

**THE CORRELATION BETWEEN STUDENTS'  
PERSONALITY AND STUDENTS' SPEAKING ABILITY AT  
THE INTERNATIONAL CLASS PROGRAM (ICP)  
OF MTSN 8 BANYUWANGI**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad  
Siddiq Jember in Partial Fulfillment of the Requirements  
for a Bachelor's Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



UNIVERSITAS ISLAM NEGERI  
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JUNE 2025**

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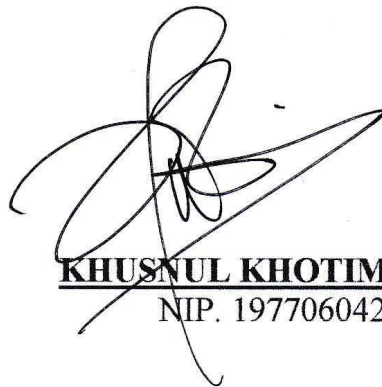
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Has been examined and approved to  
fulfillment of the Requirements for a Bachelor's Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program.

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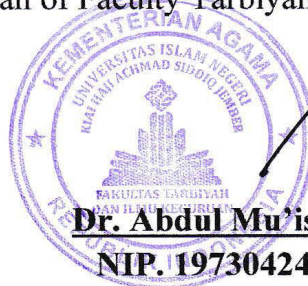


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## MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا

“And say to my servants, “Let them speak better (true) words. Indeed, the devil (always) stirs up strife among them. Indeed, the devil is a real enemy to man.”

(QS. Al-Isra' 17:53).\*



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\* *Lajnah Pentashihan Mushaf Al- Qur'an, Al- Quran Dan Terjemahannya Edisi 2019 (Qur'an In Microsoft Word), 2019.*

## DEDICATION

I dedicate this thesis to:

1. My self who has fought through fatigue, doubt, and various challenges.  
Thank you for not giving up and keeping your spirits up even though it wasn't always easy. This process proves that you are stronger than you think.
2. My beloved mother Masitah, someone who is my motivation and a great woman who is full of strength and who always gives prayers and affection. Raised me with love, as well as the person I will give my bachelor's degree.
3. My beloved father Zainal Abidin, someone who always motivates me in life and someone who believes that his daughter will be the best, strong, brave and proud. Without him I would not be this confident and strong.
4. My young brother and my family who have always been my reason to keep moving forward and make them proud.
5. For my best friends Erika, Sabina, Vira, Yurida, Yurike, Anggun and Nafi who always give encouragement and laughter. With you, every thing feels lighter, and every struggle becomes a valuable story. Thank you for being part of this journey. May this dedication be a reminder that hard work, support, and togetherness will always be a story.
6. Finally, for the entertainers when the author is working on this thesis, thank you for exo, seventeen, etc your music it encourages the author to complete this final project.

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Praise and gratitude to Allah SWT, the most gracious, the most merciful, the Lord of the universe who has bestowed His grace, taufik and guidance so that the author can successfully complete the thesis entitled: "The Correlation between Students' Personality and Students' Speaking Ability at the Internatioanl Class Program (ICP) Class of MTsN 8 Banyuwangi" which is one of the requirements to fulfill the bachelor's degree. Shalawat and salam may remain devoted to our great Prophet Muhammad SAW, shalawat and salam may remain devoted to him who has led us from darkness to bright light, especially for the future and bright world civilization.

Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

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2. Dr. H. Abdul Mu'is, S.Ag., M.Si. as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this reaserch.
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4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English education program.

5. Khusnul Khotimah, S.Pd., M.Pd. as my thesis advisor, who has given me the guidance, suggestions, and patience.
6. Praptika Septi Familia, S.Pd., M.Pd. as my academic advisor, who has given me the guidance along my studies in this university.
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8. Hj. Sri Endah Zulaikatul Kharimah, S.Ag., M.Pd. as headmaster of MTsN 8 Banyuwangi who has given the permission to conduct this research.
9. Ali Mahrus Efendi, S.Pd. as the homeroom teacher of ICP and the English teacher at MTsN 8 Banyuwangi who has assisted me to complete this research.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researcher and readers in the teaching-learning process, particularly in the vocabulary.

Jember, May 10 2025

Author



## ABSTRACT

**Vina Nurieta Zain, 2025:** *The Correlation between Students' Personality and Students' Speaking Ability at the International Class Program (ICP) of MTsN 8 Banyuwangi*

**Keywords:** The Correlation, Students' Personality, Students' Speaking Ability

English speaking ability is one of the skills that is considered very difficult by students', especially in International Program (ICP) classes that use English as the main language in teaching and learning activities in class. Students' with different personalities may have different ways of interacting and expressing themselves in English. This research is based on the personality theory proposed by Carl Gustav Jung, who divided personality into two main types: extroverts and introverts. This theory explains that personality can affect the way individuals interact with the social environment and how they express themselves, including in the context of speaking in English.

This research derived from the research question namely is there any correlation between student's personality and student's speaking ability? And how does students' personality type effect students' speaking ability? This study aims to find out the correlation between students' personality and students' speaking ability in the International Class Program (ICP) of MTsN 8 Banyuwangi and analyze the students' personality type affects their speaking ability. This study also expected to answer doubts about some perceptions of the relationship between students' personality and students' speaking ability because some researchers mention that personality is a dominant factor that can affect students' abilities

The method used in this study is a quantitative approach with a correlational design. The research sample consisted of 25 ICP students' who were purposively selected. Data were collected through a questionnaire to measure students' personality types and a speaking test to assess students' speaking ability, and use Chi Square test to analyse the correlation between two variables

The results of the analysis showed that the value of the Chi Square test with a significance value of 0.202 greater than significance general value is 0.05 ( $0.202 > 0.05$ ) which indicated that there is no signifance correlation between students' personality and students' speaking ability and the hypothesis is  $H_0$  (Null Hyphotesis). This study concludes that although students' personality can contribute to speaking ability, but other factors such as learning methods and social environment also play an important role in the development of students' speaking ability.



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ADVISOR CONFIRMATION SHEET .....</b>	<b>ii</b>
<b>APPROVAL BY ADVISOR .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLE .....</b>	<b>xi</b>
<b>LIST OF PICTURES.....</b>	<b>xii</b>
<b>LIST OF APPENDIX .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Research Background .....	1
B. Research Question.....	7
C. Research Objective .....	7
D. Significance of the Research.....	7
E. Scope of research .....	8
F. Operational Definition .....	9
G. Research Assumptions .....	11
H. Hypotheses .....	11
I. Systematization of the Discussion .....	12
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>14</b>
A. Previous Study .....	14
B. Theoretical Review .....	21
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>47</b>
A. Research Approach and Design .....	47
B. Data Location.....	48
C. Population and Sample.....	49

D. Data Collection Technique and Instrument .....	50
E. Data Validity .....	54
F. Data Analysis .....	56
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>59</b>
A. Description of the Research Object .....	59
B. Validity and Reliability Test .....	64
C. Data Present .....	66
D. Analysis and Testing Hypothesis .....	71
E. Discussion of Findings .....	74
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>81</b>
A. Conclusions .....	81
B. Suggestions .....	81
<b>REFERENCES .....</b>	<b>83</b>
<b>APPENDICES</b>	



## LIST OF TABLE

Table 2. 1 The Similarities and Differences Previous Research .....	18
Table 3. 1 Classification of Students' Personality .....	51
Table 3. 2 Scoring Guide of Speaking Test .....	52
Table 3. 3 Classification of Students' Speaking Score .....	54
Table 3. 4 Coefficient of Cronbach's Alpha .....	56
Table 4. 1 SPSS Result Output of Validity Test .....	64
Table 4. 2 SPSS Result Output of Reliability Test .....	66
Table 4. 3 Personality Type Data of ICP Students' .....	67
Table 4. 4 Output of Students' Personality Category .....	68
Table 4. 5 Speaking Score of ICP Students' .....	69
Table 4. 6 Output of Students Classification Score .....	70
Table 4. 7 SPSS Result Output of Normality Test.....	71
Table 4. 8 SPSS Result Output of Homogeneity Test .....	72
Table 4. 9 SPSS Result Output of Chi Square Test .....	73

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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF PICTURES

Picture 3. 1 Research Design Model.....	47
Picture 4. 1 Personality Types Chart.....	69



## LIST OF APPENDIX

Appendix 1 Matrix of Research .....	88
Appendix 2 Research Instruments .....	89
Appendix 3 Result of Questionnaire .....	93
Appendix 4 Documentation .....	98
Appendix 5 Research Journal.....	100
Appendix 6 Research Permission Letter .....	101
Appendix 7 Research Finding Letter .....	102
Appendix 8 Plagiarism Certificate.....	103



## CHAPTER I

### INTRODUCTION

#### A. Research Background

Understanding the character and personality of students' is becoming increasingly important to create an effective and supportive learning environment, student personality according to Carl Gustav Jung in the book *Psychology of Personality* by Jung in Alwisol is able to influence student cognition<sup>1</sup>. Student personality also affects the way of learning, social interaction, motivation, and the ability of students' in learning activities in class, especially in learning foreign languages, namely English. In learning English there are four skills that must be learned, namely listening, speaking, reading, and writing. Speaking skill is one of the skills that is considered difficult by students' and Speaking is crucial part to communicate orally to each other. Through speaking students' are able to express their feelings, suggestions, ideas, and opinions.

Speaking is very important element that can used by someone to communicate to each other. Speaking is a skill with a higher level of difficulty compared to other skills. It is believed that speaking skill is often considered as one of the most difficult aspects to master in learning English. This is due to various challenges, such as lack of confidence, fear of making mistakes, or limited mastery of vocabulary and grammar. In addition, disadvantages

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<sup>1</sup> Alwisol, "Psikologi Kepribadian," in *Psikologi Kepribadian*, Edisi Revi (Malang: UMM Press, 2017), 43–44.

environments, such as few opportunities to speak with native speakers or environments that do not support conversational practice, are also factors that slow down the development of English speaking skills.<sup>2</sup>

There are many factors that affect their ability to improve English skills such as external and internal factors. Some factor that influence students' in learning English may usually come from internal or external factors. External factors are factors that come from outside, for example, teachers and the learning environment. Internal factors are factors that come from within students', for example, student personality. Internal factors, namely student personality, are believed to have a relationship and influence on students' mastery and ability to learn in class and in the classroom. According to a research study by Eftiama, et al entitled "The Influence of Students' Personality on Their Speaking Ability in English". Personality is a person's character in everyday life. Personality is an individual characteristic that has a relatively stable and internal system that affects thoughts, feelings, and behavior.<sup>3</sup> So it can be interpreted that personality is a person's basic traits and attitudes that contribute to thoughts, feelings, and behavior and awareness.

Some researchers also provide views on personality, according to Desi Surlitasari, et al with the title "The Correlation Between Students' Personality

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<sup>2</sup> Ema Daayah and Yulinar Yulinar, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris," *Jurnal Serambi Ilmu* 30, no. 2 (2018): 196, <https://doi.org/10.32672/si.v30i2.761>.

<sup>3</sup> Hardian Alvin Eftiama, Titi Rokhayati, and Ismawati Ike Nugraeni, "The Influence of Students' Personality on Their Speaking Ability in English," *English Department Journal* 9, no. 1 (2022): 9–16, <https://doi.org/10.37729/scripta.v9i1.1513>.



and Students' Speaking Skills" Personality is the unity of the soul and body aspects, meaning that all behavior and actions of a person are formed and influenced by the personality patterns possessed by each soul.<sup>4</sup> This process of interdependence is also influenced by interactions from themselves and external influences. In his research, she defines that personality includes all conscious and unconscious thoughts, feelings, and behaviors. In addition, it distinguishes two main attitudes or orientations of human personality, namely extroversion or what is known as extroverts and introversion or introvert. Extroverted attitudes are direct a person to the objective external world, while introverted attitudes direct a person to the subjective internal world.

Not only attitudes affect human personality there are four basic psychological functions: thinking, feeling, sensing, and intuition. These functions exist in every human being with the aim of developing the attitudes that exist in us. But everything must exist and be developed in order to form an ideal personality.<sup>5</sup> In the book *Psychology of Personality* by Jung In Alwisol combination of attitudes and functions is used to describe the types of human personality types, this typology theory is formed to combine attitudes and functions that exist in humans.<sup>6</sup> From the combination of attitudes (extraversion and introversion) and functions (thinking, feeling, sensing, and

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<sup>4</sup> Desi Surlitasari Dewi, Safnidar Siahaan, and Novriza Nizami Putri, "The Correlation Between Students' Personality and Students' Speaking Skill," *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris* 11, no. 2 (2020): 289–99, <https://doi.org/10.33373/as.v11i2.2784>.

<sup>5</sup> Bakhrudin All Habsy et al., "Teori Kepribadian Jung Dalam Perkembangan Kepribadian Berdasarkan Perspektif Multibudaya" 4, no. 1 (2024): 1–16, <https://doi.org/10.35719/sociocouns.vxiix.xx>.

<sup>6</sup> Alwisol, "Psikologi Kepribadian," in *Psikologi Kepribadian*, Edisi Revi (Malang: UMM Press, 2017), 50.

intuition), 8 types of personalities are obtained. The 8 personalities formed are (1) thinker-introversion (2) thinker-extraversion (3) feeling-introversion (4) feeling-extraversion (5) sensing-introversion (6) sensing-extraversion (7) intuitive-introversion (8) intuitive-extraversion.<sup>7</sup>

Everyone has a different personality, they differ in the way they interact, express their opinions and the way they think. There are two personality types, namely extroverts and introverts. Extrovert is a preference for someone who is focused on the world outside of themselves. This personality prefers to be surrounded by and interact with other people. Whereas an introverted personality has a self-focused preference. They have a calm, peaceful, and thoughtful personality, and have little interest in interacting with others. They often do things they like with close friends or by themselves.<sup>8</sup> According to Prayitno and Ayu's research on the correlation between introverted personality and extroverted personality with speaking ability in college students', has the results that students' with introverted personalities usually have difficulty in communicating verbally, they often have difficulty when expressing what is in their minds and hearts, they tend to only be listeners. This is different from students' who have extroverted personalities, they tend to take on the role of speaker and are considered easier in expressing their thoughts and hearts.<sup>9</sup>

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<sup>7</sup> Risdyah Fadilah et al., "Pandangan Carl Gustav Jung Terhadap Psikologi Kepribadian," *Madani: Jurnal Ilmiah Multidisiplin* 1, no. 6 (2023): 697–702.

<sup>8</sup> Habsy et al., "Teori Kepribadian Jung Dalam Perkembangan Kepribadian Berdasarkan Perspektif Multibudaya."

<sup>9</sup> Siswoto Hadi Prayitno and Sylene Meilita Ayu, "Hubungan Antara Kepribadian Introvert Dan Ekstrovert Dengan Speaking Skill Mahasiswa Prodi D III Keperawatan Tahun Akademik

Based on the previous studies that have the same topic is the correlation of student personality with speaking ability, some of them state personality has a significant influence on student understanding in the classroom and outside the classroom. Based on research Dewi about the Correlation between Students' Personality and Speaking Ability in English the result after they were given a test is students' with extroverted personalities showed more dominant results than students' with introverted personalities. Students' with extroverted personalities have a more confident attitude, they enjoy learning English and speak more comfortably because they are more confident which makes them more fluent in English. Whereas students' with introverted personalities have difficulty in expressing themselves. Introverted students' generally have an attitude that is less active, emotional, and less interaction.<sup>10</sup>

Furthermore, in same topic with a title "A Comparative Analysis on Extroverts and Introvert Students' towards Their Speaking Skill" by Rofi'i (2018) the results obtained from the study are the skills possessed by students' with extroverted and introverted personalities are the same. Both showed the same comparison results, there was no difference between the two personalities, they both showed good performance in speaking skills. In contrast to previous research according to both personalities, namely introverts and extroverts, show different abilities in speaking English. Students' with

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2017/2018," *Insight: Jurnal Pemikiran Dan Penelitian Psikologi* 14, no. 1 (2018): 60, <https://doi.org/10.32528/ins.v14i1.1077>.

<sup>10</sup> Dewi, Siahaan, and Putri, "The Correlation Between Students' Personality and Students' Speaking Skill."

introverted personalities show better ability results based on EPT score results compared to students' with extroverted personalities who show results from lower EPT exam scores. In addition, also explained the reason why students' with introverted personalities scored higher on the EPT is because students' with introverted sides prefer activities such as reading books, and with a closed and solitary side they prefer to explore new things to spend time rather than spending time interacting with other students'.<sup>11</sup>

From some of the research results above, researcher can find out that student personality has an influence on students' speaking skills in English. The ability to communicate using English does need to be developed for schools that make English as a learning program in class. This study is expected to answer doubts about some perceptions about the relationship between students' personality and students' speaking ability because some researchers mention that personality is a dominant factor that can affect students' abilities and students' with certain personalities are considered easier to communicate in the classroom while students' with other personalities are considered to have difficulty in communicating. The existence of significant differences related to how students' personality types correlate and affect students' English language skills makes researchers interested in exploring further whether students' personalities really have a correlation and influence on English language skills both in fluency, pronunciation, and confidence in speaking English.

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<sup>11</sup> Agus Rofi'i, "A Comparative Analysis on Extrovert and Introvert Students' Towards Their Speaking Skill," *ETERNAL (English Teaching Journal)* 8, no. 2 (2018), <https://doi.org/10.26877/eternal.v8i2.3046>.

## **B. Research Question**

Based on the background description above, the researcher formulates the problem as follows:

1. Is there any correlation between student personality and students' speaking ability at the ICP of MTsN 8 Banyuwangi?
2. How does students' personality type affect students' speaking ability at the ICP of MTsN 8 Banyuwangi?

## **C. Research Objective**

1. To find out the correlation between students' personality and students' speaking ability at the ICP of MTsN 8 Banyuwangi
2. To analyze how students' personality type affect students' speaking ability at the ICP of MTsN 8 Banyuwangi

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

This research has several benefits for teachers, students' and other researchers. Specifically, the benefits of this research are as follows:

1. Theoritically
  - From this study, it is expected to contribute to the understanding of students' personality affect the development of ICP students' speaking skills.

## 2. Practically

- For teachers

The results of this study can be used to help teachers to decide which teaching strategies that a more effectively to the needs of students' and the personality of each student.

- For students'

The results of this study can be used as a guide in how to understand their personalities that may affect their speaking ability. Thus, it can help students' in improving or enhancing their speaking skills, such as the courage to speak in public.

- For other researchers.

The results of this study can be an additional useful literature for researchers in the field of language education and educational psychology. This study can be a reference for further research on the relationship between psychological factors and language skills.

## E. Scope of research

### a. Research Variables

This study focuses on the relationship between students' personality as the independent variable and students' speaking ability as the dependent variable. Students' personality variables measure using questionnaire. This questionnaire contains statement about personality that aspects such as level of extroversion-introversion (sociability and selfconfidence), openness the experience, and Neuroticism (level of

emotional stability and anxiety). Each dimension evaluate through a standardized questionnaire to identify the dominant personality type in each student.

Students'' speaking ability measure based on several key indicators, namely: fluency, pronunciation, vocabulary, sentence structure, grammar, and confidence. Assessment is done through a speaking test involving a conversation or presentation, which is scored using a standardized rubric for assessing speaking performance in English.

#### b. Variables Indicators

Indicators for Student Personality:

The scores were obtained through a personality questionnaire that contains statement about personality that aspects such as level of extroversion-introversion (sociability and selfconfidence), openness the experience, and Neuroticism (level of emotional stability and anxiety).

Indicators for Students'' Speaking Ability:

- a. Fluency
- b. Pronunciation
- c. Grammar
- d. Vocabulary
- e. Confidence

#### F. Operational Definition

This study aims to measure the correlation between students'' personality and students'' speaking ability. Student personality is



operationalized as individual psychological traits measured using questionnaire that contains statement about personality that aspects such as:

- Level of extroversion-introversion (sociability and self-confidence), is an aspect that will measure the level of openness and activeness of students' interactiv, especially in speaking situations in class.
- Openness to the experience is a measure imaginative, curious, and open to new ideas of the students'
- Neuroticism (level of emotional stability and anxiety). Is an aspect that measures the level of emotional stability, such as self-confidence or anxiety when speaking english language in class and in front of classmates.

Students'' speaking ability refers to their ability to express their ideas, thoughts and feelings orally in English effectively and contextually.

In this study, speaking ability is measured through several indicators commonly used in the assessment of English speaking ability, namely:

- Fluency: the ability of students' to speak without too many pauses or hesitations.
- Pronunciation: students'' ability to pronounce English words correctly.
- Grammar: the use of proper sentence structure during speaking.
- Vocabulary: the use of diverse and contextually appropriate words.
- Comprehensibility: the extent to which the interlocutor can understand what the student is saying.

The assessment is done through speaking tests, such as presentations or interviews, which are evaluated using a speaking assessment rubric to assess speaking ability in English.

### **G. Research Assumptions**

1. Researcher believe that students'' speaking ability is also influenced by personality factors. Students'' personality dimensions such as openness to experience, conscientiousness, extraversion, agreeableness, and neuticism also have an important role in students'' speaking ability.
2. Students'' personality affects students'' speaking ability. Students' with introverted personalities tend to have English speaking ability compared to students' with extroverted personalities. Because they tend to spend their time studying rather than having to socialize with friends in class.
3. Students'' speaking ability can be assessed based on speaking ability indicators which include fluency, pronunciation, grammar, vocabulary, and confidence by using tests, namely presentations or interviews. As for students'' personality, it can be measured objectively using a questionnaire that contains statement about personality that aspects such as level of extroversion-introversion (sociability and selfconfidence), openness the experience, and Neuroticism (level of emotional stability and anxiety).

### **H. Hypotheses**

Hypotheses are conjectures or temporary answers that will be tested through research. In the hypothesis there are several important components,

namely temporary conjectures, relationships between variables and truth tests.

The hypothesis or temporary conjecture that the researcher formulates:

- Alternative hypothesis ( $H_a$ ): there is a significant relationship between student personality and student speaking ability.
- Null hypothesis ( $H_o$ ): there is no significant relationship between students' personality and students' speaking ability.

### **I. Systematization of the Discussion**

The systematic discussion in this study is divided into five chapters in order to structure and facilitate the author and readers. The division of chapters is as follows:

**CHAPTER I:** This study contains an introduction which contains background of the research, research focus, research objectives, significance of the research, scope of the research, operational definitions, research assumptions, hypotheses, and systematization of the discussion.

**CHAPTER II:** In this research chapter contains a literature review, which contains previous research that contains some literature that has been previously researched. Furthermore, it also contains a theoretical framework, which explains in detail the title to be studied.

**CHAPTER III:** This chapter of the study contains research methods, which include a brief description of research approach and design, research location, population and samples, data collection techniques and instruments, data validity, and techniques of data analysis, and also research procedure.

**CHAPTER IV:** This study also contains data presentation and data analysis which includes a description of the object of research, data presentation, analysis and hypothesis testing, and discussion of research findings.

**CHAPTER V:** This research contains a closing, which includes conclusions and suggestions.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

In this research the researcher list various result of previous related research to be carried out, then makes a summary, both research that has been published (thesis, dissertation, article started in scientific journals and so on).

Several studies that are relevant to this research have been conducted previously, including the following:

1. The first previous research conducted by Dini Eprinda Sari titled “The Correlation between Extrovert and Introvert Personality on Speaking Ability of Eighteen Grade Students’ of SMPN 01 Kepahiang in the Academic Year 2022/2023”. The purpose of this study to determine the relationship between extrovert and introvert personalities on speaking ability of class VIII SMPN 01 Kepahing. Researcher uses cluster sampling to take sample and use questionnaire to collect data. Data analysis techniques using validity test, normality test, and correlation test. The result of this research the correlation between extrovert personality and speaking ability has a correlation,  $r$  was 0.887 and sig (2-tailed) 0.001 with  $r$  table 0.666 which means  $0.887 > 0.666$ . The result of introvert personality and speaking ability  $r$  is 0.992 and sig.(2-tailed)  $0.000 < 0.666$  and means there is a correlation. And the correlation between extrovert and introvert personality is F change value in table 0.000, meaning that the

value of Sig F <0.05 states there is a correlation between extrovert and introvert personality with students' speaking ability.<sup>12</sup>

2. The second previous research was conducted by Dini Tauhida titled "The Correlation between Students' Personality and English Speaking Fluency" The study aimed at investigating the correlation between students' personality and English speaking fluency in English Department of Ar-Raniry Islamic University. The participants were the sophomore students' in English majors. Data were collected through a Five Factor Model Questionnaire (FFMQ) and speaking test. To analyze the data of students' personality, SPSS was used. According to the findings of this analysis, there were three types of students' personality identified; namely ambivert, extrovert and introvert. The results revealed a negative, moderate correlation between students' personality and English speaking fluency. It means that the introvert students' have higher score than extrovert ones in speaking fluency. In other words, the more extrovert the students', the lower speaking score they have.<sup>13</sup>
3. The third of previous research was conducted by Eka Suriyanti titled "The Impact of Personality Types on Students' Speaking Abilities in English Language Class at the Second Grade of Smpn 28 Bulukumba" This research aimed to determine the impact of personality types on students'

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<sup>12</sup> Dini Eprinda Sari, "The Correlation between Extrovert and Introvert Personality and Speaking Ability of Eight Grade Students' of SMPN 01 Kepahiang in the Academic Year 2022/2023" (Universitas Ibnu Khaldun Fatmawati Sukarno (UINFAS) Bengkulu, 2023).

<sup>13</sup> Dini Tauhida, "THE CORRELATION BETWEEN STUDENTS' PERSONALITY AND ENGLISH SPEAKING FLUENCY," *Nucleic Acids Research* (Universitas Islam Ar-Raniry Darussalam Banda Aceh, 2021), <http://dx.doi.org/10.1016/j.gde.2016.09.008%0A>.

English speaking ability in class. The research instrument used a questionnaire. 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.<sup>14</sup>

4. The fourth previous research was conducted by Miftahul Jannah titled "Analysis Of Students' Personality In Their Speaking Ability At Second Grade of SMPN 2 Parepare" This research aim to know the active or passive student influence the speaking ability because most of them face those difficulties because of some factors. One of the factors is from their personalities, such as self-confidence, nervous, and has personality extrovert and introvert. This research was quantitative which employed

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<sup>14</sup> Eka Suriyanti, "THE IMPACT OF PERSONALITY TYPES ON STUDENTS' SPEAKING ABILITIES IN ENGLISH LANGUAGE CLASS AT THE SECOND GRADE OF SMPN 28 BULUKUMBA" (Universitas Muhammadiyah Makassar, 2023).



descriptive quantitative research design. The data was started classifying students' personality by using questionnaire and then the researcher took the students' speaking score by using test. The finding revealed that extrovert students' get better speaking score than introvert students' in speaking ability. In addition, the result of students' speaking test showed that from the basic of determine the result by Mann Whitney This showed the  $Asymp.Sig > 0,05$  so hypothesis accepted it can answer this second research question, which is to know do the extrovert students' get better speaking score than introvert students' in speaking ability.<sup>15</sup>

5. The last previous research conducted by Nia Noviana and Lulud Oktaviani tittle "The Correlation between College Student Personality Types and English Proficiency Ability at Universitas Teknokrat Indonesia" this study aims to analyse the correlation of Personality types are usually divided into extrovert and introvert. Those personalities are believed to affect students' ability to master the skills they learn, especially English skills. Therefore, this research was conducted to examine the correlation between students' personality types and English proficiency ability (or results of EPT scores). In this research, the method used was the Quantitative Approach, while the research design used in this research is the Correlational Study. The sample in this research was taken from 44 students' from the English Education study program, to be precise students' from PI18A class. This research used online questionnaires as an instrument to obtain data about

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<sup>15</sup> Miftahul Jannah, "ANALYSIS OF STUDENTS' PERSONALITY IN THEIR SPEAKING ABILITY AT SECOND GRADE OF SMPN 2 PAREPARE" (IAIN Parepare, 2020).

the personality types of each student and also the acquisition of EPT scores. In analyzing the data, this research uses Person Product Moment (by using SPSS) as a medium to analyze the data obtained to be examined.<sup>16</sup>

**Table 2. 1**  
**The Similarities and Differences between Previous Research and this Study were Present in the Following Table**

No.	Research Title	Similarities	Differences
1)	Research by Dini Eprinda Sari, 2023, title is “The Correlation between Extrovert and Introvert Personality on Speaking Ability of Eighteen Grade Students’ of SMPN 01 Kepahiang in the Academic Year 2022/2023”.	<ul style="list-style-type: none"> <li>• The similarity of these two studies is that both discuss the correlation between students’ personalities and students’ English speaking skills.</li> <li>• The similarity of these two studies use of research instrument is questionnaire and speaking test</li> <li>• Uses cluster sampling to take sample and use the same data analysis technique</li> </ul>	<ul style="list-style-type: none"> <li>• The difference from the previous study is that the subjects studied were regular 8th grade students’, while this study use the subjects of international 7th grade program students’.</li> <li>• The differences between this study is the result, the previous study show that the students’ personality and speaking ability has the correlation, and this study show there is no correlation.</li> </ul>
2)	Research by Dini Tauhida, 2021, title “The Correlation between Students’ Personality and English Speaking Fluency”	<ul style="list-style-type: none"> <li>• The similarity of these two studies is that both discuss the same topic is correlation between students’ personalities and students’ English speaking ability</li> <li>• The result of these</li> </ul>	<ul style="list-style-type: none"> <li>• The difference is that the previous study conducted specific research on one aspect of speaking, namely speaking fluency.</li> <li>• The instrument that use in previous study is questionnaire adapted by FFMQ test (Five</li> </ul>

<sup>16</sup> Nia Noviana and Lulud Oktaviani, “The Correlation Between College Student Personality Types and English Proficiency Ability At Universitas Teknokrat Indonesia,” *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 54–60, <https://doi.org/10.33365/jeltl.v3i1.1709>.

No.	Research Title	Similarities	Differences
		<p>two studies has the same result, there is no correlation between variable personality and variable speaking.</p>	<p>Factor Model Questionnaire), then this research use questionnaire and for sample uses cluster sampling to take sample adapted Eysenck Personality Questionnaire (EPQ).</p> <ul style="list-style-type: none"> <li>• The subjects studied are also different, the previous study used the subject of English students', while this study use the subject of junior high school students'.</li> <li>• The differences of these two studies is the data analysis technique, the previous study used is Pearson Product Moment and this study used Chi Square test.</li> </ul>
3)	<p>Research by Eka Suriyanti, 2023, title "The Impact of Personality Types on Students' Speaking Abilities in English Language Class at the Second Grade of SMPN 28 Bulukumba</p>	<ul style="list-style-type: none"> <li>• The similarity of these two studies is that both discuss the same topic is students' personalities and students' English speaking ability</li> <li>• The result of these two studies has the same result, there is no correlation between variable personality and variable speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• The difference from this study is that the previous study focused on the impact of personality on speaking ability, while this study discuss the relationship between students' personality and speaking ability.</li> <li>• The difference from this study is that the previous study use random sampling technique as a sampling technique, while this study use cluster sampling</li> </ul>
4)	<p>Research by Miftahul Jannah, 2020,</p>	<ul style="list-style-type: none"> <li>• The topic used in both studies is the</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between the two studies is that</li> </ul>

No.	Research Title	Similarities	Differences
	<p>“Analysis of Students’ Personality in Their Speaking Ability at Second Grade of SMPN 2 Parepare</p>	<p>same, namely discussing student personality in relation to student speaking ability.</p> <ul style="list-style-type: none"> <li>The similarity both of these study use same research instrument is questionnaire and speaking test</li> </ul>	<p>the previous study had a research focus, namely analyzing with the aim of finding students’ weaknesses in speaking, and identifying the influence of student personality on speaking ability. While this research only prove that students’ personality affects students’ speaking ability.</p> <ul style="list-style-type: none"> <li>The difference between the two studies is data analysis technique uses Mann Whitney while this study use Chi Square test</li> </ul>
5)	<p>Research by Nia Noviana and Lulud Oktaviani, 2022 tittle “The Correlation between College Student Personality Types and English Proficiency Ability at Universitas Teknokrat Indonesia”</p>	<ul style="list-style-type: none"> <li>The similarity of the previous studies is that both focused on examining the influence of personality types, namely extrovert and introvert personalities, on students’ abilities at school.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between these studies is the dependent variable. The previous study's dependent variable was students’ English proficiency while this study used specific English skill is students’ English speaking skills.</li> <li>The subject used is also different. The previous study used college students’ of English education program grade students’, and this study use the subject of ICP students’.</li> </ul>

## B. Theoretical Review

### Concepts of Personality

#### 1. Definition of Personality

Psychology was born as a science that is able to understand humans as a whole through the assessment of personality in humans. Psychology was born at the end of the 18th century since the birth of psychology also gave birth to various psychological theories. One of them is the theory of personality psychology, which is a collection of concepts about behavior regulation, behavior patterns, behavior models, and the development of these behaviors. Personality psychology theory is descriptive in the form of a systematic and easy-to-understand description of behavior. Personality psychology theory is also a science that studies individuals specifically. Personality, which is included in the form of psychological studies, is also studied specifically and systematically and explained rationally. Personality is included in the science of psychology that understands human behavior, thoughts, feelings, and activities. Understanding personality means understanding me, myself, and understanding humanity as a whole. Personality is part of the soul that builds the existence of functions in humans into a unity.<sup>17</sup>

The word personality comes from the ancient Greek “prospon or persona”, which means 'mask' used by performers in a theater. The artists wore masks and acted according to the expression of the mask. So it is as

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<sup>17</sup> Fadilah et al., “Pandangan Carl Gustav Jung Terhadap Psikologi Kepribadian.”

if the mask characterizes the personality of the artist. So the initial concept of personality is the behavior displayed in a social environment that is able to give an impression of the self so that it can be captured by the social environment. The word personality becomes more developed in meaning when it is included as a scientific term to become an internal human trait, organizing humans, directing humans, and guiding humans. In addition, several words or terms are also used as synonyms for the word personality, which when these terms are used in the theory of personality psychology are given different meanings.

There are terms that are close in meaning: (1) Personality: a descriptive portrayal of human behavior. (2) Character: implicit and explicit depiction of human behavior by examining good-bad or right-wrong values. (3) Disposition: a long-established and unchanging character trait. (4) Temperament: personality related to genetics, heredity, and physical activity. (5) Traits: consistent responses to groups of similar stimuli that last for a long time. (6) Type-attributes: similar to physical traits, but in a more limited group of stimuli. (7) Habit: responses that tend to be the same and repeated in the same group of stimuli. The variation in definitions is a variation in meaning that delimits each of the different concepts.

Furthermore, in the book *Psychology of Personality* by Alwisol, there are also several definitions of personality from psychologists that they believe in and focus on developing.

- 1) Hilgard & Marquis defined that Personality is value as social stimulation that has the ability to present a good impression of oneself.
- 2) According to Stern, personality is a person's life as a whole, individualized, unique, goal-oriented efforts, survival skills, ability in social life, and ability to gain experience.
- 3) Furthermore, Allport also defines personality is a dynamic organization in a person's psychophysiologic system to determine his or her model of adjustment to the environment.
- 4) Next, is Maddy or Burt defines personality as a set of stable characteristics, which determine the different psychological behaviors (thinking, feeling, and movement) of a person that have existed for a long time and as a result of the social and biological environment.
- 5) Phares also defines personality is a distinctive pattern of thoughts, feelings, and behaviors, which distinguishes people and does not change over time and circumstances.
- 6) And according to Carl Gustav Jung, personality or psyche is a whole that includes thoughts, feelings, and behavior consciously and unconsciously. Personality is shapes a person to adjust to the social environment and the physical environment

So, personality is defined as the overall characteristics that a person has that contain patterns of thinking, feeling, and behavior and are relatively stable over time. Personality is also a form of an individual's ability to make a good impression in the social environment and adjust to



that environment as well. Also as a form of ability in the process of incorporating experience. Personality is influenced by social and genetic factors, includes conscious and unconscious aspects, and functions to support social interactions, develop life goals, and survival skills.<sup>18</sup>

Furthermore, the characteristics of personality are also explained. There are five similarities from the various definitions above, and they form the characteristics of the personality, among them: (1) Personality is general, personality refers to the general nature of humans such as thoughts, activities, and feelings that affect overall behavior. (2) Personality is distinctive, personality is used as an identity that shows the difference between humans and other humans. (3) Personality is long-term, personality is also used as a description of the unchanging nature of individuals, and for a long time. (4) Personality is unitary, personality is used to view a human self as a consistent unit. (5) Personality can function well or function poorly, personality is the way a person is in the world, personality is often used to explain why people are happy or sad?, and how the person is able to be in the outside world?, or why the person is embarrassed in the outside world?

## **2. Types of the Personality**

Jung viewed human behavior as influenced not only by the past, but also by one's view of the future, goals, and motivations. Jung also viewed life as a creative development. According to Jung, personality in

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<sup>18</sup> Alwisol, "Psikologi Kepribadian," in *Psikologi Kepribadian*, Edisi Revi (Malang: UMM Press, 2017), 7–9.

humans is composed of a number of systems that operate in three levels of consciousness, the ego works in the conscious level, the complex is at the personal unconscious level, and the archetype or experience runs at the collective conscious level. Extroverts, Introverts, and Ambiverts are a spectrum of personality traits, not really personality types, but many people categorize these traits as types of personalities.<sup>19</sup> However, it is rare to find a person who is a true introvert or extrovert. The most psychologically stable people seem to be ambiverts who can exhibit both extraversion and introversion, depending on the situation.

- 1) **Extroverts**, Extroverts are individuals who prefer to focus on the external world. This personality type enjoys interaction and being surrounded by others. Extroverts tend to direct their attention and energy outward, often described as active and friendly. They interact without much concern for how others perceive them. Extraversion is the state of easily getting satisfaction from outside oneself. Extraversion people tend to enjoy interacting with others. They are easily enthusiastic, talkative, assertive, and sociable when interacting with others. The advantages of being a dominant extrovert are the ability to socialize, work in teams, and present oneself in public. Extroverts may be successful in show business, politics, medicine, teaching, and similar professions that demand teamwork and interaction with many people.

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<sup>19</sup> Alwisol, "Psikol. Kepribadian," 2017.

2) **Introverts**, Introversion is a state of being more interested in oneself.

Introverted people are usually considered more reserved or reflective. Some psychologists have characterized introverts as people whose energy tends to expand through reflection and shrink during interaction. Introverted individuals emphasize subjective experiences and are not oriented toward the external world. They are private, focusing on their internal lives. Introverts often appear reserved, quiet, or antisocial. The advantage of being a dominant introvert is the ability to reflect, be alone, and work independently. Introverts are considered to be successful artists, writers, scientists, composers, inventors for whom strong reflection skills and independent work are a must.

3) **Ambiverts**, Most personality trait theories are contemporary measuring extraversion-introversion levels is an attempt to prove a person is on one of the personality dimensions, with some scores being near one of the personality types, and others being near the midpoint. Ambiverts are more or less in the middle. An ambivert is quite comfortable with groups and social interactions, but also enjoys time alone, away from the crowd. In simpler words, an ambivert is a person whose behavior changes according to the social context. In the presence of strangers, an ambivert may be more introverted. However, in the presence of family or close friends, an ambivert may be more extroverted. Ambiverts have the ability to adapt to various situations. They are able to manage in large groups, but can also survive social

isolation. Ambivert seems to be the most adaptive and stable combination of introversion and extraversion.<sup>20</sup>

- **Extrovert Personality**

Extroverts are individuals who prefer to focus on the external world. This personality type enjoys interaction and being surrounded by others. Extroverts tend to direct their attention and energy outward, often described as active and friendly. They interact without much concern for how others perceive them. Students' with extroverted personalities often take on roles as speakers, finding it easier to express their thoughts and feelings. Their thoughts, emotions, and actions are heavily influenced by their social environment, and they generally have a positive attitude toward it. Extroverts dislike being idle, enjoy talking, and often prioritize action without extensive contemplation. Their open nature enables them to make new friends easily. They are often sensitive to praise and recognition and tend to experience more satisfaction and joy compared to introverts.<sup>21</sup>

The emotions of extroverts are often driven by their achievements, which makes them enthusiastic and energetic. However, extroverts with high levels of neuroticism (emotional sensitivity and anxiety) may exhibit negative traits such as hysteria, narrow attention spans, poor performance, and dissatisfaction. They may also be careless, inconsistent, and lack ambition. When extroverts achieve success, they often overvalue their

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<sup>20</sup> Domina Petric, "Introvert , Extrovert and Ambivert," *The Knot Theory of Mind*, no. September (2019): 1–4.

<sup>21</sup> Widya Zulfa Ulwiyah, "Kepribadian Ekstrovert Dan Introvert Pada Siswa Kelas VII G SMP Negeri 2 Ponorogo Pada Proses Pembelajaran Dalam Perspektif Psikologi Sosial" (Institut Agama Islam Negeri Ponorogo, 2020).

accomplishments. Hans Eysenck described extroverts as lively, optimistic, enthusiastic, impulsive, humorous, and sociable. However, they may also exhibit carelessness, irritability, a tendency to be easily stimulated, and a lack of focus or ambition.<sup>22</sup>

In Alwisol's *Psychology of Personality*, the types and traits of extroverted personalities are described as follows:

- 1) Extrovert-Thinking: Individuals with impersonal tendencies who are often perceived as arrogant and cold. They view the world objectively and based on facts. This personality type is common among mathematicians, researchers, engineers, and accountants.
- 2) Extrovert-Feeling: Individuals whose emotions fluctuate with situations. They are emotional, warm, adaptable, and sociable but may be perceived as attention-seeking. Actors, lawyers, and politicians often exhibit this personality type.
- 3) Extrovert-Sensing: Realistic, practical, and stubborn individuals who accept information without deep analysis. They lack subjectivity but excel in distinguishing detailed facts. Chefs, musicians, and businesspeople often belong to this type.
- 4) Extrovert-Intuiting: Individuals who emphasize facts but are occasionally influenced by their intuition. Keywords for this

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<sup>22</sup> Suriyanti, "THE IMPACT OF PERSONALITY TYPES ON STUDENTS' SPEAKING ABILITIES IN ENGLISH LANGUAGE CLASS AT THE SECOND GRADE OF SMPN 28 BULUKUMBA."

personality include effective, adaptable, and creative. Entrepreneurs and inventors are examples of this type<sup>23</sup>

- **Introvert Personality**

Introverts are individuals who focus inwardly on themselves. They tend to have calm, peaceful, and thoughtful personalities, showing little interest in extensive social interaction. They often prefer solitary activities or spending time with close friends. According to Jung, introverted individuals emphasize subjective experiences and are not oriented toward the external world. They are private, focusing on their internal lives. Introverts often appear reserved, quiet, or antisocial. While they observe the outside world, their perspectives are selective and subjective, aligned with their values.<sup>24</sup>

Unlike extroverts, who enjoy speaking and taking active roles, introverted students' may struggle with verbal communication and expressing their thoughts and feelings, often preferring to listen. They tend to be less active, less emotional, and less socially engaged. Introverts with high emotional sensitivity (neuroticism) may experience symptoms such as excessive fear, depression, irritability, feelings of inferiority, and an overactive imagination, leading to difficulty sleeping and heightened sensitivity.

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<sup>23</sup> Alwisol, "Psikologi Kepribadian," in *Psikologi Kepribadian*, Edisi Revi (Malang: UMM Press, 2017), 52–54.

<sup>24</sup> Amir Ubaidillah, *Introvert & Extrovert Is Fine*, ed. Farida Rivian, Cetakan Ke (Yogyakarta: C- Klik Media, 2021).

On the positive side, introverts are often highly intelligent with rich vocabularies. Despite being perceived as stubborn or slow, they are ambitious and have high aspirations, though they may undervalue their achievements. Introverts often focus on internal thoughts, feelings, and reactions, facing challenges in presenting themselves externally.

Hans Eysenck characterized introverts as quiet, passive, cautious, and reserved. They are calm and prefer orderly lives, with a low tendency to act impulsively. Introverts excel in managing emotions such as desire and happiness, shielding themselves from failure. They evaluate and compare new information against expectations to predict and respond to future events.<sup>25</sup>

Carl Gustav Jung identified the following types of introverted personalities:

1. **Introvert-Thinking:** Individuals with flat emotions who are stubborn and prefer abstract over concrete ideas. They prioritize their ideas regardless of others' acceptance. This type includes philosophers and theorists.
2. **Introvert-Feeling:** Individuals with strong feelings who tend to conceal their emotions. They assess things through subjective perception, often described as quiet and indifferent. Artists, writers, and art critics typically exhibit this type.

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<sup>25</sup> Ulwiyah, "Kepribadian Ekstrovert Dan Introvert Pada Siswa Kelas VII G SMP Negeri 2 Ponorogo Pada Proses Pembelajaran Dalam Perspektif Psikologi Sosial."

3. Introvert-Sensing: Individuals who find the external world uninteresting and are immersed in their own. They interpret facts subjectively and may experience hallucinations or communicate in unclear ways. This type includes classical musicians and painters.
4. Introvert-Intuiting: Individuals who struggle to communicate effectively with others and are impractical in understanding facts but possess strong intuition and perception. This type is common among shamans, fortune-tellers, and religious fanatics.<sup>26</sup>

### 3. Measurement of Personality

Personality can be measured using questionnaires, there are many types of questionnaires used by researcher in measuring student personality. First there is the Eysenck Personality Questionnaire (EPQ) created and developed by Hans Eysenck (1981). This type of questionnaire is often used by researcher to measure extroverted and introverted personalities with a second language. The indicators in this test are the assessment of Extraversion, neuroticism, and psychoticism. The second is the Myers Briggs Type Indicator (MBTI) including tests used to measure personality, this test was developed by Katherine Briggs and Issabel Briggs Myers. The purpose of this test is to see how a person views the world and when making decisions. The indicators of this MBTI test are introversion-extraversion (E-I), sensing-intuiting (S-N), thinking-feeling (T-F), and judging-perceiving (J-P). And the third is the BFI test or The

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<sup>26</sup> Alwisol, "Psikol. Kepribadian," 2017.



Big Five Personality Inventory test developed by Oliver P. John in early 1990, this test is used to measure a person's personality with his abilities and self-development. The indicators of this test are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.<sup>27</sup>

### **Concepts of Speaking**

#### **1. Definition of Speaking.**

Speaking is a way of expressing feelings and thoughts through sounds, words, and sentences. In speaking there are also aspects that make up a person's speaking ability, including vocabulary, grammar, pronunciation, and fluency. In addition, speaking is defined as the act of saying something orally that results from the language system into aspects of grammar, vocabulary, pronunciation, and knowledge in speaking. So it can be interpreted that speaking is a complete structure. 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 also the most important skill in English. Speaking is the systematic production of verbal expressions that aim to convey meaning (speech is what people say). Speaking is a communication process of constructing meaning that involves the production, reception

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<sup>27</sup> Francis P. McQuade, "Understanding Personality," *New Scholasticism* 23, no. 4 (1949): 442–44, <https://doi.org/10.5840/newscholas194923472>.

and processing of information. That is, the purpose of speaking is to convey information.<sup>28</sup>

According to Brown, speaking is an interactive process of constructing meaning that includes the production of information and the reception of information. Its form and meaning depend on the context of the conversation, the message/meaning the speaker wants to express, experience, environment, and purpose of speaking. Speaking is often spontaneous, open-ended, and evolving. According to Douglas Brown, speaking is a complex and structured skill that involves the creative use of language sequences. In speaking the use of vocabulary and grammar is aimed at conveying meaning. Douglas Brown emphasizes that effective speaking includes a variety of factors, including fluency, coherence, and the ability to engage in interactive communication.<sup>29</sup>

Speaking is one of the skills that students' must master in English. Speaking is included as a productive skill, because it produces sounds to share ideas, information, and express meaning and to interact with others. Besides, speaking skill is one of the important skills to be taught in English teaching. As for the purpose of speaking is to convey information, generate ideas, express meaning to interact with others, interacting with others also involves many components, including listening pronunciation, and grammar skills both verbally and non-verbally in various contexts.

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<sup>28</sup> Suriyanti, "THE IMPACT OF PERSONALITY TYPES ON STUDENTS' SPEAKING ABILITIES IN ENGLISH LANGUAGE CLASS AT THE SECOND GRADE OF SMPN 28 BULUKUMBA."

<sup>29</sup> James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, <https://doi.org/10.2307/415773>.

Speaking is an interaction between two or more people and has the roles of speaker and listener. Producing and receiving information is the process of speaking itself. In Indonesia, English speaking skills are considered difficult, students' must continue to be trained to speak English regularly because the language they use is a foreign language both from the sounds, sentence structure, vocabulary, and culture of the language. Students' learning English as a foreign language (EFL) must master speaking skills in order to express their thoughts, ideas and ideas spontaneously. Since speaking skills are essential for students' and enable them to communicate with others globally, these skills are expected to be mastered by students'.<sup>30</sup>

## **2. The Importance of Speaking.**

Speaking ability is one of the important skills in English language learning because it has a great role in academic and work needs. In the current era, speaking ability is considered a key determinant of an individual's success in work, education and social life. Speaking provides many benefits, such as increasing self-confidence, expanding opportunities in the world of work, and developing critical thinking skills. English is the world's communication tool. The ability to speak allows one to convey ideas and interact with people from other countries. Speaking skills increase self-confidence and problem-solving ability. In addition, students' can learn about cultures from other countries with communication skills

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<sup>30</sup> Nanik Shobikah et al., "THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM IN EXCELLENT CLASS OF MTsN 3 JOMBANG" 11, no. 1 (2024).

and can improve their social skills. In conclusion, speaking skills are very important for one's own success in today's era and of course speaking skills must be practiced regularly and require special focus in the process of learning English.<sup>31</sup>

English is spoken all over the world and has even become a global language. English is already widely used in the fields of research, education, business, internet, tourism, media and newspapers, software, medicine, engineering, information and technology. English is also the only language used in writing scientific research articles because more than 85% of research publications use English. As a language that is often used as a means of communication, of course everyone even non-native English speakers must learn English. When learning English one must understand and be able to master 4 English skills namely, listening, speaking, reading, and writing. And as a means of communication and interaction of course speaking skills also need to be prioritized. Speaking skill is an important skill to be learned by English learners both as foreign speakers and as second language learners. It allows one to express their ideas and opinions clearly, and can be used as a medium to facilitate interaction with people across cultures and regions. Good speaking skills are essential for academic success and employability. Many job

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<sup>31</sup> Noermanzah, "Bahasa Sebagai Alat Komunikasi, Citra Pikiran, Dan Kepribadian," *Prosiding Seminar Nasional Bulan Bahasa (Semiba)*, 2019, 306–19, <https://ejournal.unib.ac.id/index.php/semiba>.

opportunities depend on a candidate's ability to communicate effectively during interviews and presentations.<sup>32</sup>

### 3. The Aspect of Speaking.

Speaking is very important as it is the process of clearly communicating ideas and ensuring others easily understand what we want to convey.<sup>33</sup> School students' are usually expected to have good speaking skills. However, junior high school students' often struggle with speaking skills, as some aspects of speaking are still a challenge for students'. There are five common elements that are present in the speaking process.

- 1) **Vocabulary.** Vocabulary is a collection of words that can be used and understood by others for fluency in speaking, writing, reading, and listening to language. Vocabulary refers to all words known or used. The vocabulary used and understood by a person can show his intelligence. Vocabulary is very important when learning a language learning a language without knowing its vocabulary is impossible because there is no language that does not have words. 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 must have to communicate effectively.

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<sup>32</sup> Srinivas Parupalli, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2021): 9, [https://www.researchgate.net/publication/334283040\\_THE\\_IMPORTANCE\\_OF\\_SPEAKING\\_SKILLS\\_IN\\_ENGLISH\\_CLASSROOMS/link/5d21b2db458515c11c18dbf3/download?\\_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19](https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS/link/5d21b2db458515c11c18dbf3/download?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19).

<sup>33</sup> Lander and Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy."

- 2) **Fluency.** Fluency focuses more on the flow and fluency of communication so it is often one of the main indicators in assessing English speaking ability. According to the Oxford Advanced Learner's Dictionary fluency is the ability to speak or write a language, especially a foreign language, easily and well. Learners focus on fluent communication with little attention to accuracy during fluency practice.
- 3) **Pronunciation.** Pronunciation is method producing the sounds of words and how words are pronounced. The pronunciation of words is not related to spelling so it is difficult to learn. Good pronunciation helps the receiver communicate more easily and understand the meaning of the information being spoken. In pronunciation there are sounds, syllables, words, and intonation that are several components that combine to form the pronunciation of a language.
- 4) **Grammar.** Grammar is the set of rules that govern how we put together meaningful words and word parts in a language to communicate an understandable message. When learning a language (especially English), students' should pay attention to their grammar. This is because a language is made up of words and sentences that are arranged and combined according to the rules of grammar. In addition, grammar is the application of rules to the use of words. Grammar is

sometimes defined as the arrangement of words to form correct sentences.<sup>34</sup>

- 5) **Confidence.** Self-confidence is psychological state the characterized by abilities, qualities, and judgment. It reflects one's self-assurance and belief in ability to perform task, challenges, and make decisions. Confidence can manifest various areas in life, such as personal relationship, academic activities, and public speaking. The most important aspect in mastering speaking skills is self-confidence. Personality and confidence are interrelated. Students' performance in terms of speaking ability will vary depending on their personality.<sup>35</sup>

#### 4. The Factors of Speaking.

In learning English, of course, there are many factors that are considered capable of influencing and motivating students' in mastering learning English. The ability to speak a foreign language is formulated into two factors, namely, psychological and situational.<sup>36</sup> Psychological which includes motivation and personality and situational which includes the role of teachers, social environment, and interlocutors.

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<sup>34</sup> Multi Yusan Dana and Dyah Aminatun, "Journal of English Language Teaching and Learning (JELTL)," *Journal of English Language Teaching and Learning (JELTL)* 3, no. 2 (2022): 7–15, <https://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

<sup>35</sup> Husnul Khotimah and Tiyas Saputri, "The Correlation Between Introvert-Extrovert Personality and Students' Speaking Ability : Meta-Analysis" 6, no. September (2021): 61–72.

<sup>36</sup> Ketut Herya Darma Utami Utami and Ni Wayan Monik Rismadewi, "Investigasi Kemauan Berbicara Bahasa Inggris Pada Mahasiswa ; Studi Kualitatif Pendahuluan," *JBKI Jurnal Bimbingan Dan Konseling Indonesia* 7, no. 3 (2022): 1–9.

- Psychological factors

- 1) Motivation is a psychological factor that can influence students' to speak English in learning. There are 2 types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that grows from a person's inner awareness, and extrinsic motivation is motivation that is influenced by the environment. Intrinsic motivation can usually be seen from their response to English learning activities, usually they are more enthusiastic and show interest in mastering speaking skills to improve their grades. While extrinsic motivation is evident when they learn only to get a score<sup>37</sup>
- 2) Personality is defined as the overall characteristics that a person has that contain patterns of thinking, feeling, and behaviour. Personality is also a form of an individual's ability. Personality is often used as a factor that can affect speaking ability, because in personality there is a thinking function. This function regulates the way we receive and evaluate information rationally and logically within ourselves. Personality directly affects the way a person acts with the environment and expresses in dealing with emotions and self-confidence. In addition, because personality also affects Neuroticism (level of emotional stability and anxiety). Is an aspect that measures the level of emotional stability, such as self-confidence or anxiety when speaking english in class and in front of classmates.

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<sup>37</sup> Daayah and Yulinar, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris."



- Situational factors

1. The role of the teacher is one of the most influential factors in increasing students' willingness to speak English in learning. The comfortable feeling built by the teacher in learning can motivate students' to participate and feel valued.<sup>38</sup> In addition, the role of the teacher such as using building the classroom atmosphere to be interesting with examples and demonstrations and providing opportunities for students' to practice their speaking skills is also a communication strategy that is considered to increase willingness and ability to speak English in learning.
2. Social Environment, such as school culture, support from peers, and communication habits around students', also affect students' confidence and courage in speaking. In addition, the home environment is also considered to be able to influence English speaking skills. Supportive home environment can also affect a student's habituation in learning English. The social environment can influence the Habit form someone who will have good speaking skills. In addition, the social environment such as peers is also mentioned as a factor that can improve speaking ability.<sup>39</sup>
3. Interlocutors, is someone who becomes a student's communication partner. The characteristics of interlocutors can be seen from their

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<sup>38</sup> Dauyah and Yulinar.

<sup>39</sup> T. Dewi, F. C., & Yuniarsih, "Pengaruh Lingkungan Sekolah Dan Peran Guru Terhadap Motivasi Belajar Siswa.," *Jurnal Pendidikan Manajemen Perkantoran (JPManper)* 5(1) (2020): 1-13.

supportive attitude, and openness in interaction, can determine the extent to which students' feel comfortable and motivated to improve their ability to speak English.<sup>40</sup> Finding an interlocutor who is equally willing and enthusiastic in achieving the target is very useful in the activity of improving speaking skills, because when a student has an interlocutor who has the same goal, they will support and motivate each other.

### 5. The Function of Speaking.

In a previous study by Eka Suriyanti, it was explained that there are three functions of speaking: speaking as interaction, speaking as transaction, and speaking as performance. As for the understanding:

1. Speaking as Interaction. Speaking as interaction refers to what we usually refer to as "conversation" and describes interactions that are social in nature. When people meet, they will greet each other, engage in small talk, share experiences, and so on to be friendly and create a comfortable pattern of interaction with others. The emphasis is on the speaker and how they want to present themselves to each other. Depending on the situation and the nature of the exchange, it may be casual or formal.
2. Speaking as Transaction. The term "speaking as transaction" refers to the situation on what is said or done. The main focus is on making oneself understood clearly and accurately. Speaking is associated with

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<sup>40</sup> Utami and Rismadewi, "Investigasi Kemauan Berbicara Bahasa Inggris Pada Mahasiswa ; Studi Kualitatif Pendahuluan."

other activities such as transactions. For example, in English lessons, students' will sometimes engage in hands-on activities related to speaking and other skills such as listening, reading or writing. Speaking as a transaction is easier to plan because today's communicative materials provide a rich resource of activities, diversity of information, or role plays that can be used to practice how to use talk to share and get information.

3. Speaking as Performance. Speaking as performance is the third type of speaking that can be distinguished by its use. It refers to public speaking, or speaking in front of an audience, such as classroom presentations, public announcements, and speeches. Speaking as performance usually takes the form of monologue rather than dialogue, and often follows a predictable format (e.g., a welcome speech, story, or presentation), and also follows written text rather than conversational language.<sup>41</sup>

### **Correlation between Students' Personality and Students' Speaking Ability.**

Personality in general can affect a person's ability. According to the theory developed by Carl Gustav Jung about personality, which includes all dimensions of the human self, such as thoughts, feelings, and behavior, it can guide a person to adjust to the environment. So it can be concluded that all types of dimensions that exist in personality affect a person's cognition and

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<sup>41</sup> Suriyanti, "THE IMPACT OF PERSONALITY TYPES ON STUDENTS' SPEAKING ABILITIES IN ENGLISH LANGUAGE CLASS AT THE SECOND GRADE OF SMPN 28 BULUKUMBA."

thought process.<sup>42</sup> In addition, Douglas Brown's self theory states that intrinsic factors are more superior to extrinsic factors. Motivation theories, such as these suggest that personality can influence an individual's motivation to participate in speaking activities. Students' who are more confident and motivated tend to be more active in speaking.<sup>43</sup>

- 1) Extroverted students' usually speak more confidently and more fluently, although they are often less precise in their use of spoken language. Extroverted personalities are considered to like to talk more, and longer and they are often considered more convincing. In formal situations, the language used by extroverts tends to be more repetitive. They take a more active role in conversations and have a strong desire to always communicate, although they pay less attention to the accuracy of the language aspects.
- 2) Introverted students' prefer to learn alone, away from the crowd, especially in speaking subjects. Introverted students' tend to participate less in school activities and often have lower academic performance, especially in speaking. An introvert is more interested in their own thoughts and feelings than things outside of themselves, so they are often shy and reluctant to take part in group activities. As a result, introverts enjoy more time alone.

In addition, in the BFI (Big Five Inventory) personality test, it is said that there are also personality dimensions, namely extroversion-introversion (sociability and self-confidence), openness to experience, and

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<sup>42</sup> Alwisol, "Psikol. Kepribadian," 2017.

<sup>43</sup> Lander and Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy."

Neuroticism (level of emotional stability and anxiety) which are considered to be able to influence the way a person thinks and processes information. Consciousness: Diligent and organized students', regardless of whether they are introverts or extroverts, will still perform well in speaking due to consistent practice and preparation. Openness: Students' who are open to new experiences are more likely to embrace speaking opportunities, expanding their vocabulary and cultural awareness. Neuroticism: High levels of anxiety can inhibit speaking ability, leading to avoidance of speaking tasks or difficulty managing real-time interactions.<sup>44</sup>

In addition, in contrast to the theory of Carl Gustav Jung which states that personality affects a person's cognitive and thinking process, in social cognitive theory explained by Albert Bandura. Bandura argues that a person's cognitive is not only influenced by personality or internal factors, but also by the social environment and learning experiences through observation, human cognition is the result of dynamic interactions between personal factors and the social environment.<sup>45</sup> This means that the thinking process is not solely influenced by personality structure, but also by social learning, environment, and life experiences.

Other studies also explain that students' personalities do affect the ability to speak and communicate, but research conducted by Ketut Harya Darma in the journal "Investigating the Willingness to Speak English in

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<sup>44</sup> Salma Aulia Utami, Novika Grasiawaty, and Sari Zakiah Akmal, "Hubungan Tipe Kepribadian Berdasarkan Big Five Theory Personality Dengan Kebimbangan Karier Pada Siswa SMA," *Journal Psikogenesis* 6, no. 1 (2018): 11–18, <https://doi.org/10.24854/jps.v6i1.629>.

<sup>45</sup> Albert Bandura, "SOCIAL COGNITIVE THEORY: An Agentive," *Annu. Rev. Psychol.* 52 (2001): 1–26.

College Students” found that there are several influencing factors, namely psychological which includes motivation and personality and situational which includes the role of teachers, social environment, and interlocutors. In the results of his research, it was found that the dominant factor affecting the willingness to speak English is the Situational factor which includes the role of the teacher, social environment, and interlocutors.<sup>46</sup> It is also explained that learning methods and learning topics also play a dominant role in increasing willingness to speak English.

Furthermore, in the journal “The Effect of Learning Methods and Personality on English Speaking Skills” by Rizky Mirani, it is explained that students’ usually have different speaking abilities in each situation. Students’ sometimes speak English fluently when outside school or in unofficial situations, while when in the classroom students’ often experience a decrease in fluency in communication, this is influenced by the approach and learning methods carried out in the classroom,<sup>47</sup> teachers who use conventional learning methods such as explaining material, lecturing, and memorization will only affect the cognitive domain which makes students’ think learning English is difficult and less fun, whereas when teachers use varied and effective methods such as observing, doing, demonstrating, acting out, and so on will increase student activeness in learning English in class.

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<sup>46</sup> Utami and Rismadewi, “Investigasi Kemauan Berbicara Bahasa Inggris Pada Mahasiswa ; Studi Kualitatif Pendahuluan.”

<sup>47</sup> RIZKY MIRANI DESI PRATAMA, “Pengaruh Metode Pembelajaran Dan Kepribadian Terhadap Keterampilan Berbicara Bahasa Inggris Siswa Sma Negeri Di Cibinong,” *Wanastra: Jurnal Bahasa Dan Sastra* 10, no. 1 (2018): 59–64, <https://doi.org/10.31294/w.v10i1.2726>.

In addition, in Elizabeth's journal entitled "The Relationship between Online Classroom Environment and Students' Motivation in Learning English", it is explained that motivation is also included as a factor that is also able to influence students' English language skills, because its function is very important to move students' to take action to learn both as a result of factors outside themselves and then which is a drive from within to achieve learning achievement.<sup>48</sup> Motivation is related to internal self and is psychological, but motivation can also be influenced by factors from outside the family, friends, and the surrounding social environment, from the explanation above it can be seen that the factors that influence the ability to speak English are not only student personality, but also situational factors which include the role of the teacher, learning methods, and environmental factors.




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<sup>48</sup> Universitas Klabat, Jl Arnold, and Mononutu Airmadidi, "The Relationship between Online Classroom Environment and Students' Motivation in Learning English ." 7, no. 1 (2021): 74–84.

### CHAPTER III

#### RESEARCH METHOD

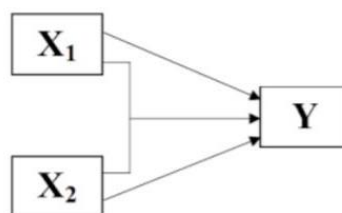
This chapter of the study contains research methods, which include a brief description of research approach and design, research location, population and samples, data collection techniques and instruments, data validity, and techniques of data analysis, and also research procedure.

##### A. Research Approach and Design

This study using a descriptive quantitative correlation study as the research design. The quantitative correlation design is the most effective method for research studies as it offers an unobtrusive approach to the investigation and results in the identification of significant relationships between the research variables.<sup>49</sup>

The approach used in this research is to use a quantitative approach. Quantitative research in its procedures uses samples and populations. The sampling technique uses cluster sampling in accordance with the objectives and focus in this study. In collecting data for this study, researcher use questionnaire data and test students'' abilities with the results of making claims about the possibility that exists in the population of a phenomenon.

**Picture 3. 1**  
**Research Design Model**



<sup>49</sup> Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*, 2020.



The study use quantitative correlation study to discover the relationship between two variables; variable X and variable Y, such as

- X1= Introverts Personality (Independent variable)
- X2= Extroverts Personality (Independent variable)
- Y= English speaking ability (Dependent variable)

## **B. Data Location**

This research conducted at MTsN 8 Banyuwangi as the research location and selected by purposively. In a research location selection is very important and determines the success of the research flow. The reason for the selection of locations at MTsN 8 Banyuwangi. Because MTsN 8 Banyuwangi has a variety of program classes, there are regular classes, accelerated classes, and international program classes (ICP) and each has good accreditation and forms the school into a quality education standard school. In addition, the main consideration for the selection of this location, because the educational environment is very supportive and facilitates every program and teaching and learning activity in the classroom, also supports students' ability to develop talents and interests both academic and non-academic. And because this school is one of the schools that has an international class program (ICP). The International Program Class at MTsN 8 Banyuwangi was chosen as the research location because this program was created to provide education that focuses on the use of English as the main communication tool in learning, so that students' can directly learn and practice speaking English at the same time. Furthermore, this school also provides supporting facilities such as

communication-based teaching, modern learning methods, and the use of technological media available in the classroom, and provides a conducive environment for students' to develop speaking skills. This is a strong reason to choose the class because it is an ideal condition to observe and analyze the relationship between personality and speaking ability. Thus, the results of the study are expected to not only provide an overview of the relationship between the two variables, but also contribute to the development of English language learning programs in schools.<sup>50</sup>

### C. Population and Sample

#### a. Population.

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researcher to study and then draw conclusions. The population referred to in this study are all English teachers in Banyuwangi, totaling 25 students' from the ICP at MTsN 8 Banyuwangi.

#### b. Sample.

The sampling method used is cluster sampling. The sample in the researcher is guided by the provisions as stated by Suharsimi Arikunto: "If less than 100 people, it is better to take all so that the research is population research. However, if the number of subjects is greater, then between 10-15% or 20-25% can be taken."<sup>51</sup> Based on these provisions, the sample of this study is a total sample of the entire population because the number is

<sup>50</sup> "MTsN 8 Banyuwangi," mtsn8bwi.sch.id, 2024, mtsn8bwi.sch.id.

<sup>51</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2019).

less than 100. So this research is referred to as total sampling research with a sample size of 25 students' from the ICP at MTsN 8.

#### **D. Data Collection Technique and Instrument**

This study use instrument questionnaire and speaking test.

##### **1) Questionnaire**

This study uses data collection techniques in the form of questionnaires, using the type of questionnaire "close ended". The technique used is to collect research data which contains questions and statements that will be answered by respondents. The researcher used a closed-type questionnaire to determine the extroverted and introverted personalities of students'. The researcher wanted to find out whether the students' had extroverted or introverted personalities by administering the questionnaire. This questionnaire was design to assess personality type consist 15 items statement about extrovert and introvert personality. This questionnaire is contains statement about personality that aspects such as level of extroversion-introversion (sociability and selfconfidence), openness the experience, and Neuroticism (level of emotional stability and anxiety). Personality data was obtained through a valid and reliable standardized questionnaire.

The results of the questionnaire were measured quantitatively using likert scale. Likert scale usually used to measure a person's attitude, opinions, and perceptions of a phenomenon. By using likert scale the answer to each statement will have a value from positive to negative, and

for quantitative analysis purposes then each answer is given a score.<sup>52</sup> For example, strongly agree=5, agree=4, neutral=3, disagree=2, strongly disagree=1. And the research instrument can be checklist or multiple choice, as for how to calculate the score of this likert scale:

$$\frac{\text{score} \times 100}{\text{score max}} = n$$

If the score obtained is greater, it indicates that the students' has an extrovert personality, while the score obtained is smaller the student has an introvert personality. Student personality is classified as follows, the classification adaptation of Velicier and Stevenson in Eka Suryanti (2023)<sup>53</sup>

**Table 3. 1**  
**Classification of Students' Personality**

Score	Classification	
81-100	Very strong	Strongly extrovert
61-80	Strong	Extrovert
41-60	Moderately	Ambivert
21-40	Low	Introvert
0-20	Very low	Strongly introvert

(Source: Adapted from Velicier and Stevenson in Suriyanti (2023))

## 2) Speaking test.

Researcher using speaking tests to collect information about students' speaking ability. Students' speaking ability measure based on several key indicators, namely: fluency, pronunciation, and grammar. The assessment is done through a speaking test involving a presentation, which is scored

<sup>52</sup> Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*.

<sup>53</sup> Suriyanti, "THE IMPACT OF PERSONALITY TYPES ON STUDENTS' SPEAKING ABILITIES IN ENGLISH LANGUAGE CLASS AT THE SECOND GRADE OF SMPN 28 BULUKUMBA."

using a standardized rubric for assessing speaking performance in English. The topic that using in assessing speaking is favorite person. The students' was explain or present their favorite person like their parents, friends, actor, hero, etc in front of the class while the researcher assesing the students'' speaking performance.

The results of data collection using the speaking test in this study measure by manually based on the speaking test rubric. The rubric includes five aspects namely fluency, pronunciation, and grammar, and. Each score represents the ability of the participants. The researcher instructed the students' to speak in front of the class by giving a description of the topic for the speaking test. Finally, they spoke in front of the class while the researcher recorded it and the assessing using a speaking assessment rubric adapted by Douglas Brown in *Assessing Speaking*.<sup>54</sup> After that, the personality test and the speaking test were correlated using the correlation test.

**Table 3. 2**  
**Scoring Guide of Speaking Test**

Aspect	Score	Criteria
<b>Pronunciation</b>	<b>5</b>	Pronunciation is clear, accurate, and easily understood
	<b>4</b>	Pronunciation error are present but meaning remains clear
	<b>3</b>	Some pronunciation errors that make understanding difficult
	<b>2</b>	Pronunciation problems severely impede understanding

<sup>54</sup> H. Douglas Brown, *LANGUANGE ASSESSMENT Priciples and Classroom Practices* (San Fransisco, California: PEARSON Longman, 2003).

<b>Grammars</b>	<b>5</b>	Uses a wide range of grammatical structures accurately
	<b>4</b>	Some minor grammatical mistakes that do not affect meaning
	<b>3</b>	Frequent grammatical errors that may cause misunderstanding
	<b>2</b>	Serious and frequent errors that make speech unclear
<b>Vocabulary</b>	<b>5</b>	Uses a varied and appropriate vocabulary accurately
	<b>4</b>	Vocabulary is adequate but limited in variety
	<b>3</b>	Limited vocabulary struggles to find appropriate words
	<b>2</b>	Very limited vocabulary inappropriate or incorrect word choice
<b>Fluency</b>	<b>5</b>	Speaks fluently with very few pauses or hesitation. ideas flow naturally
	<b>4</b>	Speaks with occasional hesitation but generally maintains flow
	<b>3</b>	Frequent pauses and hesitation disrupt fluency
	<b>2</b>	Very hesitant, speech is often interrupted or incomplete
<b>Confidence</b>	<b>5</b>	Confident most of time, occasional uncertainty
	<b>4</b>	Shows some nervousness, rarely maintains eye contact
	<b>3</b>	Frequently nervous, avoid eye contact lacks enthusiasm
	<b>2</b>	Very nervous, avoids speaking, no confidence shown

(Source: Adapted H. Douglas Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices*)

**Table 3. 3**  
**Classification of the Students'' Speaking Score**

Score Range	Value	Classification
17-20	85-100	Excellent
13-16	75-84	Good
9-12	60-74	Fair
5-8	50-59	Bad
$\leq 4$	$\leq 50$	Very Bad

The design of the research instruments were questionnaire and test. Before conducting the speaking test, collecting data procedure the researcher underwent several steps such as follow:

- 1) The researcher gave the questionnaire to the students' that must fill to indicate the extrovert and the introvert students'.
- 2) Researcher also collect and record data from students'' speaking performance, namely presentations.
- 3) The researcher also examined and gave speaking scores based on a standard rubric to assess English speaking performance.
- 4) The score of speaking test gave by the researcher.
- 5) Researcher conduct this research, which confirms the results of students'' speaking ability with students'' personalities.

#### **E. Data Validity**

##### **a. Validity**

Validity is the level of validity of an instrument. A valid instrument is an instrument that is able to measure what should be measured. An

instrument is said to be valid if it has a high level of validity. According to Sugiyono there are 3 types of validity testing, namely: (1) construct validity testing, (2) content validity testing, (3) external validity testing. In this study, researcher used the content validity test.<sup>55</sup> The validity of the questionnaire test through a technical content validity test, content validity testing can be assisted by using SPSS tool “Bivariate person method” and indicators as guidelines and item numbers or statements that have been described from these indicators. A questionnaire is said to be valid or not depending on  $r$  count and  $r$  table with 5% significance. If  $r$  count  $>$   $r$  table then the statement is valid, whereas if  $r$  count  $<$   $r$  table then the statement is invalid.

**Speaking Ability Test:** The speaking test was design with reference to important aspects such as fluency, pronunciation, and grammar. The assessment is done through a speaking test involving a presentation, which is scored using a standardized rubric for assessing speaking performance in English. The validity of this instrument can be tested through construct validity to ensure that all aspects of speaking ability are properly measured

#### b. Reliability

Reliability tests are used to measure the consistency of research instruments that will be used in quantitative research. In this study, researcher wanted to find out whether there was a fixity of measurement results on the same sample at different times. In other words, a research

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<sup>55</sup> Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*.



instrument such as a questionnaire is said to be reliable if the instrument can provide consistent score results in each measurement. The reliability test in this study was assisted using SPSS version 22.

To analyze the reliability of the data results analyzed with SPSS A statement is said to be reliable if  $\text{Alpha} > 0.70$ . However, if  $\text{Alpha} < 0.70$  then the statement is not reliable, researcher use the Cronbach's Alpha reference as follows:

**Table 3. 4**  
**Coefficient of Cronbach's Alpha**

<b>Coefficient of Cronbach's Alpha</b>	<b>Reliability Level</b>
More than 0.90	Excellent
0.80-0.89	Good
0.70-0.79	Acceptable
0.60-0.69	Questionable
0.50-0.59	Poor
Less than 0.59	Unacceptable

#### **F. Data Analysis**

This section outlines the type of statistical analysis, which is use descriptive statistical analysis. Statistical Tests are used to ascertain the relationship between personalities and speaking ability, statistical tests such as normality test, homogeneity test, Chi Square Test, and hypothesing test (F test) This statistical analysis will show whether there is a significant correlation between the two variables.

##### **a. Normality test**

This study, researcher used the Shapiro-Wilk normality test with a significance level of 0.05. The Shapiro-Wilk normality test is one of the

statistical methods used to test whether the data is normally distributed or not. In this test using the Shapiro-Wilk normality test because it has a sample  $< 0.50$  and with a significance value of 5%, so this test has a significance level of 0.05 which researcher will see the results of the normality test if the significance value is greater than 0.05 ( $\text{Sig} > 0.05$ ) then the data is declared normally distributed. Conversely, if the significance value is less than 0.05 ( $\text{Sig} < 0.05$ ) then the data obtained is not normally distributed.

b. Homogeneity test

In research on the effect of personality type on students' speaking ability, researcher also use the Levene test homogeneity test. Levene's test is a type of statistical test used to test the homogeneity of variance between groups or samples. From the results of the Levene test homogeneity test, researcher want to ensure that the differences in students' speaking ability are not only caused by variations in personality types. Therefore, a homogeneity test was conducted using Levene's test to determine whether the variation in students' speaking ability of personality groups was homogeneous. In this homogeneity test has a significance level of 0.05 which if the significance value is more than 0.05 then the data is declared homogeneous and there is no difference in variance.

c. Chi Square Test

Correlation test was carried out using SPSS Chi Square Test to determine the relationship between the two variables, whether the variables were

related or opposite and how strong the relationship between the independent and dependent variables. The value of the correlation test will show a positive approach if the value is  $\text{Asymp.Sig} < 0,05$  and the variable has no correlation if the value is  $\text{Asymp.Sig} > 0,05$ .



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Description of the Research Object

##### 1. Profile of MTsN 8 Banyuwangi

Madrasah Tsanawiyah Negeri 8 Banyuwangi is one of the state Madrasah Tsanawiyah located on Jl. Jember 18A, Setail Village, Genteng District, Banyuwangi, East Java. With madrasah statistical number 12113510008. Before changing its name to MTs Negeri 8 Banyuwangi, this madrasah was formerly called MTs Negeri Genteng. MTs Negeri Genteng was established on July 1, 1980, as a distant or filial class of Madrasah Tsanawiyah Negeri Srono. At that time the Genteng State Madrasah Tsanawiyah was cared for by a leader named Mr. Chudlori (Alm). The implementation of KBM took place in the Diniyah Madrasah owned by K.H. Daldiri (Alm) Setail Genteng, which consisted of two semi-permanent classes. Seeing the development of students' who increased every year, the BP3 board together with the Head of Setail Village deliberated and decided to buy land to the west of the Diniyah Madrasah (mosque) so that it could have 12 classrooms, 1 leadership room, 1 administrative room, 1 teacher's room and 1 library room.

At this time the position of the principal Mrs. Sri Endah Zulaikhatul, MTsN 8 Banyuwangi already has many facilities that support teaching and learning activities at the school including, Madrasah

Tsanawiyah Negeri 8 Banyuwangi has various facilities and infrastructure that support learning activities and school operations. The available facilities include learning support facilities such as 960 units of student chairs and 480 units of student desks, which reflect the school's readiness to accommodate a large number of students', as well as other supporting devices such as infrastructure owned by this madrasah consisting of 29 classrooms, 1 sports field, 1 musholla, 1 library, 1 canteen, and 1 UKS room to support student health services. Other supporting facilities include 1 madrasah head room, 1 deputy head room, 1 teacher's room, 1 administrative room, 1 counseling room, 1 PKM room, and 1 podcast room as a means of student creativity. In the laboratory field, there are 3 computer laboratories and 1 science laboratory.

Furthermore, besides having good supporting facilities, MTsN 8 Banyuwangi also has a variety of class programs, such as regular classes, accelerated classes, excellent classes, and international program (ICP) classes and each has good accreditation and forms the school into a school with quality education standards. The number of students' attending MTsN 8 Banyuwangi is 909 students', with grade 7 students' totaling 365, and grade 8 students' totaling 274, and 270 students' in grade 9, with a class distribution of 3 excellent classes at each level, 2 accelerated classes, and 1 international class program class in grade 7, and 25 regular classes. The leadership structure at MTsN 8 Banyuwangi consists of several important positions that play a role in managing and running the

operational activities of the madrasah. The Head of Madrasah is Sri Endah Zulaikhatul Kharimah, S.Ag, M.Pd, who leads as a whole and is responsible for the direction of madrasah policy and development. The position of Head of Administration is held by Arif Rusdi, S.Pd, who plays a role in managing the administration and technical services of the madrasah. In the curriculum field, the responsibility is handed over to Dra. Luki Utari as Deputy Head of Madrasah for Curriculum, while the student affairs field is led by Muhtarom, S.Ag as Deputy Head of Student Affairs. The management of facilities and infrastructure is handled by Pujiadi, S.Pd as Deputy Head of Madrasah for Infrastructure Facilities. Meanwhile, the field of public relations (Humas) is under the coordination of Sukono, S.Pd,

## 2. Vision and Mission of The MTsN 8 Banyuwangi

Vision: The realization of Learners who are faithful, intelligent, skilled, independent, have achievements, have a global outlook, have good morals, and are environmentally cultured.

Mission:

1. Planting faith and devotion through practicing religious teachings properly and correctly.
2. Optimizing the learning and guidance process
3. Developing the field of science and technology based on the interests, talents and potential of students'
4. Improve academic and non-academic achievements

5. Fostering the independence of students' through planned and sustainable habituation, familiarization, and self-development activities
  6. Establish harmonious cooperation between madrasa residents, other related institutions
  7. Realizing digital madrasah in all fields
  8. Instilling the habit of behaving politely and courteously
  9. Realizing madrasa residents who care about the environment and have a culture of life, clean and healthy
  10. Creating an environmentally friendly learning atmosphere and being able to build caring characters and environmental culture
- Realizing an effective and efficient culture in the utilization of natural resources

### 3. International Class Program (ICP) at MTsN 8 Banyuwangi

The International Class Program (ICP) at MTsN 8 Banyuwangi is one of the flagship programs designed to improve the quality of education with international standards. This program is intended for students' who have high academic potential and great interest in mastering foreign languages, especially English. The vision and mission of this ICP program is to create students' who have global competitiveness and a modern global revolution and are able to create a critical thinking to face global problems that are all digitalized. It is also expected that through this program, students' will not only excel in academics, but also have the

ability to communicate across cultures and be ready to face international challenges.

In addition, different from other regular classes, the ICP uses a bilingual approach in the learning process, where some subjects are taught in English to familiarize students' with global terms and communication. In addition, the curriculum used not only refers to the national standard, namely the independent curriculum, but also uses the Cambridge curriculum with 3 main subjects, namely math, science, and English by forming additional classes for lessons that use the Cambridge curriculum. In addition, this program is also expected to shape students' abilities so that students' become active, participatory, and integrative. By involving the use of technology and digital-based learning media and using the CLIL (Content and Language Integrated Learning) method and the support of competent teaching staff, this International Class program aims to make teachers and students' alike learn and understand the English language used as the teaching language in the ICP. At MTsN 8 Banyuwangi there is only 1 ICP with the 2024/2025 school year and this class at the first level, namely in grade 7 with a total of 25 students', while the entrance exam test that students' take in order to be part of this program is an English-language interview test to recognize student abilities. The interview test is conducted at the beginning of registration by taking into account several things such as the willingness and ability of students' and student parents.



## B. Validity and Reliability Test

In this section the researcher presents the data obtained from research related to the correlation of students' personality types to speaking skills in ICP at MTsN 8 Banyuwangi. The following data is obtained from respondents' answers to the research questionnaire test that has been circulated by researcher at MTsN 8 Banyuwangi. Validity and reliability testing is carried out after the questionnaire results are obtained.

### 1. Validity

The validity of the questionnaire test through a technical content validity test, content validity testing can be assisted by using SPSS tool "Bivariate person method" and indicators as guidelines and item numbers or statements that have been described from these indicators. A questionnaire is said to be valid or not depending on  $r$  count and  $r$  table with 5% significance. If  $R_{count} > R_{table}$  then the statement is valid, whereas if  $R_{count} < R_{table}$  then the statement is invalid. The use of  $r$  table is in accordance with the number of respondents ( $n$ ). The number of respondents that the researcher are using now totals 15 respondents, meaning that the  $r$  table used is 0.514 with a significance level of 5%.

**Table 4. 1**  
**SPSS Result Output of Validity Test of Student Personality Type**  
**Test Questionnaire**

Statement	Rcount	Rtable	Category
State1	0.604	0.514	Valid
State2	0.560	0.514	Valid
State3	0.520	0.514	Valid

State4	0.680	0.514	Valid
State5	0.568	0.514	Valid
State6	0.569	0.514	Valid
State7	0.561	0.514	Valid
State8	0.613	0.514	Valid
State9	0.584	0.514	Valid
State10	0.629	0.514	Valid
State11	0.443	0.514	Not valid
State12	0.593	0.514	Valid
State13	0.560	0.514	Valid
State14	0.542	0.514	Valid
State15	0.490	0.514	Not valid

(Source: SPSS Result Output of Validity Test)

From the results of the validity test above, it can be interpreted that statements 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, and 14 have a strong positive correlation with the personality type indicator with a correlation value exceeding 0.5. Furthermore, there are several statements 11, and 15 showing a fairly low correlation but still a positive value. It can be concluded from the variable validity test on the personality type questionnaire that each indicator has good validity or correlation as a research instrument.

**Speaking Ability Test:** The speaking test was design with reference to important aspects such as fluency, pronunciation, and grammar. The assessment is done through a speaking test involving a presentation, which is scored using a standardized rubric for assessing speaking performance in English. The validity of this instrument can be tested through construct

validity to ensure that all aspects of speaking ability are properly measured.

## 2. Reliability

The test carried out next is the reliability test. This test is conducted to determine whether the questionnaire used is reliable or not. The results of the calculation of the student personality instrument reliability test using SPSS 22 are as follows.

**Table 4. 2**  
**SPSS Result Output of Reliability Test of Student Personality Type**  
**Test Questionnaire**

Cronbach's Alpha	N of Items
.783	15

(Source: SPSS Result Output of Reliability Test)

Of the 15 items, it is stated that it is reliable if the Cronbach Alpha value is  $> 0.70$ . In the reliability test results above, it is concluded that the value obtained is  $0.783 > 0.70$ , it can be concluded that the personality type questionnaire is reliable and includes well-accepted reliability.

## C. Data Present

### 1. The Students' Personality

This research was conducted in ICP with 25 students'. All ICP students' were used as research samples. In an effort to take samples used Purposive Sampling technique. This sampling technique is used because researcher have special criteria, namely students' who are members of the ICP (International Class Program), ICP students' are considered to have special characteristics such as the use of a different curriculum from

regular class students', as well as higher foreign language skills. So the researcher conducted a purposive sample selection to suit the research objectives and the researcher could focus on relevant groups and have direct experience related to the variables studied.

Data collection in the form of questionnaires distributed to ICP students' totaling 25 students'. The questionnaire contains 15 statements about student personality which have previously been tested for validity and reliability. The results of the student personality type questionnaire that researcher have distributed can be seen from the table below.

**Table 4. 3**  
**Personality Type Data of ICP Students'**

No	Name	Score	Value	Classification
1.	ALMIRA	30	40	INTROVERT
2.	ALYA	50	67	EXTROVERT
3.	ANNISA	48	64	EXTROVERT
4.	AZZAHRA	43	57	AMBIVERT
5.	BAYU	49	65	EXTROVERT
6.	BIMA	47	63	EXTROVERT
7.	ERIEL	50	67	EXTROVERT
8.	JENIMA	28	37	INTROVERT
9.	JENIWA	46	61	EXTROVERT
10.	KIRANA	52	69	EXTROVERT
11.	LAKSITA	51	68	EXTROVERT
12.	ALFATH	45	60	AMBIVERT
13.	MERLINDA	51	68	EXTROVERT
14.	MIRZA	41	55	AMBIVERT
15.	MOCH	40	71	EXTROVERT
16.	NAILA	43	57	AMBIVERT
17.	NASYWA	30	40	INTROVERT
18.	NIZAM	47	63	EXTROVERT
19.	NURIL	45	60	AMBIVERT
20.	RIZAH	46	61	EXTROVERT

21.	SERHAN	52	69	EXTROVERT
22.	SHAFa	41	55	AMBIVERT
23.	VALLENTA	30	40	INTROVERT
24.	WARDA	48	64	EXTROVERT
25.	ZINGGI	42	56	AMBIVERT

(Source: students' International Class Program (ICP) of MTsN 8 Banyuwangi)

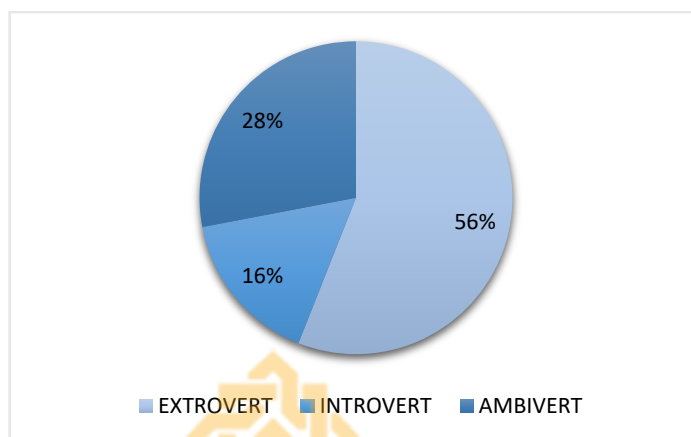
Based on the table of students' who have the personality type, the researcher conducts frequency distribution testing which focuses on the number of scores from the personality test questionnaire.

**Table 4. 4**  
**Output of Student's Personality Category**

Score	Category	Student
81-100	Strongly Extrovert	-
61-80	Extrovert	14
41-60	Ambivert	7
21-40	Introvert	4
0-20	Stongly Introvert	-
	<b>Total</b>	<b>25</b>

Based on the results of personality tests through questionnaires, several types of student personality were found, namely extrovert, introvert, and ambivert. Of the 25 students', students' with extroverted personalities were found to be 14 students' with a percentage proportion of 56%, while students' with introverted personalities were only 4 students' with a percentage proportion of 16%. Greater than students' who have an introverted personality, it is known that there are students' with an ambivert personality of 7 students' with a percent proportion of 28%.

**Picture 4. 1**  
**Personality Types Chart**



## 2. The Students' Speaking Score

Data collection for the dependent variable in the form of speaking tests, conducted by all ICP students' totaling 25 students', with material describing people. The results of the speaking test can be seen from the table below.

**Table 4. 5**  
**Speaking Score of ICP Students'**

No	Name	Speaking Score				Total	Value	Classification
		P	G	V	F			
1.	ALMIRA	5	3	4	5	17	85	Excellent
2.	ALYA	5	4	4	4	17	85	Excellent
3.	ANNISA	4	3	3	5	15	75	Good
4.	AZZAHRA	5	2	4	4	15	75	Good
5.	BAYU	5	3	2	5	15	75	Good
6.	BIMA	4	3	5	3	15	75	Good
7.	ERIEL	5	3	4	4	16	80	Good
8.	JENIMA	4	3	3	4	14	70	Fair
9.	JENIWA	4	3	4	4	15	75	Good
10.	KIRANA	5	4	4	4	17	85	Excellent
11.	LAKSITA	2	5	4	5	16	80	Good
12.	ALFATH	4	2	5	4	15	75	Good

13.	MERLINDA	4	4	5	4	17	85	Excellent
14.	MIRZA	4	5	3	3	15	75	Good
15.	MOCH	3	5	4	5	17	85	Excellent
16.	NAILA	2	5	5	5	17	85	Excellent
17.	NASYWA	3	4	3	5	15	75	Good
18.	NIZAM	4	3	5	5	17	85	Excellent
19.	NURIL	5	3	2	5	15	75	Good
20.	RIZAH	4	4	5	4	17	85	Excellent
21.	SERHAN	3	5	5	2	15	75	Good
22.	SHAFa	5	5	3	4	17	85	Excellent
23.	VALLENTA	5	4	5	5	19	95	Excellent
24.	WARDA	4	4	4	4	16	80	Good
25.	ZINGGI	3	5	4	5	17	85	Excellent

(Source: students' International Class Program (ICP) of MTsN 8 Banyuwangi)

Based on the table of students' speaking score the researcher conducts classification distribution to student which focuses on the number of scores from the speaking score.

**Table 4. 6**  
**Output of Student's Classification Score**

Classification	Total Score	Value	Students'
Excellent	17-20	85-100	11
Good	13-16	75-84	13
Fair	9-12	60-74	1
Bad	5-8	50-59	-
Very Bad	<4	<50	-
			<b>25</b>

Based on the results of the above classification, it was found that ICP students' had the highest score of speaking ability, out of 25 ICP students' there are 10 students' who have high scores with excellent predicates, and 14 other students' have good predicates, while only 1 student with fair predicates.

## D. Analysis and Testing Hypothesis

### 1. Normality Test

In this study, researcher used the Shapiro-Wilk normality test with a significance level of 0.05. The Shapiro-Wilk normality test is one of the statistical methods used to test whether the data is normally distributed or not. In this test using the Shapiro-Wilk normality test because it has a sample  $< 0.50$  and with a significance value of 5%, so this test has a significance level of 0.05 which researcher will see the results of the normality test if the significance value is greater than 0.05 ( $\text{Sig} > 0.05$ ) then the data is declared normally distributed. Conversely, if the significance value is less than 0.05 ( $\text{Sig} < 0.05$ ) then the data obtained is not normally distributed.

**Table 4. 7**  
**SPSS Result Output of Normality Test used Shapiro-Wilk**

	Shapiro-Wilk			Desc
	Statistic	df	Sig.	
Total Personality Score	.848	25	0.082	Normal
Total Speaking Score	.917	25	0.064	Normal

(Source: SPSS Result Output of Normality Test)

In this study, it is known that the significance value of each research variable reaches the significance level. The significance value owned by the personality score reaches  $0.082 > 0.05$ , so it can be interpreted that the personality variable is normally distributed with a significance value of 0.082, then there is a speaking score which has a significance value of 0.064. So it can be interpreted that the speaking variable is also normally distributed with a value of  $0.062 > 0.05$ .



## 2. Homogeneity Test

In research on the effect of personality type on students' speaking ability, researcher also use the Levene test homogeneity test. Levene's test is a type of statistical test used to test the homogeneity of variance between groups or samples. From the results of the Levene test homogeneity test, researcher want to ensure that the differences in students' speaking ability are not only caused by variations in personality types. Therefore, the homogeneity test was conducted using Levene's test to determine whether the variation in students' speaking ability of personality groups is homogeneous. In this homogeneity test has a significance level of 0.05 which if the significance value is more than 0.05 then the data is declared homogeneous and there is no difference in variance.

**Table 4. 8**  
**Homogeneity Test of Speaking and Personality**

Speaking

Levene Statistic	df1	df2	Sig.
2.400	2	22	.114

(Source: SPSS Result Output of Homogeneity Test)

Based on the table of homogeneity test results of the Levene test it is stated that the mean shows a significance (Sig.) of 0.114. In statistical analysis, the significance value is used to assess whether there is a significant or homogeneous difference. In general, the level of significance used is 0.05 and this result shows that there is no significant difference in variance between groups so that the data is considered homogeneous. Thus, the homogeneous

assumption is fulfilled and the differences in scores on speaking ability between personality groups can be analyzed further without the effect of variance differences and can be considered in statistical analysis.

### 3. Chi Square Test

Furthermore, a correlation test was carried out using SPSS Chi Square Test to determine Correlation test was carried out using SPSS Chi Square Test to determine the relationship between the two variables, whether the variables were related or opposite and how strong the relationship between the independent and dependent variables. The value of the correlation test will show a positive approach if the value is  $\text{Asymp.Sig} < 0,05$  and the variable has no correlation if the value is  $\text{Asymp.Sig} > 0,05$ .<sup>56</sup>

**Table 4. 9**  
**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.957 <sup>a</sup>	4	.202
Likelihood Ratio	4.502	4	.342
Linear-by-Linear Association	.180	1	.671
N of Valid Cases	25		

(Source: SPSS Output of Chi Square Test)

Based on the results of the chi square analysis between student personality and speaking ability in ICP, the correlation coefficient value is Asymp. Sig (Sig. 2-tailed) with a significance value is 0.202. So it can be interpreted that the correlation between two variable is that has no correlation

<sup>56</sup> Sugiyono.

between personality and speaking the table result above show that the Asymp. Sig value is 0.202 greater than significance value in general in 0.05 ( $0.202 > 0.05$ ). so this result indicating that the relationship between the variables is not statistically significant. This means that although the direction of the relationship between students' personality and speaking ability is positive, the relationship is not strong enough to be declared as a mutually influential relationship statistically. Therefore, it can be concluded that students' personality cannot be said to significantly influence the speaking ability of ICP students'.

#### **E. Discussion of Findings**

After the data is collected, it is analysed, where the result of the questionnaire and speaking test. This section discusses the data analysis outcomes. It consists of the student's personality in terms of speaking ability as well as the how the personality on speaking ability. Based on the results of the student personality questionnaire and speaking exam, do an analysis.

##### **1. The Correlation between Students' Personality and Students' Speaking Ability at the ICP (International Class Program) of MTsN 8 Banyuwangi**

Based on the results of the research that has been conducted, the Asymp. Sig (Sig. 2-tailed) with a significance value is 0.202. This value indicates that the relationship between student personality and student speaking ability is at a low level of correlation and is not statistically significant (because the significance value is greater than 0.05). Although

the direction of the relationship between personality and speaking ability is positive, the strength of the relationship is not strong enough to be declared as a mutually influencing relationship. Thus, it can be concluded that there is no significant correlation between students' personality and their speaking ability in the ICP of MTsN 8 Banyuwangi. This indicates that personality is not the only factor that determines students' speaking ability in the context of English language learning. In addition, it shows that students' personality type, although it may contribute indirectly, is not the dominant factor affecting students' English speaking ability in ICPes. Therefore, it can be concluded that there is no statistically significant correlation between students' personality and their speaking ability, and other factors such as learning methods, learning environment, or personal motivation may play a greater role in influencing their speaking ability.

## **2. The Effect of Students' Personality Types on Students' Speaking Ability the ICP (International Class Program) of MTsN 8 Banyuwangi**

In an effort to determine the effect of personality type on students' speaking ability, the researcher has conducted using Chi Square Test to analyze the correlation between students' personality and students' speaking ability, the value of Asymp. Sig (Sig. 2-tailed) is 0.202, since the significant value is greater than 0.05, it can be concluded that there is no significant influence between personality types on students' speaking ability. Although descriptively students' with introvert personality type

had a higher average speaking score (81,2) than extrovert (80) and ambivert (79.2), the difference was not statistically significant. Thus, personality type does not have a significant effect on students' ability to speak English in the ICP of MTsN 8 Banyuwangi. In other words, although introvert students' have higher speaking scores in general, this cannot be used as a basis for knowledge that personality type is the main determining factor in students' speaking ability in the ICP of MTsN 8 Banyuwangi. It is supported by the opinion of Winston Massam in their journal untitled "Relationship between Personality Trait Introversion-Extraversion and Academic Achievement" that the personality differences cannot be used as a basis that extroverts are superior to introverts or otherwise in reading, speaking and writing skills, the assessment in speaking classes is usually more on students' engagement and grammatical accuracy of what EFL (English as a Foreign Language) learners produce, causing more marks to be given to introvert students'. It was also mentioned that some students' are very shy even in their first language, so when trying to communicate in a foreign language it can be a first experience. Such reticence cannot be taken as a student's inability to learn a language.<sup>57</sup>

Through the data above, it can be concluded that personality type has a low influence on students' speaking ability. This is evidenced from the data that there is no significant influence between personality types on

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<sup>57</sup> Winston Massam, "Relationship between Personality Trait Introversion-Extraversion and Academic Achievement in Science Subjects among Secondary School Students" in Tanzania" 11, no. 3 (2021): 17–38, <https://doi.org/10.5296/ijld.v11i3.18779>.

students' speaking ability. One possible explanation is that students' with extroverted personalities are considered more active and they can control classroom communication with more confidence and risk-taking than introverts in language learning. Introverts are often also considered not to have the same ability as extroverts in language learning, whereas Introvert students' may be more diligent and dedicated to their tasks.<sup>58</sup> The stereotypes like this can often influence how teachers view students'. There is ample evidence that teachers are often impressed by students' who are active and sociable, as they are active in class discussions.<sup>59</sup>

In addition, the researcher tried to match the students' speaking problems with their personalities. Some students' who are quite active in class can speak English without hesitation although their pronunciation is not perfect. They share their ideas with friends and the teacher. These active students' are generally considered to have extroverted personalities. According to Myers-Briggs personality type indicators, extroverted students' tend to focus on the outside world-people, things, activities-and get energized through interactions with others. They like to talk, participate, organize, and socialize and they are the active type. Different of introvert students', some introverted students' are found to have better pronunciation than extroverted students' and are more fluent in speaking,

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<sup>58</sup> Ni Kadek, Indah Damayanti, and Ni Wayan Krismayani, "THE CORRELATION BETWEEN EXTROVERT AND INTROVERT PERSONALITY TOWARD SPEAKING ABILITY OF THE EIGHTH GRADE STUDENTS" IN SMPN 7 MENGWI IN ACADEMIC YEAR 2020 / 2021" 1, no. April (2021).

<sup>59</sup> Jannah, "ANALYSIS OF STUDENTS' PERSONALITY IN THEIR SPEAKING ABILITY AT SECOND GRADE OF SMPN 2 PAREPARE."

so they can convey ideas accurately and naturally without excessive pauses. The Myers-Briggs indicator states that introverted types are those who get their energy from the inner world of reflection, thought, and contemplation. They can socialize but need time and space to themselves in order to recharge. Introverts want to understand the world. In other words, the researcher concluded that both extroverts and introverts have unique learning styles or strategies.<sup>60</sup>

These learning styles play an important role in students' success in acquiring a second or foreign language. Understanding students' personalities will help teachers customize classroom instruction. Teachers should also accommodate and facilitate students' based on their individual learning styles. For example, the ideal class for extroverts is one that allows time for thinking while talking, such as discussions or group work. In line with the research of Ketut Harya Darma in the journal "Investigating the Willingness to Speak English in College Students" found that there are several influencing factors, namely psychological which includes motivation and self-personality and situational which includes the role of teachers, social environment, and interlocutors. In the results of his research, it was found that the dominant factor affecting the willingness to speak English is the Situational factor which includes the role of the teacher, social environment, and interlocutors.<sup>61</sup> By understanding students' personalities, accommodating their learning

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<sup>60</sup> Ubaidillah, *Introvert & Extrovert Is Fine*.

<sup>61</sup> Utami and Rismadewi, "Investigasi Kemauan Berbicara Bahasa Inggris Pada Mahasiswa ; Studi Kualitatif Pendahuluan."

styles, and creating appropriate classroom situations, these three things will help teachers and students' achieve success in language learning.<sup>62</sup>

Furthermore, in situational factors is social environment, social environment refers to social cognitive theory explained by Albert Bandura. Bandura argues that a person's cognitive is not only influenced by personality or internal factors, but also by the social environment and learning experiences through observation, human cognition is the result of dynamic interactions between personal factors and the social environment.<sup>63</sup> This means that the thinking process is not solely influenced by personality structure, but also by social learning, environment, and life experiences.

In addition, in Elizabeth's journal entitled "The Relationship between Online Classroom Environment and Students' Motivation in Learning English", it is explained that motivation is also included as a factor that is also able to influence students' English language skills, because its function is very important to move students' to take action to learn both as a result of factors outside themselves and then which is a drive from within to achieve learning achievement.<sup>64</sup> Motivation is related to internal self and is psychological, but motivation can also be influenced by factors from outside the family, friends, and the surrounding social environment, from the explanation above it can be seen that the factors

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<sup>62</sup> Jannah, "ANALYSIS OF STUDENTS' PERSONALITY IN THEIR SPEAKING ABILITY AT SECOND GRADE OF SMPN 2 PAREPARE."

<sup>63</sup> Bandura, "SOCIAL COGNITIVE THEORY : An Agentive."

<sup>64</sup> Klabat, Arnold, and Airmadidi, "The Relationship between Online Classroom Environment and Students' Motivation in Learning English."



that influence the ability to speak English are not only student personality, but also situational factors which include the role of the teacher, learning methods, and environmental factors.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions.

Based on the research conducted on the correlation between students' personality and their speaking ability at the International Class Program (ICP) of MTsN 8 Banyuwangi, it can be concluded that there is a low to moderate positive correlation between personality types and speaking ability. The result of Chi Square is Asymp. Sig (Sig. 2-tailed) with a significance value is 0.202 it's greater than significance value in general is 0.05 so the correlation is not statistically significant. This means that students' personality itself not a strong predictor of their English speaking performance. However, the data showed some extroverted students' tend to be more confident and active in class discussions, while introverted students' often demonstrate better pronunciation and fluency when prepared. Each personality type has unique strengths that influence different aspects of speaking ability. Thus, while personality may not significantly determine speaking ability, it still plays a role in shaping how students' approach and perform in speaking tasks.

#### B. Suggestions

After doing research at MTsN 8 Banyuwangi, the researcher would like to make some recommendations in this part for:

1. Teacher: It is suggested that teachers take students' personality types into account when planning speaking activities. Extroverted students' may benefit from group discussions and interactive speaking tasks, while

introverted students' may perform better in structured, individual speaking assignments. Understanding these differences can help teachers apply differentiated teaching strategies to optimize each student's potential.

2. Students': Students' are encouraged to understand their own personality traits in order to develop more effective strategies for improving their speaking skills. Introverted students' should not feel disadvantaged but instead leverage their reflective nature and preparation habits. Extroverted students', on the other hand, should maintain their confidence but also pay attention to the accuracy of language use.
3. Future Researchers: It is recommended to expand the sample size and include more diverse personality categories such as extrovert, introvert, and ambiverts. Moreover, future studies may also explore other internal or external factors that influence speaking ability, such as motivation, learning styles, or classroom environment, to gain a more comprehensive understanding.

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## DECLARATION OF AUTHENTICITY

The undersigned below:

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Stated that the thesis untitled “The Correlation between Students Personality and Students Speaking Ability at the International Class Program (ICP) of MTsN 8 Banyuwangi” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim for other.

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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Jember, 20 May 2023



**Vina Nurieta Zain**  
214101060007



### Appendix 1 Matrix of Research

TITLE	VARIABLES	SUB-VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESRARCH QUESTION
The Correlation between Students' Personality and Students' Speaking Ability at the International Class Program (ICP) of MTsN 8 Banyuwangi	1. Concept of Personality 2. Concepts of Speaking 3. Correlation between students personality and students speaking ability	1.1 Concept of Personality 2.1 Concepts of Speaking 3.1 Correlation between students personality and speaking ability	1.1.1 Definition of personality 1.1.2.1 The type of personality 1.1.2.2 Extrovert personality 1.1.3 Introvert personality 2.1.1 Measurement of personality 2.1.2 Definition of speaking 2.1.3 The importance of speaking 2.1.4 The aspect of speaking 2.1.5 The factors of speaking 3.1.1 The function of speaking Correlation between Students' Personality and Speaking Ability	<b>Primary data</b> Students' ICP Class  <b>Secondary data</b> Questionnaire Speaking test	<b>Research design</b> Quantitative  <b>Data collection</b> - Questionnaire - Speaking test  <b>Data analysis</b> • Quantitative: descriptive statistic	<ul style="list-style-type: none"> <li>Is there any correlation between students' personality and students' speaking ability at the international class program (ICP)?</li> <li>How does the students' personality type effect students' speaking ability at the international class program?</li> </ul>

## Appendix 2 Research Instruments

Nama:

Kelas:

### **Petunjuk Pengisian Kuisioner:**

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

### **Informasi:**

- (5) SS: Sangat Setuju
- (4) S: Setuju
- (3) N: Netral
- (2) TS: Tidak Setuju
- (1) STS: Sangat Tidak Setuju

No	Statement	SS	S	N	TS	STS
1.	Do you suddenly feel shy when you want to talk to an attractive stranger? Apakah Anda tiba-tiba merasa malu ketika ingin berbicara dengan orang asing yang menarik?					
2.	Generally do you prefer to meeting people? Secara umum, apakah Anda lebih suka bertemu orang?					
3.	Do you like going out a lot? Apakah Anda lebih sering suka keluar?					
4.	Do you prefer to have few but special friends? Apakah Anda lebih suka memiliki sedikit teman tetapi istimewa?					

5.	Can you usually let yourself go and enjoy yourself a lot at a lively party?  Bisakah Anda membiarkan diri Anda pergi dan bersenang-senang di pesta yang meriah?					
6.	Do other people think of you as being very lively?  Apakah orang lain menganggap Anda sangat bersemangat?					
7.	Are you mostly quiet when you are with other people?  Apakah Anda lebih banyak diam saat bersama orang lain?					
8.	If there is something you want to know about, would you rather look it up in a book?  Jika ada sesuatu yang ingin Anda ketahui, apakah Anda lebih suka mencarinya di buku?					
9.	Do you hate being with a crowd who play jokes on one another?  Apakah Anda benci berada bersama orang banyak yang saling bercanda?					
10.	Do you like talking to people so much that you never miss a chance of talking to a stranger?  Apakah Anda sangat suka berbicara dengan orang sehingga Anda tidak pernah melewatkan kesempatan untuk berbicara dengan orang asing?					
11.	Would you be very unhappy if you could not see lots of people most of the time?  Apakah Anda akan sangat tidak bahagia jika Anda tidak dapat melihat banyak orang sepanjang waktu?					
12.	Would you call yourself a nervous person?  Apakah Anda menyebut diri Anda orang yang gugup?					

13.	Would you say that you were fairly self- confident? Apakah Anda akan mengatakan bahwa Anda cukup percaya diri?					
14.	Do you find it hard to really enjoy yourself at a lively party? Apakah Anda merasa sulit untuk benar-benar menikmati diri sendiri di pesta yang meriah?					
15.	Do you sometimes talk about things you know nothing about?					
	Apakah Anda terkadang berbicara tentang hal-hal yang tidak Anda ketahui?					

(Source : The Short Form Revised Junior Eysenck Personality Questionnaire)



### LEMBAR SPEAKING TEST PENGUCAPAN SISWA

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Subjek	: Bahasa Inggris	Alokasi Waktu	: 1-2 menit
Jenis Tes	: Speaking Test	Metode	: Story Telling
Kelas	: VII	Waktu	:

---

#### A. Instruksi

1. Sampaikan deskripsi tentang **orang favoritmu** (misalnya anggota keluarga, guru, artis, atau tokoh terkenal).
2. Gunakan kalimat **jelas, terstruktur, dan pengucapan yang baik**.
3. Sertakan informasi seperti **nama, penampilan fisik, kepribadian, alasan kamu mengaguminya**, dan informasi lainnya yang relevan.
4. Bicara dengan **intonasi dan ekspresi yang sesuai**.
5. Durasi berbicara maksimal **1–2 menit**.

(Source: Buku Panduan Guru - *English for Nusantara* SMP/MTs Kelas VII Kurikulum Merdeka, 2022)



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### Appendix 3 Result of Questionnaire

Sample	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	SCORE	VALUE	TYPE
S-1	2	3	3	2	1	2	2	2	1	1	2	4	3	1	1	30	40	INTROVERT
S-2	4	1	1	4	1	5	4	3	4	2	5	5	4	5	2	50	67	EXTROVERT
S-3	5	3	1	4	3	3	2	3	3	3	3	5	4	3	3	48	64	EXTROVERT
S-4	1	3	1	5	3	3	3	3	3	2	3	5	1	4	3	43	57	AMBIVERT
S-5	2	1	3	5	4	3	3	3	5	3	3	3	4	4	3	49	65	EXTROVERT
S-6	1	4	4	3	5	4	2	3	1	4	4	2	4	2	4	47	63	EXTROVERT
S-7	4	2	1	3	4	3	3	3	3	3	3	5	5	5	3	50	67	EXTROVERT
S-8	2	3	2	3	2	2	1	2	2	2	2	2	1	1	1	28	37	INTROVERT
S-9	4	1	3	5	2	3	4	4	3	3	1	4	5	3	1	46	61	EXTROVERT
S-10	4	3	4	5	3	3	3	4	3	4	3	4	3	3	3	52	69	EXTROVERT
S-11	3	4	3	5	3	1	3	5	3	4	3	3	4	3	4	51	68	EXTROVERT
S-12	4	2	3	3	4	3	2	3	2	3	3	3	3	3	4	45	60	AMBIVERT
S-13	4	3	3	4	3	4	3	3	2	4	2	4	4	3	5	51	68	EXTROVERT
S-14	4	5	3	3	1	3	2	3	2	2	1	4	1	4	3	41	55	AMBIVERT
S-15	3	2	3	5	1	3	4	3	1	3	2	4	2	3	1	40	71	EXTROVERT
S-16	3	3	4	3	4	4	3	3	2	2	2	2	3	2	3	43	57	AMBIVERT
S-17	2	3	2	2	3	2	2	1	1	2	2	4	1	2	1	30	40	INTROVERT
S-18	3	3	4	5	4	2	1	4	3	3	3	3	3	4	2	47	63	EXTROVERT
S-19	2	2	3	3	2	4	2	4	4	4	3	2	4	3	3	45	60	AMBIVERT
S-20	3	3	4	4	3	4	3	2	3	2	3	3	3	4	2	46	61	EXTROVERT
S-21	4	4	3	5	5	2	2	2	1	4	3	4	5	4	4	52	69	EXTROVERT

S-22	3	1	1	3	1	1	4	3	5	3	4	4	1	3	4	41	55	AMBIVERT
S-23	2	2	1	2	1	1	2	4	2	1	1	2	3	5	1	30	40	INTROVERT
S-24	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	48	64	EXTROVERT
S-25	2	5	5	1	4	5	1	3	1	5	1	1	2	1	5	42	56	AMBIVERT



## ***ICP Student Speaking Test Transcript***

### **Transcript of Alya**

Assalamualaikum, introduce my self, my name Alya I'm from ICP. I will describe my favorite character, which is my mother. My mother is the person I love and respect the most. She has a beautiful face and beautiful eyes. She has long black hair and a soft voice. She is always there for me, she listens to every story and gives advice. She is strong and patient and always provides support and motivation for me to achieve my dreams. Thanks everyone

### **Transcript of Naila**

Assalamualaikum, good morning everyone introduce my self, my name is Naila I'm 7 grade of ICP, I'm going to describe my best friend and my seatmate her name is Jenima. Jenima is a very special friend for me. She has a beautiful face with a sweet smile and small eyes. Jenima has chubby cheeks, she is very cheerful. She is short, but she is very pretty and sweet. She always helps me in every lesson in class. Jenima is a cheerful, active, and lively person in class.

### **Transcript of Vallenta**

Hello everyone, Eh Assalamualaikum.. introduce my self, my name is Vallenta, I'm from ICP. I will describe my favorite idol is Lisa Blackpink. Lisa is an idol that I really like. She is a Blackpink member from Thailand. She has a beautiful face with wide eyes and beautiful lips. Lisa has short black hair and a good voice. She is a good dancer. Lisa is confident and very talented, Lisa always gives good performances and that motivates me.



**CLASSIFICATION TABLE****Extrovert Students**

Sample	Personality Type	Speaking Score
S-2	EXTROVERT	85
S-3	EXTROVERT	75
S-5	EXTROVERT	75
S-6	EXTROVERT	75
S-7	EXTROVERT	80
S-9	EXTROVERT	75
S-10	EXTROVERT	85
S-11	EXTROVERT	85
S-13	EXTROVERT	80
S-15	EXTROVERT	85
S-18	EXTROVERT	85
S-20	EXTROVERT	85
S-21	EXTROVERT	75
S-24	EXTROVERT	80

**Introvert Students**

Sample	Personality Type	Speaking Score
S-1	INTROVERT	85
S-8	INTROVERT	70
S-17	INTROVERT	75
S-23	INTROVERT	95

**Ambivert Students**

Sample	Personality Type	Speaking Score
S-4	AMBIVERT	75
S-12	AMBIVERT	75
S-14	AMBIVERT	75

S-16	AMBIVERT	85
S-19	AMBIVERT	75
S-22	AMBIVERT	85
S-25	AMBIVERT	85

**Students Personality & Students Speaking Crosstabulation**

		Students Speaking			Total
		Excellent	Good	Fair	
Students Personality	Introvert	2	1	1	4
	Extrovert	6	8	0	14
	Ambivert	3	4	0	7
Total		11	13	1	25



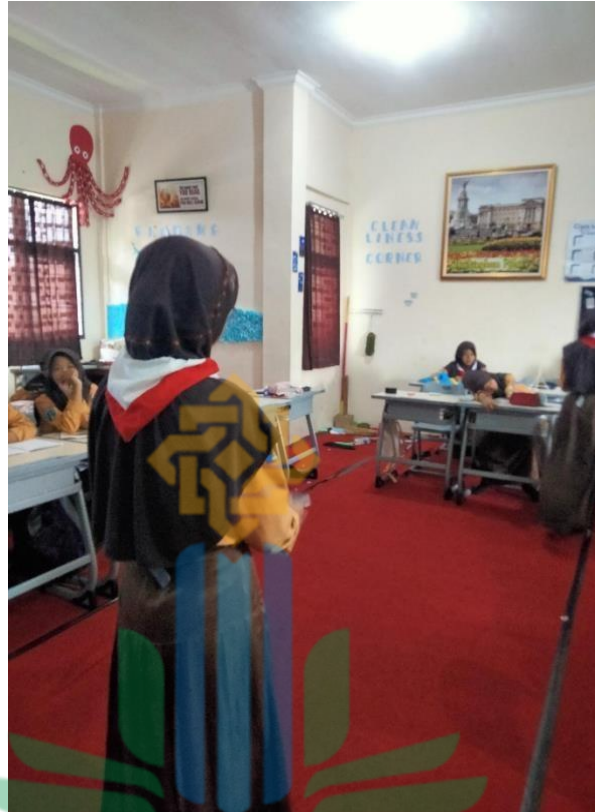
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#### Appendix 4 Documentation

##### A. Students Fill Out the Questionnaire of Students Personality



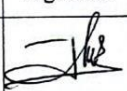
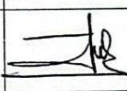
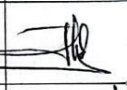

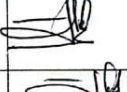

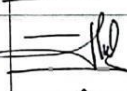



## B. Speaking Test



## Appendix 5 Research Journal

### RESEARCH JOURNAL

THE CORRELATION BETWEEN STUDENTS PERSONALNITY AND STUDENTS  
SPEAKING ABILITY AT THE INTERNATIONAL CLASS PROGRAM (ICP) CLASS OF  
MTSN 8 BANYUWANGI

No.	Day/Date	Activity	Signature
1.	11 February 2025	Application for research permission in PTSP MTsN 8 Banyuwangi	
2.	11 February 2025	Met with Assistant Principal of students affairs to schedule the research in ICP Class	
3.	15 February 2025	Interview with homeroom teacher regarding international class program profile	
4.	25 February 2025	Testing the distribution of questionnaires to students	
5.	8 March 2025	Met the homeroom teacher to ask for assistance in conducting speaking tests for ICP students	
6.	8 March 2025	Conducted speaking test in ICP class	
7.	10 March 2025	Met the homeroom teacher to ask for assistance in distribution of personality questionnaires	
8.	10 March 2025	Distribution of personality questionnaires in ICP Students	
9.	22 March 2025	Met PTSP administrators to request school profile	
10.	22 March 2025	The researcher ask a letter of research finding	




Headmaster

Hj. Sri Endang Zulaikhatul Kharimah, S.Ag, M.Pd



## Appendix 6 Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B-10360/In.20/3.a/PP.009/02/2025  
 Sifat : Biasa  
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTsN 8 Banyuwangi  
 Jl. Samiran Dusun Krajan II.7, RT.003/RW.003, Jalen Parungan, Setail,  
 Kec. Genteng, Kabupaten Banyuwangi

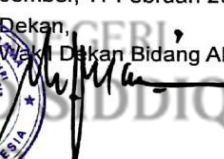
Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :


NIM	: 214101060007
Nama	: VINA NURIETA ZAIN
Semester	: Semester delapan
Program Studi	: Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "THE CORRELATION BETWEEN STUDENTS PERSONALITY AND STUDENTS SPEAKING ABILITY AT THE INTERNATIONAL CLASS PROGRAM (ICP) CLASS 8 Banyuwangi" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sri Endah Zulaikhatul Kharimah, S.Ag, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 11 Februari 2025

Dekan,  
 Dekan Bidang Akademik,  
  
**KHOTIBUL UMAM**



UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

## Appendix 7 Research Finding Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI  
MADRASAH TSANAWIYAH NEGERI 8 BANYUWANGI**

Jalan Jember No. 18 A Setail Genteng Banyuwangi  
Telepon (0333) 844829 ; Email : mtsn8.genteng@gmail.com  
Website : <https://www.mtsn8bwi.sch.id>; Email : mtsn8.genteng@gmail.com

**SURAT KETERANGAN**

Nomor : 198/Mts.13.30.08/PP.00/03/2025

Yang bertanda tangan di bawah ini, Kepala MTsN 8 Banyuwangi menerangkan :

Nama : Vina Nurieta Zain  
Tempat, tanggal lahir : Banyuwangi, 24 Agustus 2001  
NIM : 214101060007  
Alamat : Jl Darmawangsa No 37 Sobo Banyuwangi  
Program Studi : Tadris Bahasa Inggris  
Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Bahwa Mahasiswa/i tersebut diatas telah melaksanakan Penelitian di MTsN 8 Banyuwangi Kecamatan Genteng Kabupaten Banyuwangi pada tanggal 11 Februari s.d 22 Maret 2025. Berdasarkan Surat Izin Penelitian dari Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember dengan Nomor : B-10360/In.20/3.a/PP.009/02/2025 tanggal 11 Februari 2025 untuk memperoleh data dalam rangka penyusunan Skripsi dengan judul :

**" THE CORRELATION BETWEEN STUDENTS PERSONALITY AND STUDENTS SPEAKING ABILITY AT THE INTERNATIONAL CLASS PROGRAM (ICP) CLASS OF MTsN 8 BANYUWANGI "**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

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

Banyuwangi, 22 Maret 2025  
Kepala Madrasah




**Sri Endah Zulaikahtul Kharimah**



Dokumen ini telah ditanda tangani secara elektronik.

Token : NqQxfN

## Appendix 8 Plagiarism Certificate

 <p>UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER</p>	<p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>UNIVERSITAS ISLAM NEGERI</b>  <b>KIAI HAJI ACHMAD SIDDIQ JEMBER</b>          Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136          Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id          Website: www.uinkhas.ac.id</p>
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**SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Vina Nurieta Zain

NIM : 214101060007

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Correlation between Students Personality and Students Speaking Ability at the International Class Program (ICP) Class of MTsN 8 Banyuwangi

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Jember, 16 Mei 2025

Penanggung Jawab Cek Plagiasi  
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## Curriculum Vitae



### Personal Information

- a. Name : Vina Nurieta Zain
- b. SRN : 214101060007
- c. Place, date of birth : Banyuwangi, 24 August 2001
- d. Gender : Female
- e. Address : Jl. Darmawangsa, no 37. RT. 002, RW. 002, Kec.  
Banyuwangi, Kab. Banyuwangi
- f. Faculty : Education and Teacher Training
- g. Major : English Education
- h. Email : [vinanurita6880@gmail.com](mailto:vinanurita6880@gmail.com)

### Education Background

- 1. Kindergarten : TK Islam Mentari Banyuwangi
- 2. Elementary School : SDN Sobo Banyuwangi
- 3. Junior High School : SMPN 2 Banyuwangi
- 4. Senior High School : MAN 1 Banyuwangi