

CHAPTER III

RESEARCH METHODOLOGY

This research intends to find out how the use of adventure-based games can support narrative text learning. In order to find the answer, the researcher conducted a qualitative case study research by conducting an observation in a class before and after the adventure-based game was implemented. After conducting an observation, the researcher gathered deeper data by conducting a focus group discussion. Furthermore, the researcher selects several representatives of participants to interview to deepen the information on how adventure-based game supports their learning. This chapter explained the method, research design, participants, research instruments, and data analysis in detail.

3.1 Research Design

This research aims to find out how adventure-based games support EFL students in learning narrative text and to fulfill the objectives of the research, the current study used a qualitative case study. The case in this study revolved around the negative stigma associated with games in society. However, this research, which explores the role of games in education, specifically in the context of learning narrative texts, offers an opportunity for games to be viewed positively, particularly in the educational field. To substantiate this, the study employed adventure-based games, with a focus on their specific features. This research explored how game features, mechanics, and other elements could facilitate deeper learning and comprehension among students, particularly in relation to narrative elements such as plot, character development, and themes. Furthermore, given the time constraints of the study, the researcher concluded that this research design was the most appropriate approach. This design is effective for investigating an in-depth examination of participant experiences and viewpoints within a specific context (Hyett et al., 2014). It is ideal for finding out how a student's attitude towards adventure-based games and their effect on students. This design also allows the

researcher to explore and deepen their understanding of the issue, and its natural real-life effects context (Crowe, 2011).

To be more precise, this research used an exploratory case study. This method enables a thorough investigation of the causal relationship between the game and how it can support the learning process (Blatter & Haverland, 2012). Through an in-depth examination of the classroom settings, game design, and student interaction, the exploratory case study offers insightful information on the intricate problems involved. Blatter & Haverland (2012) also stated that This method is suitable for identifying the underlying phenomenon in the educational context because it is in line with the aim of this research that targets not only identifying the changes in the students' conditions after given intervention but also the reasons behind their influence. Thus, this method is perfect because it allows for a thorough investigation of the causal connections between adventure-based games and the student's learning process.

Adventure-based games are placed in learning environments, each with its dynamics, opportunities, and obstacles. By using observation, the researcher can identify how different people's perceptions of the use of these games are shaped by contextual elements like learning environment culture, teaching practices, and students' experiences using a qualitative case study design (Coles & McGrath, 2010). This design also offers the exploration of diverse data by selectively choosing a range of participants with various backgrounds and cultures. It can afford multiple perspectives on a single case, strengthening the evidence and factual accuracy of the result (Gerring, 2004). By utilizing it effectively, the writer can capture a variety of viewpoints and experiences related to adventure-based games, enriching the depth and breadth of the research.

Qualitative methods such as observation, focus group discussion, and open-ended interviews can facilitate the collection of rich and descriptive data that interpret participants' experiences and points of view. Especially for interviews, this method can result in rich data and even produce insight into the topic from the

interviewee's perspective, it can even yield more information about the interviewee without even preparing a direct question and solicited information (Hoffman, 2013). By analyzing that information, the researcher can find an underlying belief, motivation, and even hidden valuable information that can influence their perspective on this research. This data collection method made it more flexible and can have good adaptability, enabling the researcher to identify emergent themes and providing opportunities for discovery and new insight.

3.2 Research Site and Participants

The research was conducted at a junior high school in Garut. This site was chosen because it provided an ideal setting for the study, given the target participants and the efficiency of conducting research at this institution. Additionally, the school was considered a suitable location for gathering diverse data, as it attracted students from various backgrounds, which contributed to a more varied dataset.

The participants for this research represented a diverse range of backgrounds and experiences. The sample consisted of EFL students from the junior high school in Garut. The inclusion criteria for the participant selection were students with ages ranging from 14 years old or higher and English as a Foreign Language (EFL) students. To be more specific, this study focused on 8th-grade junior high school students as participants. This choice was made to align the students' characteristics with the features of the game being used. The selection also considered the principles of the biopsychosocial approach, which informed the decision-making process for identifying the target participants. Another factor was the researcher's limited authority, as the permission obtained only covered 8th-grade students. The purposive sampling method was used for participant selection. This method was deemed appropriate as it allows the researcher to choose participants who were likely to provide the most relevant information for the study. Since most of the variables aligned with this approach, it was considered the best choice for this research. Another requirement was that participants should be

willing to share their information (Etikan, 2017). The rationale behind these criteria was to gather a more diversified perspective on the use of adventure-based games from a range of backgrounds. Participants with prior experience in adventure-based games were selected for the observation and interview sessions in order to obtain in-depth information and specific insights from their experiences and viewpoints.

3.2.1 Ethical Consideration

All participants received detailed information about the study's goals, methods, and possible benefits before participation. Each participant gave their informed consent and received assurances that they could leave the study at any moment and that there would be no repercussions. Prior to the interview and focus group discussion, participants were provided with a consent form as part of the data collection process. The consent form outlined the terms and conditions, including benefits and assurances, and was signed by the participants. This form indicated that participation was voluntary and that their data would remain confidential.

3.3 Research Instruments and Data Collection

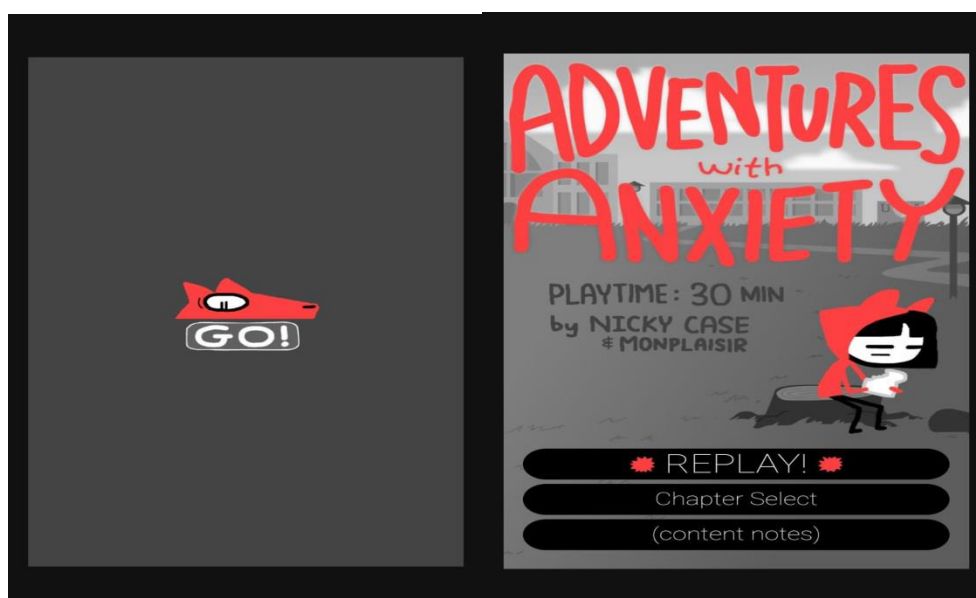
In order to get valid and reliable data, the researcher used observation, focus group discussion, and interview as an instrument. To back up the validity of the data that has been discovered, the researcher used various article journals to support the claim and data in this research. Using observation and interview is common in qualitative research; this is because observation, focus group discussion, and interview usually do not limit student's views on the subject. This also means that this current research used a triangulation method to strengthen the validity of the findings of the research. The method of triangulation can give a more detailed description of the phenomenon and improve the accuracy of the data collected (Coles & McGrath, 2010).

3.3.1 Method for Selecting the Adventure-based Game

In this study, the researcher utilized an adventure-based game titled "Adventure with Anxiety." This game is well-suited for classroom use for several

reasons. Firstly, the game has a short duration, requiring only 15-30 minutes to complete, depending on the player's reading speed. Secondly, it is easily accessible, as it can be played directly in a browser without requiring any application installation. Players simply need to open the browser, visit the game's website, and click "Run interactive story" to begin playing. Thirdly, the game addresses mental health issues commonly experienced by teenagers, particularly anxiety. The narrative follows a teenager struggling with anxiety and progresses through various challenges until resolution.

Image 3.1 Game Interface



Considering these aspects, "Adventure with Anxiety" can serve as a substitute for traditional narrative texts due to its similar structure, including orientation, complication, resolution, and even a coda. Its brief duration, combined with its ability to enhance student engagement, makes it an effective educational tool. Additionally, *Adventure with Anxiety* offered numerous features that could aid players, or students, in better understanding narrative concepts. One of its key features was the interactive storyline, which allowed players to make choices, thereby actively engaging them in the narrative and helping them grasp the story more effectively. This also facilitated an understanding of character development,

including their roles, motivations, and the ability to analyze characters. The game featured visual and audio cues that helped players become more familiar with the setting, concepts, themes, and atmosphere, which, in turn, supported their ability to decipher or decode narrative knowledge. Other features, such as the dialogue system, feedback mechanisms, and replay options, further enabled students, as players, to engage with and comprehend the narrative more deeply than traditional text-based learning methods would allow.

Selecting a game for educational purposes can be likened to choosing a piece of literary fiction for students, as both media offer rich narratives, complex characters, and themes relevant to adolescent issues. Both require readers or players to immerse themselves in the story to fully grasp its context and plot. Therefore, looking at this point, it is crucial to consider certain aspects when selecting either a game or a piece of fiction to ensure it meets the criteria of a literary work.

Selecting a literary work to be given to a student is not a trivial matter, and since the target participants for this research the teenage students in 9th grade of junior high school, there are a lot of benefits and challenges that need to be considered (Moecharam, et al, 2014). For instance, suitable literary work to be given to students in the teenage phase cannot be literature that contains elements in a children's view or adults' view, but the crossover of both. As stated by Campbell (2004) the literature for a teenager should have specific elements, such as having a teenager as a protagonist, no child's or adult's perspective, and a plot that is not too complex and has immediacy and brevity aspects. The element that is included is a criterion for literature that is suitable for a teenager, and it is called Young Adult (YA) literature.

The reading material and literature that was given to students in junior high school usually related to Indonesian folklore, such as *timun mas*, *sangkuriang*, etc. That kind of literature heavily contains sociocultural aspects that are intended for students. While that can satisfy students' needs in social or cultural aspects, selecting Young Adult literature for students is not sufficient in only that. The

complexity of selecting a Young Adult literature can be seen in a “Biopsychosocial” approach that is proposed by Travers & Travers (2009). In the study of Moecharam (2014), it is stated that to evaluate and select the appropriate Young Adult literature for students, the “Biopsychosocial” approach should be considered. While narrative learning students already have learned about sociocultural from Indonesian folklore, there is still an aspect that is still lacking such as in biological and psychological aspects, especially for today’s students.

To meet the “Biopsychosocial” (cited from Moecharam, et al, 2014) approach and fulfill the Young Adult literature elements for the student in the current research, the adventure-based game that was used is titled “Adventure with anxiety”. The elements in this game fulfill the elements of Young Adult literature, with a teenager as a protagonist who struggles to cope with his anxiety. The games also satisfy the ‘Biopsychosocial’ aspect that can be seen throughout the game. In the biological aspect, teenagers start to develop some emotional problems, and in this game the type of emotional problem that is faced is anxiety. In the psychological aspect, the teenager also starts to have academic pressure which can also lead to anxiety. This game also represents a physiological characteristic of teenagers that sometimes develops an imaginary audience. In the social aspect, the teenager often faces identity confusion and also sometimes emerges antisocial behavior. All of those aspects are represented in the “Adventure with anxiety” and the game even provides a solution for it. Hence why in this current research, this game is an effective media as a Young Adult literature to be given to the students.

Image 3.2 Gameplay

experience and interaction with their environment. To measure this, the support of adventure-based games in the learning process was observed, with indicators such as attention level, enthusiasm, and others identified. The same approach was applied to measuring the scaffolding aspect in students, as outlined by Vygotsky (1978), by identifying indicators such as visual aids and support features within the games that could assist students in narrative text learning. In the field notes, the first column was used to record descriptive observations of the classroom situation, while the reflective notes captured the researcher's thoughts based on the emerging themes.

Field note		
Date:		
Time:		
Location:		
Indicators	Descriptive note	Reflective note
Scaffolding narrative understanding <ul style="list-style-type: none"> ● Plot understanding ● Character development ● Reflection ability 		
Active and interactive learning: <ul style="list-style-type: none"> ● Attention level ● Enthusiasm ● Interaction with game ● Interaction with peers 		

The observation was carried out from the beginning until the end of the research, everything such as students' actions and students' work was observed. Based on Creswell (2015) the process of observation starts with selecting the site of the research and identifying the central phenomenon and the general situation in the site, identifying the participants and setting a schedule, and conducting multiple observations to get the best understanding of the participants.

3.3.3 Focus Group Discussion

The focus group discussion was used as an additional instrument to gather data on students' experiences, attitudes, and opinions regarding on how adventure-based games support the learning process of narrative text. Conducting an open discussion allows the researcher to collect rich and detailed qualitative data that reflects on students' experiences, be it from a collective or individual perspective.

To obtain the most reliable results, George (2023) suggested that a focus group should follow a rule of thumb, with the group consisting of 6-12 participants. In the current research, one group was composed of 6 students. The duration of the discussion was approximately 45 minutes, providing ample time to explore participants' views on how adventure-based games supported their narrative text learning process. The discussion was recorded, with the researcher acting as the moderator, and was subsequently analyzed using thematic analysis. This approach allowed for the identification of themes and patterns that naturally emerged during the discussion. To ensure confidentiality and obtain consent, each participant was provided with a consent form, which was signed by the students.

3.3.4 Interview

To give more in-depth data on the research and to improve the validity of the data that has been collected, the researcher interviewed the students. This is because observation is not enough to ensure the accuracy of the data and is insufficient as a triangulation method. To be more precise, the interview that was used is a semi-constructed interview. It combines the flexibility of an open conversation with the focus of a structured interview. This kind of interview follows pre-planned questions or themes, but it can also flow naturally and change depending on the interviewee's answers. The interviews were conducted one-on-one, meaning that each participant was interviewed individually. This approach was chosen to ensure that interviewees could freely express their opinions, despite being time-consuming.

The interview was conducted to collect further students' opinions about using adventure-based games in a narrative text learning process, such as the

reflection of the learning, the challenges in the learning using games, and the overall impact that they felt during learning using adventure-based games. This interview was conducted using purposive sampling; the interview involves representatives of students who are actively participating in the class, students who are less active in the class, and students who are moderately active in the class. 2 students were selected from each criterion, and the students who fit into the criteria was found after doing the observation. The researcher used purposive sampling to ensure the diversity of the students. Focusing on the selected students be more likely to provide detailed and insightful data. This is also to increase efficiency because of the time limitation of the research, ensuring the data is manageable, and reliable, while still obtaining comprehensive data. Considering all of the factors to conduct an interview, the researcher proposed a series of question that was adapted from another similar research by Kotukhov (2021), and modified based on constructivist learning framework (Fosnot, 2005).

No.	Questions
1.	Can you tell me about your overall experience with learning English as a Foreign Language (EFL)?
2.	How do you generally feel about playing games while using them for learning English? Can you elaborate on any positive or negative experiences you've had?
3.	Can you describe your first experience with an adventure-based game? What were your initial impressions? Did you learn English bit by bit to finish the game
4.	In what specific ways do you think adventure-based games have impacted your learning experience?
5.	How did you usually behave or feel when learning English? (This question will be further discussed based on active and interactive

	learning of the students)
6.	How does adventure-based games compare to traditional EFL learning methods (e.g., lectures, textbooks) in terms of engagement and effectiveness for you? Did you like it or not?
7.	What challenges or difficulties have you encountered when using adventure-based games for learning English? How have you addressed these challenges?
8.	Looking back, how do you think your use of adventure-based games will affect your long-term English language proficiency?

3.4 Research Procedure

In this research the teaching and learning process were conducted in six meetings. To gather data that can answer the research questions, the researcher sought permission to observe students as they learned narrative texts. After obtaining the necessary consent, the researcher conducted initial observations alongside the regular teacher during the first session. In the second, third, and fourth sessions, the researcher took on the role of the teacher, using the game as a learning tool. During the fifth session, the researcher conducted a game review followed by an in-person focus group discussion. Finally, in the sixth session, interviews were conducted with student representatives. During the session where the game was integrated into the learning process, the researcher informed participants about the specific game to be used and explained the procedure for playing it. Once all participants understood the intended learning procedures, data collection began over several meetings. In the first day of the meeting, inside of the classroom from 11.00 A.M to 13.00 P.M the researcher observed how the class activity starting from the beginning of the teaching learning activates until the end of the learning hours. The researcher observed how the class is normally doing without given intervention, obtaining data from students' behavior, how they learn, how the teaching learning process was conducted, and how the learning results in normal teaching class.

Then, in the following steps, the students are given intervention, which is adventure-based games and observed for a total of 3 days. The game that was used in the current research is titled “Adventure with anxiety”. In the second meeting, inside of classroom in the same time as previous one, the researcher writes any changes that occur in the learning process after the student were given intervention starting from the beginning of the class until the end of learning process. First, the researcher explained the game that the students would play, outlining what they needed to learn and how it related to the educational objectives. After this, the students played the game while being guided by the researcher. Once the gameplay session was completed, the researcher administered a quiz to assess what the students had learned from the game. During the third session, the students played the game again at the same location and time, and after the session, they took another quiz with questions similar to the previous one. In the fourth session, held at the same location and time, the students were instructed to focus solely on playing the game without having to answer any quizzes or questions.

After the observation session is finished, the researcher conducted an analysis from the field note and everything that has happened in the class, starting from students’ action until students’ assessment. After concluding the observations, representatives from the participants were instructed to hold a focus group discussion in the following session in the fifth meeting, in the library school from 10:00 A.M to 12:00 P.M. The researcher provided an overview of the topics to be discussed and explained the procedures for the focus group discussion. And to gather more reliable and valid data, the researcher further recorded the discussion to analyze them in the data analysis process. Additionally, interviews were conducted in the sixth meetings with selected student representatives to explore their experiences with learning narrative texts using adventure-based games, aiming to further enhance the accuracy of the data.

Image 3.3 Game Poster



After the data has been analyzed, the researcher conducted an interview in the school library from 10:00 A.M to 12:00 P.M, based on the criteria that has been made before which is the representative of students who are actively participating in the class, students who are less active in the class, and the students who are moderately active in the class. 2 students were selected from each criterion. The interviews are conducted one-by-one to ensure confidentiality and comfort of the students

After all the data was collected, understood, and analyzed using thematic analysis, one major theme directly related to the research question emerged, revealing that adventure-based games can support narrative text learning. Additionally, two codes from the coding process surfaced, which were interpreted to support and strengthen the identified theme. Based on the collected data, the research question can be answered through the theme, codes, and supporting evidence, including quotations from observations, focus group discussions, and interviews.

From the analyzed data, the results indicate that students participating in this study experienced positive differences when using games in narrative text learning. The participants demonstrated how the use of games indeed supported their learning. The most significant benefits and support the adventure-based game offers were supporting active and interactive learning, as well as enhancing their narrative understanding. Additionally, direct and indirect quotations were provided to further validate the results.

3.5 Data Analysis

The researcher collected all the data from the observation, focus group discussion, and the interview, and after the data is collected, it was further be analyzed. First, the recording of the interview was transcribed verbatim and further be coded using a thematic coding and further analyzed using thematic analysis along with the data from the focus group discussion, observation and field notes to identify patterns, recurring themes, and insight related to the objectives of the research and refined to provide a comprehensive understanding of the data. As stated by Coles (2010), analyzing qualitative data for observation and interview has the same principles, procedure, and processes. It is all analyzed using a coding system.

In managing and analyzing data, the researcher used a thematic analysis to ensure the richness and depth in the analysis. As stated by Creswell (2015), data analysis started with collecting data such as focus group discussion, interview transcript, and field notes, preparing data for analysis, reading through all of the data to gain a general sense of the material that has been obtained, coding the data by assigning text segments and inserting a code label to them, and lastly doing the coding text for description and themes to be concluded and presented in the findings part. All of the data presented was more valid as they were supported by evidence.