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CHAPTER III RESEARCH METHOD

A. Research Design

The objective of this research was to find out if there is a significant correlation between extraversion and introversion personality and English learning achievement of eleventh grade students at Senior High School 1 Tembilahan. Thus, the researcher used a quantitative approach and the design was correlational research. Ary (2010) cites that correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated). According to Creswell (2012), correlational designs provide an opportunity for the researchers to predict scores and explain the relationship among variables. There were two variables in this research. The first was extraversion and introversion personality as the independent variable (X) and then English learning achievement as the dependent variable (Y).

B. Time and Location of the Research

This research was conducted on August 23rd until September 5th, 2017 at Senior High School 1 Tembilahan, Indragiri Hilir. It is located on Jalan Keritang, Tembilahan, Indragiri Hilir.

C. Subject and Object of the Research

Subject of this research was the eleventh grade students of Senior High School 1 Tembilahan, in 2017/2018 academic year and the object was the

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correlation between extraversion and introversion personality and students' English learning achievement.

D. Population and Sample of the Research

1. Population

The population of this research was the eleventh grade students of Senior High School 1 Tembilahan, Indragiri Hilir in 2017/2018 academic year. The students are divided into 7 classes, they are 5 Natural Science classes and 2 Social Science classes. Each class was about 25 until 33 students. In short, the total number of population was 204 students. Below is the number of the population in academic year 2017/2018.

Table III.1
The Population of Eleventh Grade Students at
Senior High School 1 Tembilahan

No.	Class/Major	Number of Students	25%
1	XI IPA 1	32	8
2	XI IPA 2	27	7
3	XI IPA 3	28	7
4	XI IPA 4	26	7
5	XI IPA 5	25	6
6	XI IPS 1	33	8
7	XI IPS 2	33	8
Total		204	51

2. Sample

Sampling is a way to be taken with a sampling which really fits into the overall object of research. The sampling technique in this research was simple random sampling. In this research, the researcher was taken

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25% of the population, in other word, the researcher was taken 6 until 8 students each class. Since the total population was 204 students, so the sample for this research was 51 students. According to Darmadi (2013), if the total population was 100 until 150 subjects, then 25-30% is used as sample.

E. Technique of Collecting Data**1. Questionnaire**

According to Cresswell (2012), questionnaire is a form used in a survey design that participant in a study complete some questions and then return it back to the researcher. The participants choose one of the answers given by using checklists. The participants were given several questions or statement and must be answered honestly. The function of the questionnaire is to know the students' personality (Extraversion or Introversion). To make the students understand the statement, all of the statement are in English and Bahasa Indonesia. Each statement had five options; 'Strongly agree (5)', 'Agree (4)', 'Neutral (3)', 'Disagree (2)' and 'Strongly disagree (1)'. According to Eysenck in Dornyei (2005), the high scorers are Extrovert and the low scorers are Introvert. The score of the students' questionnaire classiflicated them in the type of personality based on the scale below:

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Table III.2
The Scale of Personality

Score	Classification
80-100	Extreme Extrovert
66-79	Fairly Extrovert
56-65	Balance
40-55	Fairly Introvert
30-39	Extreme Introvert

(William Revelle in Qomarudin, 2010)

The following table is the blueprint of the questionnaire:

Table III.3
Blueprint of the Questionnaire

No.	Indicators	Items Number	Total
Extroversion	1. Students tend to be active.	1, 11	2
	2. Students are sociable.	2, 12	2
	3. Students have optimistic in doing task.	3, 13	2
	4. Students have the energy from other people.	4, 14	2
	5. Students prefer social gathering.	5, 15	2
Introversion	6. Students tend to be passive.	6, 16	2
	7. Students are unsociable.	7, 17	2
	8. Students are hopeless in doing task.	8, 18	2
	9. Students need time to be alone.	9, 19	2
	10. Students prefer individual activities.	10, 20	2
Total		20	

2. Documentation

Documentation can be defined as the data that are obtained by collecting the written archives such as books, documents, journals, and so on. In this research, the data of student's English learning achievement was obtained through the examination conducted by the school. According to Syafi'i (2015), documentation applied by collecting and

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analyzing the relevant documents to the research questions. In this research, the researcher used list of students' scores that were documented by teacher to get the data of students' English achievement.

The students' English achievement were obtained through the examination conducted by the school, the researcher classified the students' score of English achievement into some classifications as follows:

Table III.4
The Scale of Achievement

Score	Classification
80 – 100	Very good
66 – 79	Good
56 – 65	Sufficient
46 – 55	Insufficient
0 – 45	Fail

(Anas Sudijono, 2011)

F. Validity and Reliability

To obtain the data from the respondents, the researcher made try out the questionnaire to determine the validity and reliability of the instruments.

1. Validity

Regarding Creswell (2012) says that validity is the individual's scores from an instrument that makes sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. This research constructed validity.

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According to Ary (2010), found construct validity focuses on test scores as a measure of a psychological construct. The psychological constructs such as intelligence, motivation, anxiety or critical thinking are hypothetical qualities or characteristics that have been “constructed” to account for observed behavior.

To analyze the validity of data, the researcher used *SPSS 16.0 versions*. From the analysis on the item values was found the score and total score. The researcher compared r_{item} to r_{table} . The r_{item} was higher than r_{table} at significant level 5%. If the value of r_{item} on the analysis less than r_{table} , it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Based on the try out result of the instrument validity to the 20 items, it showed that all of the items were valid. It means that the instrument could be used in this research. The try out test was given to 20 students with the same grade. In the following table is the result of the instrument validity:

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Table III.5
Analysis of Questionnaire Validity

No.	Item	r_{item}	r_{table}	Validity
1.	Item 1	0.46487	0.4438	Valid
2.	Item 2	0.45532	0.4438	Valid
3.	Item 3	0.67753	0.4438	Valid
4.	Item 4	0.52578	0.4438	Valid
5.	Item 5	0.57257	0.4438	Valid
6.	Item 6	0.74246	0.4438	Valid
7.	Item 7	0.56489	0.4438	Valid
8.	Item 8	0.57518	0.4438	Valid
9.	Item 9	0.50251	0.4438	Valid
10.	Item 10	0.44652	0.4438	Valid
11.	Item 11	0.46487	0.4438	Valid
12.	Item 12	0.52578	0.4438	Valid
13.	Item 13	0.72111	0.4438	Valid
14.	Item 14	0.63736	0.4438	Valid
15.	Item 15	0.61439	0.4438	Valid
16.	Item 16	0.56489	0.4438	Valid
17.	Item 17	0.68544	0.4438	Valid
18.	Item 18	0.50217	0.4438	Valid
19.	Item 19	0.69179	0.4438	Valid
20.	Item 20	0.68132	0.4438	Valid

2. Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different occasion or with different instruments or by different person. The reliability test used in this research was internal consistency reliability. According to Creswell (2012), internal consistency reliability is the instrument administered once; using one version of the instrument and each participant in the study completes the instrument. The table below is the categories of reliability test used in determining the level of reliability of the tests.

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Table III.6
The Level of Reliability

Reliability	Level of Reliability
>90	Very high
0.80 – 0.90	High
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally
<0.60	Unacceptable low

(Cohen, Manion, & Morrison, 2007)

To obtain the reliability of the questionnaire given, the researcher used *SPSS 16.0 program* to find out whether the questionnaire was reliable or not.

Below is the table of reliability test:

Table III.7
Cronbach's Alpha Table

Cronbach's Alpha	N of Items
.895	20

From the table above, it can be seen that the value of Cronbach's Alpha is 0.895. Then, the researcher compared the Cronbach's Alpha value to r_t . The value of r_t at significant level 5%, is 0.4438 where r_t ($dk = N - 2 = 18$). It means that the items were reliable, in which the value of internal consistency was $0.895 > 0.4438$, so the reliability of questionnaire was acceptable and it is categorized into high reliability.

G: Technique of Analyzing Data

In order to analyze the questionnaire and find out students' personality preference, the researcher used *Microsoft Excel*. The researcher used *Pearson Product Moment Correlation* SPSS 16.0 version program. According to Riduwan (2012), Product Moment Correlation technique is parametric

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statistics with interval data or ratio. Besides, it is used to find out the correlation between two parametric variables and linear relationship between students' personality (extraversion and introversion) and their achievement in English of eleventh grade students at Senior High School 1 Tembilahan.

In this research, the researcher wanted to find positive linear correlation. Singh (2006) also pointed out that correlation between two or more quantifiable variables could be positive or negative. He said that it is positive correlation when an increase (or decrease) of a variable is followed by an increase (or decrease) of the other. Last, the researcher took a conclusion based on the result showed by SPSS 16.0 program if the null hypothesis is rejected or accepted.