

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This section outlines the methodology employed in this study, including the approach used to analyze and present the data. It also specifies the criteria for selecting the research studies that serve as sources or objects of analysis within this investigation.

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

Qualitative descriptive research aims to provide a straightforward and comprehensive summary of a studied phenomenon, focusing on answering the who, what, and where based on the data obtained. This type of research is particularly useful for topics that are relatively underexplored and require practical and direct descriptions, such as those in the fields of education and healthcare (Kim, Sefcik, & Bradway, 2017). Meanwhile, content analysis is a systematic method used to extract data and derive conclusions from qualitative sources such as texts and prior studies (Columbia Public Health, 2023). To investigate the use of non-educational digital games in EFL classrooms, the researcher employed a qualitative descriptive approach with content analysis, as the topic remains underdeveloped and calls for practical guidance as its output.

This study aims to investigate the practical steps conducted by a lesson designer to utilize digital games as a teaching media. In this study, the researcher systematically analyzed and interpreted some research that was conducted to make

use of the game as teaching media to gain a deep understanding of the strategy, benefits, and challenges of utilizing games as teaching media.

## **B. Research Subject and Object**

### **1. Research Subject**

The subject of this study comprises ten selected research articles that investigate the use of non-educational digital games in classroom settings and the outcomes resulting from their implementation. These ten studies were chosen based on specific criteria established by the researcher, including, (1) using non-educational digital games as teaching media, (2) implementation in a classroom environment (either existing class or specifically for the study), (3) publication year no earlier than 2020, (4) open-access availability, (5) written in English, (6) contain at least one answer to one of my research questions. The researcher conducted the search using Google Scholar, applying general keywords such as “*non-educational digital games on EFL*”, “*commercial games on EFL*”, and “*COTS video games on EFL*”. In addition, more specific keywords were used based on particular games that were considered potentially effective as teaching aids, such as “*Genshin Impact on EFL*”, “*Minecraft EFL*”, and others. After filtering and reviewing the content of the search results, ten studies were selected as the foundation for this research.

### **2. Research Object**

The object of this research is the information extracted from selected studies regarding the use of non-educational digital games as instructional media in English language learning. Specifically, this research focuses on: (1) the types

of games employed, (2) the teaching methods applied in the classroom, (3) the observed effects on students' language learning, and (4) the challenges related to implementing similar practices in the Indonesian educational context. This content analysis aims to investigate how non-educational digital games are utilized in classroom settings and to evaluate their effectiveness as pedagogical tools.

Furthermore, this study seeks to challenge the prevailing societal perception that such games lack educational value by highlighting their potential benefits in language instruction.

### **C. Data and Source of Data**

#### **1. Data**

All the information related to the utilization of non-educational digital games as media, especially for the implementation, impact on students, and challenges for applying in Indonesia, which was obtained from reviewed research.

#### **2. Source of Data**

The sources of data primarily relied on academic materials, specifically those obtained from esteemed sources such as Google Scholar. These sources acted as trustworthy and extensive sources of information, providing theoretical frameworks, empirical research, and best practices related to the incorporation of non-educational digital games. Ten studies have been chosen as the sources for this study.

#### **D. Technique of Data Collection**

The data collection technique employed in this study is document analysis or content analysis. Document analysis involves a deep exploration of written materials, such as academic articles, to extract valuable insights and information. In the context of this research, the focus is on examining the practical steps involved in the use of non-educational digital games as teaching tools. To accomplish this, as recommended by Reitz (2012), an extensive search of scholarly sources is conducted using specific keywords, namely "non-educational digital games" and "EFL teaching media," sourced from Google Scholar. By utilizing these keywords, the researcher aims to retrieve relevant citations that align with the research objectives. The selected articles that present similar practical steps in the use of digital games as teaching tools become the primary outcomes of the research. Through a thorough analysis and comparison of these selected articles, common patterns and recurring themes can be identified, offering a comprehensive understanding of the practical steps effective for the utilization of digital games as teaching media.

#### **E. Data Analysis**

The data analysis phase is the most important key to the success of a research. At this phase, the researcher performed some steps to draw a conclusion that answered the researcher's question. Miles and Hubberman (1994) framework has been the guide to perform the data analysis. The implemented steps were reducing data, displaying data, and drawing conclusion.

## **1. Data Reduction**

The first step in this process is data reduction. Data reduction in this study involves the presentation of all practical steps comprehensively gathered from various articles. Following this, the next stage is the identification of similarities and consistencies among these steps. Through systematic examination of the content within each article, the researcher's goal is to extract and compile the practical steps associated with the use of digital games as educational tools. This approach permits a thorough analysis of both the commonalities and variations present in the identified practical steps. Through careful comparison and categorization, the researcher pinpoints the recurring patterns and shared elements that arise across multiple articles. These shared practical steps, demonstrating similarity or resemblance, are then categorized and regarded as the fundamental findings of the research. This data reduction process allows the researcher to distill collective insights and findings from the selected articles, providing a comprehensive understanding of the practical steps that are commonly recommended for utilizing digital games as teaching tools to enhance students' English proficiency.

## **2. Data Display**

In this study, the data display method involved the use of narration about brief explanations about the analyzed research, and a table that contained in-depth information about each article's author, such as the publication year and other pertinent details. The narration for each article contains an explanation about the

teaching process, the game used, and the lesson outcome. Furthermore, the table provided a summary of the analyzed articles.

### **3. Conclusion Drawing**

The conclusion of this study is drawn from the results of data reduction and data display, which serve as a summary of all findings previously presented. This approach aims to make the findings easier to understand and more practical to apply. Through an analysis of the compiled information from multiple articles, this study has identified how lessons using non-educational digital games are conducted, the outcomes they produce, and the challenges faced in implementing them in the Indonesian context.