

**A THESIS**

**THE CORRELATION BETWEEN EXTROVERT AND  
INTROVERT STUDENTS PERSONALITY ON SPEAKING  
ACHIEVEMENT AT ENGLISH EDUCATION DEPARTMENT  
IAIN PAREPARE**



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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUT  
PAREPARE**

**2024**

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

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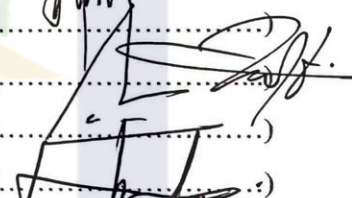
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Parepare, 19 June 2024  
13 Muharram, 1446

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## DECLARATION OF THE AUTHENTICITY OF THE THESIS

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

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## ABSTRACT

*Norma. The Correlation between Extrovert and Introvert Students Personality on Speaking Achievement at English Education Department IAIN Parepare. (Supervise by Nurhamdah and Nurul Hasana).*

This study aims to find the correlation between students personality of extrovert-introvert with their speaking achievement at the eight semester students of the English Education Program at IAIN Parepare.

This study uses quantitative research to find out the correlation between students' personality and their speaking achievement. The data of students' personality was gathered by using questionnaire from psychiatrist website MBTI, <https://www.16personalities.com>. The questionnaire divides students' personality on Extrovert-Introvert Type. The students speaking achievement was taken from students speaking score, from speaking level 1-level 3 which is appropriate with the level of speaking subject that taken from speaking lectures. Whereas for find the correlation between students personality (Extrovert-introvert) it used product moment correlation formula that managed by SPSS application.

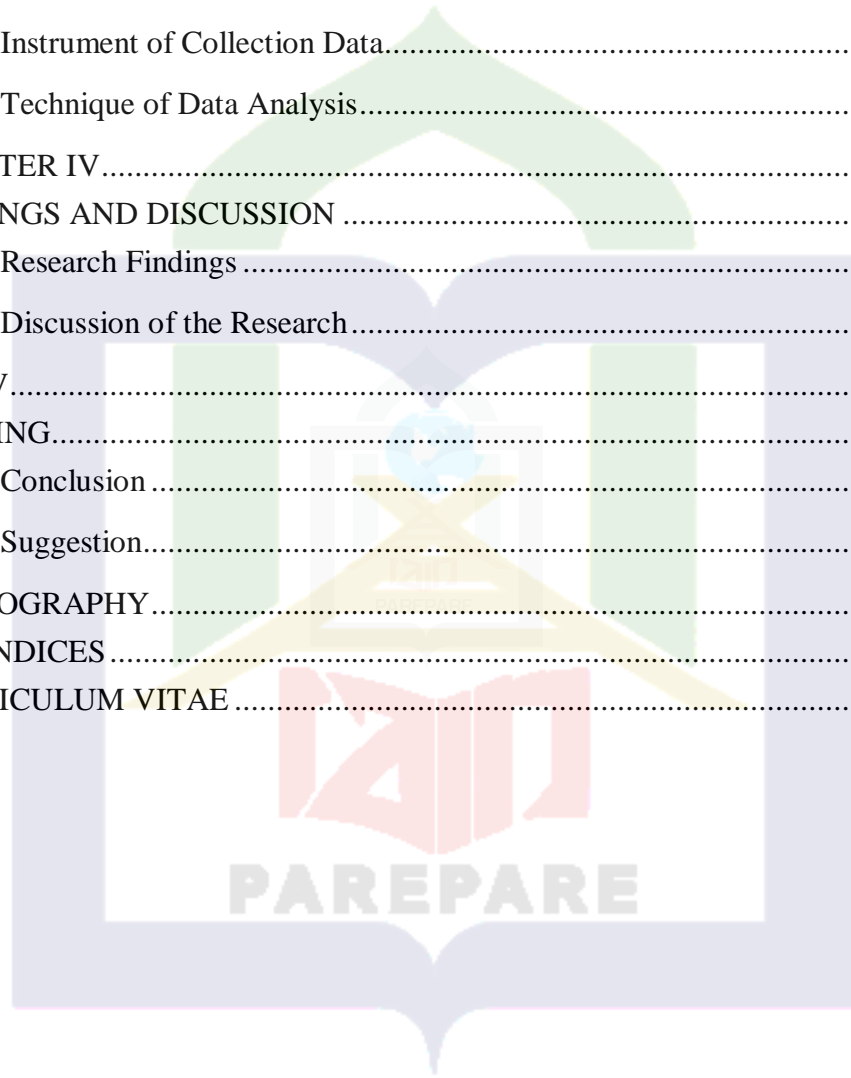
The result of the research shows students' personalities such students extroverts and introverts based on questionnaire, are divided into 11 kind personality of extrovert and 11 kind personality for students introvert through 22 students sample. The mean score of students speaking achievement of extrovert is 81.60 which mean speaking achievement of students extrovert is at good category based of classification of speaking achievement. Meanwhile the mean score of speaking achievement of students introvert is 81.45, which is also at the same category of students' extrovert. That conveys speaking achievement of students' extrovert and introvert personality is satisfying and above average. Although the result of correlation between students' extrovert personality and their speaking achievement got significant correlation with the score is 0,448 that mean have positive correlation which one the character of students extrovert have impact for their speaking achievement. Furthermore the result correlation of students introvert between speaking achievement is 0,080 it means alike have significant correlation which is in the positive correlation. The character of students introvert also have impact for their speaking achievement.

**Keyword:** *Students Personality, Extrovert, Introvert and Speaking Achievement.*

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7.	Letter of Research Completion
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## TRANSLITERATION AND ABBREVIATIONS

### A. Transliteration

#### 1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	h	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya

ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (“”).

## 2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
أَ	Fathah	A	A
إِ	Kasrah	I	I
أُ	Dhomma	U	U

- b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
أَيَّ	Fathah and Ya	Ai	a and i
أَوَّ	Fathah and Wau	Au	a and u

Example:

كَيْفَ:Kaifa

حَوْلَ: Haula

## 3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Example:

Harkat and Letters	Name	Letters and Marks	Name
أَيَّ / نَا	Fathah and Alif or ya	Ā	a and line above
يَيَّ	Kasrah and Ya	Ī	i and line above

يِي	Kasrah and Ya	Ī	i and line above
وُو	Kasrah and Wau	Ū	u and line above

Example:

مات : māta  
رمى : ramā  
قيل : qīla  
يموت : yamūtu

#### 4. *Ta Marbutah*

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example:

رَوْضَةُ الْجَنَّةِ : *rauḍahal-jannah* atau *rauḍatul jannah*  
الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnahal-fāḍilah* atau *al-madīnatulfāḍilah*  
الْحِكْمَةُ : *al-hikmah*

#### 5. *Syaddah (Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example:

رَبَّنَا : *Rabbanā*

نَجَيْنَا	: <i>Najjainā</i>
الْحَقُّ	: <i>al-haqq</i>
الْحَجُّ	: <i>al-hajj</i>
نُعَم	: <i>nu‘ima</i>
عَدُو	: <i>‘aduwwun</i>

If the letters ى bertasydid at the end of a word and preceded by the letter kasrah ِ, then it is transliterated as the letter *maddah* (i).

Example:

عَرَبِيٌّ:	: Arabi (not ‘Arabiyy or ‘Araby)
عَلِيٌّ	: Ali (not ‘Alyy or ‘Aly)

## 6. Article

The article in the Arabic writing system is symbolized by the letters لا (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, al-, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example:

الْشَّمْسُ	: <i>al-syamsu</i> (not <i>asy- syamsu</i> )
الزَّلْزَلَةُ	: <i>al-zalزالah</i> (not <i>az-zalزالah</i> )
الْفَلْسَفَةُ	: <i>al-falsafah</i>
الْبِلَادُ	: <i>al-bilādu</i>

## 7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُونَ	: <i>ta‘murūna</i>
النَّوْعُ	: <i>al-nau‘</i>



سَيِّءٌ : *syai'un*

أَمْرٌ : *Umirtu*

## 8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

*Fīzilālal-qur'an*

*Al-sunnahqablal-tadwin*

*Al-ibāratbi 'umum al-lafzlābi khusus al-sabab*

## 9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

## 10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

*Wa māMuhammadunillārasūl*

*Inna awwalabaitinwudi ‘alinnās ilalladhībiBakkatamubārakan*

*Syahru Ramadan al-ladhūnzilafihal-Qur’an*

*Nasir al-Din al-Tusī*

*AbūNasral-Farabi*

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

*Abūal-Walid Muhammad ibnu Rusyd, ditulis menjadi: Ibnu Rusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)*

*NaşrḤamīdAbū Zaid, ditulis menjadi: Abū Zaid, NaşrḤamīd (bukan:Zaid, NaşrḤamīdAbū)*

## 11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata ‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihi wasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrahīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
بم	=	بدون
صلعم	=	صلى الله عليه وسلم
ط	=	طبعة

ن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

## CHAPTER I

### INTRODUCTION

#### A. Background

Speaking is one of the four basic skill in English. It is the crucial skill in English learning because the main purpose of learning a language is to be able to communicate effectively with others. Along with that Education's overarching goal is to provide learners with the tools to optimize talent and skill development.<sup>1</sup> Students should realize that speaking is the skill most valued by students in real life situations. It is an important part of everyday interactions and often a person's first impression is based on their ability to speak fluently and comprehensively. Mastery of speaking is very necessary in the era of globalization because speaking achievement plays an important role in all aspects of life, such as technology, education, politics, trade, social, cultural, and others. Challenges and competition will become increasingly fierce in the future the students are demanded to be able to communicate well in English because the mastery of speaking skill in English is a priority for many second and foreign language learners.

There are some factors which influence speaking ability. One of them is personality. Personality is the totality of behavioral and mental characteristics unique to an individual. Another definition is that character traits is greater or much

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<sup>1</sup> M. Ali, S. et al., "Improving the Students' Ability in Writing Text by Using Realia at Madrasah Aliyah DDI," *International Journal of Multicultural and Multireligious Understanding* 10, no. 10 (2023): 21.

less solid inner elements that make one person's conduct regular from one time to any other and from one scenario to any other.<sup>2</sup> Personality influences people to choose different things, react differently, and make different decisions. This also affects the way a person learns and how to express something, especially in speaking performance.

Carl Gustav Jung says that personality has types according to attitude of individuals.<sup>3</sup> There are extroverts and introverts. Extroverts tend to be active, sociable, easy-going, friendly, talkative, aggressive, and a risk-taker, whereas introverted people tend to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner.

Meanwhile Uzer said that students' oral fluency is influenced by people's personality types. He also said that personality types, introvert-extrovert, can impact oral fluency in language learning.<sup>4</sup> A good teacher should understand and respect to different students' personality. The teacher should be able motivate students in order to the students can be their best self, can improve their deficiencies, and increase continuously capabilities who they have.

Commonly, extrovert is a person who is more concerned with what is happening around him than in his own emotions and thoughts. According to Yang chen, Typical extroverts are generally depicted as sociable, have some friends,

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<sup>2</sup> B Childs, "Clinical and Genetic Heterogeneity in Idiopathic Addison's Disease and Hypoparathyroidism.," *The Journal of Clinical Endocrinology & Metabolism* 28(6) (1968): 795–804.

<sup>3</sup> Carl Gustav Jung, *Psychological Types*, ed. Intro Team Book, 1st ed. (IntrobooksTeam, 1921).

<sup>4</sup> Yuspar Uzer, "The Influence of Students' Personality Types to Their Speaking Achievement on the Tenth Grade Students of the State Senior Hight School 6 Palembang.," *Anglo-Saxon* 8 (2017): 259–68.

need person to talk to, and doesn't really like studying alone.<sup>5</sup> This means that extroverts are people who are sociable, relaxed, prefer outdoor activities, or like to participate in various social activities.

Contrary to introvert, based on reality in around environment introvert personality is thinker, less social, seldom speak and ashamed person who involve themselves minimally in social activities. Introverts prefer to spend time in small groups, or one-on-one, and usually like to get to know new people more slowly, but actually they have different ways of socializing compared to extrovert. It shows that Introvert are personal closed and quiet person.<sup>6</sup>

These two personality types (extrovert and introvert) are likely to have a certain influence on students' speaking achievement. This can also be seen from different learning styles, for example introvert students prefer to study alone, while extrovert students prefer to participate and study in groups. Teachers should always be aware that it's because the students have differences in the various the way, and these differences may affect how students respond and benefit from certain information.<sup>7</sup> Based on this explanation, the researcher chose the personality of extrovert – introvert students and their speaking performance because the researcher found the problem that there was a comparison between the personality of Extrovert and Introvert students and English learning especially speaking performance.

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<sup>5</sup> Chen Yang, "The Correlation between Introversion/Extroversion and Oral English Learning Outcome.," *Journal of Language Teaching and Research* 6 (2015): 581–87.

<sup>6</sup> Souzandehfar M, *Which Personality Trait Performs Better on IELTS Speaking Test? Extroverted or Introverted?*, *Advances In Environmental Biology*, 2014.

<sup>7</sup> Nur Asiza and Abd Rauf, "Learning Strategies in Speaking Classroom: A Teaching Acceleration for Second Language," *Journal of English Education and Development* 6, no. 1 (2022): 55.

Apart from that, several students at eight semester Class B English education program also said that personality influences their speaking because each person is different in their communication skills and speaking styles.<sup>8</sup> Individuals with extrovert personalities tend to be more confident in speaking and interacting with other people, while those with introvert personalities tend to be more cautious in interacting and communicating with others. In addition of that another students also said that personality affects students' speaking achievement because a student's ability to be open to finding different ideas from his friends can influence someone to communicate more effectively, but the ability to communicate can be obtained in various ways, one of which is by finding a way with oneself without involving many people.

The researcher has the opinion that people with extrovert personalities can be better at speaking because they get more input from other students. On the other hand, introverted personalities may also have the possibility of being better at speaking because introverts will think more deeply before trying to speak a lot so that their performance is better and more accurate.

Therefore, it is necessary to conduct research on whether there is a correlation between student extroverts and introverts and their speaking achievement among students in the eighth semester of Class B of the English Education Program at IAIN Parepare.

In this research, the distinguishing factor of this research compare to previous research finding . The researches wants to compare who are better in

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<sup>8</sup> Andi Amelia and her friends. Students of Eight Semester Class B at English Education Program IAIN Parepare, Interview on March 08<sup>th</sup> 2024.

speaking English between extrovert and introvert students. So, teachers can teach speaking skill effectively and efficiently based on their personality.

Concern to the previous explanation, the researcher decides to determine the research with the title “The Correlation between Extrovert and Introvert Students Personality on Speaking Achievement at English Education Department IAIN Parepare.”

### **B. Research Question**

Based on the statement in the background, there are three problem that investigated through this study. The problem is:

1. What is the speaking achievement of extrovert students?
2. What is the speaking achievement of introvert students?
3. Is there any correlation between student’s personality (extrovert and introvert) and their speaking achievement?

### **C. Objective Research**

Generally, the purpose of this research is to find out the correlation between extrovert and introvert students on speaking achievement. Specifically the purpose of this research are to get information about:

1. The speaking achievement of extrovert students.
2. The speaking achievement of introvert students.
3. Whether there is correlation between students’ personality (extrovert and introvert) and their speaking achievement.



#### D. Significance of the Research

This research is hoped to be useful for the students, teacher, and writers. It is conducted in order to give theoretical and practical benefits.

##### 1. Theoretically

The benefit of this research is to provide an idea of whether there is a relationship between students' personality (extroverted and introverted) and their speaking achievement.

##### 2. Practically

###### a. For the students

Provide students with an understanding of whether there is a relationship between student personality (extrovert and introvert) and speaking achievement.

###### b. For the teacher

Teachers can understand extrovert and introvert personalities and whether there is a correlation with students speaking achievement.

###### c. For the researcher

This research is expected to be a useful input in English teaching process. Besides it can build up the understanding about personality of extrovert and introvert students on speaking achievement and can be used as reference to the next researcher who wants to conduct a research related to this research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Some researchers have observed and found the result related to the reference especially students personality on speaking achievement. Some of their finding are as follow:

1. Deviana Sari Sinurat in her research with quantitative research and correlation analysis technique, concluded that there is a significance correlation between students' personality trait (extrovert-introvert) and students speaking achievement of the eighth grade SMP N 1 Berampu.<sup>9</sup> The researcher found a significant correlation between students speaking achievement with their personality, extrovert and introvert. Which is it means the students personality influence their speaking ability. The research suggest that 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,

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<sup>9</sup> S Sinurat, D, "The Correlation Between the Students' Extrovert-Introvert Personality and Their Speaking Achievement in Speaking," *University of Muhammadiyah Sumatera Utara Medan* (2018).

reading and writing. The introvert students need sufficient time to complete their work and to think before answering a question.

2. Fajar Nurul Hidayah in his research with quantitative non-experimental method found that the research showed; (1) there is a positive and significant correlation between students' extrovert personality (X1) and speaking achievement (Y) because the coefficient of correlation ( $r_o$ ) is higher than  $r_t$  ( $0.422 > 0.247$ ); (2) there is a positive and significant correlation between students' introvert personality (X2) and speaking achievement (Y) because the coefficient of correlation ( $r_o$ ) is higher than  $r_t$  ( $0.419 > 0.247$ ); (3) there is a positive and significant between students' extrovert personality (X1) and students' introvert personality (X2) toward speaking achievement (Y) because the coefficient of correlation ( $r_o$ ) is higher than  $r_t$  ( $0.424 > 0.247$ ).<sup>10</sup> So, the alternative hypothesis is accepted and null hypothesis is rejected. Therefore, the conclusion of this research is there is a positive and significant correlation between students' extrovert personality (X1) and students' introvert personality (X2) toward speaking achievement (Y).
3. Asmarani Saefiya in her research with quantitative method, It concluded that "The students' Extrovert-Introvert Personality Trait score presented the mean score was 68.41 its median was 67 its mode was 67, its standard deviation was 6.475, and variance was 41.926, minimum score was 58

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<sup>10</sup> N. Hidayah, F, "The Correlation Between Students' Extrovert Personality and Introvert Personality toward Students' Speaking Achievement at Third Semester Students of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the A" (Raden Mas Said State Islamic University Of Surakarta, 2023).

and maximum score was 83. So sum of the score was 2189.<sup>11</sup> Based on the mean score of students' Extrovert-Introvert Personality Trait, the level of students' Extrovert-Introvert Personality Trait is Very Strong or Strongly Extrovert Level. So, it can be conclude that "There Is Significant Correlation between Extrovert-Introvert Personality Trait and the First Grade Students' Speaking Performance at MAN 3 Pekanbaru".

According to the three researchers, the researcher conclude that there is significant correlation between students' personality extrovert and introvert especially on their speaking achievement. The main difference between the current research and previous research lies in the selection of research subject samples. In previous research used school students as the sample, meanwhile in this research the researcher used students' English education as the sample of the research. Therefor the researcher will focus on the students English education and determine whether there is a correlation between extrovert and introvert students on their speaking achievement.

To measure the generality or sustainability of previous research results. The researcher conducted repeated research to test the extent to which the research results could be applied more widely because previous research only focused on certain samples and in certain contexts.

In line with that, in this research the researcher conducted research to see whether there is a correlation between the personalities of extrovert and

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<sup>11</sup> Saefiyah A, "The Correlation between Extrovert-Introvert Personality Traits and the First Grade Students Speaking Performance at MAN 3 Pekanbaru." (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2023).

introvert students on speaking achievement in the eight (8<sup>th</sup>) semester of English language education at IAIN Parepare.

## **B. Some Pertinent Ideas**

### **1. The Concept of Speaking Achievement**

#### **a. Definition**

The first function is that speaking can be used by people to communicate with others in order to be more interactive or try to interact for other people. The Second function is that speaking can be used for transaction purposes because in speaking, a human can deliver his or her meaning and making other people understand clearly about the transaction. The Third function is that speaking can be seen as the consideration in our performance. It means that if someone speaks well in front of many people, someone will have good performance in speaking. Based on those functions, speaking is very important for students as Bailey and Savage point out that speaking is an activity which involve other language skills.

Speaking is an intelligent procedure of developing implying that includes creating, accepting and handling data.<sup>12</sup> It very well may be reasoned that talking is an instrument of correspondence to one another' where the speaker can convey his/her thought, sentiment, feeling through verbal aptitude to the audience. The scientist infers that talking covers a few focuses. To begin with, talking is an articulation utilizing a language orally that includes other

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<sup>12</sup> Suryani L, "Using ORAI Application in Teaching Pronunciation.," *Indonesian EFL Journal* 5(2) (2019): 93–102.

language's components, for example, syntax, sound, tense, and basic. Second, talking is the essential capability to move something, for example, message, data, thought, and significant thing about the language utilized. Third, talking is a functioning procedure and one which is hard to separate from tuning in from various perspectives. Talking is a collaboration both speaker and audience as language clients. Numerous things should be possible to have the option to be dynamic in talking, since talking is the most significant thing in learning language process; it includes anything which needs to pass on.

**b. Component of Speaking**

There are several components of Speaking. The components of speaking are grammar, vocabulary, pronunciation, accuracy, and fluency. In line with this, According to Harris, there are some components of spoken language such as comprehension, pronunciation, accuracy, fluency, grammar, and Vocabulary.<sup>13</sup>

1) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project,

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<sup>13</sup> D Harris, *Testing English as a Second Language* (New York, 1974).

even when procedures are complicated and entail risks. Therefore in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; besides its function is to make the listeners easily to catch the information from the speaker.

## 2) Pronunciation

Pronunciation is the way how we say words or a language or sound. Hornby defines pronunciation as:<sup>14</sup>

- a) the way in which a language or a particular word or sound is pronounced.
- b) the way in which particular person pronounces the words of a language.

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it repeatedly and by being corrected when it is pronounced wrongly.<sup>15</sup> Jenkins indicates the intention of pronunciation is to make the students able to pronounce the target language correctly in order to get message across their listener. Further he states that being intelligible in target language pronunciation provides important insight to the way native speaker produce target language sounds. It is clear that pronunciation is an important component of

<sup>14</sup> Hornby Albert Sydney, *Oxford Advanced Learner's of Current English* (New York: Oxford University Press, 2000).

<sup>15</sup> Nurhamdah, Nanning, and Abdul Rauf, "Exploring the ESL Learners Cognitions And Pronunciation Pedagogy in the Classroom Practice to the Students' of English Education Program STAIN Parepare," *The 1st International Conference on English Language Education (Iconele)* 2, no. 2 (2018): 76.

speaking. It serves as one way to express ideas, feelings, and thoughts intelligibly and effectively.<sup>16</sup>

### 3) Grammar

Grammar is very essential in speaking. We cannot imagine if we communicate with a certain language without using set of rules how to formulate good and meaningful sentences of the target language. Our listeners will leave us because they do not understand what we talk about. Harris notes that one of the components that is generally recognized in analyzing speaking process is grammar.<sup>17</sup> It is true that grammar is very essential in building mutual understanding between speaker and listener. Even though grammar in writing and grammar in speaking is slightly different but no one argues that grammar is not essential component in speaking and writing.

### 4) Vocabulary

Vocabulary is an aspect of language that a person has who refers to certain concepts, rules and specific rules and is used to give and receive information.<sup>18</sup> Hornby defines vocabulary as:<sup>19</sup>

- a) All the words that a person knows or uses: (your active vocabulary is all words you use; passive vocabulary is all words you understand, but do not use).

<sup>16</sup> Jennifer Jenkins, "Which Pronunciation Norm and Models for English as an International Language?" 52, no. April (1998): 119–26.

<sup>17</sup> Harris H, *Manual For Speech Improvement* (Englewood Cliff: Prentice Hall, 1978).

<sup>18</sup> N Hasana and M. Ali, S, "Enhancing Students' Vocabulary Mastery by Using First Letter Card Media at the First Semester Students of Accounting at State Islamic Institute (IAIN) Parepare," *Education Nonformal* 2, no. 2 (2021): 44.

<sup>19</sup> S Hornby A, *Oxford Advanced Learner's Dictionary of Current English* (Oxford University Press, 2000).



- b) All the words in a particular language;
- c) The words that people use when they are talking about a particular subject.
- d) A list of words with their meanings, especially in a book for learning a foreign language.

In this discussion vocabulary is the words that students use when they talk about a certain thing. This is an active vocabulary because students use these words in speaking.

#### 5) Fluency

Fluency in speaking is the ability to convey ideas, opinions, feelings, or thoughts smoothly and easily. Students are free from long pauses when they speak. They do not show frequent halts in their speaking or leave their sentences incomplete. Hornby writes fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well.<sup>20</sup> Byrne indicates that fluency is the skill to express oneself intelligibly, reasonably, accurately, and without too much hesitation. The speaker which cannot communicate fluently can break communication down because the listener loses his interest or he loses his patience to wait what the speaker wants to say.<sup>21</sup> Without fluency, a speaker can lose his ideas or concepts that he wants to transfer to the listener. However, pauses are normal in speaking. A speakers needs time

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<sup>20</sup> S. Hornby A, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2000).

<sup>21</sup> D Byrne, *Teaching Oral English* (London: Longman ELT, 1976).

to think and organize his ideas or concepts he has in his mind before he delivers it to his listener.

**c. Level of Speaking**

According to Brown, there are five types/level of speaking, namely imitative, intensive, responsive, interactive, and extensive (monologue). The explanation is as follows:<sup>22</sup>

1) Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level or oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive.

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able best.

3) Responsive.

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<sup>22</sup> D. Brown, H., *Language Assessment and Classroom Practice* (New York: Longman, 2003).

Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts:

a) Mila : Excuse me, do you have the time?

Yeyen : Yeah. Nine-Fifteen.

b) Jeff : Hey Nur, how's it going?

Nur : Not bad, and yourself?

Jeff : I'm good.

Nur : Cool. Okay gotta go.

#### 4) Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5) Extensive (monologue).

Extensive oral production task speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie)

The Several of the component and level speaking achievement. Apart from that, personality also influences students' speaking achievement. The following is an explanation of personality:

**2. The Concept of Personality**

**a. Definition of Personality**

Personality describes the unique patterns of thoughts, feelings, and behaviors that distinguish a person from others. A product of both biology and environment, it remains fairly consistent throughout life. The word "personality" stems from the latin word persona, which refers to a theatrical mask worn by performers to play roles or disguise their identities.

Aiful Ikhwan and her friends within framework about students personality is personality is a character which means behavior possessed by a person so that it can be inherent and caused by environmental

influences.<sup>23</sup> Personality is often also referred to like a character that is a trait rather than a person.

#### **b. The Types of Personality**

There are several versions of the explanation and types of personality, namely:

1) Based on the Myers-Briggs Type Indicator (MBTI) Personality test is a psychological test created to assess an individual's intelligence, talent and personality type, a person's personality is classified into 16 types.<sup>24</sup>

a) ISTJ (Introverted, Sensing, Thinking, Judging)

People with the ISTJ personality type usually tend to be quiet and serious, but very persistent, responsible and reliable. ISTJ individuals generally always want order and regularity in every aspect of their life. Therefore, he was nicknamed 'The Organized Planner'.

b) ISTP (Introverted, Sensing, Thinking, Perceiving)

ISTP individuals are generally very realistic, logical, spontaneous, and focused on the present. People with ISTP personalities also have good problem-solving and crisis-facing abilities. Not surprisingly, ISTP individuals are often nicknamed 'The Mechanic' or 'The Craftsman'.

c) ISFJ (Introverted, Sensing, Feeling, Judging)

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<sup>23</sup> A Ikhwan et al., "Revitalization of Islamic Education Teachers in the Development of Students Personality," *1 St Borobudur International Symposium on Humanity, Economic and Sosial Sciences (BIS-HESS 2019)* 6, no. 2 (2020): 162.

<sup>24</sup> Rowan Bayne, *Myres-Briggs Type Indicator: MBTI* (Stanley Thornes, 1974).

ISFJ is one of the most common personality types. People with the ISFJ personality are usually known as individuals who are full of attention, warmth, and a positive aura that can bring calm to the people around them. This is why ISFJ individuals are nicknamed 'The Protector'.

d) ISFP (Introverted, Sensing, Thinking, Perceiving)

ISFP individuals are usually people who can make other people comfortable, have a high level of concern for others, are full of enthusiasm, and are creative. ISFP individuals are generally also very talented in the world of art. For this reason, he is nicknamed 'The Artist' among other personalities.

e) INFJ (Introverted, Intuitive, Feeling, Judging)

INFJ or what is often nicknamed 'The Advisor' is the rarest personality type. INFJ individuals are usually very supportive, sensitive to other people's feelings, and like to help. Not only that, he is also famous for his idealism to change the world into a better place for everyone.

f) INFP (Introverted, Intuitive, Feeling, Perceiving)

People with the INFP personality type are usually idealistic, perfectionist, and have a high humanitarian spirit. When there is conflict, INFP individuals are usually very good at being mediators to mediate the conflict. This is why INFP individuals are nicknamed 'The Mediator'.

g) INTJ (Introverted, Intuitive, Thinking, Judging)

INTJ individuals are generally creative and analytical individuals. Therefore, he is very good at making strategies and planning. Apart from that, INTJ individuals usually also have the ability to create various innovative solutions to every problem. Therefore, INTJ individuals get the nickname ‘The Strategist’.

h) INTP (Introverted, Intuitive, Thinking, Perceiving)

People with the INTP personality get the nickname ‘The Logical’ or ‘The Thinker’ of course because they are logical, analytical and broad-minded thinkers. However, INTP individuals usually don’t like rules and planning. Instead, he prefers to have many choices about something.

i) ESTP (Extroverted, Sensing, Thinking, Perceiving)

ESTP individuals are usually very friendly, enthusiastic, and good at making friends. He is usually also very good at influencing other people, and has the ability to think and act quickly in emergency situations. For this reason, ESTP individuals are often nicknamed ‘The Persuader’.

j) ESTJ (Extroverted, Sensing, Thinking, Judging)

The ESTJ personality is nicknamed ‘The Firm Director’ because he is most famous for his ability to organize and lead. This ability to direct is obtained from his characteristics of being firm, thorough, disciplined, obeying the rules and being responsible.

k) ESFP (Extroverted, Sensing, Feeling, Perceiving)

People with ESFP personalities might be called the most extroverted personalities. The reason is, he really enjoys spending time with other people and likes being the center of attention. Not surprisingly, ESFP individuals are nicknamed 'The Entertainer'.

l) ESFJ (Extroverted, Sensing, Feeling, Judging)

ESFJ individuals usually tend to be soft-hearted, loyal, friendly, and organized. He really likes helping other people, especially the people around him. Well, this is the reason why ESFJ individuals are called 'The Nurturer'.

m) ENFP (Extroverted, Intuitive, Feeling, Perceiving)

ENFP is nicknamed the 'Motivator' among other personality types. This is because people with the ENFP personality type really enjoy coming up with various positive ideas to help other people and are able to channel this positive energy to the people around them.

n) ENFJ (Extroverted, Intuitive, Feeling, Judging)

ENFJ personalities are renowned for their ability to form friendships with almost every other personality, even very introverted individuals.

Usually, ENFJ individuals also have high empathy, so they really enjoy helping other people to achieve their goals. Thanks



to these characteristics, ENFJ individuals are nicknamed ‘The Protagonist’.

o) ENTP (Extroverted, Intuitive, Thinking, Perceiving)

People with the ENTP personality are usually known as logical, intelligent, creative, and most like to argue. Thanks to these traits, ENTP individuals have earned the nickname ‘The Debater’.

p) ENTJ (Extroverted, Intuitive, Thinking, Judging)

People who have the ENTJ personality are usually extroverts who are firm, confident and outspoken. Generally, this person is also very visionary, which means he focuses more on thinking about the future than the present. That is why this person is often nicknamed ‘The Commander’.

There are several ways for people to determine their personality type, and one of the easiest methods is through an online MBTI personality test by accessing the link: <https://www.@16personalities.com>

2) Based on the Greek philosophy of Hippocrates perfected by Galenus in 400 BC, which is now known in the world of psychology as the Hippocrates-Galenus theory on Jouanna’s research.<sup>25</sup>

a) Phlegmatic (Love Peace)

A person with a phlegmatic character type shows a person who is easy to manage, tends to be quiet and calm, likes to

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<sup>25</sup> Jacques. Jouanna, “The Legacy of the Hippocratic Treatise the Nature of Man: The Theory of the Four Humours.,” in *Greek Medicine from Hippocrates to Galen* (Brill, 2012), 335–59.

give in, has a high sense of tolerance, is easy to command and is always willing to do something, likes to give in, doesn't like conflict. People with this type like a peaceful life – just peace and quiet. When faced with a problem, he will look for a solution in a peaceful way and solve it calmly. The phlegmatic type is able to be patient under any conditions. When asked to make a decision, they experience difficulty and tend to procrastinate.

b) Melancholy (Perfect)

The perfect Melancholic Personality Type is a personality type whose character tends to be neat, orderly, planned, and able to consider everything by looking at the little things. In terms of physical appearance, people with the perfect melancholic type look neat, their clothes are smooth, their shoes are clean, their belongings are neatly arranged, their books are neatly arranged, and their writing is neat.

People of this type can be seen from the neat and clean condition of their rooms. Academically, the melancholic type is classified as clever and intelligent. People with the melancholic type like to control other people, like to remind others if they don't comply, like to control everything themselves, don't want to lose, speak coldly, According to rules or standards. Always curious and pursuing answers in depth because he wants perfection.

c) Sanguinis (Popular)

Popular Sanguine is a type of personality character who likes to be the subject of attention, wants to always be liked by other people, likes popularity, has high self-confidence and enjoys being the center of attention. A sanguine person always enjoys being in happy situations, parties, gathering with friends in crowded conditions. Enjoys fun activities together, but his life is disorganized. People with the sanguine type have difficulty concentrating and being taken seriously. Always tend to give decisions after short thinking.

d) Choleric (Strong)

A strong choleric is a firm personality type and a leader type. Choleric really like to organize, like adventure, like new challenges, have firmness in making decisions, don't give up easily, don't give in easily. The choleric type is a figure that other people always dream of because they look very cool and strong from the outside. However, despite all his perfection and great leadership spirit, choleric people tend to rarely have fun.

3) Based on Carl G. Jung who was a Swiss psychiatrist who first put forward the concept of extrovert and introvert.<sup>26</sup>

a) Extrovert Personality

Extroversion is included in the five-factor model, which characterizes such learners as sociable and impulsive, who dislike

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<sup>26</sup> Charl Gustav Jung, *Psychological Types* (Routledge, 1971).

loneliness, have a propensity for talking risks, and receive energy from outside sources. Supporting the statement, Hasan and Yulianti mention that extrovert learners are gregarious and taking an attitude to do it first and understanding it. They have the tendency to work comfortably in a group and process social and interactive learning, so that they thrive in communication and interaction with others.<sup>27</sup>

As stated by Hussin, the preferences of learners of 21<sup>st</sup>-century skills, involving active collaboration with team members and learning at places that make them interested and fully engaged in the learning process, might be related to the traits of extrovert learners.<sup>28</sup> They can be accommodated in problem-solving and collaboration. Since extrovert learners are interested in working with others and actively discuss their thoughts and ideas, social leaning activities, including problem-solving with others and discussions, are appropriate and beneficial for them.<sup>29</sup>

According to M Kinder there are Seven features of personality that depend on extrovert dimensions are mentioned as social energy, expressive, sociable, Stimulation seekers, Outward-oriented, Open to new experiences, Open and spontaneous actions, Working in teams.<sup>30</sup> The explanations are described as follow:

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<sup>27</sup> Hasan Samsi and Yulianti Nurmi, "Introversion Personality and Students' Reading Comprehension.," *Indonesian Journal of Integrated English Language Teaching* 4(2) (2019): 219.

<sup>28</sup> HM Hussin and R Markham, "Changes in Axial Length Growth after Congenital Cataract Surgery and Intraocular Lens Implantation in Children Younger than 5 Years," *Journal of Cataract & Refractive Surgery* 35, no. 7 (2009): 1225.

<sup>29</sup> Lina Zainal and Maslawati Mohamad, "Choices of Words in Writing: A Case Study among Extrovert and Introvert.," *Journal of Education and Social Sciences* 6, no. 2 (2017): 293.

<sup>30</sup> Melvin Kinder, *How To Recognize Your Emotional Style and Make It Work For You--Without Drugs*, 1994.

- a. Social energy: They tend to have high energy when interacting with others and feel recharged by busy social situations.
- b. Expressive: Extroverts are often seen as expressive in their communications, tending to talk more and be more open in expressing their thoughts and feelings.
- c. Social: They enjoy interacting with others and feel comfortable in diverse social settings. They tend to seek out social activities and gatherings.
- d. Sociable: Extroverts are usually sociable and find common ground with others, allowing them to quickly form relationships.
- e. Stimulation seekers: They tend to seek stimulation from the external environment, such as busy social situations or exciting activities.
- f. Outward-oriented: They often focus on the outside world and interact with their environment with enthusiasm.
- g. Open to new experiences: Extroverts are usually open to new ideas, new experiences, and consider other people's perspectives easily.
- h. Passionate and optimistic: They tend to have an enthusiastic and optimistic attitude towards life, with a positive outlook on many situations.
- i. Open and spontaneous actions: They tend to take the initiative in social situations, act spontaneously, and are more comfortable in changing situations.

- j. Working in teams: They feel comfortable working in teams and collaborating with others in achieving common goals.
- b) Introvert personality

Individuals with introverted personalities tend to have an orientation focused within themselves, with thoughts, feelings and actions that are mainly influenced by subjective factors. They are less adapted to the outside world, are introverted, have difficulty socializing, have difficulty relating to other people, and often cannot attract the attention of others. Despite this, their adjustment to their inner life is considered good and educated.

Introverts tend to act carefully and calculatingly. They have more self-focused attention, where all their attention is directed towards their inner life. Eysenck added that introverted individuals tend to have a view that is focused on themselves and have less contact with the surrounding environment.<sup>31</sup>

In addition, Eysenck pointed out that there are seven aspects of personality that are based on the introvert dimension. They are like to alone, unsociability, carefulness, and deep thinker.<sup>32</sup>

- a. Needs Alone Time: They get energy from alone time and need time to reflect and process their own thoughts.
- b. Prefer Peace: Introverts tend to be more comfortable in quiet, less busy situations. They avoid crowds and noisy environments.

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<sup>31</sup> Nadia Nopiana, "The Impact of Internet Addiction on Introvert Personality.," *World Psychology* 1, no. 2 (2022): 2–3.

<sup>32</sup> B Eysenck, S and J Eysenck, H, "Eysenck Personality Inventory," *Journal of Clinical Psychology*. 8, no. 1 (1968): 70.

- c. Deep Thinkers: They tend to be more introspective and deep in their thinking. They often think things through before speaking or acting.
- d. Limited Social Interaction: Introverts prefer to interact in small groups or one-on-one. They may feel uncomfortable in large social situations or where they have to be the center of attention.
- e. Listening More Than Talking: They tend to prefer listening to speaking in conversations. They can be good listeners and pay attention to details.
- f. Creative and Deep Thinking: Many introverts have creative tendencies and are able to think deeply about complex problems.
- g. Feeling Tired After Intensive Social Interactions: After intensive social interactions, introverts tend to feel tired and need time to recharge themselves.

From several personality types, researchers will take extrovert and introvert personalities to test students' speaking achievements, where researchers will look for a correlation between extroverted and introverted personalities on students' speaking achievements.

### **3. The Correlation between Personality and Speaking Achievement**

There are several things that influence students' speaking achievement, one of which is personality. According to psychologist, personality includes thoughts, perceptions, values, attitudes, character, ability, confidence, intelligence, motivation, habit and so on. Colamn said Personality is the sum total of the behavioral and mental characteristics that are distinctive of an

individual. Personality influences people to prefer different things, react differently, and make different decision. It also influences the way an individual learns.<sup>33</sup>

Weiten said that explanation defined personality as individual unique constellation behavioral traits. Behavioral traits is refers to the way of someone in behaving.<sup>34</sup> It means that this personality influences students' behavior in learning. There are many kinds of personality traits that have been taught to facilitate or inhibit foreign language learning, like: self-esteem, extroversion, introversion, reaction to anxiety, risk-taking, and sensitivity to rejection, empathy, inhibition and tolerance of ambiguity. Brown systematic study of the role of personality in SLA has already led to a greater understanding of language learning process and to improve language teaching designs.<sup>35</sup> Lawrence says personality has been recognized as a determining factor on how people learn.<sup>36</sup>

In one class, certainly teachers face the different personality of their students. There is a passive and active student. The active students are named by extrovert personality and the passive students are named by introvert students. Not every student performs similarly on every assigned activity or performances and many teachers have failed to recognize their students as individuals, opting to treat them equally through their instruction and assessments.

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<sup>33</sup> Colman Andrew, *What Is Psychology?* (Routledge, 2016).

<sup>34</sup> Wayne Lee Waiten, *A Psychological Study of Deterrence* (University of Illinois at Chicago., 1981).

<sup>35</sup> R Brown, *Psycholinguistics* (Selected Papers by Roger Brown., 1970).

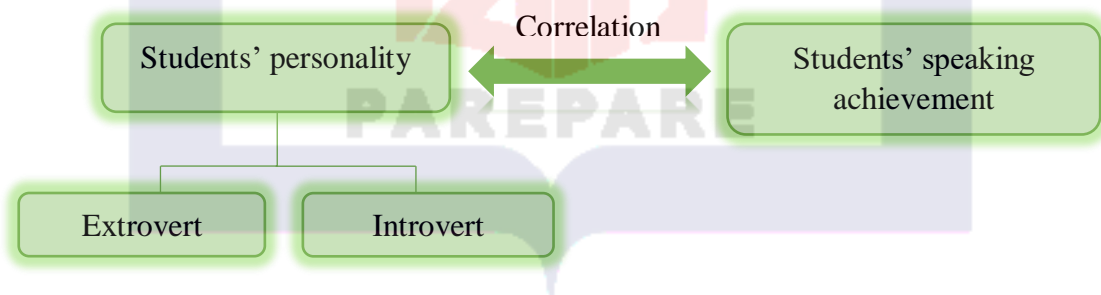
<sup>36</sup> B Lawrence and S Bennett, "The Relationship between Shyness, Social Class and Personality Variables in Adolescent," *British Journal of Educational Psychology* 62, no. 2 (1992): 258.



Briefly, personality is one of thing that will influence the difference characters of students' behavior when learning. On the other hand, speaking is one skill that shown if the students have studied about English. So, it is important to know how is the relation students' personality (extrovert-introvert) with their achievement in speaking. In this research, the aim of researcher is to analyze how is the correlation between extrovert-introvert personality and students' speaking achievement in classroom to get a scientific data.

### C. Conceptual Framework

The focus of this research is the correlation of students' extrovert and introvert on speaking achievement. The researchers design the conceptual framework of this research by showing the diagram bellow:



**Figure 2.1:** Conceptual Framework

Based on the conceptual framework, the researcher will do research on the correlation between students' personality (extrovert and introvert) and speaking achievement.

#### **D. Hypothesis**

The research planned the hypothesis as follow:

Ho : There is no correlation between extrovert and introvert students' personality on speaking achievement at English education department.

H1 : There is a correlation between extrovert and introvert students' personality on speaking achievement at English education department.

#### **E. Definition of Operational Variable**

The definition operational define variables operationally based on the characteristics of research variables that allow researchers to be carefully observe an object, as well as a limitation of research.

##### **1. Variable**

This research contains two variables, which is the independent variable indicated as x, and the dependent variable indicated as y.

###### **a. Independent variable (x)**

The independent variables is what the experimenter expect to influence another variable. The independent variable of this research is two variable that variable x1 is students' extrovert personality and x2 is Introvert personality.

b. Dependent variable (y)

The dependent is the variable that is impacted or affected by changes in the independent variable. The variable under research in this study is the speaking achievement of students' extrovert and introvert at English education department.

**2. The research has definition operational, namely:**

1. Speaking achievement.

Speaking achievement is the result of own efforts in the learning speaking. According to Parida, the achievement is the extent to which proficiency is obtained in English as a school subject. There are some factors that influence speaking achievement. In the learning process, achievement can be defined that the students master the skill which is developed by a lesson and as a score.<sup>37</sup> The result can bring quality or quantity and effort of students work. Achievement can be measured from four skills in English like reading, speaking, writing and listening. In this study, the researcher only focuses on students speaking result of their speaking skill.

2. Students' Personality.

According to Jusuf, personality is a description of a person's character in everyday life and is included in one of the terms in psychology.<sup>38</sup> Everyone in this world has a different personality, starting open-minded person, easy to get along with, and some are closed-minded,

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<sup>37</sup> B.K. Parida, "Life-Time Achievements of Harbinger," *International Journal of Multidisciplinary Educational Research* 10, no. 9(5) (2021): 66.

<sup>38</sup> H Jusuf, "Understanding Personality," *Journal Al-Lisan* 3(1) (2018): 45-59.

difficult to interact with, and so on. These personality types are usually divided into two, which are extroverted and introverted personalities. People with introverted personalities are known to have more closed personalities, while people with extroverted personalities tend to be more open and easy to socialize with those around them.

a. Extrovert

Extroverts are engrossed in what is going on around them over their opinions and feelings. On the whole, extroverts certainly seek for inspiration outside themselves, and their energy alignment is concerning the outer world. As stated by Van Den Bos, extroverts are affected by the environment around them more than by themselves. Extroversion is a direction of personal interests towards the environment around the people and objects rather than the world around the personal experience.<sup>39</sup> Seven features of personality that depend on extrovert dimensions are mentioned as activity, sociability, risk-taking, impulsiveness, expressiveness, practicality, and irresponsibility.

b. Introvert.

Introverts are fascinated by their opinions and feelings other than in issues concerning their outer world, and they are almost reluctant and unenthusiastic to speak or involve in doing tasks with others. Particularly, introvert persons have enough internal stimulation, so that they do not need further stimulus, and their alignment of energy is toward an internal world.

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<sup>39</sup> S Van Den Boss, "Neuroticism and Extraversion as Possible Predictors for Subjective Cognitive Complaints in the Stroke Population, Three Months Post-Stroke," *Master Medical Psychology* 29, no. 2 (2010).

Concisely, extroverts take the attitude of living, and comprehend it; nevertheless, introverts wish to recognize it in advance. According to Van Den Bos, introverts are somewhat retiring, inhibited, reserved, silent and thoughtful. They may like to reduce or protect a positive outlook, assume more doubtful views or situations, and tend to work autonomously.<sup>40</sup>



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<sup>40</sup> S Van Den Boss, "Neuroticism and Extraversion as Possible Predictors for Subjective Cognitive Complaints in the Stroke Population, Three Months Post-Stroke," *Master Medical Psychology* 29, no. 2 (2010): 10.

## CHAPTER III

### RESEARCH METHOD

#### A Research Design

The research design is a quantitative correlation method, aiming to investigate the relationships between two or more variables. Correlational research allowed the researcher to predict scores and explain relationships among variables. According to Creswell, quantitative research involves identifying the problem, determining variables, and measuring them numerically so that statistical analysis can be conducted using appropriate procedures.<sup>41</sup>

Based on the distinction above, it can be concluded that correlation research conducted to determine whether there is correlation between two variables in existing data without manipulating it. Variable  $x_1$  represents students' extrovert and variable  $x_2$  for introvert personalities, and variable  $y$  represents students' speaking achievement. The researcher uses the correlation formula to find the relationship between these variables.

The Formula is: 
$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

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<sup>41</sup> W Creswell, J, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Person Education, 2012).

## B Location and Duration of Research.

The researcher conducted her study in the English Education Department at the Faculty of Tarbiyah, IAIN Parepare, located at Jl. Amal Bhakti No.8, Bukit Harapan, Kec. Soreang, Parepare City, South Sulawesi. The research period was taken for 30 days, including data analysis.

## C Population and Sample

### 1. Population

The population of this study was the eighth semester of Class B in the English Education Department at IAIN Parepare. The number of Class B students in the English Education Department for the 2020 academic year can be seen in the table below:

**Table 3.1** *Population of research.*

NO	Class	Male	Female	Total
1	PBI	15	50	65
Total				65

### 2. Sample

The sample is a part or representative of the population under study.<sup>42</sup> The sampling technique that the researcher used in this research was purposive sampling, which selected the students from Class B in the English Education Department for the academic year 2020. Because they

<sup>42</sup> Kumar Rajit, *Research Methodology A Step-by-Step Guide for Beginners* (SAGE Publications, 2018).

fulfilled the questionnaire in the meantime and the researcher had already got their speaking score recapitulation of the last 3 semester.

#### **D Instrument of Collection Data**

##### 1. Questionnaire.

To measure the students' personalities (extrovert and introvert), the researcher employed a questionnaire. Cohen states that questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze.<sup>43</sup> The function of questionnaire is to know the type of students' personality. The questionnaire consists of 60 questions, which developed from indicators of extrovert and introvert and the questions adopt from NERIS Analytics Limited Website that MBTI personality of the participant.<sup>44</sup>

##### 2. Students Speaking Achievement Report.

Student speaking achievement reports was used as data collection instruments to evaluate students' speaking abilities in educational contexts. This instrument was typically measure students' abilities to express ideas, argue, and communicate effectively. The report was cover various aspects, including appropriate use of language, speaking fluency, presentation skills, and clarity of communication.

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<sup>43</sup> L Cohen, L Manion, and K Marrison, *Research Method in Education* (New York: Rountledge Falmer, 2002).

<sup>44</sup> NERIS Analytics Limited, "16 Personality," @16personalities.com, 2011.



The main purpose of the student speaking achievement report to provided an in-depth understanding of the student's speaking abilities, as well as to identify areas needing improvement in learning. Data collected from these reports used to design more effective learning programs, provide feedback to students, and evaluate teaching effectiveness.

This data collection instrument was from the students' speaking achievement report that include both formative and summative assessments from the speaking lectures, offering a comprehensive view of their progress and final achievements in speaking skills. The students speaking reports were collected from the last 3 semesters, including class of Informative speaking, Intensive speaking, and Interactive speaking

## **E Technique of Data Analysis**

### **1. Questionnaire**

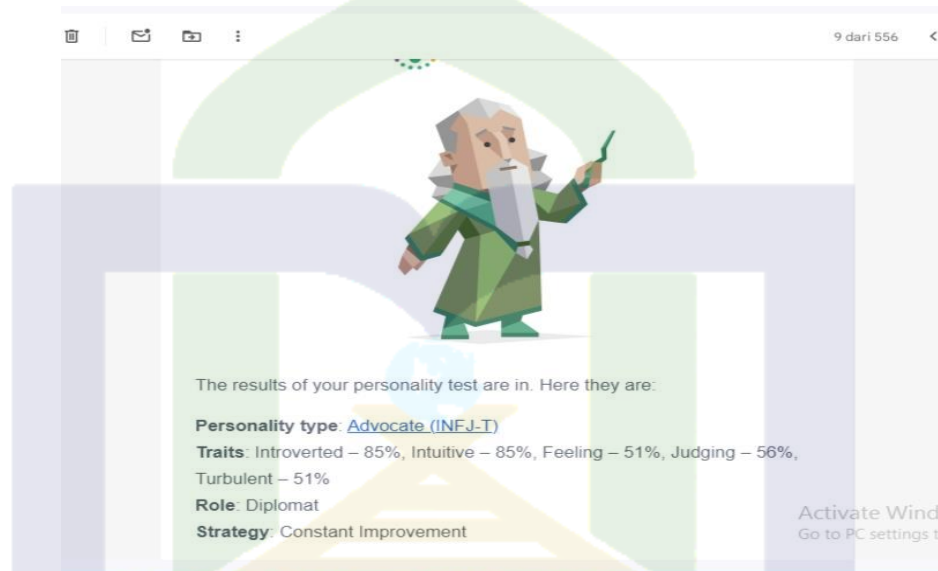
The researcher given a questionnaire to the students as the research sample. The Questionnaire used free personality test from Neris Analytics Limited Website. The personality questionnaire divided into Introvert and Extrovert characteristics, represented by 60 sentence items that indicate qualities associated with both Introversion and Extroversion. So The answer given score as follows:

**Table 3.2:** *Blue Print of Questionnaire*

Variable	Indicator	Positive	Negative
<b>Extrovert</b>	Entrepreneur	11,	
	Executive	23,39,44,60	7,52.
	Entertainer	16,53,	47,
	Consul	31,36,	
	Campaigner	1,19,54.	27,34,59.
	Protagonist	8,	
	Debater	2 ,17,42,	
	Commander	3,40,	25,
<b>Introvert</b>	Logistician	4,9,12,13,22,24, 26,35,	32,46,56.
	Logician	57,	10,41,
	Virtuoso	5,	14,15,49,51
	Defender	18,37,	
	Adventurer	43,	58,
	Advocate		30,45,50,55
	Mediator	21,33,	6,20,29,48
	Architect	38,	28

(Adopted from *NERIS Analytics Limited Website: @16Personality.com*)

The questionnaire outlines two primary personality dimensions: extroversion and introversion. By answering its questions, students can accurately determine the percentage of extroversion or introversion they embody. Additionally, the questionnaire identifies the specific type of extrovert or introvert that best describes them.



**Picture 3.1:** The Result of questionnaire 16 Personality test in email.

From the picture, we observed the results of the questionnaire we completed, which send via email and include a breakdown of personality types represented by percentages, such as the Introvert type (INFJ-T) I for Introvert, N for Intuitive, F for Feeling, J for Judging and T for Turbulent. The researcher can also discern the percentage students' personality example: Introverted 85%, Intuitive 85%, feeling 51% Judging 56%, and Turbulent 51%.

## 2. The Speaking Achievement Category

The classification of students Speaking Achievement is the process of sorting or categorizing objects or data points into predetermined categories or classes. This classification data is used to classify the mean score of students' speaking achievement. Where this assessment is obtained from the lecturer of the speaking star course from level 1 - level 3. Arikunto is a well-known Indonesian educational researcher who has contributed significantly to the field of educational assessment.<sup>45</sup> One of her key contributions is the classification of students' scores. In her work, Arikunto provides a systematic approach to categorizing students' performance based on their test scores include students speaking achievement score . The classification of students score is as follows:

**Table 3.3:** The Category of Students Speaking Achievement

No.	Classification	Score
1	Very Good	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	<40

*(Adopted from Suharsimi Arikunto Book: Dasar-Dasar Evaluasi Prndidikan,2009)*

### 3. The Correlate of Variable

To find the correlation between students' extrovert and introvert personalities and their speaking achievement, the researcher used the product

<sup>45</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Bumi Aksara, 1999).

moment correlation coefficient formula with using SPSS application assistance. The formula is:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum Y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

$r_{xy}$  = Coefficient of correlation product moment

$\sum x$  = total distribution score of x

$\sum y$  = total distribution score of y

$\sum x^2$  = sum total Quadrate distribution score x

$\sum y^2$  = sum of Quadrate distribution score y

$\sum xy$  = Total multiplication score of x and y

n = the number of paired x and y score

**Table 3.4:** The Quality of Correlation Based on the Value of Product Moment.

No	The value of r product moment	Interpretation on correlation quality
1	0	No correlation
2	0,01-0,20	Weak correlation
3	0,21-0,40	Middle correlation
4	0,61-0,80	enough correlation
5	0,80-1,000	Very strong correlation

(Adopted from Sugiono Book: *Metode Penelitian Pendidikan*, 257)<sup>46</sup>

<sup>46</sup> Sugiyono, *Metode Penelitian Pendidikan*, ed. Endang Wahyudin, 1st ed. (Jakarta: KENCANA (PRENAMEDIA GRUP), 2018).

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter contains findings and its discussion. The finding was the students' score obtain through the questionnaire and test. Meanwhile, in the discussion the researcher described the interpretation of the finding was given that will be explained more details.

#### A. Research Findings

Researchers used the 16 MBTI Personality Test website to determine students' personality types, whether they felt into the extrovert or introvert category, based on a series of questions provided on the site.<sup>47</sup> This test is founded on personality theories such as those developed by Carl Jung and Myers Brings Indicator Type (MBTI), and besides assessing extroversion-introversion, it also identifies other dimensions such as thinking, feeling, perception, and judgment but to identifies students personality of extrovert and introvert, the researcher just pick of the percentage extrovert and introvert based on MBTI test personality

The results of students' speaking achievements are taken from the final grades of the speaking course in stages, starting with Informative Speaking in Semester 2 with Lecturer Nur Asiza, then the Intensive Speaking course in Semester 3 with Lecturer Arkam, and the last level of the speaking course, namely Interactive Speaking in Semester 5 with Lecturer Nurul Hasana.

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<sup>47</sup> NERIS, "Free16 Personality Test MBTI," NERIS Type Explorer, 2024, <https://www.16personalities.com/free-personality-test>.

. The following is data on student personality test results from the 16 MBTI Personalities website:

**Table 4.1:** The Result of Students' Personality

No	Students Identity	Variable	Indicator	
1	DRM	INFP (Mediator)	Introverted	53 %
			Intuitive	60%
			Feeling	72%
			Prospecting	69%
			Turbulent	97%
2	NRM	INFJ (Advocate)	Introverted	85%
			Feeling	51%
			Judging	56%
			Turbulent	51%
3	NHK	ENFJ (Protagonist)	Extroverted	63%
			Intuitive	51%
			Feeling	64%
			Judging	60%
			Turbulent	51%
4	MFD	ENFJ (Protagonist)	Extroverted	63%
			Intuitive	53%
			Feeling	54%
			Judging	51%
			Turbulent	53%
5	ASR	ENTP (Virtuoso)	Extroverted	53%
			Intuitive	53%
			Thinking	53%
			Prospecting	58%
			Turbulent	53%
6	JNR	INFP	Introverted	58%

		(Mediator)	Intuitive	71%
			Feeling	60%
			Prospecting	56%
			Turbulent	60%
7	RSK	ISFP (Adventurer)	Introverted	71%
			Observant	61%
			Feeling	74%
			Prospecting	56%
			Turbulent	76%
8	AIN	ENFJ (Protagonist)	Extraverted	54%
			Intuitive	53%
			Feeling	53%
			Judging	53%
			Turbulent	56%
9	SAM	ESTJ (Executive)	Extraverted	64%
			Observant	54%
			Thinking	53%
			Judging	58%
			Turbulent	51%
10	MSH	INFP (Mediator)	Introvert	51%
			Intuitive	60%
			Feeling	60%
			Explorative	58%
			Turbulent	68%
11	ALF	ISFP (Adventurer)	Introverted	51%
			Observant	53%
			feeling	51%
			Prospecting	51%
			Turbulent	51%
12	RSH	INFP	Introverted	68%



		(Mediator)	Intuitive	59%
			Feeling	58%
			Prospecting	56%
			Turbulent	72%
13	VLP	ENFJ (Protagonist)	Extraverted	57%
			Intuitive	57%
			Feeling	56%
			Judging	64%
			Assertive	51%
14	RHM	ESFJ (Consul)	Extraverted	79%
			Observant	55%
			Feeling	64%
			Judging	53%
			Turbulent	51%
15	FSA	ENTP (Virtuoso)	Extraverted	54%
			Intuitive	59%
			Thinking	51%
			Judging	51%
			Turbulent	58%
16	AML	ENFJ (Protagonist)	Extraverted	58%
			Intuitive	56%
			Feeling	58%
			Judging	58%
			Turbulent	58%
17	RND	ISTJ (Logistician)	Introverted	74%
			Observant	61%
			Thinking	58%
			Judging	53%
			Turbulent	53%
18	NDL	INTP (Logician)	Introvert	58%

			Intuitive	59%
			Thinking	69%
			Prospecting	51%
			Assertive	53%
19	SRW	INFJ (Advocate)	Introverted	81%
			Intuitive	73%
			Feeling	72%
			Judging	67%
			Turbulent	53%
20	RKH	ESFJ (Consul)	Extraverted	56%
			Observant	55%
			Feeling	68%
			Judging	89%
			Turbulent	61%
21	SKD	ENTP (Debater)	Extraverted	83%
			Intuitive	52%
			Thinking	54%
			Prospecting	54%
			Assertive	51%
22	AMB	INFJ (Advocate)	Introverted	57%
			Intuitive	63%
			Feeling	56%
			Judging	54%
			Turbulent	56%

**Table 4.2:** Students Speaking Achievement

No	Name	Informative Speaking	Intensive Speaking	Interactive Speaking	Total	Mean Score
1	RND	82.90	85.43	81.50	249.83	83.27
2	VLP	81.38	80.48	78.03	239.89	79.96
3	DRM	82.00	84.40	71.00	237.04	79.13
4	ASR	82.00	80.25	80.19	242.44	80.81
5	SAM	81.38	92.80	82.29	256.47	85.49
6	RSK	81.38	89.75	80.59	251.72	83.90
7	RHM	82.00	89.75	71.00	242.75	80.91
8	RSH	82.00	88.50	71.00	241.05	80.05
9	SKD	80.75	84.73	77.94	243.42	81.14
10	NRM	75.63	85.80	81.33	242.76	80.92
11	MSH	82.00	86.50	80.24	248.74	82.91
12	AML	82.00	83.45	71.00	236.45	78.81
13	FSA	82.00	88.25	80.04	250.29	83.43
14	RKH	82.00	87.63	71.00	240.63	80.21
15	AIN	82.00	90.38	82.06	254.44	84.81
16	ALF	82.00	87.10	78.40	247.05	82.05
17	MFD	82.00	87.05	70.02	239.07	79.69
18	NHK	82.00	82.60	82.54	247.14	82.38
19	AMB	81.38	72.50	79.90	233.78	77.92
20	NDL	81.38	86.28	82.30	249.96	83.32
21	SRW	82.00	83.25	70.06	235.31	78.43
22	JNR	82.00	91.00	80.28	253.28	84.28

## 1. Speaking Achievement of Extrovert Students Personality

**Table 4.3:** Students Extrovert Personality

No	Students Identity	MBTI	Total Personality Percentage of Extrovert Personality	Total Speaking Score
1	RHM	ESFJ	79%	80.91
2	VLP	ENFJ	57%	79.96
3	SAM	ESTJ	64%	85.49
4	AIN	ENFJ	54%	84.81
5	ASR	ENTP	53%	80.81
6	MFD	ENFP	63%	79.69
7	NHK	ENFJ	63%	82.38
8	FSA	ENTP	54%	83.43
9	AML	ENFJ	58%	78.81
10	RHK	ESFJ	56%	80.21
11	SKD	ENTP	83%	81.14
<b>Mean Score</b>			<b>62 %</b>	<b>81.60</b>

Based on the classification of students speaking score that;

Very good : 86-100

Good : 71-85

Fair : 56-70

Poor : 41-55

Very Poor : < 40

The mean score of extrovert students is Good category based of classification speaking score that **81.60**.

## 2. Speaking Achievement of Introvert Personality

**Table 4.4:** Students Introvert Personality

No	Students Identity	MBTI	Total Percentage of Introvert Personality	Total Speaking Score
1	RSH	INFP	68%	80.05
2	ALF	ISFP	51%	82.05
3	MSH	INFP	51%	82.91
4	RSK	ISFP	71%	83.90
5	JNR	INFP	58%	84.28
6	NRM	INFJ	85%	80.92
7	DRM	INFP	53%	79.13
8	RND	ISTJ	74%	83.27
9	NDL	INTP	58%	83.32
10	SRW	INFJ	81%	78.43
11	AMB	INFJ	57%	77.69
<b>Mean Score</b>			<b>64%</b>	<b>81.45</b>

Based on the classification of students speaking score that;

Very good : 86-100

Good : 71-85

Fair : 56-70

Poor : 41-55

Very Poor : < 40

The mean score of introvert students is Good category based of classification students speaking score that **81.45**.

### 3. The Correlation between Students Extrovert-Introvert Personality and Speaking Achievement

**Table 4.5:** Students Personality and Speaking Achievement

No	Students Identity	MBTI	E/I	Normal Percentage Score Extrovert-Introvert Personality Variable (x)	Speaking Mean Score Variable (y)
1.	RHM	ESFJ	Extrovert	79%	83.27
2.	VLP	ENFJ	Extrovert	57%	79.96
3.	SAM	ESTJ	Extrovert	64%	79.13
4.	AIN	ENFJ	Extrovert	54%	80.81
5.	ASR	ENTP	Extrovert	53%	85.49
6.	MFD	ENFP	Extrovert	63%	83.90
7.	NHK	ENFJ	Extrovert	63%	80.91
8.	FSA	ENTP	Extrovert	54%	80.05
9.	AML	ENFJ	Extrovert	58%	81.14
10.	RKH	ESFJ	Extrovert	56%	80.92
11.	SKD	ENTP	Extrovert	83%	82.91
12.	RSH	INFP	Introvert	68%	78.81
13.	ALF	ISFP	Introvert	51%	83.43
14.	MSH	INFP	Introvert	51%	80.21
15.	RSK	ISFP	Introvert	71%	84.81
16.	JNR	INFP	Introvert	58%	82.05
17.	NRM	INFJ	Introvert	85%	79.69
18.	DRM	INFP	Introvert	53%	82.38
19.	RND	ISTJ	Introvert	74%	77.92
20.	NDL	INTP	Introvert	58%	83.32
21.	SRW	INFJ	Introvert	81%	78.43
22.	AMB	INFJ	Introvert	57%	84.28

To find the Correlation between students Personality it's used the product moment correlation coefficient formula and using analysis correlation SPSS Application.

**Table 4.6:** The result of SPSS analysis correlation between students' extrovert and speaking achievement

		Variable X1 Students Extrovert	Variable Y Students Speaking Achievement
Variable X1 Students Extrovert	Pearson Correlation	1	.256
	Sig. (2-tailed)		<b>.448</b>
	N	11	11
Variable Y Students Speaking	Pearson Correlation	.256	1
	Sig. (2-tailed)	<b>.448</b>	
	N	11	11

**Table 4.7:** The result of SPSS analysis correlation between students' introvert and speaking achievement

		Variable X2 Students Introvert	Variable Y Students Speaking Achievement
Variable X2 Students Introvert	Pearson Correlation	1	-.550
	Sig. (2-tailed)		<b>.080</b>
	N	11	11
Variable Y Students Speaking Achievement	Pearson Correlation	-.550	1
	Sig. (2-tailed)	<b>.080</b>	
	N	11	11

From the result of the analysis correlation two variables that variable x and variable y. Variable x1 is students' extrovert personality and variable x2 is students' introvert personality than variable y is students speaking achievement.

The Analysis of correlation from SPSS Application that student extrovert personality(x1) and their speaking achievement (y) have the significant correlation with the result is **448**. Besides that the result of students introvert personality (x2) including speaking achievement (y) aggravate is **080**.

Resultantly from the quality of correlation product moment that if 0= No correlation, 0,01-0,20=Weak correlation,0,21-0,40=Middle Correlation, 0,61-0,80= enough correlation and if 0,80-1,000= Very strong correlation. And the result of SPSS Analysis correlation between thus variable x1 students' Extrovert personality and variable y as speaking achievement that **0,448**. Furthermore variable x2 students' introvert and their speaking achievement(y) has the result is **0,080**. That means from the two variables have positive correlation with the quality is very strong correlation. Which is means personality have strong influence on their speaking achievement specifically for extrovert and introvert personality who have different way in learning process.

## **B. Discussion of the Research**

1. The Result of Students Extrovert Personality and their Speaking Achievement.

The Myers-Briggs character types of extroverts emphasize sociability, interaction, external focus, breadth of interests, and maintaining multiple relationships. Extrovert students are typically more actively engaged in the



learning process due to their inclination to communicate with others, which positively influences their learning abilities.<sup>48</sup> Extroverts are likely to seek maximum contact and a variety of input, prioritize interaction as crucial for negotiating meaning, and emphasize language output as vital for their developmental process.

Based on the questionnaire of this research there are 11 students extrovert from 22 students' sample. The mean score of the students' extrovert personality is 62%, this means that, on average, the students' extroversion scores are at 62% of the maximum possible score on the scale used in the extroversion personality. The mean score of students extrovert speaking achievement is 81.60 that means the category of students speaking achievement based of classification of data speaking score is good category. Put forward the speaking students extrovert speaking achievement considered satisfying and above average.

The results are consistent with Fajar's study, indicating that students with extrovert personalities achieve higher speaking scores with the result is the coefficient of determination  $(r_{x1y})^2 \times 100\%$ , calculated as  $(0.422)^2 \times 100\%$ , reveals that 17.8% of speaking achievement can be attributed to extrovert personality traits, while 82.2% is influenced by other factors.<sup>49</sup>

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<sup>48</sup> Syamsul Kifli, *Gambaran Hasil Belajar Fisika Berdasarkan Kepribadian (Myers Briggs Type Indicator) MBTI*, 2020.

<sup>49</sup> Fajar Nurul Hidayah, "The Correlation between Students' Extrovert Personality and Introvert Personality toward Students' Speaking Achievement at Third Semester Students of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the A" (2023).

2. The Result of Students Introvert Personality and their Speaking Achievement.

According to Carl Jung, an introvert is someone whose interest is generally directed inwardly, towards their own thoughts and feelings, rather than towards external objects and events.<sup>50</sup> Introverts tend to be more reflective, introspective, and focused on their inner experiences and ideas. That mean personality of introvert makes people think of introverts as quiet, thoughtful, and contemplative people. They may also value solitude as a way to recharge and process their thoughts and emotions.

Supported by Cain explain that introvert have Introverts have their own way of learning and socializing compared to extroverts.<sup>51</sup> Cain acknowledges that the introverted personality is important to recognize and harness because introverts possess unique strengths such as deep thinking, creativity, and empathy. She also states that the significant contributions of introverted personalities influence work environments, schools, and challenging relationships, challenging the common belief that extroverted personalities are the ideal personality traits.

Based on the result of this research there are 11 students of introvert which fills the questionnaire from 22 students sample and the mean score of their personality is 64%, this percentage likely reflects some aspect of their personality as measured by the questionnaire. The mean score of speaking achievement is 81.45, this conveys their speaking achievement in good

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<sup>50</sup> Gary Boffroff, *Knowledge in a Nutshell: Carl Jung The Complete Guide to the Great Psychoanalyst, Including the Unconscious, Archetypes and the Self*, 2020.

<sup>51</sup> Susan Cain, "Quiet: The Power of Introverts in a World That Can't Stop Talking," in *Kindle Readers*, 2013, 20.

category of classification students speaking score and have average level of proficiency or in speaking task though not necessarily outstanding.

It represent for extrovert and introvert score is indeed good category, which indicates that there is no dominant students personality for their speaking achievement in the class because their scores are on average the same. The result of this research, which aligns with Sari's findings, shows that extrovert students scored an average of 16 in speaking ability, indicating strong proficiency.<sup>52</sup> They confidently answered interview questions posed by researchers. Conversely, introvert students averaged a score of 13, suggesting sufficient speaking ability overall. While some lacked confidence in speaking, others still exhibited commendable speaking skills.

Based on the questionnaire they answered, it explains that the mean score of the percentage of the personality test shows higher introversion than extroversion. However, in the speaking score, extroverts score higher than introverts, with extroverts scoring **81.60** and introverts scoring **81.45**. This difference shows that although the mean score for extroverts is slightly higher than introverts, it is not significant because the difference is only **0.15** points. Thus, while extroverts on average perform marginally better in speaking assessments, this difference does not substantially of speaking achievement of introvert students because their get good category in classification of students speaking achievement.

Develop out of the extrovert and introvert students speaking achievement have constants quality score that good category even have little

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<sup>52</sup> Deviana Sari Sinurat, "The Correlation between the Students' Extrovert- Introvert Personality and Their Achivement in Speaking" (2018).

deferent score for extrovert more elevated than introvert. Little discusses the interplay between personality traits, including extroversion and introversion.<sup>53</sup> He emphasizes that while personality traits shape behavior, individuals can adapt and balance their tendencies to fit various situations, underscoring the shared qualities and adaptability between extrovert and introvert.

Meanwhile the students' extrovert and introvert personality both can adjust their English learning specifically their speaking achievement, in differences students' extrovert can adapt to social situations and thrive in dynamic environments. Including students introvert personality they are adapt by creating a comfortable space for themselves and navigating social situations in a way that suits them, but in similarity students' extroverts and introverts personality can adapt to various circumstances and environments, though their methods and preferences for adaptation may differ, definitely that have impact for their speaking achievement.

### 3. The Result of Correlation between Students' Extrovert and Introvert Personality and Speaking Achievement.

Karl Pearson developed the correlation method, which is a statistical technique used to measure the strength and direction of a linear correlation between two variables.<sup>54</sup> The variable of this research is variable x and variable y. Variable x consist of two variable that variable x1 and variable x2, variable x1 represent students extrovert personality and x2 indicate students introvert personality while the variable y is students

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<sup>53</sup> Brian Little, *Me, Myself, and Us: The Science of Personality and the Art of Well-Being*. (United States: PublicAffairs, 2014).

<sup>54</sup> Karl Peorsons, *Quantitative Methods*, 1990.

speaking achievement. The correlation has been found between these two variables, including using a correlational formula managed by the SPSS application. Saefiyah also employs the SPSS application to explore the correlation between two variables students' personality traits (variable x) and their speaking performance (variable y) with result significant  $>0,05$ .<sup>55</sup> Her findings reveal a significant correlation with result that weak correlation, particularly between Extrovert-Introverted personality traits and students' speaking performance.

Based on the analysis correlation of this research show that students' extrovert personality with their speaking achievement has significant correlation with the result is **0,448**. Whereas for students' introvert personality and speaking achievement also has significant correlation with the grades **0,080**. That indicates the variable x1, x2 and Y has Positive correlation. Where that can be seen from the quality correlation product moment that  $>0,80-1.000$  have very strong correlation. The positive correlation show that personality have an impact on students speaking achievement. Personality is the one of the factor affect students speaking achievement. students extroverts have confident often find it easier to engage in speaking activities and express their ideas clearly. On the other hand, students introverts might struggle with speaking achievement or participating in discussions but they can handle to influence their learning based on their personality including their speaking achievement.

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<sup>55</sup> Asmarani Saefiya, "The Correlation between Extrovert-Introvert Personality Trait and the First Grade Students' Speaking Performance at MAN 3 Pekanbaru" (2023).

The research results were explained in detail and describing the general lines regarding the research variables, namely students' extrovert personality (x1) and students' introvert personality (x2) then their speaking achievement is (y). The researcher used a questionnaire test to have the students answer and determine their personality. The questionnaire was obtained from the NERIS Analytics Limited website, specifically <https://www.@16Personalities.com>.

This questionnaire focused on personality types, such as extrovert and introvert, and provided a percentage indicating the student's personality type after they answered it. This research was almost the same as the research conducted by Intan, who used a questionnaire to measure students' personality types, extrovert and introvert, with 24 questions adopted from the Eysenck Personality Inventory theory. The result of her research reveals that there is a different mean score between the extrovert and introvert students although the difference is slight, the mean score of the extrovert students is 74 and introvert students is 76,54. Meanwhile by collecting numerical data analyzed using SPSS 22, the result of the independent sample t-test shows that the t-table is higher than t-count ( $-1.360 < t\text{-table } 1.721$ ), therefore  $H_0$  is accepted and  $H_1$  is rejected. It means that there is no significant difference between extrovert and introvert students in speaking achievement.<sup>56</sup>

The researcher also used students' speaking achievement to determine the scores of students' extrovert-introvert tendencies. Sari also emphasizes that achievements reflect a person's status or level of learning, as well as their ability to

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<sup>56</sup> Intan Nur Ahmad and Sugianta, "A Comparative Research between Extrovert and Introvert Personality on Speaking Achievement," *Dialectical Literature and Education Journal (DLEJ)* 6, no. 1 (2021): 38.

apply their studies, which is evident from their speaking scores.<sup>57</sup> The speaking score which were obtained from speaking lectures at each semester level. The speaking subjects began with informative speaking in semester 2, followed by intensive speaking in semester 3, and concluded with interactive speaking in semester 5.



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<sup>57</sup> Deviana Sari Sinurat, "The Correlation between the Students' Extrovert- Introvert Personality and Their Achivement in Speaking" (2018).

## BAB V

### CLOSING

#### A. Conclusion

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the students personality (extrovert –introvert) and their speaking achievement at English education department at IAIN Parepare with the object research is students semester 8 specifically for class B.

##### 1. The Speaking Achievement of Extrovert Students Personality

Based on the questionnaire results filled out by the students in the PBI B class, sample 22 students, there are 11 extroverted students. Where among the extrovert students the MBTI results are: ESFJ, ENFJ, ESTJ, ENFJ, ENTP, ENFP, ENFJ, ENTP, ENFJ, ESFJ, ENTP, Among them there are those who have the same MBTI, namely ENFJ, ENTP, and ESFJ, but even though they have the same MBTI, their extrovert percentage level will make them different. The mean score of extrovert personality is 62% and the mean score of the speaking achievement of extrovert is 81.60. Students' achievement of extrovert personality is in the good category based of classification speaking score it certain their speaking achievement satisfying and above average.

##### 2. The Speaking Achievement of Introvert Students Personality

Based on the result of the questionnaire that there are 11 students also filled the MBTI personality test this same with the total of extrovert students from 22 sample. The 11 introvert students have The 11 introvert students have



type of MBTI is: INFP, ISFP, INFP, ISFP, INFP, INFJ, INFP, ISTJ, INTP, INFJ, INFJ. From the results of MBTI personality, there are also those who have the same results it can be seen from INFP being 4 and INFJ being 3 while ISFP being 2 but their similarities can be seen from the percentage level of their Introvert score that the mean score of introvert personality is 64% and the mean score of students Speaking achievement is 81.45. The speaking achievement of students introvert indicated good category based of classification speaking score, which mean students speaking of introvert is at an average score although not always prominent compared to students speaking achievement of extrovert personality. This shows speaking achievement of introvert students assorted students, extrovert speaking achievement.

### 3. The Correlation between Students Personality (Extrovert-Introvert) and their Speaking Achievement

From the results of students' speaking achievements taken from the speaking course levels from the beginning to the end of the semester, it shows that there are several assessment components in speaking, including comprehension, pronunciation, grammar, vocabulary, and fluency. Therefore, the correlation between students' extrovert personality and their speaking achievement, based on correlation analysis using SPSS with a significance value is 0,448 whereas for students introvert personality and their speaking achievement with the result is 0,080 which means indicates a positive correlation. This is supported by the quality product-moment correlation, where a correlation value between  $>0,80-0,1000$  have signifies very strong correlation. However, the correlation result obtained this research is 0.448 for extrovert

personality and their speaking achievement and 0,080 for introvert personality with their speaking achievement.

The decision indicated students personality have impact for students speaking achievement which conveys students' personality have varies one of the category is extrovert and introvert personality which have significant deferent personality and it have impact for their learning process especially speaking achievement. Students extrovert who have character expressiveness, sociable and easy to open new experience make them have good score specially for speaking achievement. Therefore students introvert have an equal ratio then students extrovert. Students' introvert who have character prefer peace, deep thinking and creative make them preparing well before they acts primarily in speaking achievement.

## **B. Suggestion**

Based on the research, the researcher gives some suggestion as follows: in the connection of the conclusion, the researcher further proposed some suggestions as follow:

1. For the Teacher

As professionals, teachers should recognize that each student is unique and have deferent personality with their own distinct abilities. Consequently, the approach to language learning should vary to accommodate these differences rather than treating all students alike.

2. For the Students

Students should have any alternative in learning English based their personality and their can improve their speaking achievement with their personality type.

3. For the next Researcher

This research can be developed by the next researcher that are interested in doing research about the correlation students' extrovert an introvert personality and their speaking achievement.



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The logo for PAREPARE is a large, stylized emblem. It features a central shield-like shape with a red and white design inside, possibly representing a book or a specific symbol. The word "PAREPARE" is written in a bold, sans-serif font across the bottom of the emblem. The entire logo is set against a light purple background that has a subtle, larger-scale version of the same emblem behind it.

PAREPARE

# APPENDICES





	<b>KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307</b>
	<b>VALIDASI INSTRUMEN PENELITIAN PENULISAN PROPOSAL SKRIPSI</b>

### Questionnaire

Name : NORMA

ID : 2020203888203037

Study Program : English Education Program

Please answer the questionnaire below to know whether you are an Extrovert or introvert. And find out what type of extrovert and introvert you are. Scan the barcode below to determine your personality type:



The link: <https://www.16personalities.com/free-personality-test>

No	Statement
1	You regularly make new friends. <i>Anda secara teratur mendapat teman baru</i>
2	Complex and novel ideas excite you more than simple and straightforward ones. <i>Ide-ide kompleks dan baru membuat Anda lebih bersemangat daripada ide-ide sederhana dan lugas.</i>
3	You usually feel more persuaded by what resonates emotionally with you than by factual arguments. <i>Anda biasanya merasa lebih teryakinkan oleh apa yang selaras secara emosional dengan Anda dibandingkan dengan dilemma.</i>
4	Your living and working spaces are clean and organized. <i>Ruang tamu dan ruang kerja Anda bersih dan teratur.</i>
5	You usually stay calm, even under a lot of pressure <i>Anda biasanya tetap tenang, bahkan di bawah banyak tekanan.</i>
6	You find the idea of networking or promoting yourself to strangers very daunting. <i>Anda menganggap gagasan membangun jaringan atau mempromosikan diri Anda kepada orang asing sangat menakutkan.</i>
7	You prioritize and plan tasks effectively, often completing them well before the deadline. <i>Anda memprioritaskan dan merencanakan tugas secara efektif, seringkali menyelesaikannya jauh sebelum tenggat waktu.</i>
8	People's stories and emotions speak louder to you than numbers or data. <i>Cerita dan emosi orang berbicara lebih keras kepada Anda dibandingkan angka atau data.</i>
9	You like to use organizing tools like schedules and lists. <i>Anda suka menggunakan alat pengorganisasian seperti jadwal dan daftar.</i>
10	Even a small mistake can cause you to doubt your overall abilities and knowledge. <i>Kesalahan kecil saja bisa menyebabkan Anda meragukan kemampuan dan pengetahuan Anda secara keseluruhan.</i>
11	You feel comfortable just walking up to someone you find interesting and striking up a conversation. <i>Anda merasa nyaman hanya berjalan bersamaan seseorang yang menurut Anda menarik dan memulai percakapan.</i>

12	You are not too interested in discussions about various interpretations of creative works. <i>Anda tidak terlalu tertarik dengan diskusi tentang berbagai penafsiran terhadap karya kreatif.</i>
13	You prioritize facts over people's feelings when determining a course of action. <i>Anda memprioritaskan fakta dibandingkan perasaan orang lain saat menentukan tindakan.</i>
14	You often allow the day to unfold without any schedule at all. <i>Anda sering kali membiarkan hari berjalan tanpa jadwal sama sekali.</i>
15	You rarely worry about whether you make a good impression on people you meet. <i>Anda jarang khawatir apakah Anda memberikan kesan yang baik pada orang yang Anda temui.</i>
16	You enjoy participating in team-based activities. <i>Anda senang berpartisipasi dalam aktivitas berbasis tim.</i>
17	You enjoy experimenting with new and untested approaches. <i>Anda senang bereksperimen dengan pendekatan baru dan belum teruji.</i>
18	You prioritize being sensitive over being completely honest. <i>Anda memprioritaskan sikap tidak enakan dari pada jujur sepenuhnya.</i>
19	You actively seek out new experiences and knowledge areas to explore. <i>Anda secara aktif mencari pengalaman dan bidang pengetahuan baru untuk dijelajahi.</i>
20	You are prone to worrying that things will take a turn for the worse. <i>Anda cenderung khawatir bahwa keadaan akan menjadi lebih buruk.</i>
21	You enjoy solitary hobbies or activities more than group ones. <i>Anda lebih menikmati hobi atau aktivitas sendirian daripada aktivitas berkelompok</i>
22	You cannot imagine yourself writing fictional stories for a living. <i>Anda tidak dapat membayangkan diri Anda menulis cerita fiksi untuk mencari nafkah.</i>
23	You favor efficiency in decisions, even if it means disregarding some emotional aspects.

	<i>Anda menyukai efisiensi dalam pengambilan keputusan, meskipun itu berarti mengabaikan beberapa aspek emosional.</i>
24	<i>You prefer to do your chores before allowing yourself to relax. Anda lebih suka melakukan tugas-tugas Anda sebelum membiarkan diri Anda bersantai.</i>
25	<i>In disagreements, you prioritize proving your point over preserving the feelings of others. Dalam perselisihan, Anda memprioritaskan pembuktian pendapat Anda daripada menjaga perasaan orang lain.</i>
26.	<i>You usually wait for others to introduce themselves first at social gatherings. Anda biasanya menunggu orang lain untuk memperkenalkan diri terlebih dahulu di pertemuan sosial.</i>
27	<i>Your mood can change very quickly. Suasana hati Anda bisa berubah dengan sangat cepat.</i>
28	<i>You are not easily swayed by emotional arguments. Anda tidak mudah terpengaruh oleh argument emosional.</i>
29	<i>You often end up doing things at the last possible moment. Anda sering kali akhirnya melakukan sesuatu pada saat-saat terakhir.</i>
30	<i>You enjoy debating ethical dilemmas. Anda senang memperdebatkan dilemma etika.</i>
31	<i>You usually prefer to be around others rather than on your own. Anda biasanya lebih suka berada di dekat orang lain daripada sendirian.</i>
32	<i>You become bored or lose interest when the discussion gets highly theoretical. Anda menjadi bosan atau kehilangan minat ketika diskusi menjadi sangat teoretis.</i>
33	<i>When facts and feelings conflict, you usually find yourself following your heart. Ketika fakta dan perasaan bertentangan, Anda biasanya mengikuti kata hati Anda.</i>
34	<i>You find it challenging to maintain a consistent work or study schedule. Anda merasa sulit untuk mempertahankan jadwal kerja atau belajar yang konsisten.</i>

35	You rarely second-guess the choices that you have made. <i>Anda jarang menebak-nebak pilihan yang telah Anda buat.</i>
36	Your friends would describe you as lively and outgoing. <i>Temannya akan menggambarkan Anda sebagai orang yang lincah dan ramah.</i>
37	You are drawn to various forms of creative expression, such as writing. <i>Anda tertarik pada berbagai bentuk ekspresi kreatif, seperti menulis.</i>
38	You usually base your choices on objective facts rather than emotional impressions. <i>Anda biasanya mendasarkan pilihan Anda pada fakta obyektif daripada kesan emosional.</i>
39	You like to have a to-do list for each day. <i>Anda ingin memiliki daftar tugas untuk setiap hari.</i>
40	You rarely feel insecure. <i>Anda jarang merasa tidak aman.</i>
41	You avoid making phone calls. <i>Anda menghindari panggilan telepon.</i>
42	You enjoy exploring unfamiliar ideas and viewpoints. <i>Anda senang mengeksplorasi ide dan sudut pandang asing.</i>
43	You can easily connect with people you have just met. <i>Anda dapat dengan mudah terhubung dengan orang yang baru Anda temui.</i>
44	If your plans are interrupted, your top priority is to get back on track as soon as possible. <i>Jika rencana Anda terganggu, prioritas utama Anda adalah kembali ke jalur yang benar sesegera mungkin.</i>
45	You are still bothered by mistakes that you made a long time ago. <i>Anda masih direpotkan dengan kesalahan yang sudah lama Anda lakukan.</i>
46	You are not too interested in discussing theories on what the world could look like in the future. <i>Anda tidak terlalu tertarik mendiskusikan teori tentang seperti apa dunia ini di masa depan.</i>
47	Your emotions control you more than you control them. <i>Emosi Anda mengendalikan Anda lebih dari Anda mengendalikannya.</i>

48	<p>When making decisions, you focus more on how the affected people might feel than on what is most logical or efficient.</p> <p><i>Saat mengambil keputusan, Anda lebih fokus pada apa yang mungkin dirasakan oleh orang-orang yang terkena dampak dibandingkan pada apa yang paling logis atau efisien.</i></p>
49	<p>Your personal work style is closer to spontaneous bursts of energy than organized and consistent efforts.</p> <p><i>Gaya kerja pribadi Anda lebih mirip dengan ledakan energi spontan daripada upaya yang terorganisir dan konsisten.</i></p>
50	<p>When someone thinks highly of you, you wonder how long it will take them to feel disappointed in you.</p> <p><i>Ketika seseorang memuji Anda, Anda bertanya-tanya berapa lama waktu yang dibutuhkan mereka untuk merasa kecewa pada Anda.</i></p>
51	<p>You would love a job that requires you to work alone most of the time.</p> <p><i>Anda akan menyukai pekerjaan yang mengharuskan Anda bekerja sendiri hampir sepanjang waktu.</i></p>
52	<p>You believe that pondering abstract philosophical questions is a waste of time.</p> <p><i>Anda percaya bahwa merenungkan pertanyaan filosofis yang abstrak hanya membuang-buang waktu.</i></p>
53	<p>You feel more drawn to busy, bustling atmospheres than to quiet, intimate places.</p> <p><i>Anda merasa lebih tertarik pada suasana yang sibuk dan ramai dibandingkan tempat yang tenang dan intim.</i></p>
54	<p>If a decision feels right to you, you often act on it without needing further proof.</p> <p><i>Jika suatu keputusan dirasa tepat bagi Anda, Anda sering kali bertindak berdasarkan keputusan tersebut tanpa memerlukan bukti lebih lanjut.</i></p>
55	<p>You often feel overwhelmed.</p> <p><i>Anda sering merasa kewalahan</i></p>
56	<p>You complete things methodically without skipping over any steps.</p> <p><i>Anda menyelesaikan berbagai hal secara metadis tanpa melewatkan langkah apa pun.</i></p>
57	<p>You prefer tasks that require you to come up with creative solutions rather than follow concrete steps.</p>





	<i>Anda menyelesaikan berbagai hal secara metodis tanpa melewatkan langkah apa pun.</i>
57	You prefer tasks that require you to come up with creative solutions rather than follow concrete steps. <i>Anda lebih menyukai tugas yang mengharuskan Anda memberikan solusi kreatif daripada mengikuti langkah nyata.</i>
58	You are more likely to rely on emotional intuition than logical reasoning when making a choice. <i>Anda lebih cenderung mengandalkan intuisi emosional daripada alasan logis saat membuat pilihan.</i>
59	You struggle with deadlines. <i>Anda berjuang dengan tenggat waktu.</i>
60	You feel confident that things will work out for you. <i>Anda merasa yakin bahwa segala sesuatunya akan berhasil untuk Anda.</i>

(Adopted from NERIS Analytics Limited Website: @16personalities.com)<sup>58</sup>

Approved By

Principle Supervisor



Hj. Nurhamdah, S.Ag. M.Pd.  
EIN: 19731116199803 2 007

Co-Advisor



Nurul Hasanah, M.Pd.  
EIN: 19910702 202012 2022

<sup>58</sup> Limited, "16 Personality."



## Students Speaking Result

### 1. Informative Speaking Level I ( Semester 2)

10/07/24, 08.05

Laporan Nilai Perkuliahan Mahasiswa a

**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

*Jl. Amal Bakti No.8, Bukit Harapan, Kec. Soreang, Parepare, Sulawesi Selatan 91131, Tlp (0421) 21307  
PO Box 909 Parepare 91100 Website : www.iainpare.ac.id , Email: mail@iainpare.ac.id*

**NILAI PERKULIAHAN MAHASISWA  
PRODI :PENDIDIKAN BAHASA INGGRIS  
PERIODE:20202**

Mata kuliah : INFORMATIVE SPEAKING Nama Kelas : PBI2B  
Kelas / Kelompok : Kode Mata kuliah : 39TAC1206 SKS : 2

No	NIM	Nama Mahasiswa	TUGAS INDIVIDU (20%)	UTS (30%)	UAS (40%)	KEHADIRAN (10%)	Nilai	Grade	Lulus	Sunting KRS?	Info
1	18.1300.080	NPS				50					
2	19.1300.044	HSR				43.75					
3	19.1300.063	AK	80.00	80.00	80.00	87.5	80.75	A	✓		
4	2020203888203027	RND	81.00	81.00	81.00	100	82.90	A	✓		
5	2020203888203028	VLP	80.00	80.00	80.00	93.75	81.38	A	✓		
6	2020203888203029	DRM	80.00	80.00	80.00	100	82.00	A	✓		
7	2020203888203030	ASR	80.00	80.00	80.00	100	82.00	A	✓		
8	2020203888203031	SAM	80.00	80.00	80.00	93.75	81.38	A	✓		
9	2020203888203032	RSK	80.00	80.00	80.00	93.75	81.38	A	✓		
10	2020203888203033	RHM	80.00	80.00	80.00	100	82.00	A	✓		
11	2020203888203034	RHM	80.00	80.00	80.00	100	82.00	A	✓		
12	2020203888203035	SKD	80.00	80.00	80.00	87.5	80.75	A	✓		
13	2020203888203036	AZL				50					
14	2020203888203037	NRM	80.00	65.00	80.00	81.25	75.63	B	✓		
15	2020203888203039	MSH	80.00	80.00	80.00	100	82.00	A	✓		
16	2020203888203041	AML	80.00	80.00	80.00	100	82.00	A	✓		
17	2020203888203042	FSA	80.00	80.00	80.00	100	82.00	A	✓		
18	2020203888203043	RKH	80.00	80.00	80.00	100	82.00	A	✓		
19	2020203888203044	AIN	80.00	80.00	80.00	100	82.00	A	✓		
20	2020203888203045	ALF	80.00	80.00	80.00	100	82.00	A	✓		
21	2020203888203047	MFD	80.00	80.00	80.00	100	82.00	A	✓		
22	2020203888203048	NHK	80.00	80.00	80.00	100	82.00	A	✓		
23	2020203888203049	ABM	80.00	80.00	80.00	93.75	81.38	A	✓		
24	2020203888203050	NDL	80.00	80.00	80.00	93.75	81.38	A	✓		
25	2020203888203051	SRW	80.00	80.00	80.00	100	82.00	A	✓		
26	2020203888203052	JNR	80.00	80.00	80.00	100	82.00	A	✓		
Rata-rata nilai kelas			<b>70.81</b>	<b>70.23</b>	<b>70.81</b>	<b>91.11</b>	<b>72.11</b>	<b>3.50</b>			
Pengisian nilai untuk kelas ini ditutup pada <b>Senin, 30 Agustus 2021</b> oleh <b>39301289006</b>											
Tanggal Cetak : Rabu, 10 Juli 2024, 09:05:10											
Paraf Dosen :											
NUR ASIZA, M. Pd											

## 2. Intensive Speaking Level II ( Semester 3)

10/07/24, 08.06

Laporan Nilai Perkuliahan Mahasiswa a

### KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE

Jl. Amal Bakti No.8, Bukit Harapan, Kec. Soreang, Parepare, Sulawesi Selatan 91131, Tlp (0421) 21307  
PO Box 909 Parepare 91100 Website : www.iainpare.ac.id , Email: mail@iainpare.ac.id

#### NILAI PERKULIAHAN MAHASISWA

PRODI :PENDIDIKAN BAHASA INGGRIS

PERIODE:20211

Mata kuliah : INTENSIVE SPEAKING

Nama Kelas : PBI32

Kelas / Kelompok :

Kode Mata kuliah : 39TAC1212

SKS : 2

No	NIM	Nama Mahasiswa	TUGAS INDIVIDU (10%)	UTS (30%)	UAS (40%)	KEHADIRAN (10%)	PRILAKU (10%)	Nilai	Grade	Lulus	Sunting KRS?	Info
1	19.1300.066	PKR	0.00	0.00	0.00	12.5	0.00	1.25	E			
2	2020203888203027	RND	90.00	90.00	82.00	81.25	85.00	85.43	A	✓		
3	2020203888203028	VLP	75.00	73.00	83.00	93.75	85.00	80.48	A	✓		
4	2020203888203029	DRM	90.00	73.00	90.00	87.5	87.50	84.40	A	✓		
5	2020203888203030	ASR	78.00	79.00	75.00	93.75	93.75	80.25	A	✓		
6	2020203888203031	SAM	92.00	92.00	92.00	100	92.00	92.80	A	✓		
7	2020203888203032	RSK	90.00	90.00	90.00	87.5	90.00	89.75	A	✓		
8	2020203888203033	RHM	90.00	90.00	90.00	87.5	90.00	89.75	A	✓		
9	2020203888203034	RSH	90.00	90.00	90.00	75	90.00	88.50	A	✓		
10	2020203888203035	SKD	75.00	87.00	87.00	81.25	82.00	84.73	A	✓		
11	2020203888203037	NRM	82.00	87.00	82.00	100	87.00	85.80	A	✓		
12	2020203888203039	MSH	90.00	75.00	90.00	100	90.00	86.50	A	✓		
13	2020203888203041	AML	87.00	75.00	87.00	87.5	87.00	83.45	A	✓		
14	2020203888203042	FSA	90.00	90.00	87.00	87.5	87.00	88.25	A	✓		
15	2020203888203043	RKH	90.00	90.00	87.00	81.25	87.00	87.63	A	✓		
16	2020203888203044	AIN	90.00	90.00	90.00	93.75	90.00	90.38	A	✓		
17	2020203888203045	ALF	87.00	83.00	90.00	100	75.00	87.10	A	✓		
18	2020203888203047	MFD	87.00	87.00	87.00	87.5	87.00	87.05	A	✓		
19	2020203888203048	NHK	87.00	87.00	82.00	75	75.00	82.60	A	✓		
20	2020203888203049	ABM	75.00	75.00	75.00	50	75.00	72.50	B	✓		
21	2020203888203050	NFD	85.00	82.00	87.00	93.75	90.00	86.28	A	✓		
22	2020203888203051	SRW	87.00	82.00	82.00	87.5	82.00	83.05	A	✓		
23	2020203888203052	JNR	90.00	90.00	90.00	100	90.00	91.00	A	✓		
Rata-rata nilai kelas			82.48	80.74	82.39	84.51	82.49	82.13	3.78			
Pengisian nilai untuk kelas ini ditutup pada <b>Rabu, 9 Februari 2022</b> oleh <b>39301289006</b>												
Tanggal Cetak : Rabu, 10 Juli 2024, 09:06:49												
Paraf Dosen :												
Dr. ARQAM, M.Pd												

### 3. Interactive Speaking Level III (Semester 5)

5/6/24, 3:14 PM

Laporan Nilai Perkuliahan Mahasiswa


**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

*Jl. Amal Bakii No.8, Bukit Harapan, Kec. Soreang, Parepare, Sulawesi Selatan 91131, Tlp (0421) 21307  
PO Box 909 Parepare 91100 Website : www.iainpare.ac.id , Email: mail@iainpare.ac.id*

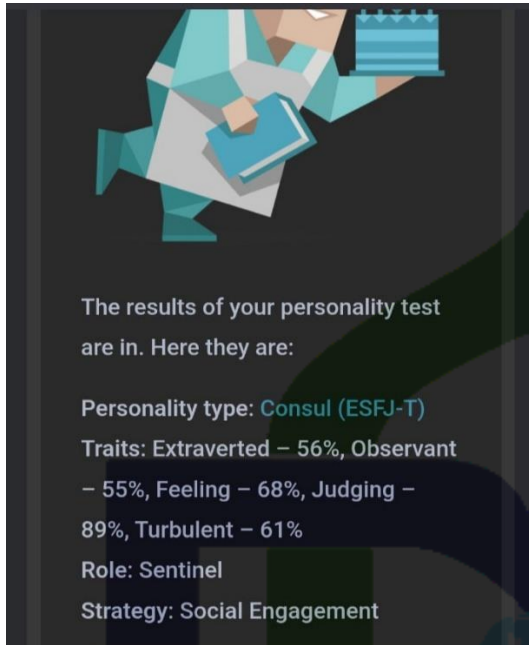
**NILAI PERKULIAHAN MAHASISWA  
PRODI : PENDIDIKAN BAHASA INGGRIS  
PERIODE : 20212**

Mata kuliah : INTERACTIVE SPEAKING  
Kelas / Kelompok :  
Kode Mata kuliah : 39TAC1219

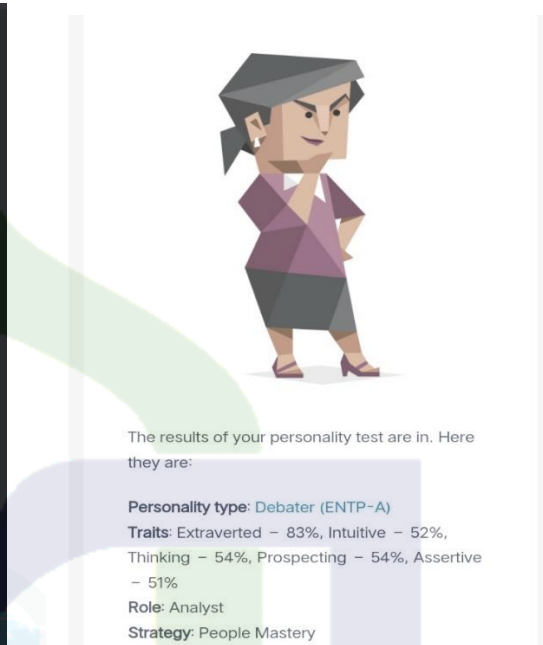
Nama Kelas : PBI4B  
SKS : 2

No	NIM	Nama Mahasiswa	TUGAS INDIVIDU (20%)	UTS (25%)	UAS (30%)	KEHADIRAN (15%)	PRILAKU (10%)	Nilai	Grade	Lulus	Sunting KRS?	Info
1	2020203888203027	RND	80.00	74.50	81.25	100	75.00	81.50	A	✓		
2	2020203888203028	VLP	80.00	71.25	75.50	93.75	75.00	78.03	B	✓		
3	2020203888203029	DRM	80.00	70.00	50.00	100	75.00	71.00	B	✓		
4	2020203888203030	ASR	80.00	70.75	80.00	100	75.00	80.19	A	✓		
5	2020203888203031	SAM	80.00	75.25	83.25	100	75.00	82.29	A	✓		
6	2020203888203032	RSK	80.00	73.25	79.25	100	75.00	80.59	A	✓		
7	2020203888203033	RHM	80.00	70.00	50.00	100	75.00	71.00	B	✓		
8	2020203888203034	RSH	80.00	70.00	50.00	100	75.00	71.00	B	✓		
9	2020203888203035	SKD	80.00	73.75	82.50	75	75.00	77.94	B	✓		
10	2020203888203037	NRM	80.00	73.50	81.50	100	75.00	81.33	A	✓		
11	2020203888203039	MSH	80.00	72.75	78.50	100	75.00	80.24	A	✓		
12	2020203888203041	AML	80.00	70.00	50.00	100	75.00	71.00	B	✓		
13	2020203888203042	FSA	80.00	70.75	79.50	100	75.00	80.04	A	✓		
14	2020203888203043	RKH	80.00	70.00	50.00	100	75.00	71.00	B	✓		
15	2020203888203044	AIN	80.00	78.25	80.00	100	75.00	82.06	A	✓		
16	2020203888203045	ALF	80.00	69.75	78.00	93.75	75.00	78.40	B	✓		
17	2020203888203047	MFD	80.00	70.65	55.55	81.25	75.00	70.02	B	✓		
18	2020203888203048	NHK	80.00	76.25	83.25	100	75.00	82.54	A	✓		
19	2020203888203049	ABM	80.00	75.00	81.75	87.5	75.00	79.90	B	✓		
20	2020203888203050	NDL	80.00	80.25	82.25	93.75	75.00	82.30	A	✓		
21	2020203888203051	SRW	80.00	70.00	50.00	93.75	75.00	70.06	B	✓		
22	2020203888203052	JNR	80.00	72.00	79.25	100	75.00	80.28	A	✓		
Rata-rata nilai kelas			<b>80.00</b>	<b>72.63</b>	<b>70.97</b>	<b>96.31</b>	<b>75.00</b>	<b>77.40</b>	<b>3.50</b>			
Pengisian nilai untuk kelas ini ditutup pada <b>Sabtu, 13 Agustus 2022</b> oleh <b>39301289006</b>												
Tanggal Cetak : <b>Senin, 6 Mei 2024, 15:14:01</b>												
Paraf Dosen :												
 NURUL HASANAH, M.Pd.												

**Result of questionnaire**



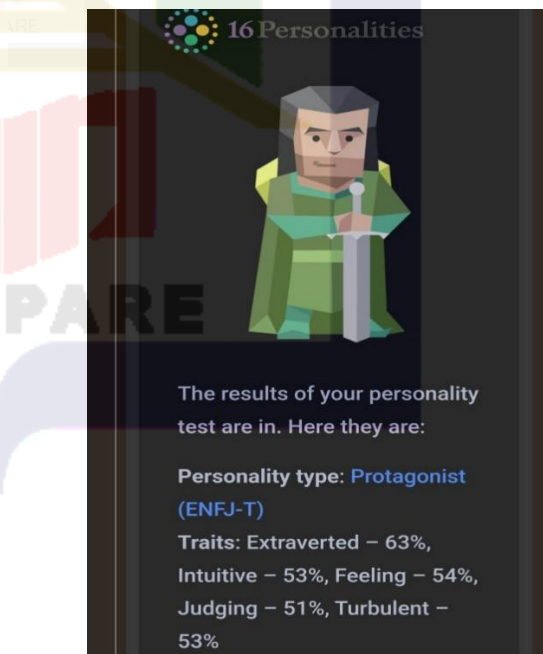
**Figure:** Appendices.1 from (RHK)



**Figure:** Appendices.2 from (SKD)



**Figure:** Appendice.3 from SRW



**Figure:** Appendice.4 from NHK

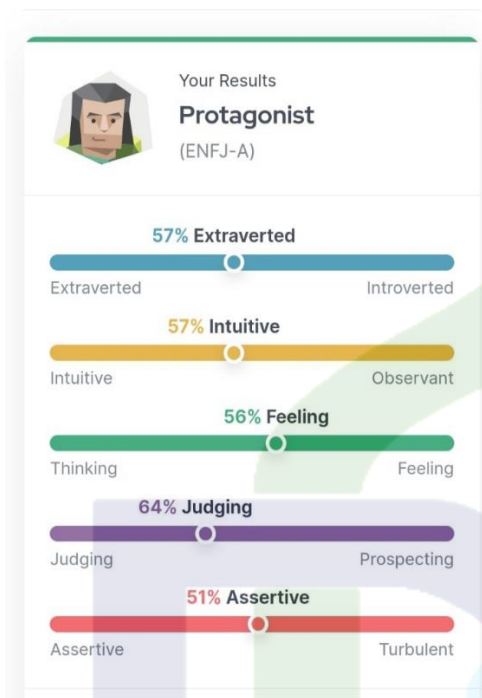


Figure: Appendices.5 from (VLP)



The results of your personality test are in. Here they are:

**Personality type: Protagonist (ENFJ-T)**  
 Traits: Extraverted – 54%, Intuitive – 53%, Feeling – 53%, Judging – 56%, Turbulent – 56%

Figure: Appendices.6 from (AIN)



Figure: Appendices.7 from (RSK)

Figure: Appendices.8 (MSH)



## Documentasion



**Picture Appendices.1:** giving a questionnaire to RKH



**Picture Appendices.2:** Giving questionnaire to AML



**Picture Appendices.3:** Giving questionnaire to RHM



**Picture Appendices .4:** Giving questionnaire to FSA

## Virtue of Consultant Degree



**KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 4020 TAHUN 2023**

**TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBIYAH**
- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
- Mengingat : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
- MEMUTUSKAN**
- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**
- Kosatu : Menunjuk saudara; 1. Hj. Nurhamdah, M.Pd.  
2. Nurul Hasanah, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Norma  
NIM : 2020203888203037  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Correlation between extrovert and introvert students personality on speaking achievement at English education departament
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 13 September 2023

Dekan

Dr. Zulrah, M.Pd.  
NIP. 19830420 200801 2 010



# Permission Research

SRN IP0000614



**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstsp@pareparekota.go.id*

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**REKOMENDASI PENELITIAN**  
**Nomor : 614/IP/DPM-PTSP/7/2024**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**M E N G I Z I N K A N**

KEPADA NAMA : **NORMA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
Jurusan : **PENDIDIKAN BAHASA INGGRIS**  
ALAMAT : **ARRA, DESA RAJANG, KEC. LEMBANG, KAB. PINRANG**  
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE CORRELATION BETWEEN EXTROVERT AND INTROVERT STUDENT PERSONALITY ON SPEAKING ACHIEVEMENT AT ENGLISH EDUCATION DEPARTMENT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **22 Juli 2024 s.d 22 Agustus 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **24 Juli 2024**

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE**

  
**Hj. ST. RAHMAH AMIR, ST, MM**  
**Pembina Tk. 1 (IV/b)**  
**NIP. 19741013 200604 2 019**

**Biaya : Rp. 0.00**

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)



Balai Sertifikasi Elektronik



## Letter of Research Completion



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 9110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

**SURAT KETERANGAN SELESAI MENELITI**

Nomor: B-3094/In.39/FTAR.01/PP.00.9/07/2024

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Nama : Dr. Zulfah, S.Pd., M.Pd.  
NIP : 198304202008012010  
Pangkat / Golongan : Pembina / IV a  
Jabatan : Dekan  
Instansi : Institut Agama Islam Negeri Parepare

menerangkan dengan sesungguhnya bahwa :

Nama : NORMA  
NIM : 2020203888203037  
Alamat : ARRA, DESA RAJANG, KEC. LEMBANG, KAB. PINRANG  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Tahun Akademik : 2023-2024

Benar yang bersangkutan telah melakukan penelitian dalam rangka penyusunan skripsi pada IAIN Parepare.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya

Parepare, 26 Juli 2024

Dekan,



Dr. Zulfah, S.Pd., M.Pd.

NIP 198304202008012010

## CURRICULUM VITAE



**Norma**, the researcher was born on August 05<sup>th</sup> 2002 in Pinrang. She is the second child from seven siblings; she has two brothers and four sisters. Her father's name is Hada and her mother name is Anni. She started her formal education in 2009 at SDN Inpress Arra and graduated in 2013.

She continued her study at SMPN 3 Lembang in the same year and graduated in 2017. In 2018 she continued her study in SMAN 8 Pinrang and graduated in 2020. Then she continued her study in IAIN Parepare at Tarbiyah Faculty in English Education Program she was in class B. While studying on the campus, she entered HMPS in 2022. Then she also entered the external student (Ikatan Pelajar Mahasiswa Pattinjo) organization, namely IPMP (Ikatan Pelajar Mahasiswa Pattinjo), and in the year 2024 she served as a member

of the DEMA I (Dewan Eksekutif Mahasiswa Institute) IAIN Parepare. She also the students that have been taking Nusantara KKN Religious Moderation at Tanah Torajah as Post 18 Rantekalua, Mengkendek district in 2023. Moreover she did PPL in MA Biharul Ulum Maarif at Ujung Lero, Suppa, Pinrang.

Researchers who enjoys learning wants to be useful people and role model for her younger siblings. That learning is something fun and everyone's dream and everyone has a different way of learning, so the researcher advises them to continue learning and explore new things that suit them