

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design of this study is categorized into mixed-method research. Mixed methods research is research in which the researcher uses the qualitative research paradigm for one phase of a research study and the quantitative research paradigm for another to understand a research problem more completely (Creswell, 2018). The simultaneous utilization of quantitative and qualitative methods in a single study mutually reinforces one another, leading to an enriched analysis of the research problem and facilitating a more holistic exploration.

3.2 Research Subject

The research focused on students at SMP SETIA Probolinggo, especially in the eighth grade the participants. The researcher chose these students because it is available as a response during the data collection. Besides, the research subject of students in SMP SETIA Probolinggo accessible in VII, VIII, and IX is less than 50 students. Moreover, the researcher wants to improve the ability of all students at SMP SETIA Probolinggo by applying Kahoot to learn Reading. Considering there is such a lack of reading interest among students in these schools, researchers are looking for strategies to stimulate students to learn to read English, which is the reason they would like to increase students' reading skills. Researchers utilize a variety of methods, including technology-based learning resources like Kahoot. The selection of these students was based on their potential to benefit from using Kahoot

as a learning medium, and their expressed interest in utilizing the application. The study involved twenty students for quantitative data collection through a questionnaire, two students and one teacher for qualitative data collection through interviews.

3.3 Data Collecting

3.3.1 Technique

The researcher uses three different kinds of collecting information procedures in accordance with the mixed method research methodology: quantitative techniques (questionnaires), qualitative techniques (interviews), and documentation.

1. Questionnaire

A questionnaire is a type of research tool that up of a list of questions used to collect data from participants for a survey or statistical analysis. Based on (Adam et al., 2008) as the questionnaire is a tool, it has to be simple enough for the reader to use, comprehend, and finish. It must take into consideration two crucial ideas in questionnaire design as a research tool: "reliability" and "validity." Validity is a measure's capacity to measure what it is intended to assess, whereas reliability is a measure's consistency. Through the use of questionnaires, researchers may collect data on respondents who can provide it, including their opinions and reasons for believing certain things about how students perceive, interact with, and respond. Researchers employed a closed-ended questionnaire to collect data

for this research. The questionnaire consists of thirteen items that range from Strongly Agree to Strongly Disagree on a Likert scale of 4 to 1.

2. Interview

For this study, unstructured interviews were utilized to collect data. The study employed open-ended questions to ensure that participants could properly communicate their experiences without being limited by the conclusions of other researchers or studies (Creswell, 2018). In the study, individual interviews were also carried out. During individual interviews, a single study subject is interviewed and questions are asked to gather data.

Before the interview, researchers prepare a list of questions. The question lines illustrate Kahoot's strengths and weaknesses as well as the student experience. To avoid respondents misunderstanding the questions, the interview is conducted in Indonesian. The interview is then utilized as an additional method to gather data that the questionnaire is unable to provide.

3.3.2 Instrument

The research's single, closed-ended question. This type fits the research question, which inquiries about the students' opinions of the employment of Kahoot in reading classes. This form of questioning enhances people's flexibility of response while allowing for measurement of the student's attitudes toward the use of Kahoot in reading class. The questionnaire was made using a Likert scale. The Likert scale is a commonly used measurement tool in surveys, designed to assess individuals' preferences or agreement levels regarding a specific statement or set of

statements (Bertram, 2007). The question items addressed to students are related to perception, opinion, feedback, student classroom activities, the tools, response, and technical problems of the use of Kahoot. These items are used to get the data about the strength and the weaknesses of Kahoot as a learning medium at SMP SETIA Probolinggo in learning reading.

The questionnaire was adopted from the theory of literature review about the strength and weaknesses of Kahoot that there are some challenges associated with using English. In the questionnaire, every statement is assigned a score using the Likert scale, which consists of four predetermined response options ranging from 4 to 1.

Table 3.1 Options and score

Options	Scores
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The research employed unstructured interviews, which were deemed appropriate for exploring students' opinions on the utilization of Kahoot in reading classes, specifically focusing on its strengths and weaknesses. A smartphone was used to record the interview sessions, and these recordings were transcribed to facilitate data analysis. The subsequent step involved interpreting the data in relation to the research questions of the study. By employing this interview format,

the study aimed to assess and enhance participants' freedom of response, enabling a comprehensive exploration of the strengths and weaknesses associated with the use of Kahoot in a reading class.

3.3.3 Procedure

In collecting the data, the researcher uses questionnaires and interviews. The researcher applied some steps in collecting the data, they are:

1. Content and purpose of the question. That means the question is intended to measure then must be a clear scale in the choice of answer.
2. The language used must be adjusted to the ability of the respondent.
3. Type and form of question whether open or closed.
4. Face-to-face and direct questions and answers between data collectors and researchers.

3.4 Data Analysis

A concurrent mixed technique was used for data analysis. (Creswell, 2018) states that in concurrent triangulation research, quantitative and qualitative data are collected almost at the same time, examined independently, and then combined and interpreted to produce the overall conclusion. Data display, interpretation, and conversation are all combined. According to (Creswell, 2018), there are three methods for combining the two sets of data: side-by-side comparison, transformation, and joint display. Researchers employed side-by-side comparison in this study. Giving quantitative statistical results first, followed by a discussion of whether the results agree or disagree with the quantitative results with qualitative data, allows for a side-by-side comparison to be done. Data reduction, display of

data, and conclusion- and verification-drawing are all aspects of data analysis.

These are the steps for data analysis.

1. Data Reduction

The qualitative analysis of the close-ended questionnaire involved the utilization of the Likert Scale. The Likert Scale consisted of four categories associated with each statement. (Nicholls, 2010) described this scale as a 4-point continuum, ranging from "Strongly Disagree" on one end, "Strongly Agree" on the other end, and "Neither Agree nor Disagree" in the middle. In this particular study, the categories were labelled as strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). These categorizations aimed to ascertain the participants' inclinations towards agreeing or disagreeing with the statements.

Descriptive analysis was used to examine the qualitative information gathered from unstructured interviews. Considering interviews allow researchers to look further into the data, unstructured interviews were used in this study. To make it easier for researchers and respondents, audio recordings of the interviews were used to capture the data. Transcripts of interview recordings are made in order to analyse the data. Following transcription, identify common topics, concepts, or patterns in the interviewees' comments to make educated conclusions about the outcomes.

2. Data Display

Quantitative data from this study will be displayed as a bar chart. Existing indicators are used to organize the data. Furthermore, the quantitative data is transformed into a description in order to facilitate data analysis and create a connection with the results of the qualitative data. Participant statements, which are related to quantitative data in each indication, will be used to convey qualitative data in between measurements.

3. Conclusions and verifying

While the data processing procedure is complete, the outcomes of the two sets of data will be integrated. Each item of data will have a connection, and the specifics of the relationship between quantitative and qualitative data will be covered. This section will concentrate on the experiences and aspects that influence students' use of Kahoot as a reading skill.