

CHAPTER III

METHODOLOGY

This chapter describes the paradigm of the study and the approach being employed in the research. The chapter also describes the research design, the participants, instruments, and a discussion of the phases of the research (qualitative and quantitative), where the data collection and analysis methods are explained in detail. Finally, the chapter ends with a concluding remark.

3.1. Research Design

In answering the research problems, a researcher should employ consistent and coherent research approaches by integrating various study elements (De Vaus, 2001). Additionally, Creswell (2014) claims that the research design is the researcher's "systematic plan that includes details about the theoretical perspective, the strategy of inquiry and method of collecting the data" (p. 5). In this study, a mixed-methods design is employed. According to Creswell (2008), a mixed-methods approach comprises qualitative and quantitative methods rather than either one (qualitative or quantitative) to analyse the research problem thoroughly. Next, Creswell (2008) also specifies that in a mixed-methods approach, a researcher gathers, combines, and analyses quantitative and qualitative data and employs the results to answer the research questions. The mixed-method design in this study explicitly follows an explanatory sequential type where the research starts with quantitative processes and then is completed with qualitative processes to give a more detailed explanation and create detailed results and understanding. (Creswell, 2014).

There are four research questions in this study:

1. How do metacognitive strategies and culturally familiar text improve the students' reading comprehension?
2. How does metacognitive strategies training impact the students' application of reading strategies?

1. Do the students show a higher interest in reading texts that are culturally familiar or unfamiliar to them?
2. What cultural responses and reasons do the students have towards liking culturally familiar or unfamiliar text?

The qualitative phase, particularly, added data for research questions one and four with data in the form of reading comprehension exercises and interviews with the teachers and the students.

Additionally, this study examines three hypotheses on its quantitative phase:

1. Students who have been taught the combination of metacognitive strategies and culturally familiar texts achieve higher post-reading scores than those who have not been taught the strategies and the texts.
2. Students are better at utilizing reading strategies after being taught metacognitive strategies.
3. Students are more interested in reading texts that are culturally familiar to them.

3.2. Participant Selection

The participants in this research comprised five teachers and seventy-four students. They were all from a public university in Pontianak, West Kalimantan. The teachers and the students were from reading skill development classes in the English education study program. The students were in their first year of college, which made them novice pre-service teachers. Two male and three female teachers participated in the study, while the students comprised thirty-two male and forty-one female students. The students' age ranged from 17 to 20 years old. They were assigned to two classes and were all at the lower-intermediate levels of English proficiency based on the TOEFL test scores before the treatment. None of these students had reading comprehension training with metacognitive strategies and culturally familiar text before participating in the treatment.

3.3. The Instruments

The researcher used ten instruments to collect the necessary information for the study. The quantitative phase used seven instruments: the procedure of metacognitive strategies, culturally familiar texts, culturally unfamiliar texts, the SORS questionnaire, the experience questionnaire, the interest questionnaire, and a reading comprehension test (the TOEFL test). The reading comprehension exercise and two personal open-ended interviews (one for the teacher and the other for the students) were used for the qualitative phase. The following sub-headings provide detailed descriptions of each of the instruments.

3.3.1. Metacognitive Strategies Procedure

The researcher and the lecturers of the reading skill development course worked together to modify the questions of the metacognitive strategies procedure to ensure that the questions were appropriate for the student's reading course and included all of the necessary information. metacognitive strategies were reinforced by metacognitive strategy questions, which were utilized throughout the various stages of the instruction. First, a pilot study was conducted in which the whole process of teaching metacognitive strategies, particularly the metacognitive strategies questions, was put through its phases. After that, the researcher made some protocol adjustments and used them in the experiment. The revised procedure of the strategies is outlined below.

Planning stage

- a. The students look at the pictures that serve as illustrations.
- b. The teacher encourages the students to comment on the pictures.
- c. The teacher leads the students to discuss their ideas by answering some questions:
 - Have you heard anything about the topic?
 - Can you think of any questions related to the topic?
- d. The students begin reading on their own.
- e. The teacher guides the students to discuss some words and the definitions written underneath the text.
- f. The teacher directs the students to answer some questions in pairs:

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- Can you identify the most unclear section of the paragraphs for you?
- What would you do if you could not comprehend the paragraphs?
- What do you think is the essential information in the paragraphs?

Monitoring stage

- a. The teacher prompts the class to discuss in pairs the following monitoring questions:
 - Do the paragraphs develop on one another by providing explanations or examples?
 - Are there any inconsistencies in the paragraphs?
 - Are there new concepts presented in the paragraphs?
- b. The teacher directs the students to discuss and analyze each paragraph in the text.
- c. The teacher guides the students to reflect on a particular paragraph in the text.

Evaluation stage

- a. The teacher guides the students to summarize the text by answering an evaluation question: What key ideas does the text discuss?
- b. The teacher helps the students through the process of making a reflection by answering questions such as:
 - What was the most interesting thing described in the text?
 - Are there any familiar information you find in the text?
 - Is there anything in the text that contradicts your knowledge?
- c. The students share their thoughts with the rest of the class.

3.3.2. Culturally familiar and unfamiliar texts

The study utilized two texts, culturally familiar and culturally unfamiliar texts. Group A (the experimental group) read texts that were culturally familiar to them. Conversely, group B (the control group) read culturally unfamiliar or foreign culture texts (the culture of the English native speakers such as British and American cultural context). The familiar culture was contextualized within the students' cultural background (the cultural background of Indonesia-West Kalimantan) while keeping the texts' linguistic features and rhetorical structures unchanged. The study replicates Alptekin's procedure of rewriting a culturally unfamiliar text into familiar text with "nativization" (Alptekin, 2006, p. 499).

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Firstly, the culturally unfamiliar texts were collected from online newspaper articles (the researcher used sources for the articles from <https://breakingnewsenglish.com>). Then, textual and contextual cues from the texts, which reflected British, American, or International culture, were identified. The textual cues involved proper nouns about settings, locations, occupations, and characters from the text (Alptekin, 2006). These textual cues were then changed into words (proper nouns) familiar to the students and from their locality. For the students from West Kalimantan, for example, 'Jakarta and Supadio airport' may activate and connect their past knowledge and experiences to the text's message rather than the words 'Syracuse and JFK airport.' The name, 'Margareth Baker and Marissa Rundell,' may sound foreign rather than 'Bina Baiti and Alinah Jauhari,' which are familiar and common names to the local people of West Kalimantan. Table 1 below lists all textual cues from the study's culturally familiar and unfamiliar text.

Table 3.1. *The Textual Cues from both Texts*

Culturally Unfamiliar Texts	Culturally Familiar Texts
Text 1	
Margareth Baker	Bina Baiti
Marissa Rundell	Alinah Jauhari
New York's JFK airport	Pontianak's Supadio airport
the city of Syracuse in New York State	Jakarta
Ms. Rundell	Ms. Jauhari
Mason	Nirwan
Text 2	
USA	Indonesia
Florida	Jakarta
at Stoneman Douglas High School	at Penjaringan, North Jakarta
in the U.S. capital, Washington DC	in the Indonesian capital, Jakarta
U.S. Senator Elizabeth Warren	the president spoke person Johan Budi
president Donald Trump	President Jokowi

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Text 3	
Europe	Pontianak
Pierre Lebrun	Zikri Kelana
a potato growers' association	a local fisherman association
Mr. Lebrun	Mr. Kelana
Belgium	Kapuas Hulu
Belgians	the locals
Text 4	
a sushi restaurant	a Padang restaurant
in Germany	in Pontianak
Jaroslav Bobrowski	Gani Kaharudin
in Bavaria	in A. Yani mall
Mr. Bobrowski	Mr. Kaharudin
a German news agency	Pontianak Post
Text 5	
Benjamin David	Badu Mahmudi
Mr. David	Mr. Mahmudi
Text 6	
Honolulu	Pontianak
Hawaii	West Kalimantan
the first major American city	the first major city in Indonesia
Honolulu's Mayor Kirk Caldwell	Pontianak's Mayor Edi Rusdi Kamtono
Mr. Caldwell	Mr. Edi Kamtono
Text 7	
London	Pontianak
London's streets	Pontianak's streets
Professor Peter Dziewulski	Professor Budi Setia
Mike West	Indra Suteja

Text 8	
Britain	Kalimantan
Richard Ellis	Ahkam Suma
Thailand	Bandung
Sue Smith	Siti Suriani
Text 9	
England	Jakarta
the Sunday Times newspaper	Jakarta Post
the London Underground	Jakarta train
James Roberts	Adi Kusuma
Text 10	
in the USA	in Indonesia
Jonathan Adkins	Jagat Sudrajat
the Ford Motor company	the Toyota Motor company
Jim Graham	Dedi Darmawan
Text 11	
London	Pontianak
Text 12	
the U.K.	Indonesia
Nielsen	Natural
Mark Coray	Mira Harun
London	Jakarta
the Belgravia Centre	the Arifa centre
Text 13	
Algeria	Indonesia
Algeria's education minister	the education minister
Nouria Benghabrit	Prof. Dr. Muhadjir Effendy
the Algerian newspaper Annahar	the Jakarta Post

Rania Salim	Wardah Sulaiman
Text 14	
Britain	Bandung
the University of Plymouth	Universitas Pendidikan Indonesia
Text 15	
England	Indonesia
the U.K.	Pontianak
Ms. Siobhan Lowe	Ms. Regina Weni
Tolworth Girls' School	Cahaya girls' school
South London	South Pontianak
Ms. Lowe	Ms. Weni
the south London school	the south Pontianak school
the U.K.'s education secretary	the education secretary
the U.K.'s department for education	the department for education

The subsequent phase included the nativization of the contextual cues that contained culturally specific notions and values, such as describing cultural buildings, activities, currency, time, food, and drink (Alptekin, 2006, p. 499). In the texts, for example, a fine of \$15-\$35 was changed into a fine of 200,000 - 350,000 rupiahs; the city's Isar River was changed into Kapuas River; toilet paper, fluffy towels, and potato chips were changed into amplang, belidak fish crips, and bingke cake (see Table 3.2 for complete contextual cues from both culturally familiar and unfamiliar texts of the study).

Table 3.2. *The Contextual Cues from both Texts*

Culturally Unfamiliar Text	Culturally Familiar Text
Text 2	
the White House	Monas
the building	the National Monument
the Capitol building	the National Monument
Text 3	

potato harvest	fish harvest
this summer	this year
French fries	Kerupuk Basah
very hot summer	poor harvest
hot temperatures	big wave in the sea around the island
heatwave	heavy rainstorms in many rivers
a lack of rain	a high tide on the sea
5,000 eateries	50 eateries
the biggest exporters of frozen chips in the world	the best local delicacy in the region
Text 4	
15.90 euros (about \$18.49)	eighty thousand rupiahs
100 plates of sushi	35 plates of dishes
Text 5	
a German man	a local man
the German city of Munich	the Kapuas Bridge
the city's Isar River	the Kapuas river
apartment	home
trains	cars
I am not a monk	I am only human
Central London,	Pontianak,
it is illegal to swim in the river Thames	it is dangerous to swim across the river
Text 6	
a fine of \$15-\$35	a fine of 200,000 - 350,000 rupiahs
a \$99 fine	a 500, 000 rupiah fine
Text 8	
British people	local people
tea bags	coffee

overseas	out of town
Britons	the locals
a car rental company	a tourist travel company
other countries	out of town
toilet paper, fluffy towels, and potato chips	amplang, belidak fish crips and bingke cake
biscuits	amplang
morning cuppa	morning coffee
tea bags	favorite local coffee
other countries	other places
the car rental company	the tourist travel company
Text 9	
\$130,000	IDR 17 million
\$70,000	IDR180-220 million
\$28,000	IDR 6 million
Text 11	
a few dollars	some thousand rupiahs
\$12,500	IDR 7-10 million
Text 15	
toilet paper	cleaning soap

Within the scope of this research, fifteen familiar and unfamiliar cultural texts were utilized in the treatment for group A and B. Five familiar and unfamiliar cultural texts are illustrated in the following paragraphs to describe the textual and contextual changes of the texts.

The first unfamiliar culture text for meeting one was published under a title: "Woman Thrown off Plane for Shouting at Crying Baby." The text tells the story of Margaret Baker, an impolite passenger who was asked to leave the aircraft due to her complaints about another passenger traveling with a crying baby. Ms. Baker arrived at Syracuse in New York after taking a quick trip from JFK airport in New York city. It

was a completely booked flight. When Ms. Baker placed her bags in the cabin, she became irritated by the sound of a baby sobbing beside her seat. She conversed loudly with Marissa Rundell, the infant's mother, and sat beside her. She yelled many expletives at Ms. Rundell because Mason, her infant boy who was eight months old at the time, would not stop wailing. After then, the cabin crew requested that Ms. Baker leave the aircraft since there were no available seats for her on such a crowded trip.

The original storyline of the unfamiliar culture text 1 above is preserved in the culturally familiar text through nativization; the only difference is in the textual cues where proper nouns, such as names of the people and the locations, were changed. The cues are as follows:

Textual cues:

- *Margaret Baker*, the rude lady, was changed into *Bina Baiti*. *Marissa Rundell*, the baby's mother, was replaced into *Alinah Jauhari*.
- The name of the infant, *Mason*, was changed to *Nirwan*.
- The flight from *New York's JFK airport* to *Syracuse*, located in *New York*, was rerouted to depart from *Supadio's airport* in *Pontianak* and arrive in *Jakarta*.

The second unfamiliar culture text (for meeting 2), "*U.S. Students Walkout to Protest Gun Violence*," described high schoolers in America who participated in a complaint against gun violence on 14 March at Stoneman Douglas high school. Hundreds of students gathered outside the White House to protest against NRA (National Rifle Association), which sold guns legally in America. The student protesters questioned president Donald Trump about the issue of gun violence and asked him to ban NRA. Then, the protesters asked president Trump to listen to their voices if he wanted them to vote for him in the 2020 elections.

In culturally familiar version of the text, the plot of the text stayed the same, with some textual cues (the names of people and locations) being changed into culturally familiar words.

Textual cues:

- *The USA* was changed to *Indonesia*.

- *Stoneman Douglas high school* was changed to *Penjaringan, North Jakarta*.
- *The U.S. capital, Washington DC*, replaced *the Indonesian capital, Jakarta*.
- *The White House* was changed to *Monas*.
- *The U.S. Senator Elizabeth Warren* was changed to *the President's spoke person Johan Budi*.
- *The Capitol building* was changed to *the National Monument*.
- *President Donald Trump* was replaced with *president Jokowi*.

The third unfamiliar culture text (for meeting three) was titled "*French Fries will be 3cm Shorter*", and it depicted a poor harvest season in Europe due to a particularly hot summer. The hot weather had the most detrimental effect on the potato crop in Belgium, which grew at a rate of 25 percent lower than average. Due to the shortfall, the length of Belgian French fries has been reduced by 3 centimetres. Belgium's most famous export is its French fries, which also happen to be the country's official cuisine. The nation sends over 2.3 million tons of French fries all over the globe each year.

In the culturally familiar version of the text, the story changed from describing French fries to Kerupuk Basah, which was 3cm shorter than usual due to a poor fish harvest in West Kalimantan this year.

The textual cues:

- *Europe* was changed to *Pontianak*.
- *Pierre Lebrun* was changed to *Zikri Kelana*.
- *A potato growers' association* was changed to *a local fishermen association*.
- *Mr. Lebrun* was changed to *Mr. Kelana*.
- *Belgium* was changed into *Kapuas Hulu*.
- *Belgians* were changed to *locals*.

Then, the contextual cues:

- *Potato harvest* was changed to *fish harvest*.
- *This summer* was changed to *this year*.
- *The very hot summer* was changed to *a poor harvest*.

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- *Hot temperatures* were changed to *the big wave in the sea around the island*.
- *The heatwave* was changed to *heavy rainstorms in many rivers*.
- *A lack of rain* was changed to *a high tide on the sea*.
- *French fries* were changed to *Kerupuk Basah*.
- *Five thousand eateries* were changed to *50 eateries*.
- *One of the world's biggest exporters of frozen chips* was changed to *the best local delicacy in the region*.

The fourth unfamiliar culture text (for meeting four) entitled "*Restaurant Bans Customer for Overeating*." The text tells a story about A sushi restaurant in Germany that has barred Jaroslav Bobrowski, an ironman athlete, from consuming too much food. Last weekend, Mr. Bobrowski went to a restaurant in Bavaria and spent 15.90 euros (about \$18.49) for an all-you-can-eat buffet lunch. He devoured over 100 platters of sushi. When he went to pay for his dinner, the owner told him he could not return because of how much he had eaten. He told a German news agency that he ate so much due to his ironman diet. Now, he should locate another eatery that serves great and reasonably priced meals.

Similar to text three, in this fourth familiar culture text, the original storyline is preserved. The nativization changes the textual and contextual cues of the text.

Textual cues:

- *A sushi restaurant* was transformed into *a Padang restaurant*.
- The location *in Germany* was changed to *Pontianak*.
- The person, *Jaroslav Bobrowski*, was changed to *Gani Kaharudin*.
- *In Bavaria* was changed into *A. Yani mall*.
- *Mr. Kaharudin* replaced *Mr. Bobrowski*.
- *A German news agency* was transformed into *Pontianak Post*.

The contextual cues:

- *15.90 euros (about \$18.49)* was changed to *eighty thousand rupiahs*.
- *One hundred plates of sushi* were replaced with *35 plates of dishes*.

Then, the last culturally unfamiliar text provided as the example is the fifth text (for meeting five), entitled "*Man Swims to Work Every Day to Beat Traffic.*" The story is about a German man named Benjamin David, aged 40, who has started swimming to work 2 kilometres down the city's Isar River to beat the traffic. He got the idea by watching the river flow past his apartment and office. He decided to swim to work to get some exercise and battle commuting in buses and trains or breathing fumes from traffic while on a bicycle. Mr. David told reporters that his river commute has made him much fitter and less stressed. He also spoke about the dangers of river swimming. Swimming is illegal in places like the Thames river in Central London. He stated that not everyone could swim to work in the city.

In the familiar culture version of the text, the storyline is also the same, with some textual and contextual cues replaced through nativization. The textual cues:

- *Benjamin David* was changed to *Badu Mahmudi*.
- *Mr. David* was changed to *Mahmudi*.

Then the contextual cues:

- *A German man* was replaced with *a local man*.
- *The German city of Munich* was changed to *the Kapuas Bridge*.
- *The city's Isar river* was replaced with *the Kapuas river*.
- *The apartment* was changed to *a home*.
- *Trains* were changed into *cars*.
- *"I am not a monk"* was changed into *"I am only human."*
- The location, *in Central London*, was changed to *Pontianak*.
- *"it is illegal to swim in the Thames river"* was changed to *"It is dangerous to swim across the river."*

In addition to having the text nativized, the study included illustrations in form of images/photos, a list of new vocabulary words, and discussion questions to round out the text. See Appendix A for the complete culturally familiar version of the texts and Appendix B for the complete culturally unfamiliar form of the texts used in this research.

3.3.3. Reading Comprehension Test

The TOEFL test was used as the reading comprehension test. This test is widely acknowledged as a highly dependable and valid tool for measuring the reading competence of EFL students (Chapelle, Enright, & Jamieson, 2008). The study administered the TOEFL test to students from both experimental and control groups to compare their reading comprehension results after exposure to the treatment.

Replicating Alptekin (2006), the passages of the test were nativized into culturally familiar passages for the experimental group, while the control group took the denativized version/original passages (see Table 3.3 below for the cues on the nativized and denativized passages of the test). The reading section, which consisted of fifty questions, was the only part of the test that was given. The test administration time was around an hour. See Appendix H and I for the study's nativized and denativized TOEFL reading comprehension tests.

Table 3.3

Cues on the Nativized and Denativized Passages of the Test

Nativized Passages	Denativized Passages
Passage 1	
The Indonesian Department of Agriculture's Forest Service	The U.S. Department of Agriculture's Forest Service
Bayan, pine, Kapok, and teak tree	Red oak, maple, white pine, and birch
Passage 4	
The University of Indonesia School of Public Health	The University of Michigan School of Public Health
Passage 5	
Andang widi Harto	Christopher McKay

3.3.4. SORS

SORS is a questionnaire asking students about their understanding of metacognitive strategies and how often they use them in their reading habits (Mokhtari

& Sheorey, 2002). Researchers from various countries, such as the Middle East and Asia, including Indonesia, have used this instrument in their studies. Some examples of these researchers are Kamran & Maftoon (2012), Alhaqbani & Riazi (2012), Pei (2014), Brevik (2017), Rastegar, Kermani, & Khabir (2017), Chumworatayee (2017), Busby (2018), Dewi & Premini (2018), and Maryam, Ihrom, & Nurlelawati (2018).

The authors of the instrument, Mokhtari & Sheorey (2002), state that "the SORS has been evaluated with ESL college students and achieved a high reliability with Cronbach's alpha" on the overall score (p. 3), suggesting that it is a reliable measure for metacognitive strategies awareness. In this survey, the respondents select one answer from a possible five: point 1 indicates that the respondent has never used the strategy, point 2 indicates that the respondent has occasionally utilized the strategy, point 3 indicates that the respondent often employed the strategy, point 4 indicates that the respondent has usually utilized the strategy, and point 5 indicates that the respondent has always utilized the strategy. In addition, it was made clear to the participants that there was no correct or incorrect answer to any of the questions raised in the survey.

The researcher in this study followed the SORS survey procedure outlined in Mokhtari & Sheorey (2002). Additionally, to reduce the amount of confusion experienced by the students, the researcher in this study removed the category identifications (GLOB, PROB, and SUP) from the survey. Each student was allotted ten minutes of administrative time to complete the survey. Appendix G contains information revealing the specifics of the SORS survey conducted for the research.

3.3.5. The Experience Questionnaire

The researcher developed a questionnaire to know how teaching metacognitive strategies and culturally familiar text improve the students' reading comprehension. The teachers' experiences and thoughts were gathered to answer this question. The questionnaire consisted of 26 questions with five possible answers: point 1 for "I strongly disagree," point 2 for "I disagree," point 3 for "I neither agree nor disagree,"

point 4 for "I agree," and point 5 for "I strongly agree." The complete questionnaire is as follows:

Table 3.4
The Experience Questionnaire

Participant: Teacher

Please indicate how satisfied you are with the teaching of metacognitive strategies and culturally familiar text on your reading comprehension classes.

Questionnaire statements	(1) Disagree	(2) Strongly disagree	(3) Neither agree nor disagree	(4) Agree	(5) Strongly agree
1. Metacognitive strategy questions and culturally familiar content of the text help the students understand the text.					
2. Metacognitive strategy questions and culturally familiar content of the text help the students improve their reading comprehension.					
3. Metacognitive strategy questions and culturally familiar content of the text improve the students' inference skill.					
4. Applying metacognitive strategies and culturally familiar text in reading					

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comprehension class is easy.					
5. Overall, I am satisfied with using metacognitive strategies and culturally familiar text in teaching reading comprehension class					
The metacognitive strategy questions help the students in the planning stage, particularly in					
6. answering questions about the topic of the text.					
7. raising questions related to the topic.					
8. discussing new words from the text.					
9. identifying the most unclear section of the text.					
10. sharing ideas about the way they do when they cannot comprehend the text.					
11. sharing ideas about the essential information in the paragraphs.					
The metacognitive strategy questions help the students in					

<p>the monitoring stage, particularly in</p> <p>12. identifying the development of ideas in the text through explanations/examples</p> <p>13. finding any inconsistencies in the text.</p> <p>14. recognizing whether there is a new idea presented in the paragraphs.</p> <p>15. reflecting on a particular paragraph in the text.</p>					
<p>The metacognitive strategy questions help the students in the evaluation stage, mainly in</p> <p>16. summarizing the text by providing the key ideas.</p> <p>17. describing the most interesting thing described in the text.</p> <p>18. identifying familiar information in the text.</p> <p>19. sharing new thing they learn from the text.</p>					
<p>The students can infer the content of the text better from</p>					

the use of culturally familiar words particularly referring to					
20. local names of people.					
21. local professions.					
22. local locations.					
23. local activities of people.					
24. Local currency.					
25. local words about time.					
26. local food and drinks					

3.3.5. The Interest Questionnaire

The researcher developed a questionnaire to measure the level of interest shown by the students with the texts. The questionnaire consisted of a single question (i.e., how interested are you with the text?) with five possible answers: point 1 for "I am not very interested with the text," point 2 for "I am not interested with the text," point 3 for "I am about 50% interested/not interested with the text," point 4 for "I am interested with the text," and point 5 for "I am very interested with the text." At the end of every meeting, the students from the experimental and control groups included in the research were given this interest questionnaire to fill out (for 15 consecutive weeks). The complete interest questionnaire is as follows:

Interest Questionnaire

The purpose of this questionnaire is to collect information about your interest with the text you read in your reading class. The statement is followed by five numbers, 1, 2, 3, 4, 5, and each number means the following:

‘1’ means that ‘I am not very interested.

‘2’ means that ‘I am not interested.

‘3’ means that ‘I neither interested nor not interested. (about 50% of the time)

‘4’ means that ‘I am interested.

‘5’ means that ‘I am very interested.

After reading the statement, circle the number (1, 2, 3, 4, 5) which applies to you.

Note that there are no right or wrong response to the items on this questionnaire.

How interested are you with the text?	1	2	3	4	5
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3.3.7. Reading Comprehension Exercise

The reading comprehension exercise aimed to determine the students' cultural responses and reasons for liking culturally familiar or foreign texts in their reading comprehension lessons. In detail, the exercise provided information on how culture influences how these students read and engage the culturally known and unfamiliar texts. Students were required to complete and submit five essay questions each week before the following meeting. The essay questions are as follows:

1. Restate the article's primary argument in your own words.
2. In what respects do you agree with the topic or the characters' actions?
3. What are your disagreements?
4. Do you like the text?
5. Why?

3.3.8. Personal Open-Ended Interviews

Two personal open-ended interviews were also utilized to gather additional and rich information on the research. The first one was to measure the teachers' experiences and thought about how the teaching of metacognitive strategies and culturally familiar text improved the students' reading comprehension. The other open-ended interview was used to measure the students' cultural responses and reasons for liking culturally familiar or foreign texts in their reading class. The interview was carried out once with each teacher and student at the end of the semester. The teachers and students were asked to participate voluntarily in the interviews. The interviews included teachers and students from both groups (group A and group B). They were interviewed during their free chosen time after the class at the language laboratory to give them a comfortable

environment. They were free to use the Indonesian language in the interview to let them share their opinions in a relaxing manner.

3.4. Ethical Considerations

This study involved human participants. Adopting Swisher et al. (2005) concept of ethical considerations, the researcher employed the following steps to ensure the study is ethically appropriate. These ethical procedures are applied to all study participants from the need analysis, pilot study, and the experiment. First, the researcher gave each participant an information sheet which describe about the research in detail. Second, the researcher gave a consent form to be signed by the participants before participating. Third, the participants were given pseudonyms to disguise their identity in the study results and discussion. Next, the consent forms were stored in a locked file cabinet in the researcher's private study room. Finally, all data from the interviews, consent forms, and interview transcripts were stored on the researcher's computer with a protected password. Underneath are the information sheet and consent form for the participants of the study.

Information Sheet for Participant

Name of Researcher : Dewi Novita
 Address : Jalan Silat Baru No. K.16 Komplek Universitas
 Tanjungpura. Rt.003/Rw.005. Bansir Laut, Pontianak
 Tenggara.78124.
 Telephone Number : +62895395276178
 Email Address : dewi.novita@student.upi.edu
 Title of Research Project : The Effectiveness of Using Metacognitive Strategies
 and Culturally Familiar Texts to Improve the Students'
 Reading Comprehension.
 Degree : Doctorate in English Language Education
 Confidentiality : If you choose to be interviewed for this project,
 confidentiality will be maintained by ensuring that no
 names or any other identifying characteristics appear

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on the transcript of the interview. The transcript and qualitative analysis of the interview will also be sent to you after the interview so that you can see how it is being used.

Supervisors' names : Prof. Fuad Abdul Hamied, M.A., Ph.D

: Prof. Dr. Didi Sukyadi, M.A.

Email Address: : fuadah@upi.edu

: dsukyadi@upi.edu

The length of time involved for the participant in the research project:

The interview is given one time for each participant. Student participants may have a 10 to 15-minute duration. Teacher participants may have around thirty to forty-five-minute interview.

Benefit that might accrue from the study:

For the participants:

The participants can share their thinking and feeling about the topic of the project with the researcher.

General benefit:

The result of the project can become a source of information for people who want to know about the effectiveness of using metacognitive strategies and culturally familiar texts in improving students' reading comprehension

The method by which the participants' responses will be recorded:

Each interview will be audio recorded, transcribed, and save into texts onto the researcher's external hard disk.

Withdraw from the project:

Participants can withdraw from the project at any time, and any material collected to that point would be destroyed or erased.

Queries or complaints:

Any queries or complaints regarding the study can be addressed to the researcher in the first instance. If the researcher cannot resolve the issue, the participant may contact the researcher's supervisors through the email provided.

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Consent Form for Participants

Signed agreement from the participant

I _____ (participant's name in block letters) have read and I understand the above information and agree to participate in the study knowing that the data collected may be published, or provided to other researchers, providing my name is not used, and that I may withdraw my consent at any time.

I understand that the interview for this study will normally take place at:

However, if that is not possible, I am willing/unwilling (please strike out one) to be delivered by the researcher in my home or another suitable venue to be negotiated with the interviewer.

Signature of participant: _____

Date: _____

3.5. The Need Analysis

Before making the texts for the treatments of the study, particularly the nativized texts, the research conducted a need analysis using Gall, Borg, and Gall's (1983 and 2003) procedure to know the students and the teachers' needs of the reading text in their reading comprehension course. The need analysis participants were the teachers and students who had just completed the reading skill development course that year. The reason to have these participants is that they have a fresh experience of the course and can provide the newest data for the need analysis. The need analysis results would provide valuable information in making familiar cultural texts for the course.

In the need analysis, the researcher had class observations, conducted interviews with the teachers, and took questionnaires with the students to understand the students' and teachers' needs. A checklist, an interview guideline, and a questionnaire were used to gather the data (see Appendix C, D, and E).

The results of the need analysis revealed that the course utilized texts from four textbooks: Reading Power and More Reading Power by Mikulecky, B.S., and Jeffries

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(2004); Well Read by Pasternak, M., & Wrangell (2007); and Reading the news by Sarma, P. (2007). The teachers mentioned that the texts in these handbooks mainly described Western or native speakers' culture, with some on Asian cultures (such as a text about bean curd, women in Asia today, and a story about English in Korea).

The students' questionnaire revealed that the texts' cultural content was mainly about foreign cultures (American or British cultures). Forty-six students (78% of the participants) reported that their reading texts did not contain local culture. A similar report also revealed the absence of national culture content in the reading texts (45 students/77% of the participants). The findings also suggested that the reading texts did not have exciting illustrations. However, when prompted further, the researcher found that the texts were copied materials. The original textbooks have colourful pictures, so this report was neglected. Table 3.5 below describes the complete findings from the questionnaire with the students.

Table 3.5. The Results of Need Analysis Questionnaire

	SA	A	NAND	D	SD
The texts have interesting topics	0	6/11	3/5	40/68	9/16
The topics are varied	2/3	30/50	2/4	25/43	0
The texts discuss local culture	0	0	0	46/78	13/22
The texts discuss national culture	0	0	0	45/77	14/23
The texts discuss foreign culture	12/20	47/80	0	0	0
The texts introduce new vocabulary	2/4	15/26	3/5	38/64	1/1
The texts have good illustration	0	4/6	6/10	47/80	2/4
The comp. questions & practices is enough	0	0	17/29	35/60	6/11
The level of proficiency is suitable	0	12/20	8/14	36/61	3/5
The length of the text is suitable	0	5/8	18/30	34/57	3/5

Interestingly, the questionnaire's written answers revealed further examples and student comments. One of the students mentioned a text she had in the class describing

people doing sports in Central Park, New York. She claimed she had no idea about the park and had no experience with it to talk much about it. She said that If she had a text about people doing sport at a local park (like Digulis Park, for example), she would have some opinion about it and would want to read more. Additionally, another student explained an example of a text he had in the class which described the activity of walking the dog in the morning, which was unfamiliar to him. The student recalled that his discussion on the topic was not engaging. He believed if the text described familiar activities (such as riding an electric scooter, playing badminton, jogging, and so on), he would be interested to read more or talk about it in the class discussion.

Then, from the class observation, the researcher found an urgent need for various cultural content in the reading texts for the course. For example, the researcher witnessed a cultural gap in class with a text describing an American culture of climbing snowy mountains. It was found that the students did not respond much after reading the text. They told the teacher in the class that it was a new experience for them. Although they had seen people climbing a snowy mountain on TV before, they stated they could not share any experience. They mentioned that they had never actually seen or climbed a mountain before. Some of them mentioned that there is no mountain in their region. Some others told the teacher they had never visited Java to see or climb the mountains there. They also could not talk about the snow because they never felt it before. In the class discussion, most students went silent and hardly addressed any idea about the challenge of climbing the mountain in the wintertime. From this observation, the researcher felt that the students seemed very distant from the topic.

Finally, after analysing the results from the observation, questionnaire, and interview, the researcher concluded that varying the texts with some local and national cultural stories would perhaps support the teacher and the students better in their reading comprehension course. Then, the need analysis was completed with the researcher's effort to design culturally familiar texts for this course.

3.6. The Pilot Study

Before experimenting, the researcher had a pilot study for two reading sessions on two reading comprehension classes at the university. The researcher observed the classes and made field notes on the teacher's and student's activities during the class (to know whether the time allotted matched the plan). The researcher also had a discussion with the class. The procedure of metacognitive strategies and culturally familiar text being designed were also tested in this pilot study (to measure the effectiveness of both instruments and the students' responses about them).

In addition, to raise the students' interest in reading the text, the researcher distributed a questionnaire asking the students to select topics of articles that interest them. The questionnaire revealed that the students' preferred topics were youth activities, food, drinks, daily life, health, and technology. In making the texts, these topics become the researcher's focus.

Next, the field note results and the discussion with the students revealed that the students liked both the procedure and the texts. The students said they could comprehend the procedure and the strategies questions well. They stated that the questions assisted them in keeping their focus on the reading, and as a result, they could answer all of the questions. In addition, the participants also provided feedback indicating that the texts were interesting and could be comprehended well. They liked the illustrations. They said the list of difficult words also helped them understand the texts. However, the students suggested adding more pictures for illustration and more words to the list of difficult words to assist them better in comprehending the text. In response, the researcher added more pictures to the illustrations and more words to the list of difficult words to support the students. Another finding gathered from the field note was about teaching time. It was revealed that the time allocated for the teaching was consistent with the plan. Finally, from all the findings and subsequent revisions, it was time for the researcher to experiment.

3.7. Phase I: Quantitative Research Design

3.7.1. Instruments

During this study stage, the researcher gathered information using seven different instruments: the procedure of metacognitive strategies, culturally familiar texts, culturally unfamiliar texts, the TOEFL exam, the SORS survey, an experience questionnaire for the teachers, and an interest questionnaire for the students.

3.7.2. The Procedures of Data Collection

Permission was granted from the Dean of the teacher training and education faculty at Tanjungpura University to collect data from students in the reading skill development course. All students were in the same academic year and at the same academic level based on their placement test, which is a prerequisite to admission at the university. The study was assigned to classes by the head of the study program, as it was integrated into the formal classroom sessions. The data collection period started in September 2018 and lasted one semester.

The study implements a quasi-experimental with a post-test-only design on two groups of participants: group A taught with metacognitive strategies and culturally familiar text, while Group B taught with general reading strategies and culturally unfamiliar text.

General reading strategies are the strategies that the teacher uses in their reading comprehension class. The strategies include opening the class by discussing the topic of the text; silent reading; answering comprehension questions through scanning, skimming, and predicting; reading aloud; discussing new vocabulary; and closing the class with some homework about the text.

The study groups were randomly assigned, one as the experimental and the other as the control group. In order to control the intervening variables, the study administered the treatments for the groups with some conditions: first, the groups were treated in parallel sessions simultaneously. Second, the groups were similar in their proficiency level based on their pre-test TOEFL results. Third, the number of male and female students in each group was nearly similar (group A with 16 males and 20

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females, Group B with 16 males and 22 females). Fourth, both groups received fifteen sessions of treatments, with metacognitive strategies/general teaching strategies and culturally familiar/unfamiliar text. Fifth, to eliminate affective intervening factors, the study has asked the students to select topics of interest before the treatment. The texts assigned to the students to read on the treatments were with topics based on their interests (i.e., about youth activities, food, drinks, daily life, health, and technology). One difference was that the experimental group received culturally familiar text, while the control group was taught culturally unfamiliar or foreign cultural text. After the treatments, the study administered a TOEFL test to all participants from both groups to gather the data. Table 3.6 below summarizes the types of treatment given to the participants.

Table 3.6. *The Treatment of the study*

Groups	
Group A	Group B
<ul style="list-style-type: none"> • Taught with metacognitive strategies and culturally familiar texts • Morning sessions (07.30 – 09.30) • 15 meetings • Text topics: youth activities, food, drinks, daily life, health and technology. 	<ul style="list-style-type: none"> • Taught with general teaching strategies and culturally unfamiliar texts • Morning sessions (07.30 – 09.30) • 15 meetings • Text topics: youth activities, food, drinks, daily life, health and technology.
<ul style="list-style-type: none"> • 36 participants: 16 males and 20 females 	<ul style="list-style-type: none"> • 38 participants: 16 males and 22 females

This complete quantitative phase of the study had 18 meetings: one introduction session, 15 treatment sessions, one closing session, and a session to administer the teacher's experience questionnaire. All group participants had to complete one reading session each week of the treatment sessions. The instructors explained the experiment and its purpose to both groups in the introductory session. The instructors also informed

the students that every data gathered would only be used for the research and they will not reveal the students' identities. Next, the instructors explained all of the instruments used in the research. After that, the instructors briefly discussed any information the students wanted to know further or things they did not understand about the research. Then, the instructor gave both classes a 5-minute break, administered a TOEFL test, and delivered the SORS questionnaire to the experimental group at the end of the meeting.

All groups completed 15 treatment sessions on each consecutive week. The students of both groups also had an experience questionnaire to complete at the end of every treatment session during this period.

In the 17th meeting, all participants (groups A and B) had to complete the TOEFL reading comprehension test. Then, the experimental group (A) had to complete a post-SORS questionnaire to examine their reading strategies application progress after treatment exposure (see Table 3.7). The teachers also had an experience questionnaire to complete on the 18th meeting to know their experiences and thoughts about the treatments and to gather data on how the treatment improves the students' reading comprehension based on the teachers' experiences. The complete process of the research activities and the data gatherings are summarized in the following study's weekly planning.

Table 3.7. *The Study Weekly Plan*

Groups	Weeks	Sessions
Group A	1	<ul style="list-style-type: none"> • Introduction to the study and the instruments used in the study • SORS (Pre-treatment) • TOEFL test
	2-16	<ul style="list-style-type: none"> • Teaching Sessions (metacognitive strategies & culturally familiar text). • Interest Questionnaire • Reading Comprehension Exercise

	17	<ul style="list-style-type: none"> • TOEFL test • SORS (Post-Treatment)
teachers	18	<ul style="list-style-type: none"> • Experience questionnaire
Group B	1	<ul style="list-style-type: none"> • Introduction to the study and the instruments used in the study • TOEFL test
	2-16	<ul style="list-style-type: none"> • Teaching Sessions (regular teaching strategy & culturally unfamiliar text). • Interest Questionnaire • Reading Comprehension Exercise
	17	<ul style="list-style-type: none"> • TOEFL reading comprehension test
Teachers	18	<ul style="list-style-type: none"> • Experience Questionnaire

3.7.3. The Procedures of Data Analysis

This research employed a 2x2 between-subject factorial design with two groups (metacognitive strategies with culturally familiar text; and general teaching strategies with culturally foreign text). The study also employed Levene's Test (Levene, 1961) to verify the homogeneity of variances between samples being analysed. After verifying those data, the results were analysed based on the research questions using the statistical package for social sciences (SPSS).

The analyses of the research questions were completed by SPSS using ANOVA and T-test. The researcher's reasoning for performing ANOVA and T-test was that she planned to examine the statistical significance of the main effects and interaction of the independent variables. The researcher also compares the results of the mean found in both groups. The hypotheses were then examined for the primary and cross-interaction effects at $p < .05$ significance level. From the results, the researcher evaluated whether the hypotheses were accepted or rejected (see Table 3.8).

Table 3.8. *The Complete Quantitative Procedures*

NO	Research Questions	Instruments	Formula Used	Results
1	How do metacognitive strategies with culturally familiar text improve the students' reading comprehension?	TOEFL test and experience questionnaire	ANOVA & descriptive statistics	Improving final reading score and description of good teaching experience
2	How does metacognitive strategies training impact the students' application of reading strategies?	SORS Survey (pre-and post-treatment)	T-test	Improving utilization of reading strategy
3	Do the students show a higher interest in reading texts that are culturally familiar or unfamiliar to them?	Interest questionnaire (Likert Scale)	ANOVA	High interest

3.8. Phase II: Qualitative Research Design

One qualitative data gathering (a reading comprehension exercise) was taken during each treatment session of the quantitative phase. Then, right after the completion of the quantitative phase, two qualitative instruments (open-ended interviews with the teachers and students) were administered. The first open-ended interview aimed to learn about the teachers' experiences and thoughts on how metacognitive strategies and culturally familiar text improve the students' reading comprehension. The second interview was used to gather the students' responses and reasons for liking culturally familiar or unfamiliar text in their reading comprehension class. The following section presents the qualitative phase's data instruments, data collection procedures, and analyses.

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3.8.1. Instruments

As mentioned above, three instruments: a reading comprehension exercise and two personal open-ended interviews, were utilized to gather the data for the qualitative study. Five teachers of both classes (A and B) participated in the interview of teachers' experiences, while seventy-four students completed the reading comprehension exercise, and forty-four students took part in the interest interview (25 from group A and 19 from group B).

3.8.2. The Procedures of Data Collection

The reading comprehension exercise was given to both groups (experimental and control groups) for 15 consecutive sessions of the treatment. During the quantitative phase, specifically at the introductory session, the instructors explained the study purpose and the instruments used, including the reading comprehension exercise and personal open-ended interview, which are used in the quantitative phase. Data from the open-ended interviews were obtained at the 18th meeting of the quantitative phase. Before the interview, the researcher gave the participants the information sheet of the research and the consent letter to be signed by the agreed participants. Then, the researcher had the interviews. It took five meetings to complete the interview with 44 students and two meetings with five teachers. Each interview lasted around 10 to 15 minutes for each student and 30-45 minutes for each teacher.

3.8.3. The Procedures of Data Analysis

The study's qualitative data analysis procedures were based on some experts' ideas, including Braun & Clarke (2006), Gibson & Brown (2009), and Miles, Huberman, and Saldana (2018). First, the researcher used constant comparative methods to analyse the study's qualitative data. The data from this phase were from the students' answers to the reading comprehension exercise and the results of personal open-ended interviews with teachers and the students. Second of all, the researcher employed thematic analysis in the study. The thematic analysis identifies, analyses, and constructs broader themes related to the study research questions (in this case, R.Q. 1

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and 4). Then, the researcher used an open coding and Vivo coding method to analyse the wordings, chunks, phrases, and sentence data to interpret the teachers' and students' answers. Next, the researcher made a folder containing the lists of the teachers and the student's answers in the form of wordings, phrases, and sentences, which were then analysed into common themes and connections among the data. The themes all participants agreed on were identified through participants' use of words, phrases, and descriptive opinions. Finally, the researcher had selective coding to see the relationship between the research questions and themes.

3.9. The Triangulation

The study employed data triangulation to validate and cross-check the data gathered using field notes on the teaching sessions, external audits, and member checking. The results analysis of the student's answers on the reading comprehension exercises and the personal open-ended interviews were told to the teachers and the students where they would examine the correctness of the findings and descriptions to ensure that the data reflected their own beliefs. Then, the researcher compared and contrasted the data with her notes from the class observation and memos of her understanding and conclusion throughout the study phases. Finally, reviewers (two academics) from the English language centre at the university carried out the tasks associated with the external audit.

3.10. Chapter Summary

The chapter explains a detailed description of the study methodology. The chapter includes an explanation of the research design, participant selection, the description of the instruments (10 instruments: metacognitive strategies procedure, culturally familiar text, culturally unfamiliar text, SORS questionnaire, experience questionnaire, interest questionnaire, TOEFL test, reading comprehension exercise, and two personal open-ended interviews), the ethical considerations, the need analysis, the pilot study, phases of qualitative and quantitative research designs (comprises the

instruments used on each phase, procedures of data collection and data analysis), and the triangulation of the data.