

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative research using the narrative inquiry method to explore students' learning experiences in listening skills through the Taylor Swift songs. Creswell (2012) states that qualitative research is a type of scientific inquiry that seeks to comprehend a phenomenon in the context of natural social interaction by fostering a close communication and interaction process between the research subject and the researchers themselves. Analysis is often used in qualitative research, which is largely descriptive.

Qualitative research was chosen in order to fully understand students' experiences because this research focuses on gaining an in-depth understanding of students' experiences rather than measuring statistical variables or extrapolating findings. Narrative descriptions are used in qualitative research to collect data, which is then analyzed thematically to identify themes and significance in participants' experiences. This method is considered the most appropriate because it allows a richer exploration of the student learning process.

Next, the researcher chose a narrative inquiry research design because this research seeks to understand students' experiences and interpret the use of Taylor Swift's songs in their listening practice. (Creswell & Creswell, 2018) defined narrative inquiry is a method that emphasizes the collection, structuring, and

analysis of individual stories to understand how students' experience a particular phenomenon. As stated by (Clandinin, 2006), narrative inquiry helps understand how individuals construct and interpret their experiences through the use of their stories. With this method, researchers can see how students overcome difficulties in understanding Taylor Swift's lyrics and how they overcome these obstacles in listening practice.

The reason for choosing narrative inquiry over other qualitative methods, such as case studies or ethnography, is its emphasis on personal storytelling and the meaning-making process. Case studies usually focus on a particular system or particular group in a particular context, whereas ethnographic research requires long-term immersion in a community to examine cultural patterns. Narrative inquiry serves as an excellent approach to explore how learners derive meaning from their experiences with Taylor Swift's music, how they deal with challenges, and the strategies they develop to improve their listening skills. This study offers a deeper and more nuanced understanding of how music functions as an informal learning resource in language acquisition by collecting and analyzing students' personal narratives.

One of the main reasons for using narrative inquiry in this research is because learning to listen through music is a personal and unique experience for each individual. This provides researchers with more complete and detailed information about how Taylor Swift's songs affect EFL students' listening skills. In addition to collecting data, narrative inquiry allows the researcher to understand

how participants view their own experiences in connection with language acquisition. Additionally, (Creswell, 2012) provided a clear and comprehensive step-by-step guide for conducting the research. The steps are as follows:

Step. 1 Identify a phenomenon to explore

The first step in this study process is to identify the phenomenon under study. In this case, the phenomenon being studied is how Taylor Swift's songs help EFL students enhance their listening abilities. The researcher notices that even though Taylor Swift's lyrics are usually hard to understand due to their complex vocabulary and poetic writing style, many students still use them as a learning tool. Therefore, the goal of this study is to identify the things that contribute to and strategies for enhancing listening comprehension in addition to the challenges that students face during the process.

Step 2. Choose the participants to study

In this study, the participants are EFL students at State Islamic University Antasari Banjarmasin who have listened to Taylor Swift songs. They were selected through purposive sampling, which means that they were chosen because they are relevant to the research objectives.

Step 3. Collect the story from the participant

The researcher collected through in-depth interview technique to collect detailed narratives about their experiences with Taylor Swift's song. These semi-structured interviews allow participants to freely tell their memories, while yet

ensuring that the essential issues of the study are addressed. The discussion is guided by open-ended questions, which enable a robust data gathering.

Step. 4 Re-story or retell the participants' story

The researcher examines the interview transcripts to find important themes, including the reasons behind the students' learning, the difficulties they encounter, and the methods they employ to comprehend the song's lyrics. This procedure aids in grouping replies according to shared themes among the participants.

Step. 5 Collaborate with the participants'

Participant collaboration is a key component of narrative inquiry, which ensures the validity of the data. After the stories are first structured, the researcher contacts participants again to confirm that the stories are accurate or to clarify any parts that may have been misunderstood. This process ensures that the outcomes fairly reflect the participants' experiences.

Step. 6 Write the participants' experiences in the form of a story

The researcher wrote down the data that had been obtain in the form of in-depth narratives that highlight the main ideas and lessons learned by the students as they relate to Taylor Swift songs.

Step. 7 Validate the report's accuracy

To validate the data, the researcher uses member checking and triangulation. Member checking involves asking participants to review the transcriptions and results to ensure that the interpretations are accurate. Triangulation is the process of comparing the interview data with information from

other sources, such as past research and additional observations, in order to guarantee the consistency and dependability of the findings.

B. Research Setting

This study was conducted at State Islamic University Antasari Banjarmasin. This selection was chosen due to the enthusiasm in the environment towards studying English while listening to Taylor Swift's songs, ensuring diverse data collection. This study was conducted during a period when EFL students could actively participate. Researchers produce data related to students' experiences and the challenges they face while learning to listen.

C. Participants

The participants in this research were EFL students in the English Language Education Department at Antasari State Islamic University, Banjarmasin, who were actively involved in learning English through listening activities. This research involved six EFL students from the 2021 academic year, selected through purposive sampling. This sampling technique is used to ensure that participants meet certain criteria related to the research objectives. The criteria for including participants are:

1. Active involvement in music-based learning, participants must have experience using Taylor Swift songs as a source of listening comprehension.
2. Registration for the English language learning program, participants must be EFL students at Banjarmasin State Islamic University.

3. Willingness to share personal learning experiences. Participants should be open to discussing their involvement with music and the challenges they face.

Purposive sampling is preferable to random sampling because it allows the selection of participants who can provide valuable and relevant insights to the research question. Because this study focused on understanding students' learning experiences rather than generalizing findings to a broader population, it was important to select participants who had direct experience with music-based learning.

D. Data

In this research, research data was collected through in-depth interviews conducted at Antasari State Islamic University, Banjarmasin. Because researchers used open interview techniques, participants were free to share their experiences using Taylor Swift songs to improve their listening skills. With participant consent, interviews were audio recorded and then transcribed verbatim to ensure accuracy. To ensure their responses were accurate, participants also had the opportunity to use member checking to review their transcripts. The information gathered consists of each student's unique experiences, challenges, and strategies to improve their listening skills using Taylor Swift songs. Because this research uses a qualitative narrative inquiry methodology, the data is completely descriptive and focuses on individual stories rather than numerical analysis. The experiences collected provide insight into how students engage with Taylor Swift's songs during listening practice and the difficulties they face when trying to understand the lyrics.

E. Technique of Data Collection

This research uses in-depth semi-structured interviews as the main method of data collection, which aims to explore students' experiences as a whole. Semi-structured interviews offer a degree of flexibility, allowing researchers to ask predetermined questions while adapting to participant responses (Creswell, 2013). This method ensures that the research includes organized data related to the research objectives and original, unfiltered insights from the participants.

Interviews were conducted individually, based on participant availability and convenience. Each interview lasted approximately 30 to 45 minutes and was recorded with the participant's consent to ensure proper transcription of the data. The interview protocol includes open-ended questions that concentrate on the following important areas:

1. Students' motivation for using Taylor Swift's songs as a listening tool
2. Challenges faced in understanding song lyrics, pronunciation, and figurative language
3. Learning strategies employed to overcome difficulties in listening comprehension
4. Perceived impact of using music on their language-learning journey

The data collection for this study was collected through in-depth interviews with EFL students at Antasari State Islamic University Banjarmasin who regularly listen to Taylor Swift's song. Since this study uses a qualitative approach with narrative inquiry, interviews were chosen as the primary method because they allow

participants to share specific, personal experiences in their own words. Through these interviews, the researcher aimed to gain a better understanding of how students engage with Taylor Swift's song, the challenges they face, and the strategies they use to understand the lyrics. The interviews were open-ended and semi-structured, with the researcher guiding the conversation with key questions while allowing participants to freely share their thoughts. Despite a predetermined format, this approach ensured that participants were free to elaborate on their experiences. Researchers can explore unexpected findings that may not fit the context with difficult questions because the interviews are open-ended. Students' explanations for integrating Taylor Swift songs in their studies, the challenges they faced, and their strategies for improving their listening skills were among the main topics discussed in the interviews.

All interviews were audio recorded with participant consent and then transcribed verbatim to ensure accuracy and reliability. This ensured that every detail of the participant's narrative was preserved for analysis. Researchers also take field notes during interviews to capture nonverbal cues, tone of voice, and other contextual information that can provide a deeper understanding of participants' experiences. After transcription, the researcher conducted member checking, where participants had the opportunity to review their transcripts and ensure their responses were accurate. Participants can elaborate or clarify their responses if there are differences or things that are unclear. This procedure increases the authenticity and trustworthiness of the information collected.

F. Data Analysis

This study utilizes narrative analysis to investigate students' experiences in enhancing their listening skills through the songs of Taylor Swift. Narrative analysis concentrates on recognizing themes while also comprehending the structure and significance of participants' stories, highlighting how they articulate and communicate their experiences. The data analysis process begins with recapitulating what is told in the storytelling, which involves capturing the essence of participants' narratives through interview transcripts. Each narrative is studied thoroughly to find crucial factors such as background, problems, and tactics used in interpreting Taylor Swift's songs. Next, reconstruction of the narrative from the narrative is carried out by reconstructing the narrative based on developing patterns, including learning motivation, challenges in understanding the lyrics, and techniques for overcoming listening barriers. This method adheres to Labov's Model of Narrative Analysis, which consists of six main components: abstract, orientation, complicating action, evaluation, resolution, and code. The abstract summarizes the student's experience succinctly, while the orientation contextualizes the initiation and methodology of using Taylor Swift songs for listening practice. The complex measures highlight the challenges faced, including idiomatic expressions and rapid pronunciation, while the evaluation conveys their perception of the learning experience. The resolution outlined strategies used to overcome these challenges, while the code linked their experiences to overall progress in listening skills.

The final stage, making a telling from the told, involves constructing a coherent and meaningful narrative from the analyzed data. The final stage, gaining insight from the analyzed data, requires the construction of a coherent and meaningful narrative. This stage involves structuring students' narratives to reflect their learning journeys, highlighting individual experiences and broader trends in utilizing music as a listening learning tool among EFL students. This analysis included an interpretive aspect to ensure that the findings accurately reflected students' experiences, as emphasized in Analysis and Interpretation of Narrative Data (Kim, 2016).

G. Technique of Data Validity

In qualitative research, data validity is critical to ensuring that findings accurately represent participants' experiences. This research uses two main methods to ensure the validity of the data: member check and triangulation. These techniques reduce bias in data interpretation and increase the credibility of the findings.

1. Member checking

Member checking is a technique widely used in qualitative research to verify the accuracy of the data collected. This process allows participants to check their interview transcripts and the researcher's interpretations, ensuring that the interviews are recorded and analyzed information accurately reflects their intended meanings (McKim, 2023). This research uses member checking

through two main methods. Initially, after interview transcription, participants received their transcripts for evaluation. This allows correction of inaccuracies or clarification of misinterpreted information. Next, after initial data analysis, initial interpretations are communicated to participants to verify that the analysis accurately represents their experiences. Participants can provide feedback or clarification if they believe the researcher's interpretation is different from their perspective, which will then provide input for improving the final research findings.

This approach is consistent with McKim (2023), who argues that member checking facilitates data verification and increases participant engagement in the research process, resulting in more reflective and credible findings. Additionally, it improves the relationship between researchers and participants by actively involving them in the research process.

Member checks provide important benefits; However, this also has its own challenges in implementation. A significant challenge is that participants may provide only limited feedback when asked to review their transcripts, as they may believe that their statements are clear enough or may not have the time to conduct a comprehensive review. The study offered summary interpretations along with raw transcripts to participants, thereby facilitating their assessment of whether the findings accurately represented their experiences.

2. Triangulation

Apart from member checking, triangulation is also used to increase data validity. Triangulation is a method researchers use to validate findings through multiple sources, which reduces bias and increases research credibility (Bans-Akutey & Tiimub, 2021). This research uses source triangulation, namely the comparison of information from various participants to see recurring patterns and similarities in their experiences.

The triangulation process began with analysis of interview transcripts from various participants to see recurring themes in the use of Taylor Swift songs for listening practice. The emergence of similar patterns across interviews increases the validity of the findings, making them more representative of the overall student experience. If significant differences are identified in participants' responses, researchers investigate whether these differences arise from individual factors, variations in learning context, or other related elements. Bans-Akutey and Tiimub (2021) emphasize that triangulation in qualitative research increases the reliability of data by validating findings through multiple perspectives. This approach produces more accurate and comprehensive research results. Additionally, triangulation mitigates the risk of subjective conclusions by ensuring that findings come from multiple sources rather than relying on a single perspective obtained from different participants.

This research strengthens triangulation by comparing interview findings with related theories and previous research on the use of songs in English language learning. The research findings are placed within a broader academic framework, thereby increasing the external validity of the research.