

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

The research employed a case study that was suited to the study conducted to find out what makes students feel motivated in learning English vocabulary, which included a qualitative research design with the aim to describe its definition, some classifications, and several advantages and disadvantages to provide a better understanding of this widely used type of qualitative approach (Rebolj, 2017) on students' perception of Wordwall to promote students' self-motivation in vocabulary learning. A descriptive case study was chosen because the resulting data that was needed was the participants' perception, which related to a descriptive case study aims to make concepts and tools that were relevant to the circumstance and to the audience to help them comprehend the roots of the problem (Parveen & Showkat, 2017) the forces driving the solution, the results of implementation, lessons learned, and connections (Mills et al., 2013). This method was particularly suitable for investigating unique phenomena or examining situations. The descriptive case study was a research method that involved in-depth exploration and analysis of a specific case.

3.2. Focus of the Research

The research focused on scrutinizing students' enhanced motivation of utilizing web-based Wordwall as a medium to improve their self-motivation in vocabulary learning in junior high school courses. The description was taken from the outcome of the semi-structured interview with the research participants implicated in this research.

3.3. Setting and Participants

Five students in the first grade at Junior High School in Tasikmalaya, West Java, Indonesia, participated in this study. The selection of participants for this research was conducted based on an English teacher's recommendation in the first grade of Junior High School. It placed them into three categories: high, middle, and low self-motivation, which ranged between 13-14 years, with 4 female and 1 male. After getting the recommendations, the researcher asked about the perception of participants by utilizing Wordwall to promote their self-motivation in learning vocabulary. They were chosen based on their appearance when the researcher conducted an internship lesson.

3.4. The Technique of Collecting the Data

In this research, first, the researcher contacted the participants to ask about their willingness to become participants by providing consent forms and setting the time for the face-to-face interview by using a recording application. Thus, the researcher utilized semi-structured interview techniques through verbal exchanges in which the interviewer tries to get information from the participants by asking questions (Longhurst, 2009) that were served by Deci & Ryan (2000). The accuracy of obtaining the data is a crucial part of qualitative analysis. Thus, while conducting semi-structured interviews, the researcher carried out a face-to-face meeting to collect data. Because it can be tailored to the research question, the characteristics of participants, and the preferred approach of the researcher (Barrett & Twycross, 2018), a technique was used to help obtain additional outcome data from the participants.

3.5. Technique for Analyzing the Data

In analyzing data, the technique that the researcher used was data condensation, data display, and drawing conclusion verification (Miles et al., 2014) in *data analysis* theory. This data analysis method was used because it offers convenience and time efficiency in analyzing the raw

data obtained from the interviews. In this research, the data were analyzed in several steps:

1. The researcher transcribed the data obtained from the interview.
2. The researcher analyzed the transcription qualitatively by using the concept of Miles, Huberman, and Saldana (2014). The data analysis included the following activities

3.5.1 Data Condensation

Before analyzing the data, the first step is condensing to get strong data, which is focused on what motivates the students to learn English vocabulary using Wordwall. Then, the data obtained from the interview was reduced.

Table 3.1 Data Condensation

Original Data	Condensed Data
<p>In my opinion, Wordwall is more exciting and not boring, so it is not easy to forget vocabulary. For example, the teacher likes to be explained, it is easy to forget and easily sleepy. Different from this, it can be easier to remember because I understand better when learning to see, and immediately, there are activities other than hearing.</p>	<p>Wordwall is more exciting than traditional teaching. Visual learning and immediate activities make it easier to remember vocabulary.</p>

3.5.1.1 First Cycle Coding

In this section, the researcher assigned the initial code

to the data chunks. In the first coding cycle, the researcher used the Process Coding approach to analyze. The researcher used number 1 for help in remembering the words, number 2 for engaging during learning, number 3 for various features, and number 4 for Direct-practices. That number that was mentioned was gained from the data during the interview. An example of the initial code is in the following table.

Table 3.2 Initialing Codes

Data	Initial Codes
¹ I enjoy learning with Wordwall; it is useful for English and feels fun and interesting, making it easy to understand and keep my attention for more vocabulary.	¹ help to master vocabulary
² Wordwall motivates me with interactive features that create a dynamic learning environment	² Engaging during learning
³ I felt that Wordwall is a unique game and can make learning fun and interesting unconsciously	³ Various Features
⁴ Wordwall activities are enjoyable as they combine learning and play, offering points for correct answers and making learning enjoyable.	⁴ Direct-practices

After assigning initial codes, the researcher developed an example of a provisional listed code of codes before fieldwork that comes from the conceptual framework. The term of developing codes gained from initial code that have relatedness.

Table 3.3 Developing Code

Easy to learn and easy to understand
Help to master vocabulary
Sharpen accuracy
Sharpen understanding
Contributed to the class
Cooperative learning
interactive classroom
Games instruction
Giving clues by image, a brief description
Various features
Giving a score when successfully answering the question
Direct-practices

3.5.1.2 Second Cycle Coding

The next step in analyzing the process was pattern coding. The researcher grouped the result codes from the first cycle coding into a smaller number of categories or themes. The generating codes are the result of developing code data that is mentioned in the table above.

3.4 Generating Pattern Codes

Generating code	Pattern Code
Easy to Learn, Easy to Understand	Wordwall as an Easy-to-Operate Tool in Achieving English Vocabulary
Contributed to the class	Feature for Boosting Enjoyable Classroom Atmosphere
Giving clues by image and brief	Game-like Platform to Promote

description	Student' English Vocabulary Learning
Giving a score when successfully answering the question	Providing Extra Points for Correct Answers on Boosting Motivation

3.5.2 Data Display

After data reduction, the next step is data display, which refers to visual representation which involves using tables to present findings. Involves assembling organized data into an instantly accessible, compact form so the analyst can observe what is happening and either reach a conclusion or move on to the next step of the shown outcome.

Table 3.5 Data Display

Participant	Goal Component	Engagement Component	Persistent Component	Self-regulated Component	Intrinsic Motivation Component
P1	<ul style="list-style-type: none"> •The role of Wordwall for vocabulary learning is beneficial. I can differentiate some words based on time use. •The role of Wordwall is helpful for students to understand and know how to use the words according to their function. •The feature in Wordwall, which is a clue during an 	<ul style="list-style-type: none"> •The game feature was helped with instructions for relevant answers. 	<ul style="list-style-type: none"> •Wordwall has become a motivation for their desire to excel in expanding their vocabulary because Wordwall provides instructional support in games. •In the transition from traditional to using Wordwall, there were adjustments, like learning to use features for answering incorrectly. However, I quickly adapted and caught up. 	<ul style="list-style-type: none"> •I find Wordwall fascinating because of its games. •Wordwall learning enhances understanding compared to prior methods •Wordwall helps boost vocabulary, potentially improving word usage and application over time 	<ul style="list-style-type: none"> •Games from Wordwall make learning engaging and enjoyable for me •Wordwall activities are enjoyable as they combine learning and play, offering points for correct answers and making learning enjoyable.

	answer, has helped me determine and remember vocabulary.		<ul style="list-style-type: none"> •When I encounter vocabulary challenges, I will turn to Wordwall for assistance, as it provides in-game hints to help me find the answers I seek. • 		<ul style="list-style-type: none"> •I prefer GamesHow Quiz among the three games because it provides helpful hints for answering. •
P2	<ul style="list-style-type: none"> •As a student, I find learning with Wordwall akin to playing a game, making it enjoyable and not like traditional learning, while its motivating features facilitate vocabulary acquisition and usage. •Wordwall is comforting due to its innovative features. •Wordwall motivates me with interactive features that create a dynamic learning environment. 	<ul style="list-style-type: none"> •Using Wordwall for learning is a success because it is fun and interesting, keeping me highly motivated to acquire it. 	<ul style="list-style-type: none"> •The next time, I will use Wordwall for vocabulary learning •No difficulty, as learning feels effortless. W is likely because there is little of a noticeable difference. •Wordwall is interesting and makes it faster to get the vocabulary. 	<ul style="list-style-type: none"> •Wordwall is a great vocabulary tool with user-friendly features and engaging visuals. •There is some progress, but it is limited. With more frequent use, I expect to acquire a larger vocabulary. •Wordwall is helpful because of its unique features 	<ul style="list-style-type: none"> •Engaging features of Wordwall include earning extra points for correct answers, boosting enthusiasm to answer accurately •The commands and instructions in the questions help me adapt easily. •I like 'Find the Words' as it sharpens our word choice skills based on past and present use of time, improving our ability to distinguish.
P3	<ul style="list-style-type: none"> •Wordwall for vocabulary learning is recommended. 	<ul style="list-style-type: none"> •Wordwall is engaging me to help me master vocabulary by 	<ul style="list-style-type: none"> •I want to use Wordwall because it combines learning and play, 	<ul style="list-style-type: none"> •I like Wordwall because it combines learning and 	<ul style="list-style-type: none"> •I am interested in Wordwall because

	<p>It brings excitement and freshness lessons, making it helpful and enjoyable with interactive games that gradually build vocabulary.</p> <ul style="list-style-type: none"> • Wordwall is easy to understand and fun because of its interactive games that make learning enjoyable. • The motivation to learn new vocabulary comes from visuals and explanations. 	<p>answering questions.</p> <ul style="list-style-type: none"> • 	<p>its encouraging active participation.</p> <ul style="list-style-type: none"> • The shift from traditional teacher-centred learning to student-centred learning is exciting. It allows me to participate and stay engaged actively. • When facing vocabulary challenges, I turn to it because I am drawn to learning through play. • 	<p>play, making it unique compared to traditional learning.</p> <ul style="list-style-type: none"> • Games in vocabulary acquisition motivate and help me master new words. • Wordwall is very helpful for enjoyable learning with games. 	<p>games during study make quizzes interesting and relevant to learning.</p> <ul style="list-style-type: none"> • Unique games make learning fun and interesting unconsciously. • I enjoy the vocabulary learning process, especially the sentence shuffle game, which improves my word accuracy.
P4	<ul style="list-style-type: none"> • Wordwall makes learning exciting and creates a relaxed classroom atmosphere with memorable symbols and pictures for new words. • Wordwall for vocabulary learning is a great choice because it adds exciting games, making it more enthusiastic. • Games in Wordwall make 	<ul style="list-style-type: none"> • Interactive sessions made the class fun, and enthusiasm was boosted. 	<ul style="list-style-type: none"> • I want to use it again because it is not boring, and it keeps me engaged in learning. Communication and games with friends prevent boredom and sleepiness. • Learning through games is relaxed, exciting, and still effective for vocabulary mastery. • I want to use Wordwall because it makes learning fun, and I look forward to more similar activities 	<ul style="list-style-type: none"> • Wordwall is more exciting and less forgettable than traditional teaching. Visual learning and immediate activities make it easier to remember vocabulary. • Learning through games feels like fun, and answering questions correctly becomes easier. • Wordwall is fun because it is interactive, and 	<ul style="list-style-type: none"> • I was excited by the clues in game-like that helped me understand vocabulary and its meaning. • Wordwall can be used together with friends in class, making it exciting. We can share ideas and ask each other questions

	learning exciting and different from traditional methods, motivating me to use it.		in the future.	the descriptions beside words help with understanding new vocabulary.	before answering them. •I prefer gameshow quizzes; it is more exciting and fun, and I still learn new vocabulary.
P5	<ul style="list-style-type: none"> •I enjoy learning Wordwall; it is useful for English and feels fun and interesting, making it easy to understand and keep my attention for more vocabulary. •Wordwall suits my learning style because it piqued my curiosity and helped me learn English. •Unique learning in Wordwall, that is, through games and helpful, grabbed my attention. I will play it again to delve deeper into its vocabulary. 	<ul style="list-style-type: none"> •I enjoy learning through play, which makes the classroom fun and exciting 	<ul style="list-style-type: none"> •I want to use it because visuals from Wordwall appeal and minimal text make learning enjoyable. •No significant adjustment is needed; it is similar to before with less effort. •When I am curious and see a picture, it helps me understand the word's meaning. 	<ul style="list-style-type: none"> •Wordwall is a fun app that makes learning feel like play and prevents boredom. •Learning with Wordwall feels more like playing than studying, and I have picked up new words along the way. •Wordwall games help me understand and improve my vocabulary effectively. 	<ul style="list-style-type: none"> •I enjoy answering together on Wordwall, especially with the chance to correct wrong answers. •I enjoy two features in vocabulary learning, but one game needs clues, which makes it less enjoyable. The two features provide clear directions for answering questions. •Find the word's feature; it is fun and engaging, and the clues make the

					classroom atmosphere interactive.
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3.5.3 Drawing Conclusion and Verification

The conclusion was the final step of analyzing data to draw the whole information. The process of concluding is carried out after collection until it reaches data that has patterns and regularities.

3.6. Steps of the Research

Table 3.6 Steps of the Research

Steps	Description
1.	Identify the phenomenon and do pra-observation by interviewing some students.
2.	Reviewing some literature reviews that support the study.
3.	Investigate the students' perception of using Wordwall to promote self-motivation in vocabulary learning.
4.	Collecting the data using semi-structured interviews.
5.	Analyzing the data using a data analysis (Miles et al., 2014)
6.	After all the steps, the data will be interpreted into the research proposal before it is finally presented as the result of this study.
7.	Started an interview with the participants who had experience in using Wordwall and started collecting the data
8.	Analyzing the data from the interview result
9.	Making a final report

3.7. Time and Place of the Research

The research was conducted after writing the proposal, located at a first-grade junior high school in Tasikmalaya, West Java, Indonesia.

Table 3.7 Research Schedule

No	Description	Feb	M ar	April	May	Jul-aug	Sept- Nov
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					June		
1	Research Proposal Writing						
2	Research Proposal Examination						
3	Data collection						
4	Data analysis						
5	Report						
6	Comprehensio n Review						
7	Thesis Examination						