

**THE CORRELATION BETWEEN THE STUDENTS' EXTROVERT-
INTROVERT PERSONALITY AND THEIR ACHIVEMENT IN
SPEAKING**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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ABSTRACT

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This study is about *The Correlation between Students’ Extrovert-Introvert Personality and Their Achievement in Speaking*. The objective of this research is generally attempted to investigate the correlation between students extrovert-introvert personality at the eighth grade of SMP Negeri 1 Berampu in the academic year 2018/2019. The method used in this research is quantitative research and correlation analysis technique. The data were calculated statistically by Person Product Moment Correlation. The data were collected through questionnaire, test, interview, and documentation. This research is started by collecting theory after that giving the students personality test to the eighth grade of SMP N 1 Berampu and then classifying the extrovert student and introvert student. Then, after classifying students’ personality, the researcher gave a speaking test with interview the students. After scoring the students’ speaking ability, the researcher found the average of all students’ speaking score is enough. If we classifying the average students’ speaking score based on their personality, the average of students’ extrovert speaking score is good and the average of students’ introvert speaking score is enough. After calculating the data is found that the t-score (3.252) > table (1.300). The result of the study shows that there is a significance correlation between students’ personality trait (extrovert-introvert) and students speaking achievement.

Key Words: Correlation, Extrovert-Introvert, Speaking Achievement

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This research is entitled: **The Correlation between the Students' Extrovert-Introvert Personality and Their Achievement in Speaking** to fulfill one of requirement to obtain the degree of Sarjana Pendidikan in Faculty of Teacher Training and Education at University Muhammadiyah of Sumatera Utara. In writing this research, the researcher faced a lot of difficulties and problems but those did not stop her efforts to make a better one, and it is impossible to do without helps from other. There for researcher would like to thank:

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The researcher realizes that her study is still far from being perfect. So, the researcher expects suggestions and comments from all of the readers or other researchers who want to learn about this study.

Finally, the researcher hopes that her study will be useful for the readers, especially the students of English Education Program who want to do a similar research and also for the researcher herself. May Allah SWT bless all. Aamiinyarobbalalamin.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English that has four skills, namely listening, reading, speaking and writing. According to Richards and Renandya (2002), “speaking is one the central elements of communication. “Central elements of communication.” It means that speaking is very important element that can be used by someone to communicate with other. When someone speaks, he or she communicates by expressing his or her ideas, feeling and thought. In the class all students are required to practice speaking. According to Richards, “Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency” From that statement, the researcher would say that most language learners study English in order to develop proficiency in speaking. The ability of speaking itself shown if the students have studied about English. Speaking is become part of daily activities. By speaking, someone can interact to other people to make good relationship in social life. Besides, many language learners regard speaking as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

There are some factors which influence speaking ability. One of them is personality. It is undeniable that important individual differences exist among second language learners. Weiten (2012) “personality as individual unique constellation behavioral traits”. Behavioral traits is refers to the way of someone in behaving. 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 (2000) 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. Lawrence (2000) says personality has been recognized as a determining factor on how people learn.

Carl Gustav Jung (2008) says that personality has types according attitude of individuals. There are extrovert and introvert. Extrovert person tends to be active, sociable, easy-going, friendly, talkative, aggressive and a risk-taker, whereas introvert person tends to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner. The students with extrovert personality much talk and active in the classroom. They are brave and have high self confidence to speak or perform in front of the class while students with introvert personality like silence. They are passive students in the classroom. They like to be alone because they not too interested making many friends. They also like study serious in quiet place. There are some clear evidences that extroverted students learn foreign languages better because of their willingness to interact with others

and because of their reduced inhibitions. Extroverted students are more likely to prefer. Interactive role-plays and group work. Introverted personalities may not have so many friends, and have a preference for working in pairs or smaller groups. They may prefer individual activity, perhaps with one clear purpose. Working in groups may well be less successful, because of a reluctance to participate in speaking activities. Based on the experts' opinions, it is clear that introvert and extrovert students have different ability in speaking

English students must be able to communication with others to increase their speaking ability in the classroom. But, the differences in their personality traits it affects in their way to communicate with others for increasing their speaking. 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.

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.

So, the title of researcher's thesis is about: "The Correlation between the Students' Extrovert-Introvert Personality and Their Achievement in Speaking"

B. The Identification of Problem

Relating to the background above, the problems are identified below:

1. The extrovert and the introvert students may create gap in learning English.
2. The extrovert student is domineering speaker than the introvert student.
3. The introvert student likes speaking in less intensity and quantity than the extrovert student.

C. The Scope and Limitation

The scope of this research is about students' extrovert-introvert personality in speaking achievement and its limitation about asking and giving information.

D. The Formulation of the Problem

1. How is students' extrovert personality achievement in speaking?
2. How is students' introvert personality achievement in speaking?
3. Is there any correlation between students' extrovert-introvert personality and their achievement in speaking?

E. The Objective of Study

1. To investigate the speaking achievement of students' extrovert personality.
2. To investigate the speaking achievement of students' introvert personality.

3. To analyze the correlation between students' extrovert-introvert personality and their achievement in speaking.

F. The Significance of the Study

1. Theoretically

The findings of this research are expected to be used as a reference for the teacher and those who would like to know more about the correlation between students' extrovert-introvert personality and their achievement in speaking.

2. Practically

- a. English teachers, to inform the teacher about the differences in student personalities that allow them to have different learning abilities or abilities in the course of speaking so that they can choose appropriate actions in teaching the student.
- b. English student, by doing this research hopefully can make the students better understand themselves either the advantages or disadvantages of each and change something that needs to be done that allows them to improve their ability in speaking.
- c. Other researcher, to be used as a referential contribution for those who want to conduct a further in depth research to know more about the correlation between students' extrovert-introvert personality and their achievement in speaking.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. The terms have to be made clearly to avoid confusing the readers. The researcher will present some theories related to the study in order to get the points clearly.

1. Personality

When you talk about someone's personality, what do you really mean? Have you ever heard someone say, "She's very aggressive" or "He's so shy - such an introvert!" or "My mother is really sweet?" Or how about "He's very dependent" or "She's got a terrific personality - a lot of sparkle!" the researcher thinks you have heard exactly those words. In contrast to psychologists' use of the term, when the average person uses the term, "personality" has a variety of meanings, each unique to the situation in which it appears. Many different descriptions about personality are possible, but when most people use the term "personality", sometimes they are using it for one of two purposes. In several examples, personality is labeling an obvious feature. Someone is sweet, or introverted, or shy, or aggressive.

George (2010) personality is usually discussed in terms of what makes a person different from others, what makes it unique compared to the others. This aspects of personality are called "individual differences". Collins Cobuild Dictionary (2005) defines personality as one's "whole character and nature."

While according to Pervin and John's standard definition, personality represents those characteristics of the person that "account for consistent patterns of feeling, thinking, and behaving." Each child is born with a unique personality. A great deal is learned through circumstances and other people, but most people believed it was inherent in us by the time we are born. Personality is made up the characteristic patterns of thoughts, feelings and behaviors that make a person unique. Personality arises from within the individual and remains fairly consistent throughout life. The meaning of the word "personality" may be somewhat vaguely associated with the idea of social attractiveness. To say that one has personality is generally considered to be a compliment, implying a high degree of acceptability by some group. The exact meaning of the word is seldom clear to those who use it, but if pressed to explain further what they mean by personality, they may describe it as charm, good manners, verbal facility, and physical attractiveness.

Allport (2011) says that personality is the arrangement of psychophysical systems which are named within an individual that determines the unique individual's adjustment to the environment. The term "arrangement" means an integration or dependability of many aspects of personality. Personality is something that organized and will be change dynamically, and "psychophysical" means that personality is not only emphasize in the psychological aspect but also in physical aspect of personality. From the theories above, the researcher concluded that personality gives the idea that human is a product as well as process, including physical and psychological system covers visible behavior (external behavior) and mind that are not visible (internal behavior).

2. Extrovert

Eysenk in Wakamoto (2009) states there are five characteristic behaviors of extrovert. The first characteristic is the behaviors of extrovert in their sociability or interactions. Like parties, need to have people to talk to. The second characteristic is the excitement of extrovert personality. The extrovert craves excitement and act on the spur of the moment. The third characteristic is the expenditure of energies of extrovert personality. Carefree, easygoing, optimistic, like to laugh and the merry, altogether their feelings are not kept under tight control. The fourth characteristic is the planning of extrovert personality. Take change, generally like changes. The last characteristic is an interesting activity of extrovert. The extrovert students do not like reading and studying alone.

Extrovert refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences. Extrovert has an objective and not personalized view of the world. Extrovert has the main characteristics, namely the ability to socialize and impulsive nature, sense of humor, passionate, quick thinking, optimistic, and other characteristics that indicate a people who appreciate their relationships with others.

In spoken language, Extroverts are perceived to talk louder and more fluently, but at times less accurately. Extroverts talk more with longer texts perceived to display greater dominance. Extrovert language is more repetitious, especially in formal situations. They make a greater number of contributions, and they show a greater desire to communicate. Myers-Briggs character types of

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

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

a. The Strengths of the Extrovert Students

The natural virtue of the extrovert is ambition. Thompson expressed that the extrovert is a dominant, strong and decisive personality that centers on getting things done by whatever means. The extrovert is also an optimistic child. Seligman (1995) wrotes "that optimism is seeing the glass as half full, or always seeing the silver lining, or habitually expects a Hollywood ending to real troubles. The extrovert is successful in his school work. Being of an active temperament, he feels a continual inclination to activity and occupation. In his speaking the

extrovert is brief and definite. This smart, positive, firmness in speaking and appearance gives him a good position especially when engaged in educational event, such as debating and delivering speech in school.

b. The Weaknesses of the Extrovert Students

The descriptions from Conrad Hock (13-14) below will give more information about the weaknesses of the extrovert student due to understanding the personality.

1. Pride.

The extrovert is full of himself. In other words, He has a great opinion of his qualities and his success and considers himself as an extraordinary and as one called upon to perform great deeds.

2. Anger.

The extrovert may even indulge in furious outbursts of anger. His anger easily changes into hatred. Or we can say that things are made even worse by the fact that the extrovert is easily angry. By such trait, which the extrovert inflicts in his anger upon his classmates he can offend even his best friends.

In his anger and pride he permits himself to be drawn to actions which he knows will be very intrude to him and to others; for instance, ruin of his health, his work, his fortune, loss of his position, and complete breaking with intimate friends. Several other negative traits are:

1. The extrovert is very stubborn. He thinks he is always right, can never get mistakes in learning, and is never willing to be in a lower score of others.

2. The extrovert has a great deal of self-confidence. He refuses the help of others and prefers to work alone, partly because he does not like to ask for help, partly because he believes that he is himself more capable than others.

3. Introvert

Eysenk in Wakamoto (2009) explains that there are five characteristic behaviors of introvert personality. The first characteristic is the behaviors of introvert in their sociability or interactions. The ways of introvert in sociability or interactions are reserved and distant except to intimate friends. They are quiet students and like to be alone and just have one or two close friends. The second characteristic is the excitement of introvert personality. The introvert do not like excitement and distrust the impulse of the moment. The third characteristic is the expenditure of energies of introvert personality. The extrovert are reliable, take matters of everyday life with proper seriousness, pessimistic; quiet, retiring sort of person, and introspective. The fourth characteristic is the planning of introvert personality. The planning of introvert is generally just plan a head. The last characteristic is an interesting activity of introvert. The introvert students are like fond of books rather than people.

Introvert essentially has subjective and individualized view in seeing things in the world. They can be described as uncommunicative, passive, not very sociable, carefully, closed, attentive, pessimistic, peace, calm, and controlled.

Myers-Briggs character types of introvert are: Territoriality, concentration, internal, depth, intensive, limited relationships, conservation of energies, interest in internal reaction and need to process ideas before speaking sometimes led to

avoidance of linguistic risk in conversation. So, the introverts students tend to speak and not sociable in class and prepared themselves to offer their idea to the group in discussion or learning. From explanation above, it can be concluded that there are several points which characterize students who have introvert personality. First, introvert students are reserved and distant except to intimate friends'. Second, introvert students refers to work alone and aloof. Third, they tend to passive, shy, does not like appear in public, avoid noise and crowds situations and quite. Fourth, they are very personal, closed, and seriousness. Fifth, they tend to think very careful, need time to think and talk later, planning in their head. Last, they are listening more than speak and hides enthusiasm.

a. The Strengths of the Introvert Students

When interact in the school life, introvert students are typically serious to get understanding and as much knowledge as he learned. That trait appeared because he looks the life from serious side as the excitement. The great of his willingness to conquer the life contradicts with the reality which is not always good. The strengths of the introvert students above are specified on several main traits. They are:

1. Persistent

According to Marie Sager (2009), the introvert people spend a lot of energy trying to make sense of troubling events, so they can avoid those events in the future. He does many efforts diligently. He spends a longer time to finish the task. It means that he does not feel boring to the situation of class. He knows that he must learn well until the end of learning period.

2. Scheduled and detail

Warfield explains that the introvert is rigid. We can say he may improve his quality of intellectuality by training under well managed schedule because an introvert is a planner, or we can say he makes sure things happen, although sometimes they can paralyze themselves with over-analysis. Lists and “doing things the right way” are characteristics of this personality type. The introvert students will appear neat and structured when he does duties. Others can say that he makes perfectly things done from the beginning until the last work he gets used to finish in detail.

b. The Weaknesses of the Introvert Students

The potentiality of this temperament to the negative traits is great enough. The introvert is a passive temperament. The person possessing such a temperament, therefore, has not the joyful, quick, progressive, and active. He has a marked inclination to inactivity. Several kinds of descriptions about introvert main weakness traits are written through points, they are:

1. Love of retirement

The introvert does not feel at home among a crowd for any length of time to learn; he loves silence and solitude. Being inclined to introspection he draws himself from the crowds and forgets his environment. In school he is often distracted, because he is absorbed by his own thoughts.

2. The Introvert is irresolute

Under the case of too many considerations and too much fear of difficulties the introvert is haunted by own problem and desire without willingness to solve it and struggle for it. It is possibility that his plans or works

may fail, the introvert can hardly reach a decision. He is inclined to defer his decision. What he could do today he postpones for tomorrow.

3. The introvert is despondent and without courage

He is timid if he is called upon to begin a new work, to execute a disagreeable task, to venture on a new undertaking. He has a strong will coupled with talent and power, but no courage or we can call low mood person. If difficulties in his undertakings are encountered by the introvert, he feels discouraged and is tempted to give up the ship, instead of conquering the obstacle and repairing the ill success by increased effort. In conclusion, the introvert is too much feeling person. The feelings sometimes impede his work in some cases, but the essential of the introvert is an adequate important to assist though t and analysis of others; they are deeply thoughtful and prone to be exceptionally intellectual. In contrary, the extrovert becomes a moving man and a pioneer. Extrovert on the other hand is a born leader, dynamic and has a strong urge to change thing and in doing them but tends to be bossy, arrogant and impatient. He does not involve much of his feeling to make decision.

4. Speaking

The principal goal of learning English language is to enable the students to communicate with other people. Being able to speak English language will be facilitated when learners are active to communicate. Speaking is a language skill or means of communication in which one can express his ideas, feeling and information to others orally. Speaking becomes one of the most important skills in language learning besides reading, listening, and writing. In this respect, speaking

usually gives personal satisfaction to communicate in the target language. Speaking therefore becomes the most important aspect in communication. Luoma (2004) states that “speaking as interaction, and speaking as a social and situation based-activity.” It can be pointed that speaking is an activity that used by someone to creates a social interaction to another people. In addition, speaking is become part of daily activities. By speaking, someone can interact to other people to make good relationship in social life.

In addition, Nunan (2003) suggests that “speaking is productive aural or oral skill. It consists of producing systematic verbal utterance to convey meaning.” In other word, speaking is oral communication which producing systematic word in order to make easy the speaker in delivering the meaning and the listener can understand what speaker means. By always practice speaking skill, someone can get much information, knowledge and it can increase her or his speaking skill to be good. Without good speaking skill, someone will be difficult to communicate effectively and causes misunderstanding. Trigan (1990) states, speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, or feeling. It is very complex, because it includes many aspects such as, grammar, pronunciation, fluency, and vocabulary. The object of speaking are various; discussion, speech, debate, dialog, and conversation. So, it can be considered as the most important of human tool for social control.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its forms and the meaning depend on the context in which it occurs, including the participants themselves,

their collective experiences, the physical environment, and the purposes for speaking. It is spontaneous, open-ended, and evolving. Furthermore, Speaking means to reproduce words or to use words in ordinary voice, utter words by using conversations. The best way in speaking English is to speak on regular basis; it is like acquiring a new skill or task that is completely new. The learning process is a repetitive course of actions. We have to be constantly doing it in order to master it. It takes time, patience and a lot of practice.

To most people, mastering the art of speaking is the single of most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking is also one of the important skills that must be mastered by students. It can also be known from Kalayo and Fauzan's overview on his opening speech explanation teaching speaking. He said: Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Speaking means to say word, when doing this, a person uses his brain and arbitrary organs to say the words or the utterance. Though the activities, the speakers' purpose is to deliver meaning to the person whom is talking to. In addition to the ideas above, Finocchiaro and Bonomo says that there are six important things to be considered in speaking ability, they are: (a) decide what learners wants to say, (b) select words that fall into the pattern they are going to use, (c) select words that fall into the pattern conveying the meaning, (d) select correct arrangement words, (e) make sure the

appropriate situations, (f) place tongue and lips in certain position to produce sounds.

However, to develop speaking skill, it is useful to carry out an analysis of the materials and classroom task to the basis of learners' speaking programs, and compare it with the target task. Based on the concept of speaking above, it is clear that speaking is very important if the students want to communicate with others in English well, because it is extent to students or speakers achieve instructional students speak, they have to be able to express their thought in popular forms of expression.

4.1 The Components of Speaking

Speaking becomes important because it is a skill that can make people understand to what things explained easily. English students' speaking ability is expected to be good because they have been learning English since some years before and they will have many performances related to oral skill in universities. It is surprising that many English students especially in Indonesia lack of speaking performance. Moreover, their perceptions about grammar and speaking skill always occurs, they think it is impossible to speak without grammar mastery, some of student also thinks that to master speaking skill we need to stay in native English atmosphere.

1. Pronunciation

Pronunciation is the student's way to utter English words. Pronunciation is one of the difficult language components of a grammar made up of the elements or principles to determine how sound vary and pattern in a language.

2. Grammar

It concerns with how to arrange a correct sentences in conversation. It can develop the ability to understand and respond quickly, and the ability to articulate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Having limited vocabulary is a barrier that precludes learners from learning a language. Without having a sufficient vocabulary, one cannot communicate effectively of express ideas in both oral and written form.

4. Fluency

Fluency is the ability to speak fluently and accurately suited with professional necessity. In other words, being fluent means able to keep the language coming. There may be mistakes, fillers and repetition.

5. Comprehension

Comprehension is a complex process that has been understood and explained in a number of ways. Comprehension means the ability to understand meaning which is spoken. Comprehension takes part in some situations for example discussing work or problems, making arrangements chatting at social gathering, watching a film, and being interviewed. From the explanation above, it can be concluded that there are five components of assessing speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

4.2 Speaking Achievement

According to Simpson and Weiner as quoted by Yusuf achievement is defined as measurable behavior in a standardized series of tests. They contended that achievement test intends to measure systematic education and training at school occupation towards a conventionally accepted pattern of skills or knowledge. Several subjects may be combining into achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient. In the some occasion, Yusuf describe that achievement is regarded as action of completing or attaining by exertion..

From the explanation above, it can be said that achievement is used to describe the status or level of person's learning and his ability to apply what he has learnt. In educational view, achievement is to measure how much has been learned in a subject and what the specific abilities or skills have been developed.. So, speaking achievement it can be defined how much the ability to apply about speaking English.

According to Brown (2004), there are some components in assessing speaking, there are:

Table 2.1 The Assessment of Speaking

Aspect	Competency	Score
Pronunciation	Have few traces of foreign accent	5
	Always intelligible, though one in conscious of a definite accent	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.	2
	Pronunciation problems so serve as to make speech virtually unintelligible.	1

Grammar	Makes few noticeable errors of grammar or word-order.	5
	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.	4
	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	3
	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.	2
	Errors in grammar and word-order so several as to make speech virtually unintelligible.	1
Vocabulary	Use of vocabulary and idioms is virtually that as a native speaker.	5
	Sometimes uses in appropriate terms and/or must rephrase ideas because of lexical inadequacies.	4
	Frequently uses the wrong words; conversation somewhat limited because of adequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme as to make conversation virtually impossible.	1
Fluency	Speech as fluent and effortless as that of a native speaker.	5
	Speed of speech seems to be slightly affected by language problems.	4
	Speed are rather strongly affected by language problems.	3
	Usually hesitant, often forced into silence by language limitations.	2
	Speech is as halting and fragmentary as to make conversation virtually impossible.	1
Comprehension	Appears to understands everything without difficult.	5
	Understands nearly everything at normal speed, although occasional repetition may be necessary.	4
	Understand most of what is said at slower than normal speed with repetitions.	3
	Has great difficulty following what is said. Can comprehend only "social conversation"	2

	spoken slowly and with frequent repetitions.	
	Cannot be said to understand even sample conversation English.	1

4.3 Speaking Achievement of Extrovert

According to Myers, Extroverts tend to prefer learning situations that afford interaction. A study conducted by Galvan and Fukada found that students who were outgoing participated more than introverts, its extroverts. In spoken language, Extroverts are perceived to talk louder and more fluently, but at times less accurately. Extroverts talk more with longer texts perceived to display greater dominance. Extrovert language is more repetitious, especially in formal situations. They make a greater number of contributions, and they show a greater desire to communicate. Myers-Briggs character types of extrovert are: Sociability, interaction, external, breadth, extensive, multiplicity of relationships, expenditure of energies, interest in external events and dependent on outside stimulation and interaction. Extrovert students more active in learning process because they are used to speak to each other so that it influence their ability in learning process. Extroverts would be likely to maximize contact and quantity of input received; maximize interaction, assuming negotiating meaning through interaction is crucial and maximize language output, assuming the process of using language is important for development.

4.4 Speaking Achievement of Introvert

Introvert is a person who is more interested in her or his own thoughts and feelings than in things outside herself or himself, and is often shy and unwilling to

take part in activities with others. According to Barret and Connot, introverted students are least involved in school activities and have lower academic achievement, especially in speaking ability. Introversion involves directing attention on inner experiences. So, a person high in introversion might be quiet and reserved. In study, especially in speaking subject, introverted learners prefer to study alone with little noise or interruption. They are also tend to participate less in class and tend to prefer small groups. Myers-Briggs character types of introvert are: Territoriality, concentration, internal, depth, intensive, limited relationships, conservation of energies, interest in internal reaction and need to process ideas before speaking sometimes led to avoidance of linguistic risk in conversation. So the introverts students tend to speak and not sociable in class and prepared themselves to offer their idea to the group in discussion or learning.

B. Relevant Study.

There some studies that related to this research had been conducted before. The first study is conducted in the thesis “An Analysis of Extrovert and Introvert Students in Their Speaking Achievement (A study at the first year students of English Department of STKIP PGRI West Sumatera) by Widia Siska (2014). The researcher said there were differences character behavior of students in learning process; students who active to speak and students who passive to speak in learning process. In this research, the researcher wanted to know the result of extrovert and introvert students personality in their speaking achievement.

The second study is Hilda Nazila (2015) in the research “The Students’ Speaking Performances between Extrovert and Introvert Personality at IAIN

Langsa”. The researcher said every student have different character or personalities to increase their speaking performances in the classroom. There are significant differences in terms of reaction between these two categories of people are extrovert and introvert personality. This study is an attempt to investigate the probable roles of extrovert and introvert personality towards speaking performance. This study is an attempt to investigate the probable roles of extrovert and introvert personality towards speaking performance. There is also a different learning style between the introvert and extrovert students, introvert students prefer to study alone while the extroverts prefer to participate and study in group.

The third study is Usmiaty in “The Difference between Speaking Ability of Introvert and Extrovert of the Second Year Students of Senior High School 1 Tanjungbalai Karimuntebing District in Karimun Regency”. The research proves that there is a significant difference on the speaking ability between introvert and extrovert students. This research is finding whether there is any significant difference on the speaking ability between introvert and extrovert students, and to know how the speaking ability of introvert and the speaking ability of extrovert students is.

From the relevant studies above the researcher wants to explain this research. The researcher wants to analyze about the correlation between students’ extrovert-introvert personality and their achievement in speaking.

C. Conceptual Framework

Personality is usually discussed in terms of what makes a person different from others, what makes it unique compared to the others. It represents those characteristics of the person that “account for consistent patterns of feeling, thinking, and behaving. In several examples, personality is labeling an obvious feature.

Extrovert and introvert are general kind of student’s personality. Usually called by active or passive students. Extrovert person tends to be active, sociable, easy-going, friendly, talkative, aggressive and a risk-taker, whereas introvert person tends to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner. The characteristics of extrovert personality are recharge by interaction with others, enjoy the center of attention in group activities, tends to think out loud with others, share personal information freely, talks more than listens, communicates with enthusiasm, and prefer many friends to a few friends and shallow relationships. While introvert person tends to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner. The characteristic of introvert personality are recharges through time alone, avoids being the center of attention, thinks in their head, very personal, listens more than speaks, hides enthusiasm, and prefers quality over quantity friendships.

With the significant differences of personality, the researcher wants to find out the correlation between extrovert and introvert students’ with their speaking achievement. This research used correlation research to analyze the data.

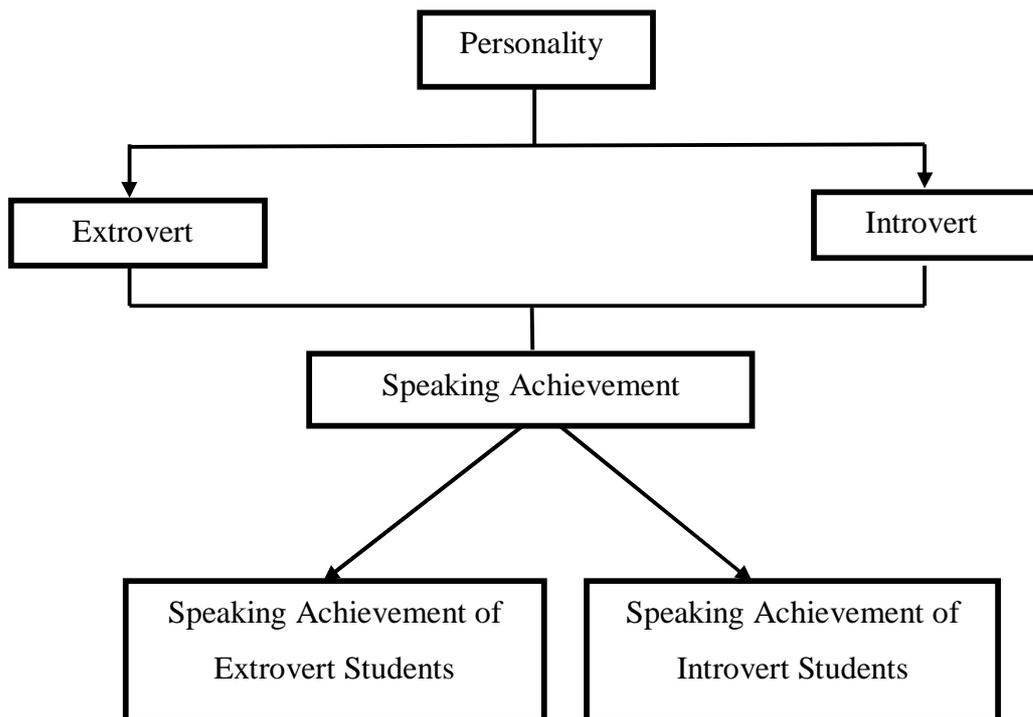


Figure 2.1 Conceptual Framework

D. The Hypothesis

Based on the theoretical description and theoretical framework the research can be formulated the hypothesis as follow:

1. Alternative Hypothesis (Ha) : there is a significant correlation between students' extrovert-introvert personality and their achievement in speaking.
2. Null hypothesis (Ho) : there is no significant correlation between students' extrovert-introvert personality and their achievement in speaking.

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research was conducted SMP Negeri 1 Berampu 2018/2019 academic year. The location of this school in Jln. Parongil No. 10, Kec Berampu, Kab Dairi, North Sumatera. The reason of choosing this school has enough good quality. This school was include "Sekolah Model". Sekolah Model is guided school by LPMP which implements internal quality assurance. This school is a national project school. The other reason for researcher chooses this school because this school is the only one junior high school in a district. So, there is so many students from various villages learn in there which make different abilities or characters.

B. Population and Sample

1. Population

Population is all members of well-defined class of people, events and objects. The population of this research has been on the students of grade VIII. In the grade VIII consist of 6 classes. There are 32 students for each class. So, the population or total of students is 192.

2. Sample

Sample is the proportion of population was selected for observation and analysis. The sample take randomly because not all the population is necessarily involve in this research. A certain number of students are selecting as the representative. By random sampling, all population has a equal chance of being

selected. The technique used in this research is random sampling technique. By random sampling, all population has a equal chance of being selected. The characteristic of the correlation study is that study does not require not too much subject of research, which is 50 to 100 research subject can be considered sufficient. If the research subject is large or more than 100, it can be taken 10-15% or 20-50% or more.

Table 3.1

No	Class	Population	Sample
01.	VIII 1	32	8
02.	VIII 2	32	8
03.	VIII 3	32	8
04.	VIII 4	32	8
05.	VIII 5	32	8
06.	VIII 6	32	8
	TOTAL	192	48

From the table above we can conclude the researcher took 25% sample from the population. $25\% \times 32 = 8$. So, from each class the researcher took 8 samples and the total of sample is 48.

C. Research Design

Based on the objective of the study, the type of this research is quantitative research. Quantitative cares about measuring relationships among available variables. This type of research puts more emphasizes in collecting data in the form of numbers. Besides, to express the relationships between data variables this research uses correlation formula. According to SyofianSiregar, correlation is a research that aims to know the relation of two or more variables. With this

research, we can conclude a theory to explain, predict, and control an indication. If two or more variables are highly related, scores on one variable could be used to predict scores on the other variable. In this research, the researcher wants to analyze the correlation between the students' extrovert-introvert personality and their achievement in speaking.

D. The Source of Data

The source of data was derived by:

1. Questionnaire

Questionnaire is a research instrument consisting of series of questioner to be answered by the students. The researcher used Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck, Eysenck and Barrett. Each question has a binary response 'yes' or 'no'. It contain of 12 questions. The students were asked to choose one answer that suits the characteristics of him by giving the sign (x) or a checklist (√). The researcher uses questionnaire to know the students' personality traits, whether they are introvert or extrovert.

2. Test

Test is an instrument which is more appropriate to measure the students' ability. Therefore, to know the students ability, the researcher collected the data by giving them an oral test. The researcher uses interview. Interview is suitable in assessing oral production mainly in interactive and extensive categories. The researcher gavethem10 oral questions during interview with record their answer. It helps the researcher for assessing their speaking based on five components of

speaking. It contains pronunciation, grammar, vocabulary, fluency, and comprehension.

3. Documentation

Documentation is needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc. Researcher will use the documents related to the object of research such as students' name list, the number of students, and English subject schedule.

F. Technique for Collecting Data

In collecting the data the researcher giving questionnaire and oral test. The step of collecting data will shown as follow:

1. The researcher gave questionnaire to the students as the sample. They were given several minutes and should give the result on the same day. To fill quickly becomes one of EPQR procedures to minimize data manipulation.
2. The researcher gave some instruction to answer the questionnaire.
3. The researcher collected the questionnaires that answered by students.
4. The researcher gave the students as the sample oral test. The researcher recorded students oral test answer.

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F. Techniques for Analyzing Data

After collecting the data with questionnaire and interview, the data was analyzed by following procedures in analyzing the data. To find out the degree of correlation between students' extrovert-introvert personality with their achievement in speaking, the researcher use Pearson Product Moment correlation method by Karl Pearson:

$$r_{XY} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{n \sum X^2 - (\sum X)^2} \sqrt{n \sum Y^2 - (\sum Y)^2}}$$

R_{xy} = coefficient of correlation between X variable and Y variable (koefisien korelasi antara variabel X dan varieabel Y)

X = sum of score in x distribution (jumlah score dalam distribusi X)

Y = sum of score in Y distribution (jumlah score dalam distribusi Y)

XY = sum of multiplication of X and Y (jumlah perkalian antara X dan Y)

X^2 = sum of X quadrate (jumlah kuadrat dari X)

Y^2 = sum of Y quadrate (jumlah kuadrat dari Y)

Table 3.2. Simple Interpretation of Correlation according to Guilbord in Subana:

R_{xy}	Interpretation
0.00 - 0.20	There is no correlation between X and y variable.
0.20 – 0.40	Weak or low correlation.
0.40 - 0.70	Enough correlation.
0.70 – 0.90	Strong or high correlation.
0.90 – 1.00	Very strong and very high correlation.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

After doing the research, there were several data obtained regarding to student speaking scores. The following table was the data about the students' scores in speaking test.

Table 4.1 Students' Scores Speaking Test

No	Students Initial	Speaking Assessment					Score
		Gram mar	Vocabul ary	Compre hension	Fluen cy	Pronun ciation	
1.	Am.Shb	3	4	3	3	2	15
2.	An.Shb	3	3	4	3	3	16
3.	Ma.Pnk	4	4	5	4	4	21
4.	Ta.Lbs	4	4	4	4	4	20
5.	Mur.Ujg	3	3	4	3	2	15
6.	Ma.Pkn	3	4	4	3	3	18
7.	Sa.Mnl	3	4	4	3	4	18
8.	Irw.Shb	3	3	3	3	3	15
9.	Se.Pgn	3	3	4	3	3	17
10.	Sa.Shb	3	3	4	3	3	16
11.	Ri.Sgg	3	3	4	3	3	15
12.	Ro.Trng	3	4	4	3	3	17
13.	No.Shb	3	4	3	3	3	16
14.	Kh.Srg	4	4	4	4	4	20
15.	Na.Npt	4	4	4	4	3	20
16.	Ti.Prb	3	3	3	3	2	14
17.	Ma.Hts	3	3	4	3	3	16
18.	Ikh.Ujg	4	4	4	4	4	20
19.	Mur.Dmk	3	4	4	4	4	19
20.	Ek.Ngl	4	5	4	4	4	21
21.	Sa.Shb	3	2	3	2	2	12
22.	Yu.Ps	1	2	3	2	2	8
23.	Er.Shb	1	2	3	1	2	9
24.	Lu.Sjt	3	3	4	3	3	16
25.	Ala.Ma	2	3	2	2	2	11

26.	Ri.Si	2	3	3	2	2	12
27.	Ri.Hu	3	4	3	3	3	16
28.	No.Si	2	3	3	2	2	12
29.	Ha.Ngl	4	4	5	4	4	21
30.	Su.Li	2	2	2	2	2	10
31.	Le.Si	3	3	3	2	3	14
32.	La.Mnl	3	3	4	3	3	16
33.	Ul.Ujg	3	2	3	2	2	12
34.	Ga.Mnl	3	3	3	3	3	15
35.	Mu.Bk	2	2	2	2	2	10
36.	Sa.Tgr	2	3	3	2	2	12
37.	Rfa.Mnl	2	3	3	2	3	13
38.	Kr.Shb	2	2	2	1	2	9
39.	Jh.Tgr	2	2	2	2	2	10
40.	Ht.Sht	2	3	3	2	2	12
41.	Bu.Sbl	2	3	3	2	2	12
42.	Fb.Fbr	4	4	4	4	4	20
43.	Bb.Prb	2	3	3	2	2	12
44.	Do.Mnl	2	2	2	2	2	10
45.	Jo.Brp	3	4	3	3	3	16
46.	Ar.Shb	2	3	3	2	2	12
47.	Yuh.Srg	2	3	3	3	2	13
48.	Fr.Sbr	2	3	3	2	2	12
TOTAL							706

Table 4.2 The Classification Score Speaking Test

Classification	Score Total
Very Good	25 - 21
Good	20 - 16
Enough	15 - 11
Poor	10 - 6
Very Poor	5 - 1

From the table above, it was found the higher speaking score of the students is 21 and the lower is 8. Then to know the level of students' achievement in speaking, is determined by the average score. The following formula will help us to calculate the average score.

$$M = \frac{\sum X}{N}$$

$$M = \frac{706}{48}$$

$$M = 15$$

Note:

M = mean score of students speaking performance

$\sum X$ = the sum of student score

N = the number of students joining the class

Based from the computation above, we can conclude the average all of the students speaking achievement is enough.

While the students' personality traits are determined by using questionnaire and the analysis of the questionnaire is transformed into quantitative data. The questionnaire consists of 12 questions that have 2 answer options, YES or NO. To assess the questionnaire, the writer need to calculate the question items that has checklist (✓) in option answer YES in both of the personality dimensions (extrovert and introvert dimension). The table below is a summary table for all students' questionnaires.

Table 4.3 The Result of Questionnaire

No	Students Initial	Score		Note
		ED	ID	
1.	Am.Snt	7	5	Score 2 (+), leaned to the extrovert dimension
2.	An.Shb	9	3	Score 6 (+), leaned to the extrovert dimension
3.	Ma.Pnk	8	4	Score 4 (+), leaned to the extrovert dimension
4.	Ta.Lbs	8	4	Score 4(+), leaned to the extrovert dimension
5.	Mur.Ujg	9	3	Score 6 (+), leaned to the extrovert dimension
6.	Ma.Pkn	7	5	Score 2 (+), leaned to the extrovert dimension
7.	Sa.Mnl	10	4	Score 8 (+), leaned to the extrovert dimension
8.	Irw.Shb	7	5	Score 2 (+), leaned to the extrovert dimension

9.	Se.Pgn	9	3	Score 6 (+), leaned to the extrovert dimension
10.	Sa.Shb	8	4	Score 4 (+), leaned to the extrovert dimension
11.	Ri.Sgg	10	2	Score 8 (+), leaned to the extrovert dimension
12.	Ro.Trg	11	1	Score 10(+), leaned to the extrovert dimension
13.	No.Shb	8	4	Score 4 (+), leaned to the extrovert dimension
14.	Kh.Srg	10	2	Score 8 (+), leaned to the extrovert dimension
15.	Na.Npt	8	4	Score 4 (+), leaned to the extrovert dimension
16.	Ti.Prb	9	3	Score 6 (+), leaned to the extrovert dimension
17.	Ma.Hts	9	3	Score 6 (+). leaned to the extrovert dimension
18.	Ikh.Ujg	7	5	Score 2 (+), leaned to the extrovert dimension
19.	Mur.Dmk	9	3	Score 6 (+), leaned to the extrovert dimension
20.	Ek.Ngl	7	5	Score 2 (+), leaned to the extrovert dimension
21.	Sa.Shb	8	4	Score 4 (+), leaned to the extrovert dimension
22.	Yu.Ps	7	5	Score 2 (+), leaned to the extrovert dimension
23.	Er.Shb	10	2	Score 8 (+), leaned to the extrovert dimension
24.	Lu.Sjt	7	5	Score 2 (+), leaned to the extrovert dimension
25.	Ala.Ma	4	8	Score 4 (-), leaned to the introvert dimension
26.	Ri.Si	5	7	Score 2 (-), leaned to the introvert dimension
27.	Ri.Hu	1	11	Score 10 (-), leaned to the introvert dimension
28.	No.Sbl	5	7	Score 2 (-), leaned to the introvert dimension
29.	Ha.Ngl	5	7	Score 2 (-), leaned to the introvert dimension
30.	Su.Li	2	10	Score 8 (-), leaned to the introvert dimension
31.	Le.Si	4	8	Score 4 (-), leaned to the introvert dimension
32.	La.Mnl	3	9	Score 6 (-), leaned to the introvert dimension
33.	Ul.Ujg	5	7	Score 2 (-), leaned to the introvert dimension
34.	Ga.Mnl	4	8	Score 4 (-), leaned to the introvert dimension
35.	Mu.Bk	5	7	Score 2 (-), leaned to the introvert dimension
36.	Sa.Tgr	5	7	Score 2 (-), leaned to the introvert dimension
37.	Rfa.Mnl	2	10	Score 8 (-), leaned to the introvert dimension
38.	Kr.Shb	3	9	Score 6 (-), leaned to the introvert dimension
39.	Jh.Tgr	1	11	Score 10 (-), leaned to the introvert dimension
40.	Ht.Sht	2	7	Score 2 (-), leaned to the introvert dimension
41.	Bu.Sbl	5	7	Score 2 (-), leaned to the introvert dimension
42.	Fb.Fbr	5	7	Score 2 (-), leaned to the introvert dimension
43.	Bb.Prb	5	7	Score 2 (-), leaned to the introvert dimension
44.	Do.Mnl	4	8	Score 4 (-), leaned to the introvert dimension
45.	Jo.Brp	5	7	Score 2 (-), leaned to the introvert dimension
46.	Ar.Shb	3	9	Score 6 (-), leaned to the introvert dimension
47.	Yuh.Srg	2	10	Score 8 (-), leaned to the introvert dimension
48.	Fr.Sbr	4	8	Score 4 (-), leaned to the introvert dimension

From the table we can see, there were 24 extrovert students and 24 introvert students.

Table 4.4 The Speaking Score of Extrovert Student and Introvert Students

No	Students Extrovert Initial	Score	Students Introvert Initial	Score
1.	Am.Shb	15	Ala.Ma	11
2.	An.Shb	16	Ri.Si	12
3.	Ma.Pnk	21	Ri.Hu	16
4.	Ta.Lbs	20	No.Sbl	12
5.	Mur.Ujg	15	Ha.Ngl	21
6.	Ma.Pkn	18	Su.Li	10
7.	Sa.Mnl	18	Le.Si	14
8.	Irw.Shb	15	La.Mnl	16
9.	Se.Pgn	17	Ul.Ujg	12
10.	Sa.Shb	16	Ga.Mnl	15
11.	Ri.Sgg	15	Mu.Bk	10
12.	Ro.Trg	17	Sa.Tgr	12
13.	No.Shb	16	Rfa.Mnl	13
14.	Kh.Srg	20	Kr.Shb	9
15.	Na.Npt	20	Jh.Tgr	10
16.	Ti.Prb	14	Ht.Sht	12
17.	Ma.Hts	16	Bu.Sbl	12
18.	Ikh.Ujg	20	Fb.Fbr	20
19.	Mur.Dmk	19	Bb.Prb	12
20.	Ek.Ngl	21	Do.Mnl	10
21.	Sa.Shb	12	Jo.Brp	16
22.	Yu.Ps	8	Ar.Shb	12
23.	Er.Shb	9	Yuh.Srg	13
24.	Lu.Sjt	16	Fr.Sbr	12
	Total	394	Total	312

The table above, the researcher classified students' speaking score based on their personality which is extrovert or introvert. Then the researcher calculate the student speaking score to find the average of the each class of student personality (introvert-extrovert)

The average speaking score of extrovert student:

$$M = \frac{\sum X}{N}$$

$$M = \frac{394}{24}$$

$$M = 16$$

The average speaking score of introvert student:

$$M = \frac{\sum X}{N}$$

$$M = \frac{312}{24}$$

$$M = 13$$

From the average of that score we can conclude, the speaking achievement of extrovert students is good while the speaking achievement of the introvert students is enough.

B. Data Analysis

Based on the data of students' speaking scores and the the students questionnaire score, the researcher uses Pearson Product Moment formula to investigate the correlations between extrovert-introvert personality and the students speaking achievement. Table below will show the coefficient used in the Pearson Product Moment formula:

Table 4.5 Pearson Product Moment Coefficient Table

No.	Students Initial.	X	Y	X ²	Y ²	XY
1.	Am.Shb	2	15	4	225	30
2.	An.Shb	6	16	36	256	96
3.	Ma.Pnk	4	21	16	441	84
4.	Ta.Lbs	4	20	16	400	80
5.	Mur.Ujg	6	15	36	225	90

6.	Ma.Pkn	2	18	4	324	36
7.	Sa.Mnl	8	18	64	324	144
8.	Irw.Shb	2	15	4	225	30
9.	Se.Pgn	6	17	36	289	102
10.	Sa.Shb	4	16	16	256	64
11.	Ri.Sgg	8	15	64	225	120
12.	Ro.Trng	10	17	100	289	170
13.	No.Shb	4	16	16	256	64
14.	Kh.Srg	8	20	64	400	160
15.	Na.Npt	4	20	16	400	80
16.	Ti.Prb	6	14	36	196	84
17.	Ma.Hts	6	16	36	256	96
18.	Ikh.Ujg	2	20	4	400	40
19.	Mur.Dmk	6	19	36	361	114
20.	Ek.Ngl	2	21	4	441	41
21.	Sa.Shb	4	12	16	144	48
22.	Yu.Ps	2	8	4	64	16
23.	Er.Shb	8	9	64	81	72
24.	Lu.Sjt	2	16	4	256	32
25.	Ala.Ma	-4	11	16	121	-44
26.	Ri.Si	-2	12	4	144	-24
27.	Ri.Hu	-10	16	100	256	-160
28.	No.Si	-2	12	4	144	-24
29.	Ha.Ngl	-2	21	4	441	-42
30.	Su.Li	-8	10	64	100	-80
31.	Le.Si	-4	14	16	196	-64
32.	La.Mnl	-6	16	36	256	-96
33.	Ul.Ujg	-2	12	4	144	-24
34.	Ga.Mnl	-4	15	16	225	-60
35.	Mu.Bk	-2	10	4	100	-20
36.	Sa.Tgr	-2	12	4	144	-24
37.	Rfa.Mnl	-8	13	64	169	-104
38.	Kr.Shb	-6	9	36	81	-54
39.	Jh.Tgr	-10	10	100	100	-100
40.	Ht.Sht	-2	12	4	144	-24
41.	Bu.Sbl	-2	12	4	144	-24
42.	Fb.Fbr	-2	20	4	400	-40
43.	Bb.Prb	-2	12	4	144	-24
44.	Do.Mnl	-4	10	16	100	-40
45.	Jo.Brj	-2	16	4	256	-32
46.	Ar.Shb	-6	12	36	144	-72
47.	Yuh.Srg	-8	13	64	169	-104
48.	Fr.Sbr	-4	12	16	144	-48
	Total	12	706	1320	11000	565

The relation between variables is determined by using Pearson Product Moment correlation as follow:

$$N = 48$$

$$\sum x = 12$$

$$\sum y = 706$$

$$\sum x^2 = 1320$$

$$\sum y^2 = 11.000$$

$$\sum xy = 565$$

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{\{48(565)\} - \{(12)(706)\}}{\sqrt{\{48(1320) - (12)^2\}\{48(11000) - (706)^2\}}}$$

$$r_{xy} = \frac{(27120 - 8472)}{\sqrt{(63360 - 144)(528000 - 498436)}}$$

$$r_{xy} = \frac{18648}{\sqrt{(63216)(29564)}}$$

$$r_{xy} = \frac{18648}{\sqrt{1868917824}}$$

$$r_{xy} = \frac{18648}{43230.98}$$

$$r_{xy} = 0.4313573275$$

From the result above, the researcher will interpret that category of correlation based on the following:

0.80 – 1.00 means very high correlation

0.60 – 0.799 means high correlation

0.40 – 0.599 means enough/fair correlation

0.20 – 0.399 means low correlation

0.00 – 0.199 means very low correlation.

Based on the calculation above, the writer concluded that the correlation between students' extrovert-introvert personality and their achievement in speaking had positive correlation with the number of correlation is 0.4313 and it was categorized "enough/fair correlation".

The computation result of the correlation coefficient of the extrovert-introvert personality and students' speaking performance is 0.4313. By obtaining the correlation coefficient (r), the t-test is applied to find whether the correlation is significant or not as follow:

$$t = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$$

$$t = \frac{0.4313}{\sqrt{\frac{1-0.4313^2}{48-2}}}$$

$$t = \frac{0.4313}{\sqrt{\frac{1-0.18601}{46}}}$$

$$t = \frac{0.4313}{\sqrt{\frac{0.81399}{46}}}$$

$$t = \frac{0.4313}{\sqrt{0,0176}}$$

$$t = \frac{0.4313}{0.1326}$$

$$t = 3.25263$$

C. Testing Hypothesis

After obtaining the significance value of the coefficient correlation, the degree of freedom is measured as follow:

$$df = n - 2$$

$$df = 48 - 2 = 46$$

According to the fixed value of t-table, the t-table with of degree of freedom = 46 with t (5%)

$$t\text{-test} > t\text{-table}$$

$$3.252 > 1.300$$

It is found that the t score is more than t table; it means the correlation is significant, therefore alternative hypothesis is accepted and the null hypothesis (Ho) is rejected. In conclusion, there is a significant correlation between extrovert-introvert personality and students' speaking achievement.

D. Research Findings

It was found if the personality which is extrovert or introvert gave the influence for students speaking ability. The result of Pearson Product Moment test showed if there is a significant correlation between student's extrovert-introvert personality and their achievement in speaking.

E. Discussion

From the speaking test result, the researcher found the average speaking score for all the students is enough. Which is their achievement in speaking is enough. For the extrovert students, the researcher found their average speaking score is 16. Which is they have good ability in speaking. It also showed how they answer the researcher question during interview. Many of them talked with confident. For the introvert students, the researcher found their average speaking score is 13. Which is they have enough ability in speaking. Even big part of them have less confident in speaking, a view of them have good ability in speaking.

From the Pearson Product Moment test, 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. For instance, the implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher or lecture should also try to accommodate and facilitate the students based on their preferred learning styles. The ideal classroom for extrovert students is a situation which allowed time to think things through by talking, such as in classroom discussions, or when working with another student. The extrovert students excel with learning activities that have visible results and involve people interaction. While the ideal classroom for the introvert students is a classroom situation which allowed the students to work independently with their own thoughts, through listening, observing, reading and writing. The introvert students need sufficient

time to complete their work and to think before answering a question. They need teachers to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own pace. The introvert students are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute.

By understanding students personality, accommodating the students learning style and facilitating the students' ideal classroom situation, these three requirements will help both teacher and students to achieve success in the language learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and finding in the previous chapter, the researcher draws a conclusion:

There is a significant correlation between the students extrovert-introvert personality and their achievement in speaking of the eighth grade in SMPN 1 Berampu. Since the correlation coefficient was 0.4313 and it was categorized in enough/fair correlation. And after testing its significance with 5% significance level, the result showed that the t score is more than t table; it means the correlation is significant, therefore alternative hypothesis is accepted and the null hypothesis (Ho) is rejected. In conclusion, there is a significant correlation between extrovert-introvert personality and students' speaking achievement.

B. Suggestion

Based on the conclusions above, here are some recommendations to the teachers and next researchers:

1. For the teachers

- a. As a professional, the teachers should know that every student is different. Also the language ability of every student is different. Therefore, to treat one student and another in language learning is not the same.
- b. Personality trait is a given. The student who gets high score on personality trait, they will actively do all the activities of the speaking class. It is

because those activities can support their sociability. But for students who get low score in personality trait, they will only active in some activities which involve less student or speaking activities with their close friend. Therefore, teachers should arrange activities based on both characteristics.

2. For the next researchers

- a. This research was discussed about speaking in general. So, to the next researcher, it would be useful to specify the variable of speaking in order to get the more specific result.
- b. The sample has to enlarge to make the research more valid.

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