

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher would like to discuss about the methodology of the study. Some materials are included the methodology of study. Those discussed materials are states as the following: research design, research setting, participant, data, technique of data collection, and data analysis. In this research of this study were obtained from observations through the learning process during class, interviews, and documentation using a qualitative research design method with a descriptive approach in the school which will be used as a place of research. At SMPN 5 Sampit, which has been accredited B, the address is Jl. II Terantang Village, Seranau District, East Kotawaringin Regency, Central Kalimantan. This school has complete facilities to support student learning such as classrooms, laboratories, and libraries. In addition, there are also facilities such as the principal's room, teachers and administration's room, prayer room, school garden, school canteen, student toilets, teacher toilets, and meeting rooms. This school also has facilities to support non-academics such as soccer fields, basketball courts, and volleyball courts. This school has 2 English teachers.

#### **A. Research Design**

This research employed a qualitative research design with a descriptive method. Creswell (2014) states that qualitative researchers tend to collect data in the field at the site where participants experience the issue or

problem under study. They do not bring individuals into a lab (a contrived situation), nor do they typically send out instruments for individuals to complete. This up-close information gathered by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. In the natural setting, the researchers have face-to-face interaction, often over time. This research was conducted through observation, interviews, and documentation. Based on the description of Creswell above, it can be concluded that qualitative descriptive research is a series of phenomena of activities to obtain data that is as it is without being in a condition where the results are more emphasized than the goal. With this, the researcher uses qualitative descriptive because of this research the role of metacognitive reading awareness for generation Z students' strategies in reading comprehension.

## **B. Research Setting**

Researchers researched SMPN 5 Sampit class VIII B. As a location for research, this school has complete facilities. The reason the researcher chose this place was that the researcher had made direct observations during PPL II and found a problem that could be raised as research.

## **C. Participants**

The subject of this research is the student's Grade VIII B at SMPN 5 Sampit. The researcher took 10 students to be interviewed by selecting

students who had a strong desire to make learning strategies, especially in reading comprehension.

Researchers on the first day of school by submitting a research permit first by meeting the principal of SMPN 5 Sampit. On the second day the researcher carried out the learning process and with the permission of the English teacher there, he invited the researcher to teach in the classroom. Before conducting research observations, the researcher made a plan for the learning process, the researcher used a lesson plan from the school. Researchers used reading assessments from schools to determine students' reading comprehension. Researchers conducted learning with class VIII B totaling 34 people and 31 students attending. There are 19 male students and 15 female students.

Table 2		
<i>Generation Z Students Classification</i>		
<b>No</b>	<b>Name</b>	<b>Date of Birth</b>
<b>1.</b>	Student A	22 October 2007
<b>2.</b>	Student B	10 October 2007
<b>3.</b>	Student C	07 May 2007
<b>4.</b>	Student D	31 December 2007
<b>5.</b>	Student E	06 June 2008

<b>6.</b>	Student F	19 October 2007
<b>7.</b>	Student G	03 August 2007
<b>8.</b>	Student H	05 June 2008
<b>9.</b>	Student I	23 May 2008
<b>10.</b>	Student J	13 January 2007

#### **D. Data**

Primary data is original data that is combined by researchers to answer the problem of the research specifically. Primary data is obtained directly from the source, so the researcher is the first to get the data. The primary data of this study is the result of interviews with students of SMPN 5 Sampit who are included in Generation Z to review the role of metacognitive awareness and reading comprehension.

Secondary data is data collected on something else which they use as a means for their own interest. In other words, secondary data is a source of research data obtained indirectly from the source but through intermediary media. Such as Literature books, magazines, newspapers, or directly from websites, and information related to the problem being researched.

## **E. Technique of Data Collection**

### **1. Observation**

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In this field the researcher record, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Typically these observations are open-ended in that the researchers ask general questions of the participants allowing the participants to freely provide their views (Creswell, 2014).

Researchers observe directly to the school and teach in class. The researcher will teach about narrative text by using a story entitled Snow White where the researcher will prepare a reading text about a narrative text. Then students will read the text. After finishing, several students were selected to read per paragraph in order to see the understanding and fluency of students in reading using the reading assessment rubric from the school. Researchers will observe students' reading comprehension after reading the text. Researchers will ask and review the extent of students' understanding by making conclusions from the reading text. After that, the researcher explained a good strategy for reading comprehension, namely metacognitive reading.

## **2. Interview**

In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Creswell, 2014).

In this study, the researcher will teach narrative texts and interview the class about the role of metacognitive reading awareness and understanding of generation Z students' metacognitive strategies in reading comprehension using a narrative text story entitled "Putri Snow. Researchers will conduct direct interviews after learning with 10 students. The age of the students will be asked first to ensure that the students enter Generation Z. The researcher prepared some questions about the interview using the metacognitive theory of the reading researcher. The researcher will interview students one by one, in turn, to find roles and review students' understanding of metacognitive reading strategies.

Researchers have done PPL 2 by teaching for 6 times at SMPN 5 Sampit in class VII and now they are moving up to class VIII. Researchers found problems as well as observing students' understanding of reading, especially when they read story texts, read greeting apologizing conversations, and read from sentences provided

by the teacher when playing pocket card games. They can read but do not understand the content of the reading unless they slowly use the dictionary then they will understand.

### **3. Documentation**

During the process of research, the investigator may collect qualitative documents. These may be public documents ( e.g, newspapers, minutes of meeting, official reports) or private documents ( e.g, personal journals and diaries, letters, e-mails) (Creswell, 2014).

In this study, researchers provide documents to collect data. Documentation consists of photos during the study, reading assessment data from school, lesson plan, and school address. Documentation will support the collection of class observation data.

## **F. Data Analysis**

In analyzing the data, the researcher used descriptive qualitative research and the researcher uses data analysis based on the theory of Miles & Huberman (1994, p. 10 ) that consist of three components data reduction, data display, and conclusion drawing.

### **1. Data Reduction**

This step consists selecting, focusing, simplifying, abstracting, and transforming the information contained in written field notes or transcription Miles & Huberman (1994, p. 10). In data reduction steps, the researcher selects and focuses on the data obtained during the

researcher proceeds by observing, interviewing, and documenting the role and understanding of Generation Z students in metacognitive reading in reading comprehension. Then Classify and select the data.

## 2. Data Display

In this step Miles & Huberman (1994, p. 11) state that the most frequent in displaying the data for qualitative research in the past has been displayed narratively. They also added that the display include many types of matrices, graphs, charts, and networks. In displaying the data, the researcher only displayed it in the form tables for each result of observation and interviews.

## 3. Conclusion Drawing and Verification

This is the last of data analysis. The researcher wrote the finding of analysis role of metacognitive reading in reading comprehension and generation Z understanding metacognitive reading strategies in reading comprehension. The researcher reached a conclusion it by looking for the meaning symptom obtained from the research object. At this stage, the researchers draw conclusions from previously concluded data, which is then compared to the notes made by the researcher during the analyzing process.