

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

This research used a descriptive case study as one of the qualitative research methods. According to Zainal (2007), descriptive case studies are used to describe natural occurrences that occur within the data in question, such as what different tactics a reader uses and how they employ them. This study focused on the investigations of the student's experiences during participating in a Quizizz-Based formative assessment in Language Material Evaluation and Design course. Thus, this approach becomes an appropriate method for an in-depth examination of certain phenomena, producing comprehensive analyses.

3.2 Setting and Participants

This research was conducted in one of the 5th semester's subjects at Siliwangi University Tasikmalaya, West Java, Indonesia, namely the Language Materials Evaluations and Design (LMED) course in the academic year 2021. LMED was chosen because it is consistent. This subject utilized Quizizz-Based Formative Assessment in every meeting, while the other course did not. This course positioned students as teachers so they would learn how to select, adapt, and produce materials for teaching English. All activities are set for 14 meetings with several tasks and performances such as a worksheet, presentations, and class/group discussions.

This research encompassed the phenomenon of the students participating in Quizizz-Based Formative Assessment in the form of a quiz in LMED class academic year 2021/2022 held at the end of the lesson in each meeting. The data were obtained from five students with several criteria. First, students who have used Quizizz 6 to 10 times. Second, students must have taken or be taking an LMED subject while this study is being conducted. And the last, the most important thing is that they are willing to involve in this research voluntarily. Those participants were recruited according to their academic achievements, such

as low, medium, and high, based on the teacher or peer recommendation. It was selected to get varied, deeper, and more detailed information.

3.3 Data Collection

In collecting the data, this research collected the data through a semi-structured interview. Longhurst (2003) stated that A semi-structured interview is a verbal exchange in which one person, the interviewer, uses questions to elicit information from another person. The semi-structured interview was conducted because of its flexibility. This type of interview gives the interviewer freedom to explain their thoughts and guide the participants into certain interests and skills that they believe participants have.

In conducting the interview, the researcher adapted technique in designing interviews from Adams (2015):

1. Selecting participants and arranging interviews

This phase relates to the things that need to be prepared for the interview. Such as choosing the participants by following the terms and criteria. The interview will be conducted with three people. The researcher will contact them to request and schedule the time for the interview.

2. Drafting questions and the interview guide

The interview questions were adapted from Chaiyo & Nokham (2017). There are six main questions related to Students Satisfaction, Engagement, Concentration, Comfortability, and Motivation.

3. Starting the interview

In this step, the first thing is to ask permission for this interview to be recorded. Before the interview begins, researchers will explain the research, including the title, research focus, and others. In this method, the researcher used an ASUS Zenfone Max ProM1 audio recorder to record the conversations that occurred. Then, the interviewer asked the participant to talk freely.

4. Polishing interview techniques

Each participant was interviewed for a period of time between 30-60 minutes per session. Afterward, it started with a question according to the

question list. The online interview was conducted by phone because of the participants' willingness.

5. Analyzing and reporting a semi-structured interview

In this section, the researcher examined the results, checking for accuracy in the data acquired during the interview. The data was also transcribed and translated. The data will be analyzed using thematic analysis.

3.4 Data Analysis

In the process of analysis, the data were analyzed by using thematic analysis (Braun & Clarke, 2006). The thematic analysis aimed to identify, analyze, and report the patterns (themes) within the research data (Braun & Clarke, 2006). This method is very effective when a study intends to explore in detail the qualitative data they have to find the interrelationship of patterns in a phenomenon and explain the extent to which a phenomenon occurs through the glasses of researchers (Fereday & Muir-Cochrane, 2006).

Braun & Clark (2006) gives a very useful framework for conducting thematic analysis. Those six steps which included as follows;

1. Familiarizing with the data

The first step the researcher needs to read and re-reading also make notes in the data transcript from the interview results. The form of the data was an audio recording. The researcher listened and transcribed the audio entirely in order to familiarize himself with the data.

2. Generating initial codes

In this phase, the researcher started to organize and identify the relevant data or something interesting related to the aim of the study. The researcher used the coloring method to differentiate each aspect reflected by the participants, which became the initial codes. Here are examples of interview transcriptions and the initial codes generated for the data.

Table 3.1 Generating initial codes

Transcriptions	Initial Codes
Apalagi dengan diadakan quizziz ini	Remembering the material

<p>memori-memori kita selama proses belajar itu jadinya keingat kembali tentang materi yang diajarkan jadi tidak cepat lupa tentunya ini sangat sangat berguna dan bermanfaat sekali bagi saya untuk mengingat materi yang ada di LMED ini a.</p>	
<p>Iya jadi dengan adanya quizziz ni lebih merasa fokus ketika dalam proses belajar LMED ini atau mendengarkan penjelasan dari dosen.</p>	<p>Increasing student engagement while the learning process</p>
<p>paling ya cuman kendala jaringan aja a karna pun jaringannya susah kadang nanti fitur ini nggak jalan terus quizziz kita pun kadang kuis kuisnya nggak muncul paling gitu aja a</p>	<p>Challenge</p>
<p>Kalau menurut saya penggunaan quizziz ini e.. sangat gimana ae... emang betul betul sangat menarik karena dibandingkan e.. kuisnya melalui Google form karena di dalam quizziz ini fitur-fitur semuanya menarik apalagi tampilannya pun berwarna-warni pokoknya tampilannya emang betul betul menarik terus kadang ada juga animasi-animasi gitu</p>	<p>Interesting platform</p>
<p>kalau saya pribadi malah merasa sangat nyaman a soalnya ketika mengerjakan kuis menggunakan quizziz ini itu sama-sama seperti permainan game jadi</p>	<p>Students comfort ability</p>

<p>banyak animasi ini animasi itu gitu.</p>	
<p>Kalau saya pribadi dalam masalah konsentrasi tidak ada masalah justru membuat saya lebih konsentrasi selama mengerjakan kuis</p>	<p>Keep student focus while doing test</p>
<p>Kalau menurut saya a memang sepertinya sulit kalau mau nyontek ya apalagi buat nyari nyari lagi bahan materinya di buku ataupun di PPT soalnya kan biasa kalau di quizziz itu ada ada waktunya</p>	<p>Avoid cheating</p>
<p>Iya karena dengan diadanya kuis setelah proses pemaparan materi ataupun sehari setelah proses penjelasan materi oleh dosen itu bisa membuat saya pribadi termotivasi untuk lebih belajar karena kadang kan kita juga harus apa berlomba-lomba agar nilainya bagus itu akan jadi dengan adanya kuis materi-materi itu nggak terabaikan jadi kita saya pun saya pribadi itu PPT yang sudah di-share atau yang telah dibagikan itu saya baca-baca lagi saya buka-buka lagi supaya nanti ketika kuis saya bisa jawab Jadi ketika kuis memudahkan saya untuk menjawab</p>	<p>Increase student motivation</p>
<p>mungkin kalau quizziz ini lebih ke suka degdegan gitu a , soalnya kan kaya semua orang itu kaya berebut untuk masuk ke 5 besar itu,</p>	<p>Students feeling</p>

jadi kalau saya pribadi a dengan adanya quizz ini, saya sih jadi lebih memahami materinya gitu supaya saya bisa menjawab quizz ini dengan baik gitu	Comprehend the material
Kalau untuk akses masuknya ke quizznya sih cukup mudah a tinggal masukin kode yang dikasih dosen, terus tinggal tunggu dosen mulai quizznya.	Accessible

3. Searching for themes

In the third phase, the researcher analyzed the theme from the data highlighted in the previous step. This is the process of grouping by picking the data transcript and discovering something exciting or significant with the research questions.

Table 3.2 Searching for themes

Remembering the material	3
Increasing student engagement	6
Challenge	5
Interesting platform	11
Students comfort ability	12
Keep student focus while doing test	7
Avoid cheating	5
Increase student motivation	6
Students feeling	2
Comprehend the material	3
Accessible	2

4. Reviewing themes

In this step, the researcher looked over the data that had been coded for each theme to make sure whether they composed an appropriate theme.

5. Defining themes

In the fifth phase, the researcher figures out the essence of what component or theme of the data is about. Maguire & Delahunt (2017) said, “What is the theme saying? If there are sub themes, how do they interact and relate to the main theme? How do the themes relate to each other?” (p.11)

Table 3.3 Defining and naming Theme

1. Recalling Teaching material through Quizizz 2. Comprehending Teaching Materials through Quizizz	Quizizz-Assisted Recalling and Comprehending Tool to Teaching Materials
	Quizizz as a Tool for Increasing Learning Engagement Perceived Learning Challenges of Applying Quizizz Comfortable and Accessible Learning Activities Through Quizizz Quizizz as a tool for avoiding cheating Quizizz as a tools for enhancing learning motivation

6. Reporting

In the last phase, after the researcher defined the central theme, the researcher created a report on the findings of this research.

3.5 Steps of the Research

This research will be conducted with following stages:

Table 3.4 Steps of the Research

Steps	Description
1. Identifying the problem	The researcher finding a phenomenon and an

	issue based on self-experience during the LMED course held by one of the universities in Tasikmalaya. West Java, Indonesia, namely Siliwangi University.
2. Reviewing Literature	In order to support this research, the researcher reviewed several kinds of literature related to this study, such as books, research articles, and journals from the internet.
3. Objectives and research questions	The study investigate the students' experiences during participation in the Quizizz-Based formative assessment in the LMED course.
4. Collecting the data	Semi-structured interviews will be used for data collection because they allow the interviewer to explain their thoughts and guide the participants into the specific interests and skills that they believe the participants have.
5. Analyzing the data	In analyzing the data, this study set up the thematic analysis. As Braun and Clarke (2006) assumed, thematic analysis is an analytical procedure to analyze, manage, represent, and inform themes contained in a data set.
6. Writing the report	After all of the steps above are conducted, the analyzed data will be interpreted before it is finally presented as the result of the study.

3.6 Research Schedule

Table 3.5 Research Schedule

No	Description	J a n	F e b	M a r	A p r	M a y	J u n	J u l	A u g	S e p	O c t	N o v	D e c
1.	Research proposal writing												
2.	Research proposal examination												
3.	Data collection												
4.	Data analysis												
5.	Comprehensive Examination												
6.	Thesis Examination												