CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study utilized a descriptive research using quantitative method to find out students' perception and motivation toward english e-learning. According to Creswell, (2013) quantitative research is a type of research which explaining some problems by collecting numerical data which the way to analyse is by using statistics method. To be exact, this research was a survey research. Sprinthall R, Gregory S. and Lee S. (1991:93) defined survey research is designed to gather information from samples by using questionnaires or, sometimes, interviews. Survey research focused on a group's opinions, beliefs, attitudes and or characteristics.

3.2 Population and Sample

3.2.1 Population

Population is the group of interest to the reserch, the group to whom the research would like to generalize the result of research (Dooley & Linder, 2003). The population in this study were eighth grade students of SMP Negeri 11 Kota Jambi. There are 11 classes from Class VIII. The number of eighth grade students in this school is about 325 students. The researcher chose the eighth grade students because when the researcher carried out Pre-Service in this school, the researcher taught several classes in

grade VIII and found several students with different perceptions and motivations towards english e-learning during the pandemic.

3.2.2 Sample

According to Creswell (2012) sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In addition, Taherdoost (2016:20) stated that sampling in a research can be used to make conclusions about a population or to make generalizations in relation to existing theories. In this study, the researcher chose purposive sampling to select the sample. According to Black (2010) a purposive sampling is a non-probability sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher". Therefore, the researcher chose English classes that are taught by Mrs. SR as a sample for online survey, with a total of 103 students and consisting of 3 classes. They are VIII H, VIII I, and VIII J.

3.3   Instrumentations

3.3.1   Questionnaire

Questionnaire is an efficient data collection technique which is done by giving a set of questions or written statements to respondents to be amswered (Sugiyono, 2017:142). In this study, the type of questionnaire that the researcher chose is closed questionnaire. The researcher made the questionnaire in the form of a Google Form and the link was distributed through WhatsApp group of eighth graders at SMP Negeri 11 Kota Jambi.

The questionnaire was adapted from a study done by Ncube (2015) for the questionnaire about students' perception toward English e-learning and Mulyani (2020) for the questionnaire about students' motivation through online learning. The questionnaire contains of 15 items. The questionnaire points 1 to 10 discuss about students' perceptions toward English e-learning during COVID-19 pandemic while points 11 to 15 discuss about students' motivations toward English e-learning during COVID-19 pandemic.

For the measurement in the questionnaire, the researcher used likert scale. In 1932, Rensis Likert, a psychologist interested in measuring people's opinion on a variety items (events, objects or other people), developed original likert scale. The original likert scale is a set of statements or items offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). In addition, the researcher used even-numbered scales or sometimes called a 'forced choice' method since the neutral/undecided option is not available to respondents. This type of likert scale was chosen by the researcher to avoid misinterpretation of mid-point and also to get specific responses.

3.1. List table if the questionnaire

Questionnaire Statements *(Pernyataan Kuesioner)*	Likert Scale of Questionnaire *(Tingkat Persetujuan)*			
	4	3	2	1
1. I feel comfort with english e-learning. *(saya merasa nyaman belajar bahasa inggris dengan e-learning)*				
2. I do prefer learning english online rather than oflline. *(saya lebih suka belajar bahasa inggris online daripada offline)*				
3. I feel not confident with english e-learning. *(saya merasa tidak percaya diri ketika belajar bahasa inggris dengan e-learning)*				
4. I am satisfied with the materials that the teachers provide. *(Saya puas dengan materi-materi yang guru berikan)*				
5. Learning english online is quite effective for me. *(Belajar bahasa inggris secara online cukup efektif untuk saya)*				

6. Learning English online is more flexible in choosing a place and time even though while in a trip. *(Belajar bahasa inggris secara online lebih fleksibel dalam memilih tempat dan waktu meskipun sedang melakukan perjalanan)*				
7. Learning English online can save on transportation costs. *(Belajar bahasa inggris secara online dapat menghemat biaya transportasi)*				
8. I feel uncomforted learning English online because of the internet access is inadequate. *(Saya merasa tidak nyaman belajar bahasa inggris dengan e-learning dikarenakan akses internet yang tidak memadai)*				
9. It is hard to learn English online because of the technology access is inadequate. *(saya kesusahan belajar bahasa inggris dengan e-learning karena teknologi yang tidak memadai)*				

10. Lack of interaction with the teachers and friends. *(Kurangnya interaksi antara saya dan guru serta teman-teman)*				
11. I feel motivated to learn English with E-Learning. *(Saya merasa termotivasi belajar bahasa inggris dengan e-learning)*				
12. I always study English at home even though the learning process conducted online. *(Saya selalu belajar bahasa inggris dari rumah meskipun proses pembelajaran dilakukan online)*				
13. I always try to do my homework even though the learning course are conducted online. *(Saya selalu mencoba untuk mengerjakan tugas dirumah meskipun pembelajaran dilakukan online)*				

14. I get motivation from my family to always learn english with E-Learning. *(Saya mendapatkan motivasi dari keluarga untuk selalu belajar bahasa inggris dengan e-learning)*				
15. I always try to study at home even though there is no homework given by the teacher. *(Saya selalu mencoba untuk belajar di rumah meskipun tidak ada tugas yang diberikan oleh guru)*				

3.4 Technique of Data Analysis

This study uses a four-point Likert scale questionnaire; 1 for strongly disagree, 2 for disagree, 3 agree and 4 for strongly agree. After grouping the answers, the researcher counted each response. Then the researcher calculates the mean score result of each statement which will determine the main response of each statement. The data that has been submitted was processed and calculated used the Statistical Package for Social Sciences (SPSS) software to analyse the means frequency and percentage of data collection responses. The data is classified based on indicators that can answer research questions. To get clear information about the data, the researcher displayed it in tabular form.

3.5 Validity

The researcher conduct the validity test before the instrument used. The validity test is used to test whether the instrument used is valid. This means that the instrument can be used to measure what is actually being measured. The results of the instrument are called valid if the data collected is the actual data that occurs on the object under study. Validity explains how well and accurately the collected data covers the actual area of an investigation (Ghauri & Gronhaug, 2005). According to Field (2005) validity means "measure what is intended to be measured". In this research, the researcher used Pearson Product Moment Correlations using SPSS (Statistical Package for the Social Sciences) to test validity for Questionnaire. These are basic making decision in validity test:

a. Seeing the value of significance:

1) If the significance value < 0.05, then the instrument is declared valid

2) If the significance value > 0.05, then the instrument is declared invalid.

b. Comparing the value of rxy with r product moment:

1) If the value of rxy (score total) > r table product moment, then the instrument is declared valid

2) If the value of rxy (score total) < r table product moment, then the instrument is declared invalid and motivations regarding English online learning during the COVID-19 outbreak

In this study, the researcher made a validity test in the form of a Google Form and the link was distributed by the researcher to the 36 students from VIII K graders through whastapp group. Here are the results of validity test for the questionnairee:

Table 3.2. Validity for the Questionnaire

No Items	Validity		
	r_{xy}	r_{table} (5%;36)	Note
X1	0.892	0.325	Valid
X2	0.476	0.325	Valid
X3	0.589	0.325	Valid
X4	0.611	0.325	Valid
X5	0.734	0.325	Valid
X6	0.605	0.325	Valid
X7	0.892	0.325	Valid
X8	0.623	0.325	Valid
X9	0.409	0.325	Valid
X10	0.892	0.325	Valid
X11	0.545	0.325	Valid
X12	0.408	0.325	Valid
X13	0.684	0.325	Valid
X14	0.509	0.325	Valid
X15	0.558	0.325	Valid

3.6 Reliability

According to Sugiyono (2018: 130), reliability testing can be done externally or internally. External testing can be done by test-retest (stability), equivalent, and both. Internally, the reliability of the instrument was tested by analyzing the consistency of the instrument with certain techniques. In this study, researchers used reliability testing with internal consistency. Sugiyono (2018) states that internal consistency can be done by testing the instrument only once. To find out the reliability of the questionnaire, the researcher tested the questionnaire to 36 students from VIII K class. Then, the researcher used SPSS to account the data collected. So the researcher know whether the questionnaire reliable or not. According to Brown (2002), Cronbach Alpha is often used nowadays, especially in language testing literature, to estimate internal consistency the reliability. Here is the result of reliability test for the questionnaire:

Table 3.4 the Result of Reliability Test for the Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,880	15

Based on the table above, it showed the reliability of Cronbach's Alpha for questionnaire questions for students' perception is 0.861 and questionnaire questions for students' motivation is 0.628. The value of Cronbach's Alpha can be interpreted as follows:

Table 3.7 Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0,00 - 0,20	Less Reliable
0,21 - 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

Based on the table above, it can be conclude that the instrument in this research is in the category of reliable.