

## **CHAPTER 3**

### **RESEARCH METHOD**

This chapter presents the method that used for collecting data in this study; including research design, data preparation respondents, type of data, sources of data, data collecting techniques, data analysis, and validity & reliability of the data.

#### **3.1. Research Method**

This study was designed to find out the needs analysis of reading strategies used by the Ummul Quro Islamic Junior High School Yogyakarta students. The researcher used survey research to collect and analyze the data. According to Creswell (2009), survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. Considering the young learners have mood swings and can change their mind every time (Klein, 2005).

#### **3.2 Population and Sample**

A population can be defined as overall of the research subject (Arikunto, 2002). According to Creswell (2012), a population is a group of individuals with the same of characteristics. In this study, the population consists of 49 students from 56 students because when in collecting data process there are seven students who not attend the class. The researcher chose the student of Ummul Quro Islamic

Junior High School Yogyakarta grade VIII as the respondents because based on the observation the researcher found most of them have difficulties on reading.

In the use of population and sample, the researcher uses [www.raosoft.com/sample\\_size.html](http://www.raosoft.com/sample_size.html) to calculate the margins of error. Raosoft is software provides database programs for surveys that easy to use working environment and explained by clear. It is useful to help the researcher calculate the data sample because raosoft is an online application that developed to calculate the formula to make it easier. In this study, from the total population in Ummul Quro Islamic Junior High School Yogyakarta grade VIII is 56 students. Then, from the calculating conclude that from 56 samples, level of confidence (95% = 5% margins of error) the sample used in this study is 49. Which can be detailed in figure 3.1 below:

Raosoft		Sample size calculator
What margin of error can you accept? <small>5% is a common choice</small>	5 %	The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	95 %	The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.
What is the population size? <small>If you don't know, use 20000</small>	56	How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.
What is the response distribution? <small>Leave this as 50%</small>	50 %	For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under <b>More information</b> if this is confusing.
Your recommended sample size is	49	This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

Figure 3.1 Sample Size Calculators

### **3.3 Research Instrument**

This part explains about instruments that used to collect data in this research. The researcher uses the questionnaire by Mokhtari & Sheorey (2002) that translated in Bahasa Indonesia as the instrument to find out the result of the study. After translate the questionnaire, the researcher brings the result to two translator practitioner and they suggest that to adaption the questionnaire with deleting three of thirty questions due to the three questions are less suitable to junior high school context. The questionnaire of Survey of Reading Strategy (SORS) by Mokhtari & Sheorey (2002) designed and developed from Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard (2002). There are 27 questions in three categories of reading strategies in the SORS questionnaire, which are global reading strategies (12 items), problem-solving strategies (8 items) and support strategies (7 items).

The questionnaire was rated on five-point likert-type scale: 1. I never or almost never (Aku tidak pernah melakukan ini), 2. I do this only occasionally (Aku jarang melakukan ini), 3. I sometime do this (Kadang-kadang aku melakukan ini), 4. I usually do this (Aku melakukan ini), 5. I always or almost always do this (Aku selalu melakukan ini). The higher scale that respondents indicate applies to them, the more frequent the use of the particular strategy is reflected.

There are 3 categories of reading strategies, total questions 27:

Table 3. 1 Questionnaire of Reading Strategies

<b>Domain</b>	<b>Question No</b>	<b>Statement</b>
Global Reading Strategies	1, 3, 4, 6, 8, 12, 15, 19, 20, 22, 23, 25	<p>1) I have purpose in my mind when I read.</p> <p>3) I think about what I know to help me understand what I read.</p> <p>4) I take overall view of the text to see what it is about before reading it.</p> <p>6) I think about whether the content of the text fits my reading purpose.</p> <p>8) I review the text first by noting its characteristics like length and organization..</p> <p>12) When reading, I decide what to read closely and what to ignore.</p> <p>15) I use tables, figures, and pictures in text to increase my understanding.</p> <p>19) I use typographical features like bold face and italics to identify key information.</p> <p>20) I critically analyze and evaluate the information presented in the text.</p> <p>22) I check my understanding when I come across new information.</p> <p>23) I try to guess what the content of the text is about when I read.</p>
Problem Solving Strategies	7, 9, 11, 14, 16, 18, 24, 26	<p>7) I read slowly and carefully to make sure I understand what I am reading.</p> <p>9) I try to get back on track when I lose concentration.</p> <p>11) I adjust my reading speed</p>

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according to what I am reading.

14) When text becomes difficult, I pay closer attention to what I am reading.

16) I stop from time to time and think about what I am reading.

18) I try to picture or visualize information to help remember what I read.

24) When text becomes difficult, I re-read it to increase my understanding.

26) When I read, I guess the meaning of unknown words or phrases.

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Support Strategies 2, 5, 10, 13, 17, 21,

27

2) I take notes while reading to help me understand what I read.

5) When text becomes difficult, I read aloud to help me understand what I read.

10) I underline or circle information in the text to help me remember it.

13) I use reference materials (e.g. a dictionary) to help me understand what I read.

17) I paraphrase (restate ideas in my own words) to better understand what I read.

21) I go back and forth in the text to find relationships among ideas in it.

27) When reading, I translate from English into my native language.

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### **3.4 Data Collection**

In the reading strategy survey, the researcher used a printed questionnaire as the media to collect data. It is because in this study student's grade 8 are chosen as the participants. The printed questionnaire can make the students easier to fill out and answer the questions in the questionnaire. The researcher distributes the questionnaire, assisted by two volunteers. As an opening, the researcher explains in advance the purpose of data. Then, the researcher directs the students to answer the question by using the Likert 5-point scale. After that, the researcher guides the students to complete the bio data. After that, the researcher guides the students to answer the questionnaire by reading one by one of the questions from the first until the last questions. After reading one questions, the researcher asked the volunteers to make sure the students are finished or not yet in answering the question.

### **3.5 Validity and Reliability of the Data**

The validity means data accuracy that obtained between the researcher and the researched object (Sugiyono, 2010). According to Heale & Twycross (2015) validity is defined as the extent to which a concept that accurately calculated in a quantitative study. Based on the Mokhtari & Sheorey (2002), questionnaire of Survey of Reading Strategies (SORS) was validated in Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard (2002) by using a large native speaker population and was found the validity and reliability data 0,93. Moreover, the SORS questionnaire Mokhtari & Sheorey (2002) also

has many tested by other researchers. Such as in the study by Hardiani, Lestari, & Munir (2017), in EFL junior high school context the questionnaire used as the instrument by translated in Bahasa Indonesia and the result showed reliability level 0,76. Thus, due to the SORS questionnaire was used and validated by many researchers in the EFL context, the questionnaire is also valid to be used in Ummul Quro Islamic Junior High School Yogyakarta which is also in EFL junior high school context.

The reliability defined as the consistency and stability of data (Stainback, 1988) as cited by Sugiyono (2010). According to Sugiyono (2010), reliability is consistent, if this instrument used in a number of times to measure the same object, it will produce the same data. In the questionnaire of Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002), The internal consistency reliability coefficients (determined by Cronbach's alpha) for its three subscales, which were based on the results of a series a factor analyses, were as followed; Global Reading Strategies (0,92), Problem Solving Strategies (0,79) and Support Strategies (0,87). The reliability for the overall scale was (0, 93).

### **3.6 Data Analysis**

The researchers take the same steps in accordance with this study.

- a. The SORS Survey on Reading Strategies questionnaire is adapted as the instrument by translating the English SORS questionnaire in Bahasa Indonesia

- b. Checking the questionnaire and make sure it is easy to understand by the students by consultation the questionnaire to the lecturer
- c. Make printed questionnaire to make the students easy to fill out and answer the question
- d. Share the questionnaire to 48 students of Ummul Quro Islamic Junior High School Yogyakarta grade eight, assisted by two volunteers
- e. Record the data collecting process
- f. Using Microsoft Excel to calculate the data findings with formula =AVERAGE and =STDEVA.