

CHAPTER III RESEARCH METHOD

A. Research Design

This study uses a case study approach with a qualitative design to analyze the implementation of game-based learning (GBL) in enhancing students' motivation in learning English among fifth-grade students at SD Islam Al-Azhar 51 Kota Bengkulu. SD Islam Al-Azhar 51 is an elementary school that applies a curriculum based on Islamic values while prioritizing the development of students' English language skills. According to Gillham (2000), the definition of a case in a case study refers to a single unit of human activity embedded in the real world, which can only be studied or understood within its context, exists or occurs in the present, and is so intertwined with its context that its boundaries are difficult to determine. The data collected aim to understand the effectiveness of GBL, the factors influencing student motivation, and the challenges that may arise during its implementation.

A qualitative approach was chosen because it provides an opportunity to explore in depth the meaning behind students' engagement and motivation in English learning at SD Islam Al-Azhar 51. The school has students with diverse learning backgrounds and varying levels of motivation, which makes it important to understand how GBL can enhance their interest and participation (Lim, 2024). Data are collected naturally through classroom observations, interviews with students and

teachers, and document analysis without relying on statistical measurements (Adiwijaya et al., 2024), allowing for a comprehensive analysis of interaction patterns, student engagement, and responses to the GBL activities. The results of this study are expected to provide insights for educators in designing more engaging and motivating English learning activities through game-based strategies.

B. Data Sources

1. Students

Students are the primary source of data in this qualitative study. Based on preliminary observations conducted at SD Islam Al-Azhar 51 Kota Bengkulu in the 2024/2025 academic year, the total number of students enrolled in the school is 619, consisting of 346 male students and 273 female students. At the fifth-grade level, there are 88 students divided into three classes: Shafa, Marwah, and Mekkah.

In this qualitative research, the researcher does not employ statistical sampling; instead, participants are selected purposively in accordance with the research objectives. Therefore, the students chosen as the source of data are fifth-grade students from Class Marwah.

Class Marwah was selected based on preliminary interviews with the subject teacher, which indicated that students in this class demonstrate varied levels of

participation and engagement in English learning activities. The class consists of 29 students, comprising 11 male students and 18 female students. This diversity enables the researcher to obtain rich and in-depth data related to students' learning motivation through the implementation of game-based learning.

2. Subject Teacher

The subject teacher in this study is the English subject teacher at SD Islam Al-Azhar 51 Kota Bengkulu, hereafter referred to by the initials DMN. The subject teacher serves as a primary source of data because of direct involvement in planning and implementing English learning activities using game-based learning.

Data from the subject teacher were collected through in-depth interviews and classroom observations. The information gathered includes teaching strategies, the implementation of game-based learning in English instruction, and the teacher's perceptions of students' responses and learning motivation during the learning process.

3. Principal

The principal of SD Islam Al-Azhar 51 Kota Bengkulu, hereafter referred to by the initials AS, is also a primary source of data in this study. The principal plays an important role in providing information related to school

policies, institutional support, and perspectives on instructional innovation.

Data from the principal were obtained through interviews to explore school policies, support for innovative teaching methods, and views on the implementation of game-based learning in enhancing students' motivation in English learning. This information is used to strengthen the research context and support the credibility of the data obtained from other sources..

C. Research Instrument

In this study, the researcher employed several instruments to collect qualitative data, including semi-structured interviews, classroom observations, field notes, and documentation. These instruments were designed to obtain an in-depth understanding of student engagement in game-based learning, as well as to explore students' perspectives, experiences, and motivation in learning English.

The use of these qualitative instruments allows the researcher to capture the richness of classroom interactions and students' responses without relying on numerical measurements. Observations and field notes provide direct insights into how students participate in learning activities, while interviews and documentation help to understand their thoughts, feelings, and attitudes toward game-based learning.

By focusing on qualitative data, this study aims to provide a comprehensive and detailed picture of how game-

based learning influences students' motivation and engagement in English learning, highlighting patterns, experiences, and meaningful interactions in the classroom.

1. Interview

In this study, the researcher involved students and teachers as research subjects and used interviews as one of the main instruments to collect data regarding their opinions, experiences, and perceptions of game-based learning. The data obtained includes the impact of implementing game-based learning on students' motivation and engagement, as well as general perceptions of the effectiveness of this method in English language learning.

The interview was structured based on five main indicators with a total of 12 questions. The first indicator, Implementation of Game-Based Learning, consists of 4 questions that explore the application of game methods in learning. The second indicator, Student Motivation, includes 2 questions that examine the impact of game-based learning on students' enthusiasm for learning. The third indicator, Student Engagement, comprises 2 questions that focus on the level of students' active participation during the learning process. The fourth indicator, Influencing Factors, consists of 2 questions that address supporting or inhibiting factors in the implementation of this method. The fifth indicator, General Perceptions of Game-Based Learning, includes 2 questions that explore students' and teachers' views on the

effectiveness and their impressions of game-based learning. All questions were developed to obtain relevant and in-depth data to support the research analysis. The blueprint of the interview instrument can be found in (Appendix 10).

The interview instrument in this study was developed based on a previously constructed blueprint, with questions designed to obtain comprehensive information. Each question was aligned with the research objectives to ensure that the data collected would be valid and relevant. The complete teacher interview instrument can be found in (Appendix 11), and the complete student interview instrument can be found in (Appendix 12).

This interview instrument did not undergo a formal validation process; however, the questions were developed based on relevant literature and practical experience in the field of education, with reference to the article *State of the Nation: An Interview with Paul Nation*, in order to produce accurate and representative data.

2. Observation & Field Notes

During the learning process, the researcher conducted direct observation of students' involvement in game-based learning activities. The observation data covered various important aspects, such as the clarity of the teacher in explaining the game rules, students' understanding of the rules, the use of game tools, and students' enthusiasm while participating in the game.

The researcher also observed the students' eagerness to complete tasks through the game, their interest in the English language material, and their active participation in asking or answering questions during the game session. Other aspects observed included student cooperation, focus during the game, responses to the teacher's instructions, and the overall classroom atmosphere in supporting the game-based learning activities. Through these observations and field notes, the researcher obtained data to describe students' active engagement and the dynamics of the classroom learning process. The observation instruments used can be found in (Appendix 8 and 9).

The observation instrument in this study consists of four main indicators, with each indicator represented by a number of relevant questions. There are a total of 11 questions in this instrument, designed to gather specific data according to each predetermined indicator. The first indicator is the Application of Game-Based Learning, which aims to assess the extent to which games are implemented in English language learning. The second indicator is Student Motivation in Learning, which measures the level of motivation students exhibit during game-based learning. The third indicator is Student Engagement, which focuses on students' active participation in game activities. The final indicator is Supporting or Inhibiting Factors, which explores elements that support or hinder the effectiveness of game-

based learning in the classroom. This approach allows the researcher to obtain a more comprehensive picture of the dynamics of game-based learning. The blueprint of the observation instrument used can be found in (Appendix 7).

This observation instrument was not formally validated but was designed based on relevant literature and practical experience in the field of education, adapting an instrument developed by Montessori, M. (2013), with the expectation that it would yield accurate and representative data.

3. Documentation

The additional data collection in this study includes various sources aimed at documenting the learning process as well as students' motivation and engagement development. This additional data includes photos taken during the game-based learning process to show student interactions and the classroom atmosphere, interview recordings with teachers and students that provide insights into their experiences with the learning process, and photos of the completed questionnaires filled out by students to measure their motivation and engagement in learning. The collection of this data helps provide a more comprehensive picture of the effectiveness of game-based learning, enriches the analysis of the main data, and strengthens the validity of the research findings regarding student motivation and their engagement in English language learning.

D. Data Collecting Technique

Data collection in this study aims to answer the research questions in depth and comprehensively through the use of primary instruments, namely questionnaires, teacher and student interviews, observations and field notes, and questionnaires, carried out through systematic steps as follows:

1. Schedule interviews with students and English teachers involved in game-based learning. Conduct face-to-face interviews to explore the experiences, motivation, engagement, and perceptions of students and teachers regarding the application of game-based learning. The instrument used is the teacher and student interview guide. The data obtained includes students' and teachers' perceptions of game-based learning, factors influencing students' motivation and engagement, and general responses to the effectiveness of this method.
2. Conduct direct observations during the game-based learning process in class. Observe the implementation of game-based learning, the level of student motivation, student engagement in learning activities, and supporting or hindering factors. The instrument used is an observation sheet based on a checklist. The data obtained includes the level of student engagement, the application of the learning method, and the dynamics of student interaction during the game-based activities.

3. Document students' learning activities through photos during the learning process, documentation of questionnaire completion, and interview documentation. The instrument used is activity photos and documentation results. The data obtained consists of visual evidence of the implementation of game-based learning and student engagement in the research process.

The data obtained through these systematic steps and research instruments can be presented in the following table:

Table 3. 1
Overview of Instruments, Data Collected, and Findings

Types of Data	Instrument	The Data Obtained
Students' and teachers' perceptions	Interview	Students' and teachers' experiences, views, and perceptions
Student engagement	Observation and Field Notes	Level of student participation, interaction, and motivation
Implementation evidence	Documentation	Photos, videos and learning documents

E. Data Analysis

Data collected is analyzed through a systematic and structured process, including the organization, processing, and interpretation of data to produce findings that are aligned with and support the objectives and research questions of this study.

The data analysis technique in this study refers to the qualitative approach proposed by Denzin and Lincoln (2011), which emphasizes interpretative and reflective processes in understanding the meaning of the collected data. This analysis is carried out through four main stages, namely:

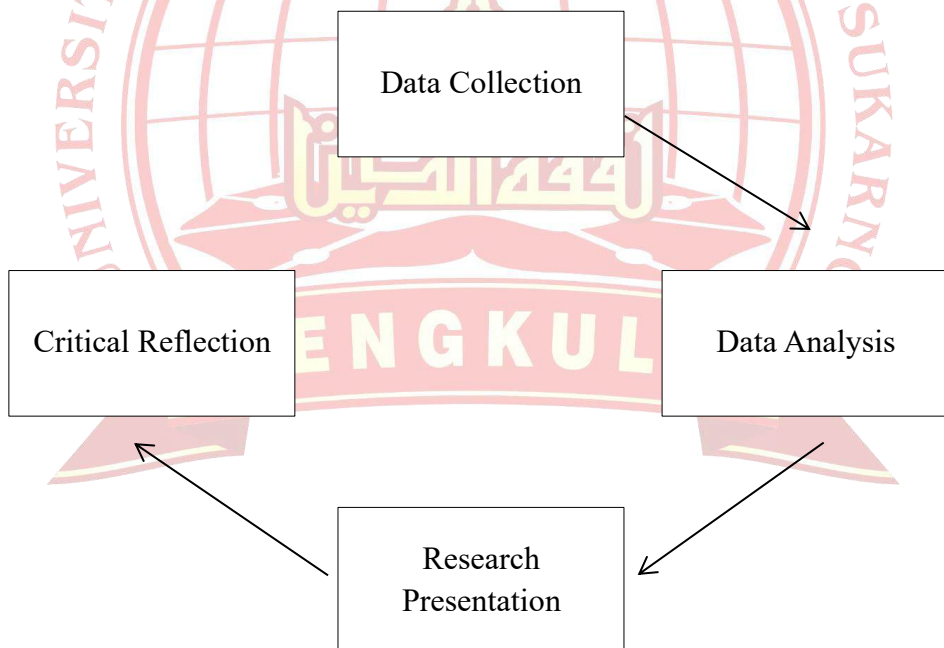


Figure 3. 1
Qualitative Analysis Technique

The data analysis technique in this study adopts a qualitative analysis approach as outlined by Denzin and Lincoln (2011), which highlights the interpretative and reflective nature of understanding meaning from qualitative data. Rather than following a linear path, this process involves a dynamic and recursive engagement with the data. The analysis is conducted through four systematic stages:

1. Data Collection

Data is collected using various methods such as interviews, observations, and documentation to ensure triangulation. Interviews gather participants' direct experiences, observations help understand the context and interactions, while documentation collects written or visual materials that support the research.

2. Data Analysis

Data is analyzed using an interpretative approach to uncover deeper meanings. The researcher identifies patterns, themes, and relationships in the data and understands the context shaping the information. This process is iterative, with the researcher continuously evaluating and refining their interpretations.

3. Research Presentation

The results of the analysis are presented in a report that includes a narrative and in-depth analysis. The findings are presented by linking key patterns and themes to relevant

literature or theory, providing a deeper understanding of the topic under investigation.

4. Critical Reflection

The researcher reflects on their position in the research and how it influences the analysis. This reflection ensures objectivity by being aware of biases or assumptions that may affect the findings.

Each stage in the data analysis process is conducted through a dynamic and iterative cycle, continuously revisiting the data to refine and deepen the understanding. This approach ensures that the analysis is both systematic and reflective, allowing for a comprehensive and accurate interpretation of the findings, while maintaining alignment with academic rigor and the researcher's reflexive position.

