

**EXTROVERT AND INTROVERT STUDENTS IN SPEAKING ABILITY
OF ENGLISH DEPARTMENT AT IAIN PALANGKA RAYA**

THESIS



**BY
DYAH SRI WULANDARI
NIM 1301120858**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

**EXTROVERT AND INTROVERT STUDENTS IN SPEAKING ABILITY
OF ENGLISH DEPARTMENT AT IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



**BY
DYAH SRI WULANDARI
NIM 1301120858**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439H**

ADVISOR APPROVAL

Thesis Title : Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya.

Name : Dyah Sri Wulandari

NIM : 1301120858

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, October 30 2017

Advisor I

Advisor II

Sabarun, M. Pd
NIP 196803222008011005

Akhmad Ali Mirza, M. Pd
NIP 198406222015031003

Acknowledged by:

Vice Dean in Academic Affairs

Chair, Department of Language
Education

Dra. Hj. Rodhatul Jennah, M.Pd
NIP. 196710031993032001

Santi Erliana, M.Pd
NIP. 198012052006042003

THEESIS APPROVAL

Thesis Title : Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya.

Name : Dyah Sri Wulandari

NIM : 1301120858

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examintaion/*Munaqasyah* on:

Day : Friday

Date : November 10th 2017 M / Muharram 1439 H

BOARD OF EXAMINERS

Santi Erliana, M.Pd

(Chair/Examiner)

M. Zaini Miftah, M.Pd

(Main Examiner)

Sabarun, M.Pd

(Examiner)

Akhmad Ali Mirza, M.Pd

(Secretary/Examiner)

Approved by:

Dean, Faculty of Teacher Training and
Education

Fahmi, M.Pd
NIP. 19610520 199903 1 003



MOTTO AND DEDICATION

*You find peace not by rearranging the circumstances of your life, but
by realizing who you are at the deepest level.*

– Eckhart Tolle

This Thesis is dedicated to:

My beloved Parents Mrs Umi Sulikah, S.Pd and Mr Sutrisno and my beloved Grandparents Mr Salam and Mrs Tarmi for their valuable endless prayer, sacrifice, and support. My beloved brother Ridwan Dwiatmoko for his support. My beloved friends (Eka, Irma, Maya, Susi, Yoyi, Syifa, Melinda, Ijah, Bona, Eni, Mika and Fitriana) for their support. All of my friend in academic year 2013.

DECLARATION OF AUTHORSHIP

Here with, I:

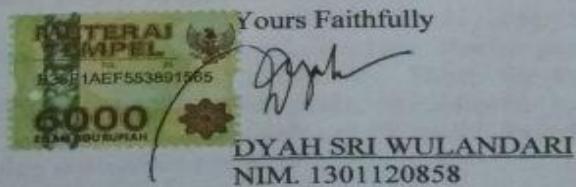
Name : Dyah Sri Wulandari
NIM : 1301120858
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 30th October 2017

Yours Faithfully



ABSTRACT

Wulandari, D.S. 2017. *Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya.* Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Key words: *Extrovert, Introvert, Speaking Ability.*

This study was aimed at investigating whether there is significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

This study belongs to ex post facto design with quantitative approach. For the data collection, there were questionnaire and documentation as the instruments. The questionnaire was adapted from Eysenck Personality Questionnaire (EPQ) which categorized the students into introvert and extrovert. The population of this study was the students in academic year 2014-2016 who programmed Speaking For Everyday Communication of English Department at IAIN Palangka Raya, with a sample of 82 students who had been assigned stratified random sampling technique of the population. All in all, there were 43 extrovert and 39 introvert. To analyze the data, it was through the technique; collecting data, identifying data, classifying data, explaining, tabulating, and analyzing the data by using statistic technique of independent sample t-test processed by using SPSS 18 and taking the conclusion based on statistical result.

The result found that; (1)There was difference between mean of extrovert group, which was (80.2) and the mean of introvert group (71.6). (2)The result of the calculation between extrovert and introvert students by using independent sample t-test showed that the value of t_{observed} was 8.925. It is higher than t_{table} 1.99 at 5% and 2.64 at 1% significance level. It can be known that t_{observed} is greater than t_{table} ($1.99 < 8.925 > 2.64$). Based on the result of the study, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. In conclusion there is significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

Finally, the researcher suggests: the first, students should recognize their personality to minimize their weakness. Second, teachers should pay more attention to their students in term of their personality. Third, for the next researcher can try to conduct the study in different skills, especially the receptive ones; listening and reading. Hopefully this research can be useful for achieving more effective English teaching and learning process.

ABSTRAK

Wulandari, D.S. 2017. Siswa *Extrovert dan Introvert Dalam Kemampuan Berbicara Siswa Program Pendidikan Bahasa di IAIN Palangka Raya.* Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: *Extrovert, Introvert, Kemampuan Berbicara.*

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan antara siswa ekstrovert dan introvert dalam kemampuan berbahasa Inggris di IAIN Palangka Raya.

Penelitian ini termasuk dalam studi ex post facto dengan pendekatan kuantitatif. Dalam pengumpulan data, digunakan kuesioner dan dokumentasi sebagai instrumen. Kuesioner tersebut diadaptasi dari Eysenck Personality Questionnaire (EPQ) yang mengkategorikan siswa menjadi introvert dan ekstrovert. Populasi dalam penelitian ini adalah siswa pada tahun akademik 2014-2016 yang telah memprogram mata kuliah Berbicara Untuk Komunikasi Sehari-hari dari Jurusan Bahasa Inggris di IAIN Palangka Raya, dengan sampel sebanyak 82 siswa yang diambil dengan teknik strata sampel. Secara keseluruhan, ada 43 ekstrovert dan introvert. Teknik yang digunakan untuk menganalisa data; pengumpulan data, identifikasi data, klasifikasi data, penjelasan, tabulasi, dan analisis data dengan menggunakan teknik statistik uji t sampel independen yang diproses dengan menggunakan SPSS 18 dan mengambil kesimpulan berdasarkan hasil statistik.

Hasil penelitian menunjukkan bahwa; (1) Terdapat perbedaan antara rata-rata kelompok ekstrovert, yaitu (80.2) dan rata-rata kelompok introvert (71.6). (2) Hasil perhitungan antara siswa ekstrovert dan introvert dengan menggunakan uji t sampel independen menunjukkan bahwa nilai $t_{observed}$ adalah 8.925. $T_{observed}$ lebih tinggi dari t_{tabel} 1.99 pada tingkat signifikansi 5% dan 2.64 pada tingkat signifikansi 1%. Bisa diketahui bahwa $t_{observed}$ lebih besar dari t_{tabel} ($1.99 < 8.925 > 2.64$). Berdasarkan hasil penelitian, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Kesimpulannya ada perbedaan yang signifikan antara siswa ekstrovert dan introvert dalam kemampuan berbahasa Inggris di IAIN Palangka Raya.

Akhirnya, peneliti menyarankan: yang pertama, siswa harus mengenali kepribadian mereka untuk meminimalkan kekurangan mereka dalam kemampuan berbicara. Kedua, guru harus lebih memperhatikan siswa mereka dalam hal kepribadian mereka. Ketiga, untuk peneliti selanjutnya dapat mencoba melakukan penelitian dengan keterampilan yang berbeda, terutama yang reseptif; mendengarkan dan membaca. Semoga penelitian ini bermanfaat untuk mencapai proses belajar mengajar bahasa Inggris yang lebih efektif

ACKNOWLEDGEMENTS

The writer would like to express her sincere gratitude to Allah SWT, for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Drs. Hj. Raudhatul Jennah,M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana,M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Sabarun, M.Pd. and Akhmad Ali Mirza, M.Pd, for their generous advice, valuable guidance and elaborate correction during their busy time to the completion of her thesis.
6. Her academic advisor, Santi Erliana M,Pd for her generous advice, valuable guidance in every semester.

7. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
8. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
9. Her classmates of Study Program of English Education, especially the 2013 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study
10. Her beloved parents, Sutrisno and Umi Sulikah, and her beloved brother, Ridwan Dwiatmoko for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. Amin.

Palangka Raya, 30th October 2017
The writer,

Dyah Sri Wulandari
NIM 1301120858

CHAPTER I

INTRODUCTION

This chapter discusses the introduction that includes background of the study, reason for choosing the topic, research problem, objectives of the study, hypothesis of the study, assumption, scope and limitation, significant of the study, and definition of key term.

A. Background of the Study

English has been one of the important parts in international communication, business, education, science, computer technology, internet and media. The people should make a relationship with the other country and nation to follow the globalization. Without communication and interaction among country and nation they will left behind. Furthermore, Lucantoni (2006, p. 3), in his book stated that “English is one of the languages used for communication in the world and it is the most popular”. Using English language as a tool for communication involves the use of four language skills; listening, speaking, writing and reading that should be mastered to express thought, feeling, ideas, and opinion.

In Indonesia, English as foreign language should be mastered by all the people especially for the students. Each students must be able to speak and communication using English fluently. In addition, speaking is the main skills that help them to build a conversation in communication process. Moreover, English is one of the important subjects proclaimed in the curriculum of junior high school, senior high school and also university.

The purpose of English teaching is to improve the students' ability to use English as a mean of communication. The English students must be able to communicate with others to increase their speaking ability in the classroom. However, in a class, they have different ability although they receive the same treatment from the teacher. Some students perform better in a certain skill while the rest do better in other skills. It happens because there are some factors that influence the result of the study beside the treatment given by the teacher.

In addition, there are English students still have a great difficulty in speaking, it causes that students different in their performance levels; they receive and process information differently; there is a difference in their personality type and so is their understanding (Nazlia, 2015, p. 10). In this research, the researcher focuses in the difference of students personality type. Moreover, Yan Zhang (2008, p. 1) cited in Qomarudin (2010, p. 26), he quotes that "A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language..." So the personality of the student is one of the factor that determining their success in acquiring second language.

According Ryckman, (2004, p. 89) "personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in specific situation."

Lestary, et al. (2013, p. 2) stated in thier journal that "recognizing the students' personality provide the teacher a gateway through which can be used to

manipulate their teaching process.” This could be done by adjusting their personality and learning style to increase their speaking ability in the class. Moreover, Hakim (2015, p. 437) in his journal found that by knowing the student’s personality, the teacher can choose the appropriate learning strategies for them. Thus, the teacher should be studied the personality of the students to provide a more fruitful learning and appropriate teaching environment between the teacher and the students, because there is close connection between the personality, the learning style, and the learning strategy of the student in order to increase their speaking ability.

According Jung’s cited in Kodhareza (2015, p. 1077) theory of Psychological type is one of the most comprehensive theories that explain human personality. Jung stated that “there are two main characters of person. They are extrovert and introvert. Both of terms are in contradiction (Hakim, 2015, p. 440).” Extrovert is an individual characterized by outgoing, easier to get more friends and adapts easily to given situation. He or she gets energy from being around people. Meanwhile, introvert is individual characterized by focus on his or herself, calm, and intimate times with a few close friends and he or she gets her/his energy from spending time alone. (Sharp, 1987, p. 13).

In IAIN Palangka Raya especially in English Department there are still many students who have difficulties in speaking English. Most of them face those difficulties because of some factors. One of the factors is from their personalities, such as self-confidence, nervous, and has personality extrovert and introvert. Then, the students in the University of English Department are expected more

capable than junior and senior high school in applying speaking English. Because they will express more their ability to speak english. They have learned more about English than junior and senior high school.

The researcher interested to do the research in comparison of extrovert and introvert students in Speaking Class of English Department of Faculty of Teachers Training and Education. The researcher interests do the research in speaking class because, the students are doing more conversation with someone else or even talking to someone else. From speaking class the extrovert and introvert students' will be showed than other skill classes such as listening and reading. Based on the explanation above the researcher will conduct the research entitled **“Extrovert and Introvert Students’ in Speaking Ability of English Department at IAIN Palangka Raya.**

B. Reason for Choosing the Topic

In teaching and learning of speaking class there are many students have difficulties because of some factor, one of the factor is their personality. Personalities in this case are Extrovert and Introvert students. They have different ability and understanding although the teacher use same treatment and strategy. So the researcher will conduct this research to know is there any significant different between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

C. Research Problem

In this research, the researcher tries to organize the statement of research problem:

1. Is there any significant difference between Extrovert and Introvert students' in speaking ability of English Department of Faculty of Teachers Training and Education at IAIN Palangka Raya Academic Year 2014-2016?

D. Objectives of The Study

Based on the problem of research, the objectives of the research are:

1. To find out whether there is significant difference between Extrovert and Introvert students' in speaking Ability of English Department of Faculty of Teachers Training and Education of IAIN Palangka Raya Academic Year 2014-2016?

E. Hypothesis of The Study

1. Direction or alternative hypothesis (H_a)

There is significant difference between Extrovert and Introvert students in speaking ability of English Department of Faculty of Teachers Training and Education of IAIN Palangka Raya Academic Year 2014-2016.

2. Null hypothesis (H_0)

There is no significant difference between Extrovert and Introvert students in speaking ability of English Department of Faculty of Teachers Training and Education of IAIN Palangka Raya Academic Year 2014-2016.

F. Assumption

In this research the researcher assumpt that;

1. The students have individual differences.
2. The students might be Extrovert or Introvert.
3. There is significant different between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

G. Scope and Limitation

The research belongs to comparative research in the Speaking Ability between extrovert and introvert students of English Department at IAIN Palangka Raya in academic year 2014-2016. The population of this research is all of students of English Department in academic year 2013-2016. The sample of this research are the students in academic year 2014-2016 of English Department. To check the validity of the instrument the researcher will done choose students in academic year 2013/2014 as sample of the tryout.

H. Significance of Study

Based on the result of research, the researcher expects this research to have significance:

1. Theoretically

This research will be given an information about the extrovert and introvert personality of the students and the differences between extrovert and introvert students in their speaking ability.

2. Practically

The researcher hopes that the findings of this research may help the speaking class lecturer to understand the personality, method, learning style and learning strategy that the students develop for gaining success in the speaking class. Also to help the students of Speaking Class to understand themselves and their needs in order to make the learning process runs well.

I. Definition of Key Terms

To avoid misunderstanding of the title, the researcher will give a confirmation as follows:

1. Comparative study is a research examining the differences and similarities between two or more groups. There is no control and manipulation of a variable. Comparisons here means is comparison of difference students' speaking ability between Extrovert and Introvert students on Speaking for Formal Setting of English Department of Faculty of Teachers Training and Education at IAIN Palangka Raya Year 2013-2016.
2. Extrovert student is characterized by interest in the external world, easy going, easily adapt in the new situation, responsiveness and socialable. The researcher means an extrovert here is the students in fourth semester of English Department Faculty of Teachers Training and Education at IAIN Palangka Raya Academic year 2013-2016.
3. Introvert students is characterized by interest in the internal world, calm, do not like among to many people. The researcher means an introvert here is the

students in fourth semester of English Department Faculty of Teachers Training and Education at IAIN Palangka Raya Academic year 2013-2016.

4. Speaking is people's utterances and oral production of language with goals to communicate and interact with others. So in this research the researcher will measure the speaking ability of extrovert and introvert students in fourth semester English Department Faculty of *Tarbiyah* and Teachers Training at IAIN Palangka Raya Academic year 2013-2016.

J. Organization of Writing

The research consists of five chapters. They are arranged systematically as follow:

Chapter I is introduction that includes background of study, research problem, Objectives of the study, hypothesis of the study, assumption, scope and limitation, significant of the study and definition of key terms.

Chapter II is review of related literature that includes related study, speaking, extrovert and introvert students.

Chapter III is research method that includes research design, population and sample, research instrument, data collection procedure and data analysis procedure.

Chapter IV is the report of the research which consists of finding and discussion.

Chapter V is the closure which consists of conclusion and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of the literature that includes related study, nature of speaking, elements of speaking, principle of teaching speaking, speaking assessment, personality type, extrovert, introvert, speaking ability of extrovert and introvert students, and step to conduct comparative research.

A. Related Study

The study of extrovert and introvert personality, with regard to second language acquisition has recently begun to attract increasing attention. Several studies have been conducted in order to investigate and explore the personality plays any role in the process of language learning. There are some previous studies that relevant with the researcher's research. Here, the researcher will give a glance of those relevant studies.

A newest study was done by Mohammad Reza Khodareza and Marzie Taheri (2015). The title of their research is about The Effect of Audio-Visual Aids on Extrovert and Introvert Learners' Speaking Ability. This study was conducted to male adult intermediate learners of English language at Iran language institute (ILI). The researchers gave the Eysenck Personality Inventory (EPI) to the participants, through 60 introverts and 60 extroverts as the main subject. The researcher used a two-way ANOVA for computation the data. The result of this

study show that there is a light amount of different between extroverts and introverts in being benefitted from audio-visual aids but the different isn't that prominent. The study also showed that the extroverts are generally better at speaking than introvert, but there again the differences isn't noteworthy.

The second study was done by Muhammad Arif Rahman Hakim (2015). The title of the study is Experienced Efl Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students. This study is aimed to give the description the experienced of EFL teachers related to the challenges and strategies in teaching learning process in speaking subject for introvert students. The result of the study is cooperative learning can be a solution for introvert students who's their learning style is more independent and who prefer to work alone.

The third study was done by Marzieh Souzandehfar, Seyyed Mohammad Ali Soozandehfar, Mitra Farsi and Maryam Sharif (2014). The title of their study is "Which Personality Trait Performs better on IELTS Speaking Test? Extroverted or Introverted?" The sample of this research is 47 EFL students (13 male and 34 female learners), who had previously taken the IELTS test. The questionnaire used in this research is Eysenck's (1973) Extraversion Questionnaire that measure the Students' personality styles (extroversion / introversion). Using correlational analysis and independent samples t-test on the performance of the extraverted and introverted groups on IELTS speaking test. The results of the study are first, there is no relationship between extrovert and introvert students and the performance on IELTS speaking test. Second, there is no significant difference between the

performance of the extraverted and introverted groups on IELTS speaking module.

The fourth study was done by Arie Lestari, Clarry Sada, and Luwandi Suhartono, (2013). The title of their study is Analysis on The Relationship of Extrovert –Introvert Personality and Students' Speaking Performance. The sample of this research is 33 students that selected on the basis of availability sampling procedure and their personality type was determined by using Mark Parkinson Personality Questionnaire. Then the researcher summarized and analyzed students' midterm speaking scores. The personality and the students score were correlated by using Pearson Product Moment. The result of t-test revealed that there is statistically significant difference between the personality types of the participants' 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 fifth study was done by Silvia Rahmawati and Eva Nurmayasari (2015). The title of their study is A Comparative Study between Extroverted and Introverted Students and Their Speaking Ability. This comparative research uses quantitative method. Questionnaire is used to classify who has extrovert and introvert personality. To measure the speaking ability, this research uses speaking score of speaking in professional context II and speaking for academic purposes. From this research, the t-test shows that t-observed is 0,72, while the t-table which α 5% is 2,021. t-table is higher than t-observed. This result proves that H_0 is accepted; there is

no difference between extroverted and introverted students toward their speaking ability. It means, there are not any better students in speaking between both extroverted and introverted students.

The differences and similarities between those study and this research are explained in table 2.1.

Table 2.1 The Differences and Similarities of the Previous Study and This Research

No.	Name of the Researchers	Title	Differences	Similarities
1.	Mohammad Reza Khodareza and Marzie Taheri	The Effect of Audio- Visual Aids on Extrovert And Introvert Learners' Speaking Ability	<p>1. The subject of the previous study was male of intermediate English at the Iran Language Institute (ILI) meanwhile, the researcher subject is the students of fourth semester of English Department at IAIN Palangka Raya Academic year 2016/2017.</p> <p>2. The research method of the previous study was quantitative experiment which use Audio-Visual as a treatment. It is different with the researcher research which uses quantitative non experiment research (ex post facto).</p> <p>3. The questionnaire of the previous study was used Eysenck Personality Inventory (EPI) to test the extrovert and introvert students. Meanwhile, the researcher research uses Eysenck Personality Questionnaire (EPQ).</p>	<p>1. The variable of the research. Independent variable (x): extrovert and Introvert. Dependent Variable (y): Speaking Ability.</p> <p>2. The focus of both studies is speaking Ability.</p>
2.	M. Arif Rahman Hakim	Experienced Efl Teachers' Challenges and Strategies in Teaching	<p>1. The subject of the previous study was lecturer that has been teaching speaking for 15 years at IAIN Bengkulu, meanwhile, the researcher</p>	<p>1. The variable of the research. Independent variable (x): extrovert and</p>

		Speaking for Introvert Students	<p>subject is the students of fourth semester of English Department at IAIN Palangka Raya Academic year 2016/2017.</p> <p>2. The research method of the previous study was qualitative. It is different with the researcher research which uses quantitative non experiment research (ex post facto).</p>	<p>Introvert. Dependent Variable (y): Speaking Ability. The focus of both studies is speaking Ability.</p>
3.	Marzieh Souzandehfar, Seyyed Mohammad Ali Soozandehfar, Mitra Farsi and Maryam Sharif	Which Personality Traits Perform better on IELTS Speaking Test? Extrovert or Introvert?	<p>1. The subject of the previous study was EFL students taken from Oxford test of placement score. Meanwhile, the researcher subject is the students of fourth semester of English Department at IAIN Palangka Raya Academic year 2016/2017.</p> <p>2. The research method of the previous study was correlation research. It is different with the researcher research which uses quantitative non experiment research (ex post facto).</p> <p>3. The questionnaire of the previous study was used Eysenck Personality Inventory (EPI) to test the extrovert and introvert students. Meanwhile, the researcher research uses Eysenck Personality Questionnaire(EPQ).</p> <p>4. The Speaking ability score of the previous study was taken from IELTS test. Meanwhile the researcher takes the score of speaking ability from the KHS of the students speaking subject.</p>	<p>1. The variable of the research. Independent variable (x): extrovert and Introvert. Dependent Variable (y): Speaking Ability.</p> <p>2. The focus of both studies is Speaking Ability.</p>

4.	Arie Lestari, Clarry Sada, and Luwandi Suhartono,	Analysis On The Relationship Of Extrovert – Introvert Personality And Students' Speaking Performance	<p>1. The subject of the previous study was Students of English study program in FKIP UNTAN academic year 2013. Meanwhile, the researcher subject is the students of fourth semester of English Department at IAIN Palangka Raya Academic year 2016/2017.</p> <p>2. The research method of the previous study was correlation research. It is different with the researcher research which uses quantitative non experiment research (ex post facto).</p> <p>3. The questionnaire of the previous study was used Mark Parkinson Personality Questionnaire to test the extrovert and introvert students. Meanwhile, the researcher research uses Eysenck Personality Questionnaire(EPQ).</p> <p>4. The Speaking ability score of the previous study was taken from midterm test. Meanwhile the researcher research takes the score of speaking ability from the final result of KHS of the students speaking subject.</p>	<p>1. The variable of the research. Independent variable (x): extrovert and Introvert. Dependent Variable (y): Speaking Ability.</p> <p>2. The focus of both studies is speaking Ability.</p>
5.	Silvia Rahmawati and Eva Nurmayasari	A Comparative Study between Extroverted and Introverted Students and Their Speaking Ability	<p>1. The subject of the previous study was students of sixth semester of Ibn Khaldun University. Meanwhile, the researcher subject is the students of fourth semester of English Department at IAIN Palangka Raya Academic year 2016/2017.</p> <p>2. The questionnaire of the previous study was not mention. Meanwhile, the</p>	<p>1. The variable of the research. Independent variable (x): extrovert and Introvert.</p> <p>2. Both studies focus on speaking ability.</p> <p>3. Both of the research take the students score from their report study</p>

			researcher Eysenck uses Personality Questionnaire(EPQ)	(KHS) . .
--	--	--	--	--------------

B. The Nature of Speaking

According to Collie & Stephen (2006, p. 15) “speaking is called by oral communication or word expression the mind, idea, and feeling.” Through speaking the students hope to be able to express their ideas, opinion, feeling and message orally. It means the students should talk a lot and the teacher should give opportunity as much as possible to increase their speaking ability in real communication. Bilbrough (2007, p. 107), stated that “speaking is people’s utterances with the goal of having their intentions recognized and recipients process a speaker’s remarks with the goal of recognizing those intentions.”

In addition, Tetala (2015), stated that “speaking is an essential tool for communicating”. So in speaking process there is a person who convey the message orally and there is a people that receive the message. The speaker talk in order to give information and share opinion. They ask the listeners questions to get them provide information. They request things to make the listeners give it. They build and share meaning through language. Since English is a foreign language in Indonesia, most of the students might feel difficult and unfamiliar to speak English.

Based on the explanation above it can be concluded that speaking is about how a person’ produce a language with a goal to communicate. It is one of ways

to express imagination, ideas and feeling. If the speaker can make the listener understand about what the speaker talking about it means the communication is well.

To conclude, speaking is one of the important skills in mastering the language learning. Since, it is a productive skill where every students should has the ability to communicate their ideas, thoughts, feelings and are able to respond messages with other. It means all the students should be able to speak when they communicate each other.

1. The Elements of Speaking

Harmer (2001, p. 269) identifies that the ability to speak in English needs the elements necessary for the spoken production as the following:

- a. Language features
 - 1) Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
 - 2) Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling (especially in face to face interaction).
 - 3) Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing of disagreeing, expressing surprise, shock or approval.

4) Negotiation language: effective speaking benefits from the negotiator language that use to seek clarification and show the structure of what people are saying. They often need to ask for clarification when they are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

- 1) Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- 2) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.
- 3) (On the spot) information processing: quite apart from the students response to others' feeling, they also need to be able to process the information they tell to others at the moment we get it.

2. Principles of Teaching Speaking

Brown (2001, p. 275-276) concluded that principles of teaching speaking, as follows:

a. Focus fluency and accuracy

Accuracy is the extent to which students' speech matches what people actually say when use the target language. Fluency is the extent to which

speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In interactive language teaching, teacher can easily slip into interactive activities that don't capitalize on grammatical pointers or pronunciation tips. Teacher need to bear in mind a spectrum of learner needs, from language-based, interaction, meaning and fluency. When do techniques to the environmental crisis, make sure that the tasks have a language-based objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore students to death with lifeless, repetitious drills. The student cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

- b. Use intrinsically motivating techniques based on students goals and interact.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

- c. Use authentic language in meaningful contexts.

This theme has been played time and again. It is not easy to keep coming up with meaningful interaction teacher all succumb to the temptation to do, say, disconnected little grammar exercises where teacher go around the room calling on students one by one to pick the right answer. It takes energy and creativity to

devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

d. Provide appropriate feedback and correction.

In most EFL situations, students are totally depend on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback out there beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Optimize the natural link between listening and speaking

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students the opportunity to initiate oral communication

A good deal typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information and students have been conditioned only to speak when spoken to. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject. As teacher design and use speaking technique, ask teacher self if have allowed students to initiate language.

g. Develop speaking strategy

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose. The classroom can be done in which students become aware of, and have a chance to practice, such strategies as:

- 1) Asking for clarification
- 2) Asking someone to repeat something
- 3) Using fillers in order to get time to process
- 4) Using conversation maintenance cues
- 5) Getting someone's attention
- 6) Using paraphrasing for structures one can't produce
- 7) Appealing for assistance from the interlocutor
- 8) Using formula expression
- 9) Using mime and non-verbal expression to convey meaning..

3. Speaking Assessment

Assessing speaking test for most of people is the most complex to assess with precision. Many of teachers often don't feel comfortable when handling speaking test since it is often difficult to be objective and consistent when testing a large number of students. But it doesn't mean that speaking test can't be measured in correct way. Researcher has found several resources that explain about the way to assess speaking test and its technique. Hughes as quoted by Endang Fauziati, listed three general formats for testing speaking skill that are

interview, interaction with peers and responses to tape recording (Fauziati, 2002, p. 4).

The students' speaking test will assess using a scoring rubric by David P. Harris as cited by Meilyaningsih (2015, p. 25). Below is the frame of Harris's oral English rating scale in table 2.2.

**Table 2.2
Speaking Scoring Rubric**

No	Criteria	Rating Score	Comments
1.	Pronunciation	5	Few traces of foreign language
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
		1	Pronunciation problem to serve as to make speech virtually unintelligible
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentences and or rest rich himself to basic pattern
		1	Errors in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible
4	Fluency	5	Speech as fluent and efforts less as that of native

			speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language imitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5.	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said can comprehend only "social slowly and with frequent repetition
		1	Cannot be said to understand even simple conversational English

Note;

Converted Score:

5 = 90-100

4 = 80-89

3 = 70-79

2 = 60-69

1 = < 59

C. Personality Style

Personality as a term is derived from the Latin word *persona* which referred to a theatrical mask worn in Greek drama by Roman actors before the birth of Christ (Aziz, 2010, p. 13). In addition Allport (1937) cited in Panth, et al. (2015, p. 42) "Personality is the dynamic organization within the individual of

those psycho-physical system that determine his characteristic behavior and thought.”

According to Peterson (1992) cited in Suliman (2014, p. 228) stated that personality has the following features:

1. It is an integrated part of an individual, something a person is, does, or has. People bring their personality to situation and take them when they leave.
2. It is psychological- refers to individual actions, thoughts and feeling and not to material things such as progression and status.
3. It is made up of smaller units called characteristic- the combination of these characteristic creates a unique psychological signature.

Based on the explanation above it could be conclude that personality refers to pattern of thoughts, feeling, social adjustment, and behavior consistently exhibit over time that strongly influence someone expectation, self-perception, values, attitude, and predict someone reaction to other people.

Personality has been studied for many years, and many psychologists have investigated types of personality. Hans Eysenck (1975) established a bipolar personality trait, which consist of three super factors, namely, extraversion, neuroticism, and psychoticism. The bipolar of the personality have their opposites. For example, extraversion is opposite to introversion. Similarly, neuroticism is contrasted to stability, and psychoticism is in contrast to super ego trait (Aziz, 2010, p. 29).

The terms “extroversion” and “introversion” were first used by Jung. The first gained popularity in the 1920s with the release of Jung's Psychological Types at 1926 (Olivier, 2010, p. 345). A main assumption behind the personality theory

of Jung and his successors is that "much seemingly chance variation in human behavior... is in fact the logical result of a few basic, observable preferences" (Myers & McCaulley, p. 11 cited by Toma, 2015, p. 17).

Personality consists of several variables and they are found different from one person to another. Two scholars' of Educational Psychology field say as follows: Brown (2000: 142-154) mentions 'personality' has several features, they are:

1. Self esteem: the way a person sees himself
2. Inhibition: to adapt the language ego
3. Risk-taking: how to 'gamble' in learning new language
4. Anxiety: associated with uneasiness, frustration, or worry
5. Empathy: relation between language and society
6. Extroversion

Therefore, based on the explanation experts above, it can then understand that Extraversion exists in personality

D. Extrovert

According to Jung cited in Sharp, D. (1987, p.38) he stated that extrovert is "characterized by interest in the external object, responsiveness, and a ready acceptance of external happenings..." The extrovert's personality can be further characterized by outgoing, candid, and accommodating nature, easily adapted in the new situation and new environment. They like traveling, meet new people see new places, like a party, and they are typically found open and friendly (p, 13).

Moreover, Hogan (1982) cited by Jalili (2015, p. 830) expresses “the dimension of extrovert as sociability, likability, adjustment, prudence, and intellect.”

Basically, an extrovert is a person who is energized by being around other people. This is the opposite of an introvert who is energized by being alone. Extroverts tend to ‘fade’ when alone and can easily become bored without other people around (Sharp, D, 1987, p. 14). It could be said that extrovert person tend to enjoy interaction with other, enthusiastic, talkative, assertive and gregarious. Extroverts are energized of being around other people. They also take pleasure in activities that involve large social interaction such a parties, community activities, public demonstration, political group and business (Panth, et al. (2015, p. 43)

Eysenck, and Barrett describe“the extroverted type as those having characteristics such as sociability, liveliness, and excitability” (Marashi & Dibah, 2013, p.545) .”In addition, Richards and Schmidt (2002, p.195) define an extrovert as one whose “conscious interaction is more often directed towards other people and events than towards the person themselves.”

Based on the explanation above extrovert students actually need the other friends to make them feel better. They will feel loss of their energy when they are alone too long. They prefer to be active, energetic and try to seek excitement in around their environment. They like to do something together and care about something happen in their surround. They have a lot friend because they are easygoing, friendly and not too carefully selected. Someone who extroverted usually adapt to their environment quite quickly and are recognized by the extraordinary attention they give to objects. They usually move around with

confidence as they become familiar with the unknown. They are also not afraid to expose themselves to risks.

E. Speaking Ability of Extrovert

Lightbown and Spada (2006) cited in Andriyani (2016, p. 16) stated that many classroom teachers believe that in second or foreign language learning, extrovert students are more successful than introvert students, especially in their communicative ability. Furthermore, Crow (1958) as it cited by Andriyani (p. 17) stated that extrovert students are usually fluent in speaking, not too feeling worry and not easily get ashamed and awkward, prefer to work together or work in group, and good in adapting with their surrounding. Moreover, Matthews pointed out that extroverts' performance superiority is most evident on verbal tasks. Hence, extroverts may have more capacity specifically for processing verbal stimuli, but not for other types of task. research has found that extroverts are more talkative and use fewer pauses than introverts (Dorney, 2005, p. 25). It means by its superiority in verbal task and its sociability, extroverts are more skilled in speaking than introvert.

According to Myers cited in Usmyati (2012, p. 23) Extroverts prefer learning with the situations that afford interaction. In spoken language, extrovert students are perceived to talk louder and more fluently, but sometimes less accurately. In addition, Myers-Briggs explained about the 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.

Based on the explanation above it seems that extrovert students are better than introvert students in produce a language in order to speak as a mean of interaction with others although they sometimes less in accuracy.

F. Introvert

According to Jung Cited in Panth et al. (2015, p. 43) he defined introvert as “an attitude type characterized by orientation in life through subjective physic contents.” It is means that the introvert person is focus on one’s inner activity. In addition, according to Jung, cited in Sharp, D. (1987, p.69) introverts are people that hold all of from external happenings, and dislike of large social. In a large gathering they feel lonely and lost. What they do, they do in their own way, barricading themselves against influences from outside.

Jung believes that although introverts prefer to spend time on their own, they are not means a social loss. He stated that “...the introvert’s retreat is not a final renunciation of the world, but a search for quietude, where alone it is possible for him to make his contribution to the life of community” (Sharp, 1987, p. 69). Whenever an introvert is alone it is possible that he/she could make a contribution to the life of the community. In fact, where the extravert usually avoids introspection, it is a pleasure for the introvert and a process with which he/she is quite comfortable. The introvert’s best work is done by his/her own resources and on his/her own initiative and it is usually successful (Sharp, 1987, p. 69).

Rauch (2006, p. 24) cited in Hakim (2015, p. 438) stated that “a quarter people in the world are introvert.” He also explained that the introverts’ people

need to turn off and recharge themselves after doing social contact with other people. Moreover, Richard and Schmidt (2002, p. 195) he described the characteristic of introverts are people who tend to avoid social contact with others and are often preoccupied with their feelings, thoughts, and experience. But, remember this is not mean anti-social, to be alone with their thoughts is a restorative as sleeping or as nourishing as eating.

Based on the explanation above it can be seen that introvert' students are close learners. They usually do not like work with other or prefer to something by their own, difficult to express their idea, feeling lost if they stand in around people and they do not like to show up themselves in public. They do not take an action unless they ready to think and prepare. But these entire characteristic of introvert is not means that they are social loss

G. Speaking Ability of Introvert

Introvert is a person who is more interested in her or his own thoughts and feelings than in things outside herself or himself, and is often shy and unwilling to take part in activities with others (Khodareza, 2015, p. 1076). In addition, Laney (2002: 37) stated that "introvert students are people who need private space to refuel, who do not gain their primary energy from external activities, and who usually need time to reflect and think before they speak." Thus, introvert students are more fluent in writing than speaking, tend to be serious and anxious, like working alone, often find difficulty in behaving, and love to read (Crow, 1958 as it cited by Andriyani, p. 17).

It could be said that during the classroom activities, the introverts' student may appear unwilling to share their ideas, feeling, and opinion, this may be because they need to take more time away from the classroom activity to develop what they want to share. Otherwise, the introvert students tend not sociable in class and prepared themselves to offer their idea to the group in discussion or learning. In addition, the introvert students usually become quiet and sometimes they can not be cooperating with others. Moreover Myers-Briggs cited by Hakim (2015, p. 440) classified character type of introvert person are territoriality, concentration, internal, depth, intensive, limited relationship, conservation of energies, and interest in internal reaction

Broadly speaking Helgoe (2008) cited by Jalili & Amiri (2015, p. 831) emphasizes that introverts are people who look at life from the inside out; they get their energy and power through inner reflection; during conversation they will be good listener and expect other to listen well to them; they think what they want to talk first then talk after; they like writing because they can express themselves in this way; they may have a lot of people in their surrounding but they take their own way. Solitude is the source power of introvert people as spent their time alone. Moreover, Thompson (2012) believe that "introverts have positive attributes, they are good in listening, planning, concentration on task for along time, uninterrupted period of time, taking time to think, focusing, and they can act independently (Jalili & Amiri, 2015, p. 831)."

H. The Differences Between Extrovert and Introvert

Extrovert and introvert are typically viewed as single continuum. Thus, when someone to be high on one it necessary to be low on the other. Burrus and Liza Kaenzing (1999) describe extensively the differences between extrovert and introvert by stating that extroverts are people that enjoy and need social gathering, engage in friendship with many people, quick responses, try to avoid solitude and do not like being alone, while introvert are usually taciturn, do not interest in participating in social gathering, prefer to do something in alone, more think and concentrate before doing something or talking (Marashi and Dibah, 2013, p. 346).

Moreover, Dorney (2005, p. 26-27) stated that “both extroversion and introversion may have positive features depending on the particular task in question.” He Point out that in both L1 and L2 the extrovert are more fluent and particularly in formal situation, while introvert are more interested in activities such as reading, writing and drawing than activities which require them to act in outgoing way (Marashi and Dibah, 2013, p. 346).

To understand the differences between extraversion and introversion, Eysenck (1964, p. 8) presented the following description of the behavior of a highly extraverted and a highly introverted person:

The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change; he is carefree, easy going, optimistic, and likes "to laugh and be merry." He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under his tight control, and he is not always a reliable person. The typical introvert

is a quiet retiring sort of person, introspective; fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps," and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards.

Based on the explanations above extraverted learners gain energy and focus from events and people outside of themselves. They enjoy having many friends and they like group work. Extraverted students like English conversation, role-plays and other interactive activities, while introverted learners are stimulated most by their own inner world of ideas and feelings. They have fewer friendships than extraverted students. They prefer to work alone or with someone they know well in a pair. They dislike group work. Overall, an extraverted person has tendencies toward social interaction, adventure, cheerfulness, and activity. However, an introverted person is unsociable, rather quiet, reserved and shy.

The following table below explained the work style of extrovert and introvert (Andriyani, 2013, p. 19) .

Table 2.3 The Students Work Style for Extrovert and Introvert

Extrovert	Introvert
<ol style="list-style-type: none"> I seek for different methods to solve tasks. I can concentrate on both my work and what going on around me. I come up with different ideas during discussions. I look for inspiration outside myself. I am bored when my work proceeds slowly and monotonous. 	<ol style="list-style-type: none"> I seek for quiet for concentration. I concentrate more on the work itself than on the world around. I come up with ideas while I am alone. engross in my work and I do not pay attention to other things. I am irritated when I am disturbed and hurried.

I. Factors of Extrovert and Introvert

According to Eysenck (1991) there are seven related components that give to the trait extrovert and introvert have been identified. These are activity, sociability, risk-taking, impulsiveness, expressiveness, responsibility and reflectiveness (Utomo;2013, Isnaini;2010, Simukonda;2002).

1) Activity

Eysenck cited in Simukonda points out that people scoring high on this factor are generally active or energetic. They enjoy all kinds of physical activity like hard work and exercise. They tend to wake up early in the morning and quickly, move up rapidly from one activity to the other and they pursue a wide variety of different interest. Those who score low on this trait are inclined to be physically inactive, lethargic and easily tired. They move about the world at a leisurely pace and prefer quite restful holidays. High activity is an extrovert characteristic while low activity is an introvert characteristic.

2) Sociability

A sociable person is one who seek the company of other people like social functions such parties and dances. This person generally meets people freely and is comfortable in social situation. An unsociable person is one who prefers to have only few a special friends, enjoy solo activity like reading and has difficulty in trying to talk to other people. Such a person is inclined to withdraw from oppressive social contacts. Based on this explanation Eysenck associated high sociability with extrovert and low sociability with introvert.

3) Risk-taking

An individual who scores high on this trait lives dangerously and seeks reward with little concern for the possible adverse consequences. As Eysenck observes “characteristically they are gamblers who believe that an element of risk adds spice to life. Low scores indicate a preference for familiarity, safety and security even if this means sacrificing some degree of excitement in life.

4) Impulsiveness

Impulsiveness is the fourth factor of extrovert and introvert. Those who high score on this trait are inclined to act on the spur of the moment, make hurriedly, often-premature decision and are usually care free, changeable and unpredictable. Those who score low in this factor consider matters very carefully before making a decision. They are systematic, orderly and cautious and plan out their life in advance. They think before they speak and look before they leap.

5) Expressiveness

Expressiveness refers to the general tendency to express one's emotion outward and openly, where sorrow, anger, fear, love or hate are other primary factors that make up extrovert. According to Eysenck “high scorers tend to be sentimental, sympathetic, volatile and demonstrative, low score are reserved, even tempered, cool, detached and generally controlled as regard their expressions of their thoughts and their feelings.”

Unlike other factors, the individual who scores high on this factor moves toward the introvert end and the one who score low in this factor moves towards extrovert.

6) Responsibility

This factor is characteristic of introvert rather than extrovert. High scorers are likely to be conscientious, reliable, trust-worthy and serious minded with a little bit of compulsiveness. Low score on the other hand are inclined to be casual, careless of protocol, late with commitments, unpredictable and perhaps socially irresponsible.

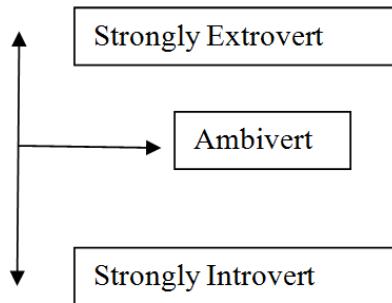
7) Reflectiveness

Reflectiveness of extrovert is when doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset. It opposite with the introvert that they have theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspection.

Personality styles can be measured by means of questionnaire data. The widely used personality indicator questionnaire is the one established by Hans Eysenck. Eysenck's scales for the measurement of personality among adults have been developed and refined over a period of nearly 50 years (Francis, L.J. et al, 2006, p. 197). According to Tiwari *et al* (2009, p. 27-28) one of the consequences of this process has been a progressive increase in their length. The early Maudsley Medical Questionnaire (MMQ) contains 40 items (Eysenck, 1952), the Maudsley Personality Inventory (MPI) contains 48 items (Eysenck, 1959), the Eysenck Personality Inventory (EPI) contains 57 items (Eysenck & Eysenck, 1964a), the Eysenck Personality Questionnaire (EPQ) contains 90 items (Eysenck & Eysenck, 1975) and the Revised Eysenck Personality Questionnaire (EPQR) contains 100 items (Eysenck, Eysenck, & Barrett, 1985).

Instead of merely categorize people into two big groups of extrovert people and introvert, the researcher decides to make levels of extraversion based on H.J. Eysenck-made instrument. As a matter of fact, some persons may place in ‘between’ or balance, others are just fairly and some others place between the most extreme edges. H.J. Eysenck, whose personality instrument will be used in this thesis, uses number of each edges showing that there exists stages/ levels, ranging from strongly introvert (0) until strongly edge of extrovert (100).

Below is part of personality lines based on Eysenck Personality chart.



J. The Effect of Personality Type into SL and EFL

According Gardner cited in Nadzef (2015, p. 15) connect the extroverts and introverts will have advantages in different aspects. Kawczynski has suggested that both introversion and extroversion promote success in second language learning but in different types of language programmers. In addition Pervin and John cited in Dornyei (2005, p. 11) “Personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving. “Discussing about Personality and Foreign Language

Learning, there are two ways in which studies can be conducted. They can either deal with the influence of personality on Foreign Language Learning or with the influence of Foreign Language Learning on personality. FLL usually takes place in a classroom setting, therefore, some situation-specific personality traits also have to be taken into consideration (Varšić, 2014, p. 3)

In addition Dörnyei cited by Varšić (2014, p. 14) writes about connection between learning and personality and reports that the personality dimensions openness to experience and conscientiousness are most closely related to learning, whereas extraversion-introversion dimension was most researched in connection with language learning. Moreover, Elias and Stewart cited by Silvia Rahmawati and Eva Nurmayasari (2015, p. 20) "In terms of education, personality type can affect the way teachers teach, the way students learn, the way people communicate and work in team."

Discussing about the influence of personality and Foreign Language Learning, Dörnyei (2005, p. 27) said that extroverts are usually more fluent in both L1 and L2, while introverts can feel increased pressure and hesitate more often, tend to make more errors and are unable to produce longer utterances.

Based on the explanation above it can be concluded that personality extrovert and introvert have effect into language learning.

K. Comparative Study

Comparative studies examine differences between two or more groups. There is no manipulation of a variable. Comparative research design is an extension of the descriptive studies. The separation of descriptive information across the groups allows for comparison of those numeric values; that is, data that are in number form and not verbal, audio, or video. (Schreiber & Asner-Self, 2011, p.15).

1. The Step to Conduct Comparative Study

While causal-comparative research appears simple, potential researchers and research consumers should beware as the design and procedure of causal-comparative research only look deceptively easy. The following steps, as described by Lodico et al. (2006, p. 210-214), should be adhered to by researchers conducting a causal-comparative study.

a. Select a Topic

In causal-comparative research, the topic is likely to be based on past experiences that are thought to have a strong effect on persons' later behaviors.

b. Reviewing Literature to Identify Important Variables.

Reviewing published literature on a specific topic of interest is especially important when conducting causal-comparative research as such a review can assist a researcher in determining which extraneous variables may exist in the situation that they are considering studying. After reviewing published literature on a topic, researchers can then identify an independent variable (the experience or characteristic that differs between the groups studied that cannot be

manipulated) and the dependent variable (the variable that is impacted in some way by the independent variable).

c. Developing a Research Hypothesis.

Research hypotheses for causal-comparative research take a form that is similar to experimental research hypotheses because both types of research include an independent and dependent variable. The research hypothesis would state the expected causal relationship between the independent and dependent variables.

d. Clearly Defining the Independent Variable.

In causal-comparative research, the independent variable describes the different past experiences of the participants. It is important to be clear about the exact differences in the experiences of the two groups being compared.

e. Selecting Participants Using Procedures to Control Extraneous Variables.

Unlike experimental research, the participants in causal-comparative research already belong to groups based on their past experiences, and so the researcher selects participants from these preexisting groups. An important consideration in designing causal-comparative studies is whether the two groups are similar (comparable) except for the independent variable on which they are being compared. If two groups are formed because they differ on the independent variable, but they also happen to differ on other extraneous variables, the researchers will not know whether group differences on the dependent variable are caused by the independent or extraneous variables.

Researchers interested in conducting causal-comparative studies must be cautious when selecting groups to study as it must be determined that the groups only differ based on the independent variable. In situations in which two groups differ in a variety of characteristics, researchers cannot be certain whether the independent variable affected the groups or whether the groups were impacted more so by extraneous variables. Researchers conducting causal-comparative studies can employ a variety of methods to control for extraneous variables. Such methods, often used for experimental research, include matching, compare groups that are homogenous with regards to the extraneous variable, creating subgroups, and the use of a statistical procedure called an analysis of covariance (ANCOVA) to analyze study data. Using such controls require that researchers obtain measures of specific extraneous variables of concern. The most common method employed to account for extraneous variables in causal-comparative research is the usage of statistical tests such as multiple regression. So in this research, the researcher will be used multiple regression to analyze the data.

f. Selecting Reliable and Valid Measuring Instruments.

As with all of types of quantitative research, causal-comparative research requires that researchers select instruments that are reliable and allow researchers to draw valid conclusions. After a researcher has selected a reliable and valid instrument, data for the study can be collected. Of course, with causal-comparative studies researchers are not required to implement a treatment as the treatment has already occurred.

g. Collecting Data.

In causal-comparative research, there is no treatment to administer. So once the sample and measures have been selected, carrying out the study simply involves obtaining data from the selected participants on the measures. If the measures are archival data, then this may involve obtaining permission to access the records. If a measure involves completion of a questionnaire, procedures must be established to distribute these to the participants and have them returned or the researcher could administer them in a group setting. Note that obtaining permission or lack of return of the measures might change the sample and open the possibility that extraneous variables have not been controlled.

h. Analyzing Data to See If the Groups Differ.

Data are usually reported as frequencies or means for each group. Inferential statistical tests are used to determine whether the frequencies or means reported for the groups are significantly different from each other. Based on the results of these tests, the researcher would either accept or reject the null hypothesis.

i. Interpreting the Results.

If the results of the statistical test are significant and extraneous variables have been well controlled for, the researcher can conclude that the study provides support for the research hypothesis. However, one should always be cautious about stating that a causal-comparative study has “proved” that a causal relationship exists. Causal-comparative research is valuable in identifying possible causes or effects, but it usually cannot provide definitive support for the

hypothesis that one of the variables studied caused the observed differences in the other variable. Evidence from causal-comparative studies is considered to be weaker evidence of causality than experimental studies, which show that a dependent variable changes only after the researcher has manipulated the independent variable.

Based on the explanation above the researcher has an opinion that comparative study is a study that compares the differences and the similarities between two variables. In this study, the researcher will be explored the comparative both of extrovert and introvert students in their speaking ability. Also, there are some steps to conduct the comparative research as a procedure in doing the research.

CHAPTER III

METHOD OF RESEARCH

In this chapter the researcher explains about the research method that includes research design, population and sample, instrument of the study, instrument try out, instrument validity, instrument reliability, data collection and data analysis procedure.

A. Research Design

Based on the objectives of the research the type of this research was quantitative research, where Ary, et al., (2010, p. 39) stat that “it deals with question of relationship, cause and effect, or current status that researcher can answer by gathering and statistically analyzing numeric data. It can be divided into experimental and non-experimental.” The researcher used quantitative non-experiment reserach because this research was to measure the relationship between extrovert-introvert and speaking ability by using statistical data.

This research used Ex post facto research design. Ex post facto research design is often called as a causal comparative study, because the research tries to find information about the causal relationship of an event. According Emzir, (2013, p. 119) the study of causal comparative or ex post facto is a systematic empirical inquiry in which scientists do not control the independent variables directly because of the existence of these variables has occurred, or because these variables basically cannot be manipulated. Ary et al.,(2010, p. 39) state that “Ex

Post Facto research is a type of research that attempts to determine the causes for, or consequence of, different that already exist in group of individual.”

The researcher used Ex post facto research design because, in this research there is no treatment and control to the students. Beside that, the independents variable in this research has already exist. The research objective of this study was to investigate and find out the comparative of personality types between extrovert and introvert students in Speaking Ability of English Department of Faculty of *Tarbiyah and Teachers Training* at IAIN Palangka Raya Academic year 2014-2016.

B. Population and Sample

1. Population

A population is defined as all members of any well-defined class of people, events, or objects (Ary, et al. 2010, p. 148). The population of this research was all of the students at English Department of Faculty of *Tarbiyah and Teachers Training* at IAIN Palangka Raya Academic Year 2014-2016 who have took the Speaking I or Speaking for For Everyday Communication subject. The number of them are 214 students. To know more about them, it can bee seen in the following table:

**Table 3.1
Population of The Research**

No	Academic year	Total
1	2014/2015	78
2	2015/2016	55
3	2016/2017	81
Total		214

Source: English Department Document

2. Sample

Ary et.al (2010, p. 108) sated that sample is a portion of a population.

The sample of this research was a part of population by using Stratified random sampling. Stratified random sampling is a process where the population is divided into strata or subgroups and samples are drawn randomly from each stratus or group (Schreiber & Asner-Self, 2011, p. 87). According to Surakhmad (1994, p. 1000) cited in Riduwan (2013, p. 65) if the population is less than 100, it is better for taking 50% of the population. If the population is 1000 or more than 1000 the researcher can take at least 15% of the population. Based on the popualtion above the researcher takes 50% of the population as the sample.

The following is the description a total number of the subject:

**Table 3.2
Sample of The Research**

Academic Year	Number of students	50% of Number of Students
2014/2015	78	39
2015/2016	55	27
2016/2017	81	41
Total		107

C. Research Instrument

1. Research Instrument Development

The instrument and data needed is explained in table 3.5

Table 3.3
The Instrument and Data Needed

Data Source	Instrument	Data Needed
Students	Questionnaire	Personality of the students - Extrovert - Introvert
Speaking class	Documentation	1. The number of class 2. The number of the students 3. The result of the questionnaire 4. Speaking score 5. Photos

a. Questionnaire

A questionnaire used in this study was to measure the students' personality. Ary, et. al., (2010,p. 648) state that "questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses." The people who are expected to give responses are called respondents. The most commonly used method for personality trait measurement is conducting a questionnaire (Larsen and Buss, 2002, p. 306).

To acquire data needed, questionnaire is distributed to the respondent. The questionnaire was used to find out and clarification the student belonged to exrovert and introvert. The questionnaire used in this research was adapted from Eysenck Personality Questionnaire (EPQ). One of the most well-known and widely used tools for personality

measurement in research and clinical settings alike is the Eysenck Personality Questionnaire (EPQ) developed by Hans J. Eysenck (Furnham *et al.* 2008, p. 200-13). There have also been extensive multi-cultural studies to test whether the EPQ factors are replicable in other countries and ethnicities. All in all, 34 countries were involved in these studies conducted during 1985-1998 with the conclusion that the data can be replicated with data from all the countries (Valmari, 2014, p. 25).

The researcher used Eysenck Personality Questionnaire (EPQ) of personality measurement. It's about 23 question but the researcher modifies them which one suitable with the requirement that the researcher needs and also develop them bases on personality theory (in chapter II).

Table 3.4
The Criteria of Eysenck Personality Questionnaire

Sub concept	Extrovert	Introvert
Activity	Generally active or energetic. They enjoy all kinds of physical activity. They move up rapidly from one activity to the other and they pursue a wide variety of different interests.	They are inclined to be physically inactive, lethargic and easily tired. They move about the world at a leisurely pace and prefer quite restful holidays.
Sociability	They like social function such as parties and dance. They like to make a friend. They generally meet people easily and are comfortable in social situation.	They prefer to have only a few special friends, enjoy solo activity like reading and has difficulty in trying to talk to other people.
Risk taking	They like the challenging activity and ignore the consequences. They are those who dare to take risks.	They are preferred for familiarity, safety and security even if this means sacrificing some degree of excitement in life.
Impulsiveness	They are inclined to act on the spur of the moment, make hurriedly, often-premature	They are consider matters very carefully before making a decision. They are systematic,

	decisions and are usually carefree, changeable and unpredictable.	orderly and cautious and plan out their life in advance. They think before they speak and look before they leap.
Expressiveness	They are reserved, even tempered, cool, detached and generally controlled as regards their expressions of their thoughts and their feeling.	They tend to be sentimental, sympathetic, volatile and demonstrative.
Reflectiveness	When doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset.	They have theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspection.
Responsibility	They are inclined to be casual, careless of protocol, late with commitments, unpredictable and perhaps socially irresponsible.	They are likely to be When doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset. Conscientious, reliable, trust-worthy and serious minded with a little bit of compusiveness.

Source: Adapted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck, & Barret 1991)

The questionnaire made by the indicator above that explained in table 3.5 below.

Table 3.6 The Item Specification of The Questionnaire

Variables	Indicator	Number of Item	Total
Extrovert (X ₁)	Activity	1. I often take on more activities than I have time for. 2. I have many different hobbies. 3. I like plenty of bustle and excitement around myself. 4. I am a talkative person.	4
	Sociability	5. I usually let myself go and enjoy the moment at a lively party or gathering. 6. I enjoy meeting new people. 7. I usually take initiative in making new friends. 8. I can easily get some life into rather dull party.	4
	Risk taking	9. I call myself happy-go-lucky. 10. I am a person who brave to take risks.	3

		11. I like doing something challenge.	
	Impulsiveness	12. I often make decisions on the spur of the moment. 13. Sometimes people say that I act too rashly.	2
	Expressiveness	14. I am a person who anger quickly.	1
	Reflectiveness	15. I like work that involves action rather than profound thought and study	1
	Responsibility	16. I often forget little things that I am supposed to do.	1
Introvert (X ₂)	Activity	17. I am inclined to be slow and careful in my action. 18. I usually move about at a leisurely pace.	2
	Sociability	19. I prefer to have few but special friends. 20. I am mostly quite when I am with other people.	2
	Risk taking	21. I tend to keep in the background on social occasions. 22. I am rather careful in new situation.	2
	Impulsiveness	23. I usually stop and think things over before I speak. 24. I like planning things well ahead of time.	2
	Expressiveness	25. My temper is well controlled. 26. When I am angry with someone, i wait until i cooled off before tackling him or her about the incident.	2
	Reflectiveness	27. I like to have time to be alone with my thoughts. 28. I often spend an evening just reading a book. How if it change to I prefer reading to meeting people.	2
	Responsibility	29. I usually on time for task in my campus. 30. If I say i will do something I always keep my promise.	2
	Total		30

Source: Adapted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck, & Barret 1991)

The (EPQ) was adapted from a yes/no format to a 5-point likert scale. The questionnaire includes 30 items 16 for extrovert, and 14 for introvert. In filling out the questionnaire students needed to express their degree of agreement, disagreement, or neither with the statements based on their personal opinions. Thus, each student gave a score from 1 to 5

indicating his or her degree of extraversion or introversion. Once the students completed the questionnaire the answers coded in numbers and each response gave a value of 1 through 5, with 5 indicating the highest level of extrovert per item. The questions indicating introvert are reverse code so that someone who strongly disagree with the statement and marked a '1' was coded as a '5'. The questionnaire was translated into Indonesia in order to minimize misunderstanding by the students. Then, higher score indicated Strongly Extrovert and lower score indicated strongly introvert of the students which based on the criteria of score interpretation below.

Table 3.6 Interpretation of Students Personality

Score	Interpretation	
81-100	Very Strong	Strongly Extrovert
61-80	Strong	Extrovert
41-60	Moderately	Ambivalence
21-40	Low	Introvert
0-20	Very Low	Strongly Introvert

The higher score obtained it means the students have personality extrovert and conversely the lower score that students obtained it is means the students have the personality introvert.

b. Documentation

Documentation is referred to get the data directly from the place of research, enveloped of relevant books, rules, report of the activity, photos, film of documenter and research data relevant (Riduwan 2010, p. 88).

The documentation in this research are includes;

- 1) The number of the students,
- 2) The number of student's class,
- 3) The result of the questionnaire,
- 4) The students speaking score, and
- 5) Photos during the research.

2. Instrument Try Out

The researcher tried out the test instrument before it applied to the real sample in this study. The try out was given by the researcher to the students academic year 2013/2014 of English Department at IAIN Palangka Raya. The researcher gained the information about the instrument quality that consists of instrument validity and instrument reliability. The procedures of the tried out were:

- 1). The researcher gave the personality questionnaire to the students in academic year 2013/2014.
- 2). The researcher gave the score to the students personality questionnaire and analyzes the obtained to know the instruments validity and instruments reliability.

3. Instrument Validity

According to Ary et al, (2010, p. 225) validity "is the extent to which an instrument measured what it claimed to measure." In addition Sugiyono stated that (2013, p. 348) the result of study is called valid if there was a similarities between the data that have collected and the true data that happened on the object of the study. In this research, the researcher used three

validities to know the instrument validity of the research; they are face validity, content validity and construct validity.

a. Face Validity

Ary et al, (2010, p. 228) state that “Face validity refers to extent to which examinees believe the instrument is measuring what is supposed to measure.” The type of face validity is if a test item looks right to other testers, teachers, moderators, and testers, it can be described that the test at least face validity (Heaton, 1988, p. 159).

b. Content Validity

Based on Ary et al, (2010, p. 226) the standard of content validity that related to evidence as “the degree to which the sample of items, tasks, or questions on a test are representative of some defined universe or domain of content.” It means that the instrument must be valid in its content. The items in the instrument are equal and proportional in their distribution as the indicators of the items, task and question that balance and adequate of all relevant knowledge, skills, and dimensions making up the content domain.

In this research, the researcher was measured the personality of the students by using Eysenck Personality Questionnaire Test that adapted from Adapted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck, & Barret 1985)

The questionnaire covers all of the indicators which determine extrovert and introvert students. Also, to measure the students speaking

ability score the researcher took the score from the student's study report (KHS).

c. Construct Validity

According to Ary et al, (2010, p. 638) that "construct validity (measurement) is the extent to which a test or other instrument what the researcher claims it does; the degree to which evidence and theory support the interpretations of test score entailed by the proposed use of the test." Based on Riduwan (2004, p. 110) to measure the validity of the instrument, the researcher used the formulation of product moment by person as follows.

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

Where:

r_{xy} : Index Correlation Number "r" Proceduct Moment.

N : Number of students o the study

$\sum XY$: Multiplication Result between score X and score Y.

$\sum X$: Total Value of score X.

$\sum Y$: Total Value of score Y.

Intepretation :

$r_{xy} > r_t$ = Valid

$r_{xy} < r_t$ = Invalid

Riduwan (2004, p. 120) state that the criteria of interpretation the validity:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

$0.200 - 0.399 = \text{Poor Validity}$

$0.0 - -0.199 = \text{Very Poor Validity}$

And also the writer measured the students' personality and using SPSS 18.0 Program. From the measurement of validity there are 20 valid items and there was 10 invalid items. The Following table explained the validity of the instrument.

Table 3.7 Validity of the Instrument

Item	r hitung	r table $\alpha=0,05; n=0,361$	Description
1	0,137	0,361	Invalid
2	0,836	0,361	Valid
3	0,701	0,361	Valid
4	0,185	0,361	Invalid
5	0,554	0,361	Valid
6	0,288	0,361	Invalid
7	0,655	0,361	Valid
8	0,126	0,361	Invalid
9	0,827	0,361	Valid
10	0,127	0,361	Invalid
11	0,836	0,361	Valid
12	0,811	0,361	Valid
13	0,201	0,361	Invalid
14	0,625	0,361	Valid
15	0,712	0,361	Valid
16	0,710	0,361	Valid
17	0,203	0,361	Invalid
18	0,742	0,361	Valid
19	0,835	0,361	Valid
20	0,750	0,361	Valid
21	0,203	0,361	Invalid
22	0,787	0,361	Valid
23	0,793	0,361	Valid
24	0,107	0,361	Invalid
25	0,793	0,361	Valid
26	0,712	0,361	Valid
27	0,878	0,361	Valid
28	0,644	0,361	Valid
29	0,715	0,361	Valid
30	0,288	0,361	Invalid

Based on the table above it can be seen that there were 20 item of the the questionnaire valid and 10 item were invalid. So the researcher used only 20 item to measure the students personality extrovert and introvert.

4. Instrument Reliability

Reliability the extent to which a test or procedure produces similar results under constant conditions on all occasions (Bell Judith, 2010, p.119). The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary et al, 2010, p. 236).

To know the reliability of the instrument test, the writer is used the Alpha Conbach (Siregar, 2014, p. 90). The formula was as follow.

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where:

R11 : Coefficient of test reliability

K : Number of item

σ_t^2 : Total Varians

$\sum \sigma_b^2$: Result of total variants score each item

To make sure that the questionnaire was reliable, the researcher used *Cronbach alpha coefficient* between 0 and 1. The result showed that the alpha is 0.851 ($\alpha > 0.5$). It can be concluded that the questionnaire was reliable.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,851	,873	20

D. Data Collecting Procedure

There are some procedures of data collection applied by the researcher, they are:

1. Determining the Population and Selecting the Samples

The researcher chooses two groups from students in academic year 2014-2016 and separated to be two groups as two different characteristics, extrovert and introvert students by distributing questionnaire of personality.

2. Try out the questionnaire

The researcher tries out the questionnaire to know the validity and reliability. The questionnaire in this research was to measure student's personality extrovert and introvert. The try out gave for the students in academic year 2013.

3. Distributing Questionnaire

The researcher gave the questionnaire to students to be answered. Students have 40 minutes to answer the questionnaire. The result of the questionnaire used to the group of students based on their type of personality.

4. Analyzing, Interpreting, and Concluding the Data

After collecting the data referring to the elements of speaking, analyzing, interpreting and concluding the data. The data gained from the test tabulated and calculated. The data divided into two groups based on the students' type of personality.

E. Data Analysis Procedure

To analyze the data of the research the researcher there were several steps:

1. Collecting the Data

First, the researcher collected the data to analyze the data. The step is used to collect all of the data from the sample of research.

2. Identifying the Data

After the data is collected, the researcher identified the students' score from the result of the questionnaire given.

3. Classifying the Data

The researcher classified and analyzed the result of the questionnaire to categorize students belong to extrovert and introvert.

4. Explaining

In this step, the researcher explained the result of the classifying of the data.

5. Tabulating

The researcher put the data had obtained in the table. The tables prepare for the data distribution are the name of the students and the students' score of personality questionnaire and speaking ability.

6. Evaluating

The researcher evaluated and analyzed the result of the questionnaire and the students' study result from the table.

All the collected and processed data are then analyzed quantitative approach. Data analysis is a process by which data simplified into a form can be read and interpreted easily.

After all the collected data have been processed, the researcher analyzes them and makes conclusion by using the “t” or “t” test formula. (Sudijono, 2009, p. 279).

In this research, the researcher uses:

1. Direction or alternative hypothesis (H_a)

There is significant difference students' speaking ability between Extrovert and Introvert student's on Speaking for Formal Setting of English Department of Faculty of *Tarbiyah and Teachers Training* of IAIN Palangka Raya Academic Year 2016/2017.

2. Null hypothesis (H_0)

There is no significant difference students' speaking ability between Extrovert and Introvert student's on Speaking for Formal Setting of English Department of Faculty of *Tarbiyah and Teachers Training* of IAIN Palangka Raya Academic Year 2016/2017.

There are several steps to process the data until the researcher gets the answer, including:

- a. After sharing questionnaire and each sample has gets final speaking score, the researcher counts the mean of every students by using the following formula:

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

The researcher interprets speaking ability's score of the students will be categorized into five levels as follow by (Harris, 1969, p.134), as follows:

80 -100 = Excellent

70 - <80 = Good

60 - <70 = Fair

50 - <60 = Low

0 - <50 = Very low

b. The researcher count standard deviation of every students by using formula:

$$SD = \sqrt{\frac{\sum x^2}{(N-1)}}$$

c. The researcher counts standard error of mean from every students by using formula:

$$SE_M = \frac{SD}{\sqrt{N_1 - 1}}$$

d. The researcher counts standard error from both sample by using formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

e. The researcher counts t-test by using formula:

$$t \text{ test} = \frac{M_1 - M_2}{SE_{M1-M2}}$$

f. Giving interpretation for “t” with consulting **t table**.

1). Looking for degree of Freedom

$$df/db = (N_1 + N_2 - 2)$$

Explanation

df/db : Degree of Freedom

N1 : Number of subject of the students who are extrovert

N2 : Number of subject of the students who are introvert

2 : Value of degree of freedom for variables.

2). Consulting score of “db/df” with ‘t’ table

t table : Value of critic “t”

In significant degrees t table 5%

In significant degrees t table 1%

g. The researcher makes a conclusion.

1) If $t_{count} < t_{table}$ = H_0 (Zero Hypotheses) will be rejected and
 (Alternative Hypothesis) will be accepted.

2) If $t_{count} > t_{table}$ = H_0 (Zero Hypotheses) will be accepted and
 (Alternative Hypothesis) will be rejected.

Explanation

M = Average number of mean

$\sum x$ = Total score

N = Total of sample

SD = Standard of Derivation

SE_M = Standard Error of Mean

$SE_{M1 - M2}$ = Standard Error of both samples

T = students “t” test score

To conclude, there are several steps in collecting and analyzing data is explained in figure 3.1

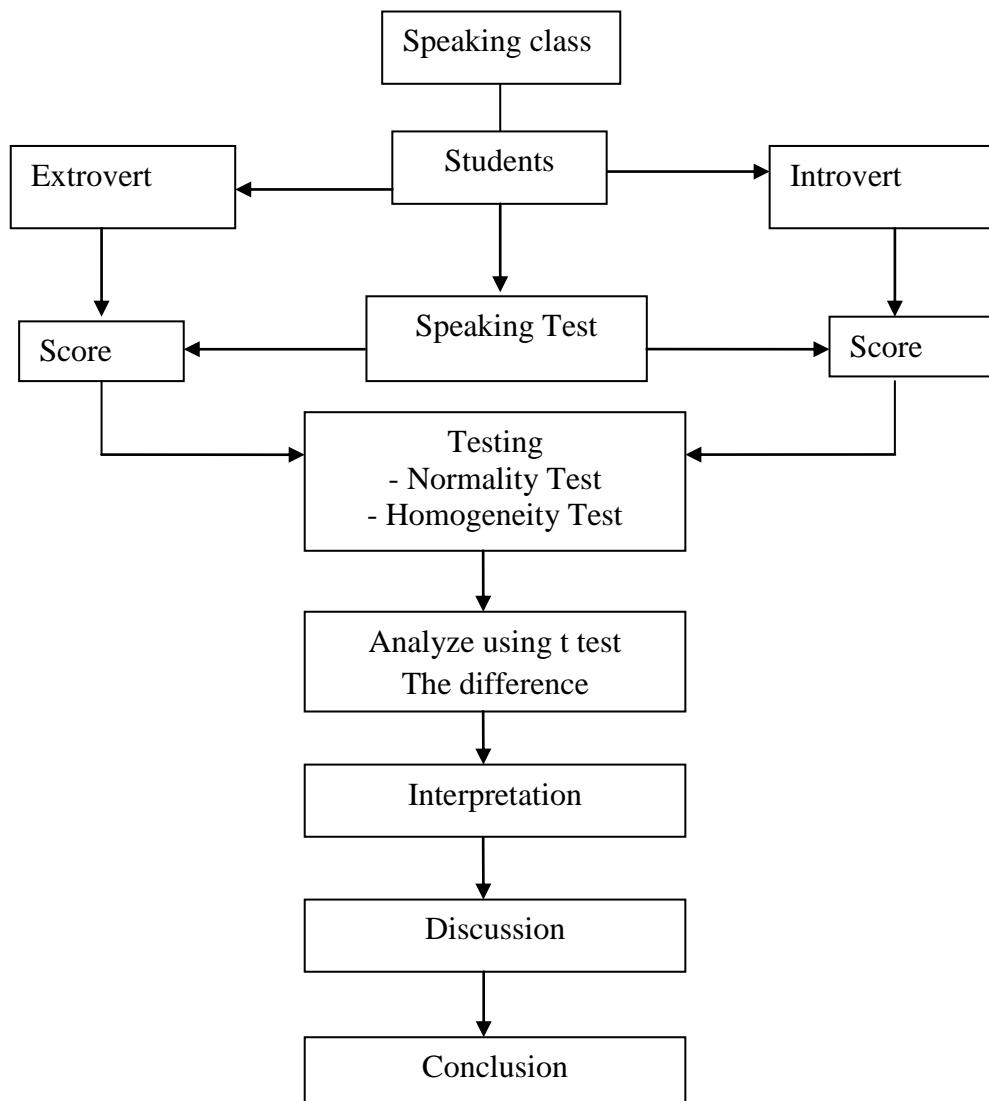


Figure 3.1 The step in the collecting and analyzing the data

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter, the researcher presented the data which had been collected from the research in the field of study. The data were the result of students' speaking score, the result of students' personality (Extrovert and Introvert), the result of normality and homogeneity, testing of normality, testing of homogeneity, testing hypothesis using SPSS program, interpretation of the result, and discussion.

A. Data Presentation

The study was aimed at investigating the differences between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya academic year 2014-2016. To answer the research problems the researcher firstly divided the sample into extrovert and introvert students. In this study the researcher distributed questionnaire to measure the students personality. Personality in this case belonged to extrovert and introvert. It consisted of 20 questions and was administrated in 40 minutes. Secondly, to find out the students English speaking score, the researcher obtained from their KHS of Speaking 1 for students in academic year 2014 and Speaking for Everyday Communication for students in academic year 2015 and 2016 which taken from English Education Department.

1. Deviding Students into Extrovert and Introvert

To determine the students belonged to extrovert and introvert, the researcher distributed personality questionnaire. They were 107 students in academic year 2014-2016. This Instrument distributed on September, 11th – 29th 2017 as described in the table 4.1.

Table 4.1 The Result of Questionnaire

No.	Code	Total Score	Category
1.	Student 1	70	Extrovert
2.	Student 2	60	Ambivert
3.	Student 3	62	Extrovert
4.	Student 4	47	Ambivert
5.	Student 5	73	Extrovert
6.	Student 6	54	Ambivert
7.	Student 7	67	Extrovert
8.	Student 8	39	Introvert
9.	Student 9	52	Ambivert
10.	Student 10	69	Extrovert
11.	Student 11	38	Introvert
12.	Student 12	64	Extrovert
13.	Student 13	67	Extrovert
14.	Student 14	70	Extrovert
15.	Student 15	83	Strongly Extrovert
16.	Student 16	60	Ambivert
17.	Student 17	39	Introvert
18.	Student 18	66	Extrovert
19.	Student 19	59	Ambivert
20.	Student 20	57	Ambivert
21.	Student 21	67	Extrovert
22.	Student 22	70	Extrovert
23.	Student 23	82	Strongly Extrovert
24.	Student 24	40	Introvert
25.	Student 25	57	Ambivert
26.	Student 26	65	Extrovert
27.	Student 27	39	Introvert
28.	Student 28	64	Extrovert
29.	Student 29	66	Extrovert
30.	Student 30	37	Introvert
31.	Student 31	67	Extrovert
32.	Student 32	39	Introvert

33.	Student 33	37	Introvert
34.	Student 34	64	Extrovert
35.	Student 35	70	Extrovert
36.	Student 36	82	Strongly Extrovert
37.	Student 37	70	Extrovert
38.	Student 38	68	Extrovert
39.	Student 39	73	Extrovert
40.	Student 40	64	Extrovert
41.	Student 41	39	Introvert
42.	Student 42	57	Ambivert
43.	Student 43	40	Introvert
44.	Student 44	37	Introvert
45.	Student 45	63	Extrovert
46.	Student 46	35	Introvert
47.	Student 47	40	Introvert
48.	Student 48	38	Introvert
49.	Student 49	39	Introvert
50.	Student 50	52	Ambivert
51.	Student 51	81	Strongly Extrovert
52.	Student 52	63	Extrovert
53.	Student 53	64	Extrovert
54.	Student 54	39	Introvert
55.	Student 55	58	Ambivert
56.	Student 56	52	Ambivert
57.	Student 57	55	Ambivert
58.	Student 58	39	Introvert
59.	Student 59	53	Ambivert
60.	Student 60	71	Extrovert
61.	Student 61	72	Extrovert
62.	Student 62	38	Introvert
63.	Student 63	56	Ambivert
64.	Student 64	40	Introvert
65.	Student 65	63	Extrovert
66.	Student 66	66	Extrovert
67.	Student 67	55	Introvert
68.	Student 68	39	Introvert
69.	Student 69	37	Introvert
70.	Student 70	60	Ambivert
71.	Student 71	65	Extrovert
72.	Student 72	40	Introvert
73.	Student 73	59	Ambivert
74.	Student 74	39	Introvert
75.	Student 75	40	Introvert
76.	Student 76	40	Introvert

77.	Student 77	39	Introvert
78.	Student 78	53	Ambivert
79.	Student 79	39	Introvert
80.	Student 80	57	Ambivert
81.	Student 81	59	Ambivert
82.	Student 82	40	Introvert
83.	Student 83	64	Extrovert
84.	Student 84	39	Introvert
85.	Student 85	40	Introvert
86.	Student 86	39	Introvert
87.	Student 87	39	Introvert
88.	Student 88	60	Ambivert
89.	Student 89	51	Ambivert
90.	Student 90	49	Ambivert
91.	Student 91	64	Extrovert
92.	Student 92	38	Introvert
93.	Student 93	65	Extrovert
94.	Student 94	38	Introvert
95.	Student 95	55	Ambivert
96.	Student 96	56	Ambivert
97.	Student 97	69	Extrovert
98.	Student 98	64	Extrovert
99.	Student 99	37	Introvert
100.	Student 100	71	Extrovert
101.	Student 101	38	Introvert
102.	Student 102	81	Extrovert
103.	Student 103	65	Extrovert
104.	Student 104	72	Extrovert
105.	Student 105	39	Introvert
106.	Student 106	38	Introvert
107.	Student 107	65	Extrovert

After that, the researcher categorized the students into extrovert and introvert that adapted from Velicer and Stevenson (1978) as the table below.

Table 4.2 The Distribution of The Students Personality Questionnaire Score

No	Score	Frequency	Category
1	81-100	5	Strongly Extrovert
2	61-80	38	Extrovert
3	41-60	25	Ambivert
4	21-40	39	Introvert
5	1-20	-	Strongly Introvert
	Total	107	

The table above showed there were 5 students acquired score 81-100, 38 students acquired score 61-80, 25 students acquired score 41-60, and 39 students acquired 21-40. The students personality was categorized by the score that separated them to 3 group, those are Extrovert (61-100), ambivert (41-60) and introvert (1-40).

To make it clearer the researcher made several groups of the data in some level on predicate of the score then made percentage by using formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = students' score

n = the number of students who got score in a level

N = total of the students'

Table 4.3 Percentage of Students' Personality Questionnaire Score

No	Score	Category	Frequency	Percent (%)
1	81-100	Strongly Extrovert	5	4.67%
2	61-80	Extrovert	38	35.51%
3	41-60	Ambivert	25	23.36%
4	21-40	Introvert	39	36.45%
5	1-20	Strongly Introvert	-	-
	Total		107	100%

Based on the table above it can be seen there were 5 students (4.67%) are Strongly Extrovert, 38 students (35.51%) are Extrovert, 25 students (23.36%) are ambivert or neither extrovert and introvert, 39 students (36.44%) are introvert. This research only focused on the students' personality extrovert and introvert, so

the students with ambivert personality will be ignored. To conclude there were 43 students with extrovert personality and 39 students with introvert personality.

The following is chart about the frequency of extrovert and introvert personality questionnaire score.

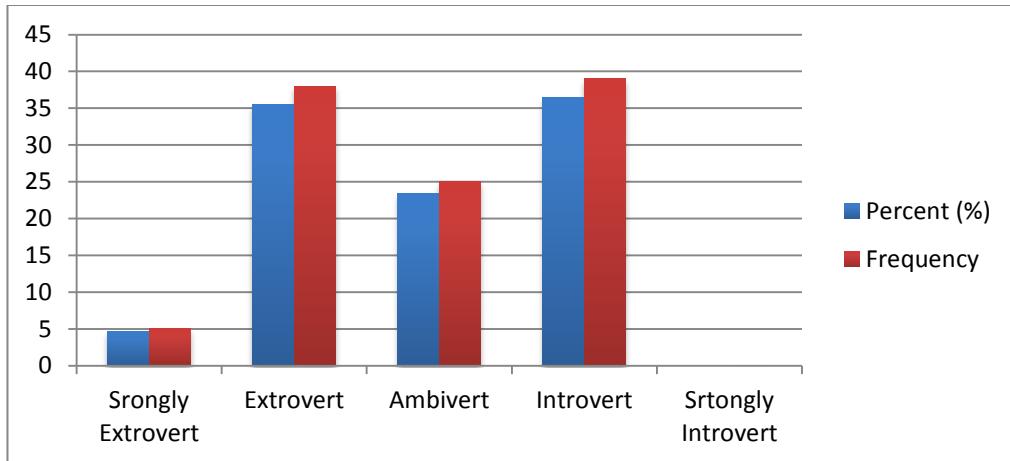


Figure 4.1 The Frequency of Students Personality Questionnaire

2. The Result of Students Speaking Score of Extrovert group

The following table are the students who have been categorized into the extrovert personality. The following table are their English Speaking score taken from English Education Department.

Table 4.4 The Speaking Score of Extrovert Group

No.	Code	Speaking Score (X_1)	X_1^2
1	Student 1	69.60	4844.160
2	Student 3	77.10	5944.410
3	Student 5	76.80	5898.240
4	Student 7	89.70	8046.090
5	Student 10	80.60	6496.360
6	Student 12	69.60	4844.160
7	Student 13	76.25	5814.063
8	Student 14	81.50	6642.250
9	Student 15	81.90	6707.610
10	Student 18	78.30	6130.890
11	Student 21	78.50	6162.250
12	Student 22	83.51	6973.920

13	Student 23	82.30	6773.290
14	Student 26	77.30	5975.290
15	Student 28	78.99	6239.420
16	Student 29	81.00	6561.000
17	Student 31	80.90	6544.810
18	Student 34	78.50	6162.250
19	Student 35	76.10	5791.210
20	Student 36	80.90	6544.810
21	Student 37	84.70	7174.090
22	Student 38	77.60	6021.760
23	Student 39	83.10	6905.610
24	Student 40	79.00	6241.000
25	Student 45	78.10	6099.610
26	Student 51	82.50	6806.250
27	Student 52	79.00	6241.000
28	Student 53	78.50	6162.250
29	Student 60	84.00	7056.000
30	Student 61	83.00	6889.000
31	Student 65	81.40	6625.960
32	Student 66	88.00	7744.000
33	Student 71	78.00	6084.000
34	Student 83	78.90	6225.210
35	Student 91	81.30	6609.690
36	Student 93	78.80	6209.440
37	Student 97	80.50	6480.250
38	Student 98	81.20	6593.440
39	Student 100	84.80	7191.040
40	Student 102	82.60	6822.760
41	Student 103	82.70	6839.290
42	Student 104	82.40	6789.760
43	Student 107	81.10	6577.210
SUM		3450.55	277485.103
High Score		89.70	
Low Score		69.60	
Mean		80.2453	
Standard Deviation		3.76233	

Table 4.5 The Table Calculation of Mean, Standard Deviation, and Standard Error of Mean of the Speaking Test Scores of Extrovert Students Using SPSS 18.0 Program

Statistics		
Extrovert_X1		
N	Valid	43
	Missing	0
Mean		80,2453
Std. Error of Mean		,57375
Median		80,9000
Std. Deviation		3,76233
Variance		14,155
Minimum		69,60
Maximum		89,70
Sum		3450,55

Based on the table above it can be seen that the higher score of the extrovert student was 89.70 and the lower score of the extrovert student was 69.60. From the calculation of the data above showed the mean of the extrovert students speaking score was 80.2454 and the standard deviation was 3.762327.

The result of the final score of extrovert students were categorized in classifying the score, the researcher used the measurement of students' right answer suggested by Harris (1969, p.134) as follows;

Table 4.6 The Frequency Distribution of the Speaking Ability Score And Category of Students Who are Extrovert.

No	Score	Category	Total of Students	Percentage
1	80-100	Excellent	23	53.88%
2	70-<80	Good	18	41.86%
3	60-<70	Fair	2	4.65%
4	50-<60	Low	No student get the value	0%
5	0-<50	Very low	No student get the value	0%
Total				100%

Based on the table above it can be seen there were 23 (53.88%) extrovert students acquired speaking score 80-100 categorized excellent, 18 (41.86%) extrovert students acquired speaking score 70-<80 categorized good and only 2 or (4.65%) extrovert students acquired speaking score 60-<70 categorized fair. The following chart about the extrovert student's speaking ability score;

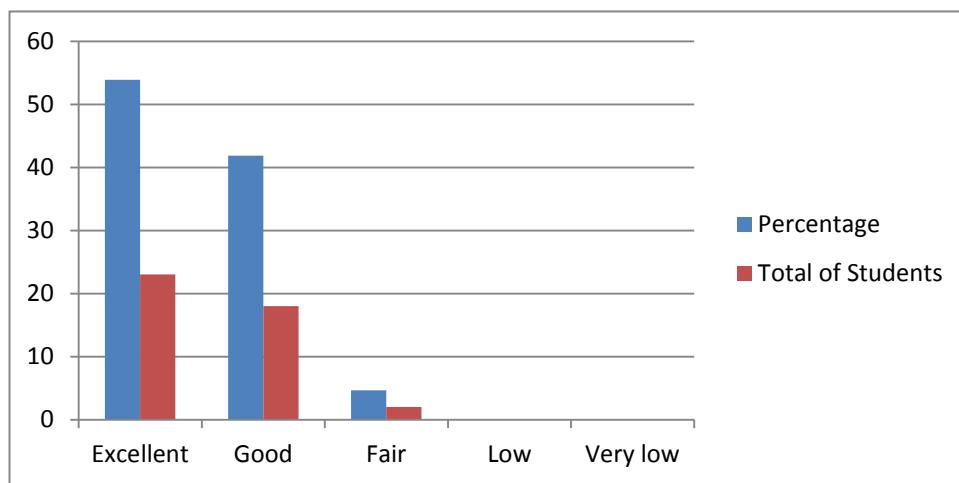


Figure 4.2 The frequency of student's speaking ability score of extrovert group

3. The Result of Students Speaking Score of Introvert Group

The following table are the students who have been categorized into the introvert personality. The following table are their English Speaking score taken from English Education Department.

Table 4.7 The Speaking Score of Introvert Group

No.	Code	Speaking Score (X_2)	χ^2
1	Student 8	80.00	6400.00
2	Student 11	73.50	5402.25
3	Student 17	68.50	4692.25
4	Student 24	69.80	4872.04
5	Student 27	68.80	4733.44
6	Student 30	70.30	4942.09
7	Student 32	76.60	5867.56

8	Student 33	62.10	3856.41
9	Student 41	70.60	4984.36
10	Student 43	71.60	5126.56
11	Student 44	63.30	4006.89
12	Student 46	67.60	4569.76
13	Student 47	69.40	4816.36
14	Student 48	71.60	5126.56
15	Student 49	70.60	4984.36
16	Student 54	71.50	5112.25
17	Student 58	72.20	5212.84
18	Student 62	69.40	4816.36
19	Student 64	71.80	5155.24
20	Student 67	70.10	4914.01
21	Student 68	73.80	5446.44
22	Student 69	69.30	4802.49
23	Student 72	76.50	5852.25
24	Student 74	70.20	4928.04
25	Student 75	77.70	6037.29
26	Student 76	69.30	4802.49
27	Student 77	68.30	4664.89
28	Student 79	60.20	3624.04
29	Student 82	72.90	5314.41
30	Student 84	75.60	5715.36
31	Student 85	65.20	4251.04
32	Student 86	72.40	5241.76
33	Student 87	71.90	5169.61
34	Student 92	70.70	4998.49
35	Student 94	80.30	6448.09
36	Student 99	69.30	4802.49
37	Student 101	80.40	6464.16
38	Student 105	79.90	6384.01
39	Student 106	80.30	6448.09
SUM		2793.50	200987.03
Highest Score		80.40	
Lowest Score		60.20	
Mean		71.6282	
Standard Deviation		4.849414	

Table 4.8 The Table Calculation of Mean, Standard Deviation, and Standard Error of Mean of the Speaking Scores of Introvert Students Using SPSS 18.0 Program

Statistics	
Introvert_X2	
N	Valid 39
	Missing 0
Mean	71,6282
Std. Error of Mean	,77653
Median	70,7000
Std. Deviation	4,84941
Variance	23,517
Minimum	60,20
Maximum	80,40
Sum	2793,50

Based on the table above it can be seen that the higher score of the introvert student was 80.30 and the lower score of the introvert student was 60.20. From the calculation of the data above showed the mean of the introvert students speaking score was 71.6282 and the standard deviation was 4.849414.

The result of the final score of introvert students were categorized in classifying the score, the researcher used the measurement of students' right answer suggested by Harris (1969, p.134) as follows;

Table 4.9 The Frequency Distribution of the Speaking Ability Score And Category of Students Who are Introvert.

No	Score	Category	Total of Students	Percentage
1	80-100	Excellent	4	10.26%
2	70-<80	Good	22	56.41%
3	60-<70	Fair	13	33.33%
4	50-<60	Low	No student get the value	0%
5	0-<50	Very low	No student get the value	0%
Total				100%

Based on the table above it can be seen there were 4 (10.26%) introvert students acquired speaking score 80-100 categorized excellent, 22 (56.41%) extrovert students acquired speaking score 70-<80 categorized good and 13 (33.33%) extrovert students acquired speaking score 60-<70 categorized fair. The following chart about the introvert student's speaking ability score;

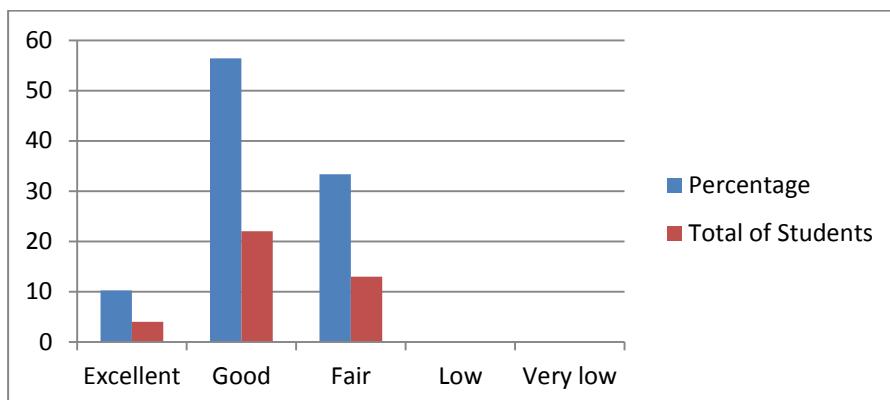


Figure 4.3 The frequency of student's speaking ability score of introvert group

4. Comparison on Speaking Score Between Extrovert and Introvert Group

The following table explained the differences between extrovert and introvert students in speaking score.

Table 4.10 The Comparison on Speaking Score Between Extrovert and Introvert Students

No.	Extrovert Students		Introvert Students	
	Students	Speaking Score	Students	Speaking Score
1.	Student 1	69.60	Student 8	80.00
2.	Student 3	77.10	Student 11	73.50
3.	Student 5	76.80	Student 17	68.50
4.	Student 7	89.70	Student 24	69.80
5.	Student 10	80.60	Student 27	68.80
6.	Student 12	69.60	Student 30	70.30
7.	Student 13	76.25	Student 32	76.60
8.	Student 14	81.50	Student 33	62.10
9.	Student 15	81.90	Student 41	70.60
10.	Student 18	78.30	Student 43	71.60
11.	Student 21	78.50	Student 44	63.30
12.	Student 22	83.51	Student 46	67.60

13.	Student 23	82.30	Student 47	69.40
14.	Student 26	77.30	Student 48	71.60
15.	Student 28	78.99	Student 49	70.60
16.	Student 29	81.00	Student 54	71.50
17.	Student 31	80.90	Student 58	72.20
18.	Student 34	78.50	Student 62	69.40
19.	Student 35	76.10	Student 64	71.80
20.	Student 36	80.90	Student 67	70.10
21.	Student 37	84.70	Student 68	73.80
22.	Student 38	77.60	Student 69	69.30
23.	Student 39	83.10	Student 72	76.50
24.	Student 40	79.00	Student 74	70.20
25.	Student 45	78.10	Student 75	77.70
26.	Student 51	82.50	Student 76	69.30
27.	Student 52	79.00	Student 77	68.30
28.	Student 53	78.50	Student 79	60.20
29.	Student 60	84.00	Student 82	72.90
30.	Student 61	83.00	Student 84	75.60
31.	Student 65	81.40	Student 85	65.20
32.	Student 66	88.00	Student 86	72.40
33.	Student 71	78.00	Student 87	71.90
34.	Student 83	78.90	Student 92	70.70
35.	Student 91	81.30	Student 94	80.30
36.	Student 93	78.80	Student 99	69.30
37.	Student 97	80.50	Student 101	80.40
38.	Student 98	81.20	Student 105	79.90
39.	Student 100	84.80	Student 106	80.30
40.	Student 102	82.60		
41.	Student 103	82.70		
42.	Student 104	82.40		
43.	Student 107	81.10		
	N=43	$\Sigma 3450.55$	N=39	$\Sigma 2793.50$

The Next table concluded the result of the calculation above.

Table 4.11 The Statistic Descriptive of the Speaking Scores of Extrovert and Introvert Students Using SPSS 18.0 Program Statistics

		Extrovert_X1	Introvert_X2
N	Valid	43	39
	Missing	0	4
Mean		80,2453	71,6282
Std. Error of Mean		,57375	,77653
Std. Deviation		3,76233	4,84941
Minimum		69,60	60,20
Maximum		89,70	80,40
Sum		3450,55	2793,50

Based on the table above it can be seen that extrovert and introvert have different score. The highest score of extrovert group is 89.70 while the highest score of introvert group is 80.40. The lowest score of extrovert group is 69.60 and the lowest score of introvert group is 60.20. The mean of extrovert group is 80.2453 while the mean of introvert group is 71.6282. The standard deviation of extrovert group is 3.76233 and the standard deviation of introvert group is 4.84941. From the table and calculation above it can be concluded that extrovert better than introvert in speaking ability. The following chart about extrovert and introvert student's speaking score;

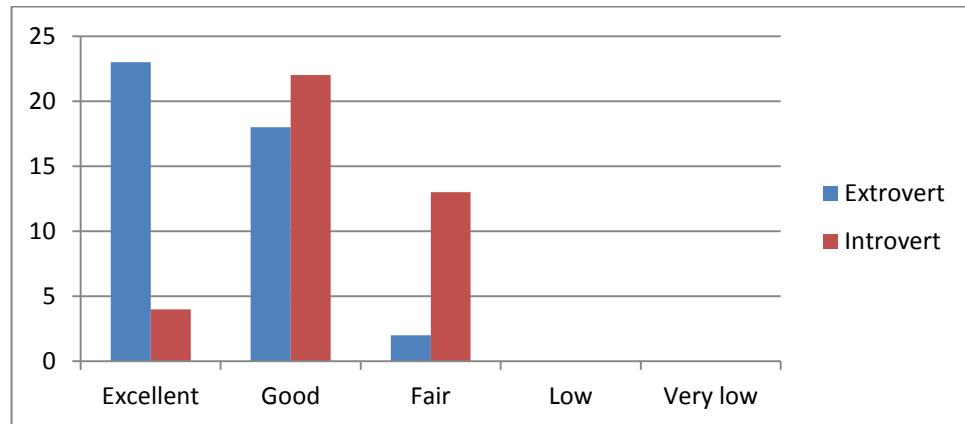


Figure 4.4 The Comparison on Speaking Score Between Extrovert and Introvert Students

B. Research Findings

1. Testing Assumptions

a) Testing Normality

Table 4.12. Testing Normality

One-Sample Kolmogorov-Smirnov Test

		Extroversion_X	Speaking_Y
N		82	82
Normal Parameters ^{a,b}	Mean	54,59	76,1043
	Std. Deviation	15,514	6,13278
Most Extreme Differences	Absolute	,290	,109
	Positive	,290	,095
	Negative	-,218	-,109
Kolmogorov-Smirnov Z		2,625	,989
Asymp. Sig. (2-tailed)		,423	,282

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation using SPSS 18.0, the asymptotic significance normality of Extroversion was 0.423. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance of Extroversion = 0.423

$< \alpha = 0.05$ it could be concluded that the data was normal distribution. And the asymptotic significance normality of Speaking Ability was 0.282. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance of Speaking Ability = $0.282 \geq \alpha = 0.05$ it could be concluded that the data was normal distribution.

b) Homogeneity Test

Table 4.13 Test of Homogeneity of Variances

Speaking_Y

Levene Statistic	df1	df2	Sig.
1,530	15	61	,123

Based on the output of SPSS above it is known that the value of variable significance of Speaking Ability (Y) based on the variable Extroversion (X) = $0.123 > 0.05$, means that the variable data Speaking Ability (Y) based on the variable Extroversion (X) has homogeneity.

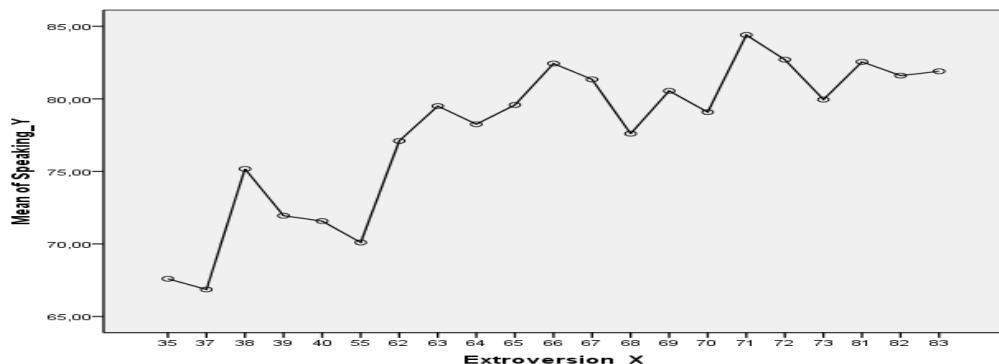


Figure 4.4 The Chart of Scatterplot

2. Testing Hypotheses

To measure the difference between extrovert and introvert students' speaking score the independent sample t test was applied in manual calculation. After all the collected data have been processed, the researcher analysis them by using independent sample t test.

1. Based on the result of the students' speaking score (see appendix), the researcher calculates the mean of each group of students.

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

$$X_1 = \frac{3450.55}{43} = 80.2453 = 80.2$$

$$X_2 = \frac{2793.5}{39} = 71.6282 = 71.6$$

X_1 = Means score of extrovert students ability in speaking.

X_2 = Means score of introvert students ability in speaking.

2. The researcher count standard deviation of every students by using formula:

$$SDX_1 = \sqrt{\frac{\sum x^2}{(N-1)}} = \sqrt{\frac{277485.1}{(43-1)}} = 3.76233$$

$$SDX_2 = \sqrt{\frac{\sum x^2}{(N-1)}} = \sqrt{\frac{200987.03}{(39-1)}} = 4.84941$$

SDX_1 = Standard Deviation of extrovert students ability in speaking.

SDX_2 = Standard Deviation of introvert students ability in speaking.

3. The researcher counts standard error of mean from every students by using formula:

$$SE_{MX_1} = \frac{SDX_1}{\sqrt{N_1 - 1}} = \frac{3.762327}{\sqrt{43-1}} = \frac{3.76233}{6.480747} = 0.57375$$

$$SE_{MX_2} = \frac{SDX_2}{\sqrt{N_1 - 1}} = \frac{4.849414}{\sqrt{39-1}} = \frac{4.849414}{6.164414} = 0.77653$$

SE_{MX_1} = Standard Error of mean from extrovert students ability in speaking.

SE_{MX_2} = Standard Error of mean from introvert students ability in speaking.

4. The researcher counts standard error from both sample by using formula:

$$\begin{aligned}
 SE_{M1 - M2} &= \sqrt{SEMx1 + SEMx2}^2 \\
 &= \sqrt{(0.57375)^2 + (0.77653)^2} \\
 &= \sqrt{(0.32918906) + (0.60299884)} \\
 &= \sqrt{0.93218790} \\
 &= 0.965498783 \\
 &= 0.9654981
 \end{aligned}$$

5. The researcher counts t-test by using formula:

$$t_{\text{count}} = \frac{M_x - M_y}{SE_{Mx} - M_y} = \frac{80.2 - 71.6}{0.9654981} = \frac{8.6}{0.9654981} = 8.925$$

Based on the manual calculation above it can be explained that the mean of English speaking score of extrovert students was 80.2, with the standard deviation was 3.76233 and the standard error of mean was 0.57375. Meanwhile the mean of English speaking score of Introvert students was 71.6, with the standard deviation was 4.84941 and the standard error of mean was 0.77653. from these calculation it can be seen that the t_{observed} was 8.925. The t-table for degree of significant of 5% was 1.99 and the degree of significant of 1% was 2.64.

By comparing the values of $t_o=8.925$ and t_{table} 1.99 and 2.64, the data calculated with manual and statistical result shows that t_o was higher than t_{table} . So, the alternative hypothesis was accepted (H_a) and null hypothesis (H_0) was rejected. It means there significant difference between extrovert and introvert students in speaking ability.

In addition, the research also calculated using statistical calculation Spss 18.0 program as described in the table 4.14.

Table 4.14 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean	Std. Error	95% Confidence Interval of the Difference	
							Difference	Difference	Lower	Upper
EI	Equal variances assumed	1,589	,211	8,925	80	,000	8,61714	,95372	6,71919	10,51510
	Equal variances not assumed			8,925	71,528	,000	8,61714	,96550	6,69224	10,54204

Based on statistical calculation SPSS 18.0 program it can be seen that t

observed was 8.925 and sig. 2 tailed was 0,000.

3. Interpretation of The Result

Based on the manual and statistical calculation, the t_{observed} was 8.925 it was greater than t_{table} 5% (1.99) and 1% (2.64) it can be clarified that there is significant difference between extrovert and introvert students in speaking ability. So, the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. To make it clearly the researcher giving interpretation for “ t_{observed} ” with consulting **t table**.

$$\begin{aligned} df/db &= N_1 + N_2 - 2 \\ &= (43+39) - 2 = 80 \end{aligned}$$

- Consulting score of “db/df” with “t table”
- In significant degrees t-table 5% = 1.99
- In significant degrees t-table 1% = 2.64

The alternative hypothesis of this research is there is any significant different between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya academic year 2014-2016. And the null hypothesis of this research is there is no significant different between extrovert and introvert students in speaking ability of English Department at IAIN Palngka Raya academic year 2014-2016. Based on the analysis using independent sample test it found that alternative hypothesis was accepted. The t-observed of this research was $(8.925) > t\text{-table } 5\% (0.220) > t\text{-table } 1\% (0.286)$. It meant t-table is greater than t-observed. It can be interpreted that Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_0) was rejected. In conclusion there is significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

C. Discussion

The study found that t-observed is greater than t-table. This finding was supported by the theories in the chapter II for example, Burrus and Liza Kaenzing (1999) describe extensively the differences between extrovert and introvert by stating that extroverts are people that enjoy and need social gathering, engage in friendship with many people, quick responses, try to avoid solitude and do not like being alone, while introvert are usually taciturn, do not interest in participating in social gathering, prefer to do something in alone, more think and concentrate before doing something or talking (Marashi and Dibah, 2013, p. 346). This differences indicated that students has difference ability in speaking.

This study was in line with Arie Lestari, Clarry Sada, and Luwandi Suhartono's, (2013). They analyzed about the relationship between extrovert and introvert students in speaking. The result of t-test revealed that there is statistically significant difference between the personality types of the participants' 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 result of the study was also in line with the finding of the study conducted by Mohammad Reza Khodareza and Marzie Taheri's (2015). The result of their study showed that there is a slight amount of difference between extroverts and introverts in speaking ability. Their study also showed that the extroverts are generally better at speaking than introvert, but the difference is not noteworthy.

This study also was supported by Nazlia's (2015) with the finding that there is significant difference between personality type and speaking performance. She also conducted the research to find out the relationship between personality and speaking performance. The result was significant correlation between extrovert-introvert personality and students' speaking performance since the result of t-test was 3.572, whereas the t-table was 2.064. The t-test score was higher than t-table ($3.574 > 2.064$).

The researcher also found that some students who had a good score in speaking score are extrovert. They have 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. The result of the study was supported by Eysenck (1964) cited in Aziz (2010, p. 18) stated that the typical extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. These characteristics increase students' capability in communication. By their sociability, their ability in construct and process verbal communication gives big contribution in English speaking task. It was supported by Crow (1958) as it cited by Andriyani (2013, p. 17) stated that extrovert students are usually fluent in speaking, not too feeling worry and not easily get ashamed and awkward, prefer to work together or work in group, and good in adapting with their surrounding. Furthermore, Dörnyei (2005, p. 27) said that extroverts are usually more fluent in both L1 and L2, while introverts can feel increased pressure and hesitate more often, tend to make more errors and are unable to produce longer utterances.

The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented, Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas.

Beside that, Dewaele et al. Cited in Brown (2000, p.156) said Extrovert may be a factor in the development of general oral communication competence

which requires face to face interaction, but not listening, reading, and writing. Lestari, Suha and Suhartono (2013, p.11) states students whom relatively active in the class, they speak English without hesitation. These active students are generally regarded to possess extrovert personality.

While there are also some students whom seemed passively involved, they rarely asked a question and speak only when the lecture demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to posses introvert personality. A few of the passive students turned out to have better pronunciation than the extrovert students and they were more fluent in speaking, so they could convey ideas accurately and naturally, also speaks without excessive pauses.

These introvert students tended to enjoy reading, lectures, and written over oral work. They preferred to work independently and need time for internal processing. They enjoyed listening to others talk about a topic while privately the information. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental processing. They are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

In other words the researcher concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy play important role in students success in acquiring second or foreign language.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give conclusion and suggestions based on the result of the study, as the following:

A. Conclusion

Based on manual and statistical calculation in the chapter IV of students' speaking score, the result showed that t_{observed} was grater than t_{table} ($1.99 < 8.925 > 2.64$) at 5% and 1% significance level. It meant there was significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya. The difference above is due to the fact that both extroverts and introverts have different ways in speaking. Students with extrovert personality have better ways in speaking than the introvert. Their characteristics as extrovert contribute a positive effect on their speaking ability in some ways, better than the introvert ones do. In short, extrovert students are in favor in terms of speaking.

B. Suggestion

In reference with the conclusions above, the researcher gives some suggestions as follow:

1. Suggestion for the students

- a. The result of this research is expected to help students to recognize their personality and minimize their weakness.

b. For introvert students

Becoming an introvert is not bad, the students only need a right time to speak. They can become better over time, and even though they are nervous. They should extend their limitations step by step that can help them grow become more fluent when meeting new people.

c. For extrovert students

Since extrovert students good in socializing, they should motivate and encourage their classmates, and they love working on teams. When all of that energy is properly harnessed, extroverts are sure to spark and contribute to interesting discussions, as they are at ease with verbal communication.

2. Suggestions for the Teacher

- a. Since personality influence students speaking ability, English teachers are suggested to pay more attention to their students in term of their personality type. It is not necessary to know all students personality, knowing, at least, those who struggle and need help in their study will definitely do.
- b. Introvert students with lower speaking score can be used as a basis that they need more attention when it comes to speaking. The teacher does not necessarily give all the attention needed by them. Teacher can make the extrovert students in doing this. Pairing an extrovert student with the introvert in a group will be an effective.

- c. Teachers should choose the most appropriate method in teaching speaking to improve students' speaking ability for both extrovert and introvert.
- d. Teacher should give motivation to introvert students. Because, introvert students are not bad, they just need the right time to speak. In this case the teacher should be a facilitator to their students.

3. Suggestions for Further Research

This research focused in one of four English skills. Other researchers can try to apply it in different skills, especially the receptive ones; listening and reading and this research also only focused on the extrovert and introvert, other research can try to conduct the research involving ambivert.

REFERENCES

- Andriyani, R. P. (2016). *Comparative Study of Reading Comprehension Between Students With Introvert and Students with Extrovert Personality At Sma N 2 Kalianda*. Published Thesis, Bandar Lampung: Lampung University.
- Ary, D., Lucy, C. J., Chris, S., & Asghar, R. (2010). *Introduction to Research in Education*, Eight Edition, USA: Wadsworth, Cengage Learning.
- Aziz, A.R. (2010). *Extroversion-Introversion and The Oral Performance of Koya University*. Published Thesis, Ankara: Bilkent University.
- Bilbrough, N. (2007). *Dialogue Activities to Exploring Spoken Interaction in the Language Class*.Cambridge: Cambridge University Press.
- Brown, H.D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nded) New York: Longman.
- Collie, J & Stephen.S. (2006). *Speaking Student's Book*: Cambridge: Cambridge University Press.
- Dorney, Z. (2005). *The Psychology of the Language Learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Emzir, K. (2013). *Metodologi Penelitian Pendidikan: Kuantitatif Dan Kualitatif*. Jakarta: PT Raja Grafindo Persada.
- Endang, F. (2002). *Teaching English as Foreign Language*. Surakarta: Muhammadiyah University Press.
- Eysenck, J.E.H. & Wilson, G. (1991). *Know Your Own Personalit*,London: Penguin Group.
- _____ (1964). *Manual of the Eysenck personality scales*. London: Hodder & Stoughton.
- _____ (1985). A revised version of the psychoticism scale, *Personality and Individual Differences*. Denmark Hill: Institute of Psychiatry.
- Francis, L.J., Lewis, A.C., Ziebertz, H. (2006) The short-Form revised Eysenck Personality Questionnaire (EPQ-s): A German Edition. *Social Behavior and personality*, 34(2), 197-204

- Hakim, M.A. R. (2015). Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students. *European Journal of Social Sciences*, (Online), 48(4), (<http://www.europeanjournalofsocialsciences.com/>) online January 11th 2017.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Pearson education limited.
- Heaton, J.B. (1988). *Writing English Language Test*. London: Longman.
- Isnaini, A. (2010). *The Influence of Extroversion Toward Students' Speaking Achievement of The Fifth Semester of English-Departement of State Islamic Studies Institute of Salatiga In The Academic Year of 2009/2010*. Published Thesis, Salatiga: STAIN Salatiga.
- Jalili, S., & Amiri, B. M. (2015). The Difference Between Extrovert and Introvert Teachers' Classroom Management. *Theory and Practice in Language Study*, (Online), 5(4), (<http://dx.doi.org/10.17507/tpls.0504.19>), online on September 30th 2016.
- Judith, B. (2010). *Doing Your Research Project; A Guide for First-Time Researchers in Education, Health and Social Science*, New York: Open University Press.
- Khodareza, M. Re., & Taheri, M. (2015). The Effect of Audio- Visual Aids on Extrovert and Introvert Learners' Speaking Ability. Tonekabon. Iran. Islamic Azad University: *Indian Journal of Fundamental and Applied Life Sciences* ISSN: 2231– 6345, 2015, <http://www.cibtech.org/sp.ed/jls/2015/03/124-JLS-S3-127-MARZIE EFFECT.pdf> (Online Januari 10th 2017).
- Laney, M. O. (2001). *The Introvert Advantage: How to thrive in an extrovert world*. New York: Workman Publishing.
- Larsen, R. J. and Buss, D. M. 2002. *Personality Psychology: Domains Of Knowledge About Human Nature*. Boston: McGraw-Hill.
- Lestari, A. Clarry, S., Luwandi, S. (2013). Analysis on the Relationship of Extrovert –Introvert Personality and Students' Speaking Performance, Pontianak: Tanjungpura University, <http://download.portalgaruda.org/article.php?article=297155&val=2338> (Online, December 22th 2016).
- Lodico, M., Spaulding, D., & Voegtle, K. (2006). Methods in educational research: From theory to practice. San Francisco: Jossey-Bass.

- Lucantoni, P. (2006). *Teaching and assessing skills in English as a second Language*. UK: Cambridge University Press.
- Marashi, H., & Dibah, P. (2013). The Comparative Effect of Using Competitive and Cooperative Learning on the Oral Proficiency of Iranian Introvert and Extrovert EFL Learners, *Journal of Language Teaching and Research*, (Online), 4(3), (<http://10.4304/jltr.4.3.545-556>, Online on December 30th 2015).
- Meilyaningsih, A. I. (2015). *Improving The Students' Speaking Ability Through The Use of Role Playing Technique for Grade VIII Students of SMPN 1 Banguntapan in The Academic Year of 2013/2014*. Yogyakarta: State University of Yogyakarta.
- Nazila, H. (2015). *The Students' Speaking Performance Between Extrovert and Introvert Personality at IAIN Langsa*. Published Thesis, Langsa: Zawiyah Cot Kala Langsa.
- Oliver, R. A. C. (2010). The Traits of Extroverts and Introverts, *The Journal of Social Psychology* (Online) 1(3), (<http://dx.doi.org/10.1080/00224545.1930.9714142>, Online on May 16th 2017).
- Panth, M. K., Jian, P., Guvita, M. (2015). A Comparative Study Of Emotional Quotient And Adjustment Between Introvert And Extrovert Personality Of Students, *International Journal of Humanities, Arts, Medicine and Sciences (BEST: IJHAMS)*, (Online) 3(8). (Online on December 30th 2016).
- Richards, J. C., & Schmidt, R. W. (2002). *Dictionary of Language Teaching and Applied Linguistics*. New York: Longman.
- Riduwan, (2004), *Metode dan Teknik Tesis*, Bandung: Alfabeta.
- Ryckman, R. M. (2004). *Theories of Personality*. Wadsworth/Thompson Learning.
- Schreiber, J. & Asner-Self, K. (2011). *Educational Research*. America: Library of Congress Cataloging in Publication Data.
- Sharp, D. (1987). *Personality Types: Jung's model of Typology*. Toronto: Inner City Books.
- Simukonda, C.P. (2002). *The Relationship Between Extraversion-Introversion and Academic Achivement in Grade Twelve Pupils of Selected School in Lusaka*. Published Disertation, Lusaka: Zambia University.

- Souzandehfar, M., Souzandehfar, S.M.A., Farsi, M., Syarif, M. (2014). Which Personality Trait Performs better on IELTS Speaking Test? Extroverted or Introverted?, Yasouj, Iran: Islamic Azad University, *AENSI Journals*, <http://www.aensiweb.com/aeb.html>, (online, January 10th 2017).
- Sudijono, A. (2009). *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Suliman, F. H. A. (2015). The Role of Extrovert and Introvert Personality in Second Language Acquisition, *International Conferenceon Social Sciences and Humanities*. (Online on October 30th 2016).
- Tetala H. Shohebul. (2015). *How to Teach Speaking skill*, <http://how-to-teach-speakingskill.html>,acessed August 30th.
- Tiwari, T., Singh, L.A., Singh, L. I., (2012). The short-form Revised Eysenck Personality Questionnaire: A Hindi Edition (EPQRS-H), *Department of Psychology,Cognitive Science Laboratory, Banaras Hindu University*. (Online on August 28th 2017)
- Toma, S. P. (2015). *Personality and the College Experience:How Extraversion-Introversion Measures Shape Student Involvement and Satisfaction*. Published Dissertation. Los Angeles: University of California.
- Thronbury, S. (2005). *How to Teach Speaking*. Pearson Education Limited.
- Usmiyati, (2012). *The Difference Between Speaking Ability of Introvert and Extrovert of The Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District In Karimun Regency*, Published Thesis, Pekan Baru: State Islamic University of Sultan Syarif Kasim Riau.
- Utomo, A. B. (2013). Perbedaan Tipe Kepribadian Extrovert an Introvert di dalam Frekuensi terkena Bullying, Published Thesis, Salatiga: Universitas Kristen Satya Wacana.
- Varšić, N. (2014). *The Role of Personality in EFL*, Published Theisi, Prosinac: University of Zagreb
- Velicer, W.F & Stevenson, J.F. (1978). The Relation Between Item Format and the Stucture of the Eysenck Personality Inventory, *Applied Psychological Measurement*.
- Wengrum, T. D., Suparman, U., Simnjuntak, G. E. (2013). Comparative Study of Students' Reading Comprehension to Understand Narrative Text Between Extrovert and Introvert, (Online on January 11th 2017).