CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described the research method. It consists of research design, population and sample, research instrument, data collecting method, and data analysis.

A. Research Design

This present research is belonged to quantitative research with a survey design. A descriptive survey, according to Creswell (2013:18), is a study design that is designed to quantitatively explain the tendency, behavior, and attitude of a specific community by using some samples as the representation. Surveys enable researchers to summarize the features of various groups or to measure their attitudes and opinions on certain problems (Ary, 2010:372).

The survey is a popular research method for gathering information on everything from physical counts and frequencies to attitudes and views. Surveys were used to evaluate the characteristics, self-reported and observed behavior, program awareness, attitudes or opinions, and needs of a population. In regard to the survey research objectives, this study was conducted to assess students' impressions of teachers' communication methods on their motivation to learn English.

The descriptive survey design was appropriate for this study because it attempted to describe the population's condition. Lodico in Ary et al., (2010), stated that survey research serves several functions, including acquiring opinions, beliefs, or perceptions about a current subject from a broad number of people. These concerns may be broad in scope in educational research and may involve school improvement and classroom interaction.

B. Population and Sample

1. Population

According to Ary (2010, p. 148), a population is the larger group to whom the generalization is made. Any well-defined group of people, events, or things was defined as a population. As a result, the population is made up of items and people with a defined region, quantity, and characteristic that the researcher choose to explore and conclude. Reffering to this statement,

population includes not only the number of topic and object studied but also their qualities. The subjects of this study were eighth-grade students from Mts Darissulaimaniyyah Trenggalek, with the sample chosen by the researcher are VIII A and VIII B.

2. **Sample**

The probability sampling technique was employed by the researcher to choose samples. It was a sampling approach that gives each element (member) of the population an equal chance of being chosen as a sample member. Creswell (2009), asserted that In probability sampling, a representative sample from a population gives the ability to generalize to a population. The four types of probability sampling are simple random sampling, proportionate stratified random sampling, disproportionate random sampling, and cluster sampling. stratified random sampling This strategy was used when the population comprised a member or element that was not homogeneous and stratified proportionally. Layers(strata) were used to perform proportionate stratified random sampling. Then, each layer was assigned a random number of subjects. The research sample is the number of subjects from each layers (strata).

In this study, the researcher utilized Slovin's formula with a standard error of 5% or 0.05 to calculate the number of samples. This study's total sample size was 42 people, including 23 students from VIII A and 19 students from VIII B. This formula is used to determine the number of samples to be drawn from the population. The Slovin's formula is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Explanation :
1. n   = Number of Population
2. N = population
3. e   = Standard error (5% = 0,05)

Here is the calculation by using the Slovin's formula for measuring the sample of this research:

$$n = \frac{42}{1 + (0,05^2)}$$

$$n = \frac{42}{1 + (0,0025)}$$

$$n = \frac{42}{1,12} = 37,5$$

$$n = 38$$

After found 37 students from total sample, the researcher divided the sample into two types samples which consist from VIII A and VIII B.

$$VIII\ A = \frac{23}{42} = 20,125$$

$$VIII\ A = 20$$

$$VIII\ B = \frac{19}{42} = 16,875$$

$$VIII\ B = 17$$

Based on that calculation it concluded that the total sample of this research was 37 that consisted of 20 female students from VIII A and 17 male students from VIII B.

C. Research Instrument

A research instrument was a device that was used to collect data. According to Fraenkel and Wallen (2013:111), an instrument is any piece of data collection equipment utilized by the researcher, such as a pencil-and-paper test, a questionnaire, or a rating scale. The influence of students' impressions of teachers' communication styles on students' motivation to study English The researcher employed a questionnaire to collect the necessary data.

1. Questionnaire

   Brown (Dorney Zoltan, 2010, p.18) defines questionnaires as "any written instrument that provides respondents with a sequence of questions or statements to which they are to react either by writing out their responses or

selecting from a list of pre-existing answers." According to Sandra Lee McKay (2006, p.35), there are two kinds of inquiries: open-ended questions and closed-ended questions. Closed-ended questions were used in the study because they allow for more consistency in responses and are easier to answer, code, and analyze.

One of the most common types of closed-ended inquiries is the Likert scale question, in which students or teachers are asked to select one of several categories by circling or checking their choice. Likert scaling is a bipolar scaling system that assesses a statement's positive or negative response (Dorney Zoltan, 2010, p.21).

Because the goal of this study was to measure people's ideas or impressions, the Likert scale was employed. The Likert scale is the most commonly used attitude or opinion scale, according to Adams (2008:21). Furthermore, Wilkinson and Birmingham (2003:15) will use a Likert scale to present the respondents with a number of possible responses, allowing for greater flexibility and accuracy in documenting their ideas on a certain subject.

In this questionnaire the researcher provided five choices of response for the respondents in answering the questionnaire. Those were, strongly disagree = 1, disagree = 2, uncertain = 3, agree = 4, and strongly agree = 5. The questionnaire in the form of statements that drawn based on the theory and previous studies. It consists of 18 statements that divided the statements into four categories. The first category was students perception when the teacher giving order to do the task intensively which there were 9 (nine) statements asked. Second category was students perception when the teacher giving order to solve the problem seriously in learning process which there were 3 (three) statements asked. Third category was students perception when the teacher giving order to Never give up easily in learning process which there were 3 (three) statements asked. The last category was students perception when the teacher giving order to never get bored to do the daily task in learning process which there were 3 (three) statements asked.

Table 3.1 Blueprint of Questionnaire

Research Variable	Indicator		Total	Questions Items
Students' Perception towards Teachers' Communication Style on Students' Motivation in Learning English	**A.** Do the Task Intensively	a.) Interest	3	1-9
		b.) Full attention	3	
		c.) Task continually before the task is finished	3	
	B. Solve the Problem Seriously		3	10-12
	C. Never Give up Easily		3	13-15
	D. Never Get Bored to Do the Daily Tasks		3	16-18

2. Validation

In this research, based from theory and previous study to know the content validation, the researcher distributed questionnaire to the other class that have same level with the sample of the research students. The researcher choose VIII C as respondents. Before questionnaire distributed to the respondents, the questionnaire were evaluated by lecturer first, then the researcher discussed with the respondents for knowing the student understanding toward the content of questionnaire. To make sure the students understanding, the researcher asked them to full fill questionaire and discuss it together to get their understanding on the content of questioonaire. If most of students could understand the the content of the questionnaire well, it concluded that the questionnaire was ready get validation and distribute to the respondents.

The disscussion held on 24th and 25th May in the class and used

questionnaire with 18 statements that shared in paper, the result of this dicussion shown if there were 15 students from 18 students that stated if the questionnaire with total 18 statements was enough and easy to understand. After finish for discussing and tried the questionnaire to the students at VIII C the researcher gave the questionnaire to English teacher for get validate by using validation sheet.

D. Data Collecting Method

In collecting the data, the researcher distributed questionnaire by using Questionnaire sheet form to VIII A which consist of 20 students and VIII B which consist of 17 students. Then asked them to fill the questionnaire and giving checklist for each statement in the questionnaire by using google form. For easier to understand by the respondent, the researcher translate the questionnaire into Indonesian language. After that, the respondents complete the 18 items relating to their perceptions of their appropriate teachers' communication style in terms of their motivation to study English. The responses were given on a 5-point Likert scale, with 1 representing strong disagreement and 5 representing strong agreement with a statement. 1 indicated strongly disagree, 2 indicated disagree, 3 indicated neither agree nor disagree, 4 indicated agree, and 5 indicated strongly agree, indicating the degree of frequency of respondents.

After the respondents finished in filling the questionnaires, The questionnaire was reviewed to ensure that all items were completely answered. All data obtained for evaluation and analysis for the goal of the research.

E. Data Analysis

The data was analyzed once it had been collected from the pupils. Data analysis is a process that seeks for and manages acquired materials in a methodical manner in order to obtain information and experience about data and convey what is discovered (Bogdan & Biklen 1992:79, as cited by Nurhayati, 1992). (2015). The researcher utilized SPSS 17 and the Microsoft Excel application to find the descriptive statistic when analyzing the data. Descriptive statistics such as frequency, means, total, and percentage were utilized to determine the impact of teachers' communication style on student motivation.

There were some steps in the data analysis. First, the students' questionnaires

were collected. Second, the questionnaire data were tabulated in the Microsoft Excel application. After that, by using SPSS 17 the researcher looked for frequency, percentage, mean and sum score of the questionnaire to find out students' perception toward teachers communication style. Then the mean scores were compared with the table interpretation of mean score to in the figure 3.1. to determined kind of the respondent's responses and finally the conclusion was drawn.

Table 3.1

Table Interpretation of Mean Score (Merleau-Ponty, 2002)

Mean Score	Name	Predicate	Interpretation
4,1 – 5,0	SA	Strongly Agree	Positive
3,1 – 4,0	A	Agree	Positive
2,1 – 3,0	N	Neutral	Neutral
1,1 – 2,0	DA	Disagree	Negative
0,0 – 1,0	SDA	Strongly Disagree	Negative