

CHAPTER III

METHODOLOGY

This chapter presents the research method of the study. It consists of information about the research design, sample and population of the research, place and time of the research, instrument of the research, data collection techniques and data analysis procedure. Each of the aspect is explained as follows.

3.1. Research Design

Regarding the objectives of the research is to portray and identify the metacognitive awareness reading strategy used by the students in comprehending text, this research is conducted by following the case study design. As explained by Robson (2002: 178) cited in Cohen (2011, p. 253), case study is about investigate the phenomenon in the real-life context and it is followed by the types of data. In line with the idea, Cohen (2011, p. 253) discussed that case study is intended to make the readers be able to understand the ideas clearly rather than by presenting the readers with the theories or principles. Hinkel (2005, p.195) strengthened that case study is intended to describe the context and individual or group function in the real world with its changing over a period of time. Thus, the case study seems to be suitable methodology with the aim of this research. In addition, the researcher tries to pay attention deeply to reveal the metacognitive strategies used by the individual learners in comprehending the text. Taking Johnson's idea (1992, p.76) cited in Hinkel (2005, p. 196), case study provides the understanding on how the individual learner engaged in the real life context.

Case study also can be applied in order to inform the audiences about the processes and strategies that individual learners use, how their personalities, attitudes, and goals interact with their leaning environment. Therefore, supporting the ideas the descriptive and narrative reports seem to be appropriate way to present it. As explained by Hinkel (2005) descriptive and narrative reports are used to elaborate the significant points in vivid and realistic ways to the readers who are intended to use the result of the study.

3.2. Participant of the Study

The participants of this research are taken from the eleventh grade students of SMAN 3 Tambun Selatan. The amount of eleventh grader at SMAN 3 Tambun Selatan is 377 students. The eleventh graders students are divided into nine classes. The small scale observation is conducted in this research in order to get the more focus in portraying the metacognitive reading strategies employed by students. The participants are chosen for conducting this research is only one class taken from the nine classes of grade eleventh. The participant of the research is XI Social 1 students consists of 14 males and 28 females. The class is chosen based on the recommendation of their English language classroom teacher.

3.3. Place and Time of the Research

The research is held at SMAN 3 Tambun Selatan. The school is located at Graha Prima Residence, Mangun Jaya, South Tambun, Bekasi, and West Java. The research is conducted in the end of February to the beginning of April 2017 for a month, in the second semester at academic year of 2016/2017.

3.4. Data and Data Source

The data source is taken from the students and teacher. The main data is the result from MARSII questionnaires which are administered to the students to portray the metacognitive types and levels. The supporting data were the students interaction and behaviour in the process of learning hortatory text and the teacher's interview about the students learning strategies used during classroom activities. The source of the data is obtained through questionnaire, the classroom observation and the teacher's interview session.

3.5. Instrument of the Research

The research instrument is used by the researcher to collect the data. At least three instruments are conducted in the form of questionnaires, classroom observation and interview.

3.5.1. Questionnaire

Questionnaires can be perceived as the objective research tool that can produce generalisable results because of taking the large sample research (Harris, 2010). Teresa (2005) stated that the questionnaire is divided into three structures: closed, open-ended, and contingency questions. Regarding to the objective of research, this study is going to closed question. Teresa (2005) pointed that Closed question is in the form of multiple choice. The question is intended to ask respondent choice among the possible set of response. The respondent is asked to tick or circle the answer. The respondent is usually requires to choose among several answer categories.

In relation to the topic of research about the metacognitive strategy in reading, the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) questionnaires is designed to the adult students with grade level equivalents ranging from fifth grade through college Mokhtari and Reichard (2002, p. 251). The MARSİ classified the three metacognitive strategies: global reading, problem-solving and support reading. The three categories are implemented in the thirty statements written on the questionnaires. The global reading strategy (GLOB) is described in the thirteen statements. The problem-solving strategy (PROB) is portrayed in eight statements. The support reading strategy (SUP) is written in nine statements.

The MARSİ questionnaire is described in the statements that using five points likert style scale ranging from 1 (I never or almost never use this strategy) to 5 (I always or almost always use this strategy). The metacognitive types and levels can be described by using MARSİ questionnaire. The scoring rubric is presented to calculate and interpret the usage of metacognitive reading strategies by scoring each subscale reading strategy and calculating the overall strategies used by students. The three levels of usage can be identified by referring to the Oxford for language learning strategy usage: high (mean of 3.5 or higher), medium (mean of 2.5 to 3.4), and low (2.4 or lower).

The MARSII questionnaire is translated into Indonesian language in order to ensure the students understand the questionnaire. In relation to the translation process, the researcher asks the two experts who are native Indonesian speakers and are also highly fluent English speakers verified the translation.

3.5.2 Classroom Observation

Classroom observation is conducted to gather information about the learning processes in the beginning until the end of the learning activity. As discussed by Cresswell (2014, p. 234) observation is the process of gathering firsthand information by observing people and places at a research site. The role of the researcher in this study is as the nonparticipant observer. Cresswell (2014, p. 235) pointed out that the nonparticipant observer does the observation without participating in it. Therefore, it can be perceived that the study will be objective because there is no researchers' interruption.

3.5.3 Interview

Interview is the way to collect the data through question and answer session (Driscoll, 2011). She also stated that the researcher needs to point out the view from the respondent regarding to the topic of research. As explained by Keats (2000) cited in Jong (2015), the differences of interview and conversation relies on the purpose. The interview is focused on specific purpose by reflecting to the aim of research. A semi-structured interview is going to be used in this study. A semi-structured interview is chosen because of the interview is intended to confirm the strategies used by students in the perspective of the teacher during the classroom. A semi-structured interview can be seen as a flexible form in collecting the data. The flexibility in delivering the idea where the interview should go and what should come out of it. The intention of semi-structured is to observe the information from respondent in depth. The researcher tends to interview the teachers' perspective about the learning process in teaching reading for eleventh graders.

3.6. Data Collection Technique

3.6.1. Questionnaire

The use of questionnaires is to portray the students' learning strategy types and levels. The MARSI questionnaires form are administered to the 42 students. The students are asked to circle the chosen answer about the reading habits while reading academic English passage and how to overcome the reading problem. The form of questionnaire in the closed version. There are 30 statements about what people do when they read academic or school-related materials. There are five numbers follow each statement. The students are required to choose the answer based on the scale categories that written in the questionnaire.

3.6.2 Classroom Observation

The researcher conducted the observation by recording classroom activities in grade XI Social 1 at SMAN 3 Tambun Selatan. The students' interactions and behaviour during learning processes are recorded in videotape to obtain the data. The data is revealed through the students' interaction and behaviour in employing the metacognitive reading strategies types in the process of learning. The recorded data of all the teaching and learning process for five meetings are transcribed into a written data.

3.6.3 Interview

The semi-structured interview is delivered in the end of the cycle. The researcher tries to capture more information from the teacher about students' strategies used in comprehending the text. The previous instrument may not fulfill the need of the researcher. Therefore, semi-structured interview is designed in order to reveal the teacher's perspective regarding to the learning strategies employed by students in reading the text during the learning processes. The interview is set in flexible way and use the open-ended question. The question and answer session will be recorded by audio recorder and transcribed into the written text in order to analyse the data.

3.7. Data Analysis Procedure

Data from the questionnaires, classroom observations and teachers' interview are combined to create individual profiles of the students.

1. The researcher analysed the MARSII questionnaire by using scoring rubric metacognitive reading strategies type. The overall data of each student are calculated and interpreted to indicate the average for each subscale of the inventory shows which group of strategies types (i.e., global, problem-solving, and support strategies) that the students use most when reading. Then, the overall strategies from each student are calculated to get the overall average. The overall average indicates the usage levels of strategies. The three levels of metacognitive reading strategies show how often the students use any of these strategies. The key to average in the range of 3.5 or more indicates high metacognitive reading strategies used. In the number of 2.5 to 3.4 indicates the medium metacognitive reading strategies used. The lower metacognitive reading strategies used is described in 2.4 or lower.
2. The finding of MARSII questionnaire is confirmed with the data from the teacher's interview in order to portray the students' strategies used during the learning processes in the classroom.
3. The interpretation of the data is focused on the result of problem-solving strategies. The data from students who got the higher average score of problem-solving strategies than the other two is categorized in one group to be described in the case of qualitative descriptive study.
4. The supporting data is obtained through the classroom observation by observing the learning processes using video recorder. The researcher is as the nonparticipant observer.
5. The data from video recording are transcribed into the written text.
6. The transcription is divided into episodic situation by DfES (2004) teaching metacognition in episodes. The coding is given to attain data easier. The first numeric code indicates the meeting, the alphabetic code describes the episode and the last numeric code interprets the utterance.

7. The symbolize of episode code in the transcription can be seen as follows:
The episode A is the starter episode, episode B is the episode 2, episode C is the episode 3, episode D is the episode E, and episode E is the episode 5 of teaching metacognition.
8. The data reduction is applied in the transcription in order to derive the students' interaction and behavior which shows the use of problem-solving strategies (PROB) during learning processes.
9. To attain the data easier, the researcher classify the data by making the table distribution of the students' interaction and behavior which indicate the use of problem-solving metacognitive reading strategies.
10. Problem-solving strategies in metacognitive reading is categorized in the the students' interaction and behaviour by adapting the categorization of metacognitive reading strategies type Karbalaei (2010). (*Table 3.1*)

11. The use of problem-solving strategies of students is categorized in the distribution of lesson delivery for five meetings. The data is examined to get the findings.
12. The data from classroom observation is described in the qualitative descriptive to identify the students strategies used during learning processes in classroom.
13. The researcher draw the conclusion of the study.