

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study employed a qualitative research design to explore students' perceptions and experiences of gamified learning in speaking classes. A qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of how students experience the learning process, respond to gamified activities, and perceive their influence on speaking practice. This design focuses on describing and interpreting participants' views rather than measuring learning outcomes numerically, making it suitable for investigating students' experiences in a natural classroom setting.

The data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted to examine how gamified learning was implemented during speaking activities and how students interacted with the learning process. Semi-structured interviews were used to explore students' perceptions, feelings, and experiences related to the use of gamified learning in speaking classes. Through these qualitative techniques, the study aimed to obtain rich and detailed information regarding students' engagement,

motivation, and responses toward gamified learning at the tenth grade of SMAN 1 Bengkulu City.

### **B. Time And Place Of Research**

This research was conducted at SMAN 1 Kota Bengkulu, one of the leading public senior high schools in Bengkulu Province known for its academic achievements and its openness to innovative learning approaches. The school was selected as the research site because it provides a supportive environment for the implementation of gamified learning in English classes. In addition, the availability of adequate learning facilities and the cooperation of English teachers made it possible to conduct classroom observations and interviews effectively. The school context also allowed the researcher to observe students' natural responses and interactions during speaking activities.

The research was carried out during the second semester of the 2024/2025 academic year, from February to April 2025. This period was chosen because students had already adjusted to the learning routines of the semester, allowing the researcher to obtain more authentic data. During this time, the researcher conducted classroom observations to examine the implementation of gamified learning in speaking lessons and carried out semi-structured interviews with selected students to explore their perceptions and experiences. The data collection process was conducted

systematically in accordance with the school schedule to ensure that the research ran smoothly and did not interfere with regular teaching and learning activities.

### **C. Population and Sample**

The population of this research consisted of all eleventh-grade students of the Science Program (XI IPA) at SMAN 1 Kota Bengkulu in the academic year 2024/2025. This population was chosen because speaking skill development in English is an important competency that must be mastered at the senior high school level, and the students at this stage are considered to have relatively similar academic characteristics, which makes them suitable for experimental research. By targeting the entire population of XI IPA students, the study aimed to ensure that the findings could represent the real learning context in the school environment.

The sample of this study was selected using purposive sampling technique, considering the practicality and relevance of the research design. Specifically, class XI IPA 2 was chosen as the experimental group, where *Gamified Learning* was implemented, while class XI IPA 3 was assigned as the control group, which continued to receive conventional teaching methods. This division was based on teacher recommendations and school considerations to maintain classroom balance and avoid academic bias.

Through this sampling process, the researcher was able to obtain data that reflected both the direct impact of gamified learning and the comparative results with traditional methods.

#### **D. Research Instrument**

The instruments used in this study were qualitative in nature and designed to explore students' perceptions and experiences of gamified learning in speaking classes. The primary instruments consisted of classroom observations and semi-structured interviews. Classroom observations were conducted to examine how gamified learning was implemented during speaking activities, how students participated in the learning process, and how they responded to the use of game elements in the classroom. An observation checklist and field notes were used to record students' engagement, interaction, enthusiasm, and overall classroom atmosphere during the learning process.

In addition, semi-structured interviews were used as the main instrument to obtain in-depth information about students' experiences and perceptions of gamified learning. The interview questions were designed to explore students' feelings, motivation, confidence, and opinions regarding the use of gamification in speaking activities. This type of interview allowed flexibility for students to express their ideas freely while still focusing on the research objectives.

The use of multiple instruments helped ensure the credibility of the data through triangulation, enabling the researcher to gain a deeper and more comprehensive understanding of how gamified learning was experienced by students in the speaking class.

### **E. Data Collecting Technique**

The data collection in this study was conducted through qualitative techniques aimed at exploring students' perceptions and experiences of gamified learning in speaking classes. The primary data were collected through classroom observations and semi-structured interviews. Classroom observations were carried out to observe how gamified learning was implemented during speaking activities, how students participated in the learning process, and how they responded to the use of game-based elements in the classroom. The researcher used observation sheets and field notes to record students' engagement, interaction, enthusiasm, and classroom atmosphere during the learning process.

In addition, semi-structured interviews were conducted with selected students to gain deeper insights into their experiences, feelings, and opinions regarding the use of gamified learning in speaking classes. The interviews allowed students to express their perspectives freely while still focusing on the research objectives. Through these

interviews, the researcher explored students' motivation, confidence, challenges, and perceived benefits of gamified learning. The combination of observation and interview data enabled the researcher to obtain rich and detailed information, ensuring that the findings reflected students' real experiences and provided a comprehensive understanding of the implementation of gamified learning in speaking instruction.

#### **F. Technique of Data Analysis**

The qualitative data obtained through interviews was analyzed using thematic analysis techniques. The analysis process began with the transcription of the interview results, followed by data reduction to filter relevant information. Next, the researcher grouped the data into specific themes according to the research focus and then drew conclusions based on the patterns that emerged from the informants' responses.

In addition, the data analysis technique used in this research is qualitative data analysis by means of:

##### **1. Data Reduction**

Data reduction means summarizing, selecting the main points, focusing on the important points, looking for themes and patterns, and discarding the unnecessary. This way, the reduced data will provide a clearer picture

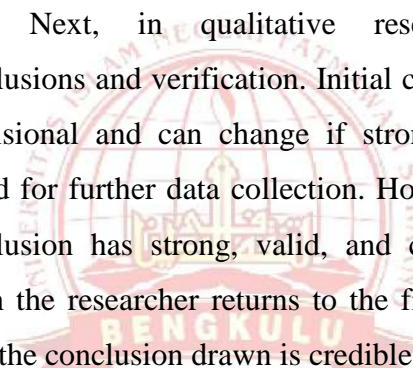
and make it easier for researchers to collect subsequent data.

## 2. Data Presentation

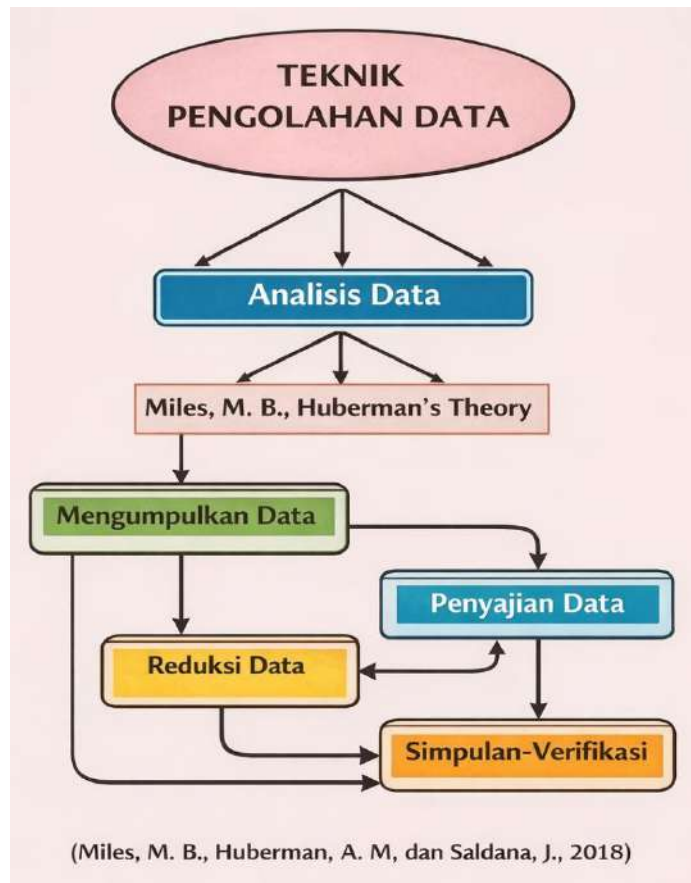
After all the data has been reduced, the next step is to organize the data. This will make it easier for researchers to understand what happened so that researchers can take further action to draw conclusions.

## 3. Drawing Conclusions

Next, in qualitative research, there are conclusions and verification. Initial conclusions are only provisional and can change if strong evidence is not found for further data collection. However, if the initial conclusion has strong, valid, and consistent evidence when the researcher returns to the field to collect data, then the conclusion drawn is credible.



The data analysis techniques in this study are described as



follows:

### Figure 3.1 Technical Chart Analysis Data

The data processing technique diagram shows the stages of qualitative data analysis according to Miles, Huberman, and Saldana (2018), which are carried out systematically and repeatedly. The process begins with data collection through observation, interviews, or documentation, followed by data reduction, which involves selecting, focusing, and presenting

important information according to the research objectives. Afterward, the data is presented in narrative form, tables, or charts for easier understanding and explanation. The final stage is conclusion and verification to ensure the research findings are valid and accountable. This process continues interactively until robust and accurate analysis results are obtained.

