

CHAPTER III

RESEARCH METHODOLOGY

This chapter comprises several aspects of research methodology including research design, site and participants of the study, data collection, data analysis, and data analysis procedures employed in this study, which is to explore the use of metacognitive strategy in improving students' reading comprehension of narrative texts in the first grade of senior high school and to find out students' responses toward the use of the strategy.

3.1 Research Design

In relation to the intention of the research which endeavors to investigate to what extent the use of metacognitive strategy helps students in improving their reading comprehension of narrative texts in the first grade of senior high school, qualitative research design was selected. Furthermore, classroom action research was taken as the main method to conduct the study. Action research is considered as suitable method for finding the answers to the research questions of this study since, according to Burns (2010) action research aims to “identify a ‘problematic’ situation or issue that the participants - who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically” (p.2). In action research, it can be found that there are evaluation and reflection which are used to implement necessary changes in practice (Sanjaya, 2009).

Furthermore, as Sanjaya explains (2009) classroom action research is described as a type of study which is aimed to identify the problem faced in the learning process and therefore to find out the resolution with the intention of

enhancing the quality of the teaching process (p.10). By using action research, teachers are able to do the reflection of how the teaching and learning process is conducted and then find the resolution if the problems arose to make an enchantment of their teaching quality. In line with this description, action research is usually arranged in a cycle of identifying a problem through careful observation, reflecting on the dimensions of the problem, designing a change that addresses the problem, implementing the change through action in the field, and assessing its effectiveness through careful observation again (Baumfield, Elaine & Kate, 2011; Hopkins, 2011).

In addition, according to Kemmis and McTaggart (1990 as cited in Hopkins, 2011) action research is also called the self-inquiry that is developed by a person who wants to improve his or her social or educational practices by evaluating his or her own practices. In other words, action research can be said as the self-reflective cycles which include the process of planning, acting, observing, reflecting, re-planning, acting, observing, and so on; the researcher is also playing the role as the planner, doer, observer, and the one who reflects the actions as well. Figure 3.1 below illustrates action research cycles proposed by Kemmis and McTaggart (1990 as cited in Hopkins, 2011, p.12).

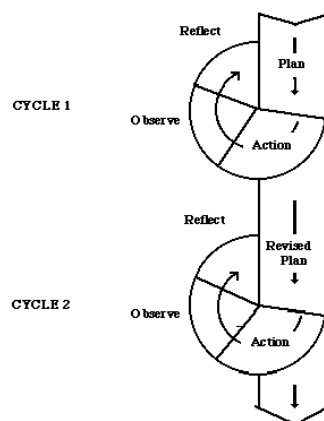


Figure 3.1 Kemmis and McTaggart (1988) Model

Evi Mardiani, 2015

THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

As the figure above illustrates, an action research consists of two or more than two cycles in which each cycle consists of planning, action, observation, and reflection. Planning is the first step, where the researcher identifies the particular problem or issue and design a plan of action that is expected to bring improvement to the area in the research site. Action is the second step, where the plans are implemented. Observation is the third step where the implementation of the plans or actions in the classroom activities is examined while reflection is the last step where the data gathered from the observation stage are analyzed (Kemmis and McTaggart, 1988 as cited in Hopkins, 2011). As regards the implication of the figure above to this study is described in the following section.

Cycle 1

Planning

In the planning stage of cycle one, the initial problem of the participants of this study was identified by using a casual interview which was conducted with English teacher of the first grade and preliminary observation. The interview and preliminary observation identified that students often face difficulties in comprehending the text as whole (see table 3.1). In order to cope with those obstacles, there was an effort to implement metacognitive strategy in improving the students' reading comprehension particularly students' reading comprehension of narrative texts. Since this strategy provides the progress of information to control "the outcome of any attempt to solve a problem, planning one's next move, monitoring the effectiveness of any attempted action, testing, revising, and evaluating one's strategies for learning" (Salataci & Akyel, 2002, p.2).

Moreover, the researcher established the aims of classroom activities that should be accomplished in both cycles 1 and 2. There were two aims that were

designed. First, the classroom activities in cycle one should be focused on preparing students to be more prepared before they applied the metacognitive strategy in reading narrative texts. In other words, it is done to help students to own metacognitive knowledge in reading process for example knowledge of text that would be read, knowledge of reading strategies, and knowledge of how metacognitive strategy is used. Second, the classroom activities in cycle two should be focused on giving students some practices to apply metacognitive strategy in reading narrative texts; the teacher observed whether the strategy could improve students' reading comprehension of narrative texts. Hence, by using metacognitive strategy when students read narrative texts, their reading comprehension of narrative texts was expected to increase until each student in this class achieved score of reading test minimum of 75 (based on *Kriteria Ketuntasan Minimal or KKM*).

Action

As mentioned in the planning stage, there were three actions or three classroom activities in cycle one. Each meeting has one particular objective for example in first meeting students should own knowledge of narrative text: the definition of narrative text, generic structure of narrative text, and language feature of narrative text, in the second meeting students should own knowledge of some reading strategies and in the last meeting the metacognitive strategy had to be implemented and the way students read a narrative text should be more strategically. Furthermore, to evaluate the teaching and learning process, a rubric (see appendices F Observation Sheet 2) and camera were provided.

In the first meeting students were brainstormed to activate their prior knowledge of narrative texts by showing some pictures related to narrative text. Then, the teacher explicitly added the information of narrative text that students still did not know. In the end of this meeting, the teacher gave a rubric (see Appendices A,

Reading Strategies Knowledge in Applying Metacognitive Strategy) to students and asked them to read and understand it because it would be discussed in the next meeting.

In the second meeting students were introduced to several strategies that can be used in applying metacognitive strategy. The reading strategies provided by the teacher were adopted from Othman's study (2012) and the reading strategies usually used by a good reader from Cook (1996). Some modifications were made to avoid redundancy and to make students easier to understand the rubric such as deciding their own prediction in before reading stage and they could use several strategies given by the teacher. They also should monitor their own progress of understanding the text as a whole by marking paragraph or sentence or word which they do not understand. In after reading stage, they needed to evaluate whether they have already understood what they read by discussing with their friend and summarizing what they read with their own words.

In the last action in cycle 1 the teacher started to implement the metacognitive strategy in reading process. In this session: there were three stages arranged: planning stage in which the teacher read a text, applied reading strategies knowledge e.g. skimming, connecting prior knowledge to the text, predicting what the story would be, pointed students to follow the steps; monitoring stage where the teacher paused her reading to think loudly, checked prediction, connected the information that the teacher got in the previous stage, applied given reading strategies knowledge for while reading stage, pointed students to follow the steps; evaluating stage where the teacher invited several students to summarize the text by using their own word. Finally, the teacher asked students to answer some questions related to the text.

Observation

Evi Mardiani, 2015

THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

This step aimed to evaluate whether or not the designed plans were accomplished precisely and whether there were the improvement needed to maximize the result. In this stage, observation sheet was used to record both positive and negative points in every activity presented in the classroom. The use of observation sheet in this cycle was focused to confirm whether the planned classroom activities helped students to be more ready to implement metacognitive strategy in reading narrative texts. There were two observation sheets used in this cycle: first, observation sheet which used to evaluate the teaching and learning process, see appendices F. This was filled out by the English teacher when the researcher presented the planned classroom activities in the class. Second, observation sheet which was used to see the contribution of metacognitive strategy in helping students understand the narrative texts, see table 3.4. This was used only in action three, and this was filled by the teacher after the classroom activities in action three ended. In addition, in action three in this cycle the teacher gave students a reading test to see the improvement of students reading comprehension after applying metacognitive strategy in reading a narrative text.

Reflection

Reflection stage (both in cycle one and cycle two) was divided into two parts. The first one was called reflection-in-action and the second one was called reflection-on-action (Schön, 1983, as cited in Burns, 2010).

The reflection-in-action part emerged in the classroom when teaching process was running. In this study, the researcher who was also the teacher reflected on the way she taught, in which the researcher carefully looked at her students' reaction during the teaching processes. It could be seen along the teaching processes, such as in planning stage, monitoring stage, evaluating stage, and when students finished a reading tests. The researcher could see whether the students were excited, bored,

tired, noisy, and other behaviors that they showed. If negative response from the students was found during the teaching process, then the researcher was supposed to do a little improvisation to fix the factor that had made the students showed the negative response. The reflection-on-action took part right after teaching session had been done. The researcher reflected on the decision that had made during the teaching processes, to look further whether the decision had been made was successful in coping the problem.

Some reflections were gathered based on the reflection-in-action part such as if the class was getting noisy, the teacher made a deal: students have to say hello if the teacher says hi and students have to say hello if the teacher says hi and the students have to be silent. Moreover, if students were so silent because they might be bored or confused, the teacher pointed students randomly by saying the number of their attendance to follow teacher's instruction. While based on the reflection-on-action in cycle one such as the teacher's talk among three actions in cycle one was dominating so the teacher should give more opportunity for students in the next actions in cycle two to be more active in sharing their opinion, their thoughts. In the last action of cycle one, after the teacher modeled how the metacognitive strategy works, as an observer argued it would be better if the teacher gave students a new text and asked them to read it metacognitively before they were given a reading test.

Cycle 2

Planning

In this cycle the plans were started from analyzing the result of reflection from actions in cycle one. Then, the researcher designed classroom activities which focused on improving students' reading scores; each student had to obtain at least 75 and the students' way in getting the better understanding of text as whole. Two

classroom activities for two actions in cycle 2 (one meeting one action) were planned. First, students individually were required to apply the metacognitive strategy in reading narrative text. Second, students were required to apply the metacognitive strategy in reading narrative texts in the small group.

The plans of cycle two were continued by designing the new instrument: a questionnaire to see how many reading strategies that students used in the planning stage, monitoring stage and evaluating stage. See table 3.2 for the detailed preparations required in each action in cycle two. The following table 3.1 presents the framework of questionnaire of total reading strategies which they used when they read.

Table 3.1 Questionnaire of Reading Strategies Used by Students

	Which strategies you used today?
a. Before reading (in making plans stage)	
b. During reading (in monitoring stage)	
c. After reading (in evaluating stage)	

Action

There were two actions in cycle two. In the first action students individually were asked to implement metacognitive strategy when they read a narrative text. Each student was asked to make a partition of reading process into three stages; planning stage, monitoring stage and evaluating stage. Each student should make plans in the planning stage then monitor their own progress of understanding the given text in the monitoring stage and finally each student also should evaluate their understanding of the given text in the evaluating stage. After each student completed reading a text by using the strategy, students and the teacher discussed their understanding of the text

titled “The Smartest Parrot”. Finally, students individually were asked to answer the related questions of text and a question in the questionnaire of reading strategies. This meeting spent two hours lesson.

The following action of cycle two was asking students to apply the metacognitive strategy when they read a narrative text in the small group. Students were grouped into small group; each group consisted of five students. Each group was asked to make part of reading process into three stages; planning stage, monitoring stage and evaluating stage. They should make plans in planning stage then they should monitor their own progress of understanding the given text in monitoring stage and finally they should evaluate their understanding of the given text in evaluating stage. The teacher asked some questions to students randomly to check whether they have discussed the text and to check their comprehension. Finally, each group was asked to answer some questions related to the text and a question in questionnaire of reading strategies. The text that was utilized during this session titled “Blind Listening”. At the end of this meeting, students also were given questionnaire to find out their responses toward the use of metacognitive strategy in reading narrative texts. It is this cycle that the process was stopped because the expected aim had already been achieved.

In implementing the use of metacognitive strategy in reading narrative texts, the teacher used Experience-Text-Relationship (ETR) as supported approach. This approach has a goal to facilitate general discussion about the text which aimed to bridge what students already know and the text that will be read (Au, 1998). In this approach there are three phases; experience, text and relationship. Experience phase is the phase where the teacher creates a motivating reading environment by asking students questions about their background experiences and knowledge directly related to the selected theme (Au, 1998). Text phase is the phase that focuses on the content of text its self (Wilawan, 2011). Relationship phase is the phase where students are

directed to draw connections between the ideas from the text to their personal experiences which have been discussed in the experience phase. The connection between the text information and prior knowledge increases students' understanding of the reading task (Au, 1998).

To apply this approach, the teacher and students should pause periodically after finishing reading one paragraph to discuss whether the students have already found the appropriate main idea and important information of each paragraph. While the teacher and students were discussing what students understand in one paragraph, students were asked to answer three questions to help them remembering the important information they got in each stage of metacognitive strategy (planning stage, monitoring stage, evaluating stage). Those questions were; what do you know, what do not you know and what you need to know. Students were asked to write those questions and answers in their own notebook. They were not required to turn the assignment in. The teacher checked whether they write down what do you know, what do not you know, what you need to know by pointing student randomly and asking that student to read his/her work. At this point, the teacher made some corrections toward students' misunderstanding or confusions of the given text.

Observation

In cycle two an observation was also conducted using observation sheets to evaluate the teaching and learning process: how the learning activities could support students to apply metacognitive strategy in reading narrative texts, to observe the contribution of metacognitive strategy in helping students understand the text, and a reading test to see the improvement of students' reading comprehension of narrative text. However, there was a new instrument: questionnaire, which was designed to see the frequency of reading strategies that students used when they read narrative text by

using metacognitive strategy. This instrument was given to the students and they should fill it after they finished a reading test.

Reflection

The way the researcher reflected actions in cycle two was similar to the way researcher reflected actions in cycle one; there was no change. While the gathered reflections in cycle two based on the reflection-in-action part such as if the class was getting noisy, the teacher made a deal: students have to say hello if the teacher say hai and students have to say hello if the teacher say hai and the students have to be silent. In addition, to avoid students get bored and to manage the time allocation in each meeting, the teacher invited different students randomly to share what they got in each stage of metacognitive strategy: one stage of metacognitive strategy, one student who shared what she/he got in the that stage. On the other hand, the reflections based on the reflection-on-action part, it can be concluded that in the action where the activities were designed to encourage students to apply metacognitive strategy in reading a narrative text with their friend made the class situation became a bite chaotic. But, this activity helped students who were still confused how to read a text metacognitively became more understood to apply it in reading. The following table describes in detailed the procedure of classroom activities in both cycle one and cycle two.

Table 3.2 Description of Classroom Activities in Each Cycle

Meetings	Cycle 1				Notes
	Planning	Action	Observation	Reflections	
1	<ul style="list-style-type: none"> Identifying common reading problems faced by students 	<ul style="list-style-type: none"> Conducting preliminary observation. <p>The researcher observed teaching and learning of reading process while English</p>	<p>The researcher wrote down all the things that happened in the class including the way teacher taught and students'</p>	<ul style="list-style-type: none"> Some reading problems commonly faced by students were collected such as: 	<ul style="list-style-type: none"> Some important points in conducting the next reading activities, such as: - Students should

Evi Mardiani, 2015

THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

		<p>teacher was teaching reading in the class</p> <ul style="list-style-type: none"> • Conducting informal interview with the English teacher after the preliminary was accomplished. 	<p>characteristic. The researcher also asked a question informally to English teacher about students' difficulties in comprehending text the preliminary was accomplished.</p>	<ul style="list-style-type: none"> - Students often failed in comprehending text because they were still struggling in identifying the main ideas in each paragraph of the text, inferring supporting ideas, retelling what they read, giving such a feeling after they read the text, connecting their prior knowledge and experience to the text. - Students only used word by word translation to comprehend the text - Students seemed that they read the text to answer the related questions of the text rather than for comprehending. - Students rarely used their prior knowledge of the structure of the text, its social function, and its language feature to help them understand the text easier. • There were still 	<p>be reminded again of the structure of narrative text, its social function, its language feature, and its characteristic</p> <ul style="list-style-type: none"> - Students should be given knowledge of some reading strategies - Students should be explained explicitly about metacognitive strategy and modeled how the strategy is used in reading. - Students should be motivated to read for comprehending - Each student has to achieve reading test score at least 75
--	--	---	--	---	---

				some students who got reading test less than 75 (KKM).	
2	<ul style="list-style-type: none"> Giving knowledge of narrative text 	<p>In this meeting, after students were shown some pictures that related to the narrative text, the teacher elicited students' prior knowledge about narrative text by asking what students know about narrative text. Then, the teacher listed students' answers in the white board. Finally, the teacher complemented the information of narrative text that students still did not know.</p>	<p>The English teacher filled in observation sheet which aimed to evaluate the teaching and learning process, see 3.6) during the real-time lessons.</p>	<ul style="list-style-type: none"> The teacher looked very nervous and spoke too fast sometime the teacher' voice could not be heard by students in the back seat. The teacher didn't have a good time management because she was over time. The teacher had not yet explained the use of reading strategies given. 	<ul style="list-style-type: none"> The improvements that had been attained: <ul style="list-style-type: none"> - Some students in this class forgot the language features and characteristics of narrative text, but after this meeting had been accomplished, their knowledge of narrative text increased. (It is needed in order to help students own metacognitive knowledge). - The use of some pictures succeeded to attract students' attention to learn narrative text
3	<ul style="list-style-type: none"> Introducing reading strategies 	<p>In this meeting, the teacher informed students about the important of reading strategies to resolve their difficulties in understanding a text as whole.</p>	<p>The English teacher filled in observation sheet which aimed to evaluate the teaching and learning process, see 3.6) during the real-time lessons. Additionally, after this meeting had been finished, the teacher and observer discussed teacher performance and suggestions for the next meeting.</p>	<ul style="list-style-type: none"> The teacher looked more relax and could spoke slower than previous meeting. Although, sometimes the teacher' voice still could not be heard by students in the back seat. The teacher was on time in closing the class The teacher's 	<ul style="list-style-type: none"> The improvements that have been attained: <ul style="list-style-type: none"> - Students' knowledge of reading strategies increased - Students had already known the concept of metacognitive strategy (it is needed in order to help students own metacognitive

				<p>talk was quite dominant</p> <ul style="list-style-type: none"> • The teacher less monitored students in the back seat so they did not pay attention to what teacher explained and they just did chitchat • Students were considered still need to know how metacognitive is applied while reading. 	knowledge)
Meetings	Cycle 2				
	Planning	Action	Observation	Reflections	
5	<ul style="list-style-type: none"> • Applying metacognitive strategy in reading narrative text individually. 	<p>In this meeting, the teacher designed reading activities that supported students to read the text given metacognitively. For example, before students were given the text, the teacher asked some questions to students to relate their prior knowledge to the text, such as “does the picture or title of this text remind you of something”, “have you already known this story before?”, “could you predict the gist of this story?”. It was like the teacher helped students to make their own mind mapping of the story that would be read in their own mind. Then, the teacher invited some students to</p>	<ul style="list-style-type: none"> - English teacher (observer) filled in observation sheet which aimed to evaluate the teaching and learning process, see 3.6) during the real-time lessons (in action one, and action two of cycle two). - Teacher (researcher) filled in observation sheet which aimed to see the contribution of metacognitive strategy in helping 	<ul style="list-style-type: none"> • Teacher needs to design the interesting reading activities 	<p>The improvements that have been reached:</p> <ul style="list-style-type: none"> • Students could apply reading activities • The number of students who sharing what they get from the text was increased • There is no student got reading test score less than 75 • Teacher has monitored the class better so students seemed more focused to read the text metacognitively. • Students were more motivated and strategically in reading process

		share.	<p>students understand the text, see table 3.4 after each action of cycle two had been done. (It was filled based on the events that had happened in the class and it was supported by video-recording).</p> <ul style="list-style-type: none"> - Giving students a questionnaire which was designed to see the frequency of reading strategies that students used when they read narrative text by using metacognitive strategy and asking students and to fill in it after they finished a reading test in each action of cycle two 		
6	<ul style="list-style-type: none"> • Metacognitive strategy in reading narrative text in the small group. 	<p>In this meeting, teacher asked students to read a new narrative text metacognitively in the group. The teacher gave students games such as matching the jumbled paragraph before they read to avoid boredom. Students in the group should arrange the</p>	<ul style="list-style-type: none"> - English teacher (observer) filled in observation sheet which aimed to evaluate the teaching and learning process, see 3.6) during the real-time lessons (in 	<ul style="list-style-type: none"> • Class management: the way teacher grouped students into several groups took much time and students were so noisy. Besides, to reduce students who cheat chat with their 	<p>The improvements that have been achieved:</p> <ul style="list-style-type: none"> • Working in the group helps students to get better understanding of the story • Arranging the jumbled paragraph decreased

		<p>jumbled paragraph without the last paragraph or the ending of story. After the teacher gave the correct order of the jumble paragraph, students were required to read the text again and tried to predict the ending. Before the ending of story was given by the teacher, teacher discussed the main idea of each paragraph and asked students to identify the past tense sentences.</p>	<p>action one, and action two of cycle two).</p> <ul style="list-style-type: none"> - Teacher (researcher) filled in observation sheet which aimed to see the contribution of metacognitive strategy in helping students understand the text, see table 3.4 after each action of cycle two had been done. (It was filled based on the events that had happened in the class and it was supported by video-recording). <p>Giving students a questionnaire which was designed to see the frequency of reading strategies that students used when they read narrative text by using metacognitive strategy and asking students and to fill in it after they finished a reading test in each action of cycle two</p>	<p>friends was still struggling.</p>	<p>students those feeling bored.</p> <ul style="list-style-type: none"> • There is no student who got reading test score less than 75 • Working in the group helps student who feel difficult to understand the strategy
--	--	--	---	--------------------------------------	--

3.2 Site and Participants of the Study

Evi Mardiani, 2015

THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The study was conducted in one of state senior high schools in Karawang. The reason for choosing the school was that the school is accessible because the school is near from the researcher's house so it made it easier for the researcher to get to that school. Moreover, the researcher has a good relationship with the teachers, especially with one of the English teachers in this school; it contributed to the comfort in doing this study.

Since the focus of this study was reading comprehension problems of narrative text, then one of class of X Bahasa consisting 45 students was selected as the participants of this study. This class was selected because as English teacher of the school argued the students in this class have similar problem with the focus of this study; they faced difficulties in comprehending narrative texts. This class was most active class than the other class as well; meaning that they might participate in this research better.

3.3. Data Collection

In gathering the data, this study used multiple data collection techniques such as tests, observation, questionnaire and interview. The tests were used as an indicator to see the improvement of students' reading comprehension of the text after they applied metacognitive strategy when they read (Kusumah & Dwitagama, 2012). While as Sanjaya (2009) argues the use of observation in this study can be used as a medium to look into the real sights of how the situation occurs and gain actual information for better comprehension of what is happening. Moreover, through observation the researcher can find any other information that is not fully expressed throughout the other data collection (Kusumah & Dwitagama, 2012; Sanjaya, 2009). Then other instruments; questionnaire and interview were designed to find out the students' responses towards the use of metacognitive strategy in improving their reading comprehension of narrative texts.

Evi Mardiani, 2015

THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

3.3.1 Tests

There were three reading tests in this study. One test was given in cycle one in action three and two others tests were given in cycle two. Each test was given after students read a text metacognitively or after students understood the story of the text as whole.

3.3.2 Classroom Observation

This observation was focused on identifying the actual data of the effectiveness metacognitive strategy in improving students reading comprehension of narrative texts which carried out in the classroom and observing the responses toward the activities showed by the students. The observation in this study used three instruments of observation; preliminary observation, video recording and observation sheets. Each instrument of the observation will be elaborated in the following section.

3.3.2.1 Preliminary observation

To find out student's difficulties in comprehending the story as whole and the atmosphere of teaching and learning, a preliminary observation was conducted. The researcher observed the process of teaching and learning reading skill held by the English teacher in this school; the researcher observed the way the teacher taught and students' character and behavior. Moreover, the researcher also analyzed students' difficulties in comprehending a narrative text through a reading test which given by the teacher. In this stage the researcher did not take video recording but the researcher noted the observation using field note, meaning that the researcher wrote what the researcher saw and heard in the setting; described what happens in the setting during the observation with a few subjective comments (Lodico, Spaulding & Voegtle, 2010, p.122). Afterward, the plan was continued with designing classroom activities which would be applied in the action stage.

3.3.2.2 Video recording

The video recording that was conducted at each meeting aimed to observe how teaching and learning process was conducted in the classroom by implementing metacognitive strategy in teaching reading. It has a complementary function as the supporting data for further analysis and as the providing additional information which unnoted during lesson. It was also used to examine the improvement of students' reading comprehension in every meeting in two cycles and to find the visual information about how the teaching and learning process was conducted and the activities presented in order to improve students' reading comprehension of narrative texts.

3.3.2.3 Observation sheets

To identify whether metacognitive strategy helps students in improving their reading comprehension of narrative texts, the teacher played a role as observer. The teacher observed the contribution of metacognitive strategy in helping students understand what they read through filled the observation sheet especially in action three cycle one and in both two actions in cycle two. This observation sheet was described as the following table below. The observation sheet below was designed by adopting the descriptions of metacognitive processes proposed by Schmitt (2008) with some modification were made for the necessity of this study.

Table 3.3 Observation sheet 1

Metacognitive strategy process	The strategy's contribution	Progress (✓)	Notes
Planning stage: Preparation before reading	- Students activate their prior knowledge and experience related to the text		
	-Students connect their prior knowledge and experience related to the text		
	-Students skim the text before they read		
	-Students make prediction to be answered in next stage		
Monitoring stage: Controlling the process of one's understanding	-Students can be motivated more to read and understand the text		
	-Students can realize particular part that they still don't understand		
	-Students work hard to be able to understand particular part of the text they still don't understand		
	-Students become active or can get engage in discussing about the text		
Evaluating stage: Checking back one's understanding	-Students recheck their own understanding; whether they really understand about the text		
	-Students repair their own understanding		

In addition, to evaluate how the previous teaching and learning process accomplished and plan the strategies for next teaching and learning process in the following cycle; to observe how the reading activities which were designed helped students to use metacognitive strategy in improving their reading comprehension of narrative texts, An observation sheet was used as presented in Observation Sheet 2, see in the appendices F.

Since this study was a collaborative research meaning that the one who filled in the observation sheet was an observer or the non-participant observation; in this case, the observer was the English teacher of X Bahasa class. She observed the

learning process while the researcher presented the implementation of metacognitive strategy in reading activities. In other words, this observation was done when the researcher played the role as the teacher who planned, implemented and reflected of the lesson. As Burns (2010) argue this situation was beneficial for the researcher in order to gather more objective and deeper analysis about the emerged problems through dialogue with the teacher as the partner of the researcher. Classroom observation was conducted on August 22 until September 12. It was held twice in one week; on Tuesday and Friday. The following was the schedule of classroom observation.

Table 3.4 Classroom Observation Schedules

Cycles	Activities	Day & Date
Cycle 1	Action1: Explaining structure of a narrative text	Monday/ August, 26 2014
	Action2: introducing reading strategies and explaining the concept of metacognitive strategy	Tuesday/ August, 29 2014
	Action3: modeling &practice the strategy	Friday/ September, 2 2014
Cycle 2	Action4: practice the strategy in the group	Tuesday/ September, 5 2014
	Action5: practice the strategy individually	Friday/Tuesday September, 5 & 12 2014

3.3.3 Questionnaire

To find out the students' responses towards the use of metacognitive strategy in improving their reading comprehension of narrative texts, questionnaire was conducted by using scale Likert Scales degrees of agreement involving strongly agree, agree, not agree and really not agree.

Evi Mardiani, 2015

THE IMPLEMENTATION OF METACOGNITIVE STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Table 3.5 Framework of Questionnaire

Aspects	Item Numbers	Total
Positive statement	1, 2, 3, 4,5,6,7,8,13,14	12
Negative statement	10, 13, 14	3
Total		15

3.3.4 Interview

The last instrument in this study was interview. The use of interview in this study could “provide much more depth and explore more complex beliefs, knowledge, or experiences...”(Lodico, Spaulding&Voegtler, 2010, p.122). The interview was intended to find out the students’ opinion including the following issues:

- a. Students’ opinion about the use of metacognitive strategy in reading narrative texts
- b. Students’ opinion about the advantages and disadvantages of metacognitive strategy in improving their reading comprehension of narrative texts
- c. Students’ opinion related to the implementation of metacognitive strategy in improving their reading comprehension of narrative texts.

Moreover, the interview on this research used unstructured interview, so the researcher can ask about students’ responses informally and freely (Kusumah & Dwitagama, 2012). The interview was recorded by voice recorder. To avoid misunderstanding and make students answer to the questions more easily, the questions were delivered in Bahasa Indonesia The transcript of the interview can be seen in Appendices.

3.4 Data Analysis

3.4.1 Classroom Observation Analysis

The data from the observation were recorded by using the video recording and observation field notes in every meeting. The data was collected during and after the learning process. The analysis of the findings will be interpreted and discussed in the next chapter.

3.4.2 Questionnaire Analysis

The questionnaire was analyzed quantitatively by using Likert scale. Likert scale has scale from 4 to 1, where the score 4 is strongly agree (SA), 3 is agree (A), 2 is disagree (DA), and 1 is strongly disagree (SDA) (Baumfield et al, 2009/2011). There was no option for uncertain. Four is the highest score and one is the lowest score. The scale of options used is in the following table.

Table 3.6 Scoring System of Questionnaire

Kind of Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Positive (+)	4	3	2	1
Negative (-)	1	2	3	4

3.4.3 Interview Analysis

The interview recording was transcribed so that the data can be analyzed. After transcribing the data, the next step was interpreting data based on the research

questions of the study. The analysis of the findings will be interpreted and discussed in the chapter IV.

3.5 Data Analysis Procedures

A data analysis process in action research, as Burns (2010) explains “is a continuing process of reducing information to find explanations and patterns” (p. 104) in order to process of making sense the data that were obtained through data collection. There is no exact way or rule to analyze and present qualitative data, since qualitative data heavily rely on interpretation (Burns, 2010). Therefore, the data that has been gathered has to be interpreted.

Since there is no fix rule in analyzing qualitative data, Burns (2010) suggest two general steps that can be employed in analyzing this type of data. They are first, extracting the key meanings or messages that are contained in the data to gain a clearer insight into what is happening in the practice; second, developing new concepts, personal theories, and other possibilities that can be tested in the next cycles. In more detail, the generic steps of data analysis, according to Burns (2010: 104-105) involves the following steps:

3.5.1 Assembling the data

In assembling the data, the researcher was required to score students’ reading comprehension through reading tests. There were three tests given to students. Questions in the test covered five levels of reading comprehension based on Barret’s taxonomy of reading comprehension. Thus, the result of each test was grouped into those five level comprehensions. It aimed to see the improvement of students’ reading comprehension. Then the researcher necessary to calculate reading strategies which students used in each stage of metacognitive strategy. Furthermore, the interview and

the video-recordings of classroom interaction were transcribed to write an interpretation of original interactions. After all the needed data were collected, the initial or the revised research question is then reviewed. This step is useful to ensure the collected data has already provided answers for the research questions or not. After that, the data have to be read thoroughly in order to find broad patterns, ideas, or trends that are possible to answer the research questions.

3.5.2 Coding the data

Data coding is the process of looking for the main themes or concepts that will be useful for answering the research questions. According to Rossman & Rallis (1998, p. 171 cited in Creswell, 2009 p. 173) coding is “the process of organizing the material into chunks or segments of text before bringing meaning to information”.

In coding the data, Burns (2010) provided eight steps: gathering necessary data; reading the data several times to mark any impression, giving a label to a theme expressed; sorting the statement into the suitable labels; listing of different initial categories on a sheet of paper; looking over the initial categories that can be divided into sub-categories; making a note on the category list of where the sub-categories fit in; discussing the research with colleague whether he/she agrees with the formed categories. What is considered important in coding the data can be realized by the frequency of a certain theme that appears. The numbers of appearances do not belong to statistical analysis, but “they can reveal general patterns in the data” (Powell & Renner, 2003, p. 5).

3.5.3 Comparing the data

The desired data in this study were collected by utilizing students’ tests, students’ reading strategies, interview transcription, observation notes and video-recording transcript. After the coding process has been completed, these different sets

of data can be compared to describe two possibilities of inferences, whether they say the same thing or contradict each other. Moreover, as Creswell (2009) argues the next step was developing tables and charts, which are useful to present the data in a more concise manner as discussion aids.

The improvement of students' reading comprehension of narrative texts was presented through the achievement of students' reading tests. It was drawn by developing chart. Moreover, the increasing reading strategies used by the students were illustrated through a questionnaire. The results were grouped into some labels, counted, and presented in a form of tables.

The process of data comparison is commonly known as triangulation. Creswell (2009) argues that triangulation is one of the strategies in validating the accuracy of research findings. Triangulation can be grouped into various types; they are data triangulation, theory triangulation, the researcher triangulation, and methods triangulation (Burns, 2010). The type of triangulation that was employed in this study was methods triangulation which involves students' test result, interview result, and observation notes to collect the data.

3.6 Establishment of Trustworthiness

To establish the validity and trustworthiness in this study, several strategies were employed: triangulation, feedback, reshaping the 'personal theories' about the overall meanings of the research and member checking. The first strategy was triangulation; it was achieved from a variety of instruments in collecting the data as supporting in a conclusion (Hopkins, 2011). Classroom observations were conducted to collect the data from the teaching and learning process, then in order to avoid bias of the study, the findings were balanced with the information obtained from questionnaires and interviews.

The second strategy was feedback. In this study, the feedbacks involved asking those who know the research situation well. The feedbacks were given from the supervisors, the English teacher and some of the researcher's friends. The third strategy was reshaping the 'personal theories' about the overall meanings of the research. Polanyi (cited in Burns, 2010, p. 142) suggested that "individuals bring their own personal knowledge into the experience of engaging in research, constructing knowledge, and creating meaning". It implies that action research involves "emotional and psychological aspect that brings personal feelings and experiences to the surface" (Burns, 2010, p. 144). In action research, personal practical knowledge of the researcher is highly valued since it allows the researcher to "create deeper meanings about teaching practices" (Burns, 2010, p.142).

The last strategy was member checking. It is another form of triangulation, therefore, which could "help ensure the authenticity and enhance an analysis" (Duff, 2008 cited in Ferdila, 2013). Member checking was completed after analyzing the data obtained from the observation and questionnaires. Some students were interviewed to support the findings and to confirm the data trustworthiness as well. The data obtained were reconfirmed to the participants to determine the accuracy and appropriateness of the findings.

3.7 Concluding Remark

This chapter has described a brief discussion of the methodology related of the study, including research design, site and participants, data collection, data analysis and data analysis procedure. The following chapter will provide description of the findings and the discussions of the data gained.