

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

Qualitative research is a methodology utilized to gain insight into the phenomenon experienced by the research subject. A case study is a type of research design and analysis characterized as the "most widely used approach to qualitative research in education" (Gall et al., 2003, p. 433). Qualitative descriptive studies aim to provide a thorough summary of particular events that people or groups have experienced (Lambert & Lambert, 2012). According to some researchers, there is no such thing as qualitative design. The researcher uses the case study method to discover and obtain more in-depth and detailed information about student learning motivation using the Quizlet application as digital flashcards for learning English vocabulary.

3.2 Focus of the Research

This research focuses on determining the students' motivation when participating in English vocabulary learning activities through the Quizlet application in the English class in eighth-grade junior high school.

3.3 Setting and Participants

This study took place in one of the junior high schools in the city of Tasikmalaya, West Java, because the researcher found a phenomenon in this junior high school where this school applied the Quizlet application as a learning media in English subject to learn new vocabulary. The Quizlet application was only implemented by a teacher who taught English in grade 8. Therefore, the researcher took participants for this study from grade 8, as many as three people as representatives of each level of English learning ability, with an age range of 13-14 years. Participants were selected based on the improvement of students' learning abilities in English subjects as seen from report cards ranging from low with a score of 75, medium with a score of 80, and high with a score of 95.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview as the technique to collect the data. A semi-structured interview is an informal process of eliciting information from another person by asking questions verbally (Longhurst, 2003, p. 143). The researcher adapted the interview guidelines by Ryan & Deci (2000) and Puspitarini & Hanif (2019) by asking the participants several questions with several main points to be asked, which the researcher would later develop. The interview question indicators are the desire to acquire knowledge, the desire to achieve learning goals, teachers' demands, a comfortable learning environment, and interesting and unpleasant learning activities. Participants answered either in English or Indonesian. The interview was conducted online using the Zoom application. The researcher will use WhatsApp Voice Note to collect the data if it is not possible.

3.5 Technique of Analysing the Data

The data from the interview was analyzed using thematic analysis after being transcribed. Thematic analysis, according to Braun & Clarke (2006), is a qualitative data analysis technique that can be broadly applied across epistemologies and research questions to locate, assess, classify, describe, and present themes in a data set. Additionally, it is a helpful technique for analyzing the perspectives of the research participants, emphasizing similarities and differences, and producing sudden insights. There are several steps in thematic analysis:

1. Familiarizing yourself with the data

In order to make it simple to understand what the participants said, the researcher transcribed what was recorded during this phase. After that, the researcher read through the interview transcripts several times until they were familiar with the data, at which point they attempted to identify the data. The researcher also looked at key points that needed to be coded.

Table 1. Sample of transcription

W: Good afternoon. How are you today?

P: Good afternoon. Good, Alhamdulillah.

W: Do you think this app helps you not increase your willingness to learn in class?

P: Yes, it is very helpful because this application is easy to use, easy to understand, and pleasant for learning.

W: Can you tell me how pleasant it is?

P: The pleasant thing is that we can have fun with our various expressions while learning the material we will learn on that day. It is easy to remember if we learn vocabulary using this application because we learn by enjoying it. We no longer feel like learning if we use this application, so it is also easy to understand the learning material.

W: Oh, so the theme in the Quizlet application is the material that will be studied that day?

P: Yes, accordingly. For example, today, we learned about greeting cards. So, the vocabulary we learn in the application in the word that usually appears on greeting cards. For example, Happy Mother's Day, congratulations, like that.

2. Generating initial codes

Some points or unique data (phrases, sentences, or paragraphs) are coded during this phase to make the necessary data sorting easier. Only phrases, sentences, or paragraphs related to the aspect that influences how Quizlet can motivate students to learn English vocabulary are coded by the researcher.

Table 2. Generating initial code

1	Yes, it is very helpful because this application is easy to use, easy to understand, and pleasant for learning.	<div style="background-color: #00FFFF; padding: 2px;">Easy to understand</div> <div style="background-color: #FFA500; padding: 2px;">Pleasant for learning</div>
---	---	--

-
- 2 The pleasant thing is that we can have fun with our various expressions in learning, and then the themes of each study will be by the material we will learn on that day. It is easy to remember if we learn vocabulary using this application because we learn by enjoying it; we do not feel like learning anymore if using this application, so it is also easy to understand the learning material.
- Pleasant for learning
Vocabulary retention
Easy to understand
- 3 Yes, accordingly. For example, today, we learned about greeting cards. So, the vocabulary that we learn in the application consists of the words that usually appear on greeting cards. For example, Happy Mother's Day, congratulations, like that.
- Learn about greeting cards
Vocabulary acquisition
- 4 My learning has improved, and my grades are better, too. The learning process became easier to understand because this application helped me. I initially did not know what this word meant, but using this application, I became aware of that.
- Improve learning performance
Easy to understand
- 5 It is very helpful because achieving the classroom learning goal is also easier. What I did not know at first became known. Because there are many words I do not know their meaning, now, after using this application, I know that the tasks given by the teacher can be completed more easily. At that time, I was tasked with making my greeting card; I could make sentences. I already knew what words could be used on the greeting card because I had learned new words in the Quizlet application first.
- Vocabulary acquisition
Task completion
- 6 No, it is not demanding, but this is a new thing, so we want to explore this application by ourselves so that learning becomes more exciting and not boring.
- Facilitating the new learning experience
- 7 No, because as I said, this application when I first tried it was fun and easy to use, so I never felt forced every time I learned using this quizlet application. This is the most awaited thing in every English lesson.
- Pleasant for learning
facilitating the new learning experience
- 8 Yes, I do, like for example, friends don't know what this word means; we teach them what it means, and for example, the meaning of today's material is what, then also discuss the material anyway.
- Collaborative learning
Vocabulary acquisition
-

-
- 9 Often. For example, when learning greeting cards, we are told to **make greeting cards** using origami paper and cardboard that are as attractive as possible. The best ones are given gifts. Then, we learned how to use the Quizlet application, which is also a new activity. I have also learned the words in peer, one in English, one in Indonesian, take turns, like that. **Making greeting cards**
- 10 Yes, alhamdulillah, I use this quizlet application. **I can be more enthusiastic about learning, and I can better understand the material** delivered in class by my teacher. **Improved learning enthusiast**
easy to understand
- 11 Alhamdulillah, after using this application, **my grades have also increased**, and **my enthusiasm for learning English has also increased**. Initially, my grades were normal. Now, after using this application, it has become better. **Improved learning performance**
Improved learning enthusiast
- 12 Yes, **because it is fun to use the application. There are cute pictures that match the words learned, and then there is a voice, too, so I know how to read the word correctly if there is a voice like that. So, whenever you want English lessons, you are always excited about using Quizlet.** **Facilitate new learning experience**
Flashcards with pictures and sounds
- 13 This quizlet helps me to study in class because I am more enthusiastic and **happier**, so the material can also be **easier to understand**. So, the purpose of learning in class is, for example **making a few sentences** using the simple present tense; I can make it like that because I already know the new words learned on Quizlet to use when making sentences. **Feeling happy**
Easy to understand
Making sentences
- 14 Yes, because my friends at that time did not bring cellphones, some did not have quotas, but they still joined in learning how to use the application. **If those who did not bring cell phones followed friends who brought cell phones, well, if those who did not have quotas were given hotspots first, then yes, we were just happy to learn if they were on cell phones like that. Not boring.** **Collaborative learning**
- 15 **Regarding discussions, I often do it,** but sometimes I am dejected because if, for example, in a group, some do not pay attention, some speak, so I sometimes get tired, and then they like to cheat on me. **Collaborative learning**
-

-
- 16 Yes, there are new chapter lessons and new activities, like being given a game at the beginning or guessing the English word. We must guess what Indonesian it is and play the game before using the Quizlet application. So, in my opinion, playing games first can make us enthusiastic before studying, especially if you add studying using the Quizlet application, and I become more enthusiastic about learning English. Guessing the words
- 17 It is very helpful, and my mood has become better because it is fun, so I can be more enthusiastic about learning in class. The learning process also feels easier. Improved learning enthusiast
- 18 It is interesting, so it has abridged the learning process, and it is straight to the point. For example, we learn verb one vocabulary for simple present tense material. In the Quizlet application, we learn a lot of verbs: 1. Learning simple present-tense
- 19 So it has been better, my enthusiasm for learning is increased because the application is fun, easy to use, so the material taught is also easier to understand because I have learned the new words first, so when explained by my teacher, I understand that. Improved learning enthusiast
Easier to understand
vocabulary acquisition
- 20 Very helpful, the learning process also becomes easier, especially in understanding the material, I become happier, and my mood becomes better. So, when given a task by the teacher, it can be done easily and enthusiastically because I already understand. I enjoy it anyway. easy to understand
Feeling happy
- 21 Not demanding, but we tried to understand the learning material that day, so yes using this application certainly helped us understand, so when the teacher told us to use this application I was just happy. Desire to understand material
Feeling happy
- 22 Yes, I do. Because humans are social creatures, so we have to work together when it comes to learning so that we both understand. Collaborative learning
- 23 Hmm always, because learning using this Quizlet application is to learn new English words, so the learning activities are also various, sometimes making sentences, sometimes making dialogues, also making letters, like that. If, before learning how to use the Quizlet Vocabulary acquisition
Making sentences
-

application, the teacher just explained the material, then we were told to copy the material from the book. It happens every English Lesson. But now it is more diverse – the variety of learning becomes more exciting, not boring.

Making dialogues

Making letters

3. Searching for themes

In this step, the researcher grouped the codes that most likely have the same theme. Afterward, to make it easier to incorporate the codes into the proper theme, the themes were colored differently.

Table 3. Searching for Themes

Theme 1: Enhancing Learning Experience through Effective and Enjoyable Media		Theme 2: Allowing Interesting and Pleasant Learning Activities	
Codes	Total	Codes	Total
	7		1
Easier to understand	3	Learn about greeting cards	3
Pleasant for learning	1	Collaborative learning	1
Vocabulary retention	5	Making greeting cards	1
Vocabulary acquisition	2	Flashcards with pictures and sounds	1
Improved learning performance	1	Making sentences	2
Task completion	3	Guessing the words	1
Facilitate new learning experience	4	Learning simple present-tense	1
Improved learning enthusiast	3	Making dialogues	1
Feeling happy	1	Making letters	1
Desire to understand material			

4. Reviewing themes

In order to determine whether the themes were appropriate, this phase involved reviewing the themes. The researcher reviewed the themes by paying attention to codes that were considered appropriate to the research context and conducted the triangulation stage by finding the same data from 3 participants or most participants, as well as from the data found repeatedly in analyzing the data that had been collected so that the researcher could determine whether the themes were

appropriate. Additionally, the researcher replaced or omitted the themes if they were inappropriate.

Table 4. Reviewing Themes

Theme 1: Enhancing Learning Experience through Effective and Enjoyable Media	Theme 2: Allowing Interesting and Pleasant Learning Activities
Sub-Theme 1: Providing Effective Learning Tools <ul style="list-style-type: none"> • Easy to understand • Vocabulary retention • Improve learning performance • Task completion • Desire to understand material • Facilitating new learning experience 	Sub-Theme 1: Cooperative Learning <ul style="list-style-type: none"> • Guessing the words • Collaborative learning • Making dialogues
Sub-Theme 2: Cultivating a Positive Learning Atmosphere <ul style="list-style-type: none"> • Pleasant for learning • Improve learning enthusiast • Feeling happy 	Sub-Theme 2: Discovery Learning <ul style="list-style-type: none"> • Learn about greeting cards • Making greeting cards • Flashcards with pictures and sounds • Making sentences • Learning simple present tense • Making letters

4. Defining and naming themes

Sorting the various codes into potential themes and compiling all the relevant coded data extracts within the identified themes are the goals of this phase, which refocuses the analysis on the broader level of themes rather than codes (Braun & Clarke, 2016).

Table 5. Naming Themes

Theme 1: Enhancing Learning Experience through Effective and Enjoyable Media	Theme 2: Allowing Interesting and pleasant learning activities
<ol style="list-style-type: none"> 1. Providing Effective Learning Tools 2. Cultivating a Positive Learning Atmosphere 	<ol style="list-style-type: none"> 1. Cooperative Learning 2. Discovery Learning

5. Producing the report

During this phase, the researcher presented the data in a way that persuaded the reader of the analysis's validity and merit.

3.6 Steps of the Research

In this research, the researcher did the following steps:

- a. Finding research topics and formulating problems.
- b. Determining the participants.
- c. Determining research methods, data collection, and data analysis.
- d. Administering interview questions related to the research topic and problem formulation.
- e. Conducting interviews as data collection and analyzing the data that has been obtained.
- f. Concluding.

3.7 Time and Place of the Research

Table 6. Research Schedule

No.	Description	Aug-Nov 2023	Dec 2023	Jan 2024	Feb-June 2024	July 2024	Nov-Des
1.	Research Proposal Writing						
2.	Research Proposal Examination						
3.	Data Collection						
4.	Data Analysis						

No.	Description	Aug-Nov 2023	Dec 2023	Jan 2024	Feb-June 2024	July 2024	Nov-Des
5.	Comprehensive Examination						
6.	Final Thesis Examination						

This research was conducted during the even semester when the researcher had finished with all the research preparations, also after the researcher contacted the participants and asked for approval and consent to participate. The research was conducted online through the Zoom Meeting application. After determining the time for an interview with the participant, the researcher prepared the Zoom Meeting room and invited the participant to join the Zoom Meeting room.