

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

#### **3.1 Research Design**

The design of this research is a qualitative descriptive case study design, a descriptive case study research design was applied in this research. Yin, (2018) also stated a descriptive case study's goal is to present a comprehensive, contextually relevant view of a particular phenomenon. Thus, a descriptive case study design has been chosen for this research because this research has identified and explained in detail information about the perceptions of junior high school students regarding learning vocabulary using Wordwall.

#### **3.2 Research Setting and Participants**

This research was conducted at a junior high school in Tasikmalaya, West Java, Indonesia. This place was selected because the researcher taught English in the "*Kampus Mengajar 4*" activity. The phenomenon of vocabulary learning using Wordwall was used in English classrooms here.

The participants in this research are three students consisting of 2 females and 1 male from one of the junior high schools in Tasikmalaya for the 2022/2023 academic year, which ranged 14-15 years, who experienced and learned vocabulary using Wordwall in the classroom. Previously, these three students had studied vocabulary using Wordwall with the researcher when the researcher carried out the "*Kampus Mengajar 4*" activity in 2022. The participants were selected based on their academic grades from highest to lowest based on peer recommendations from the English teacher. Most importantly, they agreed to participate in this research voluntarily. The results

of the interview will be collected via Google meeting recordings and stored in a smartphone as an archive.

### **3.3 Data Collection**

This research used semi-structured interviews because they provided a very flexible technique for small-scale research (Drever, 1995). In a structured interview, it is usual to formulate detailed questions before the interview. Interview questions mainly followed the interview guide set by the researcher. On the other hand, “semi-structured interviewing starts with broad and more general questions or topics” (Arksey and Knight, 1999). Only topics and sub-topics are identified while preparing for such an interview, not specific questions. The interview topic is how students perceive while learning vocabulary using Wordwall and find out how effective it is.

The researcher conducted the interview using an interview design technique adapted from Adam (2015):

1. Selecting participants and arranging interviews

This phase focused on the items that must be prepared for the interview. Such as selecting participants based on the terms and criteria. Group members have participated in the interview. The researcher contacted them to request and schedule an interview time.

2. Drafting questions and the interview guide

The interview process was conducted in Indonesian and then translated and transcribed into English. Most of the interview questions that were asked to participants followed the interview guide and were adapted from the Technology Acceptance Model (TAM). The guidance of the interview by using the TAM as the adapted guidance supported this research. TAM is the model of technology to explain the variance of user beliefs (Gardner and Amroso, 2004). The researcher used TAM to observe the information of how the users come to accept and use Wordwall. Also, it observed the casual relationship between Perceived Usefulness (PU) to find the useful of technology, Perceive Ease Of Use (PEOU) to find the use

of technology, Attitude Toward Usage (ATU) mean the approach to using technology, and Predicted Future Use (PFU) to finds the beliefs of use technology in the future (Wadley et al., 2014).

### 3. Starting the interview

The interview was conducted in the participant's first language, Indonesian, so they could express their thoughts freely without possible language barriers and prevent confusion and miscommunication among the participants. In this phase, the researcher requests permission to record this interview. Before the interview, the researcher explained the research, including the title, research emphasis, and others.

### 4. Polishing interview techniques

Each participant was questioned for 20-30 minutes per session. Then, it started with a question from the question list. Because of the participants' willingness, the online interviews were completed by using Google Meet.

### 5. Analysing and reporting a semi-structured interview

In this step, the researcher reviewed the findings and verified the authenticity of the data obtained from the interview. Additionally, the data has been translated and transcribed. Thematic analysis has been used to examine the data.

## 3.4 Data Analysis

The result of the interview was analyzed using thematic analysis as Braun and Clarke (2006) stated that thematic analysis is the method used to identify, analyze, and present patterns (themes) in the data, which will be organized and described in detail. It can also show certain aspects of the topic of the study.

The steps of thematic analysis that will be carried out by researchers, according to Braun and Clarke (2006), are as follows:

#### 1. Become familiar with the data.

The researcher transcribed and re-read the interview data to comprehend it well.

#### 2. Generate initial codes.

The researcher categorized the data by using the initial codes, and each code was given a color.

**Table 3. 1** Generating Initial Codes

Codes	Meaning
Pink	Usability of Wordwall
Blue	Animation as a clue
Olive	New learning method
Yellow	Accessible of use
Grey	Challenging

**Table 3. 2** Calculating The Codes

Color	Meaning	Count
Pink	Usability of Wordwall	7
Blue	Animation as a clue	7
Olive	New learning method	5
Yellow	Accessible of use	3
Grey	Challenging	2

### 3. Search for themes

The researcher grouped the codes into possibly the same themes from the data that has been highlighted in the second step.

**Table 3. 3** Process of Searching The Themes

Perceived Ease of Use	Possible Themes	Theme
Aku bisa pake Wordwall teh, gampang masuk nya tinggal ketik di google aja langsung muncul paling atas, gak usah download aplikasinya dulu. (P.1)	Flexibility in Using Wordwall  Wordwall Accessible Platform	Wordwall Accessible Platform
Menurut akusih mudah ya tehh, karena kan website. Jadi gampang diakses, gak ribet nyarinya intinya mudah. (P.2)		
Wordwall juga kan pake browser jadi gampang teh gak harus pake aplikasi gitu teh. (P.3)		



Perceived Usefulness	Possible Themes	Theme
<p>Cukup membantu, soalnya kan Wordwall tuh banyak fiturnya, terus bikin kita jadi lebih efektif dalam belajar Bahasa Inggris.</p> <p>Dengan adanya Wordwall jadi lebih efektif dan membantu.</p> <p>Gambarnya jadi petunjuk dalam mengingat sebuah kata dan menyusun huruf-hurufnya.</p> <p>Animasi gambar buat petunjuk ya teh, jadi akutuh inget itu benda apa kan ada animasinya.</p> <p>Lebih mudah dalam belajar Bahasa Inggris, apalagi pake fitur-fitur animasi gitu menarik.</p> <p>Anagram tuh kan nyusun huruf-huruf ya euu... jadi menantang juga kayak ngerasa lebih menarik dan menguji aku dalam menyusunnya.</p> <p>(P.1)</p>	<p>The Effectiveness of Wordwall</p> <p>Wordwall as a Platform to Assist Vocabulary</p>	<p>Wordwall as a Platform to Assist Vocabulary</p> <p>Anagram as a Challenging Feature</p>
<p>Menurut aku sih seru teh, asyik dan yang paling utama itu kan menarik ya dan menurut aku Wordwall ini sangat membantu</p> <p>Dalam mengingat kosa kata khususnya dalam Bahasa Inggris menarik banget soalnya fitur dan</p>		

<p>tampilannya tuh kayak game,</p> <p>Cukup membantu soalnya fiturnya banyak. Bisa buat mengeja, mengartikan, dan mengingat juga sih teh</p> <p>Ada animasi gambar sama suara, lucu gitu.</p> <p>Ada petunjuk gambarnya, jadi kita tau itu benda apa.</p> <p>Di wordsearch soalnya lebih menantang hehe, tapi di anagram juga sebenarnya sama. Tapi menurut aku yang susah di anagram tuh dalam pengejaannya.</p> <p>(P.2)</p>		
<p>Soalnya ada gambar animasinya yang membantu banget.</p> <p>Karena ada animasinya jadi kayak ada petunjuk.</p> <p>(P.3)</p>		

Predicted Future Use	Possible Themes	Theme
<p>Aku pengen dipake sama aku teh, lumayan kalo lagi kesel dari pada main hp gak jelas kayaknya aku mau deh pake Wordwall.</p> <p>Kalo menyarankan ke guru sih bakal juga, apalagi kalo buat cerdas cermat di kelas gitu (P.1)</p>	<p>Wordwall as Interactive Vocabulary Learning Media</p> <p>Wordwall as Game-Based Learning Media.</p>	<p>Wordwall: A Future Tool for Enhancing Vocabulary Skills and Classroom Interaction.</p>
<p>Emm... aku jelas bakal pake teh, aku suka sama yang fitur mencari kata itu loh, terus lumayan juga bisa main hp tapi belajar,</p> <p>Terus aku juga kalo misal nanti guru aku minta saran atau bingung buat game di sela-sela mengajar kayaknya aku bakal kasih tau guru aku kalo Wordwall tuh seru dan simpel. (P.2)</p>		
<p>Aku bakal pake Wordwall sih teh, pakenya gampang. cukup pake hp aja. terus, bisa maen hp sambil belajar juga jadi bermanfaat. inimah game jadi gak kayak belajar.</p> <p>Terus ke guru juga kayaknya bakal nyaranin sih teh pake wordwall soalnya seru inimah game gak tegang gitu pas belajarnya (P.3)</p>		

4. Review themes.

The researcher reviewed the quality of the themes and checked whether they fit the data using the Technology Acceptance Model (TAM) theory.

**Table 3. 4** Reviewing The Themes

<b>Categories</b>	<b>Themes</b>
Perceived Ease of Use	Wordwall as an Accessible Platform
Perceived Usefulness	Wordwall as a Platform to Assist Vocabulary Learning  Anagram as a Challenging Feature of Wordwall
Predicted Future Use	Wordwall as a Recommended Platform for Future Vocabulary Learning.

5. Define themes

The researcher concluded that there are four themes:

- a. Wordwall as an Accessible Platform
- b. - Wordwall as a Platform to Assist Vocabulary Learning  
- Anagram as a Challenging Feature of Wordwall
- c. Wordwall as a Recommended Platform for Future Vocabulary Learning

6. Writing-up

It is the final phase of thematic analysis. After determining the central theme, the researcher writes a report on the research findings.

### 3.5 Research Steps

The chronological steps were as follows:

1. Identify and describe phenomena or issue
2. Examine current research and locate sources from journals relevant to this topic
3. Choose a topic for research
4. Continue to write the research proposal, starting to the background, literature review, and research procedures

5. Examining research proposal in front of supervisors and examiners
6. Starting to collect the data from the participants by conducting semi-structured interviews
7. Transcribing the data collected
8. Analyzing the data using thematic analysis by (Braun and Clarke, 2006)
9. Writing a report on the thesis
10. Examine the thesis in front of supervisors and examiners

### 3.6 Research Schedule

**Table 3. 5** Times of the Research

No	Activities	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	Apr 2024	May 2024	Jun 2024	Jul 2024
1.	Research proposal writing											
2.	Research proposal examination											
3.	Data collection											
4.	Data analysis											
5.	Report											
6.	Thesis examination											