

## **CHAPTER III**

### **RESEARCH METHOD**

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

The research method used in this study was qualitative study. This study concerned with process and as well as product and the data collected in the form of words and were analyzed inductively (Fraenkel and Wallen, 2007: 431-432). Dawson (2009:14) added that qualitative study “explores attitudes, behavior and experience”. Since the purpose of this study was to observe the implementation of *Quizizz* Application in teaching reading virtual, which explore attitudes, behavior, and experiences, qualitative approach is appropriate to be conducted.

#### **B. Research Setting**

This research is conducted in Ukhuwah Islamic Senior High School Banjarmasin, South Kalimantan. This research will take a time during when english class. The researcher interest to Ukhuwah Islamic Senior High School as the location of research due to the convenient of the researcher and also Ukhuwah Islamic Senior High School Banjarmasin is one of favorite school in Banjarmasin.

### **C. Participants**

Participant of this research is observing the teacher during teaching reading virtual as many as 2 English teachers in class eleventh and 2 students in class eleventh. They were taken as participants because they know well about this quiz problem and they understand more about virtual teaching reading. In addition, teachers understand how to use virtual teaching reading so they are given questions about this research.

### **D. Data**

The data studied in this study are primary data, the data comes from the observations of teachers during teaching reading virtual. Other primary data is from an interview that researchers conducted to Student's Ukhuwah Islamic Senior High School Banjarmasin in meeting the needs of students. The data is to know the teacher implement *Quizizz* application in teaching reading virtual. Then to know the problems of teacher to implement *Quizizz* application in teaching reading virtual.

### **E. Technique of Data Collection**

The data of the study will be collected through multiple forms (Creswell, 2009 p. 178): observation, interview and documentation.

#### 1. Observation

##### a. Pre-observation

The researcher goes to the research site and makes an excuse for conducting research there. After that the researcher meet with the teacher to

ask him/her to meet the students for an interview to find out their views on the teacher in using *Quizizz* application.

b. Main Observation

The researcher will join the reading class, but the researcher not as a participant. The researcher see the learning activities and take a video for documentation. The researcher chooses documentation to avoid if there were some activities in the class that were forgotten.

The following is the researcher's observation sheet in assessing teacher activities in teaching and learning activities:

No	Rated Aspect	Score				
		1	2	3	4	5
1	First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required.					
2	Second, Quizizz To _play,‘ students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are provided a detailed report of student responses that can be downloaded and saved.					

3	Third, Quizizz has some unique features that most free gamification tools don't. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity.					
4	Finally, There are options that allow you to jumble the question order, decide if you want to use timers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz-taking with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing					
<b>Total</b>						

**Description: Score 5 = Very good; Score 4 = Good; Score 3 = Passable;**

**Score 2 = Bad; Score 1 = Very bad**

## 2. Interview

Interviews will be conducted after observation. Researchers used interviews with teacher and students' to obtain information related to learning using *Quizizz* application.

The following is an interview guide that will be used by researchers:

No	Question	Answer
1	First, Quizizz is free tool that allows teachers to quickly turn introductory and review activities into fun, multiplayer activities for students. It works on any device with a browser, and allows you to create your own activities or to use those already made by other educators. No usernames or passwords are required.	
2	Second, Quizizz To _play,‘ students simply go to the Quizizz site and enter the game code provided by their teacher. Once the quiz ends, teachers are provided a detailed report of student responses that can be downloaded and saved.	
3	Third, Quizizz has some unique features that most free gamification tools don’t. For example, Quizizz is designed to be student-paced, rather than teacher-driven. The teacher dashboard provides excellent real-time updates of student progress, but also allows teachers to customize each learning activity.	
4	Finally, There are options that allow you to jumble the question order, decide if you want to use timers and leaderboards, and even provide a list of correct questions and answers at the end of the quiz. Quizizz injects quiz-taking	

	with a bit of badly needed fun. Equally important, it provides teachers with excellent feedback on how their students are doing	
	the problems of teacher to implement <i>Quizizz</i> application in teaching reading virtual.	

### 3. Documentation

The documentation include the documentation of classroom learning activities. The documentation taken with the purposes the researcher easier to analyze the teacher implement *Quizizz* in teaching reading virtual.

## F. Data Analysis

To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Miles and Huberman (as cited in Sugiyono, 2015: 337), there are three activities to analyze data in descriptive qualitative research: data reduction, data display, and conclusion drawing/verification.

In data reduction, researcher will select the data based on the research question when researcher observe the class, researcher will find many data such as classroom management, various students, etc. Researcher just try to find the data about the implement *Quizizz* in the teaching reading virtual classroom, it means the researcher looking for the classroom teaching virtual and learning activities.

In data display researcher will describe data that have been reduce into sentences. After get the data in the observation and interview. The data will describe into sentence and write the data into research. Researcher also tell the

needs of the students and compare it with implement *Quizizz* in teaching reading virtual.

And the last for the conclusion, the researcher make the conclusion from the data display. After researcher finish write the data into research, the data will conclude in a simple paragraph. With short version, this research will include some steps in analyzing the data:

1. Collecting the data from observation and interview and then select the data based on research problem need.
2. After selecting the data, the researcher displays those data into good sentences.
3. After displaying data, the researcher draw conclusion.