

ANALYSIS ON THE RELATIONSHIP OF EXTROVERT – INTROVERT PERSONALITY AND STUDENTS’ SPEAKING PERFORMANCE

Arie Lestari,Clarry Sada,Luwandi Suhartono

Teacher Training and Education English Study Program of Tanjungpura
University, Pontianak
Email: radza2330@gmail.com

Abstract: This study is an attempt to investigate the probable roles of extrovert-introvert personality towards speaking performance of the 2013 academic year students of English Education Study Program in FKIP UNTAN. To achieve such a purpose, 33 students were selected on the basis of availability sampling procedure and their personality type was determined by using Mark Parkinson Personality Questionnaire. Then the writer summarized and analyzed students’ midterm speaking scores. The personality and the students score were correlated by using Pearson Product Moment. The result of t-test revealed that there is statistically significant difference between the personality types of the participants’ speaking performance. There is also a different learning style between the introvert and extrovert students, introvert students prefer to study alone while the extroverts prefer to participate and study in group. Hopefully this research can be useful for achieving more effective English teaching and learning process.

Keywords: extrovert, introvert, speaking, performance

Abstrak: Penelitian ini merupakan upaya untuk menyelidiki kemungkinan peranan kepribadian ekstrovert introvert terhadap kemampuan berbicara mahasiswa Program Studi Pendidikan Bahasa Inggris tahun akademik 2013 di FKIP UNTAN. Untuk mencapai tujuan tersebut, 33 siswa dipilih berdasarkan prosedur ketersediaan sampling dan tipe kepribadian mereka ditentukan dengan menggunakan Kuesioner Kepribadian Mark Parkinson. Kemudian penulis menyimpulkan dan menganalisa hasil ujian tengah semester berbicara mahasiswa. Hasil kuisoner kepribadian dan skor siswa dalam berbicara dikorelasikan dengan menggunakan Pearson Product Moment. Hasil uji t menunjukkan bahwa ada perbedaan yang signifikan antara tipe kepribadian peserta dalam penelitian dan kemampuan berbicara mereka. Terdapat pula perbedaan gaya belajar antara siswa introvert dan ekstrovert, siswa introvert lebih suka belajar sendiri sementara siswa ekstrovert lebih memilih untuk berpartisipasi dan belajar dalam kelompok. Semoga penelitian ini dapat bermanfaat untuk mencapai proses pengajaran dan pembelajaran bahasa Inggris yang lebih efektif.

Kata kunci: ekstrovert, introvert, berbicara, prestasi

In the history of language teaching, there used to be a significant debate about which methods the teachers need to apply to the teaching-learning process. However, in modern language teaching today, relating individually with the students on academic basis and trying to learn more about the student profile provides further advantages for the language learner and the teacher to meet the program goals and objectives. Here, the personality of the student appears to be in the core of the issue.

According to Cook (1993:3) “there are three reasons for being interested in personality, i.e. first, to gain scientific understanding, second, to access people and third, to change people”. For Cook, the first reason is theoretical means to gain scientific understanding of a person’s personality concerned with or involving the theory of a personality or area of study rather than its practical application; while the second reasons means that personality can be as an access to understand a person behaviour and attitude, then could change a person, the two reasons are relevant and can be applied in real life situation.

Personality plays an important role in acquiring a second language. For second language learners to make maximum progress with their own learning styles, their personality must be recognized and adjusted to. (Suliman, 2014) Recognizing the students’ personality provide the teacher a gateway through which can be used to manipulate their teaching process. For the students, recognizing their own personality dimension will give them a greater chance to acquire the second language successfully. This could be done by adjusting their personality and their learning style to increase their performance and achievement in the class.

Personality should be studied by the language teachers to provide a more fruitful learning and convenient teaching environment both for the teachers and the learners, because there is a close connection between the personality of the student, the learning style and the learning strategy that the student develops in order to achieve better academic performance.

Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in specific situation (Ryckman, 2004:89).

The word “personality” originates from the Latin *persona*, which means mask, a covering for all or part of the face, worn as a disguise, or to amuse or terrify other people. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character.

Personality, where extrovert-introvert exist, in general is viewed to be responsible factors for learners’ success in learning second language or L2 (Spolsky, 1989). Since personality of each person varies, many scholars have pointed out that learners or teachers should take into account this aspect in the purpose of skill improvement in second language learning.

Since the beginning of 1990s, there has been a growing interest on how personality correlates to the academic performance. Scholar like Rod Ellis in *The Handbook of Applied Linguistics* edited by Davies, (1999: 81) describes a finding

that from 6 out to 8 studies that employ oral language test extroverts performed better than introverts. While Murray and Mount stated that “an individual’s personality can have an effect on to what extent he is able to achieve information (1996:270).

A number of studies have shown a positive correlation between extrovert personality trait and successful second language learning, for example, in Rossier (1976:71) doctoral dissertation, he tested fifty Spanish-speaking high school students of English as a second language, appraising only their oral English skills. He found that the extrovert was a significant variable in the development of his subjects’ language proficiency. While Tucker, Hamayan and Genesee (1976:89) found that the more outgoing-adventurous students in a one-year late (grade 7) French immersion program performed better on tests of listening comprehension and oral production than did the quieter students. As well, they found that an outgoing personality seemed to be more important for students in a late immersion program than for those who had been exposed to a French immersion curriculum since kindergarten.

Furthermore, the findings of some studies that investigate personality traits are based on the assumptions that students bring to the classroom not only their cognitive abilities, but also effective states which influence the way they acquire the language. Brown (2000) lists self-esteem, inhabitation, risk-taking, anxiety, empathy and extroversion as personality factors. Many language acquisition theories claim that the extroverts are the better language learners since they tend to be sociable, more likely to join groups and more inclined to engage in conversations both inside and outside the classroom (Cook, 1991). Likewise, Naiman, Frohlick, Stern and Todesco (1978) believe that the extroverts who are sociable and open to other people are more successful in learning languages than introverts. Swain and Burnaby (1976); however, believe that well-organized and serious introverts are seen better learners as far as the systematic study is concerned.

When a student of English language speaks, their capacity to produce the English language successfully resulted in their performance. A good performance happened when the students manage to deliver the speak, where their idea, feelings and thought is properly conveyed and accepted by the audience. While the poor performance happened when the students fail to deliver speak, the audience misinterpret their messages and idea. It can be concluded that the students’ performance whether in good or poor performance, show their mastery level of the English language.

Based on research data shown above, extrovert students are better than the introvert ones in the speaking performance. But in one occasion, where the writer had chance to observe the students of speaking class, the writer found an interesting phenomenon. A student who seemed to possessed introvert personality, turned to have a better performance than the extrovert students. This event piques the writer’s interest about the students’ personality and their speaking performance.

According to the explanation above, the writer had found an interesting case of how personality factors might contribute the students’ success in foreign

language learning especially in English speaking skills. The writer hopes that the findings of this research may help the speaking class lecturer to understand the personality, method (learning style and learning strategy) that the students develop for gaining success in the speaking class. Also to help the students of Speaking Class to understand themselves and their needs in order to make the learning process runs well.

METHODOLOGY

In order to achieve the aim of this research, it is necessary to apply a suitable method to fulfilling the needs to obtain the information of the data and variables. The appropriate method of this research is correlational research. The sample of this research was 33 students of the speaking class in English Education Study Program of FKIP UNTAN. Sample was selected using purposive sampling. The selection of the sample in this research based on experts, Krecjie and Morgan. To collect the data the writer implemented some techniques. Those are indirect communication technique through questionnaire and direct observation technique. The observation was aimed at students learning behavior in class, to correlate the students' behavior with their personality. In addition, before the questionnaire was given to the students, the writer by the help of a Psychiatrist RSK Pontianak also modified the questionnaires so that the questionnaires will be more appropriate to be given to the students of speaking class.

The preparation of this research was: (1) give questionnaire to specialist in psychology field and supervisor to check for content, (2) Rechecking the number of population and samples, (3) requesting permit to conduct research from the class lecture, (4) observing the target or sample class.

The Implementation of the Research: (1) Give the questionnaire to the sample, (2) Observing the students in Speaking Class in the speaking midterm test.

The Final Step

- a. Analyze the result of the questionnaire.
- b. Describe the data analysis and give the conclusion as the answer of research question.
- c. Construct the research report.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research is conducted in the speaking class of the second semester students in 2013 academic year of English Education Study Program in FKIP UNTAN. By using purposive sampling technique proposed by Krecjie and Morgan, 32 students were selected as the sample of the research.

Students' speaking performance is assessed by the class lecturer through the speaking score card. The speaking score card has five criteria, such as pronunciation, vocabulary, fluency, accuracy, relevancy and adequacy of content. The students speaking performance score is summarized in table below:

Table 1
Students Midterm Speaking Score

No.	Students Initial	GPA Score	P	Aspect of Speaking				Total Score
				V	F	A	C	
1.	Al.Dw	0	0	0	0	0	0	0
2.	An.Pt	3,65	4	4	5	4	4	21 out of 24
3.	An.Wh	3,61	4	4	5	4	4	21 out of 24
4.	Dw.Sh	2,65	3	3	3	3	3	15 out of 24
5.	Hdr	2,65	3	3	3	3	3	15 out of 24
6.	Hm.Pr	2,39	3	3	2	3	3	14 out of 24
7.	Il.Tr	3,52	4	3	3	4	3	17 out of 24
8.	Jm.Sr	3,35	3	4	4	3	3	17 out of 24
9.	Kh.Sf	3,52	4	4	3	4	4	19 out of 24
10.	Kr.Mh	3,35	4	4	3	3	4	18 out of 24
11.	Ku.Jt	3,35	4	5	4	4	4	21 out of 24
12.	Lo.Ms	3,61	4	3	3	4	3	17 out of 24
13.	Lq.Nh	3,13	3	3	3	3	3	15 out of 24
14.	Mo.Pr	3,65	4	3	3	3	3	16 out of 24
15.	Mu.Af	3,48	4	4	4	4	4	20 out of 24
16.	Mu.Ar	3,78	4	5	4	3	4	20 out of 24
17.	Na.Sk	3,26	3	4	3	4	3	17 out of 24
18.	Ra.Fi	2,55	3	3	3	3	3	15 out of 24
19.	Ri.Fa	2,7	3	3	3	3	3	15 out of 24
20.	Ru.Bt	3,09	3	3	4	3	3	16 out of 24
21.	Ry.Jy	3,26	3	4	4	3	3	17 out of 24
22.	Ry.Of	3,48	4	5	4	4	4	21 out of 24
23.	Rz.Rm	2,87	4	3	4	3	4	18 out of 24
24.	Rz.Sh	3,61	4	5	4	5	4	22 out of 24
25.	Sdn	3,48	4	5	4	3	4	20 out of 24
26.	Sp.In	2,83	3	4	3	3	3	16 out of 24
27.	Sr.Dw	3,26	3	3	4	3	3	16 out of 24
28.	St.Ms	3,09	3	3	4	3	3	16 out of 24
29.	Ti.At	3,17	4	3	3	3	3	16 out of 24
30.	Tr.Ds	3,13	4	3	3	3	3	16 out of 24
31.	Wn.Ps	3,61	4	3	4	4	3	18 out of 24
32.	Ya.Yl	3,43	4	4	5	4	4	21 out of 24
33.	Yy.Jn	3,09	3	4	3	4	3	17 out of 24
Total Score								563

Then to know the level of students' performance in speaking, is determined by the average score. The following formula will help us to calculate the average score.

$$M = \frac{\sum X}{N}$$

$$M = \frac{563}{32}$$

$$M = 17.5938$$

Note:

M = mean score of students speaking performance

$\sum X$ = the sum of student score

N = the number of students joining the class

Based from the computation above, the mean score for students speaking performance is 17.5938. And based from the table above, the writer concluded that there are 10 students or about 31% students in the class within the **Good** scoring grade and 22 students or about 69% students with **Average** score grade.

While the students' personality traits are determined by using questionnaire and the analysis of the questionnaire is transformed into quantitative data. The questionnaire consists of 24 questions that have 2 answer options, YES or NO. To assess the questionnaire, the writer need to calculate the question items that has checklist (√) in option answer YES in both of the personality dimensions (extrovert and introvert dimension). The table below is a summary table for all students' questionnaires.

Table 2
Summary Table from Students Questionnaire

No.	Students Initial	ED Score	ID Score	Total Score	Note
1.	Al.Dw	0	0	0	Absent when the questionnaire was administered
2.	An.Pt	14	-6	8	Score 8 (+), leaned to the extrovert dimension.
3.	An.Wh	14	-12	2	Score 2 (+), leaned to the extrovert dimension.
4.	Dw.Sh	10	-13	-3	Score 3 (-), leaned to the introvert dimension.
5.	Hdr	12	14	-2	Score 2 (-), leaned to the introvert dimension.
6.	Hm.Pr	7	-14	-7	Score 7 (-), leaned to the introvert dimension.
7.	Il.Tr	4	-13	-9	Score 9 (-), leaned to the introvert dimension.
8.	Jm.Sr	13	12	1	Score 1 (+), leaned to the extrovert dimension.
9.	Kh.Sf	8	-9	-1	Score 1 (-), leaned to the introvert dimension.
10.	Kr.Mh	6	-13	-7	Score 7 (-), leaned to the introvert dimension.
11.	Ku.Jt	12	-13	-1	Score 1 (-), leaned to the introvert dimension.
12.	Lo.Ms	7	-15	-8	Score 8 (-), leaned to the introvert dimension.
13.	Lq.Nh	3	-18	-15	Score 15 (-), leaned to the introvert dimension.
14.	Mo.Pr	11	-11	0	Score 0, balanced dimension.
15.	Mu.Af	15	-9	6	Score 6 (+), leaned to the extrovert dimension.
16.	Mu.Ar	10	-7	3	Score 3 (+), leaned to the extrovert dimension.
17.	Na.Sk	14	-15	-1	Score 1 (-), leaned to the introvert dimension.
18.	Ra.Fi	11	-15	-4	Score 4 (-), leaned to the introvert dimension.
19.	Ri.Fa	3	-13	-10	Score 10 (-), leaned to the introvert dimension.
20.	Ru.Bt	9	-9	0	Score 0, balanced dimension.
21.	Ry.Jy	4	-7	-3	Score 3 (-), leaned to the introvert dimension.
22.	Ry.Of	13	-6	7	Score 7 (+), leaned to the extrovert dimension.
23.	Rz.Rm	14	-10	4	Score 4 (+), leaned to the extrovert dimension.
24.	Rz.Sh	12	-7	5	Score 5 (+), leaned to the extrovert dimension.

25.	Sdn	6	-10	-4	Score 4 (-), leaned to the introvert dimension.
26.	Sp.In	10	-11	-1	Score 1 (-), leaned to the introvert dimension.
27.	Sr.Dw	12	-12	0	Score 0, balanced dimension.
28.	St.Ms	8	-18	-10	Score 10 (-), leaned to the introvert dimension.
29.	Ti.At	1	-15	-14	Score 14 (-), leaned to the introvert dimension.
30.	Tr.Ds	12	-7	5	Score 5 (+), leaned to the extrovert dimension.
31.	Wn.Ps	6	-14	-8	Score 8 (-), leaned to the introvert dimension.
32.	Ya.Yl	11	-12	-1	Score 1 (-), leaned to the introvert dimension.
33.	Yy.Jn	5	-17	-12	Score 12 (-), leaned to the introvert dimension.

To find the percentage each dimension (extrovert, introvert and balanced) the writer used this formula:

$$\%ES = \frac{\sum X}{N} \times 100\%$$

Note:

%ES = the percentage of the students who exhibit each dimension of personality

$\sum x$ = the sum of student who exhibit for each dimension specification.

N = the total of samples

Referring to the computation, the percentage of students who exhibit each dimension of personality from the highest to the lowest; they are Introvert dimension of personality 62.5%, extrovert dimension of personality 28.125% and balanced dimension 9.375%.

The writer uses Pearson Product Moment formula to investigate the correlations between extrovert-introvert personality and the students speaking performance. Table below will show the coefficient used in the Pearson Product Moment formula:

Table 3
Pearson Product Moment Coefficient Table

No.	Students Initial	X	Y	X ²	Y ²	XY
1.	Al.Dw	0	0	0	0	0
2.	An.Pt	8	21	64	441	168
3.	An.Wh	2	21	4	441	42
4.	Dw.Sh	-3	15	9	225	45
5.	Hdr	-2	15	4	225	-30
6.	Hm.Pr	-7	14	49	196	-98
7.	Il.Tr	-9	17	81	289	-153
8.	Jm.Sr	1	17	1	289	17
9.	Kh.Sf	1	19	1	361	-19
10.	Kr.Mh	-7	18	49	324	-126

11.	Ku.Jt	-1	21	1	441	-21
12.	Lo.Ms	-8	17	64	289	-136
13.	Lq.Mh	-15	15	225	225	-225
14.	Mo.Pr	0	16	0	256	0
15.	Mu.Af	6	20	36	400	120
16.	Mu.Ar	3	20	9	400	60
17.	Na.Sk	-1	17	1	289	-17
18.	Ra.Fi	-4	15	16	225	-60
19.	Ri.Fa	-10	15	100	225	-150
20.	Ru.Bt	0	16	0	256	0
21.	Ry.Jy	-3	17	9	289	-51
22.	Ry.Of	7	21	49	441	147
23.	Rz.Rm	4	18	16	324	72
24.	Rz.Sh	5	22	25	484	110
25.	Sdn	-4	20	16	400	-80
26.	Sp.In	-1	16	1	256	-16
27.	Sr.Dw	0	16	0	256	0
28.	St.Ms	-10	16	100	256	-160
29.	Ti.At	-14	16	196	256	-224
30.	Tr.Ds	5	16	25	256	80
31.	Wn.Ps	-8	18	64	324	-144
32.	Ya.Yl	-1	21	1	441	-21
33.	Yy.Jn	-12	17	144	289	-204
Σ		-80	563	1360	10069	-1164

The relation between independent and dependent variables is determined by using Pearson Product Moment correlation as follow:

$$\begin{aligned}
N &= 32 \\
\Sigma x &= -80 \\
\Sigma y &= 563 \\
\Sigma x^2 &= 1360 \\
\Sigma y^2 &= 10069 \\
\Sigma xy &= -1164
\end{aligned}$$

$$\begin{aligned}
r_{xy} &= \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N \Sigma x^2 - (\Sigma x)^2\}\{N \Sigma y^2 - (\Sigma y)^2\}}} \\
r_{xy} &= \frac{\{32(-1164)\} - \{(-80)(563)\}}{\sqrt{\{32(1360) - (-80)^2\}\{32(10069) - (563)^2\}}} \\
r_{xy} &= \frac{\{-37248 - (-45040)\}}{\sqrt{(43520 - 6400)(322208 - 316969)}} \\
r_{xy} &= \frac{7792}{\sqrt{37120 \times 5239}} \\
r_{xy} &= \frac{7792}{\sqrt{194471680}}
\end{aligned}$$

$$r_{xy} = \frac{7792}{13945.31032282896}$$

$$r_{xy} = 0.558754149$$

The computation result of the correlation coefficient of the extrovert-introvert personality and students' speaking performance is 0.5588. By obtaining the correlation coefficient (r), the t-test is applied to find whether the correlation is significant or not as follow:

$$t = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$$

$$t = \frac{0,5588}{\sqrt{\frac{1-0,5588^2}{32-2}}}$$

$$t = \frac{0,5588}{\sqrt{\frac{1-0,31226}{30}}}$$

$$t = \frac{0,5588}{\sqrt{\frac{0,68774}{30}}}$$

$$t = \frac{0,5588}{\sqrt{0,02292}}$$

$$t = \frac{0,5587}{0,1514}$$

$$t = 3,69022$$

After obtaining the significance value of the coefficient correlation, the degree of freedom is measured as follow:

$$\begin{aligned} df &= n - 2 \\ &= 32 - 2 = 30 \end{aligned}$$

According to the fixed value of t-table, the t table with of degree of freedom = 30 with t (0.05%) is 2.042.

$$t\text{-test} > t\text{-table}$$

$$3.690 > 2.042$$

It is found that the t score is more than t table; it means the correlation is significant, therefore the null hypothesis (H₀) is rejected and the alternative hypothesis is accepted. In conclusion, there is a moderate correlation between extrovert-introvert personality and students' speaking performance.

Discussion

From the midterm test result of the speaking class students, the writer summarized the students score. The score ranged from the lowest score of fourteen and the highest score of twenty two. This score showed the classification of the students speaking performance is in the **average** and **good** scoring range. This answer the first research question, which is to know how well the students' speaking performance.

To answer the second research question, the writer administered the personality questionnaire. Based on the questionnaire given to the students, it has been identified from the total thirty three students of speaking class, twenty students questionnaire result in introvert dimension, nine students' posses the extrovert dimension, three students have the balanced dimension, while one student is absent when the questionnaire was administered.

From the twenty students who possessed the introvert dimension of personality, their speaking score ranged from the lowest score of fourteen until the highest twenty one. The extrovert personality dimensions whom possessed by nine students, the score ranged from the lowest score of sixteen until the highest score twenty two. While three other students possessed the balanced dimension scored sixteen in their speaking midterm test.

Through this data the writer figured out, that extrovert-introvert personality dimension had moderate effect in students speaking performance. It is proven by the data collected that the students whom possessed introvert personality dimension, their speaking performance is almost as good as the extrovert students. It is in the accordance with the analysis of the correlation between extrovert-introvert personality and the students' public speaking performance, which calculated by Pearson-Product Moment Formula. The calculation result also showed moderate correlation between the extrovert-introvert personality dimensions with the students' speaking performance.

The third research questions were to find is there any correlation between the extrovert-introvert personality and students' performance in speaking class. And the findings revealed that there exists moderate difference between introversion/extroversion dimension and students' speaking performance.

The aforementioned findings may be clarified in different ways. One conceivable explanation can be in light of Brown's (1991) view that it is misleading to say extroverts are smarter than introverts in language learning. Introverts can have an inner strength of trait that extroverts do not have. Unluckily, these stereotypes have effect on teachers' intuition of students. There is enough evidence that teachers are often impressed by talkative and outgoing students who take part freely in class discussions. Educators have warned against prejudging students on the basis of perceived extroversion. Chastain (1988) believes that extroverts can control classroom communicative activities with less fear of risk-taking comparing to their introvert peers; however, introverts are probably more conscientious and devoted to their task. These personality differences cannot represent the priority of extroverts to introverts in learning reading, speaking, and writing skills. The findings of this study seem to coincide with the above-mentioned opinions.

The current findings can illustrate the issue Stern (1983) stated related to an obvious contradiction of language teachers in Iran, like what most of their counterparts in other countries do, who like to support extroversion and to behave quiet reserved students as problems. The emphasis in modern communicative classes on speaking skills and neglecting the grammatical accuracy of what the EFL learners produce result in this valuing over introversion. However, Chastain (1988) mentioned that some students are so shy and so timid and unsure of themselves even in their first language, and then trying to communicate in a second language can be traumatic for them. Students' reclusiveness is not going to be considered as their inability in language learning.

From the class observation conducted before, the writer also made a field note based on the students' behavior in class. There are few students whom relatively active in the class, they speak English without hesitation although their pronunciation was unclear and sometimes made pauses to find the appropriate word or term to explain and share their ideas to their friends and lecture. These active students are generally regarded to possess extrovert personality. According to Myers-Briggs Type Indicator, extrovert students tend to focus on the outer world of people, things, and activity and are energized by interaction with others. The extrovert students love to talk, participate, organize, and socialize. They are people of action and therefore can be impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking.

The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented, Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas.

While there are also some students whom seemed passively involved, they rarely asked a question and speak only when the lecture demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to possess introvert personality. A few of the passive students turned out to have better pronunciation than the extrovert students and they were more fluent in speaking, so they could convey ideas accurately and naturally, also speaks without excessive pauses. Myers-Briggs Type Indicator mention the introvert types as the people whom energized by the inner world of reflection, thought, and contemplation. They direct their energy and attention inward and receive energy from reflecting on their thoughts, memories and feelings. They can be sociable but need space and time alone to recharge their batteries. Introverts want to understand the world. They prefer to figure out things before they talk about them.

These introvert students tended to enjoy reading, lectures, and written over oral work. They preferred to work independently and need time for internal processing. They enjoyed listening to others talk about a topic while privately processing the information. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental processing. They are often

uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

In other words the writer concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy play important role in students success in acquiring second or foreign language.

The implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher or lecture should also try to accommodate and facilitate the students based on their preferred learning styles. For instance, the ideal classroom for extrovert students is a situation which allowed time to think things through by talking, such as in classroom discussions, or when working with another student. The extrovert students excel with learning activities that have visible results and involve people interaction. While the ideal classroom for the introvert students is a classroom situation which allowed the students to work independently with their own thoughts, through listening, observing, reading and writing. The introvert students need sufficient time to complete their work and to think before answering a question. They need teachers to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own pace. The introvert students are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute.

By understanding students personality, accommodating the students learning style and facilitating the students' ideal classroom situation, these three requirements will help both teacher and students to achieve success in the language learning.

CONCLUSION AND SUGGESTION

Conclusion

Having completed this research, the writer would like to point out some conclusions. First, from the midterm test result, students' speaking performance is within the Average and Good scoring range. Secondly, introvert is the dominant personality dimension possessed by the students in the speaking class. And the last conclusion is the result of the correlation between the extrovert-introvert personality and students speaking performance is 0.5588. It shows the moderate correlation between the extrovert and introvert personality and students' speaking performance. In this study, the construct introversion and extroversion was found to have moderate effect on the students speaking performance. This research finding proves the strong version of the theories that predict all individual factors play crucial roles in English learner success. Therefore, according to the results of this study, it can be claimed that at least some individual characteristics such as introversion/extroversion may have little bearings on students' success in mastering speaking. Furthermore the implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher or lecture should also try to accommodate and facilitate the students based on their preferred learning styles.

Suggestion

Based on the research findings and the weaknesses of this research, the writer provides the following suggestion such as: (1) in the speaking score card, most of the students were scoreless in the aspect vocabulary, therefore the writer suggest the students improve their vocabulary mastering. So that the students have enough vocabulary to use in speaking and leave the habit of repetition of few words. (2) students should understand themselves, especially in what skill they are good at, and what skill they lack. And they should be more concern and also spend more time to learn and master English skill they were lack off. So that they can improve themselves to achieve success in mastering all the English skill. (3) in the teaching learning process the teacher or lecture should use the collaborative learning style. The teacher/lecture should also use referential question in order to make the students become more active in answer question. (4) the teacher/lecture of speaking class is the decision makers in the class, in order to reduce the students fear of making mistake in the conversation, the teacher/lecture should also use the fluency based activity not the accuracy based activity. (The accuracy based activity should be use in the grammar class only). (5) For further research, the writer suggests to conduct another research by investigating the balance dimension in personality and each aspect of speaking performance specifically, and also about what kind of task that needed to be used to improve the students speaking performance. The writer also suggests conducting another study by investigating the others factor in individual learners differences (age and affective filter) and students learning style or strategy.

BIBLIOGRAPHY

- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. London: Longman Publishing Group.
- Brown, James. 1991. *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press
- Chastain, K. 1988. *Affective and Ability Factors In Second Language Acquisition*. *Language Learning*, 25, 153-161
- Cook, V. 1991. *Second Language Learning and Language Teaching*. London: Edward Arnold.
- Cook, V. 1993. *Linguistics and Second Language Acquisition*. London: Macmillan
- Davies, Alan. 1999. *An Introduction to Applied Linguistics: From Practice to Theory*. Edinburgh University Press.

- Krejcie, Robert V, Daryle W. Morgan. 1970. *Determining Sample Size for Research Activities*. National Emergency Training Center. (online) retrieved Oct 06 2012 from opa.uprrp.edu/InvinsDocs/Krejcie&Morgan.pdf
- Murray, R. B., & Mount, M. K. 1996. *Effects of Impression Management on Self-Deception on the Predictive Validity of Personality Constructs*. *Journal of Applied Psychology*. (online). Retrieved November 12th 2012 from http://people.tamu.edu/~mbarrick/Pubs/1996_Barrick_Mount.pdf.
- Naiman, N., Frohlich, M. & Todesco, A. 1978. *The Good Language Learner*. Toronto: Ontario Institute for Studies in Education.
- Rossier, J. 1976. *Extroversion-introversion as a Significant Variable in the Learning of Oral English as a Second Language*. Los Angeles : University of Southern California.
- Ryckman, Richard M. 2004. *Theories of Personality*. Wadsworth/Thompson Learning.
- Spolsky, Bernard. 1989. *Conditions for Second Language Learning*. Oxford: Oxford University Press.
- Stern, H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Suliman, Fatma. 2014. *The Role of Extrovert and Introvert Personality in Second Language Acquisition*. Proceedings of SOCIOINT14 - International Conference on Social Sciences and Humanities. (online) retrieved 4 November 2014 from www.ocerint.org/Socioint14_ebook/abstracts/axx01.pdf
- Swain, M. & Burnaby, B. (1976). Personality characteristics and second language learning in young children. Working papers on bilingualism, 11, 76-90. (online) retrieved October 23 2013 from <http://dx.doi.org>
- Tucker, G.R., E. Hamayan, and F.Genese.1976. *Affective, Cognitive and Social Factors in Second-Language Acquisition*. Canadian Modern Language Review.
- Western Nevada College. 2014. *Myers-Briggs Type Indicator Personality Types and Learning*. (online) retrieved November 24 2014 from http://www.wnc.edu/mbti/personality_types_and_learning.php