

## CHAPTER III

### METHOD OF RESEARCH

#### A. Research Method and Design

Correlation method in a quantitative design is the method that used by researcher. Here, the researcher uses the correlation statistical test to measure and describe two variables. This research investigates about the correlation between students' motivation and their speaking performance. There are two variables in this research, independent variable and dependent variable. As a purposed by Hartono, independent variable is a variable that is giving influence to the dependent variable (2004, p. 68). Students' Motivation in learning is as independent variable and students' speaking performance is as dependent variable. Both of variable is labeled "X" as independent variable and "Y" as dependent variable.



For finding the data of the students' motivation, the researcher conducted field research by distributing questionnaires and observing students' classroom for confirming the result. Then after collected the data. It will be analyzed by the formula of correlation product moment and the data of students, speaking performance will be found by giving test.

## **B. Population and sample of the research**

The researcher did a research in PPB (Language development center) at Antasari State Islamic University Banjarmasin academic year 2016 – 2017. There are 93 groups with 1942 students that divided to be three categories there are remedial class, regular class, and basic class. However, the researcher only takes 50 students with different level and group randomly as a sample by using convenience sampling. This technique was taken because some reasons. The first, these techniques were recommendation from researcher's supervisor. The second, the researcher only has limited time, energy, and fund.

## **C. Research Setting**

The researcher takes place for this research at dormitory of UIN Antasari Banjarmasin. The place is taken at Dormitory because the students of PPB have already finish their final examination and the researcher see that many of them live in dormitory.

## **D. Data**

The data that will be investigated in this research are students' motivation score in learning and students' speaking performance score.

## **E. Source of Data**

Source of data of this research are the students at PPB of Antasari State Islamic University Banjarmasin.

## **F. Data Collecting Procedure**

To collect the data involved in this research, the researcher uses some techniques as following below:

### **1. Questionnaire**

Questionnaire is used for finding the data of students' motivation in learning. The students answer some questions based on their actions and believe in questionnaire (Shunk, 2008, p. 14).

The attitude/motivation test battery (AMTB) by Gardner is questionnaire that used in this research to measure the students' motivation in learning. The researcher only chooses motivation statements from AMTB that match with this research and modified it based on the students. The respondents only choose the best one on the items and writing check list on the given answer. The answer consists five options; they are strongly agree, agree, doubtful, disagree and strongly disagree.

Extrinsic and intrinsic motivation are the questionnaire's indicator. There are components of indicator of students' motivation in learning used in this research:

- a. Extrinsic motivation
  1. Teachers
  2. Parents
  3. Environments

b. Intrinsic Motivation

1. Effort
2. Desire
3. Attitude

**Table 3.1 Indicator of Extrinsic and Intrinsic Motivation**

No	Aspect	Indicator
1	Teacher	Teacher encourage students to learn English, such as: a. Teacher gives reward to students. b. Teacher become an inspiration. c. Teacher used an interesting method in teaching and learning process.
2	Parents	Parents encourage students to learn English by: a. Asking students to follow English course b. Helping students to overcome difficulties c. Giving rewards to students.
3	Environment	Environment really influence students' ability to speak, such as: a. The situation in the class is very interesting. b. Students are easy to speak where ever they are. c. Students have high confidence to speak.
4	Effort	Students attempt to learn English by: a. Practice English every day. b. Asking to teacher when getting difficulties. c. Doing English assignment.
5	Desire	a. Students have strong desire to be able to speak English. b. English is very important for students' carrier in the future. c. Students' exercises English by watching English program on television.
6	Attitude	a. Students like to speak English b. Students considered English as an interesting lesson. c. Speaking in English is an important program in the school.

2. Oral test

Oral test is used in this research to know the students' speaking performance includes their pronunciation, grammar, vocabulary,

comprehension, and fluency. Oral test did to the students after the students answer the questionnaires. To avoid subjectivity, the test is assessed by four people that have a performance in speaking and know about speaking test they are Rahma Fitria Ningsih, S.Pd, Nurul Huda Syamsiah, S.Pd and Tri Hermawan, S. Ag and the researcher self.

3. Classifying the student's score by using the following criteria. The students' scores will be categorized into five level based on book of David P. Haris as follow:

**Table scores**

Score	Category
80-100	Excellent
70-<80	Good
60-<70	Fair
50-<60	Low
0-<50	Very low

## **G. Data Analysis**

After the researcher got the data from questionnaire of motivation, observation of students' activities in learning and oral test of speaking performance, the researcher divided each data to be:

### **1. Assessing motivation**

There are two techniques that is used by researcher to measure students' motivation in learning English.

#### **a. Questionnaire**

In this research, the questionnaire used consists 25 items that is adopted from AMTB by Gardner. The questionnaires were assessed by scale that has five options and each option have score. They are: *strongly agree* (4), *Agree* (3), *Undecided* (3), *Disagree* (3), and *Strongly Disagree* (0). Those options are based on Likert Scale (Sugiyono, 2010, p. 135):

**Table 3.2 the Likert Scale Rating**

Option	Score	
	Favorable	unfavorable
Strongly agree	4	0
Agree	3	1
Undecided	2	2
Disagree	1	3
Strongly disagree	0	4

b. Assessing speaking performance

For assessing students' speaking performance in this research is using David P. Harris' scale rating scores that consist of five criteria of speaking performance, they are; pronunciation, grammar, vocabulary, fluency, and comprehension. As the following below:

**Table 3.3 David P. Harris' Scale Rating Scores**

No	criteria	Rating score	Comments
1	pronunciation	5	Has few traces of foreign accent

		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problems to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.

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In short, speaking performance is not easy to assess because the examiners may have a different perception in giving score for the students' speaking performance. To resolve this problem, this rubric is useful for examiner to give several score for each category.

- c. Assessing two variables (Motivation in learning and Speaking Performance)

The data consists of two variables, variable X as students' motivation and variable Y as students' speaking performance so Researcher analyze the finding of the data by using the correlation product moment technique to find whether there is a correlation between

		4	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order error make comprehension difficult, must often rephrase sentence and or restrict himself.
		1	Errors in grammar and word order so, sever as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes use inappropriate terms and or must rephrases ideas because of lexical inadequacies.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited Vocabulary makes comprehension quite difficult.
		1	Vocabulary limitations extreme as to make conversation virtually impossible.
4	fluency	5	Speech as fluent and efforts less are that of a native speaker
		4	Speed of speech seems to be slightly affected by language problem.



		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is also halting and fragmentary as to make conversation virtually impossible
5	Comprehension	5	Appears to understand everything without difficulty
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		4	Understand nearly everything at normal speed, although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty following what is said can comprehend only “social conversation” spoken slowly and with frequent repetition.
		1	Cannot be said it understand even simple conversational English.

students' motivation and their speaking performance (Sudijono, 2010,

p. 206). The formula of product moment as followed below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$r/r_{xy}$  = coefficient of correlation between variable X and variable

Y

$N$  = Number of class

$X$  = Distribution of students' motivation score

$N$  = Distribution of student's speaking performance

$\sum X$  = Sum of score in X distribution (jumlah skor dalam distribusi X)

$\sum Y$  = Sum of score in Y distribution (jumlah skor dalm distribusi Y)

$\sum XY$  = Sum of multiplication of X and Y (jumlah perkalian X dan Y)

$X^2$  = Sum of X quadrate (jumlah kuadrat dari X)

$Y^2$  = sum of Y quadrate (jumlah kuadrat dari Y)

Significant critical value = 0.05 and 0.01

Criteria =

If  $r_o > r_t$  means there is correlation and  $H_a$  is accepted and  $H_o$  is rejected.

If  $r_o > r_t$  means there is no correlation and  $H_a$  is rejected and  $H_o$  is accepted.

$H_0$  = There is no significant correlation between students' motivation and their speaking performance.

$H_a$  = There is a significant correlation between students' motivation and their speaking performance.

## H. Research Procedure

### 1. Preliminary

- a. To have a prior observation as the research object
- b. To consult the result of the investigation with academic supervisor
- c. To create a research design proposal to the bureau of thesis writing of English department of Tarbiyah and Teacher Training Faculty UIN Antasari Banjarmasin.

### 2. Preparatory

- a. To hold a seminar on the research design proposal
- b. To ask the dean of Tarbiyah and Teacher Training Faculty to write mandate to conduct the research.
- c. To create the data instruments

### 3. Research step

- a. To collect all the needed data for several sources
- b. To contact all respondents and informants
- c. to collect all the needed data from several sources
- d. To process the data in procedural way and then analyze them properly.

### 4. Organization step

- a. To write the draft in systematic form

- b. To consult to the supervisor to get correction and contribution
- c. To write the final draft of the these to be presented
- d. To multiply the final form of the thesis to be examined by thesis examiner.