CHAPTER III

METHOD

This chapter provides an entire study of analytical framework and gives detailed analysis of reading strategies research used in this study. There are several elements in part of research methodology are the research design, populations and sample, data collection, and data analysis.

A. Research Design

The study that I applied used a qualitative descriptive method. This study aims to find out reading strategies that was used to students analyze the impact of students of reading strategies are implemented by the lecturer. Therefore, the researcher uses a qualitative descriptive method because the data collection is involved describing the reality of existing condition and provide an actual facts.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem. The main characteristic of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Then, the final written report has a flexible structure (Creswell, 2012, p. 26).

B. Subject and Object of the Study

    1.   **Subject of the Study**

The population of this study is college students in the English department, especially from the third semester until the seventh semester, which is 50 students who sent back or filled out the questionnaire at IAIN Kediri, located in Jl. Sunan Ampel No. 7 Ngronggo, Kediri.

    2. Object of the Study

This study is based on the Oxford theory, which discuss about what strategies on learning reading and to identify what strategy of learning reading is mostly used of higher education students at IAIN Kediri.

C. Instruments

This study collects the data using a questionnaire. The researcher gives the students to fill the questionnaire about students' strategies in learning reading. There are 30 statements for investigating students' strategies in learning reading. Researcher uses (Strategies Inventory for Language Learning) SILL questionnaire Version 7.0 Oxford (1989), cited in Oxford (1990), for supporting and analysing questionnaire. Students should choose one of selection that the following are never, usually, sometimes, seldom, and always. The researcher distributed questionnaires for students from English Department of IAIN Kediri. As a result, the researcher was aware that the most strategies of learning reading are applied by the students.

D. Data Sources

Qualitative data sources typically take the form of specific text, such as descriptions, obsessions, impressions, recordings and the like (Ary & K. Cheser Jacobs, 2010). The data source is from documentation that explains, analyzes, and gathers data from a questionnaire of the strategies in learning reading are applied by students. The questionnaire is supplied by SILL questionnaire (Strategis Inventory for Langugae Learning) 7.0 version created by Oxford (1989) cited in Oxford (1990) that investigating language learning strategies implemented for foreign second language learners but the researcher find out which strategies in learning reading are used by learners.

E. Data Collection

The data for this study is collected powering the version of the SILL questionnaire (Strategies Inventory for Language Learning), version 7.0 developed by Oxford (1989), cited in (Oxford, 1990). The process of gathering the data for this study will be carried out in four steps:

1. First, the researchers provided an online questionnaire, specifically a Google form. The questionnaire contains derictions on how to answer to the statement given, the purpose of sending the questionnaire, and participants are required to input their name and semester on the google form page.

2. Second, the researchers gave the third semester until seventh semester for filling out questionnaires and instructed them to complete the necessary questionnaires. Each of the 30 statements on table 5.1. It was

given a score levels in table 5.2 based on (Oxford, 1990) whether it is always or almost always true that a giving score of 5 and gets very high levels, usually that a giving score of 4 and gets high levels, sometimes that giving score of 3 and gets medium levels, seldom that giving score of 2 and gets low levels and never or almost never true that a giving score of 1 and gets very low levels.

3. Third, after gathering the respondent, the researcher calculates the score for each statement by summing each statement from each strategies. The researcher get 50 students who fill out the questionnaire. Then, the researcher devides the result of summing and 50 respondents. After all have done to be mean, the researcher specify the score levels for each stratement.

4. The researcher measures overall average each strategies and determines each level of the score. Finnaly, it is possible to understand mostly used by students' strategies of reading and an overall average of each strategies.

Table 3.1 The Number of Statement

No	Aspect	Number of Item
1	Memory Strategies	1-4
2	Cognitive Strategies	5-15
3	Compensation Strategies	16-18
4	Metacognitive Strategies	19-25
5	Afective Strategies	26-28
6	Social Strategies	29-30
	Total	30 Item

Table 3.2 The Scoring of Strategies in Reading Levels is Supplied by

SILL Profil of Results on the SILL VERSION 7.0 R.Oxford 1998

cited in (oxford 1990)

No	Range of the Mean	Categories Of Strategies in Reading Levels	Frequency of Strategies in Reading Used
1	4.5 to 5.0	Very High	Always
2	3.5 to 4.4	High	Usually
3	2.5 to 3.4	Medium	Sometimes
4	1.5 to 2.4	Low	Seldom
5	1.0 to 1.4	Very Low	Never

F. Data Analysis

The most crucial component of every project was the data analysis method. If analysis was not done, all the data would be worthless. The analysis's findings would give a broad summary of the study's direction, goal, and objective. This study uses descriptive techniques for data analysis.

In order to get the means of the students' scores for each step, the following formula was used:

$$M = \sum \frac{x}{N}$$

Where : M = the means of the students' score

$\sum x$ = the total of the score

N = the number of the students

G. Trustworthiness

A valid instrument must be implemented in the study. What makes a questionnaire valid is whether it is appropriate for the intended population. In this study, According to Heigham and Croker (1989:323), triangulation is the procedure of trying to shift not only among the methods given above, but also among various sources of data relating to a single topic in an analysis process described as triangulation. By using several participants to measure the level of trust in the data, the investigator triangulates its findings to assess the reliability of the data.

A different option is to contrast the findings of analyses. The researcher uses investigator triangulation in this analysis. Triangulation is a technique used to measure the reliability of data that uses multiple theories to examine the researcher's findings. In this study, the researcher and another expert assess and classify reading strategies according to the theory of SILL instrument by (Oxford, 1990), and the reseracher consults an expert of English lecturer at IAIN Kediri, to validate the questionnaire's findings.