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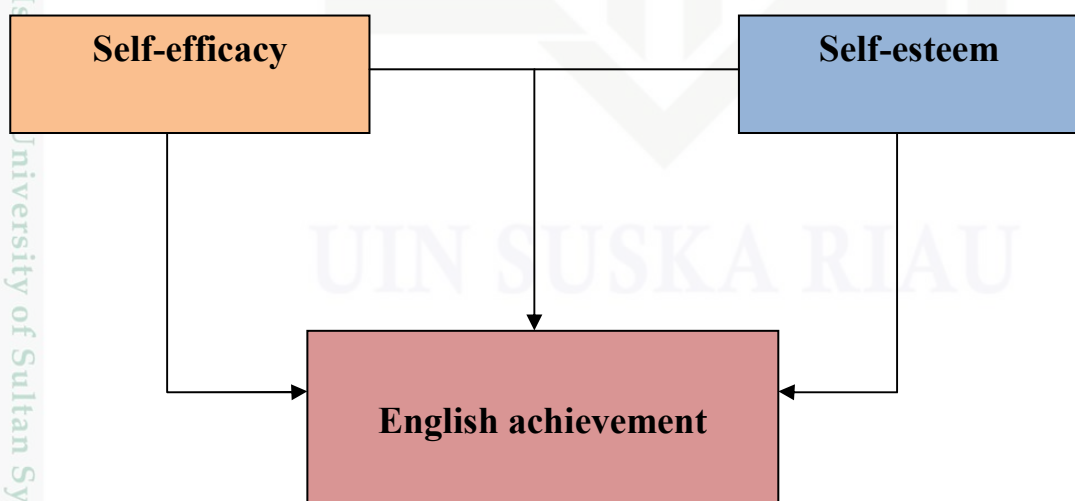
CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research was a correlational study. Gay (2000) revealed that correlational research involves collecting data to determine whether and to what degree a relationships exists between two or more quantifiable variables. The degree of relation is expressed as a correlation coefficient.” In this research, the researcher investigated the influence of students’ self-efficacy and self-esteem on the students’ English achievement. This research consisted of three variables, students’ self-efficacy and students’ self-esteem as the independent variables (X1 and X2) and students’ English learning achievement as the dependent variable (Y). The relationship among the variables is illustrated in the following figure.

Figure III.1
Research Design Diagram



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3.2. Population and Sample

The population of the research was the third semester students of Teknik Industri Study program at Sekolah Tinggi Teknologi Dumai, with the total number of 131 students.

According to Gay and Airisian (2000), population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. Sample is representative group of all population to serve as respondents; this research used random sampling technique. It is used to cull a smaller sample size from a larger population and used it to research and make generalizations about the larger group, and also it is a probability sampling procedure that gives every element in the target population. The number of the sample was taken based on the Krejcie & Morgan table below.

Table III.1
The Sample of Krejcie & Morgan

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367

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<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note. — *N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

The total population in this study was 131 students; the sample of this research was 112 students. The samples were taken randomly from all of Teknik Industri 3rd semesters students, and the number of sample of each class was taken by using the following formula:

$$\frac{112 \text{ (samples)}}{131 \text{ (populations)}} \times \text{total students in a class}$$

Table III.2
The Populations of Teknik Industri Study Program at
Sekolah Tinggi Teknoogi Dumai

No	Class	Population	Sample/ class	Total sample
1	Class A	27	23	112

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2	Class B	36	31	
3	Class C	34	29	
4	Class D	34	29	
Total		131	112	112

Krejcie and Morgan had simplified the process of determining the sample size for a finite population. They came up with a table using sample size formula for finite population. Based on the table, the sample size for 131 was 112 students. So, 112 students were taken as the sample of the research. Gay (2000) stated that “the sample for a correlational study is selected by using an acceptable sampling method, and minimally acceptable sample size is generally 30 participants”. The samples were taken using the following steps:

1. Writing down the name of students on the small pieces of paper.
2. Putting all the papers in a big box
3. Shaking the box
4. Taking out the papers one by one. (The name of students taken is the sample)

3.3 Instruments

In this research, two questionnaires were used (Self-Efficacy Beliefs by Rahemi and Rosenberg Self-Esteem scale). Questionnaires are a collection of questions or statements related to the indicators of variables. According to Panji

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(2006) in Andreani (2013), questionnaire can gather information from special populations of people who have firsthand knowledge and experience and because it is usually more cost effective than other comparable techniques as personal interview, for gathering expert information. The questionnaires were distributed to the participants of the study.

The first variable of this research was self-efficacy (X1); to measure the students' self-efficacy level, a set of questionnaires of English self-efficacy beliefs of the Kasetsart University which was developed by Rahemi (2007) was adopted. It was constructed based on Bandura's (1986; 1997) self-efficacy theory, the existing instruments BALLI (Horwitz, 1988), and the general self-efficacy scale by Nezami et al., (1996).

The second variable was self-esteem (X2). To measure the student's self-efficacy level, a set of questioner of Rosenberg self-esteem scale by Rosenberg, M. (1965) was adopted. According to Gray-Little, Williams & Hancock (1997), The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem was investigated using item response theory.

The third variable was English achievement (Y). To find out the students' English achievement, the data were taken and collected from the institution and lecturer documents in the form of the students English scores.

3.4 Data Collection Technique

The technique of collecting the data in this study was distributing questionnaires which consisted of self-efficacy questionnaire and self-esteem

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questionnaire to measure the level of self-efficacy and self-esteem and students English achievement to know their grades.

3.4.1 Questionnaires

The questioners consisted of items in positive and negative statements. To get the scores the Likert Scale was used. According to Boone (2012), a Likert Scale format is usually used to measure the strength of an attitude or an opinion. In this study, a five-point scale was applied with the alternative options: strongly agree, agree, undecided, disagree and strongly disagree.

Table III.3
The Likert Scale Ratings

Optional	Score
	Favorable
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

- a. The Questionnaire of English self-efficacy beliefs was developed by Rahemi (2007). It was constructed based on Bandura's (1986; 1997) self-

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efficacy theory, the existing instruments BALLI (Horwitz, 1988), and the general self-efficacy scale by Nezami et al., (1996). It was also validated and piloted to ensure its validity and reliability. The questionnaire consisted of 10 items of statement with five point-Likert Scale which addressed the students' perceived abilities and their traits such as their aspiration in learning English.

Table III.4
Self-efficacy Questionnaire

No	Statements	Strongly agree (Sangat setuju) (5)	Agree (Setuju) (4)	Undecided (Tidak ada pilihan) (3)	Disagree (Tidak setuju) (2)	Strongly disagree (Sangat tidak setuju) (1)
1	I have got a special ability for learning English. <i>(Saya mempunyai kemampuan yang lebih dalam belajar Bahasa Inggris)</i>					
2	I believe I have the power to pass the final exam <i>(Saya yakin, saya memiliki kemampuan untuk lulus ujian semester)</i>					
3	I think that someday I will read English text very well. <i>(Saya yakin suatu hari nanti saya akan mampu memahami teks dalam Bahasa Inggris dengan baik)</i>					

<p>4</p>	<p>I am sure I can solve any problems in learning English because I have got the power to do it.</p> <p><i>(Saya yakin dapat memecahkan masalah-masalah khususnya dalam belajar Bahasa Inggris, karna saya mempunyai kemampuan untuk melakukannya.)</i></p>					
<p>5</p>	<p>Personally, I am satisfied with my current level of English proficiency.</p> <p><i>(Secara pribadi, saya puas dengan kemampuan bahasa Inggris yang saya miliki)</i></p>					
<p>6</p>	<p>I am definitely sure that I can improve my English by trying more.</p> <p><i>(Saya yakin saya bisa meningkatkan kemampuan Bahasa Inggris saya dengan belajar dan berusaha lebih giat)</i></p>					
<p>7</p>	<p>If I do not do well in this class, it is only because I do not exert enough effort.</p> <p><i>(jika saya tidak mendapatkan hasil yang baik dalam belajar Bahasa Inggris, itu karna saya tidak belajar dengan sungguh-sungguh)</i></p>					
<p>8</p>	<p>Generally speaking, my self-confidence in English classes is high.</p> <p><i>(Secara umum, kepercayaan diri saya dalam bahasa Inggris)</i></p>					

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	<i>cukup tinggi)</i>					
9	Learning English is a very easy task. <i>(Belajar Bahasa Inggris adalah tugas yang sangat mudah)</i>					
10	I try to study English to reach the highest level of ability in it. <i>(Saya berusaha belajar Bahasa Inggris dengan baik untuk mencapai tingkat kemampuan tertinggi)</i>					

Meanwhile, the results of the students' self-efficacy categories are presented in the following table:

Table III.6
The Category of Self-Efficacy

The Score Level	Category
81 – 100	Very strong
61 – 80	Strong
41- 60	Medium
21 – 40	Weak
0 – 20	Very weak

Table III.6 is used to indicate the category of student's self-efficacy in learning English; namely, very strong, strong, medium, weak, and very weak. The

very strong category is in range between 80 - 100 score, the strong category is in range between 61 - 80 score, the medium category is in range between 41-60 score, and the weak category is in range between 21 - 40 score, and very weak category is 0 -20.

b. The questionnaire of self-esteem used was Rosenberg self-esteem scale by Rosenberg (1965). It consisted of 10 statements, five statements were positive, number 1,3,4,7 and 10, and five statements were negative statements, the number 2,5,6,8 and 9.

Table III.7
Self-esteem Questionnaire

No	Statement	Strongly agree (Sangat setuju) (5)	Agree (Setuju) (4)	Undecided (Tidak ada pilihan) (3)	Disagree (Tidak setuju) (2)	Strongly disagree (Sangat tidak setuju) (1)
1	On the whole, I am satisfied with myself. (Secara keseluruhan, saya puas dengan keadaan diri saya)					
2	At times I think I am not good at all. (Terkadang saya merasa tidak mempunyai kemampuan dalam melakukan banyak hal)					
3.	I feel that I have a number of good qualities. (Saya merasa bahwa saya memiliki sejumlah kualitas yang baik dalam diri)					

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Meanwhile, the results of the students' self-esteem and categories are presented in the following table:

Table III.8
The Category of Self-Esteem

The Score Level	Category
81 – 100	Very high
61 – 80	High
41- 60	Medium
21 – 40	Low
0 – 20	Very low

Table III.8 is used to indicate the category of student's self-esteem in learning English; namely, very high, high, medium and low, and very low. The very high category is in range between 80 - 100 score, the high category is range between 61 - 80 score, the medium category is in range between 41-60 score, and the low category is in range between 21 - 40 score, and very low category is 0 - 20.

3.4.2 English Achievement

English achievement data were obtained by collecting the data from the institution and lecturer documents. The scores of the students' English

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achievement can be categorized into some categories as presented in the following table:

Table III.9
The Category of English Achievement

The Score Level	Grade	Category
80.00 - 100	A	Excellent
65.00 - 79,99	B	Good
55.00 - 64,99	C	Low
41 .00 - 54.99	D	Fail
0 – 40.99	E	Withdrawal/fail

Table III.9 above is used to indicate the category of student's English achievement. The achievement could be categorized into excellent category with grade A and score ranges are between 80.00 - 100, good category with grade B and score ranges are between 65.00 – 79.99 and low category with grade C and score ranges are between 55.00 – 64.99, fail category with grade D and score ranges are between 41.00 – 54,99 and fail/withdrawal category with grade E and score ranges are between 00.00 - 40.99.

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3.5. Data Analysis Techniques

The data were analyzed by employing Descriptive and Inferential statistics, which was *Regression Analysis* and all data were analyzed by using SPSS version 20.

3.5.1. Descriptive Statistics

Descriptive statistic was used to analyze percentage (%), mean scores (M) and standard deviation (SD). Besides, it also analyzed the level of self-efficacy, self-esteem and English achievement.

3.5.2. Inferential Statistics

Inferential statistic was used to test the hypothesis of this study. Since the result of normality test self-efficacy is $0.200 > 0,05$, self-esteem is $0,200 > 0,05$ and the English achievement is $0,200 > 0,05$, means that the data are normal and simple regression and multiple regression could be used.

a. Simple Regression

Regression was used to answer the first and the second research questions:

1. To investigate the significant influence of self-efficacy on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai

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2. To investigate the significant influence of self-esteem on the English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai.

If the result shows $p < 0.05$, it means there was a significant influence of self-efficacy on student's English achievement, and also there was a significant influence of self-esteem on students' English achievement. If the result shows $p > 0.05$, it means there was no significant influence of self-efficacy on students' English achievement, and also there was no significant influence of self-esteem on students' English achievement.

b. Multiple Regressions

Multiple regressions was used to analyze the last research question, namely; to investigate the significant influence of self-efficacy and self-esteem on students' English achievement of the 3rd semester students of Teknik Industri study program at Sekolah Tinggi Teknologi Dumai.

According to Cresswell (2008), multiple regressions are statistical procedures for examining the combined relationship of multiple independent variables on a single dependent variable.

To know the influence of self-efficacy and self-esteem on students' English achievement can be seen from coefficient "F". To

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Interpret “F” test based on the F table (see appendix) can use the formula below:

$$F_{table} = k ; n - k$$

Note: k = the total of independent variables
N = the total of respondents

The coefficient F can be interprets:

1. If the result showed $F > F_{table}$, it means there was an influence of self-efficacy and self-esteem on students’ English achievement.
2. If the result showed $F < F_{table}$, it means there was no influence of self-efficacy and self-esteem on students’ English achievement.

In order to know the significant influence of self-efficacy and self-esteem on student’s English achievement, it can be seen from coefficient “p”. It can be interpreted:

1. If the result showed $p < 0.05$ it means there was a significant influence of self-efficacy and self-esteem on students’ English achievement.
2. If the result showed $p > 0.05$ it means there was no significant influence of self-efficacy and self-efficacy on students’ English achievement.



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