CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research uses quantitative research, which is a type of research that explains phenomena by collecting numerical data that is analyzed using mathematical-based methods using certain statistics (Ary, Jacob, Sorensen, & Razavieh, 2010). Therefore, in this quantitative study measurements on aspects included in affective factors are important, so that data collection is done using a list of structured questions (questionnaires) which are analyzed to produce quantitative data.

In this study using descriptive statistical analysis model, which is used to analyze data by describing or describing data that has been collected in the form of accumulation of basic data in the form of description.

3.2 Population and Sample of the Study

3.2.1. Population

In this research, the population is the VIII grade students at MTs Yasmu Manyar. which was located on Jalan Kyai Sahlan 25 No. 16, Manyarejo, Kec. Manyar, Kabupaten Gresik. It consists of two classes, each class containing 31 students.

3.2.2 Sample

The research sample was taken using purposive sampling technique. Purposive sampling is a sample technique with special considerations, making it suitable for sampling. The sample was chosen based on interviews with previous English teachers, and he said that students' motivation and learning outcomes, especially in speaking performance in class VIII, were still unsatisfactory. Therefore, this class is suitable to be used as a sample in this study.

3.3 Research Instruments

3.3.1 Questionnaire

Questionnaire is an investigation by asking some question. Researchers used a questionnaire that was distributed to the sample. The questionnaire used in this study was adapted from Yurong & Nan (2008). The questionnaire was used at Harbin Engineering University and was used for non-English second-level students. It consists of 36 questions. The questionnaire is about affective factors that affect students' speaking performance. The questions in the questionnaire were divided into three aspects of affective factors in speaking performance for students.

The question is a closed question. Closed questions provide limited answers, leaving no room for additional information to volunteer. They only need agreement and a choice between answer choices. Larger closed questions, uniformity, easier memory for respondents, easier coding, and easier analysis of open questions. In the questionnaire, respondents answered questions about affective factors that they feel in answering questions given by researchers. All the statement in accordance with Likert scale from 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), to 5 (strongly disagree). In this study, the questionnaire was distributed to students. It was written in Indonesia to facilitate students completing it.

3.3.2 Interview

Interviewing is a technique that allows researchers to carry out detailed investigations and understand someone's thoughts and personal responses to find out what's on their minds, what they think or how they feel about something. In this study, researchers used semi-structured interview. Fraenkel, Wallen and Hyun (2011) state that semi-structured interviews are verbal questionnaires. Rather formal, they consist of a series of questions designed to obtain specific answers from respondents. Usually, they are used to obtain information that can later be compared and contrasted.

Researchers use semi-structured interviews to obtain additional data that is used to verify data obtained from student questionnaires. The interview was conducted with an English teacher who was teaching class VIII at MTs Yasmu Manyar. The questions from the interview section for teachers were adapted by Yurong & Nan (2008). They are related to questions from the student questionnaire. They consist of 14 items. Questions from the questionnaire are attached in the Appendix

3.4 Establishment of the Trustworthiness

Before the questionnaire is distributed, the researcher considers its validity and reliability first. Johnson and Christensen (2012) explain that validity and reliability are two of the most important psychometric properties to consider when using tests or assessment procedures. Validity refers to the accuracy of inference or interpretation made from test scores, while reliability refers to the consistency or stability of test scores.

3.4.1 Validity

Meadows (2003) said that validity is how well the questionnaire measures what it is intended to measure. Validity is necessary to consider some questions, e.g. whether the questionnaire measures what it intends to measure, whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed.

The researcher did the tryout of the questionnaire to VIII grade at MTs Yasmu Manyar. The researcher analyzing the questionnaire to find out the validity of the questionnaire on the three aspects discussed. In this study, the researcher compared the Sig. (2-tailed) with a probability of 0,05 to find out the validity of questionnaire. So, if the Sig. (2-tailed) > 0,05, then the items on the questionnaire are declared valid.

A summary of the validity test result obtained from the researcher instrument can be seen in the following table:

Table 1. The validity test result

No	Pearson Correlation	Sig. (2-tailed)	N	Description
X1.1	.583**	.000	0	Valid
X1.2	.493**	.000	0	Valid
X1.3	.470**	.000	0	Valid
X1.4	.738**	.000	0	Valid
X1.5	.892**	.000	0	Valid
X1.6	.708**	.000	0	Valid
X1.7	.355**	.005	0	Valid
X1.8	.654**	.000	0	Valid
X1.9	.761**	.000	0	Valid
X1.10	.740**	.000	0	Valid
X1.11	.415**	.001	0	Valid
X1.12	.670**	.000	0	Valid
X1.13	.685**	.000	0	Valid
X1.14	.598**	.000	0	Valid
X1.15	.730**	.000	0	Valid

X1.16	.639**	.000	0	Valid
X1.17	.685**	.000	0	Valid
X1.18	.636**	.000	0	Valid
X1.19	.730**	.000	0	Valid
X1.20	.408**	.001	0	Valid
X1.21	.679**	.000	0	Valid
X1.22	.507**	.000	0	Valid
X1.23	.650**	.000	0	Valid
X1.24	.697**	.000	0	Valid
X1.25	.603**	.000	0	Valid
X1.26	.502**	.000	0	Valid
X1.27	.749**	.000	0	Valid
X1.28	.445**	.000	0	Valid
X1.29	.780**	.000	0	Valid
X1.30	.527**	.000	0	Valid
X1.31	.513**	.000	0	Valid
X1.32	.502**	.000	0	Valid

X1.33	.429**	.001	0	Valid
X1.34	.436**	.001	0	Valid
X1.35	.395**	.002	0	Valid
X1.36	.444**	.000	0	Valid

Based on the table above, the Sig. (2-tailed) was lower than the level of the significance 0,05. That means, all items in the questionnaire are valid and worth to be used in this study.

3.4.2 Reliability

In this study, the researcher applied Cronbach's Alpha technique which is carried out by using IBM SPSS statistics Version 24 to find out the internal consistency reliability of the questionnaire. Johnson and Christensen (2012) as citied by (Buchholtz, 2019) state that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher. The result of the reliability test of the instrument is in this following:

Table 2. The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.912	36

Based on the table, the coefficient of the Cronbach Alpha was 0, 912. It means that the reliability of the questionnaire was good. The complete result of the tryout of the instrument that was done at MTs Yasmu Manyar and the questionnaire was attached in Appendix.

3.5 Procedure of Data Collection

The procedure for collecting data is a way to get data collection. The researcher must decide and determine the right procedure to obtain correct and accurate data. For the first, researchers distributed questionnaires to all students as respondents to find out the aspects of affective factors that most dominant in their speaking performance. They are not required to write their names on the questionnaire, so they feel free to answer it. After that, the researcher will interview English teacher to obtain information that can be compared with the data from questionnaire analysis.

3.6 Data Analysis

in analyzing data, researchers used descriptive statistical analysis and descriptive analysis. in this study, descriptive data analysis included questionnaires and interviews.

A. Questionnaire

In analyzing this data, data obtained from the questionnaire were processed, calculated, and analyzed using descriptive statistics. To calculate the results of the questionnaire means the score is used and the data collected is coded according to the research questions of this study. The results of the questionnaire were analyzed using a level scale by Likert (1932) and a percentage formula by Arikunto (2006) as citied in Mufidah (2017).

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= Number of samples

100%= Constants value

Data were analyzed using descriptive statistics to find out which aspects were more dominant in students' speaking performance.

B. Interview

In analyzing the data in the interview section, the researcher transcribed based on the recorded file of the interview process. After that, researchers match the results of transcription with data obtained from students' questionnaire responses in previous data collection. Then, all results will be explained in detail by researchers in paragraphs. Interview questions and answers can be seen in the Appendix.