

CHAPTER III

METHODOLOGY

This chapter involves research design, population and sample, data collection and data analysis.

3.1 Research Design

This research data is analyzed by quantitative approach that uses correlation research. In doing research to find out the correlation between motivation and participation, researcher uses a correlation study because aims to find a relationship between two variables (motivation and participation) in reading skill. There are two variables in this study, they are the motivation and participation. According to Holt et al. (2011) there are social and private benefits as a motivation for some individual participation. Social benefits include positive relationships with coaches, build new friendships and develop cooperation and social skills. Then, private benefits in individual are significant buffers for maintaining a positive and healthy lifestyle. When a person is intrinsically motivated he will participate for fun activity (Recours et al., 2004; Wilson, 2006).

3.2 Population and Sample

There are 3 grades at SMPN 1 Menganti, it is divided into 7, 8, and 9. But for population of this study is 8 grades because using probability sampling which is all of the population has the same opportunity to be sample. In determining the sample of this research, the researcher uses cluster sampling technique because it determine the sample by regional techniques under study or data sources of the group or the class. While the sample of this study is 32 students of 8A grade in SMPN 1 Menganti. The researchers chose this class because the teacher lead to pick this class which 8A grade has the best value to be used as a sample based on the test scores applied in their school. So researcher tries to choose the class 8A as the sample of the study.

3.3 Data Collection

3.3.1 Instruments

This research was conducted to find out the correlation between motivation and participation to read. To collect data that is necessary, the researcher exploited quantitative research design that uses a correlation study, because it aims to discover the relationship between 2 variables. To get the data for the first variable, researcher uses Motivation Reading Questionnaire (MRQ) by Wigfield, Guthrie, and Mc Gough (1996). This questionnaire consist of 53 items that rates on four point scale (1; Very different from me, 2; A little different from me, 3; A little like me, 4; A lot like me). The researcher adopted MRQ as a questionnaire because, in MRQ values have values that are in accordance with what researchers need in reading skills rather than MRP because they are not officially published. In addition, MRQ also contains 2 types of motivation, namely intrinsic motivation and extrinsic motivation. MRQ Theoretical categories of the motivation for reading questionnaire covers efficacy, challenge, work avoidance, curiosity involvement, importance, recognition, grades, competition, social, and compilance (Wigfield, Guthrie, and McGough (1996).

In developing MRQ questionnaire or Motivations for Reading Questionnaire, Wigfield and Guthrie andMcGough tried to utilized research from both the general motivation literature and the reading attituudes literature and motivation to suggested several categories of motivations for reading. They first devised a complex of possible categories or constructs that could divide into reading motivations and developed items to measure those constructs. They then interviewed in a small group of children to look how they described their own reading motivations and, following these interviews, modified some of the items.

The two dimensions reflect the competence and efficacy categories that are popular in many motivation theories. Both two of categories also include the ideas that reading is something that often requires by children to

work hard to finished. These categories are Reading Efficacy, can defined to belief that one way to be successful at reading, and Reading Challenge can defines as the satisfaction of mastering or understanding complex ideas in the content of text.

The next set of categories are based in the work one of the types motivation, it is intrinsic motivation, values, and goals and covers both intrinsic and extrinsic aspects of reading motivations. More of intrinsic categories include Reading Curiosity, which means that the desire to learn about a particular topic of interest to the child; Reading Topics Aesthetically Enjoyed, or the enjoyment of experiencing different types of literary or information of reading texts; and Importance of Reading, which is a category taken from Eccles' and Wigfield's (e.g., Eccles et al., 1983; Wigfield & Eccles, 1992) work on task value of subjective. The notion of aesthetic enjoyment gained from reading refers to the pleasure took from reading a good written book or some articles on a topic one finds interesting. Although likely related in certain ways to intrinsic motivation to read, this kind of aesthetic enjoyment is something we thought to be unique to the reading area, and so is different from traditional definitions of intrinsic motivation. We also distinguished different kinds of intrinsic motivation for reading and extrinsic motivation for reading. Next categories is Recognition for Reading is the gratification in receiving a real evidence form of recognition for success in reading. Then Reading for Grades means that assesses the desire to be good evaluated by the teacher. Recognition and grades may figure prominently in their motivations for reading. These different kinds of extrinsic motivation can be reflect the fact that the students do much of their reading activities in school where their reading performance is evaluated.

The final categories is social aspects of reading, because reading can be a social activity. One proposed category which include in social aspect is Social Reasons for Reading, or can defined as the process of sharing the meanings get from reading with friends and other environment like family. The second is Competition in Reading, the desire to out perform to other

person in reading. Third is Compliance, because of an external purpose or requirement. These categories are based on the work on purposes in the motivation literature. With the exception of Wentzel's (1989) working the general motivation literature, social purposes for reading have not always been discussed. Such purposes seem essential for reading motivation. Finally, a set of items asked students what they do not like about reading or avoid in reading activity it called set Reading Work Avoidance. Here are some items and with those categories:

No.	Category	The number
1.	Reading Work Avoidance	1,2,3,4
2	Reading Curiosity	5,6,7,8,9,10
3.	Reading Challenge	11,12,13,14,15
4.	Reading Efficacy	16,17,18
5.	Reading involvement	19,20,21,22,23,24
6.	Importance of Reading	25,26
7.	Competition in Reading	27,28,29,30,31,32
8.	Recognition for Reading	33,34,35,36,37
9.	Reading for Grades	38,39,40,41
10.	Social Reasons for Reading	42,43,44,45,46,47,48
11.	Compliance	49,50,51,52,53

*See on the appendix

The next instrument of participation is used Classroom Participation Questionnaire (CPQ) to get data of participation. The CPQ created by Long at all (1991) consists of 16 statements that a student rates on a four-point scale (1, almost never; 2, seldom; 3, often; 4, almost always). The questionnaire yields three subscale scores: Understanding Teacher (UT), Understanding Students (US), Positive Affect (PA), and Negative Affect (NA). For each number in the questionnaire, each subscale explained, the following details of the sequence of item number along with a subscale. The researcher adopted CPQ Questionnaire because this questionnaire was validated and rehabilitated. In addition, this questionnaire also contains 4 categories based on students' understanding of teacher's explanations,

students' understanding of other students' explanations, students' positive influence in class, and students' negative influence in class. This category was considered sufficient for researchers to be categorized as needed in the questionnaire. Here is some items in those categories:

No.	Category	The number
1.	Understanding Teacher (UT)	1,2,3,4
2	Understanding Students (US)	5,6,7,8
3.	Positive Affect (PA)	9,10,11,12
4.	Negative Affect (NA)	13,14,15,16.

*See on the appendix

Understanding Teacher (UT) does not explain the understanding of a teacher, but what is meant by an understanding teacher in a CPQ questionnaire is students' understanding of a teacher's explanation. Whereas Understanding Students (US) explains a student's understanding of other students when explaining. In the other hand, what is meant by Positive Affect is the positive attitude of students when interacting in class with students or teachers. Whereas Negative Affect is the negative attitude of students when reacting with other students or teachers.

3.3.2 The procedure to Collect The Data

The procedures for collecting data, the researchers came to SMPN 1 Menganti to take sample for research. The total of the sample itself is 32 students of class 8A. In this study, researcher will test using 2 questionnaires. The first is using the MRQ for motivation and the second using the CPQ to participation. So every student will get 2 kinds of questionnaires.

In data collection through a detailed questionnaire, students are work on individually (not done within a group) and in conditions of calm and not noisy so it will achieve maximum results in data collection. Also on the questionnaire form filling contents in accordance with personal or student choice itself. To find out the correlation between motivation and participation for the reading skill of the students of class 8A at SMPN 1 Menganti Gresik, researcher tries to perform the following procedures in

collecting the data which require to support the data analysis. The following details the procedures of collecting data:

- Researcher asked permission to parties concerned in doing research correlation between motivation and participation for reading skill in the classroom of 8A grade at SMPN 1 Menganti.
- Researcher observing the 8A grade that will be used to get the data by questionnaires of motivation and participation for reading skill that require in the SMPN 1 Menganti.
- Researcher goes into class of 8A and explains the meaning and purpose of questionnaires and start coming to class 8A to be used as a sample.
- Researcher explains how to fill out the motivation questionnaire (MRQ) and participation questionnaire (CPQ) properly.
- After the MRQ questionnaire and CPQ questionnaire have been in content, researcher collects the results of both MRQ and CPQ questionnaires of students' answers consisting of 32 students in 8A grade.
- Before inputs the data both questionnaire, the reseacher sums up the score based on the 11 categories of MRq questionnaire and 4 categories of CPQ questionnaire. Then take average the score each students by those categories.
- Then, researcher inputs the data of MRQ questionnaire and CPQ questionnaire to analyses by SPSS descriptive statistic first then the result by using statistical data, SPSS Spearman Rank.

3.4 Data Analysis

After collecting data from two instruments, namely two kinds of questionnaire that has been described, researcher analyses the data by using a few steps to find the answer from this hypothesis in research. So researcher does with statistics analysis. First researcher will correct the data that has been collected. Second, researcher place the data from the results of students ' answers into SPSS program use descriptive and spearman rank for doing statistical analysis because the study used ordinal data from the likert questionnaires. The following steps place the data analysis:

- Before input the data of MRQ questionnaire and MRQ questionnaire into spss, researcher try to calculate the data such as on the below that has been obtained.
- The reseacher sums up the score based on the 11 categories of MRQ questionnaire and 4 categories of CPQ questionnaire. Then take average the score each students by those categories.
- Input the scores both questionnaires into SPSS descriptive statistic based on the categories which already sums up before and based on the students's scores.
- Describe the result of descriptive statistic of motivation such as minimal statistic, maximum statistic, mean statistic, and the average.
- Then describe the result of descriptive statistic of participation such as minimal statistic, maximum statistic, mean statistic, and the average.
- After descriptive statistic both questionnaires done, then continue to SPSS spearman rank to see the result of correlation between motivation and participation for reading skill.
- After obtaining the results of data from SPSS spearman rank, then the researcher determines whether or not significant, correlation interval, and positive or negative.

In the data collection about motivation questionnaire reading (MRQ) that used by Allan wighfield, John t. Guthriea, and Karen Mcgough (1996) in knowing the level of motivation of students still does interest students in reading in class. The questionnaire already translated to Bahasa Indonesia in order to make it easy for students to be answered and can be administered in 30 minutes.

MRQ uses scale with range 1-4. It is consist of: very different from me (1), a little different from me (2), a little like me (3), a lot like me (4). The score each item described as follows:

Category	Score
Very different from me	1

(Sangat berbeda dariku)	
A little different from me (Sedikit berbeda dariku)	2
A little like me (Sedikit seperti aku)	3
A lot like me (Sangat seperti aku)	4

While Classroom Participation Questionnaire (CPQ) also uses a 4 point scale. Here's the list:

- 1: Almost Never (Hampir tidak pernah).
- 2: Seldom (Jarang).
- 3: Often (Sering).
- 4: Almost Always (Hampir selalu).

3.5 Correlation Analysis

In this correlation analysis research uses statistical data that are non-parametric which the data in this study uses ordinal data from the likert scale by questionnaires. In finding the correlation motivation in reading and participation in reading of the study, the data will be in put in SPSS using the formula spearman rank because it is using non parametric. Data will be taken from the questionnaires and would be analysed to determine the students' reading motivation by observing the item in the column that fits with the MRQ questionnaires which scored from 1 to 4 scales. Then CPR questionnaire will observed in each item which score from 1 to 4 scale also. A total score can be derived by summing up the scores of all the items.

Spearman rank correlation is used to find relationship or to test the significance of hypothesis if each the variables connected in the form of ordinal. Above all, to find out the correlation between reading motivation and students' participation, SPSS computer program using spearman rank will be employed. To analyse the data obtained from both the questionnaire.

Spearman rank correlation works with ordinal data. Because the respondent's answer is ordinal data, then the data is changed first from

ordinal data in the form of ranking. Spearman rank used to test the hypothesis (Ho).

Ho: “There is positive significant correlation between motivation and participation for reading skill at 8 grade in SMPN 1 Menganti.”

The interpretation value based on the Mujis (2004:126).

$< 0,1$ = Weak

$< 0,3$ = Modest

$< 0,5$ = Moderate

$< 0,8$ = Strong

$\geq 0,8$ = Very Strong

If the score less than 0,1 it means that the correlation is week. If the score less than 0,3 it means that the correlation is modest. If the score less than 0,5 or more than 0,3 it means that the correlation is moderate. If the score less than 0,8 or more than 0,5 it means that the correlation is strong. And if the score 0,8 or more means that the correlation is very strong.