

CHAPTER I

INRODUCTION

1.1 Research Background

Many teachers overlook the importance of assessment in the learning process. The teacher was unable to carry out a well-structured, well-planned evaluation (Ratumanan & Tetelepta, 2019). Many teachers still ignore the interactive principles assessments, preferring to focus on cognitive and psychomotor aspects. Affective assessment has also received less attention, and process assessment is sometimes overlooked because it focuses on outcomes rather than process. Sukanti (2010)

Assessment and evaluation are essential components of teaching and learning activities. They have similar definitions and are frequently used interchangeably (Tosuncuoglu, 2018, p.163). Assessment is important in education and plays an important role in the teaching process; with appropriate assessment, teachers can classify and grade their students, provide feedback, and structure their teaching accordingly (p.163). Teachers can use assessment to classify and grade their students, provide feedback, and structure their teaching in a variety of ways - from subject to subject and including English skills.

Reading is one of the most important skills in teaching English as a second language. According to EFL experts, reading is both a receptive and a productive skill. While reading, students receive and comprehend the text's content, and then respond with comments, interactions, and ideas (Okasha,2020). Reading is a difficult activity because effective reading skills necessitate a deep understanding, as well as the ability to infer, analyze, apply, and evaluate (Yurika cited in Oshaka, 2020). Deducing meaning from smaller text components such as phonemes, morphemes, words, and grammatical recognition is part of reading (Droop & Verhoeven, cited in Alshammari 2021). By repeating this procedure, readers can extract the meaning of a text, progressing from smaller units to the entire text.

Conducting an interactive reading assessment is required for a teacher to complete the previously completed research. An interactive or multifunctional view of reading and reading comprehension necessitates assessment systems that include a variety of tests for a variety of reasons (Wixson,2017). Screening, diagnostics, formative progress monitoring, benchmark progress monitoring, and summative outcome assessments are examples of these goals (Wixson, Lipson, & Valencia, 2014; Wixson & Valencia, 2011). As stated in that review, reading comprehension is typically tested in terms of a student's ability to respond to open-ended, multiple-choice, or true-false questions after reading, or their ability to recall the content of a piece they have read (Wixson,2017). As evidence of heterogeneity within and across students' reading performance grows, more large-scale tests are expected to be designed in ways that make explicit the reader, text, and task interactions that are relevant to student success.

As a result, the importance of research in the development of reading assessments has increased, and research has revealed an area of interest to investigate. These are the most effective strategies for teaching reading (Al-Mekhlafi, 2018; Fang, 2016; Aydinbek, 2020). Reading proficiency testing (Bourbis, 2020; Ali Alshammari, 2020; Al-Jamal. 2013; Melekogu, 2021) The standard of reading (Bettini, 2020; Zhi, 2021; Waugh, 2018) Reading skills problems and difficulties (Andreasson, 2015; Romero, 2020; Serry, 2015). Reading skill development media (Johan, 2018; Dewi, 2020; Gae 2021).

M. A. Melekolu, H. G. Erden, and O. Akrolu (2021). The purpose of this research was to present the results of a project to create a standardized reading test. For this study, a standardized oral reading test was created, allowing the basic reading skills of children aged 7 to 14 to be easily determined in terms of reading fluency and comprehension. This test can be used for a variety of purposes by both educators and relevant experts. SOBAT®-II allows for systematic scanning and diagnostic dimensions of reading difficulties, as well as planning and monitoring of reading interventions using a standardized reading test.

There are no studies on interactive assessments. In fact, most researchers concentrated solely on assessments and excluded interactive assessments from their studies. If an interactive assessment is included in the learning process, the outcomes and evaluation procedure will be more interesting and impress students. An interactive reading assessment as a method of learning and ensuring the creation of a positive environment for students to learn and work in groups or teams, so that it can be used to prepare them for the real world.

There are several studies that almost entirely discuss how the evaluation is made and pay no attention to how to improve an assessment and provide good and memorable feedback to children. Because of the majority of what is going on right now, evaluation has become a tedious task that students will quickly forget. As a result, as a teacher, you must make a significant change to increase student interest in assessments.

1.2 Identification of the issues / phenomena

The researcher must classify the issues that emerge from this analysis in order to be accurate and oriented. The following are the problems identified in this study:

1. An inability of a teacher to compile high-quality assessments.
2. The students' lack of excitement when the incident occurred
3. When students are faced with exams or examinations, they are terrified.
4. The teacher does not provide students with a fun and interactive assessment
5. Teachers' and students' underestimation of the assessment process
6. The school's assessment of students' learning

One topic that will be explored in this study is derived by the researcher from the explanation of some of the aforementioned concerns that arise in the learning process and student assessment in schools. The teacher's failure to provide students with an engaging and participatory assessment was the source of the complaints. In this study, the researcher will conduct an interactive assessment. It aims to make the evaluation process more enjoyable by developing interactive tests.

1.3 Delimitations and focus of the research

The researcher limits the discussion that will be discussed in this study to reading skills, because reading skills play an important role in the continuity of the learning process in the world of education. Furthermore, several companies and universities, particularly those on a global scale, include English Reading Comprehension as one of the admissions tests. Reading skills are the only topic that will be covered in this study by the researcher because they are crucial to the ongoing learning process in the educational system.

The focus of this research is solely on the process of assessing students' reading skills, and the researcher makes no mention of media or lesson plans in this study. Because an assessment is an important component at the end of a learning process for quantifying a student's ability and allowing students to re-evaluate their learning outcomes. And the study's participants are 8th grade junior high school students, because at that age, students' enthusiasm for studying, particularly English, begins to wane.

1.4 Research questions

1. What are the characteristics of interactive reading assessment?
2. What do teachers need in interactive reading assessment?
3. How is the development of interactive reading assessment for the eighth graders of junior high school?

1.5 Aims of the research

1. To foster characteristics in students when conducting interactive reading assessments
2. To cultivate characteristics in students when conducting interactive reading assessments.
3. Investigate interactive forms of reading assessment for junior high school students.

1.6 Significances of the research

The author hopes that this analysis will be useful in the following ways, which are classified as theoretical and practical:

a. Theoretical importance

This study can be used as a reference and to expand knowledge for people who want to investigate the interactive assessment to support reading skill. The research findings may be useful to English teachers in assessing their students' reading mastery using an interactive assessment.

b. Practical importance

English instructor

As a result of this research, teachers have discovered that interactive events as a new platform among students may be beneficial. Teachers and students communicate even when they are not in the classroom. An interactive reading assessment created by the teacher to aid in the learning process.

Students

As an independent assessment process, students can use interactive assessment. This assessment also allows them to easily determine their reading ability. As a result, using interactive assessment may help students improve both their English and reading skills.

In practice, this research can be used by teachers as a form of interactive reading assessment to support the learning process, and by students as an independent assessment process.

1.7 Theoretical foundation

1.7.1 Assessment

Assessment is the method used to evaluate a learner's progress toward mastery of a topic. According to the research of Marry Brings (2008), good educators are experts at assessing their students' progress and designing lessons with assessment in mind. When teachers and students are able to use the results of their own and each other's assessments to reflect on and adjust their own and others' approaches to teaching and learning, we can say that the assessment activity has contributed to the students' growth and development (Wiliam et al., 2003) Experts agree that assessment entails little more than collecting data about a student and comparing it to standards related to the progression of scientific knowledge and ability.

Assessment designers strive to create assessments that adhere to the five characteristics of content validity, reliability, fairness, student engagement, and motivation. The concepts and practices are conceptually linked to the pupil's role in learning self-regulation. Any evaluation concept will be weakened unless the diverse and complex ways in which students understand, interpret, and make sense of their surroundings are recognized (Dann, 2012). That formal tests are the primary assessment methods, which typically but not always involve tests that are infrequent, isolated from normal teaching and learning, performed on special occasions with formal rituals, and frequently conducted by methods over which individual teachers have little or no control (William, Black, & Harrison, 2003). Assessment for learning is not like this; it is often informal, integrated into all aspects of teaching and learning, and carried out by different teachers as part of their own distinct and individual teaching methods (Wiliam et al., 2003). Many standardized assessments are used as norm-referenced tests.

Summative assessment, formative assessment, evaluative assessment, diagnostic assessment, norm-reference test assessment, performance-based assessments, selective responsive assessments, authentic assessments, criterion-

referenced tests, written and oral assessment are examples of these types of assessments. Summative and formative assessments are the most common types of assessments used in the learning process, according to the researcher. That innovations in formative assessment can lead to improvements in student learning (William et al., 2003). Formative assessment causes a wide range of knowledge to be digested on a continuous basis, often subconsciously (Dann, 2012).

Formative assessment is a technique for assessing students' understanding as they learn. It is a continuous assessment method that entails creating a series of quick-fire questions and exercises to assist you in monitoring the learner's progress throughout the course. Using formative assessment in the following stages entails incorporating feedback into the teaching-learning process. In this case, as in others, providing feedback entails responding to a product, process, or event in order to improve performance.

And for the summative assessment, an overview of a child's learning and achievement at a particular point in time, also known as an assessment of learning; it typically takes the form of a test or a supervised task and provides evidence of a child's overall learning; it can also take the form of optional QCA tests or end-of-key stage tests; and lastly, it is referred to as an evaluation of a child's educational performance.

(2007) According to Weasen forth The following is a list of the seven categories that Sudjana Nana (2006) identifies as being used for the classification of assessment characteristics:

The uninterrupted process of teaching and learning activities carried out by a teacher in accordance with the program's activities. The teacher's implementation. The continuous process of teaching and learning activities in accordance with program activities that a teacher has implemented without encountering obstacles.

Student implementation. Students' implementation can be seen in several ways, including understanding and following the teacher's instructions, participating in

learning activities, completing learning tasks correctly, and utilizing the learning resources provided by the teacher.

Student motivation to learn. The success of the learning process is inextricably linked to the motivation provided by the teacher to students prior to the start of the learning process. Students' learning motivation can be seen in their interest and attention to the lesson, their eagerness to complete assignments, their responsibilities in completing assignments, and their feedback to teachers.

One method for doing so is to examine student activity during the learning process. Interaction between teachers and students. The reciprocal relationship between teachers and students in the learning process has a significant impact on assessment.

The teacher's ability to teach. The ability or skill of the teacher to teach is important in transferring his knowledge to students and being able to see the students' state of mind while learning.

Permendikbud evaluation divided into four categories:

Attitude Aspect, the demand for competency achievement indicators [GPA] derived correctly from Basic Competencies [KD] in Core Competence 1 [KI-1] and Core Competence 2 [KI-2].

Knowledge aspect, demands for competency achievement indicators [GPA] correctly formulated [derived] from Basic Competence [KD] in Core Competence 3 [KI-3].

Skills aspects, demands for competency achievement indicators [GPA] that have been correctly formulated [derived] from Core Competence 4 [KI-4] Basic Competencies [KD].

The specifications in this study will then focus on assessing skills and on student psychomotor; of the four skills in English, the specifications that will be taken are reading skills; the assessment of reading skills will be based on the government's KI-4 and KD.

1.7.2 Reading

Reading can be defined in a variety of ways. Getting meaning from text is what reading is all about. Decoding written material is a necessary step in this process for the vast majority of readers. For some people, decoding aids like braille or auditorization are necessary. The context, the nature of the text, and the readers' strategies and knowledge all influence how they understand text. Line et al. (2006) According to Holdaway's theory, reading development is natural and closely resembles children's natural development of oral language skills (Tracey & Morrow, 2006). Reading is the most fundamental tool for learning and knowledge acquisition. Reading skills learned in school play an active role in acquiring various types of knowledge and skills (Arpa & Kaya, 2020). Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the primary characteristics of reading. According to the National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000), these five areas were incorporated as essential components of effective reading instruction into the No Child Left Behind Act and the Reading First initiative (P. Brown, 2014). To make assumptions about the nature of reading, one must first understand the mental processes of good readers (Brown L. & Briggs, 1989, p.30).

Strategic readers exhibit the four characteristics listed below: (1) They set reading goals. (2) They choose reading strategies that are appropriate for the text. (3) They keep track of their reading to see if comprehension is occurring. (4) They are enthusiastic about reading (p. 31). Reading is one of the most important skills in English learning. Those who scan, skim, read extensively, and read in depth. Reading modes are also classified according to their level of involvement, which can be active or passive.

According to Savaşkan (2017), the types of reading used in Turkish lessons are oral reading, silent reading, shared reading, reading by highlighting, reading by glancing, reading by asking questions, and reading by taking notes (p.80). Four reading comprehension elements (i.e., inference, knowledge, vocabulary, and comprehension

monitoring) that play important roles in functions that span reading comprehension paradigms are required to aid in text comprehension and to depict potentially flexible instructional goals (Elleman & Oslund, 2019).

These are elements of reading comprehension, as well as indicators of reading comprehension. Inference generation, or the ability to integrate information within or across texts by drawing on background knowledge to fill in information that is not explicitly expressed, is an essential component of language comprehension (Kendeou, McMaster, & Christ, 2016; Kintsch, 1988 as cited in Elleman & Oslund, 2019), Making connections between parts of the passage in order to construct an interpretation requires word recognition, the ability to remember information, the ability to scan backwards and forwards to relevant words and phrases, an understanding of sentence structure and punctuation cues, empathy for the character, and a variety of other skills and processes (Clarke et al., 2013 p.2) Making inferences is an important part of the reading comprehension process. The next component of reading comprehension is vocabulary, which is a strong predictor of reading comprehension across development (Elleman & Oslund, 2019).

Brown (2004) defines micro-skills in reading comprehension as the following: (1) discrimination between graphemes and typical English orthographic patterns, (2) short-term memory storage of language fragments of varying lengths, (3) efficient writing speed to meet objectives, (4) getting to know the core words and interpreting word order patterns and their significance, (5) recognition of grammatical words of class nouns, verbs, etc., systems such as tense, agreement, pluralization, patterns, rules, and elliptical shapes, (6) understand that certain meanings can be expressed in various forms of grammar; and (7) become acquainted with the cohesive tool in written discourse and its role in signaling the relationship between and between clauses.

Furthermore, Brown (2004) defines macro skills in reading comprehension as follows: (1) recognizing the rhetorical form of written discourse and its importance for interpretation, (2) recognizing the communicative function of the written text,

according to its form and purpose, (3) providing an explicit context using background knowledge, and (4) concluding relationships and connections between.(5) distinguish between literal and implied meanings; (6) detect specific cultural references and interpret them in the context of an appropriate cultural scheme; and (7) develop and employ a variety of reading strategies, including scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemes for text interpretation.

1.7.3 Interactive

Two-way communication / something that is mutually active, mutually active and interconnected, and has reciprocity with one another is defined as interactive (Warsita: 2008). Furthermore, the terms interaction and interacting are both related to the activities that occur between humans (Janlert & Stolterman, 2017). The main focus in analyzing and defining interactivity will undoubtedly be on less extreme cases, where we can expect to find more suitable conditions for human interaction.

Instead of just watching and listening, interactive dialogue allows viewers to actively participate by asking and commenting on the topics being discussed by the presenters and resource persons. This is undoubtedly entertaining because everyone has an opinion that they wish to express and have heard by others. The requirement for interaction.

In the educational world, interactive teaching and learning is undeniably more enjoyable than simply listening to and taking notes on the teacher's explanations. The definition of interactive learning is inviting students to use their mind, sight, hearing, and skills, one of which is writing, all at the same time. Students are encouraged to ask questions, answer questions, and express their opinions while also working individually and in groups to complete the tasks assigned by the teacher. This learning system is also concerned with the process rather than the outcome. As a result, rather than memorization, students gain knowledge through experience.

1.7.4 Junior High School

A junior is someone who has progressed beyond the entry level and is knowledgeable about a few languages and technologies. Finally, senior individuals are those who are in charge of the project and sit at a higher level. Students in grades six through eight attend junior high schools, while students in grades seven through nine attend junior high schools. As a result, middle school students start high school in ninth grade and junior high students start high school in tenth grade. School is a place where children develop their cognitive, motor, affective, and emotional intelligence (Idhar, 2012).

Junior high school students' characteristics are determined by their age. Junior high school is the third level of a child's education in Indonesia. Then there are more divisions with various ethnic groups and schools in Indonesia, such as SMPN, SMPS, MTs, MTsN, MTsIT, Islamic boarding schools, SMP for SLB, and others. Learning in school has its own distinctness and characteristics as a result of these various types of differences.

1.8 Previous Studies

Several previous studies conducted by researchers in the same field have been shown to be cited as references by other researchers. These are the most effective strategies for teaching reading (Al-Mekhlafi, 2018; Fang, 2016; Aydinbek, 2020). Reading proficiency testing (Bourbis, 2020; Ali Alshammari, 2020; Al-Jamal. 2013; Melekgu, 2021) The standard of reading (Bettini, 2020; Zhi, 2021; Waugh, 2018) Reading skills problems and difficulties (Andreasson, 2015; Romero, 2020; Serry, 2015). Reading skill development media (Johan, 2018; Dewi, 2020; Gae 2021). Several analyses are closely related to the one under consideration, which is the creation of an interactive reading assessment. Four studies investigated assessment in reading mastery and how teachers used exams in the classroom. Bourbis et al., 2020; Ali Alshammari et al., 2020; Al-Jamal et al., 2013; Melekgu et al., 2021). The researcher will describe the research from the journal above in this session.

According to Bourbis and Haddam (2020), teachers' thinking processes have a significant influence on their instructional and evaluative behaviors. All reading evaluations are typically conducted using inference. When evaluating students, especially during formative reading comprehension examinations in the classroom, strategic pathways to full knowledge are typically crucial considerations. In other words, checking your comprehension is just the beginning of evaluating your reading skills.

Reading tests are designed to assess a reader's comprehension, knowledge, and/or performance using a set of structured explicit techniques or procedures. These techniques must include a method of reporting measurement. They cannot be considered tests otherwise. Standardized reading tests generally include the following tasks, depending on the type of reading and the reading model at its core: (1) reading aloud; (2) non-contextualized multiple-choice vocabulary/ grammar questions; (3) contextualized multiple-choice vocabulary/ grammar questions; (4) multiple-choice cloze vocabulary/ grammar questions; (5) vocabulary matching; (6) selected response fill-in vocabulary; (7) multiple-choice vocabulary/ grammar editing; (8) sentence completion; (9) open-ended comprehension questions; (10) true/ false statements; and (11) summarizing. Because they have been overused by teachers, the majority, if not all, of the previously described tasks are very standard, conventional, and predictable. Furthermore, they are summative, norm-referenced, and product-oriented.

Reading exams use a variety of organized explicit approaches or procedures to evaluate a reader's comprehension, knowledge, and/or performance. These methods must provide a way to report measurements. Otherwise, they cannot be regarded as tests. Depending on the kind of reading and the central reading model used in the exam, the following tasks are typically included in standardized reading assessments: Reading aloud is the first activity, followed by multiple-choice vocabulary and grammar questions that are contextualized or not, multiple-choice cloze vocabulary and grammar questions, vocabulary matching, selected response fill-in vocabulary, multiple-choice vocabulary and grammar editing, sentence completion, open-ended comprehension

questions, true/false statements, and summarizing. Reading aloud is the second activity. The bulk, if not all, of the aforementioned tasks are relatively common, conventional, and predictable since teachers have overused them. Additionally, they are product-focused, summative, and norm-referenced.

Explores the connection between being able to identify a paragraph's primary theme and linguistic skills when reading expository literature. The finest rating of reading abilities was produced by the researchers using a variety of examinations, including merely text and question exams since English is not the native tongue of this nation. A nine-paragraph reading comprehension test created especially for this study's objectives was employed in the study. Once more, monotonous assessments are an issue when there should be a language that matches the interactive elements.

Ali Alshammari, (2020) The purpose of this research was to investigate the current practices of assessing L2 reading skills of Saudi EFL elementary stage learners. The study also attempted to provide more effective assessment tools for L2 reading skills than are currently available. The findings of this research revealed that there are many parties and complicated factors that play a crucial role in improving or hindering the Saudi EFL learners' acquisition of reading skills. These factors are mostly interrelated and can hardly be separated, broken down, and resolved individually. The teaching process of L2 reading is apparently driven by exams, which occupy the main priority and target for learners who have unlikely been exposed to L2 reading for learning higher skills or enjoyment, for instance.

M. A. Melekolu, H. G. Erden, and O. Akrolu (2021). The purpose of this study was to provide findings of a project that was carried out to develop a standardized reading test. Within this study, a standardized oral reading test was developed in which the basic reading skills of children between the ages of 7 and 14 can be easily determined in reading fluency and reading comprehension skills. This test can be widely used by both educators and relevant experts for different purposes. With sobat-II, scanning and diagnostic dimensions of reading difficulties, and planning and

monitoring of reading interventions can be performed systematically and with a standardized reading test.

The researcher has located this study position in the field of interactive assessment, which mentioned yet with the previous experts. And as a result of the preceding research, there has been no interactivness in the assessment process. From an interactive standpoint, it can assist students develop their English language abilities, particularly their reading skills, which in turn has a good impact on other students' English skills, specifically their writing and speaking skills frame of mind

According to the current situation, the researcher will begin by learning English. There are four skills in the English learning process, and the researcher focused on one of them, reading. Then, in the learning process, there are many components that support it, one of which is an assessment, and the researchers included the assessment component in this study as well. Interactivity is required in the elements of a language, particularly in the conversation process, and interactive elements must also be used in the language learning process. As a result, the main issue in this study is that researchers will create an interactive evaluation in order to obtain a fair evaluation.

1.10 Research Method

The research method used in this study is research and development. In English, research and development is a research method used to create specific products and test their effectiveness.

1.11 Research design and steps of the research

The qualitative approach was used in this study. The goal of qualitative research is to create explanations for social phenomena (Hancock, 2006). In this study, the researcher used research and development as a design. As a result, using the borg and gall approach, researchers conduct this study using research and development. This research is being carried out in order to develop a new assessment of the learning process. Educational R&D is an industry-based development methodology that uses

results to create new products and methods that are then rigorously field-tested, assessed, and revised until they meet specified effectiveness, quality, or other requirements (Gall, Borg & Gall, 2003).

The Borg and Gall paradigm is divided into ten major steps. The researcher, however, does not observe all of the processes. In other words, design and development research guidelines offer a convincing justification that (1) identifies the practical issue that the proposed intervention wants to solve; (2) justifies the importance of the issue; (3) discusses how the proposed intervention or strategy differs from current practice; and (4) explains why the proposed project has the potential to improve learning or education outcomes or boost efficiency in the education system or I (IES&NFS,2013,p.47).

Taking the researcher's research time, research money, and skill into account, the researcher only adapts a few stages: Possibilities and issues. The research focus can shift away from potential and problems. Information gathering. After the potential and difficulties have been demonstrated in a factual and up-to-date manner, it is necessary to collect data that can be used to procure specific goods that are expected to overcome these challenges. Product development. After gathering all of the information, the researcher begins to design and manufacture a product. The researcher is limited to four steps that are tailored to the needs of the research.

1.12 Sources and types of data

The researcher clarified the interview with the teacher and the library resources as the sources of data for this study. An Interviews are especially useful for learning more about a participant's experiences. investigates the relationship between language proficiency and the capacity to recognize a paragraph's main idea. The researchers used a range of tests, including just text and question exams because English is not the national language of this country, to get the best reading ability ranking. The study made use of a nine-paragraph reading comprehension exam that was expressly designed for the goals of this investigation. Once more, boring tests are a problem

because the language used for them should correspond to the interactive components.

Furthermore, when the goal is to provide an overview of a specific issue or research problem, literature reviews are useful. This type of literature review is commonly used to assess the current state of knowledge on a specific topic. It can be used to develop research agendas, identify research gaps, or simply talk about a particular topic.

1.13 Data collection techniques and instruments

The researcher has clarified questioner delivery, Interview, observation, and literature review are the instrument to conduct data collection.

1.13.1 Interview

The qualitative research interview aims to describe the meanings of central themes in the subjects' lives. The primary goal of interviewing is to comprehend what interviewees say. Interviews are especially useful for learning more about a participant's experiences. The interviewer can learn more about the subject in depth. McNamara (McNamara, 1999). The interviewer is seen as a part of the measurement equipment and needs to be well-trained in how to handle any unforeseen circumstances.

1.13.2 Literature Review

A literature review or library research will be used in this study. According to Hannah Snyder (2019), a literature review is an excellent way of synthesizing research findings on a meta-level and identifying areas where more research is needed, which is a critical component of developing theoretical frameworks and conceptual models. Furthermore, when the goal is to provide an overview of a specific issue or research problem, literature reviews are useful. This type of literature review is commonly used to assess the current state of knowledge on a specific topic. It can be used to create research agendas, identify research gaps, or simply to talk about a subject.

1.13.3 Observation

The observation method is carried out by observing activities carried out by observers in front of the class during the assessment process. Furthermore, observations were made on student activities while taking part in reading assessment activities.

In terms of data collection implementation, observations are divided into two types: participating observation and observing without participating in the study. Participatory observation is when the researcher participates in his actions. While observing without participating, the researcher does not take part in the observation. In the meantime, the observations are classified as structured or unstructured based on the instrumentation used. Observation structured is used when an observation has been prepared using a well-designed systematic, beginning with what is observed, when it is observed, and where it is observed. In short, the researcher employs an instrument whose validity has been established. Unstructured observation is one that is not systematically prepared.

1.14 Data analysis techniques

Data analysis begins with the processing of all data obtained from various sources, namely interviews and documentation. The researcher then checks the data or data reduction, by making an abstraction, namely an attempt to make a summary that is the core of all the data that has been obtained, after reading and studying. Researchers used the following procedures to examine the data in this study, according to Pamungkas (2010, P. 43):

Data about the development of digital posters as learning media that can be collected and analyzed based on the variables. When analyzing data, it covers everything from theory to theory or method up to data obtained during research or field data to make the data more accurate. It is hoped that by following the preceding steps, the data processing will be more valid and accurate because it is supported by multiple sources and methods.

Several steps must be taken to collect accurate data when conducting the

questionnaire and interview analysis technique. According to Lune and Berg (2017, p. 84), as cited in Wakhid Nasruddin (2020), the qualitative data analysis approach is as follows:

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Several steps must be taken to collect accurate data when conducting the questionnaire and interview analysis technique. According to Lune and Berg (2017, p. 84), as cited in Wakhid Nasruddin (2020), the qualitative data analysis approach is as follows:

- a) Data is collected and converted to text or otherwise organized in order to be "read" (for example, field notes, transcripts, image sequences, and news reports). Visual materials include photographs, drawings, cartoons, comic strips, and graphic novels, as well as film and architecture.
- b) Analytical and/or inductive codes are generated from data and attached to sets of notes or transcript pages. The letter R is followed by a number, such as R1 for Respondent 1, R2 for Respondent 2, and so on.
- c) Codes are converted into themes or labeled categories. The ranks of lecturers are added to the respondent information in Questionnaires 1 and 4. Senior academics are assigned to Levels B, C, and D, whereas junior instructors are assigned to Level A.
- d) These categories are used to classify materials by recognizing similar words,

patterns, relationships, and similarities and differences.

- e) Sorted materials are analyzed for interesting patterns and processes.
- f) Patterns are examined in the context of previous research and hypotheses, with only a few generalizations made.

The data collected by the researchers was analyzed using data collection techniques, with the chosen instrument being questionnaire distribution and interviews.

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1.15 Research Timeline

This is a timeline predicated by researcher as a reminder of discipline in conducting this research:

Figure 1.1 Table Research Timeline

No.	Activity	February				March				April			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Writing research proposal and consultation	█	█										
2.	Research instrument			█									
3.	Conducting research sample				█								
4.	Data collection					█							
5.	Data Analysis							█					
6.	Conclusion of data									█			
7.	Finishing of research										█		

