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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employs a quantitative descriptive approach. According to (Maksum, 2018) in Sekardayu & Suroto (2022:341) Quantitative descriptive research does not test hypotheses but describes research variables as they are based on numerical data. This design is appropriate because the purpose of the study is to measure and describe peer and teacher support in enhancing students' self-confidence in speaking performance numerically and statistically. A quantitative descriptive approach allows the researcher to analyze existing conditions objectively by focusing on summarizing and interpreting respondents' responses through descriptive statistical measures. This approach emphasizes the use of mean scores, interval class classification, and percentage distributions to describe patterns and tendencies in the data related to peer and teacher support enhancing students' self-confidence in speaking performance. Quantitative research designs center on numerical data collection and analysis to answer the research question (Slater and Hasson 2025:656). In this study, a structured Likert-scale questionnaire is used to measure the variables objectively. The descriptive aspect of the research aims to present and describe the existing condition of peer and teacher support enhancing students' self-confidence in speaking performance.

In this study, the quantitative descriptive approach is applied to describe the existing condition of the research variables, including peer and teacher support



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students' self-confidence in speaking performance. This research design enables the researcher to present numerical results that describe peer and teacher support enhancing students' self-confidence in speaking performance based on students' responses. Through statistical descriptions such as interval class classification, mean scores, and percentages the findings provide a clear and objective overview of respondents' perceptions of peer and teacher support as well as students' self-confidence in speaking performance.

Based on the definition above, it can be concluded that a quantitative descriptive method is the most suitable approach for investigating the main variable examined in this study, namely peer and teacher support in enhancing students' self-confidence in speaking performance. The use of a quantitative descriptive methodology aims to measure and present numerical descriptions of the research variable in order to understand the existing condition of peer and teacher support related to students' self-confidence in speaking English. This approach allows the researcher to collect numerical data through a structured Likert-scale questionnaire, enabling objective and systematic measurement. By applying this approach, the findings are expected to be objective, reliable, and useful in describing how peer and teacher support are perceived as enhancing students' self-confidence in speaking performance.

B. Location and Time

This research is conducted at SMK Dr. Indra Adnan Indragiri College, It is located on Trimas Street, Tembilahan Kota Indragiri Hilir Regency. And The research takes place from February to April 2026.



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C. Population and Sample

1. Population

According to Willie (2024:75) Population refers to a larger group of individuals who have common characteristics in a specific context. In this research, The population consists of tenth grade students at SMK Dr. Indra Adnan Indragiri College. More specifically, the participants include students from class X.1 Pharmacy, X.2 Pharmacy, and X.TLM, as they have learned English and practice speaking several times in class. This population is expected to provide meaningful data regarding the role of peer and teacher support in enhancing students' self-confidence in speaking performance.

Table III. 1 The Population of the Research

No.	Semester	Population
1.	X.1	21
2.	X.2	22
3.	X.TLM	19
Total		62

2. Sample

A sample refers to a selected group of individuals taken from a larger population and used to represent the entire group in a research study (Makwana et al. 2023:763). Using a sample allows researchers to gather data and draw conclusions without necessarily involving every member of the population. The process of selecting this group is known as sample, which involves choosing participants from the population in a systematic way to meet the goals of the research and ensure that the selected individuals accurately represent the characteristics of the whole population. In this



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study, the sampling method used is total sampling. According to Darudono & Siregar, (2023:201) The total sampling method is a technique in which all members of the population are included as the research sample. Total sampling is carried out when the population size is small or less than 100 (Nasution, 2011:100) in (Rahayu & Christiani 2020:85). Since the total number of students in the target population is only 62, it is practical and more accurate to involve all individuals rather than selecting only a portion. Using total sampling also minimizes sampling error and increases the accuracy, representativeness, and reliability of the research findings.

Table III. 2 Sample of the Research

No.	Semester	Sample
1.	X.1	21
2.	X.2	22
3.	X.TLM	19
Total		62

D. Research Procedure

The research procedure to be carried out by the researcher is as follows:

1. The researcher will prepare a questionnaire containing statements related to the variables of peer and teacher support student self confidence in speaking performance. This questionnaire uses indicators that have been determined for variable.
2. After the questionnaire is prepared, the researcher distributes it to the respondents to collect data on peer and teacher support in enhancing



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students' self-confidence in speaking performance.

3. Each statement in the questionnaire will use a 4 point Likert scale with the following answer options: strongly agree, agree, disagree, and strongly disagree.
4. The questionnaire will be distributed online via Google Form so that it is easily accessible to all participants.
5. The questionnaire link will be shared with participants via a WhatsApp group to facilitate the distribution process.
6. The researcher will give participants three days to complete and submit their questionnaire responses.
7. The questionnaire distributed is a research instrument on peer and teacher support in enhancing self-confidence in student speaking performance.
8. After all responses have been collected, the researcher will continue the process of processing and analyzing the data from the questionnaire.

E. Research Instrument

In this study, a questionnaire is used as the instrument for data collection. A questionnaire is a structured tool used in research to systematically gather information about perceptions and behaviors, (Koo and Yang 2025:1). This instrument allows the researcher to obtain responses efficiently and ensures that the collected data remains consistent, comparable, and measurable. The questionnaire in this research will developed by the researcher based on indicators adapted from previous relevant studies. While the statements are constructed independently, the adaptation of existing indicators ensures that the



instrument is aligned with established theoretical foundations and previously validated measurement constructs. Before distribution, the questionnaire will reviewed to guarantee clarity, suitability, and alignment with the research objectives, particularly regarding peer and teacher support and students' self-confidence in speaking performance. The questionnaire consists of 16 items, as shown in the table below:

Table III. 3 Blue Print of Questionnaire

Indicators		Number of Item	Item Number
Peer Academic Support		1, 2, 3, 4	4
Peer Emotional Support		5, 6, 7, 8	4
Teacher	Academic Support	9, 10, 11, 12	4
Teacher	Emotional Support	13, 14, 15, 16	4
Total			16

Overall, this questionnaire blueprint helps ensure that each aspect of the variables is measured clearly and fairly. By organizing the items based on specific indicators, the instrument becomes easier for respondents to understand and helps avoid confusion during the answering process. At the same time, this structure allows the researcher to analyze the results more effectively because the data are categorized based on what each item intends to measure. With this format, the questionnaire is expected to collect accurate and meaningful information that supports the purpose of the research.



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F. Data Collection Technique

This research employed a questionnaire to collect data on peer and teacher support as the main variable associated with students' self-confidence in speaking performance. The questionnaire will be provided in both English and Bahasa to ensure clarity and prevent misunderstandings among respondents. All items are rated using a four point Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire measured students' self-perception of the academic and emotional support provided by peers and teachers during English speaking performance. The instrument will be designed to align with the research objectives and ensure the collection of accurate and meaningful data.

G. Data Analysis Technique

According to Almoete et al., (2022, p. 3172), A Likert scale is a rating system used in questionnaires to measure individuals' attitudes, opinions, or perceptions. A four point Likert scale will be used to collect data, as this scale effectively measures respondents' perceptions in quantitative studies. A four point scale is chosen to eliminate neutral responses and encourage participants to clearly indicate agreement or disagreement with each statement. According to Widoyoko (2012, p. 105), a four-point Likert scale has good variability, allowing it to more effectively reveal differences in respondents' attitudes. In addition, the absence of a neutral option encourages respondents to take a clear position regarding the social phenomena presented in the instrument.



Table III. 4 Likert scale

Response Option	Scale
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Widoyoko (2012:105)

The collected data is analyzed using quantitative descriptive statistical analysis by applying class intervals and then calculating the mean score. The data obtained from the questionnaire responses will analyzed to describe the extent of peer and teacher support in enhancing students' self-confidence in speaking performance. Each questionnaire item will measured using a four point Likert scale, where responses ranged from 1 (Strongly Disagree) to 4 (Strongly Agree).

After all responses are collected, the total score of the variable will be calculated by summing the scores from all respondents. Since a four point Likert scale will be used and the questionnaire will be administered to 62 respondents, the highest possible score will be obtained by multiplying the highest Likert scale value (4) by the total number of respondents, resulting in a maximum score of 248. Meanwhile, the lowest possible score will be calculated by multiplying the lowest Likert scale value (1) by the total number of respondents, resulting in a minimum score of 62. This classification will be used to determine the perceived peer and teacher support in enhancing students' self-confidence in speaking performance. The determination of class intervals in this study use the theory developed by Widoyoko (2012: 110). Class intervals will calculated by dividing the difference between the highest and lowest scores by the number of



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predetermined categories, using the following formula:

$$\text{Class Interval} = \frac{(\text{Highest score} - \text{Lowest score})}{(\text{Number of response categories})}$$

$$\text{Class Interval} = \frac{(248 - 62)}{4} \times \frac{186}{4} = 46$$

Widoyoko (2012:110)

Formula Explanation:

1. Finding the Highest Score

The highest score is calculated by multiplying the highest score on the Likert scale by the total number of respondents. This score represents the maximum possible score that can be obtained by the respondents. (4 x 62 = 248)

2. Finding the Lowest Score

The lowest score is calculated by multiplying the lowest Likert scale by the total number of respondents. This score represents the minimum possible score that can be obtained by the respondents. (1 x = 62)

3. Finding the Class Interval

$$\text{Class Interval} = \frac{(\text{Highest score} - \text{Lowest score})}{(\text{Number of response categories})}$$

Table III. 5 Category of Peer and Teacher Support Scores

Score Range	Category
62 – 108	Very Low
109 – 155	Low
156 – 201	High
202 – 248	Very High

Widoyoko (2012:110)



4. Finding the mean score

$$\text{Mean Score} = \sum x \frac{\text{All of the score of the statements}}{\text{All of the statments}}$$

The mean score is calculated by dividing the total score of all questionnaire statements by the total number of statements. The resulting mean score is then matched with the score classification table to determine its category.

The mean score will be calculated by dividing the total score obtained by the respondents by the number of questionnaire items. The resulting mean score will then be interpreted using a classification table based on the Likert scale. To determine the category levels, the score range will be divided into four class intervals, namely Very Low, Low, High, and Very High. This classification is used to interpret peer and teacher support in enhancing to students' self-confidence in speaking performance.

a. Validity test

Validity testing helps researchers determine whether each item in a questionnaire or test accurately captures the intended indicators and does not measure unrelated aspects. According to Zahfa et al., (2025:2) Validity refers to the extent to which a test actually measures what it is intended to measure. Valid measurement tools increase the reliability of research conclusions, as the results are more likely to reflect the actual conditions or views of respondents. Validity testing ensures that each question or statement represents the entire theoretical basis of the research topic (Yanti et al., 2025:174). This testing helps reduce potential measurement bias and ensures that the data collected is conceptually appropriate, this

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strengthening the interpretability and credibility of the research findings. As stated by Swan et al. (2023:7), content validity comprises three aspects: relevance, comprehensiveness, and comprehensibility. Relevance refers to the extent to which the items are appropriate and relevant to the target construct, comprehensiveness refers to whether the instrument covers all aspects of the construct, and comprehensibility refers to whether the items are easy for users to understand and interpret. In addition, quality criteria should be applied to evaluate the quality of the study methods used to verify the content validity of an instrument (Mokkink et al., 2019, as cited in Swan et al., 2023). In this study, content validity is used to ensure that the questionnaire items appropriately represent the indicators of peer and teacher support in enhancing students' self-confidence in speaking performance. The questionnaire is reviewed by the researcher's supervisor to assess the relevance, comprehensiveness, and comprehensibility of the items based on the indicators and theoretical concepts used in this study. The questionnaire is then revised according to the supervisor's suggestions and approved for use as the research instrument.

b. Reliability test

Reliability means the extent to which measurement results can be trusted (Saputra 2025: 792). When a measuring instrument produces consistent results across repeated administrations, it indicates that the instrument functions reliably and minimizes random measurement errors. As a result, reliable measurements support accurate data interpretation and

enhance the credibility of research findings. According to Zahfa et al., (2025:2). Reliability refers to the extent to which a test provides the same outcomes when applied to the same group at different times. This consistency indicates that the measuring instrument functions in a stable manner and produces dependable data, which supports accurate interpretation and strengthens the credibility of the research findings.



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