

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Data Collection

In collecting the data, the writer used a quantitative method by using close-ended questionnaires to get the data from the targeted respondents. Creswell (2017) said that a quantitative research collects the data through some predetermined instruments through examining documents, observing the respondents' behavior and also interviewing participants.

1. Participants

The participants of this research were the students of Faculty of Language and Arts in Soegijapranata Catholic University Semarang who are taking the Speaking for Group Interaction's Class. There are 57 students who are taking the class of Speaking for Group Interaction. For this study, the writer used all students to be the participants. This sampling method is based on the population sampling which was created by Cohen, Manion, & Morrison (2007) who stated that large samples are much better when there are only small differences expected. Thus, the writer used all students as the sample of this study.

2. Instruments

The writer used questionnaire as the instrument to achieve the purpose of this research. The writer used close-ended questionnaire to get the data about the students' reticence in Speaking for Group Interaction's Class. The questionnaire aimed to find out the factors that affect the students to have reticence in the class of Speaking for Group Interaction. There were 12 questions that were adopted from Chowdhury (2015) but the writer modified the questions into 36 questions based on the situations

of Speaking for Group Interaction's Class as there are three different assessments: daily activities, mid-test and also final test in Faculty of Language and Arts in Soegijapranata Catholic University Semarang. This questionnaire used Likert scale that ranges from 1 to 4, as 1 means strongly disagree, 2 means disagree, 3 means agree and 4 means strongly agree. The writer did not 5 scale because the writer wanted to

The writer decided to divide the questionnaire into three different assessment: daily-activities, mid-test and also final test because the writer wanted to find out whether the classroom activities which has been proposed by Riasati (2014) who mentioned about different classroom activities bring different level of reticence is true or not.

3.2 Procedure

In order to find the objectives of this study, the research was done through some procedures as follows.

- 1. Adopting the questionnaire**

The writer adopted the questionnaire from Chowdhury (2015). There were 12 questions but the writer modified it into 36 questions based on the situations of the students of Faculty of Language and Arts who are taking the Speaking for Group Interaction's Class.

- 2. Piloting the questionnaire**

The writer piloted the questionnaire to 10 students who do not become the participants of this research for checking the validity of the questionnaire.

- 3. Distributing the questionnaire**

When the questionnaire had been checked its validity, the writer distributed it to all of the respondents who are the students of the Speaking for Group Interaction's Class in Soegijapranata Catholic University.

4. Analyzing the validity and reliability

In analyzing the data, the writer used SPSS to check the validity and reliability of the instrument. As the validity level, the writer used the R table. The formula used in checking the validity is $df = n - 2$. The writer chose 10 respondents for the piloting which means $df = 10 - 2 = 8$. The validity value of 10 respondents is 0,63 with the significance level of 5%. For checking the reliability, the writer used Cronbach's Alpha. Each statement would be considered as reliable when it has the value for more than 0.60 which was shown in the table as follows.

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 for Daily Activities

<u>Statements</u>	<u>R_{value}</u>	<u>R_{table}</u>	<u>Information</u>
I am nervous when talking.	0.66	0.63	VALID
I feel tense when talking.	0.67	0.63	VALID
I stumble over my words.	0.66	0.63	VALID

I muddle my words.	0.65	0.63	VALID
I forget what I want to say when talking.	0.41	0.63	INVALID
I lose sight of what I want to say when talking.	0.69	0.63	VALID
My thoughts are disorganized.	0.67	0.63	VALID
My thoughts are jumbled.	0,67	0,63	VALID
I wait too long to say what I want to say.	0,71	0,63	VALID
I hesitate too long to say what I want to say.	0,7	0,63	VALID
I am unaware of what to say.	0,67	0,63	VALID
I am unfamiliar with what to say.	0,68	0,63	VALID

Table 3.2.2

Reliability Table Result for Daily Activities

Reliability Statistics

Cronbach's Alpha	N of Items
,761	12

Table 3.2.3

Validity Table Result for Mid-Test

<u>Statements</u>	<u>R_{value}</u>	<u>R_{table}</u>	<u>Information</u>
I am nervous when talking.	0.67	0.63	VALID

I feel tense when talking.	0.74	0.63	VALID
I stumble over my words.	0.64	0.63	VALID
I muddle my words.	0.61	0.63	INVALID
I forget what I want to say when talking.	0.72	0.63	VALID
I lose sight of what I want to say when talking.	0.69	0.63	VALID
My thoughts are disorganized.	0.67	0.63	VALID
My thoughts are jumbled.	0.69	0.63	VALID
I wait too long to say what I want to say.	0.66	0.63	VALID
I hesitate too long to say what I want to say.	0.67	0.63	VALID
I am unaware of what to say.	0.72	0.63	VALID
I am unfamiliar with what to say.	0.82	0.63	VALID

Table 3.2.4

Reliability Table Result for Mid-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,753	12

Table 3.2.5

Validity Table Result for Final Test

Statements	R_{value}	R_{table}	Information
I am nervous when talking.	0.67	0.63	VALID
I feel tense when talking.	0.67	0.63	VALID
I stumble over my words.	0.65	0.63	VALID
I muddle my words.	0.63	0.63	VALID
I forget what I want to say when talking.	0.72	0.63	VALID
I lose sight of what I want to say when talking.	0.69	0.63	VALID
My thoughts are disorganized.	0.67	0.63	VALID
My thoughts are jumbled.	0.69	0.63	VALID
I wait too long to say what I want to say.	0.66	0.63	VALID
I hesitate too long to say what I want to say.	0.67	0.63	VALID
I am unaware of what to say.	0.72	0.63	VALID
I am unfamiliar with what to say.	0.82	0.63	VALID

Table 3.2.6

Reliability Table Result for Final Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,895	12

The validity results showed that there were two statements in the questionnaire: statement number five in the daily activities and also statement number four in the mid-test part that are invalid. Thus, the writer decided to omit these two statements to get rid of the invalid statements and to get better results. The writer then distributed the questionnaire to 57 respondents in the Speaking for Group Interaction Class.

3.3 Data Analysis

The result of the questionnaire was analyzed by using SPSS to get the data about students' reticence in the class of Speaking for Group Interaction. The raw data were analyzed in order to get the descriptive statistics. Through descriptive statistics, the writer got the percentage. When the percentage is more than 50%, it means that the respondents agreed that the statements mentioned are the factors that cause reticence in the daily activities, mid-test, and also final test. In the analysis table, there were 4 numbers meaning that number 1 means strongly disagree, number 2 means disagree, number 3 means agree and number 4 means strongly agree. The percentage is the total number between number 3 and number 4. After that, the writer also used the mean from descriptive statistics to ensure the information from the percentage.