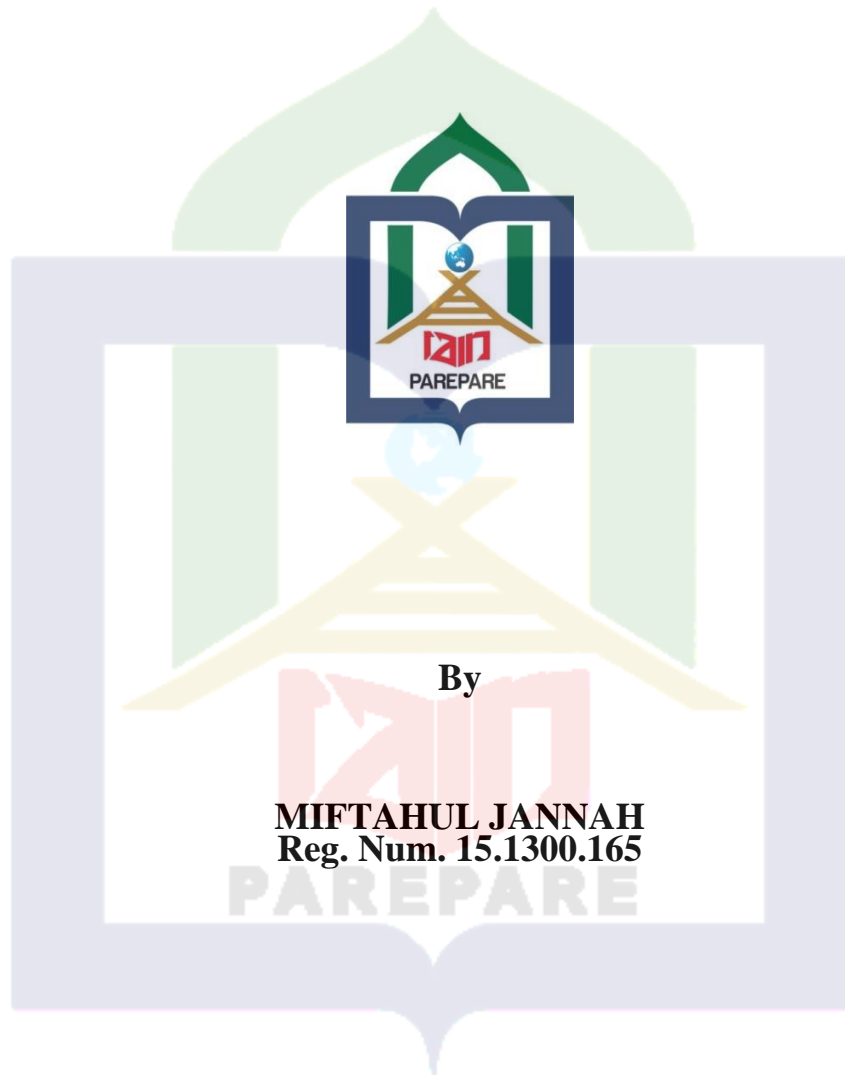


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ANALYSIS OF STUDENTS' PERSONALITY IN THEIR
SPEAKING ABILITY AT SECOND GRADE OF
SMPN 2 PAREPARE



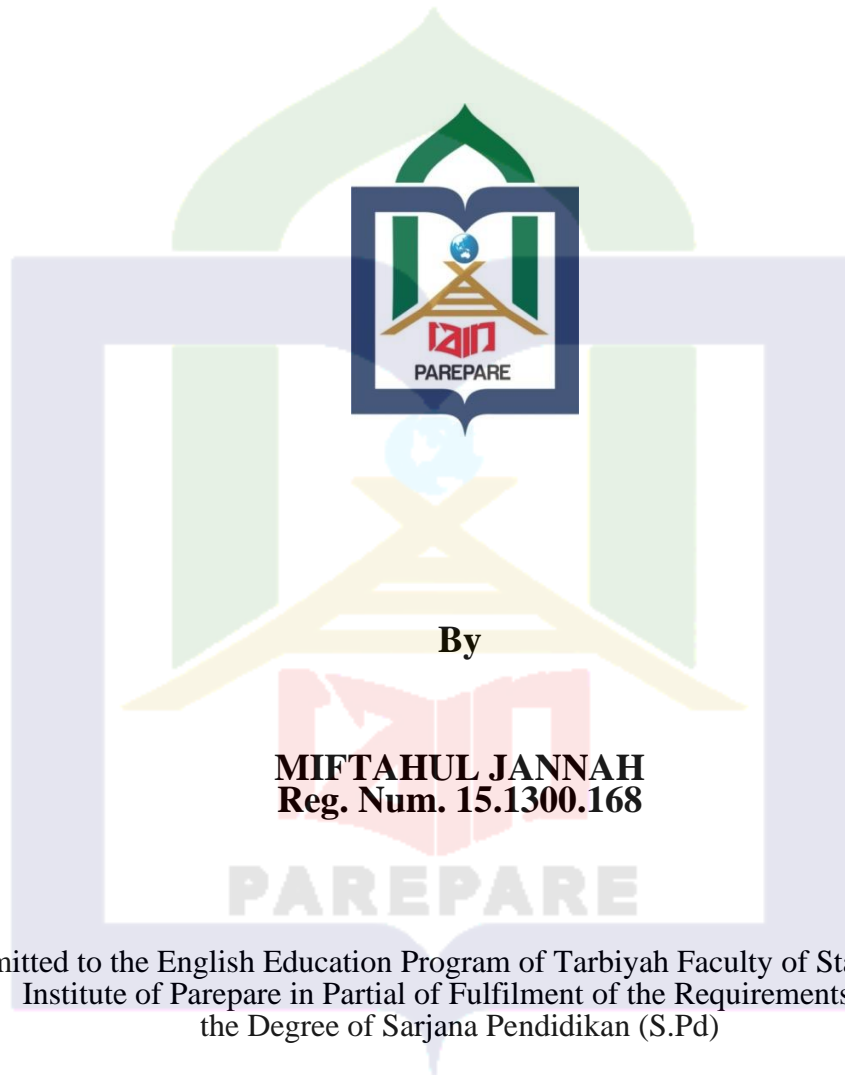
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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

SKRIPSI
**ANALYSIS OF STUDENTS' PERSONALITY IN THEIR
SPEAKING ABILITY AT SECOND GRADE OF
SMPN 2 PAREPARE**



By

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Reg. Num. 15.1300.168

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

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Skripsi

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Sarjana Pendidikan (S.Pd)**

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Submitted by

**MIFTAHUL JANNAH
Reg. Num. 15.1300.168**

to

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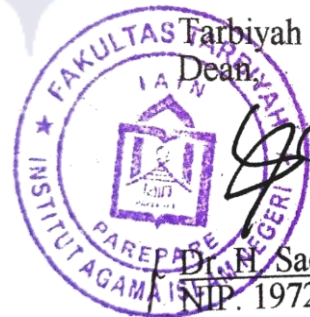
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Parepare, March 16th 2020

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Stated this skripsi her own writing, and if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Miftahul Jannah. *Analysis of students' Personality in Their Speaking Ability at Second Grade of SMPN 2 Parepare* (Supervised by Mujahidah and Ali Halidin)

This research was carried out at SMPN 2 Parepare. Based on the preliminary study, the data indicated that the ability of students of the second grade students at SMPN 2 Parepare Teaching English in SMPN 2 Parepare, there are many students have basic in speaking because majority of the student study English in the course but some of student still lack of speaking. So, the researcher want to know, that active or passive student influence the speaking ability because majority of the student have basic in English. Most of them face those difficulties because of some factors. One of the factors is from their personalities, such as self-confidence, nervous, and has personality extrovert and introvert. Then, the students of SMPN 2 Parepare in second grade are expected more capable than first in applying speaking English because they will express more their ability to speak English. They have learned more about English than first. The research problem this study were "How is the students' personality at second grade of SMPN 2 Parepare?" and "Do the extrovert students get better speaking score than introvert students in speaking ability?".

This research was quantitative which employed descriptive quantitative research design. The data was started classifying students' personality by using questionnaire and then the researcher took the students' speaking score by using test.

The finding revealed that extrovert students get better speaking score than introvert students in speaking ability. In addition, the result of students' speaking test showed that from the basic of determine the result by Mann Whitney This showed the $Asymp.Sig > 0,05$ so hypothesis accepted it can answer this second research question, which is to know do the extrovert students get better speaking score than introvert students in speaking ability.

Keywords: speaking, personality

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CHAPTER I

INTRODUCTION

1.1 Background

English is an important thing in Indonesia. Students' have to master all normal competencies based on each grade and the curriculum implemented. In this case, English have an impact to the learners on the future. We have considered that there are four skills in English that student must learn. Those are listening, speaking, writing and reading. The researcher focuses her attention on one skill it is speaking. Speaking is crucial part to communicate orally to each other. Through speaking students are able to express their feelings, suggestion, idea, opinion, etc.¹ Speaking is very important element that can used by someone to communicate to each other.

In other hand less of the student difficult in speaking orally causes lack of the ability to speak, the problems can become barriers for learner to enhance and improve their ability to speak. The reasons learner have trouble talking. They are poor and grammar, vocabulary, and pronunciation. Those problem are belong to linguistics problems. Other problem that may become an obstacle for learners to become excellent English speakers are psychological problem. Xinghua state that psychological problems can occure consequence your emotional and physical health, student's relationships, work productivity, life adjustment such as nervous, lack of self confident and afraid to speak.² The problems can influence the efficiency of learners in their speaking. The psychological problems or personality of the student can influence the speaking output of the student.

¹Jay Derric, *English Language Literature Review* (England: Longman, 2002), p. 9.

²Xinghua on Dea Aries, *A Study on Student's English Speaking Problem in Speaking Performance* (Unpublished Thesis: of IAIN Palangka Raya, 2017), p. 4.

As the researcher experience teaching English for 2 months in SMPN 2 Parepare, the researcher found various types of models in student learning, and how student learning depend on their individual personality. Moreover, English learners still have a huge trouble in speaking. Learners speaking led by their different level of performance, They receive and process information differently. There is a difference in their personality type and so is their understanding.³ In this research, the researcher focuses on the student's personality type variation. Thus, the student's personality is one of the factors that determine their achievement in obtaining foreign language.

Personality is one of the extremely important effective factors to explain separate achievements among learners of foreign language. Personality is one component that impacts learners' learning behavior. This behavior is one of the key variables in the teaching and learning process. Two types of student personality influence learning behavior, i.e. extrovert and introvert. Both of terms are in contradiction. Extrovert is an individual characterized by outgoing, easier to get more friends and adapts easily to given situation. He or she gets energy from being around people. Meanwhile, introvert is individual characterized by focus on his or herself, calm, and intimate times with a few close friends and he or she gets her/his energy from spending time alone.

In spoken language, Extroverts are perceived to talk louder and more fluently, but at times less accurately. Extroverts talk more with longer texts perceived to display greater dominance. Extrovert language is more repetitious, especially in formal

³Nazila H, The Students' Speaking Performance Between Extrovert and Introvert Personality at IAIN Langsa (Unpublished Thesis: of IAIN Zawiyah Cot Kala Langsa, 2008), p. 10.

situations. They make a greater number of contributions, and they show a greater desire to communicate.⁴

Teaching English in SMPN 2 Parepare, there are many students have basic in speaking because majority of the student study English in the course but some of student still lack of speaking. So, the researcher want to know that active or passive student influence the speaking ability because majority of the student have basic in English. Most of them face those difficulties because of some factors. One of the factors is from their personalities, such as self-confidence, nervous, and has personality extrovert and introvert. Then, the students of SMPN 2 PAREPARE in third grade are expected more capable than first and second grade in applying speaking English because they will express more their ability to speak English. They have learned more about English than first and second grade.

Usmiaty in her result research “The Difference Between Speaking Ability of Introvert and Extrovert of The Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District in Karimun Regency” showed that there is a significant difference on the speaking ability between introvert and extrovert students. It can conclude that the extrovert students’ score is better than introvert students. It can be seen from the introvert students categorized “Enough” and the extrovert students categorized “Good”.⁵

The researcher interested to do the research in comparison of extrovert and introvert students in speaking class of the third students in SMPN 2 Parepare. The

⁴<http://teachermrw.com/2009/07/24/personality-and-foreign-language-speaking/>,(online).

⁵Usmiaty, The Difference between Speaking Ability of Introvert and Extrovert of the Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District in Karimun Regency (Unpublished Skripsi: UIN Sultan Syarif Riau, 2012), p. 6.

researcher interests do the research in speaking class because the students are doing more conversation with someone else or even talking to someone. From speaking class the extrovert and introvert students will be showed than other skill classes such as listening and reading. Based on the explanation above the researcher will conduct the research entitled “Analysis of Students’ Personality in Their Speaking Ability at Second Grade of SMPN 2 Parepare”.

1.2 Problem Statement

The researcher formulated research question based on the background above as a follows:

- 1.2.1 How is the students’ personality at second grade of SMPN 2 Parepare?
- 1.2.2 Do the extrovert students get better speaking score than introvert students in speaking ability?.

1.3 Objectives of the research

In relation the problem statement above mention previously, the objective of the research is formulated as follows:

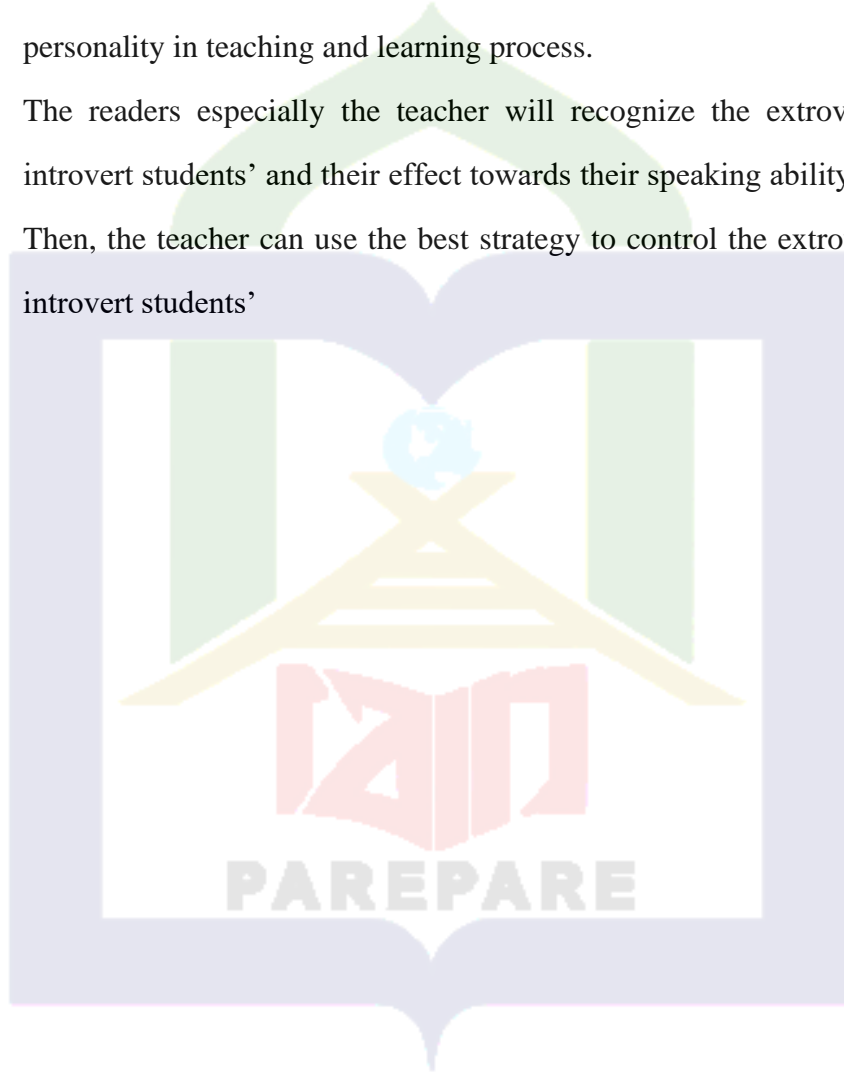
- 1.3.1 To know the way of students’ personality in speaking at the second grade of SMPN 2 Parepare.
- 1.3.2 To find out and to compare speaking ability of the extrovert and the introvert students at the second grade of SMPN 2 Parepare.

1.4 Significance of the research

The significances of the research are:

- 1.4.1 Theoretically
 - 1.4.1.1 To encourage the development of the subject dealing with the personality factor of the student.

- 1.4.1.2 To build up a theoretical framework relating to development of students' speaking ability.
- 1.4.2 Practically
 - 1.4.2.1 To give suggestion to the English teacher in order to pay attention to students' personality in teaching and learning process.
 - 1.4.2.2 The readers especially the teacher will recognize the extrovert and the introvert students' and their effect towards their speaking ability in English. Then, the teacher can use the best strategy to control the extrovert and the introvert students'



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Speaking

2.1.1.1 Definition of Speaking

Speaking is to say something from feeling and mind expressed through the sequence of sound, word, and sentence, in this case vocabulary, grammar, pronunciation and fluency have a very deceive rule in forming the speaking skill. According to Kaharuddin, in his work that speaking is the act of saying something orally in which the act is built by language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse.¹ It means that speaking is complete structural.

According to Widdowson in Santoso speaking is defined as usage and use. Speaking, in the usage sense, involves the manifestation of the phonological system or the grammatical system of the language or both by using the speech organs. In the term of use, however, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed of the

¹Kaharuddin, *The Communicative Competence Based English Teaching* (Yogyakarta: Trust Media, 2013), p. 23.

whole body.² Therefore speaking it's not only about what we say but everything that we do and humans understand what we say is speaking.

Speaking consists of producing systematic verbal utterance to convey meaning. (utterance is simply thing people say). Flores said, "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information."³ It's means that speaking is that the purpose to inform the information.

Based on the explanation above, the researcher concludes that speaking is the main skill among the other skills. They are speaking, listening, reading, and writing. In Addition is needed in communication.

2.1.1.2 The Components of Speaking Ability

2.1.1.2.1 Vocabulary

Everybody wants to use English is a tool of communication. But English does not need a skill to use it, therefore, they need to master some the elements of the language first. The most important of this element of language is vocabulary. Vocabulary is the key to the success in communicating the idea, Thought, imagination and others to another person.

Vocabulary teaching has not always been very responsive to such problems, and researchers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. For a long time teaching approaches such as the direct method and audiolingualism gave greater priority to the teaching of grammatical structures.⁴

²Didik Santosom, *An Alternative Approach in Teaching English Speaking Skill* (Jakarta: Universital Islam Negeri Jakarta, 2006), p. 42.

³Kathlen M. Bailey and Nunan, *Practical English Language Teaching: Speaking* (New York: The Mc Graw Hill Companies, 2005), p. 2.

⁴Scott Thornbury, *How To Teach Vocabulary* (England: Longman, 2002), p. 13.

2.1.1.2.2 Fluency

According to Oxford Advanced Learner's Dictionary, fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well. In fluency practice, the learner concentrates on communicating fluently, paying little attention to accuracy.⁵

2.1.1.2.3 Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes, and supra-segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says.⁶

Students with different languages will find it very difficult to produce the correct words in spoken English. Because of the nature of language acquisition, it gets the students difficult to speak with their different first language. However, with effort and drills in it will make them easier to master all components of the English language.

2.1.1.2.4 Grammar

Learning a language (especially in English) the learners must give their attention to the grammar. The reason is that grammar has an important function in creating a language. A language consists of words and sentences and they are arranged and combined by a rule that is called a grammar. The explanation above

⁵Glenn Fulcher, *Testing Second Language* (Pearson: Longman, 2003), p. 26.

⁶Gerald, *How to Teach Pronunciation* (New York: Longman, 2000), p. 11.

bases on the following statement “grammar is rules for forming words and making a sentence”.⁷

2.1.1.3 The Functions of Speaking

There are three functions of speaking according to Brown and Yule in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

2.1.1.3.1 Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either casual or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

2.1.1.3.2 Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. Making the message oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their

⁷Rnaldolp Quick, *Teaching Vocabulary* (USA: Houghton Publisher, 2000), p. 17.

way to understanding. Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

2.1.1.3.3 Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it is closer to written language than conversational language.⁸

2.1.2 The Concept of Personality

2.1.2.1 Definition of Personality

According to Adam, we often use the word personality when we are describing other people and ourselves, and we all believe we know what it means. Perhaps we do. One psychologist suggested that we can get a good idea of its meaning if we examine our intentions whenever we use the word I. When you say I, you are, in effect, summing up everything about yourself, your likes and dislikes, fears and virtues, strengths and weaknesses.⁹ The word I is what defines you as an individual, separate from all others.

⁸H. Douglas and Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, Inc., 2007), p. 161.

⁹Duane P Schultz and Sydney Elles Achultz, *Theories of Personality* (USA: Michele Sordi, 2009), p. 8.

Personality is the set of psychological traits. Psychological traits are characteristics that describe ways in which people are different from each other. Saying that someone is shy to mention one way in which he or she different from others who are more outgoing. Traits also define ways people are similar. For example, people who are shy are similar to each other in that they are anxious in social situations, particularly situations in which there is an audience focusing attention on them. Consider another example the trait of talkativeness. This characteristic can be meaningfully applied to persons and describes a dimension of difference between them. Typically, a talkative person is that way from day to day, from week to week, and from year to year. Certainly, even the most talkative person can have quiet moments, quiet days, or even quiet weeks.¹⁰ Over time, however, those with the trait of talkativeness tend to emit verbal behavior with greater frequency than those who are low on talkativeness.

Personality is a complex phenomenon. It is a product of many factors that are genetic, cultural and social. It means to be in a complex relationship with a number of other variables. This has led a number of personality theorists to look at personality in different ways.¹¹ It is an abstraction and therefore there is a tendency to conceptualize it in different was according to the kinds of qualities a theorist abstract.

2.1.2.2 Types of Personality

The types of personality traits namely, extraversion, neuroticism, and pychotism, have been identified. The trait has three aspects namely extraversion,

¹⁰Randy J. Larsen and David M. Buss, *Personality Psychology* (NewYork: McGraw-Hill, 2008), p. 6.

¹¹Chendela Prisca Simukonda, *Relationship Between Extravarsion Introversion and Academic Achivement in Grade Twelve Pupils of Selected Schools in Lusaka* (Unpublised Dissertation of The University of Zambia School of Education Lusaka, 2002), p. 19.

introversion, and ambivalence. However, this should not give the implication of everybody is either an extrovert or an introvert. It should be realized that there is a continuum with a normal distribution, with extreme introvert and extrovert at the ends and an ambivalent at midpoint.¹² Furthermore it gives different impact between extrovert and introvert.

According to Carl G Jung's theory of psychological types, people can be characterized by their preferred of general attitude, namely extroverted and introverted.

2.1.2.2.1 Introvert Personality

Introvert is another kind of personality. Introvert extremely different with extrovert, they both have opposite characteristics. According to Jung, introversion is the turning inward of psychic energy with an orientation toward the subjective. Introverts are tuned in to their inner world with all its biases, fantasies, dreams and individualized perception. These people perceive the external world, of course, but they do so selectively and with their own subjective view.¹³ In addition, Mitchellette proposes that the characteristic of introvert personality are recharges through time alone, avoids being in the center of attention, thinks in their head, very personal, listens more than speaks, hides enthusiasm, and prefers quality over quantity friendships.¹⁴ In addition, Eysenk in Wakamoto explains that there are five characteristic behaviors of introvert personality. The first characteristic is the behaviors of introvert in their sociability or interactions. The ways of introvert in sociability or interactions are

¹²Chendela Prisca Simukonda, "Relationship Between Extraversion-Introversion and Academic Achievement in Grade Twelve Pupils of Selected Schools in Lusaka", p. 21.

¹³Jess Feist and Gregory J feist, *Theories of Personality 7th Edition* (USA: The McGraw Companies, 2008), p. 116.

¹⁴R.J.Mitchellette, *Entrepreneurial Decision Making* (New York: Xlibris Corporation, 2009), p. 66.

reserved and distant except to intimate friends. They are quiet students and like to be alone and just have one or two close friends. The second characteristic is the excitement of introvert personality. The introvert do not like excitement and distrust the impulse of the moment. The third characteristic is the expenditure of energies of introvert personality. The extrovert is reliable, take matters of everyday life with proper seriousness, pessimistic; quiet, retiring sort of person, and introspective. The fourth characteristic is the planning of introvert personality. The planning of introvert is generally just plans a head. The last characteristic is an interesting activity of introvert. The introvert students are like fond of books rather than people.¹⁵ In addition introvert students have a their own ways to do their plan.

Moreover, Dornyei suggests that “the introvert is passive, quiet, reserved, with drawn, sober, a loot, and restrained¹⁶.” It means that introvert is types of students who like silence. They are passive students in the classroom. They like to be alone because they not too interested making many friends. They also like study serious in quiet place. Can interact to other people to make good relationship in social life.¹⁷ It also introvert in independent in society.

2.1.2.2.2 Extrovert Personality

In contrast to introversion, extraversion is the attitude distinguished by the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective. Extraverts are more influenced by their surroundings than by their inner world. They tend to focus on the objective attitude while suppressing the

¹⁵Wakamot, Natsumi, *Extroversion Introversion in Foreign Language Learning* (Germany: British Library, 2003), p. 20.

¹⁶Dornyei, Zoltan, *The Psychology of Language Learner; Individual Differences in Second Language Acquisition* (NewYork: Laurence Albaum Associates, 2005), p. 20.

¹⁷Widia Siska, “An Analysis of Extrovert and Introvert Students in Their Speaking Achivement” (Journal of STKIP PGRI Sumatera Barat, 2014), p. 3.

subjective. Like Jung's childhood No. 1 personality, they are pragmatic and well rooted in the realities of everyday life.¹⁸ At the same time, they are overly suspicious of the subjective attitude, whether their own or that of someone else.

Eysenk in Wakamoto, states that there are five characteristic behaviors of extrovert. The first characteristic is the behaviors of extrovert in their sociability or interactions. The second characteristic is the excitement of extrovert personality. The extrovert craves excitement and act on the spur of the moment. The third characteristic is the expenditure of energies of extrovert personality. The extrovert are easy going, optimistic, like to laugh and marry, all of their feelings are not kept under control. The fourth characteristic is the planning of extrovert personality. The last characteristic is an interesting activity of extrovert. The extrovert students do not like reading and studying alone.¹⁹ Extrovert like to express their soul in the active and interesting thing.

Then, Mitchellete explains the characteristics of extrovert personality. The characteristics of extrovert personality are recharge by interaction with others, enjoy the center of attention in group activities, tends to think out loud with others, share personal information freely, talks more than listens, communicates with enthusiasm, and prefer many friends to a few friends and shallow relationships.²⁰ Students with extrovert personality like to hangout with their same personality.

Beside of that, Chastain believes that extroverts can control classroom communicative activities with less fear of risk-taking comparing to their introvert peers; however, introverts are probably more conscientious and devoted to their task.

¹⁸Jess Feist and Gregory J feist, *Theories of personality 7th Edition* (USA: The McGraw Companies, 2008), p. 117.

¹⁹Wakamoto Natsumi, *Extroversion Introversion in Foreign Language Learning* (Germany: British Library, 2003), p. 20.

²⁰R.J.Mitchellete, *Entrepreneurial Decision Making* (New York: Xlibrish Corporation), p. 66.

These personality differences cannot represent the priority of extroverts to introverts in learning reading, speaking, and writing skills. The findings of this study seem to coincide with the above-mentioned opinions.²¹

There are several characteristics of students who have extrovert personality. First, extrovert students are sociable, friendly and have many friends. Second, extrovert students refer to work in group and gregarious. Third, they are active, talkative, like to talk with many people and like parties. Fourth, they are easy going, share personal information freely and like to laugh. Fifth, they tend to think a loud, talk first and think later, impulsive, brave take a risk and act spur of the moment. Last, they are speaking more than listen and communicate with enthusiasm.

2.1.2.3 Speaking Ability of Introvert

Introvert is a person who is more interested in her or his own thoughts and feelings than in things outside herself or himself, and is often shy and unwilling to take part in activities with others.²² Therefore introvert love to being alone.

According to Barret and Connot, introverted students are least involved in school activities and have lower academic achievement, especially in speaking ability. Introversion involves directing attention on inner experiences. So, a person high in introversion might be quiet and reserved. In study, especially in speaking subject, introverted learners prefer to study alone with little noise or interruption. They are also tend to participate less in class and tend to prefer small groups. Myers-Briggs character types of introvert are: Territoriality, concentration, internal, depth, intensive, limited relationships, conservation of energies, interest in internal reaction and need to process

²¹K, Chastain, *Affective and Ability Factors In Second Language Acquisition* (San Diego: Harcourt Brace Jovanovich, 1988), p. 153.

²²A.S Hornby, *Oxford Advance Learner's Dictionary* (Great Britain: Oxford University, 1995), p. 627.

ideas before speaking sometimes led to avoidance of linguistic risk in conversation.²³ introvert is more careful with what want her/him say.

2.1.2.4 Speaking Ability of Extrovert

According to Myers-Briggs Type Indicator, extrovert students tend to focus on the outer world of people, things, and activity and are energized by interaction with others.²⁴ A study conducted by Galvan and Fukada found that students who were outgoing participated more than introverts, its extroverts.

In spoken language, Extroverts are perceived to talk louder and more fluently, but at times less accurately. Extroverts talk more with longer texts perceived to display greater dominance. Extrovert language is more repetitious, especially in formal situations. They make a greater number of contributions, and they show a greater desire to communicate.²⁵ but they not pay attention of the accuracy in the language component.

Character types of extrovert are: Sociability, interaction, external, breadth, extensive, multiplicity of relationships, expenditure of energies, interest in external events and dependent on outside stimulation and interaction. Extrovert students more active in learning process because they are used to speak to each other so that it influence their ability in learning process. Extroverts would be likely to maximize contact and quantity of input received; maximize interaction, assuming negotiating meaning through interaction is crucial and maximize language output, assuming the process of using language is important for development.

²³Brown H. Douglas, *Principles of Language Learning and Teaching* (White Plains, NY: Longman, 2000), p. 57.

²⁴<http://teachermrw.com/2009/07/24/personality-and-foreign-language-speaking/>, (online), (accessed on 9th July 2019).

²⁵<http://teachermrw.com/2009/07/24/personality-and-foreign-language-speaking/>, (online), (accessed on 9th July 2019).

2.1.2.5 The Effect of Personality Type into SL and EFL

According Gardner cited in Nadzef connect the extroverts and introverts will have advantages in different aspects. Kawczynski has suggested that both introversion and extroversion promote success in second language learning but in different types of language programmers.²⁶ Additionally extrovert it's great in fluency but introvert in accuracy.

In addition, Pervin and John cited in Dornyei "Personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving. "Discussing about Personality and Foreign Language Learning, there are two ways in which studies can be conducted. They can either deal with the influence of personality on Foreign Language Learning or with the influence of Foreign Language Learning on personality. FLL usually takes place in a class room setting, therefore, some situation-specific personality traits also have to be taken into consideration.

In addition, Dörnyei cited by Varšić writes about connection between learning and personality and reports that the personality dimensions openness to experience and conscientiousness are most closely related to learning, whereas extraversion-introversion dimension was most researched in connection with language learning.²⁷

Moreover, Elias and Stewart cited by Silvia Rahmawati and Eva Nurmayasari "In terms of education, personality type can affect the way teachers teach, the way students learn, the way people communicate and work in team. "Discussing about the

²⁶Gardner, *5 Minds for the Future* in Dyah Sri Wulandari, "Extrovert and Introvert Students in Speaking Ability of English Departement At IAIN Palangka Raya" (Unpublished Thesis of IAIN Palangka Raya, 2017), p. 35.

²⁷Dörnyei, *Teaching and Researching Motivation* in Dyah Sri Wulandari, "Extrovert and Introvert Students in Speaking Ability of English Departement at IAIN Palangka Raya" (Unpublished Thesis of IAIN Palangka Raya, 2017), p. 36.

influence of personality and Foreign Language Learning. Dörnyei said that extroverts are usually more fluent in both L1 and L2, while introverts can feel increased pressure and hesitate more often, tend to make more errors and are unable to produce longer utterances.²⁸ Otherwise, Brown's view that it is misleading to say extroverts are smarter than introverts in language learning.²⁹ There is a misleading of the people views about the ability between extrovert and introvert.

2.2 Prior Research Findings

Many researchers have reported to analysis the students' personality in their speaking ability. Especially about introvert and extrovert students. Some of the researcher findings are cited concisely below.

Dyah Sri Wulandari, in her result research "Extrovert and introvert students in speaking ability of English department at IAIN Palangka Raya" showed that there is significance difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya. The calculation between extrovert and introvert students by using independent sample t-test showed that the value of to observed was 8.925. It is higher than t table 1.99 at 5% and 2.64 at 1% significance level. It can be known that observed is greater than T table ($1.99 < 8.925 > 2.64$).³⁰

Usmiaty in her result research "The Difference Between Speaking Ability of Introvert and Extrovert of The Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District in Karimun Regency" Showed that there is a

²⁸Dörnyei, *The Psychology of the Language Learner*, in Dyah Sri Wulandari, "Extrovert and Introvert Students in Speaking Ability of English Departement at IAIN Palangka Raya" (Unpublished Thesis of IAIN Palangka Raya, 2017), p. 36.

²⁹James, Brown, *Understanding Research in Second Language Learning* (Cambridge: Cambridge University Press, 1991), p. 33.

³⁰Dyah Sriwulandari, "Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya" (Unpublished thesis IAIN Palangkaraya, 2017), p. 69.

significant difference on the speaking ability between introvert and extrovert of the second year students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency. It can conclude that the extrovert students' score is better than introvert students. It can be seen from the introvert students categorized "Enough" and the extrovert students categorized "Good."³¹

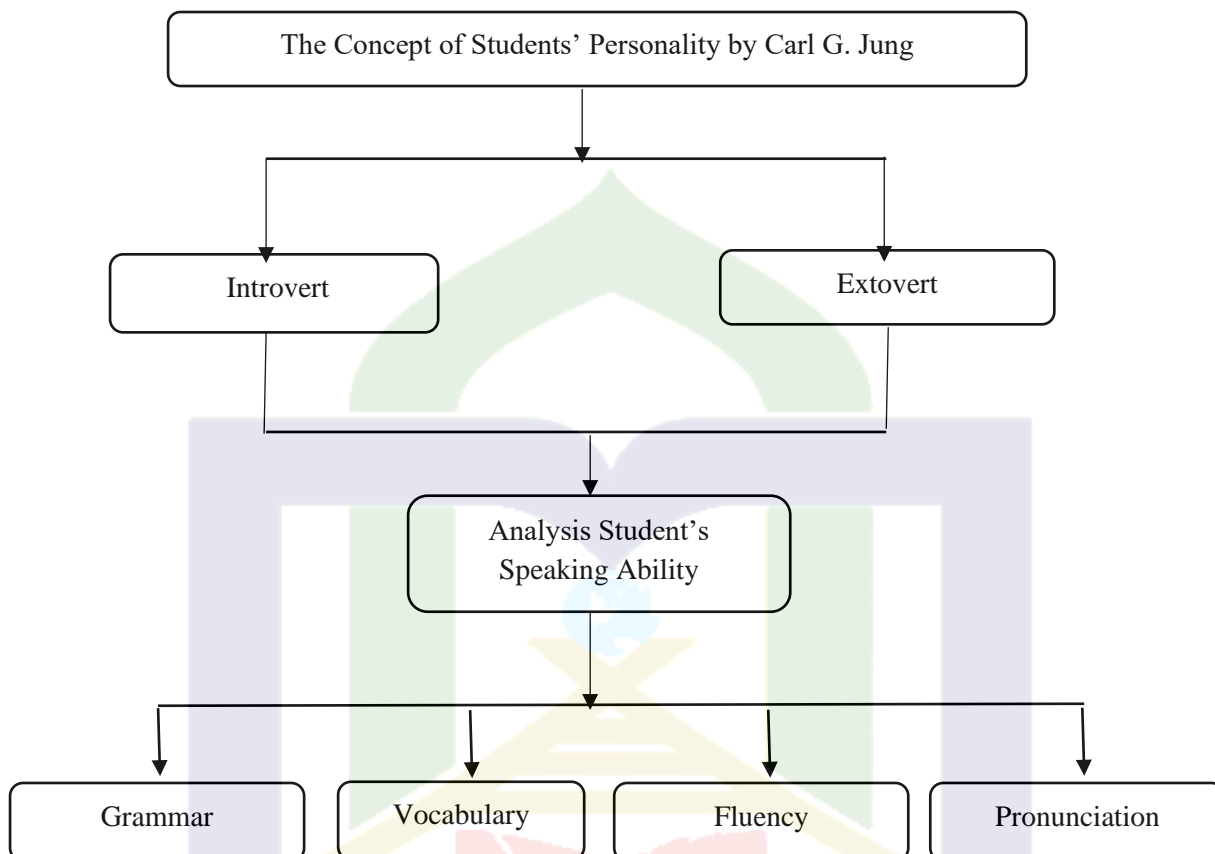
Widya Siska, in her result Research "An Analysis of Extrovert and Introvert students in Their Speaking" showed that the characteristics of introvert students appropriate with the result which the speaking achievement of introvert students was less. It proved the means score of speaking achievement of extrovert students' personality was 60, 88.³²

Based on researcher findings above, showed that there is significant influence between introvert and extrovert students in their speaking ability. So, the researcher want to know whether there is significant influence extrovert and introvert students in speaking ability of students at SMP 2 Parepare.

³¹Usmiaty, "The Difference Between Speaking Ability of Introvert and Extrovert of the Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District in Karimun Regency" (Unpublished Skirpsi UIN Sultan Syarif Riau, 2012), p. 6.

³²Widya Siska, "An Analysis of Extrovert and Introvert Students in Their Speaking" (Unpublished Journal STKIP PGRI West Sumatera, 2015), p. 6.

2.3 Conceptual Framework



2.4 Hypothesis

The hypothesis of the research were formulated as follows:

- 2.4.1 H_0 (Null hypothesis): The extrovert students don't better English speaking score than introvert students in speaking ability.
- 2.4.2 H_1 (alternative hypothesis): The extrovert students better English speaking score than introvert students in speaking ability.

2.5 Variable and Operational Definition of Variable

2.5.1 Variables of Research

There were two variables involved in this research, namely

- 2.5.1.1 Dependent Variable is the student's speaking ability

2.5.1.2 Independent variable is student's personality

2.5.2 The Operational Definition of Variables

2.5.2.1 Student's speaking ability is students learn to speak complete sentences without any hesitation. So, they get confidence with command over good English the focus is on oral practice. Therefore, the pronunciation can improve. The researcher concludes that if student have speaking ability they will better in communication.

2.5.2.2 Student's personality is every human being has their own personalities and characteristics, and it is different from each other. It same goes to the personality of the foreign students who came from various backgrounds. Teaching English as foreign language to the students, teachers can try to understand their personality. Personality is an act or behavior learned and developed through maturity and learning process. In addition, an individual personality will develop through his/her response with the environment especially the person's response towards the significant individual. Thus, the researcher concludes that personality can be defined as personals or characteristics. Therefore, that personality or characteristic have influence with speaking ability.

CHAPTER III RESERCH METHOD

This part covers about the description of the research design, setting of the research, research variable and the operational definition, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design of this research was a decriptive quantitative. It aimed was analyzing the students' personality in their speaking ability at the second grade students of SMPN 2 Parepare.

3.2 Location and Duration of the Research

The location of this research took place at SMPN 2 Parepare and the researcher had under taken about a month to get the data.

3.3 Population and sample

3.3.1 Population

The population of this research was all of the second-grade students of SMPN 2 Parepare. The total population are 386 students.

Table 3.1 The Total Students of The Third Grade of SMPN 2 Parepare

No	Class	Students		Total
		Male	Female	
1	VIII.1	10	30	40
2	VIII.2	10	32	42
3	VIII.3	18	25	43
4	VIII.4	15	30	45
5	VIII.5	13	27	40
6	VIII.6	12	33	45

7	VIII.7	18	24	42
8	VIII.8	16	28	44
9	VIII.9	15	30	45
Total		127	259	386

(Source : Administration of SMP Negeri 2 Parepare)

3.3.2 Sample

Since the number of population was big. The researcher choose some students by using purposive sampling. Consequently, the researcher choose 40 students from different classes of second grade at SMPN 2 Parepare who have high score in English. In choosing the sample, the researcher consult with English teacher to took data of the students' scoring in English subject as the sample.

3.4 The Instrument of the research

The instruments within this research used questionnaire and test.

3.4.1 Questionnaire

The researcher used closed-type questionnaire in collecting the data about students extrovert and introvert personality. It is a questionnaire which answers the questions were provided so that the respondents only chose the suitable one in the answer. The students gave a questionnaire consisting of 20 items. From the questionnaire, the researcher wanted to know whether students were extrovert or introvert.

3.4.2 Test

The researcher used test to get the data of students' speaking ability. As a research instrument to know the students' score, the researcher with the English teacher gave speaking test. The test evaluated into four criteria: they are pronunciation,

grammar, vocabulary, and fluency. The four criteria were the components of speaking ability.

3.5 Procedure of Collecting Data

In doing the research, the researcher underwent several steps such as follow: The design of the research instruments were questionnaire and test. Before do the speaking test, the researcher gave the questionnaire to the students that must be filled to indicates the extrovert and the introvert students. The score of speaking test gave by the researcher and the English teacher.

3.6 Technique of Data Analysis

The data collected through the questionnaire and test that have been analyzed by using descriptive quantitative.

3.6.1 Finding the rate percentage of the student answer.

L.R. Gay stated that the form that used to analyze and tabulate each item of questionnaire is following formula.

$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage

F : Frequency

N : Total number of students¹

¹L.R Gay. *Education Research Competencies for Analysis and Applications*, p. 297.

3.6.2 Scoring the students on speaking, the researcher with English teacher used the following table:

Table 3.2 David P. Harris' Scale Rating Scores

Aspect	Competency	Score
Pronunciation	Have few traces of foreign accent	5
	Always intelligible, though one in conscious of a definite accent	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.	2
	Pronunciation problems so serve as to make speech virtually unintelligible.	1
Grammar	Makes few noticeable errors of grammar or word-order.	5
	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	3
	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2
	Errors in grammar and word-order so several as to make speech virtually unintelligible	1
Vocabulary	Use of vocabulary and idioms is virtually that as a native speaker.	5
	Sometimes uses in appropriate terms and/or must rephrase ideas because of lexical inadequacies.	4

	Frequently uses the wrong words; conversation somewhat limited because of adequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme as to make conversation virtually impossible.	1
Fluency	Speech as fluent and effortless as that of a native speaker.	5
	Speed are rather strongly affected by language problems.	3
	Usually hesitant, often forced into silence by language limitations.	2
	Speech is as halting and fragmentary as to make conversation virtually impossible.	1

3.6.3 The Classification of the students' speaking scores as follow:

Table 3.3 Classification of the Students' Score

Score	Score Rangers	Value	Classification
1	17-20	85-100	Excellent
2	13-16	75-84	Good
3	9-12	60-74	Fair
4	5-8	50-59	Bad
5	<4	<50	Very bad

To know and to compare the score of the introvert and the extrovert students based on their speaking ability, the data were analyzed by analyzing of descriptive statistic. In this research, the researcher used SPSS (Comparative Test Of 2 Independent Samples by Mann Whitney) program. This program is one of the computer application programs which are designed to analyze the statistical data.²



²Hartono, *SPSS 16.0 Analisis Data Statistika dan Penelitian*, p. 1.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

4.1 Findings

The data analyzed in this research are the result of the test. The research description is based on the score of test to know students speaking ability based on their personality at the second grade students of SMPN 2 Parepare.

4.1.1 The Data Description

The following two tables are the students who have been categorized to the extrovert personality and the introvert personality. They are the student who become the research object and the following are their English speaking score which was obtained from their performance. The researcher used two raters to give score then compares the rater's mean score. The first rater researcher. The second rater is English teacher of the second grade of SMPN 2 Parepare.

The students' personality traits are determined by using questionnaire and the analysis of the questionnaire is transformed into quantitative data. The questionnaire consists of 20 questions that have 2 answer options, yes or no. To assess the questionnaire, the researcher need to calculate the question items that has checklist (√) in option answer yes in both of the personality dimensions (extrovert and introvert dimension). The table below is a summary table for all students' questionnaires.

If many **yes** than **no** it means that the students is an introvert otherwise, if many **no** than **yes** it means that the students is an extrovert.¹

Table 4.1 Students' Personality by Using Questionnaire

NO.		Students' Name	Answer		Personality
Urut	Class		Yes	No	
1	VIII.1	Airin Tenriani	9	11	Extrovert
2	VIII.2	Aisyah Nurasilah Ilham	9	11	Extrovert
3	VIII.3	Al Fatir	12	8	Introvert
4	VIII.4	Alif Muhammad Fauzan	8	12	Extrovert
5	VIII.5	Andi Hesty Ramadhani	13	7	Introvert
6	VIII.6	Andi Marsha Amandana	13	7	Introvert
7	VIII.7	Andi Naufal Nabil Luthfi	8	12	Extrovert
8	VIII.8	Andi Sitti Syafa'a Nur Azzami	6	14	Extrovert
9	VIII.9	Atilla Daffa Dewantara	15	5	Introvert
10	VIII.1	Cindy Claudiya Gladis	11	9	Introvert
11	VIII.2	Elif Hertaningsih	8	12	Extrovert
12	VIII.3	Fadillah Apriliani	6	14	Extrovert
13	VIII.4	Febriyanti	13	7	Introvert
14	VIII.5	Hanifah Huzafah	11	9	Introvert
15	VIII.6	Ihwan Taufiq	6	14	Extrovert
16	VIII.7	Intan Ramadhan Hasbullah	9	11	Extrovert
17	VIII.8	Nur Fadillah	15	5	Introvert
18	VIII.9	Khairunnisa Salsabila	13	7	Introvert
19	VIII.1	Maulidina Aprilya Darwis	13	7	Introvert

¹Susan Horowitz Chain, *The Power of Introverts in a World that can't Stop Talking* (United State: Crown Publishers, 2012), p. 91.

20	VIII.2	Marsyarotun Ni'mah	13	7	Introvert
21	VIII.3	Muthia Lathifa Ibrahim	9	11	Extrovert
22	VIII.4	Nabila Tirana Ibrahim	12	8	Introvert
23	VIII.5	Naura Tzabita	12	8	Introvert
24	VIII.6	Nurfidya Apriliani	15	5	Introvert
25	VIII.7	Nurul Maghfirah	6	14	Extrovert
26	VIII.8	Nurunnahda Azzahra	11	9	Introvert
27	VIII.9	Raja Afraddiaz Irluvni Duse	12	8	Introvert
28	VIII.1	Reski Amaliah	14	6	Introvert
29	VIII.2	Rusdiana	7	13	Extrovert
30	VIII.3	Sherli	12	8	Introvert
31	VIII.4	Suci Ramadhani	15	5	Introvert
32	VIII.5	Suci Ramadhani Usman	7	13	Extrovert
33	VIII.6	Teza Valia Kelore	11	9	Introvert
34	VIII.7	Ummu Auliyah	13	7	Introvert
35	VIII.8	Widya Warapsari Mansyur	13	7	Introvert
36	VIII.9	Muhammad Rehan	12	8	Introvert
37	VIII.1	Muhammad Refansyah	15	5	Introvert
38	VIII.2	Alya Vergita	13	7	Introvert
39	VIII.3	Dwi Audiya Kirani	11	9	Introvert
40	VIII.4	Afdillah Reski Amanda	15	5	Introvert

(Source : students' eight grade at SMPN 2 Parepare)

Referring to the computation, the percentage of students who exhibit each dimension of personality from the highest to the lowest; they are Introvert dimension of personality 67.5%, extrovert dimension of personality 32.2% and balanced dimension 0%.

The researcher get the extrovert and introvert students speaking score based on four components of speaking skill (pronunciation, grammar, vocabulary, fluency) by using the scale rating scores of David P. Harris

Table 4.2 Speaking Score of Introvert Personality Students'

NO	Name	Speaking Score				Total	Value	Classification
		P	G	V	F			
1	Al Fatir	2	3	3	3	11	73	Fair
2	A Hesty Ramadhani	3	3	3	3	12	74	Fair
3	A Marsha Manda	4	4	4	4	16	84	Good
4	Afdilla Reski Amanda	2	2	3	3	10	67	Fair
5	Alya Vergita	2	2	3	2	9	60	Fair
6	Atillah Daffa Dewantara	3	4	4	3	14	76	Good
7	Cindy Claudiya Gladis	4	4	4	4	16	84	Good
8	Dwi Ayudia Kirani	3	2	3	2	10	67	Fair
9	Febriyanti	3	4	4	3	14	76	Good
10	Hanifah Huzaiyah	4	3	4	4	15	82	Good
11	Nur Fadillah	2	2	2	2	8	59	Bad
12	Khaerunnisa Salsabila	4	4	4	4	16	84	Good
13	Mauliydina Aprilia	4	4	4	4	16	84	Good
14	Maysarotun Ni'mah	4	3	3	4	14	76	Good
15	Muh . Reyfansyah	3	2	2	3	10	67	Fair
16	Muh. Rehan	3	2	3	3	11	73	Fair
17	Nabila Tirana Ibrahim	4	4	4	5	17	85	Excellent
18	Naura Tsabita	3	3	3	4	14	76	Good
19	Widya Warapsari W	3	3	3	3	11	73	Fair

20	Nurfidya Apriliani	4	3	4	4	15	82	Good
21	Nurunnahda Azzahrah	3	4	4	4	15	82	Good
22	Raja Afraddiaz Irluvni	4	4	4	5	17	85	Excellent
23	Rezky Amaliah	3	3	4	3	13	75	Good
24	Sherli	2	2	2	3	9	50	Fair
25	Suci Ramadhani	3	4	4	4	15	82	Good
26	Teza Valia Kelore	4	3	4	4	15	82	Good
27	Ummu Auliyah	4	4	5	4	17	85	Excellent

(Source : students' eight grade at SMPN 2 Parepare)

Based on the table above the minimum of total score was accived by 11th respondence with 8 total score and the maximum total score 17th,22nd,27th with 17 total score. However the overall students' accievement was 13.33 as the average for their speaking ability, which meant the quakity all of the students' is good.

Table 4.3 Students Classification Score

No	Classification	Score	Value	Frequency
1	Excellent	17-20	85-100	3
2	Good	13-16	75-84	14
3	Fair	9-12	60-74	9
4	Bad	5-8	50-59	1
5	Very bad	<4	<50	-

The data on the table above showed that in students' introvert there were 3 students' got Excellent, 14 got Good score, 9 students' got Fair score, 1 students' got Bad score, and none of students'got Very bad.

Table 4.4 Speaking Score of Extrovert Personality Students'

NO	Name	Speaking score				Total	Value	Classification
		P	G	V	F			
1	Airin Tenriani	4	3	3	4	14	76	Good
2	A Naufal Nabil Lutfi	4	4	4	4	16	84	Good
3	Alif Muhammad. F	4	3	4	3	14	76	Good
4	Fadillah Apriliani	3	3	4	4	14	76	Good
5	Muthia Latifah Ibrahim	3	3	3	4	13	75	Good
6	Andi Sitti Syafa Nur	4	3	4	4	15	82	Good
7	Elif Hartaningsih	3	3	3	3	12	74	Fair
8	Aisyah Nurasilah	4	4	4	4	16	84	Good
9	Intan Ramadhani	4	4	4	4	16	84	Good
10	Ihwan Taufiq	4	4	4	4	16	84	Good
11	Rusdiana	4	4	4	5	17	85	Excellent
12	Suci Ramadhani Usman	2	2	2	3	9	50	Fair
13	Nurul Magfirah	3	3	3	3	11	73	Fair

(Source : students' eight grade at SMPN 2 Parepare)

Based on the table above the minimum of total score was accived by 12nd respondence with 9 total score and the maximum total score 11th with 17 total score. However the overall students' accievement was 14.07 as the average for their speaking ability, which meant the quakity all of the students' is good.

Table 4.5 Students' Classification Score

No	Classification	Score	Value	Frequency
1	Excellent	17-20	85-100	1
2	Good	13-16	75-84	10
3	Fair	9-12	60-74	3
4	Bad	5-8	50-59	-
5	Very bad	<4	<50	-

The data on the table above showed that in students' introvert there were 1 students' got Excellent, 10 got Good score, 3 students' got Fair score, none of students' got Bad score, and none of students' got Very bad.

NPar Test

Mann Whitney U

Ranks

	Personality	N	Mean Rank	Sum of Ranks
Speaking	Introvert	27	19.63	530.00
	Extrovert	13	22.31	290.00
	Total	40		

From the data above, we can conclude that the mean score introvert students is 19.63 and the extrovert students is 22.31. Total introvert students is 27 students and the extrovert students is 13 students. The total of sample is 40 students.

Test Statistics^a

	Speaking
Mann-Whitney U	152.000
Wilcoxon W	530.000
Z	-.685

Asymp. Sig. (2-tailed)	.493
Exact Sig. [2*(1-tailed Sig.)]	.512 ^b

a. Grouping Variable: Personality

b. Not corrected for ties.

The basic of determine the result by Mann Whitney:

1. If Asymp.Sig < 0,05 so hypothesis rejected.
2. If Asymp.Sig > 0,05 so hypothesis accepted.

The hyphothesis of the research were formulated as follows:

H₀: The extrovert students don't better English speaking score than introvert student in speaking ability.

H₁: the extrovert students better English speaking score than introvert students in speaking ability.

According to the results of the tables above those are obtained that the extrovert better than introvert students in speaking ability (H₁ accepted).

4.2 Discussion

To answer the first research question, the writer administered the personality questionnaire. Based on the questionnaire given to the students, it has been identified from the total fourty students of class VIII , twenty seven students questionnaire result in introvert dimension, and thirteen students' posses the extrovert dimension. From the test result of the English class students, the reseacher summarized the students score. The score ranged from students' the lowest score of 50 and the highest score of 85. From twenty seven students who possessed the introvert dimension of personality, their speaking score ranged from the lowest score of 50 until the highest 85, and the students' mean score 19.63. In addition, the extrovert personality dimensions whom possessed by thirteen, the score ranged from the lowest score of 59 until the highest

score 85, the mean score 22.31. And from the basic of determine the result by Mann Whitney This showed the $Asymp.Sig > 0,05$ so hypothesis accepted it can answer this second research question, which is to know do the extrovert students get better speaking score than introvert students in speaking ability.

4.2.1 The discussion of finding through questionnaire about students personality Students' Personality at The Second Grade of SMPN 2 Parepare

Referring to The Computation, the percentage of students who exhibit each dimension of the students' personality from the highest to the lowest; they are Introvert dimension of personality 67.5%, extrovert dimension of personality 32.2%. From the result of questionnaire there were 27 introvert and 13 extrovert students.

4.2.2 The Discussion of Finding Through of Speaking Test

Through this data the writer figured out, that extrovert-introvert personality dimension had moderate effect in students speaking ability. It is proven by the data collected that the students whom possessed extrovert personality dimension, their speaking ability is almost as good as the introvert students.

One conceivable explanation can be in light of Brown's view that it is misleading to say extroverts are smarter than introverts in language learning.² Introverts can have an inner strength of trait that extroverts do not have. Unluckily, these stereotypes have effect on teachers' intuition of students. There is enough evidence that teachers are often impressed by talkative and outgoing students who take part freely in class discussions.

Educators have warned against prejudging students on the basis of perceived extroversion. Chastain believes that extroverts can control classroom communicative

²James, Brown, *Understanding Research in Second Language Learning* (Cambridge: Cambridge University Press, 1991), p. 33.

activities with less fear of risk-taking comparing to their introvert peers; however, introverts are probably more conscientious and devoted to their task.³ These personality differences cannot represent the priority of extroverts to introverts in learning reading, speaking, and writing skills. The findings of this study seem to coincide with the above-mentioned opinions.

The emphasis in modern communicative classes on speaking skills and neglecting the grammatical accuracy of what the EFL learners produce result in this valuing over introversion. However, Chastain mentioned that some students are so shy and so timid and unsure of themselves even in their first language, and then trying to communicate in a second language can be traumatic for them.⁴ Students' reclusiveness is not going to be considered as their inability in language learning. From the experience researcher conducted before, the researcher also made a note based on the students' behavior in class.

The researcher tried to make match between what the student problem in speaking ability and their personality. There are few students whom relatively active in the class, they speak English without hesitation although their pronunciation was unclear and sometimes made pauses to find the appropriate word or term to explain and share their ideas to their friends and lecture. These active students are generally regarded to possess extrovert personality. According to Myers-Briggs Type Indicator, extrovert students tend to focus on the outer world of people, things, and activity and are energized by interaction with others. The extrovert students love to talk, participate, organize, and socialize. They are people of action and therefore can be

³K, Chastain, *Affective and Ability Factors in Second Language Acquisition* (San Diego: Harcourt Brace Jovanovich, 1988), p. 153.

⁴K, Chastain, *Affective and Ability Factors in Second Language Acquisition*, p. 161.

impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking.

The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented, Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas. While there are also some students whom seemed passively involved, they rarely asked a question and speak only when the teacher demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to posses introvert personality.

A few of the introvert students turned out to have better pronunciation than the extrovert students and they were more fluent in speaking, so they could convey ideas accurately and naturally, also speaks without excessive pauses. Myers-Briggs Type Indicator mention the introvert types as the people whom energized by the inner world of reflection, thought, and contemplation. They direct their energy and attention inward and receive energy from reflecting on their thoughts, memories and feelings. They can be sociable but need space and time alone to recharge their batteries. Introverts want to understand the world.

In other words the researcher concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy play important role in students success in acquiring second or foreign language. The implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher should also try to accommodate and facilitate the

students based on their preferred learning styles. For instance, the ideal classroom for extrovert students is a situation which allowed time to think things through by talking, such as in classroom discussions, or when working with another student. The extrovert students excel with learning activities that have visible results and involve people interaction. While the ideal classroom for the introvert students is a classroom situation which allowed the students to work independently with their own thoughts, through listening, observing, reading and writing.

The introvert students need sufficient time to complete their work and to think before answering a question. They need teachers to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own place. The introvert students are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute. By understanding students' personality, accommodating the students learning style and facilitating the students' ideal classroom situation, these three requirements will help both teacher and students to achieve success in the language learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions, and ,suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

After presenting the findings in the chapter IV, the researcher concludes that the introvert students are 27 students and the extrovert students are 13 students based on the recapitulation of students' answer on questionnaire and the researcher concludes that there is different result between introvert and extrovert students' ability in speaking. Extrovert students' score is better than introvert students. It can be seen from the introvert students mean score is 19.63 of 27 samples and the extrovert students mean score is 22.31 of 13 samples. In this study, the construct introversion and extroversion was found to have moderate effect on the students speaking ability. This research finding proves the strong version of the theories that predict all individual factors play crucial roles in English learner success. Second, The research proves that there is a significant difference on the speaking ability between introvert and extrovert students of the eight grade SMPN 2 Parepare. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. This result is based on the step of analyzing SPSS. According to the results of this study, it can be claimed that at least some individual characteristics such as extroversion may have little bearings on students' success in mastering speaking. Furthermore the implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher should also try to accommodate and facilitate the students based on their preferred learning styles.

5.2 Suggestions

Based on the conclusions above and based on the research that had been done, the writer would like to offer some suggestions to English teachers, the students of SMPN 2 Parepare and for other writers.

5.2.1 For English Teachers

Guiding the extrovert students to consider about patterns when they are speaking. A good speaking is also seen from the structure of the language. To advice the extrovert students not to over confident in facing English speaking activity. They need to calm down and to be low profile when they set in the good performance. Giving more spirit to the introvert students to be more brave and confident especially in speaking activity. They also must be consistent in doing study of patterns of English before they learn to speak but without take much time. To support the students to explore their ability in speaking. They have more ability but they still need practice to have confident. Teacher may create situation in order not too serious and stressful. Each personality has different way to learning. By seeing students' personality when they are learning at classroom, teacher may vary his treatment to make the students improve their speaking ability well.

5.2.2 For Students

When the extrovert students learn English speaking ability, they need to learn seriously from grammar because the extrovert students sometimes do not pay attention to the language pattern. Never let them underestimate the importance of learning grammar because it will sharpen their accuracy in speaking students should understand themselves, especially in what skill they are good at, and what skill they lack. And they should be more concern and also spend more time to learn and master English

skill they were lack off. So that they can improve themselves to achieve success in mastering all the English skill.

5.2.3 For Other writers

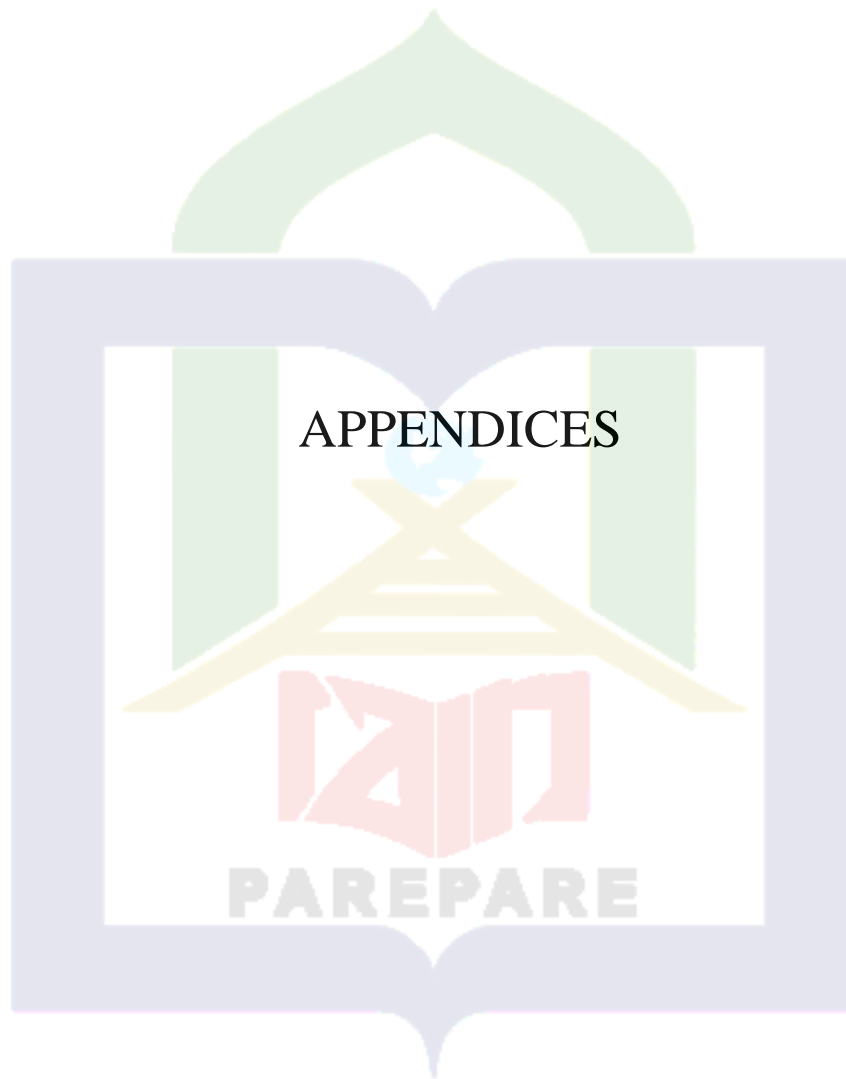
For further research, the writer suggests to conduct about what kind of task that needed to be used to improve the students speaking ability. The writer also suggests conducting another study by investigating the others factor in individual learners differences (age and affective filter) and students learning style or strategy.



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APPENDICES

PAREPARE

Appendix 1.

Extrovert and Introvert Questionnaire

Nama :

Kelas :

PETUNJUK PENGISIAN ANGKET

Jawablah setiap pernyataan dengan jujur dengan memberi tanda “√” pada jawaban yang sesuai dengan anda di kolom “Ya” atau “Tidak”!

No	Pernyataan	Ya	Tidak
1	Saya lebih suka percakapan satu lawan satu dalam sebuah kegiatan berkelompok.		
2	Saya lebih suka mengekspresikan diri sendiri melalui tulisan.		
3	Saya menikmati kesunyian.		
4	Saya sangat peduli tentang kekayaan, ketenaran, dan status daripada teman-teman saya.		
5	Saya tidak suka berbasa-basi, tetapi saya senang berbicara secara mendalam tentang topik yang penting bagi saya.		
6	Orang lain menganggap saya sebagai pendengar yang baik.		
7	Saya bukan seseorang yang mengambil resiko		
8	Saya menikmati belajar yang memungkinkan saya untuk menyelaminya lebih dalam dengan sedikit interupsi/gangguan.		
9	Saya menyukai pesta ulangtahun kecil dengan beberapa orang dan anggota keluarga saja.		
10	Orang-orang menggabarkan saya sebagai orang yang sangat lembut ketika berbicara.		

11	Saya cenderung tidak membicarakan pekerjaan sekolah saya dengan orang lain sampai pekerjaan itu benar-benar selesai.		
12	Saya tidak suka perselisihan.		
13	Saya berusaha untuk melakukan pekerjaan sebaik mungkin dengan usaha saya sendiri.		
14	Saya cenderung berfikir sebelum berbicara.		
15	Energi saya terkuras setelah melakukan kegiatan diluar ruangan, bahkan ketika menikmati diri sendiri.		
16	Saya sering mengirim chat daripada melakukan panggilan telfon.		
17	Jika harus memilih saya lebih suka menikmati akhirpekan dengan tidak beraktifitas apapun dibandingkan dengan melakukan banyak kegiatan.		
18	Saya tidak menikmati melakukan aktivitas yang berjejal		
19	Saya dapat berkonsentrasi dengan mudah.		
20	Dalam situasi kelas saya lebih suka belajar daripada berorganisasi		

Appendix 2.

The Instrument of Speaking Test

Topic : Descriptive Text

Theme : Describing Animals

Describe your favorite animal by using your own words and tell it in front of the classroom!

The students will be scored based on four components of speaking ability.

Aspect	Competency	Score
pronunciation	Have few traces of foreign accent	5
	Always intelligible, though one is conscious of a definite accent	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.	2
	Pronunciation problems so severe as to make speech virtually unintelligible.	1
Grammar	Makes few noticeable errors of grammar or word-order	5
	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.	4
	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	3
	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2

	Errors in grammar and word-order so several as to make speech virtually unintelligible	1
Vocabulary	Use of vocabulary and idioms is virtually that as a native speaker.	5
	Sometimes uses in appropriate terms and/or must rephrase ideas because of lexical inadequacies.	4
	Frequently uses the wrong words; conversation somewhat limited because of adequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme as to make conversation virtually impossible.	1
Fluency	Speech as fluent and effortless as that of a native speaker.	5
	Speed of speech seems to be slightly affected by language problems.	4
	Speed are rather strongly affected by language problems.	3
	Usually hesitant, often forced into silence by language limitations.	2
	Speech is as halting and fragmentary as to make conversation virtually impossible.	1

PAREPARE

Appendix 3.

Students' Questionnaire

Extrovert and Introvert Questionnaire

Nama : REZKY AMALIAH
Kelas : B.2

PETUNJUK PENGISIAN ANGKET
Jawablah setiap pernyataan dengan jujur dengan memberi tanda "√" pada jawaban yang sesuai dengan anda di kolom "Ya" atau "Tidak"!

No	Pernyataan	Ya	Tidak
1	Saya lebih suka percakapan satu lawan satu dalam sebuah kegiatan berkelompok.	✓	
2	Saya lebih suka mengekspresikan diri sendiri melalui tulisan.	✓	
3	Saya menikmati kesunyian.	✓	
4	Saya sangat peduli tentang kekayaan, ketenaran, dan status daripada teman-teman saya.	✓	
5	Saya tidak suka berbasa-basi, tetapi saya senang berbicara secara mendalam tentang topik yang penting bagi saya.		✓
6	Orang lain menganggap saya sebagai pendengar yang baik.	✓	
7	Saya bukan seseorang yang mengambil resiko	✓	
8	Saya menikmati belajar yang memungkinkan saya untuk menyelaminya lebih dalam dengan sedikit interupsi/gangguan.	✓	
9	Saya menyukai pesta ulangtahun kecil dengan beberapa orang dan anggota keluarga saja.	✓	
10	Orang-orang menggabarkan saya sebagai orang yang sangat lembut ketika berbicara.	✓	

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11	Saya cenderung tidak membicarakan pekerjaan sekolah saya dengan orang lain sampai pekerjaan itu benar-benar selesai.	✓	
12	Saya tidak suka perselisihan.		✓
13	Saya berusaha untuk melakukan pekerjaan sebaik mungkin dengan usaha saya sendiri.	✓	
14	Saya cenderung berfikir sebelum berbicara.		✓
15	Energi saya terkuras setelah melakukan kegiatan diluar ruangan, bahkan ketika menikmati diri sendiri.		✓
16	Saya sering mengirim chat daripada melakukan panggilan telfon.	✓	
17	Jika harus memilih saya lebih suka menikmati akhirpekan dengan tidak beraktifitas apapun dibandingkan dengan melakukan banyak kegiatan.	✓	
18	Saya tidak menikmati melakukan aktivitas yang berjejal	✓	
19	Saya dapat berkonsentrasi dengan mudah.	✓	
20	Dalam situasi kelas saya lebih suka belajar daripada berorganisasi	✓	

Appendix 4.

Students' Speaking Ability

Name : Nabila Tirana Ibrahim

Class : VIII.4

“Well, my name is nabila tirana ibrahim i will describe about animal that's cat, my favorite animal is cat, it has 4 legs small body long tail and it's very heavy, sometimes i'm upset with cat cause my cat always there in front of my door to ask for food, maybe that's all thankyou very much”.

Name : Intan Ramadhani

Class : VIII.7

“My name is intan ramadhani i will explain about animal that is maouse i often see mouse at home, the colour is brown and grey sometimes black, the tail is long and have small body the fur is dirty often steel food in the kitchen”.

Name : Aisyah Nurasilah

Class : VIII. 2

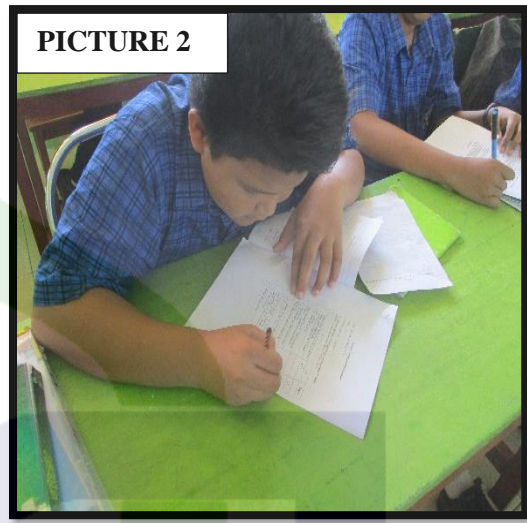
“My name is Aisyah Nurasilah. I want to tell u about my pet it's sugar gladier, sugar gladier is like a hamster, sugar gladier is a famaous animal in indonesia since 2014, actually sugar gladier is omnivora because sugar gladier eats everything”.

Name : A. Naufal Nabil

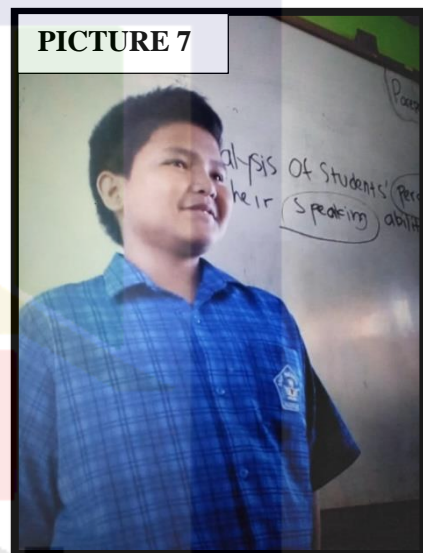
Class : VIII.7

“My name is A. Naufal Nabil. Allow me to describe about kangaroo, kangaroo are mammals most of them live in autralia, kangaroo are animal land kagaroo have two legs and two hand kagaroo have a big legs and kagaroo have pocket in their stomach kagaroo move with hop, that's all thank you”.

DOCUMENTATION



Picture 3.
Picture 1, 2, 3: Taking of Personality students' Questionnaire



Picture 4,5,6,7 : Taking of Speaking Test Score



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH**

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Nomor : B. 009 /In.39.5.1/PP.00.9/10/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Miftahul Jannah
Tempat/Tgl. Lahir : Pinrang, 14 Februari 1997
NIM : 15.1300.168
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Semester : IX (Sembilan)
Alamat : BTN Pinrang Permai P4 No.08 Kel. Penrang
Kec. Watang Sawitto Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"Analysis Of Students' Personality In Their Speaking Ability At Junior High School 2 Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

22 Oktober 2019



Tembusan :
1. Rektor IAIN Parepare



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
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PAREPARE

Parepare, 25 Oktober 2019

Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Parepare

Nomor : 853/IPM/DPM-PTSP/10/2019
 Lampiran : -
 Perihal : Izin Penelitian

Di - Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No.39 Tahun 2017 tentang Pelimpahan Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare
6. Surat Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 1882/In. 39.5.1/PP.00.9/10/2019 tanggal 22 Oktober 2019 Perihal Permohonan Rekomendasi Izin Penelitian

Setelah memperhatikan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a : Miftahul Jannah
Tempat/Tgl. Lahir : Pinrang / 14-02-1997
Jenis Kelamin : Wanita
Pekerjaan / Pendidikan : Mahasiswa / S1
Program Studi : Pendidikan Bahasa Inggris
A l a m a t : BTN PINRANG PERMAI
 JL. LANGNGA
 P4/NO.8

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :

Analysis of Students' Personality in Their Speaking Ability at Second Grade of Junior High School 2 Parepare

Selama : TMT 31/10/2019 S/D 30-11-2019
Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

Demikian izin penelitian ini dibenarkan untuk dilaksanakan sesuai ketentuan berlaku.

Kepala Dinas Penanaman Modal
 Dan Pelayanan Terpadu Satu
 Pintu Kota Parepare

HI. ANDI RUSIA, SH., MH
 Pembina : Pembina Utama Muda
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TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara Miftahul Jannah

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PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 PAREPARE
Alamat : Jln. Lahalode No. 84, Kota Parepare 91132
Web : www.smpn2parepare.sch.id, Email : smpn2parepare@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor: 425/125/SMP.02/XI/2019

Yang bertanda tangan di bawah ini, kepala UPTD SMP Negeri 2 Parepare menerangkan bahwa :

N a m a : **MIFTAHUL JANNAH**
Tempat/Tgl. Lahir : Pinrang, 14 Februari 1997
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : BTN Pinrang Permai Jl. Langga P4/No. 8

Yang tersebut namanya di atas, benar telah melaksanakan penelitian di UPTD SMP Negeri 2 Parepare pada bulan Oktober s.d November 2019, berdasarkan surat izin penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 835/IPM/DPM-PTSP/10/2019 tanggal 25 Oktober 2019.

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 26 November 2019

Kepala UPTD,

Hj. Sri Enyludfiah, M.Pd

NIP. 196809251994122002





CURRICULUM VITAE

MIFTAHUL JANNAH is a student of English Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare, she was born in Pinrang (South Sulawesi) on February 14th 1997. She is the first child of 2 siblings of the couple M. Ridwan Miru and Sry Wati. She started her study in SDN 3 Pinrang (2003-2009), SMP Negeri 1 Pinrang (2009-2012), SMA Negeri 1 Pinrang (2012-2015), Finally she has done her study S1 at Institute Islamic College (IAIN) Parepare entitled *“Analysis of Students’ Personality in Their Speaking Ability”*.



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