CHAPTER III

RESEARCH PROCEDURES

This chapter presents the methodology employed in this research in order to conduct the research. It describes five main parts of research procedures, namely research design, setting and participants, data collection, data analysis, and research schedule.

A.   Research Design

The research design used in this research is qualitative research: a descriptive case study. This research is relevant to describe a phenomenon of study (Yin, 2018). The phenomenon is related to the assessment situation in classroom activity using technology. A benefit of a descriptive case study is to find various students' perception and issues relating to the use and impact of Kahoot! as assessment tool in EFL classroom.

B.   Setting and Participants

This research was conducted in one of junior high school in Tasikmalaya, West Java, Indonesia. This school was chosen because of three considerations: (1) Kahoot! has been conducted as media in teaching English learning since August 2019; (2) The students and teachers were familiar with technology, both mobile and computer; (3) The school are supported the facilities such as screen and projector.

The participants of this research were chosen by 3 first grade students. They were recruited as volunteers because the researcher has experienced

during teaching practicum with the students and also they were interested with Kahoot! during English learning.

C. Data Collection

In collecting data, the researcher used semi-structured interview (SSIs), as it allows the research insufficient flexibility to obtain some aspect in-depth and necessary to allow the participant lead in much as the same way in an open interview (Richards, 2009). Adams (2015) also stated that SSIs is more than a few of open-ended questions. The interview session were conducted by using a mobile phone to record in the form of audio recording. Moreover, the interview session were conducted in *Bahasa Indonesia* as the participant is a young learner and it also getting richer information on his/her perception about the implementation of Kahoot! as assessment tool in EFL classroom.

Before collecting data, each participant were asked to read, fill, and sign the consent form. It is to ensure the participants allowed the researcher to analyze the data and for publication purposes with the privacy. Then, the interview session started by asking some demographic information such as name, age, or class. This information will be helpful during the analysis and report writing.

Additionally, the guidance of interview by using the Technology Acceptance Model (TAM) as the adapted guidance were supported to this research. TAM is the model of technology to explain in the variance of user beliefs (Gardner & Amoroso, 2004). The researcher used TAM to observe the information of how the users come to accept and use Kahoot!. And also, it is

to observed the causal relationship between Perceived Usefulness (PU) to find the useful of technology, Perceived Ease Of Use (PEOU) to find the use of technology, Attitude Towards Usage (ATU) mean the approach of using technology, and Predicted Future Use (PFU) to find the beliefs of use technology in the future (Wadley et al., 2014).

D.   Data Analysis

In this research for data analysis, the researcher used thematic analysis. It is a method for identifying, analyzing, and reporting patterns (themes) within data with organizes and describes the data in numerous different ways (Braun & Clark, 2012). This method is simply used for the researcher are new to qualitative research design as follows:

1.   Familiarizing with the data

The researcher made the data transcript and data translation into English of interview S1, S2, and S3. Then read the result of the data repeatedly until familiar with the content and gained an understanding of "themes" and detail in data.

Transcript of Interview

Date   : May 13th, 2020
Setting   : Voice Call
Interviewer   : R (Researcher)
Duration   : 13:52
Interviewees   : S1 (Student 1)

TIME		Transcript R (Researcher)/ S1 (Student 1)	
00:00:06	R	Ya hallo assalamualaikum	Hello Assalamualaikum
00:00:08	S1	Waalaikumsalam pa	Waalaikumsalam sir
00:00:10	R	Ya dengan saudari LN (Inisial)?	Is it with LN ?
00:00:12	S1	Iya	Yes
00:00:14	R	Baik, LN bisa memperkenalkan diri dahulu	Alright, can you introduce yourself
00:00:17	S1	Hallo, ya gimana pak?	Hello, ya what is it sir?
00:00:20	R	Iya bisa memperkenalkan dulu nama dan darimana asalnya	Ya, introduce your name and where are you from
00:00:25	S1	Perkenalan diri pak?	Introduce myself sir?
00:00:30	R	*tertawa* iya perkenalan diri, santai saja	*laughing* yes introduce yourself, just relax
00:00:35	S1	Nama LN	My Name LN
00:00:38	R	Darimana asalnya?	Where are you from?
00:00:44	S1	SMP Owl (Inisial)	SMP Owl
00:00:46	R	Dimana itu ya?	Where is it?
00:00:48	S1	Jalan Otto Iskandar	At Otto Iskandar Street
00:00:52	R	Sekarang kelas berapa	What grade are you?
00:00:54	S1	Kelas 7	Grade 7
00:01:07	R	Nah, ini kan saya mempunyai tugas akhir skripsi mengenai apasih pentingnya penggunaan Kahoot dalam alat penilaian	Ok, so I have the final project for thesis about what is the important of utilizing kahoot as

Figure 7. Transcript of interview

2. Generating initial codes

   After being familiar, the data were classified into several codes based on the research questions. The researcher coded every data item and ended this phase by organizing all the codes and relevant data extracts.
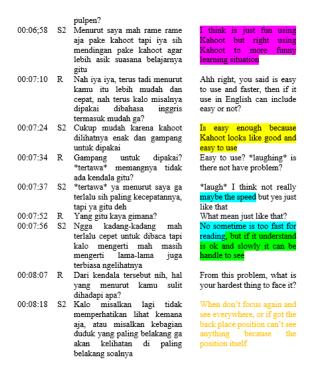
		pulpen?		
00:06;58	S2	Menurut saya mah rame rame aja pake kahoot tapi iya sih mendingan pake kahoot agar lebih asik suasana belajarnya gitu	I think is just fun using Kahoot but right using Kahoot to more funny learning situation	
00:07:10	R	Nah iya iya, terus tadi menurut kamu itu lebih mudah dan cepat, nah terus kalo misalnya dipakai dibahasa inggris termasuk mudah ga?	Ahh right, you said is easy to use and faster, then if it use in English can include easy or not?	
00:07:24	S2	Cukup mudah karena kahoot dilihatnya enak dan gampang untuk dipakai	Is easy enough because Kahoot looks like good and easy to use	
00:07:34	R	Gampang untuk dipakai? *tertawa* memangnya tidak ada kendala gitu?	Easy to use? *laughing* is there not have problem?	
00:07:37	S2	*tertawa* ya menurut saya ga terlalu sih paling kecepatannya, tapi ya gitu deh	*laugh* I think not really maybe the speed but yes just like that	
00:07:52	R	Yang gitu kaya gimana?	What mean just like that?	
00:07:56	S2	Ngga kadang-kadang mah terlalu cepet untuk dibaca tapi kalo mengerti mah masih mengerti lama-lama juga terbiasa ngelihatnya	No sometime is too fast for reading, but if it understand is ok and slowly it can be handle to see	
00:08:07	R	Dari kendala tersebut nih, hal yang menurut kamu sulit dihadapi apa?	From this problem, what is your hardest thing to face it?	
00:08:18	S2	Kalo misalkan lagi tidak memperhatikan lihat kemana aja, atau misalkan kebagian duduk yang paling belakang ga akan kelihatan di paling belakang soalnya	When don't focus again and see everywhere, or if got the back place position can't see anything because the position itself	

Figure 8. Coloring the codes

3. Searching for the themes

The researcher analyzed the code of the data, then classified it into themes.

Students Experiences	14	Features	17
Do it faster	6	Easy to use	8
Nowadays	1	Understandable	5
Exciting	6	Timer	4
Fresh	1		

Assessment Tool	15	Problem	13
It has point	5	Phone Limitations	3
As the Score+	5	Internet Connection	2
Fair	2	Students' Position	3
Practice Skill	3	Missed Push	2
		Reset Point	2
		Only Right Display	1

Figure 9. Grouping the codes

4. Reviewing potential themes

In this phase, the researcher review and check the themes of data, then some themes tried to modify through the other themes needed to be blended.

Affecting to Students Feelings	25	The Improvement of Reading Skill	19
Efficiency	12	Technical Support	10
Social Influence	13	Training	2
		Validity	7

Technical Support Problems	8
Technological Complexity	8

Figure 10. Reviewing the themes

5. Defining and naming themes

Beside the reduction of the data, in this phase, there might be the combination of themes. The researcher decided the themes used to be interpreted and give the name for each theme.
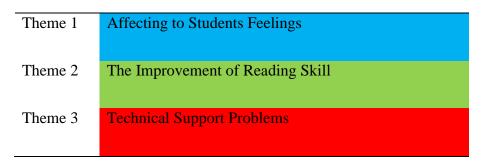
Theme 1	Affecting to Students Feelings
Theme 2	The Improvement of Reading Skill
Theme 3	Technical Support Problems

Figure 11. Defining and naming themes

6. Producing the report

The researcher selected the appropriate statements that convey the core theme or essence of the themes, related back the analysis to the research question and literature. Then produce the findings of the study.

E.   Research Schedule

Table 1. Research Schedule

No	Steps	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Mar. - June 2020	July 2020	Aug. 2020	Sept. 2020
1.	Research Proposal Writing	■	■	■					
2.	Research Proposal Examination				■				
3.	Data Collection					■	■		
4.	Data Analysis						■	■	
5.	Writing Report							■	■
6.	Thesis Examination								■