

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method in this study including research design, population and sample, data collection, and data analysis.

2.1. Research Design

This research applies a descriptive quantitative design, aiming to explore students' metacognitive knowledge in speaking strategies. The study focuses on identifying which strategies are most frequently used and determining which areas of metacognitive awareness need further development.

According to Arikunto (2006), descriptive research is a method that seeks to describe phenomena as they occur in their natural settings without manipulating variables. Narbuko and Ahmadi (2015) similarly state that descriptive quantitative research involves collecting numerical data to describe the characteristics of a group or phenomenon systematically and accurately.

Since the data are collected through a structured questionnaire (MASQ) and presented in the form of means and standard deviations, this design is appropriate for analyzing the metacognitive strategy use among EFL students.

2.2. Population and Sample

The population of this study consists of students from the 1st, 3rd, 5th, and 7th semesters in the English Education Department at the University of Muhammadiyah Gresik. These four groups were selected because they had taken speaking-related courses such as Public Speaking, Academic Speaking, and Presentation Skills, which make them relevant for investigating speaking strategy use.

The total number of students involved in this study is 102, distributed as follows:

- 29 students from the 1st semester
- 22 students from the 3rd semester
- 24 students from the 5th semester

- 27 students from the 7th semester

Since all members of the population were included in the study, total population sampling was used. No random or stratified sampling techniques were applied, as the entire accessible population was surveyed.

This approach was chosen to ensure comprehensive and representative data on the metacognitive speaking strategies employed across different levels of study.

2.3. Research Instrument

The researcher uses one instrument which is questionnaire in collecting the data. According to Ary, et al. (2010), a questionnaire is a tool where respondents provide written answers to questions or select responses that best represent their views. This method allows researchers to collect data efficiently from multiple participants while ensuring consistency and standardization in responses. By using a questionnaire, the researcher can analyze participants' perspectives in a structured manner, making it a widely used approach in quantitative research.

The primary instrument used in this study is a questionnaire titled the Metacognitive Awareness Speaking Questionnaire (MASQ), developed by Sulistyowati et al. (2022). The MASQ is designed to measure students' metacognitive awareness in speaking through five subcomponents that reflect three major types of metacognitive knowledge: person knowledge, task knowledge, and strategic knowledge.

The questionnaire consists of 19 items, and each item is rated using a 5-point Likert scale as follows:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

The items are categorized into the following subcomponents:

- Person Knowledge (PK): Items 3 and 13

- Mental Translation (MT): Items 4, 9, and 16

- Direct Attention (DA): Items 2, 10, and 14
- Planning and Evaluation (PE): Items 1, 8, 12, 18, and 19
- Problem Solving (PS): Items 5, 6, 7, 11, 15, and 17

The components of Mental Translation and Direct Attention are part of Task Knowledge, while Planning & Evaluation and Problem Solving fall under Strategic Knowledge. This classification aligns with the theoretical framework adopted in this study as discussed in Chapter II.

The instrument is used to address both research questions:

1. To determine which metacognitive speaking strategies are used most frequently by EFL students.
2. To identify which metacognitive areas need further improvement.

2.4. Data Collection

The data in this study were collected through the administration of the Metacognitive Awareness Speaking Questionnaire (MASQ) to students from the 1st, 3rd, 5th, and 7th semesters in the English Education Department at the University of Muhammadiyah Gresik.

The questionnaire was distributed in person during class sessions with prior permission from the lecturers. Respondents were given clear instructions and were encouraged to answer each item honestly based on their personal experiences in speaking English. The completion time ranged between 15–20 minutes.

All items in the questionnaire were closed-ended and measured using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The students' responses were then collected and prepared for analysis to address the research questions regarding their metacognitive speaking strategy use.

This procedure ensured that data collection was conducted in a consistent, ethical, and focused manner, in alignment with the purpose and scope of the study.

2.5. Data Analysis

After collecting the data, the researcher analyzed the students' responses using descriptive statistical analysis through SPSS software. The main statistical tools

used were the mean and standard deviation for each item and subcomponent of the Metacognitive Awareness Speaking Questionnaire (MASQ).

The analysis aimed to:

1. Identify which metacognitive speaking strategies were used most frequently by students.
2. Determine which components of metacognitive awareness showed lower average scores and may require further development

Each of the five subcomponents—Person Knowledge (PK), Mental Translation (MT), Direct Attention (DA), Planning and Evaluation (PE), and Problem Solving (PS)—was analyzed separately. The results were then presented in tables and interpreted based on the mean score ranges.

To assist with interpretation, the following criteria were used:

- Mean \geq 4.00 → High frequency of use
- Mean 3.00–3.99 → Moderate frequency of use
- Mean $<$ 3.00 → Low frequency of use

This approach enabled the researcher to provide a detailed description of students' metacognitive awareness in speaking without classifying them into levels, which aligns with the descriptive nature of this study.