

**THE CORRELATION BETWEEN STUDENTS' EXTRAVERSION  
PERSONALITY AND SPEAKING ACHIEVEMENT OF THE FOURTH  
SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN  
PONOROGO.**

**THESIS**



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## ABSTRACT

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**Key Words: Extraversion Personality, Speaking Achievement.**

Speaking an interactive process of constructing meaning that involves producing and receiving and processing information. There are many factors affecting speaking achievement. Extraversion personality is one of factor which is important in speaking achievement. Extraversion personality is an outward flow of libido toward the external world. Extraverts are outgoing, venture forth with confidence into the unknown, and are particularly interested in people and events in the environment. The students' extraversion personality showed that scores 36-50 into highly extrovert, 30-35 into above average extrovert, 21-29 into average, 16-20 into above average introvert, below 15 into introvert. The research problem: is there any correlation between students' extraversion personality and students' speaking achievement for fourth semester of English Education Department of IAIN Ponorogo?

This research was quantitative research and finds out the strength relationship between two variables. The design of this research was correlational study. The study aims at finds the correlation between extraversion personality and students' speaking achievement to the fourth semester of English education department of IAIN Ponorogo. This research hypothesis offers two variables, X variable refers to students' extraversion personality and Y variable refers to students' speaking achievement.

The population of this research was the whole students' of fourth semester which consist of 73 students. The writer used proportionate random sampling. The sample of this research was 61. In this research, researcher employed questionnaires and documentation to collect the data. The data were analyzed using product moment formula by using SPSS 16.00 for windows.

After conducting the research, the researcher found that the average score of students' extraversion personality was medium, 47 students' or 77,1% with score between 24-34. Also, students' speaking achievement is medium, 53 students or 87% with score between 3,06-3.63. The researcher showed that degree of freedom was 59. The researcher find from product moment formula that was  $r_{xy} = 0,619$ . The critical value of pearson  $r_{table}$  with the 5% was 0,250 and  $r_{table} 1\%$  was 0,325. It means that  $r_{xy} > r_{table}$ , so null hypothesis was rejected and alternative hypothesis was accepted, that there is a significant correlation between students' extraversion personality and students' speaking achievement to the fourth semester of English Education Department of IAIN Ponorogo.

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Language has an important role in our life. People use language to communicate with other. Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the hand.<sup>9</sup>

Language is a system which people use for expressing their mind. Its primary function is for interaction and communication. As its primary function is for communication, this is human's duty to learn and understand the language since there are many kinds of language.

Acquiring language is a must for human being to communicate with the other people and to keep their relationship. The global era require people to make a language system to be used in the international scope. English become the international language and every nation learns to communicate with it now. It makes easier to conduct international relationship with all nation in the world. As we know that in this world consist of several countries and also have different in culture include into language.

English has four skills. According to Jeremy Harmer teachers tend to talk about the way we use language in terms of four skills- reading, writing, speaking, and listening. These are often divided into two types. *Receptive skills* are a terms

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<sup>9</sup>Charles W. Kreidler, *Introducing English Semantics*, (London: Routledge, 1998), 19.

used for reading and listening, skills where meaning is extracted from the discourse. *Productive skills* is the term for speaking and writing, skills where students actually have to produce language themselves.<sup>10</sup>

The main goal in teaching the *productive skill* of speaking is oral fluency. The desire to communicate with others, often face-to-face and a real time, drives us to attempt to speak fluently and correctly. According to Donn Byrne, fluency can be defined as “the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation; otherwise communication may break down because the listener loses interest or gets impatient.”<sup>11</sup>

Speaking skills is one of the four skills of English that must be mastered. Speaking is seen as the central skill. Consequently, learners even evaluate their success in language learning as well as the effectiveness of their English course in the basis of how much they feel improved in their spoken language proficiency. It is the case that the goal of people learning language is to be able to speak it.

Learning to speak is the priority of the students. With speaking we can give information or influence people. Speaking also can connect people and make good socialism. Learners should be able to make themselves understand, using current proficiency to the fullest. They try to avoid confusion in the message due

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<sup>10</sup>Jeremy Harmer, *The Practice Of English Of English Language Teaching*, (Longman: pearson), 265

<sup>11</sup>Muhammad Rohman, “The Importance Of Teaching Reading: Emphasize For Reading Fluency And Accuracy In Improving Student’s Reading Comprehension In EFL Context ,” *Journal Of Language Teaching And Literature*, 1(February, 2017),17.

to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. According to Burns and Hill speaking is complex mental process combining various cognitive skills, virtually simultaneously, and drawing on working memory of words and concepts, while self-monitoring.<sup>12</sup>

Learners often need to be able to speak confidence in order to carry out many of their most basic transactions. Learning to speak foreign language requires more than knowing is grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. It is difficult for language learners to communicate effectively because requires the ability to use language in proper social interaction.

There are many factors that influence people to succeed to learn English, especially to acquire speaking skill. According to SitiMahripah, EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantic, and psychological factors such as motivation and personality.<sup>13</sup> Personality is another aspect to improve speaking skill. A kind of personality is extroversion.

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<sup>12</sup>Maryam Azarnoosh, et al., *Critical New Literacies: The Praxis Of English Language Teaching And Learning (PELT)* (Rotterdam/Boston/Taipei: Sense Publisher, 2016), 84.

<sup>13</sup>Lai-Mei Leong&SeyedehMasoumehAhmadi , An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research In English Education*, (March 20,2017), 37.



One of the problems coming from the inside is lacking of extroversion. Extroversion is one aspect constructing personality which influence second language learning especially in gaining speaking skill. ZhengdongGan states that the personality variable that has received most attention in second language acquisition (SLA) research is extroversion.<sup>14</sup> Extroversion is characteristic when a person is more interested with his environment than himself. Extroversion is beneficial for the learners since it provides chance for them to practice speaking. Therefore, there should be efforts that enables the second language learners to take advantages that characterize extroversion.

Hans J. Eysenk says that typical extravert is sociable, likes parties, has many friends, needs have to people to talk to, and does not like reading or studying by himself. He craves excitement, take chances, often sticks his neck out, act on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready a answer, and generally likes “to laugh and be merry”. He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person.<sup>15</sup>

Contrary to extrovert, introvert personality is idealistic, less social, talk less and reflect more before acting. They anticipate and reflect before becoming

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<sup>14</sup>ZhengdongGan, “Extroversion And Group Oral Performance: A Mixed Quantitative And Discourse Analysis Approach,” *The Hong Kong Institute Of Education*, 3 (2008),25.

<sup>15</sup>Joshua Howard, “Extraversion And Oral Proficiency In ESL,” (Thesis, Louisiana State University, 2004), 1.

involved in action to avoid errors. When they are alone and uninterrupted by people and incidents, they think best and develop more ideas. They involve themselves minimally in social activities or in those activities which demand their active, with direct interaction with many people.

According to Lightborn and Spada among many classroom teachers, extroverts has superior L2 communicative ability and are more successful as second or foreign language learners. It can be assumed that extroversion plays an important role in achieving speaking skill.<sup>16</sup>

Based on the explanation above, the researcher is interested in studying whether there is a correlation between the extraversion personality and speaking achievement; and the title is formulated as follows **“The Correlation Between Student’s Extraversion Personality and Speaking Achievement to The Fourth Semester of English Education Department at IAIN Ponorogo.”**

#### **B. Limitation of The Study**

To avoid a deviation of the discussion, this study focused on some concern identified as follow:

1. The subject of the study is at fourth semester of English education department of IAIN Ponorogo.
2. The object of the study is the correlation between extroversion personality and speaking achievement.

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<sup>16</sup>ZhengdongGan, “Extroversion And Group Oral Performance: A Mixed Quantitative And Discourse Analysis Approach,” *The Hong Kong Institute Of Education*, 3 (2008),25.

### **C. Statement of The Problem**

Is there any correlation between extroversion personality and speaking achievement at fourth semester of English education department of IAIN Ponorogo?

### **D. Objectives of The Study**

1. To know the correlation between extroversion personality and speaking achievement at the English education department at IAIN Ponorogo.

### **E. Significance of The Study**

1. Theoretical significance.

After research, it hopes can give contribute of knowledge to know that extraversion personality is important things are developing the student speaking achievement.

2. Empirical significance.

- a. For the lecture

It is expected to give contribution for lecture to help them in teaching, their student, their student especially in developing speaking achievement.

- b. For the student

It is expected to give useful for student especially for the fourth semester student at English education department at IAIN Ponorogo who is attending speaking class. It makes their study more active, enjoy, and it also can increase their speaking achievement.



c. For the reader

It is expected to be useful for readers especially for the student of English department of IAIN Ponorogo as a reference to do extraversion personality in speaking

## **F. Organization of The Thesis**

In this research the writer uses the organization of the study that consists of five chapters as follows:

CHAPTER I: Introduction, in this chapter author purposes description short about target and aim with object as stages to achieve aim from overall these article , cover: background of the study, identification of the problem, limitation of the problem, problem statement, and objective of the study, significance of the study and organization of the thesis.

CHAPTER II: This chapter cover: review of related literature includes theoretical description, frame of thought and hypothesis of the study.

CHAPTER III :Research methodology contains about the research design, population, sample, respondent, research instrument, data collection technique and technique of data analysis.

CHAPTER IV :Finding and discussion includes: location of the study, data description, data analysis, discussion and interpretation.

CHAPTER V : Includes conclusion and recommendations as the end of contents discussion series of thesis.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literature, previous study, theoretical framework and hypothesis. Review of related literature discusses the theories related to the topic. In the previous study, the researcher presents about the studies that are relevant to this research. In the theoretical framework, the researcher discusses the link between theories, study of the research, and hypothesis.

#### A. Review of Related Literature

##### 1. Speaking

##### a. Definition of Speaking

Speaking is a process of building and sharing meaning using verbal and non-verbal symbols. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking consists of producing systematic verbal utterances to convey meaning. It is spontaneous, open ended and evolving.”<sup>17</sup>

According to Jo McDonough and Christopher Show, “Speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, constitute an

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<sup>17</sup>Katheleen M. Bailey, *Practical English Language: Speaking*, (Singapore: McGraw Hill, 2005),2.

overall competence in the spoken language”.<sup>18</sup> It means that speaking is produced by compositing language skills. Those skills are sustaining each other, for instance; speaking skill can not be separated from listening. Speaking skill preceded by listening to know new vocabulary and English sound they do not hear or know before.

Speaking is the interaction and requires of the ability to co-operate in the management of speaking turns. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.<sup>19</sup> Speaking is one of an important components in language. According to Sari Luoma speaking skill is an important part of the curriculum in language teaching and this makes them an important object of assessing as well.<sup>20</sup>

According to H. Douglas Brown speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-takers listening skill, which necessarily compromises and reliability and validity of an oral production test.<sup>21</sup>

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<sup>18</sup>Jo McDonough, et al, *Materials And Methd In ELT : A Teacher's Guide* ( Cambridge : Blackwell publisher, 2013, 156.

<sup>19</sup>Scot Thornubury, *How To Teach Speaking* (England : Longman, 2004), Iv.

<sup>20</sup>Sari Luoma, *Assesing Speaking* (New York : Cambridge University, 2008), 1.

<sup>21</sup>H. Douglas Brown, *Language Assessment : Principle and Classroom Practice*, (Sanfransisco, California : Longman, 2003) 140.

Speaking is the process of the human communication. According to David Nunan to most people, mastering the art of speaking is the single most important aspect of learning a foreign language.<sup>22</sup> It means that speaking becomes the most urgent aspect which had to be mastered in language learning.

Based on the explanation above, it can be concluded that speaking is the communication to make same perception between the speaker and the hearer. It begins from delivering and receiving, hence processing the information that can be understood by the speaker and listener.

#### **b. The Functions of Speaking**

According to Born and Yule, as quoted by Jack C. Richard, functions of speaking are classified into three; they are talks as interaction, talks as interaction, and talks as performance.<sup>23</sup>

The first function is talks as interaction. This refers to what we normally mean by “conversation” and describes interaction, which serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

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<sup>22</sup> David Nunan, *Language Teaching Methodology*(Prentice Hall International, 1991), 39.

<sup>23</sup> Jack C. Richard, *Teaching Listening And Speaking: From Theory To Practice*, (New York: Cambridge University Press, 2008), 21.

The second function of speaking is talk as transaction. This type of talk or speaking refers to situations where the focus is on what is said or done. The message is central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially each other.

The last function is talks as performance. This refers to public speaking, that is, talks that transmits information before and audience such as morning talks, public announcement, and speeches.

### **c. Aspects of Speaking**

Speaking has many different aspects, as follows:

#### **1. Accuracy**

Accuracy in this context refers to the ability to speak properly that is selecting the correct words and expression to convey the intended meaning, as well as using the grammatical patterns of English.<sup>24</sup>

#### **2. Fluency**

Fluency is the simply ability to speak fast.<sup>25</sup> Fluency can be defined as the ability to speak fluently and accurately. Fluency in the speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses.

So, fluency is known as aspect that must be improved in speaking,

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<sup>24</sup>Kathelan M. Balley, *Practical English Testing: Speaking*, 5

<sup>25</sup>Scott Thornbury, *How To Teach Speaking*, (London: Lonngman, 2001), 6.



because the successful in speaking are able to speak fluently and confidently like native speaker.

#### **d. The Characteristics of Successful Speaking Activities**

The characteristics of successful speaking activity as stated by Penny Ur are:<sup>26</sup>

- 1) Learners talk a lot. As much as possible of the period of time, allotted to the activity is in fact occupied by the learners talk.
- 2) Participation is even. Classroom discussion is not dominated by minority of talk active participants: all get chance to speak, and contributions are evenly distributed.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it.
- 4) Language is an acceptable level. Learners express themselves in of utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In order to achieve the success on speaking skill, students need to have the ability to talk a lot, participation on the discussion, high motivation, and language acceptable level.

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<sup>26</sup>Penny Ur, *A Course Language Teaching, Practice And Theory*, (New York: Cambridge University Press, 2009) 120

### e. Problems of Speaking Activity

Speaking is one of communicative approach that includes the main aspect in understanding the words and sentences. In the aspect of speaking, speakers have to avoid some cases that can decrease the aspect of communication between other. There are four problems with the speaking activities; they are:<sup>27</sup>

#### a. Inhibition

Unlike reading, writing, and listening activities, speaking require some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

#### b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty felling that they should be speaking.

#### c. Low or uneven participation

Only participant can talk a time if he or she is to be heard; and in a large group, this means that each ones will have only every little talking time. This problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.

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<sup>27</sup>*Ibid.*,121.

#### d. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it because it is easier because it feels un natural to speak to one another in a foreign language and because they feels less 'exposed' if they are speaking their mother tongue. If they talking in the small groups, it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to target language. Therefore, these problems should be understood by speakers that communicates with another person.

## 2. Speaking Assessments

A major concern for teacher is how the teachers can asses the students' speaking abilities in the new language. There are some approaches in assessing speaking are:<sup>28</sup>

### 1. Direct test

Direct Test of speaking involves a procedure in which the learners actually speak the target language, interesting with the test administrator or with other students and generating novel utterances. So for instances, an oral proficiency interview, a conversation, or an unscripted role-play can be considered direct tests of speaking.

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<sup>28</sup>Kathelen M. Bailey, David Nunan, *Practical English Language: Speaking*, (Singapore: McGraw Hill, 2005), 23.

## 2. Indirect test

Indirect test of speaking is one in which the test-takers do not speak. For example, the student may be given a conversational cloze test. A cloze test is written text about paragraph in length in which words have been deleted (usually every seventh or ninth word) and replaced by blank lines. A conversational cloze test is one where the original text is transcript of an actual conversational. The learners' job is to fill in each blank with a word that would be appropriate in the context of that conversation.

## 3. Semi-direct test

This term has been applied in contexts where students actually speak (that is, they produce oral language), but they do not interact in a conversation, interview, or role-play.

There are three main methods for scoring students' speaking skill.<sup>29</sup>

### a. Objective scoring

Objecting scoring does not involve any judgment during the scoring process (though a great deal of judgment may be involved in determining the correct answers to compile the key)

### b. Holistic ratings

A speech sample (such as an oral interview, a record conversation, or a passage that a learner reads aloud) is given one overall evaluation, which may be a rating (a "six" on a ten-point scale) or a designation

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<sup>29</sup>*Ibid.*,25.

(pass versus not pass, or the “advanced” designation in a system that consists of novice, intermediate, advanced, superior categories).

c. Analytic ratings

Analytic ratings involve rating systems in which the abilities underlying the speaking skill have been analyzed (hence the name, *analytic*) and the test-takers are evaluated on how well they perform the various sub-skill.

### 3. Speaking Achievement

#### a. Definition of Achievement

In the Oxford learner's pocket dictionary the word achievement derived from the word “achieve” part of speech “verb” is that has meaning gain or reach something by effort: get something done.<sup>30</sup> It means that achievement is the result of doing something based on the context. Meanwhile, the limitation of achievement definition in education about the development and assessment of student's mastering of the material relating to the lesson being presented to their strategy as well as the value found in the curriculum.

Achievement is as the result of efforts or activities that people done. Achievement can be supposed as the result of the interaction of various factors that the learning doing effort to gain this one.

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<sup>30</sup>Victorica Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), 4.

## **b. Speaking Achievement**

Speaking is one of the skills that must be acquired by the students. We can use test to measure the speaking skill achievement. The most common type of achievement test is a standardized test developed to measure skill and knowledge learned in given grade level, usually through planned instruction, such as training or classroom instruction. Achievement test are often constructed with test that measure aptitude, a more general and stable cognitive trait.

Achievement test score are often used in an educational system to determine what level on instruction for which a student is prepared. High achievement score usually indicate mastery of grade-level material and the readiness for advanced instruction. Low achievement score can indicate the need for premeditation or repeating a course grade.<sup>31</sup>

## **4. Personality**

### **a. Definition of Personality**

Many experts define personality differently. After reviewing some fifty definition proposed by other theorist, Gordon W. Allport reaches the conclusion about personality. Personality is the dynamic organization within the individual of those psychophysical system that determine his unique adjustments to his environment.<sup>32</sup>

<sup>31</sup><http://wikipedia.org/wiki/achievement> test,

<sup>32</sup>Alex Sobur, *Psikologi Umum*, (Bandung : PustakaSetia, 2003), 300.



Harry Stack defined personality in terms of our relationship with other people.<sup>33</sup> Personality is an important and relatively stable characteristic within a person that account for consistent patterns of behavior. Aspect of personality may be observable or unobservable, and conscious or unconscious.<sup>34</sup>

From the definition of personality above, we can conclude that personality is someone's stable characteristic, behavior, and thought pattern in daily life, and makes them different with the other people.

Personality is complex subject which cannot be measured easily. Robert B. Ewen says: "some theorist contend that personality can be studied only by observing external, social behavior".<sup>35</sup> It means that someone's behavior in daily life is a reflection of their personality. We can observe someone's personality through their behavior in his daily life.

#### **b. Type of Personality**

According to C. G. Jung, human personality divided into two big groups, they are extravert and introvert, Jung says: "extraverts are outgoing, venture forth with careless confidence into the unknown, and are particularly interested in people and events in the external world.

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<sup>33</sup> Robert B Ewen, *An Introduction To Theorist Of Personalities*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2003), 2.

<sup>34</sup> *Ibid.*, 5.

<sup>35</sup> *Ibid.*, 4.

Introversion is reflected by a keen interest in one's own psyche, and often preferring to be alone".<sup>36</sup>

Nevertheless, Costa and McCrae has significantly broadened the scope of personality theory by stressing in neuroticism, extraversion, openness, agreeableness, and conscientiousness. Some of these are based on Costa and McCrae ideas, whereas other involve different theoretical construct.

Costa and McCrae explain about the model of personality, they are shown in the table bellow.

Table 2.1 Trait facets associated with the five domains of the Costa and McCrae five factor model of personality.<sup>37</sup>

Neuroticism (N)	Anxiety, angry hostility, depression, self-consciousness, impulsiveness, vulnerability.
Extraversion (E)	Warmth, gregariousness, assertiveness, activity, excitement-seeking, positive emotions.
Openness (O)	Fantasy, aesthetics, feelings, actions, ideas, values
Agreeableness (A)	Trust, straightforwardness, altruism,

<sup>36</sup> *Ibid*, 71.

<sup>37</sup> Gerald Matthews, et.al, *Personality Traits*, (New York : Cambridge University Press), 25.

	compliance, modesty, tender-mindedness.
Conscientiousness (C)	Competence, order, dutifulness, achievement striving, self-discipline, deliberation.

### c. Personality Development

According Carl Gustav Jung personality development is a process that happens in all of one's life. Human develops and learns new knowledge and skill not limited by age, but he will always move forward continually to make for their self-fulfillment.

During childhood the ego, the personal unconscious, and other parts of personality gradually develop into separate entities. This process continues through puberty, which is when the sexual drive begins, and into adulthood. Second puberty occurs at about age 35 to 40 and serves as the gateway to the latter half of time, which is a time of considerable importance: A human being would certainly not grow to be seventy or eighty years old if this longevity had no meaning for the species. The afternoon of human life must also have a significance of its own, and cannot be merely a pitiful appendage to life's morning.<sup>38</sup>

According to Sullivan, significance changes in personality often occur during late childhood and adolescent. He posits seven epochs

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<sup>38</sup>Robert B Ewen, *An Introduction To Theorist Of Personalities*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2003), 69.

through which personality may develop, each of which represents an optimal time for certain innate capacities to reach fruition. The first step is infancy; the stage of infancy begins a few minutes after birth and continues until the appearance of speech (however meaningless). During the 12<sup>th</sup> to 18<sup>th</sup> month of life, the use of language begins with the imitation of sounds in the environment. The second step is childhood. In this step appear of articulate speech, even if meaningless. During childhood, parental punishment further the growth of the bad-me aspect of the self-system. So long as the parents also assist the development of the good-me personification by providing sufficient reward and tenderness, not great harm will result. The third step is the Juvenile Era. In this step appears of the need for playmates. The forth is preadolescence, in this step appear of the need for an intimate relationship with a person of the same sex (chum). The fifth is early adolescence or puberty. In this step appears the need for an intimate relationship with a person of the apposite sex. The sixth step is Late Adolescence; this step is satisfaction of the lust dynamism. The last step is adulthood; this step is completion of personality development; ability for genuine love.<sup>39</sup>

According to Freud in psychodynamic perspective there are six stages of personality development. According to him, commonly

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<sup>39</sup>*Ibid.*, 154-158.

personality development occurs until puberty.<sup>40</sup> The stage of personality development are as follows:

(1) The oral stage; during the first 12 to 18 months of life, the infant's sexual desire center around the oral region (mouth, tongue, and lips); (2) the anal stages; at about age 1 to 1 1/2 years, the infant gains some control over its anal expulsions; (3) the urethral stage; the urethral stage is not clearly distinct from the anal stage, and Freud has relatively little to say about it. The canal carrying urine from the bladder now becomes an erotogenic zone, the child must learn to control urinary urges, and conflict arises from the problem of bed wetting; (4) the phallic stage; at about age 5 to 6 years, the boy learns to produce pleasurable sensations by manually stimulating his sexual organ; (5) the latency period; by age 5 to 6 years, personality is firmly established. From this time until puberty (age 12 or later) the child's erotic drives become deemphasized. oedipal storm subsides, sexuality yields to safer forms of expression (such as affection and identification), amnesia clouds unsettling memories of infantile sexuality, and reaction formation may lead the child to spurn members of the opposite sex. The latency period is not a true psychosexual stage, however, and may even be largely or entirely absent in some instances; (6) the genital stage; the genital stage is the goal of normal development and represent psychological maturity.<sup>41</sup>

From the explanation above, each expert has their own opinion about personality development. It can be concluded that personality is not a thing that well-formed since people are born. Personality develops from

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<sup>40</sup> *Ibid*, 28.

<sup>41</sup> *Ibid*.,26-29

time to time with the help of environment they live around, such as family, school, friend, etc.

#### **d. Factors that Influence Personality**

There are two factors that influence personality; there are internal and external factor.<sup>42</sup> Internal factor is the factors from the inside or genetic factor. Children's personality can similar with their father or mother personality or may be the combination between them. Heredity gives significant influence for someone's self-concept as the basic of their personality. For instance, an ugly woman who lives in an environment which really appreciates beauty, the woman will feels inferior.

The second is external factor. External factor is the factors from the outside of individual. Environment is considered as an external factor. It started from the smallest environment such as family, friends, neighbors, culture, school, or it can be from Medias such as television, magazines, newspaper, etc. family is considered as the main factor that forms someone's personality. The reasons are: 1) family is the first social community from children; 2) children spend a lot of time in family environment; 3) the family numbers are the significant people for establishing children's personality.

According to Alfred Adler, school provide the acid test of a child's readiness for social living, and offers perhaps of the only possibility for

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<sup>42</sup>Sjarkawi, *Pembentukan Kepribadian Anak* (Jakarta: PT. Bumi Aksara, 2014), 19.



correcting whatever parental errors may have occurred.<sup>43</sup> It means school environment also can influence children's personality. The factor that considered can influence such as: emotional climate of the class, for instance the teacher cares and friendly with students, so the student will feel comfortable, happy, and motivated to study. The other factor is teacher attitude. It can be observed from the relationship between the teacher and their students, the next factor is discipline, whether authoritative, pessimistic, or democratic discipline can form student disposition and behavior. The last are learning achievement and the acceptance of classmates.

## **5. Extraversion**

### **a. Definition of Extraversion**

Extroversion/introversion (also written extraversion/ introversion) identified in the psychological literature as a highly important dimension of human personality that imposes physiological limits on who we are and how we act, although within those limits, behavior can vary according to circumstance.<sup>44</sup>

According to Carl Gustav Jung Extraversion is an outward flow of libido toward the external world. Extraverts are outgoing, venture forth

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<sup>43</sup> *Ibid*, 106.

<sup>44</sup> Marian Condon and Lisa Ruth-Sahd, "Responding To Introverted And Shy Students: Best Practice Guidelines For Educators And Advisors ," *Open Journal Of Nursing*, 3 (November , 2013), 504.

with confidence into the unknown, and are particularly interested in people and events in the environment.<sup>45</sup>

Extraversion is one of the dimensions of the five factor model, contrasts active, sociable, and cheerful extroverts with reserved, solitary, and somber introverts. Extraversion is the most easily inferred of the five factors, often apparent from seeing a photograph or hearing a spoken sentence or two. Extroverts are cheerful and friendly, but introverts are not depressed and hostile; introverts simply lack positive feelings and prefer to be alone.<sup>46</sup> Extraversion includes traits such as sociability, assertiveness, activity and talkativeness. Extraverts are energetic and optimistic.<sup>47</sup>

Laney says that extroverts do not like to spend time alone. And in class, an extrovert likes debate, discussion, and explanation, from other people such as teachers and his/her friends. She/he does not like to study alone; he/she likes to study with a group and they like to talk and show their ability.<sup>48</sup>

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<sup>45</sup>Robert B Ewen, *An Introduction To Theorist Of Personalities*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2003),75.

<sup>46</sup>David Matsumoto, *The Cambridge Dictionary of Psychology*, (New York :Cambridge University Press), 200.

<sup>47</sup>S. Rothmanna and E. P.Coetzer, “*The Big Five Personality Dimensions And Job Performance*,” *SA Journal of Industrial Psychology*, 1 (2003), 69

<sup>48</sup>DediSanjaya et al, “*The Impact of Personality (Extroversion/Introversion) on Indonesian EFL Learners’ Essay Writing Achievement*,”*Asian Efl Journal Professional Teaching Articles*, (October, 2015), 7.

According to Chamorro-Premuzic and Furnham, the consistency of extraversion can be explained by two ideas. Firstly, extraversion can be a predictor of high academic performance because extraverts are more active, ask more questions, which can help them learn more effectively. Secondly, extraverts often have an active social life, and this can interfere with activities devoted to studying because the time spent for learning or documentation is reduced.<sup>49</sup>

According to Hurd extrovert students tend to participate more in classroom interactions, worry less about accuracy and have a tendency to take risks with their language, all of which are assets when it about accuracy and have a tendency to take risks with their language, all of which are assets when it comes to communicative oral competence, in the other respect, extroversion may well have a role to play in the development of oral skills, but introversion may be of even more significance for the independent language learner, given its positive correlation with mega cognitive skills and their link with autonomy.<sup>50</sup>

It can be concluded that Extroversion refers to where prefer to focus their attention and get their energy from the outer world of people and activity of their inner world of ideas and experiences. This makes

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<sup>49</sup>Iulia Ciorbea and FlorentinaPasarica, “*The Study of The Relationship Between Personality and Academic Performance*,”*Social and Behavioral Science*, (2013), 402.

<sup>50</sup>ZafarShahilaand Meenakshi K, “*A Study On The Relationship Between Extroversion-Introversion And Risk-Talking In The Context Of Second Language Acquisition*,” *International Journal Of Research Studies In Language Learning*, 1 ( January, 2012), 39.

sense that it is no difficult to think of certain types of learning situations in which an outgoing and sociable person.

#### **b. The Functions of Extraversion**

Extraversion can combine with any one or more of four functions. They are:<sup>51</sup>

##### **1. Thinking**

Extraverted thinking people rely heavily on concrete thoughts, but they may also use abstract ideas if these ideas have been transmitted to them from without, for example, from parents or teachers.

##### **2. Feeling**

Extraverted feeling people use objective data to make evaluation. They are not guided so much by their subjective opinion, but by external values and widely accepted standards of judgment. They are likely to at ease in social situations, knowing on the spur of the moment what to say and how to say it.

##### **3. Sensing**

Extraverted sensing people perceive external stimuli objectively, in much the same way that these stimuli exist in reality.

Their sensations are not greatly influenced by their subjective

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<sup>51</sup>Jess Feist and Gregory J. Feist, *Theories of Personality, Seventh Edition*, (USA: Mcgraw-Hill, 2008), 117-119

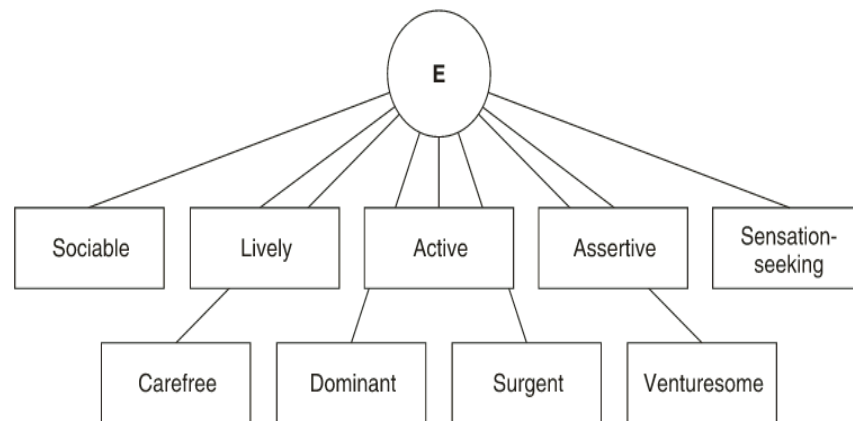
attitudes. This facility is essential in such occupations as proofreader, house painter,, wine taster, or any other job demanding sensory discriminations congruent with those of most people.

#### 4. Intuiting

Extraverted intuitive people are oriented toward facts in the external world. Rather than fully sensing them, however, they merely perceive them subliminally. Because strong sensory stimuli interfere with intuition. Intuitive people suppress many of their sensations and are guided by hunches and guesses contrary to sensory data.

#### c. The Characteristics of Extraversion

In this thesis, the researcher tries to view the hierarchical structure of extraversion that have been applied by Hans J. Eysenck. Those particulars are:<sup>52</sup>




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<sup>52</sup>*Ibid*,410.

a. Sociable

- Inclined to associate with or be in the company of others.
- Friendly or agreeable in company; companionable.
- Characterized by agreeable companionship

b. Lively

- Lively is the quality of being full of life, energetic, bright, vivid, strong and vigorous.
- Characteristic by mental or emotional intensity.
- Having a striking effect on the mind or senses.

c. Active

- A way of life that integrates physical activity into your everyday routines, such as walking to the store or biking to work.
- A combination of physical activity and recreation activities aimed at the general public to encourage a healthier lifestyle.

d. Assertive

- The quality of being self-assured and confident without being aggressive.
- A form of behavior characterized by a confident declaration or affirmation of statement without need of proof; this affirms the person's rights or point of view



without either aggressively threatening the rights of another ( assuming of position of dominance) or submissively permitting another to ignore or deny one's right's or point of view.

e. Sensation-seeking

Sensation-seeking is a personality trait defined by the search for experiences and feelings, that are “varied, novel, complex and intense”, and by the readiness to “take physical, social, legal, and financial risks for the sake of such experiences.

f. Carefree

- Having no problems or not being worried about anything
- Someone or something that is free from troubles.

g. Dominant

- Someone or something that is dominant is more powerful, successful, influential, or noticeable than other people or things.
- One that produce a particular characteristic, whether a person has only one of these genes from one parent, or two genes, one from each parent.

#### h. Surgent

- Describing a responsive and resourceful personality.
- A sudden and great movement forward
- A sudden increase of an emotion

#### i. Venturesome

- Having or showing a disposition to undertake risky or dangerous activities.
- Inclined to venture, or take chances<sup>53</sup>

It can be concluded that extraversion is behavior directed towards others which is influenced by the environment to involve in social group that reflects some characteristics from the sociable, lively, active, assertive, sensation-seeking, carefree, dominant, surgent, venturesome.

#### d. The Relationship between Extraversion and Speaking

Dewaele and Furnham have argued that in the studies where extraversion scores are correlated with linguistic variables extracted from complex verbal tasks (i.e., conversations), a clear pattern emerges: Extraverts are found to be more fluent than introverts both in L1 and L2 and particularly in formal situations or in environments characterized by

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<sup>53</sup> <http://wikipedia.org>, di akses 12 Juni 2017.

interpersonal stress.<sup>54</sup> It means by its superiority in verbal task and its sociability, extrovert are more skilled in speaking than introvert.

The personality trait of extraversion/introversion is associated with L2 learners' preference in using, at least, some types of CSs in oral referential communication.<sup>55</sup>

## B. Previous Study

There is previous study related to this research. This research is started from previous research findings that are conducted by Mohammad Hosseini Naveh, Reza Kafipour, and Rahmatollah Soltani with the title *The Relationship Among Extraversion Tendency, Vocabulary Learning Strategies, and Reading Comprehension of EFL Undergraduates in Kerman Province*. A Journal for Islamic Azad University Iran. The journal Mohammad Hosseini Naveh, Reza Kafipour, and Rahmatollah Soltani that an quantitative research. The findings indicated that the relationship between two independent variables (reading comprehension and extroversion tendency) was examined, there was no correlation between reading comprehension and extroversion tendency ( $r=0,015$ ,  $p<0,05$ ). The research is different with my research: the difference is on the dependent variable. In the research the dependent variable are Vocabulary

<sup>54</sup>Zoltan Dornyei, *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2005), 26-27.

<sup>55</sup>Musa Ahmadian and Hamid Reza Yadgari, *The Relationship Between Extraversion/Introversion and Use of Strategic Competence In Oral Referential Communication*, *Journal of English Language Teaching And Learning*, 222, 1.

Learning Strategies, and Reading Comprehension whereas in my research the dependent variable is students' speaking achievement.

The other previous research finding relates to in this research is a thesis entitled "*Correlational Study Between Extroversion, Text Organization Understanding and Writing Skill of The Eleventh Grade Students of SMA Negeri 1 TerasBoyolali The Academic Year 2014/2015*". This is written by Dimas Haristian thesis from SebelasMaret University Surakarta, Surakarta 2015. In his research, Dimas uses quantitative research. There is a positive correlation between Student's Extroversion (X1) and TextOrganization understanding (X2) simultaneously and Writing Skill (Y) of the eleventh grade students of SMA Negeri 1 TerasBoyolali in the academic year of 2014/2015. The result, ( $R_{x1x2y}$ ) is 0.84 and after being calculated to the F-value  $F_0$  (37.41) is higher than  $F_t$  (2.29). It means that the correlation is significant and the increase of student's extroversion and text organization simultaneously will be followed by the increase of writing skill. The research is different with my research: the difference is on the dependent variable. In the research the dependent variable are Text Organization Understanding and Writing Skill whereas in my research the dependent variable is students' speaking achievement.

The last, the researcher found the previous study that relevant with the research. It was conducted by Maya RestiRahayu (2016) from STAIN Ponorogo. The title of the research was "*The Correlation Between Student' Personality Maturity And Reading Achievement Of second Semester English Education*".

*Department At STAIN Ponorogo*”. She focuses on two variables there are personality maturity and reading achievement. The result of her thesis shows that there is significant relationship between students’ personality maturity and reading achievement. The result of the data analysis showed that there was positive correlation between students’ extroversion personality and students’ speaking achievement of fourth semester students of English education department IAIN Ponorogo. The coefficient correlation was 0,841291. The correlation criterion was very strong because  $r_{xy}$  range is among 0,80-1,00. The research is different with my research because I will focus on the extraversion personality and speaking achievement but in the research focus on personality maturity and reading achievement.

### **C. Theoretical Framework**

Theoretical framework is the concept in the theory can be related with the factors which are identified as the important problem. The thesis is correlational research, which explaining below:

Extraversion Personality (as variable x)

Students’ speaking achievement (as variable y)

Based on theoretical framework analysis above researcher can apply the theoretical framework if using student’s extraversion personality on speaking achievement.

#### D. Hypothesis

Hypothesis is the alternative of guess answer which was made the researcher for the problem which has presented in his research. The guess answer is the truth which will be tasted his truth by collecting data which is collected by the researcher.<sup>56</sup>

After finding out the idea sketch of research above, the researcher takes the hypothesis that:

Ho :There is no significant correlation between extroversion personality and speaking achievement to the fourth semester of English education department of IAIN Ponorogo.

Ha :There is significant correlation between extroversion personality and speaking achievement to the fourth semester of English education department of IAIN Ponorogo.

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<sup>56</sup>Suharsimi Arikunto, *Manajemen Penelitian* ( Jakarta : PT Rineka Cipta, 2000).71.



### **BAB III**

### **RESEARCH METHOD**

This chapter presents the research method used in this study. The goal of the research method is to guide the research in order to work systematically. This chapter will describe the methodological steps, involves research design, population and sample, data collection instrument, technique of data collection, and technique of data analysis.

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

This research applies a quantitative approach. Quantitative approach is a process in discovering the subject use data in form of number. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.<sup>57</sup> Key feature include formal systematical measurement and the use of statistic. Taken from Aliaga and Gunderson (2002) quantitative research is “Explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistics).”<sup>58</sup>

This research applies a correlation research. Correlational research gathers data from individuals on two or more variables and then seeks to determine if the

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<sup>57</sup>C.R. Khotari, *Research Methodology Methods And Technique*, (New Delhi: New Age International Publisher, 2004), 3.

<sup>58</sup>Daniel Mujis, *Doing Quantitative Research in Education*, (London: SAGE Publication Ltd, 2004), 1.

variables are related (correlated).<sup>59</sup> The first purpose of this research is to find the evidence whether there is correlation, between the variables or not. Second, if there is correlation, to know the level of correlation. In addition, the final purpose is to get the certainty whether the correlation is significant or no.<sup>60</sup>

This research promotes a hypothesis “The better the students have extraversion personality, the better they speak English. The hypothesis offer two variables; X variable and Y variable. X variable is identified as students’ extraversion personality and Y variable is identified as students’ speaking achievement. The students’ extraversion personality is measured through the questionnaire and the student speaking achievement are taken from the result of students’ examination in speaking course. The result of the questionnaire and the result of students’ examination in speaking course that are used to know whether there is significant correlation between students’ extraversion personality and student speaking achievement to the fourth semester of English Education Department at IAIN Ponorogo in academic year 2016/2017 or not.

## **B. Population and Sample**

### **1. Population**

Population based on Borg, W.R., Gall, M.D in Mohammad Adnan Latief, is defined as all the members of a real or hypothetical set of people,

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<sup>59</sup>Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction To Research In Education*, (Canada: Nelson Education, Ltd, 2010), 27.

<sup>60</sup>Sambas Ali Muhidin, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, (Bandung: CV. Pusaka Setia, 2009), 105.

event, or object to refer educational research to which educational researchers wish to generalize the result of the result.<sup>61</sup> In encyclopedia of educational evaluation population; is “a set (or collection) of all elements possessing one or more attributes of interest.”<sup>62</sup> According to Suharsimi Arikunto; “Population is the whole subject of research.”<sup>63</sup>

A population is a set or collection of all elements processing one more attributes of interest. From the statement above the writer can make conclusion that population is the entire subject that will be conducted a research. Based on definition above the population of this research was all fourth semester students of English education department at IAIN Ponorogo in academic year 2016/2017.

It consisted of three classes which were divided to the following:

Table 3.1 Population of the Research

Classes	Students in each class
T.B.I/a	25
T.B.I/b	24
T.B.I/c	24
Total of students	73

<sup>61</sup>Mohammad Adnan Latief. *Research Methods on Language Learning*. (Malang: Universitas Negeri Malang, 2014), 181.

<sup>62</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta; PT Rineka Cipta. 1998), 173.

<sup>63</sup>*Ibid.*173.

## 2. Sample

Charles C.M in Mohammad Adnan Latief, “sample is a small group of people selected to represent the much larger entire population from which it is drawn.”<sup>64</sup> According to Neil J. Salkind sample is a subset of that population.<sup>65</sup> Sample is selected for measurement, observation or questioning, to provide statistical information about the population. A sample is the group of people who take part in the investigation. The people who take part are referred to as participant.

C.R Khotari mentions that there are two kinds of sampling: probability and non-probability sampling.<sup>66</sup> This research uses the probability sampling. One of the types of probability sampling is Proportionate sampling.

Proportionate sampling is a sampling strategy ( a method for gathering participants for a study) used when the population is composed of several subgroups that are vastly different in number. The number of participants from each subgroup is determined by their number relative to the entire population.<sup>67</sup>

This research requires the method of taking a sample from each sub-population taking into account size of the sub-population of each population.

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<sup>64</sup> Mohammad Adnan Latief. *Research Methods on Language Learning* (Malang: Universitas Negeri Malang, 2014), 181.

<sup>65</sup> Neil J. Salkind, *Exploring research “Eight Edition”* (USA: Pearson Education, 2012), 203.

<sup>66</sup> C.R. Khotari, *Research Methodology Methods And Technique*, (New Delhi: New Age International Publisher, 2004), 58.

<sup>67</sup> John W. Craswell, *Research Design* (London: University of Nebraska-Lincoln, 2009), 145.

According to Michael and Issac the formula to determine the sample of population is as follows:<sup>68</sup>

$$S = \frac{\lambda^2 . N . P . Q}{d^2(N-1) + \lambda^2 . P . Q}$$

Explanation:

S : Sample

N : Total of Population

P= Q : Proportion of Population = 0,5

d : The degree of accuracy = 0,05

$\lambda^2$  : The value of chi-square based on reliance degree (3,841)

This is to determine sample based on the formula above

$$S = \frac{\lambda^2 . N . P . Q}{d^2(N-1) + \lambda^2 . P . Q}$$

$$S = \frac{3,841.73.0,5.0,5}{0,05^2(0,5-1) + 3,841.0,5.0,5}$$

$$S = \frac{70,09825}{0,18+0,96025}$$

$$S = \frac{70,09825}{1.14025}$$

$$S = 61,476211357$$

$$S = 61$$

Based on the calculation above, the researcher gets 61 sample. There are consists of 21 students from classes TI. A and 20 students from each

<sup>68</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Alfabeta: Bandung, 2011), 126.

classes TI. B, TI. C at the fourth semester of English department education of IAIN Ponorogo in academic year 2016/2017.

### C. Data Collection Instrument

Instrument is a tool used for collecting data for particular purpose, usually used for gathering research data. According to Donald Ary, selecting appropriate and useful measuring instruments is critical to the success of any research study.<sup>69</sup>

The instruments of data collection of this research are questionnaire and documentation. To measure students' extraversion personality researcher uses questionnaire and, to measure students' speaking achievement researcher uses to documentation students' speaking final examination in third semester and middle examination in fourth semester result.

Table 3.2

Table of The Instrument of Data Collection

Title	Variable	Indicators	Number
The Correlation Between Student's Extraversion Personality and Speaking Achievement of The Fourth Semester of English Education	Students' Extraversion Personality	1. Sociable 2. Lively 3. Active 4. Assertive 5. Sensation-seeking 6. Carefree 7. Dominant 8. Surgent	1,14,5,20,23,24,25 4,7,21,13 12,17 10,21 2,5,18 6 9,11,16 8,19,24

<sup>69</sup>Donald Ary, et al, *Introduction to Research and Education Eight education* (USA: Wadsworth, Cengage Learning, 2010), 200.



Department at IAIN Ponorogo		9. Venturesome	3,8,22
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#### D. Technique of Data Collection

To get the data it is very important to choose the best technique. To collect the data a research need instrument. In this research, the writer using two instruments to obtain the data, they are questionnaire, and documentation.

##### 1. Questionnaire

Questionnaire is a set of categories or numeric values assigned to individuals, objects, or behaviors for the purpose for measuring of variables.<sup>70</sup>

According to Wilson and McLean, “ The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.”<sup>71</sup>

The questionnaire used in this research was based on “Test Your EQ” book. It consisted of 25 questions, which functions to determine level of extraversion of sample. There were three possible answers for each of questions; a, b and c. So, the answer given score as follows:

Table 3.2 Rule of Scoring

<sup>70</sup>*Ibid*, 209.

<sup>71</sup>Louis Cohen, et al, *Research Method in Education “Sixth Edition”* (London and New York: Routledge, 2007), 317.

No	Answer	Point
1	A	0
2	B	2
3	C	1

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

Table 3.3 Level of Extraversion

No	Score	Category
1	36-50	Highly extrovert
2	30-35	Above average extrovert
3	21-19	Average
4	16-20	Above average introvert.
5	below 15	Highly introvert

## 2. Documentation

Documentation provides the researcher with information that is used to support the available data. According to Arikunto documentation, method is used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper.<sup>72</sup> In this research, documentation was chosen to collect the data to identify the students' speaking achievement.

In this research, the researcher took documentation by taking from Mr. Ahmadi M.Ag and Mr. Dedi Hasnawan M.Pd. They are speaking lecturers of thirdand fourth semester students English Education Department of IAIN Ponorogo.

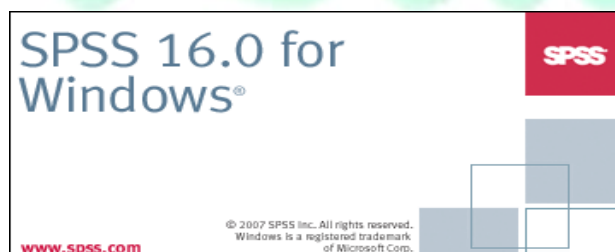
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<sup>72</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta; PT Rineka Cipta. 1998), 274.

The researcher got the data from two semester because the data in the fourth semester is only up to middle test. Therefore to strengthen the data collected, the researcher added the final result in the third semester.

### **E. Technique of Data Analysis**

Data analysis technique is a process to analyze the data that found to prove whether the hypothesis which formulated by researcher is right or wrong.<sup>73</sup> Before using statistical formula, researcher need to know the assumption that is used in the use of the statistical formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. Retno Widyaningrum said that the calculation is required to test the assumption/requirement, so in the use of the formula and the obtained result do not deviate from the occur certainty. The requirement test is occurred to use of the parametric formula which the data are normal assumed. Therefore, the researcher applied SPSS 16.0 for windows to find out the normality test.



<sup>73</sup> *Ibid*, 156.

Figure 3.1 SPSS 16.0 for windows

In this study after conduct normality test the researcher was testing hypothesis using correlation analysis, namely Product Moment Correlation. The formula of Product Moment Correlation is purposed to “Test whether there is positive correlation between student’ extraversion personality (X) and speaking achievement (Y)”.

In calculating the data, SPSS 16.0 program is applied to help the researcher.

The steps are:

1. Resuming the result of students’ extraversion personality and speaking achievement.
2. Calculating the correlation between variable X and Y by using person correlation formula.
3. Determining the correlation criteria by applying the strength of correlation as follow:

Table 3.4 The strength of correlation<sup>74</sup>

No	Scale	Interpretation
1	0,00-0,199	Very weak
2	0,20-0,399	Weak

<sup>74</sup>Suharsimi Arikunto, *Suatu Pendekatan Praktek Edisi Revisi*, (Jakarta: Rineka Cipta, 1998),260.

3	0,40-0,599	Moderate
4	0,60-0,799	Strong
5	0,80-1,000	Very strong

4 Determining the significant standard 5% and 1%..

5 Making a conclusion by classifying with the indexes of correlation and connect with the table of Product Moment.

a.  $H_0 = r_{xy} \leq r_t$

It means that there is no significant correlation between students' extraversion personality (X) and speaking achievement (Y)

b.  $H_a = r_{xy} \geq r_t$

It means that there is significant correlation between students' extraversion personality (X) and speaking achievement (Y)

## CHAPTER IV

### RESEARCH RESULT

#### A. Research Location

1. Geographical position and History of The Institute for Islamic Studies of Ponorogo.

The Institute for Islamic Studies of Ponorogo is located at St. Pramuka 156 Siman Ponorogo. It is located in the city center so it can be accessed easily.

- a. North side : Let. Jend. Suprpto 1<sup>st</sup> alley
- b. South side : Menur street
- c. East side : settlement
- d. West side : Jend. Suprpto street

2. The History of IAIN Ponorogo

Started from academic year 1985/1986, *syari'ah* faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha and Muamalah Jinayah Department. In addition, the president's decision number 11 about the founding of state of Islamic (STAIN) have been released and ratified by Ministry of Religion on 25<sup>th</sup> Syafar 1418 H/ 30<sup>th</sup> June 1997.

Based on the decision above, on the academic year 1997/1998 *syari'ah* Faculty of Ponorogo changed its status from region Faculty become



STAIN. It was an organic unit under Religion Department and lead by the chairman who has a responsibility to Ministry of Religion, whereas the construction functionally is operated by institutional general directorate of Islamic religion. The change of status of *Syari'ah* Faculty of IAIN Sunan Ampel become STAIN Ponorogo was decided based on revoked letter of instructional General Director of Islamic religion number E/136/1997. Since this change of status, State of Islamic College (STAIN) Ponorogo operated educational academic and professionalism by opening three departments, *Syari'ah*, *Tarbiyah*, and *Ushuludin*.

In 2016, based on Presidential Regulation 75 of 2016, STAIN Ponorogo officially became IAIN Ponorogo. The goal of this status change is that colleges not only provide professional and academic education within the scope of a particular discipline of science, technology or art, but more broadly are able to organize professional and academic education in a group of disciplines of science, technology or similar art.

### 3. Vision, Mission, and goal of The Institute for Islamic Studies of Ponorogo

#### a. Vision of IAIN Ponorogo

As the center of study and development of Islamic science is superior in order to realize civil society in 20301.

#### b. Mission of IAIN Ponorogo

1. Conducting research and learning and study of excellent Islamic sciences.

2. Conducting research in the field of Islamic science is superior.
3. Implementing a superior community service.
4. Implement excellent cooperation with relevant institutions at national and international level.
4. The goal of IAIN Ponorogo
5. Organizational structure of IAIN Ponorogo
  - A. Leader element
    - 1) Rector IAIN Ponorogo
    - 2) Vice rector of academic and institutional fields
    - 3) Vice rector of general administration, planning and finance
    - 4) Vice rector for student affairs and cooperation
  - B. Internal control unit
  - C. Member senate institute of islam religion ponorogo country
  - D. Faculty
    - 1) Faculty of tarbiyah and teacher science
      - Department of Islamic education (PAI)
      - Department of Arabic education (PBA)
      - Department of teacher education of madrasah ibtidaiyah (PGMI)
      - Department of Islamic education management
      - Department of English education.
      - Department of teacher education of kindergarten (PGRA)
      - Department of science (IPA)

- Department of social science (IPS)
- 2) Faculty of Sharia
  - Department of ahwalsyakhsyah
  - Department of mua'amalah
- 3) Faculty of ushuludin, adab and da'wah
  - Department of science of al-quran and tafsir
  - Department of communication and broadcasting of Islam
  - Department of guidance and counseling Islam
- 4) Faculty of economics and business of Islam
  - Syari'ah banking department
  - Department of Islamic Economics
  - Management of zakat and wakaf
- E. Research institutes and community service
- F. Quality assurance institution
- G. Administrative, academic and financial bureau
- H. General Administration Section
- I. Planning and finance sections
- J. Academic, student and alumni sections
- K. Technical implementation unit
  - a. Library
  - b. The technical implementation unit of information technology and database
  - c. The technical development unit of language development

## L. Postgraduate

### 6. English Education Department

In The Institute for Islamic Studies, English Department is called TadrisBahasaInggris (TBI). It stands under Tarbiyah Faculty (Faculty of Education). The graduated students of English Department IAIN Ponorogo are supposed to be an English teacher. These are the vision, mission, and goal English Education Department of IAIN Ponorogo.

#### a. The vision of English Education Department

As the Education and development center of professional English teacher.

#### b. The mission of English Education Department

1. To implement a process and teaching Islamic sciences.
2. To implement and develop the teaching of English language
3. To conduct English educational research.
4. To perform society dedication in the field of English language teaching.
5. To implement the founding of English education department academicians.
6. To cooperate with educational and non-educational institutions.

#### c. The goal of English Education Department

To graduate the bachelor of English teacher as a teacher in elementary until senior high school level, with good English ability both in written and

spoken, capable to teach professionally, and mastering the sectors of English learning.

## **B. Specific Research Findings**

Sample in this research were 61 students of the fourth semester of English department of IAIN Ponorogo. The variables of this research consisted of two variable namely extraversion personality (X) and speaking achievement (Y). The obtained data for each variable which have been scored representation extraversion personality and speaking achievement are described as follow.

### **1. Students extraversion personality at the fourth semester students of English Education Department**

This data determine how extraversion personality of fourth semester students of English education department of IAIN Ponorogo. To get the data, the researcher uses questionnaire tool toward of fourth semester students. Based on data obtained from a questionnaire distributed to 61 respondent indicated that questionnaire of students' extraversion personality showed the highest score was 37 and the lowest was 13.

From the questionnaire result, it can be gotten the score of students' extraversion personality can be seen clearly on the following table.

Table 4.1 The score of students' extraversion personality

No	Initial	Variable X	Category
1	MAVR	35	Above average extrovert

2	PMN	26	Average
3	AU	19	Above average introvert
4	I	28	Average
5	LS	33	Above average extrovert
6	ZKS	29	Average
7	NL	29	Average
8	UPT.	28	Average
9	SM	26	Average
10	ER	23	Average
11	AM	35	Above average extrovert
12	MU	13	Highly introvert
13	RA	33	Above average extrovert
14	ND	30	Above average extrovert
15	PM	31	Above average extrovert
16	FEW	33	Above average extrovert
17	RS	36	Above average extrovert
18	NUR	29	Average
19	M	30	Above average extrovert
20	LTLs	24	Average
21	MT	30	Above average extrovert
22	NP	28	Average



23	WP	32	Above average extrovert
24	UNW	25	Average
25	RW	28	Average
26	MU	27	Average
27	NS	28	Average
28	ND	36	Above average extrovert
29	HHL	32	Above average extrovert
30	IR	37	Above average extrovert
31	AAT	35	Above average extrovert
32	NK	30	Above average extrovert
33	WH	32	Above average extrovert
34	KH	32	Above average extrovert
35	UDH	28	Average
36	ZRD	32	Above average extrovert
37	DEH	31	Above average extrovert
38	NR	24	Average
39	MAN	30	Above average extrovert
40	AFF	33	Above average extrovert
41	NL	26	Average
42	RWA	31	Above average extrovert
43	HFMS	35	Above average extrovert

44	SL	26	Average
45	NEDC	32	Above average extrovert
46	P	37	Above average extrovert
47	SFR	27	Average
48	GDR	27	Average
49	HND	27	Average
50	TNA	29	Average
51	TR	25	Average
52	ABM	23	Average
53	TZF	33	Above average extrovert
54	RP	31	Above average extrovert
55	MPON	33	Above average extrovert
56	CBN	28	Average
57	UH	31	Above average extrovert
58	AR	24	Average
59	WEP.	22	Average
60	NS	28	Average
61	AS	18	Above average introvert

According Philip Carter in Test Your EQ book, it is has been obviously explained that to measure the students' extraversion personality showed that

scores 36-50 into highly extrovert, 30-35 into above average extrovert, 21-29 into average, 16-20 into above average introvert, below 15 into introvert.

After obtaining the total score, from those table can be seen that the students' extraversion showed that 4 students are highly extrovert, 26 students are above average extrovert, 28 students are average, 2 students are above average introvert, 1 student are highly introvert

Table 4.2 Frequency Distribution of the questionnaire of Students' Extraversion Personality.

**Extraversion**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	1.6	1.6	1.6
	18	1	1.6	1.6	3.3
	19	1	1.6	1.6	4.9
	22	1	1.6	1.6	6.6
	23	2	3.3	3.3	9.8
	24	3	4.9	4.9	14.8
	25	2	3.3	3.3	18.0
	26	4	6.6	6.6	24.6
	27	4	6.6	6.6	31.1
	28	8	13.1	13.1	44.3
	29	4	6.6	6.6	50.8
	30	5	8.2	8.2	59.0

31	5	8.2	8.2	67.2
32	6	9.8	9.8	77.0
33	6	9.8	9.8	86.9
35	4	6.6	6.6	93.4
36	2	3.3	3.3	96.7
37	2	3.3	3.3	100.0
Total	61	100.0	100.0	

From the table above, could be seen that the score questionnaire of students' extraversion personality was varieties. There were 1.6% or 1 student got score 13, 1.6% or 1 student got score 18, 1.6% or 1 student got score 19, 1.6% or 1 student got score 22, 3.3% or 2 students got score 23, 4.9% or 3 students got score 24, 3.3% or 2 students got score 25, 6.6% or 4 students got score 26, 6.6% or 4 students got score 27, 13.1% or 8 students got score 28, 6.6% or 4 students got score 29, 8.2% or 5 students got score 30, 8.2% or 5 students got score 31, 9.8% or 6 students got score 32, 9.8% or 6 students got score 33, 6.6% or 4 students got score 35, 3.3% or 2 students got score 36, 3.3% or 2 students got score 37.

From the description, it can be concluded that the students' extraversion personality showed that 6.6% or 4 students are highly extrovert, 42.6% or 26 students are above average extrovert, 46% or 28 students are average, 3.2% or 2 students are above average introvert, 1.6% or 1 student are highly introvert.

Based on table above. the histogram can be seen in as follow:

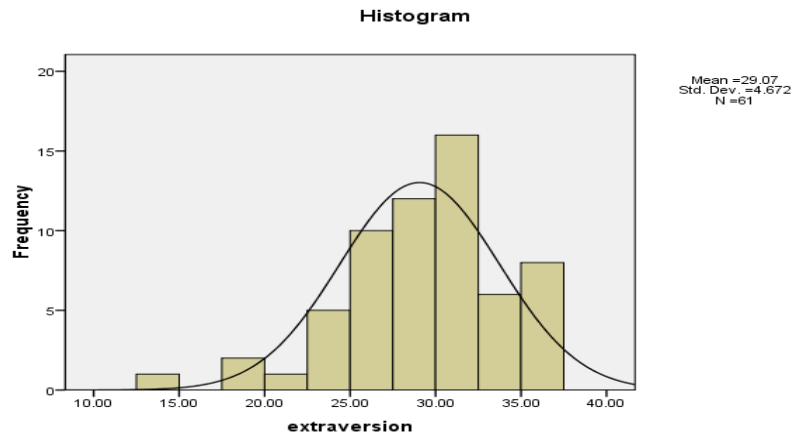


Figure 4.1 Histogram for Questionnaire of Extraversion Personality

From the histogram above, it is stated  $M = 29.07$  and  $SD = 4.672$ . The determine the category of the students' extraversion personality was good, medium or low, the researcher grouped scores using the standard as follow:

1. More than  $M + 1.SD$  ( $29.07 + 4.672 = 34$ ) is categorized into good.
2. Between  $M - 1.SD$  to  $M + 1.SD$  ( $24.398 - 34$ ) is categorized into medium.
3. Less than  $M - 1.SD$  ( $29.07 - 4.672 = 24$ ) is categorized into low.

It can seen that the score which are more than 33.742 is considered good, while the score which are less than 24.398 is categorized into low and the score 24 – 33 is categorized into medium. That categorization can be clearly seen as following:

Table 4.3 The categorization of Students' Extraversion Personality

No	Score	Frequency	Percentage	Category
1	More than 34	8	13,2%	Good
2	24 - 34	47	77,1%	Medium
3	Less than 24	6	9,7%	Low
Total		61	100%	

From those table can be seen that the students' extraversion personality showed that 13,2% into good category, 77,1% in the medium category and 9,7% in the low category.

## **2. English Speaking achievement of fourth semester students of English Education Department IAIN Ponorogo**

This data determine the English speaking achievement of fourth semester students of English education department IAIN Ponorogo. This data are gotten from the result of speaking final examination in three semester and middle examination in fourth semester score. The clearer explanation is served in table below.

Table 4.4 The speaking achievement score of third and fourth semester students of English Education Department IAIN Ponorogo.

No	Initial	Variable Y		
		Final test	Middle test	Total score



1	MAVR	3.75	3.35	3.55
2	PMN	2.25	3.00	2.63
3	AU	2	3.00	2.50
4	I	3.75	3.50	3.63
5	LS	3.5	3.00	3.25
6	ZKS	3.75	3.70	3.73
7	NL	3.25	3.00	3.13
8	UPT.	3.5	3.40	3.45
9	SM	3.25	3.00	3.13
10	ER	2.25	3.00	2.63
11	AM	3.75	3.40	3.58
12	MU	2.25	3.00	2.63
13	RA	3.75	3.50	3.63
14	ND	3.25	3.00	3.13
15	PM	3.5	3.80	3.65
16	FEW	3.75	3.35	3.55
17	RS	3.5	3.00	3.25
18	NUR	3.5	3.20	3.35
19	M	3.75	3.35	3.55
20	LTLS	3.5	3.30	3.40
21	MT	3.5	3.20	3.35

22	NP	3.5	3.00	3.25
23	WP	3.75	3.30	3.53
24	UNW	3.5	3.30	3.40
25	RW	3.5	3.20	3.35
26	MU	3.5	3.30	3.40
27	NS	3.5	3.35	3.43
28	ND	3.75	3.40	3.58
29	HHL	3.75	3.50	3.63
30	IR	3.75	3.25	3.50
31	AAT	3.75	3.25	3.50
32	NK	3.5	3.00	3.25
33	WH	3.25	3.50	3.38
34	KH	3.75	3.70	3.73
35	UDH	3.75	3.50	3.63
36	ZRD	3.75	3.30	3.53
37	DEH	3.5	3.20	3.35
38	NR	3.5	3.10	3.30
39	MAN	3.5	3.10	3.30
40	AFF	3.25	3.20	3.23
41	NL	3.5	3.20	3.35
42	RWA	4	3.00	3.50

43	HFMS	3.75	3.35	3.55
44	SL	3.75	3.00	3.38
45	NEDC	3.5	3.20	3.35
46	P	3.5	3.25	3.38
47	SFR	3.5	3.30	3.40
48	GDR	3.75	3.35	3.55
49	HND	3.75	3.20	3.48
50	TNA	3.5	3.25	3.38
51	TR	3.5	3.20	3.35
52	ABM	3.5	3.30	3.40
53	TZF	3.5	3.50	3.50
54	RP	3.25	3.35	3.30
55	MPON	3.5	3.30	3.40
56	CBN	3.5	3.30	3.40
57	UH	3.5	3.30	3.40
58	AR	3.25	3.00	3.13
59	WEP.	3.5	3.45	3.48
60	NS	3.25	2.90	3.08
61	AS	1.75	2.90	2.33

Table 4.5 Frequency Distribution Of The Students' Speaking Achievement

**Speaking**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.33	1	1.6	1.6	1.6
2.5	1	1.6	1.6	3.3
2.63	3	4.9	4.9	8.2
3.08	1	1.6	1.6	9.8
3.13	4	6.6	6.6	16.4
3.23	1	1.6	1.6	18.0
3.25	4	6.6	6.6	24.6
3.3	3	4.9	4.9	29.5
3.35	7	11.5	11.5	41.0
3.38	4	6.6	6.6	47.5
3.4	8	13.1	13.1	60.7
3.43	1	1.6	1.6	62.3
3.45	1	1.6	1.6	63.9
3.48	2	3.3	3.3	67.2
3.5	4	6.6	6.6	73.8
3.53	2	3.3	3.3	77.0
3.55	5	8.2	8.2	85.2
3.58	2	3.3	3.3	88.5

3.63	4	6.6	6.6	95.1
3.65	1	1.6	1.6	96.7
3.73	2	3.3	3.3	100.0
Total	61	100.0	100.0	

From the table above, could be seen that the score of students' speaking achievement was varieties. There were 1.6% or 1 student got score 2.33, 1.6% or 1 student got score 2.5, 4.9% or 3 students got score 2.63, 1.6% or 1 student got score 3.08, 6.6% or 4 students got score 3.13, 1.6% or 1 student got score 3.23, 6.6% or 4 students got score 3.25, 4.9% or 3 students got score 3.3, 11.5% or 7 students got score 3.35, 6.6% or 4 students got score 3.38, 13.1% or 8 students got score 3.4, 1.6% or 1 students got score 3.43, 1.6% or 1 student got score 3.45, 3.3% or 2 students got score 3.48, 6.6% or 4 students got score 3.5, 3.3% or 2 students got score 3.53, 8.2% or 5 students got score 3.55, 3.3% or 2 students got score 3.58, 6.6% or 4 students got score 3.63, 1.6% or 1 student got score 3.65, 3.3% or 2 students got score 3.73.

Based on table above, the histogram can be seen in as follow:

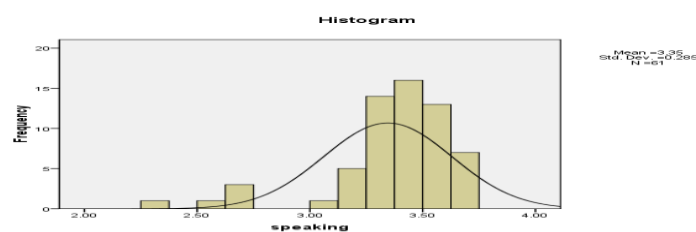


Figure 4.2 Histogram for Documentation speaking Achievement

From the histogram above, it is stated  $M = 3.35$  and  $SD = 0.285$ . The determine the category of the students' extraversion personality was good, medium or low, the researcher grouped scores using the standard as follow:

1. More than  $M + 1.SD$  ( $3.35 + 0.285 = 3.635$ ) is categorized into good.
2. Between  $M - 1.SD$  to  $M + 1.SD$  ( $3.635 - 3.065$ ) is categorized into medium.
3. Less than  $M - 1.SD$  ( $3.35 - 0.285 = 3.065$ ) is categorized into low.

It can seen that the score which are more than 3.63 is considered good, while the score which are less than 3.06 is categorized into low and the score 3.06 – 3.63 is categorized into medium. That categorization can be clearly seen as following.

Table 4.6 The Categorization of Students' Speaking Achievement

No	Score	Frequency	Percentage	Category
1	More than 3.63	3	4,9%	Good
2	3.06 – 3.63	53	87%	Medium
3	Less than 3.06	5	8,1%	Low
Total		61	100%	

From those table can be seen that the students' extraversion personality showed that 4,9% into good category, 87% in the medium category and 8,1% in the low category.



## C. Data Analysis

### 1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting Normality Test. Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be conclude that the data are in normal distribution. On the other hand, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for  $N = 61$  at 5% level of significance is 0,250.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 for windows as following

Table 4.7.The result of Normality Test for Students Extraversion Personality

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Extraversion	.098	61	.200*	.956	61	.027

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the table above the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0.200.

because (significant value  $\geq 0.05$ ),  $H_0$  is accepted, so the variables are normally distributed.

The result of normality test of speaking achievement can be seen as follow

Table 4.8 The Result of a Normality Test for Speaking Achievement.

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Speaking	.104	61	.098	.981	61	.455

a. Lilliefors Significance Correction

Based on the table above the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0.098. because (significant value  $\geq 0.05$ ),  $H_0$  is accepted, so the variables are normally distributed.

## 2. Testing Hypothesis

When the computation result of normality the data is normal distribution, it can be continued to the next step, testing hypothesis which have been proposed in the previous chapter. In this study, there is one hypothesis that should be tested. To decide whether  $H_0$  is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The  $H_0$  will be rejected and the  $H_a$  will be accepted if the value of  $r_{xy}$  is higher than

Meanwhile,  $H_0$  will be accepted and  $H_a$  will be rejected if the value of  $r_{xy}$  is lower than  $r_t$ .

In this study to calculate the hypothesis, the researcher is using SPSS 16 for windows. The result of computation is described in hypothesis as follows:

The hypothesis of this research is there is significant correlation between extraversion personality and speaking achievement. To test the hypothesis, the researcher is analyzed by using the statistical formulation follows:

1.  $H_0 = r_{xy} \leq r_t$ . It means that there is no significant correlation between students' extraversion personality (X) and students' speaking achievement (Y).
2.  $H_a = r_{xy} \geq r_t$ . It means that there is significant correlation between students' extraversion personality (X) and students' speaking achievement (Y).

The result of product moment correlation to calculate of correlation between students' extraversion personality and students' speaking achievement by using SPSS 16 for windows as follows:

Table 4.9 The Result of Correlation between Students' Extraversion Personality and Students' Speaking Achievement.

**Correlations**

		extraversion	Speaking
Extraversion	Pearson Correlation	1	.619**
	Sig. (2-tailed)		.000
	N	61	61
Speaking	Pearson Correlation	.619**	1
	Sig. (2-tailed)	.000	
	N	61	61

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

Based on the table 4.above , the value Pearson Correlation ( $r_{xy}$ ) showed 0,619. The value of  $r_{xy}$  is consulted at the level of significance 5% for  $N = 61$  are 0.250. Because the result show that  $r_{xy} = 0.619$  is higher than  $r_t = 0.250$  or  $r_{xy} = (0.619) \geq r_t = (0.250)$ . It can be conclude that  $H_0$  is rejected and  $H_a$  is accepted. So, there is significant correlation between Student's Extraversion Personality and Speaking Achievement to The Fourth Semester of English Education Department at IAIN Ponorogo.

**D. Discussion and Interpretation**

Data analysis shows that the score of person's correlation is 0,619 the researcher interprets the result in two ways:

1. Simple interpretation.

From the calculation, the score of correlation between X variable and Y variable is not negative. It means that the correlation is positive (the correlation is in the same direction).

By paying attention to the score of  $r_{xy}$  is 0,619 it is between 0,60-0,79, it means the correlation between variable X and variable Y is strong.

## 2. Interpretation by using the table of “r” product moment.

First the researcher determines the df of the correlation between extraversion personality and speaking achievement.

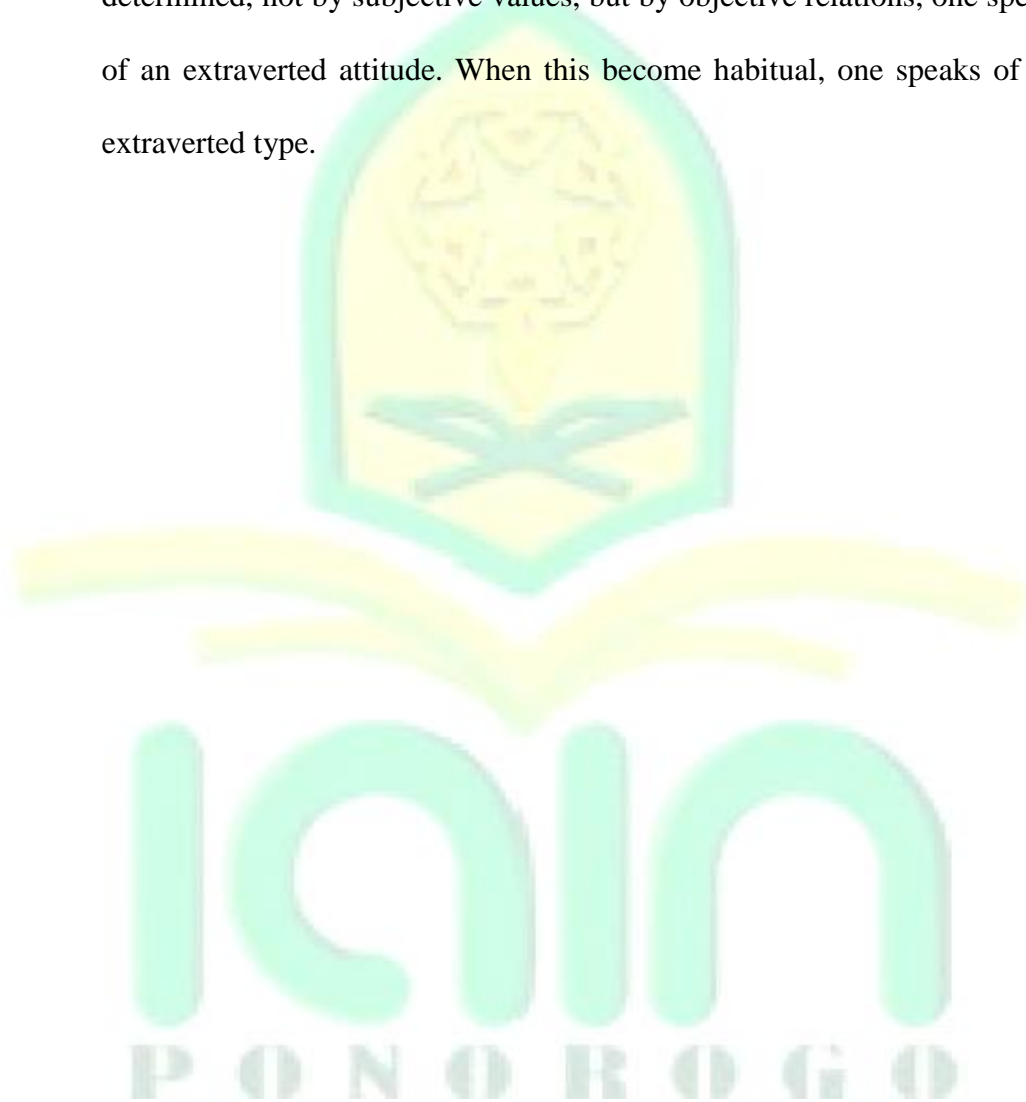
$$\begin{aligned} df &= N - nr \\ &= 61 - 2 \\ &= 59 \end{aligned}$$

Second, from the formula above, it is known that  $df = 59$  and  $r_{xy}$  is 0,619.

In the standard significant table, for standard significant 5%  $r_t$  is 0,250. It means  $r_{xy} > r_t$ , while, for standard significant 1%  $r_t$  is 0,325. It means  $r_{xy} > r_t$ .

Based on the explanation above,  $H_0$  (There is no relationship between students' extraversion personality and speaking achievement of fourth students of English Education Department of IAIN Ponorogo) is refused.  $H_a$  (There is relationship between students' extraversion personality and speaking achievement of fourth students of English Education Department of IAIN Ponorogo) is accepted. It means that hypothesis which promoted by researcher is true.

The result of this research is appropriate with Jung theory about extraversion. When orientation to the object and the objective facts is so predominant that the most frequent and essential decisions and actions are determined, not by subjective values, but by objective relations, one speaks of an extraverted attitude. When this become habitual, one speaks of the extraverted type.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data description and the data analysis, the researcher concluded that the category of students' extraversion personality of fourth semester students of English education department IAIN Ponorogo was medium. There were 47 students or 77,1% with range score 23-34.

The category of students' reading achievement of fourth semester students of English education department IAIN Ponorogo was medium. There were 53 students or 87% with range score 3.06-3.63.

The result of the data analysis showed that there was positive correlation between students' extroversion personality and students' speaking achievement of fourth semester students of English education department IAIN Ponorogo. The coefficient correlation was 0,619. The correlation criterion was strong because  $r_{xy}$  range is among 0,60-0,799.

#### B. Recommendations

1. For the lecturer
  - a. Lecturer should understand students' personality types in order to get the best ways of learning, teaching method, and ideal classroom environment.
  - b. Lecturer should improve his/her professional skill, especially in English vocabulary mastery. It can be through formal education improvement,



upgrading, and training.

2. For the students

- a. Students should improve their mastery of vocabulary since this skill will be very important for them in learning English.
- b. Students should maintain their extroversion personality because personality can be changed by the time. Maintaining here can be done by knowing extrovert types learn best.

3. For other researchers

The researcher realizes that the result of this research is still far from being perfect. There are still many aspects that could influence speaking skill. The researcher expects that there will be other researchers who investigate other aspects relating to speaking skill, but hopefully that this research will be useful as a reference to their researches. Besides, it can also be used by them to carry out and develop a similar study.