

CHAPTER III

RESEARCH PROCEDURES

This chapter presents the methodology employed 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

3.1 Method of The Research

This research used a qualitative descriptive case study design to explore the perceptions of Indonesian student teachers regarding Quizizz as an assessment tool in EFL classrooms. Case study involves an intensive analysis of an individual unit, for example, a person, a community, or an organization (Baškarada, 2014). Moreover, Baškarada (2014) explained that case study provides an opportunity for the researcher to gain a deep holistic view of the research problem, and may facilitate describing, understanding, and explaining a research problem or situation. Hence, this design allows for a detailed description and understanding of participants' experiences and perceptions within the specific context of student teacher education in Indonesia.

3.2 Focus of the Research

This research is focused on investigating the perceptions of student teachers regarding the benefits and challenges of integrating Quizizz as an assessment tool in EFL classrooms

3.3 Setting and Participants

This research was conducted in Tasikmalaya, West Java, Indonesia. It was based on the phenomenon discovered among several students at one university. During the School-Based Internship, they were involved in teaching at the junior high school level. The schools where they taught did not have significant differences. On average, the schools supported the integration of technology into the learning process. Therefore, Quizizz was used by the student teachers for assessment purposes.

Data was collected from three participants who met several criteria. First, they were students from the English Education Department, aged between 21 and 23

years old. Second, they had completed their School-Based Internship course during their 7th semester at a university in Tasikmalaya. Third, each participant used Quizizz for assessment at least three times during their internship. Quizizz was employed primarily for formative assessments. Additionally, all participants used the free version of Quizizz and the types of questions used were multiple-choice and fill-in-the-blank. Lastly, participants were selected based on their willingness to participate voluntarily and were chosen from different schools and classes to ensure a diverse range of insights.

3.4 Technique of Collecting the Data

The data was collected through semi-structured interviews with the participants to gather their perceptions of Quizizz as an assessment tool in EFL classrooms. A semi-structured interview is an informal process of gathering information from another person by asking questions verbally (Longhurst, 2010). The interviews were conducted online using the WhatsApp and Instagram application. All of the participants were contacted via personal chat on WhatsApp. Subsequently, the researcher and participants negotiated an appointment for the time and date of the interview. Specifically, WhatsApp voice notes and chats, furthermore, Instagram direct messages were used to interview the participants. The interviews were guided by a set of open-ended questions, allowing participants to share their perceptions regarding the use of Quizizz as an assessment tool in EFL classrooms.

In the interview process, the researcher used a technique in designing interviews by Adams (2015), encompassing the following stages:

- 1) Participant Selection and Interview Arrangement

This phase involved the necessary preparations for the interview, such as participant selection based on specified terms and criteria. The researcher planned to interview three individuals, and arrangements were made by contacting them to schedule the interview.

- 2) Formulating Questions and Developing the Interview Guide

The Technology Acceptance Model (TAM) by Davis (1989) is used as the foundation for developing the interview questions including two key aspects: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

3) Starting the Interview

The initial step involved seeking permission to record the interview. Before interviewing, the researcher provided an overview of the research, including its title and focus. Participants were encouraged to express themselves freely.

4) Refining Interview Techniques

Each participant underwent an interview lasting between 25 to 30 minutes. The interview followed the predetermined question list. Due to participant preference, online interviews were conducted.

5) Analysis and Reporting of Semi-Structured Interviews

This stage involved scrutinizing the obtained results and ensuring data accuracy. The collected data was transcribed, translated, and analyzed using thematic analysis.

3.5 Technique of Analyzing the Data

Data analysis was conducted using thematic analysis. Thematic analysis was applied using the six-phase framework of Braun and Clarke (2006) to identify key patterns in the data. Thematic analysis can be conducted in a number of steps that will assist the researcher in examining and finding the data which included as follows:

1) Familiarizing with the data

The procedure involves listening, transcribing data, reading, and re-reading interview transcriptions multiple times. In this initial step, the researcher read the transcriptions and identified overarching patterns or themes.

2) Generating Initial Codes (Coding)

Finding all relevant data from the complete dataset that could be used to answer the research questions was the second step. The researcher emphasized codes related to the aim of this research by using the coloring method. This was aimed at distinguishing each aspect indicated by the participants.

Table 3.1 Generating Initial Codes

Data Items	Codes
<p><i>Pake quizizz lebih bikin siswa-siswi excited belajar karena tampilan yang ada di quizizz nya tidak membuat mereka boring dibanding dengan mengandalkan pengerjaan soal di kertas saja. Tampilannya sangat menarik secara visual, karena tampilan quizizz itu seperti game ya dan mereka ngerjain bareng-bareng.</i></p>	<p>Students' positive response</p> <p>Engaging Visuals</p>
<p><i>Manfaat yang dirasakan selama menggunakan quizizz, untuk penilaian nya jadi lebih cepat karena otomatis langsung ada nilainya dan benar salah nya berapa. Dibandingkan paper-based yang harus di cek satu-satu dimana sangat efisien dari segi waktu. Dengan menggunakan quizizz juga lebih hemat uang, tidak perlu print lembaran kertas yang banyak dan tidak perlu membawa banyak kertas ke kelas jadi lebih praktis penggunaannya dibandingkan paper based.</i></p>	<p>Quick Assessment</p> <p>Immediate Results</p> <p>Time Efficiency</p> <p>Cost Efficiency</p> <p>Paperless</p>
<p><i>Kekurangan dari quizizz juga ada, karena quizizz merupakan alat asesmen online yang harus menggunakan internet, kalo internetnya kurang lancar ya jadi hambatan. Misalnya ada beberapa siswa-siswi yang tidak punya kuota mereka harus saling hotspot atau kalau jaringan internet nya buruk, mereka jadi lambat dalam menjawab soal. Tapi ngga jarang waktu banyak terbuang pas persiapan memulai asesmennya. Sehingga kita harus menunggu semua siswa-siswi masuk dan pada akhirnya ada waktu yang lumayan terbuang jika waktu yang digunakan untuk menunggu tersebut membutuhkan waktu yang lama. Ada juga ketika proyektor nya tidak jalan atau tidak bisa digunakan, saya tidak bisa menunjukkan hasil ranking siswa-siswi dalam pengerjaan soal tersebut.</i></p>	<p>Internet Issues</p> <p>Device Accessibility</p> <p>Wasted Time Preparation</p> <p>Easy to use</p>
<p><i>Kalo accessibilitynya sangat gampang soalnya quizizz gratis. Sebagai creator hanya perlu log in dan membuat soal, Tapi kalo udah banyak adaptasi, sudah banyak belajar jadi tidak sulit sama sekali. Bahkan bisa dibilang kalau menurut saya Quizizz ini salah satu media online yang sangat mudah.</i></p>	

Table 3.2 The Frequency of Codes

Initial Codes	Frequency
Cost Efficiency	3
Paperless	3
Easy to use	6
Flexibility	6
Quick Assessment	3
Time Efficiency	4
Immediate Results	10
Engaging Visuals	5
Students' positive responses	7
Internet Issues	3
Wasted Time Preparation	3
Device Accessibility	2

3) Searching for themes

In the third step, the researcher extracted themes from categorized data and emphasized them. This procedure involved selecting data transcriptions and looking for something important in the data related to the research questions. At this step, the researcher merged the relevant initial codes highlighted in the previous step into groups of codes that were relevant to the research questions.

4) Reviewing themes

In this step, the researcher expanded on the topics found in the previous step. These subthemes were examined by the researcher and reviewed from the code grouping to determine which were the most fitting for further investigation.

Table 3.3 Reviewing Themes

Codes	Sub-Themes
Quick Assessment	Simplifying the Assessment Process
Time Efficiency	
Immediate Results	
Easy to use	

Flexibility

Engaging Visuals Students' positive responses	Enhancing Students' Engagement
Cost Efficiency Paperless	Reducing Costs and Paper Usage
Internet Issues Device Accessibility Wasted Time Preparation	Challenges of Using Quizizz as an Assessment Tool

5) Defining and naming themes

Creating appropriate names and definitions for each theme was part of the fifth step. To analyze the data, the researcher assigned categories for each sub-theme, consisting of challenges and solutions and their relevance to the broader themes.

Table 3.4 Defining and Naming Themes

Sub-themes	Themes
Simplifying the Assessment Process Enhancing Students' Engagement Reducing Costs and Paper Usage	Perceived Benefits of Using Quizizz as an Assessment Tool
Challenges of Using Quizizz as an Assessment Tool	Perceived Challenges of Using Quizizz as an Assessment Tool

6) Producing the report

In the final analysis, the researcher reported the research findings in the sixth step regarding the perceived benefits and challenges of student teachers when using Quizizz as an assessment tool in EFL classrooms.

By employing thematic analysis, this qualitative study gained valuable information into student teachers' perceptions, providing a comprehensive understanding of the use of Quizizz as an assessment tool in the EFL classroom from their viewpoint.

