

CHAPTER 3

RESEARCH METHOD

In this chapter, the researcher will provide a description of the methodology of this research. This chapter consists of Design of the study, Subject of the study, data collection, instruments and data analysis. This research methodology is the most important part of conducting research.

3.1 Research Design

The research design used by researcher in this study is a Correlational quantitative method.. According to Creswell (2014), correlational quantitative research is research using statistical methods that measure the influence between two or more variables. Then, Arikunto (2006) suggests quantitative method is a method approach that uses a lot of numbers, starting from collecting data, interpreting the data obtained, and presenting the results then addition other opinion Sugiyono (2013) said quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion.

In this case the researcher uses this method to predict the factors from the Big Five Personality Traits that have the most correlation on learning motivation and learning satisfaction when online learning and the relationship between learning motivation and online learning satisfaction.

3.2 Population, Sample and Technique of Sampling

1. Population and Samples

According to Sugiyono (2013) Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions and According

to Cresswell (2009) population is a group of individuals who have the same characteristic. There are 3(three) grades in Qon Islamic Junior High School, namely grade 7 to grade 9 where each class is separated into 5 different classes, namely from class A to class E, but The researcher chosen the students of 9th grade at SMP Islamic Qon academic year 2022/2023 since researcher is looking for research subjects who have undergone online English learning for approximately 1 semester and The teacher suggested grade 9 because the class had taken online English classes longer than 7th grade and 8th grade. 7th grade had never conducted online classes in SMP Islamic Qon and 8th grades had only briefly taken online classes. Therefore, class 9 will choose. So, the population of this research was 9th grade that has five classes. They are 9A, 9B, 9C, 9D and 9E with total 157 Students. The population of this research can be seen as follow:

The Total Students of the 9th Grade

No	Class	Number of Students
1	9 A	31
2	9 B	28
3	9 C	32
4	9 D	33
5	9 E	25
Total		149

2. Technique of Sampling

According to Sugiyono (2013), the sample is part of the number and characteristics possessed by the population. The sampling technique in this research is total sampling. Total sampling is a sampling technique where the

number of samples is the same as the population. This is because the larger the number of samples, the closer the population, the smaller the chance of generalization error, and vice versa, the smaller the number of samples away from the population, the greater the generalization error. So, the total sample in this study will be 149 students.

3.3 Research Instrument

1. Questionnaire

This research will conduct to find the relationship between The Big Five Personality Traits, Learning Motivation and Online Learning Satisfaction. For the purposes of collecting data. Researchers use a quantitative research design that uses a correlation study, because it aims to determine the relationship between 3 variables. So the researcher used 3 questionnaires.

Based on the Research Question, the researcher explained the first questionnaire adopted from the Learner satisfaction survey (LSS) developed by Chang (2013) which is a shortened version of the Online Satisfaction Survey made by Strachota (2003) which consists of 25 items in which used to measure learning satisfaction with online classes. The following are the details of the questionnaire:

Blue Print Scale of Online Learning Satisfaction

No	Indicator	Item Number	Amount
1.	Learner–Content	1,2,3,4,5	5
2.	Learner–Instructor	6,7,8,9,10	5
3.	Learner–Learner	11,12.13.14.15	5
4.	Learner–Technology Interactions	16,17,18,19,20	5
5.	General Satisfaction	21,22,23,24,25	5
Total			25

Next, the researcher explained the second questionnaire to be adopted, namely the Motivation in Learning English developed by Yusda (2019) to measure motivation to learn English. The following are the details of the questionnaire :

Blue Print Scale of Motivation

No	Indicator	Item Number	Amount
1.	Intrinsic Motivation	1, 2, 3, 6, 8, 9, 10, 13, 14, 15, 17, 22, 23, 29	14
2.	Extrinsic Motivation	4, 5, 7, 11, 12, 16, 18, 19, 20, 21, 24, 25, 26, 27, 28, 30	16
Total			30

(Source from Yusda(2019))

The last questionnaire adopted by researcher is Big Five Inventory (BFI) questionnaire based on the big five theory from McCrae and Costa by Ariska (2019) to measure personality consisting of 44 items of which 15 items (Positive Statement) while the rest are unfavorable (Negative Statement). The following are the details of the questionnaire :

Blue Print Scale of Big Five Personality

No	Indicator	Item Number		Amount
		UF	F	
1.	Extraversion	3,12	1,10,19	5
2.	Agreeableness	6	18,20,21	4
3.	Conscientiousness	14	8,16	3
4.	Neuroticism	7	5,15,17	4
5.	Openness to experience	-	2,4,9,11,13	5
Total				21

(Source from Ariska(2019))

3.4 Validity and Reliability

a. Validity

Azwar (1987, in Widodo, 2006) states that validity comes from the word validity which means the extent to which the accuracy and accuracy of a measuring instrument (test) in carrying out its measuring function. A test is said to have high validity if the tool performs the measuring function correctly or provides measurement results that are in accordance with the purpose of the measurement. This means that the measurement results of these measurements are quantities that accurately reflect the facts or actual circumstances of what is being measured. The following is the validity of each measuring instrument adopted by the researcher:

1. Learner Satisfaction Survey (LSS)

The validity value of the Learner Satisfaction Survey (LSS) scale by Torrado (2022) ranges from 0.514 to 0.962

2. English Motivation Questionnaire

To analyze the validity of the questionnaire, the researcher conducted a try out to 34 items by handing them to 36 students who were not included in the research sample. The researcher used the SPSS 20 program to analyze the data. The researcher compared r value to r table at a significant level of 5% is 0.329 The r -value of each item should be higher than the r table to be considered as a valid question. If the value of r on the analysis of less than r table, it can be concluded that these items were not significantly correlated with the total score (declared invalid) and must be removed or corrected. (Yusda, 2020)

The validity value of the English Motivation Questionnaire scale is from 0.065 to 0.659. of the 34 items by Yusda (2020). there are 4 items (15, 27, 32, and 34) that are invalid These items were dropped because the scores were under 0.312 and 30 items that are valid

3. Big Five Inventory (BFI)

To analyze the validity of the questionnaire, the researcher tested the validity of the measuring instrument by testing the differential power of the items, with the limit $\alpha \geq 0.25$ with the assistance of SPSS 21.

The validity value of the Big Five Personality scale moves between -0.403 to 0.458 of the 44 items that have been tested by Ariska (2019) there are 23 invalid items and 21 valid items with 16 Favorable Question Items are statements that support indicators and 5 Unfavorable Question Items are statements that do not support indicators.

No	Indicator	Valid Item		Invalid Item		Amount
		UF	F	UF	F	
1.	Extraversion	5,17	2,15,39	37	6,20	8
2.	Agreeableness	9	35,41,44	3,36	26,32,43	9
3.	Conscientiousness	23	12,29	4,14,34	1,25,30	9
4.	Neuroticism	11	8,28,33	38,42	27,40	8
5.	Openness to experience	-	3,7,13,16,18	19,22	10,21,24	10
Total		5	16	10	13	44

(Source from Ariska(2019))

b. Reliability

Reliability comes from the word reliability which means the extent to which the results of a measurement have the reliability, dependability, stability, consistency, stability that can be trusted. The measurement results can be trusted if in several measurements of the same group of subjects the results are relatively the same (Azwar, 2011). The following is the reliability of each measuring instrument adopted by researchers:

1. Learner Satisfaction Survey (LSS)

In finding reliability, Torrado (2022) used Confirmation Factor Analysis (CFA) with the guideline that the internal consistency of LSS-S factor scores is analyzed by calculating McDonald's omega coefficient. A value

of 0.70 or higher is generally considered acceptable (Campo-Arias and Oviedo, 2008; Viladrich et al., 2017). And the results of Reliability scores on the Learner Satisfaction Survey (LSS) scale by Torrado for student-content interaction (0.83), student-instructor interaction (0.80), student-student interaction (0.80), student-technology interaction (0.85), and general satisfaction (0.86). For the total score, the omega coefficient was 0.96. This indicates satisfactory reliability of the test scores.

2. English Motivation Questionnaire

In determine the reliability of the questionnaire she made, Yusda used Cohen, Manion, & Morison's The level of Acceptable Reliability (2007). With the details of the table as follows:

No	Reliability	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

To obtain the reliability of the questionnaire given, the researcher used the SPSS 20 Program to find out whether the questionnaire was reliable or not. The reliability value on the English Motivation Questionnaire scale by Yusda (2020) is 0.919. The value is higher than the marginal Cronbach's alpha which is 0.60. Therefore, it can be concluded the questionnaire is reliable, and the level of reliability is very high

3. Big Five Inventories

In determining Reliability, Ariska (2019) uses Reliability as a reference expressed in a reliable coefficient if the numbers are in the range of 0.00 to 1.00 (Azwar, 2012). To simplify the calculation, it will be assisted by the SPSS 21 program

Based on the results of reliability tests on research scale trials, Reliability values on the Big Five Inventory scale by Ariska (2019) are extraversion (0.622), agreeableness (0.532), conscientiousness (0.532), neuroticism (0.578), and openness (0.532). Which is the overall range <1.00 which indicates the questionnaire is feasible to use.

3.5 Data Collection

For this data collection, the researcher proceed with offline system, due to the learning has been going on as usual, To achieve the research objectives of this study, the researcher carried out the data collection procedures to support data analysis, as follows:

1. The researcher asked permission to conduct research on the principal and English teacher
2. The researcher discusses with the class teacher about the timing of giving questionnaires to students
3. The researcher come to class to distribute questionnaires to classes that are used as research subjects after with the English lesson done
4. The researcher explains how to fill out the questionnaire
5. The researcher receive several questions regarding the questionnaire given
6. The students fill out the questionnaire carefully
7. After questionnaire and students' answer already completed, the researcher will analyze using Pearson Product-Moment in SPSS.

3.6 Data Analysis

After collecting data from sources through the procedure described above, the researcher will analyze the data by taking several steps to find answers to the research questions such as :

1. Finding the relationship between Online Learning Satisfaction and Learning Motivation

Before that, the researcher explained the scoring of first questionnaire, the researcher will adopt the Learner satisfaction survey (LSS) developed by Chang (2013) aims to find out students' satisfaction in online learning English, there four choice are strongly agree until strongly disagree. The following are the details of the scoring:

Likert's Scale for Online Learning Satisfaction

Scoring	Categories
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly disagree

For the second questionnaire the researcher adopt questionnaire is Motivation in Learning English aims to find out the students' motivation in learning English, there five choice are strongly agree until strongly disagree. The following are the details of the scoring:

Likert's Scale for Motivation

Scoring	Categories
5	Strongly Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly disagree

(Source from Yusda(2020))

From the data obtained, it was tested with Pearson Product-moment Correlation using the SPSS application to see the significance of Online Learning Satisfaction with Learning Motivation.

2. Finding the relationship between The Big Five Personality Traits with Online Learning Satisfaction and Learning Motivation

As before, the researcher will first explain the questionnaire that will be adopted for the last variable, namely the Big Five Inventory by Ariska (2019) for measure the personality, the presentation of this scale consists of two groups of items, namely favorable and unfavorable with four alternative answer choices. Positive statement (Favorable) indicates an indication that the subject supports the statement while a negative statement (Unfavorable) indicates an indication that the subject does not support it statement. The following are the details of the scoring :

Likert's Scale for BFI

Positive statement Scoring	Categories	Negative statement Scoring
4	Strongly Agree	1
3	Agree	2
2	Disagree	3
1	Strongly disagree	4

(Source from Ariska (2019))

There are two steps that are carried out as follows :

- 1 BFI and LSS data tested with Pearson Product-moment Correlation using the SPSS application to see the significance of The Big Five Personality Traits and Online Learning Satisfaction.
- 2 BFI and Motivation in Learning English data wtest with Pearson Product-moment Correlation using the SPSS application to see the significance of The Big Five Personality Traits and Learning Motivation.

To see the significance of the variable can be seen in the table below:

Coefficient	Categories
<0.03	Low or Weak
Range of 0.04 to 0.06	Moderate
Greater than 0.07	Strong or High

(Source from Bryman & Cramer in Shih(2