

CHAPTER 3

RESEARCH PROCEDURES

This chapter delineates the methodology employed for conducting the study. It encompasses six crucial components of the research procedure, namely the research method, setting and participants, data collection, data analysis, research steps, and the research schedule.

3.1 Method of the Research

The research method employed in this study is a descriptive case study. A descriptive case study is employed to ascertain an intervention or phenomenon within its real-life context (Yin, 2018). Consequently, given the nature of this research, which aims to provide a comprehensive overview of students' perceptions regarding the use of Kahoot in Digital Game-Based Learning (DGBL), a descriptive case study design is particularly appropriate. This approach allows for a detailed exploration of the "what" aspect of the research question and facilitates the representation of the phenomenon within its authentic context (Baxter & Jack, 2008).

3.2 Setting and Participants

This study was conducted within the context of a Literature in English Language Teaching (ELT) class at a university located in Tasikmalaya, West Java, Indonesia. In this course, a typical class session typically commences with an opening activity, followed by a lecture where instructional content is delivered. Subsequently, students engage in group discussions, and the class often concludes with a Kahoot quiz designed to assess their comprehension of the material. The utilization of Kahoot in the learning process primarily involves the administration of quizzes as a post-activity. The lecturer creates a Kahoot quiz using the Kahoot website and shares the Kahoot PIN with the students. Students then answer the quiz individually on their own devices, and the Kahoot sessions are organized into groups. Immediate feedback on their answers is provided to the students as part of the learning process.

The research participants in this study comprised three students majoring in the English Education Department at a university in Tasikmalaya, West Java,

Indonesia. In terms of their general characteristics, all participants were in their sixth semester, studying English at a university in West Java, Indonesia. The participants were specifically three females, aged between 22 and 23 years. Prior to data collection, each participant was requested to read, complete, and sign a consent form. This step was essential to ensure that the participants willingly agreed to participate in the research, granting the researcher permission to analyze and use their data for publication while safeguarding their privacy. Notably, some participants had prior experience with Kahoot as a form of Digital Game-Based Learning (DGBL).

The selection of these participants was informed by several considerations: (1) They were English learners, (2) they actively engaged with Kahoot in class, (3) they possessed experience in using Kahoot as part of the learning process, and (4) most importantly, they expressed a willingness to contribute as research participants to provide primary data for this study. These factors collectively contributed to their inclusion in the research. The researcher ensured that participants fully understood the purpose of the study, and consent forms were provided to formalize their participation. Additionally, the participants were informed about the interview dates and times, and discussions concerning anonymity and confidentiality were conducted to address any concerns. All participants willingly participated in the study and provided the researcher with the necessary data. The entire interview process was recorded from its initiation to its conclusion.

3.3 Technique of Data Collection

The data collection technique utilized in this study involved conducting semi-structured interviews. These interviews were designed to offer interviewees a structured yet flexible framework to express their views on using Kahoot. Semi-structured interviews were deemed appropriate as they allowed participants the freedom to provide responses in an open-ended manner (McIntosh & Morse, 2015). The semi-structured interviews were conducted one-on-one and virtually, facilitated through audio recordings using a cellphone. The interviews were conducted in Bahasa, the native language, to ensure clear communication and understanding. Subsequently, the researchers transcribed and translated the

interview findings from Bahasa into English, enabling a comprehensive analysis and interpretation of the data.

3.4 Technique of Data Analysis

After gathering the data, the subsequent step is data analysis. Thematic Analysis methods were employed to analyze the collected data. Thematic analysis is a qualitative data analysis method used to identify, research, and report themes present in the data (Braun & Clarke, 2006). The analysis process encompassed six distinct stages, outlined as follows:

1. Familiarising with the data: It was crucial to become thoroughly acquainted with the collected information. The researcher accomplished this by repeatedly reading the data to establish a strong familiarity with its content.

INTERVIEW TRANSCRIPT

Participant 1

R : eee langsung saja ya ke pertanyaannya, eee pertama pernah engga denger kahoot? kalo iya pernah engga menggunakannya?

P1 : Halo, kak eee sebelumnya perkenalkan aku Mia Rosliana mahasiswa semester akhir hehe kahoot pernah aku pernah denger beberapa kali dan kayanya udah sering banget ya denger kahoot karna memang eee udah sering menggunakan kahoot gitu ka untuk beberapa mata kuliah kalo engga salah dulu tuh biasanya kayak semseter awal-awal gitu sebelum covid itu yah kalo yang masih offline itu sering banget menggunakan kahoot gitu di pembelajaran.

R : Oh jadi udah familiar yah sama kahoot

itu sendiri. Nah waktu itu waktu pertama kali menggunakan kahoot bagaimana complicated kah? Susah kah? terus eee bagaimana perasaannya juga waktu bermain kahoot gitu?

Figure 3.1 Part of Interviews Transcription

2. Generating initial codes: In this stage, the initial data codes were developed. Different colors were used to code the data, aiding in a more straightforward analysis process in the subsequent phases. The codes were derived from the guided data.

Table 3.1 Generating Initial Codes

Data	Codes
<p>Perasaan aku pas kahoot itu seneng banget semangat banget karna emang kahoot tuh kalau buat aku pribadi yah eeh apa yah membentuk motivasi kaya apa yah kaya motivasi belajar tuh lebih kegali gitu interest kita tuh naik gitu pas main kahoot karna emang secara ga langsung eee aplikasi-aplikasi kayak kahoot, quiziz itu kalo menurut aku tuh kayak increasing motivation gitu dalam belajar gitu khususnya belajar bahasa inggris.</p>	<p>Learning motivation</p>
<p>Tapi di sana tuh kita tuh main kahoot tuh berkelompok gitu kak. jadi kalau berkelompok tuh jadi ketika aku ga ngerti aku bisa nanya ke teman kelompokku yang lain gitu dan juga waktu itu memang dikasih guideline sama dosen aku gitu jadi kayak step"nya kayak gini, cara nya kayak gini jadi emang ga terlalu pusing sih gitu ya</p>	<p>Easy to use</p>
<p>Kalau untuk kendalanya sendiri waktu itu aku agak lupa-lupa ingat ya karna udah lama banget tapi seingat aku tuh eee orang-orang tuh agak susah konek ke kahoot karna memang harus bagus internetnya dan lagi waktu itu di UNSIL itu kebetulan memang WIFI nya itu eee kurang berfungsi dengan baik gitu apalagi dalam ruangan gitu kan jadi emang agak kendalanya di internet sih waktu itu dan menggunakan internet teman yang paling cepet waktu itu.</p>	<p>Internet Connection</p>
<p>Kalau menurut aku, perlu banget sih teh soalnya kan di kelas itu ga boleh monoton ya kalau menurut aku jadi memang harus eee fresh gitu harus engage ke anak-anak nya tuh kan dan kahoot itu kalau menurut</p>	<p>Engagement</p>

aku cukup berhasil gitu dalam menerapkan itu semua gitu teh.	
jadi memang manfaatnya tuh yang pertama untuk motivasi belajar gitu yah yang kedua itu eee apa yah semangat belajar gitu semangat belajar misalkan belajar bahasa inggris menggunakan kahoot itu lebih semangat belajarnya terus kayak mungkin lebih menguasai materi eee tapi lewat kahoot gitu kayak eee itu bentuknya assessment tapi karna eee sifatnya assessment tapi bentuknya karna kahoot jadi orang-orang tuh ga sadar kalau dia tuh lagi di assess gitu padahal memang itu gitu kalau dulu sih di Literature in ELT kayak gitu seingat aku	Learning motivation Improved Knowledge
Kalau waktu itu tertarik banget sih teh ya untuk belajar gitu ee pas menggunakan kahoot gitu karna lebih fun gitu kan belajarnya tuh tapi jarang lagi digunakan kahoot itu kayak cuma sekali doang waktu itu dan kedepannya kayak selang seling pake quizizz gitu-gitu gening teh. Itu bener-bener menarik banget sih kalau menurut aku apalagi kalau diterapkannya secara rutin gitu ya ga rutin juga ga apa-apa sih kayak mungkin kayak eee 2 minggu sekali kayak gitu mungkin itu pasti bakal lebih fun lagi sih ke anak-anaknya.	Feeling Entertained

3. Searching for themes: Codes with similar themes were grouped together in this phase, forming the basis for identifying overarching themes. Themes were highlighted using consistent colors associated with the relevant codes.

Table 3.2 Searching for Themes

Initial Codes	Potential Themes
Feeling Entertained	EFL Students' Emotions when Using Kahoot for learning
Enjoyment	
Fun	
Easy to use	
Appearance	
Learning Motivation	EFL Students' Motivation and Engagement when using Kahoot for learning
Engagement	
Competition	
Focus/concentration	
Improved knowledge	
Internet Connection	Internet Connection as a Barriers in Students' Kahoot Activities
Feature limitation	

4. Reviewing themes: This phase involved a comprehensive review of the identified themes to ensure their appropriateness and accuracy. If any themes were found to be inadequate, the researcher either removed or replaced them as needed.
5. Defining and naming themes: The themes constituted the findings of the analysis and were interpreted accordingly. Each theme was given a suitable and descriptive name. The researcher provided a coherent and logical account of the data, aligning it with the current context. This step confirmed the accuracy of the data analysis.

Table 3.3 Defining and Naming Themes

Theme 1	EFL Students' Emotions when Using Kahoot for learning
Theme 2	EFL Students' Motivation and Engagement when using Kahoot for learning

Theme 3 **Internet Connection as a Barrier in Students' Kahoot Activities**

6. Producing the report: In the final stage, the researcher summarized the research outcome based on observations, insights, and information gathered during the data collection process. This comprehensive report was aligned with the methodology and findings of the research (Braun & Clarke, 2006).

3.5 Steps of the Research

This study follows a series of chronological steps, from the initial preparation of the thesis to the composition of the research report. The sequential stages are as follows:

1. The researcher identified a research topic related to the use of Kahoot as Digital Game-Based Learning (DGBL). Given the limited use of digital games for language learning in the classroom, particularly in Indonesia, especially Tasikmalaya, West Java, and the need for assistance in adapting to educational technology, the researcher chose to explore this pertinent research theme.
2. Extensive exploration of relevant literature and related studies was conducted to gather valuable insights and information about Kahoot.
3. The primary aim of this study is to assess the effectiveness of Kahoot based on the perceptions of undergraduate students.
4. Data was collected from study participants through recorded interviews. Before their participation, participants were presented with and asked to sign consent forms.
5. The collected data underwent a thorough analysis using an appropriate data analysis method, namely thematic analysis.
6. Finally, all research procedures and findings were documented in a research report. This report adheres to flexible, structured, and evaluative criteria, considering the potential subjectivity and bias of the researcher.

3.6 Time and Place of the Research

The research was carried out at a specific university situated in Tasikmalaya, West Java. The university is located at the following address: Jl. Siliwangi, No. 24, Tasikmalaya, West Java, Indonesia.

Table 3.4 Research Schedule

No	Activities	Mar 2021	May 2021	Jan 2023	Mar 2023	Aug 2023	Oct 2023
1	Research Topic Approval						
2	Research Proposal Writing						
3	Seminar Proposal Examination						
4	Conducting the Research						
5	Writing the report						
6	<i>Telaah Komprehensif</i> Examination						
7	Final Thesis Examination						