

CHAPTER 3

RESEARCH METHODOLOGY

A. Research design

The descriptive case study applied for this research utilizes the case study model by Yin (2018) Stated a descriptive case study is used for real-world phenomena that offer in-depth portrayal. Also, Creswell (2022) stated that the case study model develops an in-depth analysis of case activity and process. By Applying this model the researcher could investigate in what way game-based learning and guided practice shape students speaking confidence.

B. Research Setting and Participant

This research was conducted at a private school in Tasikmalaya West Java Indonesia involving 8th-grade international students, the 8F class is an International classroom program where the students get more English lessons and also occasionally learn with native speakers classes. All students from this class are 12-15 years old. The participants were chosen based on the speaking confidence questionnaire based on Griffé (1997). The participants that fulfilled the criteria are 3 participants. Those students speaking confidence scores are 28, 29, and 27 which are the lowest from the overall score. Participant A or P1 is a male student who is unconfident during speaking, Participant B or P2 is a female student who has anxiety during speaking and is uncomfortable using English and the C or P3 Participant is a Female student that has skill issues and anxiety during speaking.

C. Data Collection

The process of a semi-structured interview as a main instrument of this research consists of the following procedure. Firstly the researcher contacted the participant through the teacher from the school and asked permission to meet with the participant face to face in the school to ensure their participation in this research later on the researcher told the participant that they were eligible based on the criteria. Secondly, In this step, the researcher asked for participant consent and willingness to be interviewed and observed while learning English in the classroom. Also, the

researcher gave the students a consent form and the researcher explained the terms and conditions, and asked participants' willingness to participate in the research by signing the consent form document with the participants' signature.

Later on, the researcher created the interview guidelines and questions based on Park and Lee's (2005) speaking confidence framework and Smith's (2022) indicator of speaking confidence in communication trust. The guidelines are also reviewed by a supervisor and by the researcher to check the eligibility of the guidelines. After creating the interview guidelines the next step was the researcher scheduling the interview with all participants the first interview was scheduled for 28th November 2024 and the second interview was scheduled for 11th December 2024 and the third interview for 17th March 2025. The semi-structured interview was conducted three times face-to-face with the participant. The first interview was conducted for approximately 4 minutes for each session, the second interview was approximately 5 to 7 minutes for each session and the third interview was approximately 8 to 14 Minutes. The interview began with greeting the participant later on the researcher explained the research purpose of the research and then embarked on the interview with the participant and asked open-ended questions and also follow-up questions to get more detailed answers from the participant. The interview process was conducted in Indonesian which is the researcher's first language to avoid misunderstanding. After the interview, the researcher transcribes the interview recording analysis with thematic analysis and reconfirms the participants in case the interview answers need more details and additional information.

On the other hand, this research is utilizing observation as a data collection method. Gorman and Clayton cited in Baker (2005) define observation studies as those that "involve the systematic recording of observable phenomena or behavior in a natural setting" The researcher will observe the classroom situation. However, this research utilizes naturalistic observation and Indirect observation. Then the researcher conducted the pre-observation to identify the problem in the classroom. At this step, the researcher visits the classroom with the teacher's permission, observes the classroom situation, and identifies the phenomenon that occurs. The pre-observation was conducted from 30 August 2024 to 5 September 2024. Later on, the researcher coordinated with the teacher the observation schedule and also lesson plan that would be used during the observation and the researcher asked for feedback on the lesson

plan created by the researcher. During this phase, the supervisor was involved in the making of the lesson plan. After coordinating with the teacher, the researcher conducted the observation in the classroom on 4 November 2024 then the next observation was conducted on 19, 21, 22, and 26 November 2024 involving another teacher as an observer. In this stage researcher's role involved as a teacher utilizing game-based learning and guided practice in the classroom. The teaching procedure Game based as model and guided practice as method. The lesson topic for the teaching consist compliment, asking and giving opinion, advice and suggestion, debate, signs and giving direction and procedure text. The teaching procedure of the topic consist lesson begins with a 10-minute opening activity where the teacher greets the students, takes attendance, and briefly reviews the previous material. To engage the students, the teacher poses warm-up questions and introduces the topic The learning objectives are clearly explained to help students understand the relevance of the lesson in daily communication. The main activities, lasting 60 minutes, start with the teacher demonstrating how to give and respond to compliments using clear examples and modeling appropriate tone and expression. Students then participate in guided practice, repeating expressions with a partner while receiving feedback from the teacher. Following this, they work in pairs or groups to create and perform short dialogues using compliment expressions. The session culminates in a fun, interactive game based on real-life scenarios provided by the teacher. In the final 10 minutes, the class reflects on what they've learned and discusses the importance the topic that has been taught. The teacher provides feedback on their performance, and students are given a simple assignment to practice giving the materials at home.. After the observation, the researcher transcribed the observation video. In this stage the researcher also checks the video and the interview data that has been collected comparing, contrasting, writes the report and analyzes the data thematically. Despite re-ensuring the data the researcher also conducted a meeting with the stakeholder to finish the observation. To understand the research data collection timeline here are matrix of research activity:

Table 3.1*Research Activity Matrix*

No	Execution Time	Activity	Information
1.	August 2024 - 1st week	Discussion with school supervisors regarding the MBKM Mandiri Research activities	This activity aims to discuss various aspects relevant to the program to be implemented.
2.	August 2024 - 5th week	Release of Students Participating in the Independent Research MBKM Program at Siliwangi University	This activity marks the start of the MBKM research program.
3.	September 2024 - 1st week	Conducting discussions related to the implementation plan and processing of data from the results of the MBKM Mandiri Research activities	This discussion focuses on appropriate data processing strategies, in order to obtain accurate results.
4.	September 2024 - 1st and 3rd week	Discussion with Field Supervisor	In these discussions, students and supervisor collaborate to discuss progress, challenges, and lessons learned during the research period.
5.	October 2024 - 1st week	Conducting a pre-interview with the supervising teacher regarding the students' conditions in learning English as a preliminary study.	This activity aims to find out the academic problems experienced by students based on the perspective of the class teacher.
6.	October 2024 - 1st	Based on school administration such as the	Making adjustments to the curriculum initiated by the school

	week	curriculum implemented in the school and the teaching modules used	with the research program being carried out.
7.	October 2024 - 1st week	Conduct pre-observations with the supervising teacher in class	This activity aims to find out real student problems, student characteristics, and classroom infrastructure.
8.	October 2024 - 1st-3rd week	Prepare a research proposal by highlighting problems that occur in partner locations	This activity includes compiling learning materials in the form of modules, as well as preparing attachments that support research activities.
9.	October 2024 - 2nd and 4th week	Discussion with Field Supervisor	In these discussions, students and supervisor collaborate to discuss progress, challenges, and lessons learned during the research period.
10.	October 2024 - 2nd-3rd week	Carrying out teaching reflection with mentor teachers	In this reflection session, the mentor teacher and students work together to examine and discuss the learning experience, find solutions to emerging challenges, and plan for further improvement and development.
11.	October 2024 - 2nd - 5th week	Compiling teaching modules and preparing research attachments	This activity includes compiling learning materials in the form of modules, as well as preparing attachments that support research activities.
12.	November 2024 - 1st - 2nd week	Compiling teaching modules and preparing research attachments	This activity includes compiling learning materials in the form of modules, as well as preparing attachments that support research activities.

13.	November 2024 - 1st- 3rd week	Implementing Research teaching in class and observing the students	This activity aims to collect data needed for research.
14.	November 2024 - 3rd week	Carrying out teaching reflection with mentor teachers	In this reflection session, the mentor teacher and students work together to examine and discuss the learning experience, find solutions to emerging challenges, and plan for further improvement and development.
15.	November 2024 - 4th - 5th week	Discussion with Field Supervisor	In these discussions, students and supervisor collaborate to discuss progress, challenges, and lessons learned during the internship or research period.
16.	November 2024 - 5th week	Conducting discussions related to the implementation plan and processing of data from the results of the MBKM Mandiri Research activities	This discussion focuses on appropriate data processing strategies, in order to obtain accurate results.
17.	December 2024 - 1st week	Discussion with Field Supervisor	In these discussions, students and supervisor collaborate to discuss progress, challenges, and lessons learned during the internship or research period.
18.	December 2024 - 1st week	Conducting discussions on data processing results from MBKM Mandiri Research activities	This discussion focuses on appropriate data processing strategies, in order to obtain accurate results.
19.	December 2024 - 3rd - 4th week	Writing research products (thesis)	This process involves a systematic and clear presentation of the background, objectives,

methodology, findings, and interpretation of the results of the research that has been conducted.

D. Data Analysis

The interview and Observation data were analyzed thematically to classify the codes that were divided into themes related to speaking confidence aspects. According to Braun and Clarke (2021), thematic analysis is a method for developing, analyzing, and interpreting patterns across a qualitative data set, which involves systematic processes of data coding to develop themes – themes are your ultimate analytic purpose. By applying this framework, the researcher could be able to investigate the impact of game-based learning and guided practice in shaping students' speaking confidence. On the other hand, the researcher also applies the six thematic analysis phases such as:

1. Familiarizing With Data

In this step, the researcher reads the transcript, watches the observation video with the transcript, and highlights the important point to gaining the pattern of the data that has been gathered.

2. Generating Initial Codes

The next step is the researcher finding initial codes from the transcript. This process involves marking different colors in the text of transcription that relate to the research objectives. In this process, the researcher used certain colors such as Yellow blue, cyan, orange-grey, red, and purple. These colors represent each different aspect of the participants. The codes from the below table were adapted from the following studies Encouragement to speak codes were adapted from Hushman and Marley (2015) stating that guided instruction encourages the students. The peer collaboration and giving opportunity to practice codes from Fisher & Frey, (2013) where Guided instruction also facilitates the collaboration of students, teachers, and peers in the classroom. The giving of Immediate feedback was adapted from Ajongbeje (2023) and Emphasizes immediate feedback and corrective instruction to enhance learning. The code of development of verbal and nonverbal has an important role in student

language learning development. (Wahyuni, 2018). The student's prior experience affects student confidence adapted from (Lejarraga & Lejarraga, 2020). Nadila (2020) stated that grammar and pronunciation become a challenge in developing confidence. From this research, the researcher generated the following codes:

Table 3.2

Generating Initial Codes

“Campur aduk, ada takutnya ada takut salah, takut apa ya takut, ngomongnya belibet lah atau kek gimana, yaudah dibawa santai aja”	Initial anxiety and fear of making mistakes reduction
“Uhhhh, Pengalaman Pake Bahasa Inggris ya, awalnya kan waktu itu diumumkan masuk kelas bahasa ya, terus awal awal kaget kok bisa masuk kelas bahasa soalnya, tapi kalau diliat dari nilainya cukup, jadi kaget aja masuk kelas bahasa, tapi dari liat nilainya bagus sih cukup jadi kaget aja masuk kelas bahasa”	Students Prior Experience
“Uhhhh lumayan sih uhhh, jadiii ini yah, jadi apasih jadi lumayan kebantu jadi lebih berani lagi ngomong Bahasa Inggris ga takut.”	Encouragement to speak
“Kadang kadang malu, soalnya kan takut, kan salah kata juga salah ucap soalnya kadang juga suka gak ditambahin verb lah gak ditambahin apa apa lah gitu.”	Grammar and Pronunciation Challenge
“Kayak apa ya, lancar ngomong gitukan orang orang, lancar ngomong juga, kayak, kayak gimana ya?”	Peers collaboration
“Kalo sebelum sama Mr. sih rada jarang gitu, kalo waktu sama Mr. itu, lumayan rada akhirnya lumayan rada sering gitu”.	Giving opportunity to practice

“Ada sih, peningkatanya tuh, kalo semisalnya, kan Mr. itu ngasih tugas ya kan suruh nyari ini suruh nyari itu, lebih apa ya lebih, baca ulang lah, lebih crosscheck lagi lah, ata engga oh ini ya informasinya, yaudah aku catet aja gitu”	Giving Immediate Feedback
“Kalo aku lagi didepan sih aku suka, eye contact tapi kalo gerakan itu aku jarang deh, bahkan gapernah iya terus kalo suara biasa aja sih gak terlalu keras gak terlalu pelan juga.”	Developing verbal and Non-verbal communication1

After Highlighting the initial codes with specific colors the researcher found Codes the impact of game-based learning and guided practice toward speaking confidence. In the following tables researcher lists the initial codes such as :

Table 3.3

List codes and Initial Codes

No	Initial Codes	Frequency
1.	Initial anxiety and fear of making mistakes reduction	36
2.	Peers collaboration	23
3.	Overcoming Grammar and pronunciation challenges	22
4.	Encouragement to develop speaking confidence	21
5.	Giving the opportunity to practice	20
6.	Developing verbal and Non-verbal communication	16

7.	Giving Immediate Feedback	6
8.	Students Prior Experience	4

3. Searching for Themes

In the next step after generating initial codes, the researcher categorizes them into potential themes based on their characteristics. The researcher grouped the code into potential themes.

Table 3.4

Searching for Themes

No	Initial Codes	Potential Themes
1.	Students Prior Experience Initial anxiety and fear of making mistakes reduction	Game-based learning helps anxiety reduction based on the student's prior experiences
2.	Encouragement to develop speaking confidence Allowing practicing	Guided practice helps allow practicing and encourages students to develop their confidence.
3.	Developing verbal and Non-verbal communication Overcoming Grammar and pronunciation challenges	Development of verbal and nonverbal communication helps to overcome grammar and pronunciation

		challenges.
3.	Peers collaboration Giving Immediate Feedback	Interaction with peers and teacher

4. Reviewing Themes

After categorizing the themes, the researcher reviewed the themes that had been categorized to confirm there were no misplacements that caused incoherent data. The purpose of this phase was to identify necessary theme revisions and avoid classification errors that could result in inconsistent data.

Table 3.5

Reviewing Themes

No	Initial Codes	Potential Themes
1.	Students Prior Experience Initial anxiety and fear of making mistakes reduction	Game-based learning in reducing speaking anxiety and fear of making a mistake
2.	Encouragement to develop speaking confidence Giving the opportunity to practice	Guided Practice in facilitating student practice for confidence development
3.	Developing verbal and Non-verbal communication Overcoming Grammar and pronunciation challenges	The progress in overcoming the grammar and pronunciation challenges
4.	Peers collaboration Giving Immediate Feedback	Interaction with peers and teacher

5. Defining Themes

The next step after reviewing themes the researcher defining the themes and descriptive names

Table 3.6

Defined Themes

Themes	Defined Themes
I	Game-based learning role in reducing student anxiety and fear of making mistakes
II	Guided practice role in enhancing confidence through practice
III	Overcoming the pronunciation and grammar challenges
IV	The Teacher and peers' role in collaboration to create a positive learning environment that supports confidence development

6. Producing the Report

The last step is producing the report, in this step the researcher reports the findings. This step involves making a detailed analysis report of each theme based on theories of supporting statements and researcher interpretation to justify the findings.

Schedule of Research

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