

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, variables of the research, research design, population and sample, data collection technique, research instruments, data analysis technique, steps of the research, time and place of the research.

3.1 Method of the Research

In this research, the researcher used a quantitative method. Quantitative approaches allow researcher to collect data through numerical statistical analysis of samples using instruments that have been established. Quantitative research tests objective theories by examining the relationship among variables (Creswell, 2008).

3.2 Variables of the Research

This research consisted of two variables, variable X and Y. Variable X refers to the students' motivation in learning at an English club as an independent variable, while variable Y refers to the students' speaking skill as a dependent variable.

3.3 Research Design

This research used a correlational study that involves measuring the relationship between two different variables (Lodico et al, 2010). The researcher used correlational research in this study because the researcher wants to know the relationship between students' motivation in learning at an English and students' speaking skill.

3.4 Population and Sample

A population is a group of individuals with the same characteristics (Creswell, 2007). Then, the population of this research are 34 students who joined English Club at one of junior high school in Tasikmalaya.

The researcher used a proportionate stratified random sampling technique to take samples in this study. According to Fowler (in Creswell, 2009) defines, stratification means that specific characteristics of individuals are represented in the sample, and the sample reflects the true proportion of the population of individuals with certain characteristics. The characteristics referred to in this study are students who have gained a lot of experience in studying at the English club. From the 34 students who joined the English club, the samples were taken from several students who join the English club, including eighth grade, and ninth grade. The researcher did not take samples from the seventh grade because there was a new member appointment in the first academic year.

Sugiyono (2015) states, in correlation research, the number of sample members is at least 10 times the number of variables studied. In this study, there are two variables to be studied. So, the number of samples in this study is $2 \times 10 = 20$ respondents. Because the sampling technique is proportionate stratified random sampling, each member of the population has the same opportunity to be selected for stratification as a member of the sample.

Table 3.1. The Total Sample of Student who joined an English Club

No.	Class	Total	Students who join English Club	
			Club	Sample
1.	Eight Grade	352 students	19 students	10 students
2.	Ninth Grade	352 students	15 students	10 students
	Total	704 students	34 students	20 students

3.5 Data Collection Technique

The data was collected from the questionnaire and test. Questionnaires used determine the students' motivation in learning at an English Club and the test used to identify the student's speaking skills. The researcher gave two topics to the students which daily activity and my

holiday, and then the students were free to choose one of them. The test was recorded by the researcher.

3.6 Research Instrument

1) Questionnaire

To get data on students' motivation in learning to speak, the researcher used questionnaires to get students' answers. The questionnaire consisted of several questions that were answered by respondents asking about their actions and beliefs.

The questionnaires adapted from the Attitude/ Motivation Test Battery (AMTB) by Gardner (2004). It consists of many items of statements involving intrinsic and extrinsic motivation. However, the researcher only takes 30 items that are suitable for this study and modify the questionnaires based on the English club context and then translate them into the Indonesian language. So, the researcher provided 2 languages, English and Indonesian.

The questionnaires are "closed", which means the respondents only choose the best one on the items and make a checklist of the given answers. The questionnaires were assessed by a Likert scale rating. This scale rating has five options. They are: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

The questionnaires are based on the indicators of intrinsic and extrinsic motivation. These are the components of indicators of students' motivation in learning speaking used in this research:

Table 3.2. Indicator of Intrinsic Motivation

Aspect	Indicator	Statement	
		Positive	Negative
Effort	Students attempt to learn English hard by: a) Practice English every day	Always training and practicing English every day.	I never practice English every day.

Aspect	Indicator	Statement	
		Positive	Negative
Desire	b) Asking the teacher when getting difficulties	When I have trouble learning English, I always ask.	When I have trouble learning English, I never ask the teacher.
	c) Doing English assignment	I am directly doing the English exercise that had been given	I am not directly doing the English exercise that had been given.
	a) Students have a strong desire to be able to speak English.	I wish I can speak English fluently and accurately.	I do not want to speak English fluently and accurately.
	b) English is very important for students' careers in the future.	I have to learn English to support my career in the future.	English is not something important to learn in the future.
	c) Students exercise English by watching English programs on television.	I like to watch English movies more than Indonesian movies.	I like to watch Indonesian movies more than English movies.
	Attitude	a) Students like to speak English.	Speaking English is a very enjoyable activity.
b) Students considered English as an interesting lesson.		I really like learning English because I want to be able to speak English fluently.	I don't like English lessons.
c) Speaking in English is important program in the school.		Speaking English is a very important school program.	Speaking English is just a waste of time.

Table 3.3. Indicator of Extrinsic Motivation

Aspect	Indicator	Statement	
		Positive	Negative
Teacher	The teacher encourages students to learn English, such as:		
	a) Teachers give rewards to students.	Teachers always reward the students who get high scores in learning English.	Teachers never reward the students who get high scores in learning English.
	b) The teacher becomes an inspiration.	My English teacher is my real inspiration.	My English teacher is not my real inspiration.
	c) Teachers use interesting methods in teaching.	The method that is used in learning English is very fun and fun.	The method that is used in learning English is boring and ugly.
Parent	Parents encourage students to learn English by:		
	a) Asking students to follow English club.	My parents always support me in learning more about English.	My parents do not care and support me in learning more about English.
	b) Helping students to overcome difficulties.	My parents always help me to face the problem of learning English.	My parents never help me to face the problem of learning English.
	c) Giving rewards, My parents always push students	My parents always push me to learn English, and they reward me if I get a	My parents never pushed me to learn English, and they reward me if I get a

Aspect	Indicator	Statement	
		Positive	Negative
Environment	The environment really influence students' ability to speak, such as:	good score.	good score.
	a) The situation in the classroom is very interesting.	English is very fun because the situation in that class is very comfortable for the students.	I do not like learning English.
	b) Students can easily speak wherever they are.	English is easy for me, wherever and whenever.	English is very hard for me, wherever and whenever I speak.
	c) Students have high confidence in speaking.	I am very confident when I speak English.	Not have self-confidence when I speak English.

Table 3.4. The Indicators of Questionnaire for Motivation

Variable	Dimensions	Indicators	Items Number
Motivation	Intrinsic Motivation	1. Effort	1,2,3,4,5
		2. Desire	6,7,8,9,10
		3. Attitude	11,12,13,14,15
	Extrinsic Motivation	1. Teacher	16,17,18,19,20
		2. Parent	21,22,23,24,25
		3. Environment	26,27,28,29,30

Table 3.5. List items of Questionnaire for Motivation

Items
Factor 1: Intrinsic Motivation - Effort
1. I have a strong desire to know all aspects of English by joining an English club.
2. I like English club activities so much, I look forward to studying more English in the future.
3. Studying English is important because I will need it for my career.
4. Studying English is important because it will allow me to meet and converse with more and varied people.

Items

5. I want to learn English so well that it will become natural to me.

Factor 2: Intrinsic Motivation - Desire

6. I listen to the teacher's lecture (English club tutor) about the topic and the instructions carefully.

7. I usually raise my hand to ask questions when the teacher (English club tutor) discusses the lesson.

8. I take comments during lesson class only when the teacher (English club tutor) invites the students to do so.

9. I ask the teacher when I do not understand the lesson.

10. I make a point of trying to understand all the English I see and hear.

Factor 3: Intrinsic Motivation - Attitude

11. The English teacher (English club tutor) is a source of inspiration for me.

12. Learning in an English club is really great.

13. I feel very much at ease when I have to speak English.

14. Studying English is important because it will make me more educated.

15. Studying English is important because I will be able to interact more easily with speakers of English.

Factor 4: Extrinsic Motivation - Teacher

16. I look forward to going to class because my English teacher (English club tutor) is so good.

17. The method the teacher (English club tutor) uses in teaching English is very exciting.

18. Teacher (English club tutor) always give gifts to students who get good grades.

19. Teacher (English club tutor) in the English club makes me confident when speaking English.

20. The teacher (English club tutor) in the English club makes instructions clear and easy to understand.

Factor 5: Extrinsic Motivation - Parent

21. My parents try to help me to learn English.

22. My parents feel that it is very important for me to learn English.

23. My parents urge me to seek help from my teacher if I am having problems with my English by joining an English club.

24. My parents are very interested in everything I do in my English class.

25. My parents encourage me to practice my English as much as possible.

Factor 6: Extrinsic Motivation – Environment

26. Learning English is fun because the atmosphere in the English club really supports me in studying.

27. I enjoy the activities of our English class in English club.

28. I am very confident when asked to speak English in English club

Items

activity.

29. I enjoy meeting people in English club who speak English language.

30. I would feel comfortable speaking English when with my friend.

2) Speaking Test

According to Istianti (2013), evaluating speaking skills is the most important aspect of language testing. However, Speaking is a complex skill among the other skills in English to be assessed because many criteria should be evaluated in speaking, such as pronunciation, vocabulary, grammar, fluency, and comprehension. In her research also states that the speaking test is quite difficult because it will not be effective and sufficient to test speaking skills in a large number of students in a limited time.

In this research, researcher used summative assessment to assess the speaking test. According to Ng (2023) states summative assessment aims to assess student learning at the end of a teaching unit by comparing it with some standard. In line with this, Iskandar (2023) also states that summative assessments can be carried out after learning ends, such as at the end of a scope of material, the end of a semester, or at the end of a program. Researchers chose summative assessment because the assessment is carried out at the end of learning and is not continuous like formative assessments which are taken during the learning process. The speaking test in this summative assessment is a type of non-written assessment. It's to confirm students' understanding of what they are talking about.

Furthermore, the speaking test in this research used interviews with daily activity and my holiday as the topic. Interviews in this study were used to assess various aspects of speaking skill, including pronunciation, grammar, vocabulary, fluency, and comprehension. Rahayu (2010) states that interview is a technique that is used to collect information that can be done face to face, or through medium.

This medium can be in the form of phone, internet, or letter. In this research, researcher used semi-structured interviews because the use of semi-structured interviews often provides flexibility and depth in the exploration of topics, while still maintaining a purposeful framework. In line with this, Wallace (1998) claims that semi-structured interview is a blend of the structured and unstructured formats. Semi structured interviews therefore combine a certain degree of control with a certain amount of freedom to develop the interview.

3) Validity Test

An instrument is valid when it is able to measure what the researcher are going to measure. According to Siregar (2013) here are two criteria to determine validity of test items, they are as follows:

1. If r value $>$ r table at the level significance of 5%, it means that the instrument is valid.
2. If r value $<$ r table at the level significance of 5%, it means that the instrument is not valid.

Validity test from the research was conducted by calculating the correlation between the value of r value from each participant answer and the value of r table. The value of r table for $N = 20$ is 0,444 at the level significance of 5%. Every item is considered as valid if the r value is bigger than r table at the level significance of 5%, and considered as not valid if the r value is smaller than r table at the level significance of 5%. The validity test of the students' motivation in online learning questionnaire that was developed as below:

Table 3.6. Validity Test of Students' Motivation in Learning at an English Club

No.	R Value	R Table	Criteria
1	0.525	0.444	Valid
2	0.806	0.444	Valid
3	0.594	0.444	Valid
4	0.559	0.444	Valid
5	0.636	0.444	Valid

No.	R Value	R Table	Criteria
6	0.806	0.444	Valid
7	0.519	0.444	Valid
8	0.588	0.444	Valid
9	0.716	0.444	Valid
10	0.631	0.444	Valid
11	0.639	0.444	Valid
12	0.724	0.444	Valid
13	0.704	0.444	Valid
14	0.575	0.444	Valid
15	0.869	0.444	Valid
16	0.560	0.444	Valid
17	0.507	0.444	Valid
18	0.794	0.444	Valid
19	0.498	0.444	Valid
20	0.718	0.444	Valid
21	0.530	0.444	Valid
22	0.659	0.444	Valid
23	0.707	0.444	Valid

Based on the above table, it shows that the rvalue is bigger than rtable at the level significance of 5%. It could be concluded that the questionnaire instrument of students' motivation in learning at an English club test is valid.

4) Reliability Test

The reliability test of this research instrument used the Cronbach Alpha technique. According to Sugiyono (2018) an instrument is declared reliable if the reliability coefficient is at least 0.6. If the measuring instrument has a Cronbach Alpha value < 0.6 then the measuring instrument is not reliable. Here's the explanation:

1. If the reliability coefficient value is > 0.6 then the instrument has good reliability and can be trusted (reliable).
2. If the reliability coefficient value is < 0.6 then the instrument does not have good reliability and cannot be trusted (not reliable).

The reliability test was taken after the instrument passed the validity test. The aim of the reliability test is to see whether the questionnaire has consistency if measurements are carried out using

the questionnaire repeatedly. The following were the results of the reliability test from each variable:

Table 3.7. Reliability Test of Questionnaire Students' Motivation in Learning at an English club

Cronbach's Alpha	N of Items
0.932	30

Based on the calculation, reliability of students' instrument was 0.932. If the reliability coefficient value is > 0.6 so the test was reliable.

3.7 Data Analysis Technique

In this research, to get data about students' motivation and speaking skills, the researcher used two techniques, they were questionnaires, and speaking test.

1) Questionnaire

Researcher used questionnaires to convert the information directly given by a person (subject) into data. Furthermore, it states that questionnaires are a way of getting data about persons by asking them rather than watching their behavior by sampling a part of their behavior. However, the questionnaires are adapted from Attitude/Motivation Test Battery (AMTB) by Gardner (2004). The questionnaires have 30 items. This scale rating has five options. They are: Strongly agree (*sangat setuju*), Agree (*setuju*), Undecided (*ragu-ragu*), Disagree (*tidak setuju*), and Strongly disagree (*sangat tidak setuju*).

Table 3.8. The Likert Scale Rating

Option	Score	
	Favorable	Unfavorable
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

Table 3.9. Score Classification of Motivation

The Score	Classification
86-100	Excellent
76-85	Good
66-75	Fair
56-65	Poor
0-55	Very Poor

2) Speaking Test

Assessment based on the component of speaking ability. Five criteria were evaluated: pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher used the scale rating scores of David P. Harris (1994) as follows:

Table 3.10. Speaking Scale Rating of David P. Harris

No.	Criteria	Rating Score	Comments
1.	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.
		2	Accents are intelligible, though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speakers dealing with foreigners attempting to speak their language.
2.	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in any sentence of the story.
		2	Can usually handle elementary constructions quite accurately but

No.	Criteria	Rating Score	Comments
3.	Vocabulary	1	does not have through or confident control of the grammar. Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
		5	The use of vocabulary and idioms is virtually that of native speakers.
		4	Educated native speakers fully accept speech on all levels in all features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		3	Able to speak the language with sufficient vocabulary to participate effectively in story sentences. Their vocabulary is broad enough that he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
4.	Fluency	5	Has complete fluency in the language such that educated native speakers fully accept his speech.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any story within the range of his experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions stories about current events, and stories about current events, work, family, holidays, bad experiences, and

No.	Criteria	Rating Score	Comments
			unforgettable experiences.
		1	No specific fluency description. Refer to the other four language areas for the implied level of fluency.
5.	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any story.
		3	Comprehension is quite complete at a normal rate of the story.
		2	Can get the gist of most conversations on nontechnical subjects.
		1	Within the scope of his very limited language experience can understand simple sentences and statements if delivered with slowed story repetition or paraphrasing.

Note: Maximum Score = 25

Score: $\frac{\text{The result of Score}}{\text{Maximum Score}} \times 100$

Table 3.11. Score Classification of Speaking Skills

The Score	Classification
80-100	Excellent
70-79	Good
60-69	Enough
<60	Less

3) Assessing Two Variables

All of the data above analyzed by using the SPSS application to know the correlation between students' motivation and speaking skills. The motivation in learning at an English club is an independent variable, and students' speaking skills is a dependent variable. The correlation Pearson Product Moment is one of the techniques commonly used to find a correlation between two variables.

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

r_{xy} = Coefficient of correlation between X variable and Y variable

N = Number of Class

X = Distribution of students' motivation score

Y = Distribution of students' speaking score

$\sum X$ = Sum of score in X distribution

$\sum Y$ = Sum of score in Y distribution

$\sum XY$ = Sum of multiplication of X and Y

X^2 = Sum of X quadrate

Y^2 = Sum of Y quadrate

Significant critical value = 0.05 and 0.01

3.8 Steps of the Research

As part of the steps of the research, the researcher conducted the following stages:

Table 3.12. Steps of the Research

Steps	Description
Identifying Problem	Finding a phenomenon or an issue based on the correlation between students' motivation in joining an English club and students' speaking skills.
Reviewing Literature	In order to support this research, the researcher reviewed several kinds of literature of the related study, such as books and research articles.
Objective and Research Question	The study aims to find out the correlation between students' motivation in learning at an English Club and students' speaking skills at one of junior high school in Tasikmalaya.
Collecting the Data	To find out and measure the degree between the students' motivation in learning at an English Club and students' speaking skill, the researcher used a questionnaire for students' motivation and a speaking test for students' speaking skills.
Analyzing the Data	In analyzing the correlation

Steps	Description
Writing the Report	<p>between students in learning at an English Club English clubs and students' speaking skills, the researcher used the Pearson Product Moment by using SPSS.</p> <p>After all of the steps above are conducted, the analyzed data will be interpreted before it is finally presented as the result of the study.</p>

3.9 Time and Place of the Research

Table 3.13. Research Schedule

Description	Mar 2023	Apr 2023	May 2023	Jun 2023	July 2023	Aug 2023	Sep 2023	Oct 2023	Nov 2023
Research Proposal Writing									
Research Proposal Examination									
Data Collection									
Data Analysis									
Report									
Thesis Examination									