

CHAPTER III

RESEARCH METHOD

A. Research Method

This study employs a quantitative research approach with a descriptive research design. Quantitative descriptive research is chosen because the primary objective of this study is to describe and analyze students' perceptions of the use of Quizizz in developing English reading comprehension based on numerical data obtained from structured instruments. This study does not involve the implementation of any treatment or the testing of causal relationships; rather, it focuses on presenting an objective description of students' responses as they naturally occur during the learning process.

The descriptive design is used to systematically present students' perceptions, attitudes, and responses toward the use of Quizizz in English reading instruction. This design allows the researcher to collect data without manipulating learning conditions or providing experimental interventions. Students' perceptions are measured through a structured questionnaire using a Likert scale, enabling the data to be quantified and analyzed statistically to identify trends and patterns.

By employing a quantitative descriptive approach, this study aims to provide a clear and factual overview of students' perceptions regarding the effectiveness of Quizizz in developing English reading comprehension. The findings are expected to

represent the general tendency of students' responses rather than individual interpretations.

The use of a quantitative descriptive approach in this study is supported by Sugiyono (2019), who states that quantitative descriptive research aims to describe phenomena objectively through numerical data and statistical analysis without testing hypotheses or applying treatments. This approach is appropriate when the research focuses on attitudes, perceptions, and opinions measured through questionnaires.

In addition, Creswell (2014) explains that descriptive quantitative research is suitable for studies that seek to summarize respondents' views, perceptions, or characteristics through statistical descriptions such as percentages, frequencies, and mean scores. Therefore, this research design is considered appropriate for investigating students' perceptions of using Quizizz in English reading comprehension.

B. Location and Time of Research

1) Research location

This research was conducted at MAN 2 Kota Bengkulu, involving eleventh-grade students enrolled in the English learning program.

2) Time of Research

This research was conducted during the even semester of the 2024/2025 academic year.

C. Research Design

This study employed a quantitative research approach with a descriptive research design. The descriptive quantitative design was selected because the primary objective of this study was to describe students' perceptions of the use of Quizizz in developing English reading comprehension based on numerical data obtained through a structured questionnaire. This study did not involve the implementation of any treatment or experimental intervention, nor did it aim to examine causal relationships among variables.

According to Sugiyono (2019), quantitative descriptive research is a research method used to describe or analyze research results without making general or broader conclusions. This design is suitable when the researcher intends to present factual information related to respondents' attitudes, perceptions, or opinions, as measured through numerical data. Therefore, the descriptive quantitative design is suitable for investigating students' perceptions of using Quizizz in English reading comprehension.

In addition, Creswell (2014) states that descriptive quantitative research is commonly used to summarize respondents' characteristics, opinions, or perceptions through statistical descriptions such as frequencies, percentages, and mean scores. This approach allows researchers to objectively describe a phenomenon as it naturally occurs, without manipulating research variables. In line with this view, the

present study focused on describing students' responses to the use of Quizizz in English reading instruction based on descriptive statistical analysis. In addition, this design has been proven effective in previous studies that investigated students' perceptions of using the Quizizz application in reading instruction (Umami Khalsum, 2024).

Furthermore, several previous studies have employed a descriptive quantitative design to investigate students' perceptions of digital learning platforms. These studies have shown that descriptive quantitative methods are effective in capturing students' responses and attitudes toward the use of educational technology in language learning contexts. Such findings support the appropriateness of using a quantitative descriptive research design in the current study.

Based on the explanations above, the use of a quantitative descriptive research design was considered appropriate for achieving the objectives of this study, as it enabled the researcher to obtain an objective and systematic description of students' perceptions regarding the use of Quizizz in developing English reading comprehension.

D. Research Population and Sample

1) Population

The target group of this study comprises all eleventh-grade students at MAN 2 Kota Bengkulu for the 2024/2025 academic year.

Table 3. 1 Research Population

No	Class	Female	Male	Total
1	XI A	17	16	33
2	XI B	22	13	35
3	XI C	13	19	32
4	XI D	18	15	33
5	XI E	17	13	30
Total		87	76	163

Source: MAN 2 Kota Bengkulu

2) Sample

The sample was formed by a total sampling technique, in which all members of the population who met the research criteria were included as research subjects. Accordingly, all eleventh-grade students at MAN 2 Kota Bengkulu who have experience using the Quizizz platform in English reading comprehension activities are selected as the research sample.

E. Data Collection Technique

The data collection techniques used in this study were aligned with a quantitative descriptive research approach. Data were collected through several techniques, namely questionnaire, observation, and documentation, to obtain primary and supporting data related to students' perceptions of the use of Quizizz in English reading comprehension instruction. These techniques were implemented systematically to provide an objective and comprehensive description of the research findings.

The questionnaire served as the primary data collection instrument, while observation and documentation were used as supporting techniques to strengthen and validate the data obtained. The combination of these data collection techniques enabled the researcher to present a clear and accurate description of students' responses without involving experimental treatment or qualitative exploration. The data collection techniques employed in this study are described as follows:

1. Observation

One of the data collection methods used in this study was observation, which involves observing ongoing activities (Hardani et al., 2020). Observation is a data collection technique that involves direct observation of the phenomena being studied (Rizky Fadilla & Ayu Wulandari, 2023). According to Sugiyono (2016), observation enables

researchers to gain insights into behaviors and the meanings underlying them.

In this study, observation allowed the researcher to obtain a general overview of the teaching and learning process, particularly the implementation of Quizizz in English reading comprehension activities. The observation was non-participatory, meaning that the researcher did not directly engage in the learning process but only observed students' responses, levels of participation, and classroom atmosphere during the use of Quizizz. The results of the observation were used as supporting data to strengthen and provide context for the questionnaire findings

2. Questionnaire

The main instrument used in this study is a closed-ended questionnaire, which was systematically designed to measure students' perceptions of using the Quizizz platform. This questionnaire enables the collection of quantitative data that can be analyzed statistically.

a. Type of Scale

The questionnaire was developed using a five-point Likert scale to measure students' level of agreement with statements related to the use of Quizizz in reading comprehension activities. The scale is as follows:

Table 3. 2 Likert Scale

Score	Category
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Source: Sugiyono (2017:93)

The use of a Likert scale allows the researcher to measure the intensity of students' attitudes or perceptions numerically, facilitating descriptive data analysis.

b. Indicators Measured

The statements in the questionnaire were developed based on perception indicators relevant to the context of learning using Quizizz, including the following:

- 1) **Ease of Use:** measures the extent to which students perceive the Quizizz platform as easy to access and use without technical difficulties.

- 2) **Engagement:** assesses the level of students' interest, involvement, and enjoyment while using the Quizizz platform.
- 3) **Perceived Learning Benefit:** evaluates the extent to which students believe that Quizizz helps them understand reading materials.
- 4) **Learning Motivation:** measures whether Quizizz increases students' interest and enthusiasm in learning English reading comprehension.

These indicators are grounded in perception theory and are relevant to the characteristics of digital platforms in language learning.

c. Questionnaire Distribution Procedure

The questionnaire was distributed directly to eleventh-grade students at MAN 2 Kota Bengkulu who had participated in English learning activities using the Quizizz platform. The distribution procedure was carried out in the following stages:

- 1) An orientation session with students was conducted by the researcher, which included an explanation of the research objectives, instructions on how to complete the questionnaire, and assurances of the confidentiality of the respondents' data.

- 2) Distribution of the questionnaire in paper-based form, with students completing it independently.
- 3) Collection of the completed questionnaires after the allotted time and checking for completeness of responses.
- 4) Data processing was carried out using descriptive statistical techniques such as percentages, mean scores, and frequency distributions to obtain an overall picture of students' perceptions of using Quizizz.

3. Documentation

Documentation was used to collect additional supporting data related to the implementation of the research. The documentation included the school profile, the number of students, English teaching materials, and photographs taken during the data collection process.

Documentation served as supporting evidence to strengthen the validity of the research data. In addition, documentation helped the researcher provide a clearer description of the research context and the implementation of Quizizz in English reading comprehension instruction.

F. Research Instrument

Research instruments are tools used to collect data in order to achieve the objectives of a study. In this research, the main instrument was a closed-ended questionnaire, supported by observation and documentation as secondary data sources. The instrument was designed to measure students' perceptions of the effectiveness of Quizizz in developing English reading comprehension among eleventh-grade students at MAN 2 Kota Bengkulu.

The questionnaire consisted of 50 statement items based on four perception indicators: ease of use, engagement, perceived learning benefits, and learning motivation. These items were proportionally developed to ensure comprehensive and accurate measurement of each indicator. Before data collection, the questionnaire was validated by an expert in English education to assess content relevance, clarity, and alignment with the research objectives.

The validation results showed that all 50 items met the validity criteria and were suitable for use. Therefore, no items were revised or removed. The validated instrument was expected to provide accurate and reliable data on students' perceptions of Quizizz in improving English reading comprehension.

Table 3. 3 Instrument Grid

Instrument	Objective	Data Collection Technique
Observation	To obtain supporting data on students' engagement, participation, and learning activities during English reading comprehension lessons using Quizizz.	Non-participant classroom observation using an observation checklist.
Questionnaire	To quantitatively measure students' perceptions of the use of the Quizizz platform in developing English reading comprehension.	Distribution of closed-ended questionnaires using a five-point Likert scale to eleventh-grade students
Documentation	To collect supporting data related to the implementation of Quizizz and students' participation.	English subject teaching modules, photos of questionnaire distribution, and completed questionnaire forms.

G. Data Analysis Techniques

In this study, quantitative data analysis was conducted systematically, utilizing a 5-point Likert scale to evaluate students' responses. The instruments used were questionnaires, the results of which were tabulated, percentage-calculated, and analyzed to obtain a comprehensive picture of students' perceptions, attitudes, ease of use, engagement, perceived learning benefits, and learning motivations.

The first step taken was converting students' answers into numerical scores. Each option on the Likert scale was assigned a specific weight: “Strongly Agree” = 5, “Agree” = 4, “Neutral” =

3, “Disagree” = 2, and “Strongly Disagree” = 1. These weights were multiplied by the number of students who chose each option, then the total was summed and averaged to obtain the final score.

To clarify the distribution of responses, the percentage of responses was calculated using the formula from Gay (2012), which is formulated as follows:

$$P = \frac{F}{N} \times 100$$

Explanation:

P : Percentage of responses

F : Number of students who selected a specific option

N : Total number of respondents

After being calculated, the processed data were organized in table form to facilitate reading and interpretation. The resulting percentages were then categorized based on the interpretation guidelines proposed by Creswell (2004), as shown below:

Table 3. 4 Interpretation Data

PERCENTAGE RANGE	INTERPRETATION
0 %	None
1-25 %	A Small Portion
26-49 %	Nearly Half
50 %	Half
51-75 %	A Large Portion
76-99 %	Almost All
100 %	All

