

CHAPTER III

METHODOLOGY

This chapter explains about the methodology of the study. It covers the research design, population and samples, data collection technique, and the last is data analysis.

3.1 Research Design

This study is conducted to map the students' English learning motivation in Department of English Language Education Islamic University of Indonesia. The researcher conduct it into a survey study. There are many definitions of survey study. One of the definitions comes from Pinsoneault and Kraemer (1993, p.70) define survey research as gathering informations from a large group of people about the characteristics, actions, and opinions. Survey research is used to solve the problems that have been observed, to answer the questions that have been raised, to assess the needs and set the goals, to analyze the trends across time, and also to describe what exist in what amount and what context (Isaac & Michael, 1997, p. 136).

There are three characteristics based on Kraemer (1991). Those characteristics are the survey research is used to describe spesific aspects of population quantitatively, the data of survey research are colected from people, finally the survey research uses selected portion of the population from the findings that can be generalized back to the population. According to Fraenkel and Wallen (2012, p.393) a survey research was done if the researcher is interested about a particular topic or issue from a large group of people opinions. Creswell (1994) adds a survey research provides a quantitative or numeric data of the population or the sample through the data colection process of asking the same questions to people.

This research is a quantitative research. Rasheed (2011) says that the most commonly use in quantitative research is including questionnaire and also test. But in this research, the researcher only use one data instrument which is questionnaire. The researcher collected the data by distributing the questionnaire to the students of English Language Department Islamic University of Indonesia by using Google Form. It helps researcher to collect the data easily. This is the link of Google Form (<https://docs.google.com/forms/d/1IJD-fQVWGu79Hi7IsSKfw4pdQDrwORWmzDNlvOJD7E/edit>)

3.2 Population and Sample

3.2.1. Population

According to Arikunto (2006) population is all of the subject of research. The population in this research is English Language Department Students of Islamic University of Indonesia. The target of students' population in this study is from batch 2015, 2016, and also 2017. Total students of English Language Department from batch 2015, 2016, and 2017 are 271 students. The students from batch 2015 are 72, 2016 are 91 and 2017 are 108.

3.2.2. Sample

Sample is a partial or representative of the population which has the same characteristics (Arikunto, 2006). If the study population is less than 100, taken all the research sample. But, if the study population is more than 100, it will be taken 10-15 %, 20-25 %, or more (Arikunto, 2006). Based on the following statement, the population in this research is more than 100, the researcher decides to take 20 % from the population as a total sample. The total sample of this research is 54 respondents.

3.3 Data Collection Techniques

This sub-chapter explains on data collecting technique which is instrument, validity, and also reability.

3.3.1 Instrument

This section discusses about the instrument that is used to collect the data. The researcher choose a questionnaire to gain the personal information from the respondents (Hopkins, 2008). The researcher chooses questionnaire because it is a simple way to obtain any information from respondents especially those which ask specific questions (Hopkins, 2008).

The questionnaire is adapted from Li, Chuang & Fu (2006) English Learning Motivation Scale (ELMS) that consisted of 38 items. The questionnaire consisted of two parts. Part I consisted of 13 items about respondents' background information such as name, gender, batch, and also phone number. Considering the context of the study, the researcher eliminates the description on: what is your major? Part II consisted of 20 items about self-evaluation of English learning motivation. There are four point Likert scale of each statements to identify the level of agreement or disagreement of respondents. The respondents have to choose one of the choices such as strongly agree, agree, disagree, and strongly disagree.

The English Learning Motivation Scale (ELMS) is a research instrument in this study, and it covers six factors such as:

1. Expectancy-value: a student's motivation is determined by how much they value goals, and whether they hope to succeed (Questions 1 in Learning Motivation Scale)
2. Instrumental motivation: want to learn the language for the purpose of getting some concrete goals like work, graduation, or the ability to read academic material (Questions 2-7 in Learning Motivation Scale)
3. An interest in foreign cultures: learning English because interested about the people and things from English speaking countries (Questions 8-12 in Learning Motivation Scale)
4. Self-efficacy: people's beliefs about their ability to produce specified levels of performance affect the experience of events that affect their lives (Questions 13 in Learning Motivation Scale)
5. Supereminance: the quality of superior eminence, rank, dignity, distinguished, conspicuous, or worthy of note above others (Questions 14-17 in Learning Motivation Scale)
6. Passive motivation: Passive motivation is described as more than a quality of extrinsic motivation. A passive-motivated learner usually learns because of external factors, such as environmental tendencies, and thinks it is not easy for them to change something, like intelligence (Questions 18-20 in Learning Motivation Scale)

Based on the construct of English learning motivation, several statements are used as questionnaire items which is presented in Table 3.

Table 3: Questionnaire Items

No	Statements	Classification
1.	I think learning English makes me happy	Expectancy-value
2.	I learn English because it is beneficial to job-hunting in the future.	
3.	I learn English because it is useful for studies and tests.	
4.	I learn English because I can make friends with English speakers.	
5.	I learn English because it is convenient for me to travel overseas.	
6.	I learn English because English is a global language.	Instrumental motivation
7.	I learn English because it is useful for reading English books, newspapers, magazines, and comic books.	
8.	I learn English because I am interested in English-speaking countries.	
9.	I learn English because I am interested in the people and things in English-speaking countries.	An interest in foreign language cultures
10	I learn English because English is a special language.	
11.	I learn English because English is melodious.	
12.	I learn English because English is beautiful.	
13.	I think having good English can make more friends.	Self-efficacy
14.	I learn English because English-speaking countries are powerful nations nowadays.	

15. I learn English because many successful people can speak English.	
16. I think a leader should be able to speak English.	Supereminance
17. I think it is behind the times if someone does not learn English.	
18. I learn English because it makes me understand English movies, programs, and cartoons.	Passive motivation
19. I learn English because everyone learns English.	
20. I think learning English is related to intelligence.	

3.3.2 Validity

A test has high validity if the tool performs the measuring function appropriately or provides a measurement result that is in accordance with the purpose of doing the measurement. It means, the measurement result is the quantities that accurately reflect the facts or circumstances of what is being measured (Saifuddin, 1998).

The researcher distributed 27 items of the questionnaire to the 32 respondents of English Language Department students Islamic University of Indonesia batch 2014. After gathering all of the data, the researcher used SPSS to analyze the data. The result is, there are invalid items. The researcher makes a minor modification because there are 7 items which are invalid. Before distributing the questionnaire to the respondents, the researcher eliminated the 7 items of the questionnaire. The total items used in this research are 20 items. The data were analyzed to identify the r value, the researcher compared the r arithmetic and r table. The r table with significance level amount 5% is 0.348 . If r arithmetic is counted $>$ r table in every questions, the instrument is valid in every questions. Here is an analysis result of validity test of the questionnaire that used:

a. Hypothesis

$H_0: \rho_{xy} = 0$ (there is no correlation between one attribute with another attribute or the item is invalid)

$H_1: \rho_{xy} \neq 0$ (there is correlation between one attribute with another attribute or the item is valid)

b. Significance level

$$\alpha = 0.05$$

c. Critical area

Reject H_0 if $r_{arithmetic} > r_{table}$

d. Statistical test

The result of validity test

	R Arithmetic	Symbol	R Table	Description
Q1	0,066	<	0.348	Invalid
Q2	0,185	<	0.348	Invalid
Q3	0,445	>	0.348	Valid
Q4	0,257	<	0.348	Invalid
Q5	0,362	>	0.348	Valid
Q6	0,605	>	0.348	Valid
Q7	0,603	>	0.348	Valid
Q8	0,481	>	0.348	Valid
Q9	0,415	>	0.348	Valid
Q10	0,514	>	0.348	Valid
Q11	0,141	<	0.348	Invalid
Q12	0,548	>	0.348	Valid
Q13	0,595	>	0.348	Valid
Q14	0,593	>	0.348	Valid

Q15	0,668	>	0.348	Valid
Q16	0,682	>	0.348	Valid
Q17	0,272	<	0.348	Invalid
Q18	0,286	<	0.348	Invalid
Q19	0,251	<	0.348	Invalid
Q20	0,537	>	0.348	Valid
Q21	0,636	>	0.348	Valid
Q22	0,657	>	0.348	Valid
Q23	0,582	>	0.348	Valid
Q24	0,563	>	0.348	Valid
Q25	0,380	>	0.348	Valid
Q26	0,406	>	0.348	Valid
Q27	0,437	>	0.348	Valid

After the data were processed, the researcher found 7 items were invalid. Therefore, the researcher eliminated the items that were invalid namely Q1,Q2,Q4,Q11,Q17,Q18, and Q19 from the result of validity test. The researcher only used the valid items namely Q3,Q5,Q6,Q7,Q8,Q9,Q10,Q12,Q13,Q14,Q15,Q16,Q20,Q21,Q22,Q23,Q24,Q25,Q26, and also Q27. The total of valid items are 20 items. Therefore, this research, only use 20 items of ELMS by Li, Chuang & Fu (2006).

3.3.3 Reliability

Reability test is used to measure a questionnaire which is an indicator of a variable or construct. An instrument can be said reliable if the Croanbach's Alpha or usually called as reliability coefficient (α) is higher than 0.70 (Janti, 2014).

a. Hypothesis

$H_0: \rho_{xy} = 0$ (there is no correlation between questions score and attribute score or the questions are not reliable)

$H_1: \rho_{xy} \neq 0$ (there is a correlation between questions score and attribute score or the questions are reliable)

b. Significance level

$\alpha = 0.05$

c. Critical area

Reject H_0 if $r_{arithmetic} > r_{table}$

d. Statistical test

Reliability test	
Nilai $r_{arithmetic}$	Nilai r_{table}
.888	.348

Reliability Statistics		
Cronbach's Alpha Based on Cronbach's Standardized		
Alpha	Items	N of Items
.889	.888	27

From the reability result above, it can be seen that the Croanbach's Alpha was 0,8. The result was high enough or reliable. It means that the instrument was reliable or can be used in this research.

In this research, the researcher used the questionnaire by Li, Chuang & Fu (2006) which include two parts. Part I is about background information including 13 items and part II about self-evaluation of English learning motivation including 20 items.

3.3.4. Respondents' Background Information

This part is designed to collect the background information from the respondents such as name, gender, phone number, batch, etc. By knowing the respondents' background information it might help the researcher if there is respondents data are unappropriate after distributed, the researcher can asked the respondents.

3.3.5. The Questionnaire about English Learning Motivation

The questionnaire presents the scale (1,2,3,4). The questionnaire scale indicates the frequency of each scale.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

3.4 Steps of Data Analysis Technique

The steps of data analysis technique in this research are:

1. Reviewing the appropriate motivation literature that can be used
2. Choosing the instrument from Li, Chuang & Fu (2006)
3. Doing the validity and reability test to make sure that the instrument has good validity and reability and also can be used
4. Checking one by one the items of questionnaire to make sure it is easy to make the respondents unders-tand
5. Distributing the questionnaire to English Language Department students especially batch 2015, 2016, and also 2017 and getting the 82 responses.

The questionnaire is distributed to the English Language Department batch 2015,2016, and 2017. It is using Google Form to collecting the data. The researcher collecting the data on July 4 – July 9 2018 by giving the link of Google Form to the students. The researcher asissting less than 30 minutes until the students completed the questionnaire. Link:(<https://docs.google.com/forms/d/1IJDfQVWGu79Hi7IsSKfw4pdQDrwORWmzDNlvOJD7E/edit>) After all of the data gathered, the researcher analyzed the data by using Microsoft Excel.