

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher uses a qualitative research and used content analysis approach. Qualitative approach attempts to boarden and deepen the researcher's understanding of how things came to be the way they are in the social world (Hancock, Ockleford, & Windridge, 2009). Qualitative research focus on interpretation data. This research method used descriptive qualitative. Based on Cresswell, descriptive qualitative designed to find a fact about actual phenomena in the process of collecting data, interpreting and analyzing based on the result of the research (John W, 2012, p. 183). Meanwhile, (Lambert & Lambert, 2012) state Qualitative descriptive research as this.

Qualitative descriptive approach tends to draw from naturalistic inquiry, which claim to be committed to study anything in their natural state to the extent that is possible within the scope of the research field possible. This approach is not as explanatory as the "explanatory description" approach because it does not require researchers to stay away or enter data.

Otherwise, this research to find out the data used content analysis, Based on Lac, A. (2016) Content analysis is research method that can be identify, analyse, and thoroughly evaluate the source information recorded. Their communication. content analysis can be applied to written materials, but it can

also be applied to art, visual media, photographs and also maps.

The researcher used descriptive qualitative research and also content analysis research approach to find the multimodality used in English Video Learning of listening skill and to identify the multimodality of the video enhance listening skills student.

B. Research Setting

The setting in this research is in Al – Azhar Samarinda Islamic 48 Junior high school. This research started from March 21th until May 20th 2022. The reason why researcher has been chosen this school as her research, because the curriculum used by AL-Azhar 48 Samarinda Islamic Junior High School applies three types of curriculum in the learning process. The curriculum used includes; The National Curriculum of the Ministry of Education and Culture, the Muslim Personal Development Curriculum or (KP2M) Al-Azhar, which is an imtaq curriculum, and the Cambridge International Curriculum. which in this curriculum uses the English Mind Cambridge learning book, which is included the DVD as Support for the learning material. Moreover, it was supporting researcher to find out the the research problem.

C. Research Subject and Object

1. Subject of the Research

The subject of this research is the English Video Learning in listening classroom of AL-Azhar 48 Islamic Junior High School Samarinda.

2. Object of the Research

The object of this research is the multimodality in video that used by the teacher teaching listening in the classroom. The researcher focused on the multimodality in the video because it contains whole its aspects in enhancing students' listening skill.

D. Data and Source of Data

1. Data

Based on Sandres (2016) data means the collection of text, number, or symbols with no meaning. This research analyzed multimodality of the video that contain of what types of multimodality are used in English video learning in listening skills.

2. Source of Data

The data are gained from the video and also multimodality of those video learning, and also the transcript the interaction to get accurate data.

E. Technique of Data Collection

Because this research used descriptive qualitative method and content analysis. The technique of this data collection are: 1) Collecting, 2) Classifying, and 3) Analyzing. The researcher analyzed and collect the data from Video learning of Seventh Grade in the meeting and to took notes by filling the table on the five modes (linguistic, visual, audio gestural and spatial).

Below are the procedure to collect the data:

1. Collecting

This process is for collecting all the data as needed by the researcher.

The data of this research is english video learning in listening class of Seventh grade student Al- Azhar 48 Islamic Junior High School Samarinda.

2. Classifying

This technique to classify the video which containmultimodality modes and the researcher find out the type ofmultimodality that use in the video learning.

3. Analyzing

Then analyze the data using the theory of Anstey and Bull to analyze the multimodality of video that enhance listening skill ofstudent and also to support this research the researcher used several references.

F. Data Analysis

Based on Farhan (2019), data analysis is the difficult thing in every part of research. There have been obtained the important information in the research finding of form. The content analysis technique is used to identifytext and content of the message, sound inferences conserning the attitude of theinterviewer or the writer in the source of data (Wikinson & Bormingham, 2003, p. 28).

The researcher takes some steps to analyze the data. First, analysis the data based on Five type of multimodality which are linguistic, visual, audio gestural

and spatial. The data gathered by descriptive analysis. After dataclassified, the researcher analyzes the multimodality that enhancing listening skill of the student. Here, the researcher interpert the context of the video and multimodality.

From their analysis, it can describe what multimodality used in the video and the multimodality that enhancing listening skill of the student by using the video. The last, the researcher makes the conclusion of this finding research.