

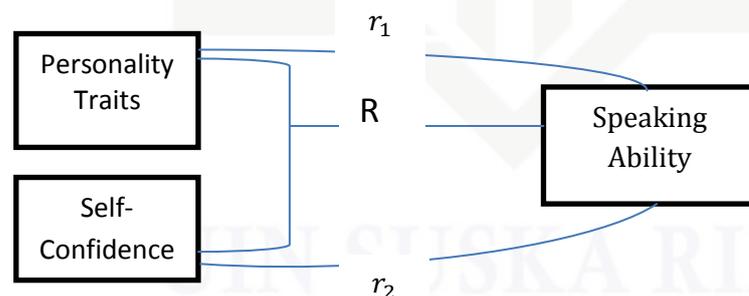
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## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 The Research Design

This research was a correlational research. Correlational research is “one way of describing in quantitative terms the degree to which the variables are related” (Anderson and Arsenault, 2005). In line with Anderson, it is stated that this research is a quantitative method of research in which investigators measure the degree of association or relation between two or more variables using the statistical procedure of correlational analysis (Creswell, 2008). There were three variables used in this research which consisted of two independent variables and one dependent variable. The students’ personality traits and self-confidence were as the independent variables symbolized by “ $X_1$  and  $X_2$ ” and the students’ speaking ability was as the dependent variable symbolized by “ $Y$ ”. Furthermore, because three variables were involved in this research, it indicated the multiple correlations with the design:



#### 3.2 The Location and Time of the Research

This research was conducted at Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan. It was carried out from January 22<sup>nd</sup>, 2017 to January 30<sup>th</sup>, 2018.

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### 3.3 The Population and Sample of the Research

The population of this research was the third grade students of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan which consisted of 3 classes. Each class consisted of approximately 25 students. Thus, the total population of this research was 72 students described in the following table:

**Table III.1**  
**The Total Population of the Third Grade Students**  
**of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan**

No	Class	Total	Sample
1	III/A	25	13
2	III/B	23	11
3	III/C	24	12
	<b>TOTAL</b>	<b>72</b>	<b>36</b>

In quantitative research, probability sampling is the most rigorous and famous form of sampling. Probability sampling allows researcher to select individuals from the population and claim the sample as the representative of the population and, as such, can make generalization to the population (Cresswell, 2012). The form of probability sampling used in this research was simple random sampling. In simple random sampling, the researcher selects the sample by providing equal probability for each individual of being selected from the population (Cresswell, 2012). Simple random sampling was chosen as the technique of sampling, not cluster sampling or stratified sampling, because the number of population did not reach 100 persons and they were considered



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homogeny although the difference of gender existed, which every person has the same opportunity to be selected as the respondents in the study.

The technique of applying simple random sampling was to write each individual's name on a separate slip of paper, placed all the slips in a container, shook the container, and selected slips from the container until the 36 names of respondent were selected. The number of the sample in this research was 36 respondents because the minimally acceptable sample size for correlational study is 30 respondents (Gay, 2012). Since the number of the respondents of the research was bigger than the minimum sample size, it was expected that the errors of measurement was smaller.

### 3.4 The Data Collection Techniques

In order to get the data needed to support this research, the following techniques were carefully applied:

#### 3.4.1 Questionnaire

Questionnaire is commonly used as an instrument of survey research. Questionnaire is as widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to administer without the presence of researcher, and often being comparatively straightforward to analyze (Cohen et al., 2007).

The questionnaires used in this research were the standardized questionnaires which consisted of Personality Questionnaire to measure students' personality traits and Self-Confidence Questionnaire to measure

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students' self-confidence of which both of these questionnaires were constructed by Philip Carter.

### 3.4.1.1 Personality Traits Questionnaire

The questionnaire of personality was the instrument of collecting data of students' personality traits. This questionnaire consisted of 25 questions of which each question provided 3 answers or alternatives (a, b, and c). The value of answer "a" was 1 point, answer "b" was 0 point, and answer "c" was 2 points. According to Carter (2005), the students' personality traits are categorized by the scores or points 40 to 50 as extrovert, means the students enjoy being the center of attention and they will not be lacking in outer confidence; the scores 26 to 39 as ambivert, means the students can be an outgoing person or little shy person in particular time and condition and possess a much more appealing personality; and the scores less than or equal to 25 as introvert, means the students prefer to keep their views to themselves, feel worry about what people think, and feel less confident on people's reaction.

**Table III.2**  
**Blue Print of Personality Traits**

No	Indicators	Items
1	Sociability/Interaction	1, 4, 6, 9, 21
2	Excitement	2, 3, 11, 17, 23
3	Expenditure of energies	5, 12, 14, 18, 22
4	Risk-taking/Planning	7, 8, 15, 19, 25
5	Interests on internal events	10, 13, 16, 20, 24

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### 3.4.1.2 Self-Confidence Questionnaire

This questionnaire was used to collect the data of students' self-confidence. It consisted of 25 questions of which each question provided 3 answers or alternative responses. The value of answer "a" was 1 point, answer "b" was 2 points, and answer "c" was 0 point. According to Carter (2005), the students are categorized as highly confident if they gain 40 to 50 points which indicates that they are presumptuous, extrovert, and sure; they are categorized as fairly confident if they gain 26 to 39 points which indicates that they are secure, positive, and sensible; and they are categorized as less confident or unconfident if they gain less than or equal to 25 points which indicates that they are diffident, pessimistic, modest, and introverted.

**Table III.3**  
**Blue Print of Self-Confidence**

No	Indicators	Items
1	Belief towards self	1, 9, 11, 13, 19
2	Response toward challenging tasks	2, 6, 10, 18, 21
3	Sociability/Interaction	4, 5, 14, 15, 16
4	Attitude towards specific condition	7, 8, 12, 23, 24
5	Personal goal	3, 17, 20, 22, 25

### 3.4.2 Speaking Test

In order to know the students speaking ability, the measurement was given in test form. A test is a method of measuring a person's ability or knowledge in a given area (Brown, 2004). In this oral test, the students were

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asked to choose a controversial topic which has been prepared or provided for them and then they had to present their arguments related to the topic they had chosen. Their speaking performance were recorded then scored by the rater. The components that should be considered in assessing the students speaking ability are pronunciation, grammar, fluency, vocabulary, and comprehension (Hughes, 2003). Furthermore, the scoring rubric of students' speaking is as follows:

**Table III.4**  
**The Scoring Rubric for Students' Speaking Ability**

<b>Accent</b>	
Category	Requirement
4	Native pronunciation with no trace of "foreign accent".
3	Marked "foreign accent" and occasional mispronunciation which is do not interfer with understanding.
2	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent erros in grammar or vocabulary.
1	Pronunciation frequently unintelligible

<b>Grammar</b>	
Category	Requirement
4	Few errors, with no patterns of failure.
3	Occasional errors showing imperfect control of some patterns, but so weakness that cause misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inacurate expert in stock phrases.

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**Fluency**

Category	Requirement
4	Speech on all professional and general topics as effortless and smooth as native speaker's.
3	Speech is effortless and smooth, but some unevenness caused by rephrasing and grouping for words
3	Speech is frequently hesitant, jerky and slow; sentences may be left uncompleted.
1	Speech also halting and fragmentary as to make conversation virtually impossible

**Vocabulary**

Category	Requirement
4	Vocabulary apparently as accurate and extensive as that of an educative native speaker
3	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussions of any non-technical subject with some circumlocutions.
2	Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
1	Vocabulary inadequate for even the simplest conversations.

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### Comprehension

Category	Requirement
4	Understanding everything in both formal and colloquial speech to be expected of an educated native speaker.
3	Understanding quite well normal educated speech when engaged in dialogue, but require the occasional repetitions and rephrasing.
2	Understanding careful, somewhat simplified speech when engaged dialogue, but many require considerable repetitions and rephrasing.
1	Understanding too little for the simple types of conversations.

The following form is used to assess the speaking ability of students:

#### Assessment Aspects of speaking

NO	ASPECTS ASSESSED	SCORE			
		1	2	3	4
1	Accent				
2	Grammar				
3	Vocabulary				
4	Fluency				
5	Comprehension				
Total Maximum Score		20			

Final score = Total Maximum Score x 5

### 3.5 The Validity and Reliability of Instruments

Good assessment needs to be valid, reliable and practical. To obtain data from the respondents, the tryout of the test was conducted to determine the validity and reliability of the instruments used.

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### 3.5.1 Validity

Validity is being clear about what is being measured and why. Validity focuses on ensuring that what the instrument “claims” to measure is truly what it is measuring (Lodico et al, 2006). To know the validity of both questionnaires of personality traits and self-confidence, construct validity which includes face validity and criterion validity were used. The SPSS 22.0 program version was used to analyze the validity of the questionnaires. Meanwhile, the validity of the test for speaking ability used content validity. It was because to measure an achievement, the test must be created based on appropriate material, easy to be comprehend, and suitable with students’ level. Therefore, the test of this research was adapted based on students’ material which is familiar to the students’ life.

#### 3.5.1.1 Validity of Personality Traits Questionnaire

**Table III.5**  
**The Validity of Personality Traits Questionnaire**

Items	r obtained	Status
1	0.039	Valid
2	0.004	Valid
3	0.000	Valid
4	0.022	Valid
5	0.049	Valid
6	0.018	Valid
7	0.007	Valid
8	0.000	Valid

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9	0.000	Valid
10	0.026	Valid
11	0.022	Valid
12	0.014	Valid
13	0.010	Valid
14	0.000	Valid
15	0.000	Valid
16	0.016	Valid
17	0.002	Valid
18	0.000	Valid
19	0.024	Valid
20	0.017	Valid
21	0.005	Valid
22	0.038	Valid
23	0.000	Valid
24	0.002	Valid
25	0.027	Valid

The personality traits questionnaire consisted of 25 items was tried out to 20 students. The validity of the questionnaire was analyzed by using SPSS 22.0 program version. The items are valid if  $r_{obtained}$  is smaller than  $\alpha$  ( $r_{obtained} < 0.05$ ). Table III.3 shows that  $r_{obtained}$  of each item of the questionnaire is smaller than  $\alpha = 0.05$  which means that the 25 items are valid. Thus, the personality questionnaire could be used to measure students' personality traits and collected data for the research.

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## 3.5.1.2 Validity of Self-Confidence Questionnaire

**Table III.6**  
**The Validity of Self-Confidence Questionnaire**

Items	r obtained	Status
1	0.039	Valid
2	0.004	Valid
3	0.000	Valid
4	0.022	Valid
5	0.049	Valid
6	0.018	Valid
7	0.007	Valid
8	0.000	Valid
9	0.000	Valid
10	0.026	Valid
11	0.022	Valid
12	0.014	Valid
13	0.010	Valid
14	0.000	Valid
15	0.000	Valid
16	0.016	Valid
17	0.002	Valid
18	0.000	Valid
19	0.024	Valid
20	0.017	Valid

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21	0.005	Valid
22	0.038	Valid
23	0.000	Valid
24	0.002	Valid
25	0.027	Valid

The personality traits questionnaire consisted of 25 items was tried out to 20 students. The validity of the questionnaire was analyzed by using SPSS 22.0 program version. The items are valid if  $r_{obtained}$  is smaller than  $\alpha$  ( $r_{obtained} < 0.05$ ). Table III.3 shows that  $r_{obtained}$  of each item of the questionnaire is smaller than  $\alpha = 0.05$  which means that the 25 items are valid. Thus, the personality questionnaire could be used to measure students' personality traits and collected data for the research.

### 3.5.2 Reliability

Reliability refers to the consistency of the instrument which is tested to the similar group and context. Reliability in quantitative research is essentially a synonym for dependability, consistency, and stability over time, instrument and groups of respondents (Cohen et al, 2007). Moreover, in quantitative analysis, it takes two main forms, both of which measures of internal consistency: the split-half technique and the alpha coefficient. Both calculate a coefficient of reliability that can lie between 0 and 1, which the coefficient that is less than or equal to 0 indicates unreliable and coefficient that is bigger than 0 or equal to 1 is reliable (Ary et al., 2010). Furthermore, to obtain the reliability of both questionnaires, SPSS 22.0 program version was used for

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calculation aimed to find out whether the questionnaires were reliable and could be used for this research or not. Then, to obtain the reliability range of the test, SPSS 22.0 program version was applied as same as the reliability of questionnaires.

**Table III.7**  
**The Level of Reliability**

No	Reliability	Level of Reliability
1	> 0.90	Very Highly Reliable
2	0.80 – 0.90	Highly Reliable
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Minimally Reliable
5	< 0.60	Unacceptably Low Reliability

(Cohen et al., 2007)

### 3.5.2.1 Reliability of Personality Traits Questionnaire

To find out whether the questionnaire of personality traits distributed to the students reliable or not, a tryout was conducted twice and the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table:

**Table III.8**  
**Reliability Analysis of Personality Traits Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.998	2

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Table III.8 shows the value of Cronbach Alpha is 0.998 which indicates the reliability of the personality traits questionnaire distributed to the students are very highly reliable because the value is in the range of  $> 90$  which means the questionnaire is reliable and acceptable to be used as the instrument of data collection.

### 3.5.2.2 Reliability of Self-Confidence Test

To find out whether the questionnaire of self-confidence distributed to the students reliable or not, a tryout was conducted twice and the SPSS program was used to calculate the result to obtain the degree of the reliability and the result is presented in the following table

**Table III.9**  
**Reliability Analysis of Self-Confidence Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.996	2

Table III.8 shows the value of Cronbach Alpha is 0.996 which indicates the reliability of the self-confidence questionnaire distributed to the students are very highly reliable because the value is in the range of  $> 90$  which means the questionnaire are reliable to be used as the instrument of data collection.

### 3.6 The Data Analysis Technique

The data analysis was started by calculating the result of students' personality and self-confidence questionnaires. The calculation of students'

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personality result was done by summing the score 1 point for every “a”, 0 point for every for every “b”, and 2 points for every “c”. In order to facilitate the analysis, the score of the students’ personality were converted to scale of 100 and the results were categorized as follows:

**Table III.10**  
**The Category of Personality Traits**

Raw Score	Converted Score	Category
40 – 50	80 – 100	Extrovert
26 – 39	51 – 79	Ambivert
0 – 25	0 – 50	Introvert

(Carter, 2005)

Table III.10 presents the category of students’ personality based on the score obtained from the questionnaire. The raw score refers to the total score of options chosen by the students, while the converted score refers to the value of conversion based on scale of 0 until 100. The category of students’ personality is grouped based on the converted score. The maximum score is 80 to 100 which indicates the extroversion personality or extrovert student, the minimum score is 0 to 50 which indicates introversion personality or introvert students, while the score 51 to 79 indicates the students neither extrovert nor introvert which is known as ambivert.

Meanwhile, the calculation of students’ personality self-confidence was done by summing the score of which 1 point for every “a”, 2 point for every for every “b”, and 0 points for every “c”. In order to facilitate the analysis, the score

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of the students' personality were converted to scale of 100 and the results were categorized as follows:

**Table III.11**  
**The Category of Self-Confidence**

Raw Score	Converted Score	Category
40 – 50	80 – 100	Highly Confident
26 – 39	51 – 79	Fairly Confident
0 – 25	0 – 50	Less Confident

(Carter, 2005)

Table III.11 displays the category of students' self-confidence based on the score obtained from the questionnaire. The raw score refers to the total score of options chosen by the students, while the converted score refers to the value of conversion based on scale of 0 until 100. The category of students' self-confidence is grouped based on the converted score. The maximum score is 80 to 100 which indicates the high confidence or highly confident student, the minimum score is 0 to 50 which indicates low confidence or less confident students, while the score 51 to 79 indicates the students who have average confidence or fairly confident students.

Furthermore, the score of students' speaking ability was calculated by the rater based on the speaking assessment guideline and the scores were also categorized into some categories as follows:

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**Table III.12**  
**The Category of Speaking Ability**

Score	Category
80 – 100	Very Good
51 – 79	Average
0 – 50	Poor

Thus, to analyze the sets of the variable  $X_1$ ,  $X_2$  and  $Y$  data, *Simple Ordinal Regression* technique was used to analyze the data and to find out whether there is a significant correlation between two sets of data of variable  $X$  and  $Y$  which consist of (1)  $X_1$  and  $Y$ , (2)  $X_2$  and  $Y$ , and *Multiple Ordinal Regression* was applied in analyzing the correlation of  $X_1$  and  $X_2$  toward  $Y$ . *Multiple Ordinal Regression* was chosen as the data analyzing technique because it was not only commonly used to examine the relationship among several variables of which the data are ordinal, but it also “enable researcher to find out the best possible weighting of two or more independent variables to yield a maximum correlation with a single dependent variable” (Ary et al., 2010). The prediction of how deep each variable is correlated to one another can also be calculated by using the form of the prediction equation  $\hat{y} = a + bx_1 + bx_2$  ( $Y$  is the predicted criterion score;  $a$  is a constant calculated from scores all participants;  $b$  is a coefficient indicated the contribution of predictor variable to criterion variable; and  $X$  is individual’s score on the predictor variable) (Gay, Mills and

Airasin, 2012). However, the analysis done in the research used SPSS 22.0 program.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.