



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher conducted a correlational research. According to Tan (2014: 269), “A correlational study seeks to ascertain relationships between two or more variables”. A stated by Devi et al (2023: 60) “Correlational design is a study design for examining the relationship between two or among two or more variables in a single group, which can occur at several levels”. Leddy & Ormond (2010: 155) stated that “A correlational study examines the extent to which differences in one characteristic or variable are associated with differences in one or more other characteristics or variable”.

The data approach using the quantitative design. Quantitative is a way of learning that involves using numerical data to describe a topic. In addition, Barella, et al (2024: 283) “Quantitative research is an approach or method used to obtain data or information that can be measured using objectively operationalized measuring tools”.

In this research, correlational research was used to find out the correlation between students self-regulated learning and their motivation in learning English. In this study, there were two variables, namely independent variable (X): students’ motivation and dependent variables (Y): students’ self regulated learning. The main purpose of this study was to find out the correlation between both of these.

B. Location and Time

This research was conducted at English Study Program, Islamic University of Indragiri. It was located on Soebrantas Street, Tembilahan, Riau on January 2025.

C. Population and Sample

a. Population

As stated by Ary et al, (2010: 148), “A population is defined as all members of any well-defined class of people, events, or objects”. In this study, the relationship between students’ self-regulated learning and their motivation in learning English at English Study Program, Islamic University of Indragiri, totaling 98 students’. Population of the research was presented in table of population as follow:

TABLE III.1
Population of the Research

NO.	CLASS	TOTAL
1.	First Semester	22
2.	Third Semester	21
3.	Five Semester	17
4.	Seven Semester	38
Total		98

b. Sample

The sample was considered to be a representative subset of the population since it considered to be a part of it. On the other hand, the researcher used purposive sampling to chose all the sample. The reason for





1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.

2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.

3. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi.

4. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

choosing semester 3 and semester 5 because in this semester students already have a sufficient basic understanding of English, so they were better able to have motivated to learn and organize their own learning strategies. Based on Sugiyono, (2012: 122), “Purposive sampling is a sampling technique with a certain consideration”. The sample was the third and five semester.

TABLE III.2
Sample of the Research

NO.	CLASS	TOTAL
1.	Third Semester	20
2.	Five Semester	17
Total		37

D. Research Instrument

The precision of the instruments utilized has a significant impact on the accuracy of the research findings. The instrument used to gather data must be ready before the study were conducted. In line with the research problem, the researcher used questionnaire for two variables. This research used content validity to ensure that the instruments used cover all aspects of the variables being measured. Content validity is carried out by asking for expert judgment to assess the extent to which each statement item in the instrument represents the concept being measured. According to Kubany (1995: 2) “Content validity is the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for a particular assessment purpose”.



Table III.3
Blue Print of the Questionnaire to Self-Regulated Learning

No.	Indicators	Numbers of Item	Item Number
1.	Create Learning Objectives	4 Question	1,2,3,4
2.	Prepare yourself for learning	4 Question	5,6,7,8
3.	Motivate Yourself	4 Question	9,10,11,12
4.	Monitor yourself	3 Question	13,14,15
5.	Using a variety of learning strategies	4 Question	16,17,18,19
6.	Seek help in learning	4 Question	20,21,22,23
7.	Evaluate yourself	3 Question	24,25,26

Table III.4
Blue Print of the Questionnaire to Motivation

No.	Indicators	Numbers of Item	Item Number
1.	Anxiety	8	1,2,3,4,5,6,7,8
2.	Interest	6	9,10,11,12,13,14
3.	Lecturer	6	15,16,17,18,19,20

E. Data Collection Technique

Sukmawati, et al (2023: 120) states that “Data collection methods are techniques or methods that can be used by investigators to collect data. Methods (rules or techniques) refer to words that are abstract and do not exist in objects, but can only be seen through the use of questionnaires, case studies, observations, investigations, documentation and others”.

The sample consisted of 37 students at English Study Program, Islamic University of Indragiri. The researcher gave the sample a questionnaire to



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.

2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.

3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

gather data on students' self-regulated learning and their motivation in learning English. The information was gathered in the form of a series of Likert scale questionnaires, which was then be provided straight to the respondents for completion. In order to provided a check list (✓) on whether the answer was appropriate, respondents select response categories of (A), (O), (S), (R), and (N). Both English and Indonesian.

F. Data Analysis Technique

1. Questionnaire

A stated by Taherdoost (2022: 8) “Questionnaire is an important in a research study to help the researcher collect relevant data regarding the research topic”.

The core of the survey was a questionnaire made up of a series of inquires designed to elicit information from respondents. The translated form of what researcher needed for their study was a question, which could be answered with the help of respondents responses.

Table III.5
Scoring Questionnaires

SCALE	SCORE	
	Positive	Negative
Always	5	1
Often	4	2
Sometimes	3	3
Rarely	2	4
Never	1	5

Brown, S(2010: 1)



2. Correlation

According to Fraenkel, Jack.R, et al (2012: 331), “Correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common.”

After analyzing the result of the students’ self-regulated learning, the researcher correlated it with the result of their motivation in learning English in order to determine whether there was correlation or not by using Pearson Product Moment Correlation. The data was analyzed both using SPSS as follow:

$$r_{xy} = \frac{N \cdot (\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

(Hatch & Farhady in Rahman, A and Deviyanti, R. 2012: 9)

Note:

- r : The coefficient correlation
- x : Self-Regulated Learning
- y : Motivation
- $\sum x$: The sum of score in X-distribution
- $\sum y$: The sum of score in Y-distribution
- $\sum xy$: The sum of products of paired X and Y distribution
- $\sum x^2$: The sum of the squared scores in X distribution
- $\sum y^2$: The sum of the squared scores in Y distribution
- N : The number of paired X and Y scores



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang.
2. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

TABLE III.6
Interpretation of Correlation

0,00 – 0,20	Very low correlation
0,21 – 0,40	Low correlation
0,41 – 0,70	Moderate correlation
0,71 – 0,90	High correlation
0,91 – 1,00	Very high correlation

Ananda, et al (2018: 213)

3. Hypothesis Testing

There are two hypothesis in this research, they are alternative hypothesis (H_a) and null hypothesis (H_0). If $r_{\text{calculate}} \leq r_{\text{table}}$ then H_0 accepted but if $r_{\text{calculate}} \geq r_{\text{table}}$ then H_0 rejected. If H_0 rejected means that there was significant correlation from both variable. The other way, to know the correlation we can interpret based on the value of r coefficient and see on the above:

a. Alternative hypothesis (H_a)

“There is a significant correlation between Students’ self-regulated learning and their motivation in Learning English”.

b. Null hypothesis (H_0)

“There is no significant correlation between Students’ self-regulated learning and their motivation in Learning English”.