

**STUDENTS' INTROVERT-EXTROVERT PERSONALITY AND THEIR  
CRITICAL THINKING SKILL IN SPEAKING ABILITY**

**(Descriptive Study at the Third Semester English Department  
Muhammadiyah University of Makassar)**



**A Thesis**

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Part Fulfillment  
Of the Requirement for the Degree of Education in English Department*

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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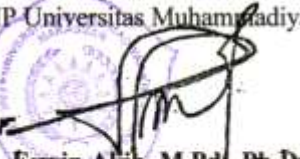
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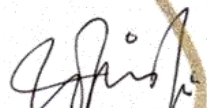
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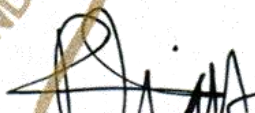
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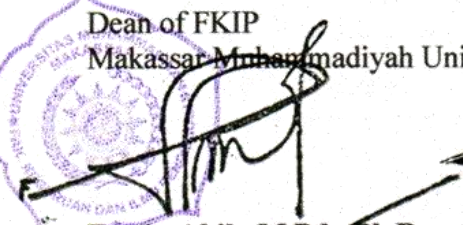
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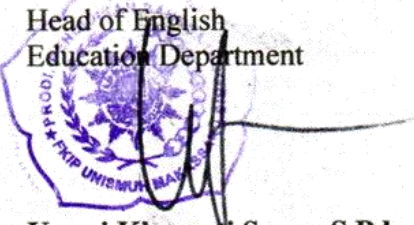
  
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## ACKNOWLEDGMENTS

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this thesis. Peace and blessing from Allah's Messenger, Prophet Muhammad SAW, his family, his companions, and all of his followers.

The researcher finished her thesis entitled "*Students' Introvert -Extrovert Personality and Their Critical Thinking Skill in Speaking Ability (Descriptive Study at the Third Semester English Department Muhammadiyah University of Makassar)*" which is aimed to complete a partial fulfillment for Degree of Strata-1 (S1) in the Faculty of Teacher Training and Education.

In finishing this thesis, the researcher got many guidance and motivation from people around her. There for, she would like to express her grateful to them, they are: her beloved family, especially her parents: her mother, Hawena, and her father, Drs. Jamal for their patience and their support to the researcher life.

The researcher also realize that she would never finish this thesis without the help of some people. Therefore, she would like to give appreciation and special thanks to:

1. Rector of Muhammadiyah University of Makassar, Dr.H.Abd.Rahman Rahim, SE.,MM.
2. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of the FKIP Unismuh Makassar.
3. Umami KhaeratiSyamS.Pd., M.Pd., the Head of English Education Department of FKIP UNISMUH Makassar, who gave his valuable authorities and suggestion in doing thesis.

4. Dr. Syamsiarna Nappu, M.Pd., as the first consultant. Dra. Radiah, M.Pd as the second consultant. They guided the researcher, gave correction and suggestion from the preliminary manuscript until the last page of this thesis.
5. For Lecturers & Staff of English Education Department of FKIP.
6. All of respondents in her research that gave their best time to fill the questionnaires.
7. Great thankful to the members of LKIM-PENA who have spared their time, always support and shared many knowledge for the researcher.
8. Her beloved older sisters Lidya Nurfadilah, S.T., her younger sister Nur Azmi M. they gave best support to the researcher. Then, for best motivator to make this done Silfa Nugrawati, S.Pd.
9. All of her family in English Department academic year 2013 especially to her classmate Bee Class for their togetherness and would be pleasant memories till the end.

Finally, the researcher would like to welcome and constructive suggestion and criticism to make this thesis is better.

Makassar, December 2017

The Researcher

## TABLE OF CONTENT

	Page
<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>COUNSELLING SHEET .....</b>	<b>iv</b>
<b>SURAT PERNYATAAN .....</b>	<b>v</b>
<b>SURAT PERJANJIAN .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>ABSTRACT .....</b>	<b>xiv</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background .....	1
B. Research Problems .....	4
C. Objectives of the Research.....	4
D. Significance of the Research.....	5
E. Scope of the Research .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>6</b>
A. Some Previous Research Findings .....	6
B. Some Partinent Ideas.....	8
1. Concept of Personality .....	8
2. Concept of Critical Thinking Skill.....	14
3. Concept of Speaking Ability .....	16



C. Conceptual Framework .....	18
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>19</b>
A. Research Design.....	19
B. Population and Sample.....	20
C. Instrument of the Research.....	21
D. Data Collection.....	25
E. Data Analysis .....	26
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>27</b>
A. Findings.....	27
1. The Difference of Students' Critical Thinking Skill Between Introvert and Extrovert Group of Students.....	27
2. The Difference of Speaking Ability Between Introvert and Extrovert Group of Students .....	29
3. The Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking in Speaking Ability .....	29
B. Discussion .....	31
1. The Difference of Students' Critical Thinking Skill Between Introvert and Extrovert Group of Students.....	31
2. The Difference of Speaking Ability Between Introvert and Extrovert Group of Students .....	39
3. The Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking in Speaking Ability .....	40
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>42</b>
A. Conclusion.....	42
B. Suggestion .....	42

**BIBLIOGRAPHY ..... 44**

**APPENDICES**

**CURRICULUM VITAE**

## LIST OF TABLES

Table	Page
3.1 Number of Population .....	20
3.2 The Indicators of Introvert and Extrovert Personality .....	22
3.3 Questions to Fire Up Students' Critical Thinking Skill .....	23
3.4 Recommended Performance Assessment CCTST Overall Score .....	24
3.5 Description of Recommended Performance Assessment CCTST Overall Score .....	24
3.6 The Scoring Rubric of Speaking .....	25
4.1 Descriptive Statistic of Introvert Students Group Score .....	27
4.3 Result of the Difference Between Introvert and Extrovert Personality Students Toward Speaking Ability .....	29
4.4 Result of the Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking in Speaking Ability .....	29

## LIST OF FIGURES

Figure	Page
2.1 The Conceptual Framework.....	18
3.1 Design of Research .....	20

## ABSTRACT

**SALSABILA, SEFIRA** 2017. *Students' Introvert-Extrovert Personality and Their Critical Thinking Skill in Speaking Ability (Descriptive Study at the Third Semester English Department Muhammadiyah University of Makassar). English Department, Faculty of Teacher Training and Education Makassar Muhammadiyah University. Thesis.* Guided by Syamsiarna Nappu and Radiah Hamid.

The objective of this research is to investigate the difference between introvert personality toward students' critical thinking skill in speaking ability at the third semester English Department Muhammadiyah University of Makassar. The design of this research is descriptive quantitative research, where the researcher presented data in numerical and descriptive form. The data were collected by using three instrument : Eysenk Personality Inventory (EPI), The California Critical Thinking Test, and Speaking Test. The researcher used random sampling, by choosing 40 samples from 364 population.

The result was found that the Extrovert students dominate both of critical thinking skill and speaking ability. Based on the research result, the introverts got speaking mean score was 8,35, while critical thinking was 54,50 for lower mean score and was 63,05 for higher mean score. It was difference from extroverts score side. The extroverts got speaking mean score was 11,35, then critical thinking was 58,20 for lower and was 74,30 for higher mean score.

**KeyWords : *Introvert and Extrovert, Critical Thinking Skill, and Speaking Ability***

# CHAPTER I

## INTRODUCTION

### A. Background

In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Reference stated that speaking English is the most difficult for learners. In particular, EFL learners often stammer when speaking English. This results from learner's lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers. Speaking is the most important and essential skill. Reference stated that mastery of this skill illustrates that the speaker possesses precise knowledge of language (Oradee, 2012: 533).

Hedriwanto (2014: 86) stated that especially at the first grade year students have difficulties in English. Generally, there are still some other problems which might occur in the speaking activities as follows; first, the students are often inhibited about thing to express things in a foreign language in a classroom. They are worried about making mistakes, fearful of critics or to get his fellow attention. Second, even if they are not inhibited, leaner complain that they cannot of anything to say. They have no motivation to express themselves that they should be delivering. Third, sometimes the session has low or no participant at all. This problem is compounded by the tendency of some learners to dominate while other speaks very little or not at all. Fourth, there are some students who still find some difficulties in English such as in pronunciation and vocabulary.

According to the statement above, an urgent problem is the difficulties to critical thinking. Critical thinking is a component that strongly supports the quality of a person while talking. It requires confidence when confidence issues are present, more brain power goes toward worrying about mistakes than successfully navigating the issues. Even the best critical thinkers' reasoning abilities varies, depending on circumstances such as confidence, experience, practice, and familiarity with the people and situation at hand. The participation of students in speaking is reinforced by these things. That is why it is important to know how the personality of a student, because the teacher as the person who arranges the lesson must be able to know it before choosing the appropriate model, method or leaning strategy.

Personality is dynamic organization within the individual of those psychophysical system that determine a unique adjustment to its environment, Barrick & Ryan in Burtaverde (2011:19). Human behavior should be best examined through the study of individual differences according to their personality. Of course personality features root in thinking level of the individuals. Personality traits have got several branches though different view point, one of which is the extroversion/introversion as two subcategories of it. Then, according to Cook in Fahim (2012: 149) personality factors such as introversion and extroversion may affect language leaning.

The researcher has made a preliminary observation before doing research on two different classes with each of the 15 informants. In the first class, there are 11 students who have introvert personality and 4 students who have extrovert personality. The result is: students who have an introvert personality

more like to read, shy, quiet, only open to friends only, happy to stay away from the crowd and full of preparation before doing something. The obstacles encountered while talking, among others, lack of vocabulary, difficult to speak spontaneously. Sticking to the mind of what they want to say, feeling nervous when speaking in public, so often lose concentration in the middle of the crowd. An introvert personality are happy to make the concept first before speaking to know the important points to be conveyed. Instead, extrovert people love to talk and discuss, socialize and have lots of friends and love to talk spontaneously. They are too fast to speak so that they are difficult to understand, as well as lacking in self-control and despite having a concept, it is still not test-structured when speaking.

Different from the previous class, in the next class it is more dominated by 8 students as an extrovert personality, and 7 students as a introvert personality . The results show that introvert students more keep the distance friendship, happy to spend time alone, happy with changes to something, not feeling comfortable in the crowd, not open to everyone. When appearing in front of the crowd, will feel nervous, afraid of mispronunciation, the introvert admits that often odd when talking in public. While a little different from the owls who enjoy socializing, it is difficult to learn for themselves because it considers togetherness better than solitude, easy to familiarize themselves with new people, difficult to be silent, happy to spend time with their friends, full with hobbies and spontaneity happy with positive change . they are difficult to control themselves when speak. Based on the statement above, the researcher would like to conduct a research: ***Students' Introvert-Extrovert Personality***



*and Their Critical Thinking Skill in Speaking Ability (Descriptive Study at the Third Semester English Department Muhammadiyah University of Makassar).*

## **B. Research Problems**

This research problem of the study is formulated in question forms as follow:

1. What is the difference between introvert and extrovert personality toward students' critical thinking skill at the third semester student, English Department of FKIP Muhammadiyah University of Makassar?
2. What is the difference between introvert and extrovert personality toward students' speaking ability at the third semester student, English Department of FKIP Muhammadiyah University of Makassar?
3. What is the difference between introvert and extrovert personality toward students' critical thinking skill in speaking ability at the third semester student, English Department of FKIP Muhammadiyah University of Makassar?

## **C. Objectives of the Research**

The objective of this research is to investigate:

1. The difference between introvert and extrovert personality toward students' critical thinking skill at the third semester students, English Department of FKIP Muhammadiyah University of Makassar.
2. The difference between introvert and extrovert personality toward students' speaking ability the third semester students, English Department of FKIP Muhammadiyah University of Makassar.

3. The influence of introvert and extrovert personality, students' critical thinking skill toward speaking ability the third semester students, English Department of FKIP Muhammadiyah University of Makassar.

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

The significances of this research are theoretically, for students as measured tool and motivated students to know whether they are introvert or extrovert personality, so that they have improved their critical thinking skill in their speaking ability. Especially for students of English Department. Then practically, for researchers as information on how the difference between introvert and extrovert personality toward critical thinking skill in speaking ability. In addition, the result of the research used for further researcher who is interested in conducted similar case study.

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

This study restricted in subject learned, the researcher solely took place in speaking class and more restricted to the finding of the study which only focus on what is the difference of students personality and their critical thinking in speaking ability. This study further restricted by the participant. The researcher only took the students of Unismuh, in the 3<sup>rd</sup> semester which is studying speaking subject.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Previous Research Findings

There are some research have been conducting studies related to this research, there are as follow :

The first is Fahim, (2012: 149) in their journal entitle *A Critical Look at The Notion of Critical Thinking from a New Personality Trait Perspective: "Midtrovert"*. They discussed about the two-folded dimension of extrovert/introvert personality trait is very weak division when looking critically at the issue of critical thinking. They found that an introvert learner does not really exist in reality because the introvert learner would never ever attend any (language) classes any open gathering in publicity. The same is true with the other end of the extreme as the extrovert that such an individual does not exist in reality. The authors believe that an act of oscillation in the zone of proximal critical thinking which authors called the involved learners as "Midtrovert" personality trait is the key to promote the critical thinking level of the learners.

The second is taken from Ratminingsih, (2013: 279) in her journal entitle *The Effect of Gender and Types of Personality on Speaking English Competency*. This study was conducted by involving the third semester students in the academic year 2011/2012. She indicated the findings that there was a significant difference of speaking competency between extrovert and introvert students. The extrovert students had higher speaking competency than

the introvert ones, and also there was no interaction effect between gender and types personality in the students' speaking competency.

The third is Tao, (2014: 88) in their journal entitle *Relationship between Critical Thinking and Personality Based on the History of Psychology Teaching*. They found that there is no correlation between critical thinking and personality. The personality level of university students are similar to norm on the whole. Enhancing critical thinking and personality is not related. The key of whether critical thinking can be improved, mainly lies in the method.

The fourth is taken from Khodareza, (2015: 75) in their journal entitle *The Effect of Audio-Visual Aids on Extrovert and Introvert Learners' Speaking Ability*. This study explored the relationship between the use of audio-visual aids to improve the speaking ability in EFL students and their personality type: here specifically introversion/extroversion. They found that there is a slight amount of different between extroverts and introverts in being benefitted from audio-visual aids but the different is not that prominent and therefore cannot recommended as an independent means of pedagogy. This research also showed that the extroverts are generally better at speaking than introverts, but there again the difference is not noteworthy.

The previous researcher above have a similarity with this research. They mostly describe about the relation between critical thinking and personality and the influence of personality toward speaking, while the differences are based on how the researcher combine all of those subjects, personality (introvert & extrovert) and critical thinking skills in speaking ability. All of the researcher above agree that introvert does not exist. Extrovert personality had higher

speaking ability than introvert personality, it means extrovert more success in speaking class. Meanwhile, it is about critical thinking and personality is not related. This research try to cover two of personality aspects, introvert and extrovert then find out their influence related to critical thinking skill that is focus on speaking ability.

## **B. Some Partinent Ideas**

### **1. Concept of Personality**

#### **a. Personality Theories**

Personality is a very important and popular psychological concept of the world. Many theorists shows that personality includes virtually everything about person mental, emotions, social, and physical. Personality aspects could be observable and unobservable. The observable, such as over actions, then unobservable, such as thoughts, memories, and dreams (Prakash, 2016: 43).

There are two personality factors, in general and extroversion/introversion. Both of them play any role in the process of language learning. Pazhuhes in Mall-Amiri (2013: 17) states that introverts are better than extrovert counterparts. Meanwhile, Brown, in Mall-Amiri (2013: 18) also claims that extroversion may be a factor in the communicative competence development. The study came out to reject the hypothesis that the extroverts are more proficient that the introverts.

Jung cited in Prakash (2016:44) divided personality into two parts. First is introvert. Introverts need time to take a new information and

experiences, in order to understand it and respond to it, Tiger & Barron-Tieger in Prakash (2016: 44). Introverts may appear shy or anti-social, but they are just social in different way, Laney in Prakash (2016: 44). The second is extrovert. If introverts focus their energy and attention outward. They crave the stimulation they get from engaging with the world outside themselves (Tiger & Barron-Tieger in Prakash, 2016: 44).

The concept of personality is very popular, especially about the theory. Introvert and extrovert personality play the role in the language learning. Both of them can influence the communicative competence development. Those personalities will give the information and experiences to understand the students before choosing the learning method or strategy.

#### **b. Introvert Personality**

Eysenck in Ulya (2016: 11) shows that individuals belonging to the introvert type are individuals who always direct their views to themselves. All attention is directed into the life of his own soul. The behavior of attitude is primarily determined by something that happen to themselves. While the outside world for them do not mean much in the determination of their behavior, therefore individuals with this type often do not have contact with the surrounding environment.

Introvert is defined as a reference and the refer a rich inner life to a vast social life, talking with a close sharing stories in a group, developing their idea internally to interactively. The introverts will keep

their best things inside until is ready. They also fell anxious. They could not think spontaneously but they are good thinkers when they are still and unmoving. They prefer to follow an inner guide. The time that they feel invasion, they automatically turn off to protect their central sources (Helgoe in Jalili, 2015: 630).

Burrus & Kaenzig in Jalili (2015: 830) indicate many introverts have the ability to learn to appear as extrovert while it is needed. Some training through instruction and practices of speaking in public, debate, drama, music, social skills, etc. could help them to wear the extrovert mask when necessary. Introvert usually hide their inner worlds and do not permit other people go into them, this issue guide others to make a lot of decisions about introverts and their needs.

Introvert personality is a close individual type. The introverts determined something that happen to themselves. They are more focus on their problem not their environment. Their ideas is so internally developed. They almost feel anxious. That is why they think slowly. This personality type mostly failed in communicative competence.

### **c. Extrovert Personality**

In psychology side developed the notion of extrovert theories. It's identify in human being's personality. Extrovert character tend to be gregarious, and the activity seen as directed towards the external world. The extroverts are sociable, like parties, good in friend relationship and they need to excitement about everything they do. That's why, the extroverts is lively and active. They are easily distracted from studying

because of their weak ability to concentrate for long periods (Shahila, 2011: 34).

Eysecnk in Hamed (2015: 284) state that extrovert tend to be open to the strangers and get socially mixed whereas introverts are likely to keep aloof and tend not to keep a high profile. On the other hand, based on Yungian personality typology in Hamed (2015: 284) found that extraverts are generally outgoing, direct, energetic, and sociable. He believes that extraverts prefer constructing a more inclusive and common space, whereas introverts tend to take a more exclusive and individual space. In fact, in Hamed (2015: 284) defines extrovert as the ones who are more restless and energetic in the restricted environments.

The extroverts are more inclined to social activities. They are gregarious and social through nature. It's like realistic, practical, talkative, and active. They show more interest in leadership. The additional from Jung in Condon (2013: 504) says that extrovert refer to the dual processes of focusing on, and deriving energy from the outer world (outward orientation). They are relatively more focused on the activities and things the world around them than on their interior lives .

The extroverts are focus on the external world. They are more success in friend relationship, because they are very excited about everything they do. They are not worried about the strangers, because they are a talkative and active. If they come into a new place then find a new situation, they can gathering with people around them.



#### **d. The Differences Between Introvert and Extrovert Personality**

According to Isobel Myers in Condon (2013: 504), who developed the MBTI the concept of introvert and extrovert as polar opposites on a continuum, as opposed to Jung's in Condon (2013: 504) discrete but opposing qualities, there are some differences between introvert and extrovert.

##### **1). Introvert Personality**

- a). Quiet, reticent
- b). Reflective, introspective
- c). Serious
- d). Think before speaking
- e). Reclusive
- f). Risk-averse, cautious
- g). Uncomfortable with conflict
- h). Prefer small gatherings with friends
- i). Tentative, deliberative
- j). Drained by the outside world, need to time spend time alone to recharge

##### **2). Extrovert**

- a). Talkative, comfortable in the spotlight
- b). Active, highly engaged with the outside world
- c). Light hearted
- d). Think while speaking
- e). Gregarious, outgoing

- f). Bold
- g). Assertive, dominant
- h). Comfortable in larger group that include strangers
- i). Enthusiastic, make quick decisions
- j). Energized by the outside world, prone to boredom when alone

## **2. Concept of Critical Thinking Skill**

Critical thinking is combination of individual knowledge, attitude, and performance. The following skills as: deduction, identifying information, inference, interpretation, and evaluation of logical arguments (Ghafari, 2012). Also Halogen in Ghafari (2012) defined critical thinking skills as the set of prominent cognitive abilities. Individual differences and personality traits lead to differences in the critical thinking skills. That's why it is necessary to studying impact of personality traits or critical thinking skills between students especially graduate students.

In comprehensive attempt to define critical thinking, Pascarella and Terezimi in Fahim (2012: 150) compiled the following:

“...critical thinking has been defined and measured in a number of ways but typically involves the individual's ability to do some or all of the following, identify central issues and assumptions in an argument, recognize important relationships, make correct inferences from data provided, interpret whether conclusions are warranted on the basis of the data given, and evaluate evidence or authority,”.

Critical thinking has been a formulaic phrase in learning. It's a critical approach that needs to be handled. It can help learners to express their ideas, attitude and feelings (Ordem, 2017: 50). An inclusive definition of critical thinking was prepared by a group of researchers Jones et al in Ordem (2017: 50) who refer to critical thinking as interpretation, analysis, evaluation, inference, presenting, arguments, reflection, and dispositions. In line with this definition, Facione et al in Ordem (2017: 50) found seven dispositions of critical thinking including truth-seeking, open-mindedness, analyticity, systematicity, self-confidence, inquisitiveness, and cognitive maturity.

Facione (2011) formulate the core of critical thinking skills. As to cognitive skill here is what the experts include as being at very core of critical thinking :

1. Interpretation : to comprehend and express the meaning or significance of a wide variety experiences, situation, data, events, judgments, conventions, beliefs, rules, procedures, or criteria.
2. Analysis : to identify the intended and actual inferential among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions.
3. Inference : to identify and secure elements needed to draw reasonable conclusions, to form conjectures and hypotheses, to consider relevant information and to educe the consequences flowing from data,

statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation.

4. Evaluation : to assess the credibility of statements or other representations which are accounts or descriptions o a person's perception, experience, situation, judgment, belief, or opinion, and to assess the logical strength of the actual or intended inferential relationship among statements, descriptions, questions or other forms of representation.
5. Explanation : being able to present in a cogent and coherent way the results of one's reasoning.
6. Self regulation : to mean "self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skill in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's result.

The students need to think critically, especially in speaking class. They need to think fast and deliver their speech well. individual personality differences lead a different critical thinking. This is an issue for the students. They should analyze, evaluate and some others critical thinking skill aspects. The students should know what kind of the personality they are, so they can improve themselves.

### **3. Concept of Speaking Ability**

Speaking is the important language skill to be develop in the classroom. This implicitly means that the teaching or learning time should

be very much develop for the students development of this receptive skill. The aims of teaching speaking are to develop the students speaking ability, so that they can speak English fluently to be able to speak fluently speakers should have a particular purpose in their mind before they interact with the spoken topic (Hasibuan, 2016). Harmer in Hasibuan (2016) said that speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language on the spot.

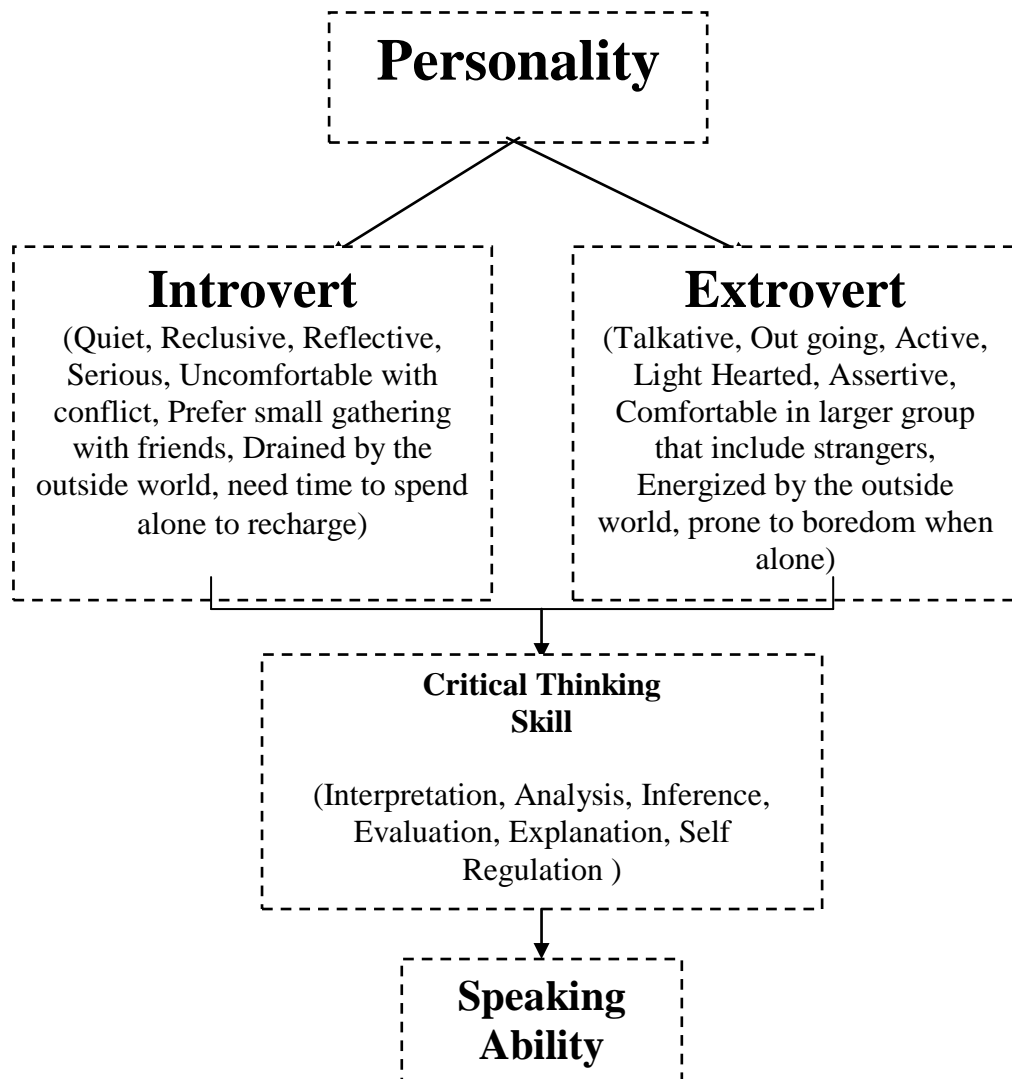
Chancy in Rosdalina (2014: 2) considered speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of context. Sharing the same view point, another expert added that speaking is an interactive process, which consist of three main stages. They are, producing, receiving and processing information. It is mean that speaking is a process someone to sharing their ideas or information. In language teaching and learning, speaking is considered a skill to practice and master (Liano in Rosdalina, 2014: 2).

According to Richards (2006) there are many functions of speaking proposed by many practitioners. There are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction

with others. The focus is more on the speaker and how they wish to presents themselves to each other.

There are four skills in English, one of them is Speaking that is crucial in communication skill. This subject should develop for students. This ability is considered a practice skill. Whether it is introvert or extrovert personality.

### C. Conceptual Framework



**Figure 2.1** The Conceptual Framework

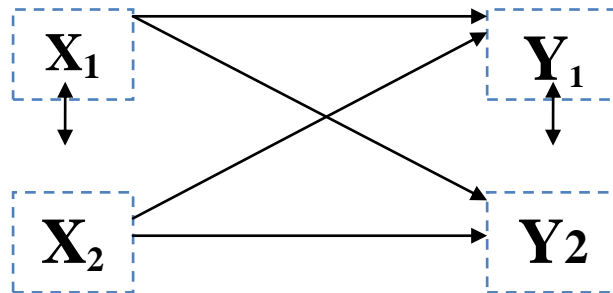
The conceptual framework above showed that the researcher concerns in critical thinking. Introvert and extrovert is the part of personality trait. The purpose of this research are the researcher want to find out the difference between introvert and extrovert personality toward critical thinking, their speaking ability. The researcher analyzed the differences of introvert-extrovert critical thinking in speaking to know what is the difference on it.

## CHAPTER III RESEARCH METHOD

### A. Research Design

The design of this research was descriptive quantitative research, where researcher presented data in numerical and descriptive form. According to Sugiyono (2015: 13), quantitative research method can be interpreted as a research method that is based on the philosophy of positivism, used to examine the population or a particular sample. Arykunto (2002: 20) also stated that descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of situation, as it exist at the time of the study. There was no administration or control of a treatment as was found in experimental research. The aim to describe, what exits with respect to variables or condition in a situation.

The research design model as follows:



**Figure 3.1** Design of Research  
(Sugiyono, 2016: 71)



Explanation:

$X_1$  = Introvert Personality (Independent Variable)

$X_2$  = Extrovert Personality (Independent Variable)

$Y_1$  = Critical Thinking Skill (Dependent Variable)

$Y_2$  = Speaking Ability (Dependent Variable)

1. Independent variable (X)

Independent variable is variable which can give influence or response to dependent variable.

2. Dependent variable (Y)

Dependent Variable is variable which caused or influenced by other variable.

## B. Population and Sample

1. Population

According to Sugiyono (2016: 117), population is the generalization region consisting of the objects or subjects that have certain qualities and characteristics, establish by researchers to learn and then be deduce.

**Table 3.1** Number of Population

No	Class	Number
1.	A	35
2.	B	36
3.	C	37
4.	D	36
5.	E	37
6.	F	37
7.	G	37
8.	H	37
9.	I	37
10.	J	35
<b>Total</b>		364

(Office of English Department Education, 2017)

## 2. Sample

Arikunto (2006:134) stated that if the population less than 100, all population can be sampled, but if the population is over 100, the researcher can take 10-15 % or 20-25 % from all population as a sample. Therefore, the researcher took 10 % from population.

The method of taking sample in the research was random sampling because all of the students in English Department especially third semester students have the same levels (low, middle and high level). This research took four students randomly in every class, so the subject of this research consisted of 40 students from the population.

### **C. Instrument of The Research**

To meet the purpose of the study, the researchers used following instruments:

#### 1. Eysenck Personality Inventory (EPI)

EPI is a self-report personality inventory based on Eysenck's in Mall-Amiri (2013:19) factor analysis of personality which assumes two most important being introvert and extrovert. The original version of this test contains 57 yes/no questions based on which the degree of extrovert and introvert becomes clarified, but only 12 of them related to measuring the degree extrovert and introvert.

Those questions related to the indicators of introvert and extrovert personality, and also in speaking ability. Introverts include quiet, reclusive, reflective, serious, uncomfortable with conflict, risk-averse or cautious, prefer small gatherings with friends, and drained by the outside world then

need to spend time alone to recharge. Meanwhile, extroverts include , outgoing, active, light hearted, assertive, comfortable in larger group that include strangers, and energized by the outside world then prone to boredom when alone.

**Table 3.2** The Indicators of Introvert and Extrovert Personality

No	Questions	Indicators	
		Introvert Personality	Extrovert Personality
1	Are you a talkative person?	Quiet	Talkative
2	Are you rather lively?	Reclusive	Active
3	Do other people think of you as being very lively?	Reclusive	Active
4	Would you rather sit and watch than take part in parties?	Drained by the outside world	Energized by the outside world
5	Do you like to talk a lot?	Quiet	Talkative
6	Would you call yourself happy-go-lucky?	Reflective	Active
7	Do you like going out a lot?	Drained by the outside world	Energized by the outside world
8	Have you got lots of friends?	Prefer small gathering with friend	Comfortable in a larger group that include strangers
9	Do you find it hard to really enjoy yourself at a lively party?	Prefer small gathering with friend	Comfortable in a larger group that include strangers
10	Would you rather be alone instead of being with other young people?	Drained by the outside world	Energized by the outside world
11	Do you like mixing with other young people?	Prefer small gathering with friend	Comfortable in a larger group that include strangers
12	Can you get yourself go and enjoy yourself a lot at lively party?	Serious	Light hearted

Source : *The Short Form Revised Junior Eysenck Personality Questionnaire*

## 2. Using The California Critical Thinking Test by Facione

The researcher used *The California Critical Thinking Skill Test (CCTST)* to measure the students' critical thinking skill. The CCTST assessed an individual critical thinking skill that is included by 12 questions to fire up that skill as the first step. The second is to give them a score then classified into a group of introvert and extrovert students. The third, the researcher compared the result of that personality by each mean score. It aimed to describe the critical thinking skill performance.

**Table 3.3** Questions to Fire Up Students' Critical Thinking Skill

Questions to Fire up Students Critical Thinking Skills	
<b>Interpretation</b>	<ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• In this context, what was intended by saying that?</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Please tell us again your reasons for making this claim?</li> <li>• What is your basis for saying that?</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• What does this evidence imply?</li> <li>• What additional information do we need to resolve this question?</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• How credible is that claim?</li> <li>• Why do we think we can trust what this person claims?</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>• What were the specific findings/result of the investigation?</li> <li>• Please take us through your reasoning one more time.</li> </ul>
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>• Our position on this issue is still too vague, can we be more precise?</li> <li>• How good was our methodology, and how well did we follow it?</li> </ul>

*Source : Test Manual for the California Critical Thinking Test, published by Insight Assessment.*

According to CCTST Manual by Jose (2013: 28) recommended numerical scores for recommended performance assessment of the CCTST overall or total score as a table below. Numerical cut scores for determining

recommended performance assessment were presented for the CCST (2000 forms, 34-point scale and the 2010, 100-point scale forms) both of which are college-level versions of CCTST. The researcher used the 2010 version (100-point scale forms).

**Table 3.4** Recommended Performance Assessments CCTST Overall Score

Recommended Performance Assessments CCTST Scale Score (100-point Version)	CCTST Recommended Performance Assessments				
	Not Manifested	Weak	Moderate	Strong	Superior
Interpretation	50-62	63-69	70-78	79-85	86-100
Analysis					
Inference					
Evaluation					
Explanation					
Self-Regulation					

*Source : Test Manual for the California Critical Thinking Test, published by Insight Assessment.*

**Table 3.5** Descriptions of Recommended Performance Assessments Overall Score

<p><b>Superior</b> : this result indicates critical thinking skill that is superior to the vast majority of test-takers. Skills at the superior level are consistent with the potential for more advanced learning and leadership.</p> <p><b>Strong</b> : this result is consistent with the potential for academic success and career development.</p> <p><b>Moderate</b> : this result indicates the potential for skills-related challenges when engaged in reflective problem-solving and reflective decision making associated with learning.</p> <p><b>Weak</b> : this result is predictive of difficulties with educational related demands for reflective problem solving and reflective decision making.</p> <p><b>Not Manifested</b> : this result is consistent with possible insufficient test-taker or possible reading or language comprehension issues.</p>
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### 3. Speaking Task by Using Record

Madsen in Nurkasih (2010: 11) stated that there are wide variety of scoring speaking such as fluency, grammar, vocabulary, and pronunciation. In this research, the researcher measured the students speaking on fluency and vocabulary side, because based on the observation that is related to the problem of introvert and extrovert personality.

**Table 3.6** The Scoring Rubric of Speaking

	Score	Indicator
<b>Fluency</b>	21-25	Fluent communication
	16-20	Good communication
	11-15	Satisfactory
	6-10	Communication hesitant
	0-5	Communication minimal
<b>Vocabulary</b>	21-25	Wholly appropriate
	16-20	Few limitation
	11-15	Sometimes limited
	6-10	Limitation affected the task
	0-5	In adequate for the task

*Source : Assessment of Speaking by Madsen in Nurasih (2010)*

#### **D. Data Collection**

In collected the data of this research, the researcher analyzed the data start from the researcher collected the data from the questionnaire and the speaking task of the students.

In collected data there were some steps that conducted by the researcher. Those steps were presented as follows:

1. The researcher came to the class and gave the questionnaires to the students.
2. The researcher gave one by one questionnaires. The first is Eysenck Personality Inventory Questionnaire to know the students personality. Using the California Critical Thinking Skill Test to Measure the Students' Critical Thinking.
3. The researcher also collected the data from the students speaking task, then recorded it.

4. The researcher have check them and gave them speaking score to the students based on the answer.
5. The researcher was analyzed that, then make sure about the result of students critical thinking.

#### **E. Data Analysis**

This research used *Statistical Package for the Social Sciences (SPSS)* software for statistical analysis and used main techniques were respectively descriptive statistic; their relationship between introvert and extrovert personality and also the influence in speaking ability. According to Arkkelin (2014: 10) the capability of SPSS is truly astounding. The packages enables the researcher to obtain statistics ranging from simple descriptive numbers to complex analyses of multivariate matrices.

**BAB IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

As mentioned before in previous chapter, the researcher conducted, the research used three instruments, that are : *Eysenck Personality Inventory (EPI)*, *The California Critical Thinking Test by Facione*, and *Speaking Task*.

Researcher have applied the three instruments above. First the researcher used *Eysenck Personality Inventory (EPI)* to saw the class of English students who have introverted and extroverted personality. Next, to found out what the difference between these two personality types are on critical thinking by *The California Critical Thinking Test*, the researcher have analyzed the results of the students' answers through a record that used to know the speaking score.

**1. The Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking**

There were 6 indicators in this *California Critical Thinking Test* by Facione. The result of that test would be illustrated as follows:

**Table 4.1** Descriptive Statistics of Introvert Students Group Score

	N	Range	Minimum	Maximum	Mean
Interpretation	20	45	55	100	61,00
Analysis	20	20	50	70	58,00
Inference	20	25	50	75	60,75
Evaluation	20	40	50	90	56,50
Explanation	20	20	50	70	54,50
Self-Regulation	20	40	50	90	63,05
Valid N (listwise)	20				

Based on the Table 4.1, by 6 indicators in introvert personality. the researcher got different mean score from those indicators. The result of interpretation were 61,00, analysis score was 58,00, inference was 60,75, evaluation was 56,50, explanation was 54,50, while self-regulation was



63,05. It means, the introvert students have a different level in critical thinking. They were not manifested and weak level in critical thinking.

**Table 4.2** Descriptive Statistics of Extrovert Students Group Score

	N	Range	Min	Max	Mean
Interpretation	20	30	55	85	71,00
Analysis	20	50	50	100	65,75
Inference	20	40	50	90	65,00
Evaluation	20	50	50	100	64,50
Explanation	20	30	50	80	58,20
Self-Regulation	20	50	50	100	74,30
Valid N (listwise)	20				

Table 4.2. showed a different result in all of the indicator critical thinking from extrovert students personality. The result of interpretation were 71,00, analysis score was 65,75, inference was 65,00, evaluation was 64,50, explanation was 58,20, while self-regulation was 74,30. It means, the extrovert students have a different level in critical thinking. They were not manifested, weak and moderate level in critical thinking.

Table 4.1 and Table 4.2 showed a different score significantly In critical thinking. It took by the answer of critical thinking test. The introvert students have two levels in critical thinking, they were not manifested and weak level. While the extrovert students have three levels, such as not manifested, weak and moderate. It means that both of introvert and extrovert students' personality have a different level in critical thinking.

## **2. The Difference Between Introvert and Extrovert Personality Toward Students' Speaking Ability**

After conducting this research for introvert and extrovert personality toward speaking, the result as below :

**Table 4.3** Result of the Difference Between Introvert and Extrovert Personality Students Toward Speaking Ability

	N	Range	Min	Max	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic
Introverts	20	13	4	17	8,35
Extroverts	20	19	3	22	11,35
Valid N (listwise)	20				

From the Table 4.3. , in introvert personality, the researcher got for the minimum score was 4, maximum score was 3, range was 13, so the mean score was 8,35. Then, in extrovert personality, the researcher got for the minimum score was 3, maximum score was 22, range was 19 and the mean score was 11,35.

### 3. The Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking Skill in Speaking Ability

The researcher have analyzed the types of students personality, classified and got the speaking score. Then, measured the students' critical thinking. As a the researcher aimed to see the different between introvert and extrovert personality toward students' personality in speaking ability, so the result as below :

**Table 4.4** Result of the Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking in Speaking Ability

	N	Range	Min	Max	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic
Introverts' Speaking	20	13	4	17	8,35
Extroverts' Speaking	20	19	3	22	11,35
Introverts' Critical Thinking (interpretation)	20	45	55	100	61,0
Extroverts' Critical Thinking (interpretation)	20	30	55	85	71,0
Valid N (listwise)	20				

After the researcher knew the difference between introvert and extrovert personality scores, the researcher compared between introverts' speaking, extroverts' speaking, introverts' critical thinking, and extroverts' critical thinking. Based on the Table.4.4 (see appendix 5), the introverts got mean score for speaking was 8,35, while critical thinking was 54,50 for lower mean score and was 63,05 for higher mean score. It was difference from extroverts score side. The extroverts got mean score for speaking was 11,35 and critical thinking was 58,20 for lower and was 74,30 for higher mean score.

The researcher compared them to measured critical thinking and speaking ability score. Based on that, it can conclude that of course personality showed a different critical thinking skill level in speaking ability.

## **B. DISCUSSION**

Based on the research was conducted, where samples were 40 students from 360 population, the result of the research, that students' critical thinking skill in speaking ability at the third semester English Department Muhammadiyah University of Makassar showed a different level between introvert and extrovert personality. Then the researcher investigated every elements of the instrument that researcher used. There were three instrument : *Eysenck Personality Inventory (EPI)*, *The California Critical Thinking Skill Test (CCTST)*, and *Speaking Task*.

### **1. The Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking**

Table 4.1 and Table 4.2 described the score of critical thinking skills for each personalities. The six cognitive skills of critical thinking that researcher used are: (a) interpretation, to comprehend and express the meaning or significance of a wide variety experiences, situation, data, etc; (b) analysis, to identify the intended and actual inferential among statements, questions, etc ; (c) inference, to identify and secure elements needed to draw reasonable conclusions, to form conjectures and hypotheses, etc; (d) evaluation, to assess the credibility of statements or other representations which are accounts or description of a person's perception; (e) explanation, being able to present in a cogent and coherent way the results of one's reasoning; (f) self regulation, the elements used in those activities, and the results educed.

After got the score, the researcher analyzed that all of those cognitive skills have a different score, means that all of the introvert and extrovert students have a different critical thinking level. Actually there were five levels of critical thinking skills based on table.3.5, they were not manifested, weak, moderate, strong and superior. But, based on the result, the researcher found three levels, such as not manifested, weak and moderate. Not manifested and weak level were in introvert personality, not manifested, weak and moderate found in extrovert students.

As mentioned before, not manifested means that the result was consistent with possible insufficient test-taker effort, possible reading or language comprehension issues. Then, weak was predictive of difficulties with educational related demands for reflective problem solving and

reflective decision making. While moderate indicated the potential for skills-related challenges when engaged in reflective problem-solving and reflective decision-making associated with learning. So, the researcher can explained more related to the introvert and extrovert personality below:

a. Introvert Students (Not Manifested and Weak Level)

The score for not manifested critical thinking level was 50-62. In Table 4.1 presented that there were five indicators of critical thinking cognitive skills got not manifested level. They were interpretation was 61,00, analysis was 58,0, inference was 60,75, evaluation was 56,50 and self-regulation was 54,50. Another one was weak level that got 63,05 as a mean score.

1). Not Manifested

The introvert person cannot interpret well. They were answered the questions that is enough related to the questions. They cannot paraphrased well. They did not expressed the meaning of the situations or events or clarified that. Whereas, the questions related to interpretation were quiet easy. It was about “*what the text mean*” and “*what was intended by saying that answer*”.

Some examples of lower and higher interpretation of introvert students as follows:

“students Bogor have selling bladed weapons” (lower)

“I think the purpose from this text is to inform us there are students use facebook for selling machetes but the students have taken by the local police” (Higher).

Besides that, the introvert students lack of ability to analyzed the questions and answers. Actually in analyzing side, the students should intended and actual among the questions, concepts and the reason or statement. The result was, they did not. It was about *“the reason for making that claim”* and *“the basis for saying that”*.

The example as follows:

*“because the text above tell above one bad thing” (lower)*

*“Bogor students sell machetes and market them through facebook” (higher).*

Another skill is inference. It means that students can identify and secure elements needed to draw reasonable relevant information. It was also related to the concepts and opinions. The fact, they were failed to resolved it. It was about *“what did the evidence imply”* and *“about additional information that the reader need”*.

For example:

*“see the sentence of the text in the fifth paragraph” (lower)*

*“this information lack of sources and in this information should add the aim why those students sell the bladed weapons” (higher).*

The next questions related to the students evaluation. It assessed the credibility of statement and another representation. It was how about judging an author’s or reader’s credibility. The questions were *“credibility of that claim”* and *“the reader opinion about the claim that is trusted or not”*.

One of the introvert students result was:

*“the students post picture of the weapons with specification and prices” (lower)*

“because it states that the students post pictures of the weapon with specification and prices. Machetes, for example, were priced at Rp. 120.000 each” (higher).

Explanation is also one of the indicator of critical thinking. That is why there were questions about it. That questions about “*what were the specific findings of that investigation*” and “*explain the reason for one more time*”. In this skill, the student stated and justified that reason in terms of the evidential.

The result example:

“Layang Bridge in Cimahpar” (lower)

“based on the statement in the fifth paragraph, line 12. Then the statement in the first sentence on sixth paragraph” (higher).

## 2). Weak

The last skill of critical thinking about self-regulation. The students validated and corrected one reasoning or one’s result. Also is about what the students experienced when answer the questions. The questions about “*the specific findings*” and “*the students methodology to did it*”.

Example of the result was:

“No” (lower)

“I just analysis the main idea of paragraph then I try to translate it with my own word, then I make conclusion every single paragraph” (higher).

All of the example presented the result of introvert students critical thinking level. The result related to the introvert indicators. The introvert students were reclusive and drained by the outside world. It was influenced the way of students think critically. They also were quiet, serious and prefer small gathering with friend. Overall, the researcher conclude that they enjoyed to focus only on themselves, not really like discussed with another friend whereas it cannot make them open minded.

b. Extrovert Students (Not Manifested, Weak and Moderate)

Although extrovert students were categorized in not manifested and weak level, they have a different mean score in all of the critical thinking skill indicators. First, the interpretation was 71,0. Second, Analysis was 65,75. Third, inference was 65,0. Then, evaluation was 64,50. Next, explanation 58,20. The last, self-regulation was 74,30. The extrovert students critical thinking skill higher than the introvert students.

1). Not Manifested

The extrovert students were better than introvert in explanation skill. They were presented the answer in coherent way, it was enough related to the questions. They can explained well. They justified that reasoning in terms of evidential. Only this skill that they were in not manifested level. It was because the questions in explanation skill was in the high level before self-regulation skill. It



was about “*what were the specific findings of that investigation*” and “*explain the reason for one more time*”.

The example of the result as follows:

“this news tell about the students sell machetes on facebook”(lower)

“my reason is students, they must focus on their study, if they don't have money, they can ask to their parents or do something with the good way for get money”(higher).

## 2). Weak

Move to the analysis skill. The extrovert quiet good when analyzed the answer. Although they were in not manifested level. They can identify the intended and actual inferential relationship among statements, concepts or descriptions. They gave a detail information about that news. Both of questions about “*the reason for making that claim*” and “*the basis for saying that*”.

The researcher showed the example below:

“for duel”(lower)

“sentence of topic, students of Senior High School and Junior High School sell sharp weapon and its market on facebook media”(higher).

While in inference skill was not too bad. They rather good when identified and secure elements needed to draw reasonable and relevant information. It means that students can identify and secure elements needed to draw reasonable relevant information. It was also

related to the concepts and opinions. They did it well. It was about “*what did the evidence imply*” and “*about additional information that the reader need*”.

For example:

“*school sell machetes and market them through facebook*”(lower)

“*the exact time*”(higher).

The last skill in weak level was evaluation. It assessed the credibility of statement and another representation. It was how about judging an author’s or reader’s credibility. The questions were “*credibility of that claim*” and “*the reader opinion about the claim that is trusted or not*”.

One of the extrovert students result was:

“*no. claim enough*”(lower)

“*from news exposure, data completeness about the student in Bogor post picture in the weapon*”(higher).

### 3). Moderate

Of course the extrovert students can think critically than introvert personality based on what the researcher have found. The extrovert students categorized in moderate level of critical thinking. While, introvert students did not categorized on that level, especially in interpretation skill. It means, the extrovert students can interpret well and expressed the meaning of significance of variety of judgments. It was about “*what the text mean*” and “*what was intended by saying that answer*”.

Example of the result was:

“Bogor students sell machetes on facebook for duel” (lower)  
“to inform for the citizen that there are some students have done  
criminality through facebook. Actually, the action of the student is  
very bad attitude. So, it hopefully for the parents always take care  
their children itsel” (higher).

Another skill was self-regulation. The students validated and corrected one reasoning or one’s result. Also is about what the students experienced when answer the questions. They were better than introvert students. That is why, they categorized in moderate level. The questions about “*the specific findings*” and “*the students methodology to did it*”.

Example of the result was:

“the student selling weapon as supplies for brawls on facebook  
with high price to underage students” (lower)  
“I think that everyone need more time to take understanding the  
text and answer the questions. But actually I do scanning. I just  
searching the unfamiliar word for me” (higher).

The researcher conclude that extrovert personality very qualified. They have a different level in critical thinking. Related to the indicators of extrovert personality that they were talkative, energized by the outside world. they were open minded, have many ideas. They also felt comfortable in a larger group that is include strangers. That is why they can open minded then think critically.

Students personality showed different results on critical thinking skills. Extrovert students have a higher critical thinking level than the introvert students. Extrovert students, though at the manifested and weak level, also have moderate levels. While introvert students were only at the level of not manifested and weak. This is what distinguished both of them. Is not related with previous research that was conducted by Tao (2014), she found that there were no correlation between personality and critical thinking. While very clear in this study, researchers found differences in results that are located at different levels.

## **2. The Difference Between Introvert and Extrovert Personality Toward Students' Speaking Ability**

The results obtained from the level of students' speaking ability seen from his speaking score which includes fluency and vocabulary. Then attributed to each indicator of personality itself. Introvert personality consists of quiet, reclusive, drained by the outside world, reflective, prefer small gathering with friend and serious. While extrovert personality includes talkative, energized by the outside world, active, comfortable in a larger group that includes strangers, and light hearted. Both showed different results.

The researcher was conducted about personality at the third semester students. The result showed that there was a significant difference of speaking ability between extrovert and introvert students. The extrovert students have higher speaking ability than the introvert ones. The mean score of extroverts' speaking was 11,35, then it was higher than introverts'

speaking that was 8,35. So, it was similar with the previous research by Khodareza (2015). He found that there was a slight amount different between extrovert and introvert. Extroverts generally better than introverts.

Extrovert students prefer to talk and were very active. They were very happy to be the outside world. Although they met new people, they were comfortable and felt more alive. This personality type is very open, making it possible to get a new one. In contrast to introverted students who prefer to be quiet and solitary. They felt calm and at peace with their own world. Of course, their life was very serious. Related to the ability to speak, certainly extrovert students far more apted. Not just talk, but also have good content. So as in previous research, the researcher concluded that there were a difference between introvert and extrovert personality toward speaking ability.

### **3. The Difference Between Introvert and Extrovert Personality Toward Students' Critical Thinking Skill in Speaking Ability**

In accordance with what described by the previous researcher related to the results of research that there was a link between personality, critical thinking and speaking. Based on the Table 4.4 it was very clear that there was a different between introvert and extrovert personality students' critical thinking and speaking ability. That table showed that both in critical thinking skills and in speaking ability, extrovert students were more capable than introvert students. Both of these were different in relation to previous research by Fahim (2012). He explained that midtrovert personality trait is the key to promote the critical thinking level of the learners. While in this research the researcher found that both personalities showed a different

score. Then for speaking ability has proven previous research which stated that both introvert and extrovert personality were different in speaking ability.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of research that have described above, it can be concluded that:

1. There was a difference of students' critical thinking skill between introvert and extrovert personality. The introvert students were only in not manifested and weak levels, while extrovert students were in moderate level. So, extrovert students were better in critical thinking skill than introvert students.
2. There was a difference of students' speaking ability between introvert and extrovert personality. The extrovert students more success in speaking, because they were talkative and active to speak although with a new situation.
3. Introverts and extrovert personality showed different results in both critical thinking skills and speaking ability. Extrovert students dominate both. This showed that indeed extrovert students are more successful in learning, especially in critical thinking skills in speaking ability.

#### **B. Suggestion**

Based on the conclusion above, the researcher would like to give suggestion, that will be listed as follows:

1. To the students, provide information for students that it is important to know what type of personality they are. It was related to critical thinking

skill and speaking ability. Especially for the third semester students, English Department of FKIP Muhammadiyah University of Makassar.

2. To the lecturer, informed that it is important to know the personality of the students before choosing the appropriate method or learning strategy. so, can improve the main learning outcomes in speaking ability. Especially for lecturer, English Department of FKIP Muhammadiyah University of Makassar.
3. To the next researcher, making this research a reference for further research, also, be able to develop this research on other English skills.



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## Appendix 1

### Questionnaires of Introvert and Extrovert Personality

Name :

Reg.Number :

Class :

*Directions: this Questionnaire has been design to help you better understand the ways you prefer learn. Then place a checklist (√ ) on the response that related to your personality.*

No	Questions	Answer	
		Yes	No
1	Are you a talkative person?		
2	Are you rather lively?		
3	Do other people think of you as being very lively?		
4	Would you rather sit and watch than take part in parties?		
5	Do you like to talk a lot?		
6	Would you call yourself happy-go-lucky?		
7	Do you like going out a lot?		
8	Have you got lots of friend?		
9	Dou you find it hard to really enjoy yourself at a lively party?		
10	Would you rather be alone instead of being with other young people?		
11	Do you like mixing with other young people?		
12	Can you get yourself go and enjoy yourself a lot at lively party?		

## Appendix 2

### “Text for Critical Thinking and Speaking Task”

#### BOGOR STUDENTS SELL MACHETES ON FACEBOOK

Students in Bogor, West Java, have reportedly been selling bladed weapons, often used for brawls, through social media, an official has said.

Bogor Student Task Force acting head Muhammad Iqbal said the task force often found students in the area selling sharp weapons, mostly machetes.

“They usually sell machetes and market them through Facebook. They are both junior high school and senior high school students,” Iqbal said Monday, as quoted by *tribunnews.com*.

The students post pictures of the weapons with specifications and prices. Machetes, for example, were priced at Rp 120,000 (US\$9) each.

So far the task force has caught one student involved in machete trading. He was detained a few months ago when he delivered a machete at Layang Bridge in Cimahpar. The student used a cash-on-delivery payment system. The student was taken to the local police office and the task force then coordinated with the student’s school.

“The transaction is shrouded in secrecy and the weapons may be used for brawls. The seller is likely to get the machetes from outside of Bogor,” Iqbal said.

At present, the task force is investigating further because there is a possibility that the Facebook account that was used to sell the weapons was hacked. (wnd)

#### Question based on the text:

1. What does this mean?
2. In this context, what was intended by saying that?
3. Please tell us again your reasons for making this claim?
4. What is your basis for saying that?
5. What does this evidence imply?
6. What additional information do we need to resolve this question?
7. How credible is that claim?
8. Why do we think we can trust what this person claim?
9. What were the specific findings/result of the investigation?
10. Please take us through your reasoning one more time.
11. Our position on this issue is still too vague, can we be more precise?
12. How good was our methodology, and how well did we follow it?

### **Appendix 3**

#### **The Answer of Critical Thinking and Speaking Task**

1. Bogor students sell machetes through social media, facebook.
2. This news intended to inform that Bogor Student was caught because sell machetes.
3. The reason for making this claim, based on:
  - a. The first paragraph “students in Bogor, West Java, have reportedly been selling bladed weapons, often used for brawls, through social media, an official has said”.
  - b. The fifth paragraph “so far the task force has caught one student involved....school”.
4. The basis reason for saying that claim based on Iqbal says Bogor student usually sell machetes and market them through facebook. They are both Junior High School and Senior High School.
5. The evidence imply that accident reales in the tribunnews.com.
6. We need additional information about the exact time of that news (date) of the accident.
7. It’s credible because the chronology is very detail and support by some evidence fact.
8. We can trust this person claim because the Bogor student post pictures of the weapons with specifications and prices.
9. The specific findings of the investigation is machetes, for example, where priced at Rp. 120.000,- each.
10. My reasoning of that claim is the student involved machetes trading. They used in cash-on-delivery payment system.
11. Bogor students sell machetes through social media, facebook. They were caught by the local police office. They usually sell machetes and market them through facebook. They are both Junior High School and Senior High School. The price of the machetes is Rp.120.000,- each. The machetes trading used cash-on-delivery payment system.
12. Firstly, we should know the main idea. Then use scanning and skimming method.

## Appendix 4

### The Students' Critical Thinking Answer

Name : A

Personality : Introvert

1. In the text, this means that student in Bogor like Junior High School and Senior High School sell machetes through facebook.
2. I think the purpose from this text is to inform us there are students use facebook for selling machetes but the students have taken by the local police.
3. My reason is because in the text I get like this.
4. Because in the text like the title is Bogor student sell machetes on facebook and the sentence like the usually sell machetes then market them through facebook and the student was taken to the local police then coordinated with the students in the school.
5. From this text, I have evidence like first sentence in the first paragraph and the third paragraph in this text.
6. In this text we should add the time and place for more information.
7. Yes, it's.
8. I don't believe this text because I've never know the information from this text.
9. I think the result is the seller was taken to police office.
10. Because in this text tell us about the student in Bogor Junior High School and Senior High School have .
11. Student in bogor sell machetes through facebook, and they was taken by the police office.
12. By the main idea





Name : ADS

Personality : Introvert

1. Students Bogor have selling bladed weapons.
2. The task force activity hard.
3. Because Muh. Iqbal have said before.
4. Because in the text, only Muh. Iqbal who spoke or reported.
5. Usually students sell bladed weapon especially machetes in facebook. They posted specification and also the price.
6. The information about how far the price investigate this problem.
7. I can say yes.
8. I cannot say that we can trust that person, but only him we can get information.
9. Layang Bridge in Cimahpar.
10. This case is still running. It will be better if we wait the more specific news about that. The police should start to investigate this case deeply.
11. I can't say yes but it's better we notice this case as serious problem.
12. Not bad, you may follow carefully and accurately.

Name : AYI

Personality : Introvert

1. In this mean of the students sell this machetes on facebook.
2. This text intent to inform about the selling of bladed weapon through social media.
3. Because the students have found the brawl by using the bladed weapons.
4. The basic of this text means the student in Bogor often use bladed weapons for brawls.
5. The students post picture of the weapons with specification and price.
6. The reason why the students sell the weapons.
7. No. because it can trust.
8. Because as we know that the students sell the bladed weapon through social media and also the time is a few months ago when he delivered machetes at Layang Bridge in Cimahpar.
9. We found the students sell the bladed weapons through social media and it can use for brawls.
10. Post pictures of the weapons with specification and price for example machetes.
11. The students in bogor sell machetes.
12. We must find the main topic of the text and what the specific information.

Name : BA

Personality : Introvert

1. The text deliver about sell machetes on facebook or social media.
2. We can know what is trouble in Bogor students.
3. Because when I read title for news, what is trouble in Bogor students.
4. I mean first paragraph and third paragraph.
5. In the third paragraph they usually sell machetes and market them through facebook. They are both Junior High School and Senior High School.
6. First, information not show the date in the text to know who handing from the school how to keep students.
7. Because don't have specific data.
8. Because some people said name Iqbal.
9. From the text or information I can know if there are some student, both Junior High School and Senior High School, they sell machetes use social media or facebook and use for brawls.
10. Because when I read title of text or news, what is problem in Bogor student and title support by first and third paragraph.
11. A student in Bogor two the evil by selling machetes through social media or facebook and use for brawls.
12. I am going through the difficult word and read again and over again.

Name : FI

Personality : Introvert

1. The mean of the text is about the students sell machetes on facebook.
2. The purpose of the text that people can know about what news has happened.
3. I am making answer no.1 and no.2 because we are tool to make answer about the questions.
4. The underlying thing I say because the explanation in the news.
5. It's in the text from the first line to the last line.
6. I think maybe there is no shortage in the news.
7. This news may have been trusted because there is a source of news.
8. It's because the content in the news can be trusted.
9. This news tell about the student sell machetes on facebook.
10. I am making answer no.1.
11. So the text is about the students sell machetes on facebook they have been caught a few months ago. They promote via facebook, put up price and then meet the buyer and get paid in cash.
12. The first, look for the difficult words. The second, trying to understand the sentence.

Name : H

Personality : Introvert

1. The students Bogor using social media like facebook to sell machetes.
2. The aims of the students are to promotion the product and make the people interest to buy the product.
3. Because the report explain way of them to promotion the product.
4. In the third paragraph the first sentence. They usually usually sell machetes and market them through facebook.
5. The proof of the text is in the fourth paragraph if the students post the picture of the weapons with specification and prices.
6. The read picture or the example of product. If they ever doing promotion through facebook.
7. Actually yes. But I want to say no because in the report don't have time so I do when they make the report.
8. Because Iqbal as a student ever said about it through [tribunnews.com](http://tribunnews.com).
9. The students in Bogor, west Java doing promotion and sell their product through social media like facebook and official. They upload the picture of the product with the specification and price. They also using cash-on-delivery payment method.
10. depends on the topic if they sell machetes through facebook and the content explain about it so I say like that.
11. Bogor studens sell machetes on facebook and they have caught by the police office.
12. The first step, I just understanding the topic if automatically the report just focus the way of the students sell the product. And the second I just translate the familiar word so its say for me to understanding the report.

Name : IK

Personality : Introvert

1. Students in Bogor have reportedly selling sharp weapons mostly machetes through facebook.
2. To inform that students involved in machetes trading through facebook.
3. Based on the title itself, Bogor students sell machetes on facebook.
4. From the first sentence in the first paragraph.
5. The first sentence in the fifth paragraph.
6. The information about the reason of the students selling sharp weapon.
7. I think it's credible.
8. Because it states that the students post pictures of the weapon with specification and prices. Machetes, for example, were priced at Rp.120.000 each.
9. The student used a cash on delivery payment system the transaction is secrecy and the weapon maybe used for brawls. The task force is investigating further because there is possibility that the facebook account that was used to sell the weapon was hacked.
10. Based on the statement in the fifth paragraph, line 12. Then the statement in the first sentence on sixth paragraph.
11. Students in Bogor has caught by the task force for selling machetes or sharp weapons through facebook. They post pictures of the weapon with the price and used a cash-on-delivery payment system.
12. We can use scanning and skimming technique to know the main idea of each paragraph.

Name : J

Personality : Introvert

1. The mean of the text is about some students who sell a bladed weapons through social media.
2. The purpose of the text is to inform a news.
3. The reason of number 1 and 2, because in the text talk about students in Junior High School and Senior High School who were selling a bladed weapons to the brawls, so correct to the answer number 2 that inform about students who selling weapons.
4. Based on the first paragraph and the third paragraph.
5. Evidence imply is in the first paragraph said "students in Bogor, West Java, have reportedly been selling bladed weapons, often used for brawls, through social media, an official has said" while in the third paragraph said "that usually sell machetes and market them through facebook. They are both Junior High School and Senior High School students.
6. This information lack of sources and in this information should add the aim why those students sell the bladed weapons.
7. These information still less of trustness because lack of sources.
8. Because sometimes we just pay attention to the what the text talk about without see the sources.
9. The result of what I read is the information try to inform that there are students in Bogor sell the bladed weapons.
10. My reason is the text inform us about students is Junior High School and Senior High School who sell bladed weapons that often used for brawls.
11. Students in Bogor, West Java, selling bladed weapons through social media. Those students from Junior High School and Senior High School. The reason why they sell it still unknown yet, but one of the students has caught, he was caught when he delivered a machetes at Layang Bridge in Cimahpar and he was taken to the local police office and the task force their coordinate with the students' school.
12. The way I understand the text is about with understand the word I will looking for the meaning in Indonesia. That's my way and my trick to understand the text.



Name : K

Personality : Introvert

1. The text tell about students sell machetes on facebook.
2. About Bogor students sell machetes for duel.
3. Because the text above tell about one bad thing.
4. Bogor students sell machetes and market them through facebook.
5. Share information about Bogor students did. This is about one bad thing.
6. Why they do that.
7. The students post pictures of weapons with specifications and prices.
8. Excuse, who person?
9. I don't know.
10. Bogor students sell machetes.
11. The student was taken to the local police office and task force that coordinate with the student school.
12. I read carefully.

Name : ND

Personality : Introvert

1. The mean of the text is students in Bogor selling bladed weapons, often used for brawl through social media and has caught.
2. To report to readers that selling sharp weapons will be caught.
3. My reason for making this claim because of the context is talking about students selling bladed weapons and detained on free month ago.
4. My basis for saying that is you can see on the line 10, there are have a caught.
5. Has caught one student involved in machetes trading.
6. You must additional information about the specific time, the intended, who's that students, and the reason why student has caught. Do you have a legislation on the sale of sharp weapons.
7. Yes, it is low credible.
8. Because of Muh.Iqbal was descriptions the claim of investigation.
9. So far the task force has caught one student involved in machetes trading.
10. Because in this.
11. Students in Bogor, have been selling bladed weapons, often used for brawl through social media that is facebook. The student post picture of weapons with specification. The students was detained a few months ago when he delivered a machetes at Layang Bridge in Cimahpar.
12. Your methodology was repeat reading.

Name : NF

Personality : Introvert

1. Students in the area selling sharp weapons, mostly machetes.
2. Students said the task force often found students in the area selling sharp weapons, mostly machetes.
3. For duel.
4. The students post pictures of the weapons with specification and prices.
5. Machetes.
6. Inform from tribunnews.com and on facebook.
7. Not sure.
8. Not sure.
9. Iqbal.
10. The students was simply to accessed the information on facebook.
11. No.
12. Building students education.

Name : NH

Personality : Introvert

1. This text tells about students sell machetes on facebook.
2. About Bogor students sell machetes for duel.
3. For duel.
4. Bogor students sell machetes and market them through facebook.
5. Share information about the Bogor students did. This is about one bad thing.
6. Why they do that?
7. Not sure.
8. Because from tribunnews.com.
9. The result of the investigation, there is a possibility that was the facebook account that was used to sell.
10. Bogor students sell machetes on facebook.
11. All of the answer.
12. Find the unfamiliar word then translate it.

Name : NI

Personality : Introvert

1. Bogor students selling machetes on facebook.
2. This context saying that the students who selling machetes they are both Junior High School and Senior High School students.
3. Based on Iqbal said that reportedly by [tribunnews.com](http://tribunnews.com)
4. The evidence imply that he was caught a few months ago when he deliver a machetes at Layang Bridge in Cimahpar.
5. The additional information do we need resolve this question is the student was taken to the local police office and the task force coordinated with the students' school
6. This specific finding of the investigation that the students post picture of the weapons with specification and prices machetes.

Name : NIM

Personality : Introvert

1. Selling weapons by students in Bogor.
2. To inform people that several in now days have bad attitude.
3. My reason to answer number one and number two is we can know from the text that students in Bogor have reportedly been selling weapons and this action is not good to do.
4. We can see the sentence in the text in the first time, students in Bogor selling machetes.
5. See the sentence of the text in the fifth paragraph.
6. I think the information is enough.
7. No.
8. Because the information is explicit.
9. The conclusion of the news is the students in Bogor selling bladed weapons and some had been caught by the police. This is very dangerous for student in now days because it should not haven't.
10. Same with number three.
11. The selling bladed weapons in Junior High School and Senior High School. They have been catch a few months ago by the police.
12. With read the main idea.

Name : RK

Personality : Introvert

1. Bogor students sell sharp weapon on facebook.
2. To share information or news about the bad thing Bogor students have did.
3. Because the text above tell about one bad thing (sell machetes on facebook).
4. Bogor students (Junior High School and Senior High School) sell machetes and market them through facebook based on Iqbal said.
5. Share news or information about what the Bogor students did, this is about one bad thing.
6. Why they do that?
7. It's low credible.
8. Based on iqbal said.
9. I don't know.
10. Bogor students sell machetes on facebook.
11. –
12. Find the main idea.

Name : RR

Personality : Introvert

1. Students in Bogor selling machetes on facebook.
2. This context give information to us how the students selling machetes, and also give information about the price of machetes.
3. Because from first paragraph till last paragraph talking about that.
4. On the third and four paragraph.
5. The students post picture of the weapons with specification and prices machetes, for example, were priced at Rp. 120.000 each and the transaction is shrouded in secrecy and the weapons maybe used for brawls, the seller is likely to get the machetes from outside of Bogor.
6. This text just explain about how the students selling machetes, there is no explanation about reason of students selling machetes, and it just example of case one of function and also there is no explanation.
7. Yes, because there is no real data.
8. It just because there is explanation by Muhammad Iqbal as one of students that selling machetes on facebook.
9. After reading that text I got two point. First, about how facebook make students easy for selling their machetes and the second is by selling on facebook they can got high price.
10. Because from first paragraph till last paragraph the point of that text is process of selling machetes on facebook. And there is also explanation from Muhammad Iqbal as students that selling machetes on facebook.
11. Students in Bogor now using facebook for selling machetes, they using facebook then feel easy to sell their machetes and also they can got high price, selling machetes on facebook more fast than manual market because they just post the picture then all people in the world can see and if they want they just give contact and make a deal about price, after both of them agree they will meet.
12. I just analysis the mind idea of paragraph then I try to translate it with my own word, then I make conclusion every single paragraph.



Name : S

Personaliy : Introvert

1. Bogor students
2. They usually sell machetes and market them through facebook.
3. For used facebook.
4. Facebook have positif impact and negative impact.
6. When is the goal of facebook for students.
7. The students post picture of the weapons with specifications and prices.
8. Because there is a possibility that the facebook acoount that was used to weapons was hacked.
9. The specific finding/result of the investigation is further because there is a possibility that the facebook account that was used to full weapons was hacked.
10. Found students in the area selling sharp weapons, mostly machetes.
11. The student was taken to the local police office and task force that coordinate with the student school.
12. The transaction is shrouded in secrecy and the weapons maybe used for brawls.

Name : SW

Personality : Introvert

1. This text telling about bogor students sell machetes on facebook.
2. Bogor student task force acting head Muhammad Iqbal said the task force often found student in the area selling sharp weapons, mostly machetes.
3. Because this claim for duel.
4. The informed from tribunnews.com
5. The machetes.
6. The informed from facebook.
7. Sure.
8. Not sure.
9. Muhammad Iqbal.
10. The student was simply to accessed the information on facebook.
11. No.
12. Building students education.

Name : U

Personality : Introvert

1. The main point of this text : there is students selling machetes in the social media (facebook).
2. The students would not sell something dangerous on the social media.
3. If the students always offer some machetes in the social media, it will influence the society to be arrogant in responding.
4. The students of Bogor found as a seller of machetes in social media.
5. They sell sharp weapons and mostly machetes.
6. Social media is the must possible justice us, something strange, the user of social media will disturbing us.
7. That truly credible as a claim.
8. Because they have evidences.
9. The price at 120.000 for each.
10. Just believe that isn't good for the student.
11. That truly hart.
12. The methodology is stop their activity and never think to follow it.

Name : W

Personality : Introvert

1. The students of Bogor, west java have been selling bladed weapons and it's often for brawls.
2. The inform by saying that for inform people there are sending people bladed and weapons through social media and official.
3. The claim student in selling machetes was through facebook.
4. Student in Bogor, west java reportedly being selling bladed weapon was through social media and official has said.
5. Bogor students Muh. Iqbal said the task force often found student in the area mostly selling machetes and market them through facebook. They are both Junior High School and Senior High School students.
6. The additional information that I need to resolve is evidence more about the selling weapons and make me understand and believe that.
7. The report is not low credible because we know the evidence about selling weapon and this have been reportedly.
8. We can trust this person claim a report and by investigation police.
9. By specific finding of this investigation in the text, found the transaction is saw in secrecy and the weapons maybe used for brawls. The seller is likely to get the machetes from outside of Bogor. It present the task force is investigating further because there are a possibility that the facebook account that was used to sell the weapons was hacked.
10. For all my reasons, I can conclude the weapons bladed selling through social media to get in crime by selling machetes.
11. The selling weapon bladed.
12. By understand the methodology, we need to find main idea and find the issue.

Name : AA

Personality : Extrovert

1. Student in Bogor secretly selling bladed weapon on facebook.
2. To tell readers about illegal sell on facebook by underage students.
3. Because the students post the pictures with the specifications.
4. There is transaction at Layang Bridge in Cimahpar selling machetes.
5. Based on Muh.Iqbal's statement quoted by tribunews.com.
6. Investigate the students and the owner of the facebook account.
7. No, it's not trusted news.
8. Because he is task force acting head Muhammad Iqbal.
9. The students selling bladed weapon on facebook in illegal way to Junior High School and Senior High School students with high price.
10. The students post the pictures with the specifications.
11. The student selling weapon as supplies for brawls on facebook with high price to underage students.
12. I read the text carefully and understand the context.

Name : AAG

Personality : Extrovert

1. Sell a machetes by Junior High School and Senior High School with facebook account.
2. The purpose of the news is that people can know it.
3. My reason is that, I think the answer in according with the text.
4. The underline sentence I am saying is there is an explanation in the text.
5. The sentence proof, I mean in the first sentence.
6. I think there is short text in the news and the news is clear.
7. I think the news is very reliable.
8. Because the news is so clear that can easily make us believe.
9. This news tell about the students sell machetes on facebook.
10. My reason is same with no.3.
11. So the text is about the students sell machetes on facebook. They have been caught a few months ago. They promote is via facebook, then meet the buyer.,
12. Look for the difficult words and trying to understand the sentence.

Name : AND

Personality : Extrovert

1. Student in Bogor post pictures of the weapons with specifications and prices.
2. The student was taken to the local police office and the task force that coordinated with the students' school.
3. Because Iqbal said, the student usually sell machetes and market them through facebook. They are both Junior High School and Senior High School in the area selling sharp weapons. And they are post pictures of the weapons with specification and prices.
4. So far, the task force has caught one student involved in machetes trading. He was detained a few month ago when he delivered a machetes at Layang bridge in Cimahpar.
5. Because Iqbal said the transaction is shrouded in secrecy and the weapons maybe used for brawls. The seller is likely to get the machetes from outside of Bogor.
6. Information from the police force and the other news from the seller and from the people.
7. Yes.
8. From news exposure, data completeness about the student in Bogor post picture in the weapon.
9. The student in Bogor selling machetes especially in Senior High School and theThe student in Bogor selling machetes especially in Senior High School and they are post the picture of facebook.
10. Iqbal said the student usually sell machetes and market them through facebook especially in Junior HIGH School.
11. Student in Bogor always sell machetes and weapon, they are sell to junior high school.
12. Find the main idea.

Name : AE

Personality : Extrovert

1. This text about students sell machetes on facebook.
2. About Bogor students sell machetes for duel.
3. For duel.
4. Bogor students Junior High School and Senior High School sell machetes and market them through facebook.
5. Share information about what the Bogor students did. This is about one bad thing.
6. Why they do that.
7. Not sure.
8. I don't know.
9. Iqbal.
10. Bogor students sell machetes on facebook.
11. Junior High School and Senior High School sell machetes on facebook with specification.
12. I read carefully.



Name : AG

Personality : Extrovert

1. The meaning of the passage is explaining an information about sharp weapon seller.
2. The purpose of the passage is informing reader about sharp weapon seller case.
3. I have read the passage, so that I know the topic and main idea. That is the reason as my claim.
4. Sentence of topic, students of Senior High School and Junior High School sell sharp weapon and its market on facebook media.
5. On first few sentence that is student in Bogor, West Java, have reportedly been selling bladed weapon.
6. All the information is clearly explained by the writer.
7. I don't think so, because it's clearly on third paragraph is explained about its reference, tribunnews.com.
8. The information of third paragraph has explained it gets reliable information from tribunnwes.
9. I can conclude that seller of sharph weapon specially machetes is done by students in Bogor use facebook. The students use a cash on delivery payment system. The sharp weapon is used to brawl.
10. Information about sharp weapon seller to that the purpose of the passage is informing reader about sharp weapon seller case.
11. Student in Bogor, West Java as seller of sharp weapon especially machetes. They are students of Junior High School and Senior High School use facebook media for their market with cash-on-delivery payment system.
12. My trick to understand the passage that I identify outline of the passage, topic, main idea and supporting idea by read the passage so that I understand what is the writers meaning efficiently.

Name : AI

Personality : Extrovert

1. The meaning of the text use is taking about selling bladed weapons use for brawls through social media.
2. The purpose of the text/news is to inform that there are students usually sell machetes and market them through facebook. They are both Junior High School and Senior High School.
3. The first reason for making this claim that for the student in Bogor, West Java have been selling that weapons and the students post picture of the weapons with specification and price and usually sell through facebook. The second reason for making this claim that Bogor student task force Muh. Iqbal said the task force often students in the selling area.
4. The basis of the sentence is usually sell machetes and market them through facebook, they are both Junior High School and Senior High School.
5. The students post picture of the weapons with specification and prices.
6. I need more information about the seller or user. It is not clear.
7. I think this news is factual.
8. Because this news is detail.
9. I think for the specific finding of the investigation that Bogor students sell machetes on facebook. They are both, Junior High School and Senior High School.
10. About my reason the claim that Bogor students sell machetes on facebook.
11. My explanation about the news that students in Bogor West Java, reportedly been selling bladed weapon. They usually market them through facebook.
12. My tips for this text, read carefully the topic, understand the main idea and identify the problem.

Name : AS

Personality : Extrovert

1. The means of the text is reporting to the students about selling bladed weapon through facebook.
2. To inform about selling bladed weapon that doing by students.
3. The reason of number 1 is proved from the first paragraph. The reason of number 2 is almost same with number 1 and that proved cause there is statement that they usually sell machetes and market them through facebook.
4. The sentence that saying "they usually sell machetes and market through facebook.
5. This sentence, the student post pictures of the weapons with specification and prices.
6. Maybe I need picture as a evidence that can support some statements above.
7. I think no. cause this all statement direct by Iqbal through tribunnews.com.
8. Cause all statement citation from tribunnews.com.
9. In fifth paragraph.
10. Bogor students sell machetes.
11. Junior High School and Senior High School sell machetes on facebook.
12. Underline the unfamiliar word and find the meaning.

Name : AT

Personality : Extrovert

1. This text means that have been accident the task force caught one student in Bogor who involved in machetes trading by social media.
2. To report that carefully using media social especially toward student because it might be they are doing criminality with it.
3. My reason about it, this text clearly explained the problem based on the text that students in Bogor involved in machetes trading at Layang bridge in Cimahpar.
4. Based on the fourth and fifth sentences so I'm saying that.
5. The evidence is they are posting picture of the weapons and machetes, and task force have student involved in machetes trading.
6. I need their secret to keeping their machetes and count of their machetes which task force get it.
7. No. claim enough.
8. Because there are some evidence that he explained.
9. This text about sell machetes on facebook was happened, it's evidence a few month ago task force caught one student involved in machetes trading at Layang bridge in Cimahpar.
10. So my reason about it, this text clearly explained the problem based on the text that students in Bogor involved in machetes trading at Layang Bridge in Cimahpar.
11. Students in Bogor West Java been selling bladed weapon, used for brawls. Then the students ever post picture with the prices machetes 120.000 and task force also he caught one student involved in machetes trading detained in few month ago.
12. My trick is find the keyword on the sentences if I know all of meaning sentence by sentence, and read on repetition.

Name : F

Personality : Extrovert

1. This text about students sell machetes on facebook.
2. To share information or news about the bad thing Bogor students have did.
3. Because the text above tell about one bad thing.
4. Bogor students (Junior High School and Senior High School).
5. School sell machetes and market them through facebook based on Iqbal said.
6. Shrare news or information about what the Bogor students did this is about one bad thing.
7. I confused.
8. Excuse, who person.
9. –
10. Bogor students sell machetes.
11. Bogor students sell bladed weapon on facebook.
12. Find the unfamiliar word.

Name : FTI

Personality : Extrovert

1. The text is about the students in Bogor selling bladed weapon through social media.
2. To inform the reader about the main case that is about selling bladed weapon through facebook and using them for brawls.
3. Its implied on the text.
4. Paragraph 1 and 3.
5. Clear, see paragraph 1 and 3.
6. The exact time.
7. Trusted.
8. Because from the exact source tribunnews.com
9. Students in Bogor have been reported selling sharp weapon through social media, mostly machetes and using them for brawl, so the task force is in investigation as a respond with the report.
10. Same with number 3.
11. Not too long.
12. Read the whole text.

Name : N

Personality : Extrovert

1. The mean of the text is report to the public about the students in the West Java selling sharp weapon. But the students has detained.
2. The purpose of the text is inform that the students selling sharp weapon through facebook.
3. The reason for number one and two, because the content of the text explain about the selling sharp weapons start from the first sentence till the end.
4. Firs sentence "students in Bogor, West Java have reportedly been selling bladed weapons often used for brawls, through social media.
5. Bogor students task force acting head Muhammad Iqbal said the task force often found students in the area selling sharp weapon mostly machetes. They sell machetes and market through facebook. They are both Junior High School and Senior High School students.
6. I need additional information about the buyer of machetes and the name of facebook account for selling.
7. Yes. It's low claim.
8. We can believe just from the quoted by tribunnews.com and based from the setting and time.
9. My conclusion from the text is the student from Junior High School has detained because they selling a sharp weapon on facebook. They have detained a few months ago. He delivered a machetes at Layang Bridge in Cimahpar, Bogor.
10. My reason is the title about Bogor students sell machetes on facebook.
11. The text tell about the students in Bogor detained at Layang Bridge in Cimahpar, after deliver a machetes. The students selling a sharp weapon in facebook. Now, their facebook account has hacked.
12. I am understand the text by read the title as the main point. Then, the first sentence till the last sentence on closing sentence.

Name : NR

Personality : Extrovert

1. Bogor students sell weapons mostly machetes on facebook.
2. The purpose of the news is to inform the news about the sale of weapons conducted by Senior High School and Junior High School in Bogor which is currently still investigated by the task force to the case can be completed and the preparations can be found.
3. My reason why I said this news is about the behavior of students in Bogor sell weapons through facebook account. The first is title of the second is the news content discuss about how a student from Senior High School and Junior High School selling weapon through facebook account.
4. The sentence in the text that describing the students sell weapons is sentence from the first paragraph until the third paragraph.
5. The sentence in the news that explains about a student sell weapons through facebook is the third paragraph in the text.
6. The information required is an explanation of a student who has been caught by the polic statement against the case.
7. This information is less reliable because in the news.
8. Muh.iqbal's statement or tribunnews.com.
9. Junior High School and Senior High School in Bogor sell weapons through facebook.
10. This story describes the sale of weapons done.
11. Junior High School and Senior High School sell machetes.
12. To understand the text, we read repeatedly the text and find the point.



Name : R

Personality : Extrovert

1. In this text means of the students sell the dangerous thing that can in danger to other people.
2. This text to inform about the selling of bladed weapons through social media.
3. Because the students have found by using that weapons.
4. The basic of this means in students in Bogor often used bladed weapon for brawls.
5. Student in Bogor West Java have reportedly been selling bladed weapons often used for brawls through social media and official has said.
6. No need.
7. It can be trust.
8. Because as we know the students sell weapons through social media and they also the time everymonth they delivered.
9. We found the students who sell the bladed weapons through social media and it can used for brawls.
10. Because the students have found the brawls by using the bladed weapon.
11. The student use a cash-on-delivery payment system.
12. We must find the main topic of the text and we got understand what the specific information.

Name : RS

Personality : Extrovert

1. Bogor students sell machetes on facebook.
2. To inform for the citizen that there are some students have done criminality through facebook. Actually, the action of the student is very bad attitude. So, it hopefully for the parents always take care their children itself.
3. Because the students were taken to the police office since a few month ago and Muhammad Iqbal said that the students have found selling sharp weapons.
4. The students post pictures of the weapons with specification and prices. Machetes, for example were price at Rp. 120.000 each.
5. They usually sell machetes and market them through facebook. "The students post pictures of the weapons with specification and prices. Machetes, for example were price at Rp. 120.000 each".
6. The news doesn't explain more specific the chronology of the accident, and the punishment maximum for the student, etc.
7. In my mind, this news is credible enough.
8. Because there is a website official ([tribunnews.com](http://tribunnews.com)) in paper.
9. Actually, the paper told about the criminality is done through in social media. The subjects were done by Junior High school and Senior High School. They have caught a few months ago.
10. To inform for the citizen that there are some students have done criminality through social media especially in facebook. Actually, the action of students is very bad attitude. So, it hopefully for the parents always take care their children itself.
11. The paper told about the criminality is done through in social media, the subject were done by Junior High School and Senior High School. They were selling machetes through their facebook with post pictures of the weapons with specifications and prices. Finally, they have caught a few months ago.
12. I think that everyone need more time to take understanding the text and answer the questions. But actually I do scanning. I just searching for the keywords unfamiliar for me.

## Appendix 5

### The Students' Critical Thinking Score

No	Name	CCTST Score					
		Interpretation	Analysis	Inference	Evaluation	Explanation	Self-Regulation
<b>Introvert Students</b>							
1	A	100	70	70	50	50	65
2	ADS	55	55	50	50	50	50
3	AYI	60	50	75	70	65	55
4	BA	55	60	70	55	50	65
5	FI	60	50	50	65	50	78
6	H	55	70	60	65	60	60
7	IK	60	60	55	90	70	80
8	J	60	70	75	55	55	75
9	K	60	50	50	50	50	65
10	ND	60	55	75	55	50	80
11	NF	55	50	60	50	50	50
12	NH	60	70	60	55	50	50
13	NI	55	50	50	50	50	50
14	NIM	55	60	55	50	50	65
15	RK	60	70	65	50	50	60
16	RR	70	65	70	50	55	90
17	S	55	50	50	50	55	68
18	SW	65	50	50	50	50	50
19	U	60	50	60	50	70	50
20	W	60	55	65	70	60	55
<b>Extrovert Students</b>							
1	AA	70	50	65	50	60	55
2	AAG	70	50	60	75	50	80
3	AND	75	65	55	100	50	73
4	AE	65	50	70	50	50	65
5	AG	60	85	55	70	60	100
6	AI	85	100	60	70	60	75
7	AS	70	65	70	80	80	65
8	AT	75	65	55	50	55	88

9	F	75	50	60	50	50	55
10	FTI	70	65	90	85	55	50
11	N	70	60	70	55	60	90
12	NR	80	65	85	60	55	65
13	R	60	50	50	60	55	75
14	RS	85	65	75	80	79	100
15	SAA	55	70	65	60	50	70
16	SD	65	75	65	60	55	95
17	T	70	75	70	60	55	75
18	NHS	65	50	50	50	50	50
19	WI	80	80	70	60	55	100
20	D	75	80	60	65	80	60

## Appendix 6

### The Students' Speaking Ability Score

No	Name	Personality		Speaking Score
		Introvert	Extrovert	
1	IK	√		13
2	S	√		6
3	NI	√		6
4	RS		√	15
5	BA	√		6
6	AT		√	22
7	AI		√	9
8	AS		√	7
9	F		√	7
10	D		√	8
11	W	√		8
12	U	√		5
13	A	√		12
14	H	√		11
15	J	√		16
16	ADN		√	13
17	NH	√		9
18	ADS	√		17
19	RI		√	17
20	SD		√	8
21	ND	√		8

22	WI		√	13
23	AA		√	15
24	SAA		√	4
25	SW	√		4
26	NF	√		4
27	AE		√	3
28	NHS		√	6
29	RK	√		4
30	NR		√	17
31	T		√	8
32	K	√		7
33	N		√	17
34	RR	√		13
35	FTI		√	10
36	AYI	√		19
37	AG		√	21
38	FI	√		8
39	NIM	√		11
40	AAA		√	7

## Appendix 7

### Documentation



## CURRICULUM VITAE



**SEFIRA SALSABILA**, was born on June 14, 1995 in Cacabalaa, Pinrang. From the marriage of her parents Drs.Jamal and Hawena. She is the only child. In 2001, she started her elementary school SDN 44 Cacabala and she finished in 2007. Then, she continued her study in SMPN 1 Duampanua 2010. At the same time, she continued in senior high school in SMA YP PGRI 3 Makassar and finished her study in 2013. After that, she continued in Muhammadiyah University of Makassar in 2013, and she was accepted as student in English Department of Faculty Teacher Training and Education. While their study, she was active in organization in campus that were UKM LKIM-PENA and some communities outside that were Nusantara Young Leaders. At the end, she could finish her thesis in 2017.