

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was quantitative descriptive research. Quantitative descriptive research aims to investigate students' intrinsic motivation toward using WhatsApp as a Mobile-Assisted Language Learning (MALL) tool in the context of online English learning. The study could involve a sample of English language learners who actively utilize WhatsApp for language learning purposes in online English programs. Data could be collected using an intrinsic motivation questionnaire which adapted from the Well-being, Performance, and Intrinsic Motivation (WPI) (Amabile et al., 1995) that assesses various aspects of intrinsic motivation. Correlation research aims to investigate the correlation of students' intrinsic motivation on the output of English learning in the form of scores that respondents have submitted in the questionnaire. In this research there are two variables, namely students' intrinsic motivation in learning at AEonWA as the independent variable (X) and student learning outcomes in the form of student grades as the dependent variable (Y). The purpose of this research is to find answers to the problems observed through scientific procedures. The data could be analyzed using Pearson Product-Moment Correlation in SPSS version 25.

3.2 Time and Location

The research would be conducted over a period of one month, from June to July 2023. This duration allows enough time to conduct a preliminary study, collect data from the participants, analyze the data, and present the findings. In the final week of June, the research goals will be clarified, ethical clearances obtained, and research instruments formulated. Throughout July, the focus will shift to recruiting participants, gathering data, and conducting initial analysis. The following weeks will be committed to in-depth data examination, result interpretation, crafting the report, and generating materials for presentations. The peak of the process, in the last week of July, will see the research report refined.

This research conducted at Aaron's English WhatsApp online course, where WhatsApp serves as a Mobile Assisted Language Learning (MALL) platform. The structure of the course involves two different groups: one for sharing materials and another for group discussions. With

a duration of two weeks and three months for each segment of the program, the course covers a comprehensive range of English components. These include conversational English with emphasis on grammar and tenses, targeted preparation for the IELTS/TOEFL exam, development of job interview skills, and development of business English proficiency, covering important aspects such as presentations, negotiations, and meetings.

3.3 Population and Sample

The population for this study includes English language learners who are enrolled in an online English language learning program and actively use WhatsApp as a Mobile-Assisted Language Learning (MALL) platform. This population may consist of learners from different age groups, different proficiency levels, and diverse educational backgrounds. The sampling technique used in this study uses snowball sampling with the criteria of respondents, over 18 years old, choosing IELTS/TOEFL preparation topics as the main topic in learning, and participating in the program with a duration of 3 months. snowball sampling is used because of the lack of information obtained by researchers about respondents who have the criteria that have been stated.

Out of the total 73 participants who enrolled in the program, a sample size of 25 has been chosen for the study. This smaller sample will be used to represent the larger participant group in order to conduct analysis, draw conclusions, and make inferences about the entire population based on the characteristics observed within the sample.

3.4 Research Procedure

Before conducting research, researcher prepare several steps to process data effectively. The following steps:

1. **Participant Information and Consent:** The researcher would create an informative document outlining the purpose, procedures, and potential benefits of the study. This document would be shared with the online course participants, providing them with a clear understanding of what the research entails. Alongside the information document, a consent form would be included. Participants would review the information and, if they agree to participate, they would sign the consent form to indicate their willingness.

2. **Survey Questionnaire:** A survey questionnaire would be designed to gather information about participants' intrinsic motivation towards using WhatsApp as a Mobile Assisted Language Learning (MALL) tool for online English learning. The questionnaire could include Likert scale questions, asking participants to rate their agreement on statements related to motivation. Open-ended questions might also be incorporated to allow participants to elaborate on their motivations.
3. **Interview for Clarification:** In order to ensure a comprehensive understanding of participants' responses, the researcher might conduct interviews with a subset of participants. These interviews would aim to clarify any ambiguities in their survey responses, provide a deeper understanding of their intrinsic motivations, and gain qualitative insights that the questionnaire might not capture.
4. **Self-Reported Learning Outcomes:** Participants would be requested to report their most recent language learning outcomes after attending the AEonWA course. This could involve sharing scores from assessments, tests, or exams. The researcher would guide participants on the specific information required.
5. **Data Collection and Coding:** The collected survey responses, self-reported learning outcomes, and interview transcripts would be compiled into a structured dataset. Each participant's data would be anonymized with a unique identifier to ensure confidentiality. The data would then be coded, converting qualitative information into numerical values or categories suitable for analysis.
6. **Statistical Analysis:** Statistical software would be used to analyze the collected data. Correlation analysis would be conducted to examine the potential relationship between participants' intrinsic motivation scores (from the survey) and their self-reported language learning outcomes (post-course scores). This analysis would help determine the strength and significance of the correlation between motivation and language learning performance.

3.5 Source of Data and Data

The data source for this research on Mobile Assisted Language Learning (MALL) originates from WhatsApp, with information gathered through two distinct channels: the discussion WhatsApp group and the material WhatsApp group. In the discussion WhatsApp group, language

learners and educators engage in collaborative conversations, sharing insights, experiences, and opinions related to their language learning journeys and the use of mobile technologies. This provides valuable qualitative data on the perceptions and experiences of participants regarding MALL. On the other hand, the material WhatsApp group serves as a repository of language learning materials, resources, and multimedia content accessible to learners.. To gather this baseline information, the researchers conducted a preliminary observational study, which allowed them to directly observe and document the behaviors, interactions, and sentiments of the participants within these groups. By analyzing the interactions and engagement within both groups, researcher can gain an understanding of how mobile devices and WhatsApp facilitate language learning

3.6 Instruments

1. Questionnaire

In the questionnaire, participants were instructed to select one answer that best reflects their characteristics by placing a checkmark next to a category for each question. The questionnaire contains several statements about students' intrinsic motivation toward whatsapp as MALL in english learning online which have been translated into Indonesian to make it easier for respondents. In this study, the questionnaire used draws inspiration from the Work Preference Inventory (WPI), a well-established tool commonly employed in previous research to assess various aspects of individuals' work preferences, attitudes, and related factors. (Amabile et al., 1995), a widely recognized and extensively used tool in previous research for assessing individuals' work preferences, attitudes, and related factors. The questionnaire aims to explore the following aspects: Self-determination, Competence, Curiosity, Enjoyment, and Interest. In total, the questionnaire comprises ten questions, with two questions allocated to each of the five aspects mentioned above. The respondents are asked to rate their agreement or level of alignment with each statement using a Likert scale. The Likert scale typically ranges from "Strongly Disagree" to "Strongly Agree" or similar variations, allowing participants to indicate the extent to which they resonate with each statement. Each item has four categories: strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA). Each response was designated a point value, and a person's total score was determined by adding the point values

of each statement. The scores for SD, D, A, and SA are 1, 2, 3, and 4, respectively. In order to classify the students' motivation in learning English, the total motivation scores were labeled or categorized and then divided by the number of questionnaire items. The authors devised a series of queries to measure motivation. The purpose of these queries was to uncover students' motivation on online courses.

The upcoming section of the questionnaire delves into the examination of the scores achieved by participants following their involvement in learning activities conducted through Whatsapp. The aim is to explore the potential direct correlation between these scores and the participants' level of intrinsic motivation. By investigating the relationship between performance output and intrinsic motivation, this study seeks to shed light on whether individuals who possess higher levels of internal drive and genuine interest in the learning process tend to achieve higher scores. The analysis could provide valuable insights into the influence of intrinsic motivation on academic achievements within the Whatsapp-based learning context, helping to uncover the role of personal motivation in students' overall learning output.

2. Interview

The main purpose of the interviews was to enhance and refine the insights gained from the questionnaire data. This was achieved through the use of open-ended questions that encouraged participants to explore their unique perspectives, thereby uncovering the factors underlying their intrinsic motivation. The interviews were conducted either through personal WhatsApp conversations or phone calls, allowing participants the flexibility and comfort to express their viewpoints. The interview process was conducted carefully, involving the selection of participants who had completed the questionnaire and were categorized based on their level of intrinsic motivation: highest, medium, and lowest. This stratified approach facilitated a comprehensive exploration of a wide range of experiences. During the interviews, a wide variety of topics were explored. Participants were asked to elaborate on the different stimulus that drove their intrinsic motivation, providing insight into the motivations that influenced their participation in the online course and their engagement with WhatsApp. Challenges faced, perceived impact of the MALL platform, alignment with preferred learning methods, and individual reflections were also explored. The

unstructured nature of the questions allowed the participants to share deeper insights and nuances that went beyond structured questionnaire answers.

3.7 Data Collection Technique

In this research on Mobile Assisted Language Learning (MALL), researcher employed a multifaceted approach to explore the impact of WhatsApp-based MALL on language learners' intrinsic motivation. Initially, transcripts were obtained from WhatsApp screenshots, capturing the interactions and discussions within the dedicated language learning WhatsApp groups and the interactions with the researcher. These transcripts provided valuable qualitative data, enabling an exploration of how MALL influences students' intrinsic motivation to learn English. Additionally, questionnaires were distributed through WhatsApp to gauge students' self-reported intrinsic motivation levels, examining factors such as their enjoyment, interest, and sense of autonomy in using MALL. The combination of qualitative transcripts and quantitative questionnaire responses allowed for a comprehensive analysis of how MALL on WhatsApp impacts students' intrinsic motivation to engage with language learning.

Moreover, to gain deeper insights into students' perspectives, researcher conducted one-on-one discussions with respondents via WhatsApp, providing an opportunity for participants to elaborate on their intrinsic motivation experiences and for researcher to explore specific aspects of MALL that contribute to heightened intrinsic motivation. By incorporating both qualitative and quantitative data from transcripts, questionnaires, and individual discussions, this research provided a nuanced understanding of how WhatsApp-based MALL can enhance students' intrinsic motivation in language learning, offering valuable insights to educators and researcher in fostering a more motivating and effective language learning environment.

3.8 Data Analysis

The data should be examined after being collected through questionnaire and interview procedures. Upon collecting data from students through questionnaires, the researcher proceeded to analyze the data and establish correlations between the questionnaire responses and students' English learning scores. To begin the analysis, a descriptive analysis was conducted, providing a statistical description of the data. This initial step aimed to summarize the data's main characteristics,

including measures of central tendency and variability, frequencies and percentages, and graphical representations. By undertaking this descriptive analysis, the researcher gained insights into the data's patterns and characteristics, serving as a foundation for subsequent statistical analyses and interpretations. To analyze the correlation of intrinsic motivation between the students' output, the researcher initially employed the Pearson Product-Moment Correlation using the Statistical Package for Social Science (SPSS) version 25 for Windows. The learning output were determined by averaging the scores obtained from the AEonWA final test administered to the students.

Before the Pearson Product-Moment Correlation test is carried out, a normality test is needed to determine whether the sample data to be analyzed comes from a normally distributed population or not. This needs to be done as a provision for further statistical tests. If it is known that the data is normally distributed, parametric statistics are used, while if it is known that the data is not normally distributed, non-parametric statistics are used. next, a homogeneity test could be carried out to determine whether the variants of the two data groups or population variants are homogeneous or heterogeneous.

1. Normality Test

This test was used to determine the distribution pattern of the sample data in the class. If the significance value is greater than 0.05 (sig. > 0.05), it indicates that the data follows a normal distribution. To assess the normality of the variable, SPSS 25 was utilized as a tool for this purpose.

2. Hypothesis test

The hypothesis testing was conducted using SPSS 25, employing the Pearson Product Moment correlation analysis technique. The purpose was to determine whether the correlation coefficient is statistically significant and to assess the extent of the independent variable's contribution to the dependent variable. The research hypothesis can be stated as follows:

H_0 = There is no significant correlation between motivation and student learning output.

H_a = There is a significant correlation between motivation and student learning output.

If the significance value is below 0.05, the correlation is considered significant. Conversely, if the significance value exceeds 0.05, the correlation is deemed not significant. Additionally, to interpret the correlation coefficient, the guidelines proposed by Sugiyono (2010: 231)

are followed, helping researcher understand the strength and direction of the relationship between the variables.

Table 3.1 The Guidance of Correlation Level (Sugiyono, 2010)

r_{xy}	Interpretation
0.00-0.199	Very weak
0.20-0.399	Weak
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-1.00	Very strong

