

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative descriptive approach with a case study design, as the aim of this study is to understand students' perceived benefits and challenges of using the Baamboozle game in vocabulary learning, rather than to collect numerical data and test results. In line with the view of Maxwell (2007), a qualitative approach is appropriate to explore meaning from the participant's perspective, to examine phenomena in their natural context and to gain an in-depth understanding of the learning process.

The case study design allows the researcher to directly observe how Baamboozle is used in the eleventh grade so that students' natural interactions, attitudes and responses can be captured in detail within a real learning situation. This design also recognizes the active role of the researcher as Stake (1995) said that case study researchers often act as "researcher-teachers" and are directly engaged in the learning activities. This study is based on the interactive model proposed by Maxwell (2007). The main data collection tool is in-depth semi-structured interviews, which explore the richness of students' personal experiences and provide a solid foundation for understanding the benefits and challenges of using Baamboozle for vocabulary learning.

B. Research Focus

The focus of this research is to explore the perceived benefits and challenges of eleventh-grade students while using Baamboozle game as a digital game-based learning tool of vocabulary learning in the context of Indonesian senior high school. The study specifically focuses on three related aspects of students' experiences:

In the first place, this research investigates the students' perceptions and engagement with the Baamboozle game in vocabulary learning activities, including feelings, attitudes and engagement during the

whole learning process.

The second focuses to asks students about the benefits they perceived from using Baamboozle in vocabulary learning, specifically concerning their motivation, confidence, interaction with peers and their capacity to understand and remember new vocabulary.

Third, the study addresses the challenges and difficulties that the students faced while using Baamboozle, such as time constraints, varying levels of vocabulary proficiency, and technical or contextual limitations that could affect their learning experience. The goal of this study is to present a rich and contextualized understanding of what students perceive as benefits and challenges in the use of Baamboozle. The preference is given to the voices and perspectives of students as the main source of understanding.

C. Population and Sample

The participants of this study are five eleventh-grade students in an English class at a senior high school in Ciamis, West Java. These students were not selected randomly; instead, they were chosen purposively because they had already experienced learning vocabulary using the Baamboozle game. This number is considered appropriate for a qualitative case study, as it allows the researcher to explore each participant's experience in depth while still capturing varied perspectives.

The selection of participants was based on several considerations. First, the students are able to express their ideas and learning experiences clearly in English, which supports the data collection process during interviews. Second, eleventh-grade students generally have more developed cognitive abilities, enabling them to reflect more critically on their learning experiences. Third, vocabulary learning is highly relevant to their academic needs, especially in preparation for school examinations.

Before determining the final participants, the researcher reviewed teacher notes from previous lessons involving Baamboozle to identify students who were actively engaged during the learning process. The criteria for selecting participants are as follows:

- a. Students actively participated in Baamboozle activities in previous lessons.
- b. Students are able to clearly express their thoughts and experiences.
- c. Students are willing to participate in the study.
- d. Parents or guardians provided consent for participation.
- e. Students represent different levels of vocabulary proficiency to provide diverse perspectives.

D. Technique of Collecting the Data

In collecting the data, the researcher employed semi-structured interviews as the sole data collection technique. This technique was selected because it allows participants to express their perceptions of the benefits and challenges in their own words while still being guided by a set of focused questions relevant to the research focus.

The interviews were conducted a group interview and individually interview with five purposely selected students. Open-ended questions were used to explore the participants' perceptions benefits and challenges regarding vocabulary learning through Baamboozle, covering aspects such as motivation, confidence, peer interaction, vocabulary understanding, and challenges encountered during the game. Each interview lasted approximately 40 to 60 minutes and was conducted in Bahasa Indonesia to ensure that participants could express themselves comfortably and clearly. The interviews were carried out in two sessions. The first session was conducted in January 2026 to collect the initial data, while the second session was conducted in February 2026 to verify the accuracy of the data obtained in the first session and to gather any

additional information that was felt to be incomplete or unclear. All interview sessions were audio-recorded with the participants' consent and were then transcribed verbatim for analysis. To ensure the accuracy of the transcripts, a member-checking process was conducted by sharing the transcripts with the participants for verification before the analysis began.

E. Research Instrument

The main instrument used in this study was a semi-structured interview guide consisting of open-ended questions. The interview guide was designed to explore students' experiences, perceptions, and responses toward the use of the Baamboozle game in vocabulary learning.

The use of open-ended questions allowed participants to express their ideas freely and provide detailed, personal explanations without being constrained by fixed response options. The interview guide was developed based on the research focus and validated through expert review before being used in the field to ensure that the questions were clear, relevant, and appropriate for the participants' age and proficiency level.

F. Technique of Analyzing the Data

The data in this study were analyzed using thematic analysis as proposed by Braun and Clarke (2006). This method was used to identify, analyze, and report patterns (themes) within the data obtained from interview transcripts and field notes. The steps of data analysis are as follows:

Table 1.
Familiarizing Yourself with the Data

Activities	Observations from the Data	Evidence
Reading and re-reading transcripts	All five students (S1–S5) described Baamboozle as a fun, relaxed, and engaging learning activity that reduced academic pressure.	S1: "I am more relaxed and focused." S2: "The game is very Challenges and fun." S3: "Vocabulary is easier to remember because of pictures."
Making initial notes	Students repeatedly highlighted that Baamboozle increased their motivation, confidence, and active participation in vocabulary learning.	S4: "Learning with Baamboozle is more fun and less boring." S5: "I became more courageous to speak up and try to answer."
Identifying recurring patterns	Students also noted challenges such as time pressure, unfamiliar vocabulary, technical issues, and initial confusion with game rules.	S1: "I need more time to think about the meaning." S3: "Before I can understand one word, the next question pops up." S4: "The class is a bit noisy during the game."
Recording preliminary interpretations	Overall experience appeared positive but nuanced: Baamboozle was highly beneficial for motivation and	Recurrent across all five interviews

vocabulary retention,
though certain design and
technical factors
presented obstacles.

Table 2.
Generating Initial Codes

Data Extract	Initial Code
"I am more relaxed and don't feel stressed." (S1)	relaxed atmosphere
"More enjoyable learning atmosphere." (S2)	positive atmosphere
"This is a best new experience in learning." (S3)	new experience
"Learning becomes less boring." (S4)	not bored
"we try to give the best" (S1)	maximum effort
"This game makes me more motivated." (S1)	high motivation
"There is an aura of competition that creates enthusiasm." (S2)	competition
"We discussed before answering". (S2)	discussion
"We work together when we play." (S3)	cooperation
"Easier to remember vocabulary." (S1)	increased memory
"My memory has become stronger." (S4)	memory strengthening
"I understand the meaning of words more quickly." (S5)	quick understanding
"There are pictures, themes, and sounds." (S1)	multimedia
"pictures help understand the meaning of words" (S2)	visual support
"This game is effective in helping learning." (S3)	game effectiveness
"learning is not monotonous like before." (S4)	not monotonous
"Confused about differentiating similar words." (S5)	confusion
"Some words are difficult to understand." (S1)	difficult vocabulary
"must answer quickly within a limited time" (S2)	time pressure
"the question of changing too quickly" (S3)	limited time to answer
"sometimes there is a delay on smart TV" (S4)	technical constraints

"game loading takes a while" (S1)	loading
"panic because I don't understand how to play" (S2)	initial anxiety
"don't understand the rules of the game" (S3)	confusion of rules
"I became more confident in answering" (S4)	self-confident
"we help each other understand the problem" (S5)	collaboration
"I became more active in discussions" (S1)	participation
"I understand the meaning of words more quickly" (S2)	quick understanding
"learning with pictures makes understanding faster" (S3)	visual learning
"my grades got better" (S4)	Increase in knowledge
"the class is getting a bit crowded" (S5)	distraction

Table 3. Searching for Candidate Themes

A. Benefits of Baamboozle

Candidate Theme	Associated Codes
Positive Learning Experience	Relaxed atmosphere, new experience, positive atmosphere, not bored
Motivation & Confidence	Maximum effort, high motivation, competition, self-confident.
Collaborative Learning	Discussion, cooperation, collaboration, participation
Vocabulary Retention & Understanding	Memory strengthening, increased memory, quick understanding.
Multimedia & Game Features	visual support, multimedia, visual learning
Learning Effectiveness	game effectiveness, confusion, increase in knowledge

B. Challenges of Baamboozle

Candidate Theme	Associated Codes
Vocabulary Difficulty & Cognitive Load	Confusion, difficult vocabulary, some new words are not yet familiar.
Time Pressure & Game Pace	time pressure, limited time to answer

Technical & Classroom Issues	technical constraints , loading, distraction
Adaptation Process	initial anxiety, confusion of rules.

Table 4. Phase 4 – Reviewing Themes

A. Benefits of Baamboozle

Candidate Theme	Data Fit Assessment	Decision
Positive and Enjoyable Learning Environment	Strong support across all 5 participants. Consistently depicted a fun, relaxed, and non-pressuring atmosphere during Baamboozle activities.	Retained
Enhanced Motivation and Learner Confidence	Strong support. All participants reported increased enthusiasm and self-confidence driven by game elements and competition.	Retained
Collaborative and Interactive Learning	Supported by 5 data points. Focus on social interaction, peer discussion, and teamwork during gameplay.	Retained
Vocabulary Retention & Understanding	Strong cognitive aspect findings. The data points consistently showing improved memory and comprehension through repetition and hands-on play.	Retained
Multimedia & Game Features	Supported by 5 data points. Specific to the role of visual and multimedia game features in supporting understanding.	Integrated into larger themes
Learning Effectiveness	5 data points linking to learning outcomes, increased focus, and perceived improvement in academic performance.	Retained

B. Challenges of Baamboozle

Candidate Theme	Data Fit Assessment	Decision
Vocabulary Difficulty & Cognitive Load	5 data points. Consistent on cognitive difficulties related to new, abstract, or similar-meaning words.	Integrated into larger themes
Time Pressure & Game Pace	The data points. Clearly related to the fast pace of the game causing hesitation and reduced comprehension.	Retained
Technical & Classroom Issues	The data points, External learning obstacles from technical system issues and noisy classroom conditions.	Retained
Adaptation Process	The data points. Relates to the student adjustment process; temporary challenge that faded after repeated gameplay.	Retained

Table 5. Phase 5 – Defining and Naming Themes

A. Benefit of baamboozle game

Final Theme	Definition	Central Organizing Concept
Theme 1: Positive and Enjoyable Learning Environment	This theme describes how the use of Baamboozle creates a relaxed, fun, and non-pressuring learning atmosphere, so that students feel more comfortable in the learning process.	Positive emotions in learning
Theme 2: Enhanced Motivation and Learner Confidence	This theme shows an increase in students' learning motivation and self-confidence that arises due to the	Motivational and affective growth

	elements of games, competition, and a non-threatening atmosphere	
Theme 3: Collaborative and Interactive Learning	This theme represents students' social interactions through cooperation, discussion, and active participation during learning.	Social interaction in learning
Theme 4: Improved Vocabulary Retention and Comprehension	This theme explains how Baamboozle helps students remember and understand vocabulary through repetition, hands-on experience, and context-based learning.	Cognitive retention and comprehension
Theme 5: Perceived Learning Effectiveness	This theme describes students' perceptions that learning using Baamboozle is more effective than conventional methods, including increased focus, understanding, and learning outcomes.	Subjective learning effectiveness

B. Challenges of baamboozle game

Final Theme	Definition	Central Organizing Concept
Theme 6: Vocabulary Complexity and Cognitive Load	This theme describes students' difficulties in understanding new vocabulary, especially abstract or similar words, as well as the cognitive load caused by the large number of new vocabulary words.	Cognitive difficulty in vocabulary
Theme 7: Time Pressure and Gameplay Pace	This theme shows that time constraints and the fast pace of the game can hinder students' understanding and cause doubt when answering	Time-constrained decision making
Theme 8: Technical and Classroom Constraints	This theme relates to technical obstacles such as delays, loading, and crowded classroom conditions that disrupt concentration in learning.	External learning constraints

Theme 9: Initial Adaptation Challenges	This theme describes the students' initial adaptation process to using Baamboozle, including confusion about the rules and anxiety when first using it.	Early adaptation and adjustment
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Table 6. Producing the Report

The final step involved presenting the findings in a coherent report supported by relevant data excerpts from interviews and field notes.

G. Step of the Research

The research was conducted through the following steps:

- a. Determining the research topic
- b. Identifying relevant phenomena
- c. Formulating research questions
- d. Reviewing related literature
- e. Selecting an appropriate research design
- f. Collecting data through interviews and observations
- g. Analyzing and interpreting the collected data
- h. Drawing conclusions based on the findings

H. Time and Place of the Research

This research was carried out from December 2025 to February 2026. The research took place at one of the Senior High Schools in Tasikmalaya, West Java, Indonesia.

The research schedule is presented in the table below.

Table 3.4
Research Schedule

No.	Description	Sept - nov '25	Dec '25	Jan - feb '26	March '26	April - May '26	June '26
1	Research proposal writing	✓					
2	Research proposal examination		✓				
3	Data collection			✓			
4	Data analysis				✓		
5	Report					✓	
6	Comprehensive examination						✓
7	Thesis examination						✓

Note. The schedule reflects the actual timeline of research activities conducted from September 2025 to the completion of the thesis examination.