

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative research. Hermawan (2019, p.16) explained that quantitative research is a research method that is inductive, objective, and scientific in which the data obtained is in the form of a number, or assessed statement and analyzed by statistical analysis. The purpose of quantitative research was to develop and use mathematical models, theories, and hypotheses related to natural phenomena. According to Cresweel (2010) in this quantitative approach research will be pre-determined, statistical data analysis, and statistical data interpretation.

The type of this research was descriptive quantitative research because this research was done by collecting data in the form of numbers then the result of the research was described and interpreted according to the measurement result. In this research, The researcher described and interpreted symptoms, facts, or events systematically about the characteristics of the population that were processed into quantitative data as material to find information about the metacognitive reading strategies used by the fifth-semester students of the English Education Department in comprehending the text. The result of this research accompanied by a table.

B. Research Setting

1. Place

This research conducted in Antasari State Islamic University Banjarmasin, it is located in Jenderal Ahmad Yani street KM 4.5. The University has 4 faculty and the study is in Faculty of Tarbiyah and Teacher Training, for the fifth semester students of English Education Department.

2. Time

The researcher conducted in the fifth semester of academic year 2020/2021 from December 2020 until January 2021.

C. Population and Sample

1. Population

According to Sugiyono (2019) population is a generalization area consisting of object or subject that have certain quality and characteristic that is determined by the researcher to be studied and then draw a conclusion.

The population of this research was the fifth-semester students of the English Education Department at UIN Antasari Banjarmasin academic year 2020/2021. The total number of students in the fifth-semester is 131 students which consist of four classes.

The researcher considered the fifth-semester students because they have taken the reading course offered by English Education Department

such as Intensive Reading I, Intensive Reading II, Intensive Reading III, and Extensive Reading. then, they have learned about reading strategies, and also they got a lot of practice about reading. Therefore students were accustomed to using various types of strategies in their way to face their difficulties in reading comprehension.

2. Sample

The sample is part of the population that the researcher wants to study. According to Sugiyono (2019), the sample is part of the number and characteristics of which are owned by the population.

The sample used in this study was random sampling technique by chose only 90 students from 131 students population of the fifth semester. According to Sugiyono (2019), random sampling is the taking of sample members from the population which is done randomly without paying attention to the strata in the population sampling technique with a certain consideration.

D. Research Instrument

In this study, the researcher distributed a metacognitive strategy questionnaire via Google Form that was a type of questionnaire whose participants can answer the statements based on their own experiences in reading the text. In this study, the questionnaire was used to gather the data to answer the research question about the metacognitive reading strategies used by students and the level of students in using metacognitive reading

strategies. The questionnaire that the researcher used was adapted by Mokhtari & Reichard. The questionnaire was MARSI (Metacognitive Awareness of Reading Strategies Inventory) which was designed to assess adult readers' metacognitive awareness and perceived use of reading strategies while reading academic or school-related materials. The MARSI instrument measures three broad categories of strategies namely, Global Reading Strategies (GLOB), Problem Solving Reading Strategies (PROB), and Support Reading Strategies (SUPP). The questionnaire has 30 items, consisted of 13 items of GLOB which form, 8 items of PROB, and 9 items of SUPP.

E. Data Collection Procedure

The technique of data collection was the most important in research because the main purpose of the research is to get data. This research used the quantitative method. The data collection procedure required by the researcher used a questionnaire with the following description:

The researcher asked permission from the head of the English Education Department to research at the English Education Department. Then, the researcher asked permission to the students before distributing the questionnaire. The researcher gave an overview of the purpose of the research, and a description of the instrument with an explanation of the steps involved in completing it. The researcher shared a link questionnaire that has made in Google form based on the topic which had been prepared to contain

several statements about the students' metacognitive reading strategies used in reading activity and the level of students in using metacognitive reading strategies in comprehending text. The respondents were instructed to read each of the 30 statements that must be completed. The respondents need to give a checklist on a Likert scale of one up to five (never (1), rarely (2), sometimes (3), often (4), always (5) in the questionnaire based on the respondents' strategies in comprehending text.

F. Data Analysis

After collecting data by questionnaire, then the data was analyzed. Analysis of the data in a simplified process by which data into a form that can be read and understood easily. Data analysis in quantitative research is research that the result of analysis preserved in number form then explained and interpreted in describe form (Hasan, 2004, p. 30).

The researcher gained the data through a questionnaire adapted by Mokhtary and Reichard (2002). The data was analyzed by counting and finding the metacognitive reading strategies used by students and finding the average frequency to determine the level of students in using metacognitive reading strategies in comprehending text.

The data from the result of the questionnaire were presented in the form of a mean score. The findings were presented in form of tables. Then, the result of the study was discussed quantitatively. The following was the detailed practical steps of analyzed the data for this research:

1. Constructing Checklist

The researcher used the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) by Mokhtari and Reichard. This instrument checklist was used by the researcher to analyze students' metacognitive awareness and perceived use of reading strategies while reading academic or school-related materials. The respondents need to give a checklist on a Likert scale of one up to five (never (1), rarely (2), sometimes (3), often (4), always (5) in the questionnaire based on the respondents' strategies in comprehending text.

Table 3.1
Instrument Check List by Mokhtari and Reichard (2002)

| No | Statements | Never-Always | | | | |
|----|---|--------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | I have a purpose in mind when I read. | | | | | |
| 2 | I take notes while reading to help me understand what I read. | | | | | |
| 3 | I think about what I know to help me understand what I read. | | | | | |
| 4 | I take an overall view of the text to see what it is about before reading. | | | | | |
| 5 | When text becomes difficult, I read aloud to help me understand what I read. | | | | | |
| 6 | I think about whether the content of the text fits my reading purpose. | | | | | |
| 7 | I read slowly and carefully to make sure I understand what i am reading. | | | | | |
| 8 | I review the text first by noting its characteristics like length and organization. | | | | | |
| 9 | I try to get back on track when I lose concentration. | | | | | |
| 10 | I underline or circle information in the text to help me remember it. | | | | | |
| 11 | I adjust my reading speed according to what I am reading. | | | | | |
| 12 | When reading, I decide what to read closely and what to ignore. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 13 | I use reference materials (e.g. a dictionary) to help me understand what I read. | | | | | |
| 14 | When text becomes difficulty, I pay closer attention to what I am reading. | | | | | |
| 15 | I use tables, figures, and pictures in text to increase my understanding. | | | | | |
| 16 | I stop from time to time and think about what I am reading. | | | | | |
| 17 | I use context clues to help me better understand what I am reading. | | | | | |
| 18 | I paraphrase (restate ideas in my own words) to better understand what I read. | | | | | |
| 19 | I try to picture or visualize information to help remember what I read. | | | | | |
| 20 | I use typographical features like bold face and italics to identify key information. | | | | | |
| 21 | I critically analyze and evaluate the information presented in the text. | | | | | |
| 22 | I go back and forth in the text to find relationships among ideas in it. | | | | | |
| 23 | I check my understanding when I come across new information. | | | | | |
| 24 | I try to guess what the content of the text is about when I read. | | | | | |
| 25 | When text becomes difficult, I re-read it to increase my understanding. | | | | | |
| 26 | I ask myself questions I like to have answers in the text. | | | | | |
| 27 | I check to see if my guesses about the text are right or wrong. | | | | | |
| 28 | When I read, I guess the meaning of unknown words or phrases. | | | | | |
| 29 | When reading, translate from English into my native language. | | | | | |
| 30 | When reading, I think about information in both English and my mother tongue. | | | | | |

2. Coding

Coding is an attempt to classify respondents' answers. Usually, this classification was done by giving a sign or a numeric code for each

answer. In this research, the researcher gave the code for every element of the strategies based on the framework to ease the classification. The researcher also transcribed the result of the questionnaire by knowing the mean score from the questionnaire using Statistical Product and Service Solution (SPSS) software for Windows version 20. To interpret the finding further, the individual scores were added up to acquire the total average of each category of reading strategies. Mokhtari and Reichard as scoring 3.50 or higher, 2.50-3.49 for moderate usage, and 2.49 or below for low usage.