

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

This research used the case study method. Yin (2014) acknowledged that case study research is a linear but iterative process and has provided a six-stage conceptual depiction of the various stages involved in case study research: plan, design, prepare, collect, analyze, and share, with arrows among these stages.

3.2 Setting and Participants

This study took place in a course in Tasikmalaya city, West Java, Indonesia. The participants of this research were three teachers who have been teaching English for 1.5 - 2.5 years in a course, several considerations to recruiting them as participants are (1) they used to teach English by utilizing GBL to YLs in a course (2) they were willing to become the researcher participants. The researcher asked the participants for their willingness to participate in this study by filling the consent form.

3.3 Data Collection

The primary data of this research was recorded conversations, and the data were collected from the participants through interviews. In terms of interviewing all the participants, this research also designed an interview guideline based on the theory of "The one-to-one Interview" developed by Ryan F. et al. (2009). The result of the interview process has been recorded and transcribed.

This research conducted several interviews that focused on teaching

vocabulary to YLs through GBL, based on the framework by Tayo & Adediwura (2007) and Greenblat (1973) as theory.

A. Motivation

It is the participation in a simulation game which increases enthusiasm and commitment in learning a language.

B. Cognitive learning

It is the games that seem to display in a simple way the structure of real-life situations. They cut us off from serious life by immersing us in a demonstration of its possibilities. We return to the world as gamblers, preparing to see what is structural about reality and ready to reduce life to its liveliest elements.

C. Changes in the character of later coursework

It is the class discussions following a simulation that will involve greater participation by class members, as they will have had a shared experience.

D. Affective learning re subject matter

It is participation in simulation games leads to changed perspectives and orientations (e.g., attitudes toward various public and world issues, attitudes toward the importance of collective versus individual action, attitudes toward deviant lifestyles)

E. General affective learning

The participants in simulation games gain a greater sense of personal efficacy and potency.

F. Changes in classroom structure and relation

It is the use of simulation games that lead to teachers perceiving students more positively.

3.4 Data Analysis

The data were qualitatively analyzed by using thematic analysis, Braun & Clarke (2006) developed the following steps:

- A. Familiarizing the data: The researcher transcribed the data from the audio recording and re-read the data.

Data Transcribed
P1. <i>"Dengan game siswa (young learners) lebih termotivasi dan menarik minat mereka untuk belajar vocabulary. Karna pada dasarnya mereka kan masih anak-anak yang senang bermain-main. Oleh karena itu, game bisa jadi triggering dan daya tarik minat belajar yang ampuh kalo siswa (young learners) malas buat belajar di kursusan."</i>
P2. <i>"Penerapan game dalam pembelajaran vocabulary dapat memotivasi dan menarik minat siswa (young learners), sebab games memiliki aktivitas yg fun dan interested yang sesuai dengan karakteristik dan kebutuhan siswa (young learners)."</i>
P3. <i>"Belajar dengan menggunakan game menarik motivasi dan minat siswa (young learners), terus mereka jadi tidak merasa bosan dan lebih enjoy untuk belajar. Beda halnya, kalau mereka ngerajain soal-soal latihan di buku textbooknya, mereka jadi cepat bosan dan kebanyakan ngobrol sama temen sekelasnya, mereka jadi kurang focus saat pembelajaran."</i>

Table 3.1. Example of Data Transcribed

B. Generating initial codes:

The researcher highlighted the data related to the topic of the research. By doing this step, the researcher made it easier to analyze the data.

Data	Initial Codes
Dengan game siswa (<i>young learners</i>) lebih termotivasi dan menarik minat mereka untuk belajar vocabulary. Karna pada dasarnya mereka kan masih anak-anak yang senang bermain-main.	Motivation
Dengan game siswa (<i>young learners</i>) lebih termotivasi dan menarik minat mereka untuk belajar vocabulary. Karna pada dasarnya mereka kan masih anak-anak yang senang bermain-main.	Interest
Game membantu siswa (<i>young learners</i>) untuk mengingat vocabulary dengan mudah , karena belajar menggunakan game lebih diterima siswa (<i>young learners</i>) daripada mengerjakan soal latihan.	Memorizing vocabulary easily
Karena dengan penerapan game, kelas menjadi sangat berisik dan siswa (<i>young learners</i>) banyak bergerak kesana-kemari jadi sulit untuk di atur.	Classroom-management
Sebagai guru, saya merasa kesulitan untuk drilling vocabulary yang telah diberikan kepada siswa (<i>young learners</i>), misalnya kehabisan waktu karna siswa (<i>young learners</i>) terus menebak-nebak gambar dengan salah dan kekurangan waktu untuk 'repeat and practice saying the word'.	Time-management
Siswa (<i>young learners</i>) sering menebak vocabulary dalam gambar dengan bahasa sunda, dan lebih banyak menggunakan bahasa sunda saat pembelajaran. Jadi tantangan saya disini adalah membuat mereka tetap engage dalam permainan, walaupun saya meresponnya dengan bahasa inggris.	YLS' mother tongue

Table 3.2. Generating initial codes

- C. Searching for themes: The researcher grouped the data in a particular classification that made them easy to analyze.

YLS' Motivation and Interest	
Motivation	9
Interest	8
Vocabulary Mastery	
Memorizing vocabulary easily	4
Challenges	
Classroom-management	4
Time-management	8
YLS' mother tongue	1

Table 3.3. Searching for themes

- D. Reviewing the themes: The researcher reviewed and checked the quality of the themes by checking the usefulness, boundaries, sufficiency, and coherence.

Classifications	Codes	Qty
First Classification	● Motivation	9
	● Interest	8
Second Classification	● Memorizing vocabulary easily	4
Third Classification	● Classroom-management	4
	● Time-management	8
	● YLS' mother tongue	1

Table 3.4. Reviewing the themes

- E. Defining and naming the themes: The themes were named as the representation of its following sub-themes.

First Theme	YLs' Motivation and Interest
Second Theme	Vocabulary Mastery
Third Theme	Challenges

Table 3.5. Defining and naming the themes

- F. Producing the report: The researcher reports what has been gained from this research.

3.5 Research Schedule

No.	Activities	Jun. 2022	Jul. 2022	Aug. 2022	Sep. 2022	Oct. 2022	Nov. 2022
1.	Submission of Research Topic	■					
2.	Research Topic Approval		■				
3.	Writing Proposal		■				
4.	Proposal Approval		■				
5.	Proposal Examination			■			
6.	Conducting the Research				■		
7.	Writing The Report				■	■	
8.	Comprehension Examination					■	
9.	Final Thesis Examination						■

Table 3.6. Research Schedule