

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Research**

This research was descriptive research type. According to Gay et al (2012:7), qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomena of interest. This study is about students' motivation in speaking performance and the mostly factor influence students' motivation in speaking performance.

#### **B. Place and Time of the Research**

This research was conducted at class IX of Junior High School 2 Payakumbuh which located at Jl. Prof. Dr. Hamka No. 22 Payakumbuh. It was in July 2018.

#### **C. Respondent of the Research**

The population of this study was the IX grade students of Junior High School 2 Payakumbuh. Gay (1987: 107) states that population is the total of group to which the researcher would like to generalize the result of the study and sampling is the processes of selecting a number of represent one the large group from which they selected. Students were distributed in to eight classes such the following table:

**Table 3.1****Amount of Students at class IX of Junior High School 2 Payakumbuh**

No	Class	Total of students
1	IX.1	32
2	IX.2	34
3	IX.3	31
4	IX.4	32
5	IX.5	33
6	IX.6	34
7	IX.7	32
8	IX.8	32
Total		260

*Source: English teachers at class IX State Junior High School 2 Payakumbuh*

The technique of sampling in this study was random sampling. Arikunto in Putra (2016:4) states that when the subject is less than 100, better to take all subjects. If the number is too large, the subject can be taken between 10-15% or 20-25% or more. The population of IX grade students of State Junior High School was 260, so the researcher took 12% of the population as sample or 31 students.

#### **D. Instrument of the Research**

In this research, the researcher used questionnaire and interview to know the students' motivation at class IX of Junior High School 2 Payakumbuh.

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participant (Gay et al, 2012: 196). The questionnaire used Likert scale which consist of strongly disagree, agree, uncertain, disagree and strongly disagree (Gay et al, 2012: 187). The each optional answer has the points, it can be seen in the following table:

**Table 3.2**

**Score of Likert Scale**

<b>Alternative answer</b>	<b>Score</b>
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

The questionnaire consists of 24 items which is arranged based on the theory of factors affecting learners' motivation in English Language Education by Ekiz and Kulmetov (2016). They arranged the questionnaire in English. Researcher used it as guide in writing questionnaire and wrote them into Indonesian. The indicators of questionnaire were classroom features or environmental factors, teacher's attitude and parental factors. In briefly can be seen in following table:

**Table 3.3**  
**Blueprint of Questionnaire**

Factors	Indicators	Item number	Amount of items
Classroom features or environmental factors	classroom situations	1,2,3,4,5,6,7,8	8
	technological learning tools in the classroom		
Teacher's attitude	teaching methods	9,10,11,12,13,14,15,16	8
	giving guidance and advice		
Parental factors	parental involvement in child's study and school	17,18,19,20,21,22,23,24	8
	expectations for the child's success		

In the questionnaire, each factor had eight statements. The statements were written from the indicators of each factor. The classroom features and environmental factors consisted of classroom situation and technological learning tools in the classroom. The teachers' attitude consisted of the teachers' teaching methods and giving guidance and advice to students. The last factor, parental factors consisted of parental involvement in their children's study and school and expectation for their children's success.

There were eight statements for each factor. So, it can be concluded that there were 24 statements or item numbers in the questionnaire.

In order to strengthen the result of the questionnaire, the researcher also used interview. Interviewer of this research was the researcher and the interviewees were the students at class IX. The interviewees were the students who had filled the questionnaire. Most of them refused to be interviewed because they were shy. In the end, the researcher only got five students to be interviewed.

### 1. Validity Instrument

According to Sugiyono (2013: 168), the valid instrument is the instrument that used to get the valid data. Valid means the instrument will be used has a capability to measure something to be measured. Based on the result of validity, there are 10 invalid items and 18 valid items. The validity test used SPSS and the result can be seen in the following table:

**Table 3.4**  
**The Validity Instrument**

Item number	r count	r table	Validity
1	0.159	0.367	Invalid
2	0.547	0.367	Valid
3	0.424	0.367	Valid
4	0.464	0.367	Valid
5	0.443	0.367	Valid
6	0.695	0.367	Valid
7	0.425	0.367	Valid
8	0.017	0.367	Invalid
9	0.394	0.367	Valid
10	0.368	0.367	Valid
11	0.838	0.367	Valid
12	0.258	0.367	Invalid
13	0.343	0.367	Invalid

No	R count	R table	Validity
14	0.383	0.367	Valid
15	0.266	0.367	Invalid
16	0.046	0.367	Invalid
17	0.376	0.367	Valid
18	0.451	0.367	Valid
19	0.606	0.367	Valid
20	0.630	0.367	Valid
21	0.369	0.367	Valid
22	0.255	0.367	Invalid
23	0.805	0.367	Valid
24	0.787	0.367	Valid

The table showed that if  $r \text{ count} > r \text{ table}$ , the item was valid and if  $r \text{ count} < r \text{ table}$ , the item was not valid. There were seventeen valid items, such as 2,3,4,5,6,7,9,10,11,14,17,18,19,20,21,23,24 and seven the invalid items, they were 1,8,12,13,15,16,22.

## 2. Reliability instrument

Reliability defines whether an instrument can measure something to be measured constantly from time to time. According to Sugiyono (2013:168), reliable instrument is instrument that can be used to measure same object several times and it will get same data. The reliability test used SPSS (Statistical Product for Service Solution) version 24.

**Table 3.5**  
**The Reliability Norm by Guilford**

<b>'r' score of Product Moment</b>	<b>Interpretation</b>
0.00-0.20	Considered as no reliable
0.20-0.40	Low reliable
0.40-0.70	Medium reliable
0.70-0.90	Reliable
0.90-1.00	Very reliable

The result of reliability test of questionnaire by using SPSS was:

**Table 3.6**  
**The Result of Reliability Test**

**Case Processing Summary**

		N	%
Cases	Valid	31	100.0
	Excluded <sup>a</sup>	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.550	24

From the calculation of the instrument, the reliability score is 0.550. It can be concluded that the instrument was medium reliable.

### **E. Technique of the Data Collection**

In collecting the data, the researcher distributed questionnaire to the sample. Questionnaire is written ratings of items or answers to questions. Questionnaires present respondents with items or questions asking about their thoughts and actions. (Schunk, 2012:17).

In this research, the researcher also used interview. Interviewer of this research was the researcher and the interviewees were the students at class IX. The interviewees were the students who had filled the questionnaire. Most of them refused to be interviewed because they were shy. In the end, the researcher only got five students to be interviewed.

### **F. Technique of Analyzing Data**

The researcher used SPSS (Statistical Product for Service Solution) version 24 for analyzing the data. Then the researcher analyzed the interview to know the students motivation in speaking performance.