



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study applied a descriptive quantitative research design to investigate the factors causing students' lack of interest in learning English. A quantitative approach was selected because the research required numerical data that could be analyzed statistically to describe the level of each research indicator. The data were collected through a questionnaire and converted into percentage scores to identify the dominant factor influencing students' lack of interest in learning English.

According to Sahir (2021:6), descriptive research is intended to describe a particular phenomenon systematically and accurately based on the data obtained during the research process. He further explains that quantitative research emphasizes the collection and analysis of measurable data using statistical procedures, enabling researchers to present objective and reliable findings.

Based on these explanations, the descriptive quantitative design was considered appropriate for this study because it enabled the researcher to describe students' lack of interest in learning English through statistical analysis of the questionnaire responses. The findings were then interpreted to determine the level of each internal factor and to identify the most dominant factor affecting students' lack of interest in learning English.



B. The Location and Time

The research was conducted at SMP Negeri 3 Tembilahan Hulu, which is located at Jl. Pelita Jaya No. 02, Tembilahan Hulu, Indragiri Hilir Regency, Riau Province. The data collection was carried out in 16 April until 20 June 2026.

C. Population and Sample of the Research

1. Population

According to Amruddin (2022:96), a population refers to the entire group of individuals or objects that possess specific characteristics relevant to a study. Therefore, the eighth-grade students of SMP Negeri 3 Tembilahan Hulu were considered an appropriate population because they shared the characteristics required for this research.

The population of this study consisted of 164 eighth-grade students of SMP Negeri 3 Tembilahan Hulu. These students were distributed across six classes and represented the target population of the research. Since the purpose of this study was to investigate the factors causing students' lack of interest in learning English among eighth-grade students, all students in this grade were included in the population.

2. Sample

A sample was selected because it was not practical to involve the entire population in the research process. According to Amruddin (2022:96), a sample is a subset of the population selected to represent the characteristics of the entire



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

population. Therefore, an appropriate sampling technique was required to obtain representative data.

To determine the sample size, the researcher referred to Arikunto (2010:134), who stated that when a population exceeds 100 individuals, researchers may select 10% to 25%, or more, depending on the research objectives and conditions. Based on this recommendation, the researcher selected 45 students, representing approximately 25% of the total population.

The sample was selected using proportional random sampling, in which students from each class were chosen proportionally according to the number of students in each class. Prior to the main data collection, the questionnaire was administered to 11 students for the instrument try-out to examine its validity and reliability. After the instrument had been confirmed to be valid and reliable, the main research was conducted using a total sample of 45 students. In accordance with the research procedure approved by the supervisor, the students involved in the try-out remained eligible to be included in the main research sample. From each class based on their proportion as the follows:

Table 3.1 Population of the Research

No	Class	Population	Sample
1	VIII A	31	8
2	VIII B	30	9
3	VIII C	25	7
4	VIII D	28	8
5	VIII E	24	6
6	VIII F	26	7
	Total	164	45



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

D. Research Instrument

The instrument used in this study was a questionnaire. It was selected because the researcher needed to collect quantitative data regarding the internal factors causing students' lack of interest in learning English. The questionnaire enabled the researcher to obtain information directly from the respondents in a structured and efficient manner.

Sekaran and Bougie (2017:170) defined a questionnaire as a set of written questions prepared systematically to obtain information from respondents, who provide their answers by selecting one of the available response options. Based on this definition, a questionnaire was considered an appropriate instrument for collecting the data required in this study.

The questionnaire was developed based on four indicators of the internal factors causing students' lack of interest in learning English, namely motivation, attitude, confidence, and vocabulary mastery. Initially, the instrument consisted of 30 statements. Before being administered to the research sample, the questionnaire was pilot-tested on 11 eighth-grade students to examine its validity and reliability. The results of the pilot test were analyzed using SPSS. After the validity and reliability analyses had been completed, 16 valid statements were selected for the final questionnaire. Each indicator was represented by four statements to ensure a balanced measurement of all research variables.

The final questionnaire employed a five-point Likert scale consisting of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree



1. Dilarang memperbanyak atau mendistribusikan dokumen ini untuk tujuan komersial tanpa izin tertulis dari penulis atau pihak berwenang. Penggunaan untuk kepentingan akademik, penelitian, dan pendidikan diperbolehkan dengan mencantumkan sumber.

2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi. Plagiarisme juga dilarang dan dapat dikenakan sanksi.

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

(SD). This scale was used to measure students' responses to each statement and to obtain quantitative data for further statistical analysis.

1. Validity

According to Soesana et al (2023:71), there are three kinds of validity, they are:

a. Content Validity

The correctness of the questionnaire statements or written test questions, which include all the indicators to be measured, is known as content validity.

b. Criterion Validity

Criterion validity refers to the degree to which a research instrument produces accurate measurements by comparing it with a well-established instrument that has been widely used. This comparison is conducted to ensure that the instrument is appropriate and capable of measuring the intended variables accurately.

c. Construct Validity

Validity refers to the extent to which an instrument accurately measures the concept that it is intended to measure. An instrument is considered valid when it is capable of producing data that appropriately represent the research variables. Therefore, validity testing is an essential step to ensure that the questionnaire functions effectively as a research instrument.

This study applied construct validity because the questionnaire was developed based on four theoretical constructs, namely motivation, attitude, confidence, and vocabulary mastery. Each questionnaire item was designed to represent these



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 sesuai dengan UU Hak Cipta di Indonesia.
4. Plagiarisme juga dilarang dan dapat dikenakan sanksi.
5. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

constructs and to measure the internal factors contributing to students' lack of interest in learning English.

To examine the validity of the questionnaire, the researcher employed the Pearson Product Moment Correlation using SPSS. The correlation analysis compared the score of each questionnaire item with the total score of the instrument. An item was regarded as valid when the obtained correlation coefficient (r -count) exceeded the critical value (r -table). Conversely, items with an r -count lower than the r -table were considered invalid and excluded from the final instrument.

The initial questionnaire consisted of 30 statements. Based on the validity analysis, 26 statements met the validity criteria, while 4 statements did not satisfy the required standard and were therefore omitted. To ensure balanced representation of the research variables, the researcher selected 16 valid statements, with four statements representing each research indicator, for use in the final questionnaire.

Table 3.1 Blue Print of Questionnaire

No	Factor	Indicators	Number of Items	Items Number
1.	Internal	Motivation	4	1,2,3,4
		Attitude toward learning English	4	5,6,7,8
		Confidence (Self-Confidence)	4	9,10,11,12
		Vocabulary Mastery	4	13,14,15,16
		Total	16	



Likert scale usually has five potential choices (strongly agree “SA” (5), agree “A” (4) neutral “N” (3), disagree “(2), strongly disagree “SDA” (1).

E. Data Collection Technique

In collecting the data, the researcher used a questionnaire as the research instrument. The questionnaire was distributed to the selected sample and consisted of 16 statements. The students were given 15 minutes to complete the questionnaire based on their own opinions. The data collection procedures are as follows:

- a) The researcher distributes the questionnaire to the research sample.
- b) The researcher collects the completed questionnaires.
- c) The researcher analyzes the collected data.
- d) The researcher classifies the responses according to each statement.
- e) The researcher interprets the data and draws conclusions.

F. Data Analysis Technique

After the questionnaires had been collected, the data were organized and prepared for analysis. Each response was coded based on the five-point Likert scale to facilitate statistical calculation. The collected data were then tabulated according to each research indicator, namely motivation, attitude, confidence, and vocabulary mastery.

According to Nikawati and Melzi (2023:45), a Likert scale is an instrument used to measure individuals' attitudes, opinions, and perceptions toward particular phenomena. In this study, the scale was employed to measure students' responses

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. Plagiarisme juga dilarang untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.

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



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. Plagiarisme juga dilarang tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi.
3. Universitas hanya berhak menyimpan dan mendistribusikan dokumen ini di repositori akademik, tanpa mengalihkan hak cipta penulis, sesuai dengan peraturan yang berlaku di Indonesia.

to the questionnaire items related to the internal factors causing their lack of interest in learning English.

Each response was assigned a numerical score ranging from 5 to 1. Positive statements were scored as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). For negative statements, the scoring procedure was reversed to ensure consistency in interpreting the data.

The formula used to percentage the data in this research as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P =percentage of scores

F= Total score obtained

N= Sum of score

Table 3.3 Classification of students' Lack of Interest Questionnaire Score

Classification	Interpretation
66-100%	High
56-65%	Moderate
<55%	Low

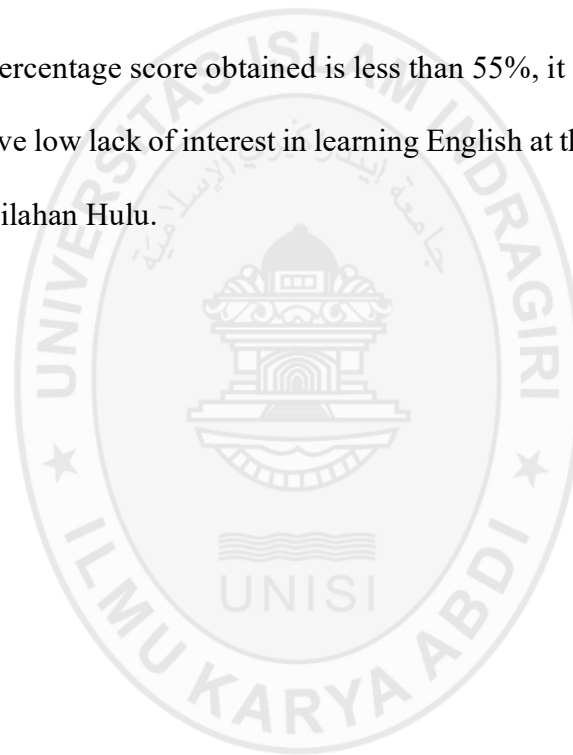
Munawaroh. (2012:78)

1. Interpretation of Classification

With this technique, the conclusion is determined by the final percentage score obtained with the following provisions:



- a. If the final percentage score obtained is between 66% – 100%, it will be interpreted that the students have high lack of interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.
- b. If the final percentage score obtained is between 56% – 65%, it will be interpreted that the students have moderate lack of interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.
- c. If the final percentage score obtained is less than 55%, it will be interpreted that the students have low lack of interest in learning English at the eighth grade of SMP Negeri 3 Tembilahan Hulu.



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

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

2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia. Plagiarisme juga dilarang dan dapat dikenakan sanksi.

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



Hak Cipta Dilindungi Undang-Undang

Universitas Islam Indragiri



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