

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter talked about the research procedures. It consists of the following elements: research method, research focus, setting and participants, data collection technique, data analysis technique, research steps, research time, and place.

#### **3.1 Research Method**

This research used qualitative research, which includes one of several methods. One of the methods is a case study. According to Yin (1984:23), the case study research method is “an empirical inquiry that looks at a current phenomenon in the context of real-world events; when the boundaries between phenomenon and context are not immediately apparent; and when several sources of evidence are employed”. This approach enables researchers to evaluate the data carefully within a particular context. A case study typically focuses on a specific geographic area or a small group of individuals as its participants. According to Zainal (2007), case studies are designed to examine and analyze real-life contemporary phenomena in detail, exploring the context of a limited number of events or conditions and their interconnections. Similarly, Starman (2013) noted that case studies usually involve the examination of a single case or a small number of cases.

#### **3.2 Research Focus**

This research explores students’ perceptions of learning vocabulary through the Board Race Game.

#### **3.3 Setting and Participants**

This study took place in one of the junior high schools in Tasikmalaya, West Java because it is the setting where the research phenomenon is found. The Board Race Game was conducted twice, during the process of teaching vocabulary materials. It was started by dividing students into two to four groups, depending on the number of students. Each group was asked to line up and given one marker to write on the board. After that, they wrote the vocabulary material learned on the

board within a limited time; the winner is whichever group can write as many vocabulary words as possible before the time runs out.

The participants in the study are four students with details: two female students and two male students from the seventh grade. The selected participants meet the criteria and follow the research target: students who learn English using Board Race Games in their vocabulary learning process, they are, who is active and passively participating at least in two meetings and being interviewed by assigning the consent form.

### **3.4 Data Collection**

This research used semi-structured interviews to collect data because this method suits this study. This study uses interviews with students who are asked some questions about their perceptions of learning using Board Race Games using the motivational theory by Zoltán Dörnyei. Therefore, in this study, the researcher allows participants to express their arguments, experiences, and opinions about the topic covered in this study without any pressure or coercion. Semi-structured interviews are employed when an open framework is beneficial to the research. This method allows for focused yet conversational two-way communication, which helps gather more detailed and relevant information from participants (Pathak & Intrat, 2012). Horton et al. (2004) explained that semi-structured interviews enable interviewees to freely express their thoughts, highlight their areas of expertise or interest, facilitate deeper discussions on certain topics, and address or clarify any apparent contradictions. Furthermore, the interviews were conducted in the participants' native language (Indonesian) to minimize misunderstandings between the interviewers and participants.

The process of collecting data that is carried out by the researcher:

1. Finding participants by selecting the participants directly that related to the research so that the researcher can easily and quickly find willing participants.
2. Contact and ask participants for approval whether they are willing to be participants and be interviewed.
3. Schedule interviews according to the participants' schedules.

4. Conduct face-to-face interviews and recorded interviews with the consent of the participants using the audio recorder features available on the smartphone to obtain the data.
5. The researcher transcribes the results of interviews with participants.

### 3.5 Data Analysis

The researcher undertakes a more in-depth study of the outcomes of interviews done by the researcher using thematic analysis based on the data that has been collected and received. Braun and Clarke (2006) describe thematic analysis as a method for identifying recurring themes and patterns of meaning within a dataset in relation to a research question. This approach organizes and provides a detailed description of the data. They outline six key steps for conducting thematic analysis, which serve as a structured framework for the process.

#### 1. Familiarizing with the data

This initial step involves transcribing the data, reading through it multiple times, and taking notes on the interview transcripts. The researcher thoroughly reviews all the interview data to identify meanings, patterns, or emerging themes.

#### 2. Generating initial codes

At this stage, the researcher creates an initial list of ideas based on the data and identifies elements of interest. This involves coding the data by highlighting and categorizing sections related to the research objectives.

**Table 3. 1 Generating initial codes**

Interview data	Codes
P1: Karena, metode game ini adalah permainannya bergantian dengan teman sehingga kita dapat melihat bagaimana teman kita cara menjawab kosakata itu dibandingkan dengan kita, jadi termotivasi seberapa mereka berusaha agar bisa mengingat kosakata arti kosakata itu kembali.	Gaining motivation
P3: Iya, menurut aku Board Race Game bikin aku jadi lebih semangat belajar kosakata. Aku jadi sadar kalau kosakata itu penting banget buat masa depan. Misalnya, buat ujian nanti atau bahkan buat pekerjaan pas udah besar.	Importance of learning English

P4: Pas main game ini, aku jadi lebih gampang mengingat kosakata karena harus cepat-cepat menulis di papan.	Vocabulary recall
P4: Kompetisi dengan teman-teman pas main bikin aku jadi lebih semangat belajar kosakata. aku pengen banget menang, jadi aku lebih serius dan mikir cepat saat giliran. Bukan cuma soal menang, aku juga merasa termotivasi karena bisa bekerja sama dengan teman-teman.	Competition among friends
P3: Tentu saja. Saat bermain Board Race Game, aku merasa lebih percaya diri dalam menguasai kosakata bahasa Inggris. Permainan ini bikin belajar jadi seru dan nggak membosankan.	Increasing confidence

The participants' interview transcription showed that 28 initial codes represented different aspects. Here is the list of initial codes and their frequency.

**Table 3. 2 List of initial codes and their frequency**

No	Initial codes	Total
1	Fun and enjoyable learning experience	2
2	Feeling challenged in the game	2
3	Memory and concentration improvement	1
4	Gaining motivation	3
5	Peer support and guidance	1
6	Vocabulary recall	4
7	Awareness of vocabulary's future importance	2
8	Applying vocabulary in real-life contexts	1
9	Increased interest in learning English	2
10	Importance of learning English	4
11	Awareness of need for further learning	1
12	Learning without pressure	2
13	Ability to remember learned material	1
14	Feeling nervous	1
15	Independent learning initiative	4
16	Gaining new vocabulary	2
17	Increased focus during learning	2
18	Feeling challenged by the game	2
19	Challenge of overcoming laziness	1
20	Memory improvement	1
21	Competition among friends	4
22	Collaborative learning experience	4

23	Increasing confidence	4
24	Understanding through context	1
25	Motivation to reach learning goals	2
26	Desire to learn more vocabulary	4
27	Games as a learning tool	1
28	Interactive learning through play	4

### 3. Searching for themes

In this phase, the researcher examines the data with initial codes applied and organizes these codes into potential themes. Relevant data for each theme is gathered and aligned with the research questions.

*Table 3. 3 Searching for themes*

No	Initial Codes	Potential Themes
1	Gaining motivation	Motivation and Engagement in Learning
2	Motivation to reach learning goals	
3	Desire to learn more vocabulary	
4	Increased interest in learning English	
5	Fun and enjoyable learning experience	Enjoyment and Positive Learning Experience
6	Learning without pressure	
7	Interactive learning through play	
8	Increased focus during learning	
9	Vocabulary recall	Vocabulary Development and Recall
10	Gaining new vocabulary	
11	Feeling challenged in the game	Challenge and Achievement
12	Feeling challenged by the game	
13	Increasing confidence	
14	Importance of learning English	Value and Importance of Learning English
15	Awareness of vocabulary's future importance	
16	Independent learning initiative	Independent and Collaborative Learning
17	Collaborative learning experience	
18	Competition among friends	

#### 4. Reviewing themes

The fourth step involves refining or modifying the identified themes. The researcher evaluates the themes to determine their relevance and appropriateness for the research.

**Table 3. 4 Reviewing themes**

Potential Themes	Themes
Motivation and Engagement in Learning	Cultivating Motivation and Engagement for Lifelong Learning
Enjoyment and Positive Learning Experience	Fostering Joy and Positivity in Learning
Vocabulary Development and Recall	Unlocking Language: Strategies for Vocabulary Development and Effective Recall
Challenge and Achievement	The Power of Challenge and Achievement in Learning
Value and Importance of Learning English	The Value and Importance of Learning English in a Globalized World
Independent and Collaborative Learning	Balancing Independence and Collaboration in Learning

#### 5. Defining themes

This step focuses on developing clear definitions and names for each theme. The researcher analyzes the data further to clarify the essence of each theme and the relationships between them.

#### 6. Producing the report

In the final step, the researcher compiles a detailed and coherent report presenting the analysis results in a clear and valid manner.

### 3.6 Research Steps

**Table 3. 5 Steps of the research**

Steps	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research

4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisor and examiners

### 3.7 Research Schedule

The research was conducted at a junior high school in Tasikmalaya, West Java, Indonesia. The period for the implementation of the research is presented in the research schedule below:

*Table 3. 6 Research Schedule*

Description	April/ 2024	May/ 2024	July/ 2024	Aug/ 2024	Sept/ 2024	Oct/ 2024	Nov/ 2024	Dec/ 2024
Research Proposal Writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
Report								
Thesis Examination								