# CHAPTER III
# RESEARCH METHODOLOGY

## 3.1.    Design of the Research

In this chapter, the researcher tries to describe language learning and metacognitive strategy which is as a metacognitive theoretical framework. The foundation is necessary for this research of metacognitive strategy. The substance and meaning framework would be provided as a guideline. This chapter uses the theory that builds the analyzing findings from the qualitative research.

This chapter also led to the major research questions which relate to the learners learning of metacognitive strategy. The students would know the step of metacognitive strategies from learning their subject discipline to their learning English and applications of the strategies. The ultimate purposed to provide the independent English language learners. The research also describes the potential difference between participants from the given disciplines of their learning of learning strategies in their discipline subjects and in English speaking.

## 3.2. Subject and Data of the Research

Subjects of this study are purposively chosen of eleventh-grade class EFL students in MIPA classes among all classes and grades in SMAM 2 Surabaya which consist of three learners of EFL students from SMAM 2 in Surabaya participated in this study. They have been chosen by their teacher who selects them into three categorized level of speaking skill. Through their teacher themselves, the result would become objectively. Mrs. Tanti who help this research run well and also who has been selected by the school. She is the one who guide the learners when they have competition which related to English skill. The data would be categorized into:

### 3.2.1.   High Level Learner

The high level or HL learner is a female student of SMAM 2 Surabaya who joins XI MIPA 1 who can speaks fluently, even in the hard situation for an

example, in the noisy area and many others. HL could give significant responses towards several tasks that have been thought by HL's teacher in many years. This learner has taken any kinds of course, especially English course that supports HL in English range. HL would have an extra time in English spoken and it is the differences between the other levels. Just like a native speaker from another country, speaking in English towards HL.

HL's spoken discourse showed significant with the clear speech in general expression with pronunciation and intonation which is generally clear. HL's paces to recall the information is quite short in vary times. The overall HL's intelligible still remains good. HL also could response several tasks that HL's teacher has been given with an effectiveness grammatical use and vocabulary. HL's coherent in delivering ideas is relevant. Even the responses may exhibit some inaccurate use vocabulary or a grammatical structure is limited in range of structure used.

HL also has a good environment which supports HL becomes a good learner who can speak fluently. In order to make it more fluent in spoken, HL also concerned about HL's pronunciation, grammar and vocabulary to enrich HL's speaking ability. HL tries to speak with HL's family with English language at least once a day or every day. HL often watches English movie in English translation or even without any subtitle. HL's sister helps learner to talk English everyday by using English language. Even, HL has already take course two hours a day which extremely stimulate HL to be a better learner even though HL has already approach this level of learner.

This learner has an excellent score in English inside or outside of HL's academic. This learner have an extra confident is speaking English in order to show HL up skill. Just like other spoken skill which consist of speech, presentation, debate or many other production language, this learner have try this kinds of task and ever join in those part competition, inside or even outside of her school. HL has achievement 19 rank in OSN (Olympiad Science Nation). HL also has a volunteer when the classmates need someone who can speak in English. At

least, HL has been selected into top 5 in HL own class and become an expert of speaker between other HL's friend mates. HL teacher has proven and guaranteed HL as a High level learner with and excellent scores above 85 in English skill. From those descriptions, the researcher found it from High level learner that the teacher has purpose it

### 3.2.2. Average Level Learner

This average level or AL learner is a female student of SMAM 2 Surabaya who join XI MIPA 4 who become this research subject has a good in speaking skill, AL also has an extra concentration in pronunciation and vocabulary, even AL has less competitive with the high level but HL still has a good in pronunciation, vocabulary and grammar. This learner also indicated as an average level learner because AL gave good responses towards several tasks that have been thought by HL's teacher in years.

This AL may be missing some relevant information when AL speaks on AL's speaking. The speech is clear in many times, when he faced the problems with the meaning in some places in corridor of pronunciation, pacing, and intonation. The control of his responses is limited in the range of grammar and vocabulary. AL could express the relevant ideas in precise or inaccurate connections. AL expression shows the evident of phrases level. The information that AL may responses have some relevant but it is in incomplete information. AL has no achievement outside of the school but AL have proven as a good speaker because AL mostly as a speaker when AL in the group.

AL has a good environment which AL is can learn and study English through movie and English video that AL always watch in his laptop in order to study or just by his own reason. AL also has a good environment which support AL's to study but in the past time, because AL only take a course when AL facing an examination. Usually, AL does many things with the other people in English,

AL usually text for examples: writing diary, sending message, or even chatting with AL's friends using English.

Even though AL is not joining in any kinds of competition, this learner becomes a good speaker in AL's class. Even AL did not take any kinds of course, at least AL try to enrich AL's speaking ability through other media of learning style for an example listening to the music, reading books or comics, or event watch any kinds of movies in English dub or English written discourse. This learner also has a good score in English inside AL's school at least. AL also has been the top 10 of AL academic rank in AL own class. AL teacher has proven and guaranteed AL as an average level student with and good score about 75 to 85 in English skill. From that description, the researcher found it from Average level learner that the teacher has purpose it.

### 3.2.3. Low level Learner

The Characteristic of this learner is a Low level or LL learner because LL gave low responses towards several tasks by LL's teachers. This learner is a male student Low level learner of SMAM 2 Surabaya who joins XI MIPA 4 who can speak English at least with his teacher. This learner shows a less skill of speaking ability. LL has less in concentration when LL speaks. LL is not concern in pronunciation, vocabulary, and grammar when LL speaks. LL is in the low level then other subjects. LL can only speak in English when LL speaks in English for examples when LL has a task that forces LL to speak in English. LL has response with very limited content with minimally coherence towards the context of the task. LL's speech may consist of pronunciation and intonation but frequently obscure with the meaning. LL's delivery is quite fragmented form in which contains of frequent pauses and hesitations. LL has the range of grammar and vocabulary control in several limit expressions of his ideas.

LL is not taking any course because LL thinks that is not proper to take. For instant, LL asks to other friends when LL finds any difficulties in English if LL could not get it from his friends then, LL tried to find it in dictionary. LL may

learn English from the game that LL wants to. Because, the purpose of playing game is not for study, but for having fun. Even though LL stimulated learn English by unconsciously.

This learner has low level responses that may rely on isolated words or short utterances in communicate the ideas. LL's responses fail to provide much relevant content. Ideas that are expressed are often inaccurate limited, and mostly have some repetitions. LL has no achievement outside and inside of the school mostly LL is not become a representative of his group when presentation. His speech is quite good but very low tone and pitch. LL is not taking any course in any situation, in daily or even when LL faces an examination. LL is not like to watch English movie. LL is not like to speak in English when LL speaks with his family or even with his friends.

This learner has a low score in English inside LL school at least. LL also has been below 10 ranks of LL's academic in his own class. LL could use his English with the other people in English in limit words, at least by using text for examples: sending message, or even chatting with LL's friends using English. LL's teacher has proven and guaranteed LL as a low level student with and good scores below 75 scores in English skill. . From those descriptions, the researcher found it from Low level learner that the teacher has purpose it.

### 3.3.    Instruments of the Research

    a. Metacognitive learning Speaking Questionnaire: in order to see whether there is any significant difference between the students use of metacognitive speaking strategies. It will use to obtain information about the varied degree of success of the methodology in Metacognitive Learning Strategy. The following types of strategies on the criteria for classifying as follows; their strategies which are the objective of data collection, the language skill that they interest based on task, the effectiveness strategy that they use. Those elements could be found by

collecting the data from the data collection procedures, such as questionnaire and interview (O'Malley 1990:86).

b. Interview: this one is really need it to make some data clear and precisely. Although some people may interviewing simply as a conversation with a purpose as explained by Kvale (1996). Even though this interview technique with different assumptions about the nature of knowledge and those are can be learned through the interview process. The parameters of a good interviews is depends on the disciplinary frame adopted by the interviewer.

c. Speech: This one need to be one of the data instrument which can be an objective indicator to know the real implementation of the subjects theory.

## 3.4. Data Collection Techniques

The collecting data is important thing in this research that can determine. In these data collection techniques, the researcher would explain into ten steps research. Those steps will be conducted, as follows:

• First, the researcher read the references about theories of learning strategy. This steps need lots of references to do this research, then, researcher asked about his lecturer's suggestions. This theory based on the Metacognitive strategy technique O'Malley (1990).

• Second, next step are how they way researchers get the data. Then, as his instruments of this research, researcher took the formula of questionnaire and interview guided from O'Malley and Chamot (1997) and leading under instruction of Mrs. Gusti Nur Hafifah S.Pd, Mpd.

• Third, after researcher got the theory, researcher tried to imagine where the subjects will be taken. This subject should be have qualification as O'Malley conducted and it should be in the grade of Senior High school because they are in the process of learning speaking as like this research purpose. That would be more objective and selective if it is in the high or favorite Senior high school in Surabaya.

- Fourth, the final chosen school is SMA Muhammadiyah 2 Surabaya. At SMAM 2 Surabaya which is as a representative of favorite school of Muhammadiyah Senior High School. From that school, the researcher believes that the subjects of research will be found at that place.

- Fifth is the step how to get the permission in that school. In order to do that, the researcher needs to get the permission letter from teaching office of UM Surabaya University.

- Sixth, the researcher got a permission letter; fourth, the letter gave to the Mrs. Nurul as an administrator of SMAM 2 Surabaya which is will be preceded to Dra. Anita Diah A. is a Curriculum in that school. From her instruction, Mrs. Tanti is the one who capable to handle and help this research well.

- Seventh is next step is how the way he gets the subjects. It would be more objective if the selector is their teacher themselves. Through their teacher, the subjects did not need a long time to get the subjects. The subjects are not random subjects, these subjects categorized into three level of learning speaking learner. Those categories are; High, Average, and Low level learner. Those are the way how the researcher got the subjects.

- Eight, the researcher needs to get the subjects scores, especially their English subject. In order to make it sure if they are qualified as those three categories level learners.

- Ninth, after the researcher prepared all the requirements of taking date. Researcher comes to SMAM 2 Surabaya as a place of the research will take. Before the day of the taken data come, the researcher and teacher wisely chose Three students which is divided into three level that the data really needed with the qualification that have been delivered in Chapter 1.

- Tenth, the learners separately will be given 10 minutes by the researcher to prepare their speech orally without any paper with same theme.

- Eleventh, learners who still at eleventh class as subjects of the data will be given some questions written at step above. Then, the interview section as the final steps of data collection techniques which will be done it by orally and it

will be recorded. Then, three selected students as a representative among all the students the school.

The classification of students is who classified as a high, average, and low level student. The selection of that students have conducted with the questions and spare time to answer several of interview questions to prove their speaking skill which related to their learning speaking for the purpose of this study. The scores obtained from this test will be analyzed in order to see whether there is any significant difference between high, average, and low level student. Immediately after the place had been settled, they will be given Metacognitive Learning Speaking Questionnaire and interview based on O'Malley and Chamot (1997).

## 3.5. Data Analysis

The data will be analyzed based on Chamot and O'Malley, 1997, as cited on his book "Learning Strategies in Second Language Acquisition" which includes of four main representative strategies of Metacognitive Strategy. Those representatives are; Selective attention, Planning, Monitoring, and Evaluation has been done by three subjects. Those strategies will be conducted below this paragraph.

Selective Attention is focusing on special aspects of learning tasks, as in planning to speak for key words or phrases. Planning is used as organization of spoken discourse. Monitoring that is reviewing attention to a task, comprehension of information that be remembered, or production while it is occurring. Evaluation while checking comprehension after completion a perceptive language activity or evaluating language production after it is has taken place.

This data collection also used to obtain information on all type of strategies, this research to focusing on one specific category of Metacognitive. The procedure has been generated into information of approaches which possible, in order to determine the way Metacognitive strategy used with specific task. The use of strategy can be obtained with questionnaire and guided by interviews because of those strategies coverage seems to occur with the procedures. Through

this step, the researcher could know what is the additional strategies may they used by the nature of approach.