

## **CHAPTER III**

### **METHOD OF THE STUDY**

The purpose of this method section was to give enough detail about what the writer did for this research so that any other researcher can conduct further research in the same field. Learners' learning motivation and achievement were identified, and the correlation between these two variables was discussed. This chapter is divided into four parts: research approach, population and sampling, technique of data collection, and technique of data analysis.

#### **3.1 Research Approach**

In this research, the writer uses quantitative approach since the data is in the form of number and analyzed by means of statistics. Quantitative approach focuses more on counting and classifying features and constructing statistical models. According to Creswell (2003), a quantitative study is best typified by an experiment designed to test a hypothesis through the use of objective instruments and an appropriate statistical analysis. The analysis of this study is mostly related to the counting of numbers in order to find the correlation between language learning motivation and the learners' achievement. Thus, the quantitative approach becomes the best method for this study.

### 3.2 Population and Sampling

The target population of this research is the English learners who study in Pare English village. They are assumed to have reasons for learning English and are considered to have certain motivations in learning English. Most of them have graduated from senior high school and planned to continue their study into their favorite university, getting better future in their job position, and other reasons, which would likely influence their chosen motivations.

The sample was sixty English learners who became the participants of this study. The entire participants were taken from the largest English course BEC (Basic English Course) which is located in Pare English village. They were taken from two different levels, Candidate of Training Class (CTC) and Training Class (TC). All of the learners were randomly selected. Of the sixty learners, 28 were male and 32 were female. This study took ten percents of the total English learners for each level. Twenty eight English learners were from CTC and thirty English learners from TC. They ranged in age from 15 to 28 with the average age of about 20 years. Most of the participants come from all over Indonesia. They have various motivations in learning English. Some of them want to continue their study to their favorite university, while others learn English for their future job. The length of time spent learning the L2 ranges from three months to six months. The learners of the intermediate level (CTC) should take the course in three months, while the advanced level (TC) six months. They have chosen as the participants because they are considered able to work together for the success of this research.

CTC learners were started their program in English learning on January 2012, while TC learners were stated on October 2011. For those learners who can pass their program in CTC then they can continue into TC program.

### **3.3 Techniques of Data Collection**

In collecting the data, the writer observed directly in BEC Pare English village with the purpose to survey the classroom and its inhabitants. To find the motivation which the learners reported to use, this research used a questionnaire that consists of two parts: individual background and the types of the learners' motivation. Meanwhile, to identify their achievement in English, grammar exercise were used.

There were two sections during the research. In the first section, the participants were asked to respond to the questionnaire on language learning motivation adapted from Vallerand (2007). This questionnaire consists of two parts. Part one is designed to elicit personal data from the participants. It includes items such as gender, age, time when the participants began to study English. Part two consists of 18 items concerning student's motivation in the form of a five-point Likert scale from "strongly disagree" to "strongly agree" to check the participant's motivation types. The Likert Scale is an ordered, one-dimensional scale from which respondents choose one option that best aligns with their view. A common form is an assertion, with which the person may agree or disagree to varying degrees. In this section, the writer was assisted by the teacher of the courses to distribute the questionnaire to the participants. Before distributing the

questionnaires, the writer gave complete information to the participants who has difficulty in answering the questionnaires.

The motivational questionnaire contains 18 items to which the participants were asked to show their agreement or disagreement with a five-point scale, ranging from strongly agree to strongly disagree (1=strongly disagree, 2=disagree, 3=neutral, 4= agree, 5= strongly agree). The items of motivational questionnaire were adapted from Vallerand (2007), Language Learning Orientation Scale that uses self determination theory as the basis to make the classification on motivation types, as follows

- External regulation, which refers to pressure or reward from the social environment to learn a language (sample item: In order to get a more interesting or prestigious job).
- Introjected regulation, which refers to more internalized reasons for learning an L2 (sample item: I learn English to show myself that I am a good citizen).
- Identified regulation, which refers to personal choice, priority, or value placed on the outcome of language learning (sample item: I learn English because I choose to be kind of person who can speak more than one language).
- IM-Knowledge which refers to the motivation to perform an activity for the feelings associated with exploring new ideas and developing knowledge

(sample item: I learn English because for the satisfied feeling I get in finding out new things).

- IM-Accomplishment which refers to the sensations related to attempting to master a task or achieve a goal (sample item: I learn English because for the satisfaction I feel when I am doing difficult exercise in English).
- IM-Stimulation which refers to motivation based simply on the sensations stimulated by performing the task (sample item: I learn English for the pleasure I get from hearing English spoken by English-speaking people).

In the second section after the participants were finished with the questionnaire, they were asked to answer the grammar exercise provided by the writer. All the question items in the grammar exercise had been discussed with the BEC's teachers before it was distributed to the participants in order to get the result as accurate as possible. The grammar exercise was appropriate with the lessons taught.

### **3.4 Techniques of Data Analysis**

First, having the questionnaires answered, the writer calculates the result of every part, based on the worksheet for answer. The worksheet consists of six parts, three of which represent extrinsic motivations and the other three represent intrinsic motivations. Part I represents external regulation, part II represents introjected regulation, part III represents identified regulation, part IV represents

intrinsic-motivation knowledge, part V represents intrinsic-motivation accomplishment, and part VI represents intrinsic motivation-stimulation.

### Worksheet for answer

#### Part I

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_ +

A

SUM (A÷3)

#### Part II

4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_ +

B

SUM (B÷3)

#### Part III

7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_ +

C

SUM (C÷3)

#### Part IV

10. \_\_\_\_\_  
11. \_\_\_\_\_  
12. \_\_\_\_\_ +

D

SUM (D÷3)

#### Part V

13. \_\_\_\_\_  
14. \_\_\_\_\_  
15. \_\_\_\_\_ +

E

SUM (E÷3)

#### Part VI

16. \_\_\_\_\_  
17. \_\_\_\_\_  
18. \_\_\_\_\_ +

F

SUM (F÷3)

- To know the average of extrinsic motivation : (SUM (A+B+C) ÷ 3)
- To know the average of intrinsic motivation : (SUM (D+E+F) ÷ 3)

Then, the student's average motivation scores based on the motivation types were calculated by Microsoft Excel. From this calculation, the frequency of language learners' motivation could be identified. The identification of the motivation types that most of the learners in BEC had was based on the results of the average motivation types. After obtaining the average score of each

motivation types, then the writer continued it with the calculation of the motivation of each learner. This is the table of the average of the motivation for each learner.

No.	Achievement	The average of the motivation that each learner has
1.	R1	$=(\text{SUM} (A1+B1+C1+D1+E1+F1) \div 6)$

Notes: R = the respondent

A1 = the average of external regulation motivation of the learner

B1 = the average of introjected regulation motivation of the learner

C1 = the average of identified regulation motivation of the learner

D1 = the average of intrinsic motivation-knowledge of the learner

E1 = the average of intrinsic motivation-accomplishment of the learner

F1 = the average of intrinsic motivation-stimulation of the learner

To find the correlation of motivation and the learners' grammar achievement, the writer were use Pearson Chi-Square through SPSS (Statistical Programmer for Social Sciences). The result of the calculation was explained more in the descriptive analysis part. The results of the calculation Pearson Chi-Square reveal whether or not there is correlation between language learning motivation and the learners' grammar achievement.