

**THE IMPACT OF PERSONALITY TYPES ON STUDENTS'
SPEAKING ABILITIES IN ENGLISH LANGUAGE CLASS
AT THE SECOND GRADE OF SMPN 28 BULUKUMBA**



A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for Degree of Education English Education Department

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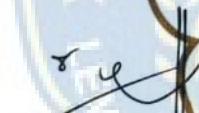
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Day / Date	Chapter	Note	Sign
31/05/2023	III IV	future to past tense (grammar) Discussion made diamond table for students personality types and speaking score.	
wednesday 07/06/2023		table distribution for data analysis	
thursday 23/06/23	II	see notes	
wednesday 02/07/2023	10	Discussion	
22/07/2023	10	more discussion & suggest abstract	

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02/06/2023	III	- Revise the description of instrument - Revise Data Analysis	f
	IV	- Revise the data calculation - Revise all findings & discussion	f
12/06/2023	IV	Revise all tenses in chapter III & IV. Data Analysis	f
11/07/2023	IV	- Data Analysis → use verb	f
15/07/2023		ACE → Netly do brain	f

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MOTTO AND DEDICATION

Motto

“If you don’t go after what you want, you’ll never have it. And if you don’t ask, the answer is always no. Also if you don’t step forward, you’re always in the same place”

Dedication

I dedicate this thesis for my beloved parents, my families and my friends, big thanks and much love for your sincerities and lots of prayers in supporting the writer in making her dream comes true.

ABSTRACT

Eka Suriyanti (2023), *The Impact of Personality Types on Students' Speaking Abilities in English Language Class at the Second Grade of Smpn 28 Bulukumba*. English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar supervised by Herlina Daddi and St. Asmayanti.

This research aimed to determine the impact of personality types on students' English speaking ability in class. The research instrument used a questionnaire about personality types which totaled 15 statements and a test for speaking ability. This research used quantitative methods. The sample of this research was class VIII students of SMPN 28 Bulukumba, which consisted of 21 students. The sample used random sampling technique. Data were analyzed using SPSS 29.00.

The results of this research identified that the personality of the students included in the category of introvert personality (33.74%), extrovert personality (28.92%) and ambivert personality (38.56%). Based on the results it was found that the mean introverted speech performance was 68.21 and the extroverted mean value was 63.75. This indicated that introverted personalities are more dominant in speaking compared to extroverted personalities. This means that the null hypothesis (H0) cannot be rejected and the alternative hypothesis (H1) cannot be accepted. Based on the results of the research, the researcher concluded that the students' personality had no impact on the students' speaking ability in class.

Keywords: *Impact, Students' Personality, Speaking Ability*

ABSTRAK

Eka Suriyanti (2023), Pengaruh Tipe Kepribadian Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Di Kelas Dua SMPN 28 Bulukumba. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar dibimbing oleh Herlina Daddi dan St. Asmayanti.

Penelitian ini bertujuan untuk mengetahui dampak tipe kepribadian terhadap kemampuan berbicara bahasa inggris siswa di kelas. Instrumen penelitian ini menggunakan angket tentang tipe kepribadian yang berjumlah 15 pernyataan dan tes untuk kemampuan berbicara. Penelitian ini menggunakan metode kuantitatif. Sampel penelitian ini adalah siswa kelas VIII SMPN 28 Bulukumba yang berjumlah 21 siswa. Sampel menggunakan teknik random sampling. Data dianalisis menggunakan SPSS 29.00.

Hasil dari penelitian ini teridentifikasi bahwa kepribadian siswa yang termasuk dalam kategori kepribadian introvert (33.74%), kepribadian ekstrovert (28.92%) dan kepribadian ambivert (38.56%) . Berdasarkan hasil yang ditemukan dari nilai tengah kinerja bicara introvert adalah 68.21 and nilai tengah ekstrovert adalah 63.75 Ini mengindikasikan bahwa kepribadian introvert lebih dominan dalam berbicara dibandingkan dengan kepribadian ekstrovert. Artinya hipotesis nol (H0) tidak bisa ditolak dan hipotesis alternatif (H1) tidak diterima. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa kepribadian siswa tidak berdampak dalam kemampuan berbicara siswa di kelas.

Kata Kunci: *Dampak, Kepribadian Siswa, Kemampuan Berbicara*

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The researcher knows that this thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis. Finally, the researcher hopes this research was helpful for the future and the interests of readers and future researchers.

Makassar, July 2023

Eka Suriyanti

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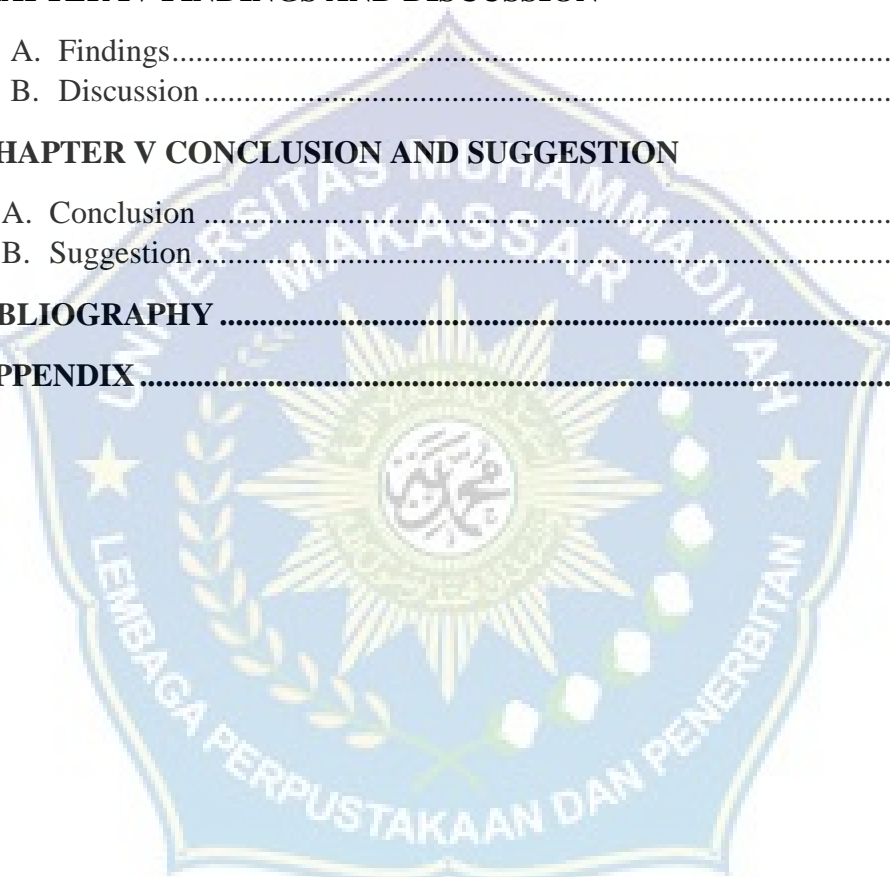
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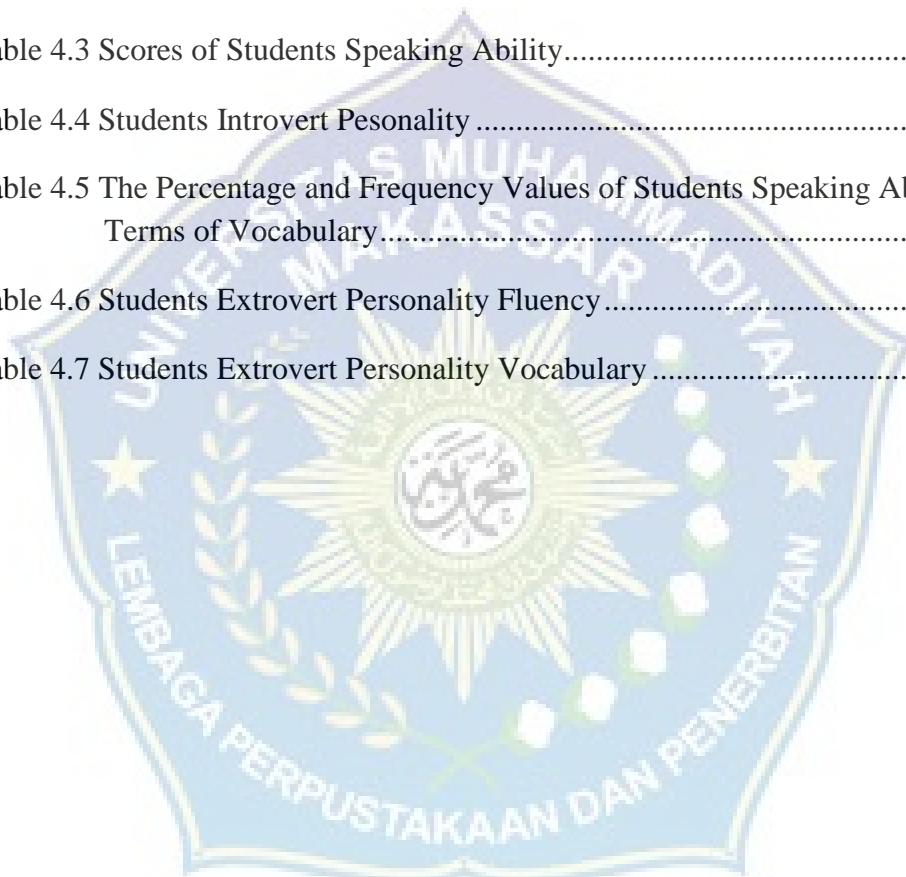
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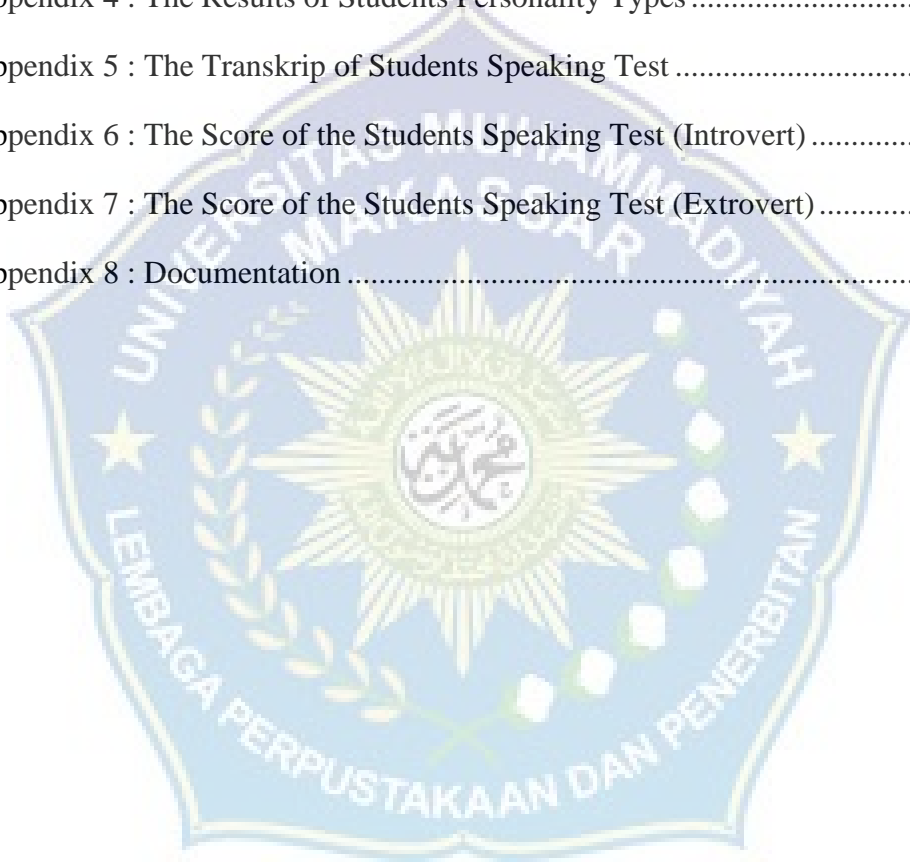
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CHAPTER I

INTRODUCTION

A. Background

Knowing English is essential in Indonesia. Students are expected to master all standard competencies based on their grade level and curriculum. In this case, English has an impact on the learners' future. We considered the fact that students must learn four different English skills. Speaking, writing, reading, and listening are examples. As one of the abilities, the researcher focuses on speaking. Speaking is an important part of oral communication. Students can use speech to express their feelings, ideas, suggestions, opinions, and so on. Speaking is an important tool for people to use when interacting with one another. The absence of students who struggle with oral communication, on the other hand, results in a lack of speaking abilities, and issues may prevent children from developing their oral communication abilities. The main causes of learners' speaking difficulties are poor grammar, vocabulary, and pronunciation. This problem is related to the linguistic problem.

According to Niati (2018), students need to improve their speaking abilities. The fact that students can communicate in English and comprehend information well demonstrates their ability. They may be doing it because they want to communicate or convey something. It implies that speaking is a relationship between two or more people's production and reception of information, after which people can communicate their feelings to others. Individuals also struggle to speak

English because they lack the necessary vocabulary and grammatical structure, both of which are related to speaking issues.

The goal of this study is to determine whether there is a causal relationship between speaking skill and a student's personality traits. Extrovert and introvert personality types are the ones that are examined in this article in relation to students since they are the ones that are most frequently studied in foreign languages. Qanwal and Ghanin (2019), states that there are essentially two types of personalities: extroverts and introverts. The preferred orientation and thought are both extrovert. His social and non-social environment has an impact on his feelings and behavior. He has always been courteous of others, has a positive outlook on life, and has good relationships with people. On the other hand, introverts are influenced by their environment as well as the subjective world that exists inside of them.

This study focuses on two internal variables that have a significant impact on students' ability to speak English in class. Personality is one of the internal elements that affects students' capacity to learn a language. Studies on the impact of extroverted and introverted personality types on speaking skills were undertaken by a number of researchers, with inconsistent results (Cahyani et al., 2020). The emphasis is typically on the inside; subjective factors have an impact on thoughts, feelings, and behavior. Extroverts are able to think effectively when expressing their opinions to others and rapidly adjust to new circumstances. They are

frequently driven by people and engage with them. Conversely, introverts think independently by mentally absorbing concepts.

The researcher is interested in doing research on the impact of students' personalities (extrovert and introvert) on their speaking abilities in English language class at the second grade students of SMPN 28 Bulukumba. Speaking is the ability to apply linguistic knowledge in real-world situations, where the student uses this skill on a daily basis. It is not only a matter of transferring messages to other people, but also of establishing communication with more than one person. When students speak, they construct ideas in words, express their perceptions, feelings, and intentions, so that their interlocutors understand what they mean. According to Nurdin (2020), the ability to master speaking is a measurement of how far a student has progressed in mastering the language that they are learning. In this sense, speaking refers to students ability to communicate with others through the use of verbal language.

B. Problem Statement

The researcher formulates research question based on the background of the above problems, is formulates as follows :

1. How are the students' personality types at second grade of SMPN 28 Bulukumba ?
2. How is the students' speaking ability at second grade of SMPN 28 Bulukumba?

3. How do students personality types impact the students speaking ability?

C. Objectives of the Research

In relation the problem statement above mention previously, the objective of the research is formulates as follows:

1. To know the way of students' personality types at the second grade of SMPN 28 Bulukumba
2. To know the way of students' speaking ability at the second grade of SMPN 28 Bulukumba
3. To find out the impact of personality types students in speaking ability

D. Significance of the Research

As everyone knows, speaking fluency is one of the fundamental abilities that students who desire to master a language, especially English, must possess, as is common knowledge. As a result, the findings of this study will be very helpful in supporting both teachers and students as they engage in the pedagogical process.

In the following ways, the researcher thinks that this study may be useful for community, other researchers and students:

1. Theoretically

Researcher hope that this research can contribute to the world of education. This study is intended to provide teachers with useful

information about the impact of introverted and extroverted personality differences on speaking ability in English class.

2. Practical

a. For the Community

Researcher emphasize how important it is to know the personality types that exist in students on their speaking ability in class. With this, we can find out whether they are introverted or extroverted in their speaking ability.

b. For Researchers

The results of this study are expected to be a reference or guidelines for future researchers who will research or study it the same thing.

c. For Students

As a measuring tool and motivator for students to find out whether they are introvert or extrovert students. So, students' speaking ability can be improved, especially the second grade of SMPN 28 Bulukumba.

E. Scope of the Research

This research is limited to focusing only on students' personality types, namely introverts and extroverts and students' speaking abilities by assessing the aspects of fluency and vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

There are several previous studies that discuss about personality types on students' speaking abilities. First, according to Uzer (2017), people's personalities influence what they like, how they react, and what decisions they make. It also has an impact on how a person learns. Students with extroverted personalities and students with introverted personalities have different learning styles, which will affect their learning achievement, particularly in speaking ability. Based on the description above, it is explained that personality type influences students' oral fluency or speaking ability. Personality types such as introverts and extroverts can influence oral fluency in language learning. This personality type has a strong influence on determining student learning styles in the classroom.

Hakim (2017: 48) stated in his journal that by understanding students' personalities, teachers would be able to choose learning strategies that were appropriate for students' abilities and conditions. As a result, the teacher must be able to understand the student's personality in order to make the learning process more successful and useful in a teaching environment that is appropriate for the students' abilities. There is a close relationship between personality, learning styles, and student learning strategies to improve students' speaking ability between teachers and students.

Niati and Nurhasanah (2018), stated that the relationship between speaking and affective factors, or factors like personality traits, is very close. Thus, Speaking abilities, which refer to the emotional side of human behavior that has a significant impact on language learning, are greatly influenced by these variables.

Nowbakht and Fazilatfar (2019), explained the individuals with different personality types such as extrovert vs introvert can show different speaking abilities. In that research, they tell the extroverted and introverted personalities are two personality types that influence students' ability to speak. This influences the acquisition of language skills, which is critical because speaking a foreign language is a cognitively demanding task that requires the use of multiple sources (eg, linguistic knowledge, world knowledge, etc.). That being said, it refers to individual differences in terms of personality type.

Lisa, et al (2020) found that a person with good speaking ability may have good personality confidence. Based on the description above, it is explained that students who speak can complete tasks more quickly and with greater confidence. One of the reactions that demonstrates the influence of how students learn in class, particularly in speaking ability, is the student's personality. Personality is a learner variable linked to success in English learning.

Oktriani, et al (2021) stated that personality is one factor that influences student learning behavior. One of the most important aspects of the teaching and learning process is this behavior. Personality traits have an impact on language learning. Students must be aware of their own personalities. There are two types of student personalities that influence their learning behavior: extrovert and introvert. Students who actively participate in the learning process are classified as extroverted, while students who passively participate in the learning process are classified as introverted.

Hardian, et al (2022) concluded that students' personalities (extrovert and introvert) influence their speaking ability, causing them to like different things, react differently, and make different decisions. It also has an impact on how children learn. Students with extroverted and introverted personalities learn in different ways, which affects their ability to speak. In addition to speaking, extrovert and introvert students will be shown how to use other skill groups such as listening, reading, and writing.

From some of the above studies, it can be concluded that there are numerous similarities and differences. There are many similarities between the previous research and what the researcher will investigate, both of which focus on the impact of students' personality types on their speaking ability in the classroom. The difference between this research and previous research is in the research subject. Some researchers concentrate on the

differences between the two personalities, while others concentrate on speaking ability. Researchers will look into whether the personality types of students have an effect on their ability to speak in class.

B. Some Pertinent Ideas

1. Concept of Speaking

a) Definition of Speaking

Speaking is the expression of feelings and thoughts through a series of sounds, words, and sentences; therefore, each of the four aspects of speaking, including vocabulary, grammar, pronunciation, and fluency, has its own set of rules that can mold a person's speaking abilities. Furthermore, the definition of speaking refers to the action in speaking of something that is in the form of orally or directly produced from the language system into aspects of grammar, vocabulary, pronunciation, and cultural knowledge in spoken discourse. That is, speaking is a complete structure. Some language learning experts have proposed a variety of definitions of speaking.

Putra (2017) states, speaking ability is the ability to perform a useful activity in which one person must use and communicate with another. One of the components of a language is speaking. Speaking is important and cannot be separated from the existence of a language. It means that there is no interaction if no one speaks.

Speaking is the most important aspect of English language learning for students.

Hamsia (2018) said that speaking, especially in a foreign language, is an essential activity for learners of all ages. It is expected to communicate with others in a foreign language. Speaking is the systematic production of verbal utterances to convey meaning (utterance is simply thing people say). "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information," Flores explained. It means that the purpose of speaking is to convey information.

According to Ilham et al. (2019), students' ability to speak at a high level. In line with previous research, Rosmiaty et al. (2019) discovered that students' speaking abilities in speech class were dominant at the low score level.

Speaking, in the usage sense, is the manifestation of the language's phonological system, grammatical system, or both through the use of the speech organs. However, in terms of usage, the act of speaking entails not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed the entire body. As a result, speaking encompasses not only what we say but also everything we do, and humans interpret what we say as speaking.

On the other hand, Nurdin (2020) states that speaking is the act of delivering language through the mouth. In that case, we make sounds with many different parts of our bodies, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. The ability to master speaking is a measure of a student's progress in mastering the language they are learning. Speaking refers to people's ability to communicate with others through the use of verbal language in this context.

When people speak, they construct ideas in words, express their perceptions, feelings, and intentions, so that their interlocutors understand what they mean. Because their study backgrounds differ, some linguistic experts have differing opinions. All of the opinions, however, have some similarities. Speaking is one of the most important skills to develop when learning English. Speaking is the ability to apply linguistic knowledge in real-world situations, where the student uses this skill on a daily basis. Nurdin (2020).

Speaking is one of the most important aspects of developing other English skills. It can all end in speaking and also be based on speaking. For example, when learning to write or mastering different types of tenses so that your grammar and vocabulary choices are correct when speaking. The listener can then say it again when participating in listening activities or simply listening to English. And, of course, it will become speaking while

reading, which is reading the reading text. That is why speaking can be appealing.

Based on the explanation provided above, the researcher concludes that speaking is the most important skill among the others. They are communicating by speaking, listening, reading, and writing. Additionally, communication is required.

b) The Importance of Speaking

Rakhmanina et al (2020), stated that speaking is the verbal transmission of texts from one speaker to another. Speaking is referred to as an interaction because it requires learners to handle their opinions, express their ideas, and translate or transfer the code into an effective reaction. Speaking is additionally considered a task management competency. It is the final representation of the language learning process. The speaking procedure managed to meet the need whenever a student could respond appropriately to a discussion using the language being learned.

Speaking is essential as it allows students as English learners to communicate in their target language for many of their future requirements. It can only be seen when individuals are conversing with one another. Speaking is also about a participant's ability to express further about himself, which occurs most often during the personal presentation in the interview process or when introducing themselves to others.

c) The Aspect of Speaking Ability

Speaking is important because it is a skill that allows people to easily understand what is being explained. High school students are expected to have good speaking abilities because they have studied English for a few years and will have many performances related to oral skills in university. However, the speaking ability of junior high school students remains low. Some aspect of speech are difficult for them to fulfill. Irvasiani (2020), also stated that five aspects are generally recognized in the analysis of speech processes. These factors are as follows:

1. Vocabulary

According to Ritonga (2020), vocabulary is the collection of words that people can use and understand in order to be fluent in speaking, writing, reading, and listening to language. Vocabulary refers to all of the words that a person knows or uses. Vocabulary is essential for everyone to understand because it allows people to not only communicate with one another but also live in the world. The vocabulary that someone uses and understands can reveal their intelligence.

Aswar (2014), states that vocabulary is essential when learning a language. Learning a language without knowing its vocabulary is impossible because no language exists without words. The more words we know, the more ideas we can

investigate. As a result, we can effectively communicate our ideas. Vocabulary is a component of language, and there is no language without words. Words are signs or symbols that represent ideas. People can exchange ideas through various channels. The more words we learn, the more ideas we should have in order to communicate effectively.

Everyone desires to use English is a communication tool. However, because English does not require a skill to use, they must first master some of the language's elements. Vocabulary is the most important aspect of language. Vocabulary is essential for communicating ideas, thoughts, imagination, and others to another person.

Vocabulary instruction has not always been very responsive to such issues, and researchers have not fully recognized the enormous communicative benefit of developing a large vocabulary. For a long time, teaching approaches such as the direct method and audiolingualism prioritized grammatical structure instruction.

2. Fluency

Ahmad (2021,) states that the ability to speak naturally is referred to as fluency; "smoothness" refers to speaking smoothly; and smoothness cannot be distinguished from precision. According to the Oxford Advanced Learner's

Dictionary, is the ability to speak or write a language, particularly a foreign language, easily and well. The learner focuses on communicating fluently while paying little attention to accuracy during fluency practice.

3. Pronunciation

Pronunciation, according to Nordquist (2016), is a method of producing the sounds of words. There are many English words that differ in pronunciation and spelling because some sounds can be represented by more than one letter combination. Sound, syllable, words, and intonation are some of the components of speech that are combined to form a language's pronunciation. They are as follows:

a. Sound

According to Ba'dulu (2011:8), the basic classification of English sounds is consonants and vowels based on phonetic properties. It can be distinguished by differences in articulators. Vowels are produced with little obstruction in the vocal tract, whereas consonants are produced with a narrow or competitive closure of the vocal tract.

b. Syllable

A syllable, according to Nordquist (2017), is a letter that represents a unit of spoken language composed of a

single uninterrupted sound. It is formed by a single vowel sound or by a vowel and a consonant combination. A monosyllable is a syllable that stands alone, and a polysyllable is a word with two or more syllables.

Pronunciation is the process by which students produce clearer language when speaking. It is concerned with the phonological process, which refers to the elements and principles that determine how sounds vary and pattern in a language. Pronunciation has two components: phonemes and suprasegmental features. When a speaker repeatedly mispronounces a variety of phonemes, it can be extremely difficult for a speaker from another language community to understand what the speaker is saying.

It will be extremely difficult for students who speak a different language to produce the correct words in spoken English. Because of the nature language accusation device, the students find it difficult to communicate in their various first languages. However, with effort and practice, they will be able to master all aspects of the English language.

4. Grammar

According to Irvasiani (2020), grammar is the set of rules that govern how we put meaningful words and parts of words together in a language to communicate understandable

messages. When learning a language (especially English), students must pay close attention to their grammar. The reason for this is that grammar plays an important role in the development of a language. A language is made up of words and sentences that are organized and combined according to grammar rules.

Humairah (2018), states that Grammar is the application of rules to the use of words. Grammar is always a hindrance in performing pure speaking skills. We require grammar because we cannot learn our first language without a course in English grammar. Grammar can be useful when learning a foreign or second language. Grammar is sometimes defined as the arrangement of words to form correct sentences.

d) The Functions of Speaking

According to Brown and Yule (2011), there are three functions of speaking, each of which is distinct in terms of form and function and necessitates a different teaching approach, as follows:

1. Speaking as Interaction

Speaking as interaction is perhaps the most difficult skill to teach because interactional talk is a complex and subtle phenomenon governed by unspoken rules. According to Jannah (2020), speaking as interaction refers to what we normally refer

to as “conversation” and describes interaction that is primarily social in nature. When people meet, they exchange greetings, engage in small talk, share their experiences, and so on in order to be friendly and create a comfortable zone of interaction with others. The emphasis is on the speakers and how they want to present themselves to one another. Depending on the circumstances and nature of the exchange, it may be casual or formal.

2. Speaking as Transaction

The term "speaking as transaction" refers to a situation in which the emphasis is on what is said or done. The central focus is on making oneself understood clearly and accurately, rather than on the participants and how they interact socially with one another. Speaking is associated with other activities in such a transaction. For example, in an English lesson, students may be engaged in hands-on activities to explore concepts related to speaking and other skills such as listening, reading, or writing.

Students and teachers in this type of spoken language usually concentrate on meaning or talking their way to understanding. Speaking as a transaction is easier to plan because current communicative materials provide a rich resource of group activities, information gaps, or role plays that

can be used to practice how to use talk for sharing and obtaining information.

3. Speaking as Performance

Speaking as performance is the third type of speaking that can be usefully distinguished. This refers to public speaking, or speaking in front of an audience, such as classroom presentations, public announcements, and speeches. Speaking as a performance usually takes the form of a monologue rather than a dialogue, and it often follows a predictable format (for example, a welcome speech, a story, or a chart presentation), and it is also closer to written language than conversational language.

2. Concept of Personality

a) Definition of Personality

According to Rakhmanina et al (2020), understanding personality entails comprehending someone's characteristics. Uzer (2018), explained that the term "personality" is derived from the Latin word "charm," which means a mask, a face shield, or even a sound (personare). The goal of this is to discuss an individual's outward appearance. Many different definitions of personality have been proposed by psychologists. Personality includes thoughts, perceptions, values, attitudes, character, ability, confidence, intelligence, motivation, habit, and so on, according to

psychologists. In general, personality is an important aspect that represents an individual's interior.

In addition, Salsabila (2018) also said that personality can affect the development of communicative competence in language learning. Personality refers to his character, and one of which is to understand his personality; we must reflect on the individual self. This is because there is a good, positive, and constructive human personality that is more likely to self-execution is considered the main motive for all individuals. By emphasizing this aspect of personality, we can assume that individuals will control themselves if the right environment is provided. Someone will easily reach their full potential, will be free of anxiety, and will be able to adapt to the demands of society.

Personality is a multifaceted phenomenon. It is the result of many genetic, cultural, and social factors. This means that it is intertwined with a number of other variables. As a result, various personality theorists have developed different perspectives on personality. Eftiama et al (2022), personality can be defined as psychological systems from the field of psychology that are expressed and experienced through an individual's action and experience, as well as complex entities.

Then, Oktriani et al (2021) explained that personality traits influence language learning, so language students must understand

their own personalities. Personality is one factor that influences student learning behavior. One of the most important aspects of the teaching and learning process is this behavior. Language teachers must learn about personality in order to provide a more useful learning style and a comfortable teaching environment for both teachers and students, because student personality is closely related to learning styles and learning strategies.

Personality is the sum of an individual's behavioral and mental characteristics, which include differences in thoughts, feelings, emotions, and actions, motivations, and behaviors (Niati and Nurhasanah, 2018). Personality is defined as a unique characteristic of a person that influences their actions, ideas, thoughts, and so on. Zulhermindra and Rizali (2022), a person's personality is a collection of characteristics that can be used to describe someone's behavior and habits.

Futhermore, Paradilla et al (2020) the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems is known as personality. It refers to an individual's distinctive patterns of thought, emotion, and behavior, as well as the psychological mechanisms hidden or not behind those patterns, or a person's pattern of consistent behavior and quality.

b) Types of Personality

According to Eftiama et al (2022), There are three types of personality, including:

1. Introvert

a. Definition of Introvert

An introvert is a different type of personality. The characteristics of an introvert and an extrovert are diametrically opposed. Rahayu (2020), state that the introvert's best work is typically done with his or her own resources and initiative. Introverts are tuned in to their inner world, complete with biases, fantasies, dreams, and unique perception. Rahayu (2020), state that the introvert's best work is typically done with his or her own resources and initiative. Introversion, according to Jung, is the inward turning of psychic energy with a subjective orientation. Of course, these people perceive the outside world, but they do so selectively and subjectively.

Furthermore, Eftiama et al (2022) introverts are thought to be quiet, retiring, and restrained. Introvert personalities recharge through alone time, avoid being the center of attention, think in their heads, are very personal, listen more than speak, hide enthusiasm, and prefer quality over quantity friendships.

Salsabila (2018), explained that introvert is defined as a reference and the refer to a rich inner life to a vast social life, talking with close friends, sharing stories in a group, developing their ideas internally to interactively. Introverts will keep their best qualities hidden until they are ready. They were also concerned. They cannot think spontaneously, but they are excellent thinkers when they are still and motionless. They would rather follow an inner guide.

Then, Uzer (2017) introverts are self-evaluators who are withdrawn, cautious, dislike fun, and manage their moods and anxiety. Except for close friends, introverts' sociability and interactions are reserved and distant. They are quiet students who prefer to be alone, with only one or two close friends. The excitement of introvert personality is the second characteristic. The introvert dislikes excitement and is suspicious of the impulse of the moment. The third characteristic is the introvert personality's expenditure of energies.

The extrovert is dependable, takes everyday life matters seriously, is pessimistic, quiet, retiring, and introspective. Jannah (2020) found that, books are more appealing to introverted students than people. Introverted

students have their own ways of carrying out their plans. The fourth trait of introvert personality is planning. Introvert planning is typically just plans in one's head. The final trait is an interesting activity of an introvert. Instead of people, introverted students prefer books. Furthermore, introverted students have their own ways of carrying out their plans. According to Kahnweiler (2013), writer of "Quiet Influence: The Introvert's Guide to Making a Difference," introverts prepare and simulate exceptionally well for public speaking. They take advantage of their influence because they are sophisticated thinkers. In comparison with extroverts, introverts can be good at public speaking.

b. Characteristics of Introverts

According Jannah (2020) there are five behavioral traits of introvert personalities.

a) In association or interaction, introverted behavior.

Except for close friends, introverted ways of socializing or interacting are reserved and distant. They are quiet and reserved students with only one or two close friends.

- b) The excitement of an introverted personality is the second characteristic. The introvert dislikes excitement and is skeptical of the impulse of the moment.
- c) The third characteristic of introverted personalities is their use of energy. The introvert is dependable, takes everyday matters seriously, is pessimistic, quiet, a retiring type of person, and is introspective.
- d) The introverted personality's fourth characteristic is planning. An introvert's plan is usually just a thought.
- e) The last characteristic is a fun activity for introverts. Books are more appealing to introverted students than people. In addition, introverted students have their own ways of carrying out their plans.

c. Introvert Types and Learning

Uzer (2017), explained that introverts learn best by conversing and physically engaging with their surroundings. Talking allows them to form and clarify their thoughts. Their focus will naturally shift to external things and events.

d. Introvert Types in the Classroom

According to Uzer (2017), introverted students prefer reading, lectures, and written assignments to verbal assignments. They enjoy working alone, excel at verbal

reasoning, and require time for internal processing. They enjoy listening to others talk about a topic while reducing their exposure. Introverts could struggle with instructors who speak quickly and do not give time for thought. They are frequently uneasy in group discussions, might very well struggle to remember names, and might be hesitant to speak up in class.

2. Extrovert Personality

a. Definition of Extrovert

According to Paradilla et al (2020), extroverts are sociable, easygoing individuals who prefer outdoor activities or participate in a variety of social activities. Extrovert, as opposed to introvert, is the attitude characterized by the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective.

Nowbakht and Fazilatfar (2019) extroverts frequently require the approval of others in order to feel fulfilled in their daily communicative activities. Extrovert are influenced more by their environment than by their inner world. Extrovert are energized by interaction with others and tend to focus on the outside world of people, things, and activity. They enjoy talking, participating, organizing, and

socializing. They are action-oriented people who can become impatient with slow, tedious jobs and complicated procedures. They prefer to figure things out while talking (Briggs, 2009). They gain energy from interacting with others and view life in terms of the outside world (Bowdon, 2007).

Extroverts learn best by talking and physically engaging with their surroundings. Rahayu (2020), an extroverts enjoy social interaction and are enthusiastic, talkative, assertive, and gregarious. Talking allows their thoughts to emerge and become clearer. Their focus will naturally shift to external things and events. Mitchellete then describes the characteristics of an extrovert personality.

Extroverts prefer to focus their energy on interacting with people and objects. They place such a high value on outside experience that they frequently start things with little thought and then finish them through trial and error, Eftiama (2022).

Extrovert personalities recharge through interaction with others, enjoy being the center of attention in group activities, tend to think out loud with others, freely share personal information, talks more than listens, communicates enthusiastically, and prefer many friends to a few friends

and shallow relationships. Students with extrovert personalities prefer to hang out with other extroverts.

Futhermore, Salsabila (2018) stated that extroverts are gregarious, and their activity is perceived as being directed toward the outside world. Students with extrovert personalities exhibit a number of characteristics. To begin with, extrovert students are sociable, friendly, and have a large number of friends. Second, extrovert students are gregarious and enjoy working in groups. Third, they are active, talkative, enjoy large groups of people, and enjoy parties. Fourth, they are easygoing, willing to share personal information, and enjoy a good laugh. Fifth, they think out loud, talk first and think later, are impulsive, brave, take risks, and act on the spur of the moment. Finally, they speak more than they listen and communicate with enthusiasm.

b. Characteristics of Extroverts

According to Jannah (2020) there are five behavioral traits of extrovert personalities.

- a) The first characteristic is the sociability or interaction of an extrovert.
- b) The excitement of an extrovert personality is the second characteristic. The extrovert seeks adventure and acts on the spur of the moment.

- c) The extroverted personality's energy expenditure is the third characteristic. The extrovert is easygoing, optimistic, and loves to laugh; his emotions are completely out of control.
- d) The fourth trait of the extrovert personality is planning.
- e) The last characteristic is a fun activity for an extrovert.

Extrovert students dislike reading and studying by themselves. Extroverts enjoy expressing themselves in active and interesting ways.

c. Extrovert Types in the Classroom

Uzer (2017), explained that extrovert students thrive in classrooms that allow time for discussion, talking, and/or group work. Because they are action-oriented, they excel at activities that require some form of physical activity. They may find it difficult to settle down, read, or concentrate on homework as they are drawn into social life. They sometimes have difficulty listening and need to talk to work out their ideas. They must work in order to avoid distractions while studying. They perform well when studying with a friend. Extroverts learn best when they approach their studies as if they are preparing to teach someone else.

d. Extrovert Types and Learning

Uzer (2017), stated that extroverts prefer learning besides conversing and physically engaging with their surroundings. Speaking lets them create and clarify their ideas. Their focus would then normally shift to external things and events.

3. Ambivert Personality

Fitri et al (2020) states that, ambivert is a personality type that is a hybrid of introverted and extroverted traits. This is a personality type that is commonly owned by individuals in general, following the extrovert personality type, because children with an ambivert personality type tend to have a flexible character, especially when dealing with various situations that would be uncomfortable for an extrovert or introvert.

Ambiverts have a versatile personality. Children with this personality can be good scramblers in a variety of situations and social settings. An ambivert is someone who is very adaptable in new situations, has a personality that can serve as a bridge to establishing positive relationships, and is more controlled, sensitive, and persuasive. Ambiverts are people who have a psychological balance between extroverts and introverts. She likes to socialize, hang out with many people, and talk

about many things. On the other hand, they, like introverted people, prefer to be alone and away from their surroundings.

4. The Differences Between Introvert, Extrovert and Ambivert Personality

According to Isobel Myers in Condon (2013: 504), “Responding to introverted and shy students: Best practice guidelines for educators and advisors” introverts and extroverts have some differences from one another.

a) Introvert

1. Quiet and reserved
2. Introspective and reflective
3. Serious
4. Think before speaking
5. Secretive
6. Risk-averse and circumspect
7. Uncomfortable with disagreement
8. Prefer intimate get-togethers with friends
9. Provisional, thoughtful

b) Extrovert

1. Sociable and at ease in front of the camera
2. Participate and are very interested in the outside world.
3. In good humor
4. While talking, consider

5. Sociable, extroverted
6. Ambitious
7. Aggressive and powerful
8. Capable of working well in large groups with outsiders
9. Optimistic and fast to act

c) Ambivert

Ambiverts enjoy being social, meeting new people, and talking about a wide range of topics. On the other hand, they, like the introverted type, prefer to be alone and away from their surroundings. Ambiverts are able to adapt to a wide range of situations. They can function in large groups while also surviving social isolation.

5. Personality Types Toward Speaking Ability

According to Zulhermindra and Rizali (2022), students with personalities have different learning styles, which will naturally influence their learning achievement, particularly in speaking ability. The majority of students communicate in their native tongues on a regular basis because they pick up new terms while they are at home. Speaking instruction in the classroom is thought to have some issues. The issue may stem from both outside causes and the language itself. Cahyani et al (2020), someone with an extroverted personality prefers to speak in language processing, even when speaking is highly demanded, whereas those with objective views prefer to listen.

Uzer (2017) explained that the issue may stem from the language's structure as well as external factors. Personality types are one of them. The Indonesian educational system tends to generate students with preconceived notions of how to be taught, at least the one that today's teenagers and adult language learners went through. Language learning is effective in an environment where students understand that making mistakes is the best way to learn and where making a mistake does not result in loss of face. Often, this means passive learners expecting to absorb information from the teacher, who is the center of the class, an authority figure, and someone who must not be questioned.

Additionally, as each student has a unique personality, it may be concluded that, despite its little impact, personality did have an impact on students' speaking abilities. Salsabila (2018), one of the four skills in English is speaking, which is very important for communication skills as well as student personality. Comparatively to introverted students, whose personalities tend to be quiet and territorial of their own world, extrovert students, whose personalities tend to be more dynamic, are better at speaking. While extroverted students show an internal urge to take the lead and utilize discussion as a technique of processing their lessons and ideas, introverted students prefer to study in a quiet environment that allows them to evaluate the worth of the material offered.

a) Speaking Ability of Introvert

Jannah (2020), states that introverted students prefer to study alone, away from distractions, especially in speaking subjects. Introverted students participate in fewer school activities and achieve lower academic achievement, particularly in speaking ability. An introvert is someone who is more interested in her or his own thoughts and feelings than in things outside of herself or himself and who is often shy and unwilling to participate in group activities. As a result, introverts enjoy being alone. Introvert characteristics include territoriality, concentration, internal depth, intensive, limited relationships, energy conservation, interest in internal reactions, and the need to process ideas before speaking, which sometimes leads to the avoidance of linguistic risk in conversation. An introvert is more cautious about what he or she says.

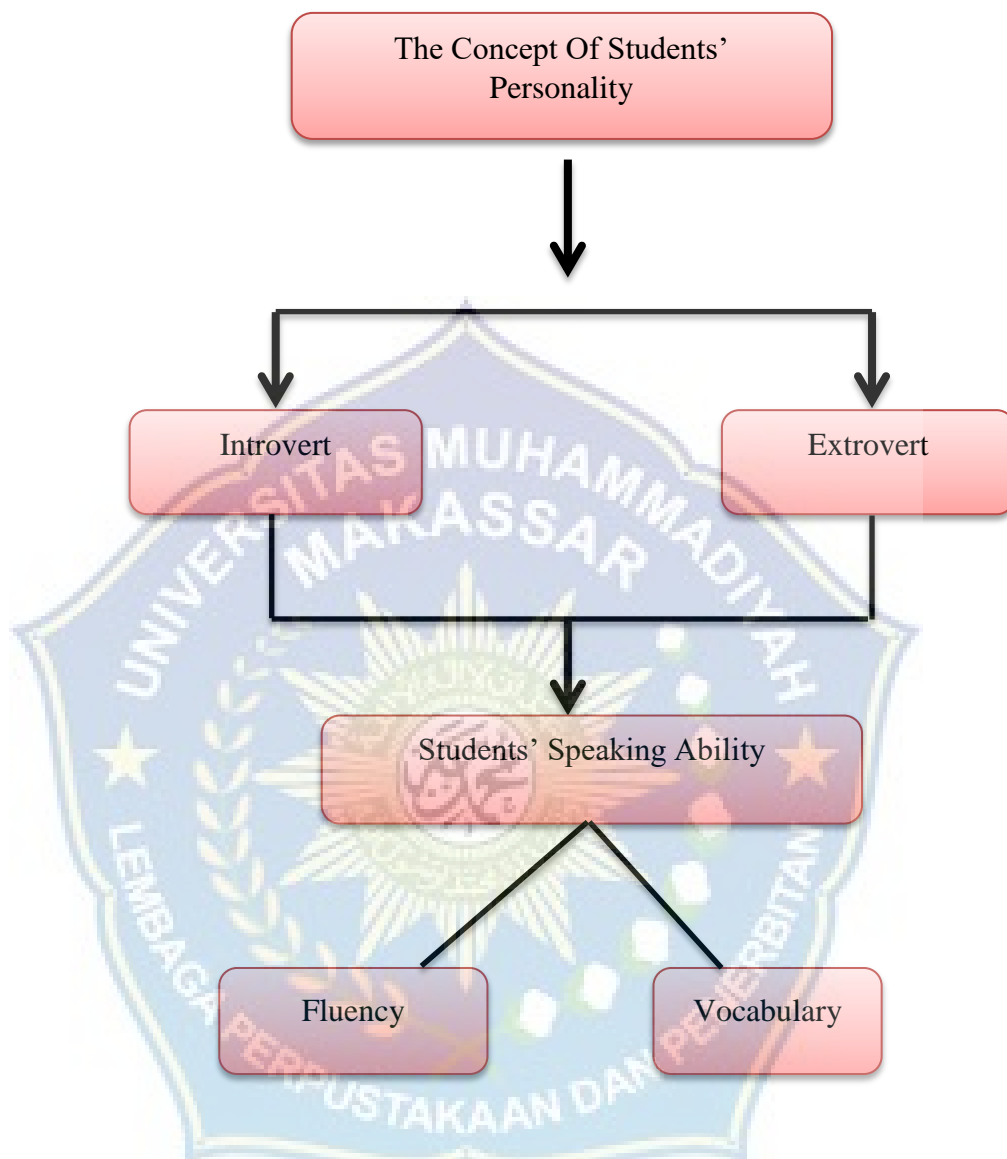
b) Speaking Ability of Extrovert

Jannah (2020), states that extroverts are perceived to speak louder and more fluently, but less accurately, in spoken language. Extroverts talk more, and longer texts are perceived as more authoritative. Extrovert language is more repetitive, particularly in formal settings. They contribute more and have a stronger desire to communicate, but they are unconcerned

about the accuracy of the language component. Extrovert characteristics include sociability, interaction, externality, breadth, extensiveness, multiplicity of relationships, energy expenditure, interest in external events, and reliance on outside stimulation and interaction. Extrovert students are more engaged in the learning process because they are accustomed to conversing with one another, which influences their ability to learn.



C. Conceptual Framework



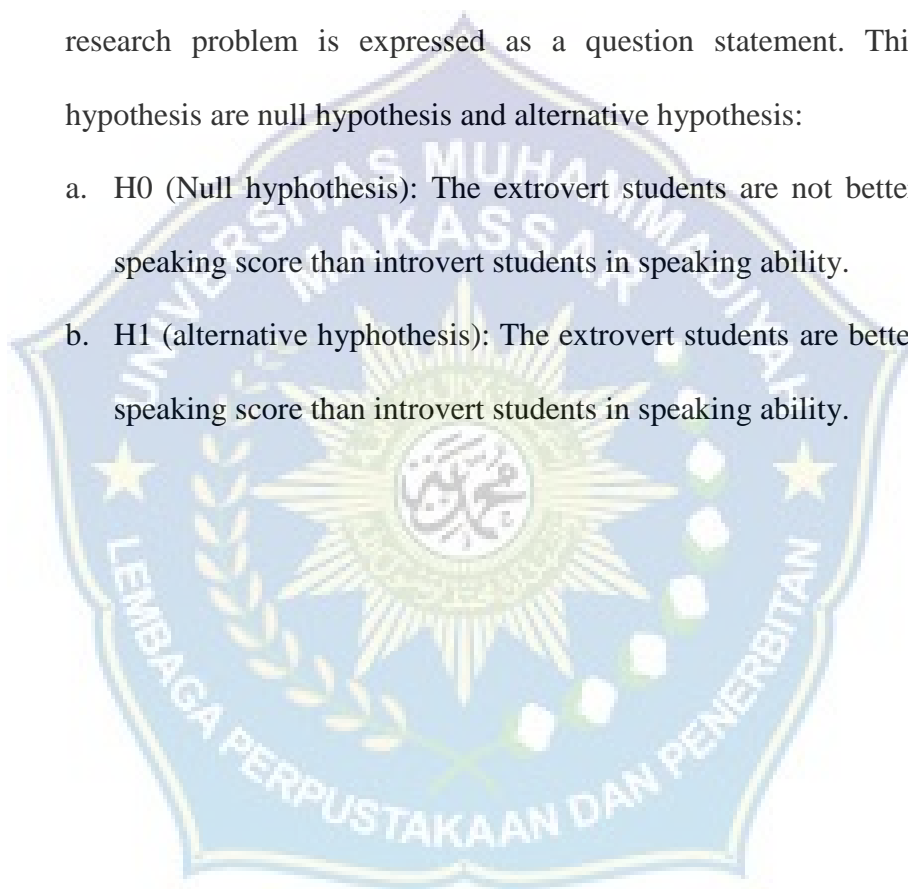
The conceptual framework mentioned above demonstrates that the researcher will concentrate on how the students' personalities affect their capacity to talk in class. Among personality traits are introvert and extrovert. The goal of this study is to determine the effect of introverted versus extroverted personality variations on students' speaking ability. At

the conclusion of this study, significant data regarding the impact of students' personalities on speaking ability is anticipated.

D. Hypothesis

Sugyono (2010) defines hypothesis as a preliminary response to the formulation of the research problem, in which the formulation of the research problem is expressed as a question statement. This study's hypothesis are null hypothesis and alternative hypothesis:

- a. H₀ (Null hypothesis): The extrovert students are not better English speaking score than introvert students in speaking ability.
- b. H₁ (alternative hypothesis): The extrovert students are better English speaking score than introvert students in speaking ability.



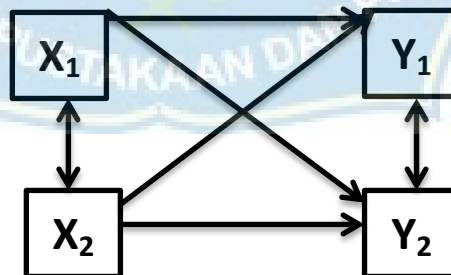
CHAPTER III RESEARCH METHODOLOGY

This section goes over the research design, research environment, research variable and operational description, research instrument, data collection process, and data analysis technique.

A. Research Design

The research objectives guided the design of this study, which was descriptive quantitative research. Quantitative research, according to Bhandari (2020), is the procedure of gathering and examining numerical data. It can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations. This study aimed to examine the impact of personality types on students' speaking ability at the second grade of SMPN 28 Bulukumba.

The research design model as follows:



(Sugiyono, 2016: 71)

Where :

X1 = Introvert Personality (Independent Variable)

X2 = Extrovert Personality (Independent Variable)

Y1 = Speaking Ability (Dependent Variable)

Y2 = Speaking Ability (Dependent Variable)

B. Research Variable and Indicators

It had two variables, or the variables vary simultaneously or had a common variation. In this study, two variables—X as the independent variable and Y as the dependent variable—are used .

a). Independent variable (X)

A variable that can affect or have an effect on a dependent variable was independent variable. The personality qualities of students are referred to as variable X in this study.

b). Dependent variable (Y)

Dependent variables were those that are influenced or caused by other variables. The term "Y" in this study stands for the students' speaking ability.

c). Indicators

The indicator of this research was the personality types on speaking ability at the second grade students of SMPN 28 Bulukumba.

C. Population and Sample

a. Population

Sugiyono (2016: 117) defines population as the zone of generalization made up of items or topics with particular features and characteristics that have been established by researchers in order to learn and then be deduced.

The population of this research was the second grade students of SMPN 28 Bulukumba in the academic year 2022/2023, which was divided into three classes. So, the total population was 105 students.

b. Sample

According to Arikunto (2006:134), if the population is under 100, the complete population can be selected, but if the population is greater than 100, the researcher can select a sample that represents 10-15% or 20-25% of the total population.

In this research, random sampling was use as the sample technique. In this research, the sample of the research is VIII 1 which consists of 21 students.

D. Research Instrument

The instruments in this study use questionnaire and test.

a. Questionnaire

The researcher employed a closed-type questionnaire to learn about the students' extroverted and introverted personalities. It was a questionnaire that provided answers to the questions asked, with the

respondent having the option of selecting only one of the relevant solutions. The researcher wanted to know whether the students were extroverts or introverts by administering a questionnaire.

The questionnaire was designed to assess personality type. This questionnaire contains statements made by respondents to identify their personality type. Participants' replies to research-related topics were elicited using questionnaire sheets.

b. Speaking Test

The researcher utilized a test to gather information about the students speaking abilities. The researcher used the speaking test as a research tool to determine student scores. The two criteria utilized to grade test-takers were vocabulary and fluency. These two conditions indicate the components of communication ability. The researcher instructed the students to speak in front of the class by providing a topic description about themselves for the speaking test. Finally, they spoke in front of the class while the researcher recorded them.

E. Procedure Of Collecting Data

During the data collection for this study, the researcher began to examine the questionnaire data and spoke about the students' assignments. When gathering data, the researcher conducted numerous stages. The following are the procedures :

1. A researcher attended class to give out questionnaires to the students.

2. The researcher distributed questionnaires one by one in order to examine the personalities of the students.
3. The researcher also collected and recorded data from students' speaking tasks.
4. The researcher checked them and assigned them a speaking score based on their responses.
5. The researcher conducted the study, which confirmed the results of the students' ability to speak.

F. Technique of Data Analysis

After accumulating the data, the researcher evaluated it to determine the impact of the students' learning personalities on their speaking skills in class.

1. Questionnaire

The researcher applied a questionnaire with a Likert scale measurement in this research. This questionnaire was converted from a yes/no style with a 5-point Likert scale. Students had to indicate whether they strongly agreed, agreed, uncertain, disagreed, or strongly disagreed when filling out the questionnaire. Students respond to the statements with their own opinions.

As a result, every student who completed the checklist's five categories indicated his or her agreement or degree of extraversion with the statement. Students answered the questionnaire using a checklist and statements from the five categories. Each response was assigned a

number from 1 to 5, with 5 signifying the highest level of extrovert in all extrovert items. The introvert questions were reverse coded, so someone who strongly disagreed with the statement and marked a '1' was coded as a '5'. When a greater score is obtained, it indicates that the students have an extrovert personality, whereas a lower number indicates that the students have an introvert personality. Students' personalities are classified as follows:

2. Classifying of Students' Personality Type Questionnaire

Table 3.1 Classification of Students Personality

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

Source: Adapted from Velicier and Stevenson in Wulandary (2017)

The following formula will be employed to calculate the percentage of students who responded to the questionnaire:

$$\text{Score} = \frac{\text{The result of score} \times 100}{\text{Maximum Score}}$$

3. Speaking Test

The researcher used a test to gather information about the students speaking abilities. The researcher used the speaking test as a research tool to determine student scores. The two criteria used to grade test takers are vocabulary and fluency. These two conditions indicate the components of communication ability. The researcher instructed the students to speak in front of the class by providing a topic description about themselves for the speaking test. Finally, they speak in front of the class while the researcher records them.

The researcher chose only two of the six components of speaking ability for this research. This is vocabulary and fluency. The following table shows Ramadhani's rating for assessing students speaking skills based on fluency and vocabulary:

Table 3.2. Scoring Guide of Speaking Test

Indicators	Classification	Score	Criteria
Fluency	Poor	0-59	Speech is also halting and fragmentary as to make the conversation impossible.
	Fair	60-69	Usually hesitant often force into silence by language limitation.
	Good	70-79	Speed and fluency seem strongly affected by language problems.
	Very good	80-89	Speed of speech seems slightly affected by language problems.
	Excellent	90-100	Speech is fluent and effortless.

Indicators	Classification	Score	Criteria
Vocabulary	Poor	0-59	Speaking vocabulary inadequate to express anything but the most elementary needs.
	Fair	60-69	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	Good	70-79	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional.
	Very good	80-89	Can understand and participate in any conversation within the range of his experiences with a high degree of precision of vocabulary.
	Excellent	90-100	Speech on all levels is fully accepted by educated native speakers in all its features including breath of vocabulary or idioms, colloquialisms, and pertinent, cultural references.

Source: Nurul Ramadahani (2016)

4. Calculating the Mean Score

The following formula is used to calculate the English composition speaking test:

$$x = \frac{\sum x}{N}$$

(Gay in Nurul Ramadhani, 2016)

Notation :

M = Average score

Σx = Number of subtotals

N = Total number of respondents



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted at SMPN 28 Bulukumba during the 2022/2023 school year. A personality type questionnaire and a student speaking exam were used to collect research findings. These findings will be used to evaluate the impact of personality and speaking ability on students in class VIII.1 at SMPN 28 Bulukumba.

1. The Students Personalities

The section that follows describes the personality types of students in class VIII.1 at SMPN 28 Bulukumba. For data collection, the researcher gave a questionnaire to students. The questionnaire scores were obtained by totaling the responses of the students. The table below offers descriptive information on student personality types:

Table 4.1 Category of Students' Personality

No	Score	Frequency	Category
1	81-100	-	Strongly Extrovert
2	61-80	6	Extrovert
3	41-60	8	Ambivert
4	21-40	7	Introvert
5	0-20	-	Strongly Introvert
	Total	21	

According to the table above, 6 students scored 61-80 in the extrovert category, 8 scored 41-60 in the ambivert category, and 7

scored 21-40 in the introvert category. Extrovert (81-100), ambivert (41-60), and introvert (21-40) are the three personality types of students.

Table 4.2 Percentage of Students' Personality

No	Score	Category	Frequency	Percentage
1	81-100	Strongly Extrovert	0	-
2	61-80	Extrovert	6	28.92%
3	41-60	Ambivert	8	38.56%
4	21-40	Introvert	7	33.74%
5	0-20	Strongly Introvert	0	-
	Total		21	100%

In terms of the table above, 6 students (28.92%) were extroverts, 8 students (38.56%) were ambiverts, and 7 students (33.74%) were introverts. This study only takes a look at the extrovert and introverted personality types of students. As a result, ambivert students are overlooked.

2. The Students' Speaking Score

The speaking test required 21 students to present a topic description about themselves in front of the class. The exam is given in class, and students are asked to introduce themselves. Assessment standards for students speaking abilities are categorised, according to Harmer and Sartika (2015). There is both vocabulary and fluency. According to Masden in Nurkasih (2010), speaking can be judged in a

variety of ways, including fluency, grammar, vocabulary, and pronunciation.

Table 4.3 Scores of Students' Speaking Ability

	Mean		Mean Score
	Fluency	Vocabulary	
Introvert	70.71	65.71	68.21
Extrovert	63.33	64.17	63.75

The introverted student category has a fluency score of 70.71 and a vocabulary score of 65.71, based on the table above. Extrovert students' fluency and vocabulary scores were 63.33 and 64.17, respectively. According to the research, introverted students have an average speaking ability score of 68.21, while extrovert students have an average speaking ability score of 63.75. An introverted student has the highest fluency and vocabulary scores, whereas an extrovert student has the lowest. This reveals that class VIII.1 SMPN 28 Bulukumba students speaking abilities are quite good for introverts.

Table 4.4. Students' Introvert Personality

The Percentage and Frequency Values of Students' Speaking Ability in Terms of Fluency

Score	Classification	Frequency	Percentage
90-100	Excellent	-	-
80-89	Very good	2	28.6%
70-79	Good	1	14.3%
60-69	Fair	4	57.2%
0-59	Poor	-	-
Total		7	100%

There were two students (28.6%), one student (14.3%), and four students (57.2%) according to the percentage table above. The researcher inferred from the preceding amounts that the percentage of introverted students in the fluent category is the same as the percentage of students in the moderately fluent category.

Table 4.5.

The Percentage and Frequency Values of Students' Speaking Ability in Terms of Vocabulary

Score	Classification	Frequency	Percentage
90-100	Excellent	-	-
80-89	Very good	-	-
70-79	Good	3	42.9%
60-69	Fair	3	42.9%
0-59	Poor	1	14.3%
Total			100%

According to the above percentage figure, three students (42.9%) were classified as good, three students (42.9%) as fair, and one student (14.3%) as low. Using the data presented above, the researcher decided that the percentage of introverted students in the vocabulary category was sufficient.

Table 4.6. Students' Extrovert Personality

The Percentage and Frequency Values of Students' Speaking Ability in Terms of Fluency

Score	Classification	Frequency	Percentage
90-100	Excellent	-	-
80-89	Very good	1	16.7%
70-79	Good	-	-
60-69	Fair	3	50.01%
0-59	Poor	2	33.4%
Total		6	100%

According to the above percentage table, one student (16.7%) was classified as very good, three students (50.01%) as fair, and two students (33.4%) as low. With the above figures, the researcher determined that the percentage of extrovert students in the fluent category is the same as the percentage of students in the less fluent category, with only one extrovert student having fluency (16.7%).

Table 4.7

The Percentage and Frequency Values of Students' Speaking Ability in Terms of Vocabulary

Score	Classification	Frequency	Percentage
90-100	Excellent	-	-
80-89	Very good	1	16.7%
70-79	Good	-	-
60-69	Fair	3	50.1%
0-59	Poor	2	33.4%
Total		6	100%

According to the above percentage table, one student (16.7%) was classified as very good, three students (50.1%) as fair, and two students (33.4%) as low. The researcher determined that the percentage of extrovert students in the vocabulary category was the same as the percentage of extrovert students in the fluency category based on the previous data. The overall percentage of students in the very good, fair, and bad categories is the same as the number of students in the fluency category. Extrovert students are thought to have lower speaking skills than introverted students.

3. The Impact Of Personality Types On Students' Speaking Abilities

The researcher analyzes the data by taking students' personalities as variables (x) and their speaking abilities as variables (y).

NPar Tests: Mann-Whitney Test

Fluency

		Subset for alpha = 0.05	
		Pribadi	N
Duncan ^{a,b}	Ambivert		8
	Extrovert		6
	Introvert		7
	Sig.		.218

Vocabulary

		Subset for alpha = 0.05	
	Pribadi	N	1
Duncan ^{a,b}	Extrovert	6	64.17
	Introvert	7	65.71
	Ambivert	8	66.25
	Sig.		.744

On the basis of the table, there are seven students who are introverts, six who are extroverts, and eight who are ambiverts. However, the study only looked at two personality types: introverts and extroverts. (There are a total of 21 students.) Introverted students have an average fluency rating of 70.71, while extroverts have a grade of 63.33. 7.35 is a significant difference. Introvert students have a vocabulary score of 65.71, while extrovert students have a vocabulary score of 64.17. Students with introverted personalities dominated students with extroverted personalities in terms of speaking abilities. This needs to be statistically demonstrated with a significance level of 0.05. For statistical acceptability, the t-test (if normal assumptions are satisfied) or Mann-Withney (if normal assumptions are not met) is utilized.

B. Discussion

This section discusses the data analysis outcomes. It consists of the student's personality in terms of speaking ability as well as the impact of the student's personality on speaking ability. Based on the results of the student personality questionnaire and speaking exam, do an analysis.

1. Students' Personality Types

According to the findings of this study, students' personalities in learning tended to increase towards introverted personality types (33.74%), compared to students with extroverted personalities (289.2%). When analyzing the personality component of student learning, it is obvious that the student's personality type has been included in the category of the most introverted personality type in one class, with 7 students instead of 6 students for the extrovert personality type.

Psychologists have presented a variety of definitions of personality. Personality consists of one's thoughts, perceptions, values, attitudes, character, abilities, self-confidence, intelligence, motivation, and habits, among other things. Personality, according to psychologists, is an important feature that symbolizes the inner of the individual.

Salsabila (2018) stated that personality can influence the growth of communication skills in learning a language. Personality relates to his character, and knowing his personality is one of them, we have to concentrate on the individual self. This is due to the existence of a decent, positive, and constructive human nature that is prone to self-

execution, which is regarded as the primary motivation for every individual.

2. Speaking Ability

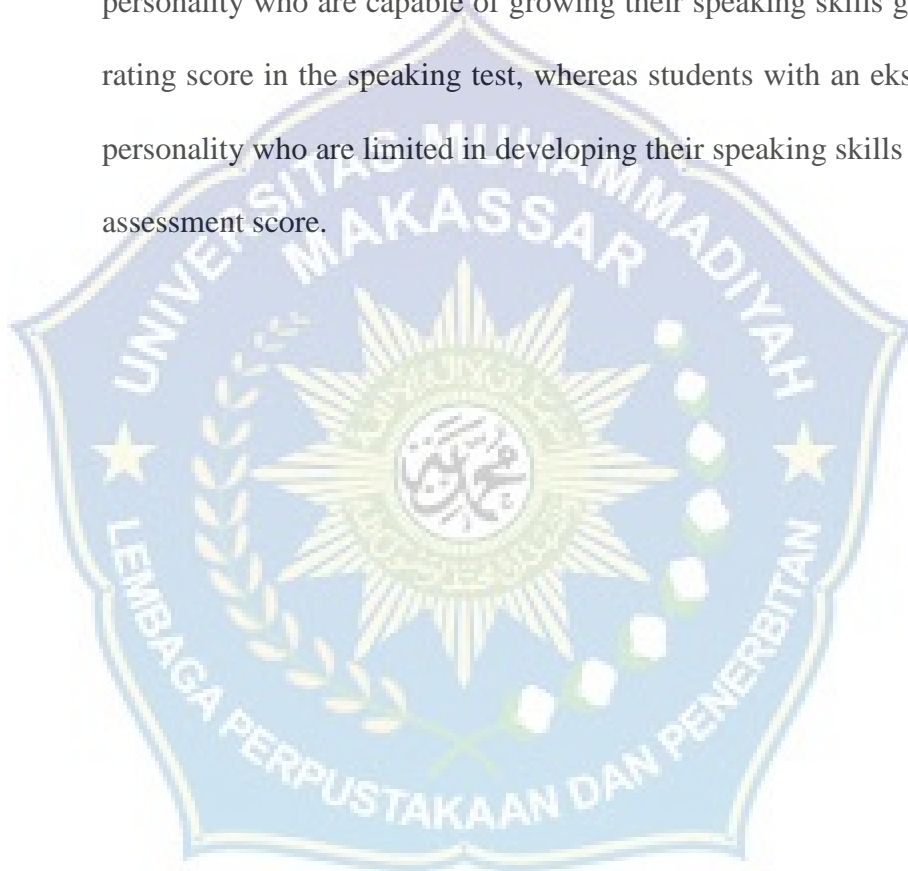
The accuracy of students' speaking skills on the speaking exam for extroverts and introverts is separated into two parts, including fluency and vocabulary aspects, based on the findings of the students' speaking test. The researcher concluded that students at SMPN 28 Bulukumba had a fluency level of 70.71% in good classification and a vocabulary level of 65.71% in fair classification when interacting with introverted students. Meanwhile, extroverted students had a fluency level of 63.33% and a vocabulary level of 64.17% in the fair categorization. The researcher determined that introverted students outperform extrovert students in terms of speaking skills.

3. The Impact of Personality Types on Students' Speaking Abilities

With an average percentage of 33.74%, the results for student personality types classify them as introverted students. This is significantly greater than the percentage of students with extroverted personalities, which is just 28.92%, although the findings of introverted students' speaking skills are higher than those of extroverts in terms of fluency and vocabulary. The researcher found that students with introverted personalities have better speaking skills than those with extroverted personalities. According to Kahnweiler (2013), writer of "Quiet Influence: The Introvert's Guide to Making a Difference,"

introverts prepare and simulate exceptionally well for public speaking. They take advantage of their influence because they are sophisticated thinkers. In comparison with extroverts, introverts can be good at public speaking.

Based on the findings above, students with an introverted personality who are capable of growing their speaking skills get a good rating score in the speaking test, whereas students with an ekstroverted personality who are limited in developing their speaking skills get a low assessment score.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections: the conclusion, which is based on the result discussion, and ideas for further research.

A. Conclusion

The researcher got the conclusion that: based on the results of the data analysis and discussion of the questionnaire and speaking test:

1. The introverted personality type is dominant among students learning English in class VIII.1 at SMPN 28 Bulukumba, accounting for 33.74% on average.
2. The speaking ability of class VIII.1 students of SMPN 28 Bulukumba is dominant to introvert students 68.21% 2.
3. There is an influence of personality types between introverted and extroverted students on the speaking ability of class VIII.1 students of SMPN 28 Bulukumba. The data shows that students' speaking ability is strongly influenced by personality types in learning. Therefore, the researcher concluded that students who have introverted personalities in learning tend to have better speaking skills than extroverted students.

B. Sugestion

Based on the findings of the above study, the researcher provided these suggestions:

1. For the students

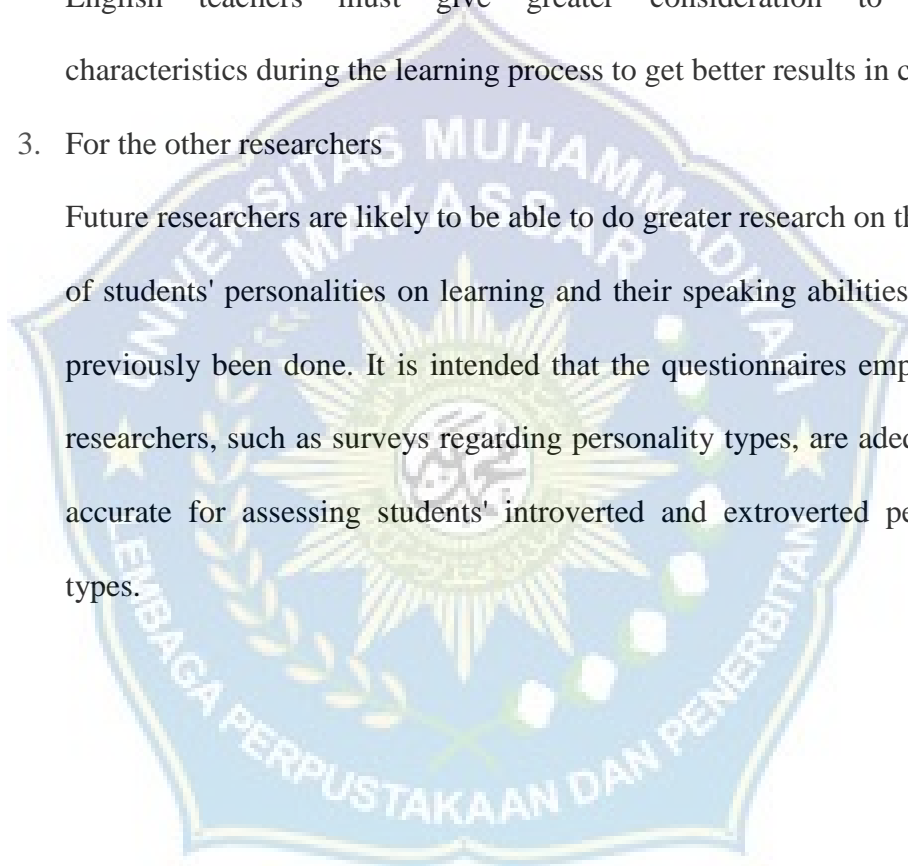
Students should better prepare themselves and the information that will be acquired in order to maximize their participation in learning English, in particular their speaking abilities.

2. For the teachers

English teachers must give greater consideration to students' characteristics during the learning process to get better results in class.

3. For the other researchers

Future researchers are likely to be able to do greater research on the impact of students' personalities on learning and their speaking abilities than has previously been done. It is intended that the questionnaires employed by researchers, such as surveys regarding personality types, are adequate and accurate for assessing students' introverted and extroverted personality types.



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APPENDICES

**APPENDIX 1
QUESTIONNAIRE**

ANGKET TIPE KEPERIBADIAN

NAMA :

KELAS :

Petunjuk Pengisian Angket:

1. Tulis nama dan kelas kamu di pojok kiri atas
2. Beri tanda centang (✓) pada pilihan yang sesuai dengan keadaan Anda
3. Jawaban Anda tidak akan mempengaruhi skor Anda
4. Terima kasih atas kesediaan Anda untuk mengisi kuesioner ini

Informasi:

- a. SS: Sangat Setuju
- b. S : Setuju
- c. R : Ragu-Ragu
- d. TS : Tidak Setuju
- e. STS: Sangat Tidak Setuju



No	Pertanyaan	SS	S	R	TS	STS
1.	Do you suddenly feel shy when you want to talk to an attractive stranger? <i>Apakah Anda tiba-tiba merasa malu ketika ingin berbicara dengan orang asing yang menarik?</i>					
2.	Generally do you prefer to meeting people? <i>Secara umum, apakah Anda lebih suka bertemu orang?</i>					
3.	Do you like going out a lot? <i>Apakah Anda lebih sering suka keluar?</i>					
4.	Do you prefer to have few but special friends? <i>Apakah Anda lebih suka memiliki sedikit teman tetapi istimewa?</i>					
5.	Can you usually let yourself go and enjoy yourself a lot at a lively party? <i>Bisakah Anda membiarkan diri Anda pergi dan bersenang-senang di pesta yang meriah?</i>					
6.	Do other people think of you as being very lively? <i>Apakah orang lain menganggap Anda sangat bersemangat?</i>					
7.	Are you mostly quiet when you are with other people? <i>Apakah Anda lebih banyak diam saat bersama orang lain?</i>					
8.	If there is something you want to know about, would you rather look it up in a book? <i>Jika ada sesuatu yang ingin Anda ketahui, apakah Anda lebih suka mencarinya di buku?</i>					
9.	Do you hate being with a crowd who play jokes on one another? <i>Apakah Anda benci berada bersama orang banyak yang saling bercanda?</i>					
10.	Do you like talking to people so much that you					

	<p>never miss a chance of talking to a stranger?</p> <p><i>Apakah Anda sangat suka berbicara dengan orang sehingga Anda tidak pernah melewatkan kesempatan untuk berbicara dengan orang asing?</i></p>					
11.	<p>Would you be very unhappy if you could not see lots of people most of the time?</p> <p><i>Apakah Anda akan sangat tidak bahagia jika Anda tidak dapat melihat banyak orang sepanjang waktu?</i></p>					
12.	<p>Would you call yourself a nervous person?</p> <p><i>Apakah Anda menyebut diri Anda orang yang gugup?</i></p>					
13.	<p>Would you say that you were fairly self-confident?</p> <p><i>Apakah Anda akan mengatakan bahwa Anda cukup percaya diri?</i></p>					
14.	<p>Do you find it hard to really enjoy yourself at a lively party?</p> <p><i>Apakah Anda merasa sulit untuk benar-benar menikmati diri sendiri di pesta yang meriah?</i></p>					
15.	<p>Do you sometimes talk about things you know nothing about?</p> <p><i>Apakah Anda terkadang berbicara tentang hal-hal yang tidak Anda ketahui?</i></p>					

Source : *The Short Form Revised Junior Eysenck Personality*

Questionnaire

APPENDIX 2
INSTRUMENT OF SPEAKING TEST

INSTRUCTION :

1. Please describe topic about introduction yourself
2. Speak in front of the class by providing a topic description about yourself



APPENDIX 3

STUDENTS NAME OF CLASS VIII. 1

NO	NAMA	SAMPLE
1	A. Surya	S-1
2	Nasila	S-2
3	Rahmi Alfirah	S-3
4	Ririn	S-4
5	Sindi	S-5
6	A. Ahmad	S-6
7	Al Arum	S-7
8	Airul	S-8
9	Muh. Ishak	S-9
10	Muh. Syahrul	S-10
11	Fajri	S-11
12	Fahri	S-12
13	Kevin	S-13
14	Rifki	S-14
15	Apdal	S-15
16	Rasti	S-16
17	Andika Reski	S-17
18	Fitria Ramadhani	S-18
19	A. Fadlan	S-19
20	A. Musdalifah	S-20
21	Muh. Syahrul Febrian	S-21

APPENDIX 4

THE RESULT OF STUDENTS' PERSONALITY TYPES

Sample	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	Total	Category
S-1	3	2	4	4	1	3	2	5	3	4	3	3	3	5	4	40	Introvert
S-2	5	2	5	5	2	4	4	5	2	4	3	2	2	2	3	67	Extrovert
S-3	5	4	2	5	2	3	5	4	5	1	2	5	3	4	4	40	Introvert
S-4	3	2	5	4	4	2	3	5	2	4	3	5	2	4	4	47	Ambivert
S-5	3	1	3	5	2	3	5	2	5	5	1	5	3	5	3	40	Introvert
S-6	5	3	4	5	4	2	5	3	4	1	2	5	4	2	3	50	Ambivert
S-7	4	2	5	3	3	4	5	4	2	2	4	3	2	3	4	67	Extrovert
S-8	2	2	5	2	4	4	2	2	2	5	2	4	4	2	5	72	Extrovert
S-9	4	4	5	4	4	2	4	5	2	2	4	5	3	2	5	70	Extrovert
S-10	3	2	4	5	2	4	2	5	1	3	3	3	3	2	4	50	Ambivert
S-11	4	2	5	2	5	4	4	4	1	5	3	4	3	3	3	40	Introvert
S-12	4	5	5	5	4	4	2	4	2	3	3	4	5	4	4	36	Introvert
S-13	4	2	5	2	2	4	3	4	2	2	4	3	2	4	5	47	Ambivert
S-14	3	2	5	4	1	4	3	5	2	4	4	5	2	1	5	47	Ambivert
S-15	3	4	5	5	2	1	5	4	2	2	1	5	3	3	4	50	Ambivert
S-16	2	2	5	2	5	5	2	5	2	5	5	4	2	2	5	71	Extrovert
S-17	5	2	5	2	4	4	4	2	2	5	2	4	4	2	4	40	Introvert
S-18	5	5	2	4	2	2	5	5	5	2	1	4	2	4	5	36	Introvert
S-19	2	2	5	1	5	5	1	2	2	5	5	3	2	5	4	47	Ambivert
S-20	5	4	2	2	4	4	2	4	2	3	2	4	4	2	5	47	Ambivert
S-21	2	2	5	2	4	5	2	2	2	4	5	2	2	2	5	67	Extrovert
Mean Score																67.50	

NOTE :

Students Answer	Score
SS (Sangat setuju)	5
S (Setuju)	4
R (Ragu-ragu)	3
TS (Tidak setuju)	2
STS (Sangat tidak setuju)	1

APPENDIX 5**THE TRANSKRIP OF STUDENT'S SPEAKING TEST**

Assalamualaikum wr.wb

Hello my friends, let me introduce myself

My name is : Andi Surya Oriza Putri

You can call me : Andi Surya

I am fourteen years old

I live in : Tanuntung street

My favorite color is : blue

My favorite food is : meatballs

My favorite drink is : chocolate juice

My hobby is : table tennis

My idol is : my parents

My ambition is : lawyer

I think that's all for me. Thank you



Assalamualaikum wr.wb

Hello my friends, let me introduce myself

My name is : Al Arum Adiputra

You can call me : Arum

I am thirteen years old

I live in : Saukeng street

My favorite color is : blue

My favorite food is : fried rice

My favorite drink is : chocolate juice

My hobby is : playing football

My idol is : my parents

My ambition is : police

I think that's all for me. Thank you

My name is : A. Ahmad Achir

You can call me : A. Aad

I am thirteen years old

I live in : Banyoro street

My favorite color is : red

My favorite food is : crispy chicken

My favorite drink is : chocolate juice

My hobby is : badminton

My idol is : Rose 'Blackpink'

My ambition is : doctor

I think that's all for me. Thank you

APPENDIX 6

THE SCORE OF THE STUDENTS SPEAKING TEST

INTROVERT

No	Name	Fluency	Vocabulary	Classification
1.	A. Surya Oriza Putri	85	65	Very good
2.	Rahmi Alfirah	80	75	Very good
3.	Sindi	65	70	Good
4.	Fajri	65	50	Fair
5.	Fahri	65	65	Good
6.	Andika Reski	60	65	Fair
7.	Fitria Ramadhani	70	75	Good

APPENDIX 7**THE SCORE OF THE STUDENTS SPEAKING TEST****EXTROVERT**

No	Name	Fluency	Vocabulary	Classification
1.	Nasila	60	65	Fair
2.	Al Arum	55	55	Poor
3.	Airul	60	55	Poor
4.	Muh. Ishak	55	65	Fair
5.	Rasti	85	85	Very good
6.	Muh. Syahrul Febrian	65	60	Fair

APPENDIX 8
DOCUMENTATION

a. Students fill out the students' personality questionnaire



b. Speaking Test







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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Eka Suriyanti
Nim : 105351107119
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 28 Juli 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Netipriah, S.Hum.,M.I.P
NPM. 964 591



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0411-860837/ 860132 (Fax)
 Email : fkip@unismuh.ac.id
 Web : <https://fkip.unismuh.ac.id>



Nomor : 13430/FKIP/A.4-II/IV/1444/2023
 Lampiran : 1 (Satu) Lembar
 Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Eka Suriyanti
 Stambuk : 105351107119
 Program Studi : Pendidikan Bahasa Inggris
 Tempat/ Tanggal Lahir : Bontokamase / 12-11-2001
 Alamat : Jl. Sultan Alauddin 2

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Impact of Personality Types on Students Speaking Ability in English Language Class at the Second Grade of SMPN 28 Bulukumba*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi
 Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 14 April 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail.lp3m@unismuh.ac.id

Nomor : 1326/05/C.4-VIII/IV/1444/2023

23 Ramadhan 1444 H

Lamp : 1 (satu) Rangkap Proposal

14 April 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13430/FKIP/A.4.-II/IV/1444/2023 tanggal 14 April 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **EKA SURIYANTI**

No. Stambuk : **10535 1107119**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE IMPACT OF PERSONALITY TYPES ON STUDENTS SPEAKING ABILITY IN ENGLISH LANGUAGE CLASS AT THE SECOND GRADE OF SMPN 28 BULUKUMBA"

Yang akan dilaksanakan dari tanggal 27 April 2023 s/d 27 Juni 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,





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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Eka Suryanti
NIM : 105351107119

Judul Penelitian : The Impact of Personality Types on Students Speaking Abilities in English Language Class at the Second Grade of SMPN 28 Bulukumba

Tanggal Ujian Proposal : 28 Maret 2023
Tempat/Lokasi Penelitian : SMPN 28 Bulukumba/Jl. Batupanyu No. 07, Tanuntung, Kec. Heriang, Kab. Bulukumba

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1.	3 Mei 2023	Pembagian questionnaire kepada siswa untuk mengukur kepercayaan diri siswa	Tuk Wawak Spd	<i>Tuk Wawak Spd</i>
2	9 Mei 2023	Speaking test untuk mengukur kemampuan berbicara siswa	Tuk Wawak Spd	<i>Tuk Wawak Spd</i>



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3			
4			
5			
6			

Berkas No. 06 Mei 2023

Mengetahui:

Kepala sekolah

Ketua Program Studi,
FKIP Unismuh Makassar
[Signature]
Dr. Umri Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

[Signature]
Sudirman, S.Pd
NIP 196912241999031006



**PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SPF SMP NEGERI 28 BULUKUMBA**



*Jl. Batunomani No. 07 Tamuntana Kecamatan Herlang Kabupaten Bulukumba, Provinsi Sulawesi Selatan
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SURAT KETERANGAN

Nomor: 040/421.3/UPT.SPF.SMPN.28-BLK/TU- V/2023

Yang bertanda tangan di bawah ini :

Nama : Sudirman, S.Pd
NIP : 196912241999031006
Pangkat/Gol : Pembina TK.1, IV/B
Jabatan : Kepala UPT. SPF
Unit Kerja : UPT. SPF, SMPN 28 Bulukumba

Menerangkan kepada :

Nama : Eka Suriyanti
TTL : Bontokamase, 12 November 2001
Nomor Pokok : 105351107119
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa Universitas Muhammadiyah Makassar (UNISMUH)
Alamat : Bontokamase, Kec. Herlang Kab. Bulukumba

Benar mahasiswa tersebut di atas telah selesai melaksanakan penelitian pada sekolah UPT SPF SMPN 28 Bulukumba dalam rangka penyusunan skripsi dengan judul *"The Impact of Personality Types on Students Speaking Abilities in English Language Class at the Second Grade of SMPN 28 Bulukumba"* yang dilaksanakan mulai tanggal 27 April dan berakhir pada tanggal 27 Juni 2023.

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Tanuntung, 06 Mei 2023
Kepala UPT


SUDIRMAN, S.Pd
NIP 196912241999031006





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LETTER OF ACCEPTANCE

0798/BG-FKIP/LOA/B/VIII/1445/2023

Dear EKA SURIYANTI

It is our pleasure to inform you that, after reviewing your paper:
THE IMPACT OF PERSONALITY TYPES ON STUDENTS' SPEAKING ABILITIES IN ENGLISH LANGUAGE CLASS AT THE SECOND GRADE OF SMPN 28 BULUKUMBA
The manuscript ID: 1027

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**, ISSN 2961-8622 (paper) ISSN 2962-4363 (online). We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at ijp@bg.unismuhmakassar.ac.id

Makassar, 1 August 2023 M
14 Muharram 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



EKA SURIYANTI was born on November 12th 2001 in Bulukumba. She is the first child of Abd. Samad and Rosmayanti. She started her education at SDN 128 Turungan Beru and graduated in 2013. Then she continued her study at SMPN 28 Bulukumba and graduated in 2016.

After that, she continued her study at SMAN 6 Bulukumba and graduated in 2019. At the same time, she registered herself at Universitas Muhammadiyah Makassar, and took English Education major. At the end of her study, she could finished her thesis in 2023 entitle **“The Impact of Personality Types on Students Speaking Abilities in English Language Class at the Second Grade of SMPN 28 Bulukumba”**

