

Chapter 3

Research Methodology

In this chapter, the researcher explained the methodology in conducting this research. This research aimed to investigate the perception of senior high school student on the influence of online game DOTA2 towards English learning. These chapter presented research design, setting and participants of the research, and data collection method. It also explained the data analysis technique.

Research Design

The objectives of this research were to find out the benefits of DotA 2 on their English learning process, and the difficulties that faced by senior high school student in learning English through DOTA2. The researcher used qualitative research method which was appropriate method to conduct the research based on the objective. By using qualitative research, researcher aimed to explain or reveal the participants' experience and opinion. Creswell (2012) argued that qualitative research is appropriate to be employed when the research identifies the participants' opinion, belief, or even perception. The design method used in this research was descriptive qualitative where the researcher is trying to find out the point of view of the senior high school student on playing game on their English learning.

Descriptive qualitative research was a study to identify and provide evidence to support the fact that certain parts/variables exist. Lambert and Lambert (2012) stated that a descriptive qualitative study focuses on discovering the nature of the specific events under study. Hence, the researcher used descriptive qualitative design since it was defined as a research design which discovers the phenomenon of a particular situation. This was in line with the title of this research, which is intended to find out the perspective of senior high school student on playing DOTA 2 towards their English

learning, the benefits, and difficulties that student face in learning English through the online game DOTA 2. The researcher considered it as a phenomenon that happens in society. According to Creswell (2012), descriptive qualitative is the design used for the research to find out description and interpretation. Thus, a descriptive qualitative was suitable for this research.

Setting and Participant of the Study

Setting. The research took place at one of internet café in Klaten, Central Java. There were many reasons why the researcher chose an internet café at Klaten, Central Java, as the setting of the research. First, the research was related to computer-based game. Thus, the researcher decided to choose an internet café as the setting of the research. The second was the place is near and accessible from the researcher's place. The next reason to choose internet an café as the setting of the research was because there are a lot of junior and senior high school students who play DotA 2. The last reason was this internet café is the biggest game center in Klaten and it is easier to collect the data. Those were the criteria which were set by the researcher. The interview there was held on 14th November 2018 until 16th November 2018. It took 2 (two) days to collect the data.

Participant. The participants of this study were three Senior High School students. The researcher chose these participants to get valuable and rich data from them. Creswell (2012) stated that there were no rules on how many interviews were conducted. He also stated that for the researchers, they could interview people who were stakeholders until they got qualitative data from them. In this research, the researcher decided to use pseudonym to cover the participants' identity. These participants were called Ahjusii, Noona, and Minna. Ahjusii and Noona had played DotA 2 for about two and half years while Minna had played for four years. The reason

the researcher chose Ahjusii, Nona, and Minna were because they had played online game DotA 2 more than two years. In addition, the researcher looked for students who learnt and practiced English through DotA 2. These students were in second grade of Senior High School. Thus, with these kinds of criteria, the researcher got specific, reliable, and unambiguous data.

Data Collection Method

The researcher used in-depth interviews to collect the data. Interview questions focused on two ideas. The first question focused on the benefits of DotA 2 as language learning media, and the second focused on the difficulties on practicing English using DoA 2. The purpose of the interview was to gather deeper data from the participants including their beliefs, perspectives, and experiences. In addition, interviews can be used as the principal means of gathering information that has a direct relationship to the research objectives (Cohen, 2011). In line with this statement, the researcher tried to obtain real data by obtaining valid data based on the experiences, views, and beliefs of the participants. The researcher used structured responses to response modes because participants answered questions according to the questions. Also, the answers given were also appropriate, so there was no limitation in giving ideas. For the format of the question, the researcher used the indirect form because the researcher asked about the participants' opinions about the topic. For the instruments used, researchers used stationery and cellphones to record conversations during interviews.

Data Collection Procedure

There were several steps that had been carried out by the researcher in collecting data in this study. For the first step, the researcher prepared the interview guideline. Then, the researcher chose the participants. Before conducting an interview, the researcher contacted the participants who had met the criteria. In addition, the

researcher requested the willingness of three participants before the interview. Then, the researcher made an agreement of time and place to do the interviews. After three participants were willing to become participants for the interview, the researcher explained the process of the interview to interview the three participants based on the agreement. Interviews were conducted at an internet café in Klaten, Central Java. Then, the researcher interviewed and asked questions to the participants based on interview guidelines. The average time to interview each participant was 10 to 15 minutes to answer all questions. In this interview, the researcher recorded each part of the interview by using a cellphone. The researcher used Indonesian language in the interview to avoid misunderstanding and create a deeper understanding for the participants and the researcher. The researcher and participants first language is Indonesian language. For this reason, using Indonesian during interviews was easier than using foreign language when the researcher and participants giving and receiving information. After getting the interview record, the researcher transcribed all participant recordings into transcripts where the researcher typed the audio into word form as research data.

Data Analysis Technique

In this section, the researcher had collected all the data from the interview. Then, the next step the researcher did was analyzing the research data. Thus, the data analysis steps were transcribing, member checking, and coding. For a detailed explanation of each data analysis step, the explanation in the following paragraphs.

Transcribing. After doing the interview, the researcher did the transcribing. Transcribing is putting an audio form of participants' data into text (Creswell, 2012). The data were real without the researcher's points of view. The recording data from the interview was 10 to 15 minutes for each session. In this transcribing section, the

researcher used a pseudonym for each participant in order to keep the participants' identity a secret.

Member checking. To verify or check the validity of the data, the researcher did member checking. Member checking is used to validate, verify, or assess the trustworthiness of qualitative results (Doyle, 2007). Member checking is also known as participant validation, and it also includes a technique for exploring the credibility of the results. The results were returned to participants to recheck the accuracy and resonance with their experience. The reason for members checking was to provide an opportunity to understand and assess what participants want to do through their actions. Besides, in this data analysis step, it also provided additional information that was stimulated by replaying the process. In addition, the researcher did member checking by giving the transcription to the participants to read. After reading the transcript, the participants agreed with the transcript, the researcher did not need to change it. In this section, the researcher rechecked the transcript to all participants whether the transcripts of the interviews were in accordance with the participants' answers during the interview, there are still those who are not suitable, the researcher correct them according to the participants' answers, but if they are in accordance with the answers. After member checking, the researcher preceded the next step. The results that had been made in this step are that the participants agreed with the transcripts of the interviews that had been done before and the participants have agreed.

Coding. In this section, the researcher gave codes for the transcripts through the coding in order to mark the important points regarding the research. According to Saldana (2009), coding is intended as a way of getting a word or phrase that determines the existence of prominent psychological facts, capturing the essence of facts, or marking a strongly emerging psychological attribute of a number of languages or visual

data sets. Besides, stages performed by researcher in performing coding included preparing raw data into verbatim, compacting facts, probing, gathering similar facts, determining categorization, and narrating.

The first step of coding was preparing the data to be verbatim. Here, the data to be coded was data which has formed words or a series of signs that the researcher has changed in sentence units or other marks that can provide language and visual images. Thus, the researcher transcribed the data into the text based on the recording of the interview. In addition, the researcher also provided the code for each participant by giving marks using P1, P2 and P3 to make it clearer and easier to understand between one conversation and the other conversations.

The second coding step was the compression of facts. According to Saldana (2009), the compaction of facts aims to obtain psychological facts from the data that have been collected to be sorted "facts separately." Compaction of facts can be taken from all data either from transcripts of interviews, field notes, video, documentation, or other data available. A frequent mistake with beginners in the compacting of facts is not "each-fact," but it is directly interpreted in a short narrative text (Saldana, 2009). In this section, the researcher carried out fact compaction. The researcher did fact compaction by changing informal sentences into formal sentences in accordance with the rules of language writing to be easily understood. The researcher changed the writing of the sentence according to the interview conversation that had been done.

The third step was probing. The researcher used small notes he made in the interview to complete the data. The note was used to ask the participants the answers require a clearer explanation so that the researcher added credibility to the analysis. Also, it increasingly showed the uniqueness of research results. In this section, the

researcher conducted a return interview with questions that have not been answered clearly with the first interview. So that researcher got clearer results.

The fourth step was collection of similar facts. Collecting similar facts helped the researcher to know whether the data obtained were deep and reflect data triangulation. Also, data were considered sufficient or not, so it was needed deepening of data. Saldana (2009) asserted that collection of similar facts can be done by referring to individual analysis or group analysis. In this section, the researcher took a copy-paste of compaction facts and interpretations to be included in the table of similar facts. So, the researcher took the same answer from each participant to be included in the table of similar facts.

The fifth step was to determine the categorization. Categorization can be interpreted as the conclusion of the analysis. After the researcher looked at the collection of facts and relationships between facts, the latter was narrated. Here, it took experience and sensitivity for the researcher so that the categorization narration presented a descriptive narrative text that appealed and fascinated the reader. In this section, the researcher collected similar facts obtained into a categorization. The researcher did this so that it could be facilitated in narrating the results of the interviews that had been conducted.