

AN UNDERGRADUATE THESIS

**A CORRELATION BETWEEN STUDENTS' INTROVERT
PERSONALITY AND THEIR SPEAKING PERFORMANCE
AMONG THE ELEVENTH GRADE STUDENTS OF THE STATE
SENIOR HIGH SCHOOL 5 METRO**

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English Education Study Program



**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1437 H / 2016 M**

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PERSONALITY AND THEIR SPEAKING PERFORMANCE
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SENIOR HIGH SCHOOL 5 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd)
in English Education Study Program

By:

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The First Sponsor : Mukhtar Hadi, S.Ag., M.Si
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1437 H / 2016 M**

ABSTRACT

A CORRELATION BETWEEN STUDENTS' INTROVERT PERSONALITY AND THEIR SPEAKING PERFORMANCE AMONG THE ELEVENTH GRADE STUDENTS OF THE STATE SENIOR HIGH SCHOOL 5 METRO

By: Risma Nurwati

One of the language skills that should be learned by English learners is speaking. But in real, many students passive in the classroom, they isolate themselves from the classroom interaction. So to handle it the teacher more better know the tipe personality of their students. After the teachers know about the students' personality it made the teacher easier to motivate the students to be active in classroom. The aim of this research is to know there are significant and positive correlation between students' introvert personality and their speaking performance at the eleventh grade of senior high school 5 Metro.

This research is quantitative research conducted at the eleventh grade of senior high school 5 Metro that involves of 25 students as the samples. The technique sampling was simple random sampling. In collecting the data, this research used test, observation, questionnaire and documentation. The Data were analyzed by r-product moment.

Finally, the result data analyzed confirmed that $t_{\text{observation}}$ is bigger than $t_{\text{table}} = 0,580 > 0,526 / 0,413$. Therefore, it can be inferred that H_0 is accepted and H_1 is rejected. It means there are any significant and positive correlation between students' introvert personality and their speaking performance at the eleventh grade of senior high school 5 metro.

ABSTRAK

HUBUNGAN ANTARA SISWA BERKEPRIBADIAN INTROVERT DENGAN PERFORMA BERBICARA SISWA DI KELAS SEBELAS SEKOLAH MENENGAH ATAS NEGERI 5 METRO

By: Risma Nurwati

Salah satu kemampuan berbahasa yang harus dipelajari oleh pelajar yang belajar bahasa Inggris adalah berbicara. Tapi kenyataannya, banyak siswa yang pasif di dalam kelas, mereka mengisolasi diri mereka dari interaksi di dalam kelas. Jadi untuk mengatasi itu guru lebih baik mengetahui jenis kepribadian siswanya, itu akan mempermudah guru untuk memotivasi siswa agar aktif di dalam kelas. Tujuan dari penelitian ini adalah untuk mengetahui hubungan penting dan pengaruh positif antara siswa berkepribadian positif dan performa bicara siswa kelas XI SMAN 05 Metro.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan pada siswa kelas XI SMAN 05 Metro yang berjumlah 25 siswa sebagai sample. Teknik pengumpulan sampel menggunakan simple random sampling. Data dikumpulkan melalui tes, observasi, angket dan dokumentasi. Data dianalisa menggunakan rumus r-product moment.

Hasil penelitian menegaskan bahwa $t_{\text{observation}}$ lebih besar dari $t_{\text{table}} = 0.580 > 0,413/0,526$. Oleh karena itu, dapat disimpulkan bahwa H_1 diterima dan H_0 ditolak. Hal ini berarti adanya hubungan penting dan pengaruh positif antara siswa berkepribadian introvert dan performa bicara siswa kelas XI SMAN 05 Metro.



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Sudah kami setuju dan dapat diajukan ke jurusan untuk dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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MOTTO

مَنْ عَمِلَ صَالِحًا فَلِنَفْسِهِ ^{صَلٰ} وَمَنْ
أَسَاءَ فَعَلِيَهَا ^ط ثُمَّ إِلَىٰ رَبِّكُمْ تُرْجَعُونَ
(١٥)

“... Whoever does good, it is for his own soul, and whoever does evil, it is against himself; then you shall be brought back to your—Lord (Al-Jatsiyah; 15)”.

“First they ignore you. Then they laugh at you. Then they fight you. Then you win.”

(Mahatma Gandhi)

DEDICATION PAGE

“I highly this undergraduate thesis to My beloved father Mr. Sukirno and my mother Mrs. Rasini, my Handsome brother Nur Cholifuddin my lovely little sister Hikmah Nurida Utami, to my honorable sponsor and co-sponsor Mr. Mukhtar Hadi S.Ag,. M.Si. and Mr. Ahmad Subhan Roza, M.Pd, for my beloved almamater STAIN Jurai Siwo Metro, my besties “Emmen” Septa, Anna, Nanda, Vivi and all of my best friends that given to me supports to finished this thesis.”

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Praise Allah SWT for mercy and blessing, the researcher can finally accomplish this undergraduate thesis. Sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human being in general and muslim in particular.

This undergraduate thesis is made by researcher to present as a particular fulfillment of the requirement for the degree of sarjana pendidikan islam (S.Pd) English study program. The researcher deepest thanks to the sponsor, Mukhtar Hadi, S.Ag., M.Si as the first sponsor and Ahmad Subhan Roza, M.Pd as the second sponsor who have constantly given their endorsement, time, and guidance so that the researcher could finish this proposal. The researcher also likes to thank the Chief of state Islamic College (STAIN) of Jurai Siwo Metro, who has given support and approval in order that the researcher was able to conduct the research.

Finally, the researcher hopes that the result of the research will give significant contribution for the reader and especially for the researcher.

2016

Metro, February

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is studied as a foreign language, in Indonesia how a day's learning of English become more important and it is not only learned as an international language for general communication but also a language which is learned for specific purpose.

Hence, in our beloved country, Indonesia, English is a taught in the school. English is taught in kindergarten to university or college and even it is taught in courses. As present, all education at school applies the competence often called by standard of competence. The graduates must master the ability in general. The graduate competences in the main capital in compete in global level, because the competitions that happen is one the ability of human resource. Therefore, the application of competency based education is hoped will produce graduates who can compete in global level.

In English, there are four skills that must be mastered by all the students such as listening, speaking, writing and reading. Speaking is one of the important skills which are taught in the school. Speaking is also as a means of communication. By speaking, the students can make a good communication but also as a way to carry out opinion in our mind.

A pre-survey has been conducted at the eleventh grade of the State Senior High School 5 Metro. Most of students are less interest in speaking English, because they fell that English is difficult, and many students has a different personality. Personality is considered as one of the individual differences which is greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. There are two kinds of personality; introvert personality and extravert personality. Introvert personality is when someone is more concerned with the inner world of the mind, they enjoy thinking, exploring their thoughts feelings and they often avoid social situation because being around people drains their energy, whereas extrovert personality is when people spend their energy freely and often have trouble slowing down and they can refresh themselves easily by doing something in the outer world, especially since there is so much to choose from today and extrovert people may experience loneliness and a feeling of being drained when they are not in contact with people or the outside world. So the researcher would to choose introvert personality as variable than extrovert because the researcher more interest to know the significant and positive correlation between students' introvert personality and students' speaking performance in teaching speaking.

Therefore, after conducting pre-survey on February 12, 2015, the researcher got the data of speaking performance at the State Senior High School 5 Metro. Based data, on the pre-survey, the English minimum passing grate in this school is 78. It means that the students who get the score under 78

do not pass the examination. In fact, there are only 7 students who get score 69-80 or 28%, 8 students get score 57-68 or 32%, and 10 students get score 45-56 or 40% . So, from the data above it can be concluded that the students' speaking result at the eleventh grade students of the State Senior High School 5 Metro are still low.

Table.1
Data pre-survey English score of eleventh grade (D Class) the state senior high school 5 Metro

N o	Scale	Category	Percentages	Total of students
1.	69-80	High	28%	7
2.	57-68	Fair	32%	8
3.	45-56	low	40%	10
			Σ 100%	Σ 25

Based on the problem line, the researcher is interested to know there is any significant correlation between students' introvert personality and they speaking performance in teaching speaking at the eleventh grade students of the State Senior High School 5 Metro.

B. Problem Identification

Referring to the background mentioned, the problem can be identified as follows:

1. The students are difficult to speak caused lack of vocabulary.
2. The students' face difficulties in teaching and learning English.
3. The students' speaking performance at the eleventh grade students of the State Senior High School 5 Metro is low.

4. Most of student's have less self confidence and part of them have an introvert personality.

C. Problem Limitation

Related of the problem, researcher limits the problem only on to correlation between the students' introvert personality and their speaking performance at eleventh grade of Senior High School 5 Metro. In this research, the writer focuses only on the relationship of the students' introvert personality toward students' speaking introduction performance. The subject research is the eleventh grade of Senior High School 5 Metro.

D. Problem Formulation

Based on the issues described in the background above the researcher formulated the problem as follow:

“Is there any significant correlation between students' introvert personality and their speaking performance among the eleventh grade students of the State Senior High School 5 Metro in academic year 2015/2016?”

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of this reasearch are : “to find out wether there is positive and significant correlation between the students’ introvert personality and speaking performance among the eleventh grade students of the State Senior High School 5 Metro in academic year 2015/2016.”

2. Benefits of the Study

The benefit of this research are :

- a. For the English teacher
 1. The result of the research can be used as references to the teacher in solving the problem that possibly appear in teaching speaking especially in The State Senior High School 5 Metro.
 2. This research is useful as thinking contribution that can enrich the information about the students’ introvert personality especially in the teaching English.
- b. For the students
 - a. It can help the students introvert personality to further know and understand how to speak well, so that they can increase their self confidence.
 - b. The result of the research can be used by students to increase their knowledge about their personality.
 - c. To give the knowledge about speaking performance to the students in order to understand about speaking more.

c. For the Headmaster

- a. The result of the research is expected to improve the quality of English education especially in speaking performance at senior high school 5 Metro.
- b. To enable the headmaster to complete English books especially in speaking.

d. For the Researcher

Hopefully, to enlarge the researcher understand and insight about the correlation between students' introvert personality and speaking performance.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Speaking Performance

a. The concept of speaking

Etymologically, the word “speaking” in Oxford Advanced Learner’s Dictionary is derived from word ‘speaking’ that has meaning to say something with somebody about something or make a conversation with somebody.¹

Besides, Aleksandra Gotebiowska also explains that speaking is the key variable of the students who learn second language.²

Moreover, according to Kathleen M. Bailey, speaking is having an influence on each other when making communication that consists of producing and receiving and processing information.³

Based on the theories above, the researcher concludes that if the people use language to express their mean and another people can understand what their say, it is called speaking.

¹Hornby, Oxford University, *Oxford Advanced Learner’s Dictionary*, (New Yor: Oxford University Expres, 2010), 8th Edition: p.998.

² Aleksandra Gotebiowska, *Getting Students to Talk*,(UK: Prentice Hill, 1978), p.ix

³ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: McGraw-Hill companies, 2005), p.2

b. The concept of performance

Etymologically, the word “performance” in Oxford Advanced Learner’s Pocket Dictionary. It can be defined as follows: (1) Act of performing a play concert, etc. (2) way of performing something. (3) How well and badly you do something work.⁴

Moreover, Douglas states that performance is the overtly observable and concrete manifestation or realization of competence; it is an actual production or real action. For example, speaking, writing, listening, reading, walking, dancing, etc.⁵

From the definition above, the writer concludes that performance is the way of performing something and it can be observed and concrete. It is called by an actual production or real action.

Based on the quotations about speaking and performance, it can be inferred that speaking performance is the process of producing to say or express about something, it can be shown through the real action.

c. The components of speaking performance

Speaking a new language is natural. The learners are exposed to a limited range of content which matters to them: the language of their parents and their friends at play. They concentrate on the words and phrases that are important to them and find opportunities to use them. They are not concerned about making mistakes of pronunciation or grammar.

⁴Hornby, A.S., *Oxford Advanced Learner’s Dictionary*, p.317-318

⁵Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (Pearson Education, Inc, 2007), p.41.

Children absorb the language without resistance. Unlike the classroom language learner, they are not constantly corrected but are encouraged in their efforts to speak. Children learn naturally, but adults can learn faster than children.

Be able to communicate means be able to use English patterns flexibly. And our highest priority should be to focus on the long term building of the skills that will enable children to do this. We need to concentrate on the following:

1) Pronunciation

- a) Pronunciation frequently unintelligible.
- b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- c) No conspicuous mispronunciations, but would not be taken for a native speaker.

2) Vocabulary

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
- c) Choice of words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.

3) Fluency

- a) Speech is so halting and fragmentary that conversation is virtually impossible.
- b) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- c) Speech is very slowly and uneven except for short or routine sentences.
- d) Speech is frequently hesitant and jerky; sentences may be left uncompleted.

4) Demand at least two people.

5) Used language that understood together.

6) The process of exchange of ideas between participants submission of ideas with the aim of reporting, entertaining and convincing participants.

7) Have a good body language.

8) Listen when the other persons are talking.

9) Respect and have a good ethics.

10) Good in negotiate when speaking.

11) Have a good interlude when they speak.

12) Have a good intonation when they speak.

d. Scoring of Speaking Performance

Be able to communicate means be able to use English patterns flexibly. And our highest priority should be to focus on the

long term building of the skills that will enable children to do this. Cyril adds that there are practical constraints on the large scale testing of spoken language proficiency.

Based on Weir (1993) in Cyril that speaking has analytic speaking criteria as follows:⁶

Table.2
Cyril's analytic speaking criteria

No.	Aspect	Score	Indicators
1	Pronunciation	4	Occasionally errors of performance a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm; intonation and pronunciation.
		1	Word un unintelligible.
2	Vocabulary	4	Effective use of vocabulary for the task with few inappropriate.
		3	For the most part, effective use of vocabulary for the task with some example of inappropriate.
		2	Limited use of vocabulary with frequent inappropriate.
		1	Inappropriate and inadequate.
3	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words or expression.
		3	The student hesitates and repeats himself at time but can generally maintain a flow speech, although s/he may need on occasional prompt.
		2	Speech is slow and hesitates. Maintains speech in a passive manner and needs regular prompt.
		1	The student speaks so little that no 'fluent' speech can be said to

⁶ Cyril J Weir, *Language Testing and Validation An Evidence Based Approach* (New York: Palgrave Macmillan, 2005),p.191.

			occur.
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Based on the table analytic speaking criteria above, it can be inferred that there are some criteria to assessment of the students' speaking performance include pronunciation, vocabulary and fluency.

e. The type of classroom speaking performance

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom: ⁷

1) Imitative

Imitation is carried out not for the purpose of meaningful interaction, but for focusing on same particular element of language form; produce chunks of language of different lengths, produce reduced forms of words and phrases, produce fluent speech at different rates of delivery, produce speech in natural constituents, develop and use a battery of speaking strategies and use facial features, kinesics; body language, and other nonverbal.

2) Intensive

Intensive speaking can be self-initiated or can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

Responsive is short replies to teacher or students-initiated questions or comments.

⁷ Brown, H. Douglas, *Teaching by Principles An Interactive Approach to language pedagogy*, p.271-274

4) Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the transmission of fact and information.

6) Extensive

Extensive is to give extended monologues in the form of oral reports, summaries or perhaps short speeches.

2. Introvert Personality

a. The concept of Introvert Personality

Etymologically, the word “introvert” in Oxford Advanced Learner’s Dictionary is a quiet person who is more interested in their own thoughts and feelings than in spending time with other people.⁸

And, Wikipedia explain that introvert is typically more reserved or reflective. Introvert often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing.⁹

⁸ Hornby, As, *Oxford Advanced Learner’s Dictionary*, p.234

⁹ http://en.m.wikipedia.org/wiki/Extraversion_and_Introversion, friday,, 15082015.2.02am

Some popular psychologists have characterized introverts as people whose energy tends to expand through reflection and dwindle during interaction.¹⁰

Carl Jung contends that introvert is reversing the psychic energy into an orientation toward subjectivity. People who introvert always listen to his inner feelings, have their own perception. They remain in contact with the outside world.¹¹

Etymologically, the word “personality” in Oxford Advanced Learner’s Dictionary is person’s character: a strong.¹²

So, introvert personality is individual who prefer to remain isolated or in the company of very few people, can be categorized as ones who have an introverted personality. Introvert people are more prone to thinking, and are thus involved in creating novel entities. They have been interest in their own psyche. They are formal, idealistic, less social, talk less and brood about the future. They involve themselves minimally in social activities or in those activities which demand their active, direct interaction with many people. They remain passive and avoid being in the centre stage, or recognition of any kind. They are shy and inscrutable. They may appear to be dull

¹⁰ Helgoe, Lourie. *Introvert Power: Why your life is your Hidden Strength*. Naperville, Illinois: sourcebooks. Inc.

¹¹Feist, G.J, & Feist,J. *Theories Of Personality*. New York: Mc.Graw Hill, 2006

¹² Hornby, As, *Oxford Advanced Learner’s Dictionary*, p.327

and devoid of enthusiasm to others. They prefer indoor activities, to outdoor ones.¹³

b. The ways and behaviours of an Introvert Personality

Here are some of the ways and behaviours of an Introvert Personality:

1. We are inward thinking – our world exists within and we get our energy and rejuvenate by being alone.
2. We dislike crowds and loud parties – preferring instead to spend our time out in nature, at home, writing in our journal, visiting museums and art galleries, walking and other activities that take us away from crowds
3. Our decisions are based on how we feel a lot of the time rather than logically thinking things through.
4. We like structure and we prefer things to be organised. We have set ways of doing things and it helps us when we can work through it in that way.
5. We can be so in our own world that we may think we have replied to someone only to find that we haven't!
6. In decision making we like to get everyone's opinion rather than force our own opinion on everyone.
7. We take our time when it comes to making decisions. If someone asks a question we may go within to find the answer. Our silence

¹³<http://www.media.net/patient/lifestyleandwellness/personality-types-introvert-and-extrovert.html>,saturday,,252014,3.03pm.

is something mis-read as not caring or not wanting to give an answer. Most times we just need time to decide.

8. Even when we do think first we still need to run it past how we feel before we are ready to act.
9. We prefer one-to-one or small groups to larger groups full of people.
10. Being super sensitive is one of our major weaknesses. Everything that people say we can make mean something personal about and/or against us.
11. We are happy to go off and do our own thing. If the rest of the group turn left, we turn right!
12. Conflict and arguments are two things we avoid like the plague. They have a negative effect on us that we correct by going inward or being alone (not a good response if you have just had an argument with someone).
13. We are not always great at being in the present moment and our thoughts tend to live in the future and the possibilities of what might be.¹⁴

c. Introvert Students in the Classroom

Introvert students prefer to process information inwardly, which means they would rather sit quietly in classes and take in and ponder lecture content as opposed to participating in discussions or group

¹⁴ Diane, Carriette. *101 Things to Know About Being an Introverts*, p.5-6

learning activities. Such learning should not be misconstrued as passive; reflecting is as much an active process as discussing.¹⁵

In situation such as small and large group discussion introvert tend to speak up less than extrovert; they prefer to listen to what classmate are saying, and need to think about what they might say before they contribute. Thus, introvert need more time to develop their ideas before they feel comfortable expressing them. Introverted students also do better in group when they have an assigned task, such as taking notes, keeping track of time, etc.

d. Advantages and Disadvantages of Introvert Personality

1) The advantages of introvert personality

According to Marti Olsen Laney the introverts person bring a lot to work; concentration, loyalty, thoughtfulness, persistence, tough-mindedness, creativity, originality, foresight, a wide range of knowledge, they tend to be considerate, and are good listeners and good teachers.¹⁶

Generally being less talkative than others introverts lend towards having good listening skills making them good at connecting and empathizing with the people they interact with because they are able to allow the other person to talk more and let

¹⁵The Master Educator. *Teaching students with different learning styles*.2007 <http://www.mastereducatorprogram.com/resources/notes_learning_styles.html >.

¹⁶ Marti Olsen Laney, *The Introvert Advantage: How to Thrive in an Extrovert World* (Workman Publishing,2002), p.4

them reveal more of their thoughts and feelings than they otherwise would with someone who talks just as much or a lot more, this is one of the reasons why introverts can hold deep and meaningful conversations as they are able to give the other party their full attention. Lastly introverts can be very independent because they often do not need approval.

2) The disadvantages of introvert personality

The introverts person they are private in nature and guard their thoughts and emotions it can be difficult for them to form friendships with many people, this maybe partly because they are not as socialized as other people having not learnt the necessary skills to be a social butterfly due to being used to having their own personal space and distance. Another disadvantage is the ability to be outspoken or speak their mind, this can be in the workplace situation or in a social setting making them feeling isolated and cause them to withdraw even further than they have already.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is presented in the early section of a dissertation and provides the rationale for conducting your research to investigate a particular research problem.¹⁷

¹⁷ [Http://www.statisticssolution.com/theoretical-framework/](http://www.statisticssolution.com/theoretical-framework/),friday,,27082015,10.43pm

Winarno Surachmad states that “theoretical framework is a concept which comprising relation of causal hypothesis between independent variable and dependent variable in order to giving answer to problem of accurate.¹⁸ In this research have two variables. The independent variable (X) is students introvert personality and the dependent variable (Y) is students speaking performance.

Speaking is complex activity process which is very important to give the information that is sent by speaker orally. In addition, the researcher assumes that students introvert personality has correlation between their speaking performances in learning English activities.

Therefore students speaking performance is depend on the students’ introvert personality. To overcome the problem to improve the students’ speaking performance, students need to know their personality.

The success of second language learners was influenced by both external and internal factor. Introvert personality is one of internal factors which played the vital role in influence of the students’ culture learn. Furthermore, introvert personality is various approaches or ways of learning. Everyone has a very unique personality. An appropriate introvert personality will help enhance learners’ learning out comes more effectively.

¹⁸ Winarno Surachmad, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik*, (Bandung, 1994), p. 73.

2. Paradigm

A paradigm is a distinct set of concepts or thought patterns, including theories, research methods, postulates, and standards for what constitutes legitimate contribution to a field.¹⁹

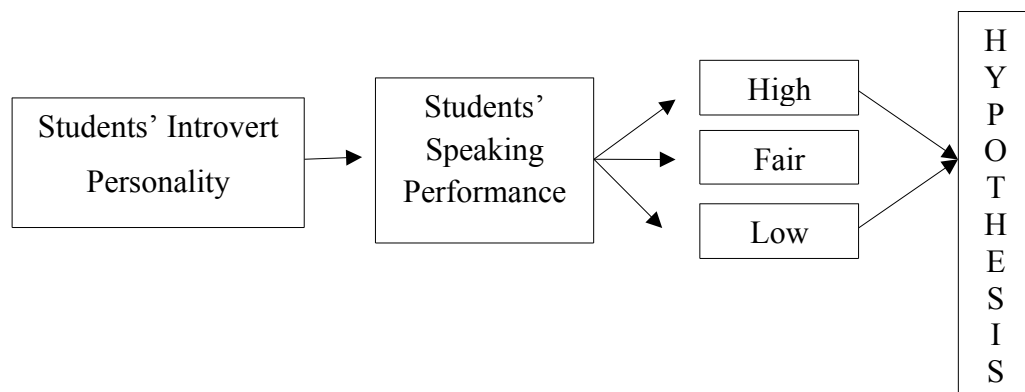
Hence, research paradigm is the draft shows thinking pattern of the researcher, and the correlation between variables which is researched.

So that, paradigm means the way irrespective which need by someone or group to watch indication or event based on the paradigm, so that someone or group can indication.

Based on the theoretical framework above the research describes the paradigm as following:

Figure 1

Correlation between students' introvert personality and speaking performance among the eleventh grade students of the State Senior High School 5 Metro.



¹⁹ <https://en.m.wikipedia.org/wiki/paradigm,friday,,21082015,00.44am>

Based on figure 1, the researcher concluded that high is when students Introverts' personality gets score more than English minimum passing grade and low is when students' introvert gets score under English minimum passing grade in eleventh grade of the state senior high school 5 Metro.

C. Hypothesis Formulation

Hypothesis are predictions the research or holds about the relationship among variables.²⁰ Based on the frame of the theories above, the writer formulates the hypothesis as follows:

1. Alternative hypothesis (Hi):

There is any positive and significant correlation between students' introvert personality and speaking performance among the eleventh grade students of the State Senior High School 5 in academic year 2015 / 2016.

2. Null Hypothesis (Ho):

There is no any positive and significant correlation between students' introvert personality and speaking performance among the eleventh grade students of the State Senior High School 5 in academic year 2015 / 2016.

²⁰ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approach*, Second Edition, (California: Sape Publicati, 2003), p.18.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Sing research design is a planning strategy. It means that it is the next step in observation and depends with sampling. Furthermore, a research design includes the following components:

1. Research method or research strategy.
2. Sampling design.
3. Choice of research tools.
4. Choice of statistical techniques.²¹

The popular categories of research in education were quantitative and qualitative. Both categories of research were very important solving some problems in education well. Yet, qualitative and quantitative methodologies have different way to reach the goal. These differences were started with the conceptualization and design of the study and moving on to the observation process, method and analyzing the data that used it.

This research was quantitative research. According to Creswell, quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge.²² Such as Daniel Muijs said that quantitative research is explaining phenomena by collecting numerical data

²¹ Sing, Yogesh Kumar. *Fundamental of Research Methodology and Statistics*, p.77

²² Creswell, John W, *Research Design: Qualitative and Mixed Method Approach*

that are analyzed using mathematically based methods (in particular statistics).²³ Furthermore, the researcher assumes that quantitative research is the research by which numeric data and make statistic method.

This research was intended to investigate whether there is any positive and significant correlation between students' introvert personality and speaking performance. The researcher took data from the eleventh grade of Senior High School 5 Metro. There are twenty five students. The researchers choose them as participants.

B. Population, Sample, and Sampling Technique

1. Population

Muijs defined, "population is the group we want generalize".²⁴ It means that the population was all subject that would be observed in this research.

The population of this research is the students of the eleventh grade of the State Senior High School 5 Metro in the Academic Year of 2015/2016. The total of population in this research is 207 students which are divided into eleventh classes.

2. Sample

Creswell states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target

²³ Mujis, Daniel, *Doing Research in Education*, (New Delhi: London Thousand Oaks, 2004), p.1.

²⁴ Mujis, Daniel, *Doing Research in Education*, p.18.

population.²⁵ So that, Sample is part of population that representative with big number of population.

The sample of this research is class D of the eleventh grade of Senior High school 5 Metro. The number of class at the eleventh is 8 classes. The researcher will take only one class that is D class which consists of 25 students.

3. Sampling Technique.

The sampling technique applied in this research is simple random sampling. The intent of simple random sampling is to choose individuals to be sampled who will be representative of the population. The typical procedure used in simple random sampling is to assign a number to each individual in the population and then used a random number. On the other hand random can be defines as a technique that take by the some characteristic of sample, the taken by shake or random.

C. The Operational Definition of Variables

Variable was a general class of objects, events, situations, characters and attributes that are of interest to the researcher.²⁶ Meanwhile variable can be defined as object of the research, or something that will be an observation object of research.²⁷ So the researcher conclude that the operational definitions of variable is a direction how the way to measure the variable. There are two

²⁵John W. Creswell, *Education Research: planning, conducting, and evaluating quantitative and qualitative research*, (University of Nebraska: Pearson Education, 2012), p. 142.

²⁶ Mark And Peter, *Introduction Quantitative Research Methods*, (New Delhi:Sage Publications, 2001), p. 46 .

²⁷ *Ibid*, p. 118.

variables in this research, while the operational definition of variables as follows:

1. Independent Variable

Independent variable can be understood as the factor that is measured, manipulated, selected or controlled by the researcher.²⁸

Independent variable of this research is introvert personality. To measure introvert personality of the students, the researcher did observation and give questioner. The independent variable in this research is students' Introvert Personality (X). And the indicator of the independent variable is the students can speak up well in front of class with confidence, good intonations, fluency, vocabulary, and pronunciations.

Furthermore, based on explanation above, the researcher in this research used oral test.

2. Dependent Variable

Sing defines "dependent variable is the factor which is observed and measure to determine the effect of independent variable."²⁹ It means that dependent variable is variable that depend on the independent variable and it is the result of the correlation of independent variable. Dependent variable (Y) of this research is speaking performance.

In this research, the researcher used oral test to collect the data. And the indicator of this variable is the students can speak up about explanation text with title how flood happen in front of class with the good fluency,

²⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publishers, 2006), p. 63.

²⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, p. 164

good pronunciation, much vocabulary and the students must have a good body language, could listen well when other speaking in front of class, respect and have a good ethics, good in negotiate, have a good interlude when speaking in front of class.

D. Data Collection Method

Sugiyono states that the data collection techniques are methods uses to collect the data.³⁰ In collecting the data, the researcher will use data collection technique as follows:

1. Test

In this research, the researcher used tests for the instrument. Test is some questions or exercises and others tool used to measure the skill, knowledge, intelligent, capability or talent, is had by individual or group.

The tests were divided into two parts: pre-test and post-test.

a. Pre-test

According to Hatch and Farhady, “a pre-test is administered to capture the initial differences between the groups.”³¹

In accordance with the statement, the researcher administered pre-test in the first meeting before doing treatments in order to find out the initial differences between the groups who have similar level before use participation point system.

³⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: CV. Alfabeta, 2010), Cet ke-9, p. 23.

³¹ Hatch and Farhady, *Research Design and Statistics for Applied Linguistics*, (Massachusetts: Newbury House Publisher, 1982), p.22.

b. Post-test

Post test is a test given to measure the outcome variable after the experimental manipulation is implemented. The post-test is given after the researcher give the student questionnaire about personality traits to find out any correlation between students' introvert personality and students' speaking performance in the class or not.

2. Documentation

Documentation is the method which is used to get information from written language or documents such as books, magazine, rule, note, and others. This researcher used this method to got data about the profil of the school, the sum of teacher, official employed and students and others. That is documented by headmaster.

3. Questionnaire

Is it a list of question and statements to be answered by the students to measure the students' introvert personality in speaking class, variable (X).

4. Observation

Observation are used to find out the information in the implementation, the benefits and difficulties find of introverts' personality and also the responses of the students introverts' personality in the classroom. In observation sheet included two aspects, such as the introverts' personality implementation and students' response of student introverts' personality implementation. Since the benefits and difficulties

find of introverts' personality implementation might have been unpredictable, it was noted with other things found during the observations.

E. Research Instrument

John W. Creswell defines instruments as a part of important data collection that consists of detailed information about actual observation.³²

Furthermore, the research instrument involves:

1. Instrument blue print.

The instrument which used to measure the students speaking performance is oral test and to know student's introvert personality is questionnaire test. The researcher make correlation between the oral test to measure students' speaking performance and the questionnaire to measure student's introvert personality.

Table 3.

The Instrument Blue Print of Variable X and Variable Y

No	Variable	Indicator	Form of test	Items
1	Variable X : Students' Introvert Personality	The students could speak up well in front of class with confidence, good intonations, fluency, vocabulary, and pronunciations.	Questionnaire about introverts' personality	25
2	Variable Y : Speaking	The students can speak up about	Oral Test; students	1

³² John w. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition* (Boston: Pearson, 2002), p.185

	Performance	<p>explanation text with title how flood happen in front of class with the good fluency, good pronunciation, much vocabulary and the students must have a good body language, could listen well when other speaking in front of class, respect and have a good ethics, good in negotiate, have a good interlude when speaking in front of class.</p>	<p>must speak up about explanation text with the title “How flood happened?”</p>	
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2. Instrument Calibration

Calibration refers to the act of evaluating and adjusting the precision and accuracy of measurement equipment. Instrument calibration is intended to eliminate or reduce bias in an instrument’s readings over range for all continuous value.³³

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. The test is oral test where students are to speak English. Otherwise, the instrument should be relevant to the focus of the research. The researcher used the several ways to know the students personality by using questioner sheet based on

³³http://chemwiki.ucdavis.edu/Analytical_Chemistry/Data_Analysis/Instrument_calibration_over_a_regime, Friday, 15/08/2015, 10:20am

the indicator of introverts personality traits consist 25 questions. And the measure of speaking performance used oral test with scale of measurement 0-100.

In this research the researcher is allow to use the objective test. The instruments test that used in this research, the researcher tried first by using respondents outside of population to know validity and reliability.

a. Validity

To know whether the test have a good quality or not, the writer should know the validity of the test. Validity refer to the result of the test not to the test itself. And test in valid if the measure what it purpose to measure. In this research, the writer uses empirical validity, empirical validity refers to the instrument that fulfills the criteria of validity based on the experience.

b. Reliability

Reliability is the extent to which a test produces consistent results when administered under similar conditions. In other word, whether it consistent predictability, and accuracy.

According to the statement, the researcher can conclude that reliability is the accuracy of the measurement result. To examine measurement instrument, the researcher examined the question for even and odd method and the measure of the reliability between odd and even group in this research used the product moment formula.

F. Data Analysis Technique

Data analysis is processing information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research.

To analyze the data in the research the researcher will use Pearson product moment correlation. Product moment correlation is one of the techniques that is usually used to find out the significance of the correlation between two variables. This technique was published by Karl Pearson, therefore it is often called by product moment correlation because it is usually used to correlate one variable to another variable based on its correlation coefficient value.

To know and to find out whether there is a significant correlation between students' introvert personality and their speaking performance at the eleventh grade of Senior High School 5 Metro. So the researcher will use the Pearson product moment correlation. Compute the data from the test using the Pearson product moment correlation. The formula is:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\sum X^2 \sum Y^2}}$$

Notes:

r_{xy} : A correlation between students' introvert personality in their speaking performance

X: Distribution of students' introvert personality in speaking performance score

Y: Distribution of student's English speaking performance score

N: Total number of students

Criteria value r_{xy} :

$0.801 < r_{xy} \leq 1.000$ = highest

$0.601 < r_{xy} \leq 0.800$ = high

$0.401 < r_{xy} \leq 0.600$ = middle

$0.201 < r_{xy} \leq 0.400$ = low

$0.001 < r_{xy} \leq 0.200$ = lowest

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The History of The State Senior High School 5 Metro

This research is conducted at the State of Senior High School 5 Metro, which is located on street Walter Monginsidi East Hadimulyo Village of Central Metro district, Lampung. It had established on 2006. The principal of the State of Senior High School 5 Metro is Drs. Basuki (2006-2011) and Drs. Hanwar Priyo Handoko (2012-now). It was a long journey to be a good institute like this one which has a building stand in the own land more than 1,5 ha. The buildings and the facilities has been existed with the headmaster, 14 definite teachers, 4 honorarium teachers, 3 stafs, and 2 school supervisors. Furthermore, all the infrastructures have also completed which made the institute easier in achieving the purpose of the vision and mision from region environment “Today Must Be Better than Yesterday and tomorrow Must be Better than Today”.

The developing at the State of Senior High School 5 Metro since it was established until now is very well at quality aspect or quantity of the students and teachers.

b. The Profile Of School

1. Name of school : SMA NEGERI 5 METRO

2. Address

Province : Lampung

Regency : Metro City

Sub district : Hadimulyo

Street : Wolter Monginsidi

Post Code : 34111

Accreditation : B

c. Vision and Mission of The State Senior High School 5 Metro

The State Senior High School 5 Metro has vision and mission. The

Vision are:

- 1) To be superior in religious and achievement based on the nation.
- 2) Have a conception of life environment.

The *Mission* are:

- 1) Increasing the discipline of the teacher, staf and students.
- 2) Creating a condusive, effective, and innovative learning condition.
- 3) Motivating the students and empowering the academic achievement optimally.
- 4) Bringing the quality of graduation with the higher standard more than national graduation competence standard.
- 5) Constructing the students based on the religion and good attitude.
- 6) Completing the infrastructure of teaching and learning maximally.

7) Increasing and developing the extracullicular activity.

d. Human Source and Infrastructure

The State of Senior High School 5 Metro has 50 teachers. The data of the teacher’s educational background and the staff of the State Senior High School 5 Metro in academic year 2015/2016 can be seen through this table as follow :

Table 4

The Data of Teacher and Staff in The State Senior High School 5 Metro Academic Year 2015/2016

Educational Background	Teacher		Staff		Staff Administration	
	Civil Servants	From another School	Librarian	Laboration	Fixed	Not fixed
S2	2					
S1	43	3	1	3		
D3						2
D2						
D1						
SLTA					3	8
SMK						
TOTAL	45	3	1	3	3	10

Table 5**The data of the teacher and staff in The State Senior High School 5 Metro academic year 2015/2016**

No	Nama	Sex	Position
1	Nunik Kiswati, S.Pd	Female	Biology Teacher
2	Novi Kusnawati, S.Pd	Female	Chemistry Teacher
3	Yulistin	Female	English Teacher
4	Zaita Puri	Female	History Teacher
5	Zalfiyana, RH	Female	Civics Teacher
6	Dian Puspasari, S.Pd	Female	English Teacher
7	Yudhi Hardiyanto, ST	Male	Computer Teacher
8	Drs. Wahadi	Male	Religion Teacher
9	Riduan	Male	Art Teacher
10	Romualdus Tri Endah Wahyuningsih, M.Pd	Male	Chemistry Teacher
11	Yulia	Female	Biology Teacher
12	Wiwi' Alfiani, S.Pd.I	Female	Indonesian Language Teacher
13	Tris Idayati	Female	Counselor Teacher
14	Tuti Novita, S.Pd	Female	English Teacher
15	Toto Yulianto, S.Pd	Male	Indonesian Language Teacher
16	Drs. Sukiran	Male	History Teacher
17	Tri Setiawati	Female	Geography Teacher
18	Wardaya	Male	Civics Teacher
19	Hesma Ratnawati	Female	Biology Teacher
20	Darni Safitri, S.Pd	Female	Mathematics Teacher
21	Sri Lestari	Female	Economy Teacher
22	Anik Purwatmi	Female	Civics Teacher
23	Muslim Hasnamsyah	Male	Sport Education Teacher
24	Zulida, ZA, S.Pd	Female	Counselor Teacher
25	Agus Mucharom	Male	Religion Teacher
26	Budi Nugroho, S.Pd	Male	Mathematics Teacher
27	Wiwik Wiji Rejeki, S.Pd	Female	Indonesian Language Teacher
28	Cahyaningsih Waluyati, S.Pd	Male	English Teacher
29	Chatarina Harti Setyorini, S.Pd	Female	Sociology Teacher
30	Yudha Ranto Haribowo	Male	Sport Education Teacher

31	Christina Turiah, S.Pd	Female	Civics Teacher
32	Eka Nirwana, S.Pd	Female	Economy Teacher
33	Ema Suryani	Female	Geography Teacher
34	Eni Purwaningsih, S.Pd	Female	Chemistry Teacher
35	Estiya Hayati, S.Pd	Female	Biology Teacher
36	Dra. Farida Tri Rohmawati, ZP	Female	Physics Teacher
37	Gidion Guntoro, S.Kom	Male	Physics Teacher
38	Haronal	Male	Economy Teacher
39	Jasmin	Female	Economy Teacher
40	Jatmiko Purwo Supatmo, S.Pd.M.Pd	Male	Computer Teacher
41	Mohtar Efendi, S.Pd	Male	Physics Teacher
42	Muamar Dodi Prastiyo	Male	Sociology Teacher
43	Drs. Samadi	Male	History Teacher
44	Silvista Sita Marharini	Female	Indonesian Language Teacher
45	Sismadi	Male	Geography Teacher
46	Siti Aminah, S.Si	Female	Economy Teacher
47	Dra. Sri Amanti	Female	Mathematics Teacher
48	Dra. Sri Hartati	Female	Physics Teacher
49.	Ana Suci Filis Triani, A.MD	Female	Staff TU
50.	Ida Suryati, S.H	female	Staff

Source: Result documentation at Senior High School 5 Metro October 27th 2015

e. The Condition of Students

The State of Senior High School 5 Metro consist of 23 classes from X to class XII and it can be seen on the table bellow:

Table 6
The data of the students in The State of Senior High School 5
Metro academic year 2015/2016

N	Grade	Σ Classes	Σ Students
1	X	8 Classes	254
2	XI	8 Classes	201
3	XII	7 Classes	188

Total	23 Classes	643
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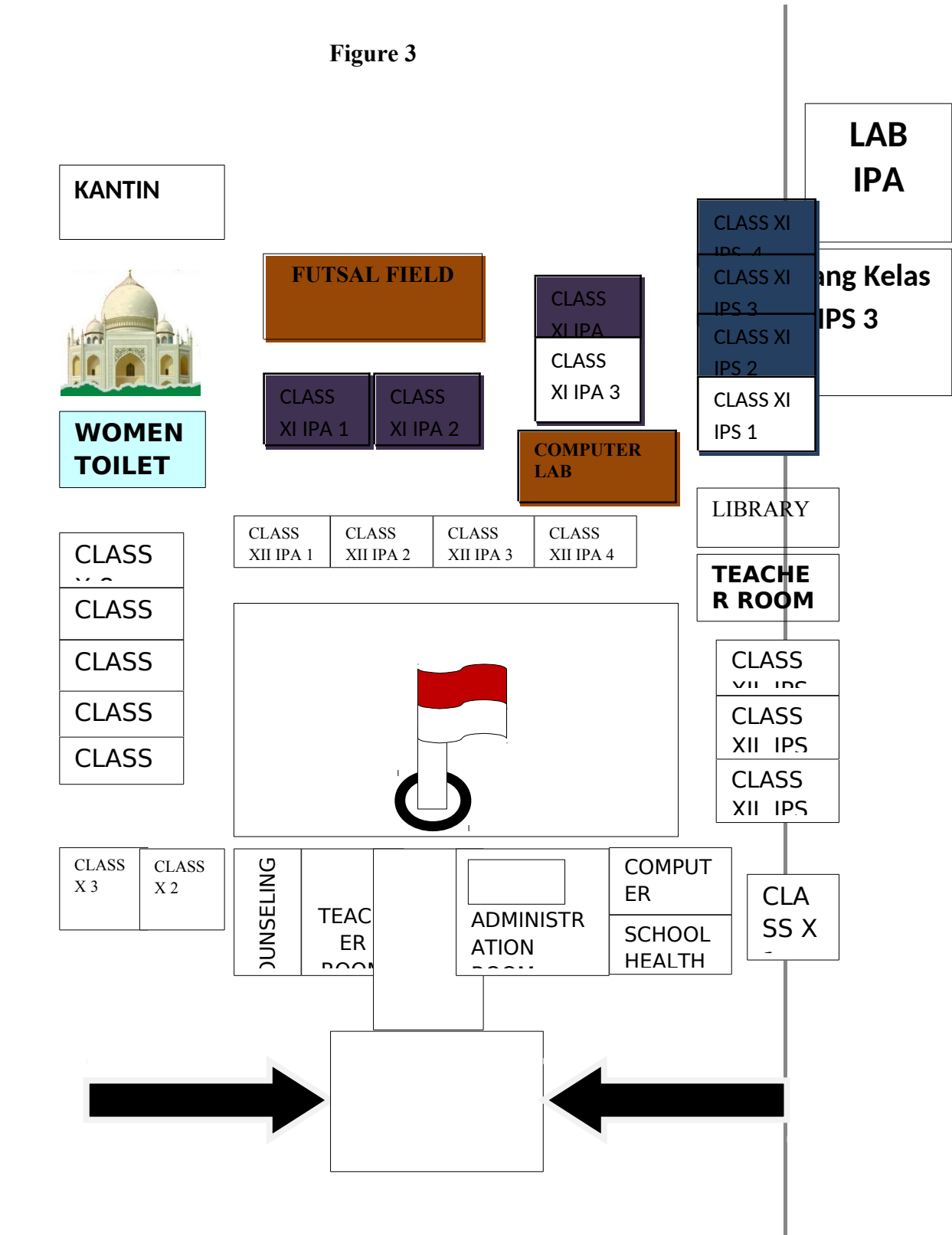
f. The Building Condition of The State Senior High School 5 Metro

Tabel 7
The Building Condition of The State Senior High School 5 Metro

No	Rooms	Total	Wide	No	Rooms	Total	Wide
1	Class	23	1774 M	12	SHU	1	18 M ²
2	Headmaster office	1	4 M ²	13	OSIS	1	18 M ²
3	Viece-office	1	4M ²	14	Pantry	1	12 M ²
4	Staff office	1	4 M ²	15	Toilet	14	33 M ²
5	Teacher office	1	56 M ²	16	Parking area	1	24 M ²
6	BK office	1	18 M ²	17	Ceremony field	1	300 M ²
7	IPA laboratory	1	56 M ²	18	Committee Room	1	56 M ²
8	Cooperation	1	20 M ²	19	Canteen	3	20 M ²
9	Computer laboratory	1	80 M ²	20	Sport field	1	408 M ²
10	Mosque	1	56 M ²	21	Kitchen	1	12 M ²
11	Library	1	96 M ²	22	Fence	1	60 ²

g. The Location Sketch of the State Senior High School 5 Metro

Figure 3



2. Research Testing

a. The Introvert Personality result

To measure the students' introvert personality, the researcher used questionnaire. The sum of the questionnaire is 20 items, with two alternative answers. A set of questionnaire was given in order to know the students' introvert personality and speaking performance. The result of the questionnaire as follows:

Table.9
The result of the Introvert Personality among the student of the Eleventh grade of The State Senior High School 5 Metro

No	Students' Name	The score of Introvert Personality Test (X)
	AFS	80
	AW	44
	AIBP	68
4.	AJL	52
	AP	68
6.	AF	56
7.	CRP	68
8.	EY	68
	FH	88
10.	FM	72
11.	FPPS	72
12.	GS	60
13.	IWAAM	72
14.	IAS	72
15.	IW	60
16.	LKP	52
17.	NA	72
18.	PIP	72
19.	SRM	44
20.	SA	60
21.	SS	68
22.	SCH	48
23.	TH	56
24.	UC	56
25.	YMU	64

Source: The result of the students' Introvert Personality test in the Eleventh Grade of Senior High School 5 Metro.

Based on the table above, the writer will be computed invariant frequency the distribution the students of introvert personality using the formula according to Suharsimi Arikunto, as follows:

$$IR = \frac{t-r}{N}$$

Notes:

IR = Class Interval

t = the highest score

r = the lowest score

N = Total of categories

From the table above, it can be seen that:

The highest score is 88

The lowest score is 44

While the criteria are divided into 3 that are high, fair and low, so the interval is

$$IR = \frac{88-44}{3}$$

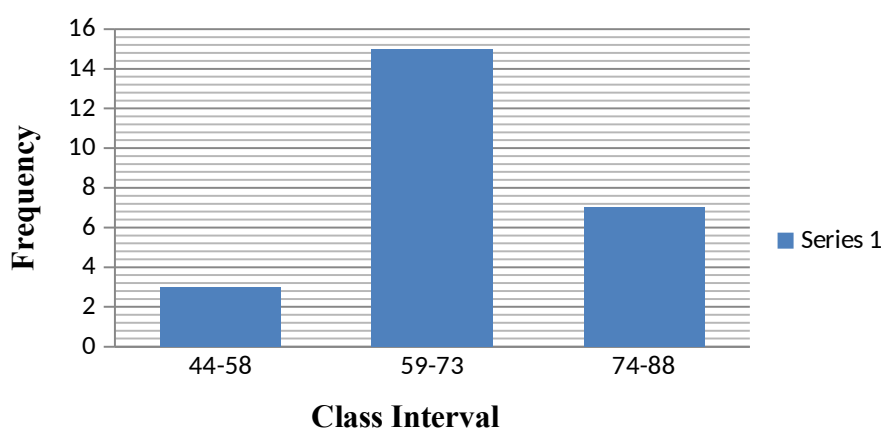
$$IR = \frac{44}{3} = 14,6$$

Table.10

The Invariant frequency Distribution of Students' Introvert Personality

Interval	Category	Frequency	Percentage
74-88	High	3	12%
59-73	Fair	15	60%
44-58	Low	7	28%
Total		25	100%

The students' introvert personality can be shown by the chart below:



Student introvert Personality

From the table above the writer made classification as follows:

- 1) There were 3 students (12%) who got high score.
- 2) There were 15 students (60%) who got fair score.
- 3) There were 7 students (28%) who got low score.

b. The students' Speaking Performance result

In collecting the data of the students' speaking performance result the researcher used a test. The test is to know the speaking performance of students' introvert personality. The researcher give

some topic about explanation text and the student must made some explanation texts and retell in front of class by they own word.

The data of student speaking performance result can be identified as follows:

Table.11

Frequency distribution as the result of student speaking performance test of eleventh grade of senior high school 5 Metro

No	Students' Name	The score of Introvert Personality Test (X)
1.	AFS	60
	AW	50
	AIBP	60
4.	AJL	70
	AP	80
6.	AF	60
7.	CRP	80
8.	EY	70
	FH	90
10.	FM	80
11.	FPPS	70
12.	GS	70
13.	IWAAM	60
14.	IAS	80
15.	IW	60
16.	LKP	70
17.	NA	80
18.	PIP	80
19.	SRM	40
20.	SA	90
21.	SS	60
22.	SCH	50
23.	TH	70
24.	UC	60
25.	YMU	50

Source: The result of the students' Introvert Speaking Performance test at the Eleventh Grade of Senior High School 5 Metro.

Based on the table above, the writer will be computed invariant frequency the distribution the students of introvert personality using the formula according to Suharsimi Arikunto, as follows:

$$IR = \frac{t-r}{N}$$

Notes:

IR = Class Interval

t = the highest score

r = the lowest score

N = Total of categories

From the table above, it can be seen that:

The highest score is 90

The lowest score is 40

While the criteria are divided into 3 that are high, fair and low, so the interval is

$$IR = \frac{90-40}{3}$$

$$IR = \frac{50}{3} = 16,6 = 17$$

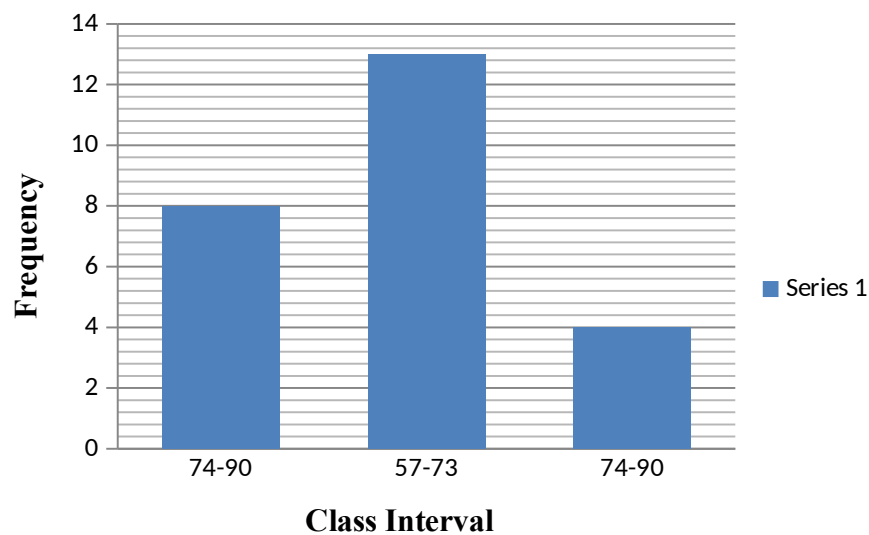
Table.12

The Invariant frequency Distribution of Students' Introvert Personality

Interval	Category	Frequency	Percentage
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74-90	High	8	32%
57-73	Fair	13	52%
40-56	Low	4	16%
Total		25	100%

The students' speaking performance can be shown by the chart below:



Student speaking performance

From the table above the writer made classification as follows:

- 1) There were 8 students (32%) who got high score.
- 2) There were 13 students (52%) who got fair score.
- 3) There were 4 students (16%) who got low score.

After got the data, the researcher correlated the students' speaking performance result with the questionnaire to measure whether there is any correlation between the students' introvert personality and their speaking performance result.

B. Hypothesis Testing

After applying documentation, test, and questionnaire method, the researcher analyzed the data by using analysis of product moment correlation in order to prove whether there is relationship between the students' introvert personality and their speaking performance at the eleventh grade of Senior High School 5 Metro, as follows:

Table.13

The table as the authentication of a correlation between students' introvert personality and speaking performance among the eleventh grade students of the State Senior High School 5 Metro.

No.	X	Y	X ²	Y ²	XY
1.	80	60	6400	3600	4800
2.	44	50	1936	2500	2200
3.	68	60	4624	3600	4080
4.	52	70	2704	4900	3640
5.	68	80	4624	6400	5440
6.	56	60	3136	3600	3360
7.	68	80	4624	6400	5440
8.	68	70	4624	4900	4760
9.	88	90	7744	8100	7920
10.	72	80	5184	6400	5760
11.	72	70	5184	4900	5040
12.	60	70	3600	4900	4200
13.	72	60	5184	3600	4320
14.	72	80	5184	6400	5760
15.	60	60	3600	3600	3600
16.	52	70	2704	4900	3640
17.	72	80	5184	6400	5760
18.	72	80	5184	6400	5760
19.	44	40	1936	1600	1760
20.	60	90	3600	8100	5400
21.	68	60	4624	3600	4080

22.	48	50	2304	2500	2400
23.	56	70	3136	4900	3920
24.	56	60	3136	3600	3360
25.	64	50	4096	2500	3200
N= 25	$\sum X=1592$ 2	$\sum Y=1690$ 0	$\sum X^2=104256$	$\sum Y^2=118300$	$\sum XY=109600$

Result of data Analysis

N	25
$\sum X$	1592
$\sum Y$	1690
$\sum X^2$	104256
$\sum Y^2$	118300
$\sum XY$	109600

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - \frac{(\sum X)^2}{N})(\sum Y^2 - \frac{(\sum Y)^2}{N})}}$$

$$r_{xy} = \frac{25 \cdot 109600 - (1592)(1690)}{\sqrt{[25 \cdot 104256 - (1592 \cdot 1592)] [25 \cdot 118300 - (1690 \cdot 1690)]}}$$

$$r_{xy} = \frac{2740000 - 2690480}{\sqrt{(2606400 - 2534464) \cdot (2957500 - 2856100)}}$$

$$r_{xy} = \frac{49520}{\sqrt{(71936) \cdot (101400)}}$$

$$r_{xy} = \frac{49520}{\sqrt{7294310400}}$$

$$r_{xy} = \frac{49520}{85406,74}$$

$$r_{xy} = 0,580$$

Therefore, “r observed” is 0,580

“r observed” is correlation coefficient (r) as the result of the counting by using product moment correlation above.

Table.14

The table of interpretation to the grade of “r observed”

The grade of “r observed”	Interpretation
Up to 0,20	There is lowest correlation
0,21-0,40	There is low correlation
0,41-0,70	There is middle correlation
0,71-0,90	There is high correlation
0,91-1	There is highest correlation

Source: Sugiyono, Metode Penelitian Administrasi, Bandung, Alfabeta

The critical value of “r observed” is 0,580. If we interpret it based on the table above, it can be inferred that there is middle correlation between the introvert personality and their speaking performance at the first semester of the eleventh grade of The State Senior High School 5 Metro.

In order to know whether there was any or not correlation between the students’ introvert personality and their speaking performance both variables were calculated by using SPSS for windows.

Table.15

The result of the output data from SPSS 16

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
IntrovertPersonality	25	44.00	88.00	63.6800	10.94958
SpeakingPerformance	25	40.00	90.00	67.6000	13.00000
Valid N (listwise)	25				

Table.16
Table of correlation

		Introvert Personality	Speaking Performance
Introvert Personality	Pearson Correlation	1	.580**
	Sig. (2-tailed)		.002
	N	25	25
Speaking Performance	Pearson Correlation	.580**	1
	Sig. (2-tailed)	.002	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

- 1) There are two variables that are examined in this analysis, they are students' introvert personality and their speaking performance.
- 2) Coefficient correlation of (r) product moment the students' introvert personality and their speaking performance is 0,580.
- 3) Value of probability that show by the column Sig.(2-tailed) 0,005.
If probability >0.05 , H_0 is accepted.
If probability <0.05 , H_0 is rejected.
If probability $0.005 < 0.05$, H_0 is rejected in other word, H_1 is accepted
- 4) The numbers of subjects in this research are 25.

C. Interpretations

The researcher has formulated the Alternative Hypothesis (H_1) and Null Hypothesis (H_0), as follows:

- a) Alternative Hypothesis (H_1)

There is any correlation between the students' introvert personality and their speaking performance at eleventh grade of Senior High School 5 Metro.

b) Null Hypothesis (Ho)

There is not any correlation between the students' introvert personality and their speaking performance at eleventh grade of Senior High School 5 Metro.

After Hi and Ho above were formulated, the writer consulted "r observed" to "r table" as follows:

1. If "r observed" is bigger than "r table", Alternative Hypothesis (Hi) is accepted and Null Hypothesis (Ho) is rejected.
2. If "r observed" is smaller than "r table", Alternative Hypothesis (Hi) is rejected and Null Hypothesis (Ho) is accepted.

To know the critical value of r product moment (r table), the writer firstly counted df. Df is degree of freedom. The formulated of $df = N - 2$. N is the number of research population.

$$Df = N - 2$$

$$= 25 - 2$$

$$= 23$$

After considering the product moment table by using df 23, it can be know that:

1. The critical value of r product moment (r table) for the 5% level is 0,143.
2. The critical value of r product moment (r table) for the 1% level is 0,526.

From all of the data analysis above, it can be known that:

1. “r observed” is 0,580.
2. “r table” = 0,143 or 0,526.

Finally, the data confirmed that “r observed” is bigger than r table. Therefore, it can be inferred that H_i is accepted and H_o is rejected. It means that there is positive and significant correlation between the students’ introvert personality and their speaking performance at the eleventh grade of Senior High School 5 Metro.

D. Limitations

This research was conducted at the eleventh grade of senior high school 5 Metro on November 26th, 2015. The subject of the research was 25 students at the first semester. The result of this research is there is any significant correlation between students’ introvert personality and their speaking performance. The instruments were suitable with the subject that learn by the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis about the correlation between students' introvert personality and their speaking performance, it can be conclude that for $df = 23$, $r_{xy} = 0,580 > r_{table} = 0,413$ for the 5% significant level, $r_{xy} = 0,580 > r_{table} = 0,526$ for the 1% significant level.

Lastly, the data confirmed that "r observed" is higher than "r table". Therefore, it can be inferred that H_0 is rejected and H_a is accepted.

So there is a positive significant correlation between students' introvert personality and speaking performance of the eleventh grade of The State Senior High School 5 Metro.

B. Suggestions

1. For the students

The students are suggested to more confidence and competitive to explore their speaking performance. So, they can enrich vocabulary because they have to speak in English.

2. For the Teacher

a) The result of the research can be used as references to the teacher in solving the problem that possibly appear in teaching speaking especially in The State Senior High School 5 Metro.

b) This research is useful as thinking contribution that can enrich the information about the students' introvert personality especially in the teaching English

3. For Other Researcher

The researcher suggest to other researcher to focus on other aspects in English teaching and learning process.

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