

CHAPTER III

METHODOLOGY

This chapter presents the design of the study, settings, researcher question, technique of data collection, and followed by technique of data analysis.

A. Research Design

This research use descriptive qualitative method. Qualitative research is research which yields the descriptive data in the form of written or oral words from observing people and behavior. This method was used to describe the phenomenon about kinds of students' motivation in learning writing. Qualitative research methods were those generally subsumed under the heading of ethnography, case studies, field studies, grounded theory, document studies, naturalistic inquiry, observational studies, interview studies, and descriptive studies.³⁴

B. Setting and Context

This study was conducted at class X MIPA E SMAN 1 Kendari for 4 weeks. It started at the first semester of academic year of 2018/2019. Each week has 2 different English classes called Bahasa Inggris Wajib dan bahasa Inggris Lintas Minat. The research team had been allowed to teach in both classes. Therefore, there were 8 meetings, starting, on Tuesday, 22 January 2019 until Friday, 15 February 2019.

³⁴ Newman, I. & Benz, C. R, "*Qualitative – qualitative Research methodology*", Exploring the in Extractive continuum. Southern lilions. University Press, 1998.

The reason of choosing this school is considering of the problem occur in that school based on my observation by watching video of teaching activity. In my observation by watch video of teaching activity I see some of the students got lazy to study English especially in writing skill because the English teacher seldom using media, like picture, card, poster, paper, and et al, in English class. The atmosphere in classroom looks like bored and did not fun and interesting for learning. When the teacher teaches in classroom, the students did not attention to the material. Some of them, they just play with their headhone and some of them talking with their friends. But, when the teacher teach in classroom and giving the ice breaking in the middle of teaching the situation in classroom is change, the students more enthusiastic to join the activity, the students more fun to do the another activity after done ice breaking. Besides that, giving ice breaking can make the students more motivate to join the class and not feel that the teacher ask them to study hard, but while they study and play.

C. Participant

The participant of this study is students class X MIPA 5 at SMA Negeri I Kendari. The students in the class that have total is 36 students there are 24 females and 12 males.

D. Data Collection

Based on the core of the research question, this research uses one instrument to examine the result: that is questionnaire. It does at SMA Negeri 1 Kendari especially on X MIPA 5.

1. Questionnaire sheet

This study, the question was made through the Likert scale. Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group regarding social phenomena, operational resolutions set by the researcher. The researcher collected quite a lot of items, relevant to the problems collected, and consisted of items that were quite clearly understood and not collected. Then the items were tried out for a group of respondents who were quite representative of the group they wanted to collect.

The above respondents were asked to check each item, whether they liked (+) or did not like it (-). The response was collected and the answers that gave indications of being liked were given the highest score. There is no problem to give the number 4 for the highest and score 1 for the lowest or vice versa. What is important is the consistency of the attitude shown. In measuring the field of education, there are two forms of questions, namely the form of positive questions to measure positive scale, and the form of negative questions to measure negative scales. Positive questions are scored 4, 3, 2, and 1; while the negative question form is given a score of 1, 2, 3, and 4. In this study the author makes a question in a negative and positive form. In a positive matter consists of 17 questions (1,5,6,7,8,11,12,14,16,17,19,20,21,22,24,26, and 17), as for questions that are

negative from 10 questions (2,3,4,9,10,13,15,18,23, and 25). And distinguish between intrinsic questions and extrinsic questions. The intrinsic problem consists of 14 questions (2,3,4,9,10,11,13,15,18,20,21,23,24 and 25) and extrinsic questions consist of 13 questions (1,5,6 , 7,8,12,14,16,17,19,22,26 and 27).

Questionnaire is a technique of collecting data that is done by giving some questions or statement to respondent.³⁵ This questionnaire has been designed by Dornyei (1998) cited from Willian and Burden (1997) that is to discover the kinds of motivation in learning writing. However, the writer modified the items to suit the purposes of my research specially to know the kinds of student motivation in learning writing. In June 2019, the questionnaire was checked by my lecturer to make sure that all of statement item were well constructed and explored the aims of my study effectively.³⁶

2. Technique of Data Analysis

In terms of analyzing the data, writer herself uses content analysis. According to Marvasti (2004) stated that content analysis was analyzing systematic classification and counting of text units a short description based on its features. In line with Marvasti, Berg (2001) also defined that content analysis enables the researcher to examine artifact of communication. Typically, the data which were being analyzed were written document or transcription of recorded verbal communication.

³⁵ Dornyei, Z, "What is notivation in foreign language learning Language Learning", Vol. 40, 1998, p. 46-47.

³⁶ Williams, M. & Burden R.L, "*Psychology for Language Teache*", A Social Constructivist Approach. Cambridge University Press, 1997.

Further, this analysis is to classify the result of categorization such as strongly agree, agree and etc. of the students' respond regarding to the questionnaire of students' motivation. Then, analyzed and interpreted to answer the formula of the problem that becomes main research. To get the assessment of presentation, the researcher would use formula:

Formulsa : $T \times P_n$

Num	Students' answers	positive				Negative			
		4	3	2	1	1	2	3	4
1.	7	7 x 4 = 114				0 x 1 = 0			
2.	12	12 x 3 = 36				17 x 2 = 34			
3.	17	17 x 2 = 34				12 x 3 = 36			
4.	0	0 x 1 = 0				7 x 4 = 114			

T = Total number of respondents who voted

P_n = Likert score selection

Respondents who respond strongly agree (4) = 7 X 4 = 28

Respondents who answered agreed (3) = 12 X 3 = 36

Respondents who answered did not agree (2) = 17 X 2 = 34

Respondents who answered strongly disagree (1) = 0 X 1 = 0

All results are added up, total score = 98

Interpretation of calculation scores

In order to get the results of the interpretation, first the highest score (X) and the lowest score (X) must be known for the assessment items with the following formula:

Y = highest Likert score X Number of respondents

X = lowest Likert score X number of respondents

The highest number of items (very like) is $4 \times 36 = 114$, while the item (very disliked) is $1 \times 36 = 36$. So, if the total score of the respondent's score is 98, then the respondent's interpretation of study writing is every time that they have the free time is the result of the value generated using the index% formula.

Formula index% = Total score / Y X 100

Pre-settlement

Before completing it, we also have to know the interval (distance range) and interpretation of percent to find out the assessment by the interval method score percent.

Interval formula

$I = 100 / \text{Number of scores (likert)}$

Then $= 100/4 = 25$

Result (I) = 25

The following interpretation criteria for the score are based on intervals:

Number 0% - 19.99% = Strongly disagree

Number 20% - 39.99% = Disagree

Number 40% - 59.99% = Neutral

Number 60% - 79.99 = Agree

Number 80% - 100% = Strongly agree

Final completion

$= \text{Total Score} / Y \times 100$

$= 114/36 \times 100$

$= 85.9\%$ in the category of "strongly agree"