

CHAPTER III RESEARCH METHOD

3.1 Research Design

In this study, to determine students' learning motivations level and find out the correlation between students' motivation and their willingness to communicate in learning English, the researcher decided to use quantitative methods to a data statistically. Sugiyono, (2018) states Quantitative data which based on positivistic that used to collect and analysis data statistically.

With the quantitative method, this study was expected to get a data that is written down and answered research question. This study used categorising and grouping to students' answer on open-ended questionnaire. For close-ended questionnaire used descriptive statistic analysis and spearman rank correlation test.

3.2 Population and sample

The population in this study was the 11 grade in schools X, Y, and Z. The total of the participant was 528 students.

The sampling method used in this study was purposive random sampling. According to Sugiyono, (2018) purposive sampling was sampling using certain considerations in accordance with the desired criteria to be able to determine the number of samples to be studied. In this study, the purposive sampling part is that only eleventh



grade participants from schools X, Y, and Z are selected. For the random part, this study did not have specific criteria for eleventh grade from what major, what English background, and what sex they were.

3.3 Research Instrument

To collect the data, the researcher designed a questionnaire adapted from Farid and Lamb (2020) model and MacIntyre et al. (2001)'s model. The questionnaire called Students' Motivation and Willingness to Communicate Questionnaire, the adapted parts are described below.

a. Open – ended Questionnaire

This used to find positive deviations in this study. The open-ended questionnaire that was distributed in this study was to obtain additional data related to this study. One of the items reads “What is your goal in learning English?” and “Have you ever spoken English outside English class hours?” (see Appendix 1).

b. Closed – ended Questionnaire

To know students' motivation level in learning English the researcher use a questionnaire that adapted from Farid and Lamb (2020)'s model and MacIntyre et al. (2001)'s model. The closed-ended questionnaire contains the following constructs (variables):

1. Intended Learning Effort: Intended learning effort refers to the conscious and purposeful investment of energy, time, and resources by an individual towards achieving specific learning goals. It involves the deliberate planning, commitment, and dedication to engage in learning activities with the intention of



acquiring knowledge, skills, or competencies (Farid and Lamb, 2020).

2. **L2 Learning Experience:** L2 learning experience refers to the overall process of acquiring proficiency or fluency in a second language (L2). It encompasses the various encounters, interactions, and opportunities through which individuals engage with the target language, including formal instruction, language practice, exposure to authentic materials, and cultural immersion. The L2 learning experience plays a significant role in 2wshaping learners' language development, cultural understanding, and communicative competence (Farid and Lamb, 2020).
3. **Milieu:** Milieu refers to the social, cultural, and environmental context or setting in which individuals interact and engage in various activities. It encompasses the surrounding atmosphere, social interactions, and cultural factors that influence individuals' behaviors, attitudes, and experiences. In the context of education, the milieu can refer to the overall learning environment, including the classroom, school, or educational institution, as well as the broader societal and cultural influences that shape the educational experience (Farid and Lamb, 2020).
4. **Cultural Interest:** Cultural interest refers to a person's curiosity, appreciation, and desire to engage with different aspects of a specific culture or cultural practices. It involves an individual's inclination to explore, learn about, and understand diverse cultural perspectives, traditions, values, customs, and artifacts. Cultural interest often drives individuals to actively



seek out opportunities to engage in cross-cultural interactions, explore different cultural contexts, and deepen their understanding of other cultures (Islam et al., 2013).

And to know their willingness to communicate level using :

1. Willingness to speak: students intention to speak freely from themselves using a foreign language. This includes how student readiness, student desires, student interests to something influence their decision to speak or not. This of course can be measured by giving provoking questions related to speaking (MacIntyre, 2007;2020)

3.4 Data and Source of Data

This study utilizes two types of data: students' statements collected through an open-ended questionnaire and students' scores obtained from a close-ended questionnaire. Based on the results of the questionnaire above, the value of student motivation and student willingness to communicate obtained. So that the relationship between the two can be found.

To ensure the data's validity, various checks conducted, such as examining response patterns for consistency and identifying any instances of selecting the same answer for all questions. Responses that display suspicious patterns or inconsistencies excluded from the analysis to maintain the study's integrity. Start with 157 participants, after the researcher excluded 9 participants, it becomes 148 participants.



3.5 Data Collection Method

3.5.1 Questionnaire

To collect the data from open-ended questionnaire, the researcher did the following step :

- (a) Designing the questionnaire.
- (b) Validating questionnaire, it was validated by an expert to ensure its accuracy and effectiveness. (The validation sheet can be found in the Appendix 3, p.53)
- (c) Revising the instrument based on validator suggestion. (The validation sheet can be found in Appendix 3, p.53)
- (d) Distributing the questionnaire to the students.
- (e) Inputing the result of the student's answer into Microsoft Excel.
- (f) Making a category from students' answer in open-ended questionnaire number, 2,3, and 5 (see Appendix 2, p.43).
- (g) Describing the result.

To collect the data from close-ended questionnaire:

- (a) Designing the questionnaire
- (b) Validating the questionnaire, it was validated by an expert to ensure its accuracy and effectiveness. (The validation sheet can be found in Appendix 3, p.53)
- (c) Revising the instrument based on validator suggestion. (The validation sheet can be found in Appendix 3, p.53)
- (d) Distributing the questionnaire to the students.



- (e) Inputing the result of student's answer into SPSS.
- (f) Checking the information of data used descriptive analysis.
- (g) Checking the reliability using cronbach alpha. (close-ended questionnaire).
- (h) Finding a correlation between each items using spearman rank correlation.

3.6 Data Analysis

The collected data using data transformation called 'quantitizing data'. Quantitizing data involves converting qualitative data into numerical codes that can be further processed statistically. The open-ended data was analyzed using the following steps :

- (a) Inputing students' answers into Ms. Excel.
- (b) Identifying students answer which had similar answer.
- (c) Categorizing students' answer in open-ended questionnaire number, 2,3, and 5 (see Appendix 2, p.45).
- (d) Describing the result of open-ended category.

The close-ended data was analyzed using the following steps:

- (a) Inputing data into SPSS.
- (b) Analyzing the data using cronbach's Alpha to find the reliability.
- (c) Analyzing the data used Descriptive analysis.
- (d) Describing the result.
- (e) Analyzing each items used Spearman rank correlation.
- (f) Describing the result.



- (g) Analyzing student's statement from open-ended question.
- (h) Making a conclusion between student's score and their statement clearly.

