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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive quantitative research design. It aimed to describe the phenomenon under study. This method was appropriate because the research focused on understanding the characteristics of the problem. As stated by Ghanad (2023:3796), descriptive research aims to describe phenomena and their characteristics, emphasizing the aspects of 'what, where, when' because this basic understanding is necessary before examining the causes. This helped the researcher describe the phenomenon clearly.

According to Barroga et al. (2023:4), descriptive research with quantitative research methods describes the status of identified variables to provide systematic information about a phenomenon. In this study, the main variable is the level of speaking anxiety, examined across two distinct student personality types (introvert and extrovert) as grouping categories. Through questionnaires, the data collected were presented in the form of frequencies, percentages, and averages, allowing the researcher to show a clear picture of how introverted and extroverted students experienced speaking anxiety in English language learning. Thus, this design aligned with the research objective of showing the patterns of speaking anxiety experiences in a real and measurable way.

B. Time and Location

The researcher conducted this research from March to May 2026.

The research took place at the Islamic University of Indragiri, located on Soebrantas Street, Tembilahan, Indragiri Hilir, Riau, because the university had an English Study Program whose students were accustomed to using English in speaking activities. Therefore, this location was relevant to the purpose of the research, which aimed to investigate speaking anxiety among introverted and extroverted students who were frequently required to speak English.

C. Population and Sample

1. Population

According to Martinez-Mesa et al, in Willie (2024:76) “A population is a cornerstone in research methodology, encapsulating a collective of individuals who exhibit shared characteristics within a defined geographic or institutional domain”. Based on the definition, the population in this study consisted of 73 students from the English Education Study Program, Teachers Training and Education Faculty, Islamic University of Indragiri. The population included students from the 2nd semester, the 4th semester, and the 6th semester.





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Table III. 1 The population of the Research

No.	Semester	Population
1	2 nd	33
2	4 th	19
3	6 th	21
Total		73

2. Sample

Sample is a part of the population chosen to obtain the necessary data for the study. According to Divakar (2021:326), a sample is a representation of a portion of the total population. In this research, the researcher employed purposive sampling. As stated by Spolarich (2023:74), purposive sampling is a sampling technique in which respondents are selected based on specific criteria related to the research objectives.

The criteria for the sample in this study were students who clearly lean toward either an introverted or extroverted personality type. To identify these characteristics, the researcher first distributed a personality questionnaire to the entire population. Based on the results of the personality assessment, 70 students were selected as the sample:

Table III. 2 The Sample of the Research

No.	Personality Type	Number of Students
1.	Extrovert	28
2.	Introvert	42
Total		70

D. Research Procedure

The procedures conducted in this research were as follows :

1. The researcher prepared the research instruments, which consisted of two types of questionnaires: a personality questionnaire and a speaking anxiety questionnaire.
2. The researcher distributed the questionnaires to the selected participants in order to collect data related to students' personality and speaking anxiety in English language learning.
3. Each statement item in both questionnaires used a 4 point Likert scale with the response options: strongly agree, agree, disagree, and strongly disagree.
4. The questionnaires were distributed online using Google Forms to ensure easy accessibility for all participants.
5. The questionnaire links were shared with the selected participants through a WhatsApp group to facilitate efficient and convenient distribution.
6. The researcher allowed the participants three days to complete and submit their responses for each questionnaire.
7. The personality questionnaire and the speaking anxiety questionnaire were distributed at different times, but each followed the same three day response period.
8. After all responses were collected, the researcher proceeded to process and analyze the data obtained from both questionnaires.



E. Research Instrument

In this research, the researcher used a questionnaire as the main research instrument. According to Collins in Sharma & Hunny (2022:66), a questionnaire is a data collection instrument in the form of a series of written questions addressed to a number of people to obtain the information needed in a study or survey. This questionnaire consisted of several statements related to students' personality types and speaking anxiety, which were designed to gather accurate and relevant information from the respondents. Each student was asked to choose the most appropriate answer for each item based on their personal experience.



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**Table III. 3 Blue Print Questionnaire Personality types**

Extrovert Indicators	Number of Item	Item Number
1. Sociable	1, 2, 3	3
2. Interactive	4, 5, 6	3
3. Active	7, 8, 9	3
4. Assertive	10, 11, 12	3
5. Passionate	13, 14, 15	3
6. Talkative	16, 17, 18	3
Total		18

Introvert Indicators	Number of Item	Item Number
1. Passive	19, 20, 21	3
2. Quiet	22, 23, 24	3
3. Reserved	25, 26, 27	3
4. Sober	28, 29, 30	3
5. Aloof	31, 32, 33	3
6. Restrained	34, 35, 36	3
Total		18

Dörnyei in Gustriani (2020:29)

This table includes 12 indicators for the personality types questionnaire: six for extrovert and six for introvert. Each indicator has three items, making a total of 36 items.



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Table III. 4 Blue Print Questionnaire Speaking Anxiety

Indicators	Number of Item	Item Number
1. Communication Apprehension	11, 12, 13, 14, 16, 17, 18, 21, 25, 29, 32	11
2. Test Anxiety	1, 2, 3, 4, 5, 10, 15, 20, 22, 26, 33	11
3. Fear of Negative Evaluation	6, 7, 8, 9, 19, 23, 24, 27, 28, 30, 31	11
Total		33

Horwitz in Susilawati (2025:36)

Based on the instrument blueprint above, this questionnaire contains several negative statements. These negative statements are found in items number 2, 5, 8, 11, 14, 18, 21, 27, and 32. These negative statements are intentionally included to encourage respondents to read each sentence more carefully and avoid answering carelessly (Ilhan et al., 2024:21). Therefore, the scoring for these negative statements must be reversed when processing the data, since a high score on a negative statement actually indicates that the student's speaking anxiety level is low (Ilhan et al., 2024:21).

F. Data Collection Technique

In this research, the researcher used questionnaires as the data collection technique. The researcher provided the questionnaire in the form of a scale questionnaire, arranged the questions in a structured list, and gave answer options with a rating scale to measure the level of agreement or truth for each item. This questionnaire was used to identify the students' personality types (introvert or extrovert) and to determine the levels of speaking anxiety they experienced in English language learning. Through



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this technique, the data were collected efficiently and systematically, allowing the researcher to obtain clear and measurable information from the respondents.

G. Data analysis Technique

In this study, the researcher used a four-point Likert scale as the measurement technique. Alkharusi (2022:13) explains that the Likert scale will be frequently used in educational and psychological research to measure attitudes, perceptions, beliefs, and other related aspects. Each response option on a Likert scale helped to show how respondents felt about the given statements. The researcher measured the data using a four-point response format where score 1 meant "strongly disagree," score 2 meant "disagree," score 3 meant "agree," and score 4 meant "strongly agree." Kankaraš and Capecchi (2025:112) point out that the middle option on a Likert-type scale often does not truly represent a neutral position, since respondents tend to choose it without really thinking about their actual stance toward the statement. For this reason, the use of a four-point scale in this study was intended to get clearer and more definite responses based on the attitudes shown by the participants.

Table III. 5 Likert Scale

Response Option	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1



However, specifically for the unfavorable statements in the questionnaire, the researcher applied reverse scoring to ensure the accuracy of the anxiety level measurement. For these items, the scoring was reversed: Strongly Agree (1), Agree (2), Disagree (3), and Strongly Disagree (4).

After that, the researcher determined the total score for the extrovert items and the total score for the introvert items. In this study, there were 36 statements in the personality questionnaire, with 18 items representing extroverted tendencies and 18 items representing introverted tendencies. Each response was scored using the four-point Likert scale, and the scores for each group of items were added separately. The respondent's personality type was then identified by comparing the two total scores. Respondents with higher extrovert scores were classified as extroverted, while those with higher introvert scores were classified as introverted. Through this process, the researcher determined the dominant personality tendency of each participant before analyzing their speaking anxiety levels.

After determining students' personality types, the researcher continued with the analysis of the speaking anxiety questionnaire. The speaking anxiety questionnaire consisted of 33 statements covering three indicators, namely communication apprehension, test anxiety, and fear of negative evaluation. Each statement was scored using the same four-point Likert scale. The total score of each statement was obtained by multiplying the number of respondents who chose each response option by its corresponding score, and then summing all the results.

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Since the data was analyzed based on two different groups (Extroverted and Introverted), the maximum and minimum possible scores for each statement were calculated for each group. The maximum score was obtained by multiplying the highest Likert score by the number of respondents in each group, while the minimum score was obtained by multiplying the lowest Likert score by the number of respondents. The calculations were presented as follows:

Table III. 6 Scoring Criteria

Extroverted Group	Introverted Group
Maximum score = $4 \times 28 = 112$	Maximum score = $4 \times 42 = 168$
Minimum score = $1 \times 28 = 28$	Minimum score = $1 \times 42 = 42$

To interpret the speaking anxiety scores, the researcher calculated the interval score by using the following formula (Syukur & Saputra, 2021:120) :

$$\text{Interval Width} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

Table III. 7 Interval Width Calculation

Extroverted Group	Introverted Group
$\text{Interval Width} = \frac{112 - 28}{4} = 21$	$\text{Interval Width} = \frac{168 - 42}{4} = 32$

Based on the interval calculation above, the levels of speaking anxiety were classified into four categories. This classification was conducted to interpret the speaking anxiety scores obtained from the Likert-



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scale questionnaire by dividing the score range into equal class intervals, which is a common approach in descriptive quantitative research (Alkharusi, 2022:6). The classification of speaking anxiety levels for both groups was presented in the following tables:

Table III. 8 The classification of speaking anxiety levels for Extroverted Group

Score Range	Category
28-48	Very Low
49-69	Low
70-90	High
91-112	Very High

Table III. 9 The classification of speaking anxiety levels for Introverted Group

Score Range	Category
42-73	Very Low
74-105	Low
106-137	High
138-168	Very High

Based on the tables above, the researcher calculated the mean score for each indicator by dividing the total scores by the number of statements. This was conducted to determine the level of anxiety for each indicator, as well as the overall mean score to provide a general conclusion of the students' speaking anxiety.

$$\text{Mean Score} = \frac{\sum \text{Total Score}}{\text{Number of Statements}}$$

Furthermore, the result of the mean score calculation was matched with the predetermined speaking anxiety level categories, namely very low, low, high, and very high.



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