CHAPTER III
RESEARCH METHOD

This chapter presents the research method. It covers research design, population, sample and sampling technique, time, data collection, and data technique analysis.

3.1 Research Design

This study used correlational design. Cresswell (2012) states, “In correlational research design, the researchers use the correlational statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores”. Furthermore, Cresswell (2012) also states that the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate using the correlation statistic, two or more scores for each individual.

In order to strengthen the reason why this study used correlational design, based on Cresswell (2012), this type of study can be conducted if it meets these conditions: a) the researchers seek to relate two or more variables to see if they influence each other, b) the researchers want to predict an outcome of the relationship of two or more variables, and c) the researchers know and can apply statistical knowledge based on calculating the correlation statistical test.

This study involved two variables: a) motivation given by the lecturers as the independent variable, and b) self-confidence in speaking English as the
dependent variable. Since this study tried to reveal correlation between these two
variables, the correlational study was the most appropriate.

Based on conditions described by Cresswell in the previous paragraph, this
study meets the condition to conduct correlational study because: a) this study
tried to reveal if motivation given by the lecturers influence students’ self-
confidence in speaking English, b) this study wanted to predict the outcome of the
variables by using hypothesis which is described in chapter I, and c) in order to
know the result of the study, the researcher analyzed the data of this study by
using SPSS version 23.0 and used pearson correlation statistical technique.

In addition, Creswell (2012) also suggests the steps of correlational study
as follows: a) doing preliminary study, b) determining individual or group that
will be the target of the study, c) identifying, arranging, or adapting research
instruments that will be used to collect data of the study, d) collecting the data, e)
analyzing and presenting the data, and f) interpreting the result of data analysis.

3.2. Population and Sample

Sugiyono (2015) stated that population in quantitative study (in this case
correlational study) consisted of objects or subjects that had certain characteristics
to be studied. This study was specifically aimed to reveal the correlation between
motivation given by the lecturers and the students’ self-confidence in speaking
English inside or outside the classroom. For that purpose, the population of this
study was all students of English Department of UMM that had passed Speaking
subject. The reason why they were chosen as the population was because this
study needed to see their speaking 1-4 scores first. The purpose was to see whether or not their speaking scores represent their ability or their confidence in speaking English. Based on the preliminary study conducted on June 24, 2016, the population of this study was 276 students consisting of 182 female students and 94 male students.

This study did not involve all 276 students as the participants. The researcher represented the population into smaller amount. Arikunto (2010) stated that sample is the representation of population of the study. In choosing the sample, the researcher could not take it inconsequentially. There must be a sampling technique in order to make sure that the sample is representative to population.

This study used “simple random sampling”. Based on Kerlinger (2006:188), simple random sampling a research method which every member of the population has equal opportunity to be the participant. In addition, Sugiyono (2001:57) stated it is called ‘simple random sampling’ because it is done randomly without categorizing anything in the population.

To determine the amount of sample of this study, Arikunto (2005) stated that if the total subject of the study is more than 150, the researchers might take thirty percent of the total population. Based on Arikunto’ statement, this study took 83 subjects from the total 276 members of population. The samples of this study were selected by doing lottery method. Since the lottery method is quite burdensome if it is done by hand, lottery method is done by using Microsoft Excel
so it was more time effective and efficient. The steps of doing lottery method by using Microsoft Excel are available in Appendix 1.

3.3 Data collecting

3.3.1 Data and Sources of Data

There were two kinds of data collected in this study, that is the data about the motivation given by the lecturers and the data about students’ self-confidence in speaking English. Students were the main source of the data of this study. They were asked to describe how the lecturers’ role in giving motivation inside the classroom and how they applied their speaking ability in their daily life. To collect these data, the technique and instrument of collecting data were needed.

3.3.2 Technique and Instrument of Collecting Data

Data collection in this study was done by distributing a rating scale. Arikunto (2010) states that rating scale is a measuring instrument in the form of written statements to gain information from participants. Since the rating scale gave the researcher “raw data”, the data needed to be interpreted to make it understandable. In this study, two rating scales were made. One rating scale was used to measure the motivation given by lecturers, and the other one was used to measure students’ self-confidence in speaking English.

3.3.2.1 Motivation given by lecturers Questionnaire

The data about the motivation given by lecturers were collected using the rating scale that had been created by the researcher. The researcher created the instrument based on the literature review that had been described in the previous
chapter. The instrument consisted of two indicators, eleven descriptors, and 23 statements. The statements consisted of thirteen favorable statements and ten unfavorable statements.

The scale used in the motivation given by the lecturers instrument consisted of four levels as follow.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Never/ disagree</td>
</tr>
<tr>
<td>2</td>
<td>Seldom/ Fairly agree</td>
</tr>
<tr>
<td>3</td>
<td>Often/ agree</td>
</tr>
<tr>
<td>4</td>
<td>Always/ really agree</td>
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</tbody>
</table>

This instrument assessed the intensity of the motivation given by the lecturers. Since there were 23 statements and four scales in the questionnaire, the maximum score was 92. To assess motivation given by the lecturers, the range of score was interpreted as follows:

23-39 : The intensity of motivation given by the lecturers is very low/ lecturers almost never give motivation to their students/ each lecturer motivates their students during teaching activity inside the classroom less than five times in a semester.

40-56 : The intensity of motivation given by the lecturers is low/ lecturers sometimes give motivation to their students/ each lecturer motivates their students during teaching activity inside the classroom five up to eight times in a semester.

57-73 : The intensity of motivation given by the lecturers is high/ lecturers frequently give motivation to their students/ each lecturer motivates
their students during teaching activity inside the classroom nine up to twelve times in a semester.

74-92 : The intensity of motivation given by the lecturers is very high/lecturers always give motivation to their students/each lecturer motivates their students during teaching activity inside the classroom more than twelve times in a semester.

3.3.2.2 Students’ Self-Confidence in Speaking English Questionnaire

The data about students’ self-confidence in speaking English were collected using the rating scale that had been created by the researcher. The researcher created the instrument based on the definition of key terms and literature review that had been described in the previous chapter. The instrument consisted of four indicators, nine descriptors, and 23 statements that consisted of thirteen favorable statements and ten unfavorable statements.

Scale used in the instrument about students’ self-confidence in speaking English consisted of four levels as follow.

<table>
<thead>
<tr>
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<th>Interpretation</th>
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<td>1</td>
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<td>4</td>
<td>Always/ really agree</td>
</tr>
</tbody>
</table>

This instrument assessed the students’ self-confidence in speaking English. It assessed how confidence was the students in practicing their English speaking ability inside or outside the classroom. Since there were 23 statements and four scales in the questionnaire, the maximum score was 92. To assess
students’ self-confidence in speaking English, the range of score was interpreted as follows:

23-39 : The students’ self-confidence in speaking English is very low/ The students almost never communicate using English inside or outside the classroom.

40-56 : The students’ self-confidence in speaking English is low/ The students communicate using English inside or outside the classroom infrequently.

57-73 : The students’ self-confidence in speaking English is high/ The students often communicate using English inside or outside the classroom.

74-92 : The students’ self-confidence in speaking English is very high/ The students always communicate using English inside or outside the classroom whenever there are possibilities.

3.4.3 Steps in Collecting Data

Collecting data was the crucial step in this study. The validity of the study could be viewed from how the researcher collected data of the study. The steps of collecting data in this study is described as follows: a) determining sample of students as main source of data of the study, b) constructing the instruments for data collection, c) the instruments reviewing by experts to evaluate the appropriateness of the instrument (in this case is Advisors 1 and 2), d) distributing instruments to students by online, and e) analyzing the data.
3.5 Data Analysis Method

Data analysis was the next step once the data had been completely collected. The purpose of data analysis was to “read” the result of the data collection. For every study, in order to find the result, data analysis may not be missed. The data that had been taken from questionnaire were analyzed by using computerized statistic.

The data of this study were analyzed by using SPSS version 23.0. It was done by using Pearson correlation technique in order to find if there is any correlation between motivation given by lecturers and students’ self-confidence in speaking English or not. Furthermore, this analysis method tried to find out how significant was the correlation (Atmoko, 2012). The reason why the researcher used this method was because it was more efficient and to gain more valid result rather than using statistic manually.

In addition, this study used parametric statistic. It is a calculation that is done based on basic assumption, and proved through a study. Statistic test could be done after all the data had been collected. The steps in doing statistic test of correlational study using SPSS is described as follows:

1. Doing normality test in order to know data distribution, data analysis could only be done if the data were distributed normally
2. Doing the correlation test using pearson correlation technique
3. Presenting the statistic results
4. Interpreting the statistic result by noticing the score of Pearson correlation and value of data significance. Interpretation could be used to test whether H0 or H1 is accepted in a study (Atmoko, 2012).