CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

Since the primary topic of this study was a case or an occurrence, that was taken from English Class in one of Tasikmalaya Junior High School where there were oftentimes conducted Quizziz in formative assessment, the procedure of case study was chosen, precisely descriptive case study. The case study method is an appropriate choice since it is an empirical examination that explores comprehensively into an existing occurrence (the "case") and considers it in the context of actual world events (Yin, 2009). The more inquiries that demand for a detailed and "in-depth" explanation of a certain issue, the more case studies are valuable.

Additionally, descriptive case study was preferred considering descriptive case study demonstrates the complexities of the issue and delivers information from an extensive range of sources and opinions in several types of methods. It is precise and highly accurate in its description of the research's conclusions (Merriam, 1998). Moreover, in consideration of research question uses "what?", it is suitable for descriptive case study.

3.2 Setting and Participants

The participants were the middle school students of one of Junior High School in Tasikmalaya that experienced and witnessed Quizizz's leaderboard utilization in formative assessment, especially in English subject. The Quizizz was commonly conducted once in every two until three meetings. To be more specific, three students were chosen. All of them were from the same class and students of the researcher when School-Based Internship program. They were chosen due to the consideration that two of them was often placed in high rank, top five and top ten to be precise, while the other one rarely placed in top ten. Two students that often placed in top five were quite active students in asking and discussing, while the other one was quite passive and only speak when she was asked. The contrast

of the participant's condition was preferred by the researcher to result diverse data.

3.3 Data Collection

Semi-structured interviews were used as the main data collection tool. It contains open-ended questions and provides an opportunity for the interviewer and the interviewee to discuss some topics more specifically (Burgess, 1984). Semi-structured interview allows the user to explore both the expansion and the depth of discussed topic, resulting numerous points of the topic. Furthermore, it included the following features, the interviewer and respondents conduct a formal interview. Next, questions were created by the interviewer and adopted from existed expert's theory or framework. The questions were a listing of open-ended questions as well as subjects that should be discussed throughout the interview. Moreover, the wide scope of the question identified the topic under studies but offered prospects for both the interviewer and the interviewee to explore some topics in greater detail.

To assist the participants in responding, suggestions were frequently given. The interview was held in one of Coffee Shop in Tasikmalaya. There, the researcher interviewed two participants at the same time, those two were students that frequently achieved top five position in Quizizz's leaderboard. Smartphone's audio recorder was used to record their answers. While the other one who rarely placed in top ten was interviewed via WhatsApp where she sent her answers through voice note. Interviews used Bahasa Indonesia, then translated and transcribed.

3.4 Data Analysis

The data were analyzed qualitatively using thematic analysis. Thematic analysis is a technique for cautiously identifying, arranging, and providing Information about patterns of meaning (themes) within a data collection (Clarke et al., 2015). The researcher may recognize and comprehend communal or shared significance and emotions by employing thematic analysis, which focuses on meaning across a data collection. These are the steps of thematic analysis:

3.4.1 Familiarizing the data

This step comprised transcribing the information from the interviews and examining and rewriting the transcript of the information with regard to the investigation's focus.

3.4.2 Generating Initial Codes

In this stage, the data that might offer some insight to the research questions were identified and underlined. The researcher colored in the coded information to bring attention to the different elements, which offered an understandable summary of the data.

Table 3.1 Generating initial codes

Time	Interview data	Codes
00:24 – 00:24	**I think its purpose is to let us know the continuity of the material.**	**-Learning Objective Explanation's Purpose.**
00:53 - 01:13	I usually discuss with my chair mate, so that we could recognize each other mistakes and cross check our answers.	Peer Discussions
01:27 - 01:24	It is helpful, if my position decrease in the leaderboard I am usually motivated to perform better. Reviewing the material for once again.	Leaderboard's Effect to Student's Motivation
02:07 - 02:33	I liked to notice if positions of the others went up, meanwhile I stayed lower. So, I was disappointed.	Comparison with Friends
02:33 - 02:52	I am desired to study more, the recent material. So that in next chances, I would achieve better.	Encouragement to study independently
03:18 - 03:29	I was often desired to be given second trial because I aware of how important the grades for me.	Desire to be given second chance in Quizizz
03:39 - 03:55	The final results were always shown by the teacher, I once gained first place and I felt really	Class discussion purpose

	happy. Perhaps that's the purpose, to motivate.	
05:19 - 05:26	I prefer the leaderboard to show everyone's position because we can see our grades and compare each other.	Leaderboard visibility preferences.

Table 3.2 List of initial codes and their frequency

Initial Codes	Frequency
Learning Objective Explanation's Purpose	3
Peer Discussions	6
Leaderboard's Effect to Student's Motivation	8
Comparison with Friends	4
Encouragement to study independently	5
Desire to be given second chance in Quizizz	3
Class discussion purpose	4
Leaderboard visibility preferences.	8
Quizizz's Leaderboard as Helping Tool	4

3.4.3 Searching for Themes

This is the process in which the researcher grouped and highlighted the codes possibly in the same themes from the data that has been categorized and highlighted in the second phase.

Table 3.3: Searching for themes

No	Initial Codes	Potential Themes
1	Friends Discussions Comparison with Friend	Evaluating Students' Performance
2	Leaderboard's Effect to Student's Motivation Comparison with Friends Desire to be Given Second Chance	Desire to Compete
3	Leaderboard's Effect to Student's Motivation Leaderboard Visibility preferences. Encouragement to Study Independently	Quizizz's Leaderboard Effects

3.4.4 Reviewing themes

The researcher investigated and evaluated the theme' worth during this step, focusing on the relevance to the potential themes to main topic

3.4.5 Defining themes

In this stage, the most suitable topic and a suitable name were decided. This topic had to solve the research questions and fulfilled the intended objectives

. **Table 3.4 Defining themes**

No	Potential Themes	Themes
1	Evaluating Students' Performance	Reflection of Student's Performance
2	Desire to Compete	Boosting Sense of Competing
3	Quizizz's Leaderboard Effects	Quizizz's Leaderboard as Encouragement and Discouragement

3.4.6 Producing the report

It is the last phase in thematic analysis. After the researcher got the central theme, the researcher created a report on the research finding.

3.4 Research Schedule

Table 3.5: *Research Schedule*

Description	Sept/ 2023	Oct/ 2023	Dec/ 2023	Feb/ 2024	March/ 2024	Apr/ 2024	July/ 2024
Research Proposal writing	▓	▓					
Research Proposal Examination			▓				
Data Collection				▓			
Data Analysis					▓		
Report					▓	▓	
Thesis Result Seminar							▓
Thesis Examination							▓