CHAPTER III
RESEARCH METHOD

In this chapter the researcher describes the research methodology used in this research. This chapter starts with research methods, population and sample, research instruments, data collection techniques, and data analysis.

A. Research Design

In this research, researchers used a correlation design with a quantitative method. This approach involves collecting data in the form of numbers and statistics, allowing researchers to measure and identify quantitative relationships between the variables under study. This correlation method provides a solid foundation for digging deeper into the patterns that may exist between these variables.

This research aims to explore and understand the correlation between two or more variables (Creswell, 2016). By using this method, researchers can determine the extent to which student motivation and student self-confidence in learning to speak influence their speaking ability. With this approach, researchers can dig deeper to find patterns or trends that may exist among the data collected. Correlational methods allow researchers to see whether there is a relationship between the variables studied, helping in gaining a better understanding of the dynamics behind student motivation and student self-confidence in the context of students speaking achievement.

B. Population and Sample

Population is the subject of research. The sample is part or representative of the population being studied. From this understanding, the researcher determined that the population in the study was all students of MA Mambaus Solihin. Meanwhile, the sample from this research was class X IPA with a total of 28 students. Class X IPA was chosen because the subjects and content were considered relevant to the research objectives to be achieved. This allows researchers to gain deeper and more relevant insights related to the aspects studied within the class framework.

C. Research Instruments

This study used two measurement instruments, namely a questionnaire and a speaking test. This instrument is used to collect data from respondents related to the variables studied. The following is an explanation of the two instruments:

1. Questionnaire

a. Questionnaire for assessing motivation level

Questionnaire adapted from research that has been conducted by (Wimolmas, 2013). To investigate student motivation questionnaire consisting of 20 items in which participants were asked to choose one of five options rated on a five-point Likert scale ranging from strongly disagree to strongly agree. Questionnaire items adapted from Gardner's (AMTB) Attitude/Motivation Test Battery (Gardner, 1972). The 20 questionnaire items are divided into 10 items on instrumental motivation, and 10 items on integrative motivation, with the following questionnaire specifications:

Table 3.1 Specification Questionnaire

No	Motivational factors questionnaire	Item number	Total
1.	Instrumental motivation	1,2,3,4,5,6,7,8,9,10	**10**
2.	Integrative motivation	11,12,13,14,15,16,17,18,19,20	**10**
	Total items		**20**

Questionnaire results were analyzed using SPSS 26 software. Information regarding the general background of the participants and comments provided by them were processed and presented in the form of percentages. To measure the level and type of subject's learning motivation, a four-point Likert scale was used. This scale is used in the questionnaire to assess the level of agreement or disagreement based on certain established criteria.

Tabel 3.2 specification scale of motivation level

Mean range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

b. Statement questionnaire for assessing students self-confidance

Questionnaire adapted from research that has been conducted by (Rischi, 2021), the use of this statement questionnaire to investigate student self-confidance, statement questionnaire consisting of 30 items in which participants were asked to choose one of four options rated on a four-point Likert scale ranging from strongly disagree to strongly agree.

Table 3.3 Specification Statement for Self-Confidence Questionnaire

No.	Indicators	Numbers of item
1.	**Direction and values:** Students know what they want, where to go, and what is important to them.	1,2,3,4,5
2.	**Motivation:** Students are motivated and enjoy what they do.	6,7,8,9,10
3.	**Emotional stability:** Students can keep calm and focused.	11,12,13,14,15
4.	**A positive mindset:** Students can stay optimistic and hold positive regard for themselves as well as other people.	16,17,18,19,20
5.	**Self-awareness:** Students have a self-awareness about their abilities.	21,22,23,24,25
6.	**A sense of purpose:** Students have an increasing sense of the coherence of the different parts of their lives.	26,27,28,29,30

Table 3.4 specification scale of self-confidence level

No.	Category	Level
1.	91% - 100%	Very High
2.	78% - 90%	High
3.	65% - 77%	High Enough
4.	52% - 64%	Middle
5.	39% - 51%	Low Enough
6.	26% - 38%	Low
7.	14% - 25%	Low

2. Speaking test

In this study, the researcher used a test to obtain data on student learning outcomes. The test was given in the form of an oral test making short dialogues which the author adopted from student textbooks chapter 3 with the theme "What are You Going to Do Today?" practice speaking task 1 question number 3 (Widiati et al., 2017). Aspects assessed in this study based on Brown,(Henry Douglas Brown, 2004) which assesses 6 aspects namely pronunciation, grammar, vocabulary, fluency, comprehension, and task, can be seen in Appendix 3, and for assessing students' speaking level categories adopted from (Nurjanah et al., 2018).

Table 3.5 specification scale of speaking achievement level

No	Test score interval	Level
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Average
4.	21-40	Fair
5.	0-20	Poor

D. Data Collection

Based on the explanation above, the technique used to collect data in this study was distributing questionnaires to obtain data about students' motivation, and researchers would conduct oral tests on students, to determine the extent to which students' speaking skills improved.

E. Data Analysis

This research uses person product moment correlation to analyze the data that has been collected. This method was chosen because it allows researchers to measure the extent to which two variables are more related to each other in a data sample. In the context of this research, Pearson correlation analysis was performed to determine whether there was a linear relationship between the observed variables. In a research context, analysis using Person product moment correlation may be carried out to understand the linear relationship between two or more variables in the collected data sample. This can help researchers to draw

conclusions about whether there is a positive, negative, or no relationship between these variables.

then to find out the relationship between all the variables in this research using multiple regression analysis, multiple regression analysis is a statistical method used to understand the complex relationship between one dependent variable and two or more independent variables, in the context of this research, speaking achievement is Y, motivation is X^1, and self-confidence is X^2. And all formula calculations use SPSS 26 statistical software.

After obtaining the data from all the tests, the data analysis used by the researcher was descriptive analysis, after that a hypothesis test was carried out for research questions 1 and 2 with Pearson product moment analysis, then a multiple regression analysis test was carried out to answer research question 3 with the conditions of normality, linearity, multicollinearity, and heteroscedasticity test and the last is the F test.