

THE CORRELATION BETWEEN EXTROVERT-INTROVERT PERSONALITY AND THEIR SPEAKING PERFORMANCE

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ABSTRACT

This study aims to find whether there is correlation between extrovert-introvert personality and their speaking performance at the first grade in MA Mambaus Sholihin, Suci. And sampling was carried using purposive sampling technique, while the sample was class X IPA 2 consisting of 32 students who were all female. The type of data used is quantitative data with correlation design. The personality and the students score were correlated by using pearson produst moment correlation. The data were obtained from the speaking test and personality questionnaire. After calculating the result of the students speaking score and personality, the researcher found that the ninth-grade student of MA Mambaus Sholihin Suci had 14 students' extrovert and 18 students' introvert and high level of speaking performance is 80 and low level is 50. Furthermore, the that the significance value is 0,809 wich means > 0.05 , so there is not a correlation between the two variables. The calculated R value (pearson correlation) is 0,044 than the R table value of 0,3388 ($0,044 > 0,3388$) the researcher concludes that H_a is rejected, and H_o is accepted. Meaning that there is not a correlation between student's extrovert-introvert personality and their speaking performance.

Keyword: extrovert, introvert, speaking performance.

I. INTRODUCTION

Speaking is skill which connected with interaction and communication (Rokhayati, 2018). speaking used by someone to create a social interaction with other people and someone can get a lot of information knowledge and it can increase her or his speaking skill to be good. Richard and Renandya (2022) stated it can be the component of communication. It can be pointed that speaking become part of daily activities and the object of speaking are various such as discussion, speech, debate, dialogue, and conversation. So, it can be considered as the most important of human tool for social control. Speaking skills are difficult to develop unless practiced continuously with a class partner, an English teacher or another teacher who can speak English. Without good speaking skill, someone will be difficult to communicate affectively and causes misunderstanding.

The good communicative speaking performance will happen if have the mastery speaking (Septiana et al,2018). Their good communicative speaking performance will happen if they have the mastery of speaking. Language learners need to complete speaking task when learning English. They are supposed to do good communicative performance when they are in the speaking class. When a student speaks, their capacity to produce the English language successfully resulted in their speaking performance. A good performance happened when the students manage to deliver the speak, where their idea, felling and thought is properly conveyed and accepted by audience (Hoesny et al., 2020). While the poor performance happens when the students fail to deliver speaks, the audience misinterprets their massage and idea. It can be concluded that the student's performance whether good or poor performance, show their mastery level of the English language. Thus, students are going to have a moment of public speaking. Reporting from virtual speech,

public speaking is the act of presenting aspeech to live audiences in a structured way to inform, entertain and persuade (Barnard, 2022). Students with good public speaking skills are good at presenting ideas, information or other matters. This can help boost student's confidence. Speaking become difficult because of psychological speaking problems such as fear of mistakes, lack of confidence, anxiety, and lack motivation (Khapsoh, 2020). To know the psychological speaking problems, it needs to know the personality. The personality, self-image, knowledge of the word, and ability to reason and express thought are all reflected in speaking performance (Louma, 2004). The meaning that personality is one factor that affects students speaking performance.

Personality is defined as "a person's characteristic pattern of behaviors in the broad sense including thoughts, feelings, and motivation (Uher, 2017). Many students cannot speak clearly when they speak in front of the stage to give some speeches because they don't know how to say for prevent miss communication. Spolsky illustrated that several aspects supported one's SLA learning. It can be illustrated that student 'x' personality will be different in how the way they speak with the student 'y' personality in choosing a topic. Carl Gustav Jung says that personality has types of according to attitude of individuals. There are extrovert and introvert. Extrovert person tends to be active, sociable, easy-going, friendly, talkative, aggressive and a risk-taker, whereas introvert person tends to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner (Duane, 2008, p.8). In other word, the students with extrovert personality much talk and active in the classroom. They are brave and have high self confidence to speak or perform in front of the class while students with introvert personality like silence. They are passive students in the classroom. They like to be alone because they not too interested making many friends. They also like study serious in quiet place.

According to Kaewkatron and Lynch (2013:96) In terms of education, personality type can affect the way teachers teach, the way students learn, the way people communicate and work in team. It can be shown that if the teacher knows the personality of the students, the teacher will know how to teach students with different personalities so that students can learn well and students can public speak well. The difference between the two personalities also influences the ability to communicate and socialize (Zubaidah, 2017, p.13). Especially communication skills in English. Some studies indicated that there is positive relation between extrovert-introvert personality and their speaking skill. Hardian Alvin Eftiama (2022:9) found significant correlation between extrovert-introvert personality with their speaking ability. In this research the writer found that student with extrovert can be categorized that there is correlation between extrovert-introvert personality and student's speaking. The other study held by Muhamad Fikri Nadzif (2015) The result of the study shows that there is a significance correlation between students' personality trait and English-speaking ability of basic speaking class. And the other study indicated that negative relation between extrovert-introvert personality and their speaking skill, the study conduct by Agus Rofi'i (2017). The result of the calculation shows that there is no different result between the extrovert and the introvert students in their speaking skill. In this research the researchers attracted to do research correlation between the student who had an extrovert-introvert personality and her speaking performance. The study was to find out whether the protégé who had extrovert-introvert personality had good speaking performance.

II. METHOD

In this research the researcher used quantitative method to find the correlation of student's personality and student's speaking performance. The sample of this research was 32 students with all females in MA Mambaus Sholihin. Sample was selected using purposive sampling. There instruments of this research were administered in this study: personality questionnaire and student speaking score.

The first instrument is Personality questionnaire by Eysenk and Barrett, it used to separate the student into two types of personality, they were extrovert and introvert. Which the question has binary response 'yes' or 'no'. It contains of 8 questionnaires. The students were asked to choose one answer that suits the characteristics of him by giving the sign (x) or a checklist (✓). The second instrument was students' English-speaking score by Simple Speech. In addition, student's speaking performance data obtained from the researchers chose the topic daily activities, friends, hobby and idol by focusing on their speaking performance when telling the result of their assignments in front of their friends in class based on the speaking assessment of Brown (2001). Student's score is determined from their speaking performance in terms of test: pronunciation, vocabulary, grammar, comprehension, fluency and accuracy.

Data Analysis

Data are analyzed using SPSS software version 20. We performed a bivariate correlation coefficient (Person-Product-Moment) to examine the relationship between a student's extroverted personality and the student's speaking her performance.

Table 1: Personality Questionnaire Scoring

Positive question	Scale	Negative question
1	Yes	0
0	No	1

The table above shows how the student's Extroverted-Introverted Personality Questionnaire is calculated. Ratings are divided into her two categories of positive and negative statements. If the statement is positive, the value of yes is 1 and the value of no is 0. If the statement is negative, the value of yes is 0 and the value of no is 1. After calculating and analyze student's extrovert-introvert personality, the next step is to calculate the scores and analyze student's speaking scores. In the speaking test assessment, the researcher used brown's speaking proficiency assessment with a scale 1 – 5 categories, but in this study the reseracher only used four categories, the researcher did not include comprehension, so the score obtained by the respondent was 1 to 4. The better the ability possessed by the student, the greater the score obtained.

As for the grouping of the results of the researcher's personality test scores using 2 predetermined intervals based on the operations of the extrovert and introvert scores of students which produce two levels. The first interval is 0 – 4 intervals which is categorized as introvert and the second interval is 5 – 8 which can be said to be extrovert. The next step is to classify student's speaking ability, researcher use intervals as a reference for assessing students speaking ability. Speaking scores are categorized into several levels, which are divided into three classifications as below:

As for the grouping of the results of the researcher's speaking performance test using 3 predetermined intervals based on the operations of the highest and lowest scores of students which produce three levels. The first interval is 50 – 61 which is categorized as poor in speaking performance, the next interval is 62 – 73 which is categorized enough in speaking performance, and the last interval is 74 – 85 which can be said to be good in speaking performance.

The interpretation of correlation findings was used in the table of correlation coefficients defined by Sugiono in Deviana Sari (2018:31).

Table 2: Classification of Correlation Coefficient

RxY	Interpretation
0.00 - 0.20	No correlation
0.20 - 0.40	Weak or low correlation
0.40 - 0.70	Enough correlation
0.70 - 0.90	Strong or high correlation
0.90 - 1.00	Very strong or very high correlation

The data describes the interpretation of the correlation coefficient (RxY) values between two variables. The correlation coefficient is used to measure the extent of a linear relationship between two variables. The given range of values indicates the level of correlation between the variables. Starting from "No correlation" for values between 0.00 and 0.20, up to "Very strong or very high correlation" for values between 0.90 and 1.00. This interpretation provides guidance on how closely the relationship between the two variables is based on the obtained correlation coefficient values. It is important to note that this interpretation only applies to linear relationships between the variables.

III. RESULTS

The researcher described the result that had been found starting variable x was extrovert-introvert personality and variable y was speaking performance.

Table 3 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
personality	32	0	8	128	4,00	1,967
speaking	32	55	80	2165	67,66	7,373
Valid N (listwise)	32					

From the data above showed that students who get a total interval score of 0 – 4 on the test filling out the personality questionnaire, it can be said that the respondent is introvert students, as well as the respondent who get a total interval score of 5 – 8 on the test filling out statement from the personality questionnaire, it can be said that the respondents is included in the extrovert category. The researcher categorized that there were 18 students are introvert and there were 14 students are extrovert. Likewish with the result of the speaking performance test, respondents

who get score 80 indicates that has good speaking performance. And the lowest score on the speaking ability test is 55 which indicates that the respondents have low speaking performance. And for students who get a score for 60, the respondents are indicated to have sufficient speaking apperance.

Table 3: Correlation Test Result Between Variables-
Correlations

		Personality	Speaking
Personality	Pearson Correlation	1	,044
	Sig. (2-tailed)		,809
	N	32	32
Speaking	Pearson Correlation	,044	1
	Sig. (2-tailed)	,809	
	N	32	32

Based on the result of the correlation hypothesis test between student`s extrovert-introvert personality and student`s speaking performance using the SPSS 2.0 tool on the pearson product moment formula, the result is as shown in the table above. In the table above it can be obtained that the significance value is 0,809 wich means > 0.05 , so there is not a correlation between the two variables. The calculated R value (pearson correlation) is 0,044 than the R table value of 0,3388 ($0,044 > 0,3388$) so it can conclude that there is no correlation between the two variables.

Based on the classification of correlation coefficiong table, the calculated R value 0,044 is entered at the interval 0.40 – 0.599, then it is obtained that there is a medium correlation between the two variables. It can be concluded that H_a is rejected, and H_o is accepted. So there is no a correlation between student`s extrovert-introvert personality and their speaking performance.

IV. DISCUSSION

The Relationship between Extrovert and Introvert Students of Speaking Performance

The researcher summarized that the most of respondents have in extreme introvert. There are 18 students' introvert and the other are extrovert. The value of the correlation between extrovert-introvert personality and speaking performance is 0,809 wich means > 0.05 , so there is not a correlation between the two variables. The calculated R value (pearson correlation) is 0,044 than the R table value of 0,3388 ($0,044 > 0,3388$) so it can conclude that there is no correlation between the two variables. Based on the classification of correlation coefficiong table, the calculated R value 0,044 is entered at the interval 0.40 – 0.599, then it shows negative but medium correlation between the two variables. It can be concluded that H_a is rejected, and H_o is accepted.

When compared with previous research then, this study has the same findings as some previous researcher. First previous study is "A comparative analysis on extrovert and introvert students towards their speaking skill". (Roi'i, 2017) The data were analyzed by using t-test formula to investigate whether there are significant difference result between the extrovert and the introvert students in their speaking skill. The result of the calculation shows that there is no

different result between the extrovert and the introvert students in their speaking skill. Groups, the extrovert and the introvert students can perform better English-speaking skill through their own way of learning.

The second is “The Correlation between Students’ Personality and Their Speaking Ability” (Zulher, 2019). The result of correlation testing reveals that there is no correlation between personality and speaking ability. The results of this study were consistent with those of Damalis (2013:66). He found no positive correlation between students’ extroverted personalities and speaking skills.

But on the other hand, this study has different findings from Septyana Atik Purwandari’s (2022) research by title “Relationship among students extraversion personality, grammar knowledge, and English-speaking ability”. The result of the research shows that extraversion personality and grammar knowledge have a simultaneous relationship with students’ speaking ability. This study proves that academic achievement in English not only influenced by psychological areas, but also influenced by the difficulties of English itself. Such as lack of vocabulary, grammar, and their awareness in speaking.

Another researcher who has different result about the correlation between extrovert-introvert personality and speaking performance is from the result of the study putri septianah et al (2018). This research aimed to investigate how high the correlation of Extrovert-Introvert personality towards speaking performance of the 2018 academic year students of Speaking for Academic Presentation class of English Education Study Program in Teacher Training and Education University of Tanjungpura. The result of this research shows the correlation between extrovert-introvert personality inspeaking performance is 0.5206 that indicate moderate correlation between these variables. The result for the sub-correlation between extrovert and speaking performance is 0.4183, introvert and speaking performance is 0.4096 which both also shows moderate correlation. From this research, the researcher had conclusion that extrovert-introvert personality has the effect to the speaking performance. From the result of the research conducted and some research result from previous studies, it shows that there is no correlation between student personality and speaking performance. This behavior occurs for several reasons.

First, based on theory, we know that there are several factors that affect our ability to speak. According to Tuan, there are several factors that affect a student’s ability to speak. Feedback on achievement criteria, emotional factors, hearing, expertise, and speaking activity (Mai and Tuan, 2015). Based on this fact, personality and speaking ability may be irrelevant, as a student’s speaking ability may be correlated with other factors such as performance situation, listening ability, and subject knowledge.

Second, we also need to know that emotional factors are not really about personality, in this case extroverts and introverts, but that emotional factors include much more than personality. I have. According to Bachtiar (2011:226-229) the three most important factors are summarized under the overarching term emotional factors: motivation, attitude, and character. As a result, emotional factors also include motivation and attitude, so a student’s speaking performance may be independent of personality. Furthermore, Reyes (2018:15) explains that motivation is the biggest factor influencing a second language learners’ success.

This means that personality is not one of the main factors affecting a student’s ability to speak, especially in Suci’s first grade at MA Mambaus Sholihin. This happened because the extroverted students were better at public speaking, but was less careful with their grammar, writing, and ideation, resulting in lower scores in the speaking class. I was. Introverted students, on the other

hand, may not feel comfortable speaking in front of a crowd, but they can benefit from a speaking class where they can improve their grammar and develop their ideas in speaking class, it can be plus score for them.

The Effect of Extrovert Students of Speaking Performance

This research aims to investigate the influence of extrovert traits on students' speaking performance in the context of language learning. Extroverts are a personality type characterized by being active, bold, and sociable. In the context of language learning, these extroverted traits can play a significant role in enhancing students' speaking abilities. The research findings indicate that students with extroverted traits tend to have better speaking performance. They are generally more confident and less hesitant in communication. Their ability to adapt to different social situations also contributes to smoother and more effective speaking performance.

Furthermore, extroverted students are more likely to actively participate in classroom discussions and other speaking activities. They are more willing to express opinions, ask questions, and interact with classmates. This can create a more dynamic and interactive classroom environment, ultimately enhancing students' overall speaking abilities. However, the research also demonstrates that not all extroverted students excel in speaking performance. Other factors such as motivation, interest in the language, and support from the environment can also influence students' speaking performance (Amoah & Yeboah, 2021). Therefore, it is essential for educators to consider these various factors when designing effective teaching strategies. In conclusion, this research underscores that extroverted traits can have a positive impact on students' speaking performance in language learning. However, other factors also play a role in determining students' success in speaking (Aziz & Dewi, 2019a). Therefore, a holistic and diverse approach is needed to support the development of students' speaking abilities in the classroom.

This research was conducted to investigate the influence of extroverted traits on students' speaking performance in the context of language learning. Based on data analysis and findings obtained, it can be concluded that extroverted traits have a significant impact on students' speaking performance. From the results of this study, it was found that students with extroverted traits tend to show better speaking performance. They tend to be more confident and more active in communication. The high level of social adaptation ability in extroverted students also plays a role in helping them overcome nervousness or anxiety when speaking in public. In addition, extroverted students also tend to be more proactive in participating in various speaking activities, such as classroom discussions and presentations (Alnuzaili & Uddin, 2020). They have the willingness to express opinions and interact with classmates, contributing to an interactive and enthusiastic classroom environment (Aziz & Dewi, 2019b). However, the research also revealed that the influence of extroverted traits on students' speaking performance can vary depending on the context and teaching methods applied. Other factors, such as learning motivation and support from the environment, can also affect the extent of the impact of extroverted traits on students' speaking performance.

Overall, this research provides valuable insights into how extroverted traits can affect students' speaking performance in language learning. The results of this study can serve as a basis for the development of more effective teaching strategies to optimize the potential of extroverted students in developing better speaking abilities in the future.

The Effect of Introvert Students of Speaking Performance

This research aims to examine the influence of introverted traits on students' speaking performance in the context of language learning. Introverted traits are characterized by a tendency to be more reserved, shy, and inclined towards deep thinking. In language learning, these traits may have implications for students' speaking abilities. From the research findings, it can be concluded that students with introverted traits may face challenges in terms of speaking performance. They may feel less confident and reluctant to speak in public. The possibility of embarrassment or anxiety can also affect the fluency of students' speech.

However, the research also found that introverted students tend to listen carefully and process information more deeply before speaking. This can have a positive impact on the depth and substance of their communication. Although it may take longer for introverted students to speak, they can produce mature and organized thoughts. It is important to note that the speaking abilities of introverted students can still be improved through appropriate teaching approaches. An inclusive and supportive classroom environment can help introverted students feel more comfortable in speaking (Aziz & Dewi, 2019a). Approaches that allow them to participate in small discussions or engage in one-on-one conversations may be more suitable for them. In conclusion, introverted traits can influence students' speaking performance in language learning. Although they may face certain challenges, introverted students also have strengths in listening and information processing. With the right teaching approach, introverted students can also develop better and more effective speaking abilities in the context of learning.

From the results of this study, it is revealed that students with introverted traits tend to face several challenges in terms of speaking performance. They may feel less confident and reluctant to speak in public. However, it was found that introverted students tend to listen carefully and reflect before speaking. This can have a positive impact on the depth and substance of their communication. On the other hand, introverted students are also capable of facing these challenges in a unique way (Cross, 2021). They tend to have deeper reflections on the learning material and are more open to structured speaking approaches. Although it may take longer for them to speak, introverted students can produce mature analysis and thinking. Nevertheless, this research also indicates that the speaking abilities of introverted students can still be improved through appropriate teaching approaches. Factors such as an inclusive classroom environment, teaching methods that respect introverted tendencies, and support provided by educators can contribute to enhancing the speaking performance of introverted students. Overall, this research provides a deeper understanding of how introverted traits can influence students' speaking performance in language learning. The results of this research can serve as a foundation for the development of more effective teaching strategies to help introverted students develop better and high-quality speaking abilities in the future.

V. CONCLUSION

the researcher concludes that there is no correlation between extrovert-introvert personality and student's speaking performance which is categorized into "enough correlation" with level (0.044). It can be stated that extrovert-introvert personality students has not a big contribution to the speaking performance students. This study also supports the theory of extroverted and introverted personalities and other previous studies that most of the previous research has suggested that extroverted students are better speakers than introverted students. Seems to

disprove the personality of an extrovert tends to be open-minded, confident, sociable, and easy to meet new people. This suggests that extroverts have better speaking skills than introverts because introverts are known to have a personality that prefers to be a good listener. Based on the result of this research, The researchers hope that the findings will help students find learning styles that suit their personality type. This will improve your speaking skills. In lectures, appropriate speaking teaching methods should be selected to improve the speaking ability of both extroverted and introverted students. The researchers hope that future researchers will be able to discover other factors besides personality that influence conversational ability. This will be useful research in the future as it will help students and faculty solves the problems that make teaching and learning English difficult.

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