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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a quantitative study. It used the correlational research design. According to Creswell (2012, p. 338), correlation is statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. From the definition above, it is clear that the purpose of the correlational research is to find out whether there is a correlation between two or more sets of data. The students' motivation in learning English is the independent variable symbolized by X, and the students' ability in writing descriptive texts is the dependent variable symbolized by Y.

B. Time and Location of The Research

This research was conducted on August 10th 2017. Then, the location of the research is at the tenth grade of State Senior High School 7 Mandau.

C. Subject and Object of the Research

The subject of this research was the tenth grade of State Senior High School 7 Mandau. While the object of this research was the correlation between the students' learning motivation and their ability in writing descriptive texts.

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D. Population and Sample of the Research

1. Population of the Research

The population of this research was the tenth grade of State Senior High School 7 Mandau. There were four classes consisting of 124 students as the total of population. It can be seen in the following table:

Table III.1
The Total Population of the Tenth Grade of State Senior High School 7 Mandau

No	Classes	Population
1	X 1	32
2	X 2	29
3	X 3	32
4	X 4	31
Total		124

2. Sample of the Research

In this research, the researcher considered that the population was large. Because the population was more than 100 persons. Therefore, the technique used in taking the sample was simple random sampling.

Table III.2
The Total Sample of the Tenth Grade of State Senior High School 7 Mandau

No	Classes	Population	30% of the population
1	X 1	32	10
2	X 2	29	9
3	X 3	32	10
4	X 4	31	9
Total		124	38

According to Gay (2012, p. 131), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The intent of simple random sampling is to choose individuals to be sample who is representative of the population.

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According to Creswell (2012, p.143), any individual has the same probability to be the participants. So, in this research, the researcher took the students from each class. Then, for each class, the researcher took 9 until 10 students to become a sample. Furthermore, Arikunto (2006, p. 112) stated that if the population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more. So, in this research, the researcher took 30% of the population as the sample. So, the total sample of this research that the researcher took was 38 students.

E. Technique of Data Collection

The data collection of this research involved the use of the following techniques :

1. Questionnaire

Questionnaires are the statement or question used to get the particular information of the respondent. It is supported by Arikunto (2006, p. 151) who said that questionnaires are the statements or questions used to get the particular information from the respondent.

It was applied to find out students' learning motivation at the tenth grade of State Senior High School 7 Mandau. The writer made 20 items based on the indicators of motivation by providing options based on Likert Scale. As pointed out by Gay et al. (2012, p.157):

“A Likert Scale requires an individual to respond to a series of statements by indicating whether he or she strongly agrees (SA), agrees (A), is undecided (U), disagrees (D), or strongly disagrees

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(SD). Each response is assigned a point value, and an individual's score is determined by adding the point values of all the statements. For example, the following point values are typically assigned to positive statements: SA= 5, A= 4, U= 3, D= 2, SD= 1”.

Table III.3
The Blue Print of Students' Learning Motivation

Indicator	Sub Indicator	Total Items	Number
Motivation in Learning English	1. The students have attentive interest and participate in classroom activities.	2	1, 2
	2. The students are willing to do the task assignment.	2	3, 4
	3. The students have an effort to do the difficult task.	2	5, 6
	4. The students are active in learning English task.	2	7, 8
	5. The students have a need to achieve and success in learning English.	2	9, 10
	6. The students a high aspiration and ambition in learning English.	2	11,12
	7. The studens are very aware of the goal of learning activities.	1	13
	8. The students consistently invent a high level of effort in learning.	1	14
	9. The students are willing to keep their persistence to learn English.	2	15,16
	10. The students are not disturbed or frustrated in learning activity.	2	17, 18
	11. The students' effort have appropriate direction.	2	19, 20

2. Test

Written test was used to know students' ability in writing descriptive texts. In order to give scoring, the researcher was helped by two raters , Riski Amelia M.Pd., and Kurnia Budianti M.Pd.

The test was assessed by using the rubric of writing which was adopted from the teacher's assessment. The assessment can be described as follows:

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Table III.4
Assesment Aspect of Writing Descriptive Text

No	Assesment Aspect	Score			
		1	2	3	4
1.	Content				
2.	Organization: a. Identification b. Description				
3.	Vocabulary				
4.	Grammatical: a. Action verb b. Transitional word c. Present tense				
5.	Spelling and punctuation				
	Maximum score	20			

Source from the rubric of the School

Explanation of score:

- 1 = incompetent
- 2 = competent enough
- 3 = competent
- 4 = very competent

$$\text{Final score} = \frac{\text{total score}}{\text{Maximum score}} \times 80$$

Next, the students' scores of writing ability were classified based on the classification of English teacher at State Senior High School 7 Mandau

Table III.5
Classification of Students' Scores in Writing Descriptive Texts

No	The score level	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	<39	Fail

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F. Validity and Reliability of Instrument

1. Validity of the Questionnaire

According to Cresswell (2008, p. 169), validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the extent to which inferences made from assessment results are appropriately, meaningful, and useful in terms of the purpose of the assesment.

To know whether the data are valid or not, the writer used construct validity and the data obtained were calculated by SPSS 20.0 windows program. The writer examined and noted the differences between r_{observed} and r_{table} . Siregar (2013, p.75) stated that the item of questionnaire is valid if the value of r_{observed} is higher than r_{table} at significance level of 5%.

The result of questionnaire (try out) acquired from 20 items with 11 alternatives indicated that 20 items were valid. It can be seen as follows:

Table III.6
The Analysis of Students' Learning Motivation
Questionnaire Validity

Item	r_{observed}	r_{table}	Status	Information
1	0.8866	0.4438	Valid	Used
2	0.4762	0.4438	Valid	Used
3	0.8866	0.4438	Valid	Used
4	0.8866	0.4438	Valid	Used
5	0.5106	0.4438	Valid	Used
6	0.8866	0.4438	Valid	Used
7	0.5873	0.4438	Valid	Used
8	0.5927	0.4438	Valid	Used
9	0.7352	0.4438	Valid	Used

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Item	r _{observed}	r _{table}	Status	Information
10	0.6779	0.4438	Valid	Used
11	0.5106	0.4438	Valid	Used
12	0.5661	0.4438	Valid	Used
13	0.8866	0.4438	Valid	Used
14	0.5393	0.4438	Valid	Used
15	0.8866	0.4438	Valid	Used
16	0.6475	0.4438	Valid	Used
17	0.5057	0.4438	Valid	Used
18	0.4946	0.4438	Valid	Used
19	0.8866	0.4438	Valid	Used
20	0.4637	0.4438	Valid	Used

The data above were consulted with r_{table} at significance level of 5% ($\alpha = \text{alpha} = 0.05$). There were 20 students; meaning that $N=20$ with $df = N - 2 = 20 - 2 = 18$. The writer took df 18, so r_{table} acquired was 0.4438. Based on the try out result of the instrument validity to the 20 items, it showed that all items were valid. It means that all items could be used in this research.

2. Validity of the Test

The test used to the students' writing ability should be valid and reliable. The test can be valid if it measures accurately whether the test is appropriate, meaningful, and useful (Hughes, 2003, p.215). In this research, the researcher used content validity to know the validity of writing ability test. Test has content validity if the test is appropriate with the lesson that is taught in the class. Thus, the test was given based on the material studied by the students. The material of the test was taken from the syllabus of the tenth grade of State Senior High School 7 Mandau.

3. Reliability of the Questionnaire

According to Azwar (2005, p.83), "Reliability defines whether an instrument can measure something to be measured constantly from time to

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time”. Thus, the key words for qualifying requirements are consistency or unchanged.

Siregar (2013, 35) stated that reliability test can be done by having external and internal ways. In this research, the writer used internal consistency in which the writer tried out the questionnaire once and analyzed each item by using cronbach alpha technique. According to Sugiyono (2010, p.24), cronbach alpha technique can be used for interval data.

To measure reliability in this research, it needs a measuring tool, and measuring tool used was technique of Alpha Cronbach. To measure, the researcher used SPSS (Statistical Product for Service) 20.0 program.

The level of internal consistency Cronbach’s Alpha stated in Riadi (2016, p.239):

Table III.7
A Commonly Accepted Rule of Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80–0.90	Highly reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/minimally reliable
<0.60	Unacceptably low reliability

The reliability of the questionnaire was processed by SPSS 20.0 program. It can be seen as follows:

Table III.8
Cronbach Alpha Table Reliability Statistics of
Students’ Motivation Questionnaire
Reliability Statistics

Cronbach's Alpha	N of Items
.939	20

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From the table III.9, it can be seen that the value of Cronbach's Alpha was 0.939. It means the reliability of the questionnaire was very high.

Technique of Data Analysis

To analyze the data, the writer used Pearson Product Moment Correlation on SPSS 20.0 program. According to Hartono (2008, p.78), product moment correlation technique is used when the two types of the data correlated are interval. Besides, it is used to find out the correlation between students' learning motivation and their ability in writing descriptive texts.

In this research, the writer wanted to find positive linear correlation. Singh (2006, p.98) also pointed out that correlation between two or more quantifiable variables could be positive or negative. He said that it is positive correlation when an increase (or decrease) of a variable is followed by an increase (or decrease) of the other.

Sudjiono (2010, p.43) pointed out the formula to analyze the percentage of students' learning motivation as follows:

$$P = \frac{f}{N} \times 100 \%$$

Where:

- P = Number of percentage
 F = Obtained frequency
 N = Number of frequency/sample

Riduwan (2010, p.88) indicated the scale to classify the gained percentage of questionnaire as follows:

1. 81% - 100% categorized into very high level

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2. 61% - 80% categorized into high level
3. 41% - 60% categorized into medium level
4. 21% - 40% categorized into low level
5. 0% - 20% categorized into very low level

To analyze the data of the students' ability in writing as follows:

$$M = \frac{TS}{N}$$

Where:

- M = Mean
 TS = Total Score
 N = Number of sample

Table III.9
Classification Score of Students'
Ability in Writing

No	The score level	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	<39	Fail

According to Siregar (2013, p.350), H_0 is accepted if the significance 2-tailed value is bigger than α ($\text{sig-t} > \alpha$, in this case α value is 0.05).

Statistically the hypotheses are:

H_0 is accepted if $\text{sig} \geq \alpha$: There is no significant correlation between students' learning motivation and their ability in writing descriptive texts.

H_a is accepted if $\text{sig} < \alpha$: There is a significant correlation between students' learning motivation and their ability in writing descriptive texts.

Meanwhile, in order to know the level or strength of correlation between two variables, (Setiyadi, 2006, p.167) provides the following categories:

Table III.10
The Interpretation of Correlation Coefficient

r_{xy}	Interpretation
0.00– 0.20	There is no correlation
0.20–0.40	There is a low correlation
0.40-0.70	There is an enough correlation
0.70-0.90	There is a high correlation
0.90-1.00	There is a very strong correlation

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