CHAPTER III

RESEARCH METHOD

This chapter presents the process of research methodology in this study. The research methodology consists of the research design, population and sample, the research instrument data collecting method, and the data analysis.

A. Research Design

The research design is the important point in conducting the research. The appropriate research design will help the researcher and absolutely can create a better result of research. This research can be classified as a quantitative research. Quantitative research approaches summarize results numerically.

In this research, the researcher applies correlational design in conducting the present study. (Faenkel and Wellen, 2006) stated that correlational design is a study to determine the relationship between two or more variables without any attempt to influence these variables, therefore there is no manipulation of variables. As it's known that correlational design is specialized in figuring out the correlation or relationship between two or more continuous variables, therefore two variables such as students' self-efficacy and decision making of debate students

In this study, the researcher attempts to find out the relationship between students' self-efficacy and decision making.

B. **Subject of Study**

In this section, subjects are the respondent or participants of English Competition, namely EJEC 4 (East Java English Competition 4). EJEC is one of English Club association in East Java which located at Bebekan street No. 70Slorok Kromengan Malang district. This association is East Java Level, so all the students of Senior High School allowed to join this competition. For this year this competition was held at SMK PGRI 2 Kota Kediri located at Abdul Kharim street No. 5 Bandar Lor Mojoroto Kediri city.

There are 24 debat teams from 16 schools around East Java, in this competition and it consist of 3 student for each team. It means there are 72 students of debate participants.But, the researcher got the data from 67 students, with 39 are females and 28 are males, here are the table of school list that join in EJEC, the researcher puts the complete name of participant in (*Appendix 1*) .

Table 3.1

List of School in Debat Competition

No	Name of School	Female	Male
1	SMKN 2 Malang	2	1
2	SMK 4 Malang	4	5
3	SMKN 1 Kepanjen	2	6

4	SMKN 1 Doko	1	2
5	SMKN 1 Kediri	4	5
6	SMAN 1 Kediri	1	2
7	SMK Brantas Karangkates	2	1
8	SMAN 7 Malang	2	1
9	SMAN 2 Kediri	4	2
10	Al Fiqroh Annajiah Malang	3	-
11	SMK Wahidiyah	3	1
12	SMKN 3 Kediri	3	-
13	SMK PGRI 2 Kedri	3	-
14	SMKN 3 Tuban	3	-
15	SMAN 1 Blitar	1	2
16	SMKN 2 Pacitan	2	1
	Total	39	28

C. Research Instrument

The research instrument is Questionnaire, it used for 2 variables those are Self-Efficacy and Decison Making tests.

1. **Self-Efficacy Questionnaire**

      The questionnaire is given to the object of the research to know their courage in Self-efficacy. The questionnaires consist of some items boxes consisting of questions about self-efficacy. The questionnaire is adapted from (Bandura A. , 1994). The respondents are asked to rate each item of the questionnaire by using four-point like scale ranging from 4 (Strongly agree) to 1 (strongly disagree). The researcher divides two item number, they are Negative and Positive items and also detemine the score.

Table 3.2

The Score of Response

Response	Positive	Negative
1 (Strongly Disagree)	1	4
2 (Disagree)	2	3
3 (Agree)	3	2
4 (Strongly Agree)	4	1

      The questionnaire is translated into Bahasa Indonesia to avoid students misunderstanding and misinterpretation. The table of questionnaire relate to the variable, the researcher puts the questionnaire

form in (*Appendix 9*). The blue print of questionnaire also created by the researcher it puts in (A*ppendix 2*).

The researcher conducted the try out for questionnaire, try out in order to used to know whether the questionnaire understandable or not. It conducted on 2nd Feburary 2020, to take the data of try out the reseacher use the member of English Debate in Kediri, they are the representative of Senior High School students who have ever join in debate competition for several times. The result of try out which are the the questionnaire item will be eliminated you can see on the (*Appendix 6*).

From the result of try out there are 50 questionnaire items. After the researcher did try out and validity check, the question number 2,3,8,13,15,17,19,23,25,26,29,30,31,32,33,34,35,36,37,41,42,46 are not valid because the r-result is lower than r-table (0.338, N=32), the score of every r-result the researcher put in (*Appendix 4*), so by the try out and validity check there are 22 items are not valid and 28 items are valid.

2. **Decision Making Questionnaire**

The questionnaire was given to the object of the research to know their process of take the decision. The questionnaires consist of some items boxes consisting of questions about decision making. The questionnaire is adapted from(Harren, 1979). The respondents are asked to rate each item of the questionnaire by using four-point like scale ranging from 4 (Strongly agree) to 1 (strongly disagree). The researcher divides two item number, they are Negative and Positive items and also

detemine the score. The score of positive and negative question are same as the table 3.2 above.

The questionnaire is translated into Bahasa Indonesia to avoid students misunderstanding and misinterpretation. The table of questionnaire relate to the variable, the researcher put the form of questionnaire in (*Appendix 10*) . The blue print of questionnaire also created by the researcher it put into (*Appendix 3*).

The researcher conducted the try out for questionnaire, try out in order to used to know whether the questionnaire understandable or not. It conducted on 2^{nd}Feburary 2020, to take the data of try out the researcher uses the member of English Debate in Kediri, they are the representative of Senior High School students who have ever joined in debate competition for several times. The result of try out which are the the questionnaire items will be eliminated you can see on the (*Appendix 8*).

From the data of validity check from try out there are 41 questionnaire items of self-efficacy, after process of validity check questionnaire number 2,8,9,10,12,14,15,26,31,32,33,34,36,38,39,41 are not valid because the r-result is lower than r-table (0,338, N=32) the score of r-result every item the researcher put in (*Appendix 4*). So by the try out and validity check there are 16 items are not valid and 25 items are valid.

D. Data Collection

In this research, the researcher uses quantitative approach, the techniques is used to getdata which related to the Students' Self-Efficacy and Decision Making. The data are then collected in same day when the instruments were distributed.

The researcher try out the questionnaire first before testing the real questionnaire to the sample. After questionnaire is administered, the researcher distribute the questionnaire in the competition of EJEC. The respondents should answer and subtim the same day.

E. Data Analysis

The data obtained through the questionnaire and the test analyzed with SPSS (Statistical Program for Social Science). The researcher analyzes the dat using SPSS software ver.21.00 fro windows. The researcher determined the table interpretation of *Kendall Tau* scales as follow:

Table 3.3

The Interpretation Table of *Kendall Tau* Scales

NO	Coefficient Correlation (CC)	Category
1	0,00-0,199	Very Low Correlation
2	0,200-0,399	Low Correlation
3	0,400-0,599	Average Moderate Correlation
4	0,600-0,799	High Correlation
5	0,800-0,1000	Very High Correlation

F. Validity

This research also uses the validity. Validity of studies tool assesses the quantity to which the device measures what its miles designed to degree (Robson, 2011). It is also refers to the degree to which the results are truthful. Therefore, the instrument of the research (questionnaire) must be correct to measure the concept under the study.

This research uses content validity and face validity. Content validity is to measure how far the questionnaire and the score represent the possible question that should be asked based on the skill or content (Cresweel, 2005). So, it is related to the questionnaire which represents the theory or concept

used. It is usually depends on expert judgment in the field to measure the content because there is no statistical test to determine whether a measure adequately covers a content area (Mohajan, 2017). The content validity used by researcher to measure the questionnaire items related correlation between self-efficacy and decision making. In that context, the researcher asks the judgment and evaluation from one of Psychology lecturer of IAIN Kediri, Irma Rosalina M.Pd.

The face validity used by researcher to evaluate the appearance of the questionnaire in the context of feasibility, readability, consistency of format and style, and the clarity of language used. Different from content validity which uses expert judgment, the face validity uses non-expert or another sample to measure the appearance of the questionnaire. In other words, it is simply refers to the subjective assessment of the researcher to validate the presentation and relevance of the questionnaire on whether or not it is appear to be relevant, clear without any ambiguity (Harmend, 2016). The result of face validity it put in (*Appendix 4*).

G. Reliability

To build the consistency of the score, the researcher additionally uses reliability. According to (Cresweel, 2012) states reliability refers to the consistency of the score obtained. It means when the students do test with the same test, the test should yield similar result. Score should be nearly the same when the researcher administers the instrument multiple times and at the different times.

To measure the reliability of questionnaire, the researcher uses coefficient alpha or Cronbach's alpha to estimate internal consistency. If the items are scored as continuous variables (e.g., strongly agree to strongly disagree), the alpha provides a coefficient to estimate consistency of score on an instrument. Therefore, in the present study, researcher uses this reliability measurement.

The result of reliability for Self-Efficacy of Cronbach's alpha is ,909 and for Decision Making is ,903. The instrument is reliable if the alpha value is more than 0,7. It means the questionnaire is reliable because the alpha value is greater than 0,7. The reliable can be seen in the table bellow:

Table 3.4 Reliability Statistic of Self-Efficacy

Reliability Statistic	
Cronbach's Alpha	N of Items
,909	28

Table 3.5 Reliability Statistic of Decision

Reliability Statistic	
Cronbach's Alpha	N of Items
,903	28