CHAPTER III

RESEARCH METHOD

3.1 Research Approach

This study aimed to find out the aspects that motivate the students in learning English as foreign language in English III Class of Japanese Department students Airlangga University, and describe how the motivation influences the students in their English III Class. The linguistic study goals focus on developing competence in the individual's ability to read, write, speak and understand the second language, and there are many tests available with which to assess these skills (Gardner, 1985). There were several studies using motivation test Attitude/Motivation Test Battery (AMTB) proposed by Gardner (1985). They conducted study in the same field, related to their linguistics field, especially about the motivation in language learning that have correlation with context the writer uses AMTB to collect the data by administering the test and analyzing the data by descriptive statistic. This study used quantitative method. The Attitude/Motivation Test Battery had been developed to fill this need. Its development had been followed more than twenty years of research. This study involved eleven students of English III Class of Japanese Department students.

3.2 Scales

This investigation used test to collect the data that is adapted from the Attitude Motivation Test Battery/AMTB (the original and the adapted version of

AMTB attached in the appendix). Researchers have conducted observations about motivation in Learning English as second/foreign language for years. Gardner and Lambert (1959) conducted international studies of the Attitude Motivation Test Battery (AMTB) focusing on English as Foreign Language for 2000 – present study.

As it has developed, the AMTB has a definite structure that comprises 11 scales measurements of five (5) constructs. The five constructs are Attitudes toward the learning situation (ALS), Integrativeness (INT), motivation (MOT), Language Anxiety (ANX), and Instrumental Orientation (INO) and one additional scale, Parental Encouragement (PE). It is considered important to measure since the study relate to context or culture. The table bellow presents the five constructs and the scale used to asses them.

Constructs and Scales from the AMTB

Construct	Scales
Motivation	Motivational intensity Desire to learn the language Attitudes toward learning the language
Integrativeness	Integrative orientation Interest in foreign language Attitudes toward the target language community
Attitudes toward the Learning Situation	Language teacher evaluation Language course evaluation
Language Anxiety	Language class anxiety Language use anxiety
Instrumentality	Instrumental orientation

The other measurement is Parental Encouragements (PE). It is considered as one of additional motivational factor for students in learning English as second / foreign language. The following are sample sub-tests of each scale:

Motivational intensity:

- I really work hard to learn English.

- When I am studying English, I ignore distractions and pay attention to my task.

Integrative orientation:

- Studying English is important because it will allow me to be more at ease with people who speak English.

- Studying English is important because it will allow me to meet and converse with more and varied people.

Instrumental orientation

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

- Studying English is important because I will need it for my career.

This study presents five alternative response formats that were adapted from Likert (1932) from seven alternatives as the research was conducted in broader area.

Strongly Agree- Agree- Neutral- Disagree- Strongly Disagree

For each items of the highest degree of sub-tests has five points and the lowest, one point of each.

3.3 Technique of Data Collection

The writer administered the test adapted from the Attitudes/Motivations Test Battery (AMTB) models from Gardner (1985) to the participants to collect the data. The type of this test is adapted from Likert (1932 as cited in Gardner,

1985) scale with provided five alternative response formats. The participants choose one answer with which some people agree and others disagree by giving cross (X) sign to each answer. There is no right or wrong answers since many people have different opinions.

There are some processes to collect the data. First, the writer came in the English III Class of Japanese students and asked them to fill the test. Second, the writer explained to fill the test and accompanied the respondents in filling the test to minimalist the confusion related to understanding some words and the meaning. Thus the procedures of collecting the data are:

- Administering the test to all respondents, 11 Japanese Departments students who take the English III Class.
- Checking the responds of the respondents.

3. 4 Technique of Data Analysis

The technique of data analysis has some steps. They are as follows:

1. Putting the test results into the separate tables. The tables are divided into 12 scales
2. Scoring to each respondent's answer
3. Summing up the scores of each participant responses
4. Determining the level of motivation and finding out the mean and standard deviation of each item.
5. Analyzing and interpreting the findings.