THE DIFFERENCE BETWEEN SPEAKING ABILITY OF INTROVERT AND EXTROVERT OF THE SECOND YEAR STUDENTS OF SENIOR HIGH SCHOOL 1 TANJUNGBALAI KARIMUN TEBING DISTRICT IN KARIMUN REGENCY

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PEKANBARU

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ABSTRAK

Usmiaty (2012): "Perbedaan Kemampuan Berbicara antara Siswa Introvert dan Siswa Extrovert pada Siswa Kelas Dua Sekolah Menengah Atas 1 Tanjungbalai Karimun Kecamatan Tebing Kabupaten Karimun"

Berdasarkan gejala-gejala yang telah diungkapkan, penulis melihat beberapa masalah yang harus dibahas dan dikuasai. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini: Sebagian besar siswa introvert mempunyai ide tetapi mereka masih sulit untuk mengekspresikan ide mereka tersebut di dalam pelajaran berbicara, beberapa siswa introvert suka mempelajari bahasa Inggris tetapi mereka berbahasa Inggris hanya di dalam kelompok kecil, beberapa siswa extrovert kurang menguasai kosa kata di dalam pelajaran berbicara, beberapa siswa introvert yang sudah mengerti dengan materi pelajaran tetapi mereka tidak ikut berpartisipasi dalam pelajaran berbicara, dan beberapa siswa introvert mampu berbicara menggunakan bahasa Inggris tetapi mereka tidak aktif di dalam pelajaran berbicara.

Tujuan penelitian ini adalah untuk mencari apakah ada perbedaan yang berarti pada kemampuan berbicara antara siswa introvert dan siswa extrovert, serta untuk mengetahui kemampuan berbicara pada siswa introvert dan siswa extrovert. Berdasarkan tujuan, data-datanya dianalisa dengan menggunakan metode perbandingan t test dan penelitian ini dianalisa dengan Statistical Product and Service Solutions (SPSS).

Sumber data dari penelitian ini adalah hasil tes berbicara siswa kelas dua Sekolah Menengah Atas 1 Tanjungbalai karimun,kecamatan Tebing, kabupaten Karimun. Sampel pada penelitian ini adalah sebanyak 75 orang siswa dari jumlah populasi siswa kelas dua Sekolah Menengah Umum 1 Tanjungbalai Karimun, Kecamatan Tebing, Kabupaten Karimun, pada tahun akademik 2011/2012. Dalam penelitian ini penulis menggunakan teknik, yaitu proportional random sampling teknik.

Hasil penelitian ini menyatakan bahwa hipotesis nihil dari penelitian ini ditolak. Ini bisa dilihat dari hasil test observasi yang artinya terdapat perbedaan yang berarti pada kemampuan berbicara antara siswa introvert dan siswa extrovert pada siswa kelas dua Sekolah Menengah Atas 1 Tanjungbalai Karimun kecamatan Tebing, dan bisa di simpulkan bahwa kemampuan siswa extrovert lebih baik di bandingkan kemampuan berbicara siswa introvert,hal ini bisa di lihat dari kategori siswa introvert "cukup" dan kategori siswa extrovert "baik".

ABSTRACT

Usmiaty (2012): "The Difference between Speaking Ability of Introvert and Extrovert of the Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency"

In accordance with the symptoms, the writer had seen some problems that should be discussed and overcome. It was firstly proven by the writer through her preliminary research before doing the research which showed the symptoms as explained as follows: some of the introvert students have many ideas but they still get difficulties to express their ideas in speaking, Some of the introvert students like speaking English but they speak English just only in a small group, Some of the extrovert students have lack of vocabularies in speaking, some of the introvert students have understood the material of speaking but they have no participation in speaking, and some of the introvert students are able to speak English fluently but they are not active in speaking.

The purposes of this research are to find whether there is any significant difference on the speaking ability between introvert and extrovert students, and to know how the speaking ability of introvert and the speaking ability of extrovert students it. Based on the purposes, the data were analyzed by using comparative method t-test, and this research was analyzed by Statistical Product and Service Solutions (SPSS).

The data source of this research is the students' test result in speaking test of the second year of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency. The sample of this research was 75 students of the second year of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency in academic year 2011/2012. In this research, the writer used proportional random sampling.

The result of this research, that null hypothesis of this research is rejected. It can be seen from the result of the test observation that there is a significant difference on the speaking ability between introvert and extrovert of the second year students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency. We can conclude that the extrovert students' score is better than introvert students. It can be seen from the introvert students categorized "Enough" and the extrovert students categorized "Good".

ملخص

أوسمياتي (2012): الفرق بين قدرة التكلم على الطلاب الانطوائين و الطلاب المنبسطين لطلاب الصف الثاني بالمدرسة العالية 1 تانجونغ بالاي كاريمون بمركز تيبينغ منطقة كاريمون.

كشفت الباحثة أساس على الدراسية لأولية عدة المشكلات من البحث القبلي الذي انعقدت الباحثة بحيث تدل على ضعف الطلاب: يكون لدي الطلاب الانطوائيين فكرة ولا يقدرون على وصفها في الكلام، رغب بعض الطلاب الانطوائيين في دراسة اللغة الإنجليزية و يتكلمون في فرقة صغيرة، لا يستولي بعض الطلاب الانطوائيين المفردات في دراسة الكلام، يفهم الطلاب الانطوائيين مواد الدروس ولا يشتركون في درس الكلام، بعضهم يقدرون على تكلم اللغة الإنجليزية ولا ينشطون فيها.

إن الهدف في هذا البحث لمعرفة سواء هناك فرق ضروري بين قدرة التكلم على الطلاب الانطوائين و الطلاب المنبسطين ثم لمعرفة قدرتهم على التكلم. تحلل البيانات في هذا البحث أساسا على هدف هذا البحث بواسطة ت-الاختبار الآتي

و قد تم تحليل هذا البحث بواسطة البرنامج الحاسوبي س ف س س.

تصدر البيانات في هذا البحث من حصول الاختبار من تكلم الطلاب. كانت العينات في هذا البحث نحو 75 طالبا و الأفراد في هذا البحث طلاب الصف الثاني في العام الدراسي 2011-2012 و تستخدم الباحثة في هذا البحث أسلوب عينة عشوائية.

تدل حصول البحث أن الفرضية الصفرية كانت مرفوضة من تبدو من حصول اختبار الملاحظة بعد تمييزها مع ت الجدول مع أن دفو حصولها نحو أي أن هناك فرقا ضروريا بين قدرة التكلم على الطلاب الانطوائين و الطلاب المنبسطين لطلاب الصف الثاني بالمدرسة العالية 1 تانجونغ بالاي كاريمون بمركز تيبينغ منطقة كاريمون و أن الطلاب المنبسطين أحسن من الطلاب الانطوائيين على أن الطلاب المنطوايين على المستوى الكفاية أو في المائة من 3طالبا و الطلاب المنبسيطين على المستوى جيد أي طالبا.

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CHAPTER I

INTRODUCTION

A. The Background

It is undeniable that English is one of the important subjects proclaimed in the curriculum of junior high school and senior high school, because English is very useful in the real life. English subject has been a compulsory subject in national examination or final examination. If the student is not able to get the standard score, the student cannot pass study. Based on the facts above, it can be said that English influence students' need in the future. As a skill, English is divided into four skills; they are listening, speaking, writing and reading. All of them have strong relationship one another. In this occasion, the writer focuses on one of the skills. It is speaking.

Speaking is a crucial part; one of the goals in speaking is making our communication easy, especially in learning English. To develop speaking ability, we need to master vocabularies and grammar. Besides, we should learn pronunciation and comprehension. Spoken language needs the mastery of vocabulary habit. This means that speaking practice needs much time to fulfill the requirements of the mastery of spoken English, either from school or environment. In the study of English, especially in speaking skill, we need an instructor or teacher who has mastered it well and we need students who really want to learn it.

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Speaking is also a crucial part of the language learning process.[1] The purposes of speaking are: firstly, to convey an idea or message to the listener. Secondly, to enable students in describing things, people, place, and so on. Thirdly, to enable students in expressing personal identities in introduction, hobby, background, family, etc. These purposes indicate that the students who graduated from Senior High School should be able to communicate English. Language is a communication, not only just set of rules.[2]

The existence of speaking should be admitted as one of communicative acts in the world. Speaking is important thing if someone would like to master the language. Speaking has important role, also possessed by other language skills, like reading, writing and listening. Speaking is very important to learn it because it can make us easy in communication. It can also improve the students' pronunciation, grammatical structure and vocabulary. By mastering speaking skill, we can communicate with other nations around the world. Learning to speak any foreign language takes commitment and practice. It involves learning new vocabulary, new rules of grammar, and new ways to pronounce sounds, many of which might not even exist in your native language. [3]

When learning a second language, learners' differences will always exist. People learning similar language, some are more successful than others. In academic life, individual differences among students appear more apparently. For

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[1] Muhammad Fauzan Ansyari and Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL).* Pekanbaru: Alaf Riau Graha UNRI Press. 2007, p. 104
[2] As Celee Murcia, Dornyei and Thurrell (1995) in Yuvita Sari. *A Study on the First Year Students' Speaking Ability on Self Introduction on SMA Negeri 1 Pangkalan Kerinci.* 2007
[3] Peterson's *Guide to English Language Programs*, Princenton New Jersey: Peterson's, 1999 , p. 13

example, some students are having troubles in asking questions during question-answer session with teacher and some others seem do not know when to stop questioning teachers. This indicates individual difference may become one factor that determines students' performance in the classrooms.

Participant usually means students speaking in class: answer and ask question, make comments, and join in discussions. Students who do not participate in those ways mentioned above are often considered to be passive and are generally penalized when participation is graded. Every student has different personality types that influence language learning. Personality is one of the affective factors that are equally important for explaining different success among foreign language learners.[4] There are many kinds of personality traits that have been taught to facilitate or inhibit foreign language learning, like: self-esteem, extroversion, introversion, reaction to anxiety, risk-taking, and sensitivity to rejection, empathy, inhibition and tolerance of ambiguity. [5]

The trait of extraversion and introversion is a central dimension of human personality. Each trait (extraversion and introversion) has a difference in doing something in their life, especially in spending the time and in learning speaking. Usually, the introvert's main focus is within his/her head; in the internal world of ideas and concepts; the extrovert's primary focus on the external world of people and activities.

[4] Brown, H. Douglas. *Principles of Language Learning and Teaching.* White Plains, NY: Longman. 2000
[5] http://teachermrw.com/2009/07/24/personality-and-foreign-language-speaking/

Many of the current curriculums used seem to have been written for the 'typical' student. This means that many of the needs of introverted students are missed unless the teacher specifically modifies the curriculum for them. According to the Myers- Briggs typology, introverted students tend to focus on internal thoughts, feelings, or impressions. They draw their energy from their inner experience, as opposed to extroverts who draw theirs from the outer world.[6]

Introverted learners prefer to study alone with little noise or interruption. Introverted learners also tend to participate less in class, since they prefer to process ideas by thinking themselves rather than by speaking to others. Introverts tend to speak in class only when they have processed an idea, rehearsed it, and prepared themselves to offer their idea to the group.

Extroverts are generally more sociable and gregarious that refers to enjoy change and excitement. It is thought that extroverts will be more willing to communicate the target language both in and outside the class, without worrying too much about whether they make mistakes or look foolish. They will be more responsive to the input they get. Therefore, extroverts are more successful in speaking[7].

Extraversion is for some persons, a new term which is rarely heard in their daily life. Usually people are familiar with the terms of extroversion or introversion. If there is a person who interacts often with other people, mostly orally, not because of his job but of his willingness, he can be an extrovert.

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[6] http: //.theintrovertzcoach.com/redlearningstylesexpanded.html.
[7] http://teachermrw.com/2009/07/24/personality-and-foreign-language-speaking/.

Meanwhile, if someone is busy with himself reading books and less talk with others, an introvert he might be.[8]

In learning language, the extroverted learner learns more effectively through concrete experiences, contacts with the outside world, and relationships with others. They value group interaction and class work done together with other students. They are willing to take conversational risks, but are dependent on outside stimulation and interaction.

The introverted learner learns more effectively in individual, independent situations that are more involved with ideas and concepts. Their strengths are their ability to concentrate on the task in hand as well as their self-sufficiency; however, they need to process ideas before speaking which sometimes leads to avoidance of linguistic risk-taking in conversation.

Personality traits can make it easier to pick up certain skills than others. Take extroversion as an example a trait that can increase your outgoingness, your assertiveness and your drive for excitement seeking. Possessing this trait can help with the acquisition of certain skill sets such as public speaking skills. However, remember that applying effort to improving the public speaking skills would also help you learn without the need to be extroverted.[9]

There are some clear evidences that extroverted students learn foreign languages better because of their willingness to interact with others and because of their reduced inhibitions. Extroverted students are more likely to prefer

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[8] http://www.personalitytype.com/career_quiz.
[9] http://www.ehow.com/info_8247704_differences-between-skills-traits.html#ixzz1w9TdNzG1.

interactive role-plays and group work. Introverted personalities may not have so many friends, and have a preference for working in pairs or smaller groups. They may prefer individual activity, perhaps with one clear purpose. Working in groups may well be less successful, because of a reluctance to participate in speaking activities.

Based on the experts'opinions, it is clear that introvert and extrovert students have different ability in speaking.

In all of the educational contexts in Indonesia, (including Elementary, Junior and Senior High School) the curriculum designed has significant steps undertaken to promote independent language learning within and beyond the classroom, but in some government schools do not implement it as maximal as possible, whereas it is one of the issues that contribute in reaching the goals of class instruction.

KTSP is a curriculum which is being implemented in Indonesia, highly requires not only the teachers but also the students to work collaboratively in reaching the aims of class instruction. The curriculum design of learning English is the students are expected to be active to practice their English speaking. They are also required to develop and manage their own learning; it is a well-known fact that students' active participation ensures success in language learning. The fundamental underpinning principle of this is student-centeredness which can be defined as students being more independent and responsible in order to assure success in learning a language. This statement shows that all of the students' activities within and beyond the class of instruction have a significant contribution

to achieve the goals.[10]

SMA Negeri 1 Tanjungbalai Karimun is one of the schools in Karimun. All of students at SMA Negeri 1 Tanjungbalai Karimun, learn English. It becomes the subject that should be learned by English learners. Speaking is one of the lessons that should be learned by all of the students. English is also taught as the primary subject tested in national examination. Speaking skill is one of the skills taught in this school. English is taught five hours of subject for the first year students of SMA Negeri 1 Tanjungbalai Karimun by the capacity 45 minutes for each hour of the subject. It means, they have learned English for three hours and forty five minutes every week.

SMA Negeri 1 is one of the best schools in Tanjungbalai Karimun. It has good facilities, competent teachers and this school applies KTSP which supports the students to reach best achievement in English, especially in speaking. Ideally, all of them make the students successful in speaking. But in fact, not all of students reach the best achievement in speaking because of their different personalities. Nevertheless, based on the ideas above and based on writer's preliminary observation to problems above, the writer found that the second year students of Senior High School 1 Karimun have many traits of personality that influence language learners and students achievement, especially in speaking subject. It can be seen in the following symptoms:

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[10]Ming, T.S., & Alias, Azarina. *Investigating Readiness for Autonomy: A Comparison of Malaysian ESL Undergraduates of Three Public Universities.* Universiti Kebangsaan Malaysia2005, p. 1-18

1. Some of the introvert students have many ideas in speaking but they still get difficulties to express their ideas

2. Some of the introvert students like speaking English but they speak English only in a small group

3. Some of the extrovert students have lack of vocabularies in speaking

4. Some of the introvert students have understood the material of speaking, but they have no participation in speaking

5. Some of the introvert students are able to speak English fluently but they are not active in speaking

Based on phenomena above and the importance of good speaking, the writer is interested in conducting a research entitled "**The Difference between Speaking Ability of Introvert and Extrovert of the Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency"**

B. The Definition of the Term

To avoid misunderstanding and misinterpreting for the readers, it is necessary for the writer to explain the terms used in this study. They are defined as follows:

1. Comparison

Comparison is the way to describe the similarities or differences between two sets of items[11]. In this research, the term of comparison refers to the comparison of the speaking ability of introvert and extrovert students.

2. Speaking

Speaking is to utter words or articulate sounds with ordinary speech modulation. Besides the definition above, there are several definitions of speaking according to dictionary of English language of fourth edition: speaking is conveying thoughts, opinions, or emotions orally. Speaking comes from word "speak". Speak is to talk or say something.[12] Here means that students practice their own English orally with friends, teachers and people around.

3. Ability

Ability means the mental or physical capacity, power or skill required to do something[13]. The term of ability in this research refers to the students' introvert and students' extrovert ability to speak well in speaking.

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[11] Richards, Jack C. et al. *Longman Dictionary of Language Teaching and Applied Linguistics.* Printed in Malaysia,VVP. 1992, p. 229
[12] Hornby, A.S. *Oxford Advance Learner's Dictionary*. Great Britain. Oxford University Press. 1995, p. 1140
[13] *Ibid*

4. Speaking ability

Competency of the students to express their ideas, opinion or feeling in oral communication.[14]

5. Introvert

Introverts are people who prefer their internal world of thoughts, feelings, fantasies, dreams, and so on[15].

6. Extrovert

Extroverts are people who prefer the external world of things and people and activities.[16]

C. The Problem

1. The Identification of the Problem

Based on the description above, the writer identifies the problems of this research in the following items:

a. What factors make some of the introvert students still get difficulties to express their ideas in speaking?

b. What factors make some of the introvert students like speaking English but they speak English only in a small group

c. Why do some of the extrovert students have lack of vocabulary in speaking?

d. Why some of the introvert students who have understood the material of speaking, but they have no participation in speaking?

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[14] Rita, *Improving Students Motivation to Speak English through Half Crossword at the Year Seven Study.* Padang: State University of Padang.2009, p. 6
[15] Carl Jung http://webspace.ship.edu/cgboer/*Jung.html* Friday, july 24, 2009 AT:8:46 AM
[16] *Ibid.*

e. Why some of the introvert students are able to speak English fluently but they are not active in speaking?

2. The Limitation of the Problems

To avoid misunderstanding about the problem of this research, the writer focuses on the difference between speaking ability of introvert and extrovert of the second year students of senior high school 1 Tanjungbalai Karimun Tebing District Karimun Regency.

3. The Formulation of the Problems

Based on the limitation of the problems above, the problems will be formulated in the following research questions:

a. How is the speaking ability of the introvert of the second year students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency?

b. How is the speaking ability of the extrovert of the second year students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency?

c. Is there any significant difference on the speaking ability of introvert and extrovert of the second year students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency?

D. The Objective and Significance of the Research

1. The Objectives of the research

    a. To find out the speaking ability of the introvert students.

    b. To find out the speaking ability of the extrovert students.

    c. To find out the significant difference on the speaking ability between the introvert and the extrovert students.

2. The Significance of the research

    a. To provide some information about the speaking ability of the second year students of school 1 Tanjungbalai Karimun Tebing District Karimun Regency.

    b. To motivate the students' in learning English in which it helps the students improve their learning achievement in English.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking

The principal goal of learning English language is to enable the students to communicate with other people. Being able to speak English language will be facilitated when learners are active to communicate. Speaking is a language skill or means of communication in which one can express his ideas, feeling and information to others orally. Speaking becomes one of the most important skills in language learning besides reading, listening, and writing[1]. In this respect, speaking usually gives personal satisfaction to communicate in the target language. Speaking therefore becomes the most important aspect in communication.

Many linguists have given various definitions of speaking. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information[2]. Its forms and the meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is spontaneous, open-ended, and evolving.

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[1] D. Turner and LN Tanner (1995) in Yuvita sari. *A Study on the First Year Students' Speaking Ability on Self -Introduction on SMA Negeri 1 Pangkalan Kerinci.* 2007
[2] Brown (1994), Burns & Joyce (1997) in Yuvita sari. *A Study on the First Year Students' Speaking Ability on Self Introduction on SMA Negeri 1 Pangkalan Kerinci.* 2007

Furthermore, Speaking means to reproduce words or to use words in ordinary voice, utter words by using conversations[3]. The best way in speaking English is to speak on regular basis; it is like acquiring a new skill or task that is completely now. The learning process is a repetitive course of actions. We have to be constantly doing it in order to master it. It takes time, patience and a lot of practice.

In the same way, Speaking is an interactive process and productive skill since it produces ideas, messages or suggestion[4]. Moreover, Speaking is oral interaction where participants need to negotiate meaning expressed in idea, feeling and information, able to manage in terms who is, to what, to whom and about what[5]. Speaking is expressing ideas orally[6].

To most people, mastering the art of speaking is the single of most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking is also one of the important skills that must be mastered by students. It can also be known from Kalayo and Fauzan's overview on his opening speech explanation teaching speaking. He said:

> Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their

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[3] Hornby, A.S. *Oxford Advance Learner's Dictionary*. Great Britain. Oxford University Press. 1995, p. 1227

[4] Ashar(1974:24) in Yuvita Sari. *A Study on the First Year Students' Speaking Ability on Self Introduction on SMA Negeri 1 Pangkalan Kerinci*. 2007

[5] Hornby, A.S, *Loc Cit*.

[6] *Ibid.*

accomplishments in spoken communication.[7]

Speaking means to say word[8], when doing this, a person uses his brain an arbitrary organs to say the words or the utterance. Though the activities, the speakers' purpose is to deliver meaning the person whom is talking to. In addition to the ideas above, Finocchiaro and Bonomo says that there are six important things to be considered in speaking ability, they are:

a. Decide what learners wants to say

b. Select words that fall into the pattern they are going to use

c. Select words that fall into the pattern conveying the meaning

d. Use correct arrangement words

e. Make sure the appropriate situations'

f. Place tongue and lips in certain position to produce sounds.[9]

However, to develop speaking skill, it is useful to carry out an analysis of the materials and classroom task to the basis of learners' speaking programs, and compare it with the target task.

Based on the concept of speaking above, it is clear that speaking is very important if the students want to communicate with others in English well, because it is extent to students or speakers achieve instructional students speak, they have to be able to express their thought in popular forms of expression.

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[7] Muhammad Fauzan Ansyari and Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007, p. 101
[8] Hornby, A.S, *Op. Cit*., p. 1140
[9]Rita, *Improving Students Motivation to Speak English through Half Crossword at the Year Seven Study*.Padang: State University of Padang. 2009, p .6

It is a fact that students' speaking ability is obtained by conducting a speaking test a technique that is classified as a measurement and as an instrument of measuring as a sample of behavior.

2. The Components of Speaking

In order to speak clearly, some aspects that have great influences in speaking are needed as follows:

a. Accent

Accent is one of the components of speaking which relates to the way of producing the sound. It is very close with the influence of the mother tongue of the foreign language students. There is a chance for students to get native accent, but it is difficult in beginning. It can be gained by practicing regularly and listening to the native accent. Even though, it takes time to be able in producing foreign accent[10].

b. Grammar

Grammar is the rule by which we put together meaningful and parts of words of a language to communicate message that are comprehensible.[11] It is connected to the system use in speaking. Warriner believes communication in speaking is good if its grammar can be understood[12]. Therefore, speakers must be aware of the grammar that they use in speaking.

[10] Krashen, D. Stephen and Terrel, D. Tracy. *The Natural Approach Language Acquisition in the Classroom.* Pergamon Press. U.K. 1983-1984

[11] Brown(1985:161) in Yuvita Sari. *A Study on the First Year Students' Speaking Ability on Self Introduction on SMA Negeri 1 Pangkalan Kerinci.* 2007

[12] *Ibid.*

c. Vocabulary

One of the important aspects in speaking is vocabulary. It deals with the right and appropriate words.[13]It deals with the words pronouncing by using the appropriate words. The speaker cannot deny the importance of vocabulary because they should have many vocabularies in their mind in order to say something.

d. Fluency

Sanborn and Nation state that fluency in speaking is the aim of many language learners[14]. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" and "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. So, in reproducing words in speaking orally, it is important to have fluency as having the capability of other components of speaking.

e. Comprehension

In brief, speaking requires that one only knows how to produce specific points of language that include grammar, pronunciation, vocabulary, and fluency (linguistic competences), but also understand when, why, and in what ways to produce language (sociolinguistics competences). Hornby states" comprehension is the power of understanding".[15] Finally, speech has its own skills, structures, and

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[13] Ur, Penny. *A Course in Language Testing Practice Theory Cambridge Teacher Training and Development.* Cambridge University Press. 1996-1997, p .60

[14] Nation (2001) in Yuvita Sari. *A Study on the First Year Students' Speaking Ability on Self Introduction on SMA Negeri 1 Pangkalan Kerinci.* 2007

[15] Hornby, A.S, *Op Cit*., p. 235

conventions that are different from written.

Then, Adams and Firth in Hughes explain those five items as follows:

1. Accent

    a. Pronunciation frequently unintelligible

    b. Frequent gross errors and very have accent make understanding difficult, require frequent repetition

    c. "Foreign accent" require contracted listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary

    d. Marked" Foreign accent" and occasional mispronunciation that do not interfere with understanding

    e. No conspicuous mispronunciation, but would not be taken for a native speaker

    f. Native pronunciation, with no trace of foreign accent.

2. Grammar

    a. Grammar almost entirely inaccurate except in stock phrases

    b. Contrast errors showing control of very few major patterns and frequently preventing communication

    c. Frequent errors showing some majors pattern uncontrolled and causing occasional irritation and misunderstanding

    d. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding

    e.   Few errors, with no pattern of failure

    f.   No more than two errors during the interview

3. Vocabulary

    a.   Vocabulary inadequate for even the simplest conversation

    b.   Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)

    c.   Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

    d.   Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions

    e.   Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations

    f.   Vocabulary apparently as accurate and extensive as that of an educated native speaker

4. Fluency

    a.   Speech is so halting and fragmentary that conversation is virtually impossible

    b.   Speech is very slow and uneven except for the short or routine sentences

    c.   Speech is frequently hesitant and jerky: sentences may be left uncompleted

    d.   Speech is occasionally hesitant with some unevenness caused by

rephrasing and grouping for words

e. Speech is effortless and smooth, but perceptible non native in speed and evenness

f. Speech on all professional and general topics as effortless and smooth as a native speaker's

5. Comprehension

a. Understand too little for the simplest type of conversation

b. Understand only slow very simple speech on common social and touristic topics; requires constant repetition and rephrasing

c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing

d. Understand quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing

e. Understand everything in normal educated conversations except for very colloquial or low frequency items or slurred speech

f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker[16]

In conclusion, speaking skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. The components of speaking above must be considered and each of them is correlated each other.

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[16]Arthur Hughes, *Testing for Language Teachers: Teacher Second Edition.* UK. Cambridge University Press 2003, p. 131

3. The Testing of Speaking

There are some ways to test students' speaking ability:

a. Verbal essay

It means the candidate or student is asked to speak for three minutes on either one or more specified general topics. The candidate has to speak at length which enables a wide range of criteria includes fluency to be applied to the output.

b. Oral presentation

Here, the candidate is expected to give a short talk on topic, which he has either been asked to prepare before, and has been informed shortly before the test. This is different from the "spoken essay" described about how far the candidate is allowed to prepare for the task.

c. Information transfer

It is about the description of a picture sequence. The candidate or student sees a panel of picture depicting a chronologically ordered sequence of events and has to tell the story on the past example. Time is allowed at the beginning for the student for further study in future.

d. Interaction task (information gap student-student)

In the task, students are normally work in pairs and each given only a part of the information necessary for the complete the task by getting missing information.[17]

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[17] Weir (1990) in Ayu Raina Mufida. *The Effectiveness of English Conversation Club Activities in Increasing students' Ability in Speaking at Second Year Students of Darel Hikmah Islamic Boarding school Pekanbaru.* 2009

It shows that English is not just a set a rule. The initial goal is to communicate and students need to practice English a lot in order to be able in communication. That is why practicing to express their own information and share their ideas is the most important aspect to be succeeding in speaking. Even though, speaking is not easy matter for students at present, but once they have mastered it, they will be able to speak without even noticing their consciousness. Student must practice speaking English until it becomes a habit from the action done, so often by an individual then it becomes automatic with them.

4. Speaking Ability of Introvert

Introvert is a person who is more interested in her or his own thoughts and feelings than in things outside herself or himself, and is often shy and unwilling to take part in activities with others.[18]

According to Barret and Connot, introverted students are least involved in school activities and have lower academic achievement, especially in speaking ability. Introversion involves directing attention on inner experiences. So, a person high in introversion might be quiet and reserved. In study, especially in speaking subject, introverted learners prefer to study alone with little noise or interruption. They are also tend to participate less in class and tend to prefer small groups.

Myers-Briggs character types of introvert are: Territoriality, concentration, internal, depth, intensive, limited relationships, conservation of energies, interest in internal reaction and need to process ideas before speaking sometimes led to

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[18] Hornby, A.S, *Op Cit*., p. 627

avoidance of linguistic risk in conversation.[19]

So the introverts students tend to speak and not sociable in class and prepared themselves to offer their idea to the group in discussion or learning.

5. Speaking Ability of Extrovert

According to Myers, Extroverts tend to prefer learning situations that afford interaction. A study conducted by Galvan and Fukada found that students who were outgoing participated more than introverts, its extroverts.

In spoken language, Extroverts are perceived to talk louder and more fluently, but at times less accurately. Extroverts talk more with longer texts perceived to display greater dominance. Extrovert language is more repetitious, especially in formal situations. They make a greater number of contributions, and they show a greater desire to communicate.[20]

Myers-Briggs character types of extrovert are: Sociability, interaction, external, breadth, extensive, multiplicity of relationships, expenditure of energies, interest in external events and dependent on outside stimulation and interaction. Extrovert students more active in learning process because they are used to speak to each other so that it influence their ability in learning process.

Extroverts would be likely to maximize contact and quantity of input received; maximize interaction, assuming negotiating meaning through interaction is crucial and maximize language output, assuming the process of using language is important for development.

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[19] Brown, H.Douglas. *Principles of Language Learning and Teaching.* White Plains, NY: Longman. 2000

[20] http://teachermrw.com/2009/07/24/personality-and-foreign-language-speaking/.

6. The Difference between Introvert and Extrovert in Speaking Ability

The concept of extroversion and introversion was firstly introduced into the field of learning by Jung. Afterward, a lot of applied psycho-linguists explored the relationship between extroversion-introversion and foreign language learning achievements and its effect on foreign language learning, with two major hypotheses regarding the relationship between extroversion-introversion and second language learning. The first is that extroverted learners will outperform their introverted counterparts in acquiring basic interpersonal communication skills. The second hypothesis is that introverted learners will do better at developing cognitive and academic language proficiency.

Learners can speak better when the language is practiced and shy students may be less likely to practice it, they will attain less proficiency. Extroverts would be likely to maximize contact and quantity of input received; maximize interaction, assuming negotiating meaning through interaction is crucial; and maximize language output, assuming the process of using language is important for development.

Eysenck, characterizes a typical Extrovert as:

Sociable, likes parties, has many friends…does not like reading or studying by himself. He craves excitement, takes chances…and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer…likes change…and loses his temper quickly.

On the other hand, he defines a typical introvert as:

Quiet, retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps", and mistrust the impulse of the

moment. He does not like excitement, takes matter of everyday life with proper seriousness….does not lose his temper quickly.[21]

Brown chooses the term 'extroversion' with 'o' rather than 'extraversion' with an 'a' to contrast with introversion. So this actually represents similar item/ relation that are extrovert and introvert. Almost similarly, Ellis explains several variables in personality i.e. anxiety, risk taking, tolerance of ambiguity, empathy, self-esteem, and inhibition and extraversion. From two opinions of experts above, we can understand that extraversion exists in personality.

Douglas Brown made definition on extroversion and introversion. Extroversion is the extent to which a person has a deep-seated to receive ego enhancement, self esteem, and a sense of wholeness *from other people* as opposed to receiving that affirmation within oneself. On the other hand, introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.

Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. The extrovert experiences the world more through contact with others and shared experience than through self examination or study while, introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others.

Extrovert people need other people to get energy, and become the last person who want to leave parties. Introvert, on the other hand, need time for being alone, spending time for individual activities and have few but intimate friends.

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[21] *Ibid.*

Some characteristics of extrovert people are: easy going, talkative, going out a lot, spending more times with people than reading books, risk taker, etc. On the other edge, introvert people prefer to enjoy time by themselves, tend to have few but close friends, and not to talk so much.

7. The Concept of the Ability

Ability is the mental or physical capacity, power or skill required to do something.[22] According to Chaplin ability is the power to do something that can be differed from aptitude and capacity.[23] It is also synonym of expertness and talent. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully.

Randolph argues that there are some concepts relating to ability are as follow:[24]

a. Intelligence

For those who have high intelligence, they will have high ability in learning process.

b. Interest

For those who study something that they are not interested, it will influence their ability to master the subject.

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[22]Hornby, A.S. *Oxford Advance Learner's Dictionary*. Great Britain. Oxford University Press. 1995, p.2

[23] Chaplin. 2994. in Bambang Febry. *Students' Ability in Using Subject-Verb Agreement in Writing Simple Descriptive Paragraphs at the Second Year of SMA N 2 Singingi, Kuantan Singingi*. Universitas Islam Negeri Sultan Syarif Kasim Riau. 2007, p. 4

[24] Jacob, et al. as cited in Mercy. *The Correlation between the Second Year Students' Simple Tenses Mastery and their Ability in Writing Simple Paragraph at Senior High School 1 Kampar*. Universitas Islam Negeri Sultan Syarif Kasim Riau. 2007, p. 21

c.   Motivation

The higher motivation that we have, the easier we learn something.

d.   Health

The bad health will decrease the ability in learning something.

Bloom says that there are six characteristics of mental Activity (ability), they are:[25]

1. Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis

6. Evaluation

Based on the theories of ability can be divided as the result that is gained by someone after learning the materials of subject matter within a certain period of time. This test uses their oral ability that refers to fluency to express idea, opinion, etc. To gain the ability of learning is necessary for one to consider some factors, which can determine the ability.

Learning in different forms will face all the factors which influence the ability of learning. It will depend on where or when the learner. All of these are the learners' experiences in her learning process. Therefore, these cases will determine whether or not the learner is successful in her learning. The way of

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[25] Bambang Febry, *Op. Cit.*, p 8

learning which is done by the learners as formulation of some factors may be as the main factor of learning ability.

B. Relevant Research

There are some previous researches, relevant with the writer's research. Here, the writer will give a glance of profile of those relevant researches. One of they are, Ayu Raina Mufida proposed the problem about The Effectiveness of English Conversation Club Activities in Increasing Students' Ability in Speaking at the Second Year of Darel Hikmah Islamic Boarding School Pekanbaru. In collecting the data, she applied the pre-test and post-test of speaking ability to the experimental and controlled class. The test was given before and after giving the treatment. The treatment was given for eight meetings based on the activities in English conversation club. Besides, the writer also used the observation. The observation was given for eight meetings. Both treatment and observation were only given to experimental class.

Besides, there are some others researches which are similar to the writer's research. Desi Fitrianti for example, researched the problem about the Correlation between the Students Self Confidence and Their Speaking Ability In front of Class at the Second Year of Senior high School. The objectives of this research were to find out the students' self-confidence, to find out the students' speaking ability and to verify whether or not there was correlation between the students' self- confidence and their speaking ability.

C. Operational Concept

Operational Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept that still operate in an abstract from the research planning interpreted into particular words in order to be easy to measure. Its means that operational concept is needed to avoid misinterpreting about the thesis content by other readers. Operational concept is an action that mean as special senses that are only use in this research.

Based on the statement above, the writer concludes that there are some factors needed in operating the operational concept. Hornby says that concept is idea underlying something general nation.[26] In this research the writer concludes several factors to be operated which describe operational concept. The indicators are:

1. The indicators of the students' ability are:

    a. Students are able to use ethic in expressing attitude toward something in English

    b. Students are able to respond ethic in expressing attitude toward something in English

    c. Students are able to use ethic and response in expressing feeling, shyness, anger, and annoyance.

    d. Students are able to use spoken language in conveying a short functional text.

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[26] Hornby, A.S, *Op Cit*. p. 240

2. The indicators of introvert students are:

    a. Students tend to keep silent in learning process

    b. Students tend not to socialize in discussion

    c. Students tend to be confident to express their ideas, opinion, and feelings in speaking when they are in small group

    d. Students cannot explore their speaking

    e. Students cannot explore their confident in using language

3. The indicators of extrovert students are:

    a. Students socialize in discussion

    b. Students can explore their speaking in public

    c. Students tend to prefer learning situations that afford interaction

    d. Students are more active in learning process

    e. Students are able to make their confident

D. The Assumption and the Hypothesis

1. The Assumption

    a. The students' ability in speaking is different.

    b. The students have individual differences.

    c. The students might be introvert and extrovert.

2. The Hypothesis

Ha : There is a significant difference on the speaking ability between introvert and extrovert students.

Ho : There is no significant difference on the speaking ability between introvert and extrovert students.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

The type of this research is comparative study. Comparative research is a research methodology in the social sciences that aims to make comparisons across different countries or cultures. Comparative research is the act of comparing two or more things with a view to discover something about one or all of the things being compared. This technique often utilizes multiple disciplines in one study.[1] There are two methods used in comparative research: quantitative and qualitative data.

The goal of comparative method is to find out why the cases are different: to reveal the general underlying structure which generates or allows such a variation. The writer used quantitative research as a method in this research. The goal of the writer in this research was to investigate and to find out whether or not there is any significant difference on the speaking ability between introvert and extrovert students.

B. The Time and the Location of Study

This study was conducted of the Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency in 2011/2012 of academic year.

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[1]Online resources.*ComparativeResearch.en.wikipadia.org/wiki/ Comaparative_Research*. Retrievec on May, 17th 2010

C. The Subject and the Object of the Study

1. Subject

The subject of the research was the Students of the Second Year of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency registered in 2011/2012.

2. Object

The object of this research was the comparison of the speaking ability between introvert and extrovert students.

D. The Population and Sample of the Research

The population of this research was the entire of the Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency registered in 2011/2012 with 225 students. The technique used in this research was proportional random sampling; the specification of the population can be seen in the table below:

Table I

The Numbers of Second Year Students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency in Academic Year 2011/2012

No	Classes	Population		Total
		Female	Male	
1	XI IPA 1	13	22	35
2	XI IPA 2	18	22	40
3	XI IPA 3	13	23	36
4	XI IPS 1	16	24	40
5	XI IPS 2	16	23	39
6	XI IPS 3	15	20	35
	Total			225

The sample of this research was 75 students or two classes (XI IPA 1 and XI IPA 2) of the population. In order to represent the population suitable to research, it was taken by using proportional random sampling.

E. The Data Collection Techniques

In collecting the data, the writer applied the techniques as follows:

1. Test.

Test is an instrument which is more appropriate to measure the students' ability. Therefore, to know the students ability, the writer collected the data by giving them an oral test. Writer gave some questions. They answered the question orally.

According to Harris's theories, speaking test must consist of five components namely: pronunciation, vocabulary, grammar, fluency, and comprehension.[2]

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[2] Harris, David P. *Testing English as a Second Language.* New York: Mc Graw Hill Book Company. 1969, p. 134

Table II

The Indicators of Speaking Skills Test

No	Item's Noticing	The Indicators
1	Accent	1. Pronunciation frequently unintelligible
		2. Frequent gross errors and very have accent make understanding difficult, require frequent repetition
		3. "Foreign accent" require contracted listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
		4. Marked" Foreign accent" and occasional mispronunciation that do not interfere with understanding
		5. No conspicuous mispronunciation, but would not be taken for a native speaker
		6. Native pronunciation, with no trace of foreign accent

Table III

The Indicators of Speaking Skills Test

No	Item's Noticing	The Indicators
2	Grammar	1. Grammar almost entirely inaccurate except in stock phrases
		2. Contrast errors showing control of very few major patterns and frequently preventing communication
		3. Frequent errors showing some majors pattern uncontrolled and causing occasional irritation and misunderstanding
		4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding
		5. Few errors, with no pattern of failure
		6. No more than two errors during the interview

Table IV

The Indicators of Speaking Skills Test

No	Item's Noticing	The Indicators
3	Vocabulary	1. Vocabulary inadequate for even the simplest conversation
		2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
		3. Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
		4. Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions
		5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
		6. Vocabulary apparently as accurate and extensive as that of an educated native speaker

Table V

The Indicators of Speaking Skills test

No	Item's Noticing	The Indicators
4	Fluency	1. Speech is so halting and fragmentary that conversation is virtually impossible
		2. Speech is very slow and uneven except for the short or routine sentences
		3. Speech is frequently hesitant and jerky: sentences may be left uncompleted
		4. Speech is occasionally hesitant with some unevenness caused by rephrasing and grouping for words
		5. Speech is effortless and smooth, but perceptible non native in speed and evenness
		6. Speech on all professional and general topics as effortless and smooth as a native speaker's

Table VI

The Indicators of Speaking Skills test

No	Item's Noticing	The Indicators
5	Comprehension	1. Understand too little for the simplest type of conversation
		2. Understand only slow very simple speech on common social and touristic topics; requires constant repetition and rephrasing
		3. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
		4. Understand quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing
		5. Understand everything in normal educated conversations except for very colloquial or low frequency items or slurred speech
		6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker[3]

Thus, to measure students speaking ability, the writer related the explanation above to the following accumulation.

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[3] Arthur Hughes, *Testing for language teachers: teacher second edition.* UK. Cambridge University Press 2003, p. 131

Table VII

Weighting Table

Proficiency description	1	2	3	4	5	6
Accent	**0**	**1**	**2**	**2**	**3**	**4**
Grammar	**6**	**12**	**18**	**24**	**30**	**36**
vocabulary	**4**	**8**	**12**	**26**	**20**	**24**
fluency	**2**	**4**	**6**	**8**	**10**	**12**
comprehension	**4**	**8**	**12**	**15**	**19**	**23**

[4]

Through the accumulation of all patterns above, the researcher took the total score from the conversion table without using the level, and then the researcher scaled the scores as follow:

Table VIII

The Classification of Students' Score

Score	Categories
80-100	Excellent
60-79	Very good
40-59	Good
20-39	Enough
Less than 20	Bad[5]

[4] *Ibid.*, p.132
[5] Harris, David P, *Op Cit*., p. 79

2. Questionnaire

Questionnaire is a research instrument consisting of series of questioner to be answered by the respondent. Questioner consist of multiple choice answers. This technique was used to know the classification of students for introvert or extrovert ones. The writer, in this case will give statements deal with the indicators of introvert and extrovert students it. These statements in the questionnaire describe the characteristics as the problem of the students in speaking. It consists of 24 items and deals with respondents opinions in answering the options as follow:

a. always

b. often

c. sometimes

d. seldom

e. never

F. The Data Analysis Techniques

Muhajir concluded that data analysis techniques are a process to find out and set data from observation, interview, and other to make the researcher easy to understand or by others.[6] In this research the writer used t-test to analyze the data. Hartono says that Test "t" is technique that is used to know that there are any significant differences between two samples means (two comparatively variable).[7] According to Hatch and Farhady, the t-test is probably the most widely used statistical test for the comparison of two means because it can be used with very

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[6] Muhajir (1996) in Sandy. *Strategies in Composing Narrative Writing.* 2008, p. 65
[7] Hartono, M.Pd, Drs. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar Offset. 2004, p.165

small sample sizes.[8]

Therefore, the formula used by the writer as follows:

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

t_0 = Significant level

M_x = The mean of variable x

M_y = The mean of variable y

SD_x = Standard deviation of variable x

SD_y = Standard deviation of variable y

N = The number of the cases

In order to make the study easier, the writer used an analyzing process by using computer called Statistical Product and Service Solution or SPSS. It is also quite user-friendly and does everything we need it to do. SPSS is a Windows-based program, and shares many features with other Windows-based software. A Mac version is also available. To use SPSS we must have a computer or a laptop to install this program, because this program can be used is just in a computer or a laptop.

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[8] Hatch Evelyn and Hossein Farhady. *Research Design and Statistics for Applied Linguistics.* London: Newbury House Publishers, INC. 1982, p. 108.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Research Instrument

Instrument is something used in performing an action. Research instrument means what the writer used in conducting the research. In this chapter, the writer presents the result of the research data, which have been collected from the second year students of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency.

The writer got the data through speaking test and questionnaire. The aim of the test was to know the students' speaking ability. The students were given chance to select the most interesting five titles freely, and then they produced their answer in oral test. While, questionnaire was give to find out the classification of student for introvert or extrovert ones. The questionnaire consisted of twenty four items which were divided into two part categories of students based on the indicator of the introvert students and the extrovert students in which they are as follows:

1. The category of the introvert students are:

    a. Students tend to keep silent in learning process

        1) Students are just silent in joining discussion in the class (questionnaire items no 1)

2) Students are just listening when their friends share their ideas in discussion (questionnaire items number 2)

b. Students tend not to socialize in discussion

1) Students do not join in the group discussion (questionnaire items number 3)

2) Students do not ask questions when they do not understand something (questionnaire items number 4)

c. Students tend to be confident to express their ideas, their opinion, and their feelings in speaking when they are in small group

1) Students do not understand when their friends share the ideas (questionnaire items number 5)

2) Students do not ask some questions when their friends share the ideas (questionnaire items number 6)

3) Students do not give their comment when their friends share the ideas (questionnaire items number 7)

4) Students do not give their suggestion when their friends share the ideas (questionnaire items number 8)

d. Students cannot explore their speaking

1) Students cannot explore their speaking in public (questionnaire items number 9)

2) Students are not confident about their speaking skills (questionnaire items number 10)

e. Students cannot explore their confident in using language

1) Students are not confident in using English in front of the class (questionnaire items number 11)

2) Students do not enjoy their speaking (questionnaire items number 12)

2. The indicators of the extrovert students are:

a. Students socialize in discussion

1) Students can express their ideas when joining discussion in the class (questionnaire items number 13)

2) Students can give their suggestion when joining discussion in the class (questionnaire items number 14)

b. Students can explore their speaking in public

1) Students are able to speak fluently in speaking (questionnaire items number 15)

2) Students understand what they speak (questionnaire items number 16)

3) Students are confident to talk to people they do not know (questionnaire items number 17)

c. Students tend to prefer learning situations that afford interaction

1) Students can interact in English with their friends (questionnaire items number 18)

2) Students can share their ideas fluently in English with their friends (questionnaire items number 19)

d. Students are more active in learning process

1) Students are active in learning process (questionnaire items number 20)

2) Students can speak easily when they want to share their ideas (questionnaire items number 21)

3) Students give information in their own words (questionnaire items number 22)

e. Students are able to make their confident

1) Students are interested in speaking (questionnaire items number 23)

2) Students are brave in speaking (questionnaire items number 24)

B. Data Presentation

1. The Description of Introvert and Extrovert Students

The data of the introvert and extrovert students were gotten from questionnaire. It consisted of 24 questions of multiple choices from 75 students. To know the description of the introvert and extrovert students can be seen in appendix III.

2. Students' Ability in Speaking Test

In scoring the students' test of their speaking product, the writer used the Hughes's theories. The profile itself consists of five components. They are accent, grammar, vocabulary, fluency, and comprehension.

A. The scores of speaking ability test of Introvert students

The students' test of speaking below includes five aspects speaking composition (Accent, grammar, vocabulary, fluency, and comprehension). The scores of speaking ability can be seen on the table IX:

TABLE IX

The Scores of Speaking Ability of Introvert Students

No	Name	A	G	V	F	C	Total	Criteria
1	Student 1	1	12	12	4	8	37	Enough
2	Student 2	1	12	12	4	8	37	Enough
3	Student 3	1	12	8	6	8	35	Enough
4	Student 4	2	12	8	6	8	36	Enough
5	Student 5	2	12	8	4	8	34	Enough
6	Student 6	1	12	8	6	8	35	Enough
7	Student 7	1	12	12	4	8	37	Enough
8	Student 8	1	12	8	6	8	35	Enough
9	Student 9	2	12	8	4	12	38	Enough
10	Student 10	1	12	8	4	8	33	Enough
11	Student 11	1	12	12	4	8	37	Enough
12	Student 12	1	12	8	6	8	35	Enough
13	Student 13	2	12	8	4	12	38	Enough
14	Student 14	1	12	8	6	8	35	Enough
15	Student 15	1	12	8	4	8	33	Enough
16	Student 16	1	12	12	4	8	37	Enough
17	Student 17	2	12	8	4	8	34	Enough
18	Student 18	2	12	8	4	12	38	Enough
19	Student 19	2	12	8	6	8	36	Enough
20	Student 20	1	12	8	6	8	35	Enough
21	Student 21	1	12	8	4	8	33	Enough
22	Student 22	1	12	8	6	8	35	Enough
23	Student 23	2	12	8	6	8	36	Enough
24	Student 24	2	12	8	6	8	36	Enough
25	Student 25	1	12	8	4	8	33	Enough
26	Student 26	1	12	8	6	8	35	Enough
27	Student 27	2	12	8	6	8	36	Enough
28	Student 28	1	12	8	4	8	33	Enough
29	Student 29	1	12	8	6	8	35	Enough
30	Student 30	2	12	8	6	8	36	Enough
31	Student 31	2	12	8	4	12	38	Enough
32	Student 32	1	12	8	4	8	33	Enough
33	Student 33	2	12	8	4	8	34	Enough
34	Student 34	1	12	12	4	8	37	Enough
35	Student 35	2	12	8	4	12	38	Enough

In order to interpret the level of students' score of the test, the writer used the scale as follows:

TABLE X

The Classification of Students' Score

The score level	Category
80-100	Excellent
60-79	Very Good
40-59	Good
20-39	Enough
Less than 20	Bad

From the scores of speaking ability test of students, the writer classifies their abilities in Speaking test are as follows:

The distribution of the introvert students' ability in speaking test are as follows: The students' ability which is categorized very good is 0 sample or 0% from the total sample of the study, 0 samples is good or 0%, 35 samples are enough or 100.00%, and the last is 0 sample that is categorized Bad or 0%. Therefore it can be concluded that the introvert students' ability in speaking test is "Enough".

B. The scores of speaking ability of the extrovert students

The students' test of speaking ability below includes five aspects writing composition (Accent, Grammar, Vocabulary, Fluency, and Comprehension). The scores of speaking ability of extrovert students can be seen as follows:

TABLE XI

The Scores of Speaking Ability of Extrovert Students

No	Name	A	G	V	F	C	Total	Criteria
1	Student 1	1	18	26	6	12	63	Very good
2	Student 2	1	18	12	6	15	52	Good
3	Student 3	3	18	12	6	12	51	Good
4	Student 4	2	18	12	6	12	50	Good
5	Student 5	1	18	12	6	12	49	Good
6	Student 6	2	18	26	6	12	64	Very good
7	Student 7	2	24	12	8	15	61	Very good
8	Student 8	2	18	12	6	12	50	Good
9	Student 9	1	18	12	6	15	52	Good
10	Student 10	3	18	12	6	12	51	Good
11	Student 11	3	18	12	6	12	51	Good
12	Student 12	2	18	12	6	12	50	Good
13	Student 13	2	18	12	6	12	50	Good
14	Student 14	1	24	12	8	15	60	Very good
15	Student 15	2	18	12	4	12	48	Good
16	Student 16	1	18	26	6	12	63	Very good
17	Student 17	1	18	26	6	12	63	Very good
18	Student 18	2	24	12	6	12	56	Good
19	Student 19	1	24	12	6	15	58	Good
20	Student 20	2	18	26	6	12	64	Very good
21	Student 21	2	24	12	8	15	61	Very good
22	Student 22	1	24	26	8	12	71	Very good
23	Student 23	2	18	12	6	12	50	Good
24	Student 24	2	24	12	8	15	61	Very good
25	Student 25	2	18	26	6	12	64	Very good
26	Student 26	2	24	12	8	15	61	Very good
27	Student 27	3	18	12	6	12	51	Good
28	Student 28	2	24	12	8	15	61	Very good
29	Student 29	2	18	12	6	15	53	Good
30	Student 30	2	18	12	6	12	50	Good
31	Student 31	1	18	12	6	12	49	Good
32	Student 32	2	18	12	6	12	50	Good
33	Student 33	2	18	26	6	15	67	Very good
34	Student 34	1	18	12	6	15	52	Good
35	Student 35	2	18	26	6	12	67	Very good

In order to interpret the level of students' score of the test, the writer used

the scale as follow:

Table XII

The Classification of Students' Score

The score level	Category
80-100	Excellent
60-79	Very Good
40-59	Good
20-39	Enough
Less than 20	Bad

From the scores of speaking ability of the extrovert students above, the writer classifies their abilities in speaking test as follows:

The distribution of the extrovert students' ability in speaking test are as follows: The students' ability which is categorized very good are 15 samples or 42,85% from the total sample of the study, 20 samples are good or 57,15 %, 0 samples are enough or 0%, and the last is 0 sample that is categorized Bad or 0%. Therefore, it can be concluded the extrovert students' ability in speaking test is "Good".

C. The score of the introvert students and extrovert students in speaking test

Both scores of the introvert and extrovert students in speaking test can be seen in the table below:

TABLE XIII

The Score of Introvert and Extrovert Students in Speaking Test

No Students	Introvert Students	Extrovert Students
1	37	63
2	37	52
3	35	51
4	36	50
5	34	49
6	35	64
7	37	61
8	35	50
9	38	52
10	33	51
11	37	51
12	35	50
13	38	50
14	35	60
15	33	48
16	37	63
17	34	63
18	38	56
19	36	58
20	35	64
21	33	61
22	35	71
23	36	50
24	36	61
25	33	64
26	35	61
27	36	51
28	33	61
29	35	53
30	36	50
31	38	49
32	33	50
33	34	67
34	37	52
35	38	67

Based on the table above, the writer analyzed both of scores by using comparative method Test "t". It was used to find any significant differences on the speaking ability between introvert and extrovert students.

C. Data Analysis

1. The Score of Introvert and Extrovert Students

To know the score of the introvert and the extrovert students based on the recapitulation of student's answering questionnaire, the data were analyzed by analyzing of descriptive statistic. In this research, the writer used SPSS (Statistical Product and Service Solution) program. This program is one of the computer application programs which are designed to analyze the statistical data.[1]

The steps of analyzing the data by using Student "t" technique by using SPSS are as follows:

a. Open new file

b. Enter the data based on the group of variable

c. Press menu to analyze, then press descriptive statistics and frequencies

d. Sett Statistics, Chart, and Format in Setting Analysis based on needed

e. Press Ok

After finishing entering the data info file in SPSS program by using analysis of descriptive statistic, the result of statistical data was found in the output and then the writer concluded the output by analyzing each of the data shown in the table output.

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[1] Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Yogyakarta: Pustaka Pelajar. Second Edition. 2008. p.1

To analyze the output of the data was not an easy work. It needed high interpretation in order that the writer did not make an error way to deliver the result of the statistical data being described. The writer should read carefully each of the data in the output to find a final conclusion of the research well.

The output of the statistical descriptive analysis of the score of the introvert and the extrovert students based on the recapitulation of student's answering questionnaire was divided into: frequencies, frequency table, and histogram. These are explanation about each item:

Interpretation Output

Frequencies Statistics

*Valid***:** N or amount of valid data in processed

*Missing***:** It means that there is empty data in variable score analyzed

*Mean***:** Quantity between two averages

*Median***:** The center point of data

*Mode***:** Score which is has the most frequency

*Standard Deviation***:** Deviation is dispute of each score or interval with the mean. If every score is more than mean, the deviation is positive, but if every score is less than mean the deviation is negative. Standard deviation is disputing all scorers with the mean in each variable. The more the score, the standard deviation is heterogenic. The less the score, standard deviation is homogeny.

*Variance***:** It is used to know the level of homogeny data as standard deviation. The amount of variance is got from quadrate of standard deviation. *Skewness***:** It is the declivity of curve.

Ratio Skewness: Skewness score
Standard error of skewness

Kurtosis: It is the sharpness or the bluntness of curve.

Ratio Kurtosis: Kurtosis score
Standard error of kurtosis

It can be interpreted as follows:

1. If ratio skewness and ratio kurtosis is less than ±2, it means that the distribution of data is normal

2. If ratio skewness and ration kurtosis is more that ±2, it means that the distribution of data is abnormal

Range: It is the difference between the highest and the lowest score of a set of data.

Minimum: It is the lowest score of each variable.

Maximum: It is the highest score of each variable.

In the *Output Frequency*, there are five table columns that express data description. The first column states the variation score on variable, ranging from lowest score (minimum) to highest (maximum) or highest to lowest scores (depending on command). *Frequency* column states the number of respondents (students) in each of the score where the total must equal the sum of all students. *Percent* is stating the percentage of each score. The total should be 100. *Valid Percent* depends on the completeness of data each variable. While the *Cumulative*

Percent is calculated by adding in sequence the percentage of each cell are calculated cumulatively from the top to down, this latter figure should be numbered one hundred.

Histogram describes each variable; there is a histogram of the score of the introvert and the extrovert students based on the recapitulation of student's answering questionnaire. Describing the quantitative frequency table is to draw the histogram whereas visually in the form of images. Minimum and maximum values can be seen in the frequency table and histogram.

Furthermore, the information about them can be seen as follows:

A. The Score of Introvert Students

Frequencies

TABLE XIV

Statistics

		Introvert score
N	Valid	35
	Missing	0
Mean		51.71
Std. Error of Mean		1.013
Median		54.00
Mode		55[a]
Std. Deviation		5.993
Variance		35.916
Skewness		-1.523
Std. Error of Skewness		.398
Kurtosis		1.624
Std. Error of Kurtosis		.778
Range		23
Minimum		35
Maximum		58
Sum		1810
Percentiles	10	41.60
	25	51.00
	50	54.00
	75	56.00
	90	57.40

Histogram
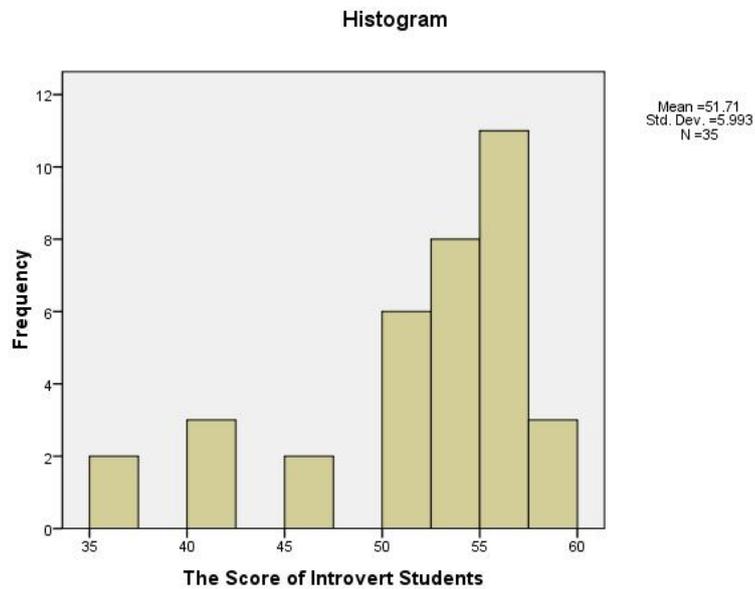
Interpretation Output

Frequencies Statistics

Valid: **35**

Missing: **O** (zero)

Mean: **51.71**

Median: **1.013**

Mode: **55**[a]

Standard Deviation: **5.993**

Variance: gotten from **5.993 x 5.993 (5.993²) = 35.916**

Skewness: The score is -1.523 with the standard error is .398.

Ratio Skewness:　　　　　**-1.523** **= 3.826**

　　　　　　　　　　　　0.398

Kurtosis: The score is 1.624 and the standard error of kurtosis is .778.

Ratio Kurtosis:　　　　　**1.624** **= 2.087**

　　　　　　　　　　　　0.778

Therefore, it can be concluded that the distribution of variable data the score of the introvert students based on the recapitulation of student's answering questionnaire is abnormal and normal because the ratio skewness is more than ±2 or it is on the ±2 and ratio kurtosis is less than ±2 or it is on the distance between -2 and +2

　　　　Range: 23.00

　　　　Minimum: 35.00

　　　　***Maximum***: 58.00

B. The Score of Extrovert Students

Frequencies

TABLE XV

Statistics

		Extrovert score
N	Valid	40
	Missing	0
Mean		94.38
Std. Error of Mean		1.038
Median		93.00
Mode		89
Std. Deviation		6.566
Variance		43.112
Skewness		1.186
Std. Error of Skewness		.374
Kurtosis		.999
Std. Error of Kurtosis		.733
Range		27
Minimum		85
Maximum		112
Sum		3775
Percentiles	10	87.10
	25	89.25
	50	93.00
	75	97.00
	90	107.70

Histogram
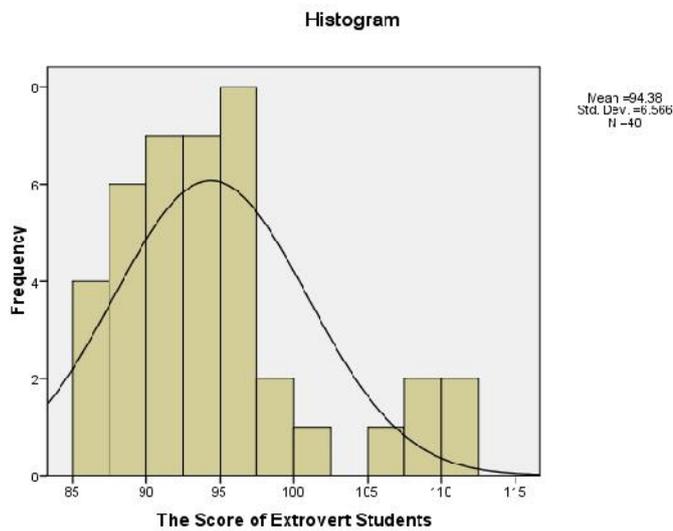
Interpretation Output

Frequencies Statistics

Valid: **40**

Missing: **O** (zero)

Mean: **94.38**

Median: **93.00**

Mode: **89**

Standard Deviation: **6.566**

Variance: gotten from **6.566 x 6.566 (6.566²) = 43.112**

Skewness: The score is 1.186 with the standard error is .374.

Ratio Skewness: $\dfrac{1.186}{0.374}$ **= 3.171**

Kurtosis: The score is .999 and the standard error of kurtosis is .733.

Ratio Kurtosis: $\dfrac{0.999}{0.733} = 1.362$

Therefore, it can be concluded that the distribution of variable data the score of the extrovert students based on the recapitulation of student's answering questionnaire is abnormal and normal because the ratio skewness is more than ±2 or it is on the ±2 and ratio kurtosis is less than ±2 or it is on the distance between -2 and +2

Range: 27.00

Minimum: 85.00

Maximum: 112.00

2. The Speaking Ability of the Introvert Students

The distribution of the introvert students' ability in speaking test are as follows: The students' ability which is categorized very good is 0 sample or 0% from the total sample of the study, 0 sample are good or 0%, 35 samples are enough or 100.00%, and the last is 0 sample that is categorized Bad or 0%. Therefore, it can be concluded that the introvert students' ability in speaking test is "Enough".

3. The Speaking Ability of the Extrovert Students

The distribution of the extrovert students' ability in speaking test is as follows: The students' ability which is categorized very good are 15 samples or 42,85% from the total sample of the study, 20 samples are good or 57,15 %, 0 sample are enough or 0%, and the last is 0 sample that is categorized Bad or 0%.

Therefore it can be concluded that the extrovert students' ability in speaking test is "Good".

4. The Speaking Ability of the Introvert and the Extrovert Students

To know that there is any significant difference on the speaking ability between introvert and extrovert students, the data had been analyzed by using comparative method test "t" formula. In this research, the writer used SPSS (Statistical Product and Service Solution) Program. This program is designed to analyze the statistical data by using computer (Hartono, 2008:2).

The steps of analyzing the data by using Student "t" technique by using SPSS are as follow:

a. Open new file

b. Enter the data based on the group of variable

c. Press menu to analyze, then press compare means and independent samples T test

After finishing input the data into the file in SPSS program by using analysis of comparative Student "t", the result of statistical was found in the output and then the writer could conclude the output by analyzing each of the data shown in the table output.

To analyze the output of the data was not an easy work, it needed high interpretation in order that the writer made an error way to deliver the result of the statistical data being described. The writer should read carefully each of the data in the output to find a final conclusion of the research well.

T-Test

Group Statistics

	Speaking Test	N	Mean	Std. Deviation	Std. Error Mean
The Students' Test Score	1	35	35.5143	1.65158	.27917
	2	35	56.4000	6.67832	1.12884

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
The Students' Test Score	Equal variances assumed	108.331	.000	-17.961	68	.000	-20.88571	1.16285		-23.20615	-18.56528
	Equal variances not assumed			-17.961	38.143	.000	-20.88571	1.16285		-23.23949	-18.53194

It can be interpreted as follows:

1. H_o is rejected if the $t_o > t_t$, it means that there is significant difference between both variables X and Y.

2. H_o is accepted if the $t_o < t_t$, it means that there is no significant difference between both variables X and Y.

The Hypothesis Testing

Based on the analysis output of SPSS, the calculated output group statistics shows the mean of the speaking ability for those introvert students is 35.5143 and the mean of the speaking ability for those extrovert students is 56.4000 , while N of each sell is 35. The standard deviation of the speaking ability for those introvert students is 1.65158 and the standard deviation of the speaking ability for those extrovert students is 6.67832. Standard error mean of the speaking ability for those introvert students is .27917and standard error mean of the speaking ability for those extrovert students is 1.12884.

Independent sample test shows the result of Levene's test for equality of variances. In this part, hypothesis tested are:

H_o = Equal variances assumed

H_a = Equal variances not assumed

It can be interpreted as follows:

a. If probabilities > 0.05, so null hypothesis is accepted

b. If probabilities < 0.05, so null hypothesis is rejected. (Hartono, 2008: 159)

In analysis of levene's test, the writer could find the number of significant 108.331, it is upper than 0.05, it means that the null hypothesis is accepted, so the writer could conclude that equal variance assumed. Furthermore, the data used were the data in equal variance assumed column.

The output shows that t_0 is17.961, *df* is 68. The mean difference between speaking ability for those introvert students and the speaking ability for those

extrovert students is -20.88571. The standard error of mean difference of speaking ability for those introvert students and the speaking ability for those extrovert students is 1.16285. The lower difference of speaking ability for those introvert students and the speaking ability for those extrovert students is-23.20615, the upper difference of speaking ability for those introvert students and speaking ability for those extrovert students is -18.56528.

If t_0 is 17.961, the writer will compared it with't' table, the writer could find out the df = 68, where at 5% is 2.00 and at 1% is 2.65. So, we can see that t_0 is higher than t table in both of significant 5% and 1% (2.00 <17.961> 2.65). It means that H_a is accepted, and H_0 is rejected. H_0 is stated that there is a significant difference on the speaking ability between introvert and extrovert students of the second year of Senior High School 1 Tanjungbalai Karimun Tebing District Karimun Regency.

CHAPTER V
CONCLUSION AND SUGGESTION

A. The Conclusions

Based on the research finding as presented in the previous chapter, the conclusion that can be drawn for this research are as follows:

1. After presenting the findings in the chapter IV, the writer concludes that the introvert students are 35 students and the extrovert students are 40 students based on the recapitulation of students' answer on questionnaire and the writer concludes that there is different result between introvert and extrovert students' ability in speaking. Extrovert students' score is better than introvert students. It can be seen from the introvert students categorized "Enough" or 100% of 35 samples and the extrovert students categorized "good" or 57, 15% of 20 samples.

2. The research proves that there is a significant difference on the speaking ability between introvert and extrovert students of the second year of Senior High School 1 in Tanjungbalai Karimun Tebing District Karimun Regency. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. This result is based on the step of analyzing SPSS.

B. The Suggestions

1. Suggestions for teachers

A teacher is one of the most important educational components in selecting instructional material and choosing appropriate strategies in teaching and learning process. The purpose of the teacher is to educate and encourage the growth of teacher as a professional in his/her field. So, the teacher must do his tasks well.

2. Suggestions for students

It is suggested to all of the students to improve their speaking ability:

a. Improving their motivation in speaking.

b. Improving their knowledge in speaking.

c. Improving their grammar and vocabulary mastery and other requirements that are needed to support speaking skill of the students.

d. Practicing more to improve students' ability in speaking subject.

3. Suggestion for the next researcher

There are many problems of students' ability in speaking which have not bepen studied. Therefore, the writer suggests the other researchers conducting and analyzing any problems in speaking more widely and comprehensively in order to find more current information and beneficial finding in teaching and learning English as Foreign Language (TEFL).

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