

**INTROVERT VS EXTROVERT: AN ANALYSIS OF THE STUDENTS'  
PERSONALITY IN LEARNING SPEAKING  
IN SMAN 18 MAKASSAR**

**SKRIPSI**

**NURHALIZA  
4518101022**

**UNIVERSITAS**

**BOSOWA**



**ENGLISH LANGUAGE EDUCATION DEPARTEMENT  
FACULTY TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA**

**2022**

**INTROVERT VS ETROVERT: AN ANALYSIS OF THE STUDENTS'  
PERSONALITY IN LEARNING SPEAKING  
IN SMAN 18 MAKASSAR**

**SKRIPSI**

Summitted to the Faculty of Teacher Training and Education in Partial Fulfillment  
of the Requirements for the Sarjana Degree

**NURHALIZA  
4518101022**

**ENGLISH LANGUAGE EDUCATION DEPARTEMENT  
FACULTY TEACHER TRAINING AND EDUCATION  
UNIVERSITAS BOSOWA  
2022**

SKRIPSI

INTROVERT VS EXTROVERT: AN ANALYSIS OF THE  
STUDENTS' PERSONALITY IN LEARNING SPEAKING  
IN SMAN 18 MAKASSAR

Submitted by

NURHALIZA  
4518101022


Had been defended in front of Skripsi Examination Committee

August 19<sup>th</sup>, 2022

Approved by:

Supervisor I,

Supervisor II,


  
Dr. A. Hamzah Fansury, S.Pd., M.Pd.  
NIDN. 0903118701

  
Dr. Rampeng, S.Pd., M.Pd.  
NIDN. 0916047806

Under the cognizance of,

Dean Faculty of  
Teacher Training and Education,

Head of  
English Education Department,

  
  
Dr. Asdat, S.Pd., M.Pd.  
NIK.D. 450375

  
Asyrafunnisa, S.S., M.Hum.  
NIK. D. 450451

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama: Nurhaliza

NIM: 4518101022

Judul: Introvert VS Extrovert: An Analysis Of The Students' Personality In Learning Speaking In SMAN 18 Makassar

Menyatakan dengan sebenarnya bahwa Skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri dan bukan merupakan plagiasi, baik sebagian atau seluruhnya. Apabila dikemudian hari terbukti bahwa skripsi ini hasil plagiasi, maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan yang berlaku.

Makassar, 19 Agustus 2022

Yang membuat pernyataan

A 10,000 Rupiah postage stamp with a signature over it. The stamp features the Garuda Pancasila emblem and the text 'METERAI TEMPEL' and 'C2AKX014261223'. The signature is in black ink.

Nurhaliza

## ABSTRACT

**Nurhaliza, 2022.** *Introvert VS Extrovert: An Analysis of The Students' Personality in Learning Speaking in SMAN 18 Makassar* (supervised by A. Hamzah Fansury and Rampeng)

The objective of the research is to know Introvert and Extrovert students in learning speaking in SMAN 18 Makassar. This research used qualitative method with phenomenology design. This research conducted in two steps such as questionnaire and interview test. The sample of this research is XII IPA-4 there are 13 students as respondents.

The data collecting by using questionnaire and interview test. After conducted the research, the writer concludes that there is no effect of students' personality in learning speaking. It was proved by the result of the questionnaire and interview test which there are eight students that has introvert personality and five students that has extrovert personality, and according to the interview test that given, most of the students has the same way in learning speaking which is watching movie, reading book, and listening to the songs.

Therefore, according to the result of the research, the personality of introvert and extrovert students in SMAN 18 Makassar is not affected on their way in learning speaking. In addition, after this research, students can identified their personalities based on the questionnaires that given.

**Keywords:** Introvert, Extrovert, Learning Speaking

## ABSTRAK

**Nurhaliza, 2022.** *Introvert VS Extrovert: An Analysis of The Students' Personality in Learning Speaking in SMAN 18 Makassar* (dibimbing oleh A. Hamzah Fansury dan Rampeng)

Tujuan dari penelitian ini adalah untuk mengetahui siswa introvert dan extrovert dalam belajar berbicara bahasa Inggris di SMAN 18 Makassar. Penelitian ini menggunakan metode kualitatif dengan desain phenomenology. Penelitian ini dilakukan dalam dua tahap yaitu angket dan test wawancara. Sampel dari penelitian ini adalah siswa kelas XII IPA-4 dan 13 siswa sebagai responden. Pengumpulan data menggunakan angket dan test wawancara.

Setelah melakukan penelitan, penulis menyimpulkan bahwa tidak ada pengaruh pada kepribadian siswa dalam belajar berbicara bahasa Inggris. Hal ini dibuktikan dengan hasil angket dan tes wawancara, dimana terdapat delapan siswa yang memiliki kepribadian introvert dan lima siswa yang memiliki kepribadian extrovert dan menurut tes wawancara yang diberikan, sebagian besar siswa memiliki cara yang sama dalam belajar berbicara bahasa inggris yaitu menonton film, membaca buku, dan mendengarkan lagu.

Oleh karena itu, berdasarkan hasil dari penelitian, kepribadian siswa introvert dan extrovert di SMAN 18 Makassar tidak berpengaruh dalam cara belajar berbicara bahasa Inggris. Selain itu, setelah penelitian ini siswa dapat mengidentifikasi kepribadian mereka berdasarkan angket yang diberikan.

**Kata kunci:** Introvert, Extrovert, Learning Speaking

## ACKNOWLEDGEMENT

Bismillahirrahmanirahim, the writer expresses gratitude for the health and strength given to this stage. The writer is grateful to have completed this final project properly.

The title of the writer's skripsi is Introvert VS Extrovert: An Analysis Of The Students' Personality In Learning Speaking, this final project can be completed by the writer thanks to the support of several parties who are not saturated to support the writer.

Writer are grateful to Dr. Asdar., S.Pd., M.Pd as the dean of the Faculty of Teacher Training and Education who always support his students from academic and organizational perspective. The writer would also like to thank Asyrafunnisa S.S., M.Hum as the head of the English Education Study Program who always accompanies students, provides direction and support.

The writer also does not forget to thank to Dr. A. Hamzah Fansury., S.Pd., M.Pd. as first supervisor who facilitates and provides direction for the writer to get to the stage of preparing this thesis. He is very kind, professional and so much humble. The writer also thank you to Dr. Rampeng., S.Pd., M.Pd. as second supervisor, she is very kind to all students, support students from an academic and organizational perspective.

The writer also expresses her gratitude to all English Education lecturers who have provided knowledge and ideas from the beginning of the writer's entry into collage. The writer also thank to all FKIP staff that have been taking care of administrative matters well.

The writer would like to thank all the teachers at SMAN 18 Makassar who have been willing to guide the writer from the beginning of the PPL to accepting the writer back to do the research on the final project. The writer would like to thank all my friends in BING'18 especially Novianti, Olivia, Naftalia, and Monica who have been sharing their knowledge with the writer. Thank you to my best friends Afifha and Sahrul who always support me in every situation.

With the completion of this final project, most of the entire, writer would like to thank to my Mother who always gave the writer strength from the sky. Thank you so much to my Father and my step mother who always support the writer both in terms material and supports that makes the writer exited in completing this final project. Love and hug to my little brother and little sister, Efan and Anis.

Finally, the writer would like to thank all those who have supported the writer whose names have not been mentioned. The writer really a hope that this thesis can be useful, this thesis has many shortcomings, the writer is grateful to those who will provide input for this thesis. The writer apologizes if in this research there are words that are not appropriate.

Makassar, 19 Agustus 2022

The Writer

Nurhaliza



## TABLE OF CONTENT

|                                                                              |             |
|------------------------------------------------------------------------------|-------------|
| <b>COVER</b> .....                                                           | <b>i</b>    |
| <b>Page of Approval</b> .....                                                | <b>ii</b>   |
| <b>PERNYATAAN KEASLIAN SKRIPSI</b> .....                                     | <b>iii</b>  |
| <b>ABSTRACT</b> .....                                                        | <b>iv</b>   |
| <b>ABSTRAK</b> .....                                                         | <b>v</b>    |
| <b>ACKNOWLEDGEMENT</b> .....                                                 | <b>vi</b>   |
| <b>Table of Content</b> .....                                                | <b>viii</b> |
| <b>List of the Table</b> .....                                               | <b>ix</b>   |
| <b>List of the Appendices</b> .....                                          | <b>x</b>    |
| <b>List of the Figure</b> .....                                              | <b>xi</b>   |
| <b>CHAPTER I: INTRODUCTION</b> .....                                         | <b>1</b>    |
| A. Background of the Research.....                                           | 1           |
| B. Research Question.....                                                    | 5           |
| C. Objective of the Research .....                                           | 5           |
| D. Significance of the Research.....                                         | 5           |
| E. Scope of the Research .....                                               | 6           |
| <b>CHAPTER II: PREVIOUS RELATED STUDY</b> ..... Error! Bookmark not defined. | <b>7</b>    |
| A. Theoretical Review.....                                                   | 7           |
| 1. Personality.....                                                          | 7           |
| 2. Speaking.....                                                             | 14          |
| B. Previous Related Study .....                                              | 16          |
| C. Conceptual Framework .....                                                | 19          |
| <b>CHAPTER III: RESEARCH METHOD</b> .....                                    | <b>21</b>   |
| A. Research Design.....                                                      | 21          |

|                                                  |           |
|--------------------------------------------------|-----------|
| B. Location and Time of the Research.....        | 22        |
| C. Population and Sample of the Research .....   | 22        |
| D. The Instrument of the Research.....           | 23        |
| E. The Procedure of Collecting Data .....        | 24        |
| F. The Procedure of Analysis Data.....           | 25        |
| <b>CHAPTER IV: FINDINGS AND DISCUSSION.....</b>  | <b>27</b> |
| A. Findings.....                                 | 27        |
| B. DISCUSSION .....                              | 56        |
| <b>CHAPTER V: CONCLUSION AND SUGGESTION.....</b> | <b>58</b> |
| A. Conclusion.....                               | 58        |
| B. Suggestion .....                              | 59        |
| <b>BIBLIOGRAPHY .....</b>                        | <b>60</b> |
| <b>A P E N D I C E S .....</b>                   | <b>63</b> |

## LIST OF TABLE

|                                                                                     |    |
|-------------------------------------------------------------------------------------|----|
| 3.1 Liker and Scale.....                                                            | 24 |
| 3.2 classification of students' personality introvert extrovert.....                | 25 |
| 4.1 score classification, range, frequency, and percent, of students' personality . | 27 |
| 4.2 The percentage of student's questionnaire about student's personality.....      | 28 |
| 4.3 The percentage of student's questionnaire about student's personality.....      | 29 |
| 4.4 The percentage of student's questionnaire about student's personality.....      | 29 |
| 4.5 The percentage of student's questionnaire about student's personality.....      | 30 |
| 4.6 The percentage of student's questionnaire about student's personality.....      | 31 |
| 4.7 The percentage of student's questionnaire about student's personality.....      | 32 |
| 4.8 The percentage of student's questionnaire about student's personality.....      | 32 |
| 4.9 The percentage of student's questionnaire about student's personality.....      | 33 |
| 4.10 The percentage of student's questionnaire about student's personality.....     | 34 |
| 4.11 The percentage of student's questionnaire about student's personality.....     | 35 |
| 4.12 The percentage of student's questionnaire about student's personality.....     | 36 |
| 4.13 The percentage of student's questionnaire about student's personality.....     | 37 |
| 4.14 The percentage of student's questionnaire about student's personality.....     | 38 |
| 4.15 The percentage of student's questionnaire about student's personality.....     | 39 |

## LIST OF THE APPENDICES

|                                                        |    |
|--------------------------------------------------------|----|
| 5.1 The Item Specification of the Questionnaire .....  | 60 |
| 5.2 Students Answer of the Questionnaire .....         | 63 |
| 5.3 Students of XII IPA-4 Questionnaire's Result ..... | 66 |
| 5.4 Administrations .....                              | 67 |



## LIST OF THE FIGURE

|                                                |    |
|------------------------------------------------|----|
| 6.1 Students Fulfilled the Questionnaire ..... | 69 |
|------------------------------------------------|----|



# CHAPTER I

## INTRODUCTION

This chapter deals with the background of the research, research question, objective of the research, significance of the research, scope of the research.

### A. Background of the Research

Talking about personality is an exciting and endless topic to discuss. Personality can be defined as a group of dynamic and organized characteristic found by a person that uniquely affects cognition, motivation, and behavior in certain conditions and situations. (Rahayu, 2020) . Personality is the distinct sets of behavior, cognition, and emotional patterns that evolve form. Gulo in Gustriani (2020) explained that personality is a person's characteristic and distinctive behavior that distinguishes them from others; integration of characteristics of structures, patterns of behavior, interests, attitudes, abilities, and potential of a person, everything about a person, as known by others.

In classroom learning, factors that influence students' learning English are motivation, attitudes, personality, learning achievement, aptitude, intelligence, and age (Gardner in Taiyeb, 2019). While the factors that dominate students' have difficulty in learning speaking, namely, lack of motivation, shyness, anxiety, lack of confidence, and fear of mistakes. These factors come from psychological related to personality. In the learning process in the school, to facilitate the teacher in determining the learning model, it would be better if the teacher was able to

identify each student's personality. Lestary in Rahayu (2020:14) mentioned that identifying students' personalities will provide teachers with a gateway through which to manipulate the success of their teaching process. Following Hakim (2015:48) in his journal, it is that by understanding student personalities, teachers would find it easier to choose learning strategies that are suitable for student abilities and conditions. That's why teachers should be able to identify student personalities due to a thriving learning environment.

Jung in Rahayu (2020) stated that human personality could be divided into introvert and extrovert. An introvert is the personality of someone who prefers to spend time alone or with one or two of their closest friends rather than being in a crowd. Based on Jung's theory, someone with an introverted personality tends to withdraw and be alone. They prefer to think about themselves rather than talk to other people.

In contrast to introverts, someone who has an extroverted personality prefers an interactive environment. They are pretty enthusiastic about new things and easy to get along with. According to them, activities in the social environment, interacting with other people, exchanging information with many people, and socializing are fun things. According to Jung, extroverts are influenced by the objective world outside of themselves. The orientation is focused on the mind, and the environment mainly determines the primary feeling, both social and non-social (Wulandari, 2017).

Students who have introverted personalities tend to be listeners in class compared than participating in interactions in speaking with other students. This is in stark contrast to students who have extroverted personalities, where the student with extroverted personalities is very active in expressing their opinions and thoughts when interacting in class.

English is one of the international languages commonly used in various countries. There has never been in the past a language spoken more widely in the world than English today (Zyoud, 2016). English is one of the languages used by people to communicate between countries. English is even the official language in many countries or the primary language. Reporting to the Encyclopedia Britannica (2015), English which comes from England is the dominant language in most languages.

Maduwu (2016) said that English is a universal language because it used by most countries in the world as the main language. Language is one of the characters which is unique and humane to differentiate between human being and other creature. Language as a system of communication and a very important role since people first lived in community. English is one of the compulsory subjects from junior high school, senior high school to university level in Indonesia. Every student is expected to be able to master English in communicating in everyday life. English, both spoken and written, should be actively dominated by students because English has become a means of communication globally Handayani in Munish, (2021). Humans are individual creatures who often communicate with



others to meet their daily needs. However, English is considered a foreign language for the Indonesian people, and this is a unique difficulty for students (Brown in Arif, 2015).

In its division, English is divided into four skills that must be mastered, namely Listening, Speaking, Writing, and Reading. Speaking is a skill that is considered a vital role in the learning process and is difficult to learn.

Speaking is the delivery of language through the mouth. We create sounds using many body parts to communicate, including the lungs, vocal tracks, vocal cords, tongue, teeth, and lips. Speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information (Bailey in Jefrizal, 2016). Speaking is a language to communicate with others (Fulcher in Jefrizal, 2016). Speaking is a productive language skill (Siahaan in Jefrizal, 2016). Speaking skills is so related to communication. Speaking is a skill of using a language appropriate to express someone's idea, opinion, or feeling to give or get information and knowledge from other people who do communication. Without good speaking skills, communication will not be effective, and it can cause misunderstanding.

After completing the internship at SMA Negeri 18 Makassar, the writer realized that personality factors strongly influenced the students' ability to learn to speak. To find out more about whether students' introvert and extrovert personalities effected to students in learning speaking, the writer is interested in

conducting research entitled "Introvert VS Extrovert: An Analysis of The Students Personality In Learning Speaking"

### **B. Research Question**

Based on the background of the problem stated above, the problem that the writer identified is as follows:

1. Do the personality of introvert students have differences in learning speaking?
2. Do the personality of extrovert students have differences in learning speaking?

### **C. Objective of the Research**

In line with the formulation of the problem above, the object of this research is:

1. To know the personality of introvert students in learning speaking.
2. To know the personality of extrovert students in learning speaking.

### **D. Significance of the Research**

#### 1) Theoretical Benefits

In general the result of this research is theoretically expected to contribute knowledge about students' personalities regarding introvert and extrovert in learning English. The result of this research is also expected to provide contribution as a solution to problems in the learning process.

#### 2) Practical Benefits

- a. For the students, the result of this study will give benefit for the students to finds comfortable way to learn speaking with their personality

- b. For teachers, the result of this study will help the teacher to find a good way to teach speaking to students with introvert and extrovert personalities.
- c. For the research, especially for those interested in knowing more about student personalities in learning speaking, hopefully, all information can be useful for them to do their further study.

#### **E. Scope of the Research**

This research contains the basic concepts of personality and is divided into two kinds, namely introvert and extrovert. To determine the students' personalities, the writer will use a questionnaire adapted from Eysenck Personality Questionnaire and then modified according to the writer needs. Next, after knowing the students' personalities, the writer will measure if there are any differences in students learning speaking through interviews. After completing these two stages, the writer began to analyze the difference of each student in learning speaking according to the personality of each student. This research will focus on the student class XII IPA-4 of SMAN 18 Makassar academic year 2022/2023.

## **CHAPTER II**

### **LITERATURE REVIEW**

This research deals with theoretical review, previous related study, and conceptual framework.

#### **A. Theoretical Review**

Students' personality is very influential in the ability of students in learning speaking. When someone speaks, they inevitably become the center of attention. For introverts, being the center of attention is very uncomfortable. This contrasts with extroverts, where extroverts always enjoy being the center of everything. After completing the internship at SMAN 18 Makassar, the writer realized that there were many phenomena for each personality in learning speaking, which was very interesting to study further. Based on this, the writer will explain further about each variable that exists as follow.

#### **1. Personality**

Discussing personality is an interesting topic, but it is also endless. There are many aspects of personality that are interesting to study. In general, personality is defined as the nature or behavior of a person in reacting or interacting with the surrounding environment. Personality is a prominent characteristic of an individual in emotions, attitudes, thoughts, and ways of acting on something. According to Pervin and John in Jusuf (2018), personality represents those characteristics of the person that account for consistent patterns

of feeling, thinking, and behaving. Personality is the relatively stable set of psychological attributes that distinguish one person from another

(Lawrence Ervin). In other words, personality is a trait in humans that is stable, does not change, and has become the hallmark of an individual.

In short, personality is divided into two, namely introverts and extroverts. According to Long in Jusuf (2018), personality refers to those stable characteristics by which individuals differ from each other and act as the basis of what they do. It is a label generally applied to interpersonal behavior, and we would, for instance, typically say that a socially outgoing person has an extroverted personality. Someone who is shy and likes to be alone is categorized as an introvert, while someone cheerful and easy to get along with is classified as an extrovert. Cloninger in Rofi'I (2017) defines personality as the underlying causes within the person of individual behavior and experience. Schustack in Rofi'I (2017) states that personality is the supreme realization of the innate idiosyncrasy of a living being. According to the attitude of individuals, there are extrovert and introvert groups of students.

Based on the theory above, it can be concluded that personality is everything that relates to a person's character, both in the form of thoughts, actions, and emotions to the surrounding environment. Personality is a person's character that is stable and does not change.

Salsabila (2018) in her thesis said, a person has two main characteristics. They are introverts and extroverts. The two of them have contradictory aspects.

#### a. The Definition of Introvert

Introverts are often characterized by their capacity for inward reflection and a need to understand the world before they experience it (Paradilla, 2020).

Introverts are characters who prefer to be in their world; in other words, someone who has an introverted nature is more comfortable doing things independently. Introvert personality has difficulty developing social relations and prefer communicate privately with friends and enjoy every activity that can be done alone or with close friends (Saliba, in Nursyahrurahmah 2017). They like to do various jobs alone, or only with one or two closest friends, rather than with new people or in groups. Introvert is personality who prefers to stay at home instead of having to go out and socialize. According to this personality, when they socialize they need a lot of energy and all that energy gets drained for everyone.

In social activities, an introvert will choose to be a listener rather than give their opinion or ideas. This personality type tends to think things through before taking action. When having conversations with other they will tend to silent, this is because their brains are busy digesting all the sentences that people say in conversation. An introvert will start thinking, considering, or analyze all the sentences in the conversation.

This trait is categorized as a close-minded personality. Introverts tend to be quiet, shy, calm, independent, and don't like to socialize. Due to their slow and shy nature, introverts rarely express their opinions or feelings to others.

## b. Introvert Personality Aspects

Maharani in Taiyeb (2019) states that there are seven aspects of personality that are based on the introvert dimension. Inactivity, unsociability, carefulness, control, inhibition, reflectiveness, and responsibility. Their explanation is as follows:

### 1. Inactivity

It relates to physical activities. A person having this value does the task slowly. They are also tired and easy to sleep.

### 2. Unsociability

People having unsociability tend to have a few close friends and like doing independent activities such as reading. Someone who have unsociability's characteristic lacks in social contact, feels inferior in relationships and likes his own activities (Muafiqoh, 2017)

### 3. Carefulness

Usually, a person who has this value does the activities carefully. An introverted person avoids dangerous things and does something familiar and safe.

### 4. Controlled

The person plans and arranges the program before doing something. An introverted person intends to have a bright future and thinks before acting.

### 5. Inhibition

People do not like to express their feelings freely. They are not easy to feel angry and calm.

## 6. Reflectiveness

The person likes to make abstracts and interpretations, discuss, and answer philosophical questions.

## 7. Responsibility

This aspect distinguishes individuals based on responsibility for actions and their duties and work. People who have this character will be believed by others easily. This aspect of responsibility distinguishes individuals based on their responsibility for their actions and work. (Muafiqoh, 2017)

Based on the explanation above, introvert personality aspects are a set of characteristics that describe the nature of an introvert. The person who have introvert personality don't like to socialize and tend to spend their time alone or just with their closest friend.

### c. The Definition of Extrovert

Maharani in Taiyeb (2019) stated that extrovert is partly identified with "fast accumulation" and "slow dissipation" of reactive inhibition. In other words, extrovert is a dimension of behavior formed by heredity factors. Every human being has that dimension. This means that extrovert has existed since someone was born and continues to exist along with human growth.

According to Zhang in Taiyeb (2019) extrovert is a person more interested in what is happening around them than in their thoughts and emotions. On the other hand, an extrovert is a typical character who likes to share the experience



with others rather than be stuck in their world. From statement above, there are significant differences between introvert and extrovert in this case socialize. Extrovert personality type is very happy to telling their stories to other, express their feeling, and share their opinions or idea.

Based on Vandebos in Maharany (2017), extroverts are more influenced by their surroundings than their inner world. Extroverts enjoy social interactions and tend to be enthusiastic, assertive, and excited. They are more excited about social gatherings, such as parties and group activities. Extroverts are likely to enjoy spending time with people and energize themselves through social interaction.

Thus, those who have extroverted personalities prefer to bring themselves outside the world. For them, spending and making interaction with people is something fun. They don't like being alone or doing something alone. An extrovert is comparatively gregarious, friendly, enjoys group work, is the center of attention, and is openly expressive. Someone with an extrovert personality likes to go to a new place and meet with many people to share their feelings and thoughts with a new one through interaction.

There were seven aspects of introvert and extrovert based on Eysenck's theory, and the writer used those aspects as the references.

#### d. Extrovert Personality Aspect

Eysenck in Maharani (2017:13), said that there are seven aspects of personality that are based on the extrovert dimension. Activity, sociability, risk-

taking, impulsiveness, expressiveness, practicality, and irresponsibility. Their explanation is as follows:

#### 1. Activity

The person with high activity tends to be active and energetic and likes to do physical activities. A person gets up early, does the movements quickly, and does different tasks.

#### 2. Sociability

Someone who has high extroversion usually has high sociability. They have many friends quickly, like to go to parties, do social activities, meet new friends, and feel happy in social situations. The sociability aspect is measured by how individuals make social contact. This character are characterized by many friends who like to hang out, social activities, easily adapt to new invironments, and feel happy with hospitable situastions . (Muafiqoh, 2017)

#### 3. Risk Taking

Human beings with high risk-taking values like living in a dangerous situation and seeking jobs that ignore the risk. They do the jobs without paying attention to their safety.

#### 4. Impulsiveness

The person who has this value likes to do something spontaneously without thinking firstly and make a quick decision. This personality type tends to make decisions impulsively without thinking carefully, the advantages and disadvantages, and make decisions without considering the consequences (Wiradika, 2017).

## 5. Expressiveness

People having high expressiveness tend to their feeling freely. They usually like to show their sad, angry, afraid, and pleasant emotions. They show that they have high extraversion.

## 6. Practically

People who have this value usually are pleasant to do practical things and not patient to do abstract and imaginative activities.

## 7. Irresponsibility

Someone who has a high value on this aspect dislikes doing formal duty. An extrovert person is dynamic and irresponsible in doing activities related to the social dimension. Irresponsibility is the aspect who dislikes doing formal duty. They is dynamic and irresponsible in doing activities that relate to social dimension (Shehni, 2020)

Based on the explanation above, extrovert personality aspects are a set of characteristics that describe the nature of an introvert. The person with an extrovert personality really likes to socialize and share their thoughts and ideas.

## 2. Speaking

### a. The Definition of Speaking

Speaking is one of the four skills in English, namely listening, speaking, writing, and reading. Speaking is a vital skill in mastering English. Speaking can be defined as a condition in which a person speaks using his voice and gestures to express his opinion or feelings towards others.

According to Hendri (2017:4) Speaking is a means to fostering mutual understanding, mutual communication, and using language as a medium.

This speaking activity is actually an interesting activity in the classroom but on the contrary the stuttering of speaking is not interesting, not stimulating in the situation, the atmosphere became stiff and finally stuck. But for the sake of all this depending on the teacher If the teacher can stimulate the learning situation become alive, and can choose the technique that suits the level of ability students and have creativity in developing learning strategies of course this problem can be overcome well.

Speaking is an event of bringing one's intentions, ideas, thoughts, and feelings to others by using spoken language so that other people can understand these intentions. Gani (2019,) suggests that speaking is an act that produces language to communicate as one of the basic language skills. Meanwhile, Akhmadi in Gani (2019) understands speaking as a skill in creating a stream of articulation sound systems to convey wishes, needs, feelings, and desires to others. Speaking is a natural communication tool between members of society to express thoughts and as a form of social behavior. Speaking is the process of delivering information from the speaker to the listener to change the listener's knowledge, attitudes, and skills as a result of the information received.

Based on the paragraph above, it can be said that to deliver a good speech, we should master the elements of speaking so that people can understand our idea or what we are trying to say.

## b. The Difficulty of Learning Speaking

Learning English as a foreign language is not an easy thing to do for most students in Indonesia. They cannot naturally learn it as if it is their mother language. Usually, learning a new language means learning a dictionary. It is because we have to master the words, the grammar, and the sound of the system of the terms. to reach the goal of the study. Talking about speaking, sometimes students find it challenging to learn. It's because there are a lot of elements in saying that students should be mastering. Not only that, but they also must have the confidence to speak in front of others.

Learning speaking is quite challenging to do because English is not a native language in Indonesia. Talking with others in English is not something usual. We only speak English at some moment, such as in English lessons. It means that the opportunity to speak English is minor.

## **B. Previous Related Study**

The study of introvert and extrovert personalities in learning speaking has attracted a lot of writers' interest to study further. This is because there are two distinct and contradictory personalities. Several studies have explored the differences between these personalities in learning speaking. Several studies are relevant to the research of writer. These are some of the research results that will be briefly presented.

Wulandari (2017), in her thesis entitled *Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya*. This study investigated whether there is a significant difference between extrovert and introvert students in speaking ability. This study uses an ex post facto design with a quantitative approach. In collecting data, there were questionnaires and documentation as the instruments. In the results of his research, Wulandari stated that there is a significant difference between extrovert and introvert students in speaking ability. This is because both extrovert and introvert students have different ways of speaking. Students who have extroverted personalities have better speaking skills than introverts because of the character of the extroverts themselves. In short, students who have extroverted personalities are better at speaking than introverts.

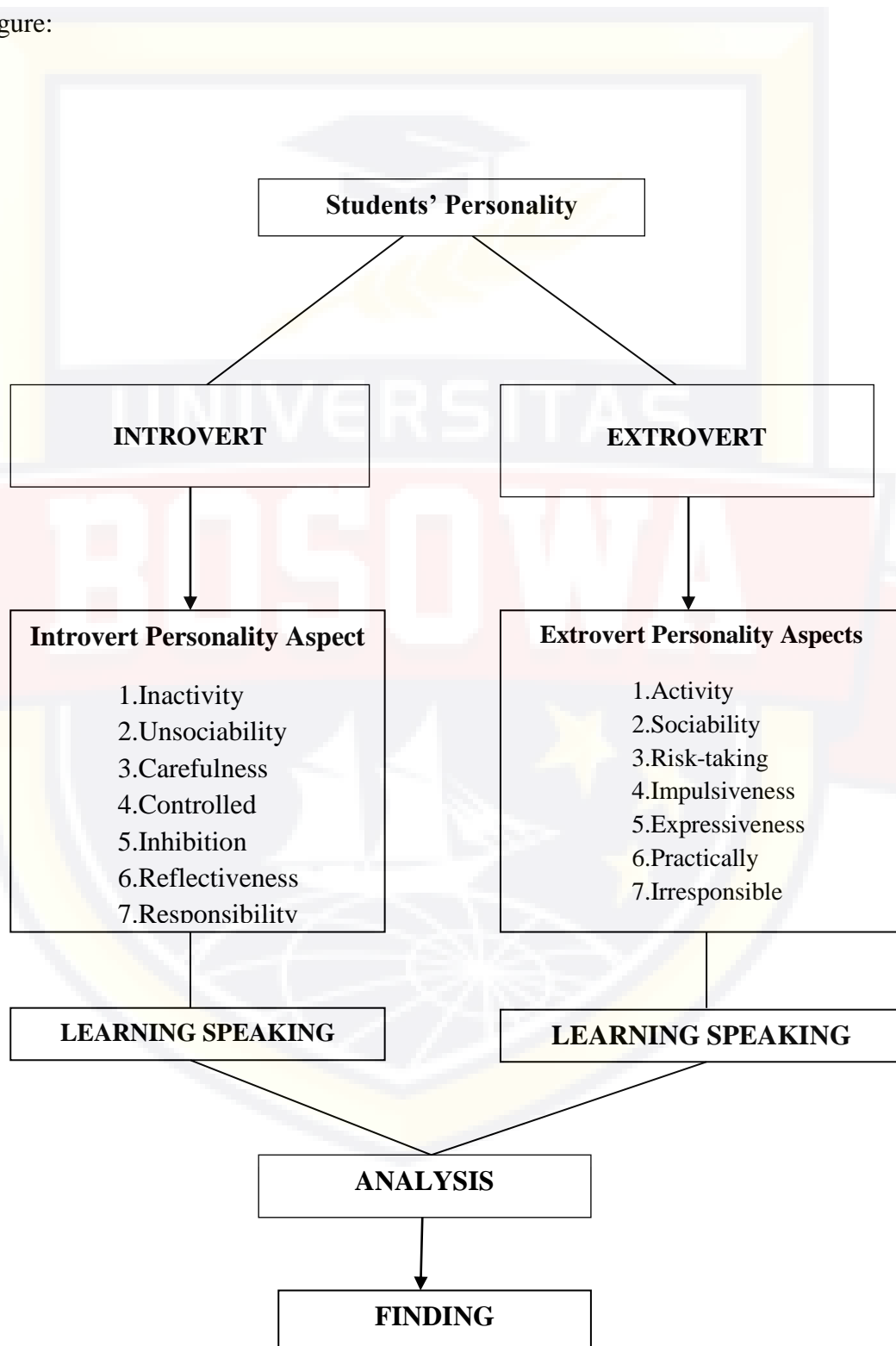
Tayeb (2019), in her thesis, entitled *Analyzing extrovert-introvert personality and speaking performance of the third-semester students English department at Universitas Muhammadiyah Makassar*, The objectives of this research were to identify the students' personality extrovert and introvert, to find out the speaking performance between students introverted extrovert personality. The method that the writer used in this research was descriptive quantitative research. This research uses two instruments Eysenck Personality Questionnaire (EPQ) and a speaking test. The technique of this research is a simple random sampling technique. The result of this research is that it was indicated that the extrovert personality is more dominant in speaking than the introverted personality.

Gustriani (2020), with her research A comparative study between extrovert and introvert students on speaking performance at state senior high school 4 Pekanbaru. This research aimed to find out the significant difference in speaking performance between extrovert and introvert students. There were 32 students as the samples chosen by using Cluster Random Sampling. This research used a quantitative approach, and the type of this research was a causal-comparative. This research used a questionnaire for the instrument, and the result of the research is extrovert students outperformed introvert students in speaking performance.

There any relation with the previous study, the writer will focus to analyzing the students in learning speaking based on their personalities. This research method is qualitative with phenomenology design. The writer will observe and analyze each sample. The instruments of this research is questionnaire that aims to determine the students' personality, while interview section that assist the writer to determine or measure is there any difference in students in learning speaking based on their personality.

### C. Conceptual Framework

The Conceptual framework underlying this research is shown in the following figure:





The conceptual framework above means that the writer will focus to analyze the students' personalities through the questionnaire instrument. The result of this questionnaire will divide students into introverts and extroverts. After knowing their type of personalities, the writer will analyze how the introvert and extrovert students in learning speaking. The next step, the writer will start to analyze is the differences of introvert and extrovert students in learning speaking through interviews. The last step is finding, where in this stage we can know is there any differences of introvert and extrovert students in learning speaking based on their personalities.

The purpose of this research is to identify students' personalities as introverts and extroverts and then find out is there any difference between both personalities in learning speaking.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer explained the research method that including research design, location and time of the research, population and sample, instrument of the research, variable and operational definition of the research, data collection, and data analysis procedure.

#### **A. Research Design**

Based on the objectives of the research, the type of this research is qualitative research. Qualitative research methods are a type of research method that observes objects directly and interprets every phenomenon that exists in the form of narratives.

The design that the writer used in this research is Phenomenology. Phenomenology is an approach started by Husserl and developed by Heidegger to understand or study human life experiences. According to Husserl, the definition of phenomenology is divided into several parts, namely, subjective or phenomenological experiences, and a study of consciousness from the basic perspective of a person. According to Alase (2017), phenomenology is a qualitative methodology that allows the writer to apply their subjectivity and interpersonal abilities in the exploratory research process. Broadly speaking, phenomenology can be defined as a method that provides an opportunity for the

writer to provide interpersonal or subjective assessments of a problem or phenomenon.

## **B. Location and Time of the Research**

This research conducted at SMAN 18 Makassar at Komp. Mangga Tiga Permai Daya, Paccerakkang, Kec. Biringkanaya, Makassar. The research- time will take place in 26 June- 9 August .

## **C. Population and Sample of the Research**

### **1. Population**

The population of this research is the twelfth-grade students of SMAN 18 Makassar in the academic year 2022/2022. There are eight classes of the third-grade student consisting of five classes of IPA and three classes of IPS. The population is 322 students.

### **2. Sample**

This research used a probability sampling technique with simple random sampling approach. In which each sample has an equal probability of being chosen. A sample chosen randomly by the writer It's meant to be an unbiased representation of the total population.

The sample of this research is class XII IPA-4 academic years 2022/2023 in SMAN 18 Makassar. There are 32 students in class XII IPA-4.

## **D. The Instrument of the Research**

### **1. Questionnaire**

The purpose of this questionnaire is to analyze student personality in this case introverts and extrovert in learning speaking. Arikunto (2006:16) states that the research instrument is a device used by the writer during collecting the data. The instrument that the writer used in data collection is a questionnaire. This questionnaire was adapted by Eysenck named Eysenck Personality Questionnaire and modified by Wulandari (2017). It consists of 30 questions. In this research the writer distributed a questionnaire with the theme of personality, and then the students gave their answers.

### **2. Interview**

The purpose of this interview is to assess students' differentiation in learning speaking. In this interview, the writer prepares six questions that asked to students. In the interview process, students are expected to answer the questions honestly and as detail as possible. The questions in this interview were adapted from Herwanto , (2013), and modified according to the needs of the writer.

### **3. Documentation**

In this research, one of the instruments that the writer used is documentation, consisting of pictures and videos. This documentation serves as evidence that the research was really carried out, and also serves as a supporting media in analyzing the data.

## **E. The Procedure of Collecting Data**

In data collection, the writer collected the data using the following procedures:

1. Determining the population and selecting the sample

The writer selected one class which is class XII IPA-4 at SMAN 18 Makassar academic years 2022/2023.

2. Distributing the Personality Assessment Questionnaires

The writer distributed the personality questionnaires to students to be answered. The students have 15 minutes to answer the questionnaire. The results of the questionnaire were used for groups of students based on their personality types.

3. Interview

Each student that has been answered the questionnaire will be fragment by the writer to be interviewed. The interview process will be done in a maximum of seven minutes. During the interview, the writer observed students' differentiation and behavior in learning speaking.

4. Analyzing, Interpreting, and Concluding Data

After collected the data questionnaire and interview, the writer started to analyzing, interpreting, and concluding the data obtained from the tests. The data is divided into two groups based on the type of student personality.

## F. The Procedure of Analysis Data

Data analysis is a method used to process data sets or groups of data in order to obtain information. This means that the analysis process is intended to obtain clear information. Analyzing data can help writer to explain what will be found in this research. Therefore, in this research the writer analyzed the data after the data collected using a questionnaire. Then the writer analyzed and calculates the average value to determine the result of the personality of each sample.

### 1. Calculating The Total Score Of Each Respondents From Questionnaire

Table 3.1 Likert scale and scoring

| Items             | Score |
|-------------------|-------|
| Strongly Agree    | 5     |
| Agree             | 4     |
| Natural           | 3     |
| Disagree          | 2     |
| Strongly Disagree | 1     |

(Wulandari, 2017)

## 2. The Classification Of Students Personality, Introvert Extrovert

Table 3.2 Classification of Students Personality, Introvert Extrovert

| Score  | Classification     |
|--------|--------------------|
| 81-100 | Strongly Introvert |
| 61-80  | Introvert          |
| 41-60  | Neutral            |
| 21-40  | Extrovert          |
| 0-20   | Strongly Extrovert |

(Wulandari, 2017)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses the research findings and discussion of findings. The finding presented in this section consists of data obtained through the tests to see students differentiation in learning speaking based on their personality. The research findings were collected through the instruments used during the research. Then, the results of this research are brought into the discussion to answer the research problem.

#### **A. Findings**

This part consists of the place of the research, the schedule of the research and the result of questionnaire and interview's text.

##### **1. Place of the Research**

This research was conducted at SMAN 18 Makassar. This research also involved students in class XII IPA-4 of SMAN 18 Makassar in the academic years 2022/2023. SMAN 18 Makassar has 322 students for grade twelfth consisting five classes of IPA, and three classes for IPS. This school has facilities such as laboratories, library, basketball courts, internet, and parks.

##### **2. Schedule of the Research**

This research was conducted in July in the first semester of the 2022/2023 academic year. The process of this research was carried out by following the



schedule of English subjects for class XII IPA-4 at SMAN 18 Makassar.

a. Questionnaire

After conducting the research process, the writer presented the results of the questionnaire which had been filled out by 13 students of class XII IPA-4 SMAN 18 Makassar. The results of this questionnaire were obtained students personality which is divided into introvert and extrovert. The data is presented in the form of a table containing statements of numbers and percentages. Students who score 61-100 are introverts, while students who score 60-0 are extrovert.

Table 4.1 Score Classification, Range, Frequency, Percent of students' personality.

| <b>Classification</b> | <b>S</b> | <b>F</b> | <b>P</b> |
|-----------------------|----------|----------|----------|
| Strongly Introvert    | 81-100   | 2        | 15,3%    |
| Introvert             | 61-81    | 4        | 39,7%    |
| Neutral               | 41-60    | 1        | 7,6%     |
| Extrovert             | 21-40    | 6        | 46,16%   |
| Strongly extrovert    | 0-20     | -        | -        |
| Total                 |          | 13       | 100%     |

In the first question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.2. The Percentage Of Students' Questionnaire About Students' Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 6         | 46,15%     |
| 2     | Agree             | 61-80  | 3         | 23,07%     |
| 3     | Neutral           | 41-60  | 4         | 30,76%     |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 1

As their first statement from the questionnaire, table 4.2 indicates that 6 (46,15%) students out of 13 selected Strongly Agree about “I am inclined to be careful in my action” , 3 (23,07%) students select Agree, and 4 (30,76%) students selected neutral.

In the second question of the questionnaire, students asked about “the way they carry out their activities.” The result can be seen on the table below.

Table 4.3. The Percentage Of Students' Questionnaire About Students' Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 4         | 30,76%     |
| 2     | Agree             | 61-80  | 3         | 23,07%     |
| 3     | Neutral           | 41-60  | 6         | 46,15%%    |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 2

As their second statement from the questionnaire, table 4.3 indicates that 4 (30,76%) students out of 13 selected Strongly Agree about “I usually move about at a leisurely pace” , 3 (23,07%) students selected Agree, and 6 (46,15%) students selected Neutral

In the third question of the questionnaire, students asked about “their way of socializing”. The result can be seen on the table below.

Table 4.4. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 5         | 3,89%      |
| 2     | Agree             | 61-80  | 3         | 23,07%     |
| 3     | Neutral           | 41-60  | 5         | 3,89%      |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 3

As their third statement from the questionnaire, table 4.4 indicates that 5 (3,89%) students out of 13 selected Strongly Agree about “prefer to have few but special friends” , 3 (23,07%) students select Agree, and 5 (3,89%) students selected Neutral.

In the fourth question of the questionnaire, students asked about “their way of socializing”. The result can be seen on the table below.

Table 4.5. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 3         | 23,07%     |
| 2     | Agree             | 61-80  | 7         | 53,84%     |
| 3     | Neutral           | 41-60  | 2         | 15,38%     |
| 4     | Disagree          | 21-40  | 1         | 7,69       |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 4

As their fourth statement from the questionnaire, table 4.5 indicates that 3 (23,07%) students out of 13 selected Strongly Agree about “I am mostly quite when I am with new people” , 7 (53,84%) students select Agree, 2 (15,38%) students selected neutral and 1(7,69%) student selected Disagree.

In the fifth question of the questionnaire, students asked about “their way of taking risk”. The result can be seen on the table below.

Table 4.6. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 4         | 38,46%     |
| 3     | Neutral           | 41-60  | 5         | 3,89%      |
| 4     | Disagree          | 21-40  | 4         | 30,76%     |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 5

As their fifth statement from the questionnaire, table 4.6 indicates that 4 (38,46%) students out of 13 selected Agree about “I tend to keep in the background on social occasions” , 5 (3,89%) students select Neutral, and 4 (30,79%) students selected disagree.

In the sixth question of the questionnaire, students asked about “their way of taking a risk”. The result can be seen on the table below.

Table 4.7. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 2         | 15,38%     |
| 2     | Agree             | 61-80  | 7         | 53,84%     |
| 3     | Neutral           | 41-60  | 4         | 30,76%     |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 6

As their sixth statement from the questionnaire, table 4.7 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I am rather careful in my new situations” , 7 (53,84%) students select Agree, and 4 (30,76%) students selected Neutral.

In the seventh question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.8. The Percentage Of Students’ Questionnaire About Students’ Personality

| No | Classification | Range  | Frequency | Percentage |
|----|----------------|--------|-----------|------------|
| 1  | Strongly agree | 81-100 | 2         | 15,38%     |
| 2  | Agree          | 61-80  | 6         | 46,15%     |

|       |                   |       |    |        |
|-------|-------------------|-------|----|--------|
| 3     | Neutral           | 41-60 | 4  | 30,37% |
| 4     | Disagree          | 21-40 | 1  | 7,69   |
| 5     | Strongly disagree | 0-22  | -  | -      |
| Total |                   |       | 13 | 100%   |

Source: Questionnaire number 7

As their seventh statement from the questionnaire, table 4.8 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I usually stop and think things over before I speak” , 6 (46,15%) students select Agree, 4 (30,76%) students selected Neutral and 1(7,69) student selected Disagree.

In the eight question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.9.The Percentage Of Students' Questionnaire About Students' Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 5         | 3,89%      |
| 2     | Agree             | 61-80  | 5         | 3,89%      |
| 3     | Neutral           | 41-60  | 3         | 23,07%     |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 8



As their eight statement from the questionnaire, table 4.9 indicates that 5 (3,39%) students out of 13 selected Strongly Agree about “I like planning things well ahead of time” , 5 (3,89%) students select Agree, and 3 (23,07%) students selected Neutral.

In the ninth question of the questionnaire, students asked about “their expressiveness”. The result can be seen on the table below.

Table 4.10.The Percentage of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 1         | 7,69%      |
| 2     | Agree             | 61-80  | 4         | 30,76%%    |
| 3     | Neutral           | 41-60  | 7         | 53,84%     |
| 4     | Disagree          | 21-40  | 1         | 7,69%      |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 9

As their ninth statement from the questionnaire, table 4.10 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “my temper is well controlled” , 4 (30,76%) students select Agree, 7 (53,84%) students selected Neutral, and 1 (7,69%) student select Disagree.

In the tenth question of the questionnaire, students asked about “their expressiveness”. The result can be seen on the table below.

Table 4.11. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 1         | 7,69%      |
| 2     | Agree             | 61-80  | 9         | 69,23%     |
| 3     | Neutral           | 41-60  | 3         | 23,07%     |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 10

As their tenth statement from the questionnaire, table 4.11 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “when I am angry with someone, I wait until I cooled off before tackling the incidents”, 9 (69,23%) students selected Agree, and 3 (23,07%) students selected Neutral.

In the eleventh question of the questionnaire, students asked about “their reflectivity”. The result can be seen on the table below.

Table 4.12. The Percentage Of Students’ Questionnaire About Students’ Personality

| No | Classification | Range  | Frequency | Percentage |
|----|----------------|--------|-----------|------------|
| 1  | Strongly agree | 81-100 | 3         | 23,07%     |
| 2  | Agree          | 61-80  | 8         | 61,53%     |

|       |                   |       |    |        |
|-------|-------------------|-------|----|--------|
| 3     | Neutral           | 41-60 | 2  | 15,38% |
| 4     | Disagree          | 21-40 | -  | -      |
| 5     | Strongly disagree | 0-22  | -  | -      |
| Total |                   |       | 13 | 100%   |

Source: Questionnaire number 11

As their eleventh statement from the questionnaire, table 4.12 indicates that 3 (23,07%) students out of 13 selected Strongly Agree about “when I am angry with someone I wait until I cooled off before tackling the incident” , 8 (61,53%) students select Agree, and 2 (15,38%) students selected Neutral.

In the twelfth question of the questionnaire, students asked about “their reflectivity”. The result can be seen on the table below.

Table 4.13. The Percentage Of Students' Questionnaire About Students' Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 2         | 15,38%     |
| 3     | Neutral           | 41-60  | 7         | 53,84%     |
| 4     | Disagree          | 21-40  | 4         | 30,76%     |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 12

As their twelfth statement from the questionnaire, table 4.13 indicates that 2 (15,38%) students out of 13 selected Agree about “I often spend an evening just reading book” , 7 (53,84%) students selected Neutral, and 4 (30,76%) students selected Disagree.

In the thirteenth question of the questionnaire, students asked about “their responsibility”. The result can be seen on the table below.

Table.4.14 The Percentage About Student’s Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 5         | 3,89%      |
| 2     | Agree             | 61-80  | 3         | 23,07%     |
| 3     | Neutral           | 41-60  | 5         | 3,89%      |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 13

As their thirteenth statement from the questionnaire, table 1.14 indicates that 5 (23,07%) students out of 13 selected Strongly Agree about “I usually on time for task in my school” , 3 (23,07%) students select Agree, and 5 (3,89%) students selected Neutral.

In the fourteenth question of the questionnaire, students asked about “their responsibility”. The result can be seen on the table below.

Table 4.15. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 4         | 38,46%     |
| 2     | Agree             | 61-80  | 5         | 3,89%      |
| 3     | Neutral           | 41-60  | 4         | 38,46%     |
| 4     | Disagree          | 21-40  | -         | -          |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 14

As their fourteenth statement from the questionnaire, table 4.15 indicates that 4 (38,46%) students out of 13 selected Strongly Agree about “If I say I will do something I always keep my promise” , 5 (3,89%) students select Agree, and 4 (38,46%) students selected neutral.

In the fifteenth question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.16. The Percentage Of Students' Questionnaire About Students'

## Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 5         | 3,89%      |
| 3     | Neutral           | 41-60  | 7         | 53,8%      |
| 4     | Disagree          | 21-40  | 1         | 7,69       |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 15

As their fifteenth statement from the questionnaire, table 4.16 indicates that 6 (3,89%) students out of 13 selected Agree about "I often take one more activities than I have time for", 7 (53,8%) students select Neutral, and 1 (7,69%) student selected Disagree.

In the sixteenth question of the questionnaire, students asked about "the way they carry out their activities". The result can be seen on the table below.

Table 4.17. The Percentage Of Students' Questionnaire About Students'

## Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 2         | 15,38%     |
| 2     | Agree             | 61-80  | 4         | 30,76%     |
| 3     | Neutral           | 41-60  | 6         | 46,15%%    |
| 4     | Disagree          | 21-40  | 1         | 7,69       |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 16

As their sixteenth statement from the questionnaire, table 4.1 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about "I have many different hobbies", 4 (30,76%) students select Agree, 6 (46,15%) student selected Neutral, and 1(7,69%) student selected Disagree.

In the seventh question of the questionnaire, students asked about "the way they carry out their activities". The result can be seen on the table below.

Table 4.18. The Percentage Of Students' Questionnaire About Students'

## Personality

| No | Classification | Range  | Frequency | Percentage |
|----|----------------|--------|-----------|------------|
| 1  | Strongly agree | 81-100 | 4         | 30,76%     |

|       |                   |       |    |        |
|-------|-------------------|-------|----|--------|
| 2     | Agree             | 61-80 | 2  | 15,38% |
| 3     | Neutral           | 41-60 | 6  | 46,15% |
| 4     | Disagree          | 21-40 | 1  | 7,69%  |
| 5     | Strongly disagree | 0-22  | -  | -      |
| Total |                   |       | 13 | 100%   |

Source: Questionnaire number 17

As their seventeenth statement from the questionnaire, table 4.18 indicates that 4 (30,76%) students out of 13 selected Strongly Agree about “I like plenty of bustle and excitement around myself ” , 2 (15,38%) students select Agree, 6 (46,15%) students selected Neutral, and 1(7,69%) student selected Disagree.

In the eighteenth question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.19. The Percentage Of Students' Questionnaire About Students' Personality

| No | Classification | Range  | Frequency | Percentage |
|----|----------------|--------|-----------|------------|
| 1  | Strongly agree | 81-100 | 2         | 15,38%     |
| 2  | Agree          | 61-80  | 4         | 30,76%     |
| 3  | Neutral        | 41-60  | 5         | 3,89%      |



|       |                   |       |    |        |
|-------|-------------------|-------|----|--------|
| 4     | Disagree          | 21-40 | 2  | 15,38% |
| 5     | Strongly disagree | 0-22  | -  | -      |
| Total |                   |       | 13 | 100%   |

Source: Questionnaire number 18

As their eighteenth statement from the questionnaire, table 4.19 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I am a talkative person” , 4 (30,76%) students select Agree, 5 (3,89%) students selected Neutral, and 2 (15,38%) student selected Disagree.

In the nineteenth question of the questionnaire, students asked about “the way they socialize”. The result can be seen on the table below.

Table 4.20. The Percentage Of Students’ Questionnaire About Students’ Personality

| No | Classification | Range  | Frequency | Percentage |
|----|----------------|--------|-----------|------------|
| 1  | Strongly agree | 81-100 | -         | -          |
| 2  | Agree          | 61-80  | 3         | 23,07%     |

|       |                   |       |    |        |
|-------|-------------------|-------|----|--------|
| 3     | Neutral           | 41-60 | 6  | 46,15% |
| 4     | Disagree          | 21-40 | 4  | 30,76% |
| 5     | Strongly disagree | 0-22  | -  | -      |
| Total |                   |       | 13 | 100%   |

Source: Questionnaire number 19

As their nineteenth statement from the questionnaire, table 4.20 indicates that 3 (23,07%) students out of 13 selected Agree about “I usually let myself go and enjoy the moment in lively party of gathering” , 6 (46,15%) students select Neutral, and 4 (30,76%) student selected Disagree.

In the twentieth question of the questionnaire, students asked about “the way they socialize”. The result can be seen on the table below.

Table 4.21. The Percentage Of Students’ Questionnaire About Students’ Personality

| No | Classification    | Range  | Frequency | Percentage |
|----|-------------------|--------|-----------|------------|
| 1  | Strongly agree    | 81-100 | 2         | 15,38%     |
| 2  | Agree             | 61-80  | 4         | 30,76%     |
| 3  | Neutral           | 41-60  | 7         | 53,84%     |
| 4  | Disagree          | 21-40  | -         | -          |
| 5  | Strongly disagree | 0-22   | -         | -          |

|       |    |      |
|-------|----|------|
| Total | 13 | 100% |
|-------|----|------|

Source: Questionnaire number 20

As their twentieth statement from the questionnaire, table 4.21 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I enjoy meeting new people” , 4 (30,76%) students select Agree, and 7 (53,84%) students selected Neutral.

In the twenty-first question of the questionnaire, students asked about “the way they socialize”. The result can be seen on the table below.

Table 4.22. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 1         | 7,69%      |
| 2     | Agree             | 61-80  | 1         | 7,69%      |
| 3     | Neutral           | 41-60  | 9         | 69,23%     |
| 4     | Disagree          | 21-40  | 2         | 15,38%     |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 21

As their twenty-first statement from the questionnaire, table 4.22 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “I usually take initiative in making new friends” , 1 (7,69%) student select Agree, 9 (69,23%) students selected Neutral, and 2 (15,38%) student selected Disagree.

In the twenty-second question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.23. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 1         | 7,69%      |
| 2     | Agree             | 61-80  | 1         | 7,69%      |
| 3     | Neutral           | 41-60  | 3         | 23,07%     |
| 4     | Disagree          | 21-40  | 7         | 53,84%     |
| 5     | Strongly disagree | 0-22   | 1         | 7,69       |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 22

As their twenty-second statement from the questionnaire, table 4.23 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “I can easily liven up a boring party” , 1 (7,69%) student select Agree, 3 (23,07%)

students selected Neutral, 7 (53,84%) student selected Disagree, and 1 (7,69%) student selected Strongly Disagree.

In the twenty-third question of the questionnaire, students asked about “the way they face the risk”. The result can be seen on the table below.

Table 4.24. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 1         | 7,69%      |
| 2     | Agree             | 61-80  | 2         | 15,38%     |
| 3     | Neutral           | 41-60  | 7         | 53,84%     |
| 4     | Disagree          | 21-40  | 3         | 23,07%     |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 23

As their twenty-third statement from the questionnaire, table 4.24 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “I called myself happy-go-lucky” , 2 (15,38%) students select Agree, 7 (53,84%) students selected Neutral, and 3 (23,07%) student selected Disagree.

In the twenty-fourth question of the questionnaire, students asked about “the way they face the risk”. The result can be seen on the table below.

Table 4.25. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 4         | 30,76%     |
| 3     | Neutral           | 41-60  | 7         | 53,84%     |
| 4     | Disagree          | 21-40  | 2         | 15,38%     |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 24

As their twenty-fourth statement from the questionnaire, table 4.25 indicates that 4 (30,76%) students out of 13 selected Agree about “I am a person who brave to take a risk” , 7 (53,84%) students select Neutral, and 2 (15,38%) students selected Disagree.

In the twenty-fifth question of the questionnaire, students asked about “the way they face the risk”. The result can be seen on the table below.

Table 4.26. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 4         | 30,76%     |
| 3     | Neutral           | 41-60  | 8         | 61,53%     |
| 4     | Disagree          | 21-40  | 1         | 7,69%      |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 25

As their twenty-fifth statement from the questionnaire, table 4.26 indicates that 4 (30,76%) students out of 13 selected Agree about “I like doing something challenges” , 8 (61,53%) students select Neutral, 1 (7,69%) student selected Disagree.

In the twenty-sixth question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.27. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 3         | 23,07%     |
| 3     | Neutral           | 41-60  | 6         | 46,15%     |
| 4     | Disagree          | 21-40  | 4         | 30,76%     |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 26

As their twenty-sixth statement from the questionnaire, table 4.27 indicates that 3 (23,07%) students out of 13 selected Agree about “I often make decision on the spur of time” , 6 (46,15%) students selected Neutral, and 4 (30,76%) student selected Disagree.



In the twenty-seventh question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.28. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 3         | 23,07%     |
| 3     | Neutral           | 41-60  | 8         | 61,53%     |
| 4     | Disagree          | 21-40  | 2         | 15,38%     |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 27

As their twenty-seventh statement from the questionnaire, table 4.28 indicates that 3 (23,07%) students out of 13 selected Agree about “sometimes people said that I act too rashly ” , 8 (61,53%) students select Neutral, and (46,15%) 2 (15,38%) students selected Disagree.

In the twenty-eight question of the questionnaire, students asked about “their expressiveness”. The result can be seen on the table below.

Table 4.29.the percentage of students’ questionnaire about students’ personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | -         | -          |
| 2     | Agree             | 61-80  | 3         | 23,07%     |
| 3     | Neutral           | 41-60  | 5         | 3,89%      |
| 4     | Disagree          | 21-40  | 5         | 3,89%      |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 28

As their twenty-eighth statement from the questionnaire, table 4.29 indicates that 3 (23,07%) students out of 13 selected Agree about “ I am a person who anger quickly” , 5 (3,89%) students select Neutral, and 5 (3,89%) students selected Disagree.

In the twenty-ninth question of the questionnaire, students asked about “their reflectiveness”. The result can be seen on the table below.

Table 4.30. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 5         | 3,89%      |
| 2     | Agree             | 61-80  | 2         | 15,38%     |
| 3     | Neutral           | 41-60  | 5         | 3,89%      |
| 4     | Disagree          | 21-40  | 1         | 7,69%      |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 29

As their twenty-fifth statement from the questionnaire, table 4.30 indicates that 5 (3,89%) students out of 13 selected Strongly Agree about “I like work that involves action rather than profound thought and study” , 2 (15,38%) students select Agree, 5 (3,89%) students selected Neutral, and 1(7,69%) student selected Disagree.

In the thirtieth question of the questionnaire, students asked about “their responsibility”. The result can be seen on the table below.

Table 4.31. The Percentage Of Students’ Questionnaire About Students’ Personality

| No    | Classification    | Range  | Frequency | Percentage |
|-------|-------------------|--------|-----------|------------|
| 1     | Strongly agree    | 81-100 | 2         | 15,38%     |
| 2     | Agree             | 61-80  | 4         | 30,76%     |
| 3     | Neutral           | 41-60  | 6         | 46,15%     |
| 4     | Disagree          | 21-40  | 1         | 7,69%      |
| 5     | Strongly disagree | 0-22   | -         | -          |
| Total |                   |        | 13        | 100%       |

Source: Questionnaire number 30

As their thirtieth statement from the questionnaire, table 4.31 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I often forget little things that I supposed to do” , 4 (30,76%) students select Agree, 6 (46,15%) students selected Neutral, and 1(7,69%) student selected Disagree.

## B. DISCUSSION

This discussion presented the findings of the research that been conducted by the writer and the comparison from study that related. .

This research was conducted at SMAN 18 Makassar; the sample was students from XII IPA-4. This study aims to determine the students' personality that divided into introvert and extrovert and the difference between introvert and extrovert students in learning speaking. After the writer finished the research, based on the data that has been collected from the research through the questionnaire, students were asked about their activity. According to the table "4.2. The percentage of students' questionnaire about students' personality", it can be seen that 6 students selected Strongly Agree, 3 students selected Agree and 4 students selected Disagree. Based on that it can be said that 6 students are indicated as introvert and 6 students are indicated as extrovert. In the interview session out of 13 students were asked about their way in learning speaking and based on the students answer, they said that they have a several ways in learning speaking. Watching movies, practice English video conversations, listening to the songs, read some books or novels and playing game with a foreigner gamers are the students' way in learning speaking. Based on their statement the result of this research proved that introvert and extrovert students are basically has the same way in learning speaking.

While the research conducted by Dyah Sri Wulandari (2017) with title Extrovert And Introvert Students In Speaking Ability Of English Department At IAIN PALANGKA RAYA was conclude that both introvert and extrovert personality have different ways in learning speaking. Students with extrovert personality have better ways in speaking than introvert. Their characteristic as extrovert contributes a positive effect on their speaking ability in some ways, better than introvert ones.

Research conducted by Tasmaniar Taiyeb (2019) with title Analyzing The Extrovert Personality And Speaking Performance Of The Third Semester English Students Departments At Unismuh Makassar was conclude that extrovert personality more dominant in performing speaking than introvert personality.

Research conducted by Yolla Gustriani (2020) with title A Comparative Study Between Extrovert And Introvert Students On Speaking Performance At State Senior High School 4 Peakan Baru was conclude that there is a significant difference between extrovert and introvert students on their speaking performance where extrovert students outperformed than introvert students. This is because the characteristic of extrovert that so much good in communicating. Extrovert students tend to make eye contact; posture and body language that make the performance look real.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consisted of two parts. The first deals with the conclusion of the findings, and then second deals with the suggestion.

#### A. Conclusion

This research consist two instruments. The first is questionnaire who helps the writer to identified students personality, and the second is interview that helps the writer to identify is there any difference in students learning speaking based on their personality. There are 13 samples in this research.

Based on the overall research analysis, this research aims to know the difference between introvert and extrovert personality in speaking English. Therefore, the existence of this research is useful to prove weather students personality has a difference in speaking English or not. As the result of this research, students' personality, both introvert and extrovert students have the same ways in learning speaking. According to the result of the research that held in class XII IPA-4 in SMAN 18 Makassar, based on the result of the questionnaire, there were 8 students classified as introverts and 5 students classified as extroverts.

## **B. Suggestion**

Based on the conclusion of the research above, the writer has several suggestions, namely:

1. For students, identified students personality can help students to find the comfortable way in learning speaking.
2. For teachers, identified students personality can help students to find the best way in teaching speaking for students and make the teachers easier to find the media that match with student's personality.
3. For the researcher, this research is expected to be useful for further research related to this skripsi.



**BOSOWA**



## BIBLIOGRAPHY

- Al Fauzan, M. S. 2019. *Improving Student's Speaking Ability Through Mobile Social Networking*.
- Amalia, D., & Husna, N. 2020. *Introvert Learners' Need Analysis of English-Speaking Activity*. *IJEE (Indonesian Journal of English Education)*, 6(2), 91-108.
- Devianty, R. (2017). *Bahasa Sebagai Cerminan Kebudayaan*
- Fansury, A. H., Rahman, M. A., & Jabu, B. 2021. *Developing Mobile English Application as Teaching Media: Pengembangan Aplikasi Bahasa Inggris Sebagai Media Pembelajaran*.
- Gani, S. 2019. *Kajian Teoritis Struktur Internal Bahasa (Fonologi, Morfologi, Sintaksis, Dan Semantik)*. *A Jamiy: Jurnal Bahasa Dan Sastra Arab*, 7(1), 1-20.
- Gustriani, Y. 2020. *A Comparative Study between Extrovert and Introvert Students on Speaking Performance At State Senior High School 4 Pekanbaru* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Hakim, M. A. R. 2015. *Experienced Efl Teachers' Challenges And Strategies In Teaching Speaking For Introvert Students*. *European Journal Of Social Sciences*, 48(4), 437-446.
- Hendri, M. 2017. *Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif*. *POTENSIA: Jurnal Kependidikan Islam*, 3(2), 196-210.
- Jefrizal, J., Jaroji, J., & Tediyan, A. 2017. *Aplikasi English Teacher Sebagai Alat Bantu Belajar English Conversation Berbasis Android dengan Menerapkan Voice Recognition*. *INOVTEK Polbeng-Seri Informatika*, 2(2), 105-113.
- Jusuf, H. 2018. *Understanding Personality*. *Jurnal AL-Lisan*, 3(1), 46.
- Langi, F. M. 2020. *Analisis Kesulitan Belajar Mahasiswa Pada Mata Kuliah Bahasa Inggris*. *POIMEN Jurnal Pastoral Konseling*, 1(2), 74-84.
- Lestari, A., Sada, C., & Suhartono, L. 2013. *Analysis On The Relationship Of Extrovert-Introvert Personality And Students'speaking Performance*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 4(3).

- Maharani, E. 2017. *A Comparative Study Between Extroverts And Introverts Students Concerning Their English Speaking Ability At The Eighth Grade Of MTSN 1 Surakarta In The Academic Year 2016/2017.*
- Muafiqoh, L. 2017. *Strategi Coping (Problem Focused Coping Dan Emotional Focused Coping) Ditinjau Dari Tipe Kepribadian (Ekstrovert Dan Introvert) Pada Mahasiswa (Doctoral Dissertation, Universitas Mercu Buana Yogyakarta).*
- Muhson, A. 2006. *Teknik Analisis Kuantitatif. Universitas Negeri Yogyakarta. Yogyakarta.*
- Nofrion, Nofrion. 2018.: *Teknik Dasar Public Speaking (voice, Verbal Dan Visual).*
- Nursyahrurahmah 2017. *Hubungan Antara Kepribadian Introvert Dan Kelekatan Teman Sebaya Dengan Kesepian Remaja*
- Oktriani, R. A., Damayanti, I., & Hardiah, M. 2021. *A Comparative Study Between Extrovert And Introvert Student's Achievement In An English Conversation Course. Journal Of English Education and Teaching, 5(4), 582-593.*
- Paradilla, N., Dj, M. Z., & Hasanah, U. 2021. *The Students' Extrovert And Introvert Personalities Toward Speaking Performance. International Journal Of Research On English Teaching And Applied Linguistics, 1(1), 39-50.*
- Putri, S. O., & Wijayanti, N. S. 2018. *Faktor Yang Mempengaruhi Kemampuan Berbahasa Inggris Mahasiswa Pendidikan Administras Perkantoran. Jurnal Pendidikan Administrasi Perkantoran-S1, 7(2), 155-164.*
- Rahadinatha, A. A. K., Krismayani, N. W., & Handayani, N. D. 2020. *Improving Speaking Skills Through British Parliamentary Style Debate. Journal on Studies of English Language Teaching (JOSELT), 1(2), 1-10.*
- Rahayu, S. 2020. *The Extrovert and Introvert Students' in Speaking Ability of English Department at IAIN Langsa. JADEs: Journal of Academia in English Education, 1(2), 13-23.*
- Riftriani, A. Z., Ikhsanudin, I., & Rezeki, Y. S. *Factors Influencing Students' speaking Difficulties In Giving Oral Presentation. Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 8(10).*
- Rofi'i, A. (2017). *A Comparative Analysis of Extrovert And Introvert Students Towards Their Speaking Skill*
- Salsabila. S. 2018. *Students' Introvert-Extrovert Personality and Their Critical Thinking Skill In Speaking Ability*

- Shehni, M. C., & Khezrab, T. 2020. *Review Of Literature On Learners' Personality In Language Learning: Focusing On Extrovert And Introvert Learners. Theory And Practice In Language Studies*, 10(11), 1478–1483.
- Sutrisno, I., & Wiendijarti, I. 2015. *Kajian Retorika Untuk Pengembangan Pengetahuan Dan Ketrampilan Berpidato. Jurnal Ilmu Komunikasi*, 12(1), 70-84.
- Taiyeb, T. 2019. *Analyzing The Extrovert-Introvert Personality And Speaking Performance Of The Third Semester English Student Department At Unismuh Makassar* (Doctoral dissertation, Universitas Muhammadiyah Makassar).
- Vaezi, R., Biria, R., & Azodi, N. 2014. *The Pedagogical Utility Of Audio-Visual Aids On Extrovert And Introvert Iranian Intermediate EFL Learners' Speaking Ability. International Journal of Research Studies in Educational Technology*, 3(2).
- Wiradika N. P. 2017 *Gaya Hidup Hedonis Ditinjau Dari Tipe Keribadian Ekstrovert Dan Introvert Pada Mahasiswa (Universitas Muhammadiyah Malang)*
- Wulandari, D. S. 2017. *Extrovert And Introvert Students In Speaking Ability Of English Department At IAIN Palangka Raya* (Doctoral Dissertation, IAIN Palangka Raya).
- Zyoud, M. 2016. *Theoretical Perspective On How To Develop Speaking Skills Among University Students. Pune Research Scholar An International Multidisciplinary Journal*, 2(1), 1-10.



# APPENDICES

## BOSOWA

Appendix 1: The Item Specification of the Questionnaire

| Variables | Indicator      | Number of items                                                                                                                                                                                                 | SS | S | N | TS | STS |
|-----------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|-----|
| Introvert | Activity       | 1. <i>I am inclined to be careful in my action.</i><br>(saya cenderung berhati-hati dalam bertindak)                                                                                                            |    |   |   |    |     |
|           |                | 2. <i>I usually move about at a leisurely pace.</i><br>(saya biasanya bergerak dengan santai)                                                                                                                   |    |   |   |    |     |
|           | Sociability    | 3. <i>Prefer to have few but special friends.</i><br>(lebih suka memiliki sedikit teman namun istimewa)                                                                                                         |    |   |   |    |     |
|           |                | 4. <i>I am mostly quite when I am with other people.</i><br>(saya kebanyakan diam ketika bersama orang lain)                                                                                                    |    |   |   |    |     |
|           | Risk Taking    | 5. <i>I tend to keep in the background on social occasions.</i><br>(saya cenderung berada dibelakang layar pada acara-acara social)                                                                             |    |   |   |    |     |
|           |                | 6. <i>I am rather careful in new situation.</i><br>(saya agak berhati-hati dalam situasi baru)                                                                                                                  |    |   |   |    |     |
|           | Impulsiveness  | 7. <i>I usually stop and think things over before I speak.</i><br>(saya biasanya berhenti dan memikirkan hal-hal sebelum saya berbicara)                                                                        |    |   |   |    |     |
|           |                | 8. <i>I like planning things well ahead of time.</i><br>(saya suka merencanakan sesuatu dengan baik sebelumnya)                                                                                                 |    |   |   |    |     |
|           | Expressiveness | 9. <i>My temper is well controlled.</i><br>(emosi saya terkontrol dengan baik)                                                                                                                                  |    |   |   |    |     |
|           |                | 10. <i>When I am angry with someone, I wait until I cooled off before tackling the incident.</i><br>(ketika saya marah dengan seseorang, saya menunggu sampai saya tenang sebelum mengatasi suatu kejadian itu) |    |   |   |    |     |
|           | Reflectiveness | 11. <i>I like to have time to be alone with my thoughts.</i><br>(saya senang memiliki waktu sendiri bersama pikiran saya)                                                                                       |    |   |   |    |     |

|           |                |                                                                                                                                                                                                          |  |  |  |  |  |
|-----------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|           |                | <p>12. <i>I often spend an evening just reading a book.</i></p> <p>(saya sering menghabiskan malam hanya Untuk membaca buku)</p>                                                                         |  |  |  |  |  |
|           | Responsibility | <p>13. <i>I usually on time for task in my school.</i></p> <p>(saya biasanya tepat waktu untuk Mengerjakan tugas)</p>                                                                                    |  |  |  |  |  |
|           |                | <p>14. <i>If I say I will do something I always keep my promise.</i></p> <p>(jika saya berkata akan melakukan sesuatu, saya selalu menepati janji saya)</p>                                              |  |  |  |  |  |
| Extrovert | Activity       | <p>15. <i>I often take one more activities than I have time for.</i></p> <p>(saya sering melakukan satu kegiatan lebih dari waktu yang saya miliki)</p>                                                  |  |  |  |  |  |
|           |                | <p>16. <i>I have many different hobbies.</i></p> <p>(saya memiliki banyak hobi)</p>                                                                                                                      |  |  |  |  |  |
|           |                | <p>17. <i>I like plenty of bustle and excitement around myself.</i></p> <p>(saya suka banyak kesibukan dan Kegembiraan di sekitar saya)</p>                                                              |  |  |  |  |  |
|           |                | <p>18. <i>I am a talkative person.</i></p> <p>(saya orang yang banyak bicara)</p>                                                                                                                        |  |  |  |  |  |
|           | Sociability    | <p>19. <i>I usually let myself go and enjoy the moment in a lively party of gathering.</i></p> <p>(Saya biasanya membiarkan diri saya pergi dan menikmati moment di pesta kumpul-kumpul yang meriah)</p> |  |  |  |  |  |
|           |                | <p>20. <i>I enjoy meeting new people.</i></p> <p>(saya senang bertemu orang baru)</p>                                                                                                                    |  |  |  |  |  |
|           |                | <p>21. <i>I usually take initiative in making new friends.</i></p> <p>(saya biasanya mengambil inisiatif dalam mencari teman baru)</p>                                                                   |  |  |  |  |  |
|           |                | <p>22. <i>I can easily liven up a boring party.</i></p> <p>(saya dapat dengan mudah menghidupkan pesta yang membosankan)</p>                                                                             |  |  |  |  |  |

|  |                |                                                                                                                                                                                |  |  |  |  |  |
|--|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|  | Risk Taking    | 23. <i>I call myself happy-go-lucky.</i><br><br>(saya menyebut diri saya menyenangkan dan beruntung)                                                                           |  |  |  |  |  |
|  |                | 24. <i>I am a person who brave to take risks.</i><br><br>(saya seseorang yang berani mengambil resiko)                                                                         |  |  |  |  |  |
|  |                | 25. <i>I like doing something challenge.</i><br><br>(saya senang melakukan sesuatu yang menantang)                                                                             |  |  |  |  |  |
|  | Impulsiveness  | 26. <i>I often make decisions on the spur of the moment.</i><br><br>(saya sering mengambil keputusan secara mendadak)                                                          |  |  |  |  |  |
|  |                | 27. <i>Sometimes people say that I act too rashly.</i><br><br>(terkadang orang mengatakan bahwa saya bertindak terlalu gegabah)                                                |  |  |  |  |  |
|  | Expressiveness | 28. <i>I am a person who anger quickly.</i><br><br>(saya adalah orang yang cepat marah)                                                                                        |  |  |  |  |  |
|  | Reflectiveness | 29. <i>I like work that involves action rather than profound thought and study.</i><br><br>(Saya menyukai pekerjaan yang melibatkan tindakan daripada pemikiran yang mendalam) |  |  |  |  |  |
|  | Responsibility | 30. <i>I often forget little things that I am supposed to do.</i><br><br>(saya sering melupakan hal-hal kecil yang seharusnya saya lakukan)                                    |  |  |  |  |  |

Source: Adapted from Eysenck Personality Questionnaire (EPQ), Dyah S Wulandari,2017)



## Appendix 2: Students Answer of the Questionnaire

GENERAL INSTRUCTIONS:

1. Pay attention and follow the instructions for filling out the answer sheet provided.
2. Check and read the questions before you answer.
3. Report to the researcher if there are writings that are unclear, damaged, or the number of the questions is lacking.
4. Choose the correct answer by blackening the answer column.
5. If you want to correct or changing the answer, clean the original answer that you fill before.
6. SA (Strongly Agree), A (Agree), N (Neutral), NA (Not Agree), SNA (Strongly Not Agree)

| Variables | Indicator      | Number of items                                                                                                                          | SA | A | N | NA | SNA |
|-----------|----------------|------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|-----|
| Introvert | Activity       | 1. <i>I am inclined to be careful in my action.</i><br>(saya cenderung berhati-hati dalam bertindak)                                     |    |   | ✓ |    |     |
|           |                | 2. <i>I usually move about at a leisurely pace.</i><br>(saya biasanya bergerak dengan santai)                                            |    |   | ✓ |    |     |
|           | Sociability    | 3. <i>Prefer to have few but special friends.</i><br>(lebih suka memiliki sedikit teman namun istimewa)                                  |    |   | ✓ |    |     |
|           |                | 4. <i>I am mostly quite when I am with other people.</i><br>(saya kebanyakan diam ketika bersama orang lain)                             |    |   |   | ✓  |     |
|           | Risk Taking    | 5. <i>I tend to keep in the background on social occasions.</i><br>(saya cenderung berada dibelakang layar pada acara-acara social)      |    |   | ✓ |    |     |
|           |                | 6. <i>I am rather careful in new situation.</i><br>(saya agak berhati-hati dalam situasi baru)                                           |    |   | ✓ |    |     |
|           | Impulsiveness  | 7. <i>I usually stop and think things over before I speak.</i><br>(saya biasanya berhenti dan memikirkan hal-hal sebelum saya berbicara) |    |   | ✓ |    |     |
|           |                | 8. <i>I like planning things well ahead of time.</i><br>(saya suka merencanakan sesuatu dengan baik sebelumnya)                          |    |   | ✓ |    |     |
|           | Expressiveness | 9. <i>My temper is well controlled.</i><br>(emosi saya terkontrol dengan baik)                                                           |    |   |   | ✓  |     |
|           |                | 10. <i>When I am angry with someone, I wait until I cooled off before tackling the incident.</i>                                         |    | ✓ |   |    |     |



## GENERAL INSTRUCTIONS:

1. Pay attention and follow the instructions for filling out the answer sheet provided.
2. Check and read the questions before you answer.
3. Report to the researcher if there are writings that are unclear, damaged, or the number of the questions is lacking.
4. Choose the correct answer by blackening the answer column.
5. If you want to correct or changing the answer, clean the original answer that you fill before.
6. SA (Strongly Agree), A (Agree), N (Neutral), NA (Not Agree), SNA (Strongly Not Agree)

| Variables | Indicator      | Number of items                                                                                                                          | SA | A | N | NA | SNA |
|-----------|----------------|------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|-----|
| Introvert | Activity       | 1. <i>I am inclined to be careful in my action.</i><br>(saya cenderung berhati-hati dalam bertindak)                                     | ✓  |   |   |    |     |
|           |                | 2. <i>I usually move about at a leisurely pace.</i><br>(saya biasanya bergerak dengan santai)                                            |    |   | ✓ |    |     |
|           | Sociability    | 3. <i>Prefer to have few but special friends.</i><br>(lebih suka memiliki sedikit teman namun istimewa)                                  | ✓  |   |   |    |     |
|           |                | 4. <i>I am mostly quite when I am with other people.</i><br>(saya kebanyakan diam ketika bersama orang lain)                             |    | ✓ |   |    |     |
|           | Risk Taking    | 5. <i>I tend to keep in the background on social occasions.</i><br>(saya cenderung berada dibelakang layar pada acara-acara social)      |    | ✓ |   |    |     |
|           |                | 6. <i>I am rather careful in new situation.</i><br>(saya agak berhati-hati dalam situasi baru)                                           |    | ✓ |   |    |     |
|           | Impulsiveness  | 7. <i>I usually stop and think things over before I speak.</i><br>(saya biasanya berhenti dan memikirkan hal-hal sebelum saya berbicara) |    | ✓ |   |    |     |
|           |                | 8. <i>I like planning things well ahead of time.</i><br>(saya suka merencanakan sesuatu dengan baik sebelumnya)                          | ✓  |   |   |    |     |
|           | Expressiveness | 9. <i>My temper is well controlled.</i><br>(emosi saya terkontrol dengan baik)                                                           |    |   |   |    | ✓   |
|           |                | 10. <i>When I am angry with someone, I wait until I cooled off before tackling the incident.</i>                                         |    |   | ✓ |    |     |

## GENERAL INSTRUCTIONS:

1. Pay attention and follow the instructions for filling out the answer sheet provided.
2. Check and read the questions before you answer.
3. Report to the researcher if there are writings that are unclear, damaged, or the number of the questions is lacking.
4. Choose the correct answer by blackening the answer column.
5. If you want to correct or changing the answer, clean the original answer that you fill before.
6. SA (Strongly Agree), A (Agree), N (Neutral), NA (Not Agree), SNA (Strongly Not Agree)

| Variables | Indicator      | Number of items                                                                                                                          | SA | A | N | NA | SNA |
|-----------|----------------|------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|-----|
| Introvert | Activity       | 1. <i>I am inclined to be careful in my action.</i><br>(saya cenderung berhati-hati dalam bertindak)                                     | ✓  |   |   |    |     |
|           |                | 2. <i>I usually move about at a leisurely pace.</i><br>(saya biasanya bergerak dengan santai)                                            |    | ✓ |   |    |     |
|           | Sociability    | 3. <i>Prefer to have few but special friends.</i><br>(lebih suka memiliki sedikit teman namun istimewa)                                  |    | ✓ |   |    |     |
|           |                | 4. <i>I am mostly quite when I am with other people.</i><br>(saya kebanyakan diam ketika bersama orang lain)                             |    |   |   | ✓  |     |
|           | Risk Taking    | 5. <i>I tend to keep in the background on social occasions.</i><br>(saya cenderung berada dibelakang layar pada acara-acara social)      |    |   |   | ✓  |     |
|           |                | 6. <i>I am rather careful in new situation.</i><br>(saya agak berhati-hati dalam situasi baru)                                           |    |   | ✓ |    |     |
|           | Impulsiveness  | 7. <i>I usually stop and think things over before I speak.</i><br>(saya biasanya berhenti dan memikirkan hal-hal sebelum saya berbicara) |    |   | ✓ |    |     |
|           |                | 8. <i>I like planning things well ahead of time.</i><br>(saya suka merencanakan sesuatu dengan baik sebelumnya)                          | ✓  |   |   |    |     |
|           | Expressiveness | 9. <i>My temper is well controlled.</i><br>(emosi saya terkontrol dengan baik)                                                           |    |   | ✓ |    |     |
|           |                | 10. <i>When I am angry with someone, I wait until I cooled off before tackling the incident.</i>                                         |    |   |   |    |     |


## Appendix 3: Students of XII IPA-4 Questionnaire's Result

| GK | LM | ME | MA | AA | RA | MI | FA | CW | MAA | AM | NA | FF |
|----|----|----|----|----|----|----|----|----|-----|----|----|----|
| 3  | 5  | 1  | 5  | 3  | 3  | 1  | 4  | 4  | 1   | 1  | 4  | 1  |
| 1  | 5  | 3  | 4  | 4  | 3  | 3  | 3  | 1  | 1   | 3  | 4  | 1  |
| 1  | 5  | 1  | 4  | 4  | 1  | 1  | 5  | 3  | 1   | 1  | 1  | 1  |
| 2  | 4  | 1  | 3  | 4  | 1  | 4  | 5  | 4  | 1   | 3  | 1  | 1  |
| 1  | 2  | 1  | 3  | 4  | 1  | 2  | 2  | 3  | 4   | 3  | 1  | 1  |
| 1  | 4  | 1  | 4  | 4  | 1  | 1  | 3  | 3  | 1   | 1  | 4  | 1  |
| 3  | 5  | 1  | 4  | 4  | 1  | 1  | 3  | 3  | 1   | 4  | 1  | 1  |
| 1  | 4  | 3  | 5  | 3  | 1  | 1  | 4  | 1  | 1   | 5  | 4  | 1  |
| 3  | 5  | 2  | 4  | 4  | 1  | 1  | 3  | 4  | 3   | 4  | 3  | 1  |
| 1  | 5  | 1  | 4  | 4  | 1  | 1  | 3  | 3  | 3   | 4  | 1  | 4  |
| 1  | 5  | 1  | 3  | 4  | 1  | 1  | 5  | 4  | 2   | 4  | 4  | 1  |
| 1  | 3  | 1  | 3  | 4  | 1  | 1  | 3  | 3  | 1   | 4  | 1  | 1  |
| 1  | 5  | 1  | 5  | 3  | 1  | 1  | 5  | 1  | 1   | 5  | 1  | 1  |
| 1  | 5  | 1  | 1  | 3  | 1  | 1  | 5  | 1  | 1   | 4  | 1  | 1  |
| 1  | 3  | 2  | 1  | 1  | 1  | 1  | 4  | 3  | 1   | 4  | 1  | 1  |
| 1  | 4  | 1  | 1  | 2  | 1  | 1  | 5  | 1  | 1   | 4  | 1  | 1  |
| 1  | 3  | 1  | 1  | 3  | 1  | 1  | 5  | 1  | 1   | 5  | 1  | 1  |
| 1  | 3  | 1  | 1  | 3  | 1  | 1  | 1  | 3  | 1   | 4  | 1  | 1  |
| 1  | 3  | 1  | 1  | 2  | 1  | 1  | 4  | 3  | 1   | 4  | 1  | 1  |
| 1  | 5  | 1  | 3  | 3  | 1  | 1  | 3  | 1  | 1   | 1  | 1  | 1  |
| 1  | 1  | 1  | 3  | 2  | 1  | 1  | 3  | 3  | 1   | 1  | 1  | 1  |
| 1  | 3  | 1  | 2  | 2  | 1  | 1  | 1  | 3  | 1   | 1  | 1  | 2  |
| 1  | 1  | 1  | 3  | 3  | 1  | 1  | 1  | 3  | 1   | 1  | 1  | 1  |
| 1  | 1  | 2  | 3  | 1  | 1  | 1  | 4  | 3  | 1   | 3  | 1  | 1  |
| 1  | 3  | 1  | 3  | 1  | 1  | 1  | 1  | 3  | 1   | 1  | 1  | 1  |
| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 2  | 1   | 1  | 1  | 1  |
| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 3  | 3  | 3   | 1  | 1  | 1  |
| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 2  | 3  | 1   | 1  | 1  | 1  |
| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 3  | 1   | 1  | 1  | 1  |
| 1  | 3  | 1  | 1  | 1  | 5  | 3  | 3  | 2  | 1   | 1  | 1  | 1  |
| 37 | 99 | 37 | 79 | 80 | 38 | 38 | 95 | 78 | 40  | 80 | 47 | 34 |

# BOSOWA



## Appendix 4: Administrations

 **UNIVERSITAS BOSOWA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231  
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568  
<http://www.universitasbosowa.ac.id>

**SURAT KETERANGAN PERBAIKAN PROPOSAL**

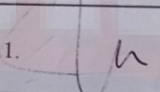
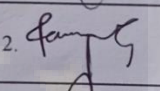
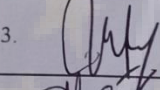
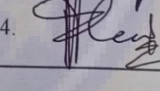
Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama Mahasiswa : Nurhaliza  
 No. Pokok Mahasiswa : 4518101022

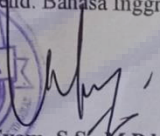
Judul Proposal


Introvert VS Extrovert: An Analysis Of The Students Personality In Learning Speaking In  
 SMAN 18 Makassar

Benar mahasiswa tersebut telah melakukan perbaikan proposal dan disetujui oleh pembimbing dan penguji sebagai berikut :


| No. | Pembimbing/Penguji               | Tanda Tangan                                                                             |
|-----|----------------------------------|------------------------------------------------------------------------------------------|
| 1.  | Dr. A. Hamzah Fansury, M. Pd     | 1.  |
| 2.  | Dr. Rampeng, M. Pd               | 2.  |
| 3.  | Ulfah Syam, S. S., M. Pd         | 3.  |
| 4.  | Muliati., S. Pd., M. Hum., M. Ed | 4.  |

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 13, Juni 2022  
 KPS. Pand. Bahasa Inggris,  
  
 Ulfah Syam, S.S., M.Pd.  
 NIK. D. 450394





**UNIVERSITAS BOSOWA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231  
Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568  
<http://www.universitاسbosowa.ac.id>

Nomor : A467./FKIP/Unibos/VII /2022  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Kepada Yth,  
Kepala Dinas Penanaman Modal dan PTSP Prop. Sul-Sel  
di -  
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

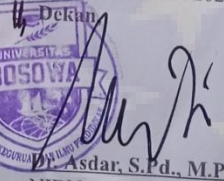
Nama : Nurhaliza  
NIM : 4518101022  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Bosowa

Judul Penelitian :  
**Introvert VS Extrovert: An Analysis Of The Students Personality In Learning Speaking In SMAN 18 Makassar**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 25 Juli 2022

  
D. Asdar, S.Pd., M.Pd.  
NIDN : 0922097001

**Tembusan:**

1. Rektor Universitas Bosowa
2. Arsip.

## Appendix 6: DOCUMENTATIONS



Picture 1: Students fulfilled the questionnaire



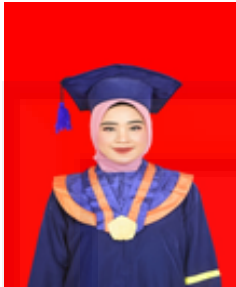
Picture 2: Students fulfilled the questionnaire



Picture 3: Students fulfilled the questionnaire



## BIOGRAPHY



Nurhaliza was born in Bowong Cindea on July 1st 2000, from the marriage of her parents, Anton Salim and Nuraeni. She is the first daughter of three siblings. She has one brother and one sister. She began her first education at SDN 1 Lejang in 2006 until 2012. After graduated in 2012, she studied in SMPN 1 Bungoro and finished in 2015. She completed her education at senior high school in SMAN 3 Pangkep and graduated in 2018. After that in 2018, she decided to continue her study at the English Language Education Department faculty of Teacher Training and Education of Bosowa University Makassar, S1 program and finished in 2022.

**BOSOWA**

