

CHAPTER 3

RESEARCH METHODS

3.1 Research Design

The researcher used the mixed method to convey the obtained data of this study. By using mixed design, the findings of this study are able to generate a different aspect from the questionnaire and qualitative methods. Combination of approaches yield richer and more comprehensive data (Schoonenboom & Johnson, 2017). For the qualitative research design the researcher's decided to use narrative inquiry approach. To explore the data needed throughout the subject's narrative that are conveyed via direct interview method and understand the subject's experience throughout their stories (Wang & Geale, 2015). The researcher confident by using mixed data to view different aspects of respondent data and validate the data through interview could create a better perception throughout the data based on the experiences of the subjects.

3.2 Research Subjects

The subjects of this research were the Undergraduates of English Language Education Department in University of Muhammadiyah Malang batch 2020. With a class that which have been taught by the lecturer 2021 as the lecturer has taught them in English Major Program with gamification methods to answer the questions sheet in Google Form via internet. While the qualitative data came from the same class with 3 people as the representative, the data used direct interview technique.

3.3 Data Collection

For data collection method the researcher used survey questionnaire, the questionnaire is collected via google form. Meanwhile, qualitative data were collected via direct interview with semi-structured questions, the subject of the interview are three subjects as the representatives of the classes and based on their questionnaire responses.

3.3.1 Questionnaire

On this study, questionnaire is set in online form via google form as it is ease to access. As the questionnaire were spread through online groups, the questionnaire is both close-ended and open-ended questionnaire. This to allow the participants of the questionnaire to choose the appropriate response and their reasons of response. In quantitative data, the participants were allowed to choose the available options based on the research instruments of feelings. Then partially from the open-ended questions provided the qualitative data. As the participants are not limited to express their experiences and their reasons of their feelings. The questions of the questionnaire were adopted from (Cheong et al., 2014). The questions itself are about the student's feeling towards gamification in three timetables namely the pre-gamification, during gamification and post-gamification activity with each of their reasons towards the feeling they chose.

3.3.2 Interview

Interview are simply the data collection methods to understand the subject experiences through their explaining or their narrative. As the interview are using narrative approach, the researcher conducted the interview directly to collect an in-

depth data towards the subject stories. The interview type is semi-structured interview, this way the researcher could expand and flexibly understand more about the subject experiences to collect the data. Since interviews are a less structured and more naturalistic method of gathering data, it is anticipated that they increase the breadth of knowledge regarding the topics being studied (Alshenqeeti, 2014). Meanwhile, semi-structured interview is flexible as in not always the repetitive questions. The questions are dependent on the subject answer to broaden and deepened the needed data and the story of the subject.

3.3.3 Procedures

The data collection procedures are explained as follow. Firstly, the researcher prepares the questionnaire question via google form and interview guide to ease the data collection. Secondly, the researcher spread the survey questionnaire to a student's class group chat via WhatsApp and be given the deadline of response collection. Following the data collection completion, the researcher read and understand the collected questionnaire data and then choose the unique and each of the feeling elements response for interview. Next step is the researcher asked three students regarding of their criteria of response for the best time to interview. After interviewing the subjects, the researcher reads and created a transcript from the conducted interview.

3.4 Data Analysis

The researcher utilized the mixed methods approach as the questionnaire results then analyzed into Descriptive analysis and displayed as Tabular data visually as a graphics chart for ease to read. Then the data were analyzed further to conclude the student's feeling about gamification in English learning. Then, the qualitative data from the interviews were analyzed with thematic analysis. A technique for data analysis called thematic analysis looks for themes and patterns in the information that researchers have acquired (Braun & Clarke, 2006). During analysis, the data were gathered from the equipment. The response from questionnaire were transformed into a transcript of responses. Then, the researcher used direct interview in order to validate responses from the respondents. After the interview, the researcher had to create transcript from the conducted interview and look for the relevant data with the determined questions, the transcript then converted into a report. As the researcher used thematic analysis, there are several steps to analyze the data.

3.4.1 Familiarizing with the Data

The process of getting familiar with the data. This requires the researcher to read and examine to understand the collected data context. The data from the questionnaire must be read multiple times to be familiarized, and the interviewed data needs to be listened carefully in order to extract the responses from each interviewed subject. This process needs to read, and listen repeatedly so the researcher gets familiarized with the data. Then the next step is, the researcher takes notes of the items of interest in the data, linkages between the data, queries and

concepts. The researcher here reads the data repeatedly to get familiarized with the context of response. In addition, the researcher also listened the interview data to understand the subject's answer and their feeling based on their way of explaining stories.

3.4.2 Generating Initial Codes

An organized data is important in the process of analyzing, such as coding the data to identify the data easily. The researcher divided the data into specific segments. A segment from the data could be in a form of paragraph, sentence or a bunch of words that explain an idea. After that, the researcher must review each specific segment and then assign it with a code representing the expressed idea or concept. The codes should be able to capture the essence of the content and elaborate using short phrases or a single word. From the data, the researcher could generate code with specific wording of the respondent answer. The word exciting, fun, not boring, engaging, not tiring, enjoy, interesting, burnout, ordinary and just okay.

3.4.3 Searching for Themes

In this phase, the coded data and compiled data are extracted in order to look for potential themes that may convey a wider implication. To help visually, thematic maps may be used to illustrate the links between data concepts, major themes and sub themes. The researcher must review the initial data codes and look for similar patterns to categorize them into a several themes. The researcher, found out and coded the data related to its relatedness which each other. For example, exciting,

engaging and fun words are similar. While the word enjoys and interesting are also alike. Lastly, the words of ordinary and just okay are identical.

3.4.4 Reviewing Themes

The acquired themes were five and can be changed to fit or capture coded data, and the extracted data can be rearranged. By comparing the original data and the themed and coded data, the researcher could combine, add, divide or remove the themes to create a relevant theme. After the updated themes or thematic map appropriately covers all of the coded data, the data then can be used in the final analysis. The next step is, creates a detailed notes about the process of considerations and choices for how the themes was created, altered, and deleted in the process. The researcher must take a note of the initial themes to accurately reflected the data by analyzing it. The initial themes are adapted from the previous study by Cheong et al., (2014). From this data, the researcher found four out of five from the previous study as the initial themes. After reviewing the initial themes, the researcher decided to remove the fourth theme into three themes, and classify the word burnout into none. The reason was the respondent chose none as its feeling and the reason of the respondent were burnout but also suggesting to solve the problems. The second reason was because the respondent responded feeling of none and then turn into excited after the gamification started until it ends.

3.4.5 Defining and Naming Themes

After creating final themes, each of the created topics is given a definition and explanation in the form of narrative text. Also, the researcher must explain why

the topic is significant to the research question. The created themes need to be named and then mentioned in the final report to be examined. The names must be concise and meaningful to each theme that is identical to the content and the data essence. To finalize the themes, the researcher read and tried to understand the reviewed themes with the context and definition. At this point, the researcher defined and finalized the themes as excited, comfortable and none. Excited was defined as the student was engaged, excited, and engaged by the activity. Comfortable was defined as students were interested, not tiring and enjoys the activity. While none was defined as when the students were ordinary, just okay and burnout.

3.4.6 Producing the Report

Alas, the researcher must create the final analysis and summary of the findings. In producing the report, the researcher analyzed the qualitative data to categorize, identify and interpret the pattern theme within the data. The report must be comprehensive and in an organized manner to summarize the final themes, along with the supporting findings and participants' responses. To provide insights, meaningful interpretations and understanding of the research based on the collected data is the aim of the reports. In producing the report, the researcher concluded that two of the mentioned themes (feelings) are considered related to the previous study. While the third theme is different with the previous study, in the previous study, feeling of none was considered as the students are unfamiliar with the terms of gamification. Meanwhile in this study, none feeling was considered as feeling ordinary, just okay or just so-so and burnout.