CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the research procedures that should be accomplished during the research. The procedures used in this research help the researcher to acquire and analyze the data appropriately. This chapter is divided into five sections. Thore are the descriptions of research design, focus of the research, setting and participant, data collection, data analysis and research schedule.

3.1 Method of the Research

The design of this research used a descriptive case study,because it was appropriate with the purposes of this research, which were to reveal things that were specific, unique, very detailed things and were able to reveal the meaning behind these phenomena in their natural conditions (McCombes, 2022). In addition, as described by Gustafsson (2017), a case study was a research approach that examined an individual, a group, or a specific unit in order to derive broader insights that could be applied to other units based on in-depth analysis of a few select cases. Furthermore, it was used to investigate the junior high school English teacher's perceptions of games-based English vocabulary teaching.

3.2 Focus of the Research

This research was focused on exploring teachers' perceptions on Games-Based English Vocabulary Teaching, especially the English teacher of the junior high schools in Tasikmalaya. In addition, the researchers used several previous studies as references and citations in conducting this research.

3.3 Setting and Participants

Three English teachers who used and implemented Games-based English vocabulary teaching at a junior high school in Tasikmalaya, West Java were selected for this study. They were selected purposefully regarding the aim of this study based on their willingness to sign the consent form. The need for a fun vocabulary teaching system for junior high school students encouraged

researchers to conduct this research so that other teachers could be inspired and could create a more active classroom atmosphere.

3.4   Technique of Collecting the Data

The data was collected by conducting semi-structured interviews with three English teachers who had used games in their vocabulary teaching. Interviews were the most direct and efficient way to collect precise and rich data about a certain topic (Barrett & Twycross, 2018). The type of interview that was used by the researcher was a semi-structured interview. According to Jamshed (2014), a semi-structured interview offered the researcher an in-depth understanding of the information from the participants by asking several open-ended questions. Also, the interviews were conducted using L1 (Indonesian Language) to avoid misunderstandings between participants and interviewers and to ease the interviewer to dig up information. The interviews were conducted face-to-face, and the sessions were recorded using the audio recorder features available on the smartphone. Next, the interview results were transcribed for ease of analysis. The interview questions' example: What was your reason for choosing media games to be used in your vocabulary teaching?

3.5   Technique of Analysing the Data

The data from the interview were analysed by using thematic analysis to identify the themes and patterns. According to Braun and Clarke (2006), as cited in Kiger and Varpio (2020) thematic analysis was a flexible method for identifying, analysing, and seeking to understand experiences, thoughts, or behaviours across a data set through several steps, such as:

1) Familiarizing The Data

In this step, the researcher read the interview transcriptions to become familiar and fully understand and engage with the data and took notes of initial thoughts. This step provided the basis for further analysis.

2) Generating Initial Codes

After the researcher knew the data, the researcher began to identify the preliminary codes, which were characteristics of the data that looked interesting and meaningful. The codes were distinguished using different colours to indicate the conversation context of each participant.

Tabel 3. 1 Generating Initial Codes

Generating initial codes

Desc.	Speech	Initial Codes
Interviewer	Oh iya baik ibu, kalau ibu sendiri, bagaimana Ibu biasanya menggunakan media games dalam pengajaran kosakata?	
Participant 3	Eumm.. kalau saya neng, saya menggunakan media games sebagai bagian dari aktivitas kelas atau tugas tambahan di luar waktu pelajaran. Biasanya, saya memilih games yang terkait langsung dengan kosakata yang sedang diajarkan. Misalnya, jika kita sedang mempelajari kosakata tentang makanan, saya akan menggunakan game "Kata Bergambar" atau "Kahoot" dengan pertanyaan tentang makanan. Games tersebut juga nantinya bisa diintegrasikan dengan sesi latihan kosakata atau menjadi pengulangan materi sebelum tes. Seperti itu sih ya neng, disesuaikan saja dengan materi hari itu apa gitu	Time management Teachers' strategies in preparing relevance of games to the materials
Interviewer	Oh iya betul ya bu disesuaikan dengan materinya, kalau ibu sendiri pernah	

Desc.	Speech	Initial Codes
	pakai games ini dalam materi pengajaran apa saja?	
Participant 3	Waduh hehe banyak ya itu, emm kalau tidak salah itu ibu pernah pakai di materi Daily Routines eeu.. tentang rutinitas harian, atau Food and Cooking yang membahas tentang makanan dan memasak ya itu, lalu apa lagi ya ibu lupa materinya saking banyaknya hehehe..	Implementation games as a media in variety of materials teaching
Interviewer	Ohehe iya ibu, kalau dalam materi Greeting Card ibu pernah tidak?	
	Oh iya itu itu pernah, Greeting Card pernah neng, kelas 8 ya neng itu, eeu..materi semester 1 ya ituya kalau tidak salah	Implementation games as a media in variety of materials teaching
Interviewer	Iya ibu, kalau dalam materi tersebut kiranya pengalaman ibu bagaimana?	
Participant 3	Kalau dalam materi itu ya, saat itu cukup baik ya ketika ibu mengaplikasikan games itu, karena apa, karena saat itu kondisinya kan para siswa baru naik ke kelas 8 ya, dan sepengamatan ibu, belum banyak skill yang mereka miliki, eeu... jangankan skill lah ya, pengetahuan tentang vocabularynya saja menurut ibu belum banyak, seperti ya masih sedikit, sementara waktu itu dihadapkan dengan materi Greeting Card yang euu.. bukan berat, tapi eu.. ada lah gitu pengaruhnya	Students' vocabulary limitations Teachers' awareness of materials and learning concern

Desc.	Speech	Initial Codes
	untuk siswa kedepannya, bisa jadi bekal siswa juga nantinya. Jadi harus sungguh sungguh dalam belajar materi ini tuh. Eeu.. kan kalau kita telaah ya, Greeting sendiri artinya apa neng coba? Sapaan atau ucapan kan ya? Nah coba neng bayangin kalau kita tidak bisa menyapa orang lain, atau salah dalam mengucapkan sesuatu untuk merespon kondisi orang lain, bagaimana? Tidak baik kan? Sementara, saya sendiri, selaku guru mereka, saat mengajar itu, kalau saya mengajar aja, coba menyapa siswa-siswa saya pakai bahasa inggris, masih belum semuanya mengerti neng. Kebanyakan dari mereka bingung untuk menjawab sapaan saya itu baiknya seperti apa. Ya setelah saya perhatikan ternyata masalahnya adalah kepemilikan kosa kata yang masih terbatas. Benar-benar terbatas saat itu. Sementara, dalam materi greeting card itu kan siswa dituntut untuk dapat memaknai apa itu greeting card, juga nanti di akhir pertemuan siswa dituntut untuk dapat menyusun teks greeting card. Saya berpikir, kalau kalimat sapaan sederhana saja mereka tidak tahu harus merespon dan menjawab saya seperti apa karena	Students' vocabulary limitations Teachers' awareness of materials and learning concern

Desc.	Speech	Initial Codes
	masalah vocabulary logsnya terbatas, ya apalagi nanti kalau materi belajar tersebut sudah dimulai, takutnya malah tidak sesuai apa yang di harapkan.	

Note. As shown in Table 3.1 (Sample of Interview Transcription) the idea of the participant is to colourise using different colours to give initial codes. Then, the research counts the total amount of initial codes as presented in the table 3.2 below.

Tabel 3. 2 List of Initial Codes and Their Frequency

List of initial codes and their frequency

Initial Codes	Frequency	Source
Teachers' awareness of students' characteristic	3	
Teachers' awareness of classroom atmosphere	7	
Teachers' awareness of negative effect of using media games	2	
Teachers' awareness of materials and learning concern	7	
Teachers' strategies in building students' motivation through games	5	
Teachers' strategies in preparing relevance of games to the materials	13	
Teachers' strategies in improvising ideas related to classroom situations	14	
Teachers' insight, sharing, and discussion	7	
Time management	17	
Evaluation approach	8	
Teachers' personal statements and experience	7	Obtained from interview participants' transcriptions
Educational games implementation	4	

Initial Codes	Frequency	Source
Variety of online games implementation	4	
Variety of offline games implementation	4	
Implementation games as a media in variety of materials teaching	4	
Games as a tools to easier teaching english vocabulary	10	
Games as a tool to facilitate teaching english vocabulary	9	
Games as a tool for observation and evaluation students engangement	5	
Games as a tools to enhance students' social-emotional	6	
Games to enhance students' interest and motivation	5	
Games to enhance teachers' teaching enthusiasm	9	
Games to easily students in memorizing vocabulary	6	
Games to enrich vocabulary and comprehension	11	
Games to develop students' skills	9	
GBL Understanding	3	
Games to reduce boredom classroom	4	
Teacher monotonous teaching process	2	
Limitation of technology skills	2	
Limitation of technology	2	
Students' Shyness	2	
Students' vocabulary limitations	6	
Communication and interaction issue	3	
Network issue	4	

Initial Codes	Frequency	Source
Multifaceted Issue	3	
Games as distraction for students	7	
Boredom classroom atmosphere	3	

3) Searching The Themes

This step involved organizing the codes into prospective themes that were relevant to the data, involving codes, subthemes, and themes.

Tabel 3. 3 Searching for Themes

Searching for the themes and Sub-themes

4) Reviewing The Themes

Initial Codes	Themes	Sub-Themes
Teachers' awareness of students' characteristic		
Teachers' awareness of classroom atmosphere		
Teachers' awareness of negative effect of using media games	Teacher strategies and preparation of games-based vocabulary teaching	
Teachers' awareness of materials and learning concern		
Teachers' strategies in building students' motivation through games		

Teachers' strategies in preparing relevance of games to the materials		
Teachers' strategies in improvising ideas related to classroom situations		
Teachers' insight, sharing, and discussion		
Time management		
Evaluation approach		
Teachers' personal statements and experience		
Educational games implementation	Implementation of variety teaching materials and types of games in teaching English vocabulary	Variation of games
Variety of online games implementation		
Variety of offline games implementation		Variation of teaching materials
Implementation games as a media in variety of materials teaching		
Teacher monotonous teaching process	Challenges and negative effect	
Limitation of technology skills		
Students' Shyness		
Students' vocabulary limitations		

Games as distraction for students		
Communication and interaction issue		
Network issue		
Multifaceted Issue		
Limitation of technology		
Boredom classroom atmosphere		
Games as a tools to easier teaching english vocabulary	Benefit and positiif games-based english vocabulary teaching process	Benefits games for teachers
Games as a tool to facilitate teaching english vocabulary		
Games as a tool for observation and evaluation students engangement		
GBL Understanding		
Games to enhance teachers' teaching enthusiasm		
Games to enhance students' interest and motivation		Benefits games for students
Games to easily students in memorizing vocabulary		
Games to enrich vocabulary and comprehension		
Games to develop students' skills		
Games as a tools to enhance students' social-emotional		

Games to reduce boredom classroom		

In this step, the researcher identified the themes and decided whether to work with these codes or not. The researcher then reviewed the identified themes and questioned whether to combine, refine, separate, or remove the initial themes by creating a thematic analysis "map" to facilitate understanding of the results. If there was a theme that did not fit the context, the researcher could reject or modify the theme until the most appropriate one was found.

5) Defining And Naming the Themes

This step involved refining and defining the themes and potential subthemes within the data. At this point, the research question was answered through the identified themes.

Tabel 3. 4 Defining and Naming Themes

Defining themes and describing each theme

Theme	Sub-Theme	Description
Varieties of types games and material teaching are implemented in teaching English vocabulary	The implementation of games varieties	The teachers' perceptions about the various types of games that are implemented in the process of English vocabulary teaching
	The implementation of teaching materials varieties	The teachers' perceptions about games are implemented in the teaching English vocabulary materials differently

Theme	Sub-Theme	Description
Disadvantages of implementing games in teaching English vocabulary		The teachers' perception of challenges and disadvantages caused by factors that came from teachers, students from outside
Advantages of implementing games in teaching English vocabulary	Games help teachers easily and facilitate the teaching of English vocabulary	The teachers' perception about the advantages and benefits of utilized games on teaching English vocabulary process
	Games engaging students to learn the teaching English vocabulary process	The teachers' perception about benefits of games in engaging students to the teaching English vocabulary process

6) Writing The Report

This was the final step of the analysis results, where the researcher created a report on the research findings.

3.6 Time and Place of the Research

The research was conducted in several Junior High Schools in Tasikmalaya, West Java, Indonesia.

No	Description	Feb	Mar	Apr	May-June	July-Sept	Oct-Nov	Dec
		2023						
1	Research proposal writing	▓						
2	Research proposal examination		▓					
3	Data collection			▓				
4	Data analysis				▓	▓		
5	Report						▓	
6	Thesis examination							▓