CHAPTER III

RESEARCH METHOD

This chapter discusses about research methodology. It consists of (1) Research Design, (2) Research Setting, (3) Subject of Research, (4) Research Procedures, (5) Data Collecting Techniques; (6) Instrument of the Data, (7) Data Analysis and (8) Success Indicator.

3.1 Research Design

The researcher chose the classroom action research as a research design to improve the quality of teaching and learning activity in English reading class at SMPN 33 Surabaya. Kemmis and McTaggart 1998 break down the model or technique of classroom action research into four steps: (1) planning, (2) acting, (3) observing, and (4) reflecting. A cycle is the term for the relationships that exist between them.
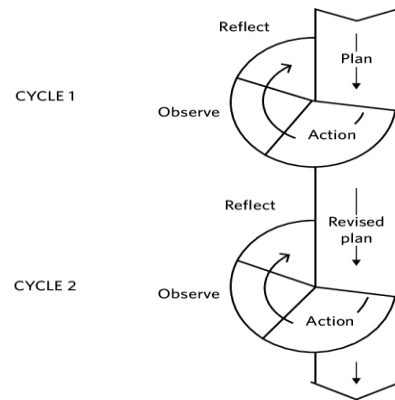
Figure 3.1 Figure of Research Design

(Expert, Kemmis and McTaggart's, 1998) model.

3.2 Place and Time

The research had been taken place at SMPN 33 Surabaya especially the eighth-grade students, which was located at Putat Gede Selatan Street No. 8, Surabaya, East Java. The time of research was conducted from March to April 2023.

3.3 Subject of the Research

The target of the study was eighth grade students of SMPN 33 Surabaya in academic year 2022/2023. There were 30 pupils consisted in this class, including 12 boys and 18 girls' students. The average ages of the students in SMPN 33 Surabaya were 13 years old.

3.4 Research Procedures

With the word cycle, CAR is carried out in stages that are well-known (cycle). In CAR, a cycle of four stages: planning (planning), implementation (acting),

observation (observing), and reflection (reflecting). In terms of the following is an explanation for each stage:

3.4.1 First Cycle

The first cycle was done on Friday May 19, 2023 with the allocation time was 2x45 minutes for each meeting. The subject of this research was the students of SMPN 33 Surabaya. In this cycle, the researcher applied the video in order to improve students' reading comprehension.

1. Planning

Based on the results of the diagnostic test that had been carried out, it was known that students' reading comprehension skills were still low. Class VIII G students had not achieved an average score. Referring to the results of that analysis, the researcher assumed that it was necessary to take actions that were able to overcome these problems.

Planning is done to facilitate the course of research. The plan was prepared by researchers and collaborators, namely the English teacher Miss. Rizqa Itsni Nur Fadilah, S.Pd, this activity was carried out. On this occasion the researcher and the teacher as collaborators held discussions and coordinated to plan actions to be taken in cycle 1 related to the problems found.

The plans to be implemented in this research as follows following: (1) the researcher equated perceptions with the teacher regarding the research to be carried out in cycle I, (2) the researcher proposed using video in learning reading understanding, (3) the researcher submitted the lesson plan that had been made to

the teacher for Cycle I, (4) teachers and researchers jointly agreed on student assessment, namely the research instrument in the form of a test. Test at the end of Cycle 1 which was used to assess students' reading comprehension. (5) determine the time of implementation of the action, namely 1 meeting in Cycle 1.

2. Acting

Implementation of the action on learning storytelling skills using video was expected to improve students' reading comprehension in class VIII G students of SMP Negeri 33 Surabaya. In the implementation stage of the action, the teacher acted as the leader of the initial learning activities in the classroom. Teacher behavior gave time to researchers to continue the learning process using video. During the learning process, the teacher made observations of researchers and students.

The steps taken by the teacher in learning in Cycle I actions could be described as follows; the teacher opened the lesson (appearance and attendance). The first stage the teacher invited researchers to continue the learning process. Students listened to the researcher's explanation about the purpose of learning to read comprehension of narrative text. The second stage, the researcher delivered learning material about narrative text through video. (Understanding narrative text, the benefits of understanding narrative text, structured narrative text, language features). The third stage, the researcher asked the students whether they understood the purpose of the narrative Text. Students and researcher conducted a question-and-answer process about narrative Text. Student's paid attention to the explanation from the researcher regarding the steps that need to be considered when

working on questions using video. Then, the researcher gave directions to students to answer the question correctly. Students started working on the problem with a predetermined time. Then, students and teachers reflected by asking students' difficulties in learning reading comprehension using video. At the final stage, the Lesson ended with a prayer and greeting.

3. Observing

The researcher evaluated the scores obtained from cycle 1. From cycle 1 it can be described that out of a total of 30 students there were 17 students who got score above 75, 9 students who got score below 75 and 4 students who were not present at that class.

4. Reflection

The researcher looked at the students' abilities whether this helped students their listening skills or not as evidenced by the results obtained in cycle 1. Finally, the researcher shared with students about their process, what was difficult in the research process so they experienced difficulties. The researcher found several obstacles, namely video sound that was not clear, reading text that was too fast. That was the obstacle they got. With these constraints, the researcher carried out cycle 2. For the obstacles faced by students, the researcher prepared better quality videos so that this facilitated the research process in cycle 2.

3.4.2 Second Cycle

The second cycle was done on Tuesday 23 May 2023 with the allocation time was 2x45 minutes for each meeting. The subject of this research was the students of SMPN 33 Surabaya. In this cycle, the researcher applied the video in order to improve students' reading comprehension.

1. Planning

    Cycle II action planning aimed to improve aspects that had not been achieved in cycle I. These aspects were actually quite good, but need to be improved so that the results were maximized. In this cycle there was nothing special that the teacher did, the teacher only greeted, reviewed the latest material, and interacted more with students to involve them in fun situations that could make students enjoy learning English. Then prepare lesson materials, Observation sheets, LCD, video. The theme chosen was the same as the theme in cycle I, namely "fairy tales", because this theme was very important for students to learn. By choosing the same theme, it was hoped that students would be able to develop reading comprehension in narrative texts.

2. Acting

    This cycle was expected to improve students' reading comprehension in cycle I, which had not yet obtained an average score. The steps for learning storytelling skills carried out by the teacher at the first meeting are the implementation of cycle II actions which can be described as follows;
    The teacher opened the lesson (apperception and attendance). Then the teacher gave time to the researcher, then the researcher conducted a question and

answered about the narrative text material that had been prepared and explained at the previous meeting. Researchers motivated students to be better able to understand the material well. After the researcher explained the material about Narrative Text, the researcher started giving questions. Students started working on multiple choice questions with a predetermined time.

Researcher observed how students understood the questions through video shows. In this way students understood the text then answered questions. The result would be known students' understanding ability.

3. Observing

The researcher evaluated the scores obtained from cycle 2. From cycle 2 it could be described that out of a total of 30 students there were 21 students who got score above 75, 5 students who got score below 75 and 4 students who were not present at that class.

4. Reflection

The researcher looked at the students' abilities, whether this helped students their understanding or was not proven by the results obtained in cycle 2. Finally, the students had shown the progress, both in teaching and learning activity and the score of tests. In this cycle, students were more comfortable to interact with the teacher and became more active than the first cycle. For the test score, 75% students had improved their knowledge and reading comprehension which means the lowest standard of value 75 was passed by the most of the students. According to the result of second cycle the students showed the significant

improvement. It means that video as media in teaching reading skill succeeded. Therefore, the researcher stopped this research.

3.5 Data Collecting Techniques

Data collecting Techniques used in this research were observation and test.

3.5.1 Observation

"Observation is an activity that concerns object research through the senses," according to (Arikunto, 2006). It was used to gain information about how the teaching and learning activity going, whether was done in accordance with the lesson plan or not. During the teaching and learning process, observations were also conducted on the implementation of learning. The observations' finding would be recorded on the lesson plan implementation observation checklist.

3.5.2 Test

"A test is a succession of questions or exercise or other devices to measure skill knowledge, intelligence, ability of aptitude of an individual or group," according to (Arikunto, 2006). The test was used to see the improvement of students' reading skill. If the students' score after using the media video was increasing, then it could be concluded that students had improved their reading skill in English. Therefore, the researcher needed to test students to measure their improvement.

3.6 Instrument of the Data

Observation checklist and test would be used by the researcher as the instrument of collecting data.

3.6.1. Observation Checklist

The researcher was assisted by the English teacher in watching what happened in the classroom during the lesson from start to finish. Furthermore, the researcher watched what occurred in the classroom and evaluated the impact of her instruction on students' reading skill abilities.

Observation Checklist

Table 3.1 Checklist for Teacher

No	Items	Yes	No	Notes
1.	Teacher arranges and prepares the class			
2.	The teacher checks the students			

3.	The teacher gives lesson material reference			
4.	The teacher introduces narrative text			
5.	The teacher states aim of narrative text			
6.	Teacher checks students understanding			
7.	Teacher gives students the reading text			
8.	Teacher gives students time to answers quentions through video media			
9.	Teacher gives the students time to ask question about today's lesson			

Table 3.2 Checklist for Students

No	Items	Yes	No	Notes
1.	Students answer the teacher greeting			
2.	Students pay attention as the teacher give explaination about narrative text			
3.	Students pay attention to the lesson reference			

4.	Students listen to the explaination of narrative text			
5.	Students understand the aim of Narrative text			
6.	Students answer the teacher to check the understanding			
7.	Students read the Narrative text carefully			
8.	Students do their task carefully and quietly			
9.	Students ask about today's lesson			

3.6.2 Test

The researcher in this classroom action research, administered test after teaching and learning activity in order to measure how far students' reading skill improved. The test which researcher used was multiple choice, consistedof 10 items, and the duration was 40 minutes. The students' achievement was calculated by using this formula :

3.7 Data Analysis

Data analysis presented the data gathered from each activity. These activities converged data acquired from the observations and test. The aim of the activities was to know whether the students would have a good changing in their learning or even became worse after getting the teaching and learning activity. The data from observations could be sorted by both teacher and student behavior, response, and the activities of students in using video.

1. The technique of Data Analysis from the observation

The collaborator (the English teacher) used the observation checklist to see the researcher's action and student participation during the class. The collaborator used 2 observation checklists, which were checklist for teacher and students. Checklist for teacher was used to record all the events during the implementation process of using video in English reading skill class, nothing the difficulties and problems encountered during the teaching process. Checklist for student was used to record all the responses during the implementation of the new media, fairy tale video. If there were many activities had done by the researcher and students, the cycle needed to continue to the next cycle in order to see the improvement.

2. Techniques of Data Analysis from the Test

The instrument of the research was called reading comprehension test. The type of test was objective test. The test was a multiple-choice test using the Video. The test was needed to measure the students' achievement.

The data of the study would take from observation checklist that consisted of the teacher and the students' activities in teaching and learning process during the implementation of video media and the researcher gave reading test for each cycle. These tests were used to know how well student's score as a whole on reading which had been taught and given by researcher. From the result of observation checklist was used to describe the situation during the teaching process in class. Test was used to analyze the score of the students' test, the researcher uses the formula as follows:

$$S = \frac{R}{N} \, X100\%$$

Explanation:

S = score of the test

R = the number of correct answers

N = the number of the question

To find out the students' level in reading comprehension in order to determine the criteria of this research goal, the researcher used the table of students' score classification.

Criteria for success in this researcher was 75% of students reach the value of Minimum Completeness Criteria (KKM) 75, the researcher used formula as follow:

$$P = \frac{\sum improved}{N} \, X \, 100\%$$

Explanation:

P = percentage of improvement

$\sum improved$ = total students who reached success indicator

N= the number of the students

3.8 Success Indicator

The success indicator in this research was, if ≥ 75 % of students in the class achieved a score of the lowest standard of value at school (KKM) 75 or higher, they were regarded to have successfully understood the course. On the other hand, if students who received a score above the lowest standard of value, 75 was less than 75% of the students in the class, it indicated that this research was not successful.