CHAPTER III
RESEARCH METHOD

This chapter describes the methodology of the study. It describes the research design, research setting, research subject, and data collection technique, instruments, research procedure and data analysis technique.

A. Research Design

Research design was a procedure to collect, analyze, interpret and report on data obtained during the research period. This study was categorized as a survey research. Creswell stated that the survey research, the procedure of the data collection was done by questionnaire or structured interview.\(^1\) It was designed to provide a quantitative or numeric description of attitude, trend, or opinion of the population by studying a sample of it.\(^2\)

The descriptive-quantitative method was used to analyze and report the result. In particular, quantitative data was collected through a self-report Cognitive reading strategies based on questionnaire of Yesin Ozek and Muharrem Civalek.\(^3\)

According to the explanation above, the first procedure was determining the object (population and sample). The sample were selected randomly. The simple random sampling was used to determine sample.

In the next procedure, the questionnaire was distributed to the sample of the research. Questionnaire was a document that contains some questions or items used to investigate and collect the data would be analyzed.\(^4\) The results of questionnaire was analyzed using descriptive statistic which is presented in Bar chart in order to know about what

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\(^1\) Creswell, Research Design, 14.
cognitive reading strategies used by students in each items. Then, the researcher used also SPSS program, Pearson product-moment formula, to determine the relationship between Reading proficiency level and Cognitive Reading Strategies.

B. Research Setting

The research took place at MBI Amanatul Ummah, Jl. Tirtowening No.2, Kembang Belor, Pacet-Mojokerto. The researcher focused on XII grade.

C. Research Subject

1. Population

All item in any field of inquiry was defined as ‘Universe’ or ‘population’. In this study, the population was twelve grade students of MBI Amanatul Ummah, Pacet-Mojokerto. The total of population was 200 students.

2. Sample

In this research, the sample were 49 twelve grade students of MBI Amanatul Ummah who taking in TOEFL Preparation class and had taken TOEFL ITP Test. The forty-nine students were chosen to participate to fill questionnaire using random sampling. Mc Millan & Schumacher stated that subject are selected from the population so that all members of the population have the same probability of being chosen. So, everybody has the same chance to be the respondents. The total of sample was taken based on the theory of Gay and Diehl, They stated that for the descriptive research, the total of sample should be 10% or more of the population total.

Regarding the reading skill, the sample reported having scored from 31 to 54 on reading section in their latest TOEFL ITP Test results.

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Based on Teacher’s perception, the students who had score from 31 to 47 can be rated as “low” proficiency level (25 students), while those gaining from 48 to 58 can be rated as “intermediate” proficiency level (24 Students) (See Appendix 1). This classification relied on the official TOEFL ITP Test Score Descriptors. (See Appendix 2).

D. Data Collection Technique

This section discusses the research procedures as outlines systematically below:

1. Documentation

The research used documentation. The documentation collected from Students’ TOEFL Score in reading section. It is needed to determinate the subject of the research, low, intermediate, and high learner. (See Appendix 3)

2. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing a questionnaire to the respondent with the hopes that they will respond the questionnaire. Questionnaire can gather data from large number easily and it is also inexpensive.

The questionnaire is taken from adapted questionnaire of Yeşin Ozek and Muharrem Civalek in their research entitled, “A Study on the Use of Cognitive Reading Strategies by ELT Students” (see appendix 4) which conducted to know what cognitive reading strategies are used and what cognitive reading strategies are the most frequently used by students.

E. Instrument

In this study, the researcher used questionnaire. The questionnaire was composed closed-ended items and was purposed to investigate the cognitive reading strategies were used by students.

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8 Dr. Juliansyah.Noor, S.E.M.M. Metodologi Penelitian Skripsi, Tesis, Disertasi, danKaryaIlmiya, 87.
1. Cognitive Reading Strategies Instrument

In this research, the instrument will use questionnaire. The questionnaire will use as the instruments to collect the data. It was distributed to the respondents in order to collect information about students’ cognitive reading strategies use while reading a text. The questionnaire gave to the respondents May 15th until May 17th 2017.

The questionnaire is used to gain the answer about what cognitive reading strategies are used by students. It is composed of 24 closed-ended items. The close-ended instrument was chosen to make respondents easy to give responses and free from the stress of having to express their opinions. “Closed form items are the best for obtaining demographic information and data that can be catgorized easily.”

The twenty-four items could be classify in the headings of pre-reading, while reading, and post reading cognitive reading strategies. The cognitive reading strategies can be grouped in under 10 categories based on O’Malley & Chamot: resourcing, repetition, grouping, deduction, imagery, getting the idea quickly, elaboration, inferencing, note-taking, and summarizing. The strategies represent belong to these categories are explained in chapter II in section 3. Furthermore, complete list of items are presented in Appendix 5.

The score would describe in the form of simple quantitative description. Therefore, the Likert Scale will be used as the criteria in Table 3.1 below.

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Table 3.1
Students’ Reading Strategies Score for Questionnaire

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
</tr>
<tr>
<td>Usually</td>
<td>4</td>
</tr>
<tr>
<td>Always</td>
<td>5</td>
</tr>
</tbody>
</table>

The students’ responses towards the twenty-four reading strategies were scored, summed and categorized in 10 cognitive reading strategies. The students’ total responses score regarded as their scores in the use of cognitive reading strategies were presented in the form of Bar Chart (percentage).

Furthermore, regarding to the most frequently cognitive reading strategies used, the researcher used descriptive statistic involved mean frequencies and standard deviation. The result of students’ answer also categorized into based on research subject.

F. Research Procedure
The procedures for this research are classified into several steps. They are:
1. The first step is analyzed students’ documentation. The research analyzed students’ documentation which collected from Students’ TOEFL Score in reading section. It is needed to determinate the subject of the research, low, intermediate, and high proficiency level
2. The second step is preparation. The research prepared the questionnaire guideline for students before doing
research. The research made an appointment with students who selected as the research subject.
3. Next, the researcher will gave the questionnaire for students.
4. After that, the researcher will transcribe the result of questionnaire and classify based on the categories.
5. The last step is analyzing data. Before analyze it, the researcher will check the data of questionnaire. Then the researcher analyzes all data.

G. Data Analysis Technique

The data analysis technique contained about the way of the researcher to process the data had been collected. This section described about the analysis used by researcher. It was first was descriptive statistic. The procedures are follows:

1. For analyzing the cognitive reading strategies used by students, the researcher used the questionnaire. The researcher analyzed the data by using frequency of distribution. The data was put on the table of students’ answer based on students’ proficiency level. Next, the researcher calculated the descriptive statistics using Microsoft Excel 2013. The result of students’ answer presented using bar chart in each question of questionnaire. After that, the average frequencies of using 24 individual reading strategies are summarized, analyzed, and categorized to know students’ mean frequency of using each category of cognitive reading strategies.

2. For analyzing the most frequently cognitive reading strategies used by students, the researcher categorized the five highest and lowest ranks of agreement based on students’ answer on the questionnaire and students’ proficiency level. Next, the researcher would rank category of strategies based on the mean value. To analyze all the data, the researcher used descriptive statistic involved mean and
standard deviation using Microsoft excel 2010.