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CHAPTER III

THE METHOD OF RESEARCH

A. The Research Design

This research was a correlation research. According to Gays (2012) states that correlation research attempts to determine whether, and to what degree, a relationship exists between two or more variables. So, the purpose of this research was to determine the relationship between variables. The correlational design of this research is an explanatory design which according to Creswell (2012), the explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Therefore, in this research consisted of two variables: the student's writing motivation which was symbolized by "X" as an independent variable and students' writing ability was symbolized by "Y" as a dependent variable. This research was done to determine whether or not there is the correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.

B. Location and Time of the Research

The research was conducted at the eighth grade of Islamic Junior High School 3 Pekanbaru. This research was conducted on March 2018

C. Subject and Object of the Research

Syafi'i (2016) states that subject of the research referred to sources of data, from whom or which the data were obtained and object of the

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researchreferred to the major problems of the research. The subject of this research was the students of Islamic Junior High School 3 Pekanbaru. The object of this research was the correlation between students' writing motivation and their writing ability.

D. The Population and the Sample of the Research

1. population

Syafi'i (2016) states that population is the total number of subjects (sources of data) from which or whom you obtain the data; person, animals, things, or the like. In this research, the population of this research is all the eighth grade students of Islamic Junior High School 3 Pekanbaru. They consisted of nine classes, which the total number of the students was 328. Based on the data above, the populations were 328 students.

2. Sample

Since the number of total population was quite large, it is necessary to have samples. The researcher used simple random sampling to take samples. According to Cohen, Manion, & Morrison (2007), in random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population.

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Table III. I
Population and Sample at the Eighth Grade Students of Islamic Junior High School 3 Pekanbaru

NO	Class	Female	Male	Population	Sample 15%
1	VIII-1	14	22	36	5
2	VIII-2	15	22	37	6
3	VIII-3	19	18	37	6
4	VIII-4	15	22	37	6
5	VIII-5	17	19	36	5
6	VIII-6	17	19	36	5
7	VIII-7	17	19	36	5
8	VIII-8	18	19	37	6
9	VIII-9	16	20	36	5
Total		148	179	328	49

In this research, the researcher took the students from each class. Then for each class, the researcher took 5 to 6 students to become a sample. According to Syafi'i (2016), if the researcher uses the quantitative designs, at least, 30 samples should be taken. Moreover; Arikunto (2006) said that if the population is more than 100 persons, the sample can be taken between 10%-15% or 20-25%. Therefore, the researcher took 15% of the population as the sample. So, the total population of the sample was 49 students

E. The techniques of the Data Collection

In order to get some data needed to support this research, the writer applied the techniques as follows:

1. Questionnaire

The researcher used a questionnaire to measure students' writing motivation. These questionnaires contained a number of the items or

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questions for the respondent. The total of the items were 25 items based on the indicators of the students' writing motivation that had been explained in the operational concept and it was adopted from AWMQ (Academic Writing Motivation Questionnaire) by Payne (2012). The researcher used the Likert scale in scoring each item in the questionnaire. Likert scale asked participants to respond to a series of statements by indicating whether they strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). Each option also had a score based on the Likert Scale Rating below:

Table III. 2
Likert Scale Rating

Option	Score
Strongly agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly disagree	1

2. Test

According to Hughes (1992), the best way to test people's writing ability is to get them to write. Therefore, in this research, the researcher used a written test to measure the students' writing ability. In this test, the researcher asked the correspondent to write a simple paragraph about their personal experience.

The researcher scored the students' writing ability using ESL Composition profile developed by Jacobs (1981) in Syafi'i (2016). There are some components that should be considered to score writing ability;

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content, organization, vocabulary, language use and mechanics. He described the ratings as follows:

Table III. 3
Writing Assessment

NO	Aspect	Range	Criteria
1	content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, etc.
		26-22	<i>Good to Average:</i> some knowledgeable of the subject, adequate range- etc.
		21-17	<i>Fair to Poor:</i> limited knowledge of the subject, little substance, inadequate development of the topic
		16-13	<i>Very Poor:</i> does not show the knowledge of the subject, no substantive, not patient, not enough to evaluate
2	organization	20-18	<i>Excellent to Very Good:</i> Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive
		17-14	<i>Good to Average:</i> somewhat choppy, loosely organized but main ideas stand out limited support, logical but incomplete sequencing
		13-10	<i>Fair to Poor:</i> No fluent, ideas confused or disconnect, lacks logical sequencing and development
		9-7	<i>Very Poor:</i> Does not communicate, no organization, not enough to evaluate
3	Vocabulary	20-18	<i>Excellent to Very Good:</i> Sophisticated range, effective word or idiom choice, and usage, word form mastery, appropriate register.
		17-14	<i>Good to Average:</i> Adequate range, occasional errors of word or idiom form, usage but meaning not obscured.
		13-10	<i>Fair to Poor:</i> Limited range, frequent errors of word or idiom form, choice, usage, meaning confused or obscure

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		9-7	Very Poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
4	Language use	25-22	<i>Excellent to Very Good:</i> Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions
		21-19	Good to Average: Effective but simple constructions, a minor problem in complex constructions, several errors of agreement, tense, number, word order functions, articles, pronouns, preposition but meaning never obscured
		17-11	Fair to Poor: Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, the word order of functions, articles, pronouns, preposition and fragments, deletions, meaning confused or obscured.
		10-5	Very Poor: Virtually no master of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
5	mechanics	5	<i>Excellent to Very Good:</i> Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to Average: Occasional errors of spelling. Punctuation, capitalization, paragraphing, but meaning not obscured.
		3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Very Poor: No mastery of Conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate.

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The result of writing was scored by using five components and each component had score or level. The total of all components was 100.

The specification of the test is as follows:

Table III. 4
The Specification of the Test

No	Writing Score	Highest Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanics	5
	Total	100

After the students did the test, then the researcher took the total score from the result of writing test. According to Arikunto (2013, p.281), the classification of the students' score can be seen below:

Table III. 5
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Arikunto (2013, p.281)

3. Validity

Before the questionnaire was given to the students, the researcher analyzed the validity of the questionnaire and test first. According to Pallant (2011), the validity of a scale refers to the degree to which it

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measures what it is supposed to measure. He also stated that there are three types of validity: content validity, criterion validity and construct validity.

a. Validity of Questionnaire

In this research, the researcher used construct validity because the instrument is adapted from an expert. According to Pallant (2011, p. 7), construct validity involves testing a scale not against a single criterion but in terms of theoretically derived hypotheses concerning the nature of the underlying variable or construct. And to analyze the validity of the questionnaire, the researcher used SPSS 19.0 program for windows. Then the writer compared r_0 and r_{table} in product moment Pearson correlation formula.

There are two criteria to determine the validity of items: if $r_0 > r_{table}$ at the significance level of 5%, it means that the instrument is valid. If the $r_0 < r_{table}$ at the significance level of 5%, it means that the instrument is not valid.

For $N = 47$ at the significance level of 0.05 in table of critical values for Pearson's correlation coefficient, the r_{table} is 0.288. The following table is the comparison of r_0 and r_{table} :

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Table III. 6
The Analysis of Writing Motivation Questionnaire Validity

Item	r Observed	r Table	Status
1	0.208	0.288	Invalid
2	0.435	0.288	Valid
3	0.329	0.288	Valid
4	0.367	0.288	Valid
5	0.419	0.288	Valid
6	0.31	0.288	Valid
7	0.463	0.288	Valid
8	0.487	0.288	Valid
9	0.374	0.288	Valid
10	0.453	0.288	Valid
11	0.338	0.288	Valid
12	0.196	0.288	Invalid
13	0.541	0.288	Valid
14	0.025	0.288	Invalid
15	0.387	0.288	Valid
16	0.531	0.288	Valid
17	0.487	0.288	Valid
18	0.494	0.288	Valid
19	0.4	0.288	Valid
20	0.45	0.288	Valid
21	0.447	0.288	Valid
22	0.019	0.288	Invalid
23	0.613	0.288	Valid
24	0.409	0.288	Valid
25	0.37	0.288	Valid

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Based on the table above, it shows that 21 items were valid and 4 items were invalid. It means that there are 21 items that can be used in this research.

b. The Validity of the Writing Test

The test used to the students' writing ability should be valid and reliable. In this research, the researcher used content validity to know the validity of writing ability test. Content validity is used when the test is taken based on the material in the curriculum. According to Brown (2003), content validity is partly a matter of determining if the content that the instruments contain is an adequate sample of the domain of content it is supposed to represent. Thus, the test was given based on the materials that have been studied by the students. The materials of the test were taken from the syllabus at the eighth grade of Islamic Junior High School 3 Pekanbaru.

4. Reliability

According to Gay (2012, p. 169), reliability is the degree to which a test consistently measures whatever is measuring. It means that the Scores should be nearly the same when researchers administer the instrument multiple times at different times. So, it is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

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a. Reliability of Questionnaire

According to Cohen, Manion, & Morrison(2007), there are three principal types of reliability: reliability as stability, reliability as equivalence, and reliability as consistency. This research used reliability as consistency, Cronbach Alpha technique. He also stated that the level of internal consistency of Cronbach Alpha as follows:

Table III. 7
The Level of Reliability

NO	Reliability	Level of Reliability
1	>0.90	Very highly reliable
2	0.80–0.90	Highly reliable
3	0.70–0.79	Reliable
4	0.60–0.69	Marginally/minimally reliable
5	<0.60	Unacceptably low reliability

To get the reliability of the Questionnaire given, the researcher used SPSS 19.0 program to find out whether the questionnaire was reliable or no.

Table III. 8
Reliability Statistics of Questionnaire

Cronbach's Alpha	N of Items
.784	21

From the table above, it could be seen that the reliability analysis yielded a Cronbach Alpha of 0.784. It means that the reliability of the questionnaire was categorized reliable.

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b. The Reliability of Writing Test

In obtaining the reliability of the test, the researcher used inter-rater reliability formula because the researcher used two raters in assessing and giving the score of the students' ability in writing recount text. Brown (2003, p. 21) says that inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to score criteria, inexperience, inattention or even preconceived biases.

In this research, the researcher used inter-rater reliability. It was because there were two raters involved in order to assess the student writing ability. Then, the researcher applied SPSS 19 application to find the reliability of the test based on Alpha Cronbach technique.

Table III. 9
Reliability Statistics of Writing Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.604	2

From the table above, it shows that the calculation of rater 1 and rater 2 is 0.604. It means the data are reliable.

5. The Data Analysis Techniques

In order to find out a significant correlation between students' writing motivation and their writing ability, the data were analyzed by using statistical formula.

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. In this research, The researcher used the score of a questionnaire for variable X (interval data) and Test for variable Y (interval data). Because the both of variables are an interval, the researcher calculated the data by using Pearson-Product Moment Correlation coefficient (r) in SPSS 19.0 program. According to Ary, Jacobs, & Sorensen (2010), Pearson Product Moment Correlation Coefficient is used when the variables to be correlated are normally distributed and measured on an interval or ratio scale. By considering the degree of freedom (df) = $N - nr$; (N = number of sample, nr = number of the variable).

Statistically, the hypothesisis:

$$H_a = r_o \geq r_{table}$$

$$H_o = r_o \leq r_{table}$$

H_a is accepted if $r_o \geq r_{table}$ or there is a significant correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between students' writing motivation and their writing ability at the eighth grade of Islamic Junior High School 3 Pekanbaru.