

**THE CORRELATION BETWEEN STUDENTS' EXTROVERT
PERSONALITY AND INTROVERT PERSONALITY TOWARD
STUDENTS' SPEAKING ACHIEVEMENT AT THIRD SEMESTER
STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM OF RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF
SURAKARTA IN THE ACADEMIC YEAR 2023/2024**

THESIS

Submitted as a Partial Requirement for the degree of *Sarjana*



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DEDICATION

Alhamdulillah rabbil 'alamiin, praise thanks to Allah SWT who has given all the blessing. I would dedicate this thesis is especially dedicated to:

1. Allah SWT and he Prophet Muhammad SAW.
2. My beloved parents, Mr. Suyamto and Mrs. Mulyati, who always give me support (mentally and physically), facilities, and prayers.
3. My beloved sister and brother, Tri Lestari, Putri Fathonah, Atiqa Indah Cahyaningtyas, Galih Abdul Aziz who always support and give constructive advice.
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5. My beloved almamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

“done is better than perfect”

(Anonymous)

“...and do good, for surely Allah loves those who do good.”

(Q.S Al-Baqarah:195)

“There is no more valuable gift a parent can give to his or her child than a good moral education..”

(HR. Bukhari)

“The possibility of all those possibilities being possible is just another possibility that can possibly happen”

(Mark Lee NCT)

PRONOUNCEMENT

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I here by sincerely state that the thesis titled "*The Correlation between Students' Extrovert Personality and Introvert Personality toward Students' Speaking Achievement at Third Semester Students of English Language Education study program of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2023/2024*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repaling my thesis and academic degree.

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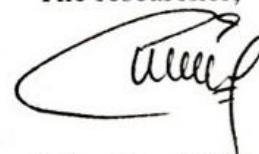
The reearcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, an suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Surakarta,
The researcher,



Fajar Nurul Hidayah
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ABSTRACT

Fajar Nurul Hidayah. 2023. THE CORRELATION BETWEEN STUDENTS' EXTROVERT PERSONALITY AND STUDENTS' INTROVERT PERSONALITY TOWARD STUDENTS' SPEAKING ACHIEVEMENT AT THIRD SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA IN THE ACADEMIC YEAR 2023/2024. Thesis. English Language Education Study program, Cultures and Languages Faculty. Advisor : Furqon Edi Wibowo, M.Pd

The purpose of this research is to know the correlation between students' extrovert personality and students' introvert personality toward students' speaking achievement at third semester students of english language education study program of Raden Mas Said State Islamic University of Surakarta in academic year 2023/2024.

This research used quantitative non-experimental method; it was a correlation study. The population was all the third semester students of the English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in academic year 2023/2024. The total number of the students was 62 students. The instruments in collecting data were questionnaire and documentation. The questionnaire was used to collect the data of students' extrovert and introvert personality, while the documentation was used to collect the data of speaking achievement. In analyzing the data, the researcher used Pearson Product Moment Formula on *SPSS 26* to know the coefficient correlation between; (1) students' extrovert personality; (2) students' introvert personality; and (3) students' speaking achievement. The researcher used Multiple Linear Regression on *SPSS 26* to know the coefficient correlation between students' extrovert and introvert personality toward speaking achievement.

The result of prerequisite test from the three variables showed that the normality is normal and the linearity is linear. The result of the research showed; (1) there is a positive and significant correlation between students' extrovert personality (X_1) and speaking achievement (Y) because the coefficient of correlation (r_o) is higher than r_t ($0.422 > 0.247$); (2) there is a positive and significant correlation between students' introvert personality (X_2) and speaking achievement (Y) because the coefficient of correlation (r_o) is higher than r_t ($0.419 > 0.247$); (3) there is a positive and significant between students' extrovert personality (X_1) and students' introvert personality (X_2) toward speaking achievement (Y) because the coefficient of correlation (r_o) is higher than r_t ($0.424 > 0.247$). So, the alternative hypothesis is accepted and null hypothesis is rejected. Therefore, the conclusion of this research is there is a positive and significant correlation between students' extrovert personality (X_1) and students' introvert personality (X_2) toward speaking achievement (Y).

Keywords: *Extrovert Personality, Introvert Personality, Speaking Achievement.*

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a global language used in international communication. It is one of the most commonly studied foreign languages worldwide. Most people learn English for many reasons, such as academic, business, technology, science, travel, professional, or international communication purposes. English has a significant place in Indonesia, it is one of the subjects taught to students from kindergarten to college. Learning English from an early age is an opportunity to equip generations with multilingual skills that can enhance their abilities in the current era of globalization.

English has four skills, According to Harmer (2007), teachers discuss language use in term of four skills; Reading, Writing, Speaking, and Listening. These are frequently classified into two types: Reading, and Listening are examples of *Receptive skills* that extract meaning from discourse. Speaking and Writing are examples of *Productive skills* that require students to produce language on their own.

Productive skills in language lead to skills that make it possible to produce or output language effectively. In the context of language learning, productive skills refer to the ability to speak and write fluently, precisely, and effectively. Speaking as one of the productive skills done with other people. When communicating with others face-to-face in real time, it encourages to try to speak fluently and correctly. Fluency, according to

Donn Byrne (2017) is “the ability to express oneself intelligibly, reasonably, accurately, and without excessive hesitation; otherwise, communication may break down because the listener loses interest or becomes impatient.”

Speaking skills, including English, are essential for effective communication in any language. Developing strong communication skills allows to express self clearly. Speaking skills are one of the four language skills that must be mastered. speaking is seen as the primary skill among the other skills. As a consequence, learners evaluate their language learning success as well as the effectiveness of their English course based on how much they have improved in their spoken language proficiency. It is true that the goal of language learning is to be able to speak the language.

According to Burns and Hill speaking is a complex mental process that combines various cognitive skills virtually simultaneously and relies on working memory of words and concepts while self-monitoring (Azarnoosh, et al., 2016). Students’ priority is to learn to speak. We can provide information or influence others by speaking. Speaking can also help connect people and build better social relationship, both in personal and professional contexts. Good English-speaking skills will open up opportunities to study abroad and provide access to study abroad programs.

Some learners may lack confidence in speaking, feel afraid of making mistakes, and fear being mocked by their classmates. Learners often need to be able to speak confidently to carry out many of the most basic interactions. To gain practical experience and possibly get stuck, learners

should have plenty of opportunities to practice speaking outside the classroom as well as inside the classroom to develop their speaking skills. In addition to knowing the rules of grammar and semantics, learners should also acquire knowledge of how native speakers use language in the context of structured interpersonal exchanges during live interactions. Communicating effectively is challenging for language learners as it requires the ability to use language in appropriate social interactions

There are several factors that influence people's ability to learn English successfully, especially for acquiring speaking skills. According to Siti Mahripah (2014), some linguistic component of language such as phonology, syntax, vocabulary, and semantic, as well as psychological factors such as motivation and personality, influence EFL learners' speaking ability (Leong & Ahmadi, 2017). Personality is one of aspect to improve speaking skill. The personality of students is one of the psychological factors that has a big impact on them. If the lesson involves a lot of group work or a practicum, this is very crucial. English speaking lessons are one particular example of a lesson that requires students to do.

Different psychologists have different ideas about what personality is. Most people concur that the Latin word *persona*, which described a theatrical mask worn by Roman performers in Greek dramas, is where the word "personality" first appeared (Feist et al., 2018). Personality is the realm of psychological studies that constitute an understanding of human behavior, thought, feelings, activities. It employs systemic, methodical and

rational psychology. The psychological theory of personality studied individuals specifically, who, what they had and what they did (Alwisol, 2018).

Human personality is a psychological study born of the thoughts and studies of experts. The object of the studies and thoughts of the experts is related to what, why, and how these widespread human behavior can develop and spread throughout the world (Kusmayadi, 2001). According to Eysenck, a person's personality can be used to describe their behavior, thoughts, and emotions in relation to their environment (Suryabrata, S. 2007).

In the field of psychology, a person's personality can be divided into two parts, which can be seen in how that person develops their passions. According to Carl Jung in his book *Psychologische Typen*, Extroverts and Introverts are two categories of human's personality (Jung, 2017). People with extroverted personalities find pleasure in the world around them, whereas introverted people find pleasure in being by themselves. Being sociable, outgoing, and showing great concern for those around them are traits of people with extroverted personalities. On the other hand, introverted individuals typically prefer to be by themselves, quiet, and absorbed in their own world.

The correlation between personality and the speaking achievement of students has been discussed by several researchers. According to Wulandari (2017), entitled "Extrovert and Introvert Students in Speaking

Ability". This study was conducted with students of the English Education Department at IAIN Palangka Raya in the academic year 2016-2017. The conclusion of the study is that there is a positive correlation between students extrovert (X1) and introverted (X2) personalities and their students' speaking ability (Y). The result showed that t_{observed} was greater than t_{table} ($1.99 < 8.925 > 2.64$) at the 5% and 1% significant levels. It meant there was a significant difference in speaking ability between extrovert and introverted students. The difference above is due to the fact that both extroverts and introverts have different ways of speaking.

The second is research by Nabillah (2022) entitled "The Correlation between Students' Extrovert Personality and Introvert Personality toward Students' Pronunciation Skill at 2nd Semester Students of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the Academic Year (2021/2022)". The conclusion of the study is that there is a positive correlation between extrovert personality and pronunciation skills, where the correlation value was 0,997, which had a positive correlation. The second result of this study that there was a negative correlation between introverted personality and students pronunciation skills, where the correlation value was 0,973 which had a strong positive correlation. The null hypothesis was accepted, and the alternative hypothesis was rejected, which had a negative correlation between introverted personality and pronunciation skills.

Based on the explanation above, the researcher interested in finding out whether there is a correlation between extroverted and introverted personalities and the speaking achievement of second-semester English education students. The researcher is interested in conducting research in speaking classes because students in speaking classes have more conversations with other people or even talk to other people. In speaking class, students with extrovert and introverted personalities compared to other skill classes such as listening and reading. Based on the description above, the researcher conducted a study entitled: **“The Correlation Between Students’ Personality (Extrovert and Introvert) and Their Speaking Achievement: A Correlation Study at The Third Semester Students’ of The Department of English Language Education of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.”**

B. Identification of the Problems

Based on the research background explained, the researcher identified the problems as follows:

1. Extrovert and introvert students may produce a learning gap in learning English.
2. Extrovert students speak more dominantly than introverted students.
3. Introvert students prefers to communicate with less intensity and frequency than the extrovert students.

4. Students lack confidence to speak English and cannot speak fluently because they are nervous and lack confidence with other students who are more active.
5. Some students are passive in the learning process which could be due to their personality.

C. Limitation of the Problems

This study is only focused on the Speaking Achievement of students with introverted or extroverted personalities at third semester of English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024

D. Formulation of the Problems

Based on the problem's background and the limitations of the problems above, the problems in this study can be formulated as follows:

1. Is there any significant correlation between students' extrovert personality and students' speaking achievement at third semester of English Language Education Study Program of Raden Mas Said Islamic University of Surakarta in The Academic Year 2023/2024?
2. Is there any significant correlation between students' introvert personality and students' speaking achievement at third semester of English Language Education Study Program of Raden Mas Said Islamic University of Surakarta in The Academic Year 2023/2024?
3. Is there any significant correlation between students' extrovert and introvert personality toward students' speaking achievement at third

semester of English Language Education Study Program of Raden Mas Said Islamic University of Surakarta in The Academic Year 2023/2024?

E. Objectives of the Study

The Objective of this research is to find out that:

1. There is any significant correlation between students' extrovert personality and students' speaking achievement at third semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.
2. There is any significant correlation between students' introvert personality and students' speaking achievement at third semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.
3. There is any significant correlation between students' extrovert and introvert personality toward students' speaking achievement at third semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.

F. Benefits of the Study

This research is expected to contribute in improving English Language teaching and learning activity, both theoretically, practically and for society as follows:

1. Theoretically benefits

After conducting this study, it is expected to provide a better understanding of the correlation between extroverted and introverted personalities and English Speaking achievement. By studying and analyzing relevant data, this study can reveal the results or the correlation that exists between personality and English-speaking achievement.

2. Practically benefits

- a. For the lecturers of the English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta. The results of this study provided valuable information for lecturers and advisors in the English Language Education study program, by recognizing how extrovert and introvert personalities can affect learning achievement. Lecturers can make more effective and targeted learning designs to meet the needs of students.
- b. For the students at third semester of the English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta. It is expected that this study provided an understanding of how their personalities can affect learning achievement. By recognizing their personality type, students can identify their own strengths and weaknesses, allowing them to develop appropriate strategies to improve their learning achievement.

c. For researcher, through this study on the relationship between extrovert and introvert personalities towards English speaking achievement, the researchers can increase knowledge about human personality in detail. Through this study, the researcher can complete the final thesis, which is a requirement to obtain a bachelor's degree in the English Language Education study program at Raden Mas Said State Islamic University of Surakarta.

3. Society

For society, it is expected that this study can reduce stereotypes and prejudices that may appear related to a person's speaking ability. Understand that a person's personality can affect the way they communicate and avoid misjudging individuals based on their speaking ability. With these benefits, it is expected to have a wider impact on society and social contexts.

G. Definition of Key Terms

The researcher would like to provide some theories as definitions of the following key terms to better understand this research:

1. Extrovert

Extroverts are more outgoing and willing to share their thoughts. They are energetic, sociable, easy-going, talkative, aggressive, and risk-takers (Sinurat, 2018). Person with extrovert personality is a person who has focus to the outer world with other people. Extroverts are active, happy to socialize.

2. Introvert

Introverts tend to be less social and prefer to be alone. They rarely display violent behavior and are quiet, restricted, and thoughtful (Sinurat, 2018). In other words, an introvert places a greater priority on their inner activities than their interactions with others. Instead of having to communicate with others, they would rather think about themselves.

3. Speaking Achievement

Speaking is an interactive process of construction that involves giving and receiving information. The context in which it takes place, including the participants themselves, their shared experiences, the physical environment, and the purposes for speaking, determines its forms and meaning. Speaking is frequently spontaneous, open-ended, and engaging (Brown, 2003).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

Theories are required when conducting research to describe several applied in the research concerned. The terms have to be defined clearly to avoid confusing the readers. The researcher will present some theories related to the study in order to get the point across clearly.

1. Speaking

a. Definition of Speaking

Speaking is a crucial part of language learning besides reading, writing, and listening. According to (Sari Louma, 2008) speaking ability is a crucial component of the curriculum in language teaching, making it an important object of assessment as well. (Harmer, 2007) state Speaking is one of the skills that have an important role in daily life. It is a connection for produce social relationship as human being, so its needs to be improve, trainee and practice independently in the language curriculum (Zulhermindra & Vivina, 2021).

(Brown, 2003) study found the following:

Speaking is a productive skill that can be directly and objectively observed; nevertheless, those observations are inevitably affected by the correctness and effectiveness of a test-listening taker's skill, which undermines the reliability and validity of an oral production test (p.140). According to (Nunan, 2003) Speaking is a productive aural or oral skill, it

consist of making structure linguistic utterances to communicate meaning. It means that speaking is a productive skill that produces systematic words that are influenced by the accuracy and effectiveness of speaking, by always practicing. So, that the speaker can gain a lot of information and knowledge to be able to improve speaking skill to be getting better, to make easier for the speaker to express the message and the listener can understand what speaker means. Without appropriate speaking skill, it is impossible to communicate effectively, which leads to misunderstanding. People can convey their desire, opinion, gratitude, apologies, feelings through speaking. Speaking is an integrated process of meaning construction that comprises information production, reception, and processing (Burns & Joyce, 1997).

In summary, speaking is a vital part of learning a language and our daily interactions. It's crucial in teaching and assessing languages. Speaking helps to connect with others and should be practiced independently.

However, it can be tricky to assess accurately, as it depends on the speaker's skills and the quality of the test. Regular practice is key to improving speaking. Without good speaking skills, communications can be difficult and lead to misunderstandings. Speaking is how we convey our thoughts, feeling, and desires. It's a way of creating and sharing meaning in our interactions.

b. The Elements of Speaking

According to Harris David (1974) Speaking skill is divided into five components, they are Comprehension, Pronunciation, Grammar, Vocabulary, and Fluency.

1) Comprehension

Comprehension is the ability to understand the meaning of a message conveyed in written or oral form, to build a coherent understanding. According to Thornbury (2005) Comprehension is a result of interaction between several types of knowledge. For example, understanding of words (including how to spell and pronounce them) and grammar. Perception, recognition, and inference are all psychological operations that are involved in comprehension. Language learning is aided by comprehension, and learning wouldn't be possible without it.

2) Pronunciation

Pronunciation is a component of communication skills that have a massive effect on a person's motivation to use language in term of the quantity and quality of input received and the resulting output (Siti Aminah, 2014).

3) Grammar

According to Euson (2020), grammar is a collection of rules (with etiologies) that convey and shape meaning in language. Grammar is one of the important skills that must be mastered in learning a

language, to be able to communicate effectively so that the message can be conveyed properly.

4) Vocabulary

Vocabulary is a collection of words understood by a person in a particular language. In addition to grammar and pronunciation, vocabulary is one of the key components of learning a language. It can be characterized, roughly speaking, as the words we teach in foreign languages as a stock or words used by a person (Penny, 1996).

5) Fluency

Fluency, according to Hughes (2010) defines fluency as the ability to communicate oneself intelligibly, fairly, reasonably, correctly, and without hesitation.

According to Segalowitz (2016) fluency is divided into three aspects, namely speech, cognitive, and perceptual fluency. These three aspects are critical to consider, as they reflect how a speaker handles the third language as opposed to the general demands.

c. The Functions of Speaking

According to Born and Yule, cited in (Richard, 2008, p. 21), functions of speaking categorized into three, which are speech as interactions, speech as transaction, and speech as performance.

The first function is speech as interaction. It refers to what we usually define by “conversation” and illustrates interaction, which serves a primarily social function. When people meet, they greet each other, engage in small talk, recount recent experiences, and so on. Because people want to make a comfortable zone of interaction and want to be friendly with the other person.

The second function of speaking is speech as transaction. This type of speech refers to situations where the focus is on what is being said or done. The message becomes the main focus here, making itself clear and understood clearly and accurately, rather than the participants and how they socially interact with each other.

The last function of speaking is speech as performance. This refers to public speaking, which is speech that delivers information in front of an audience such as morning talks, public announcements, speeches and oration.

d. The Characteristics of Successful Speaking Activities

In addition (Ur, 2009) explained that there are some characteristics to make speaking activity be successful;

1) Learners talk a lot

As much as possible, the time allotted for the activity is well used by the students to speak. Even though it seems obvious, most of the time is taken up with teacher talk or pauses.

2) Participation is even

All active participants in class discussions, learners have an opportunity to speak, and contributions are allocated fairly and evenly.

3) Learners are highly motivated

Learners want to speak up because they are engaged in the issue and have something new to say about it, or want to help to reaching the task objective.

4) Language is an acceptable level

Learners express themselves through relevant, clearly understandable utterances with an adequate level of language accuracy.

Learners must be able to talk a lot, participate in discussions, be highly motivated, and have an adequate level of language to achieve success in speaking.

e. Speaking Assessment

Research by M Bailey and Nunan (2005) showed that a major concern for teachers is determining how to assess students' speaking abilities in the new language. Some approaches to evaluating speaking are:

1) Direct Test

The "direct speaking test" refers to a procedure in which the learners' actually speak the target language, engage with the test

administrator or other learners, and produce new utterances. An oral proficiency interview, a conversation, or an unscripted role-play, for example, can all be considered direct tests of speaking.

2) Indirect Test

An indirect speaking test is one in which the test-takers do not speak. A conversational cloze test, for example, could be administered to the learner. A cloze test is a paragraph-length piece of writing in which words have been eliminated (typically every seventh or ninth word) and replaced by blank lines. A conversational cloze exam is one in which the original text is a transcription of a real-life conversation. The learners' task is to fill in the blanks with words that are appropriate in the context of the discourse

3) Semi-direct Test

This term has been used in situations where students speak (i.e., create oral language) but do not interact in a conversation, interview, or role-play.

M Bailey and Nunan (2005) identified three basic approaches for assessing students ability:

a) Objective Scoring

Objective scoring requires no judgment during the scoring process. It is estimated that a lot of judgment is involved in determining the correct answer to construct the key answer.

b) Holistic ratings

A speech sample (such as an oral interview, a recorded conversation, or a passage read aloud by a learner) is given a single overall evaluation, which can be a rating (a “six” on a “ten” point scale) or a label (pass versus not pass), or the “advanced” category in a system with novice, intermediate, advanced, and superior categories).

c) Analytic ratings

The term “analytic rating” refers to a rating system in which the abilities that underpin speaking skills have been examined (hence the name “analytic”) and test takers are evaluated based on how well they perform all the sub-skills.

f. Speaking Achievement

The word “achievement” is derived from the verb “achieve”, which in the Oxford Learner’s Pocket Dictionary means to gain or reach something through effort: complete a task (Bull, 2011). It implies that achievement is the result of doing something based on the situation. Meanwhile, the concept of achievement in education has limitations regarding the development and assessment of students’ mastery of the material relating to the lesson being offered, their approach, and the value of curriculum.

Every person’s definition of achievement may differ from one person to another. Therefore, there is a need for a common understanding of

the term 'achievement' used in this research. According to Hattie and Anderman (2012), academic achievement in the context of education refers to the accomplishment of articulated learning objectives, which are divided into cognitive, affective, and psychomotor objectives. Hattie and Anderman (2012) stated in the context of higher education that academic achievement is highly related to students' grades or test results. In other words, "academic achievement" refers to a student's achievement of grades or performance in tests in specific academic subjects. This definition leads to the conclusion that academic accomplishment is an achievement of students' grades in speaking as a subject.

From the explanation above, it can be concluded that achievement is the result of activities or efforts taken by someone. Achievement may be defined as the result of the interaction of several aspects of the learning process and the effort to obtain it.

2. Personality

a. Definition of Personality

The term of personality is derived from the Latin word *persona*, which refers to a mask used by actors during theatrical performances. The mask has its own character that the actors must portray (Schultz D. P. & Schultz S. E., 2013). According to (Utz, 2011) Personality is generally characterized as permanent habits of perceiving, relating to, and thinking about oneself and one's the other's environment.

Additionally, Allport (1937), cited in (Panth et al., 2015) “Personality is the dynamic organization of those psycho-physical systems within the individual that determine his typical behavior and thought.”. According to (Feist et al., 2018b, p. 4) Personality is a set of generally permanent qualities and unique characteristics that lend a person’s conduct both consistency and individuality. (Boeree et al., 2006) stated, Personality is typically discussed in terms of what difference from others. These elements of behavior are also referred to as “individual differences”. These theories are often concentrated on things like types and characteristics, as well as tests that can be used to classify or evaluate people: some people are anxious, while others are not; some people are more introverted, while others are more extroverted, and so on.

According to Peterson, personality has some features (Suliman, 2015), there are:

- 1) everyone has a different personality. People bring their personality to the situation and leave with them,
- 2) It is a psychological phenomenon that influences human behavior, thoughts, and emotions.

From the definition above, we can conclude that even though no singular meaning is acceptable by all personality theorists, we may agree that personality is a pattern of generally permanent traits and unique characteristics that combine to provide an individual’s behavior both consistency and individuality (Roberts & Mroczek, 2008).

b. Type of Personality

According to Carl Jung (1921), cited in (Schultz, D., Schultz, 2016) Mention that there are eight psychological types, based on the interactions of the two attitudes (Introversion and extraversion) and four functions (thinking, feeling, sensing, and intuiting).

Jung (1921/1971) defined attitude as a tendency to behave or respond in a certain way. Jung stated that everyone has introvert and extrovert attitudes, despite the fact that one may be conscious while the other may be unconscious. Introversion and extraversion are connected to each other like other opposing forces in analytical psychology, represented by the symbols Yang and Yin (Feist et al., 2018).

c. Personality Development

Carl Gustav Jung defined personality development as a process that occurs throughout one's life. Humans develop and learn new knowledge and skills at every stage of life, but they will always strive to achieve their fullest potential.

C. Jung (1928) cited in (B Ewen, 2003, p. 69) states that:

During childhood, the ego, personal unconscious, and other aspects of personality develop into their own entities. This process continues through puberty, when sexual desire emerges, and into adulthood. Second puberty occurs between the ages of 35 and 40 and serves as the gateway to the later half of time, which is crucial: A human being would not live to be seventy or eighty years old if this longevity had no meaning

for human being. The afternoon of human life must have its own importance and cannot be turned into a pathetic afterthought to life's morning.

In psychodynamic terms, Freud identified six stages of personality development. According to him, personality development typically occurs until puberty (B Ewen, 2003, p. 28). The following are the stages of personality development:

Psychiatry Stages Freud believed that personality development happens through a sequence of psychosexual stages. Every stage has a distinctive erotogenic zone that acts as the main source of enjoyment.

(1) The oral stage; The oral region is the primary site of the infant's sexual desire during the first 12 to 18 months of life (mouth, tongue, and lips); (2) The anal stages; about age 1 to 1 ^{1/2} year, the infant begins to gain some control over its anal expulsions; (3) The urethral stage; Freud has relatively little to say about the urethral stages, which is not clearly distinguished from the anal stage. Conflict results from the issue of bedwetting, the kid must learn to regulate urination urges, and the canal carrying urine from the bladder now acts as an erotogenic zone; (4) The phallic stage; occurs when a boy learns to manually simulate his genital organ to create pleasurable sensations at around age 5 to 6; (5) The latency stage; Personality is firmly set by the age of 5 to 6 years. This is the point at which the child's sensual urges start to diminish until puberty (age 12 or later). Amnesia obscures disturbing memories of infantile

sexuality, the oedipal storm passes, sexuality gives way to safer forms of expression (including affection and identification), and response development may cause the kid to reject individuals from different gender. Nevertheless, the latency period is not a legitimate psychosexual stage, and in certain cases, it may even be completely missing; (6) The genital stage; which represents psychological maturity and is the result of normal development. (B Ewen, 2003, pp. 26–29).

As may be seen from the description above, every expert has a different viewpoint on personality development. Since person are born, it may be identified that personality is not a fully developed concept. The environment a person lives in, including their family, school, friends, and other relationships, can assist their personality regularly grow.

d. Factor that Influence Personality

There are two categories of aspects that affect personality; internal factors and external factors. Internal factors are the ones that come from themselves, typically genetic or innate from born characteristics. While external factors are the ones that come from outside of a person, external factor can take the shape of effects that come from their immediate surroundings, including his family, friends, neighbors, and all of the media their comes into contact with on daily basis. The family environment, where a child grows and develops, will greatly affect the child's personality. Family is regarded as the most important factor to form personality, for the reason that family is the first

social community from children, and where they spend much of their time (Sjarkawi, 2014).

According to Alfred Adler, cited in Sjarkawi (2014), schools provide the final evaluation of a child's readiness for social living, and offer perhaps the only opportunity for parental mistakes to be fixed. It can be concluded that school is one of the factors that can influence a child's personality. Factors that are considered to influence, such as the atmosphere and emotions in the classroom provided by the teacher, can affect the students' mood; they feel comfortable, happy, and motivated to learn.

Teacher attitude is another factor that affects the relationship between teachers and students. Discipline, and respect for other opinions, whether authoritarian or democratic, are also factors that can shape students' character and behavior. Student acceptance and learning achievement are the final factors in shaping a child's personality (Sjarkawi, 2014).

3. Extrovert Personality

According to Jung cited in Sharp (1987:38) extrovert are "characterized by interest in the external object, responsiveness, and a ready willingness to accept external happenings..." The open, honest, and accepting nature of the extrovert, can also be used to further describe their personality, which allows them to adjust to new situations and conditions with ease. Premuzic (Chamorro-Premuzic, 2007, p. 20) defines an extrovert

as someone who has a tendency for being talkative, outgoing, and enthusiastic. Extrovert typically find social interaction enjoyable and find it simple to communicate their feelings. Extrovert have a positive attitude and exude confidence.

According to (Myers et al., 2003, p. 26) The Extraverted Attitude is characterized by a flow or attraction of energy and attention to the things and people around it. The person feels a desire to influence the environment, to validate its significance, and to strengthen its impact on society.

Person with extrovert personality focus to the outer world of other people. Extrovert are very busy with other things, enjoy socializing and taking a risks, do not need much time to think about what they want to speak, and usually extrovert person are spontaneous (Erton, 2010). Extroverts sociable character makes them have many friends, extroverts love parties and need excitement in everything they do. They are sensation seekers, lively and active (Zafar, 2011).

Extrovert personalities are also known for being thoughtless and not considering the consequences of the things they do, extroverts enjoy being the center of attention, and sometimes want attention. In a conversation, extroverts tend to be closer to others, have a direct facial posture and are more likely to keep up eye contact (McRorie, 2009).

It can be concluded that extroverts are people with an open, honest, and accepting personality, characterized by a tendency to be talkative, outgoing, and enthusiastic, a positive attitude, and a desire to influence the

environment. They are usually spontaneous, have many friends, sensation seekers, lively, and active. They tend to be closer to others, have a direct facial posture, and keep up eye contact.

4. Introvert Personality

Jung defined introverts as mentally inward looking with focus on the subjective or from their own point of view. An introvert has a keen awareness of their own inner world with all its biases, fantasies, dreams, and individualized perceptions. An introverts also has experiences in the outside world, but an introvert does so selectively and from their own subjective point of view (Feist et al., 2018). Introverts have a subjective and individualized perspective on the world. They are uncommunicative, passive, unsociable, cautious, closed, attentive, pessimistic, peaceful, calm and controlled.

In Wakamoto (2009), Eysenk describes the five behaviors that identify an introverted personality. The first characteristic is introvert behavior in sociability or interactions. Except for their close friends, introvert sociability and interactions are reserved and distant. They are quiet students who prefer to be alone, with only one or two close friends. The excitement of introvert personality is the second characteristic. The introvert hates excitement and is suspicious of the impulse of the moment. The third characteristic is the introvert personality's expenditure of energy, introverts are trustworthy, take everyday matters seriously, are pessimistic, and quiet, retiring, and introspective. The fourth characteristic of introvert personality

is planning. Introvert planning is typically only a head plan. The last characteristic is an interesting activity of an introvert. Instead of people, introverted students choose books.

Introverts are not energized by being around a large group of people; they are exhausted after going to a party or spending a long time with a large group of people; they do not like to take risks; introverts need a lot of time to think before doing something; they are usually passive (Kour and Sharma, 2013). Reading, writing, fishing, playing video games, and other lonely activities are among the things introverts really like doing. Introverts are very serious, trustworthy, and responsible. They manage their emotions and keep them hidden from others. They are unable to act aggressively or alter their mood fast. They believe in moral standards, but they can be pessimistic at times. Introverts may also feel nervous, inferior, or passive in social situations.

The personality of introverts and shy people are not the same. Introverts do not avoid interaction with society; they simply become tired of large group social activities, introverts are extremely self-sufficient because they usually do everything on their own, introverts are excellent at recognizing risks and calculating their options before doing something. Introverts are needed in high-concept jobs such as accountants, psychiatrists, paralegals, and so on. They require a quiet environment to work in, but they must also be close to everyone so they can do their job. According to Petric (2019) she stated that individuals with introverted

personalities can be successful as artists, writers, scientists, composers, inventors, and other professions that require strong reflection and independent work.

B. Previous Related Studies

There have been numerous studies done on the subject of correlation between extrovert and introvert personality toward students' speaking achievement. The first related study was carried out by Nova Amelia Nabillah entitled "*The Correlation between Students' Extrovert Personality and Introvert Personality toward Students' Pronunciation Skill at Second Semester Students of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the academic year (2021/2022)*", which was trying to investigate if there any correlation between the UIN Raden Mas Said students' personality (extrovert and introvert) and their pronunciation skill. The instruments she used were a questionnaire and test, the questionnaire was used to collect the data of students' extrovert and introvert personality, while the test was used to collect the data of pronunciation skill. In analyzing the data, she used rank Spearman Formula and multiple linear regression which counted with *SPSS 26* for windows. The results of this study revealed that there was a positive relationship between extrovert, introvert personality and pronunciation skills at Second semester English Education study program at Raden Mas Said Islamic University of Surakarta (Nabillah, 2022).

The second related study was done by Anjun Ria Pradana. Entitled “The Correlation between students’ Extraversion Personality and Speaking Achievement of the fourth Semester of English Education Department at IAIN Ponorogo”. This study was conducted to fourth semester students at English Education Department at IAIN Ponorogo. In this study the researcher employed questionnaires and documentation to collect the data. The data was analyzed used product moment formula by using SPSS 16.00. the result of this study shows that there any significant correlation between students’ extraversion personality and students’ speaking achievement to the fourth semester of English Education Department of IAIN Ponorogo (Pradana, 2017).

The third previous study was done by Dyah Sri Wulandari, entitled “Extrovert and Introvert Students in Speaking Ability”. This study was conducted to students of English Education Department at IAIN Palangka Raya in the academic Year 2016/2017. The researcher used Eysenck Personality Questionnaire (EPQ) to the participants, through 82 participants. This study is quantitative non-experimental research. The result of this study shows that there any correlation between extrovert and introvert in speaking ability of the students of English Education Department at IAIN Palangka Raya in the Academic Year 2016/2017 (Wulandari, 2017).

The fourth related study was done by Afif Nur Fiqql Ab (2017). Entitled “The Correlation between Student’s Extravert and Introvert Personality toward Speaking Mastery”. This study was carried out among

SMAN 1 Tengaran in the Academic Year of 2017/2018. Through 56 students, the researcher administered the Myers-Briggs Type Indicator (MBTI) to the participants. Quantitative research was used in this study. This research used Correlation research design and for collecting the data using pearson product moment. The result findings indicate that extroversion and introversion among students in SMAN 1 Tengaran's tenth-grade class during the 2017-2018 Academic Year have any relationship with Speaking Mastery.

The last previous research was done by Muhammad Fikri Nadzif (2015). The title of this research is "The Correlation between Extroversion and Speaking Skill in English Education Department Students (A study at Intermediate Speaking Class of English Education Department Students of UIN Walisongo in the Academic Year of 2014/2015). Students in the Intermediate Speaking Class of the English Education Department at UIN Walisongo participated in this study during the Academic Year 2014/2015. Through 29 students, the researcher gave the Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck and Barret to the participants. Quantitative correlative research was used in this study. The study made use of a correlation research design and a Pearson Product Moment to collect the data. The findings of this study indicate that there are any correlation between Extroversion and Speaking skill in English Education Department Students: A study at the Intermediate Speaking Class

of the English Education Department of UIN Walisongo in the Academic Year 2014-2015.

Table 2.1 1 The differences and similarities between current and previous research.

No.	Name of the researchers	Title	Differences	Similarities
1.	Nova Amalia Nabiilah	The Correlation between Students' Extrovert Personality and Introvert Personality toward Students' Pronunciation Skill	1. The focus of this research was pronunciation skill, meanwhile the researcher's focus was speaking achievement. 2. The subject of this previous study was the pronunciation class students at 1st Semester of English Education Department Majority at UIN Raden Mas Said Surakarta in The Academic Year 2021/2022 meanwhile the researcher subject is The Speaking Class students at 2nd Semester of English Education Department Majority at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023 3. The method of the previous study was causal- comparative research (Ex Post Facto) method	1. both of the research is quantitative non experiment research. 2. both studies' test make use of the Myers-Briggs Type Indicator (MBTI)
2.	Anjun Ria Pradana	The Correlation between students' Extraversion	1. Focus of this previous research was Extrovert personality, meanwhile the	1. The data collection instruments in both research

No.	Name of the researchers	Title	Differences	Similarities
		Personality and Speaking Achievement of the fourth Semester of English Education Department at IAIN Ponorogo	<p>researcher focus is Extrovert and Introvert personality</p> <p>2. The subject of this previous study was fourth semester students at English Education Department at IAIN Ponorogo, meanwhile the researcher subject in this research is the Speaking Class students at 2nd Semester of English Education Department Majority at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023</p> <p>3. The questionnaire in this previous study was based on “Test Your EQ” book, meanwhile the researcher uses Myers-Briggs Type Indicator (MBTI).</p>	<p>studies were questionnaires and documentation.</p> <p>2.</p>
3.	Dyah Sri Wulandari	Extrovert and Introvert Students in Speaking Ability	<p>1. The subject of this previous study was students of English Education Department at IAIN Palangka Raya in the Academic Year 2016/2017, meanwhile the researcher subject in this research is The Speaking Class students at 2nd Semester of English Education Department Majority at UIN Raden Mas Said Surakarta in</p>	<p>1. both of the researchers is quantitative non experiment research</p>

No.	Name of the researchers	Title	Differences	Similarities
			<p>the Academic Year 2022/2023.</p> <p>3. The method of computing for the previous study was T Test and causal-comparative research (Ex Post Facto) method, meanwhile the researcher uses Pearson Product Moment.</p> <p>3. The test or test was used Eysenck Personality Questionnaire (EPQ) to the participants, meanwhile the researcher uses Myers-Briggs Type Indicator (MBTI).</p> <p>4. Focus of this research was Speaking Ability, meanwhile the researcher focus is Speaking Achievement</p>	
4.	Afif Nur Fiqql Ab	The Correlation between Student's Extravert and Introvert Personality towards Speaking Mastery	<p>1. The subject of this previous study was tenth grade students of SMAN 1 Tengaran in The Academic Year of 2017/2018, meanwhile the researcher subject in this research is The Speaking Class students at 2nd Semester of English Education Department Majority at UIN Raden Mas Said Surakarta in the Academic Year 2022/2023.</p> <p>2. The focus of this research was speaking</p>	<p>1. The test of both researches use Myers-Briggs Type Indicator (MBTI).</p> <p>2. The method to computing the data for both researches were Pearson Product Moment.</p>

No.	Name of the researchers	Title	Differences	Similarities
			ability, meanwhile the researcher focus is speaking achievement.	
5.	Muhammad Fikri Nadzif	The Correlation between Extroversion and Speaking Skill in English Education Department Students (A study at Intermediate Speaking Class of English Education Department Students of UIN Walisongo in the Academic Year of 2014/2015)	<p>1. The subject of the previous study was students at Intermediate Speaking Class of English Education Department of UIN Walisongo in The Academic Year of 2014/2015, meanwhile the researcher subject in this research is The Speaking Class students at 2nd Semester of English Education Department Majority at UIN Raden Mas Said Surakarta in the Academic Year 2022/2023.</p> <p>2. The focus of this research was speaking ability, meanwhile the researcher focus s Speaking Achievement</p> <p>3. This Previous study used quantitative correlative research, meanwhile the researcher uses quantitative non experiment research.</p> <p>5. The test of this researches used Eysenck Personality Questionnaire Revised-Short Form (EPQR-S), meanwhile the researcher uses Myers-Briggs Type Indicator (MBTI).</p>	1. The method to computing the data for both research were Pearson Product Moment.

C. Rationale

1. The Correlation of Students' Extrovert Personality and Speaking Achievement

Extrovert personality refers to an attitude in which people with this personality focus on the world around them. People with extrovert personalities have a large number of friends, enjoy socializing and talking to others, and don't mind being surrounded by a large number of people for a longer duration of time. Extroverted people are also very enthusiastic about something, very active, and respond quickly. As a result, teachers believe that students with extroverted personalities will be more successful in the field of speaking because of their nature, which is like to socialize and talk to many people, causing them to get used to practicing speaking without realizing it.

Students with an extroverted personality who enjoy communicating with many people practice speaking with others. Students with extrovert personalities also like learning methods that involve a lot of discussion so they can express their thoughts, opinions, or ideas, which can also increase their confidence to speak in public properly and correctly.

2. The Correlation of Students' Introvert Personality and Speaking Achievement

An introvert is a person who does not enjoy being the center of attention in a meeting or event. Introverts are more concerned with what is inside themselves (thoughts, feelings, and so on) than things outside themselves (the outside world). Introverts prefer activities that do not involve many

people, such as reading, writing, painting, fishing, and many more. Students with introverted personalities prefer to learn skills that do not require collaboration when learning a second language, such as listening, writing, or reading.

The characteristics of introverts are that they tend to avoid social contact with others and are often preoccupied with their own feelings, thoughts, and experiences. But an introvert is not anti-social; introverts are lost in their own thoughts, and an introvert recovers their energy by being alone and doing fun activities. Based on the explanation above, it can be seen that introverted students are closed learners. They usually do not like to work with others or prefer to be alone; it is difficult to express their ideas; they feel lost if they are in the midst of people; and they do not like to appear in public. They do not take action unless they are ready to think about it and prepare for it. However, all these characteristics of introverts do not mean that they are socially deprived.

3. The Correlation of Students' Extrovert Personality, Students' Introvert Personality toward their Speaking Achievement

One of the most important things in learning a language is speaking. The speaking skill is the most important because they have to speak or practice it directly in front of the other person. If students can speak English fluently, their audience understands what they are talking about, and there is no misunderstanding, then it can be said that the students have good speaking skills.

Speaking skills can be looked at both inside and outside of the classroom. It can be the where it is of the study, the subject material, and many other things from the outside. On the other hand, one of the factors from within the learners is their personalities. Which students' personalities can be classified as extroverts or introverts, with opposing personalities. Extroverts enjoy socializing, communicating with many people, and conversing with others. However, introverts prefer to focus on themselves and get involved in activities that do not involve many people. Introvert personality types are shy and difficult to adjust to the environment, and this personality type can affect the fluency model in communication compared to extrovert personalities. A person's speaking skills are not only influenced by personality type but also by a combination of hereditary and environmental factors.

Therefore, it is assumed that although extroverted students have better socializing and communication skills than introverted students, both personalities have equal opportunities for the achievement and learning of speaking courses. From the explanation above, it can be predicted that there is a positive correlation between extrovert and introvert students' personalities and their pronunciation skills. To prove the prediction above, it will be tested in this study.

D. Hypothesis

The hypothesis is the alternative of a guess response created by the researcher for the problem provided during their research. The guess answer is the truth, which will be tasted by the researcher through data collection (Arikunto, 2000, p. 71).

The hypothesis of this research can be described as follows:

- 1) Ho : There is no positive and significant correlation between students' extrovert personality and speaking achievement at Third Semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.
Ha : There is positive and significant correlation between students' extrovert personality and speaking achievement at Third Semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.
- 2) Ho : There is no positive and significant correlation between students' introvert personality and speaking achievement at Third Semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.
Ha : There is positive and significant correlation between students' introvert personality and speaking achievement at

Third Semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.

3) Ho : There is no positive and significant correlation between students' extrovert personality and students' introvert personality toward speaking achievement at Third Semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.

Ha : There is positive and significant correlation between students' extrovert personality and students' introvert personality toward speaking achievement at Third Semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in The Academic Year 2023/2024.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research was quantitative research in accordance with the study's aims. Quantitative research aims to identify questions regarding relationships, current status, effect and causes that researcher can answer by acquiring data and quantitatively analyzing the data (Ary et al., 2010, p. 39). The researcher conducted quantitative non-experimental research because the focus of this research was to use statistical data to identify the correlation between extrovert-introvert and speaking achievement by using the data without any special treatment.

This research employed a correlational research design. The correlation research design was chosen because this research would investigate the correlation between two or more variables, specifically the correlation among variations in one variable and variations in the other variable (Zainal Arifin, 2011). In this case, there may be a personality (Extrovert-Introvert) correlation that correlated with the achievement of speaking's subject for a semester English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta. This is also confirmed by the statement made by Sukardi (2013) "Correlation research is a study that requires collecting data to figure out whether or not there is a correlation and the amount of correlation between two or more variables."

According to (Sukardi, 2013) There are three crucial components to correlation research, such as:

1. Correlation research is valid if complex variables and researchers are unlikely to modify and control variables, as in experimental research,
2. Enable the variables to be measured intensively in real environments, and
3. Enable researchers to gain significant associate degrees.

This research had two variables: independent variable and dependent variable.

1. The Independent Variable
 - a. Students' Extrovert Personality among the third semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in Academic Year 2023/2024 (X1)
 - b. Students' Introvert Personality among the third semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in Academic Year 2023/2024 (X2)
2. The Dependent Variable

Students' Speaking Achievement among the third semester of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in Academic Year 2023/2024 (Y).

The correlation between three variables can be seen in the figure 3.1.1

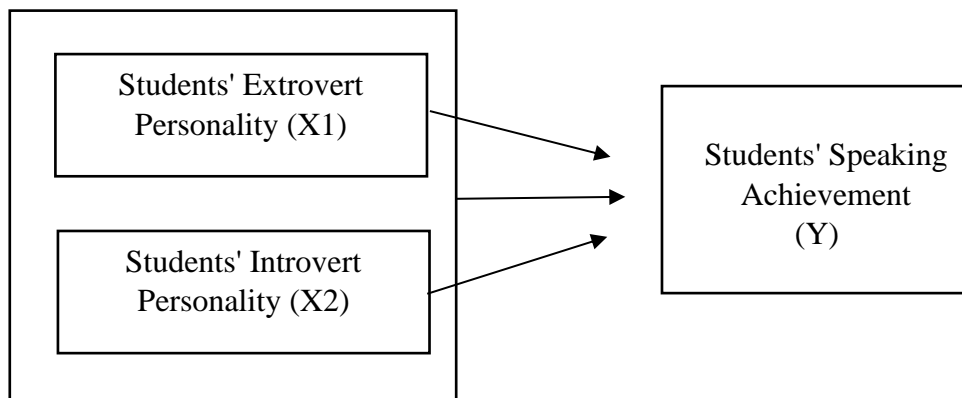


Figure 3.1 1 Correlation between students' extrovert personality (X1), students' introvert personality (X2) and students' speaking achievement (Y). The independent variables are simultaneously towards the dependents variable.

B. Research Setting

1. Place of The Research

This analysis was carried during the third semester of English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta, located at Pandawa Street, Pucangan, Kartasura, Kab. Sukoharjo, Central java, ID 57168.

The reasons why researchers chose third semester of English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta, because speaking skills are one of the most important aspects of learning a language, the third semester of speaking class in the English Education Study Program at Raden Mas Said State Islamic University of Surakarta is the initial stage of speaking learning for students. Therefore, research at this stage provide an understanding of the factors that affect the achievement of students' speaking scores

in the early stages of learning. In addition, this research can be used as a basis for decision-making in curriculum development, teaching methods, or lecturer training.

2. Time of Research

This research study was conducted from March to June, and the researcher stated the activities carried out by the researcher in doing this research in the table 3.1. 1

Table 3.1 1 Time of The Research

No.	Activity	June	Sept	Oct	Nov
1.	Proposal Seminar				
2.	Data collection				
3.	Data Analysis				
4.	Thesis Exam				

C. Population, Sampling and Sample

1. Population

According to Sugiyono (2010), “Population is a generalized region consisting of objects/subjects with specific characteristics and features that the researcher determined to analyze and describe”. The population of this research was Third semester English Language Education Study Program at Raden Mas Said State Islamic University of Surakarta. The population distribution is described below:

Table 3.1 2 The populations of The Third Semester of English Education Study Program at Raden Mas said Islamic University of Surakarta in the Academic Year 2023/2024

No.	Class	Total population of students
1.	PBI 3A	32
2.	PBI 3B	32
3.	PBI 3C	32
4.	PBI 3D	35
5.	PBI 3E	33
	Total	164

The data on the number of students was directly acquired through interviews with students in each class of third semester English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2023/2024.

2. Sampling

Sampling is a technique for identifying a sample to be implemented in research (Sugiyono, 2010). According to (Kothari, 2004) sample design basically have two types, probability sampling and non-probability sampling. In this research, the researcher uses the probability sampling. The technique used is simple random sampling. Researcher uses simple random sampling because every individual in the population has an equal probability of being selected (Creswell, 2009)

The researcher searched for samples at random using the picker wheel application on the website of 62 people. The classes in the third

semester of the English Language Education study program at Raden Mas Said State Islamic University are 8 classes, so the deviation was 9 students from 8 classes taken in each class.

Table 3.1 3 Total of Sample

No.	Class	Number of Students	Sum of Sample
1.	PBI 3A	32	$n = \frac{32}{164} \times 62 = 12,0 = 12$
2.	PBI 3B	32	$n = \frac{32}{164} \times 62 = 12,0 = 12$
3.	PBI 3C	32	$n = \frac{32}{164} \times 62 = 12,0 = 12$
4.	PBI 3D	35	$n = \frac{35}{164} \times 62 = 13,2 = 13$
5.	PBI 3E	33	$n = \frac{33}{164} \times 12,4 = 12,4 = 13$
Total of Sample		164	62

3. Sample

The sample is a representation of the population's number and character (Puspaningtyas, Z., & Kurniawan, 2016). According to (Ary et al., 2010), The purpose of taking a sample from the population is to find information about the population, because the individuals included in the sample are a cross-section representation of the individuals in the population.

$$n = \frac{N}{1 + Ne} 2$$

Where:

n = sample

N = population

e = sample error (1-15%)

Simple random sampling was used to obtain the sample. The sample for this research consisted of 164 students in the third semester of the English Language Education Study Program at Raden Mas Said Islamic University of Surakarta in the academic year 2022-2023. The sample was calculated with an error of 10%, and the total samples needed for this study were:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{164}{1 + 164(10\%)^2}$$

$$n = \frac{164}{1 + 164(0,01)}$$

$$n = \frac{164}{2.64}$$

$$n = 62$$

D. Technique of Collecting Data

The important thing to do to get the data is to choose the appropriate data collection technique. In this study the researcher collected data by using non-test technique, among them are questionnaire and documentation. Questionnaires were used to collect data from students' with extrovert and introvert personalities, and documentation were used to collect data of students' speaking achievements.

1. Questionnaire

Researcher used questionnaire as a technique to collect data from students' extrovert personality (X_1) and students' introvert personality (X_2). Questionnaire is a data collection technique using a data collection tool or instrument that contains a list of question that have been prepared and must be answered by the respondent according to their perception (Puspaningtyas, Z., & Kurniawan, 2016). Questionnaire is a research instrument consisting of a number of questions that must be responded by students. In this research, the researcher made a questionnaire in the form of a closed-ended questionnaire, simply means that the questionnaire given with answers that have been prepared according to the characteristics of the respondent by choosing answers from strongly agree to strongly disagree.

The questionnaire used in this study was based on "Test Your EQ" book (Carter, 2009), it is a personality test designed to measure a person's psychological tendencies in carrying out work and making decisions in their world. The questionnaire of students' personality consist of 25 items and each items has two options with scale of scoring from 0 or 4. The students were asked to choose one of them based on what the students actually experienced. The answer in the questionnaire were divided into two statements, which are extrovert and introvert answers.

2. Documentation

(Puspaningtyas, Z., & Kurniawan, 2016) defines the documentation technique as a method of data collecting that uses documentation that is held by data sources that are based on written materials, including books, diaries, and many other sources. The documentation technique helps researchers to obtain available information that is used in research studies.

In this study, researcher used a list of student learning achievement as a source of written data that would be processed. The researcher took documentation by taking from Mr. Dr. H. Zainal Arifin, S.Pd., M.Pd. and Mrs. Atin Kurniawati, S.Pd., M.A., they are speaking lecturers of third semester Students English Language Education Study Program at Raden Mas Said Islamic University of Surakarta in Academic Year 2023/2024.

E. Research Instrument

The data and instrument required are described below:

Table 3.1 4 data and instrument needed in this study

Variable	Instrument	Data Needed
Students' Extrovert Personality (X) and Student's Introvert Personality (X)	Questionnaire	Personality of the student: 1. Extrovert 2. Introvert
Speaking Achievement	Documentation	Students' Speaking Achievement

1. Questionnaire

The Myers-Briggs Personality Inventory (MBTI) was created in 1920 by Katherine Briggs and Isabel Myers to classify people and explain individual differences. They adapted the neo-psychoanalysis theory of Carl G. Jung's personality (Schultz D. P. & Schultz S. E., 2013). Because it was the only theory of personality that took into account the interconnections between attitudes (introversion and extraversion) and cognitive processes (thinking, feeling, perceiving, and intuiting), Jung's theory was chosen. No other character existed at the time.

The personality questionnaire is divided into Introvert and Extrovert characteristics, which are represented by 25 sentence items that indicate Introvert and Extrovert qualities. There were three possible answers for each of questions; a, b and c. So. The answer given score as follows:

Table 3.1 5 The blueprint Personality Questionnaire

Variable	Indicators	Items
Students' Extrovert Personality and Students' Introvert Personality	Sociable	1,14,5,20,23,24,25
	Lively	4,7,21,13
	Active	12,17
	Assertive	10,21
	Sensation-seeking	2,5,18
	Carefree	6
	Dominant	9,11,16
	Surgent	8,19,24
	Venturesome	3,8,22

Table 3.1 6 Scoring Rubric of Personality Questionnaire

No	Answer	Point
1	A	4
2	B	4

The result of the answer will be measure into the following table:

Table 3.1 7 Level of personality indicators

No	Category	Score	Scale
1	Dominant extrovert	50 >	100
2	Dominant introvert	50 >	100

2. Documentation

According to (Arikunto, 2013) documentation method is used to collect data from written documentation, such as daily notes, transcripts, books, and newspaper. In this study, documentation used to collect data on the students' speaking achievement. The researcher analyzed relevant papers, including lists of students' name, attendance figures, and English class schedules.

The researcher took the data documentation from Mr. Zainal Arifin, S.Pd., M.Pd And Mrs. Atin Kurniawati, S.Pd., M.A, as the lecturers of speaking course for the third semester students' of English Education Department of UIN Raden Mas Said Surakarta.

F. Data Validation

Validity is defined as a respondent's score from an instrument that is meaningful and makes sense, as the researcher must draw conclusions from the sample being studied about population (Creswell, 2012). It means the

extent to which inferences drawn from assessment results are appropriate, meaningful, and useful in terms of the assessment's purpose. Valid research results exist when there is a similarity between the data collected by the researcher and the data that actually exists and occurs in the object of research (Sugiyono, 2013).

A standard for validity relates to proof of the extent to which a sample of assignments, items, or questions on a test can represent multiple universes and domains in that content. A test qualifies as valid if it can calculate correctly and is relevant, meaningful, and acceptable for the respondent (Hughes, A. 2003). In this study, reliability and validation were not tested by researchers because they were adapted by expert and written in a book entitled "Test Your EQ" by Philip Carter (2009). The twenty-two personality tests in this book are designed to assess and analyze a range of aspects of character. The questionnaires in this book are designed to test different aspects of each person's personality.

G. Techniques of Analyzing the Data

After collecting the data, the researcher analyzed it with the aim of achieving the study's objectives. The data was calculated by *SPSS version 26* using the Pearson-Product Moment to determine whether or not there was a significant correlation between extrovert and introvert students' personalities and their speaking achievement. The following will be discussed:

1. Data Description

Descriptive analysis is an analysis that provides a description or description of a set of data based on its mean, median, mode range, standard deviation. Data description is useful to make the readers more understand about the data finding (Arikunto, 2013: 269).

a. Mean

Mean is the average value of data set. It is obtained by adding up all of the group's individual data and dividing it by the total number of individuals (Arikunto, 2006: 150)

b. Median

Median is the data group's central value. It is obtained by distributing the data's middle value from lowest to highest or reversely Arikunto (2006: 168).

c. Mode

A data group's mode is the most common value. It is obtained by counting similar data and determining the highest value Arikunto (2006: 166).

d. Range

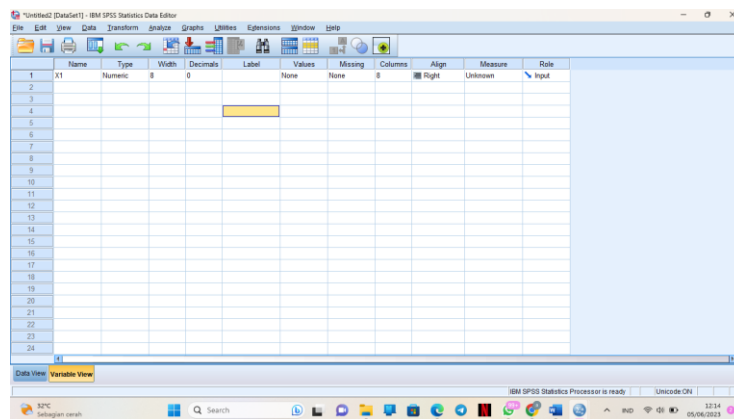
The range of a data group is the difference between the highest and lowest value. It is obtained by removing the highest and lowest values Arikunto (2006: 152).

e. Standard Deviation

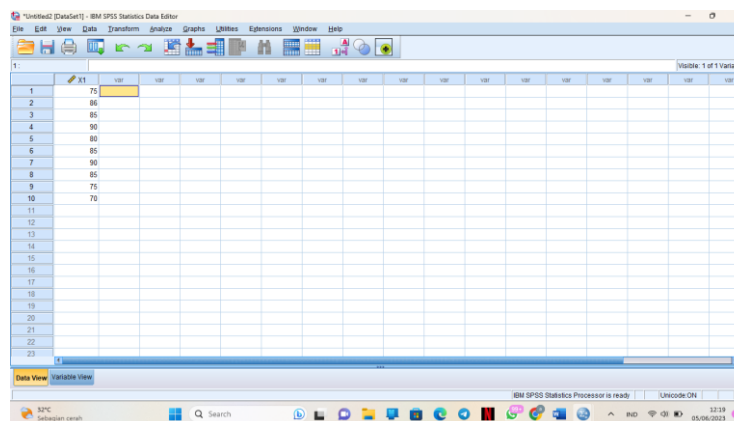
Standard deviation is one of the statistical measurements used to measure the spread or dispersion of data.

The researcher analyzed the data as follows to include in the data description through *SPSS 26 version*:

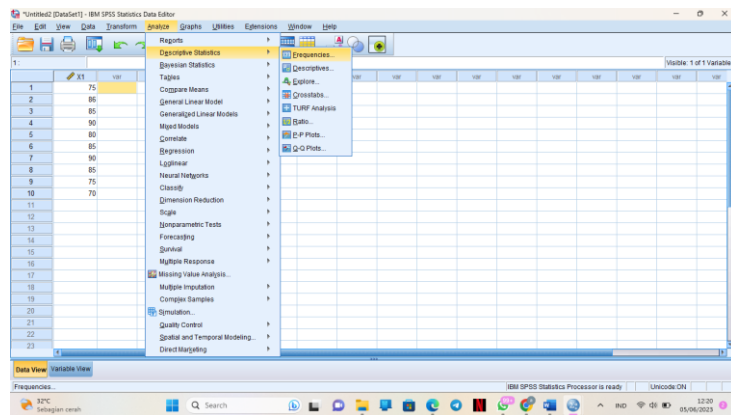
- 1) Open program SPSS 26 version then click variable view, give name of X_1 in the column then change the decimal 0 and change measure with scale.



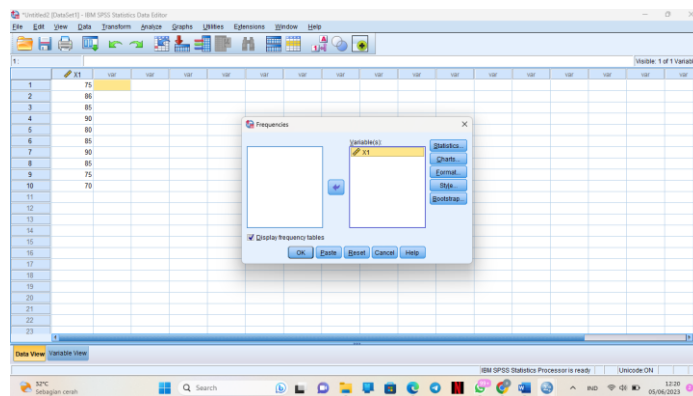
- 2) Click data view then fill the X_1 column with score of variable X_1 .



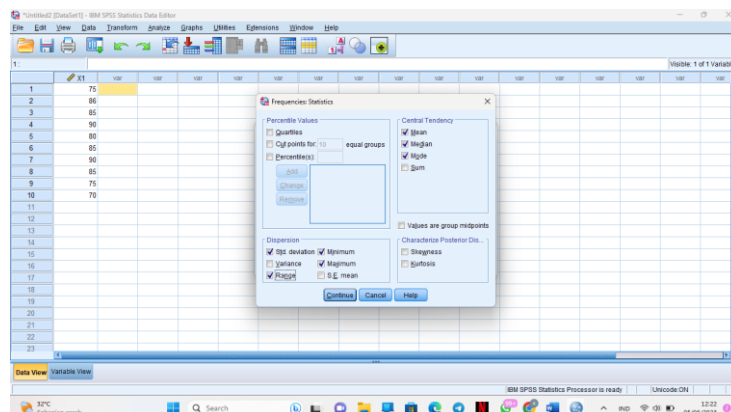
3) Click analyze then choose descriptive statistics and frequencies.



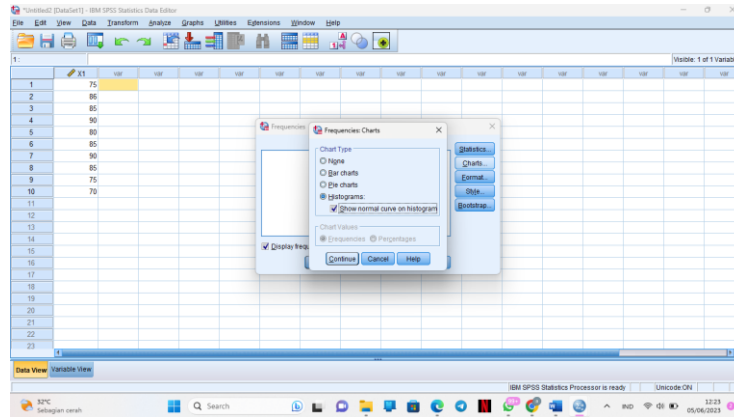
4) Replace the variable X₁ to the right box then click statistics and OK.



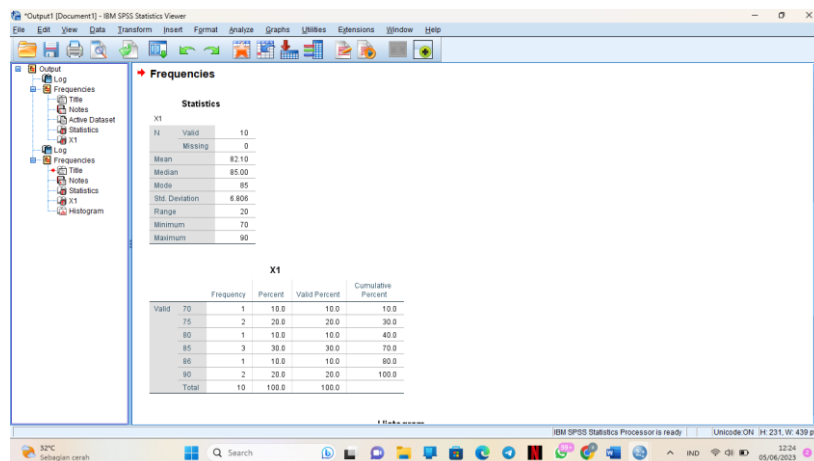
5) Checklist central tendency then choose dispersion then continue.



- 6) Click statistics, choose histogram, then checklist show normal curve on histogram and OK.



- 7) Finally, the result is shown.



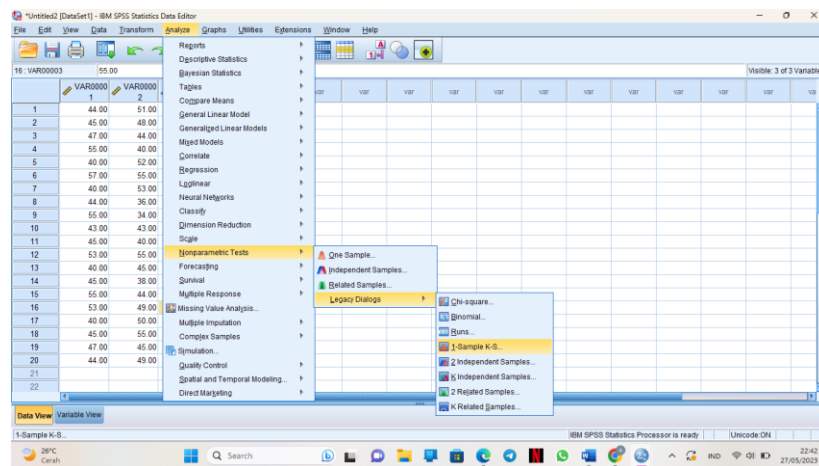
2. Pre-Requisite Testing

Before beginning the analysis, determine the relationship between students' extrovert personality, students' introvert personality, and speaking achievement. A pre-requirement test consisting of a normality test and a linearity test is required to check the validity of the simple to be evaluated. The normality test is used to determine whether the sample has a normal distribution, and the linearity test is used to determine whether the data is linear.

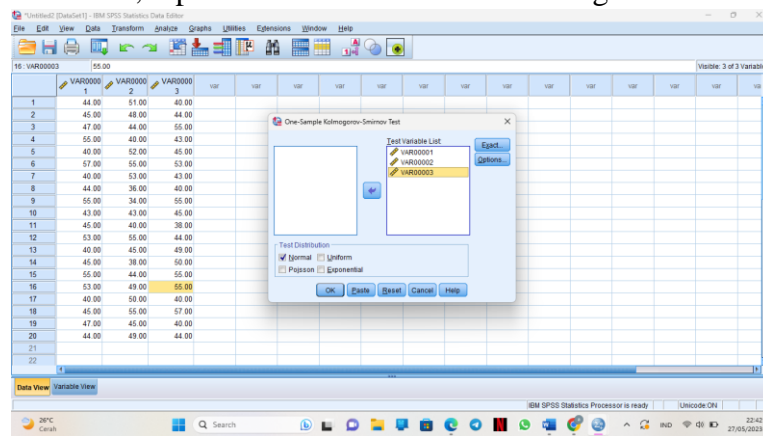
a. Normality Testing

The normality test is used to know if the data from each variable distributes normality or not. The normality test used in this research was:

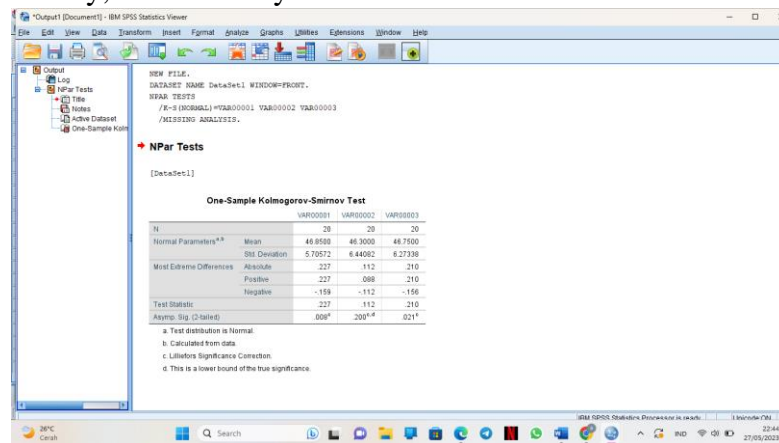
- 1) Open program *SPSS version 26*
- 2) Make variable by checking variable view
- 3) Fill in the label column
- 4) Open the data view, input the data in the variable
- 5) Click analyze>> non parametric used to compare the value of the mean to sample population. Then click legacy dialog to make the table in normality test. Then click 1-sample K-S (one sample).



6) After that, replace data to the list and normal give check.



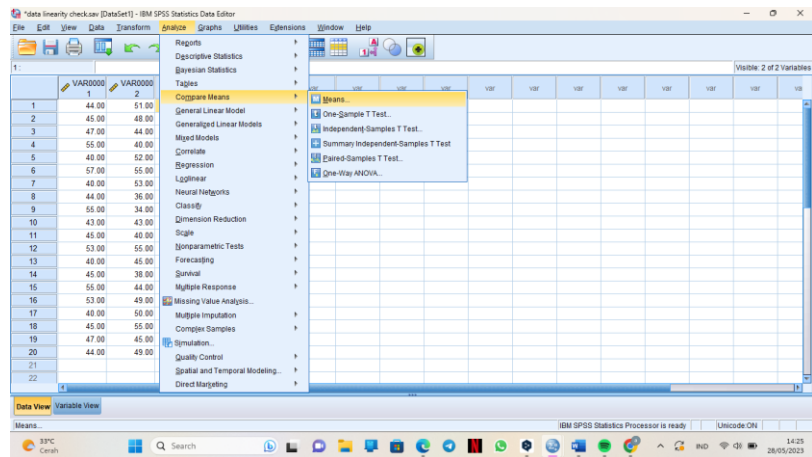
7) Finally, the normality test is below.



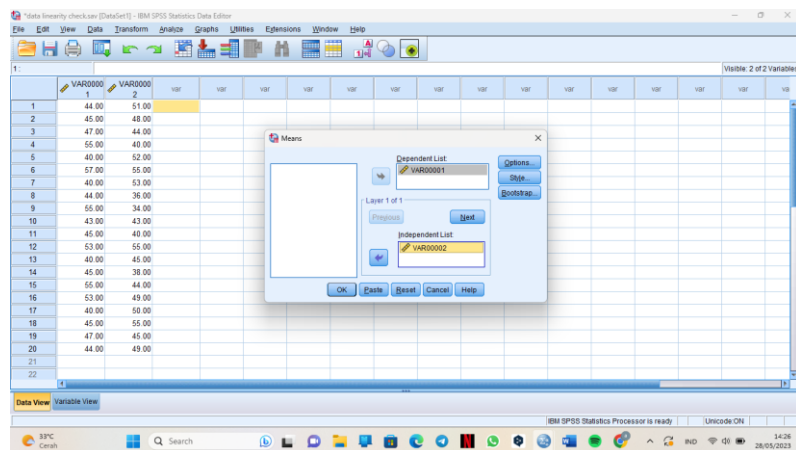
b. Linearity Testing

Linearity testing is used to determine if there are two dependent variables and one dependent variable, shows a linear correlation or not. The researcher computed the data using SPSS version 26 to determine the linearity of the regression. The linearity can be known by using Anova (Test for Linearity) on the significance value= 0.05. two variables are considered linear if p-value > 0.05.

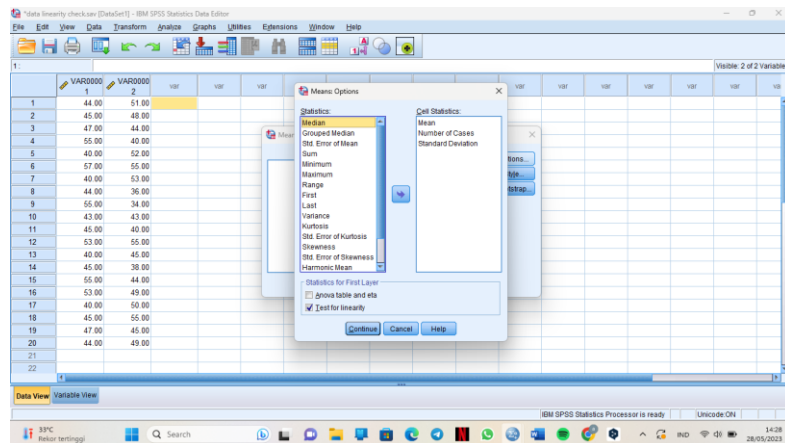
1. Open SPSS version 26.
2. Make variable by variable view
3. Fill in the variable column
4. Open data view, input the data in the variable
5. Click on the data view to put the students' extrovert personality and the students' introvert personality>> Click analyze>> Click compare mean for comparing the average of one sample or a couple sample>> click mean.



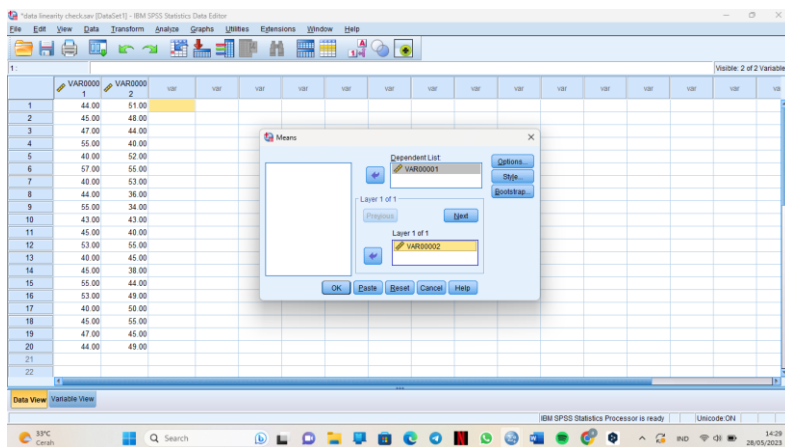
6. After appearing in the column below, replace the variable appropriate with the column list dependent or independent list.



7. Next, choose the mean, number of cases, and standard deviation in the statistic column to replace the cell statistic column. Check the list for linearity and click continue.



8. Click show normality.



9. Finally, it is the final result of the linearity testing.

The screenshot displays the IBM SPSS Statistics Viewer interface. The main window shows a data table with columns for values and a 'Total' row. Below the data table, there are two summary tables: 'ANOVA Table' and 'Measures of Association'.

Sum of Squares	df	Mean Square	F	Sig.
395.983	13	30.529	826	.639
Linearity	1	9.188	249	.636
Deviation from Linearity	12	32.308	875	.605
Within Groups	221.667	6	36.944	
Total	618.550	19		

	R	R Squared	Eta	Eta Squared
VAR00001**VAR00002	-.122	.015	.891	.842

3. Hypothesis Testing

After collecting data with questionnaires and documentation, the next step is to test the hypothesis. To test the first and second hypothesis by calculating the correlation between the first independent variable (students' extrovert personality) and the second independent variable (students' introverted personality) and the dependent variable (speaking achievement), researcher used the Pearson Product Moment formula. To test the third hypothesis, researcher used the multiple correlation coefficient method, assisted by SPSS version 26.

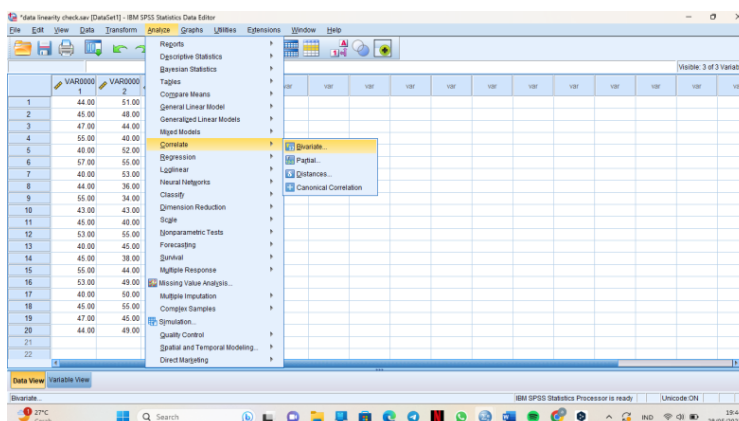
a. The first hypothesis

H_0 : There is no positive and significant correlation between students' extrovert personality and speaking achievement.

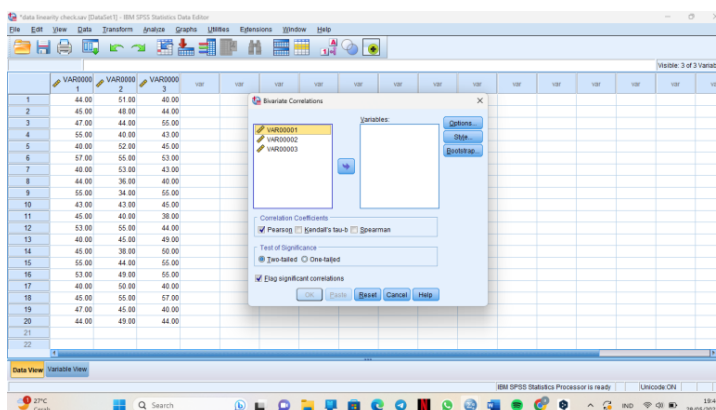
H_a : There is positive and significant correlation between students' extrovert personality and speaking achievement.

The researcher used the Pearson Product Moment formula in *SPSS version 26* for windows to test the first and second hypotheses. If the significant correlation value is less than 0.05, H_a is accepted. The following are the steps for computing the first and second hypotheses:

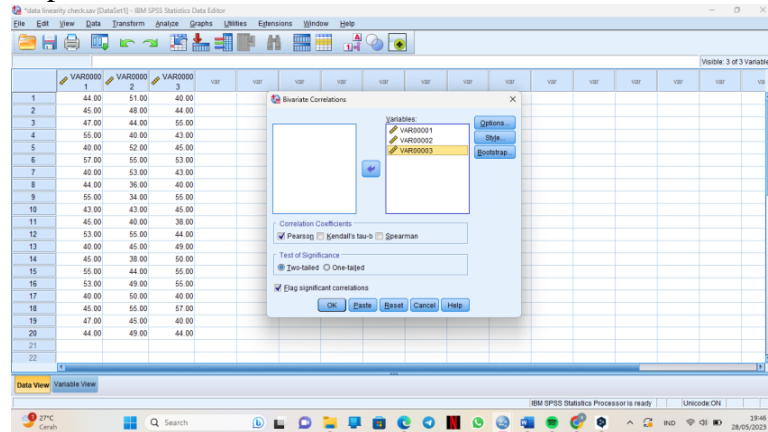
- 1) Open program *SPSS version 26*.
- 2) Create a variable in the variable view
- 3) Write the label column
- 4) Open data view, input the data in the variable
- 5) Then click Analyze>> Correlate>> Bivariate, as follows:



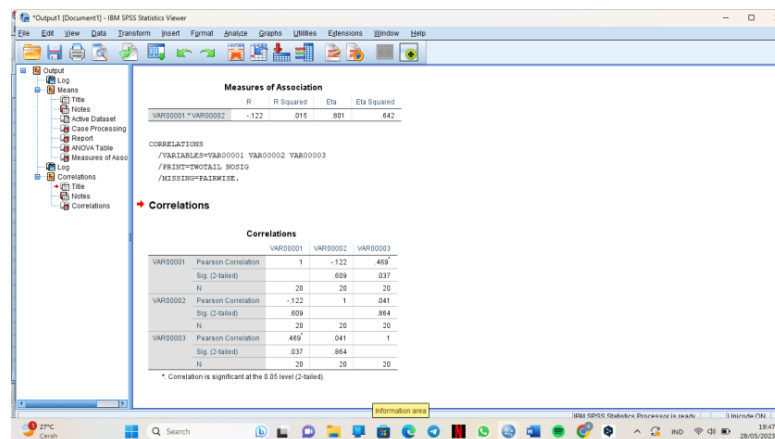
- 6) Appears a box enter variable box>> select pearson two tailed and flag significant correlation >> click OK, as follow:



7) Replace the variable



8) Finally, it will appear in SPSS output, as follows:



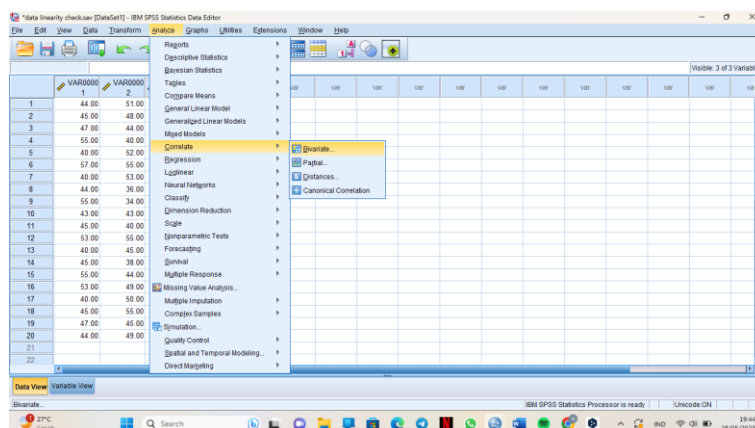
b. The second hypothesis

H_0 : There is no positive and significant correlation between students' introvert personality and speaking achievement.

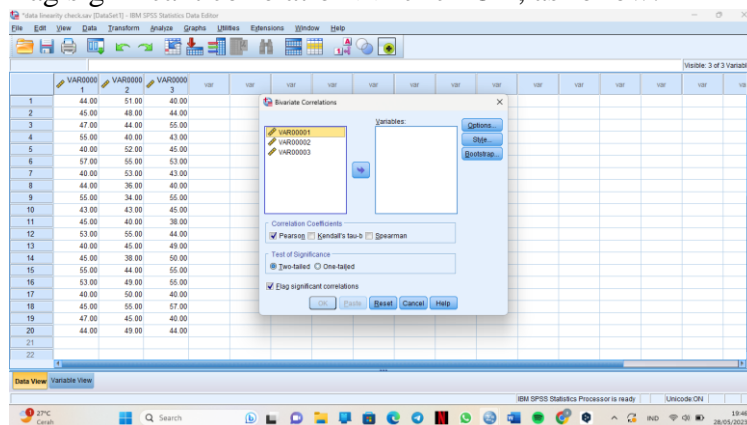
H_a : There is positive and significant correlation between students' introvert personality and speaking achievement.

The researcher used the Pearson Product Moment formula in *SPSS version 26* for windows to test the first and second hypotheses. If the significant correlation value is less than 0.05, H_a is accepted. The following are the steps for computing the first and second hypotheses:

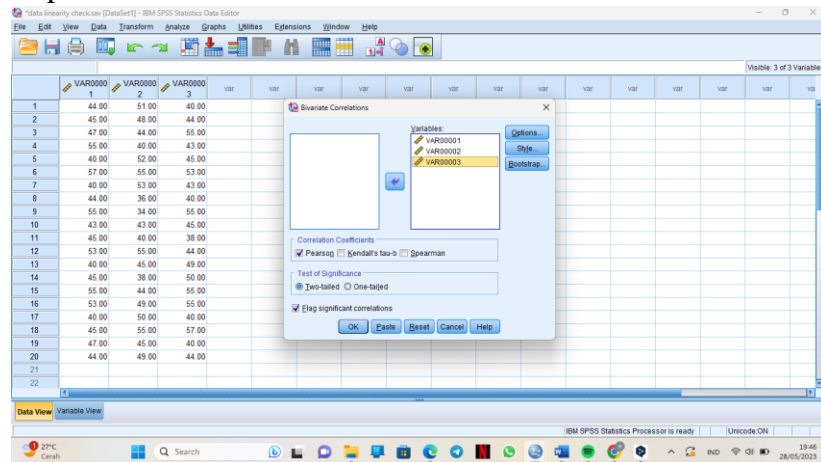
- 1) Open program *SPSS version 26*.
- 2) Create a variable in the variable view
- 3) Write the label column
- 4) Open data view, input the data in the variable
- 5) Then click Analyze>> Correlate>> Bivariate, as follows:



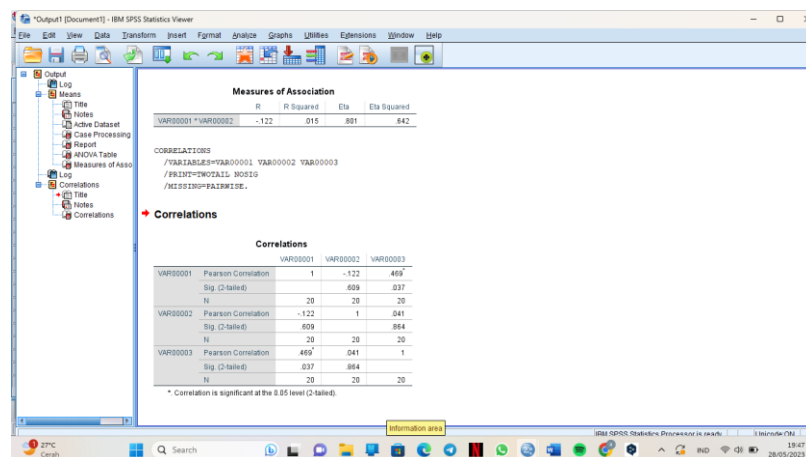
- 6) Appears a box enter variable box>> select pearson two tailed and flag significant correlation >> click OK, as follow:



7) Replace the variable



8) Finally, it will be appear SPSS output, as follow:



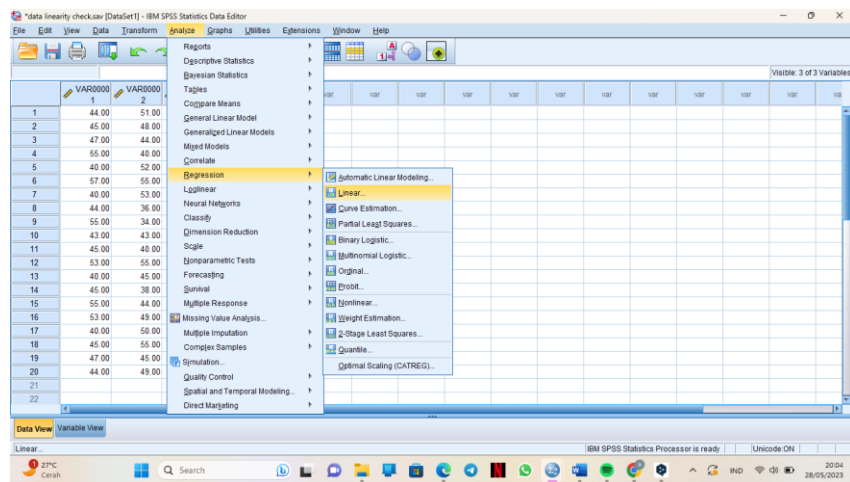
c. The third hypothesis

H_0 : There is no positive and significant correlation between students' extrovert personality, students' introvert personality toward speaking achievement.

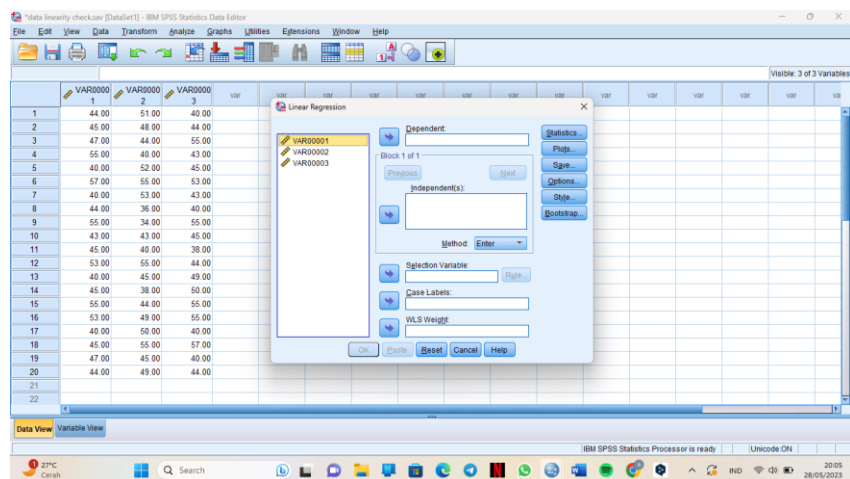
H_a : There is positive and significant correlation between students' extrovert personality, students' introvert personality toward speaking achievement.

The following are the Third hypothesis test:

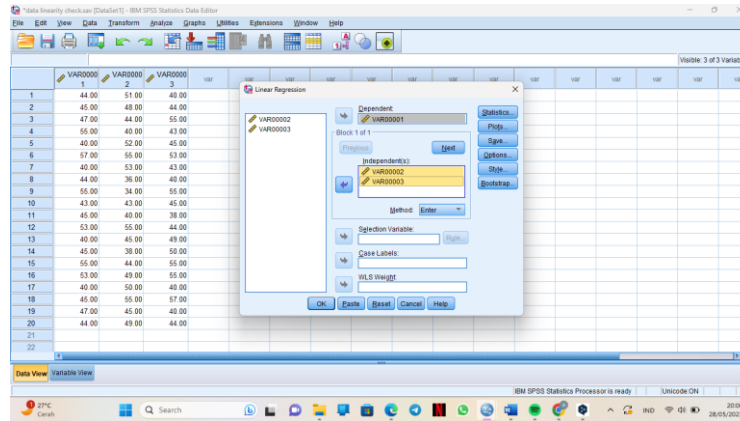
- 1) Open program SPSS version 26
- 2) Create a variable in the variable view
- 3) Write the label column
- 4) Open data view, input the data in the variable
- 5) Then click Analyze>> Regression>> Linear



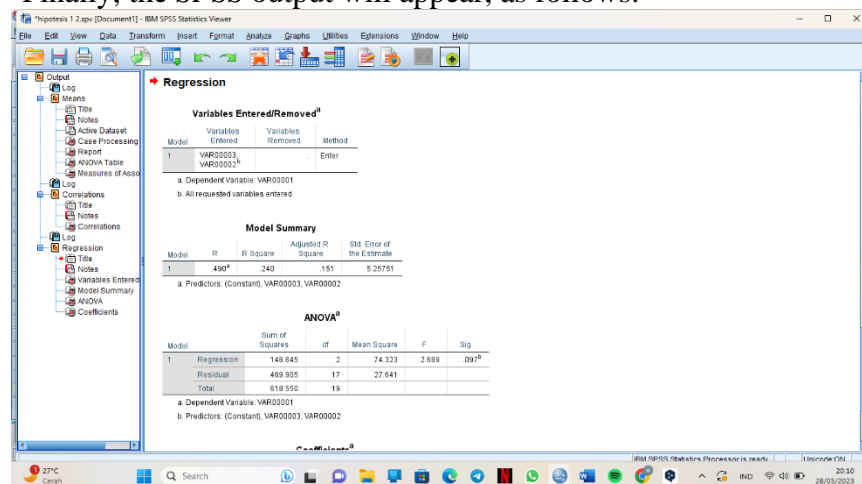
- 6) Then the program will appear table dialog as follows:



- 7) Replace the appropriate variable column with independent and dependent variables.



- 8) Finally, the SPSS output will appear, as follows:



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

The data description was created from a descriptive analysis of the study's documentation and research questionnaires. The research description is based on the questionnaire score of students' extrovert and introvert personality, then the study's documentation score of Mid-Test in analytical of speaking achievement at the third semester of English Language Education Study Program of Raden Mas Said Islamic University of Surakarta in The Academic Year 2022/2023. The variable description is completed with a table and histogram. It will be shown as the mean, median, mode, standard deviation, range, highest, and lowest score. The researcher used SPSS 26 for windows to calculate this. The following is a summary of the research data for the three variables:

a. The Data of Students' Extrovert Personality

In this description, to get the data the researcher used a questionnaire of students' extrovert and introvert personality which consisted of 25 questions with the total sample of 62 students. The result data from students' extrovert personality as follow:

Table 4.1 1 The Descriptive Statistic of Students' Extrovert Personality (X1)

Statistics		
Extrovert Personality		
N	Valid	62
	Missing	0
Mean		53.87
Std. Error of Mean		2.805
Median		52.00
Mode		44
Std. Deviation		22.084
Range		88
Minimum		4
Maximum		92
Sum		3340

From the data in table 4.1.1 above, it is known that the maximum score is 92 and the minimum score is 4 than, the range of students' extrovert personality is 88 and the standard deviation is 22.084. While sum is 3340 with the mean is 53.87, the median is 52.00 and the mode is 44. The frequency distribution of the scores can be seen on the following table.

Table 4.1.2 Frequency Distribution Score of Students' Extrovert Personality

No.	Classification	Result
1	The highest score	92
2	The lowest score	4
3	Score range	$92 - 4 = 88$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 62$
		$= 1 + (3.3) 1.79$
		$= 6.90$
		$= 7 \text{ (rounded)}$

No.	Classification	Result
5	The length of the interval	Range : $1 = 88 : 7 = 12$ (rounded)

It can be concluded that the ability of the students' in answering questionnaire of students' extrovert personality at third semester students of english language education program of Raden Mas Said Islamic University of Surakarta is various. The frequency distribution of the score can be seen on the following table:

Table 4.1.3 The frequency distribution of Students' Extrovert Personality (X1)

Interval Score	Midpoint	Frequency	Relative Frequency	Cumulative Frequency
4 – 15	9.5	2	3%	2
16 – 27	21.5	5	8%	7
28 – 39	33.5	8	13%	15
40 – 41	45.5	0	0%	15
42 – 53	47.5	17	27%	32
54 – 65	59.5	8	13%	40
66 – 77	71.5	10	16%	50
78 – 89	83.5	11	18%	61
90 – 92	91	1	2%	62
		62	100%	

Table 4.1. 4 The Frequency Score of Students' Extrovert Personality (X1)

		Extrovert Personality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	1.6	1.6	1.6
	12	1	1.6	1.6	3.2
	16	3	4.8	4.8	8.1
	20	1	1.6	1.6	9.7
	24	1	1.6	1.6	11.3
	28	2	3.2	3.2	14.5
	32	4	6.5	6.5	21.0
	36	2	3.2	3.2	24.2
	44	9	14.5	14.5	38.7
	48	6	9.7	9.7	48.4
	52	2	3.2	3.2	51.6
	56	3	4.8	4.8	56.5
	60	4	6.5	6.5	62.9
	64	1	1.6	1.6	64.5
	68	4	6.5	6.5	71.0
	72	4	6.5	6.5	77.4
	76	2	3.2	3.2	80.6
	80	5	8.1	8.1	88.7
	84	4	6.5	6.5	95.2
	88	2	3.2	3.2	98.4
92	1	1.6	1.6	100.0	
Total		62	100.0	100.0	

From the table 4.1.4 above, it can be seen that there are 1 student who got score 4 (1.6%), 1 students who got score 12 (1.6%), 3 students who got the score 16 (4.8%), 1 student who got score 20 (1.6%), 1 student who got score 24 (1.6%), 2 students who got score 28 (3.2%), 4 students who got score 32 (6.5%), 2 students who got score 36 (3.2%), 9 students who got score 44 (14.5%), 6 students who got score 48 (9.7%), 2 students who got score 52 (3.2%), 3 students who got score 56 (4.8%), 4 students who got score 60 (6.5%), 1 student who got score 64 (1.6%), 4 students who got score 68 (6.5%), 4 students who got score 72 (6.5%), 2 students who got score 76 (3.2%), 5 students who got score 80 (8.1%), 4 students who got

score 84 (6.5%), 2 students who got score 88 (3.2%), and 1 student who got score 92 (1.6%).

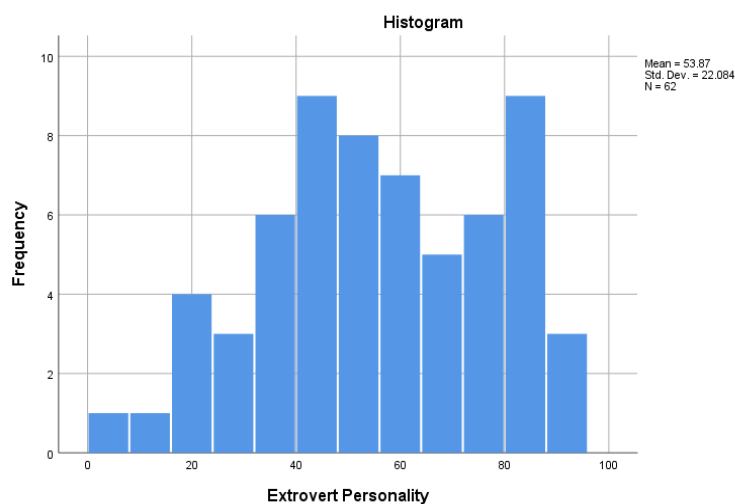


Figure 4.1.1 The Histogram of Students' Extrovert Personality

b. The Data of Students' Introvert Personality

Data of students' introvert personality is collected from questionnaire which consisted of 25 questions with the total sample of 62 students. The result data from students' extrovert personality as follow:

Table 4.1.5 The Descriptive Statistic of Students' Introvert Personality (X2)

Statistics		
Introvert Personality		
N	Valid	62
	Missing	0
Mean		46.13

Median	48.00
Mode	56
Std. Deviation	22.084
Range	88
Minimum	8
Maximum	96
Sum	2860

From the data in table 4.1.5 above, it is known that the maximum score of students' introvert personality is 96, and the minimum score is 8. The range of students' introvert personality is 88, and the standard deviation is 22.084. While sum is 2860 with the mean is 46.13. The median is 75.00, and the mode is 56.

The data score for students' introvert personality above who have a maximum score of 96 it means they are at the level of highly introvert, while the students who have a minimum score of 8 that they have a low introvert personality. The frequency distribution of the scores can be seen on the following table.

Table 4.1 6 The Data of Students' Introvert Personality (X2)

No.	Classification	Result
1	The highest score	96
2	The lowest score	8
3	Score range	$96 - 8 = 88$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 62$
		$= 1 + (3.3) 1.79$
		$= 6.90$
		$= 7 \text{ (rounded)}$
5	The length of the interval	Range : $1 = 88 : 7 = 12 \text{ (rounded)}$

Table 4.1.7 The Frequency Distribution of Students' Introvert Personality (X2)

Interval Score	Midpoint	Frequency	Relative Frequency	Cumulative Frequency
8 – 19	13.5	7	11%	7
20 – 31	25.5	11	18%	18
32 – 43	37.5	9	15%	27
44 – 55	49.5	11	18%	38
56 – 67	61.5	11	18%	49
68 – 79	73.5	7	11%	56
79 – 90	84.5	5	8%	61
91 – 96	93.5	1	2%	62
		62	100%	

Table 4.1.8 The Frequency Score of Students' Introvert Personality (X2)

		Introvert Personality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	1.6	1.6	1.6
	12	2	3.2	3.2	4.8
	16	4	6.5	6.5	11.3
	20	5	8.1	8.1	19.4
	24	2	3.2	3.2	22.6
	28	4	6.5	6.5	29.0
	32	4	6.5	6.5	35.5
	36	1	1.6	1.6	37.1
	40	4	6.5	6.5	43.5
	44	3	4.8	4.8	48.4
	48	2	3.2	3.2	51.6
	52	6	9.7	9.7	61.3
	56	9	14.5	14.5	75.8
	64	2	3.2	3.2	79.0
	68	4	6.5	6.5	85.5
	72	2	3.2	3.2	88.7
	76	1	1.6	1.6	90.3
80	1	1.6	1.6	91.9	
84	3	4.8	4.8	96.8	

88	1	1.6	1.6	98.4
96	1	1.6	1.6	100.0
Total	62	100.0	100.0	

From the tabel 4.1.8 above, it can be seen that there are 1 student who got the score 8 (1.6%), 2 students who got the score 12 (3.2%), 4 students who got the score 16 (6.5%), 5 students who got the score 20 (8.1%), 2 students who got the score 24 (3.2%) , 4 students who got the score 28 (6.5%), 4 students who got the score 32 (6.5%), 1 student who got the score 36 (1.6%), 4 students who got the score 40 (6.5%), 3 students who got the score 44 (4.8%), 2 students who got the score 48 (3.2%), 6 students who got the score 52 (9.7%), 9 students who got the score 56 (14.5%), 2 students who got the score 64 (3.2%), 4 students who got the score 68 (6.5%), 2 students who got the score 72 (3.2%), 1 student who got the score 76 (1.6%), 1 students who got the score 80 (1.6%), 3 students who got the score 84, 1 student who got the score 88 (1.6%), and 1 student who got the score 96 (1.6%).

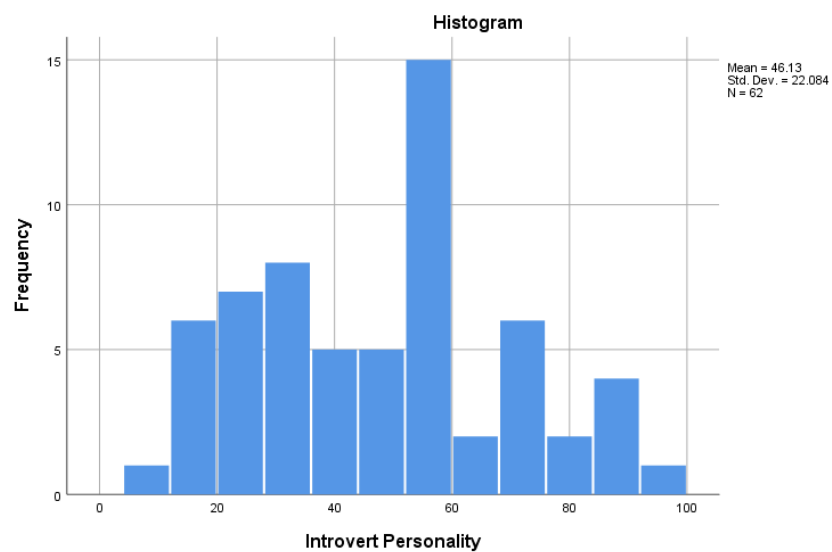


Figure 4.1 2 The Histogram of Introvert Personality

c. The Data of Students' Speaking Achievement

This data shows the speaking achievement of third semester students of English Language Education study program of Raden Mas Said State Islamic University of Surakarta in the Academic year 2023/2024. This data was obtained from the results of the third midterm exam. A more detailed explanation is presented in the table below.

Table 4.1 9 The Descriptive Statistic of Speaking Achievement (Y)

Statistics		
Speaking Achievement		
N	Valid	62
	Missing	0
Mean		86.94
Median		85.00
Mode		96
Std. Deviation		8.075
Range		26
Minimum		70
Maximum		96
Sum		5390

From the data in table 4.1.9 above, it is known that the maximum score of students' speaking achievement is 96, and the minimum score is 70. The range of students' speaking achievement is 28, and the standard deviation is 8.075. While sum is 5390 with the mean is 86.94. The median is 85.00, and the mode is 96. The frequency distribution of the scores can be seen on the following table:

Table 4.1.10 The data of Students' Speaking Achievement

No.	Classification	Result
1	The highest score	96
2	The lowest score	70
3	Score range	$96 - 70 = 26$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 62$
		$= 1 + (3.3) 1.79$
		$= 6.90$
		$= 7$ (rounded)
5	The length of the interval	Range : $1 = 26 : 7 = 3.71$ $= 4$ (rounded)

Table 4.1.11 The Frequency Distribution of Students' Speaking Achievement

Interval Score	Midpoint	Frequency	Relative Frequency	Cumulative Frequency
70 - 73	71	3	5%	3
74 - 76	73	8	13%	11
77 - 79	78	0	0%	11
80 - 82	81	5	8%	16
83 - 85	82	16	26%	32
86 - 88	85	0	0%	32
89 - 91	90	12	19%	44
92 - 94	91	0	0%	44
95 - 96	0	18	29%	62
		62	100%	

Table 4.1.12 The Frequency Score of Speaking Achievement (Y)

Interval Score	Midpoint	Frequency	Relative Frequency	Cumulative Frequency
70 - 73	71	3	2%	3
74 - 77	73	8	6%	11
78 - 81	78	5	4%	16
82 - 85	81	0	0%	16

Interval Score	Midpoint	Frequency	Relative Frequency	Cumulative Frequency
86 - 89	82	16	13%	32
90 - 93	85	12	10%	44
94 - 96	90	18	15%	62
		62	100%	

Speaking Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	3	4.8	4.8	4.8
75	8	12.9	12.9	17.7
80	5	8.1	8.1	25.8
85	16	25.8	25.8	51.6
91	12	19.4	19.4	71.0
96	18	29.0	29.0	100.0
Total	62	100.0	100.0	

From the table 4.1.12 above, it can be seen that there are one 3 students who got the score 70 (4.8%), 8 students who got the score 75 (12.9%), 5 students who got the score 80 (8.1%), 16 students who got the score (25.8%), 12 students who got the score 91 (19.4%), and 18 students who got the score 96 (29.0%).

Therefore, the researcher can take conclusion that the score of students Speaking Achievement at third semester students of English Language Education study program of Raden Mas Said State Islamic University of Surakarta in the Academic year 2023/2024 is various. The frequency distribution of students achievement can be seen on the histogram below:

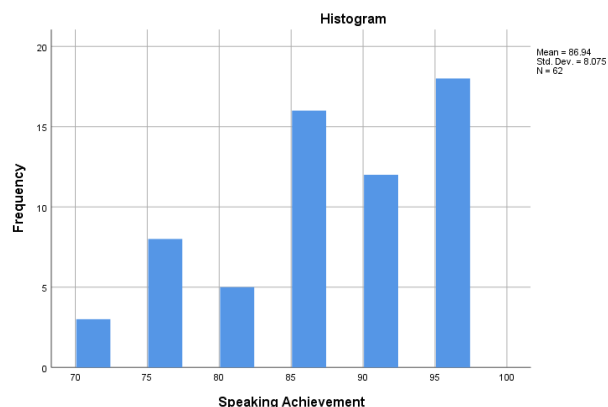


Figure 4.1.3 The Histogram of Speaking Achievement (Y)

2. Pre-Requisite Test

a. Normality Test

The objective of a normality test distribution is to identify whether or not the research distribution's variable data is normal. This study requires three different types of testing normality data, including normality of speaking achievement, normality of extrovert personality and normality of an introvert personality. The following table shows the results of the normality test data processing. The researcher calculated the data's normality using the Kolmogorov-Smirnov formula through SPSS 26 for windows at the significant 5% level.

Table 4.1.13 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		62
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.83241187
Most Extreme Differences	Absolute	.102
	Positive	.056
	Negative	-.102
Test Statistic		.102
Asymp. Sig. (2-tailed)		.179 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the result of the normality testing in table 4.1.13 above, it is known that the significance value is $0,179 > 0.05$. It can be concluded that the data is normally distributed and further statistical analysis can be continued.

b. Linearity Test

Linearity testing is used to know whether or not the relationship between three variables, which are two independent variables and one dependent variable, showed a linear relationship. It is calculated by using SPSS 26 program for windows. The result can be seen in the table below:

Table 4.1.14 The Result of Linearity Testing between X1 and Y

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Achievement * Extrovert Personality	Between Groups	(Combined)	925.042	20	46.252	.621	.873
		Linearity	235.595	1	235.595	3.164	.083
		Deviation from Linearity	689.447	19	36.287	.487	.953
Within Groups			3052.700	41	74.456		
Total			3977.742	61			

Based on the calculation in table 4.1.14 above, the value of Sig.

Deviation from linearity from linearity of students' extrovert personality is 0.953. The analysis showed that the value was higher than level of significance alpha or it can be said that $0.953 > 0.05$.

The regression between students' extrovert personality and their speaking achievement in analytical exposition text is linear or it can be

conclude that there is a linear relationship between students' extrovert personality and their speaking achievement in analytical exposition text.

Table 4.1.15 The Result of Linearity Testing between X2 and Y

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Achievement * Introvert Personality	Between Groups	(Combined)	925.042	20	46.252	.621	.873
		Linearity	235.595	1	235.595	3.164	.083
		Deviation from Linearity	689.447	19	36.287	.487	.953
	Within Groups	3052.700	41	74.456			
Total			3977.742	61			

Based on the calculation in the table 4.1.15 above, the value of Sig. deviation from linearity of students' introvert personality and speaking achievement in analytical exposition text is 0.953. The analysis showed that the value was higher than level of significance alpha or it can be said that $0.953 > 0.05$

The regression between students' introvert personality and speaking achievement in analytical exposition text is linear or it can be conclude that there is a linear relationship between students' introvert personality and speaking achievement in analytical exposition text.

3. Hypothesis Testing

After calculating the normality test and linearity test, then the researcher continued to the hypothesis test using simple correlation technique Pearson Product Moment with SPSS 26 program for windows.

a. First Hypothesis Testing

The first hypothesis on this research, there is a significant correlation between Students' Extrovert Personality (X_1) and Speaking

Achievement (Y) at third semester students' of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the academic year 2023/2024. The researcher analyzed the data using Pearson Product Moment Formula through SPSS 26 for Windows. The statistical formulation of the hypothesis are:

- 1) H_0 : there is no positive and significant correlation between students' extrovert personality and speaking achievement.
- 2) H_a : there is positive and significant correlation between students' extrovert personality and speaking achievement.

Table 4.1.16 *Pearson Product Moment of Students' Extrovert Personality and Speaking Achievement.*

Correlations

		Extrovert Personality	Speaking Achievement
Extrovert Personality	Pearson Correlation	1	.422**
	Sig. (2-tailed)		.001
	N	62	62
Speaking Achievement	Pearson Correlation	.422**	1
	Sig. (2-tailed)	.001	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

The computation's result that there was a correlation between Extrovert Personality (X1) and Speaking Achievement (Y) is 0,422 and at the level significant $\alpha = 0.05$ for $N = 62$ where $\text{Sig} = 0.001 < 0.05$. So there is significant correlation between Extrovert Personality and Speaking Achievement. In addition, the coefficient of determination, that showed between extrovert personality and speaking achievement is gotten from $(r_{x1y})^2 \times 100\% = (0.422)^2 \times 100\% = 17.8\%$. It means that

17.8% speaking achievement is influenced by Extrovert Personality and 82.2% is influenced by the other factors. It is categorized into moderate correlation.

b. Second Hypothesis Testing

The second hypothesis on this research, there is a significant correlation between Students' Introvert Personality (X_2) and Speaking Achievement (Y) at third semester students' of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the academic year 2023/2024. The researcher analyzed the data using Pearson Product Moment Formula through SPSS 26 for Windows. The statistical formulation of the hypothesis are:

- 1) H_0 : there is no positive and significant correlation between students' introvert personality and speaking achievement.
- 2) H_a : there is positive and significant correlation between students' introvert personality and speaking achievement

Table 4.1.17 Pearson Product Moment of Students' Extrovert Personality and Speaking Achievement.

		Introvert Personality	Speaking Achievement
Introvert Personality	Pearson Correlation	1	.419**
	Sig. (2-tailed)		.001
	N	62	62
Speaking Achievement	Pearson Correlation	.419**	1
	Sig. (2-tailed)	.001	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

The computation's result that there was a correlation between Introvert Personality (X₂) and Speaking Achievement (Y) is 0,419 and at the level significant $\alpha = 0.05$ for N= 62 where Sig= 0.001 < 0.05. So there is significant correlation between Introvert Personality and Speaking Achievement. In addition, the coefficient of determination, that showed between introvert personality and speaking achievement is gotten from $(r_{x_1y})^2 \times 100\% = (0.419)^2 \times 100\% = 17.5\%$. It means that 17.5% speaking achievement is influenced by Introvert Personality and 82.5% is influenced by the other factors.

c. Third Hypothesis Testing

The second hypothesis on this research, there is a significant correlation between Students' Extrovert Personality (X₁), Introvert Personality (X₂) toward Speaking Achievement (Y) at third semester students' of English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta in the academic year 2023/2024. To test the hypothesis testing, the researcher analyzed the data using ANOVA through SPSS 26 for Windows. The statistical formulation of the hypothesis are:

- 1) H₀ : there is no positive and significant correlation between students' extrovert personality, students' introvert personality toward speaking achievement.

- 2) H_a : there is positive and significant correlation between students' extrovert personality, students' introvert personality toward speaking achievement.

Table 4.1.18 ANOVA Table of Students' Extrovert Personality (X1), Introvert Personality (X2) toward Speaking Achievement (Y)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	714.920	2	357.460	6.464	.003 ^b
	Residual	3262.822	59	55.302		
	Total	3977.742	61			

a. Dependent Variable: Speaking Achievement

b. Predictors: (Constant), Introvert Personality, Extrovert Personality

The computation's result that there was a correlation between Extrovert Personality (X1), Introvert Personality (X2) toward Speaking Achievement (Y) is 6.464 after being adapted to the F_{value} , $F_{observed}$ shows the value 0.003 it means that $0.003 < 0.05$, so the coefficient correlation is significant. It means H_0 is rejected and H_a is accepted. Therefore, there is a positive and significant correlation between Students' Extrovert Personality and Students' Introvert Personality toward Speaking Achievement at the third Semester of English Language Education study program of Raden Mas Said State Islamic University of Surakarta in the Academic 2023/2024.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.424 ^a	.180	.152	7.437	.180

a. Predictors: (Constant), Introvert Personality, Extrovert Personality

The computation's result that there was a correlation between Extrovert Personality (X1), Introvert Personality (X2) toward Speaking Achievement (Y). The coefficient determination is gotten from $(r_{x_1x_2y})^2 \times 100\% = 3.24\%$. It means that 3.24% speaking achievement is influenced by students' extrovert personality and students' introvert personality and 96.76% is influenced by the others factors. It is categorized into moderate correlation

B. Discussions

1. The Correlation between Students' Extrovert Personality and their Speaking Achievement.

The result of the first hypothesis test shows that there is a positive correlation between students' extrovert personality and their speaking achievement at third semester students of English Education study program of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2023/2024. It can be proved from the product moment correlation test result that $r_{x_1y} > r_{table}$ ($0.422 > 0.247$) for level significance 0.05. This implies that speaking achievement score should be higher for students with extrovert personalities.

According to computation the $r_{observed}$ is 0.422. in addition, the coefficient of determination, that shows between students extrovert personality and speaking achievement is gotten from $(r_{xy})^2 \times 100\% = (0.422)^2 \times 100\% = 17.8\%$. It means that 17.8% speaking achievement is influenced by Extrovert Personality and 82.2% is influenced by the other factors.

The coefficient between students' extrovert personality and speaking achievement is categorized into moderate correlation. It means that the null hypothesis was rejected and the alternative hypothesis was accepted. The results obtained indicate that students' extrovert personality positively correlate with speaking achievement. This indicates that students' extrovert personality make a moderate contribution to speaking achievement. It also implies that the more an individual has a strong extrovert personality, the higher the students' speaking score will be followed.

2. The Correlation between Students' Introvert Personality and their Speaking Achievement.

The result of the second hypothesis test shows that there is a positive correlation between students' introvert personality and their speaking achievement at third semester students of english education study program of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2023/2024. It can be proved from the product moment

correlation test result that $r_{xy} > r_{table}$ ($0.419 > 0.247$) for level significance 0.05

The computation's result that there was a correlation between Introvert Personality (X2) and Speaking Achievement (Y) is 0,419 and at the level significant $\alpha = 0.05$ for $N = 62$ where $Sig = 0.001 < 0.05$. So there is significant correlation between Introvert Personality and Speaking Achievement. In addition, the coefficient of determination, that showed between introvert personality and speaking achievement is gotten from $(r_{xy})^2 \times 100\% = (0.419)^2 \times 100\% = 17.5\%$. It means that 17.5% speaking achievement is influenced by Introvert Personality and 82.5% is influenced by the other factors.

The coefficient between students' introvert personality and speaking achievement is categorized into moderate correlation. It means that the null hypothesis was rejected and the alternative hypothesis was accepted. The results obtained indicate that students' introvert personality positively correlate with speaking achievement. This indicates that students' introvert personality make a moderate contribution to speaking achievement. It also implies that having an introvert personality does not negatively affect students' speaking achievement.

3. The Correlation between Students' Extrovert Personality, Introvert Personality toward their Speaking Achievement.

The results of the third hypothesis test shows that there is a positive correlation between students' extrovert personality and students' introvert personality toward their speaking achievement at third semester students of english education study program of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2023/2024. It can be proved from the linear regression analysis result the $R_{y(1,2)} = 0.424$, its mean the correlation between students' extrovert personality, students' introvert personality toward their speaking achievement classified as moderate correlation.

The results shows that, the correlation coefficient of R between students' extrovert personality (X1), students' introvert personality (X2), speaking achievement (Y). the coefficient determination is gotten from $(r_{x1x2y})^2 \times 100\% = (0.180)^2 \times 100\% = 3,24\%$ is influenced by students' extrovert personality and atudents' introvert personality and 96,76% is influenced by the other factors.

The coefficient between students' extrovert personality and students' introvert personality toward their speaking achievement is categorized into moderate correlation. It means the null hypothesis was rejected and the alternative hypothesis was accepted. The conclusion is there is significant positive correlation between students' extrovert personality, students' introvert personality and their speaking

achievement. Thus it can be known that the students' extrovert personality and introvert personality can be used as the predictor for measuring students speaking achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the research, so the researcher can come to the conclusion as follows:

The first hypothesis showed that there is positive significant correlation between students' extrovert personality and speaking achievement. The coefficient of correlation table (r_{table}) for $N=62$ at the level significance $\alpha=0.05$ is 0.247. it can be proved from the product moment correlation test result that $r_{x1y} > r_{table}$ ($0.422 > 0.247$) for level significance 0.05. this mean that the coefficient between students' extrovert personality and speaking achievement is categorized into moderate correlation. Effective contribution of students' extrovert personality to their speaking achievement is 17.8%. It indicate that speaking achievement is influenced by extrovert personality.

The second hypothesis showed that there is positive and significant correlation between students' introvert personality and speaking achievement. The coefficient correlation table (r_{table}) for $N=62$ at the level significant $\alpha=0.05$ is 0.247. It can be proved from the product moment correlation test result that $r_{x2y} > r_{table}$ ($0.419 > 0.247$) for the level significance 0.05. Efective contribution of students' introvert personality to their speaking achievement is 17.5%. It indicated that having an introvert personality does not negatively affect students' speaking achievement.

The third hypothesis showed that there is positive and significance correlation between students' extrovert personality and students' introvert personality toward their speaking achievement. The coefficient correlation table (r_{table}) for $N= 62$ at the level significance $\alpha= 0.05$ is 0.247. It can be proved from $R_{square}= 0.180$ which means that 3.24% of extrovert and introvert personalities affect speaking achievement, and the remaining 96.76% was influenced by the other factors.

Based on the research finding, it can be concluded that there is a positive correlation between students' extrovert personality and students' introvert personality toward their speaking achievement at third semester students of english education study program of Raden Mas Said State Islamic University of Surakarta in the Academic Year 2023/2024. The positive correlation shows that students' extrovert and introvert personalities have an impact on students' speaking achievement. Personality is one of the factors that affect studnets' speaking achievement. If students use the right learning style and lecturer give them the attention they need, then they will be able to get better at speaking.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestion as follow:

1. For lecturer and university
 - a. Since personality influences students' achievement, English lecturers suggested paying more attention to their students in terms of their personality type. It is not necessary to know all students'

personalities, at least those who struggle and need help in their studies will definitely do.

- b. Introvert students' with lower speaking scores can be used as a basis for believing that they need more attention when it comes to practicing their speaking skills. The lecturers do not necessarily give them all the attention they need. Lecturers can make the extrovert students' lives better by doing this. Pairing extrovert students with introverts in a group will be an effective method to develop the speaking skills of the introvert personality.
- c. Lecturer should choose the most appropriate method for teaching speaking to improve the students; speaking skills for both extrovert and introvert personality.
- d. Lecturer should give motivation to introvert students. Because introvert students are not bad, they just need the right time to practice the speaking task. In this case, the teacher should be a facilitator for their students.

2. For the students

- a. The results 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 at all; the students only need the right time to speak. They can become better over time, even though they are nervous when speaking up in their classes. They should

extend their limitations step by step, which can help them grow and become more fluent when meeting new people.

c. For extrovert students

Extrovert students are good at socializing, they should motivate and encourage their classmates, and they love working in teams. When all of that energy is properly harnessed, an extrovert is sure to spark and contribute to interesting discussion with others, as is the case with verbal communication.

3. For the further researcher

Researchers must make some improvements, such as the type of questionnaire used, the number of samples, previous research, or using a more diverse experiment. It aims to be able to see more clearly and comprehensively the relationship between extrovert personality, introvert personality, and students' speaking achievement.

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APPENDICES

Appendix 1 The List Sample and Score of Each Variable

The List Sample and Score of Each Variable

No.	Nama	Students' Extrovert Personality	Students' Introvert Personality	Students' Speaking Achievement	Extrovert/Introvert
1	MU	44	56	91	Introvert
2	AS	84	16	91	Extrovert
3	NB	88	12	96	Extrovert
4	AF	48	52	80	Introvert
5	MZ	88	12	85	Introvert
6	SV	16	84	75	Extrovert
7	FT	44	56	85	Introvert
8	NS	84	16	91	Extrovert
9	WN	48	52	75	Introvert
10	KZ	80	20	85	Extrovert
11	FR	84	16	91	Extrovert
12	RH	4	96	75	Introvert
13	KE	16	84	96	Introvert
14	MU	28	72	80	Introvert
15	AL	80	20	85	Extrovert
16	AI	44	56	75	Introvert
17	CF	64	36	91	Extrovert
18	MW	72	28	91	Extrovert
19	HI	92	8	85	Extrovert
20	FA	72	28	85	Extrovert
21	RY	44	56	96	Introvert
22	KY	68	32	96	Extrovert
23	AZ	84	16	96	Extrovert
24	FE	60	40	91	Extrovert
25	CH	20	80	91	Introvert
26	KF	24	76	91	Introvert
27	BG	68	32	96	Extrovert
28	AU	68	32	91	Extrovert
29	NU	44	56	96	Introvert
30	SI	16	84	96	Introvert
31	NO	52	48	96	Extrovert
32	AN	28	72	70	Introvert

No.	Nama	Students' Extrovert Personality	Students' Introvert Personality	Students' Speaking Achievement	Extrovert/Introvert
33	NU	32	68	80	Introvert
34	AD	60	40	85	Extrovert
35	RI	48	52	96	Introvert
36	FI	60	40	96	Extrovert
37	VV	44	56	85	Introvert
38	LI	12	88	85	Introvert
39	NI	44	56	96	Introvert
40	NA	56	44	96	Extrovert
41	LA	36	64	85	Introvert
42	AI	80	20	96	Extrovert
43	AL	76	24	80	Extrovert
44	HA	44	56	75	Introvert
45	HN	32	68	96	Introvert
46	GL	72	28	96	Extrovert
47	KH	56	44	75	Extrovert
48	NV	76	24	91	Extrovert
49	MC	32	68	85	Introvert
50	AZ	48	52	85	Introvert
51	AN	36	64	85	Introvert
52	AG	60	40	96	Extrovert
53	AU	52	48	80	Extrovert
54	NS	68	32	70	Extrovert
55	RN	48	52	85	Introvert
56	HN	56	44	85	Introvert
57	LI	80	20	96	Introvert
58	ZU	72	28	70	Extrovert
59	WZ	32	68	75	Introvert
60	RV	80	20	91	Extrovert
61	SU	48	52	85	Introvert
62	VL	44	56	75	Introvert

Appendix 2 The Blueprint of Students' Personality Questionnaire

The Blueprint of Students' Personality Questionnaire

Variable	Indicators	Items
Students' Extrovert Personality and Students' Introvert Personality	Sociable	1,14,5,20,23,24,25
	Lively	4,7,21,13
	Active	12,17
	Assertive	10,21
	Sensation-seeking	2,5,18
	Carefree	6
	Dominant	9,11,16
	Surgent	8,19,24
	Venturesome	3,8,22

Appendix 3 Extrovert and Introvert Personality Questionnaire

Extrovert and Introvert Personality Questionnaire

Petunjuk :

- Tulis Email, Nama, NIM dan Kelas anda dengan benar.
- Jawablah setiap pertanyaan atau pernyataan dengan memilih salah satu dari dua alternatif jawaban yang tersedia yang paling sesuai untuk Anda.

Nama :

Kelas :

1. Saya berteman dengan sangat mudah dan cepat.
 - a. Tidak terlalu
 - b. Ya
2. Apakah menjadi pusat perhatian mengganggu Anda?
 - a. Ya
 - b. Tidak sama sekali
3. Ketika Anda melakukan tugas yang membutuhkan konsentrasi tinggi, apakah Anda bekerja lebih baik dalam kesendirian dan keheningan?
 - a. Saya mudah terganggu oleh suara bising dan aktivitas lain dan akan melakukan tugas dengan lebih baik dalam kesendirian dan keheningan
 - b. Saya tidak dapat bekerja dengan baik dalam kesunyian dan kesendirian dan lebih suka dengan beberapa kebisingan atau aktivitas di sekitarnya

4. Apakah Anda merasa mudah untuk berkontribusi dalam diskusi terbuka pada pertemuan dan rapat besar?
 - a. Tidak, saya biasanya cenderung diam dan menyerahkan diskusi kelompok kepada orang lain
 - b. Ya
5. Jika diundang ke pesta dengan pakaian mewah, apa reaksi Anda?
 - a. Mungkin akan menolak undangan tersebut
 - b. Cukup senang dan tidak sabar untuk memilih pakaian saya
6. Seberapa sering Anda menceritakan lelucon?
 - a. Jarang atau tidak pernah
 - b. Lebih dari sesekali
7. Jika Anda ikut serta dalam sebuah argumen dan mendapati bahwa semua orang tidak setuju dengan sudut pandang Anda, meskipun Anda yakin bahwa Anda benar, bagaimana kemungkinan besar Anda akan bereaksi dalam situasi ini?
 - a. Saya mungkin akan menyerah dan berpikir ulang tentang argumen tersebut, siapa tahu saya memang salah.
 - b. Tetap pada pendirian saya dan menikmati perdebatan tersebut
8. Jika sudah cukup terprovokasi, seberapa mudah bagi Anda untuk menghentikan diri Anda dari meniup bagian atas Anda di tempat umum?
 - a. Sangat mudah - saya tidak pernah meniup bagian atas saya di tempat umum
 - b. Sama sekali tidak mudah
9. Jika Anda melihat seseorang membuang sampah sembarangan di stasiun kereta api, apa yang akan Anda lakukan?
 - a. Tidak ada
 - b. Dalam situasi tertentu saya mungkin akan memintanya untuk memungutnya
10. Jika Anda ingin mengeluhkan sesuatu, manakah yang lebih Anda sukai?
 - a. Menulis surat
 - b. Berbicara langsung dengan orang yang bersangkutan secara tatap muka
11. Apakah Anda pernah menyesal bahwa Anda tidak lebih supel dan lebih sering melepaskan diri?
 - a. Ya
 - b. Tidak
12. Apakah Anda lebih suka bekerja sendiri atau sebagai bagian dari tim?
 - a. Sendiri
 - b. Bagian dari sebuah tim
13. Apakah Anda menganggap diri Anda sebagai seorang motivator?
 - a. Tidak
 - b. Ya

14. Mana yang paling Anda sukai: berbicara dengan orang lain secara empat mata atau bergabung dalam diskusi kelompok?
 - a. Berbicara empat mata
 - b. Diskusi kelompok

15. Bagaimana cara yang Anda sukai untuk merayakan ulang tahun Anda?
 - a. Seperti hari-hari lainnya
 - b. Sebuah pesta dengan teman dan keluarga

16. Apakah Anda membuat kebanyakan orang tidak ragu dengan pendapat Anda tentang politik dan isu-isu terkini?
 - a. Pada umumnya saya menyimpan sebagian besar pendapat saya untuk diri saya sendiri
 - b. Ya

17. Ketika berbicara dengan orang lain, seberapa sering Anda merasa kering dan kesulitan untuk melanjutkan pembicaraan?
 - a. Lebih dari sesekali
 - b. Tidak pernah

18. Apakah Anda suka mencari tahu alasan atau motif dari pandangan atau tindakan orang lain?
 - a. Tidak terlalu
 - b. Ya

19. Jika seseorang di sebuah pesta meminta Anda untuk membawakan lagu pesta Anda, apa reaksi Anda?
 - a. Tidak mungkin
 - b. OK

20. Manakah dari kata-kata berikut ini yang paling menggambarkan diri Anda?
 - a. Pendiam
 - b. Mudah bergaul

21. Menurut Anda, apakah Anda akan pandai menyutradarai drama di atas panggung?
 - a. Tidak, bukan untuk saya
 - b. Ya

22. Anda adalah orang pertama yang tiba untuk menghadiri rapat umum di balai kota setempat. Di mana Anda akan duduk?
 - a. Dekat atau di belakang
 - b. Dekat atau di depan

23. Apakah Anda menggambarkan diri Anda sebagai orang yang banyak bicara?
- Tidak
 - Ya
24. Manakah dari kata-kata berikut ini yang paling menggambarkan diri Anda?
- Pribadi
 - Komunikatif
25. Seberapa baik Anda dalam berbasa-basi?
- Tidak ada harapan
 - Cukup baik

Appendix 4 Score of Mid-Term Speaking Class

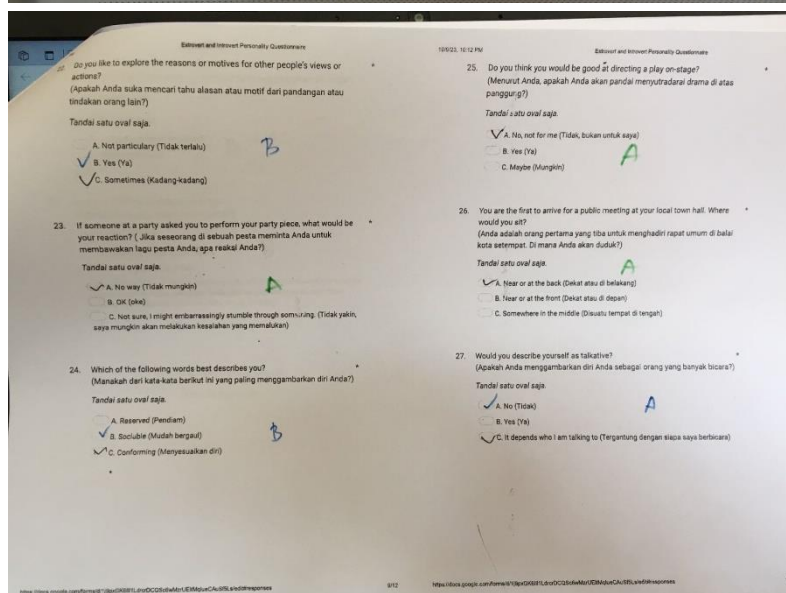
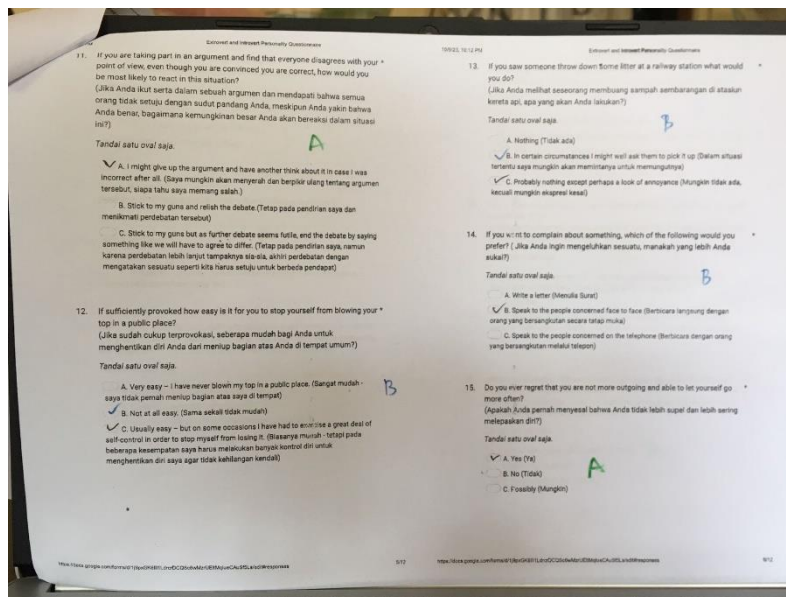
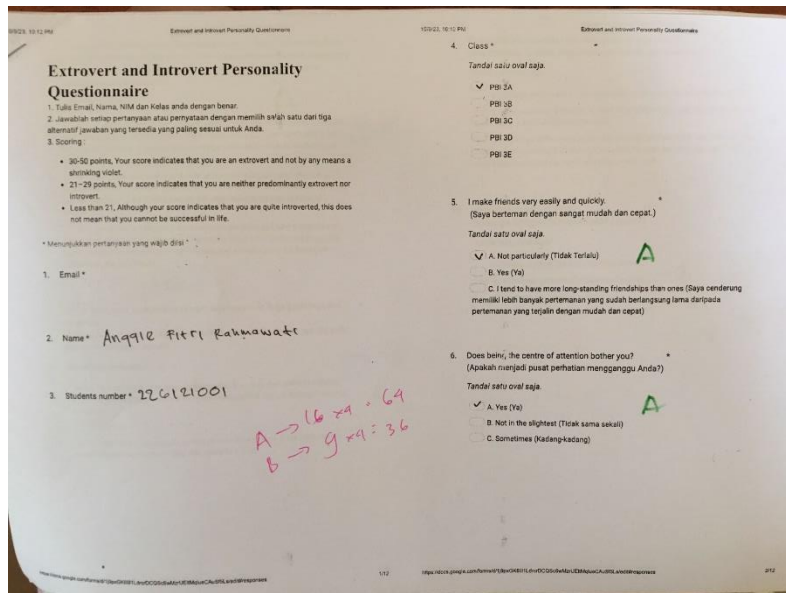
The Score of Mid-Term Speaking Class

No.	Nama	Students' Speaking Achievement
1	MU	91
2	AS	91
3	NB	96
4	AF	80
5	MZ	85
6	SV	75
7	FT	85
8	NS	91
9	WN	75
10	KZ	85
11	FR	91
12	RH	75
13	KE	96
14	MU	80
15	AL	85
16	AI	75
17	CF	91
18	MW	91
19	HI	85
20	FA	85
21	RY	96
22	KY	96
23	AZ	96

No.	Nama	Students' Speaking Achievement
24	FE	91
25	CH	91
26	KF	91
27	BG	96
28	AU	91
29	NU	96
30	SI	96
31	NO	96
32	AN	70
33	NU	80
34	AD	85
35	RI	96
36	FI	96
37	VV	85
38	LI	85
39	NI	96
40	NA	96
41	LA	85
42	AI	96
43	AL	80
44	HA	75
45	HN	96
46	GL	96
47	KH	75
48	NV	91
49	MC	85
50	AZ	85
51	AN	85
52	AG	96
53	AU	80
54	NS	70
55	RN	85
56	HN	85
57	LI	96
58	ZU	70
59	WZ	75
60	RV	91

No.	Nama	Students' Speaking Achievement
61	SU	85
62	VL	75

Appendix 5



Edment and Introvert Personality Questionnaire

19/02/21, 10:12 PM

7. When you are performing a task that requires a great deal of concentration do you perform better in solitude and silence? (Ketika Anda melakukan tugas yang membutuhkan konsentrasi tinggi, apakah Anda bekerja lebih baik dalam kesendirian dan keheningan?)

Tandai satu oval saja.

A. I am easily distracted by noise and other activity and would perform the task much better in solitude and silence. (Saya mudah terganggu oleh suara bising dan aktivitas lain dan akan melakukan tugas dengan lebih baik dalam kesendirian dan keheningan)

B. I cannot perform well in complete silence and solitude and prefer some background noise or activity. (Saya tidak dapat bekerja dengan baik dalam kesunyian dan kesendirian dan lebih suka dengan beberapa kebisingan atau aktivitas di sekitarnya)

C. I am not really bothered if the conditions are noisy as I have the powers of concentration to shut out the noise if necessary. (Saya tidak terlalu terganggu jika kondisinya berisik karena saya memiliki kekuatan konsentrasi untuk meredam kebisingan jika diperlukan)

8. Do you find it easy to contribute to open discussions at large gatherings and meetings? (Apakah Anda merasa mudah untuk berkontribusi dalam diskusi terbuka pada pertemuan dan rapat besar?)

Tandai satu oval saja.

A. No, I usually tend to stay quiet and leave the group discussions to others. (Tidak, saya biasanya cenderung diam dan menyerahkan diskusi kelompok kepada orang lain)

B. Yes (Ya)

C. I don't find it easy but do contribute from time to time. (Saya tidak merasa mudah, namun saya berkontribusi dari waktu ke waktu)

9. If invited to a fancy dress party what would be your reaction? (Jika diundang ke pesta dengan pakaian mewah, apa reaksi Anda?)

Tandai satu oval saja.

A. Probably decline the invitation (Mungkin akan menolak undangan tersebut)

B. Quite pleased and looking forward to sorting out my outfit (Dukup senang dan tidak sabar untuk memilih pakaian saya)

C. I would go to the party but choose an outfit that was fairly run-of-the-mill and certainly not too outlandish (Saya akan datang ke pesta tersebut tapi memilih pakaian yang biasa-biasa saja dan tentu saja tidak terlalu aneh)

10. How often do you tell jokes? (Seberapa sering Anda menceritakan lelucon?)

Tandai satu oval saja.

A. Rarely or never (Jarang atau tidak pernah)

B. More than occasionally (Lebih dari sekali)

C. Occasionally (Kadang-kadang)

Edment and Introvert Personality Questionnaire

19/02/21, 10:12 PM

Which of the following words best describes you? (Manakah dari kata-kata berikut ini yang paling menggambarkan diri Anda?)

Tandai satu oval saja.

A. Private (Pribadi)

B. Communicative (Komunikatif)

C. Willing (bersedia)

29. How good are you at making small talk? (Seberapa baik anda dalam berbasa-basi?)

Tandai satu oval saja.

A. Hopeless (Tidak ada harapan)

B. Pretty good (Dukup baik)

C. Although small talk is pretty irrelevant, I am able to make small talk when the need or situation arises. (Meskipun basa-basi sangat tidak relevan, saya dapat berbasa-basi ketika ada kebutuhan atau situasi tertentu)

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Appendix 6 Documentation

