

CHAPTER III

RESEARCH METHOD

The research process is covered in depth in this chapter, including the research design, research subject, data collection technique, research instrument, and data analysis. As a result, the following will be explained:

3.1 Research Design

In order to convey the study's findings based on the data obtained, the researcher used the qualitative method as a research design and narrative inquiry as an approach of the study. Investigating and understanding the meaning that individuals or groups give to a social or human situation is possible through qualitative research (Creswell, 2014). According to Ford (2020), the study's objective seems to be best served by a narrative inquiry methodology, which explores the human experience through life-story interviews, oral histories, photo-voice projects, biographies, auto ethnographies, or other narrative approaches of the human experiences. The researcher believes that this research is more suitable if used the narrative inquiry as an approach in qualitative method with the topic students' perception, because when the research subject gave their perception based on their experiences, it can be a narrative result.

3.2 Research Subject

This research engaged 18 students of the XII Bahasa from the Laboratory Senior High School UM, which divided into 16 female and 2 male students who

had used Quizizz in their English Subject. The subject was chosen partially, due to the teacher employed gamification with Quizizz platforms in English language learning.

3.3 Data Collection

In order to collect all of the data, the researcher used two instruments. The research instrument is a written instruction about information-gathering surveys, observations, or interviews. Depending on the method being used, instruments are referred to as observation guides, interview guides, questionnaires, or guidelines documentary (Gulo, 2002). The researcher acts as both an instrument and a data collector in this study because it is qualitative research.

3.3.1 Questionnaire

The questionnaire, often known as a self-completed questionnaire, is used to collect data from students. On this occasion, the researcher ensured that all students completed the questionnaire by themselves through online questionnaire which is google form. The questionnaire in this study used open-ended questions. This indicated that they are the ones who let participants answer to a topic of interest using their own words or opinions, as opposed to providing them with a pre-prepared list of possibilities. Open-ended questions are widely used in exploratory studies and qualitative research methodologies. The questions were adopted from the qualitative research by (Putra & Priyatmojo, 2021). The questions were about how students think Quizizz was used in the English subject. Thus, the researcher provided the questions on google form in essay model.

3.3.2 Interview

A straightforward definition of an interview is a form of consultation in which the researcher seeks to understand a subject matter better by gaining insight into the viewpoint of the subject being questioned. Thus, the interview was used in this research to obtain more in-depth data and validate the previous data by interacting directly with students. Although alternative approaches which was questionnaire can answer most of the questions, more flexible and in-depth data is required. The interview's type was semi-structured interview. This was the interview type that qualitative researchers most frequently use. This type of interview also enclosed a researcher-prepared list of themes and inquiries (Stuckey, 2013). There were no strict guidelines for semi-structured interviews, though. The interviewee's reaction to the questions or topics the researcher has presented will determine how they are used. The researcher could ask more in-depth questions than those that were first formulated based on the subject's reaction, even though they have a set of leading inquiries.

3.3.3 Procedures

The data collection procedure was the next step. The first step that researcher had to do was preparing the questionnaire and interview guide. The second step, the researcher introduced herself to the participants. Then, the researcher gave them the link of an online questionnaire through the google form to complete. All subjects completed the form within one day using their own smartphone. Following the completion of the forms, the researcher asked some of

the students when the best time to conduct interviews was. Then, at the scheduled time, the researcher conducted an interview with the research subjects. After interviewing the research subjects, the researcher would transcribe the data from the interview session.s

3.4 Data Analysis

The researcher used thematic analysis for this research. According to Braun & Clarke (2006), thematic analysis is a method of data analysis that aims to detect themes and patterns in the data that has been gathered by researchers. During the analysis process, the researcher gathered data from the equipment. Questionnaire responses were transformed into a transcript of student responses through the google form. The researcher then used interviews to validate the responses. After interviewing, the researcher had to creating a transcript from the interview and labelling the relevant data with the questions that have been determined, the transcript will be converted into a report. The researcher analyzed the data by using several steps as stated by Braun & Clarke (2006):

3.4.1 Familiarizing with the Data

The first step in theme analysis, which required frequent and active data research, was becoming acquainted with the entire set of data. Depending on the study, the data set could have included field notes, diary entries, interviews, focus groups, recorded observations, and other media such as images or videos. According to the theory above, the data had to be comprehended. If the data were in the form of a questionnaire and an interviewee, the data from the questionnaire

had to be read and re-read to become familiar with it. Then, the data from the interview needed to be listened to intently to elicit responses from each respondent and transcribe the recorded interviews verbatim so that the researcher could be familiarized with the data.

3.4.2 Generating Initial Codes

When the data was organized precisely and thoroughly—the first truly analytical step in the process—coding helped. The researcher began taking notes on potential interesting data items, queries, connection between data items, and other preliminary notions after completing their familiarization work in the first step. The coding process for phase 2 had then begun. At that point in the project, codes were developed rather than themes. The researcher divided the data into meaningful segments. A segment could be a sentence, a paragraph, or even a single word that conveyed a complete thought or idea. Moreover, the researcher reviewed each segment and assigned a code that represented the main idea or concept being expressed. Codes were descriptive and captured the essence of the content. Short phrases or single words were used as codes and the researcher also gave the color to each of them.

3.4.3 Searching for Themes

The coded and assembled data extracts were examined in the third phase to identify any relevant themes that might have broader ramifications. Thematic maps were helpful for visually illustrating links between concepts and between major

themes and subthemes while developing and arranging themes. In this third step, the researcher had to review the initial codes and look for patterns or similarities among them so that they could be categorized into a theme. Several themes were found at this stage.

3.4.4 Reviewing Themes

Data extracts could now be reorganized, and themes could be modified to better reflect and capture coded data. Themes could be added, divided, combined, or even eliminated. The first level of analysis was deemed complete when the researcher was confident that the revised thematic map accurately covered all the coded data to be used in the final analysis. The researcher made thorough notes or memos about their considerations and choices from the questionnaire and interviewee session for how themes were created, altered, and/or eliminated throughout this process. The researcher checked if the initial themes accurately reflected the data by analyzing them with the supported ideas from the questionnaire and interview session. Themes were revised or combined as necessary by looking for links or overlaps between them.

3.4.5. Defining and Naming Themes

Each topic was given a definition and a narrative explanation by the researcher, who also discussed its importance in relation to the main research subject. The researcher checked that the names of the themes that would be included in the final report were brief and adequately illustrative. The researcher also needed

to give meaningful and concise names to each theme that reflected the content and essence of the data. The names had to be clear and easily understandable.

3.4.6 Producing the Report

Writing up the final analysis and summary of findings was the last step of this thematic analysis. Producing a report in thematic analysis involved systematically analyzing qualitative data to identify, categorize, and interpret patterns or themes within the dataset. The purpose of the report was to present a comprehensive and organized summary of the themes that emerged from the data, along with supporting evidence in the form of quotes or excerpts from the participants' responses. The report aimed to provide insights, understanding, and meaningful interpretations of the research topic based on the collected data.

