# CHAPTER III

# RESEARCH METHOD

This chapter presents about: (1) ResearchDesign; (2) Reasearch Setting; (3) Subject of Research; (4) Research Procedures; (5) Data Collecting Techniques; (6) Instrument of te Data; (7) Data Analysis; (8) Success Indicator.

## 3.1 Research Design

This research is Classroom Action Research or CAR (Classroom Action Research). Classroom action research can be defined as an action research (action research) conducted by teachers who are also researchers in their class or together with other people (collaboration) by designing, implementing and reflecting on collaborative and participatory actions that aim to improve or improve the quality (quality) of the learning process in the class through a certain action (treatment) in a cycle.

This classroom action research was carried out collaboratively between researchers and subject teachers in class VIII-D at SMP Negeri 40 Surabaya. This research was conducted in the classroom and aimed to describe Quizizz to improve students' reading comprehension. In (Wiriatmadja, 2006), Kemmis and McTaggart 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. The researcher used Classroom Action Research as follows

Figure 3.1 Figure of Research Design (Kemmis and McTaggart, 1998)
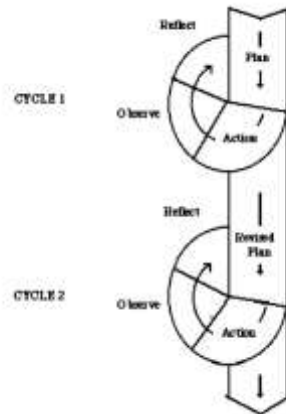


## 3.2 Location and Setting of Research

### 3.2.1 Time

The data gathering period was from Mei 15th to Mei 26th, 2023. This was the second semester in the academic year of 2022/2023. The cycle I had been implemented on May 19th, 2023. While cycle II, was on May 26th , 2023. Each cycle consisted of 1 meeting, with duration for each meeting was 2x45 minutes.

### 3.2.2 Location

The data were collected from SMP Negeri 40 Surabaya. it was located on Jl. Bangkingan VIII no. 8 Bangkingan, Kec. Lakarsantri Surabaya, East Java. There are 885 pupils and 42 teachers at the school. There are 27 classrooms, 1 teacher's room, 1 library room, 1 laboratory and 1 islamic prayer room in SMP Negeri 40 Surabaya.

### 3.2.3 Setting of Research

The research subject conducted in class VIII-D SMP Negeri 40 Surabaya in 2022/2023 academic year. There were 29 pupils consisted in this class, including 15 boys and 14 girls students. The average ages of the students in VIII-D were 13 years old.

## 3.3 Research Procedures

With the word cycle, CAR is carried out in stages that are well-known (cycle). In CAR, a cycle consist of four stages : planning (planning), implementing (acting), observation (observing), and reflection (reflecting). In terms of the following is an explenation for each stage :

### 3.3.1 First Cycle

The first cycle was done from May 19th 2023 with the allocation time was 2x45 minutes for meeting. The suject of this research was the students of VIII-D SMP Negeri 40 surabaya. In this cycle, the researcher applied the Quizizz media in order to improve students' reading comprehension skill.

1.  Planning

    Based on the observation result, student's reading score showed there were 6 students or 26% at VIII-D class who passed the lowest standard of value (KKM). Therefore, the researcher an the collaborator (the English teacher) discussed to use a new media. The teacher agreed to use Quizizz as teaching and learning media in English reading comprehension skill. The researcher and collaborator prepared to arrange lesson plan based on the standart of compretence, capture the contextual meanings related to social

function, text structure, and language features in descriptive text by giving and asking information related to describe person.

The researcher prepared the material and instrument that was used for teaching learning process. They were observation checklist for teacher and students and test. In this reserach, the researcher would apply Quizizz in reading class.

2. Acting

The researcher took action based on lesson plans, teaching materials, the instruments to support teaching and learning activity which had been arranged before. First, the researcher greeted students and introduced herself. Furthermore, the teacher explained the meaning of descriptive text, objectives, text structure and language features in descriptive text through PPT media on Quizizz media displayed via LCD and projectors in front of the class. Next, the researcher gave the students a exaple of decriptive text about describe "friends and family". Researchers asked students to read the text. The students read the text carefully. After they had finished reading, the researcher is asked to prepare a note book to write new words or difficult words. The students started asking some difficult words to the researcher. They started asking researchers some difficult words and answering some questions. Then the researcher asked students to prepare their handphones, and opened Quizizz through Google. After entering the Quizizz page, the researcher gave a code to access into the quiz room, After all the students had entered the quiz room, teacher started the test, and the students were able to work on the questions. The researcher gave 20 questions in the form of multiple choice with 40 minutes to work on. Students who had completed

the test could see their scores, and at the end of the quiz, Quizizz would display the 3 students with the highest scores. In closing the activity, the researcher asked students' difficulties during the teaching and learning process, then the teacher closed the lesson.

3. Observing

When the researcher and students were involved in teaching- learning activity in the classroom, the collaborator (the English teacher) observed in the classroom activity and filled observation checklist that already provided by the researcher. In this stage, the researcher analyzed the result of the observation checklist and the students test by using the scoring at the precentage ultimated students success.

4. Reflection

Based on the observation checklist, the collaborator and the researcher analyzed whether the targeted objectives was successful or not. From analyzing the first cycle and the observation checklist result, the researcher found some weaknesses. Many students were lazy to read, still didn't understand the contents of the reading text and didn't actively pay attention to the teacher and following the class. The result of test did not show significant improvement, the precentage of students who had improved was just 60%. The precentage was still far from the success indicator, 75%. From this reason, the researcher and the collaborator decided to do the next cycle. For the nex cycle, the researcher and the collaborator would evaluate and

revised the lesson plan for the next cycle and made the atmosphere in the class become brightly and did more interaction to engage the students to pay attention in teaching and learning activity.

### 3.3.2 Second Cycle

The second cycle was done on May 26th 2023 with allocation of time was 2x45 minutes for meeting. The subject of this research was the students of VIII-D SMP Negeri 40 Surabaya. In this cycle, the researcher still applied the Quizizz in order to improve students' reading comprehension skill.

1. Planning

    From the result of the first cycle, students' improvement was on 60% which was still unsatidfied, the researcher revised the activities in the lesson plan of the first cycle. Then the researcher made a new lesson plan and prepared the teaching material which contained different text from the first cycle. Besides preparing the instruments were test and observation checklist, in this cycle the researcher applied the same strategy that was use Quizizz media in reading class.

2. Acting

    In this stage, the researcher prepared plan of action where the lesson plan designed it was implemented. The researcher prepared new text, and motivated students before learning activity. The researcher did the action based on the lesson plan which was arranged. First, researcher greeted the students and introduced heself to them. Before starting the class, the researcher gave some motivation to the students. Next, researcher gave different text from the first cycle to the students through PPT media on Quizizz which is displayed using an LCD and Projector Screen that was

displayed in front of the class. Before reading the text, the researcher required the students to identify the picture and read the title. In addition, the researcher instructed the class to read the passage. The students carefully read the material.. Then the researcher asked students to prepared their handphones, and opened Quizizz through Google. Before starting the test, the researcher repeated the explaination about how to use Quizizz to students. Then the researcher asked students to prepared their handphones, and opened Quizizz through Google, after entered the Quizizz page, the researcher gave a code to access them into the quiz room. After all the students had entered the quiz room, teacher started the test, and the students were able to work on the questions. The researcher gave 20 questions in the form of multiple choice with 40 minutes to work on. Students who had completed the test could saw their scores, and at the end of the quiz, Quizizz would display the 3 students with the highest scores. In closing the activity, the researcher asked students' difficulties during the teaching and learning process, then the researcher closed the lesson.

3. Observing

The collaborator (the English teacher) observed the situation during teaching learning process in the class using Quizizz media. While the researcher taught the lesson, the collaborator saw the whole teaching and learning activity in class including the application of Quizizz while filling the observation checklist.

4. Reflection

In this step, the researcher and the collaborator analyzed the result of observation checklist and students' test score. The students had

showed the progress in learning process. In this cycle, students were more comfortable to interact wih the teacher and become more active than the first cycle. For the test score, 78% of students had improved their knowledge and reading akill which means the lowest standard of value 75 was passed by most of the students. According to the result of second cycle the stdents showed the significant improvement. It means that Quizizz media in teaching reading comprehension skill succeded. Therefore, the researcher stopped this research.

## 3.4 Data Collecting Techniques

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

### 3.4.1 Observation

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

### 3.4.2 Test

" A test is a succession of question or exercises or other devices to measure skill knowledge, intelligence, ability or uptitude of an individual or group." According to (Arikunto, 2006). The test was used to see the

improvement of students' reading comprehension skill. If the students' score after using the Quizizz  was increasing, then it can be concluded that students had improved their reading skill in English. Therefore the researcher needed to test students to measure their improvement.

## 3.5 Instruments of the Data

In this research, the instruments of the study were observation checklist and test.

### 3.5.1 Observation Checklist

The researcher assisted by the eacher in watching what happended in the classroom during the lesson from start to finish. Furthermore, the researcher watched what occured in the classroom and evaluated the impact of her instruction on students' reading comprehension skill.

Table 3.1 Observation Checklist for Teacher

| No | Items | Yes | No | Notes |
|---|---|---|---|---|
| 1. | Teacher arranged and prepares the class | | | |
| 2. | The teacher checked the students | | | |
| 3. | The teacher gave lesson material reference | | | |
| 4. | The teacher introduces descriptive text | | | |
| 5. | The teacher stated aim of descriptive text | | | |
| 6. | Teacher checked students understanding | | | |
| 7. | Teacher gave students the reading text | | | |
| 8. | Teacher shared the link to open Quizizz | | | |
| 9. | Teacher gave students time to answers quentions through Quizizz media | | | |
| 10. | Teacher gave the students time to ask question about today's lesson | | | |

Table 3.2 Checklist for Students

| No | Items | Yes | No | Notes |
|---|---|---|---|---|
| 1. | Students answered the teacher greeting | | | |
| 2. | Students pay attention as the teacher give explaination about descriptive text | | | |
| 3. | Students paid attention to the lesson reference | | | |
| 4. | Students listened about explaination of descriptive text | | | |
| 5. | Students understood the aim of descriptive text | | | |
| 6. | Students answered the teacher check as understand | | | |
| 7. | Students read the descriptive text carefully | | | |
| 8. | Students opened the Quizizz media through google | | | |
| 9. | Students did their task carefully and quietly | | | |
| 10. | Students asked about today's lesson | | | |

### 3.5.2 Test

The researcher in this classroom action research, administered test after teaching activity so that measure how far students' reading comprehension skill improved. The test which researcher used was multiple choice, consistedof 20

items, and the duration was 40 minutes. Student achievement test scores would automatically be seen at the end of the test on Quizizz.

**3.6 Data Anlysis**

Data analysis presented the data gethered from each activity. These activites converged data acquired from the observation and tests. 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 activity of learning and teaching. The data could be sorted by both teacher and student behavior, responses, and the activities of students in using Quizizz.

1. Technique of Data Analysis from the Observation

   The collaborator (the English teacher) used the observation checklist to see the researcher action and student participation during the class. The collaborator used two observation checklists, which were checklist for teacher and checklist for students. Checklist for teacher used to record all the events during the implementation process of using Quizizz media in English reading comprehension skill class, nothing the difficulties and problems encountered during the teaching process. Checklist for students used to record all the responses during the implementation of the new media, Quizizz media. If there are many activities had not done by the researcher and students, the cycle needed to continue to the next cycle in order to see the improvement.

2. Technique of Data Analysis from the Test

   In the process of data analysis, the researcher choose one of the object test, multiple choice to test students' improvement in each cycle.

The researcher employed a formula in this study to determine the percentage of students' scores and to assess how much students' reading comprehension skills had improved. The formula is :

$$P = \frac{F}{N} \text{ X } 100\%$$

P = the class percentage

F = total percentage students who has improved

N = number of students

## 3.7 Success Indicator

The success indicator in this research was if $\geq 75$ % of students in the class achieved a score of the lowest standard of value at school (KKM) 75 or higher, they are regarded to have sccessfully 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 is not successful.