to identify general patterns of students' perceptions. The numerical data obtained from the questionnaire were used descriptively to support qualitative interpretation and were not subjected to statistical testing. Therefore, the study is not categorized as mixed-method research but remains primarily qualitative, following Creswell's qualitative research framework.

Listening skills were positioned as the main focus of the study, while vocabulary-related aspects were treated as supporting outcomes emerging from listening exposure to English songs on Spotify.

3.2 Research participants

The study was conducted in the English Education Study Program at Universitas Galuh, where first-year students actively used Spotify to listen to English songs for learning or personal purposes. The participants were selected using purposive sampling. According to Creswell (2023), purposive sampling is appropriate in qualitative research when participants are intentionally selected based on their experience with the phenomenon under study. In this research, only students who had experience using Spotify as a platform for listening to English songs were included to ensure that the data were based on relevant and meaningful experiences. Students who did not use Spotify were excluded, as their participation could limit the depth and credibility of the findings. By focusing on Spotify users, the study aimed to obtain focused and credible insights aligned with the research objectives.

3.3 Research site

The research site of this study was the English Education Study Program at Universitas Galuh, Ciamis, West Java. This site was selected because it provided access to first-year students as research participants and supported the implementation of listening and vocabulary learning activities using digital learning media. The site was considered appropriate for investigating the impact of English songs on Spotify on students' listening skills and vocabulary mastery.

3.4 Data Collection

Data collection in this study was conducted using two instruments, namely a questionnaire and a semi-structured interview, to obtain comprehensive data on students' perceptions of using English songs on Spotify for listening practice. The use of more than one data collection technique aligns with qualitative research principles, which emphasize the exploration of meaning, experience, and credibility of data Creswell (2023) Recent discussions on qualitative inquiry also emphasize that combining different data collection methods enables researchers to gain a deeper understanding of participants' experiences and perceptions (Qualitative Research Approaches and Data Collection Methods: Understanding Meaning and Experience).

3.4.1 Questionnaire

The questionnaire was distributed to the selected participants. The questionnaire employed a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). In qualitative perception studies, questionnaires can be used to capture general patterns of participants' views in a structured manner before deeper exploration is conducted. The questionnaire was administered after students had sufficient experience using English songs on Spotify in their listening activities. It aimed to collect structured data related to students' perceptions of listening comprehension, motivation, engagement, and vocabulary recognition as a supporting outcome of listening exposure.

3.4.2 Semi-structured interviews

Semi-structured interviews were conducted with a limited number of participants who were selected purposively from those who had completed the questionnaire. Semi-structured interviews are widely recognized as an effective qualitative data collection method because they allow researchers to explore participants' experiences, meanings, and perceptions in depth while maintaining focus on key research topics (Rustamana et al., 2024). The interviews were conducted based on two aspects: 1) knowing students' perceptions of the Spotify application in improving listening skills; 2). knowing how the Spotify application can support students' experiences in improving listening skills. Interviews were then conducted to explore students' perspectives and experiences of Spotify in improving listening skills, and the researcher also explored whether the use of Spotify was related to vocabulary development.

3.5 Data Analysis

Data analysis in this study followed the qualitative data analysis procedures proposed by Creswell (2023) which involve organizing, interpreting, and making meaning from participants' perceptions. The analysis focused on understanding students' experiences and perceptions of listening practice using English songs on Spotify, with listening skills as the primary focus of interpretation.

3.5.1 Questionnaire

The questionnaire data were analyzed descriptively to identify general tendencies and patterns in students' perceptions. The responses were organized and summarized to provide an overview of participants' views regarding listening comprehension, motivation, engagement, and vocabulary recognition. In qualitative research, such descriptive analysis functions as preliminary data that supports deeper interpretive analysis rather than statistical testing. (Rustamana et al., 2024)

3.5.2 Semi-structured interviews

The interview data were analyzed qualitatively through several stages, including transcribing the interview recordings, coding meaningful units of data, and categorizing the codes into themes. This thematic process aimed to capture recurring meanings and experiences expressed by the participants, which is central to qualitative inquiry focused on understanding perception and experience

Finally, the questionnaire and interview findings were integrated during the interpretation stage. The interview data were used to explain, support, and enrich the perception patterns identified in the questionnaire results, allowing the study to present a comprehensive and credible understanding of students' perceptions.

3.5.3 Integration of Data

The questionnaire and interview findings were integrated during the interpretation stage. The interview data were used to explain, support, and enrich

the patterns identified in the questionnaire results, allowing the study to present a more comprehensive understanding of students' perceptions.

To enhance the trustworthiness of the findings, data from questionnaires and interviews were integrated through methodological triangulation. Themes derived from questionnaire responses were compared with interview findings to identify consistencies and strengthen the interpretation, as recommended by Creswell (2023).

Overall, this qualitative data analysis process aimed to provide a comprehensive understanding of students' perceptions of using English songs on Spotify in enhancing listening skills, while also highlighting vocabulary development as an emerging outcome of listening engagement among first-year students in the English Education Study Program.

3.6 Ethical Considerations

This study adhered to ethical research principles to protect participants and maintain the integrity of the research process. Confidentiality was ensured by using pseudonyms for participants and securely storing data to prevent unauthorized access. Participation was strictly voluntary, and participants were informed that they could withdraw at any time without any penalty or negative consequences. Efforts were also made to minimize potential harm by ensuring that the research activities did not disrupt participants' routines, cause unnecessary stress, or interfere with their academic responsibilities. These measures were

implemented to create a safe and respectful research environment while upholding ethical standards.