

CHAPTER III

RESEARCH METHOD

This chapter describes how the research was conducted. In detail, this chapter includes; research design, population, sample, research instrument, validity and reliability testing, technique data collection method, and technique data analysis.

A. Research Design

This research conducts in survey research design. Survey research design is as one of model in descriptive research design that involves quantitative data. Survey research design use when the researcher wants to know and describe opinions, attitudes, preferences and perception of people. In this research, the researcher wants to know and describe how student's metacognitive awareness to practice writing. It means that survey research design is suitable for researcher to conduct because it aims to describe the condition of population.

B. Population and Sample

1. Population

In survey research design, the subject is a large group of population that involves a lot of people to collecting data or a small group of people involving just the researcher to collecting data. In this research, the researcher determines the subject is EFL students as the population. In detail, the population of this research is seventh grade students at MTs Darul Huda Wonodadi Blitar. In

seventh grade, students divide into three classes. First class is A class, which consist of 28 students. Next, B class which consist of 29 students. And the last C class which consist of 33 students. So, the number all of the population of this research is 90 students.

2. Sample

Sample means a group of students is chosen from the population to be representative. It means that a good sample must be representative of the entire as possible, so that the generalization of the sample as true as population. According to Arikunto (2008:116) If less than 100 is better taken all the population, if the number of large subject can be taken between 10-15% or 20-55% from population. In this research, the researcher uses population as the sample because the number of population is not too large and less than 100, that is 90 students.

In this research, the researcher uses VII grade students at MTs Darul Huda Wonodadi Blitar which consist of three classes. The researcher chooses this class because in this grade, students start to recognize English as their compulsory lesson which involves in the curriculum. By assessing their metacognitive awareness at the beginning class, the researcher hopes that it helps the teachers to know how far students' knowledge about writing. So, students can prepare in early time as their provision in the future. As the result, after teachers know students' metacognitive awareness, they can help students to find creative way to improve it.

In the table above, the researcher shows the number of VII grade students at MTs Darul Huda Wonodadi Blitar which is as population and sample of this research.

No.	Class	Students
1.	VII-A	33
2.	VII-B	29
3.	VII-C	28
Total		90

Table 3.1 The number of population and sample of the research

C. Research Instrument

Instrument of research is tool used to measure what we observe in order to get the data and answer the research problem of this research. In this research, the researcher uses questionnaire as the instrument. According to Arikunto (2002:128) questionnaire is a number of written questions that are uses to obtain information or data from respondents in the sense of a report about themselves or things that are known. Questionnaire of the research is made as statement points. Each statement items in the instrument describe students' metacognitive awareness relates with their writing skill.

In this research, the researcher uses Guttman scale questionnaire. It provides two choices of response which are YES and NO answers for respondents to answering questionnaire. The reason why the researcher uses this scale is to get a constant and clear answer toward a problem in the statements. Such as Sugiyono

(2012:96) state that Guttman scale is used to get an explicit and consistent answer to a question that is asked, such as Sure-Not Sure, Yes-No, etc. The score of the Guttman scale can be seen in the table below.

No.	Scale	Score
1.	Yes	1
2.	No	0

Table 3.2 The score of Guttman Scale

In this research, the researcher develops the questionnaire based on the characteristics of the subject of the research. This questionnaire adopted from Schraw and Dennison (1994) and Farahian (2015) which assess metacognitive awareness by making scoring guide consist statements. The researcher just uses some of them which may appropriate with researchers' problem and need to know. Further, it appropriated with research problem of the research. Then, it rewrites again.

In adapting questionnaire, the researcher does some steps in order to develop the content. The step conducts as follow:

1. Review literature

In this step, the researcher reviews literature which relates with research problem that is students' metacognitive awareness to practice writing especially in EFL students. It gets from some articles, journals, thesis, etc.

2. Drafting questionnaire

The researcher make a draft based on the review the literature before. In this step, the researcher develops some statements which relates to the research problem of this research.

3. Expert validity

In this step, the draft of questionnaire reviewed by competent person in the field concern. In other word, validity questionnaire is done by expert judgment. In this research, the researcher asked one of teacher of MTs Darul Huda Wonodadi Blitar to validate this instrument.

4. Revising

This revising is done after the validation process. At the time of validation process, the researcher gets comments, criticisms, suggestions from the expert which will be used researcher as a source revising.

5. Trying out

Before being used as an instrument, the researcher gave the questionnaire to the 20 students of seventh graders of MTsN 2 Kota Blitar as a trials. They are chosen because in the same grade with the sample and have some characteristics in learning. So, they could give response in the questionnaire well. The score of trying out test can be seen in appendix 4

6. Revising

Second revising conducted after tryout the questioner to the students. They would give the response about the questionnaire. Those responses will have revised by the researcher.

7. Writing final draft

After all of the steps have done, the researcher writes the final draft of the questionnaire. In this step, the statements have complete and ready to distributing to the respondents.

D. Validity and Reliability Testing

Reliability and Validity are important concepts in the research for enhancing the accuracy of the assessment and evaluation of a research work (Tavakol and Dennick, 2011:53). In this research the researcher ensured that the instrument (questionnaire) was valid and reliable by doing validity and reliability testing as follows:

1. Validity

Validity is the most significant consideration in developing, evaluating, and measuring instruments. According to Arikunto (2006:168) "Validity is a measure that indicates the validity of an instrument". The accuracy and suitability of measuring instruments which used to measure variable showed from validity. Validity also reveals that the extent to which the accuracy of the statement with what is stated in accordance with the coefficient of validity. As the result, the

instrument can be said to be valid if it is appropriate and can answer about the the variable to be measured.

In thios research, the researcher uses content validity. It is the validity that requires the test takers to perform the behavior that is being measured (Brown, 2004:22). The purpose of this research is to investigate the students' metacognitive awareness to practice writing in MTs Darul Huda Wonodadi Blitar and statements in the questionnaire related to the purpose of this research. That is asking about the students' metacognitive awareness to practice writing.

Before being used an instrument, the researcher gave the questionnaire to the students of VII of MTsN 2 Kota Blitar as a trials. They are chosen because in the same grade with the population. So, they could give the response in the questionnaire weel.

After got the students' score for each statements, the researcher calculated the validity for each items in the questionnaire by using coeficient correlation formula of *Pearson Product Moment* in IBM SPSS statistic 16.

Each items are considered to be valid if the value of $r_{\text{obtained}} > r_{\text{table}}$. From 20 (N) samples with significance level 5% the r_{table} was 0.444. the result of the calculation is summarize in the table 3.3 below.

Table 3.3 The result of Validity Testing for each Items.

	r-obtained	r-table (N=20, α= 5%)	Notes
ITEM 1	0.498	0.444	Valid
ITEM 2	0.541	0.444	Valid
ITEM 3	0.621	0.444	Valid
ITEM 4	0.504	0.444	Valid

ITEM 5	0.513	0.444	Valid
ITEM 6	0.609	0.444	Valid
ITEM 7	0.553	0.444	Valid
ITEM 8	0.539	0.444	Valid
ITEM 9	0.560	0.444	Valid
ITEM 10	0.549	0.444	Valid
ITEM 11	0.586	0.444	Valid
ITEM 12	0.569	0.444	Valid
ITEM 13	0.699	0.444	Valid
ITEM 14	0.564	0.444	Valid
ITEM 15	0.655	0.444	Valid
ITEM 16	0.473	0.444	Valid
ITEM 17	0.495	0.444	Valid
ITEM 18	0.452	0.444	Valid
ITEM 19	0.558	0.444	Valid
ITEM 20	0.513	0.444	Valid
ITEM 21	0.527	0.444	Valid
ITEM 22	0.591	0.444	Valid
ITEM 23	0.674	0.444	Valid
ITEM 24	0.550	0.444	Valid
ITEM 25	0.582	0.444	Valid
ITEM 26	0.469	0.444	Valid
ITEM 27	0.508	0.444	Valid
ITEM 28	0.464	0.444	Valid
ITEM 29	0.519	0.444	Valid
ITEM 30	0.452	0.444	Valid
ITEM 31	0.535	0.444	Valid
ITEM 32	0.563	0.444	Valid
ITEM 33	0.560	0.444	Valid
ITEM 34	0.582	0.444	Valid

As the table 3.3 above shows the r_{obtained} for all items are bigger than r-table 0.444. It means that all items were valid. In other words, based on those calculation from IBM SPSS Statistic 16 all the items can be used to get the data.

2. Reliability

According to Sugiyono (2014:348) reliability is an instrument which used multiple times to measure the same object, will produce the same data. If the result of measurement gets high degree of reliability, it means that the instrument will be able to provide reliable result. The high of reliability of the instrument is shown by a number called the reliability coefficient. If an instrument can result consistent measurement when using in twice in same phenomenon, it means that the instrument is reliable.

After calculating the validity of the instrument, the researcher also calculate the score of students at seventh graders of MTsN 2 Kota Blitar as a trials to find out the reliability instrument. All items were easily understood by respondents and none of the items was ambiguous. To find out the reliability of the score by using *Cronbach's Alpha* from IBM SPSS Statistic 16.

Table 3.4 The result of reliability statistic of *Cronbach's Alpha* from IBM SPSS Statistic 16

Reliability Statistics	
Cronbach's Alpha	N of Items
.747	35

As the table 3.4 shows the result of the test was found reliable based on the value of the Cronbach Alpha's that is 0.747. According to Ridwan (2004:118), the criteria of reliability instrument can be divided into 5 classes as follows:

1. If the *alpha cronbach* score 0.00-0.20: less reliable

2. If the *alpha cronbach* score 0.21-0.40: rather reliable
3. If the *alpha cronbach* score 0.41-0.60: enough reliable
4. If the *alpha cronbach* score 0.61-0.80: reliable
5. If the *alpha cronbach* score 0.81-1.00: very reliable

The instrument of this research gets score of Cronbach's Alpha is 0.747. Based on the clasification above, the instrument of the research included to the fourth class because 0.747 exist in 0.61-0.80. In other word, this instrument was reliable to use.

E. Technique Data Collection

To collect the data, the researcher needs technique. In this research, the researcher distributes the questionnaire to the respondents to gets the data. It was doing on May 09th -16th, 2018 at MTs Darul Huda wonodadi Blitar.

Firstly, the researcher asks permission to conducts the research at MTs Darul Huda Wonodadi Blitar on Wednesday, 09th of May 2018. The researcher comes to the school and brings research petition to given to the institution. Then, the researcher distributes the questionnaire and collects the data when the school was doing final examination. It happened on Tuesday, 15th of May 2018 until Wednesday, 16th of May 2018 at 09.00 AM to 11.00 AM. The researcher gets permission to conducts the research after the students finished the final examination. So, it is not disturb the students to do the final examination.

In distributing the questionnaire, the researcher uses two manners. It is more effective because the time is limit. First, some of the questionnaires distribute directly to the respondents that is students in VII-A and VII-B class.

Then, the researcher gets the data directly too. The second one, some questionnaires distribute to the respondents that is students in VII-C class and asks them to do at home and gathered tomorrow morning. So, the researcher gets the data in the next day.

All of the number of data which gets from distributing questionnaire is 90 questionnaires of 90 students. Because the researcher conducts the research when students do examination, it makes all of students present and joins to this research. As the result, the researcher gets the data completely.

No.	Class	Students	Involved in This Study	Absent
1.	VII-A	33	33	-
2.	VII-B	29	29	-
3.	VII-C	28	28	-
Total		90	90	-

Table 3.5 The Number of Seventh Graders of MTs Darul Huda Wonodadi

Blitar Who Involve in The Study

F. Technique Data Analysis

After the researcher collects the data, the next step is analyzing the data. The data that gets from the result of the questionnaire will analyze quantitatively. Quantitative analysis was done by using statistics which called statistical analysis or inferential statistic. Then, the data analyze using statistical computation. In survey research design, to analyze the research data the researcher only use the

basic statistical techniques. The statistical techniques that usually use are (Borg, W.R., Gall, J.P., Gall, M.D., 1993:220):

- Means (*M*)** : showing average score
- Medians (*Med*)** : showing the middle point of the score distribution
- Modes** : showing a point where most score are obtained
- Standard Deviation (*SD*)** : showing the average deviation of each score from the mean
- Percentage (%)** : showing proportion of the group in the population

In order to compute the data, the researcher uses Microsoft Excel to calculate the result in form of percentage by using formulas below:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage of students' knowledge/regulation of cognition to practice writing

F = Frequency of students' knowledge/regulation of cognition to practice writing

N= Total of score from questionnaire

The researcher calculates the students' knowledge of cognition and regulation of cognition to practice writing by including the total score of the result of questionnaire into the formulas below:

1. Percentage of students' knowledge of cognition to practice writing

$$P = \frac{781}{1521} \times 100\%$$

$$=51\%$$

2. Percentage of students' regulation of cognition to practice writing

$$P = \frac{740}{1521} \times 100\%$$

$$=49\%$$