

CHAPTER III

RESEARCH METHODOLOGY

This study is a quantitative research. According to Creswell (2014, p.201) a quantitative research provides a quantitative or numeric description of attitudes, trends or opinions of a population by studying a sample of that population. From the explanation above, it can be concluded that a quantitative research is related to population because quantitative research is a research that takes a sample from one population and then studying it. In this research, the writer added interviews to get more information from the questionnaire.

3.1 Method of Data Collection

3.1.1 Participants

The population of this research was 2016-2017 students of Faculty of Language and Arts Soegijapranata Catholic University. There were 123 students, 49 of them were *Englispreneurship* students and 74 were English Literature students from batch 2016-2017. According to Cohen, Manion, & Morrison (2007), total population is taken based on the number of sample size. The writer decided to take 90% population as sample of the study, it means that this research took 42 *Englispreneurship* students and 59 English Literature students as the sample of this study. The researcher also selected 12 students from the participants to be interviewed.

3.1.2 Instrument

In collecting the data for this study, the writer used two instruments. They were questionnaire and interviews. The questionnaire was about instrumental and integrative motivation in learning English. According to Cohen, Manion & Marrison (2007) there are two kind of questionnaire: Closed ended Questionnaire and Open-ended Questionnaire. In this research, the writer used closed ended questionnaire. All of the respondents marked their choices of answers which were arranged based on Likert scale. The Likert scale in this study has five categories (Siniscalco & Auriat, 2005). They are:

1. Strongly Agree (5 points)
2. Agree (4 points)
3. Neutral (3 points)
4. Disagree (2 points)
5. Strongly disagree (1 point)

The questionnaire for this research was adopted from Ratanawale Wimolmas's Survey of Motivation (2012) for integrative motivation and Survey of Motivation by Syahidzan, Redzuan, Anak Buda, Aqiera, & Abdullah (2013) for instrumental motivation. The interview was used to crosscheck the result of the questionnaire.

3.2 Procedure

The procedures to collect the data in this research were as follows:

1. Adopting the Questionnaire

The questionnaire was adopted from Ratanawalee Wimolmas's Survey of Motivation (2012) for integrative motivation and Survey of Motivation for instrumental motivation Syahidzan (2013).

2. Piloting Study

To find out whether the questionnaire was valid or not, the writer did pilot study. The questionnaires were distributed to 20 students from Faculty of Language and Arts. The participants for pilot study were not the respondents of the research.

3. Analyzing the Validity and Reliability

In this research, the writer used SPSS 16 to check the validity and reliability of the instrument. She used R table as validity level. The validity value of 20 respondents is 0,378. The statement is valid if the value of significance is higher than the value in r-table. The formula used in this validity is $df = n - 2$. N is the participants of the pilot study. In this pilot study, the researcher used 20 participants that means $df = 20 - 2 = 18$ with a significance of level of 5%.

The writer used Cronbach's Alpha for checking the data reliability.

A statement would be reliable if the value is more than 0.60.

| Cronbach's alpha | Internal consistency |
|-------------------------|----------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 > \alpha \geq 0.8$ | Good |
| $0.8 > \alpha \geq 0.7$ | Acceptable |
| $0.7 > \alpha \geq 0.6$ | Questionable |
| $0.6 > \alpha \geq 0.5$ | Poor |
| $0.5 > \alpha$ | Unacceptable |

Figure 1: Cronbach Alpha Reliability Level

Table 3.2.1

Validity Table Result

Instrumental Motivation

| <u>Statements</u> | <u>R_{value}</u> | <u>R_{table}</u> | <u>Information</u> |
|---|--------------------------|--------------------------|--------------------|
| I only use English to do my assignments and the exams. | 0.379 | 0.378 | VALID |
| I always copy sentences directly from books/articles even though I do not understand the meaning. | 0.609 | 0.378 | VALID |
| I only read English materials that are related to my assignments. | 0.637 | 0.378 | VALID |
| I learn English to pass my Diploma and to get a good job in the future | 0.636 | 0.378 | VALID |
| I learn English language just because I am interested in furthering my higher education | 0.529 | 0.378 | VALID |
| I learn English because it is important for | 0.390 | 0.378 | VALID |

traveling overseas.

I learn English to look more sophisticated and knowledgeable. 0.636 0.378 VALID

I learn English to have a better career in the future 0.680 0.378 VALID

I learn English because it can lead to more success and achievements in life 0.622 0.378 VALID

I learn English because being proficient in English makes other people respect me. 0.765 0.378 VALID

Table 3.2.2

Reliability Table Result

Instrumental Motivation

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .863 | 10 |

Table 3.2.3

Validity Table Result

Integrative Motivation

| <u>Statements</u> | <u>R_{value}</u> | <u>R_{table}</u> | <u>Information</u> |
|---|---------------------------------|---------------------------------|---------------------------|
| Studying English enables me to understand English books, movies, pop music etc. | 0.738 | 0.378 | VALID |

| | | | |
|--|-------|-------|-------|
| Studying English enables me to better understand and appreciate the ways of life of native English speakers. | 0.915 | 0.378 | VALID |
| Studying English enables me to keep in touch with foreign acquaintances | 0.826 | 0.378 | VALID |
| Studying English enables me to discuss interesting topics in English with the people from other national backgrounds. | 0.839 | 0.378 | VALID |
| Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists. | 0.770 | 0.378 | VALID |
| Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups | 0.679 | 0.378 | VALID |
| Studying English enables me to behave like native English speakers: e.g. accent, using English expressions. | 0.521 | 0.378 | VALID |
| Studying English enables me to appreciate English arts and literature | 0.546 | 0.378 | VALID |
| Studying English helps me to be an open-minded, and sociable person like English speaking people. | 0.788 | 0.378 | VALID |
| I am determined to study English as best as I | 0.638 | 0.378 | VALID |

can to achieve maximum proficiency

Table 3.2.4

Reliability Table Result

Integrative Motivation

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .928 | 10 |

Based on table 3.2.1 and 3.2.3, all statements are valid. The writer decided to distribute all the questionnaires to 42 *Englishpreneurship* students and the other 59 to English Literature students' batch 2016-2017 at the Faculty of Language and Arts Soegijapranata Catholic University.

4. Distributing the Questionnaires

The writer collected data from participants. The participants of this research were students from Faculty of Language and Arts Soegijapranata Catholic University in English Literature and *Englishpreneurship* programs from batch 2016-2017. The researcher distributed the questionnaires via offline.

5. Doing Interviews

After distributing the questionnaires, the writer made some interviews with 12 selected students.

6. Analyzing the Results of the Questionnaires and Interviews

The researcher used SPSS to analyze the results of the questionnaires. SPSS in this research was used to find the means and then the writer interpret the interview.

7. Writing Report of the Research

The researcher wrote the results of the analysis as a report.

3.3 Data Analysis

After the data collection, the writer did the analysis. She used descriptive statistics by focusing on the mean for the questionnaires. In the end, she interpreted and presented the findings.

In the questionnaires, the scale was used to specify the level of the disagreement and agreement according to Wimolmas (2012) with the following criteria:

| Mean Range | Interpretation |
|-------------|-------------------------------|
| 3.68 - 5.00 | High degree of Motivation |
| 2.34 - 3.67 | Moderate degree of Motivation |
| 1.00 - 2.33 | Low degree of Motivation |