

THE INFLUENCE OF PERSONALITY ON ENGLISH SPEAKING SKILL

THESIS

Submitted by

RAWI RAHMA TURSINA

NIM. 160203123

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2022 M/1443 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
the Bachelor Degree of Education in English Language Teaching

by:

RAWI RAHMA TURSINA

NIM. 160203123

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main supervisor.

Co-supervisor.



Dr. Luthfi Aunie, M.A

جامعة الرانيري

AR-RANIRY



Syarifah Dahliana, M.Ed., Ph.D

Date : / /

Date : / /

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On: 27 July 2022
Wednesday, 28 Zulhijjah 1443 H

In Darussalam, Banda Aceh

Board Examiner,

Chairman,

Secretary,



Dr. Luthfi Aunie, M.A.



Dara Fitria Munzaki, M.Pd.

Member,

Member,



Syarifah Dahliana, M.Ag., M.Ed., Ph.D.



Azizah, M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Rawi Rahma Tursina
NIM : 160203123
Tempat / Tanggal Lahir : Kotafajar, 09 Januari 1998
Alamat : Dusun Teladan, Kampung Paya, Kluet Utara

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

The Influence of Personality on English Speaking Skill

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 June 2022

Saya yang membuat pernyataan,



Rawi Rahma Tursina

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful. Alhamdulillah, first of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “**The Influence of Personality on English Speaking Skill**”. Because of His guidance, blessing, and love, I could finally finish this thesis and my study at the English Language Education Department UIN ArRaniry. Greeting and praying are also presented to Prophet Muhammad Shallallahu ‘alaihiwasallam who has struggled whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

The researcher would like to express sincere gratitude to my first thesis supervisor, Dr. Luthfi Aunie, MA and my second supervisor Syarifah Dahliana, M.Ag., M.Ed., Ph.D for their thoughtful guidance, suggestions, encouragement, and motivated me throughout the writing of my thesis. Also, I want to thank all the lecturers and staff of English education who have lectured, inspired, and encouraged me during my study in this department. May Allah grant you all a special place in Jannah.

This journey would be impossible without the support of my family. The most prestigious thanks and love go to my beloved parents Asnawi and Karmina for being the biggest support system in my life. I also extend my greatest appreciation to

my one and only younger brother, Syarvi Arqami. May Allah grant my family Jannah for their great kindness, patience, endless love and everlasting support.

The researcher is also thankful to my wonderful closest friends who never leaves me behind, makes life much easier to live in, and always supports me in my highs and lows. Thank you to Abang, Kayol, Sufi, Ica, Nailal, Hafiza, Mirza and Riska who have provided support and assistance during this time journey both in writing this thesis and while studying at this campus.

After all, I admit that this thesis is still far away from perfection. I realize that this research needs constructive ideas in order to reduce its weakness; suggestions and comment are really meaningful and highly appreciated for this thesis improvement. Hopefully, this thesis will contribute to the advancement of education, especially for readers and can be used as a reference for development in a better direction and lecturers in Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, June 27th 2022

The Researcher,

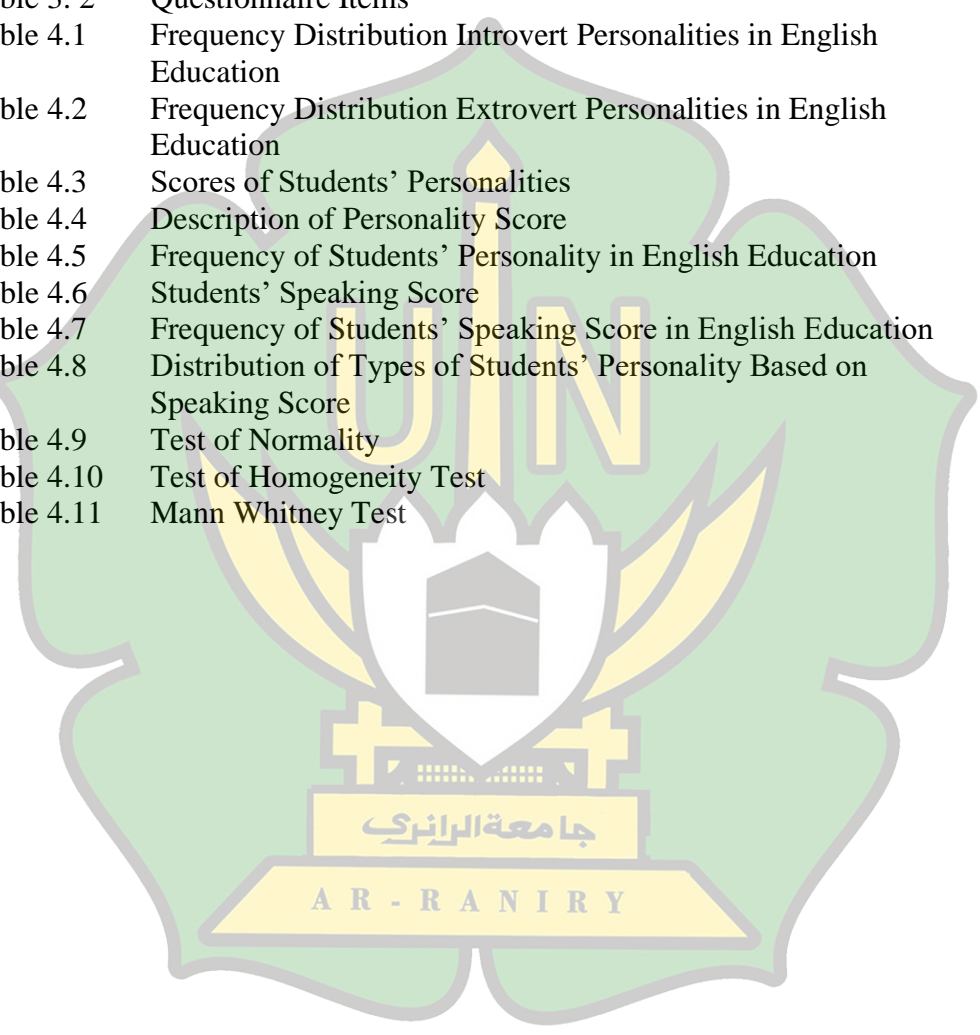
Rawi Rahma Tursina

TABLE OF CONTENTS

| | |
|---|-------------|
| ACKNOWLEDGEMENT | iv |
| TABLE OF CONTENTS..... | vi |
| LIST OF TABLES | vii |
| LIST OF APPENDICES..... | viii |
| ABSTRACT | ix |
| | |
| CHAPTER I INTRODUCTION..... | 1 |
| A. Background of the Study | 1 |
| B. Research Question | 5 |
| C. The Aim of Study | 5 |
| D. Hypothesis | 6 |
| E. Significances of Study | 6 |
| F. Terminology | 7 |
| | |
| CHAPTER II LITERATURE REVIEW | 8 |
| A. Theories of Personality | 8 |
| B. English Speaking Skill in Brief | 20 |
| C. Student's Personality and Speaking Skill..... | 25 |
| | |
| CHAPTER III RESEARCH METHOD..... | 29 |
| A. Research Design | 29 |
| B. Population and Sample | 30 |
| C. The technique of data Collection..... | 32 |
| D. The Technique of Data Analysis | 35 |
| | |
| CHAPTER IV RESEARCH FINDING AND DISCUSSION | 37 |
| A. Research finding..... | 37 |
| B. Discussion..... | 52 |
| | |
| CHAPTER V CONCLUSION AND RECOMMENDATION..... | 55 |
| A. Conclusion | 55 |
| B. Recommendation | 55 |
| | |
| REFERENCES | 57 |
| APPENDICES | 65 |

LIST OF TABLES

| | | |
|------------|--|----|
| Table 3. 1 | Likert Scale | 33 |
| Table 3. 2 | Questionnaire Items | 34 |
| Table 4.1 | Frequency Distribution Introvert Personalities in English Education | 38 |
| Table 4.2 | Frequency Distribution Extrovert Personalities in English Education | 39 |
| Table 4.3 | Scores of Students' Personalities | 41 |
| Table 4.4 | Description of Personality Score | 43 |
| Table 4.5 | Frequency of Students' Personality in English Education | 44 |
| Table 4.6 | Students' Speaking Score | 45 |
| Table 4.7 | Frequency of Students' Speaking Score in English Education | 48 |
| Table 4.8 | Distribution of Types of Students' Personality Based on Speaking Score | 49 |
| Table 4.9 | Test of Normality | 50 |
| Table 4.10 | Test of Homogeneity Test | 51 |
| Table 4.11 | Mann Whitney Test | 52 |



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to
conduct field research
- Appendix C Questionnaire Items



ABSTRACT

Name : Rawi Rahma Tursina
NIM : 160203123
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : The Influence of Personality on English Speaking Skill
Main Supervisor : Dr. Luthfi Aunie, M.A
Co-Supervisor : Syarifah Dahliana, M. Ag., M.Ed., Ph.D
Keywords : *Personality, English Speaking Skill*

Personality is the most individual characteristic of a human being. This study aims to figure out which personality helps students to have a higher speaking score and to discover whether students' personality can influence their speaking skills. This study belongs to ex post facto design with a quantitative approach. For the data collection, there were questionnaires and documentation as the instruments. The questionnaire was adapted from the Five Factor Model questionnaire developed by Deci and Ryan, which categorized the students into introverts and extroverts. The participants were 92 students of the Department of English Education batch of the 2019 academic year at UIN Ar-Raniry Banda Aceh, which consisted of 51 students with extrovert personalities and 41 students with introverted personalities. Data analysis in this study used Mann Whitney Test using the SPSS program. The finding of this research showed that the result of the null hypothesis (H_0) is rejected because the SPSS calculation gets a p-value = .000. As is well known, the null hypothesis is rejected if the significance is less than 0.05, which means alternative hypothesis (H_a) is accepted, it means there is a significant influence between the students' personality and their English speaking skills. Furthermore, the researcher found different personalities among students regarding speaking skills. Students who have better grades in speaking are students with extroverted personalities.

CHAPTER I INTRODUCTION

This chapter presents and introduces the background of the study, the research problems, the scope of the study, the significance of the study, and definition of key terms.

A. Background of the Study

Speaking is one of the four basic skills in English. It is a crucial skill in English learning because the primary purpose of learning a language is to communicate effectively with others. Bueno, Madrid & McLaren (2006, p.321) believe that "speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills in English". The students should be aware that speaking English is necessary for the globalization era because English plays a crucial role in all aspects of life, such as technology, education, politics, trade, social, culture, etc (Uzer, 2017).

In the classroom, students are expected to speak English fluently with their teacher or friends, but the fact is that some of the students choose to be passive in the classroom. Each student has different abilities, although they all receive the same treatment from the teacher. In line with Wulandari (2017), some students perform better in a specific skill, while the rest do better in other skills, such as speaking. It happens because some internal factors influence speaking skills. Internal factors refer to elements that come from the student self: psychology, language competence, and topical knowledge (Husnawati,

2017). Uzer (2017) states that one of the psychological problems teachers typically find during the teaching and learning process, especially speaking, is personality.

According to Gazzaniga & Heatherton (2002) personality is someone's characteristics with feelings, thoughts, and behaviors formed by the passage of time and experiences of the individual. While McCrae & Costa (as cited in Niati & Nurhasanah, 2018) state that personality is an individual's dimension of differences in tendencies to show consistent patterns of thought, feeling, and action. So, it can be concluded that personality refers to the overall behavior and mental characteristics typical of an individual and refers to differences in thoughts, feelings, actions, emotions, motivations, and behaviors.

Personality influences people to prefer different things, react differently, and make other decisions in the teaching-learning process. It also influences the way an individual learns. Furthermore, Cheaib (as cited in Ulfa, 2021, p.37) argues that "personality influences the students' behavior in different fields, such as their interactions with colleagues, interactions with teachers, and so on." Becoming aware of one's personality type can help mount intra-personal and inter-personal development. It also helps the students to encourage their ability in the teaching-learning process.

Zhang (as cited in Gustriani, 2020, p.1) states that "Several theories hold that personality factors significantly influence the degree of success individuals to achieve in learning a second language." So, the student's

personality is one factor that determines their success in acquiring a second language. Moreover, Nazila (2015) added that some English students still have difficulty speaking. This causes the performance levels of these students to vary; they receive and process information differently, as do their personality types and understandings.

Based on Jung's theory, personality is divided into extraversion and introversion. Laney (as cited in Travolta, Mulyadi & Imranuddin, 2018) defined extroversion as an individual's characteristic which orientates people, activities, and things outside of the individual. They have open-minded features and are actively involved with a group of people because they tend to be talkative in their daily lives. In contrast, introversion is an individual's characteristic that orientates ideas, emotions, and impressions. They can be categorized as closed-minded, and they prefer working independently instead of staying in a group.

Many factors may influence students' speaking achievement in the English Department of UIN Ar-Raniry. One of the factors is their personalities, such as self-confidence, nervousness, and personality types. After all, this study does not cover all of those. It only focuses on students' personalities' extrovert and introverted, because students who have extrovert and introverted personalities may have different achievements in speaking skills (Wengrum, 2013).

Furthermore, some studies have shown the influence between personality and the students' speaking skills. In a study conducted by Tauhida

(2018), students' personality influences their speaking fluency. It's supported by Yang (2007), who has proved that their personality types influence students' oral fluency. One of the previous studies about personality related to learning English was conducted by Ulfha (2021), entitled "Introvert Students' Strategies in Learning English as a Foreign Language." This study aimed to look into language learning strategies and the impact of one method used by introverted students when learning English as a second language (EFL). This research focused on how introverted students' strategies in learning English.

In line with this study, another research focused on this area was done by Musti (2021), entitled "Exploring Teacher's Strategy in Accommodating Introvert Students' Needs in Learning English." This study aims to find various strategies for accommodating introverted students' needs in learning English. This thesis discussed teachers' methods in teaching English to introverted students. The teachers faced some difficulties cooperating with the introverted students in the teaching and learning process. They need to consider engaging the various personalities of introverted students to be well-motivated in the classroom.

In conclusion, this study differs from the previous ones in terms of focus. This research is specifically focusing on speaking skill. Different places and participants were also being the researcher consideration to take this issue which may produce different results. For this reason, the researcher is interested

in further researching whether there is a significant influence between personality and English speaking skill.

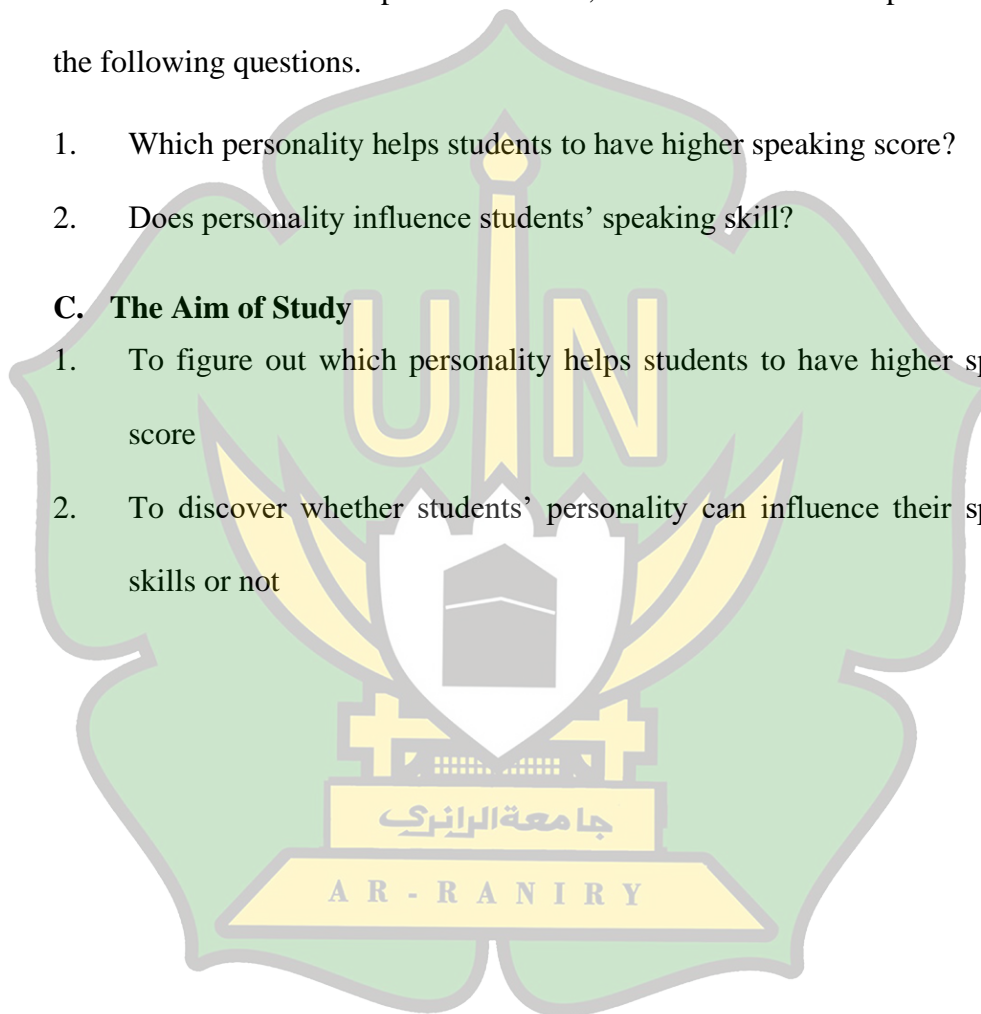
B. Research Question

Based on the explanation above, this research is attempted to answer the following questions.

1. Which personality helps students to have higher speaking score?
2. Does personality influence students' speaking skill?

C. The Aim of Study

1. To figure out which personality helps students to have higher speaking score
2. To discover whether students' personality can influence their speaking skills or not



D. Hypothesis

According to Creswell (2012), hypothesis is statements in quantitative research, which the investigator makes a prediction or a conjecture about the outcome of the relationship among attributes or characteristics. In this research, there are two statistical hypotheses. They are:

1. Null Hypothesis (Ho)

Ho = "Personality does not influence students' speaking skill". Or,

2. Alternative Hypothesis (Ha)

Ha = "Personality influences students' speaking skill"

E. Significances of Study

The researcher expects this research to have significance based on the result of the research. Theoretically, this research will give information about the extrovert and introverted personalities of the students and the differences between extrovert and introverted students in their speaking ability. Meanwhile, practically, the researcher hopes that the findings of this research may provide insights to lecturer that having knowledge of students' personality and learning style is important to help students develop during teaching learning process. Furthermore, the researcher hopes that the findings of this research help the students of the public speaking class understands themselves and their needs in order to make the learning process run well.

F. Terminology

The terminology refers to an explanation of keywords that are related to the title of the research. This section is necessary to make the study explicit and understandable and avoid misunderstanding and misinterpretation. Some terms used in this research will be defined as follows:

1. Personality

According to Mayer (as cited in Tauhida, 2018, p. 14), "in the individual, personality is the organized, growing system that represents the overall action of that individual's major psychological subsystems." In addition, according to Ryckman (2004) personality can be described as a dynamic and organized set of characteristics possessed by a person that uniquely influences their cognitions, motivations, and behaviors in a specific situation. In this study, the meaning of personality refers to what the experts said above.

2. English Speaking Skill

Huebner (as cited in Susanti, 2007) states that speaking is the ability used by someone to communicate in their daily life, whether at school or outside. Moreover, according to Chastain (as cited in Selviana, 2020) speaking is a productive skill since it produces ideas, messages, and suggestions, and we need to practice it. So, in this study, speaking skill is a person's speaking ability and capacity which is acquired in a complex process to create a good communication situation.

CHAPTER II

LITERATURE REVIEW

Literature review condenses the following main venues; theories of personality, history of personality theory, types of personality, measurements of personality, students' personality and speaking skill, English speaking skill in brief, definition of speaking, purpose of speaking and learning English speaking skill.

A. Theories of Personality

1. History of Personality Theory

Personality is the most individual characteristic of a human being. As believed by Salina (2014), personality comes from the Latin word "charm," which means mask, face shield, or even a sound (personare). The purpose of this refers to the outward appearance of an individual. According to a psychologist, personality includes thoughts, perceptions, values, attitudes, character, ability, confidence, intelligence, motivation, habits, and so on (Uzer, 2017). Furthermore, according to Allport (as cited in Alpattani, 2015), personality is a dynamic organization inside the person of psychophysical systems that create the person's characteristic patterns of thoughts, feelings, and behaviors. In addition, according to Supriadi (as cited in Jusuf, 2018), personality is the quality of individual behavior that appears in adjusting itself to a unique environment.

Sapir (as cited in Tauhida, 2018) provided more specific personality definitions. According to him, personality is defined in terms of philosophy, physiology, psychology, psychophysiology, and sociology. Personality is described in philosophy as a person's subjective consciousness of himself distinct from other perceptions. In terms of physiology, personality refers to a unique human being that behaves differently than others. In terms of psychophysiology, personality refers to the human being who is concerned with mental (psyche) and physical (physiology) relationships (physiological). In sociology, personality refers to all the characteristics of a person's conduct that distinguish him from others and make him relevant.

As Ackerman (2017) believed, there are seven periods in the history of personality research in Positive Psychology Programs. The first period is Ancient Greece. In this period, Hippocrates (the father of the Hippocratic Oath) divided the characteristics of humans into two poles. They are hot vs. cold and moist vs. dry. Next, Plato classified personalities into four types: Iconic/artistic, pistic/common sense, noetic/intuition, and dianoetic/logic. Meanwhile, Aristotle recognized the possible connection between the physical body and personality (Montgomery, 2002).

The second period is Phrenology and Phenias Gage. Phrenology is pseudoscience, which means it is a study that is not based on reality. This pseudoscience claims that the physical brain and personality are

intimately connected. For example, the shape and size of the brain are correlated with attitude. In 1848, an incident occurred to a railroad construction worker named Phineas that caused blindness. In 1848, there was an incident involving a railroad construction worker named Phineas, which caused blindness. Sabbatini (as cited in Tauhida, 2017) states that Phineas' personality completely changed after that incident. This is the first incident to receive national attention and provides clear evidence of a link between the physical brain and personality.

The third is the period of Sigmund Freud (best known as the father of psychoanalysis). He said that the human mind comprises three parts: the id, the ego, and the superego. The id is the central part of the human mind that runs on instinct and aims to survive at all costs. The ego bridges the gap between the id and our everyday experiences, providing a realistic way of achieving the id's wants and needs and generating justifications and rationalizations for these desires. Marcus (2016) says the superego is a part of the brain representing higher human qualities, providing a moral framework that humans use to regulate their basic behavior.

The Fourth period is C.G Jung period. He distinguished the human personality into two types, namely introvert and extrovert. According to Blutner and Hochnadel (2010), introversion refers to feeling more comfortable alone. The characteristics of this person are that they are uncommunicative, calm,

aloof, and withdrawn. On the contrary, being an extrovert refers to being friendly, talkative, aggressive, and flexible.

The fifth is the Abraham Maslow and Carl Rogers period. Maslow hypothesized that personality is determined by the set of needs that a human has. He organized these needs of humans into a hierarchy: physiological needs, safety needs, belongingness and love needs, self-esteem needs, and self-actualization needs. Carl Rogers's contribution was to build off Maslow's work (Maslow, 2013).

The sixth is the Multiple Personality Traits period. This period was pioneered by the psychologist Han Eysenck, who built on Jung's dichotomy of introversion versus extroversion in the 1940s. He defined personality traits as extroversion and neuroticism. He also linked personality and the physical body more extensively than previous personality researchers and philosophers (Eysenck, 2012).

The seventh is the Five Factors Model/Big Five period. This model grew from the foundations of Cattell's 16 factors, which is becoming the most accepted model of personality for some reasons; it has been translated into several languages and applied in a lot of cultures; its validity as a theory of personality has been recognized, and it stands out at the international level. A popular acronym for the Big Five is "OCEAN." This abbreviation stands for

openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (McRae & Costa, 2004).

John and Srivastava (as cited in Tauhida, 2018) stated openness to experience has been described as the depth and complexity of an individual's mental life and experiences. It is also related to intelligence or creativity. Openness to experience focuses on an individual's readiness to attempt something new and be helpless. In other words, they enjoy taking chances. A person with high openness to experience is likely to enjoy learning, is interested in the arts, has a creative job or hobby, and enjoys meeting new people (Lebowitz, Panza, & Bloch, 2016). A person who is low in openness to experience prefers routine to variety and does not want to try new things. They are not very interested in the arts and entertainment.

Meanwhile, John and Srivastava (as cited in Tauhida, 2018) defined conscientiousness as a trait that can be described as the inclination to control desires and act in publicly tolerable ways, behaviors that ease goal-directed behavior. The characteristics of conscientious people are that they can delay satisfaction, never break the rules, are full of planning, and are well organized. Lebowitz, Panza and Bloch (2016) examined someone high in conscientiousness, are excellent in school and career, good in leadership positions, and are excellent at raising future goals. A low conscientious person is much more likely to postpone, be inconsistent, and be reckless.

Apart from conscientiousness, extroversion concerns where an individual draws their vitality and how they interface with others. Zhang (2008) says that the extrovert experiences the world more through contact with others and shared experiences than through self-examination or study. In other words, an extrovert means a person who is talkative, friendly, and open-minded, and likes to convey ideas. Moreover, Laney (as cited in Travolta, Mulyadi & Imranuddin, 2018) defined extroversion as an individual's characteristic which orientates people, activities, and things out of the individual. Also, Sharp (as cited in Wulandari, 2017) stated that an extrovert is an individual characterized by being outgoing, easier to get more friends, and to adapt quickly to a given situation. They get their energy from being around people. In other words, the extrovert has the main characteristics: the ability to socialize and impulsive nature, sense of humor, passion, quick thinking, optimism, and other characteristics that indicate people who appreciate their relationships with others (Nadzif, 2015).

Afterward, agreeableness is concerned with how well individuals coexist with others. While extroversion deals with connecting with others, the agreeableness factor concerns your orientation to others. It is a concept that lays out how you commonly connect with others. People who are high in agreeableness are appreciated and liked by many people. Their feelings are empathetic and full of empathy and love, not only for their friends but also for

strangers (Lebowitz et al., 2016). People at the lower end of the agreeableness scale are difficult to trust and like. They tend to be heartless, cruel, and rude.

Unlike the four factors above, the high score in neuroticism shows more negative traits. People tall in neuroticism tend to be anxious, sad, worried, and lack self-confidence. They are temperamental, easily angered, and unsure (Lebowitz et al., 2016). People at the low end of neuroticism have higher self-confidence; they believe in them and like an adventure.

The development of Five Factors Model was NEO PI-R (NEO Personality Inventory) who was created by personality researchers Paul Costa, Jr. and Robert McCrae in 1978. It was revised in three times, first in 1990, second in 2005, and last in 2010. The name of NEO PI-R originally was taken by the researchers at that time from neuroticism, extroversion, and openness. Yet, the way to access the NEO PI-R is more complicated than the Big Five Inventory (BFI). Therefore, the researches that use NEO PI-R are still limited.

2. Types of Personality

Geyer (2013) defined type of Personality is a general term for several ideas. These ideas usually have some original similarities, which sometimes offer different interpretations. They can be complement, overlap or be inconsistent. Some researchers who have defined personality types are as follows:

Sigmund Freud (as cited in Septiadi, Andayani & Wardani, 2019) believed that personality is composed of three structures, those are;

a. The id

The id is the source of all psychic energy, making it a major component of personality. The id is the only component of personality that is present from birth. This aspect of personality is completely unconscious and includes instinctive and primitive behavior (as cited in Dewi et al., 2022).

b. The Ego

The ego develops from the id and ensures that the impulses of the id can be expressed in a way that is acceptable in the real world. The ego functions in the conscious, preconscious, and subconscious mind. The ego is the component of personality that is responsible for dealing with reality (as cited in Dewi et al., 2022).

c. The Superego

The superego begins to emerge around the age of five. The superego holds the moral standards and ideals that we derive from our parents and society (our sense of right and wrong). The superego provides guidelines for making judgments (as cited in Dewi et al., 2020).

While, on the other hand, Jung (as cited in Prakash, Singh & Yadav, 2016) differentiated personality into two main categories, those are;

a. Introvert

Which are characterized by their desire to think inwardly, and a need to understand the world before they encounter it, they can easily be over-stimulated by new ideas in unknown 26 circumstances, so they need time to absorb new knowledge and relate it to existing experiences, understand it and react to it (Tieger and Barron-Tieger., 1995 as cited in Prakash, Singh, and Yadav., 2016).

b. Extrovert

Which are characterized by their desire to think outwardly, yet they need to experience the world to understand it and tend to like a lot of activity and social gathering (Tieger and Barron-Tieger., 1995 as cited in Prakash, Singh, and Yadav., 2016).

Whereas, Han Eysenck in 1981 believed that there were three main personalities, those are;

a. Extraversion-Introversion

Extraverts are oriented toward the outside world, prefer the company of other people, and tend to be sociable, impulsive, adventurous, assertive, and dominant. In contrast, introverts shy away from excitement and stimulation because their cortical arousal levels are already high (Eysenck in 1990, as cited in Schultz and Schultz, 2017). In addition, people who score high in extraversion on the Eysenck Personality Inventory have been found to

experience more pleasant emotions and to be happier than those who score low in extraversion (Fisher and Francis, 2013).

b. Neuroticism (a dimension of emotional stability)

Neuroticism is a broad personality trait dimension representing the degree to which a person experiences the world as distressing, threatening, and unsafe. Neuroticism is associated with distress and dissatisfaction. Neurotic individuals (that is, those who are high on the neuroticism dimension) tend to feel dissatisfied with themselves and their lives (Eid & Larsen, 2007).

c. Psychoticism

Psychoticism is a dimension of personality in Eysenck's dimensions characterized by aggression, impulsivity, aloofness, and antisocial behavior, indicating a susceptibility to psychosis and psychopathic disorders (see antisocial personality disorder). It was originally developed as a factor for distinguishing between normal individuals and those with schizophrenia or bipolar disorders, using tests of judgment of spatial distance, reading speed, level of proficiency in mirror drawing, and adding rows of numbers.

In Human Relations, Robert McCrea and Paul Costa stimulated a lively debate among psychologists by arguing that the vast majority of personality traits are derived from just five higher-order traits that have come to be known as the "Big Five." Their claim has been supported in many studies by

other researchers, and the five-factor model has become the dominant conception of personality structure in contemporary psychology.

3. Measurements of Personality

Personality styles can be measured using a questionnaire. There are several types of questionnaires usually used by researchers when assessing personality.

The first is the Eysenck Personality Questionnaire (EPQ), established by Hans Eysenck in 1981. This personality type indicator measures extraversion, neuroticism, and psychoticism. Many researchers have used this personality type to measure the influences or correlations between extraversion, introversion, and second language learning.

The second is the Myers-Briggs type indicator (MBTI), expanded by Isabel Briggs Myers & Most in 1985. Added by Careell, Prince, & Astika (as cited in Roohani, 2018), this MBTI questionnaire is used to identify individuals' basic preferences in terms of extraversion-introversion (EI), sensory perception, and intuitive perception (SN), thinking judgment-feeling judgment (TF), and judging-perceiving (JP).

The third is the (NEO) personality inventory, also known as the Five-Factor Models (FFM). This personality inventory is used to measure the big five personality factors: extraversion, agreeableness, conscientiousness,

neuroticism, and openness to experience. This personality established by Costa & McCrae in 1985.

Each of the questionnaire types listed above has advantages and disadvantages. The Eysenck Personality Questionnaire (EPQ) is a measurement using an empirical approach (based on knowledge and experience). Critics of this measurement claim that it is flawed because the theory is too narrow, explaining only three dimensions of personality (introvert, extravert, and ambivert). At the same time, the Myers-Briggs type indicator (MBTI) aids in the development of a better interview session. This type of questionnaire is widely used in hiring and employee development practices. Unfortunately, this measurement takes time and does not provide a definite answer.

Meanwhile, the Five-Factor Model (FFM) is the most widely used trait theory of personality and is applied in many cultures. Since the 1990s, there has been increasing evidence to support the big five traits (over other models). This happened because the researchers believed that the five-factor model has high validity and is helpful as a predictive tool. However, this assessment relies on the self-reported method-inherent self-bias. Therefore, factors like current health or mood can change the person's responses (Boeree, 2006).

B. English Speaking Skill in Brief

3. Definition of Speaking

Speaking is the active use of language for expressing meanings so that other people can make sense of them. Moreover, it is an interactive, social, and contextualized communicative event (Cameron, as cited in Putri, 2020). Also, as added by Martinez (as cited in Putri, 2020), speaking requires learners to know how to produce not only linguistically connected but also pragmatically appropriate utterances. In brief, learners need to know how to use the language in context.

According to Tetala (2015), speaking is an essential tool for communicating. In the speaking process, a person conveys the message orally and receives the message. The speaker talks about giving information and sharing opinions. They ask the listeners questions to get them to provide information. They request things to make the listeners give them. They build and communicate meaning through language. Because English is a foreign language in Indonesia, most students might feel uncomfortable speaking English.

Based on the explanation above, it can be concluded that speaking is about how a person produces a language to communicate. It is one way to express imagination, ideas, and feelings. If the speaker can make the listener understand what the speaker is talking about, the communication is going well.

4. Purpose of Speaking

According to Tarigan (2008), basically there are four critical purposes of speaking, namely: to inform, to entertain, to persuade, and to discuss.

a. To inform

To inform means that the speaker intends to express ideas, facts, thoughts, or opinions to the listener, as well as impart knowledge with a specific purpose (Tarigan, 2008). In this scenario, the speaker is attempting to convey information to you. For example, if a friend taught you that tissue are made of bark, which suggests you learned something new from them.

b. To entertain

To make the listener comfortable, the speaker uses a variety of elements, especially for their entertainment value (Tarigan, 2008). When the instructor delivers the story to the students, for example, the parents tell their children a humorous story. Speaking will become more appealing to listeners as a result of this.

c. To persuade

Persuade refers to a speaker's attempt to persuade the listener to participate in a given activity (Tarigan, 2008). The teacher must set an example for the students by delivering the topic in a professional manner. The students will be able to understand the lesson's mentality and participate actively as a

result of the example provided. The activities must be action-oriented in order to pique the listener's interest in replicating the speaker's actions.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and plan (Tarigan, 2008). Discussion activity is believed to get more attention from the students because they have to solve problems from the task which is given by the teacher. From the statements before, it can be concluded that through speaking, somebody can inform his/her feeling and knows somebody's feeling by asking him the questions in communication. Therefore, speaking is essential because the primary purpose of speaking is to communicate. Speaking is a crucial tool to display or deliver thoughts about what the speaker will say to others in their society (Laksana, 2016).

5. Learning English Speaking Skill

The first way to connect and communicate with others is through speaking. According to Aye and Phyu (as cited in Zuhriyah, 2017), people need practical English speaking skills in the whole life aspects of this globalization era. Speaking is people's way of transmitting and sharing thoughts verbally to others. Bahadorfar and Omidvar (2014) stated that if the listeners can comprehend what someone is saying, the speaker is considered as having an excellent speaking skill.

Speaking skills has several indicators to be assessed. Speaking skill can be assessed through a rubric assessment called The Competent Speaker. Dunbar, Brooks, and Kubicka-Miller (as cited in Mega and Sugiarto, 2020) state that speaking rubric assessment of The Competent Speaker consists of:

- 1) Choosing and focusing the topics
- 2) Delivering the specific purpose
- 3) Providing suitable supporting materials
- 4) Utilizing appropriate drafting patterns
- 5) Using proper language
- 6) Using a various level, tone, and vocal intensity
- 7) Using suitable fluency, grammar, and pronunciation
- 8) Using physically attitude that supports verbal messages.

Also, according to Lazaraton (2001), speaking requires active interaction between the speaker and the listener as the process of constructing and sharing meaning involving components of pronunciation, grammar, vocabulary, fluency, and understanding. From these experts' descriptions, people can master English speaking skills through active interaction with the respondents in delivering or expressing meaning in regarding speaking skill aspects; there are pronunciation, grammar, vocabulary, fluency, and comprehension.

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (as cited in Mei Leong and Ahmadi, 2017), who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very

little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015).

According to Harmer (as cited in Mei Leong and Ahmadi, 2017), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother -tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

C. Student's Personality and Speaking Skill

In the area of personality styles, the oral performance of second language learners requires more focus from researchers. The most studied personality styles concerning oral appearance are extrovert and introverted. There are many studies available on personality styles and oral performance in second language learning in the literature.

A newest study was done by Gustriani (2020). The title of her research is about A Comparative Study between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru. The purpose

of this research was to find out the significant difference on speaking performance between extrovert and introvert students at tenth grade science students of State Senior High school 4 Pekanbaru. There were 35 students as the samples chosen by using Cluster Random Sampling. This research used quantitative approach and the type of this research was a causal-comparative. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine extrovert and introvert students, which consisted of 24 questions developed from indicators of extrovert and introvert and the questions adopted from Eysenck Personality Inventory. Then, the researcher used oral test to know students' speaking performance. The researcher used Independent Sample T-test through SPSS 22.00 version to analyze the data. The result showed that extrovert students outperformed than introvert students in speaking performance.

The second study was done by Handayani (2021). The title of the study is The Correlation between Students' Extrovert Introvert Personality and Their Speaking Ability at The Second Semester of The Speaking Class of English Education Study Program of State Islamic University Raden Intan Lampung. In this kind of quantitative research, the researcher employed correlation research design. The population of this research was the second semester of speaking class of English Education Study Program. The samples were 3 classes: A, B, C consisting of 60 students from those three classes. To collect the data of students' extrovert introvert personality, there were 15 items.

The 15 items were valid and reliable with 7 aspects: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, responsibility. It was conducted online by using Google form. For the student's speaking ability, the score from test was used to collect the data. It was oral test about short speech. The topics were about education, sports and events they were instructed to make a video about 5 minutes and sent it via personal WhatsApp. After collecting the data of both variables, the data were analyzed by using SPSS with Pearson Product Moment formula.

The third study was done by Amalia (2019). The title of the study is *Introvert Learners' Need Analysis on English Speaking Activity*. The objective of this research was to know and explain the introvert learner's necessities, lacks, wants and learning needs in English speaking activity. This research was conducted at three state Islamic junior high schools in South Jakarta. It was presented in a mixed method research and used the explanatory sequential strategy. The participants in this research were 106 introvert learners on the eighth grade for quantitative data meanwhile nine representatives of introvert learners and four English teachers for qualitative data. The data of the study were collected through questionnaire and interview. The quantitative data were analyzed using simple descriptive statistic while the qualitative data were analyzed using Creswell's theory. The study revealed that introvert learners learn English speaking skill in order to communicate properly in English and facilitate their learning in other skills. Since the difficult learning material and

the lack of vocabulary were the main obstacles for introvert learners in English speaking activity, the English teacher can give the introvert learners keywords and examples, then teach based on their interest in speaking activity to support the learning process. In this regard, the introvert learners like to discuss dialogues and experience topics by pairs, watching English movies, and listening to English songs. By identifying the necessities, lacks, wants, and learning needs, the teacher can facilitate the learning process through a friendly atmosphere.

The above contradictory findings occur due to many factors, such as differences in participants, place, and psychometric tools. This research was conducted at UIN Ar-Raniry and used a five-factor model as a psychometric tool. The participants in this study were Batch 2019 students who had taken the Public Speaking class. Differences in measuring instruments and participants can produce different findings from previous studies. The research design of this study aims to see the influence of students' personalities on their English speaking skill.

CHAPTER III RESEARCH METHOD

A. Research Design

Based on the research objectives, this type of research is quantitative research. Referring to Apuke (2017), quantitative research is an approach of measuring and analyzing variables to get a result that involves the utilization and analysis of numerical data using specific statistical techniques to answer the research questions such as what, who, where, when, how, how many, and how much. Added by Aliaga and Gunderson (2002), quantitative research method describe the explanation of an issue or phenomenon through gathering data in numerical form and analyzing it with the aid of mathematical methods, in particular statistics.

This study was conducted using an ex-post-facto design. Apuke (2017) defined an ex post facto as an experiment in which the researcher examines the effects of a naturalistically occurring treatment after that treatment has occurred rather than creating the treatment itself. Added by Emzir (2013), the study of causal-comparative Ex post facto research is a systematic empirical investigation in which scientists do not directly control the independent variables because they have already occurred, or because they can't be controlled.

The researcher adopted an ex post facto research design because there was no treatment and control for students in this study. Furthermore, the

study's independent variables are already in place. The aim of this research was to discover the influence of personality on English speaking skills of students of the Department of English, Faculty of Tarbiyah, and Teacher Training at UIN Ar-Raniry batch 2019.

B. Population and Sample

1. Population

Shukla (2020) defined the population is the set or group of all the units to which the research findings will be applied. Referring to the definition of "population," we can say that it consists of all the units to which the findings of research can be applied. In other words, a population is a set of all the units that possess the variable characteristics under study and for which the findings of research can be generalized. Therefore, the population in this study would be the English department students at UIN Ar-Raniry batch 2019 who already took Public Speaking Subject.

2. Sample

According to Creswell and Creswell (2018), a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. It can be concluded that the sample is representative of the population. In this study, the sample was determined using the Slovin formula as follows:

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{119}{1+119(0,05)^2}$$

$$n = \frac{119}{1+119(0,0025)}$$

$$n = \frac{119}{1,297}$$

$$n = 92$$

Description:

n = number of samples

N = the English department students at UIN Ar-Raniry batch 2019 who already took Public Speaking Subject.

e = instability tolerance (5%)

Based on the population of students in the Department of English, Faculty of Tarbiyah, and Teacher Training at UIN Ar-Raniry batch 2019, the percentage of instability tolerance used is 5%, and the results of these calculations can be rounded to achieve conformity. Based on the sample calculation above, there are 92 people in the total population.

Therefore, the participants were picked by the researcher using purposive sampling. According to Etikan (2016), the purposive sampling technique is the deliberate choice of a participant due to the qualities they possess. Thus, the sample in this study were English Language Education students' batch of 2019 who have taken Public Speaking Subject.

C. The technique of data Collection

The researcher used the questionnaire and documentation to gather the data as follow:

1. Questionnaire

According to Roopa and Rani (2012, p. 273), a questionnaire is defined as "a set of questions given to individuals in order to acquire statistically significant information on a specific issue." A questionnaire used in this research was to measure the students' personalities. The most commonly used method for personality trait measurement is conducting a questionnaire (Larsen and Buss, 2002, p. 306).

The questionnaire used in this research was adapted from the Five Factor Model questionnaire that is developed by Deci and Ryan, which consists of close-ended questions. This model was aimed at measuring the participants' personalities, whether they are extrovert or introvert. The researcher chose the Five Factor Model as the psychometric tool to measure students' personality traits because it is a combination and renovation of all the traits from the previous experts and can be applied in any assessment technique for personality, objective test, and observation.

Before distributing the questionnaire, the researcher had previously prepared the list of FFM questionnaires. The researcher distributed the questionnaire to all of the participants via Google Form. There are 44

statements, but the researcher modifies them into 20 statements that are suitable for this research. The participants were asked to answer the questionnaire by choosing the categories SA (Strongly agree), A (Agree), N (Neutral), D (Disagree) and SD (Strongly disagree).

Table 3.1 Likert Scale

| Optional | Score | Optional | Score |
|-------------------|-----------|-------------------|-----------|
| | Introvert | | Extrovert |
| Strongly Agree | 5 | Strongly Disagree | 5 |
| Agree | 4 | Disagree | 4 |
| Neutral | 3 | Neutral | 3 |
| Disagree | 2 | Agree | 2 |
| Strongly Disagree | 1 | Strongly Agree | 1 |

Table 3.2 Questionnaire Items

| I see myself as someone who : | No | Indicators |
|-------------------------------|----------------------------------|--------------------|
| | 1 | is depressed, blue |
| 2 | can be cold and aloof | |
| 3 | can be moody | |
| 4 | is sometimes shy, inhibited | |
| 5 | worries a lot | |
| 6 | remains calm in tense situations | |

| | |
|----|---|
| 7 | prefers work that is routine |
| 8 | makes plans and follows through with them |
| 9 | gets nervous easily |
| 10 | is ingenious, a deep thinker |
| 11 | is talkative |
| 12 | is helpful and unselfish with others |
| 13 | is relaxed, handles stress well |
| 14 | is curious about many different things |
| 15 | tends to be lazy |
| 16 | is full of energy |
| 17 | tends to be disorganized |
| 18 | is outgoing sociable |
| 19 | has an active imagination |
| 20 | is generally trusting |

Source: Modified from Deci and Ryan.

By applying this instrument, the researcher can measure the students' personalities, whether extroverts or introverts in English Language Education UIN Ar-Raniry.

2. Documentation

According to Nordquist (2019) documentation is the evidence provided for information and ideas borrowed from others. That evidence includes both primary and secondary sources. Moreover, according to

Maghfuroh (2016) documentation is the combined collection of the data. Documentation is the data from the process of observation, interviews, field notes, and files from the institution. In this study, the researcher used the students' final test score of public speaking class. The researcher obtained these students' final test score from their lecturers. This final test score is used to identify which personality has a higher speaking score.

D. The Technique of Data Analysis

In accordance with the type of research used, the data analysis includes univariate and bivariate. Thus, it can be explained as follows:

1. Univariate analysis

Univariate analysis was done on each variable from the research results to explain or describe the characteristics of each research variable. In general, this analysis only produces the distribution of the frequency and percentage of each variable (Notoatmojo & Soekidjo, 2010). The variables to be studied are the students' personality and English speaking skill. The data has been analyzed descriptively using SPSS version 25 and is displayed in a frequency distribution so that an overview of the table form is obtained based on personality and English speaking skill.

2. Bivariate analysis

Bivariate analysis is carried out to test the research hypothesis to see the influence between the independent and dependent variables. The statistical

test used in this study uses Mann Whitney Test. Hypothesis testing compares the probability value with a significance level of 5% (0.05). If $p\text{-value} < p$ table, H_0 is rejected and H_a is accepted.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter discusses the research findings and discussion to answer the research questions mentioned in chapter 1. The findings and discussions displayed are based on data gained from questionnaires and documentation.

A. Research finding

The data of this study were obtained from a questionnaire adapted from Deci and Ryan to find out the student's personalities in English Language Education UIN Ar-Raniry and a document of students' speaking score. The researcher conducted this research in December 2021. The study focused on English Language Education students' batch 2019. The researcher distributed the questionnaire to 92 students who had already taken public Speaking Subjects. The students' personalities score data is obtained from a questionnaire that consists of 20 statements; 1-10 statements are about introverts, and 11-20 statements are related to extroverts. Each of the statements has five alternative answers. Thus, each student scored from 1 to 5, indicating their degree of extraversion or introversion. Once the students completed the questionnaire, the answers were coded in numbers, and each response gave a value of 1 through 5, with 5 indicating the highest level of extrovert per item. The statements indicating introvert are reverse code.

Based on the questionnaire data, the processing of personalities variable is described as follows:

Table 4.1 Frequency Distribution Introvert Personality in English Education Study Program Ar-Raniry State Islamic University (n=92)

| No | Item | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Percentage (%) |
|----|---|----------------|-----|-------|------|---------|------|----------|------|-------------------|------|----------------|
| | | F | % | F | % | F | % | F | % | F | % | |
| 1 | I see myself as someone who is depressed, blue | 3 | 2.7 | 14 | 12.8 | 38 | 34.9 | 26 | 23.9 | 11 | 12.0 | 92 |
| 2 | I see myself as someone who can be cold and aloof | 1 | 0.9 | 20 | 18.4 | 30 | 27.6 | 27 | 24.8 | 14 | 12.8 | 92 |
| 3 | I see myself as someone who can be moody | 4 | 3.6 | 12 | 11.0 | 35 | 32.2 | 29 | 26.6 | 12 | 11.0 | 92 |
| 4 | I see myself as someone who is sometimes shy, inhibited | 3 | 2.7 | 7 | 6.4 | 41 | 37.7 | 28 | 25.7 | 13 | 11.9 | 92 |
| 5 | I see myself as someone who worries a lot | 2 | 1.8 | 13 | 11.9 | 42 | 38.6 | 28 | 25.7 | 7 | 6.4 | 92 |
| 6 | I see myself as someone who remains calm in tense situations | 2 | 1.8 | 11 | 10.0 | 44 | 40.4 | 23 | 21.1 | 12 | 11.0 | 92 |
| 7 | I see myself as someone who prefers work that is routine | 1 | 0.9 | 13 | 11.9 | 34 | 31.2 | 28 | 25.7 | 16 | 14.7 | 92 |
| 8 | I see myself as someone who makes plans and follows through with them | 1 | 0.9 | 11 | 10.0 | 42 | 38.6 | 24 | 22.0 | 14 | 12.8 | 92 |
| 9 | I see myself as someone who gets nervous easily | 2 | 1.8 | 12 | 11.0 | 32 | 29.4 | 34 | 31.2 | 12 | 11.0 | 92 |
| 10 | I see myself as someone who is ingenious, a deep thinker | 4 | 3.6 | 7 | 6.4 | 43 | 39.5 | 25 | 23.0 | 13 | 11.9 | 92 |

Source: (Processed Data, 2021)

According to table 4.1, the data showed that from 92 respondents, there were 34 respondents (31.2%) who disagreed with statement *I see myself as someone who gets nervous easily*. While, 12 respondents (11.0%) strongly agree, 32 respondents (29.4%) neutral, 12 respondents (11.0%) answered agree and two respondents (1.8%) answered they strongly agree. Therefore, it can be

concluded that respondents who disagree with statement *I see my self as someone who gets nervous easily* is respondents with introvert personality.

Table 4.2 Frequency Distribution Extrovert Personality in English Education Study Program Ar-Raniry State Islamic University (n=92)

| No | Item | Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Percentage (%) |
|----|--|-------------------|-----|----------|------|---------|------|-------|------|----------------|------|----------------|
| | | F | % | F | % | F | % | F | % | F | % | |
| 1 | I see myself as someone who is talkative | 2 | 1.8 | 9 | 8.2 | 42 | 38.6 | 24 | 22.0 | 15 | 13.8 | 92 |
| 2 | I see myself as someone who is helpful and unselfish with others | 1 | 0.9 | 7 | 6.4 | 48 | 44.1 | 23 | 21.1 | 13 | 11.9 | 92 |
| 3 | I see myself as someone who is relaxed, handles stress well | 1 | 0.9 | 12 | 11.0 | 42 | 38.6 | 24 | 22.0 | 13 | 11.9 | 92 |
| 4 | I see myself as someone who is curious about many different things | 2 | 1.8 | 10 | 9.2 | 32 | 29.4 | 31 | 28.5 | 17 | 15.6 | 92 |
| 5 | I see myself as someone who tends to be lazy | 2 | 1.8 | 8 | 7.3 | 45 | 41.4 | 30 | 27.6 | 7 | 6.4 | 92 |
| 6 | I see myself as someone who is full of energy | 0 | 0 | 16 | 14.7 | 36 | 33.1 | 23 | 21.1 | 17 | 15.6 | 92 |
| 7 | I see myself as someone who tends to be disorganized | 2 | 1.8 | 9 | 8.2 | 46 | 42.3 | 25 | 23.0 | 10 | 9.2 | 92 |
| 8 | I see myself as someone who is outgoing sociable | 2 | 1.8 | 9 | 8.2 | 36 | 33.1 | 32 | 29.4 | 13 | 11.9 | 92 |
| 9 | I see myself as someone who has an active imagination | 1 | 0.9 | 11 | 10.1 | 40 | 36.8 | 34 | 31.2 | 6 | 5.5 | 92 |
| 10 | I see myself as someone who is generally trusting | 1 | 0.9 | 12 | 11.0 | 37 | 34.0 | 28 | 25.7 | 14 | 12.8 | 92 |

Source: (Processed Data, 2021)

Based on the table 4.2, it can be seen that from 92 respondents, there were 31 respondents (28.5%) who agreed with statement *I see myself as someone who is curious about many different things*. While, 17 respondents

(15.6%) strongly agree, 32 respondents (29.4%) neutral, 10 respondents (9.2%) answered disagree and two respondents (1.8%) answered they strongly disagree. Therefore, it can be concluded that respondents who agree with statement *I see myself as someone who is curious about many different things* is respondents with extrovert personality.

1. Personality and Speaking Score

a. Students' Personalities Score

Based on the questionnaire, the result of personality test of the students in English Department of UIN Ar-Raniry can be seen in the following table:

Table 4.3 Score of Students' Personality

| No. | Personality Scores | Interpretation |
|-----|--------------------|----------------|
| P1 | 51 | Introvert |
| P2 | 82 | Extrovert |
| P3 | 82 | Extrovert |
| P4 | 83 | Extrovert |
| P5 | 83 | Extrovert |
| P6 | 79 | Extrovert |
| P7 | 53 | Introvert |
| P8 | 49 | Introvert |
| P9 | 54 | Introvert |
| P10 | 77 | Extrovert |
| P11 | 51 | Introvert |
| P12 | 79 | Extrovert |
| P13 | 81 | Extrovert |
| P14 | 83 | Extrovert |
| P15 | 84 | Extrovert |
| P16 | 60 | Introvert |
| P17 | 53 | Introvert |
| P18 | 79 | Extrovert |
| P19 | 81 | Extrovert |
| P20 | 52 | Introvert |

| | | |
|-----|----|-----------|
| P21 | 48 | Introvert |
| P22 | 50 | Introvert |
| P23 | 81 | Extrovert |
| P24 | 78 | Extrovert |
| P25 | 84 | Extrovert |
| P26 | 76 | Extrovert |
| P27 | 81 | Extrovert |
| P28 | 54 | Introvert |
| P29 | 76 | Extrovert |
| P30 | 80 | Extrovert |
| P31 | 83 | Extrovert |
| P32 | 56 | Introvert |
| P33 | 84 | Extrovert |
| P34 | 82 | Extrovert |
| P35 | 80 | Extrovert |
| P36 | 78 | Extrovert |
| P37 | 78 | Extrovert |
| P38 | 81 | Extrovert |
| P39 | 53 | Introvert |
| P40 | 49 | Introvert |
| P41 | 79 | Extrovert |
| P42 | 78 | Extrovert |
| P43 | 78 | Extrovert |
| P44 | 84 | Extrovert |
| P45 | 82 | Extrovert |
| P46 | 82 | Extrovert |
| P47 | 52 | Introvert |
| P48 | 75 | Extrovert |
| P49 | 77 | Extrovert |
| P50 | 83 | Extrovert |
| P51 | 57 | Introvert |
| P52 | 56 | Introvert |
| P53 | 46 | Introvert |
| P54 | 75 | Extrovert |
| P55 | 56 | Introvert |
| P56 | 46 | Introvert |
| P57 | 77 | Extrovert |
| P58 | 72 | Extrovert |
| P59 | 83 | Extrovert |
| P60 | 53 | Introvert |
| P61 | 47 | Introvert |
| P62 | 80 | Extrovert |
| P63 | 82 | Extrovert |
| P64 | 51 | Introvert |
| P65 | 60 | Introvert |
| P66 | 50 | Introvert |

| | | |
|-----|----|-----------|
| P67 | 52 | Introvert |
| P68 | 79 | Extrovert |
| P69 | 47 | Introvert |
| P70 | 60 | Introvert |
| P71 | 54 | Introvert |
| P72 | 57 | Introvert |
| P73 | 81 | Extrovert |
| P74 | 54 | Introvert |
| P75 | 58 | Introvert |
| P76 | 58 | Introvert |
| P77 | 77 | Extrovert |
| P78 | 77 | Extrovert |
| P79 | 60 | Introvert |
| P80 | 60 | Introvert |
| P81 | 74 | Extrovert |
| P82 | 51 | Introvert |
| P83 | 53 | Introvert |
| P84 | 79 | Extrovert |
| P85 | 83 | Extrovert |
| P86 | 77 | Extrovert |
| P87 | 53 | Introvert |
| P88 | 82 | Extrovert |
| P89 | 57 | Introvert |
| P90 | 54 | Introvert |
| P91 | 60 | Introvert |
| P92 | 81 | Extrovert |

Source: (Processed Data, 2022)

Based on the first research question, the researcher use univariate analysis for answering the types of students' personalities by using *SPSS Version 25*.

Table 4.4 Description of Personality Score

| | N | Minimu m | Maximu m | Mean | Std. Deviation |
|-----------------------|----|-------------|-------------|-------|-------------------|
| Personality | 92 | 46 | 84 | 68.12 | 13.599 |
| Valid N (listwise) | 92 | | | | |

The table 4.4 above shows the minimum score of personality score was 46. Then, the maximum score of personality is 84. The mean or median of personality was 68.12 with deviation standard was 13.599, because there is no standardization of introvert and extrovert values, the researcher determines the personality category using the mean value. If < 68.13 then classified as introvert and ≥ 68.13 classified as extrovert.

The table below shows the frequency and percentage students' personalities from 92 students in English Education Study Program Ar-Raniry State Islamic University.

Table 4.5 Frequency of Students' Personality in English Education Study Program Ar-Raniry State Islamic University (n=92)

| No. | Types of Personality | Frequency | Percentage (%) |
|-----|----------------------|--------------|----------------|
| 1 | Introvert | 41 | 44.6 |
| 2 | Extrovert | 51 | 55.4 |
| | | $\Sigma 100$ | |

Source: (Processed Data, 2021)

Based on the table 4.7, most participants are extrovert; as many 51 students (55.4 %), and 41 students (44.6%) are introvert.

b. Students' Speaking Score

This part discussed the result of students' final test score of Public Speaking Class. The data obtained from their lecturer can be seen in table below :

Table 4.6 Final Score of Students' Public Speaking Class

| No. | Speaking Scores |
|-----|-----------------|
| P1 | 80,30 |
| P2 | 90,15 |
| P3 | 89,27 |
| P4 | 84,80 |
| P5 | 92,50 |
| P6 | 85,30 |
| P7 | 76,00 |
| P8 | 80,50 |
| P9 | 80,30 |
| P10 | 94,55 |
| P11 | 80,40 |
| P12 | 84,60 |
| P13 | 85,25 |
| P14 | 85,65 |
| P15 | 85,80 |
| P16 | 76,55 |
| P17 | 83,55 |
| P18 | 85,50 |
| P19 | 86,10 |
| P20 | 78,90 |
| P21 | 80,40 |
| P22 | 60,25 |
| P23 | 87,90 |
| P24 | 86,00 |
| P25 | 85,15 |
| P26 | 88,60 |
| P27 | 85,85 |
| P28 | 80,20 |
| P29 | 83,60 |
| P30 | 82,15 |
| P31 | 91,05 |
| P32 | 71,85 |
| P33 | 93,30 |
| P34 | 90,90 |

| | |
|-----|-------|
| P35 | 86,00 |
| P36 | 84,00 |
| P37 | 86,80 |
| P38 | 86,80 |
| P39 | 80,20 |
| P40 | 80,20 |
| P41 | 84,80 |
| P42 | 84,25 |
| P43 | 86,75 |
| P44 | 92,90 |
| P45 | 90,40 |
| P46 | 91,05 |
| P47 | 80,50 |
| P48 | 84,50 |
| P49 | 87,95 |
| P50 | 90,00 |
| P51 | 80,90 |
| P52 | 81,10 |
| P53 | 77,90 |
| P54 | 84,20 |
| P55 | 76,35 |
| P56 | 79,00 |
| P57 | 84,20 |
| P58 | 85,10 |
| P59 | 90,00 |
| P60 | 81,05 |
| P61 | 77,30 |
| P62 | 90,10 |
| P63 | 86,40 |
| P64 | 79,80 |
| P65 | 79,50 |
| P66 | 79,00 |
| P67 | 80,90 |
| P68 | 83,65 |
| P69 | 73,00 |
| P70 | 72,00 |
| P71 | 80,40 |
| P72 | 81,00 |
| P73 | 86,75 |
| P74 | 81,80 |
| P75 | 72,60 |
| P76 | 80,20 |
| P77 | 86,60 |
| P78 | 85,55 |
| P79 | 79,20 |
| P80 | 80,20 |

| | |
|-----|-------|
| P81 | 88,00 |
| P82 | 73,30 |
| P83 | 69,80 |
| P84 | 85,35 |
| P85 | 90,15 |
| P86 | 85,30 |
| P87 | 80,30 |
| P88 | 83,10 |
| P89 | 77,35 |
| P90 | 80,00 |
| P91 | 71,55 |
| P92 | 85,60 |

Source: (Processed Data, 2022)

Students' speaking score is the final score of Public Speaking Subject, which is obtained based on the documentation of the scores of the fourth-semester students of the English Language Education batch of 2019 who took Public Speaking. The students from batch 2019 were 119 students who already taken Public Speaking Subject, and they were separated into six units. The researcher took 92 students as the respondents based on Slovin Formula. The scores obtained were based on the score intervals set by the academic. Which is the value of A (91-100), A- (85-89), B+ (78-84), B (72-77), B- (68-71), C+ (65-67), C (60-64), D (50-59), and E (0-49) the score of Public Speaking subject can be seen in Table 4.6 as follows:

**Table 4.7 Frequency of Students' Speaking Score in English Education Study
Program Ar-Raniry State Islamic University (n=92)**

| No. | Speaking Interval | Frequency | Percentage (%) |
|-----|-------------------|--------------|----------------|
| 1 | A+ | 13 | 14.1 |
| 2 | A | 26 | 28.3 |
| 3 | A- | 39 | 42.4 |
| 4 | B+ | 10 | 10.9 |
| 5 | B | 3 | 3.3 |
| 6 | C+ | 1 | 1.1 |
| | | $\Sigma 100$ | |

In table 4.6, it was found that the majority of respondents got (A-) value for Speaking achievement, and then followed by (A) score of 29 people, (A+) value of 13 people, (B+) value of 10 people, (B) value of 3 people and (C+) value of 1 person. R - R A N I R Y

Table 4.8 Distribution of Types of Students' Personality Based on Speaking Score

| | | A+ | A | A- | B+ | B | C+ |
|----------------------|-----------|----|----|----|----|---|----|
| Types of Personality | Introvert | 0 | 0 | 27 | 10 | 3 | 1 |
| | Extrovert | 13 | 26 | 12 | 0 | 0 | 0 |
| Total | | 13 | 26 | 39 | 10 | 3 | 1 |

Based on the table above, from the cross-tabulation result, from 92 respondents, for introvert personality; 27 respondents got A-, ten respondents got B+, three respondents got B, and one person got C+. Meanwhile, for extrovert personality; 13 respondents got A+, 26 respondents got A, and 39 respondents got A-, 41 respondents who had introvert personality got A-.

Based on the students' speaking score table, it can be concluded that students with extroverted personalities tend to have higher speaking scores than students with introverted personalities.

2. The Influence of Personality on English Speaking Skill

To answer the first research question, the researcher use bivariate analysis, by following several steps or procedures to see how personality influences speaking skills.

a. Normality Test

The data normality test is used to determine whether the data in the study were normally distributed or not. This normality test was carried out using the SPSS Program with Kolmogorov-Smirnov Test.

The hypothesis in the normality test is as follows:

- a) If Sig. > 0.05, it means the data distribution is normal.
- b) If Sig. < 0.05, it means the data distribution is not normal

Table 4.9 Test of Normality

| One-Sample Kolmogorov-Smirnov Test | | Unstandardized Residual |
|---|----------------|-------------------------|
| N | | 92 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 3.65286427 |
| Most Extreme Differences | Absolute | .103 |
| | Positive | .089 |
| | Negative | -.103 |
| Kolmogorov-Smirnov Z | | .103 |
| Asymp. Sig. (2-tailed) | | .018 ^c |

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: (Processed Data, 2021)

In this case, the normality is tested using *SPSS Version 25 Program*. Based on table, a normality test was done towards the two scores (personality and speaking score) obtained from the students. The value of Asymp. Sig. (2-tailed) was 0,18 score which were lower than 0,05 ($0,18 > 0,05$). According to hypothesis, the data was not normally distributed.

b. Homogeneity Test

The researcher used Levene's test as the homogeneity test because the data distribution is not normal. The hypothesis of homogeneity test was:

- 1) If N Sig. > 0.05 , the variance of the data is homogeneous
- 2) If N Sig. < 0.05 , the variance of the data is not homogeneous

Table 4.10 Test of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|-----------------------------|---|---------------------|-----|------------|------|
| Student's Speaking Score | Based on Mean | 2.641 | 1 | 90 | .108 |
| | Based on Median | .611 | 1 | 90 | .437 |
| | Based on Median and with adjusted df | .611 | 1 | 67.06 2 | .437 |
| | Based on trimmed mean | 1.781 | 1 | 90 | .185 |

Based on the table above, the result of homogeneity test based on the mean was 0.108, which mean N Sig (0.108) is higher than 0.05. According to the hypothesis, the variance of data was homogeneous.

b. Influence Result

Based on the normality test results, which were not normally distributed and the data were homogeneous, the researcher used a non-parametric test, which is the Mann-Whitney test.

The following are the results of the Mann Whitney test:

Table 4.11 Mann Whitney Test

| Test Statistics ^a | |
|------------------------------|--------------------------|
| | Student's Speaking Score |
| Mann-Whitney U | 2.000 |
| Wilcoxon W | 863.000 |
| Z | -8.198 |
| Asymp. Sig. (2-tailed) | .000 |

a. Grouping Variable: Types of Personality

The hypothesis of Mann Whitney test was:

a. Null Hypothesis (Ho)

There is no significant influence between students' personality and their English speaking skill.

b. Alternative Hypothesis (Ha)

There is a significant influence between students' personality and their English Speaking skill.

Afterward, the researcher used SPSS hypothesis testing based on the N. Sig (number of significance) to find out the answer. As the result of the influence in Table 4.28, the researcher gets N. Sig = 0.000. Before the researcher concludes the finding, these were the theories of hypothesis based on SPSS Version 25 calculation:

The statistical hypothesis stated:

- a. H_0 accepted if N. Sig > 0.05 ($\alpha=5\%$), which means H_a rejected
- b. H_a rejected if N. Sig < 0.05 ($\alpha=5\%$), which means H_a accepted.

Regarding the null hypothesis, this study reveals that the null hypothesis is rejected because the SPSS calculation shows Sig 0,000. As is well known, the null hypothesis is rejected if the significance is less than 0.05. Hypothesis testing concludes that N. Sig < 0.05 , where H_0 can be rejected. This means there is a significant influence between the students' personality and their English speaking skills.

B. Discussion

Based on the primary purpose of this research, this study found that N sig < 0.05 , which means there is a significant influence between personality and speaking skills. This result aligns with the Five Factors Model theory or the Big Five theory identified by Ryan and Deci. They describe that introvert and extrovert personalities influence a student's ability to convey a conversation. Furthermore, it is supported by Jung's theory, where introvert and extrovert

personality will influence the ability to stimulate new ideas obtained from many social experiences.

This study is also supported by Handayani (2021) who analyzed the correlation between students' extrovert introvert personality and speaking ability. The researcher used Eysenck's theory with seven aspects: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, responsibility. After doing the hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (P-value) is 0.487, which means $\text{Sig} < \alpha$. Based on this research, there is a correlation between students' extrovert introvert personality and their speaking ability in the second semester of the speaking class of English Education Study Program of State Islamic University Raden Intan Lampung in the academic year of 2020/2021.

The study also discovered that some students with high speaking scores are extroverts. They have the main characteristics, such as the ability to socialize and impulsive nature, sense of humor, passion, quick thinking, optimism, and other characteristics that indicate a people who appreciate their relationships with others. This resulting study supported by Eysenck (as cited in Wulandari, 2017) who stated that the typical extrovert is sociable, likes parties, has many friends, needs people to talk to, and does not like reading or studying himself. Meanwhile, introverts have characteristics such as being aloof, shy, and not easily depressed. This is supported by Jung (as cited in Isnaini, 2010), who says that people with introverted personalities tend to be withdrawn, aloof

and cautious. So, it can be concluded that the speaking ability of students with introverted personalities is slightly lower than students with extroverted personalities.

The extrovert students work best in classrooms that allow discussion, talking, or working with a group. Extrovert students thrive in activities that require some physical exertion since they are action-oriented. They may find it difficult to settle down, read, or concentrate on assignments as they are drawn into social life. They have trouble listening at times and need to talk out their ideas.

These introverted students favored reading, lectures, and written work to conversational labor. They prefer to work alone and need time to internalize information. They liked listening to others talk about a subject while keeping their own thoughts to themselves. Introverts may have issues with instructors who speak quickly and do not allow time for mental processing. They are shy to speak up in class, are uncomfortable in discussion groups, and have problems recalling names.

In other words, the researcher concluded that extrovert or introvert students have unique learning styles or strategies. This unique learning style or strategy play important role in students' success in acquiring a second or foreign language.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research result and data analysis in the previous chapter, it can be concluded that there is a significant positive influence between students' personality and their English speaking skills. The results of the hypothesis show that the results of the researchers get a p-value = .000 where the significance is $<.05$, which means H_a (alternative hypothesis) is accepted.

Furthermore, based on manual and statistical calculations in chapter IV of students' speaking and personality scores, which consists of 51 students with extrovert personalities and 41 students with introverted personalities, the result showed that students with extrovert personalities have higher scores than students with introvert personalities. In short, the more extroverted the students, the higher their speaking scores.

B. Recommendation

By understanding the influence between students' personality and English speaking skill, the lecturers may put more awareness on students' personality and its influence to the speaking skill. That way, the lecturers would be able to treat students in appropriate way in order to achieve the purpose of teaching-learning. In addition, students are expected to be aware about their type of personality and its influence toward speaking skill. Hence, they know how to develop their speaking skill in the public speaking class. This research

has a limitation because only focuses on speaking skill, therefore the future researcher may conduct more complex research related to student's personality and speaking skill.



REFERENCES

- Ackerman, C., (2017). The big five personality theory: the 5 factor model explained. *Positive Psychology Program*. Retrieve from: <https://positivepsychologyprogram.com/big-five-personality-theory/>
- Aliaga, M. and Gunderson, B. (2002) *Interactive Statistics*. [Thousand Oaks]: Sage Publications.
- Alpattani, P. (2015). Personality. Retrieve from https://www.researchgate.net/publication/287217339_Personality
- Amalia, D. (2019). *Introvert Learners' Need Analysis Of English Speaking Activity*. (Bachelor degree thesis, English Education Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta). Retrieve from https://repository.uinjkt.ac.id/dspace/bitstream/123456789/46092/1/DINDA%20AMALIA%20_21170140000014%20%28UPLOAD%20PT%29.pdf
- Apuke, O., D. (2017). Quantitative Research Methods A Synopsis Approach. *AJBMR: Arabian Journal of Business and Management Review (Kuwait Chapter)*, 6(10).
- Arikunto, S. (2013). *Prosedur penelitian pendekatan praktik*. Jakarta: PT. Rineka Cipta.
- Arikunto, S., & Jabar, C. (2009). *Evaluasi program pendidikan: Pedoman teoritis praktis bagi mahasiswa dan praktisi pendidikan*. Jakarta: Bumi Aksara
- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, 2(4), 9–13.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.
- Blutner, R., & Hochnadel, E. (2010). Two qubits for CG Jung's theory of personality. *Cognitive systems research*, 11(3), 243-259.

- Bueno, A., Madrid, D. & McLaren, N. (2006). *TEFL* (2nd ed). Granada: Editorial Universidad de Granada, Print.
- Cahyani, K., D., Utama, I., M & Rasna, I. W. (2020). Effect of Personality on Speaking Skills of Language Departement in SMA Negeri 1 Sawan. *Journal of Educational Research and Evaluation*, 4(2). Retrieve from <https://ejournal.undiksha.ac.id/index.php/JERE/article/view/24663>
- Cameron, Deborah. 2001. *Working with Spoken Discourse*. Oxford: SAGE Publications, Ltd.
- Creswell, J.W. (2012). *Education Research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Person Education, Inc
- Creswell, J. W. & Creswell, J. D. (2018). *Qualitative inquiry & research design: choosing among five approaches* (5th Edition). Thousand Oaks, CA: Sage.
- Dewi, A., G., A., I., K., Utami, N., M., V., & Juniarta, I.W. (2022). Finch's Conflicts and Personality Analysis as the Main Character Portrayed in All The Bright Places. *Elysian Journal : English Literature, Linguistics and Translation Studies*, 2(2).
- Dornyei, Z. (2005). *The Psychology of Language Learner; Individual Differences in Second Language Acquisition*. New York: Laurence Albaum Associates.
- Eid, M., & Larsen, R. J. (2007). *The Science of Subjective Well-Being*. Print.
- Emzir. (2013). *Metodologi penelitian pendidikan: Kuantitatif dan kualitatif*. Jakarta: PT RajaGrafindo Persada R Y
- Erton, I. (2010). Relationship Personality Trait Language Learning Style and Succes in Language Learning Achievement. *H.U. journal of education*. Retrieve from https://www.researchgate.net/publication/265261764_Relations_between_personality_traits_language_learning_styles_and_success_in_foreign_language_achievement
- Etikan, I. (2015). Comparison of Convenience Sampling and Porpusive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.

- Eysenck, H. J. (Ed.). (2012). *A model for personality*. Springer Science & Business Media.
- Fisher, J., & Francis, L. (2013). *Happiness is a thing called stable extraversion: Testing Eysenck's thesis among three samples in Australia*. Print.
- Flor, M. A. (2006). *Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition)*. Walter de Gruyter GmbH. & Co. KG.
- Gazzaniga, M., & Heatherton, T. F. (2002). *Psychology science: The mind, brain, and behavior*. New York: United States of America.
- Geyer, P. (2013). Fundamentals of Personality Type. *ResearchGate*. DOI:10.13140/2.1.2661.0561
- Gustriani, Y. (2020). *A Comparative Study between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru*. (Bachelor Degree Thesis, English Education Department Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau). Retrieve from <https://repository.uin-suska.ac.id/28493/2/UPLOAD.pdf>
- Handayani, A. P (2021). *The Correlation between Students' Extrovert Introvert Personality and Their Speaking Ability*. (Bachelor degree thesis, English Education Study Program of State Islamic University Raden Intan Lampung). Retrieve from <http://repository.radenintan.ac.id/14982/1/SKRIPSI%201-2.pdf>
- Husnawati. (2017). *Students' Speaking Performance: Some Challenging Factors*. (Bachelor degree thesis, Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh). Retrieve from <https://repository.ar-raniry.ac.id/1236/2/Husnawati.pdf>
- Isnaini, A. (2010). *The Influence of Extroversion Toward Students' Speaking Achievement of The Fifth Semester of English-Departement of State Islamic Studies Institute of Salatiga In The Academic Year of 2009/2010*. Published Thesis, Salatiga: STAIN Salatiga.
- Jung, C. G. (1971). Psychological Types. *Collected works of C. G. Jung*, 6(10).
- Jusuf, H. (2018). Understanding Personality. *Journal Al-Lisan*, 3(1).

- Laksana, A. J. (2016). *The Effectiveness of Using Chain Story Game in Teaching Speaking*. (Bachelor degree thesis, English Language Teaching Department Teacher Training and Education Faculty Universitas Muhammadiyah Purwokerto). Retrieve from <http://repository.ump.ac.id/2221/>
- Lammers, W. J., & Badia, P. (2005). *Fundamental of Behavioral Research*. Australia; Belmont, Ca: Thomson/Wadsworth.
- Laney, M. O. (2002). *The introvert advantage: How to thrive in an extrovert world*. New York: Workman Publishing.
- Larsen, R., J., & Buss, D., M. (2002). *Personality Psychology: Domains of Knowledge about Human Nature*. Boston: McGraw-Hill.
- Lazaraton, A. (2001). *Teaching Oral Skills*. In Marrienne Celce Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed.). Heinle&Heinle Publisher.
- Lebowitz, E. R., Panza, K. E., & Bloch, M. H. (2016). Family accommodation in obsessive-compulsive and anxiety disorders: a five-year update. *Expert review of neurotherapeutics*, 16(1), 45-53.
- Lestari, A., Sada, S., & Suhartono. L. (2013). Analysis on the Relationship of Extrovert Introvert Personality and Students Speaking Performance. Retrieve from <https://media.neliti.com/media/publications/214213-analysis-on-the-relationship-of-extrover.pdf>
- Littlewood, W. (2007). *Communicative Language Teaching*. Cambridge: Cambridge University Press
- Marcus, S. (2016). *Freud and the Culture of Psychoanalysis: Studies in the transition from Victorian humanism to modernity*.
- Maslow, A. H. (2013). *Toward a psychology of being*. Simon and Schuster.
- Mayer, J. D. (2007). Asserting the definition of personality. *The online newsletter for personality science*, 1, 1-4.
- McCrae, R. R., & Costa Jr, P. T. (2004). A contemplated revision of the NEO Five-Factor Inventory. *Personality and individual differences*, 36(3), 587-596.

- Mega, I., R., & Sugiarto, D. (2020). Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students. *Journal of Foreign Language Teaching and Learning*, 5(2).
- Montgomery, S. (2002). *People patterns: A modern guide to the four temperaments*. Archer Books.
- Musti, A. (2021). *Exploring Teacher's Strategy in Accommodating Introvert Students' Needs in Learning English*. (Bachelor degree thesis, English Education Department of UIN Ar-Raniry).
- Nadzif, M. F. (2015). *The Correlation between Extroversion and Speaking Skill in English Education Department Students*. (Bachelor degree thesis, English Education Department of UIN Walisongo). Retrieve from <https://eprints.walisongo.ac.id/5061/1/113411027.pdf>
- Nazila, H. (2015). *The Students' Speaking Performance between Extrovert and Introvert Personality at IAIN Langsa*. Kala: Unpublished Thesis.
- Niati, B., & Nurhasanah (2018). Students' personality traits and their speaking skill. *Journal of the English Language Education*, 4(2).
- Nordquist, R. (2019). English Spelling: Conventions and Corrections. ThoughtCo. <https://www.thoughtco.com/spelling-definition-1692125>
- Notoatmodjo., & Soekidjo. (2010). *Metodologi penelitian kesehatan*. Jakarta: PT
- Prakash, S., Singh, A., & Yadav, S. K. (2016). Personality (introvert and extrovert) and professional commitment effect among B.Ed teacher education students. *The International Journal of Indian Psychology*, 3(2).
- Putri, E. (2020). *The Problems and solutions of Passive English Speaking Skill*. (Bachelor degree thesis, English Education Study Program of State Islamic University Ar-Raniry). Retrieve from <https://repository.ar-raniry.ac.id/id/eprint/13824/1/Eka%20Putri%2C%20160203018%2C%20FTK%2C%20PBI%2C%20085371160415.pdf>
- Riduwan. (2010). *Skala Pengukuran Variabel-variabel Penelitian*. Bandung: Alfabeta.
- Rofi'i, A. (2017). A Comparative Analysis on Extrovert and Introvert Students towards Their Speaking Skill. *English Teaching Journal*, 8(2). doi: <https://doi.org/10.26877/eternal.v8i2.3046>

- Roohani, A. (2018). The Impact of Iranian EFL University Students' Personality Type on their Burnout. *Bellatera Journal of Teaching & Learning Language & Literature*, 11(3), 87-103.
- Roopa, s., & Satya, R. M. (2012). Questionnaire designing for a survey. *The Journal of Indian Orthodontic Society*, 46(4), 273-277. Doi: 10.5005/jp-journals 10021-110
- Ryckman, R. M. (2004). *Theories of Personality* (8th ed.). Belmont, CA: Thomas/Wadsworth.
- Boeree, C. G. (2006). Abraham Maslow. Retrieved December, 17, 2007.
- Salina. (2014). Influence of Personality on Academic Achievement and Performance of Teaching Practices Students in TVET. *Developing Country Studies*, 4(6). Retrieve from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.946.9744&rep=rep1&type=pdf>
- Samand, S., M., Sailan, Z., & Lio. L. (2019). Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Performance in English Study Program of Halu Oleo University. *Journal of Language Education and Educational Technology*, 4(1). Retrieve from <http://ojs.uho.ac.id/index.php/JLEET/article/viewFile/6677/4909>
- Schultz, D., P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed). Australia : Cengage Learning, Print.
- Shukla, S. (2020). *Concept of Population and Sample. Research Methodology and Statistics*. Ahmedabad: Rishit Publications. Retrieve from https://www.researchgate.net/publication/346426707_CONCEPT_OF_POPULATION_AND_SAMPLNIRY
- Selviana, N. I. (2020). *The Correlation between Critical Thinking and Speaking Skill of The Twelfth Grade Students Of Sma Negeri 11 Palembang*. (Bachelor degree thesis, English Student Department at University of Tridinanti Palembang). Retrieve from <http://repository.univ-tridinanti.ac.id/1658/1/CHAPTER%201.pdf>
- Septiadi, H., N., Andayani., & Wardani, N., E. (2019). Analysis of Character's Personality in Novel Ulid by Mahfud Ikhwan Using Sigmund Freud Psychoanalysis. *The 2nd International Conference on Language, Literature and Teaching*. Retrieve from <http://hdl.handle.net/11617/11154>

- Sugiyono. (2014). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta
- Sugiyono. (2018). *Metode penelitian kuantitatif*. Bandung: Alfabeta.
- Susanti, A. D. H. (2007). *Using Role Play in Teaching Speaking*. (Bachelor degree thesis, English Student Department at Syarif Hidayatullah State Islamic University Jakarta). Retrieve from <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/18390/1/AYU%20DIYAH%20HARNI%20SUSANTI-FITK>
- Taiyeb, T. (2019). *Analyzing The Extrovert-Introvert Personality And Speaking Performance*. (Bachelor degree thesis, English Student Department at Unismuh Makassar). Retrieve from https://digilibadmin.unismuh.ac.id/upload/9394-Full_Text.pdf
- Tarigan. H.G. (2008). *Berbicara sebagai suatu ketrampilan berbahasa*. Bandung: Angkasa Bandung.
- Tauhida, D. (2018). *The Correlation between Students' Personality and English Speaking Fluency*. (Bachelor degree thesis, Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh). Retrieve from <https://repository.ar-raniry.ac.id/3207/2/Dini%20Tauhida.pd>
- Tetala, H., S. (2015). *How to Teach Speaking Skill*, <http://how-to-teach-speaking-skill.html>, accessed August 30th.
- Travolta, Y., Mulyadi., Imranuddin. (2018). A Comparative Study on Introvert and Extrovert Students Personality in English Listening Scores. *Journal of English Education and Teaching (JEET)*, 2(2).
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8 -23.
- Ulfha, M. (2021). *Introvert Students' Strategies in Learning English as a Foreign Language*. (Bachelor degree thesis, Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh). Retrieve from <https://repository.ar-raniry.ac.id/id/eprint/16692/1/Maiyasha%20Ulfha%2C%20160203054%2C%20FTK%2C%20PBI%2C%20085362364002.pdf>

- Uzer, Y. (2017). The influence of students' personality types to their speaking achievement on the tenth-grade students of the state senior high school 6 Palembang. *ANGLO SAXON: Journal of the English Language Education*, 8(2), 259-268. Retrieve from <https://scholar.google.co.id/citations?user=icQGa1EAAA&hl=id>
- Wengrum, T.D (2013). Comparative Study Of Students' Reading Comprehension To Understand Narrative. *U-JET: Unila Journal of English Teaching*, 2(3)
- Wulandari, D. S. (2017). *Extrovert and Introvert Students in Speaking Ability of English Department at Iain Palangka Raya*. (Bachelor degree thesis, State Islamic Institute of Palangka Raya). Retrieve from <http://digilib.iainpalangkaraya.ac.id/1110/2/SKRIPSI%20DYAH%20SRI%20WULANDARI%20-%201301120858.pdf>
- Yang, L. X. (2007). A study of the influence of extraversion / introversion on the oral fluency in the group discussion task. Zhejiang University (People's Republic of China). PQDT – Asia. Retrieve from: [http://search.proquest.com/docview/1027903734?accountid=8401.\(1027903734\)](http://search.proquest.com/docview/1027903734?accountid=8401.(1027903734))
- Yusuf, S., & Nurihsan, A.J. (2005). *Landasan Bimbingan dan Konseling*. Bandung: Rosda Karya
- Zhang, Y. (2008) the Role of Personality in Second Language Acquisition. *Asian Social Science*, 4(5).
- Zuhriyah, M. (2017). Storytelling to improve students' speaking skills. *English Education: Jurnal Tadris Bahasa Inggris*, 10(1), 119–134. Retrieve from <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/879/753>

APPENDICES

Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8608/U.N.08/FTK/KP.07.6/05/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 April 2021

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Luthfi Aunice, MA Sebagai Pembimbing Pertama
2. Syarifah Dahlia, M.Ag., M.Ed., Ph.D. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Rawi Rahma Tursina
NIM : 160203123
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Personality on English Speaking Skill

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Mei 2021
An. Rektor
Dekan

Muslim Hazali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17432/Un.08/FTK.1/TL.00/12/2021
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
 Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RAWI RAHMA TURSINA / 160203123**
 Semester/Jurusan : XI / Pendidikan Bahasa Inggris
 Alamat sekarang : Jl. Laks. Malahayati Gampoeng Kajhu Lr. Mutiara Cemerlang, Kec. Baitussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Personality on English Speaking Skill*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Desember 2021
 an. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan



A R - R A N I R Y

Berlaku sampai : 01 Januari 2022

Dr. M. Chalis, M.Ag.

Appendix C

Questionnaire Items

| | No | Indicators |
|-------------------------------|----|---|
| I see myself as someone who : | 1 | is depressed, blue |
| | 2 | can be cold and aloof |
| | 3 | can be moody |
| | 4 | is sometimes shy, inhibited |
| | 5 | worries a lot |
| | 6 | remains calm in tense situations |
| | 7 | prefers work that is routine |
| | 8 | makes plans and follows through with them |
| | 9 | gets nervous easily |
| | 10 | is ingenious, a deep thinker |
| | 11 | is talkative |
| | 12 | is helpful and unselfish with others |
| | 13 | is relaxed, handles stress well |
| | 14 | is curious about many different things |
| | 15 | tends to be lazy |
| | 16 | is full of energy |
| | 17 | tends to be disorganized |
| | 18 | is outgoing sociable |
| | 19 | has an active imagination |
| | 20 | is generally trusting |

Source: Modified from Deci and Ryan