

## **CHAPTER 3**

### **RESEARCH DESIGN**

This chapter explains the research methodology. This includes research designs, populations and samples, data collection techniques, data analysis techniques.

#### **3.1. Research Design**

This study was designed to find the listening strategies used most by the English Language Department of an Islamic private university batch 2017. This study is a survey study using Metacognitive Awareness Listening Questionnaire with 6-point likert scale. This present study is using quantitative research. According to (Creswell,2014,p.32) stated that quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables can be measured, usually on the instrument, so the amount of data can be analyzed using statistical procedures. This instrument is used to collect data and information. This research specifically uses survey research; Survey research provides quantitative or numerical illustrations of population trends, attitudes, or opinions by studying population samples. Survey research includes cross-sectional and longitudinal studies that use structured questionnaires or interviews for the purpose of collecting general purpose data from sample to population (Fowler, 2009). The data of student's listening strategies was obtained by a survey instrument.

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

The population of this study is the students at English Language Education Department batch 2017. The writer choose the students from batch 2017 is because they had taken all listening classes and should have been able to answer the statements from the MALQ questionnaire that measures listening strategies. Based on the data that collected from the study program, the students in batch 2017 has an active student population about 90 students. According to Arikunto (2006), samples and populations are interrelated with similar features. Another statement from Arikunto (2006) is that significant differences between sample and population are obtained. If the population is less than 100, then all the population can be sampled. The 10 samples filled out the questionnaire with error margins above 10% and confidence levels below 90%.

### **3.3. Data Collecting Techniques**

This study describes data collection techniques which are instrument, validity and reliability.

#### **3.3.1 Questionnaire**

The original questionnaire used to collect the data is from Vandergrift (2006), modified by Movahed (2014) to narrow the context to metacognitive awareness in listening strategies. The MALQ has 21 statements measured using 6 point likert scale. The questionnaire was adapted by the author through translated it

into bahasa Indonesia adapted. However, before using the questionnaire, the researcher conducted the try out twice to make sure that all the items are valid. The result is there are 9 invalid items from the questionnaire and should be removed in order to collecting the main data. The Metacognitive Awareness Listening Questionnaire (MALQ) is designed for researchers and instructors to rate the extent to which language learners are aware of and can manage the process of EFL listening cognition. Each strategies from the questionnaire was categorized according to the strategies types. There are two parts in the questionnaire. The first part is respondent's background information. The second part is the questionnaire which contains 12 statements regarding strategies that learners can use when listening in English.

This questionnaire was adapted to the researcher by translating it into bahasa Indonesia. To use metacognitive awareness listening questionnaire, there are twelve key statements that need to be answered on a Likert scale about the strategies that the students use when listening. It is divided into five domains of strategies, such as planning evaluation (statement number 11,12,9), Problem solving (statement 2,4,6,8,10), mental translation (statement 7), directed attention (statement 1,3), and person knowledge (question 5).

### **3.3.2 Validity**

According to Widoyoko (2012), there are four kinds of validity; logical validity, content validity, construct validity and predictive validity. Content validity and construct validity were used in this research. Content validity refers to how

accurately a measurement tool taps into the various aspects of the specific statement in the questionnaire. Comparing the domain and theory with the questions/statements is a way to test the content validity of an instrument non-test. Brown (2000) affirmed that construct validity can be defined as tentative demonstration which a test is measuring the construct. The questionnaire was being try out on 30 students to check its validity score because in Movahed's study there was no validity score presented. The try out were conducted twice to ensure all items were valid both in the original questionnaire and in Bahasa Indonesia questionnaire. From the first try out that the author conducted, there were 9 items which are not valid, and the second try out it showed that all the items were valid thus the total of the statements from the questionnaire are 12. The questionnaire used in this present study was checked by the advisors before the data collection process.

### **3.3.3 Reliability**

Validity and reliability are interrelated techniques. According to Semin (2001), in the presence of reliability, instruments can be measured with the same phenomenon of consistency. Which means that this instrument is reliable when generating the same data more than once when used on different participants. The statements from The MALQ are presented in Indonesian, which is the origin of the statements directly from The MALQ without any word change. By using Google form media as a support in analyzing data from questioner. For the reliability score, the MALQ has a ( $\alpha = 0,87$ ).

### 3.4. Data Analysis Techniques

#### 3.4.1 Data Indicators

Scale	Meaning Range	Level	Score Range
6	Strongly Agree	Very High	5.17 – 6.
5	Agree	High	4.33 – 5.16
4	Partially Agree	Average	3.49 – 4.32
3	Partially Disagree	Average	2.67 – 3.50
2	Disagree	Low	1.83 – 2.66
1	Strongly Disagree	Very Low	1.00 - 1.82

*Table 3.1 The Interpretation of The Scale*

Based on the interpretation from Best (1981), The mean score for each item indicated the level of metacognitive listening strategies from students. These usage levels provide convenient standards that can be used for interpreting the score averages obtained by respondents. The score obtained should be interpreted using the very low, low, average, high and very high designation included on the scoring sheet that accompanies the instrument.

#### 3.4.2 Steps of Data Analysis Techniques

The writer took some appropriate steps in this research.

1. The first step was review of literature about Metacognitive Awareness Listening Strategies.
2. Movahed (2014) Metacognitive Awareness Listening Strategies questionnaire was modified from Vandergrift et al (2006) questionnaire as the instrument.

3. Checked one by one item in the questionnaire to make sure that it was easy to understand the meaning.
4. Shared the link of questionnaire to the 59 students at Teaching Speaking Listening Class of English Language Education. The researcher assisted for more or less 30 minutes until the students completed the questionnaires to avoid the biases.
5. Used Microsoft Excel to provide the data, then moved the data from Microsoft Excel to SPSS to statistically analyze the data from the questionnaires into statistical package.

