CORRELATION BETWEEN EXTRAVERSION PERSONALITY AND SPEAKING ABILITY OF THE THIRD YEAR STUDENTS AT ISLAMIC SENIOR HIGH SCHOOL OF DAARUN NAHDHA TAWALIB BANGKINANG REGENCY OF KAMPAR

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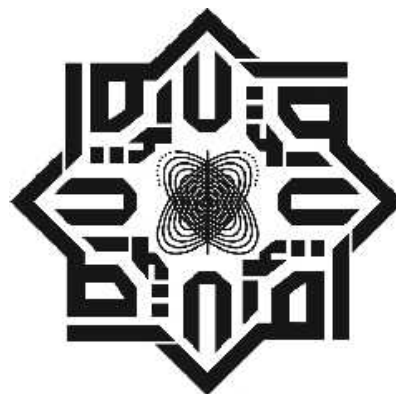
A Thesis

Submitted As a Partial Fulfillment of the Requirements

for Getting Bachelor Degree of Education

(S. Pd.)

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praise belong to Allah Almighty; the Lord of the Uuniverse by His guidance and His blessing, the writer has completed this academic requirement and then the writer says peace be upon him to Prophet Muhammad.

This thesis is written and intended to submit in partial of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled "*Correlation between Extraversion Personality and Speaking Ability at the third year students of Islamic Senior High School of Daarun Nahdha Tawalib Bangkinang Islamic Boarding School District of Bangkinang Seberang Regency of Kampar*" is written by Damalis, NIM. 10714000713.

The writer realizes that there are still many weaknesses on this project paper. Therefore, construction and suggestion are needed very much to improve this thesis. Next, the writer would like to express his gratitude and sincere thanks to:

1. Prof. Dr. H. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau who has dedicated his time to increase this university and all staffs.

2. Dr. Hj. Helmiati, M.Ag, the Dean of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau and all staffs for their kindness, services, advice and suggestions during the accomplishment of this project paper.

3. Dr. Hj. Zulhiddah, M.Pd, the chairperson of English Education Department for her guidance to the students in writing project paper.

4. Dedy Wahyudi, M.Pd, the writer's supervisor who has encouraged and motivated writer to be a strong and knowledgeable man. So, the writer can complete this project paper as soon as possible.

5. The headmaster of MA. Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar Regency and the teachers, especially for the second year students of MA. Daarun Nahdhah Thawalib Bangkinang Seberang in Kampar Regency.

6. The head of university library of State Islamic University of Sultan Syarif Kasim Riau and his staffs who have given their kindness and services.

7. All lecturers of English Education Department who have given suggestions and motivation. They have taught and transferred their knowledge during the courses.

8. My beloved parents, my father Abdul Ghani, my mother Hj. Rosnah who have given her/his loves and affections, fund and useful supports to accomplish this research soon. My beloved brothers and sisters Nurbaiti, Zulkifli, S.T, Suryani, Sumarni, S.Pd, Masnur, S.E dan Fery Ramon, S.E.I

9. All my best friends; Mustakim, Wendy, Fachrizal, Satria, Fadhli, Widya, Rial, Firdaus, all members of SEC English Course and all members of Pro_Skill Indonesia

10. All my beloved classmates; thanks for suggestions and supports.

Finally, the writer realizes that this project paper is still far from being perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah almighty the lord of the universe blesses them all. Amin

Pekanbaru, June 15th 2012

The writer,

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ABSTRACT

Damalis (2012) : **"Correlation between Extraversion Personality and Speaking Ability of the Third Year Students at Islamic Senior High School of Daarun Nahdhah Tawalib Bangkinang Regency of Kampar".**

In accordance with the symptoms, the writer had seen some problems that should be discussed and overcame, such as some of the students were not able to speak fluently and confidently. This research was aimed at finding out the correlation between extraversion personality and speaking ability. The subject of this research was the third year students of Islamic Senior High School of Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School Sub district of Kampar Seberang Regency of Kampar. The object of this research was students' extraversion personality and their speaking ability. The methode of this research was corelational research. The sample of this research was 30 students. In this case, the writer used the random sampling technique. In collecting data, the writer used questionnaire and test. In analysing data, the writer used the triserial correlation technique.

Based on analysis of the data, the writer found that the coefficient correlation is 0.15569. This score is smaller than score from r_{table}, based on data above the writer can conclude that H_a is rejected and H_o is accepted. It means that there is no positive significant correlation of X toward Y (students' extraversion personality and their speaking ability). The percentage of the correlation between extraversion personality and speaking ability is 15.6%. The students' extraversion personality is classified into average and the students' speaking ability is classified into less.

ABSTRAK

Damalis (2012) :   "**Korelasi antara Kepribadian Extroversion dan Kemampuan Berbicara Kelas Tiga MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang Kabupaten Kampar".**

Berdasarkan beberapa gejala, Peneliti melihat beberapa masalah yang harus dibahas dan diatasi, seperti beberapa siswa mampu berbicara dengan lancer dan percaya diri. Penelitian ini bertujuan untuk menemukan korelasi antara kepribadian ektraversion dan kemampuan berbicara. Subyek dari penelitian ini adalah siswa kelas tiga MA Pondok Pesantren Daarun Nahdhah Thawalib Kecamatan Bangkinang Seberang Kabupaten Kampar. Objek nya adalah kepribadian ektraversi murid dan kemampuan berbicara mereka. Metode penelitian ini adalah penelitian korelasi. Sampel dari penelitian ini adalah 30 siswa. Dalam masalah ini peneliti mengunakan tekhnik random untuk mengambil sample. Dalam pengumpulan data, peneliti angket dan tes. Dalam mengolah data, peneliti menggunakan tekhnik korelasi triserial.

Berdasarkan analisa data, peneliti menemukan bahwa koofisien korelasinya adalah 0.15569. Nilai ini lebih kecil daripada nilai table, berdasarkan data diatas peneliti bias menyimpulkan bahwa H_a ditolak dan H_o diterima. Itu berarti bahwa tidak ada korelasi yang positif antara variable X dan Y nya (kepribadian ektraversi murid dan kemampuan berbicara mereka). Persentase korelasi antara kepribadian ektraversi dan kemampuan berbicara adalah 15.6%. Kepribadian ektroversi murid dikategorikan ke dalam rata-rata dan kemampuan berbicara murid dikategorikan ke dalam kurang.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

One of the basic skills in English is speaking. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary. For the beginner, speaking exercise is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and fluency. Some of students are afraid being active in speaking. This phenomenon makes many students get low scores in English.

From the writer's preliminary study at Islamic Senior High School of DaarunNahdhaTawalibBangkinang Islamic Boarding School, the explanation above is really proved. After taking conversation with the third year English teacher of Islamic Senior High School of DaarunNahdhaTawalibBangkinang Islamic Boarding School, she said that some students were able to speak English as senior high school students, but some others were not able to speak English.

To prove the teacher's statements, the writer gave some speaking tests to the students such as introducing themselves, giving them change to express their daily activities,giving them a picture then asking them to express it and asking them about something that they like and dislike. The result of the test was some of the students were worth to be mentioned as students who were good at English,

but for others, most of the students were not qualified. They said that speaking was difficult.

The most common reason that was always uttered by the students washow the way we pronounce the word was different from written one. Thus, it caused themfeel afraid of speakingin English, because it burdened their self-confidence.

Then, they added, because of their unconfident, it affected their speaking intensity. It made them seldom to practice and to show up their English. They always got nervousand even got sweated, if someone asked them to speak in English. Consequently, it badly affected their fluency in speaking English. In other words, the more seldom they speak, the more influent their speaking ability will be.

Another most common reason that they said was grammar. Grammar became so fear for them. They said grammar also made them afraid to speak. They weremuch more careful with of the grammar than words uttered from their mouth. Actually, they have to consider that speaking needs practice. All knowledge which has already been owned by them must be implemented by practicing it, as a wise word says "perfectness will not come easily, everything requires process".

The problems are faced by the students can be stated in some phenomena as follows:

1. Some of the students are not able to speak confidently
2. Some of the students are afraid of speaking English
3. Some of the students are not able to pronounce English accurately.

4. Some of the students are not able to speak fluently.

5. Some of the students are not able to speak grammatically.

Based on problems above, writer thinks that speaking is not only influenced by aspects of speaking ability such as: accent, vocabulary, and grammar, but also influenced by one's personality. This idea is supported by Luoma[1], she stated that personality, self-image, knowledge of the world and ability to reason and express thoughts are all reflected in our spoken performance. Spolsky[2], another scholar who supports this idea, said that personality is including in several aspects which support one's SLA learning. It can be said that, someone who has "A" personality will be different in how the way the speak, how the way they get the ability or in choosing topic of speaking from other who has "B" personality.

There are many personalities, one of the personalities which is most assumed that has relation to one's speaking ability is extraversion. According to Ewen[3], extraversion is a personality of someone who likes outgoing, impulsive, and uninhibited, having many social contacts and frequently taking part in group activities. He is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying alone.

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[1]Luoma, Sari. *Assessing Speaking Cambridge Language Assessment Series*. (Cambridge: Cambridge University Press, 2004) p. ix

[2]Spolsky , Bernard. *Conditions for Second Language Learning; Introduction to General Theory*. (Oxford: Oxford University Press, 1989) p. 102-114

[3]Ewen, Robert B. *An Introduction to Theories of Personality*.(New Jersey: Lawrence Erlbaum Associates, Publishers, 2003) p. 300

Van Daele et al and KrasheninGan[4] stated that in the area of SLA, some writers have traditionally claimed that extroverts[5] are better language learners because of their willingness to speak out and their greater desire to communicate, which help to increase the amount of input and comprehensible language output.

Based on the background above, the writer is very interested in carrying out the research entitled, "Correlation between Extraversion Personality and Speaking Ability at the Third Year Students of Islamic Senior High School of DaarunNahdhaTawalibBangkinang"

B. The Definitions of Key Terms

1. Correlation

   Correlation[6] is a statistical test to determine the tendency or patern for two (or more) variables or two sets of data to vary consistently. In the case of only two varibles, this means that two variables share common variance, or they co-vary together.In this research, Correlation means the relationship between student's extraversion personality and their speaking ability.

2. Personality

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[4]Gan, Zhengdong. *Extroversion and Group Oral Performance: A mixed Quantitative and Discourse Analysis Approach*. (Hongkong: The Hong Kong Institute of Education, 2008) p. 25

[5] Extrovert is a Term of People who has High Level of Extraversion.

[6]John W. Creswell. *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (New Jersey: Pearson Education International, 2008) p. 356

Personality[7] is an organizing force within the individual that determines characteristic pattern of behavior. In this research, personality means the character of students mentally.

3. Extraversion

Extraversion[8] is a broad personality trait that refers most generally to a person's overall orientation to the social world. In this research, extraversion means the level of how sociable the students in their life.

4. Speaking

Speaking[9] is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In this study, speaking is process of communicating and sharing among students and their environment in English.

5. Ability

Ability[10] is capacity or power to do something physically or mentally. In this research, ability means the skillof students physically or mentally to speak.

6. Speaking Ability

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[7]Ewen, Robert B. *An Introduction to Theories of Personality*.(New Jersey: Lawrence Erlbaum Associates, Publishers, 2003)p. 257

[8]Kazdin, Alan E. Encyclopedia of Psychology: 8 Volume Set.

[9]Chaney in AyuDiahHarniSusanti. *Using Role Play in Teaching Speaking*. (Jakarta: UIN SyarifHidayatullah) p. 13

[10]AS. Hornby. *Oxford Advanced Learners Dictionary of Current English*.(Oxford: Oxford University Press, 1974)p. 624

According to Collin[11], speaking ability is the capacity in activity of giving and talking correctly. In this research, this term means the ability of the students mentally or physically to communicate, share, and express idea in English by consideringthe aspects of speaking ability.

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, it is very clear that most of the students at the third year of Islamic Senior High School of DaarunNahdhahTawalibBangkinang Islamic Boarding School still get some problem in their speaking ability. To make it clearer, it will be identified as follows:

a. Whatare not some of the students able to speak confidently?

b. Whatare some of the students afraid of speaking English?

c. Whatare not some of the students able to speak fluently?

d. What are some of the students personality?

e. Do their speaking ability influence by their personality?

2. The Limitation of the Problem

Because the problems are quite broad, the writerlimits the problems of the research only to find out the correlation between extraversion personality and speaking ability at the third year students of

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[11]Mardiansyah. The Correlation between Students' Vocabulary Mastery and Their Speaking Ability at the first year of SMUN 1 KuantanHilirKuansing. Pekanbaru: Unpublished (2009) p. 4

Islamic Senior High School of DaarunNahdhahTawalibBangkinang Islamic Boarding School. In addition, there are many type of personality, in this research, the writer only focuses on extraversion personality.

3. **The Formulation of the Problem**

Based on the limitation of the problem above, this research will be formulated as follows:

a. How is the third year student's extraversion personality of Islamic Senior High School of DaarunNahdhanTawalibBangkinang Islamic Boarding Schools?

b. How is the third year students' speaking ability of Islamic Senior High School of DaarunNahdhanTawalibBangkinang Islamic Boarding Schools?

c. Is there any significant correlation between students' extraversion personality and their speaking abilityat the third year of Islamic Senior High School of DaarunNahdhanTawalibBangkinang Islamic Boarding School?

D. The Objective and the Significance of the Research

1. The Objective of the Research

Based on the formulation of the problem, objectives of the research are:

a. To find out how the students' extraversion personality is.

b. To find out how the students' speaking ability is.

c. To find outthe significant correlation between students' extraversion personality and their speaking ability at the third year of Islamic Senior High School of DaarunNahdhaTawalibBangkinang Islamic Boarding School.

2. The Significance of the Research

The research is very important because it will contribute and carry out the following necessities, they are:

a. To fulfill one of the requirements for the writer to complete his undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan SyarifKasim Riau.

b. Theoretically, the writer can get information from this research that can be very useful to enlarge his knowledge, especially about correlation between personality and speaking ability.

c. To provide some information to the students and the English teacher related to students' personality that willhelp them to develop their speaking ability.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking

a. The Nature of Speaking Ability

The most important aspect of learning language is mastering speaking. Chaney[1] stated that speaking is a process of building and sharing the meaning through the verbal or non-verbal symbols, or in other words, speaking ability is ability of person to express his idea. Speaking is one of the language skills which is a tool of communication and the most important factor in teaching language.

Christiana BrattJaulston and Mary Newton Brunder[2] said that speaking ability is taken to be the objectives of language teaching: the production of speaker's competent to communicate in target language.

b. Standard of Speaking Ability

Many people around the world think that speaking is pronunciation. When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. Someone who has a

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[1] Chaney in AyuDiahHarniSusanti. *Using Role Playing in Teaching Speaking.* (Jakarta: UIN SyarifHidayatullah) p.13

[2] Christiana BrattJaulston and Mary Newton Brunder. *Teaching English as a Second Language: Techniques and Procedures.* (Massachusetts: Winthrop Publisher Inc., 1976) p.55

good pronunciation means he is a good English speaker. The clearer someone's pronunciation, the more master he/she will be in English. Such a determination is really a big mistake. Luoma[3] has stated that there are many factors that influence our impression how well someone can speak a language.

Another expert who breaks such a people assumption is Hughes[4]. He states that there are some components that should be considered to score speaking ability; they are: accent, grammar, vocabulary, fluency, and comprehension. Each component has own level to determine how well someone's accent, grammar, vocabulary and so on. Based on Hughes' book, the level of each component is around 1-6. It means the higher score someone's get, the more he will be. For instance, someone who gets 6 in accent component means that he is excellent in accent speaking component, and so other.

c. The Factors of Speaking Ability

Bruch Tillit and Mary Bruder[5] said that there are four rating criteriaof test that focus on four areas of speaking ability.These areas are:

1) Language Functions

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[3]Luoma, Sari. *Assessing Speaking Cambridge Language Assessment Series*. (Cambridge: Cambridge University Press, 2004) p. 1

[4]Artur Hughes. *Testing for Language Teachers*. (Cambridge: Cambridge University Press, 1989). p. 111

[5] Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English.* (New York: Cambridge University Press, 1985) p.6

Language functionsincludenarrating, comparing, giving and defendingan opinion, responding to a hypothetical situation, describingand analyzing a graph, extending a greeting, responding to aphone message, giving a progress report, etc.

Each question focuses on one or more language functions. While the students may include other language functions in their response, the focus of students' response should address the language functions stated in the question.

2) Appropriateness

It refers to responding with language appropriate for the intended audience or situation. In some questions, students are asked to respond the narrator withoutany specifics given. In this situation, respond with a polite,friendly tone, as if they were talking with a respected colleague.Other questions, the students imagine they are talking to afriend, supervisor, business associate, customer, classmate, professor,medical professional, or patient.

3) Coherence/Cohesion

Itreflectsthe ways language is organized (coherence) and how ideas relate to each other (cohesion).It is important that their responses are not ambiguous. Opinionsand recommendations should be stated clearly. Supporting reasons should clearly connect to the main idea. Steps in a process orevents in a story should be ordered logically, described clearly, andconnect smoothly. Be specific enough

in their responses so thatlisteners do not have to interpret or supplement what students are sayingin order to understand their meaning.

4) Accuracy

It includespronunciation, grammar, fluency, and vocabulary.

2. Extraversion Personality

a. The Nature of Personality

Personality within learners is one of the factors determining their success in acquiring second language. This idea is supported by many scholars as in the following:

- Bernard Spolsky[6] mentioned several aspects in each individual that support L2 learning; they are Intelligence, Aptitude, Learning Styles and Strategies, Personality, and Anxiety. Intelligence of students[7] is highly correlated to the school related L2 learning but not in functional communication. Aptitude as second aspect is closely related to the intelligence. To be successful in learning, students need to figure out their own style of learning best; that is what third aspect refers to. Personality and anxiety are different forms from applying correct learning style. They are more 'individual' than 'social'.

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[6]Spolsky, Bernard. *Conditions for Second Language Learning; Introduction to General Theory.* (Oxford: Oxford University Press, 1989) p. 102-114
[7] Ibid. p 103

- In the current report by Yan Zhang[8], he stated that some theories
have proven that personality significantly influence the
successfulness someone's achievement in learning second language.

Personality consists of several variables and they are found
different from one person to another. Two scholars of Educational
Psychology field say as follows: Brown mentions that personality has
several features, they are:

1) Self-esteem: the way a person sees himself

2) Inhibition: to adapt the language ego

3) Risk-taking: how to 'gamble' in learning new language

4) Anxiety: associated with uneasiness, frustration, or worry

5) Empathy: relation between language and society

6) Extroversion

Therefore, based on opinion from the experts above, we can then
understand that there is Extraversion in personality.

b. The Nature of Extraversion

Extraversion is a psychological term about personality. According
to Eysenck[9], the extrovert is an individual who exists a diminution of the
thought processes in relation to directly observable social behavior with an

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[8] Zhang, Yan. *The Role of Personality in Second Language Acquisition*. (Qingdao: Qingdao University of Science and Technology, 2008) p. 1 Accessed on 1 November. 2011 from www.ccsenet.org/journal/index.php/.../1492
[9] Eysenck, Hans. J. *Dimensions of Personality*. (New Jersey: Transaction Publishing, 1998)p. 48

accompanying tendency to make social contacts. While Ewen[10] stated that the extrovert is someone who likes outgoing, impulsive, and uninhibited, having many social contacts and frequently taking part in group activities. He likes social work, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. Conversely, the introverted individual is a quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. In other words, if there is a person who interacts with other people, mostly orally, not because of his job but of his willingness, he can be an extrovert. Meanwhile, if someone is busy with himself to read books and less talk with others, an introvert he might be.

3. **Determining Level of Extraversion**

In Philip Carter book, it is has been obviously explained that todetermine extraversion personality level is by using questionnaire. The questionnaire consists of 25 questions that must be answered honestly.

a. **Rule of Scoring**

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Table II. 1

Table of Rule of Scoring

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No	Answer	Point
1	a	0
2	b	2

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[10]Ewen, Robert B. *An Introduction to Theories of Personality*.(New Jersey: Lawrence Erlbaum Associates, Publishers, 2003) p. 300

3	c	1

b. Level of Extraversion

After obtaining the total score, it was classified as follows:

Table II. 2

Table of Level of Extraversion[11]

No	Total Score	Personality Categories
1	36-50	Highly extrovert
2	30-35	Above average extrovert
3	21-29	Average
4	16-20	Above average introvert
5	< 15	Highly introvert

4. The Relationship between Extraversion Personality and Speaking Ability

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[11] Carter, Philip. *Test Your EQ: Assess Your Emotional Intelligence with 22 Personality Questionnaires*. (London: Kogan Page Limited) p. 49

Many researchers have argued that personality has a dig deal influence to learn other languages. According to Harras and Bachari[12], personality, where extraversion exists, in general is viewed to be responsible factors for learners' success in learning second language. 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.

Extroversion is the personality variable that has received most attention in second language acquisition (SLA) research. Van Daele et al and KrasheninGan[13] stated that in the area of SLA, some researchers have traditionally claimed that extroverts are better language learners because of their willingness to speak out and their greater desire to communicate, which help to increase the amount of input and comprehensible language output. Also, there is a belief, among many classroom teachers, that extroverts have superior L2 communicative ability and are more successful as second or foreign language learners. This ease at oral communication may positively affect the attitudes of extroverts towards target languages, which facilitates their second or foreign language learning.

A. and Bachari, AndikaDutha.*Dasar-dasarPsikolinguistik.* (Jakarta: Uni   lonesia Press, 2009)p. 77

Gan, Zhengdong. *Extroversion and Group Oral Performance: A Mixed Quantitative and Discourse Analysis Approach*. (Hongkong: The Hong Kong Institute of Education, 2008) p. 25

From a neurological point of view, Kiany in Howard[14] hypothesized that introverts possess a higher level of arousal in the autonomous nervous system and in the cortex. Extroverts tend to seek cortical arousal elsewhere by engaging in sensation stimulating activities. Consequently, extroverts tend to be outgoing, sociable and risk-taking. They take chances and act on the spur of the moment and tend to be aggressive. Introverts tend to be quiet and unassertive and seldom behave in an aggressive manner. Another important difference between extroverts and introverts revealed by psychological studies is that extroverts are superior to introverts in short-term memory. This difference is due to the over-arousal of introverts, which might affect their capacity to retrieve and store several different items of information.

According to Luoma[15], our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. As a second or foreign language, English is not easy to be learned by the students at the beginning of the study. For them, English is likely to be one difficulty in learning. One of the basic skills in English is speaking. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary. For the beginner, speaking exercise is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary,

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[14]Howard, Joshua. *Extraversion and Oral Proficiency in ESL*. Unpublished Master Thesis.(B.A., Louisiana State University, 2010) p. 2

[15]Luoma, Sari. *Assessing Speaking Cambridge Language Assessment Series*. (Cambridge: Cambridge University Press, 2004) pp. ix

pronunciation, and fluency. Some of the students are afraid being active in speaking. This phenomenon makes many students have low scores in English.

B. Relevant Research

In 2010, Joshua Howard conducted a research which talked about the relationship of extraversion with ESL. He tried to prove the most recent research that concluded that Extraversion has been proposed as an influence on the success of a second language learner. He investigated the effects of extraversion on the spoken English performance of 25 native speakers of Spanish. As a result, he found that Extraversion correlated negatively with verbal accuracy.

In the same year, AchmatQomaruddinconducted a research related to Extraversion. He found that there was a positive significant correlation between his samples' extraversion personality and their writing skill. It means that the higher their extraversion personality score is, the more skillful their writing will be.

Based on the result of both researches above, writer find a contrary among them, Howard found that there was no correlation among extraversion and ESL, while Achmat found that there was a positive significant correlation among the variables. It really challenges the writer to prove it. The writer ensures that this research will be different because the way to do the research and subject of the research are different, of course the result will be different as well.

C. The Operational Concept

The operational concept is a concept as a guidance that is used to avoid misunderstanding used scientifically in this research. In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data. There are two variables used in this research.

They are: Variable X is extroversion personality

Variable Y is speaking skill

Variable X is independent variable:

1. The students areoutgoingperson

2. The students are impulsive person

3. The students are uninhibited person

4. The students are responsive person

5. The students are sociable person

Variable Y is dependent variable:

There are some indicators of speaking ability, they are:

1. The students are able to pronounce the word correctly

2. The students are able to speak English grammatically

3. The students have sufficient vocabulary

4. The students are able to speak English fluently

5. The students are able to use English comprehensively

D. The Assumption and the Hypothesis

1. The Assumptions

Before starting the hypotheses as the temporary answer to the problem discussed, the writer is going to present some assumptions as follows:

a. The students personality and their speaking ability are various.

b. The more extrovert are the students, the better their speaking ability will be.

c. The better are the students' speaking ability, the higher their extraversion level will be.

2. **The Hypotheses**

a. Alternative hypothesis (H_a)

There is significant correlation between extraversion personality and speaking ability at the third year students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School.

b. Null hypothesis (H_o)

There is no significant correlation between extraversion personality and speaking ability at the third year students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of the research is correlational research. According to, Creswell[1] in *Educational Research; Planning, Conducting, And Evaluating Quantitative and Qualitative Research's book*, correlational research design give an opportunity to the writer to measure relationship between two or more variables. The first variable in this researchwasextroversion personality as the independent variable (X) and the second was the speaking ability as the dependent variable (Y). To express the relationships between data variables, this thesis used correlation formula. Trying to find the correlation on how one trait of personality that was Extraversion was affecting (or not) the English language learners' competence on speaking ability, the writer, firstly, measured the personality of the subjects or respondents regarding extraversion level. Secondly, the writercorrelated them with average score of their speaking ability.

B. The Location and the Time of the Research

The research was conducted at the third year student of Islamic Senior High School of Daarun Nahdhah Tawalib Bangkinang Islamic Boarding School. Maximally, this researchwas conducted on December2011.

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[1]John W. Creswell. *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (New Jersey: Pearson Education International, 2008) p. 356

C. The Subject and the Object of the Research

1. The Subject of the Research

   The subject of the research was the at the third year student of Islamic Senior High School of Daarun Nahdhah Tawalib Bangkinang Regency of Kampar.

2. The Object of theResearch

   The object of this research wasstudents' extroversion personality and their speaking ability.

D. The Population and the Sample of the Research

The population of the research wasthe third year student of Islamic Senior High School of Daarun Nahdhah Tawalib Bangkinang Islamic Boarding School. There werefour classes of the third year students. Each class consisted of around 35 students. Thus, the total number of population approximately was140 students.

Table III. 1

The Number of the Third Year of Islamic Senior School

Daarun Nahdhah Thawalib Bangkinang Regency of Kampar

No	Class	Population		
		Male	Female	Total
1	XII A	14	16	30
2	XII B	16	22	38
3	XII C	17	16	33
4	XII D	19	22	41
Total		66	83	142

Because the number of population wasmore than 100, then the writeronly took one class of population as a sample. Suharsimi Arikunto[2] stated that if the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. The sampling technique of this research iscluster random sampling technique[3].

E.   The Technique of Data Collection

To collect the data from the sample , the writerused two kinds of data collection techniques.

1. Questionnaire

   Questionnaire is the main tool or instrument used to collect data in a descriptive-survey research study[4].Itcovers diversity of tools where subjects answer the questions related to the waythey behave, feel, think et cetera. The questionnaire used inthis research was based on "Test Your EQ" book. It consisted of 25 questions, which functions to determine level of extraversion of sample.

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[2] Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis.*(Jakarta: Rineka Cipta, 2002), p. 112

[3] Gay, L. R and Airasian, Peter. *Educational Research.* (New Jersey: Pearson Education Ltd), pp. 129

[4] Lodico, Marguerite G. et al. *Method in Educational Research*. (NewJersey : Jossey-Bass A Wiley Imprint) p. 159

It is originally in English but to ease the samples to comprehend it, the questionnaire had been translated into Indonesian. There were three possible answers for each of question; a, b and c.

There are some samples of questions in the questionnaire:

1. Saya sangat mudah dan cepat berteman.

   a. Tidak selalu

   b. Ya

   c. Saya lebih suka berteman lama dengan seseorang dari pada mudah dan cepat berteman.

2. Apakah menjadi pusat perhatian itu mengganggumu?

   a. Ya

   b. Tidak

   c. Kadang-kadang

2. Test

According to Brown in *Language Assessment: Principles and Practices,*[5]he stated that test is a method of measuring a person's ability,knowledge, or performance in a given domain. The test that the writer used in this research to obtain speaking score ability was oral test. However, the writer firstly gave the students several topics to ease them in composing their ideas. There were four topics such as: family, daily activity, favorite teacher, and hobby. The students only chose one of them. The writer

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[5] Brown, H. Douglas. *Language Assessment: Principles and Practices.* (San Francisco: Longman/Pearson Education) p. 3

providedabout two minutes to the students to speak in English based on the topic they chose.

The writer scored the students' speaking ability according to categories by Hughes[6]. He said that there are some components that should be considered to score speaking skill; they are accent, grammar, vocabulary, fluency, and comprehension. He described the ratings as follows:

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[6] Artur, Hughes. *Testing for Language Teachers*. (United Kingdom: Cambridge University, 1989). p. 111

1. Accent

Table III. 2

Accent

Category	Requirement
6	Native pronunciation, with no trace of "foreign accent".
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
3	"Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

2. Grammar

Table III. 3

Grammar

Category	Requirement
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inaccurate expert in stock phrases.

3. Vocabulary

Table III. 4

Vocabulary

Category	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussions of any non-technical subject with some circumlocutions..
3	Choice of words sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
1	Vocabulary inadequate for even the simplest conversations.

4. Fluency

Table III. 5

Fluency

Category	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker's
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven expert for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

5. Comprehension

Table III. 6

Comprehension

Category	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understanding quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing.
3	Understanding careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understands little for the simple types of conversations.

The speaking ability was scored by counting five qualities above and each component had score or level. Each component had the highest score 20 and the highest of teacher' score was 100. The specification of the test is as follow:

Table III. 7

Assessment Aspects of Speaking Ability

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1						For native speaker only	
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						
	Total						
	Maximum Score	20					

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

Final score = total score: maximum score x 100

So, based on the table above, the classification of the students' speaking ability can be rated as follows[7]:

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[7] Suharsimi, Arikunto. 2009. *Dasar- dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara) p. 245

Table III. 8

Classification of the students' score

In term of the level of ability[8]

Score	Classification
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
0-39	Failed

F. The Technique of Data Analysis

In order to find out whether there is a significant correlation between students' extraversion personality and their speaking ability, the data were analyzed statistically. In analyzing the data, the writer used the serial correlation technique. The writer uses this technique because the data that was obtained from the research were in ordinal and interval. Therefore, according to Hartono[9], serial correlation technique is used if the variables which will be correlated are in ordinal and interval form. Because of the option variable X this research was divided into three categories, so the formula was triserial correlation. The formula that was used to find the triserial Correlation as follows:

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[8]Samsu Duha, *The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at the Second Year of Senior High School of Al-Kautsar Sail Pekanbaru*. (Pekanbaru: Unpublished , 2009) p. 54

[9] Hartono. *Statistik untuk Penelitian*.(Yogyakarta: Pustaka Pelajar, 2008) p.128

$$r_{tris} = \frac{\sum\{(o_r - o_t)(M)\}}{SD_{tot} \sum\{\frac{(o_r - o_t)^2}{p}\}}$$

After getting the result of r_{tris}, it continued to "r" chotomisation because many experts argued that the result of coefficient formula is still overestimated if it is compared to the true score of "r". The formula is shown as follows:

$$r_{ch} = r_{tris} \times \sqrt{\sum \left| \frac{(o_r - o_t)^2}{p} \right|}$$

And for the last step, to make it closer to "r" product moment, the result of "r" chotomisation was consulted to the table of correction factor and multiplied both "r" chotomisation and "r" correction factor. The formula is shown as follows:

$$r = r_{ch} \times r_{correction}$$

Statistically the Hypotheses are:

$$H_a : r_o \geq r_{table}$$

$$H_o : r_o < r_{table}$$

1. H_a Is accepted if $r_o \geq r_{table}$ or there is a significant correlation between students' extraversion personality and their speaking ability.

2. H_o Is accepted if $r_o < r_{table}$ or there is no significant correlation between students' extraversion personality and their speaking ability

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Research Variables

The data of this research were the score of students' extraversion personality questionnaire (the score of variable X-questionnaire) and the score of students' speaking test (the score of variable Y-test). The first test was extraversion personality questionnaire which consisted of 25 questions. While the test for variable Y referred to "students' speaking ability". The test consisted of several simple topics which were familiar to the students; family, friends, hobby, aspiration, school, etc. The speaking ability was evaluated by concerning five components; vocabulary, grammar, pronunciation, fluency and comprehension. Each component has its own score.

Table IV.1

The Classification of Students' Speaking Ability Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Failed

B. The DataPresentation

The data of the research were the scores of the students' questionnaire and the students' speaking test. The data were collected through the following procedures:

1. The extraversion personality questionnaire was given to 30 students as the sample of this research.

2. The speaking test was done by giving students severalsimple topics. The students chose one topic and told about it orally. The voice of the students was recorded.

3. The writer used two raters to evaluate the students' speaking ability.

4. The writer added the scores from the raters and divided it.

1. Students' Extraversion Personality

The following table is the description of students' extraversion personality questionnaire scores.

Table IV.2

Students' Score of Extraversion Personality Questionnaire

NO	STUDENTS	SCORE	CATEGORY
1	Student 1	17	Above Average Introvert
2	Student 2	32	Above Average Extrovert
3	Student 3	18	Above Average Introvert
4	Student 4	33	Above Average Extrovert
5	Student 5	21	Average
6	Student 6	33	Above Average Extrovert
7	Student 7	31	Above Average Extrovert
8	Student 8	28	Average
9	Student 9	26	Average
10	Student 10	27	Average
11	Student 11	23	Average
12	Student 12	32	Above Average Extrovert
13	Student 13	36	Highly Extrovert
14	Student 14	25	Average
15	Student 15	23	Average
16	Student 16	37	Highly Extrovert
17	Student 17	30	Above Average Extrovert
18	Student 18	22	Average
19	Student 19	28	Average
20	Student 20	32	Above Average Extrovert
21	Student 21	25	Average
22	Student 22	25	Average
23	Student 23	31	Above Average Extrovert
24	Student 24	37	Highly Extrovert
25	Student 25	32	Above Average Extrovert
26	Student 26	24	Average
27	Student 27	35	Above Average Extrovert
28	Student 28	33	Above Average Extrovert
29	Student 29	27	Average
30	Student 30	35	Above Average Extrovert

Table IV.3

Percentage of Extraversion Personality Score

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Highly Extrovert	3	10 %
2	Above Average Extrovert	12	40%
3	Average	13	43.33%
4	Above Average Introvert	2	6.67%
5	Highly Introvert	0	0%
	Total	30	100%

From the table above, it can be seen the students' extraversion personality level. It can be categorized into highly extrovert, above average extrovert, average, above average introvert and highly introvert. It can be seen that the students who got highly extrovert category are 3 students (10 %), the students who got above average extrovert category are 12 students (40 %), while for average category, there are 13 students (43.33 %), the students who got above average introvert category are 2 (6.67 %), and there was no student (0 %) who got highly introvert category.

Besides the classification above, the writer tried to find out the distribution of the students' extraversion personality score by using descriptive statistic. It can be seen in the following table:

Table IV.4

The Distribution of Frequency of Students'

Extraversion Personality Questionnaire Score

SCORE	FREQUENCY	PERCENTAGE (%)
17	1	3.33 %
18	1	3.33 %
21	1	3.33 %
22	1	3.33 %
23	2	6.67 %
24	1	3.33 %
25	3	10 %
26	1	3.33 %
27	2	6.67 %
28	2	6.67 %
30	1	3.33 %
31	2	6.67 %
32	4	13.33 %
33	3	10 %
35	2	6.67 %
36	1	3.33 %
37	2	6.67 %
Total	30	100%

Based on the table above, it can be seen that there was 1 student who got score 17 (3.33%), 1 students got score 18 (3.33%), 1 students got score 21 (3.33%), 1 students got score 22 (3.33%), 2 students got score 23 (6.67%), 1 students got score 24 (3.33%), 3 students got score 25 (10%), 1 students got score 26 (3.33%), 2 students got score 27 (6.67%), 2 students got score 28 (6.67%), 1 student got score 30 (3.33%), 2 students got score 31 (6.67%), 4 students got score 32 (13.33%), 3 students got score 33 (10%), 2 students got score 35

(6.67%), 1 student got score 36 (3.33%) and 2 students got score 37 (6.67%), The

highest frequency was 4 at the score 32 (13.33%). The total frequency was 30.

Mean of students' extraversion personality will be shown as follows:

Table IV.5

Mean of Student's Extraversion Personality

SCORE (X)	FREQUENCY (f)	fX
17	1	17
18	1	18
21	1	21
22	1	22
23	2	46
24	1	24
25	3	75
26	1	26
27	2	54
28	2	56
30	1	30
31	2	62
32	4	128
33	3	99
35	2	75
36	1	36
37	2	74
Total	**30**	**863**

$$\text{Mean} = \frac{\sum fx}{N}$$

$$= \frac{863}{30}$$

$$= 28.77$$

2. Students' Speaking Ability

The following table is the description of students' speaking ability test scores.

Table IV.6

Students' Score in Speaking Ability Test

STUDENT NUM	SCORE		FINAL SCORE	CATEGORY
	RATER 1	RATER 2		
Student 1	70	85	77.5	Good
Student 2	60	70	65	Enough
Student 3	0	0	0	Failed
Student 4	0	0	0	Failed
Student 5	0	0	0	Failed
Student 6	0	0	0	Failed
Student 7	70	90	80	Very Good
Student 8	60	80	70	Good
Student 9	0	0	0	Failed
Student 10	80	80	80	Very Good
Student 11	80	65	72.5	Good
Student 12	0	0	0	Failed
Student 13	55	100	77.5	Good
Student 14	0	0	0	Failed
Student 15	55	85	70	Good
Student 16	80	60	70	Good
Student 17	50	85	67.5	Good
Student 18	75	75	75	Good
Student 19	70	75	72.5	Good
Student 20	50	75	62.5	Enough
Student 21	55	85	70	Good
Student 22	0	0	0	Failed
Student 23	55	85	70	Good
Student 24	60	85	72.5	Good
Student 25	80	80	80	Very Good
Student 26	75	65	70	Good
Student 27	55	65	60	Enough
Student 28	60	85	72.5	Good
Student 29	0	0	0	Failed
Student 30	50	85	67.5	Good

* .5 = 1, < .5 = 0

To determine the final score, the writer used the following formula:

$$\text{Final Score} = \frac{\text{score of rater 1} + \text{score of rater 2}}{2}$$

To make clearer about the percentage of students' speaking ability, it can be seen in the following table:

Table IV.7

Percentage of Speaking Ability Score

NO	CATEGORY	FREQUENCY	PERCENTAGE (%)
1	Very Good	3	10%
2	Good	15	50%
3	Enough	3	10%
4	Less	0	0%
5	Failed	9	30%
	Total	30	100%

To make clearer about the distribution frequency of students' ability in speaking, it can be seen in the following table:

Table IV.8

The Distribution of Frequency of Students' Speaking Test Scores

SCORE	FREQUENCY	PERCENTAGE(%)
80	3	10%
77.5	2	6.7%
75	1	3.3%
72.5	4	13.3%
70	6	20%
67.5	2	6.7%
65	1	3.3%
62.5	1	3.3%
60	1	3.3%
0	9	30%
Total	30	100%

Based on the table above, it can be seen that there were 9 students who got score 0 (30%), 1 student got score 60 (3.3%%), 1 student got score 62.5 (3.3%), 1 student got score 65 (3.3%), 2 students got score 67.5 (6.7%), 6 students got score 70 (20%), 4 students got score 72.5 (13.3%), 1 student got score 75 (3.3%), 2 students got score 77.5 (6.7%), and 3 students got score 80 (10%). The highest frequency was 9 at the score 0 (30%) because those were students who refused to speak. The total frequency was 30. Mean of students' speaking ability will be shown as follows:

Table IV.9

Mean of Student's Speaking Ability

SCORE (X)	FREQUENCY (f)	fX
80	3	240
77.5	2	155
75	1	75
72.5	4	290
70	6	420
67.5	2	135
65	1	65
62.5	1	62.5
60	1	60
0	9	0
Total	30	1502.5

$$\text{Mean} = \frac{\sum fx}{N}$$

$$= \frac{1502.5}{30}$$

$$= 50.083$$

3. **Correlation between Students' Extraversion Personalityand Students' Speaking Ability (X & Y)**

Table IV.10

The Result of Variable X and Y

NO	STUDENT'S EXTRAVERSION PERSONALITY		
	STUDENT'S SPEAKING ABILITY		
	EXTROVERT	AVERAGE	INTROVERT
1	80	80	77.5
2	80	75	0
3	77.5	72.5	
4	72.5	72.5	
5	72.5	72.5	
6	70	70	
7	70	70	
8	67.5	70	
9	67.5	70	
10	65	0	
11	62.5	0	
12	60	0	
13	0	0	
14	0		
15	0		
Total Score	**845**	**652.5**	**77.5**
Total Students	**15**	**13**	**2**

This research consisted of two variables namely, the independent variable (X) refered to the students' extraversion personality and dependent variable (Y) refered to students' speaking ability. The formulation of the problem should be analyzed in this chapter as well as to find out the answer of the questions below:

1. How is the third year students' extraversion personality of Islamic Senior High School of DaarunNahdhanTawalibBangkinang Islamic Boarding Schools?

2. How is the third year students' speaking ability of Islamic Senior High School of DaarunNahdhanTawalibBangkinang Islamic Boarding Schools?

3. Is there any significant correlation between students' extraversion personality and their speaking ability at the third year of Islamic Senior High School of DaarunNahdhanTawalibBangkinang Islamic Boarding School?

C. The Analysis of Data

The data analysis presented the statistical result followed by the discussion about the correlation between students' extraversion personality and their speaking ability at the third year of Islamic Senior High School of DaarunNahdhahTawalibBangkinang Islamic Boarding SchoolSeberang Kampar Regency. To analyze the data, the writer used the correlation serial technique.

1. Total deviation standard of students' speaking ability

From the data of students' speaking ability, it was shown that the higher score was 80 and the lowest score was 0. Because the total of samples was 30 students, consisted of 15 extroverts, 13 averages and 2 introverts, so the data analysis was not made in form of frequency distribution but in simple table as follows:

Table IV.11

The Frequency of Speaking Ability Score

SCORE (X)	FREQUENCY (f)	fX	fX^2
80	3	240	19200
77.5	2	155	12012.5
75	1	75	5625
72.5	4	290	21025
70	6	420	29400
67.5	2	135	9112.5
65	1	65	4225
62.5	1	62.5	3906.25
60	1	60	3600
0	9	0	0
Total	30	1502.5	108106.3

$$\text{SD tot} = \sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$$

$$= \sqrt{\frac{108106.3}{30} - \left(\frac{1502.5}{30}\right)^2}$$

$$= \sqrt{3603 - (50.083)^2}$$

$$= \sqrt{3603 - 2508.3403}$$

$$= \sqrt{1094.6597}$$

$$\text{SD tot} = 33.086$$

2. **Mean of speaking ability from each category of extraversionpersonality**

To count the mean of students' speaking ability from each extraversion personality, the data was simplified in table frequency.

a. Mean of extrovert students

From the data of extrovert in students' speaking ability score were shown that the highest score was 80 and the lowest was 0.

Table IV.12

The Frequency of Speaking Ability Scores

for Extrovert Level

SCORE (X)	FREQUENCY (f)	fX
80	2	160
77.5	1	77.5
72.5	2	145
70	2	140
67.5	2	135
65	1	65
62.5	1	62.5
60	1	60
0	3	0
Total	15	845

$$M = \frac{\sum fx^2}{N}$$

$$= \frac{845}{15} = 56.333$$

b. Mean of average students

From the data of average in students speaking ability score were shown that the highest score was 80 and the lowest was 0.

Table IV.13

The Frequency of Speaking Ability Scores

for Average Level

SCORE (X)	FREQUENCY (f)	fX
80	1	80
75	1	75
72.5	3	217.5
70	4	280
0	4	0
Total	13	652.5

$$M = \frac{\sum fx^2}{N}$$

$$= \frac{652.5}{13} = 50.192$$

c. Mean of introvert students

From the data of average in students speaking ability score were shown that the highest score was 80 and the lowest was 0.

Table IV.14

The Frequency of Speaking Ability Scores

for Introvert Level

SCORE (X)	FREQUENCY (f)	fX
77.5	1	77.5
0	1	0
Total	2	77.5

$$M = \frac{\sum fx^2}{N}$$

$$= \frac{77.5}{2} = 38.75$$

3. Deciding individual proportion in extraversion personality category

1) Proportion for extravert level

$$P1 = \frac{nl}{N}$$

$$= \frac{15}{30} = 0.50$$

2) Proportion for average level

$$P2 = \frac{nl}{N}$$

$$= \frac{13}{30} = 0.43$$

3) Proportion for introvert level

$$P3 = \frac{nl}{N}$$

$$= \frac{2}{30} = 0.07$$

4. Deciding the Ordinate

The high of ordinate which separated extraversion personality level was decided by using ordinate table and z normal curve.

1) P1 = 0.50, the high of its ordinate = 0.39894

It will separate extrovert level of extraversion personality from average and introvert which has value: 0.39894

2) P1 + P2 = 0.50 + 0.43 = 0.93

The high of its ordinate = 0.13427

It will separate introvert level of extraversion personality from extrovert and average which has value: 0.39894 – 0.13427 = 0.26467

5. Counting Coefficient Correlation

To count triserial coefficient correlation, it needs a table as shown as follows:

Table IV. 15

Coefficient Correlation of

Triserial Correlation

Category	N	p	o	$(o_r - o_t)$	$(o_r - o_t)^2$	$\dfrac{Or - Ot\ 2}{p}$	M	$(o_r - o_t)M$
1	2	3	4	5	6	7	8	9
Extrovert	15	0.50	0.39894	0.39894	0.159153	0.318306	56.33	22.472290
Average	13	0.43	0.13427	0.26467	0.070050	0.162906	50.19	13.283787
Introvert	2	0.07	-	0.13427	0.018028	0.257542	38.75	5.202962
Total	30	1.00	-	-	-	$\dfrac{(o_r - o_t)^2}{p}$ = 0.738754	-	$\sum$ or – ot .M = 3.98554

$$r_{tris} = \frac{\sum \{ Or - Ot\ M\}}{SDtot\ \sum \frac{(Or - Ot)^2}{p}}$$

$$= \frac{3.98554}{33.086\,(0.738754)}$$

$$= 0.16305$$

Many experts assumed that the coefficient of formula of serial correlation is overestimated if it is compared to the true score of "r". To solve this problem, it can be used "r" chotomisasi as shown as follows:

$$r_{ch} = r_{tris} \times \sqrt{\sum \frac{(o_r - o_t)^2}{p}}$$

$$= 0.16305 \times \sqrt{0.738754}$$

$$= 0.16305 \times 0.8595$$

$$= 0.14014$$

However, this result is still underestimated if it is compared to "r" product moment. So, to make it closer to "r" product moment, writer had to consult to the table of correction factor and multiply it with the result of correction factor.

$$r = r_{ch} \times r_{correction}$$

$$= 0.14014 \times 1.111$$

$$= 0.15569$$

So, the coefficient serial correlation is 0.15569

To know whether there is correlation or not of independet variable(X) toward dependent variable(Y), it can be seen from the table score of "r" product moment. Form the table with df = 28, it can be seen that for 1% = 0.463 and for 5% = 0.361.

Based on the table of "r" product moment, it can be seen that r_{ch}= 0.15569 is lower than both of r_{table}. It means H_a is rejected and H_o is accepted. As the result, it can be concluded that there is no correlation between variable X and variable Y.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally, the research about the correlation between extraversion personality and speaking ability at the third year students ofIslamic senior highSchool of DaarunNahdhah ThawalibBangkinangIslamic Boarding School Districtof BangkinangSeberangRegency of Kampar, comes to the conclusions as follows:

1. Based on the data that had been presented in previous chapter, the level of students' extraversion personality atthe third year ofIslamic Senior High School of DaarunNahdhah ThawalibBangkinangIslamic Boarding School Districtof BangkinangSeberangRegency of Kamparis mostly categorized into Average.

2. Based on the data that had been presented in previous chapter, the students' speaking abilityat the third year students ofIslamic Senior High School of DaarunNahdhah ThawalibBangkinangIslamic Boarding School Districtof BangkinangSeberangRegency of Kamparis categorized into Less.

3. Based on the data that had been presented in previous chapter, it can be concluded that there is no positive significant correlation between extraversion personality and speaking ability at the third year students ofIslamic Senior High School of DaarunNahdhah

ThawalibBangkinangIslamic Boarding School Districtof BangkinangSeberangRegency of Kampar, because the last result of coefficients correlation is smaller than r $_{table}$, it means that H_a is rejected and H_o is accepted.

B. Suggestion

After finishing this research, the researcher gives some suggestion to the teachers.

From the conclusion of the research above, it is known that there is no a significant correlation between extraversion personality and speaking ability. Therefore, knowing the students' extraversion personality will not help the students' speaking ability, because the students' extraversion personality is only a really tiny factor that influencesstudents' speaking ability. And the suggestion is listed as follows:

1. The teachers should not take care of students' personality, especially their extraversion personality.
2. The students should not think that their personality will determine their speaking ability.
3. Teacher should not relate students' personality with their ability in speaking in learning process.
4. Teachers should ensure students' speaking ability that will be determined by their real efforts in learning.

5. Teachers should choose the most appropriate method in teaching speaking to improve students' speaking ability.

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