CHAPTER III

RESEARCH METHOD

This chapter will discuss the methods of the research such as research design, the location of the study, subject of the study, population and sample, the data collection and instrument, and the data analysis.

3.1 Research Design

The final goal of this study is to get the answer of the research question whether gender and types of personality affect the students' speaking skills. In this case this study will employ quantitative approach with ex post facto as the research design. The ex post facto research is appropriate to conduct when manipulation of human behavior is not possible (Simon & Goes, 2013, pp. 1-2). Causal comparative research is in contrast with experimental study. Instead of making difference and giving treatment toward both groups, it uses the difference that already exists in the groups.

The variable in the causal comparative research can be something which cannot be manipulated such as ethnicity, or has not been changed because of particular reason such as teaching style (Fraenkel & Wallen, 2009, p. 363). Kerlinger and Rint (1986) said that ex post facto research investigates the relationship of the current situation of particular thing and the possible causes in the past which influence the situation. This kind of research seeks to find the effect of past occurrence toward particular subject, the influence of one variable towards another, and examine a claim by using statistical testing

techniques. This study attempts to find the correlation between gender differences and personality types on of EFL students' speaking skills.

Frankel and Wallen (2009) stated that there are three kinds of causal comparative research. The first is exploration of causes. It investigates the independent variable of the subject. It elaborates the reasons why particular subjects of research appear to be distinctive from the others. The second is exploration of effect. It is related with the effect of particular thing such as teaching style toward dependent variable. The third is exploration of consequences. It deals with the exploration of dependent variable with other intervention involved. The present research employed the second type of the causal comparative research. It explored the effect of gender and types of personality on students' speaking skills.

This reserach applied 2 x 4 factorial design. The score of English speaking skill is defined as the dependent variable while gender and type of personality are defined as the independent variable. The design of this research is presented by the table below.

Table 3.1

The Design of Research

	Choleric (B1)	Melancholic (B2)	Sanguine (B3)	Phlegmatic (B4)
Male (A1)	A1B1	A1B2	A1B3	A1B4
Female (A2)	A2B1	A2B2	A2B3	A2B4

Description:

A1B1	=	The group of male students having choleric personality type
A1B2	=	The group of male students having melancholic personality type
A1B3	=	The group of male students having sanguine personality type
A1B4	=	The group of male students having phlegmatic personality type
A2B1	=	The group of female students having choleric personality type
A2B2	=	The group of female students having melancholic personality type
A2B3	=	The group of female students having sanguine personality type
A2B4	=	The group of female students having phlegmatic personality type

3.2 Population and Sample

Population according to Donal Ary (2010) defines all members of any well-defined class of people, events or objects. The number of population affects the course of population. The larger population must cause difficulties

for the researcher in the research conduction such as limited funds, energy and time. In solving those problems taking sample must be adopted.

Taking sample that is used to help the researcher easier in doing the study selects the small proportion of the population. According to Donal Ary (2010) a sample can represent the total population which means the sample taken from a population should be representative.

The population of this study is the students of English education department from State Islamic Institute of Kediri (IAIN Kediri). The students are studying Public Speaking in the fourth semester and have passed English for Conversation course and Academic Speaking course. The used technique in taking the sample is random sampling which means all of the population members have the same chance to be included to the sample. The sample of this research is taken by distributing questionnaire to all of participants to figure out their personality; choleric, melancholic, sanguine, and phlegmatic. As the result, the researcher identified some of students in each type of personality who would take the speaking test.

3.3 Data Collection and Instrument

In doing this ex post facto research the researcher uses two instruments to collect the data that are questionnaire and oral test.

3.3.1 Questionnaire

The questionnaire used to get the data of students' gender and type of personality was personality test that is distributed using google form. The test is taken from Personality Plus written by Florence

Littauer and then adapted into Bahasa by Muntazah (2015) to make the participants easy to answer. There are 40 items applied to identify the participants' personality, every type of personality (choleric, melancholic, sanguine, and phlegmatic) has 20 characteristics from the strength and 20 characteristics from the weakness. The characteristics of the four personality profile is presented in the table as follow.

Table 3.2

The Characteristics from The Strength

No.	Sanguine	Choleric	Melancholic	Phlegmatic
1.	Animated	Adventorus	Analitical	Adaptable
2,	Playful	Persuasive	Persistent	Peaceful
3.	Sociable	Strong-Willed	Self-sacrificing	Submissive
4.	Convicing	Competitive	Considerate	Controlled
5.	Refreshing	Resourceful	Respectful	Reserved
6.	Spirited	Self-reliant	Sensitive	Satisfied
7.	Promoter	Positive	Planner	Patient
8.	Spontaneous	Sure	Scheduled	Shy
9.	Optimistic	Outspoken	Orderly	Obliging
10.	Funny	Forceful	Friendly	Friendly
11.	Delighful	Daring	Detailed	Diplomatic
12.	Cheeruful	Confident	Cultured	Consistent
13.	Inspiring	Independent	Idealistic	Inoffensive
14.	Demonstrative	Decisive	Deep	Dry humor
15.	Mixes-easily	Mover	Musical	Mediator

No.	Sanguine	Choleric	Melancholic	Phlegmatic
16.	Talker	Tenacious	Thoughtful	Tolerant
17.	Lively	Leader	Loyal	Listener
18.	Cute	Chief	Chartmaker	Contented
19.	Popular	Productive	Perfectionist	Pleasant
20.	Bouncy	Bold	Behaved	Balanced

Table 3.3

The Characteristics from The Weakness

No.	Sanguine	Choleric	Melancholic	Phlegmatic
1.	Blank	Bashful	Brassy	Bossy
2,	Undisciplined	Unsympathetic	Unforgiving	Unenthusiastic
3.	Repetitious	Resistant	Resentful	Reticent
4.	Forgetful	Frank	Fussy	Fearful
5.	Interrupts	Impatient	Insecure	Indecisive
6.	Unpredictable	Unaffectionate	Unpopular	Uninvolved
7.	Haphazard	Headstrong	Hard to please	Hesitant
8.	Permissive	Proud	Pessimistic	Plain
9.	Angered-easily	Alienated	Argumentative	Aimless
10.	Naive	Nervy	Negative attitude	Nonchalat
11.	Wants-credit	Workaholic	Withdrawn	Worrier
12.	Talkative	Tactless	Too sensitive	Timid
13.	Disorganized	Domineering	Depressed	Doubtful

No.	Sanguine	Choleric	Melancholic	Phlegmatic
14.	Inconsistent	Intolerant	Introvert	Indifferent
15.	Messy	Manipulative	Mumbles	Moody
16.	Show-off	Stubborn	Skeptical	Slow
17.	Loud	Lord-over	Loner	Lazy
18.	Scatterbrained	Short-tempered	Suspicious	Sluggish
19.	Restless	Rash	Revengeful	Reluctant
20.	Changeable	Crafty	Critical	Comprimising

The questionnaire has 40 numbers. Every number of items consists of traits from the four personality types. To do the test students were asked to choose some traits which reflect themselves. The result of test was then matched to the indicators table above. The way of personality judgement is by seeing the highest result that appears on the total questions.

3.3.2 Oral Test

The instrument used to measure speaking skill is a performance test, where students are given an oral test focused on Public Speaking, ie students are given the topic "Our Perspective About Covid 19" to make a video presentation. Their speaking skills are then measured by a rubric introduced by David P. Harris (1977) taken from Maharani (2017) seen from 5 dimensions, namely (1) Pronunciation, (2) Grammar, (3) Vocabulary, (4) Fluency, and (5) Comprehension.

3.4 Data Analysis

In this study, the researcher used variance analysis techniqe, that is two way ANOVA. Analysis of Variance (ANOVA) is a procedure testing the similarity of several averages of population. In the analysis of variance, it can be found variations that arise because of several treatment to conclude the presence or absence of differences in the average of population. In this study, the researcher conducted normality test and homogeneity test before performing hypothesis test. After finding that the result of obtained data were normal and homogeneous then the further test were carried out which is hypothesis test.

3.4.1 Normality Test

Normality test is conducted to find out whether the collected data or sample in this research normally distributed or not. This test is the prerequisite test for determining the calculation for hypothese test. The tested data were the students' speaking scores from oral test. Normality test that is used in this study is Kolmogorov Smirnov test using SPSS 24.0 program with the decision: If Sig > α then the data of speaking score is normally distributed, α = 0,05.

3.4.2 Homogeneity Test

The Homogeneity test was conducted using Levene's tesr to find out whether the variances of populations are homogen. This research use SPSS 24.0 version program with the decision: If Sig > α then the variances of populations are homogen, α = 0,05.

3.4.3 Hypothesis Test

In this study, the researcher conducted Two Way ANOVA as the hypothesis test using SPSS 24.0 version program with the following decision:

Hypothesis 1:

Ho: $F_{value} < F_{table}$ (there is no significant difference in speaking skills between female and male students)

Ha: $F_{value} > F_{table}$ (there are some significant differences in speaking skills between female and male students)

Hypothesis 2:

Ho: $F_{value} < F_{table}$ (there is no significant difference in speaking skills among choleric, sanguine, melancholic, and phlegmatic students)

Ha: $F_{value} > F_{table}$ (there are some significant differences in speaking skills among choleric, sanguine, melancholic, and phlegmatic students)

Hypothesis 3:

Ho: $F_{value} < F_{table}$ (there is no interaction effect between gender and types of personality on students' speaking skills)

Ha: $F_{value} > F_{table}$ (there is interaction effect between gender and types of personality on students' speaking skills)