

CHAPTER 3 RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

In this study, a descriptive case study methodology was employed due to the presence of an informal online English course that integrates Kahoot to promote students' behavioral engagement. According to Yin (2014), a case study is described as an empirical investigation that explores a present-day phenomenon within its authentic real-life setting, particularly when the boundaries and contexts are not clearly defined. Case study methodology was selected due to its ability to provide a comprehensive and profound comprehension of the subject under investigation. In this case, it permitted a comprehensive examination of how the integration of Kahoot impacts students' behavioral engagement within the unique context of an informal English course. This approach allowed researchers to delve into the intricacies of real-life occurrences and events (Stake, 1995). With this method, the researcher acquired a better understanding of the above phenomenon that has not been studied or theorized before. Furthermore, the study investigated EFL students' behavioral engagement while learning English through Kahoot.

3.2 Focus of the Research

This research focused on EFL students' behavioral engagement as they employed Kahoot for English language online learning within the context of an informal institution.

3.3 Setting and Participant

This research was held in an English course at Tasikmalaya, West Java, Indonesia. It is a language institute specializing in English education

at offers a diverse selection of high-quality language programs that employ innovative, interactive, and well-established teaching techniques, seasoned instructors, approachable personnel, and a conducive learning atmosphere collectively support the development of students' abilities, comprehension, and self-assurance. Furthermore, it provides various high-quality English language education programs using communicative and interactive teaching methods, which have been proven. Communicative means that teaching is directed towards helping students succeed in communication. Interactive refers to the learning process that involves not only one-way teaching but also interaction among students. In addition, experienced teachers, friendly staff, and a pleasant learning environment help learners develop skills, knowledge, and confidence. As for choosing the place of research, the English course was chosen because of its good reputation and how they used online classes when the pandemic spreads throughout the country.

Furthermore, this study involved four participants who enrolled in an online English course. Among them, there were one male student and three female students. Their academic levels vary, with the male participant (P1) is in grade 10, aged 16, female participants are in grade 11 (P2), aged 17, another in grade 10 (P3), aged 16, and one more in grade 9 (P4), aged 15, and all participants came from different schools but gather at one same class in the English Course. The selection of these participants was grounded in their intermediate-level English proficiency and their prior experience with Kahoot in online English course learning. Importantly, the institution where they study grouped learners not by their age but by their knowledge level, as determined through a pre-test. Furthermore, these participants had willingly agreed to take part in this research.

3.4 Technique of Collecting the Data

Data were gathered through observation, with the researcher analyzing a recorded session of online English learning that incorporated Kahoot activities. One can say that observation is an organized description of events or behavior of certain things (Marshall & Rossman, 1989). It is used in the social sciences as a method for collecting data about people, processes, and cultures and in a case study

it is often used by teacher researchers in their classroom (Kawulich, 2012). Through observation, this research aimed to find out students' behavioral engagement. Schensul et al., (1999) directly expressed that observations allow the researcher to access invisible aspects of a social setting, the things that general people can rarely see. Moreover, Kawulich (2015) mentioned that observations help to identify the relationships between the research participants and to learn how people in the setting interact. It improves interpretation and develops new questions to be asked to the research participants later. Highlighting those reasons above, the researcher finally chose observation as the data collection method, which was in line with the researcher's goal to investigate students' behavioral engagement. The researcher collected data using video observation as the main technique and an observation checklist that was described and was adapted from several experts such as Chapman (2003), Lee (2008), Alias and Tukiran (2010), Cassar and Jang (2010).

The observed material comprised a single video. The length of the video was 1 hour, 29 minutes, and 19 seconds, with Kahoot activities occurring between the 36th and 46th minutes, totaling 10 minutes. The content of the Kahoot is an assignment in the form of 13 quiz questions. When conducting the observation, the researcher watched the video instead of observing directly due to the teacher's restriction on allowing direct participation in the online class to observe the participants. The researcher first marked the time segment of the video to focus exclusively on the 10-minute Kahoot segment. Next, the researcher created a transcript of the video, detailing the movements and conversations of the observed participants. After completing the transcript, the researcher watched the video again to ensure there were no omissions. Furthermore, the researcher used a prepared observation checklist to record each participant's behavior, dividing the observation record into four sheets, one for each participant.

3.5 Technique of Analyzing the Data

To analyze the data, the research used thematic analysis (Braun & Clarke, 2006). Thematic analysis allows for a systematic and in-depth examination of qualitative data, enabling researchers to uncover the underlying patterns and themes within students' behavioral engagement. This approach helps reveal not

only what students do but also why they engage in specific ways. Moreover, it organizes and describes the data set in (rich) detail in the simplest way possible (Braun & Clarke, 2006). The methods consist of six steps including familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and lastly, producing the report. Those assisted the researcher in examining the data as follows:

1) Becoming familiar with the data

During this stage, the researcher acquainted with the data by thoroughly reviewing the observation transcripts multiple times.

2) Generating initial codes

During this stage, the researcher organized the data by assigning symbols that align with the study's objectives. To differentiate each aspect expressed by participants, the researcher utilized a coloring method, resulting in the creation of initial codes.

Table 3.1 *Generating Initial Codes*

Transcript	Initial codes
P1 and P2 open the camera at 35:12-35:45	Pay attention to class
P1 nods her head, P1 is mumbling "yes"	Responding voluntarily
P4 answered "I'm downloading Kahoot right now" at 36:43-36:46	Responding only when the teacher poses questions
Question 2 P3 (2252 pts) and P4 (1633 pts) answered right, P2 (895 pts) and P1 (1690 pts) answered it wrong. P3 has the highest answer streak of 3 at 41:05-41:31	Submitting class assignment on time
P3 (3038 pts) did not answer the question at 42:38-42:41	Wasting time when a teacher allots a class assignment
P1 touched his nose and rubbed his eyes at 46:11-46:31	Wasting time (playing with headphone,

	candy, stationary, face, etc)
P2 and P1 looked at her notes at 43:19-43:27	Looking outside
P4 does not answer, needs to be reminded to join when out of the game at 38:30	Needs to be reprimanded
All students are silent, no answer at 37:14-37:17	Withdrawn, uncommunicative
P4 does not answer and take initiative to tell the problem before being asked at 36:18-36:37	Doesn't take initiative, must be helped to start working

10 codes represented different aspects shown by observation checklist transcriptions. 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	Pay attention to class	4
2	Responding voluntarily	2
3	Responding only when the teacher poses questions	3
4	Submitting class assignment on time	4
5	Wasting time when a teacher allots a class assignment	2
6	Wasting time (playing with headphone, candy, stationary, face, etc)	2
7	Looking outside	2
8	Needs to be reprimanded	1
9	Withdrawn, uncommunicative	1
10	Doesn't take initiative, must be helped to start working	1

3) Searching for themes

In this stage, the researcher consolidated relevant codes into cohesive themes aligned with the research questions. Simultaneously, any codes that did not contribute to the themes or research questions were removed from the analysis.

Table 3.3 Searching for Themes

No	Initial codes	Potential sub-themes
1	Pay attention to class	Paying attention
2	Responding voluntarily	Responding to the teacher
3	Responding only when the teacher poses questions	
4	Submitting class assignment on time	Submitting class assignment on time
5	Wasting time when a teacher allots a class assignment	Not submitting class assignment
6	Wasting time (playing with headphone, candy, stationary, face, etc)	Not paying attention
7	Looking outside	
8	Needs to be reprimanded	Not responding to the teacher
9	Withdrawn, uncommunicative	
10	Doesn't take initiative, must be helped to start working	

4) Reviewing themes

In this stage, the researcher revised the themes established in the previous stage and carefully evaluates their suitability for the study. If any themes were deemed unsuitable, the researcher either rejected or modified them until the most appropriate and relevant themes were identified.

Table 3.4 Reviewing Themes

Sub-themes	Themes
Active Engagement through Attention	Positive behavioral engagements
Real-time Participation and Responsiveness	

Punctual Assignment Submission

Unfocused Drift

Negative behavioral
engagements

Silent disengagement

Assignment Avoidance

5) Defining themes

The researcher analyzed and interprets each topic identified as a response to the research question posed earlier.

6) Producing the report

The final phase in thematic analysis involved creating a report based on the research findings, where the central themes and key insights were presented and explained.

3.6 Steps of the Research

Table 3.5 *Steps of the research*

Step	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 observation and a semi-structured interview with participants
7	Transcribe the observation and 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 supervisors and examiners

3.7 Time and Place of the Research

This research was conducted in an English Course at Tasikmalaya. Meanwhile, the time of this research will be carried out in the period from July 2023 to July 2024.

Table 3.6 *Time of the Research*

No	Description	July 2023	Aug 2023	Sep 2023	Oct- March 2024	April 2024	May 2024	July 2024
1.	Research proposal writing							
2.	Research proposal examination							
3.	Data collection							
4.	Data analysis							
5.	<i>Telaah komprehensif</i>							
6.	Thesis Examination							