

CHAPTER III

RESEARCH METHOD

This chapter explains about the steps used in conducting this research which include a brief description of research design, research setting, participant/ Subject, Data techniques of data collection and techniques of data analysis.

A. Reaserch Design

In order to achieve the aim of this research, it is necessary to apply a suitable method to meet the needs and obtain the information of the data regarding the variables. The appropriate method of this research is quantitative descriptive study.

B. Research setting

This Research takes place in Antasari state islamic university where is the located in A. Yani street KM.4, RW.5, Kebun Bunga, Sub-District. East Banjarmasin ., Banjarmasin City, South Borneo 7023

C. Participant

The participant of this research is the fifth semester of the department of English education students in UIN Antasari who were taking ABCD class; they are 135 students.

The basis for the determination of the population is due to technical reasons that the condition of the student of the English Faculty class 2018 UIN Antasari Banjarmasin is more likely to be the subject of research, because:

1. By taking the population of students of the English Faculty, this research does not require a lot of money, time, and a lot of energy.

2. By taking the population at the English Faculty, it will be easier for researchers to collect the required data.
3. As English students, in the end, they are required to be able to solve various problems related to their internal self, problems in their environment, especially problems with others, and problems faced by other people that also require handling. How could this happen if current English students still do not recognize their internal (weaknesses and strengths that can be highlighted) well, are afraid to express their opinion, only a small proportion can build good relationships with their external environment (fellow friends or with lecturers, both while in lectures and outside).
4. Students of the English Faculty class 2018 UIN Antasari Banjarmasin when viewed from the period of development are in adolescence which means "growing" or "growing into adulthood". They are at the age of 19 years - 21 years who are in their late teens. During the time leading to final adolescence, the individual no longer experiences emotional turmoil but his emotions have begun to stabilize even though they have not reached the optimal level.
5. As English students, they have taken an average of 140 credits, and have gained knowledge in subjects related to personality, social relations, and have a specialization in the implementation and teaching of psychology when compared to other faculty students. So they already know about these theories. And it is expected to be able to apply it in real life in the form of behavior

Table 3.1		
Student Population of the English Faculty, class 2018		
NO	GENDER	POPULATION
1	MALE	43
2	FEMALE	92
TOTAL		135

D. Population and sample

1. Population

Population is the entire subject of the research (Arikunto & Jabar, 2009). The population of this research was the fifth semester of the department of English education students in UIN Antasari who were taking ABCD class; they are 135 students.

2. Sample

According to Arikunto, the sample is part or representative of the population under study. Arikunto emphasized that if the research subject is less than 100, it is better if all of them are taken so that the research is a population study. We recommend that if the subject is too large, samples can be taken between 10% -15% to 20% -25% or more at least depending on:

- a) The author's ability is seen from time, energy, and.
- b) The extent of the observation area of each subject is narrow because this involves a small amount of data.
- c) The size of the risk borne by the author. For research with a large risk, of course, if the sample is large, the results will be better.

The population of students of the English Faculty of UIN Antasari

Banjarmasin class of 2018 was 135 students, so in this study, the sample was taken as much as 20% of the population. So the sample used in this study was 28 students. The details are as follows:

No.	GENDER	POPULATION	Presentase (20 %)
1	MALE	43	6
2	FEMALE	91	22
TOTAL		135	28

The sampling technique used in this research is the probability / random sampling technique or random sample, mixed sample. The random sampling technique is a method of sampling that provides an equal opportunity or opportunity to be taken to each element of the population. In this technique, the researcher mixes the subjects in the population so that all subjects are considered the same. Thus, the researcher gives equal rights to each subject to have the opportunity to be selected as a sample. Because the rights of each subject are the same, the researcher is independent of the feeling of wanting to privilege one or more subjects to be sampled. As for how to draw random samples or random samples in this study using a lottery.

E. Research Instrument

In any scientific research, instruments in gathering data are very important, The accuracy of the results of the study dependent on how accurate the use instrument. Research instruments are tools developed by researchers to achieved their stated objectives when carrying out a research study. In other

words, research instruments are designed tools that aid the collection of data for the purpose of analysis. In quantitative research, research data can only be interpreted more objectively if it is obtained through a valid, reliable, and objective measurement process. For this reason, the type of instrument used in this study is a Likert questionnaire.

EPI (Eysenck Personality Inventory) is a personality measurement tool from Eysenck which has been standardized. EPI is used to classify individuals into two personality types, namely extrovert and introvert. The number of items in the EPI is 26 questions with details of Extroversion (E) items: 18 items, Introvert : 8 items. The answer choices that must be given by respondents are "yes" and "no". The researcher took all the items so that the results of the answers from each subject were more varied so that they could be maximized. But in the calculation, the researcher only looks at the E score of each answer to the subject. The personality test scoring is as follows:

1. Respondents' answers are matched with the criteria (keys) for the answers to the existing Eysenck Personality Inventory personality test. If the respondent's answer matches or is the same as the answer criteria, then it is given a value of "1". If the respondent's answer is not the same as the answer criteria, it is assessed as "0". Then the number of scale scores is matched with the norm and it can be determined which people are classified as extroverts and which person is classified as introverts. The norms used in the classification of extrovert and introvert personality types are based on the Eysenck Personality Inventory test.

2. The scoring results of 11 are categorized as introvert personality types and the scoring results which number more than 12 are categorized as extrovert personality types. The greater the E score obtained, the greater the extrovert level, and vice versa.

Table 3.3
EPI (Eysenck Personality Inventory) test

No.	Aspek	To
1.	Exstrovert	1 s.d. 18
2.	Introvert	19 s.d. 26
	TOTAL	26

According to Suryabrata, a variable is something that will be the object of research observations or the factors that play a role in the events or symptoms to be studied. Azwar defines variable identification as a step in determining the main variables in research and determining their respective functions. The variable used is the independent variable (X), namely the variation of the variable that affects other variables, it can also be said that the independent variable is the variable whose influence on other variables is wanted to be known, while the dependent variable (Y) is the research variable that measured to determine the magnitude of the effect or the influence of other variables. The variables used in this study are:

Independent variable (X) : Extrovert-introvert personality type

Dependent variable (Y) : Assertive behavior

F. Definition of Variables

The operational definition according to Suryabrata is a definition based on the defined properties of things that can be observed. Here the writer describes the operational definition of research variables in order to equalize perceptions and avoid misunderstandings in interpreting the variables used in research:

1) Extrovert-Introvert Personality Type

As stated by Eysenck (1968), personality type is a characteristic of an individual that can describe his behavior, thoughts, and emotions and can be observed which characterizes a person in facing his world.

The extrovert-introvert personality type is based on differences in responses, habits, and traits displayed by individuals in making interpersonal relationships. In this study, the extrovert-introvert personality type is the number of scores shown by the respondents to the item group according to the extrovert and introvert personality types.

2) Assertive Behavior

As stated by Galassi & Galassi (1977), assertive behavior is a person's ability to communicate thoughts, feelings and wants and needs openly, precisely, honestly, spontaneously, without feeling anxious and tense towards others and without harming oneself and others.

Aspects of assertive behavior according to Galassi Galassi and there are three categories which are expressing positive feelings, self affirmations, and expressing negative feelings.

In this study, to determine the assertive behavior of students of the

English Faculty class 2009 UIN Antasari Banjarmasin using a questionnaire method. A questionnaire according to Nawawi (1995) is a list of questions that must be filled in by the person to be measured.²² To measure assertive behavior uses the Likert scale method using 4 alternative answers, namely Strongly agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). The questioning answers were omitted to obtain certainty between the respondents' answers, whether they agreed or disagreed so that it was hoped that there would be the reinforcement and no half-assed answers.

Favourabel	Weight	Unfavourabel	Weight
strongly agree	5	strongly agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	disagree	4
strongly disagree	1	strongly disagree	5

G. Validity and Reliability

1) Validity

The Validity of the Research Instrument An instrument is valid if it is able to measure what is desirable and it can reveal the data of the variables appropriately (Arikunto, 2006, P. 158). In this study, the instrument used is a writing test. Validity is used to determine how much 32 these instruments have reflected the results. The test was constructed based on the course outline of the tenth grade SMA curriculum. The validity that was applied in the writing test was content and constructs validity.

From the validity test using SPSS, the following results are known:

No instrument	SCORE
1	0,430
2	0,420
3	0,564
4	0,549
5	0,519
6	0,725
7	0,661
8	0,420
9	0,584
10	0,420
11	0,420
12	0,420

From the table above it is known that the validity score of all statement items is more than 0.300. it means the data is valid.

2) Reliability

Reliability of the Research Instrument Johnson and Christensen (2008: 144) state that reliability refers to the consistency or stability of the test scores. After that, researcher used inter-rater reliability to measure the reliability of the instrument. To obtain inter-rater reliability, researcher used correlation coefficient among two raters (Interclass Correlation Coefficient). Inter-rater reliability is the degree of agreement between two or more raters or scorers, (Johnson and Christensen, 2008, p. 150).

Reliability Coefficient	Reliability Category
0.800-1.000	Very high
0.600-0.799	High
0.400-0.599	Fair
0.200-0.399	Low
0.000-0.199	Very low

Based on data from SPSS analysis it is known that

Cronbach's Alpha	Cronbach's Alpha Based on standardized Items	N of Items
0,922	0,922	12

From the table above, it can be seen that the reliability value is 0.922, this means that writing skills are very high.

H. Data Collection Procedure

According to Arikunto, data collection is a method that can be used by researchers to collect data for their research. 11 The data collection methods

used in this study are tailored to the data to be collected and the variables to be studied. In this study, there are two psychological scales used, namely the EPI (Eysenck's Personality Inventory) to determine the extrovert-introvert personality type, and a questionnaire to determine assertive behavior. The two data collection methods used in this study will be described as follows:

1. Questionare

A questionnaire according to Hadiri Nawawi (1995), is a list of questions that must be filled in by the person to be measured. Therefore, a questionnaire is often referred to as an assessment tool in the form of a list of questions to obtain information from several respondents. Because in the use of this questionnaire the researcher cannot directly meet face to face, the researcher must believe that:

- a. That the subject is the person who knows himself best.
- b. That what the subject stated to the investigator is true and can be trusted.
- c. That the subject's interpretation of the questions posed to him is the same as what the researcher intended.

In this study, to collect the data, a closed type questionnaire was used because all the question items were left to choose which answer was appropriate to the respondent by putting a checkmark. And this study measures assertive behavior using the Likert scale method. There are two kinds of questionnaires in this study, namely favorable and unfavorable. Favorable means an attitude statement that contains or says positive things about the object of attitude, that is, the sentence is supportive or in favor of the object of attitude. Unfavorable means that the attitude statement may also contain negative things about the object of attitude, namely those that are neither supportive nor contra to the object of the attitude to be revealed.

To measure assertive behavior using the Likert scale method using 4 alternative answers, namely Strongly Agree (SS), Agree (S), Disagree (TS),

Strongly Disagree (STS). Answers for hesitation were eliminated to obtain certainty on the answer from the respondent between agreeing or disagreeing so that it is hoped that there will be the reinforcement and there is no answer half-way.

In this study, the questionnaire was made in the form of a 26-point statement consisting of 15 statements indicating extrovert and 11 statements indicating introvert. At the writing skill points there are 12 statements as attached

I. Data Analysis

To determine the relationship between personality types and assertive behavior, the product-moment correlation method is used, namely the analysis used to determine the relationship between the two independent variables and the dependent variable. The steps in making a hypothetical score in this study are:

1. Descriptive Analysis.

Descriptive analysis employs the result of the mean and the standard deviation. Hatch and Farhad, (1982, p. 39) stated that descriptive analysis is statistics used to summarize data. Mean and standard deviation are descriptive analysis :

a. Mean and Standard Deviation

Mean and Standard Deviation Hatch and Farhady (1982, P. 55) state that mean is commonly used measurement of central tendency because the mean takes all score into account. The mean is same as average of score. Hatch and Farhady (1982, P. 57) state that standard deviation is used to measure variability. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the

standard deviation, the closer the distribution is to the central point.

b. Categorization Data categorization

Categorization Data categorization was based on the ideal mean as an ideal benchmark and standard deviation, which are then grouped into six categories, while the distance determination uses the standard deviation within 6 standard deviation. To calculate the ideal average (M_i) used the formula: $M_i = \frac{1}{2}$ (the highest ideals + the lowest ideals) While the ideal standard deviation (SD_i) is calculated using formula: $SD_i = 1/6$ (the highest ideals - the lowest ideals) The five categories of the grouping as proposed by (Azwar, 2010, p. 108) can be defined as follows.

Category	Interval Scores
High	70-100
Midle	45-69.9
Law	10-44.9

2. Linear Regression

The concept of linear regression was first proposed by Sir Francis Galton in 1894. Linear regression is a statistical test applied to a data set to define and quantify the relation between the considered variables. Univariate statistical tests such as Chi-square, Fisher's exact test, t-test, and analysis of variance (ANOVA) do not allow taking into account the effect of other covariates/confounders during analyses (Chang 2004). However,

partial correlation and regression are the tests that allow the researcher to control the effect of confounders in the understanding of the relation between two variables (Chang 2003). The use of linear regression model is important for the following reasons: a. Descriptive – It helps in analyzing the strength of the association between the outcome (dependent variable) and predictor variables b. Adjustment – It adjusts for the effect of covariates or the confounders.

Linear regression attempts to model the relationship between two variables by fitting a linear equation to observed data. One variable is considered to be an explanatory variable, and the other is considered to be a dependent variable. For example, a modeler might want to relate the weights of individuals to their heights using a linear regression model.

Before attempting to fit a linear model to observed data, a modeler should first determine whether or not there is a relationship between the variables of interest. This does not necessarily imply that one variable *causes* the other (for example, higher SAT scores do not *cause* higher college grades), but that there is some significant association between the two variables. A scatterplot can be a helpful tool in determining the strength of the relationship between two variables. If there appears to be no association between the proposed explanatory and dependent variables (i.e., the scatterplot does not indicate any increasing or decreasing trends), then fitting a linear regression model to the data probably will not provide a useful model. A valuable numerical measure of association between two variables is the correlation coefficient, which is a

value between -1 and 1 indicating the strength of the association of the observed data for the two variables. A linear regression line has an equation of the form :

$$Y = a + bX$$

where X is the explanatory variable and Y is the dependent variable. The explanatory variable is student personality. The dependent variable is English skill (writing). The slope of the line is b , and a is the intercept (the value of y when $x = 0$).

