

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses about the research methodology. It includes: the research design, population and sample, data source, instrument, data collection, data analysis, and triangulation of this study.

A. Research Design

Research design is a framework of data collection strategies and techniques. The objectives of this research are to analyze students' reading strategies and the different strategies used by proficient reader and less-proficient reader, therefore in this research the researcher uses qualitative study with the descriptive strategy. Mack *et.al* (2005) explain that descriptive research is used to investigate the phenomena by conducting interviews, focus group discussion, and participant observations.

The researcher analyzes, transcribes, and describes students' reading strategies by observing, giving questionnaire, and interviewing the participants. The data of this research are descriptive explanation about students' reading strategies.

B. Population and Sample

The population of this research are the fourth semester students from English Department of IAIN Kediri who have taken Academic Reading subject. As the sample of the research, the researcher only involves 16 students. They are 8 students who get the highest score (proficient reader) and

8 students who get the lowest score (struggling reader) in academic reading subject and in the reading test held by the researcher in preliminary study. The sample is determined by some reason. First, it is due to the time spent in Think Aloud session. Second, the significance of this study is to arouse students involvement and motivation in learning English, especially reading by applying reading strategies. The last, because of this study is held among *Covid-19* pandemic, as a result, the researcher cannot take many participants.

C. Data Source

The data source is taken from the observation of think aloud session. The readers are asked to verbalize their thought processes while reading the text and their think aloud session is recorded. The recording of think aloud session is the main data source in this research. The other data source is the questionnaire and interview result.

D. Instrument

The instruments in this research are the researcher herself and supported by think aloud method, questionnaire and interview result as secondary instruments.

1. The Researcher

The natural setting is the data source in qualitative research, so that the researcher becomes the main instrument to collect the data. In collecting the data, the researcher uses observation checklist (*see Appendix 6*).

2. Think Aloud Method

Think aloud method is a way for students to verbalize their ideas as they read. The think aloud session will be recorded. Here, think aloud recording is used as a tool to analyze students' reading strategies in comprehending report text.

3. Reading Test

Reading test is used in think aloud session. In this research, the reading test is report text. Report text is a text that describes about something based on the observation result and not persuading the reader. The text is taken from TOEFL (Test of English as a Foreign Language) practice book from Philips (2001).

4. Questionnaire

The most frequently used method for identifying students' learning strategies is through questionnaires. To know the students' strategy used, the researcher gives them questionnaire. The questionnaire given is questionnaire of reading strategy adapted from Moktari & Sheorey (2002). It contains of 30 questions about reading strategy. The questionnaire is classified based on language learning strategy by O'Malley and Chamot (1990). The questionnaire is on *Appendix 2, 3, 4*. Here the blueprint of the questionnaire :

Table 3.1: Blueprint of Questionnaire

Blueprint of the Questionnaire				
Variable	Sub Variable	Strategies	Number of items	Total items
Reading strategies	Metacognitive Strategies	Planning	1, 8	2
		Self-monitoring	5, 11	2
		Self-evaluating	23, 27	2
		Self-questioning	21, 26	2
	Cognitive Strategies	Linking to prior knowledge	3	1
		Rereading	9, 25	2
		Taking note	2	1
		Inferencing	18, 19, 22	3
		Highlighting/underlining	10	1
		Skimming	15, 17, 20	3
		Scanning	12	1
		Predicting	24, 28	2
		Pausing and thinking	7, 14, 16	3
		Translating	13, 29, 30	3
	Socio-affective Strategies	Cooperating	6	1
Question for clarification		19	1	
Total items			30 numbers	30 items

5. Interview

There are three main types of interview: structured interview, semi structured interview, and unstructured interview. In this research, the researcher uses semi structured interview. The semi structured interview is used to provide the researcher with information on the views of the reader on language learning strategies, English reading, and report text. Here the interview guide of the research:

Table 3.2 : Interview Guide

Interview Guide	
a. Report Text	Opinion about report text
	Usually do before working on report text test
	Types of reading text favored
b. Metacognitive Strategies	Usually do before working on reading test
	Readers strength and weakness on reading
c. Cognitive Strategies	Strategy to answer question about topic of the text
	Usually do when finding difficulties on reading
	Usually do when finding unknown vocabularies (when allowed to open a dictionary and not allowed to open a dictionary)
	Draw conclusions from the text that has been read
	How to manage the time limit
	Be aware or not aware when using reading strategy
d. Socio-affective Strategies	When finding difficulties on reading, prefer to ask teacher or friends

E. Data Collection

The data of this research is from think aloud recording, questionnaire, and interview analysis. The researcher has to do some procedures in order to collect the data. Those are :

1. The researcher meets the participants one by one
2. The researcher gives demonstration about think aloud method. In the think aloud session the participants can use either native language or target language.

3. The participants start the think aloud session. The researcher observes and records the think aloud session.
4. The participants are given questionnaire.
5. The participants are interviewed.

F. Data Analysis

The researcher got the data through the think aloud process, questionnaire and interview. Then the researcher analyzes the data using data analysis technique by Miles & Huberman (1994) as cited in Sugiyono (2014). The data analysis steps are: data reduction, display of data, conclusion.

1. Data Reduction.

Reduction of data means summing up, choosing the basics, focusing on important things, looking for themes and patterns (Sugiyono, 2014). First, the researcher collected data about the reading strategies frequently used by the participants through think aloud process, questionnaire, and interview. Unrelated data about research questions were discarded. The result of think aloud recording was transcribed. The transcribed data were classified by the researcher and other experts under three categories based on language learning strategies by O'Malley & Chamot (1990) that are cognitive strategies, metacognitive strategies, and socio-affective strategies. The questionnaire data were analyzed by grouping the questionnaire statements within a single strategy in which they related to the same activity (*see Appendix 4*). Then, the researcher summarized the interview result (*see Appendix 5*).

2. Data Display

A display is an organized, compressed collection of information that allows the drawing of conclusions and the actions (Miles and Huberman, 1994). Research data were displayed in table form and essay format.

3. Conclusion

The final process to analyze the data was to conclude. Based on data finding, the researcher made a conclusion about the data to answer research question.

G. Triangulation

In this study, the researcher uses investigator triangulation and data triangulation. Investigator triangulation is using more than one investigator, interviewer, observer, researcher or data analyst in a study. Here, the researcher and the another experts judge and categorized the reading strategies into the language learning strategies by O'Malley & Chamot (1990). The experts of this study are Mrs. Ima Fitriyah, M. Pd. I and Mrs. Fitriatul Masitoh, M. Pd., they are IAIN KEDIRI lecturers.

Data triangulation is comparing data from different qualitative strategies. The researcher compares the reading passage in think aloud session, the recording of think aloud session, the questionnaire, and interview result.