CHAPTER III

METHODOLOGY

This chapter presents methodology that is conducted in this study. It contains of research design, setting and context, participant, data collection and procedure, and also data analysis.

3.1 Research Design

This research is used qualitative research. The main reason for descriptive researcher in qualitative research begins with the question 'how' or 'what'. Qualitative research aims to explain the phenomenon profusely through deep data collection. Based on Zohrabi's (2013) study who claimed that qualitative research is a form of social stresses on the way of people interpret, and make sense of their experience to understand the social reality of individuals. It covers the use of interview, diaries, journals, classroom observations and immersion, open-ended, questionnaire to obtain, analyze, and interpret the data content analysis of visual and textual material and oral history.

The benefits of using this method are producing thick (detail) descriptions of participants' feelings, opinion and experiences and interpret the meaning of their action (Rahman, 2016). Using qualitative research is its ability to adjust with general realities moderately. This kind of research also presents relations between researchers and their respondent directly. Following qualitative research, the analysis approach of this research depends on the descriptive one, research that

describes the phenomenon, facts, and events of individual or groups systematically and accurately.

3.2 Setting and Context

This study conducted in one of Islamic Junior high school in Lambuya of academic 2019/2020. Students study English education only as a compulsory course. They use English only when working on assignments or when the teacher asks them to speak in English. In addition, this class only has English course once a week. Therefore, their English language skills are difficult to achieve significant improvement. The teacher used flashcard game, Pictionary game, puzzle game, Simon says game, guessing game, and observe and remember game.

The use of games in this study was done offline. At the first meeting, the teacher used flashcard game in the middle of lesson when the material has been explained. The teacher applies games in the middle of learning so that students don't feel bored and enthusiastic in participating in learning. Then, in the second meeting, the teacher used two games Simon says and Pictionary game. The teacher used Simon says game at the beginning of learning as a warming up and using Pictionary game at the end of lesson as a closing. In the third meeting, the teacher used puzzle game after the material has been explained. This game used as learning media. In the last meeting, the teachers used observes and remember at the beginning of learning as a warming up and using guessing game after the material has been explained.

In this case, the use of games in the class is not haphazardly. But the teacher sees the situation that exists during the learning process in the class. The teacher also prepares long before learning process begin. It is because the selection of games must be accordance with the material being taught so that the material can be easily understood.

3.3 Participants

The participant of this study is from one of Junior High School in Lambuya of the academic year of 2019/2020. They are students of class Vlll which consist 20 students consisting of15female students and 5males students. All students age are about12 and 13 years old. The participant speaks Indonesian as their daily language and they use English only when they are learning English in the classroom. The researcher chooses them as a participant based on the teacher's recommendation because students in this class need more approaches to improve their English skills, especially in improving their vocabulary. The participants in this research learn offline.

3.4 The instrument of the study

The instruments of this research involved two instruments they are; Questionnaire and Students' Reflection.

3.4.1 Questionnaire

The first instrument that the researcher used is a questionnaire. A questionnaire is an instrument of the study to gather information through the

respondents' written responses to a list of questions. In this study, the researcher used a close-ended questionnaire adapted fromAdipranata, (2009). In close-ended questionnaire is used to make it easier for respondents to fill out the questionnaire because students only need to put a check mark (√) in the space provided according to their opinion.

The questionnaire used for this study consisted of 15 items answered by students consisting of 15 positive statements. The questionnaire here used a rating scale questionnaire where the researcher uses a Likert scale to get the information from the participants, the Likert scale is to measure the extent of subjects' agreement with each item. The extent is measured on a four-point scale. They were column 1, which means respondents strongly agree (SA) with statements, column 2, which means they agree (A), column 3, which means they disagree (D), and column 4, which means they strongly disagree (SD). In giving the response, respondents put a checkmark inside the column.

Table 3.1 Questionnaire Blueprint

Question	Indicators
1, 2, 3, 4	Emotional response of the use of games in classroom
8, 13, 14	Physical response of the use of games in classroom
5, 9, 11, 15	Motivational response of the use of games in classroom
6, 7, 10, 12	Advantages of using games

3.4.2 Students' Reflection

The second is Students' Reflection. Journal reflections refer to students' assessments of what they have experienced during the teaching process. Park (2003) argues that reflective journal writing offers students the opportunity to communicate with their instructors with confidence and motivation sincethere is no anxiety associated with assessment. This reflection is critical in education because it leads to deferring learning, helps create new relationships between initial and acquired knowledge and makes the learning process more effective.

Reflection in this study aims to provide additional information about the use of games in English classroom. Reflection on this research is given to all students at the end of learning. Reflection question consists of five questions related to the learning process that focuses on after applying games in the classroom. Next, before giving a reflection the researcher explains the reflection that will be given and how to answer the given questions and students will understand what they should do next.

Thus, reflection will be given to students. Because of Covid-19 pandemic which does not allow students to answer their reflection in the class because it will take quite a long time. So, the researcher will give time to students to work their reflection at home. After that, students will collect reflections to the researcher the day after the reflections are given to them in handwritten notes on paper. Kotaghen (2001) emphasizes that reflection is a cognitive process that can help students understand and learn from their learning experiences.

3.5 Data Collection

This research collected data by using two instruments to gain information about students' perception of using games in English classroom. The researcher used questionnaire and students' perception as instruments of the research. The first was a questionnaire. The researcher collected the questionnaire to find out students' perceptions about the use of games in class VIII[a], especially in learning English. The questionnaire is provide as an online survey and can be accessed via the internet named Google Form. The researcher will give students the link, after getting the link the students clicked the link provided then the students is available to answer the questionnaire. The participant's answers are automatically recorded into a spreadsheet associated with Google form and the researcher noted and analyzed the result of the online questionnaire.

This research also uses reflection that needed to complete by the participants provided via Google form. The participant accessed the link given by the researcher then they answered the question. Reflection in this research aims to help researcher get additional information about students' perception on using games in EFL classroom. The reflection in this study contains several questions in Indonesian and the participants needed to complete their reflection in Indonesian, not in English since to make the flow of their thoughts not be blocked by the language difficulty. Then, after getting reflection, students are given one week to complete their reflection. After students have finished working the reflections, each student must send the result of their reflections to the researcher's Whatsapp.

3.6 Data Analysis

The data derived from the reflection was integrated and display in descriptive form, whereas the result of the questionnaire are displayed in the form of descriptive statistics using the percentage formula. Data collection is done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, it used steps proposed by Creswell, (2012) which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper (Sukmahidayanti, 2015).

The data collected from the questionnaire are encapsulated in excel. There are five choices of response to the statements on the questionnaire as follows; strongly Agree, Agree, Disagree, and Strongly Disagree. After that, the researcher counts the score (X score). Then, the total X score was divided into 20 as the number as students who answered the questionnaire. This research used the following formula based on (Adipranata, 2009) to calculate the results;

$$\bar{x} = \frac{(x_1 + x_2 + x_3 + ... + x_n)}{n}$$

Information;

$\bar{x}$ = average count

xi = sample value i

n = number of samples (The total of number of the students in the class.)

Furthermore, the process of calculating the data was the number of the students who choose the option from the questionnaire (n), divided by the number of students in the class ($\sum$N), then multiplied by 100%. The result of the data questionnaire will be provided in a percentage. The researcher used the following formula based on (Adipranata, 2009). The formulation is seen below:

$$Percentage = \frac{n}{\sum N} \, x \; 100\%$$

Information:

n = The number of the students who chose the option from the questionnaire.

$\sum N$ = The total of number of the students in the class.

After calculating the raw data, the researcher made tabulations in a table. As a result, the last step was analyzed descriptively by making conclusions'.

While to gather students' reflections that contain students' answers concerning their perceptions on the use of games in EFL classroom, then the data were highlight, collacted, and analyzed through coding and categorizing it in similar meaning.In coding, data applied coding to the transcript of focus in students' perception (Blair, 2015). Students' reflection is read from S1, S2 to S16 (S is initial for student) and underline to clustering different topics into the column. In each column using a different colour, the researcher use red colour for students' reflection number one, green colour for students' reflection number two, and purple colour for students' reflection number three. It aims to make it easier for researchers to distinguish the coding process of each question.

Then, in the end, the data are assembling to display primarily analysis. The display of students' reflection is in a paragraph then interprets to elaborate what the findings mean.