# CHAPTER III
# RESEARCH METHODOLOGY

In this chapter, were attempt to describes the methods of this research. This phase consists of the research method, subject of research, techniques of data collection, tools of data collections, and techniques of data analysis.

## A. Research Method

Research is scientific activity which are aims to developing and improving knowledge ( Arikunto, 2010) and research method is a way that taken in an investigation. Action research is a way teaching learning process that adapts to understanding by investigating local teaching issues or challenges faced in the classroom Burns et al., (2016). The main characteristic of the research is the participation and collaboration between the researcher and the member of the target category.

The method of the research used in this research was Classroom Action research. Classroom Action Research is an intentional study of social situations to improve the quality of action in it. Then, the four-stage process in classroom action being involved in this research as per-cycle, planning stage, action stage, observation stage, and reflection stage. where before took an action is would be helpful to know the situation of the class, the situation here represents class condition and student performance in reading class arranged the lesson plan and assessment. Then In the action stage where to apply the adjustment in planning including issues lesson plan, assessment to the class. Next is doing observation to the subject which they poses characteristic being carried in the research. there come to evaluated about what happened to the class which this stage is intended to having a result of an action being imply whether it is got improvement or not genuily.

From those definition of classroom action research, the researcher concluded that classroom action research intends to improve the level of student understanding, which is a form of evaluation of the teaching methods

carried out by the teacher in conducting teaching and learning in the classroom. In conducting this research, researcher was assisted by collaborator to define and explore specific problem and needs in classroom. In this research, the plans and activities well prepared by helped collaborators used in research to resolve

## B. Research Procedure

Depending on the research above there is a step in typical action research, The general process of conducting action research is briefly introduced as a four - steps stage. The implementation of action in classroom action research could be completed by following a recurring process: involving four steps planning, acting, observing, and reflecting. the procedure of classroom action research is as follows:
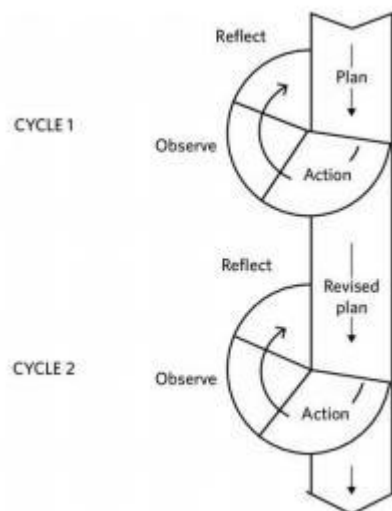


Figure 3. 1

Action Research Spiral (Kemmis & Mc. Taggart, 1988:11-14,

cited in Burns, 2010:7)

a. Planning.

Planning is the arrangement for doing research. In this planning stage, the researcher will be helped by a collaborator. According to Kemmis and McTaggart in Burns (2010: 8), planning is identifying problems or issues and developing action plans to produce improvement in certain areas of the research context. Then, Kurtoglu-Hooton (2014: 23) state that the planning stage includes refining the researcher ideas about what will be investigated in the collaborator class.

Before presenting digital stories in class, the researcher prepares the necessary materials at this point. researcher creating lesson plans and curriculum analyses. In order for students to more readily absorb the information, researchers have created learning aids and instructional materials. As instruments for tracking the development of the teaching and learning process, researchers also create observation lists and field notes. Researchers create multiple-choice reading test questions as a tool to assess student learning outcomes, particularly reading comprehension abilities.

b. Acting.

The acting stage is the planning implementation stage, meaning that during the acting stage. The researcher acts in class as a subject teacher to teach students, and then the researcher either directly or indirectly displays things, events, rules, and sequences of activities which held core activities namely

a) Children watch digital storytelling media, which is played by the teacher.

b) The teacher asked students to write the vocabularies and find out the meaning of the vocabulary they get. focus on and retrieve explicitly searching for definitions of words (vocabulary)

c) The students are asked to write a sentence stated information (factual Information), using the vocabularies that they get from the videos and pictures

    d) The students are asked to make straight forward inferences (making inference) and write the describing the characters (identifying reference) on the white board.

The teacher asked students find the message of the text to retell in their language based on the topic that has been broadcast. The collaborator then watched the learning process as the researcher taught in class, utilizing an observation checklist and field notes. This stage was accomplished in two cycles. Each cycle had two meetings.

In the first cycle, at first meeting was done the researcher did some actions such as an introduction the teacher gave information about what they would discuss and the teacher asked the student about their knowledge of their reading and found out that several problems in reading comprehension. Likewise, in the second meeting the students had difficulty understanding the reading material from their teacher. Followed by the class environment was less cooperative.

In the second cycle, the researcher and the teacher improved their teaching comprehension by giving them more explanations in detail about the meaning of the words or media presented. This stage was accomplished in two meetings, in the first meeting researcher was initial to stress material about vocabulary used in the activities in the video that represent sub material "what are you doing" then giving them moral support such motivation and good feedback during the teaching-learning process. Next meeting in this cycle was done enlight student to sums up the material in of each activity presented with a better performance.

c. Observing

Observing is the stage to gathering all relevant data about any aspects that are happening during the teaching and learning process. The collaborator observed the students' reading comprehension by using the investigation method by observation sheet, evaluated the result, and collected the data based on the student's behavior, and class. In the first cycle, the class environment was quite bad, both the teacher's and students' interaction

could be said less cooperative and less interactive followed by student score in which categorized on low score. Then the researcher elaborated the second cycle that aimed to improve the student reading comprehension as the result that was being classify on a low score. As its turn out, this cycle accomplished in two meetings successful reach the target score in this research

d.  Reflecting.

Reflecting is the stage of evaluating the progress or the change of students. According to Kemmis and McTaggart in Burns (2010: 8), at this stage, the researcher reflects, evaluates, and describes the effects of the action in order to comprehend what has occurred. The activity from the first cycle highlights the students' reading comprehension using an observation sheet as they appeared on the students has face few issues. Having checked the students' reading comprehension by giving tests was the aim of this cycle II, the reflection based on the teaching-learning which focuses on improving students' reading comprehension, especially by term energizing their reading comprehension indicator in this research. and it was found that the student's scores were low. As the result in this meeting of cycle II was found that students reading comprehension had a better improvement compare to the first cycle.

## C.  Research Subject

The subject is the object involved in the research, perhaps the subject may be the person, place or situation being evaluated or observed. According to Creswell (2012:142), research subjects are people, and places involved in the research. This research will be conducted at SMP N 06 SATAP Sepauk, of Eighth-grade students separate into 3 classes, A, B, and C.  In this research, the researcher chooses a class of B, due to the pre-observation have done they have a low score in reading ability.

**D. Techniques and Tools of Data Collection**

Regardless of the techniques, the researcher used to obtain the data as the data collection also contained an instrument and procedures to obtain the data. Thus, is to answer the research problem appropriately in this research.

1) Techniques of data collection Observation technique

In this research, Observation is the process of collecting data in research, and researcher are looking for research situations. Koshy (2005:98) states that observation is a natural process where the research observes students and events over time and based on observations, the researcher makes judgments.

2) Measurement technique

The measurement technique to collect a very base valuable number of some degree data. According (Blerkom, 2009) refers measurements to a process that provides an assessment of a valuable value to research subjects to a certain degree based on some of the characteristics they have. This measurement technique, the researcher uses to know about the student's ability in reading comprehension. Moreover, the tool of measurement technique is a reading test, that which is set with the related questions of reading comprehension

a. Tools of Data Collection

1) Observation Checklist

Observation aims to describe the stings studied, activities taking place, the people involved in the activity, and the meaning of seen from the perspective of those in the observed study. According to Lodico et al. (2010:89), the checklist includes a list of behaviours that are only checked to indicate the occurrence of the behaviour. Therefore, to observe the students and teacher performance during the classroom whether there is an upsizing during the use of digital multimodal text to energize students' reading comprehension.

2) Field Notes

Field notes are one of the tools for collecting data needed by the researcher to investigate all of the activities happening in the class during the teaching-learning process. According Thomas, ( 2014:90) refers to notes are created by the researcher during the act of conducting a field study to remember and record the behaviours, activities, events, and other features of an observation. In this research, this tool will be the perception of the researcher towards the use of multimodal text teaching-learning. The perception can be the lack of student interest, activeness, unusual something happening in the class mistakes that will be done by the teacher during the learning process, and others.

3) Reading Test

The test intended as a measuring tool in this research is the reading test. According to Adom et al, (2020) the material that students must read for the reading test varies greatly. The researcher uses tests to determine students' reading achievement in the form of multiple choices. The researcher will set around 25 questions, that is contains the characteristics namely identifying main ideas, understanding factual information explicitly, vocabulary, and making inferences, and references.

## E. Techniques of Data Analysis

The data will be analyzed by reflecting the result of three components of data collection such as field notes and students' reading tests. To analyze the result of the test the researcher used kinds of data analysis. They are:

a. Observation Checklist

The observation checklist was used to monitor peneliti performance, student activities, and all situations during the teaching and learning process. The foundation of action research is observation. This enables the collaborator to document and reflect on interactions and occurrences in the classroom in a structured manner. The collaborator then observed the activity in the classroom from outside. The collaborator's key observation in this instrument was how the demonstration approach was used in the

classroom, including student attentiveness, reactions, classroom settings, and researcher explanations. An observation checklist is a list of student activities that occur in class during the course of the lesson. Based on the observation data, the collaborator prepared a description.

Field Notes In this research, the result of the field notes maps the students' attitudes during the treatment of the teaching-learning process. Thus, in the next process teacher could evaluate and reflect on the teaching and learning process of using multimodal text in energizing students' reading comprehension.

The researcher collected data by providing a list of words to the respondent during the recording process. To analyze the data of this research, the researcher will perform three steps (Miles et al., 2014) define the analysis of qualitative data as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification as follows:

1) Data reduction

   Data reduction can be interpreted as a simplifying process by selecting, focusing, and changing data in field preparation, reduction occurs continuously in a qualitatively oriented process even before the data is collected. In this process, from the raw data that the researcher has collected, the data will be compiled and adjusted to the problem statement. Data display

2) Display data, in general, can be interpreted as a collection of information that is by definition already organized and compressed and can contain a drawing conclusion and act. For instance, if the qualitative data includes a large amount of data, then the data display approach is helpful in all stages of analysis. In the stages, the researcher will display the data by visualizing the data obtained in the graph, and table to help the reader to understand the data.

3) Conclusion drawing and verification

The final step in the analysis is to summarize the activities we did from the beginning during the data collection to verify the data. Qualitative analyst sources will decide what is meant with the meaning that the researcher will conclude the main points that have been obtained. The process of obtaining evidence is what commonly refers to verification data. The verification step that is conducted the by the researcher should remain open to receive input data, which means the data can be processed in the further analysis as a legitimate, weighty, and powerful medium that does not support other data is weak, and veer away from the habit be separated. Furthermore, the data obtained in this research form will be compared with those quantitative data, to see if there is any connection between student test results and their behavior during the teaching-learning process.

b. Reading Test

To analyze the students' results from reading test, the researcher uses two formulas are as follow:

1) Student individual score achievement.

$$X = \frac{A}{N} \text{ X } 100$$

Where:        $A$ = Individual score

S = The Student Right Answer

N = The Number of test Item

*Adapted from Cohen et al. (2007:423)*

To obtain the interpretation of the result of students' score achievement, the individual scores are categorized as follows:

**Table 1.1 Students' Range Score Classification**

| Range | Classification |
|:---:|:---:|
| >70 | Over achieved |
| 70 | Achieved |
| < 70 | Not achieved |

*Based on KKM of SMP N 06 SATAP Sepauk*

2) The formula of all students means score achievement of reading comprehension ability as follows:

$$\mathbf{M} = \frac{\Sigma X}{N}$$

Where: M = Mean Score

$\Sigma X$ = Sum of individual score

$N$ = The Number of Test Items

*Adapted from Singh (2007)*