THE INFLUENCE OF PERSONALITY TYPE ON SPEAKING ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG

UNDERGRADUATE THESIS

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Assalamu'alaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi yang berjudul **"THE INFLUENCE OF PERSONALITY TYPE ON SPEAKING ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG"**, ditulis oleh saudari **Eka Fitri Azuari (13250023)** telah dapat diajukan dalam sidang munaqasah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikianlah terima kasih. Wassalamu'alaikum Wr. Wb.
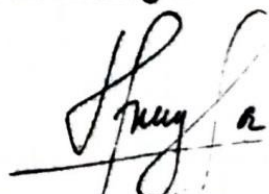
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DEDICATION

This thesis is dadicated to :

- Allah SWT for every single things that have given to me, and for His blessing, His mercies, His Messengers, His books and His great helps.
- The prophet Muhammad SAW who always inspire me to be the best.
- My beloved families, Abdullah (father), Siti Zubaidah (mother), Siti Ria (Aunty), Baharia (uncle), Fitra Maulana (brother), Laddy Mailany (Sister), Teguh Wahyu Fitra Saufi and Tegar Wahyu Fitra Saufi (twin brothers). Also, for all my family who are always support me and give me a great love, pray, motivation and help.
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- All of my beloved friends PBI 2013 especially PBI 1/2013
- Everyone who has been support me since the first semester in this college
- My almamater of UIN Raden Fatah Palembang.

Motto:

Start where you are. Use what you have. Do what you can.

-Arthur Ashe-

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ABSTRACT

There are a number of factors which influence the success of learning foreign language including students' personality type. Thus, this study was aimed at finding out whether there is a significant correlation between students' personality type and their speaking achievement of the fifth semester undergraduate EFL student at English Education Study Program of UIN Raden Fatah Palembang. The researcher used correlational study as the research method of this study. The population of this research were 298 students of English Education Study Program at UIN Raden Fatah Palembang and 51 students were selected as the sample of this correlational research by using purposive sampling technique. In addition, quantitative method was employed by using Eysenck Personality Inventory (EPI) and students' speaking score as the instrument. As the result, it was found that there was no correlation between students' personality type and their speaking achievement, however the Pearson Product moment analysis revealed that there was no significant correlation between students' personality type and speaking achievement. Since the coefficient correlation (.217) is lower than r-table (.279). Next, since there was no correlation between students' personality type to their speaking achievement. So, the regression analysis was not needed. Last, based on the research findings, the best predictor of speaking achievement for the fifth semester students of English Education Study Program at UIN Raden Fatah Palembang is choleric

 Key Words: Correlation, Speaking Achievement, Personality.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background, (2) the problems, (3) the objectives, and (4) the significance of the study

1.1. Background

In this globalization era, English is becoming more and more well-known language in every corner of this world. It attracts people to learn, write and speak more with it. However, this language is learnt by people because of its two importance: (1) to communicate; and (2) to create a greater opportunity for a job (Crystal, 2003). Firstly, the importance of English is that it is a means to communicate in the interconnected and interdependent world. Now, English has become an international language and be kind of a "must" language in many countries on the globe. Consequently, people realize the importance of this language for communication.

Cook (2003) claims that English is now taught as the main foreign language in virtually every country, and used for business, education, and access to information by a substantial proportion of the world's population. Furthermore, English had become an important language for those who want to have a better qualification to face the world. People with better English acquisition will have a bigger opportunity to get a better career in their future especially for those who has a good speaking. That is why speaking become the first thing appeared on someone's performance.

Moreover, speaking is regarded as the most crucial and central one as it enables people to establish successful communication in that language, which is often the main aim of learning any foreign language (Pathan, Aldersi, & Alsout, 2014). As a matter of fact, communication takes place where there is a speech. Without speech people cannot communicate each other directly. The importance of speaking skill, hence is enormous for learners of any language. Without speech a language is reduced to a mere script. People use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems. People nowadays prefer to gain their speaking ability when they learn English in order to improve their communication skill, but they do not consider about the factors that can enhance their willingness to speak English such as linguistic and non-linguistic factor. For instance, poor-vocabulary, teacher's teaching method, and psychological situation of the student. Specifically, Mahdi (2014) states that psycholinguistics and socio-cultural factors are quite relevant to the education field in teaching and learning process.

In addition, each people born with their own uniqueness. They exist in this world with their own behavior, perception, attitude, ability, even the way they interact with each other. In the scientific field, people call it "personality" and it can be someone's identity since they were born until the rest of their life. Personality refers to the growth and development of the thinking, perception,

attitude, nature, mood, behavior, and activities that differentiate among people. It also means uniqueness, individuality, and appearance of a person and his/her reflection of thinking, emotions, communication skills, and corporeal characteristics (Scholarship-position, 2013).

Even people do not have a great personality right now, they can acquire a better one by considering what they can do to become more likable. To contrast, they cannot acquire good looks naturally. That makes people has different character even they are twin. That is why everyone should always keep on improving his/her personality. Furthermore, personality can limit or expands your options and choices in life and each people born with different personality. It facilitates all the important moments in their life, and is what we are really remembered for (Okeefe, 2015; Schultz, 2005). Therefore, as from students' point of view, an effective and impressive personality could help them to face, meet, afford, and overcome the challenges on the outside of the world more effectively and efficiently. Those are the reason why personality is the most fundamental things of human being.

In addition, personality devided into four categories. Vorkapic (2011) asserts four basic personality theory is an old theory came from two Greek physicians: Hippocrates (c.460 – c.370 B.C) and Galen (AD 130 – 200) who were differentiated personalities according to the dominant fluids of human's body: Choleric personality type has dominating yellow bile, so reactions are quick-tempered; Melancholic personality type has dominating black bile, so acted

dejected; Sanguine has dominating blood and react as buoyant type; and Phlegmatic has dominating *phlegm* and act like sluggish type.

In the educational side, Gan (2011) claims the aspect of personality that has received most attention in second language pedagogy research is extroversion and introversion, which result from personality theories developed in the field of psychology. Eysenck (1985) supports the theory of Hippocrates and Galen, explain a highly extroverted person sociable, easy-going, has many friends, need excitement, and tends to be aggressive and risk-taker, whereas a highly introverted person is quiet, reserved, and introspective and seldom behaves in an aggressive manner. He also divides human's personality into four categories, they are Sanguine, Phlegmatic, Choleric, and Melancholic. Sanguine and Choleric are categories as an extroversion, while Phlegmatic and Melancholic are introversion. Some people were born as a phlegmatic, choleric, sanguine, or even melancholic. They unconditionally interact with others with their own personality. So, people can identify someone's personality by looking at the way they communicate in social especially in speaking. Therefore, theoritically, the ability to speak, including in foreign language, English, is highly correlated with their personality types.

A recent study by Jin-Young (2015) investigated the effect of personality, situational factors, and Communication Apprehension on a Blended Communication Course. The study used The Big Five personality traits questionnaire as one of the instruments on his paper. The author concludes that according to regression analysis, the predictors among the personality traits

affecting speech performance were extraversion and openness, and among the situational factors, only the level of rehearsal was found to be a predictor. Meanwhile, Mahdi (2014) states in his study, Willingness to Communicate in English, that many linguistics and non-linguistics factors play major roles in communication. Those facts have attracted the writer to conduct this paper.

This research is focused on the students of university since English is not only prominent to be taught in senior high school but also in the university level in which the students are demanded to actively participate in teaching and learning environment. Therefore, it can be inferred that it is very important to improve the students fluency and accuracy of English communicative competence in relation to the recent English curriculum objectives in which the teaching of speaking skill then has become increasingly vital in the English as a foreign language context. Those are some factors why the researcher had this research on this level is because Comenius (as cited in Prasettiyo, 2015) highlights the range ages of maturity level is on 18-24 years old. In this range of ages, students were getting a lot of intelligences from their formal and informal education. They also had passed their puberty. So, even they had a bad on both personality and speaking ability, it still can be changed (Okeefe, 2015).

Based on the informal interview with undergraduate EFL students of UIN Raden Fatah Palembang, it is found that some of them were not satisfied enough with their speaking score and ability. Furthermore, most of them have the same difficulties in speaking, such as lack of vocabulary, thinking too much about the structure of sentences, confidence, pronunciation and so on. Also, based on

writer's personal experience, she found that there were so many students in the higher semesters who could not speak well during any situation such as presentation and speech. It indicates that there was a problem on their speaking achievements even they have been pass the speaking subject. Even though, the students know what the personality is, but the knowledge about their own personality type just stays on the surface. They do nothing with their own personality like the way they improve their achievement based on their personality. Hence, it is critically essential to clarify the correlation between personality type of the students and their speaking achievement, and to identify the best predictor of their speaking achievement. That is why the researcher interested to investigate the correlation of both variables.

1.2. Problem(s) of the Study

Dealing with the above-mentioned background, the research problems are formulated in the following sentences:

1. Is there any significant correlation between personality type and speaking achievement of the fifth semester students of English Education Study Program?

2. Does students' personality type significantly influence speaking achievement of the fifth semester students of English Education Study Program?

3. Which types of personality is the best predictor of speaking achievement of the fifth semester students of English Education Study Program?

1.3. Objective (s) of the Study

In accordance with the problems above, the objectives of this study are:

1. To find out if there was a significant correlation between personality and speaking achievement of the fifth semester students of English Education Study Program.

4. To know if personality significantly influenced speaking achievement of the fifth semester students of English Education Study Program.

5. To identify which type of personality was the best predictor of speaking achievement of the fifth semester students of English Education Study Program.

1.4. Significance of the Study

It is expected this study will give more beneficial information to the development of language teaching and learning process, especially understanding the human personality related to the students' speaking ability. To be successful, EFL learners need to be capable of finding a context in which their potential strengths come to the fore and their weaknesses are minimalized. Hence, the study hopefully can be beneficial for lecturers, especially those who teach speaking courses, and parents to know the concept of personality as one of factors that can influence the students' success or failure in their study. Knowing about how their personality act, the students themselves would also know how to improve themselves most efficiently through using different types of personality. They can also create their own ways to find the suitable strategies in learning English skills, especially to improve their speaking ability.

Furthermore, it is hoped that the further research can explore more variables related to the personality types and the speaking achievement. But nevertheless, if the result of the study decides that personality types does not have any correlation to speaking achievement, there must be another factor that have correlation to speaking achievement and influence it. Thus, the further analysis and research should be conducted in order to elicit the elements that modify the students' speaking achievement.

CHAPTER II

LITERATURE REVIEW

This chapter describes (1) the definition of personality, (2) the theory of personality, (3) the four personality types, (4) students' personality types, (5) personality types and undergraduate EFL student, (5) the concept of speaking, (6) students' speaking achievement, (7) research setting, (8) previous related studies, (9) hypotheses, and (10) criteria for testing hypothesis.

2.1   The Concept of Personality

2.1.1   Definition of Personality

Lahaye (1994) emphasizes personality as the outward expression of oneself, which may or may not be the same as a person's character, depending on how genuine that person is. It can be defined as an enduring and unique cluster of characteristics that may change in response to different situation (Schultz & Ellen, 2005). It also means that personality is the unique and relatively stable patterns of behavior, thoughts, and emotions shown by individuals. Furthermore, personality means a response function that maps personality traits to measure (manifest) personality (Borghans, Golsteyn, Heckman & Humphries, 2011). Roberts (2009, p. 140) states that personality traits are the relatively enduring patterns of

thoughts, feelings, and behaviors that reflect the tendency to respond in certain ways under certain circumstances. Then, Phares (1991) defines personality as an inborn temperament and features arising in different situations and a combination of the characteristics of a person which separate him/her from other people. And, Eysenck (1976) emphasizes that personality is not merely a recognizable behavior that can be manipulated or altered, rather a reflection of basic brain behavior. According to those definitions, it can be concluded that personality as the character of each human which represent their psychological situation such as behavior, thoughts, and emotions as the basic of the way they act and interact in their social life with different situations.

Personality also play a role in influencing people to prefer different things, react differently, and make different decisions. In the case of personality, dangerous things include anything that threatens self-esteem or feeling of comfort and pleasure. When someone has thoughts or ideas that threatening, they are pushed out of consciousness because awareness of them produces anxiety. That is the reason why personality is one of the most important assets. Then, the temperaments are used to help the understanding of personality. They are seen as avenues into teaching; as each child is considered to possess a unique blend of the four, they can be utilized to individualized the methods used with individual children and establishing, as well as to help with discipline. So, by using the understanding of personality could help the students to explore more about how to strengthen their goodness and decrease the weaknesses.

Mostly people are more familiar with personality trait. Both type and trait are personality theories. However, the difference lies in the way they measure personality. personality type theory classifies people into types, or categories. On the other hand, personality trait theory refers to relative degrees of personality orientation in specific contexts. Traits are durable personality characteristics which range along a continuum, e.g., low, medium or high, whereas types are collections of traits that occur together to define a personality category (Wayne State University, 2013). In this study, the researcher emphasized personality types.

2.1.2 Theories of Personality

There are seven major group theories about personality which exist in the psychology field such as Psychodynamic, Neo-Freudian, Learning (behaviorist), Humanistic, Biological, Trait (dispositional), and cultural perspective (Boundless, 2016). However, the trait perspectives of personality have attracted the writer's interest to conduct this research. So, there are three theories depends on each psychology experts who is concern on the traits of personality.

2.1.2.1 Gordon Allport (1897-1967)

Gordon Allport was one of the first modern trait theorists. Allport and Henry Odbert worked through two of the most comprehensive dictionaries of the English language available and extracted around 18,000 personality-describing words. From this list, they reduced the number of words to approximately 4,500 personality-describing adjectives which they considered to describe observable and relatively permanent personality traits.

Allport organized these traits into a hierarchy of three levels:

1. Cardinal traits dominate and shape an individual's behavior, such as Ebenezer Scrooge's greed or Mother Theresa's altruism. They stand at the top of the hierarchy and are collectively known as the individual's master control. They are considered to be an individual's ruling passions. Cardinal traits are powerful, but few people have personalities dominated by a single trait. Instead, our personalities are typically composed of multiple traits.

2. Central traits come next in the hierarchy. These are general characteristics found in varying degrees in every person (such as loyalty, kindness, agreeableness, friendliness, sneakiness, wildness, or grouchiness). They are the basic building blocks that shape most of our behavior.

3. Secondary traits exist at the bottom of the hierarchy and are not quite as obvious or consistent as central traits. They are plentiful but are only present under specific circumstances; they include things like preferences and attitudes. These secondary traits explain why a person may at times exhibit behaviors that seem incongruent with their usual behaviors. For example, a friendly person gets angry when people try to tickle him; another is not an anxious person but always feels nervous speaking publicly.

Allport hypothesized that internal and external forces influence an individual's behavior and personality, and he referred to these forces as genotypes and phenotypes. Genotypes are internal forces that relate to how a person retains

information and uses it to interact with the world. Phenotypes are external forces that relate to the way an individual accepts his or her surroundings and how others influence his or her behavior.

2.1.2.2 Raymond Cattell (1905–1998)

In an effort to make Allport's list of 4,500 traits more manageable, Raymond Cattell took the list and removed all the synonyms, reducing the number down to 171. However, saying that a trait is either present or absent does not accurately reflect a person's uniqueness, because (according to trait theorists) all of our personalities are actually made up of the same traits; we differ only in the degree to which each trait is expressed.

Cattell believed it necessary to sample a wide range of variables to capture a full understanding of personality. The first type of data was *life data,* which involves collecting information from an individual's natural everyday life behaviors. *Experimental data* involves measuring reactions to standardized experimental situations, and *questionnaire data* involves gathering responses based on introspection by an individual about his or her own behavior and feelings. Using this data, Cattell performed factor analysis to generated sixteen dimensions of human personality traits: *abstractedness, warmth, apprehension, emotional stability, liveliness, openness to change, perfectionism, privateness, intelligence, rule consciousness, tension, sensitivity, social boldness, self-reliance, vigilance,* and *dominance.*

Based on these 16 factors, he developed a personality assessment called the 16PF. Instead of a trait being present or absent, each dimension is scored over a

continuum, from high to low. For example, your level of warmth describes how warm, caring, and nice to others you are. If you score low on this index, you tend to be more distant and cold. A high score on this index signifies you are supportive and comforting. Despite cutting down significantly on Allport's list of traits, Cattell's 16PF theory has still been criticized for being too broad.

2.1.2.3 Hans Eysenck (1916–1997)

Hans Eysenck was a personality theorist who focused on temperament—innate, genetically based personality differences. He believed personality is largely governed by biology, and he viewed people as having two specific personality dimensions: extroversion vs. introversion and neuroticism vs. stability. After collaborating with his wife and fellow personality theorist Sybil Eysenck, he added a third dimension to this model: psychoticism vs. socialization.

1) According to their theory, people high on the trait of *extroversion* are sociable and outgoing and readily connect with others, whereas people high on the trait of *introversion* have a higher need to be alone, engage in solitary behaviors, and limit their interactions with others.

2) In the neuroticism/stability dimension, people high on *neuroticism* tend to be anxious; they tend to have an overactive sympathetic nervous system and even with low stress, their bodies and emotional state tend to go into a flight-or-fight

reaction. In contrast, people high on *stability* tend to need more stimulation to activate their flight-or-fight reaction and are therefore considered more emotionally stable.

3) In the psychoticism/socialization dimension, people who are high on *psychoticism* tend to be independent thinkers, cold, nonconformist, impulsive, antisocial, and hostile. People who are high on *socialization* (often referred to as superego control) tend to have high impulse control—they are more altruistic, empathetic, cooperative, and conventional.

The major strength of Eysenck's model is that he was one of the first to make his approach more quantifiable; it was therefore perceived to be more "legitimate", as a common criticism of psychological theories is that they are not empirically verifiable. Eysenck proposed that extroversion was caused by variability in cortical arousal, with introverts characteristically having a higher level of activity in this area than extroverts. He also hypothesized that neuroticism was determined by individual differences in the limbic system, the part of the human brain involved in emotion, motivation, and emotional association with memory.

Moreover, Eysenck's theory is based primarily on physiology and genetics. Although he was a behaviorist who considered learned habits of great importance, he considers personality differences as growing out of our genetic inheritance. He is, therefore, primarily interested in what is usually called temperament. Temperament is that aspect of our personalities that is genetically based, inborn,

there from birth or even before. Evans (2000) suggests that understanding temperament is central to understanding personality.

EMOTIONALLY
UNSTABLE (NEUROTIC)

Moody   Touchy
Anxious   Restless
Rigid   Aggressive
Sober   Excitable
Pessimistic   Changeable
Reserved   Impulsive
Unsociable   Optimistic
Quiet   Active

Melancholic   Choleric

INTROVERTED   EXTRAVERTED

Phlegmatic   Sanguine

Passive   Sociable
Careful   Outgoing
Thoughtful   Talkative
Peaceful   Responsive
Controlled   Easygoing
Reliable   Lively
Even-tempered   Carefree
Calm   Leadership

EMOTIONALLY
STABLE

Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences.*
Plenum Publishing, 1958.

2.1.2.3.1 The Four Personality Types

Littaeur (1996) defines four personality temperaments as a proto-psychological theory that suggests there are four fundamental personality types, sanguine (optimistic and social), choleric (short-tempered or irritable), melancholic (analytical and quite), and phlegmatic (relaxed and peaceful). Most formulations include the possibility of mixtures of the types.

1) *Sanguine*

The sanguine temperament is traditional associated with air. People with this temperament tend to be lively, sociable, carefree, talkative, and pleasure-seeking. They may be warm-hearted and optimistic. They can make new friends easily, be imaginative, and artistic, and often have many ideas. They can be flighty and changeable; thus sanguine personalities may struggle with following tasks all the way through and be chronically late or forgetful.

2) *Choleric*

The choleric temperament is traditionally associated with fire. People with this temperament tend to be egocentric and extroverted. They may be excitable, impulsive, and restless, with reserves of aggression, energy or passion, and try to instill that in others.

They tend to be task-oriented people and are focused on getting a job done efficiently; their motto is usually "do it now." They can be ambitious, strong-willed and like to be in charge. They can show leadership, good at planning, often practical and solution-oriented. They appreciate receiving respect and esteem for their work.

3) *Melancholic*

This temperament is traditionally associated with the element of earth. People with this temperament may appear serious, introverted, cautious or even suspicious. They can become pre-occupied with the tragedy and cruelty in the world and are susceptible to depression and moodiness. They may be focused and conscientious. They often prefer to do things themselves, both to meet their own standards and because they are not inherently sociable.

4) *Phlegmatic*

The *phlegmatic* temperament is traditionally associated with water. People with this temperament may be inward and private, thoughtful, reasonable, calm, patient, caring, and tolerant. They tend to have a rich inner life, seek a quiet, peaceful atmosphere, and be content with themselves. They tend to be steadfast, consistent in their habits, and thus steady and faithful friends. People with this temperament may appear somewhat ponderous or clumsy. Their speech tends to be slow or appear hesitant.

5) *Ambivert*

An ambivert is moderately comfortable with groups and social interaction, but also relishes time alone, away from a crowd (Bhargava, Semwal, Juyal, Vyas & Varsney, 2015). This in a condition when someone belongs to all types of personality. Because they naturally engage in a flexible pattern of talking and listening, ambiverts are likely to express sufficient assertiveness and enthusiasm to persuade and close a sale but are more inclined to listen to customers' interests and less vulnerable to appearing too excited or overconfident. In one word: balance. Ambiverts have introvert and extrovert traits, but in balance (Kim, 2014, para. 9).

2.1.2.3.2   Students' Personality Type

Eysenck (1958, p.25) divides the characteristics of the students' four personality type as follows:

Table 1
The Characteristics of Choleric

Choleric	
Students with strong choleric personality:	
Touchy	Easily offended or upset.

Restless	Unwilling or unable to stay still or to be quiet and calm.
Aggressive	Behaving in an angry and violent way towards another person.
Excitable	Easily and often becoming excited.
Changeable	Something that is changeable often changes.
Impulsive	Showing behaviour in which you do things suddenly without any planning and considering the effects they may have.
Optimism	The quality of being full of hope and emphasizing the good parts of a situation.
Active	Busy with a particular activity.

Table 2
The Characteristics of Sanguine

Sanguine	
Students with strong Sanguine personality:	
Sociable	Like to meet and spend time with other people.
Outgoing	Friendly and energetic and finding it easy and enjoyable to be with others.
Talkative	Talking a lot.
Respective	Relating or belonging to each of the separate people or things you have just mentioned.
Easy going	Relaxed and not easily upset or worried.
Lively	Full of energy and enthusiasm.
Carefree	Having no problems or not being worried about anything.
Leadership	The set of characteristics that make a good leader.

Table 3
The Characteristics of Phlegmatic

Phlegmatic	
Students with strong Phlegmatic personality:	
Passive	Not acting to influence or change the situation.
Careful	Giving a lot of attention to what you are doing so that you do not have an accident, make a mistake, or damage something.
Thoughtful	Carefully considering things.
Peaceful	Without violence.
Controlled	Easily to control.
Reliable	Can be trusted or believed.
Even-tempered	Always calm and never angry or too excited about

	anything.
Calm	peaceful, quiet, and without worry.

Table 4
The Characteristics of Melancholic

Melancholic	
Students with strong Melancholic personality:	
Moody	Means their mood change suddenly and they become angry or unhappy easily.
Anxious	Means worried and nervous.
Rigid	Stiff or fixed, not able to be bent or moved.
Sober	Not drunk or affected by alcohol.
Pessimistic	Thinking that bad things are more likeliy to happen or emphasizing the bad part of a situation.
Unsociable	Not liking to meet people or to spend time with them.
Quiet	Making very little noise.

(*Source: Oxford Learner's Pocket Dictionary*)

2.1.2.4 Personality Types and Undergraduate EFL Student

The study of personality traits is concerned with the structural differences and similarities among individuals (Premuzic & Furnham, 2005, p.16). Starting from a general classification of these stable and observable patterns of behavior *(taxonomy),* it attempts to assess the extent to which individuals differ on these dimensions to predict differences in other observable behaviors, outcomes, or constructs, such as happiness, health, reaction time, or academic and job performance. Thus, personality refers to an individual's description in general and provides a universal taxonomy or framework to compare individuals and account for everybody's individuality at the same time.

2.2 Speaking Achievement of EFL Students

2.2.1 The Concept of Speaking

There are many definitions of speaking that has been proposed by experts in language learning. One of them are coming from Burns & Joyce (1997), they declare speaking is an interactive process which leads to constructing meaning that involves the development of a particular type of production, reception, and information processing in its typical grammatical, lexical, and discourse patterns. Furthermore, Brown (2001, p.267) asserts that when someone can speak a language it means that he can carry on a conversation reasonably competently. He also affirms speaking is one of four skills and may not deserve in all contexts to be elevated to the sole criterion for proficiency. Then, Cameron (2001, p. 40) defines speaking not only about saying the words but also the active use of language to express meanings so that people can make sense of them. She also argues that to speak using foreign language in order to share understanding with othe people, the speaker needs to use the most appropriate word and correct grammar to convey the meaning correctly. Based on those definitions, the writer could conclude that speaking is an activity that leads direct communication among people which is not only just saying the meaningful words but also delivering informations that can be understood by others. Therefore, speaking skill has much more demanding than listening, because it is not only understanding but also producing.

2.2.2 Type of Speaking

Richards (2008, p. 19) advocate the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. It also supported by the fact that 70% of employee in this industrial era has declared that spoken

skills (presentation) are critical for career success. Oral skills had been an important subject in UIN Raden Fatah Palembang especially in ELT major. Additionally, speaking subject has biggest credit among other four skills in the first semester. Richards (2008, p. 21) declare there are three major speech types, interactions, transactions, and performances. Each of these speech activities is quite distinct in terms of form and function.

1) Talk as interactions

Talk as interactions refers to what human normally mean by "conversation" and describe interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interactions can be summarized as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speaker's identity
4. May be formal or casual
5. Use conversational convention
6. Reflects degree of politeness
7. Employs many generic words
8. Uses conventional register
9. Is jointly constructed

2) Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The main features of talk as transactions are:

1. It has primarily information focus

2. The main focus is on the message not on the participants.

3. Participants employ communication strategies to make themselves understood.

4. There may be frequent questions, repetitions, and comprehension checks, as in the example from preceding classroom lesson.

5. There may be negotiation and digression

6. Linguistic accuracy in not always important.

3) Talk as performance

The third type of talk that can be usefully be distinguished has been called talk as performance. This refers to public talk, that is transmits information before an audience, such as, classroom presentation public announcements, and speeches. It tends to be in the form of monolog rather than dialog. The main features of talk as performance are:

1. Focus on both message and the audience

2. Predictable organization and sequencing

3. Importance of both form and accuracy

4. Language is more like written language

5. Often monologue

2.2.3   Factors that Influence Speaking Skill

There are twelve factors that are affecting speaking achievement (Hambandima, 2016). The first is psychological factor; students find themselves shy to speak when they are in campus because they are afraid of being laughed by listeners or whoever nearby them when the conversation takes place. The second is poor vocabulary-related factor; lack of vocabularies, in fact, makes the students not confident to use English for communication since they do not know a lot of English words, Peer-related factor is the third hindrance; students do not use English for their daily communication since they do not have friends to talk to in English while out of campus. The fourth is pronunciation-related factor; students have difficulties with pronunciation. They have difficulties in producing sounds of English as well as the words stress. Students realize they have bad pronunciation especially in word stressing. The fifth is grammar-related factor; making a lot of grammatical mistakes when students speaking in English makes not confident to speak and or to write as they understand they have broken grammar of English.

The sixth is personality factor; students study English with an intention to get marks to pass the examinations and they do not care much about whether they can speak English or not. Students are also afraid of making mistakes in speaking in English at home or in the community for their friends or colleagues sometimes laugh at the mistakes they make when they are talking in English. L1 interference-related is the seventh factor; students tend to use direct translation where every word from Indonesian language is directly translated into English. They conceptualize the word/s in their mother tongue then transfer it into English. The

eighth is teacher-related factor; students are noted to have problem facing their lecturer/s. Students answers indicate that they are not brave or confident enough coping with unfamiliar teachers /lecturers' performances inside or outside the class. The ninth point is factor related to teacher's poor teaching method; students admitted that various kinds of teaching methods such as individual work, group work, games, describing pictures, telling stories of daily activities, debating, reading text orally would make them interested in using English to speak. Varying the teaching method makes students attracted in using English in daily speaking where it will raise students' motivation to speak in English. Only a couple of lecturers vary their teaching method while most lecturers just monotonously base themselves on what have been prepared before coming to class. Such situation makes students bored with the speaking class and they were lazy to practice speaking in English. Environmental factor is the tenth point; good relation within the learners and the lecturers is essential to create a friendly learning atmosphere. Students said that when lecturers were friendly teaching them speaking they felt happy and free to express themselves. When the teaching and learning environment is harmonious where lecturers give opportunity to students to practice speaking without being discouraged whenever they make mistakes will give a very positive impact on increasing students' speaking competence.

The eleventh factor is related to motivation; students feel embarrassed or lack of inner motivation to speak English as the consequence of being afraid of making mistakes. Students get too nervous to speak for they have the feeling of making mistakes that becomes a nightmare in speaking and the last is cross-

cultural factor, students use gestures to communicate whenever they do not certain words to say when they are talking in English. Whenever they get stuck in expressing themselves using English words they quickly shift the conversation from verbal communication to using gestures.

In addition, speaking achievement refers to the way the students use their speaking skill on perform orally in public, how they act on their speech, and how they manage their anxiety. It also can be an indicator to measure their speaking proficiency. In UIN Raden Fatah Palembang, speaking has four levels that each student of EFL should deal with. At the first semester, speaking skill has bigger credits than other subjects. It means that, in the academic life, speaking is the most important subject for students. "The spoken language is every bit as highly organized as the written, and is capable of just as great degree of complexity. Only it is complex in a different way" (Halliday, 1989, p. 87)

As students, they have to improve their speaking achievement as good as possible. It could not only make them accustomed to speak in public but also enhance their personal quality after they graduate. So, they will easier to get the job.

2.2.4 Students' Speaking Achievement

Speaking achievement refers to the score that will be obtained from the students' speaking test on the given topic. The test is in the form of speech performance with the indicators; fluency, complete sentence, posture and eye contact, volume, and enthusiasm.

2.3 Research Setting

In this section, all of the research setting will be explained below:

2.3.1 History of English Education Study Program of UIN Raden Fatah Palembang

In 2007 the Faculty of Tarbiyah and UIN Raden Fatah University opened a new program, the English Education Program. This program is opened based on the consideration and high interest of the community who want to join this program, then the approval and Decision DIRJEN PENDIS DEPAG RI No .: DJ.I / 178/2007 English Education Program opened. Based on the Decision of BAN-PT No. 017 / BAN-PT / Ak-XV / S1 / VI / 2012, stated that the English Education Undergraduate Program, UIN Raden Fatah Palembang accredited C, since June 29, 2012. And in 2016, this study program in the process of filling to extend the accreditation period. Since April 11, 2017, based on the decision of BAN-PT No. 1013 / SK / BAN-PT / Akred / S / IV / 2017, stated that the undergraduate program of Raden Fatah Palembang State Islamic University is accredited with rank B.

2.3.2 Geographical Location of English Education Study Program of UIN Raden Fatah Palembang

English Education Study Program is one of nine study program at Tarbiyah Faculty whis is located on Jl. Prof. K. H. Zainal Abidin Fikry Palembang, South Sumatera, Indonesia.

2.3.3 Vision and Mission of English Education Study Program of UIN Raden Fatah Palembang

2.3.3.1 Vision

Becoming a superior and international standard study program in printing a bachelor of English education with national perspective, and Islamic character in 2022.

The general vision of the English Department of English Faculty of Tarbiyah and Teacher Training of Raden Fatah is:

A. Students can use spoken and written English actively with the completion of study between 4 - 7 years;

B. Students can apply their English in education and non-education;

C. Preparing candidates for professional English education graduates as well as being faithful, pious, noble and socially responsible citizens.

2.3.3.2 Mission

The missions carried by the English Education Study Program are:

A. Organizing and developing International standard English education.

B. Developing English education and teaching research relevant to the needs of the community; and

C. Preparing a professional English and Islamic character education bachelor

D. Developing a more proactive and participatory community service in accordance with competencies and capacities related to English education.

E. Developing cooperation network or partnership with other institutions at home and abroad.

F. Develop and maintain academic values, professional ethics, and morals for quality control of the English Education course.

2.3.3.3 Aim

Study Program of English Education at Faculty of Tarbiyah and Teacher Training UIN Raden Fatah Palembang has 2 main objectives;

A. Produce educators in the field of professional English teaching colored by Islamic values;

B. Produce research engineers and management of English education that is able to answer the problems and needs of the community regarding the field of teaching English.

The objectives of the PBI Study Program are essentially as follows:

A. Preparing a competent, superior, and highly competitive English Education graduate, as well as professionals in their field;

B. Conducting educational activities in the field of science and teacher training in English based on professionalism that has excellence and international standard, including the following:

1) Make curriculum development of learning activities tailored to international standards;

2) Preparing competent human resources, especially in the field of English language education;

3) Make the procurement of adequate and international-based instructional facilities and infrastructure;

4) Make infrastructure procurement related to the development of adequate and international-based learning;

C. To develop research in the field of English education and teacher training that is relevant to the needs of the community by producing research as a

form of development in the field of education and teaching of English Education.

D. Develop activities in the field of community service and empowerment, including the following:

1) Conducting the guidance of English education to the community;

2) Conducting education and training in teaching English to the community;

   a) Conducting a program of social activities to the community.

   b) Develop a network of cooperation or partnerships with universities at home and abroad, including the following:

   c) Hold seminars, training, and workshops nationally and internationally between universities, both domestically and abroad;

   d) To hold various national and international competition among universities, both domestic and abroad;

   e) Conducting student exchanges between universities, both with domestic and overseas universities;

   f) Conducting educational visits to other universities, both domestically and abroad.

2.3.3.4 Target

Target of study in PBI Study Program in the scope of science, namely Ability expected for graduates:

A. Able to understand the scope, foundation of English Education in schools and offices

B. Able to understand the relationship between the concepts of English Education in schools and offices.

C. Able to understand the implications of theories of English education in schools and offices.

D. Has a comprehensive perspective on Islamic educational institutions and offices.

E. Has the ability to apply theories in the management of Islamic investigation in schools and offices.

Based on, the English Education Department has the following missions;

A. Conducting and developing education and teaching in the field of English Education at the appropriate level of stratum within 4 to 7 years;

B. Prepare the scholars

2.3.4 The Condition of Educators at English Education Study Program of UIN Raden Fatah Palembang

There are 14 lecturers whose teaching In English Education Study Program of UIN Raden Palembang. These are list of lesturer in English Education:

1. Dr. Dian Erlina, S. Pd., M. Hum

2. Dr. Dewi Warna, M. Pd

3. Drs. Herizal, M. A

4. Renny Kurnia Sari, M. Pd

5. Dr. Annisa Astrid, M. Pd

6. Hj. Lenny Marzulina, M. Pd

7. M. Hollandyah, M. Pd

8. Amalia Hasanah, M. Pd

9. Manalulaili, S. Pd., M. Ed

10. Roma Nur Asnita, M. Pd

11. Eka Sartika, M. Pd

12. Beni Wijaya, S. Pd., M. Pd

13. Nova Lingga Pitaloka, M. Pd

14. Winny Agustia Riznanda, M. Pd

2.3.5 Structure of Organization of English Education Study Program of UIN Raden Fatah Palembang

Dekan
Prof. Dr. Kasinyo Harto, M. Ag
NIP. 197109111997031004

Ketua Prodi PBI
Lenny Marzulina, M Pd
NIP. 197101312011012001

Lecturer

Bina Skripsi

Secretary
Holladyah, M. Pd

Staff

Students
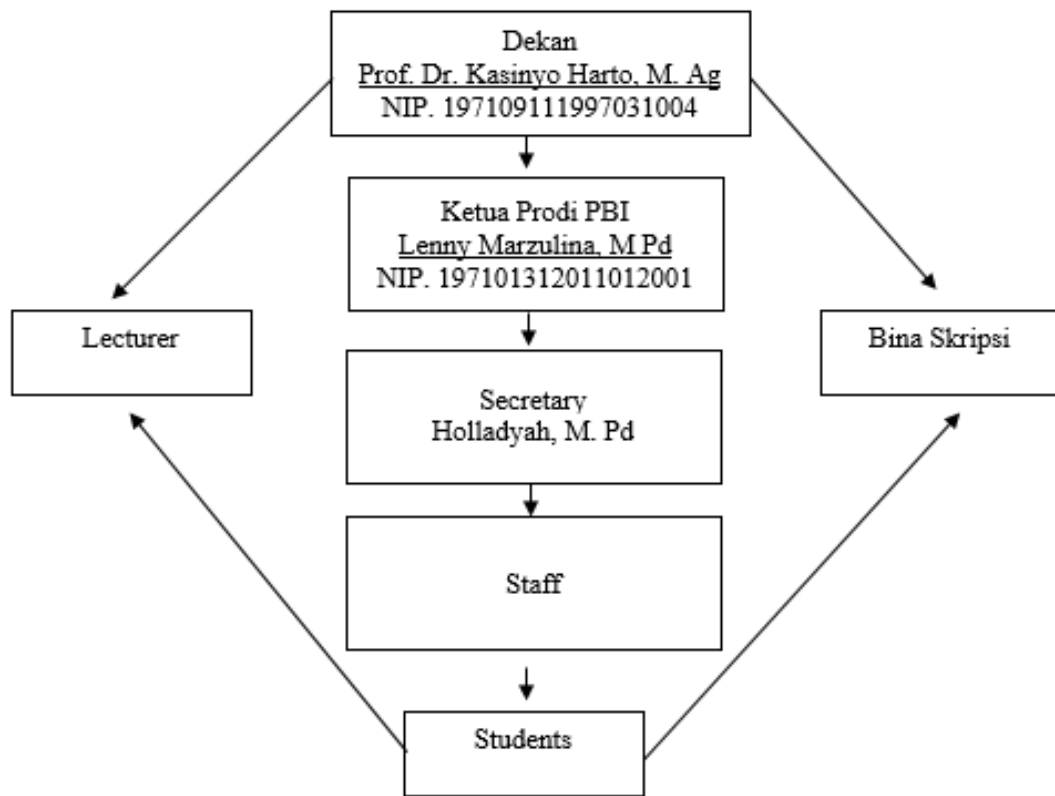
2.4 Previous Related Studies

2.4.1 *Personality and L2 Oral Performance*

Gan (2011) investigates one dimension of personality, extroversion-introversion, and examines its potential impact on learner L2 oral performance. The data for this study were drawn from oral performances by 39 Cantonese-mother-tongue Form 4 (that is, Grade 9) secondary school ESL students engaging in school-based oral English assessment that has recently been implemented across secondary schools in Hong Kong by using The Eysenck Personality Questionnaire to measure the students' degree of extroversion. The finding of his study indicate there is no significant correlations between degree of extroversion and students' assessment scores.

Moreover, Moqaddas et al. (2010) tried to find out the relationship personality traits and speaking ability on 50 males and females in Shokouh language institute in Darab in the summer of 2012-2013 by using Eysenck personality questionnaire and also were interviewed about " a trip they had". The result of the correlational procedure analysis indicated that there is no relationship between two variables. Furthermore, regression analysis is not allowed. Findings also indicated that there is a neutral relationship between students' personality traits and their speaking ability. The results of the t-test showed that students' gender has a relationship with their personality traits.

2.4.2 Personality and second language learning

Sharp (2008) examines the relationships which exist between personality and second language learning. Language learning and academic success are both highly correlated with intelligence, but research suggests that the importance of intelligence declines after high school age, partly because of the stronger effects of personality. This study took place on 100 undergraduate students of Hong Kong university. The instruments used were the MBTI for personality traits, the Strategy Inventory for Language Learning (S.I.L.L.) for learning strategies and a standardized test for language proficiency. Significant statistical relationships were not found.

2.4.3 Personality, Situational Factors, and Communication Apprehension

Young (2015) explored the influence of personality types and situational factors on public speaking. Also, he tried to examine the effect of communication apprehension on students' academic achievement in a blended learning

environment. A total of 182 participants who enrolled in a blended communication course were administered questionnaires that assessed the Big Five personality traits (openness, conscientiousness, extroversion, agreeableness, and neuroticism), situational factors (previous experiences, immediacy, level of rehearsal, and motivation) and level of communication apprehension. Finally, the result of this study which according to regression analysis, shown the predictors among the personality traits affecting speech performance were extroversion and openness, and among the situational factors, only the level of rehearsal was found to be a predictor. Also, academic achievements were not affected by Communication Apprehension in a blended learning environment, which does not comport with the findings in traditional face-to-face classes.

2.4.4. Personality types and reading

Ali and Bano (2012) tried to explore the relationship between Reading skills and Big-Five factors of personality (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness). This Correlational research was conducted in NED University of Engineering and Technology Karachi. The NED University of Engineering and technology is the only Public-Sector University of Engineering in Karachi. The University has five faculties with 25 Engineering disciplines along with one each in Architecture and in Computer Science and Information Technology. Third year students, currently taking Business Communication & Ethics course were the target population. They were within the age group of 20-22. Out of about 1000 students, 105 were selected as sample for the research through cluster sampling. The findings of the study revealed that

there is a slight significant relationship between Extraversion and Reading skills. There is also a slight correlation between Agreeableness and Reading skills and Conscientiousness and Reading Skills. There is an expected negative correlation between Neuroticism and Reading skills. There is a slight significant relationship between Openness and Reading skills.

2.5 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no significant correlation between students' personality type and their speaking achievement.

   H_1: There is a significant correlation between students' personality type and their speaking achievement.

2. H_o: There is no significant influence of students' personality type over their speaking achievement.

   H_1: There is a significant influence of students' personality type over their speaking achievement.

3. H_o: There is no type of students' personality becoming the best predictor of their speaking achievement.

   H_1: There is type of students' personality becoming the best predictor of their speaking achievement.

2.6 Criteria for Testing Hypothesis

To test hypothesis above, the researcher will use these criterions:

1) If *r*-Obtain is higher than or same as *r*-table, H_0 is accepted and H_a is rejected.

   If *r*-Obtain is lower than or same as *r*-table, H_0 is rejected and H_a is accepted.

2) If *r*-obtain is lower than or same as *r*-table (F-obtain $\leq$ F-table) at significance level 5%. H_0 is accepted and H_a is rejected.

   If *r*-obtain is higher than or same as *r*-table (F-obtain $\geq$ F-table) at significance level 5%. H_0 is rejected and H_a is accepted.

3) If the percentage of current personality type is higher than the others, the best predictor was found. H_0 is rejected and H_a is accepted.

   If the percentage of personality types are in the same line. There is no best predictor. H_0 is accepted and H_a is rejected.

CHAPTER III

METHOD OF RESEARCH

This chapter describes (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) research instrument analysis, and (7) data analysis.

3.1 Research Design

In conducting this research, the researcher was using correlational research in terms of explanatory and prediction research design to find out the correlation between variables. A correlation can be defined as the association between two variables. It is the degree to which two variables share a common relationship. It also involves studying relationships among variables within a single group and frequently suggests the possibility of cause and effect (Fraenkle, Wallen & Hyun, 2012). Then, the researcher tried to explain and interpret the outcome that may turn up. The procedure started from identifying the students' personality type by using questionnaire. After that, by using speaking test, the students' speaking achievement can be obtained. The next step was that the researcher found the correlation between variables through SPSS 22 based on the results of the questionnaire, speaking test and the influence and predictor of the variable(s). Last, explanation and interpretation of the results will be discussed. The research design is as follows:
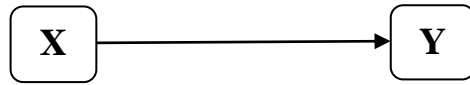
X	**:** Personality types
Y	**:** Speaking achievement

3.2 Research Variables

Fraenkel et al. (2012, p. 80) states that a common and useful way to think about variables is to classify them as *independent* and *dependent.* Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects. It is possible to investigate more than one independent and one dependent variable in a study. In this study, the independent variable was the personality types of the undergraduate EFL students at UIN Raden Fatah, while the dependent variable was their speaking achievement.

3.3 Operational Definitions

To prevent the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided. First, *Correlation* is a statistical measure to determine the tendency of two or more variables to vary consistently (Creswell, 2005, p. 325). In this research, there are two variables that will be correlated which are undergraduate EFL students' personality types and their speaking achievement.

Next,*Undergraduate EFL students* refer to all students in fifth semester of English Education Study Program at UIN Raden Fatah Palembang. In this study, the sample of population is 51 students who had been finished all of their speaking subject and pass all the criterion of the participants.

Then*, Students' Personality Types* refer to the students' types of personality. In this research, the students' personality types are one or more specific personality (out of four) owned by each student. Their personalities have identified from the questionnaire that has been answered. In this research, the writer used 57 items questionnaire from Eysenck Personality Inventory by Hans Eysenck.

The last, *Speaking achievement* refers to the student's interactive process in communicating with others that is represented by the achieved scores of the student. In this study, the writer asked the student to speak related to the topic options and record it in the form of video mp4. After that, the writer had used expert judgement in scoring students' record. The writer ask three rates to decide their score using speaking rubric from Brown. All the scores from three raters has been calculated to get the mean scores of each student.

3.4 Subject of the study

3.4.1. Population

Creswell (2005, p. 145) declares population is a group of individuals who have the same characteristic. The population of this study is all the active students of English Education Study Program of UIN Raden Fatah Palembang on the fifth semester in the academic year 2013-2016. It is consisted of four classes that have

different number of students from each class. The distribution of population of the study can be seen below.

Table 5

Distribution of Population

No	Semester	Number of Students
1	I	136
2	III	120
3	V	103
4	VII	75
Total		298

Source: (English Education Study Program, Academic Year 2015-2016)

3.4.2. Sample

The sample of this study was taking by using purposive sampling method. A sample as the group on which information obtained (Fraenkle et al. 2012). Purposive sampling (judgmental sampling) had used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235). Based on Creswell (2005, p. 204), in this method, the researchers intentionally select individuals and sites to learn and understand the central phenomenon whether they are "information rich". Moreover, Johnson and Christensen (2012, p. 231) add that in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics. It is a nonrandom sampling technique in which researcher solicits persons with specific characteristics to participate in a research study.

In this study, the students' personality types and their speaking achievement had been correlate. Therefore, in order to know the students'

speaking achievement, a group of students who had already taken all the speaking courses (Speaking I, Speaking II, Speaking III, Speaking VI, and Speech) from the population had considered as the sample. since the students of fifth semester had already all of the speaking subject and studying speech, they will become the sample. so, the number of the probable sample was 103 students, which was more than 40 % of the population, and it had decreased by lie-scale which included on the questionnaire. In contrast, the students of second and fourth semester were not going to be included as the sample because they have not taken and finished with Speaking I, Speaking II, Speaking III, Speaking IV, and speech courses yet. The distribution of the sample was as follows:

Table 6

Distribution of Sample

| No | Semester | Number of Students | |
		Male	Female
1	PBI A	10	16
2	PBI B	7	15
3	PBI C	4	22
4	PBI D	3	26
Total		24	79
		-	

Source: (English Education Study Program, Academic Year 2015-2016)

3.5 Data Collection

There were two kinds of instruments used to collect the data; questionnaire and speaking test.

3.5.1 Questionnaire

Johnson and Christensen (2012, p. 162) defines questionnaire as a self-report data-collection instrument that each research participant fills out as part of a research study. It is the most frequently used data collection method in educational and evaluation research (Radhakrishna, 2007).

In this study, the writer used *dichotomous* questionnaire to analyze students' personality. Dichotomous questions is a kind of simple question that ask the respondents to answer in form "yes" or "no" one major drawback with dichotomous is that it cannot analyze the answer between yes or no, there is no scope for a middle perspective (Dornyei & Taguchi, 2010) . To obtain the information about students' personality types, the Eysenck Personality Inventory (EPI), which is specialized for adult learners by Eysenck (2011) was distributed before the speaking test was conducted (see appendix A). The researcher has already asked for permission to use the questionnaire from the authors. There were 57 items in the questionnaire consisting of 24 items for *Extroversion* scale, 24 items for *Neuroticism* scale, and 9 items for *Lie* scale. Each item of the questionnaire has "yes" and "no" question to which the students should respond in about 30 minutes. And finally they got Lie score to measure how socially desirable the students were trying to be in their answers, and they also got two scores, *Extroversion and Neuroticism,* to decide which personality type they were belonged to. The following is the table of Eysenck's Personality Inventory specification.

Table 7
Number of Questionnaire Items

No	Personality Sc ale	Number of Questionnaire
1	Extroversion	1, 3, 5, 8, 10, 13, 15, 17, 20, 22, 25, 27, 29, 32, 34, 37, 39, 41, 44, 46, 49, 51, 53, 56
2	Neuroticism	2, 4, 7, 9, 11, 14, 16, 19, 21, 23, 26, 28, 31, 33, 35, 38, 40, 43, 45, 47, 50, 52, 55, 57
3	Lie	6, 12, 18, 24, 30, 36, 42, 48, 54

3.5.2 Speaking Test

Then, to obtain the students' speaking achievement, speaking test conducted. The students asked to perform in an academic speech based on the given topic less than 3 minutes. The topics are,

1. The role of education to change the wrong paradigm.

2. The importance of learning foreign language.

3. The essential function of social media among educators.

4. The importance of creative thinking for teenagers.

5. The best teaching method for young learner.

3.6 Research Instrument Analysis

Fraenkel, Wallen, and Hyun (2012, p. 147) state that validity and reliability are important to consider when it comes to the selection or design of the instruments a researcher intends to use. Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes.

Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.

3.6.1. Validity and Reliability of Questionnaire

To find out the validity of the personality type questionnaire, it is necessary to consider some questions, e.g. whether the questionnaire measures what it intends to measure, whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed. Thereby, content validity will be used.

3.6.1.1. Validity

In this study, writer use Ready-made questionnaire adopted from Hans Eysenck. There are 57 items and were constituted using dichotomous questionnaire (yes or no). The questionnaire has been used in many articles such as *The assessment of Heriability for Personality, Based on a Short -Form of The Eysenck Personality Inventory: A Study of 12,898 Twin Pairs* in 1980.

3.6.1.2 Reliability

The researcher applies Cronbach's Alpha technique which is carried out by using SPSS to find out the internal consistency reliability of the questionnaire. Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least 0,260, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0,260 or higher.

3.6.2. Validity and Reliability of Speaking Achievement

3.6.2.1 Speaking Validity

In addition, the researcher will make use of content validity to find out the validity of the speaking test by having expert judgment. There will be three raters evaluating the test whether it will be appropriate or not. The results from each rater will be calculated in order to get the mean score. At last, the appropriateness of the test will be gained.

3.6.2.2. Speaking Reliability

Further, to get the reliability of the speaking test, inter-rater reliability will be used. By using Pearson Product Moment Correlation Coefficient, the reliability of the test can be obtained since the results from each rater will be correlated.

3.7. Data Analysis

In order to analyze the data which function is to answer the problems, there were five procedures. First, the researcher did the pre-requisite test. Then, the personality types questionnaire and speaking test observed and analyzed. The next step, after the data from both instrument input to SPSS, answering the first problem by doing the correlation test. Then, probability there was a correlation between the variables, the analysis continued to establish the influence of the personality types to speaking achievement. After that, the type that became the best predictor of speaking achievement tried to be revealed. At last, there were descriptive analysis in order to answer the result that occurred.

3.7.1. Instrument Analysis

Then, the instrument, both personality types questionnaire and speaking test, will be analyzed in order to gain the data of the study.

3.7.2.1. Questionnaire Analysis

First of all, the researcher analyzed the data from questionnaire to determine the students' personality type. It was done by calculating the scores of *Lie* scale first in order to eliminate a number of sample who were not available in this study. Then, the *Extroversion and Neuroticism* scores were decided to settle on the personality qudrant. There are two scale on the personality quadrant, Neuroticism scale and Extroversion scale. This is used to choose whether the student belonged to *Melancholic, Sanguine, Pleghmatic, or Choleric.* For instance the students has got 10 on his/her Extroversion scale and 15 on his/her Neuroticism scale.
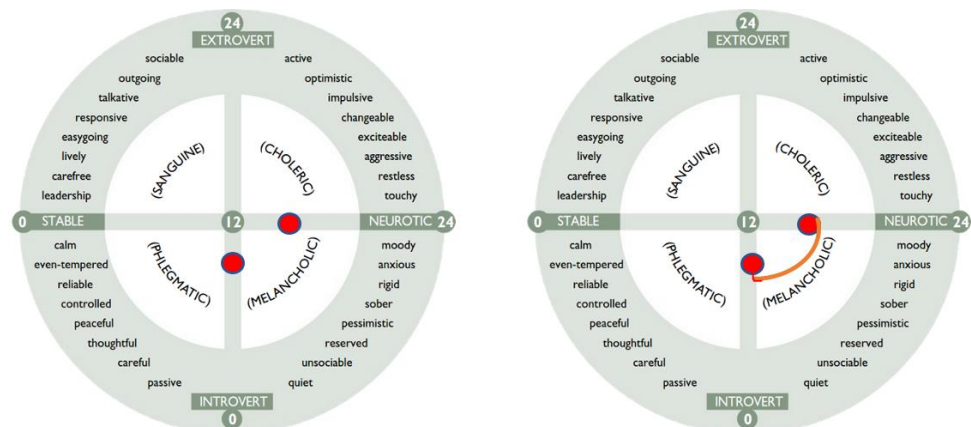
3.7.2.2. Speaking Test Analysis

Next, the students' speaking test was analyzed by the three raters who met these following criteria: 1) Having more than 520 in TOEFL score, 2) from English Education Study Program background, 3) an English lecturer (at least Master's degree) and, 4) having at least two years teaching Experience. Those who validate the speaking test, by using the rubric for speaking assessment from Brown. There are five aspects of the speaking scoring system and the scale of each aspect is from zero to four. As a result, the highest point of all is 20. Since

there are three raters, the total points from them will be calculated and the mean score will be determined as the students' speaking achievement.

As the result, the data obtained from the questionnaire and students' speaking test will be analyzed by using SPSS 23 in order to catch out the correlation and influence of each variable and the best predictor of the variable.

3.7.2. Pre-requisite Analysis

Due to the fact, it is essential to do pre-requisite test since the study is the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher was finding out whether the data distribution between the variables was normal and linear or not.

3.7.1.1. Normality Test

A normality test use to determine whether sample data has been drawn from a normally distributed population or not. It is conducted due to many parametric statistical methods, including Pearson correlation test and linear regression test, require that the dependent variable is approximately normally distributed (Lofgren, 2013). Therefore, the researcher was applied Kolmogorov-Smirnov test by using SPSS 23. The data distributed normally if the p-value is more than 0.05 $(p > 0.05)$.

3.7.1.2.   Linearity Test

The type of relationship that is present in a set of data is the overall direction in which Y scores change as the X score change. There are two general types of relationships namely, linear and non-linear relationship. In linear relationship, as

the scores increase, the scores tend to change in only one direction. In contrast, in a non-linear, the other name is curvilinear, as the X scores change, the Y score does not tend to only increase or only decrease: at some point, the Y score change the direction of change (Heiman, 2011, p. 139-141).

The linearity test was conducted in order to recognize whether the correlation between the variables is linear or not. The test was established as the pre-requisite test of linear regression test (Puriyatno, 2010, p. 73). Hence, test by using linearity by using SPSS 23 was conducted in order to recognize whether the correlation of the variables is linear or not. Therefore, if the p value (linearity) is less than 0.05 (p- value < 0.05), the data correlation is linear.

Then, after the researcher conduct those tests and the data was revealed as normal and linear, the further analysis was able to be administered.

3.7.3. Hypothesis Testing

3.7.3.1. Correlation Analysis

To find out whether personality types of students, as whole, have any correlation with students' speaking achievement or not, the researcher applied Pearson- Product Moment Correlation Coefficient. Still, by using the same statistical method, Pearson-Product Moment, the correlation between each type of students' personality types and their speaking achievement was established. After that, if there was any correlation between the variables, the analysis was continued to see if there was any significant influence between the variables.

3.7.3.2. Multiple Linear Regression Analysis

Considering that there was a possibility of correlation, hence, the analysis was continued by using Multiple Linear Regression test in relation to see if students' personality types had significant influence to their speaking achievement. It was determined by comparing the score of F-obtain to F-table. If the score of F-obtain is greater than F-table, it means that students' personality types influenced their speaking achievement significantly.

3.7.5. The Best Predictor Analysis

While the personality types in the study were divided into four (i.e.: Choleric, Sanguine, Phlegmatic, and Melancholic) there was a probability that one style was more dominant than the others. Therefore, after finding the influence of the personality types as whole, the researcher examined the score of *Standardized Coefficient Beta* form the test result. This procedure was conducted in order to recognize what was the type which became the best predictor of speaking achievement. The type which had the biggest score was considered as the best predictor of the speaking achievement. Finally, after all of the tests were conducted and the results were found, then, the descriptive analysis was discussed in order to answer and explain why the result occur.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents the results of the analyses on personality types and speaking achievement. In addition, the correlation analysis between variables are also presented. The interpretations were described based on the findings.

4.1. Findings of the study

This study investigated the correlation between personality and speaking achievement of the fifth semester students of English Education Study Program on UIN Raden Fatah Palembang. The variables involved in this study included the independent variables identified as students' personality type and the dependent variables identified as students' speaking achievement.

This study involved 68 students, representing the whole of population at English Education study program of UIN Raden Fatah Palembang. The students were asked to indicate their personality type by completing a set of questionnaires: Eysenck Personality Inventory (EPI) Questionnaire. The Eysenck Personality Inventory questionnaire was aimed to know the personality type used by the students in learning speaking. Thus, the data concerning the students' speaking achievement was gathered through a speaking test.

To find out the correlation between the students' personality type and their speaking achievement, Pearson – Product Moment Correlation analysis were conducted.

The findings of this study were presented in the following sections. They include the presentations of descriptive analysis, the correlation analysis, and the regression analysis.

4.1.1 The Result of Students' Personality Type

The total active students in the fifth semester of English Education Study Program were 103 students, 51 students participated in this study. The 57 items of *Eysenck Personality Inventory* (EPI) were used to investigate the participants' personality type. The EPI was rated by a dichotomous scale (yes or no). In scoring the students' personality, 24 items were calculated based on the answering key of measuring how much of an *extrovert* the participants are, 24 items were calculated to measure how *neurotic* they are. 9 items were not calculated because they used "lie scale". The purpose of building the scale was to know if the students responded honest or not. If the students responded score 5 or more on this "lie scale" means that they are probably trying to make themselves look good and are not being totally honest in their responses.

Based on the test that had been taken on the 68 students as the sample of the population, only 51 students that were appropriate to be the sample of this study because of these following reasons:

1. The participants' score couldn't pass the "Lie Score".

2. The score of their speaking achievements were outlier.

Table 8
Distribution of Students' Personality Type

NO	Category	Total Students
1.	Choleric	23
2.	Sanguine	2
3.	Phlegmatic	-
4.	Melancholic	18
5.	Sanguine Melancholic	3
6.	Choleric Melancholic	5

Based on the table above, there are two additional personality types which categorized as an ambivert. They are Sanguine-Melancholic and Choleric-Melancholic. So, there are 23 students who are included as Choleric personality type, 2 students are included as Sanguine, 18 students are included as Melancholic, 3 students are included as Sanguine Melancholic, and 5 students are included as Choleric Melancholic.

Table 9
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Personality	51	22	40	28,94	4,007
Valid N (listwise)	51				

The total number of sample was 51 students. The minimum score of personality types obtained by the students was 22 while the maximum score was 40. The mean score gained was 28,94 with the standard deviation was 4,007.

4.1.2 The Result of Students' Speaking Achievement

Table _ shows that the minimum score of speaking achievement obtained by the students was 11 while the maximum score was 18. The mean score gained was 15,33 with the standard deviation was 2,132.

Table 10

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking	51	11	18	15,33	2,132
Valid N (listwise)	51				

The descriptive statistical analysis of speaking for the participant is shown in the table 11. The maximum score is 18,33 and the lowest score is 11,33. The mean of speaking scores for the participants is 15, 25. The standard deviation is 2, 13. The range of speaking achievement is 7. This mean score indicates that the level of speaking achievement of participants is Good.

For each category, 16 students had very good speaking achievement. 32 students had good speaking achievement. 3 students had average. no students had poor and very poor speaking. The distribution is presented in the following table:

Table 11

Distribution of Students' Speaking Achievement

No.	Score Interval	Number of students	Category	Percentage
1	17 – 20	16	Very Good	31,37 %
2	12 – 16	32	Good	62,74 %
3	8 – 11	3	Average	5,9 %
4	4 – 7	-	Poor	0 %
5	4<	-	Very poor	0 %

4.2 Statistical Analysis

There were two statistical analysis that the researcher applied in this study:

1. The statistical analysis of normality and linearity.

2. The statistical analysis of correlation analysis between students' personality and their speaking achievement in all participant.

3. The statistical analysis of regression analysis between students' personality and their speaking achievement in all participants.

4.2.1. Normality test and linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 22nd version for windows. As parametric statistics, in term of correlation and regression, and purposive sampling technique were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if p> 0,05. If p< 0,05, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test are shown in table 12 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .200 for personality and .073 for speaking achievement

Table 12
Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
Personality	,102	51	,200[*]
Speaking	,118	51	,073

4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The result showed that, the deviation from linearity between personality type and speaking achievement was .428. to sum up all the data were linear for each correlation

Table 13

Linearity Test
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking * Personality	Between Groups	(Combined)	70,709	14	5,051	1,152	,351
		Linearity	10,719	1	10,719	2,444	,127
		Deviation from Linearity	59,990	13	4,615	1,052	,428
	Within Groups		157,866	36	4,385		
	Total		228,575	50			

4.2.2 Correlation between Students' Personality Type and Their Speaking Achievement.

This section answered the first research problem. By analyzing the result of descriptive statistics for the Eysenck Personality Inventory and speaking achievement.

Table 14
Correlations between Students' Personality Type and Their Speaking Achievement

		Personality	Speaking
Personality	Pearson Correlation	1	,217
	Sig. (2-tailed)		,127
	N	51	51
Speaking	Pearson Correlation	,217	1
	Sig. (2-tailed)	,127	
	N	51	51

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between Personality and speaking achievement was negative. The correlation coefficient or the *r*-obtained (.217) was lower than *r*-table (.279). then the level of probability (*p*) significance (sig.2-tailed) was .127. It means that *p* (.127) was higher than .05. Thus, there was no significant correlation between the students' personality type and their speaking achievement.

4.3 Interpretation

This section presents interpretations of the study based on the result of the data analysis to answer the aims of this study; (1) the correlation between

students' personality type and their speaking achievement, (2) the contribution from students' personality to their speaking achievement. In order to strengthen the value of this study the interpretations are made based on the result of data analysis. According to the findings, there was no significant correlation between personality type and speaking achievement. Also, because there is no correlation between students' personality type and their speaking achievement of fifth semester students on English Education Study Program of UIN Raden Fatah Palembang, the second and third research problems cannot be investigated.

First, based on the result of Pearson Product Moment correlation, it was found that there was no significant correlation between personality and speaking achievement of undergraduate EFL students of UIN Raden Fatah Palembang (r-.190). It means that personality had no relation to their performance in speaking achievement. The explanation to support this finding is that even from the beginning of the first semester the participants had been involved in English speaking practices and assignments or explores to English speaking materials and interactions from printed textbook, online media and English-speaking environment, and social networks, but their personality types do not affect their speaking achievement. The researcher claims that there is other factors that influence their speaking achievement such as speaking anxiety, vocabulary, students' previous knowledge and experiences etc.This could afford opportunity for language practice. The teacher arranged for language functions such as asking for directions, ordering food and beverages, talking on the telephone, and making an appointment with doctors. These types of activities can afford students

experience using the language for real communication. This idea was consistent with where they proposed that the learner should know the purpose of speaking, what to speak, with whom, and where to speak, and how to use appropriate language (Oradee, 2012). Brown (2004, p. 142) stated that speaking consists of micro skills and macro skills. He explained that micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collections, and phrasal units. Other ways, macro skill involves larger elements such as fluency, discourse, function, style, cohesion, non-verbal communication, strategic option situations and goals.

Moreover, there are certain reason that can be factor of why speaking cannot be affected by personality. In speaking of the basic properties of the nervous system, Pavlov referred to the strength of the processes of excitation and inhibition, the equilibrium between their respective strengths, and the mobility of these processes (Millon & Lerner, 2003). Other reason, broadly speaking, from a Freudian perspective, the extent to which one can function in a relatively conflict-free manner with good ego strength and in a reasonably adaptive manner in school or work depends on such factors as: (1) how brittle one's defenses are, (2) one's level of self-esteem and capacity to tolerate blows to self-esteem (narcissistic injuries) without decompensating, (3) ability to compete in a healthy manner (which includes attitudes toward authority and preoccupation with issues of power and prestige), (4) the match between one's ego interests and the work or academic situation, (5) capacity to delay gratification, (6) the organizational dynamics of the institution as they resonate with an individual's personal issues, (7) one's capacity

for sublimation of sexual and aggressive wishes, and (8) freedom from disabling symptoms, notably anxiety and depression, as well as grandiosity or masochistic trends. Aside from basic abilities and talents, and luck, the quality of a person's work, persistence in the face of frustration, enjoyment of the work, and the sense of fulfillment in doing it will be a joint interaction of the factors noted previously (Hersen, Thomas, Segal, 2006, p. 88).

For example, someone tends to act in outgoing or extroverted ways, such as speaking more loudly than others, dominating social interactions with frequent witty remarks and humor, and dressing more stylishly than most of his acquaintances. But there are other situations when she/he does not act that way. It turns out that for most of his life, she/ he was able to get attention, approval, or just one more cookie from his/her mother and his/her friends when he/she was loud and witty and well dressed, so she/he is quite likely to act that way now and in the future under similar circumstances (Hersen et al., 2006, p. 148). So, personality could affect many aspects on our social life.

Additionally, in the writer's perspective, others factor also have a big role in influencing speaking achievements of students. Hemerka (2009) reveals that low speaking performance is a result of having not any opportunities to use their English for communication and to be more often in an English-speaking environment. To practice English is the crucial demand on reaching the goal of English learning. If students never experience any English-speaking practice, they might get disadvantage of speaking in front of other students in class. Not only students, but also teachers have important part in students' learning speaking. Now

many linguistics and EFL teachers agree on that students learn to speak in the foreign language by "interacting". The interaction between teacher and students may help students to participate well in task given by the teacher. Interactive discussions and active speech role plays during speaking class will train students to speak actively. Moreover, teacher can also build students' motivation through the interaction so that the possibility of feeling anxious can be prevented. This condition will serve best to create good learning experience for the EFL students, which potentially results in good speaking performance. Based on discussion above, the writer believes that language anxiety is not the only variable that influences student's speaking performance.

The factors of why speaking achievement could be influenced by students' personality type on English Education Study Program of UIN Raden Fatah Palembang. First, it is because they are already familiar with English, whenever they study, most of their materials are written in English. Sometimes, their lecturer asks them to use their English whenever they speak and interact with their friends in the class. They also have a good passion in English (because they already choose English major as their study program). So, they will try to speak and interact with English in their spare time, they usually sing English songs, watch movies that use English, or change their gadget's language in English. That is why students of English Education Study Program have a good speaking achievement score.

As its written in the chapter 2, those four personality types divided into two groups; extraversion and introversion. Choleric and Sanguine are belong to

Extroversion, while Phlegmatic and Melancholic are belong to Introversion. Based on research correlation result, most of the sample of this study belong to choleric which means that they tend to be egocentric and extroverted. They may be excitable impulsive, and restless with reserves of aggression, energy or passion, tend to be task-oriented people. moreover, students with these kinds of personality are focused on getting job done efficiently. They can be ambitious, strong-willed, good at leadership, planning, often practical and solution-oriented. They appreciate receiving respect and esteem for their work. So, in the writer's perspective, most of students who have kinds of extroversion personality (Choleric or Sanguine) are tends to have a good speaking because of their personality give an influence to their speaking achievement.

On the other hand, 96,4% factors that influence the speaking achievement can be caused by their speaking anxiety, knowledge, vocabulary, self-esteem, self-confident, etc. For instance, introvert students (melancholic or phlegmatic) who have a rich vocabulary, knowledge and self-confident would have a good at speaking. They just prefer to read a book alone in the corner of their class than involved in a society circle.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. CONCLUSIONS

There are three conclusions drawn in this study based on the findings and interpretations. First, the findings presented in Chapter 4 have showed as the result that there is no correlation between student's personality type and their speaking achievement, also the Pearson Product Moment analysis revealed that there is no significant correlation between student's personality type and their speaking achievement. The number of coefficient correlation is .217 which is lower than r-table (.279). So, it can be conclude that eventhough the correlation between students' personality type and their speaking achievement does not exist.

Second, because of the correlation does not exist between students' personality type and their speaking achievement. The researcher could not continue this study to the second research problem. So, it is worth saying that students' personality type do not give any influence to their speaking achievement.

Third, based on the research findings, the best predictor of speaking achievement for the fifth semester students of English Education Study Program at UIN Raden Fatah Palembang could not be found because there is no correlation and contribution between students' personality type and their speaking achievement. But, as the additional information, due to the result of Eysenck Personality Inventory (EPI) most of the students in the sample of population were

choleric.   From the definition in chapter II, the characteristic of choleric when they speak are typically influencer speaker with bold voiced, focused, powerful in charge, talkative, persuasive and spontaneously. Generally, sanguine also has the same characteristics of speaking, but they tend to be more childish and full of jokes, they are not a good listener but they are good on entertaining people around them with their jokes. On the other hand, phlegmatic and melancholic are typically different from choleric and sanguine. Phlegmatic in speaking is tend to speak only as they need to speak, a bit shy, bad articulation and prefer to be quiet but they are a good listener and let their other to respond their speaking. Last, melancholic also a shy speaker, they always think before speak because they do not want to hurt other feeling,

5.2. SUGGESTIONS

Based on the conclusions above, suggestions in this study were provided for the students, lecturers, and other researchers who are interested in the future research. First, to the students, since the personality types are important for themselves, they have to be aware and explore more on their own personality type so they can strengthen their strangeness in many aspects of their life.

Second, to the lecturers, especially in English Education Study Program. It is suggested that all the lecturers need to consider the types of personality of students English Education Study Program in developing syllabus, teaching material, teaching method and evaluation. Due to this fact, since *choleric* mostly contributed to the students of English Education Study Program of UIN Raden

Fatah Palembang, it is suggested that the lecturers should give more attention to the students who are phlegmatic and melancholic. Then, personality features should be taken into consideration for the control of speaking achievement.

Finally, for future researchers who have interest in this subject, personality type is a broad area, so there are possibilities to correlate it with other variables since there are still many unexplained factors that can give contribution for students' speaking achievement. Then, the writer suggests other future researcher to manage the efficient time when they collect the data, find the appropriate questionnaire which is related to their research problems, and find the right place and time to record students' speaking achievement in order to prevent misinterpretation when answering their research problems.

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APPENDICES