

**STUDENTS' ENGLISH SPEAKING ANXIETY BASED ON
PERSONALITY TRAITS FOR ISLAMIC BOARDING SCHOOL**

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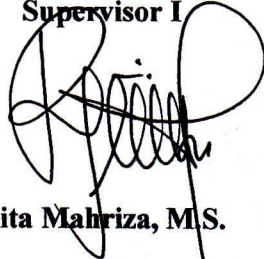
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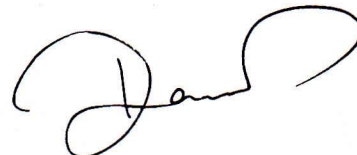
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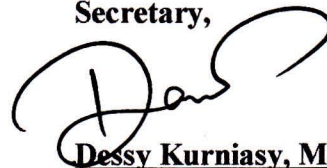
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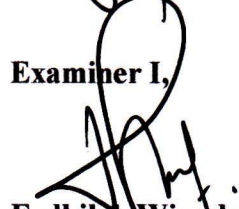
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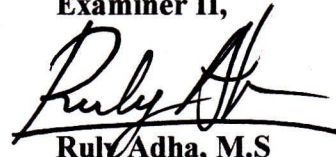
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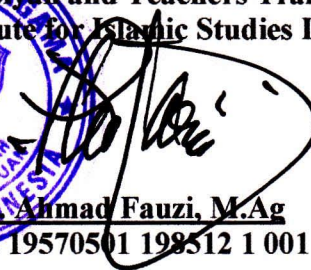


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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“STUDENTS’ ENGLISH SPEAKING ANXIETY BASED ON PERSONALITY TRAITS FOR ISLAMIC BOARDING SCHOOL”** adalah benar hasil karya sendiri. Apabila dikemudian hari ternyata terbukti hasil karya orang lain, maka akan dibatalkan dan saya bersedia menerima sanksi sesuai dengan ketentuan yang berlaku.

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ABSTRACT

Susanty, Ria. 2018. Students' English Speaking Anxiety Based on Personality Traits for Islamic Boarding School. *Skripsi*. English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Rita Mahriza **2).** Dessy Kurniasy

The title of this research is "Students' English Speaking Anxiety Based on Personality Traits for Islamic Boarding School". This study was carried out to investigate English speaking anxiety experienced by students based on their personality traits (extrovert-introvert dimension) in boarding school. The method used in this study was quantitative approach with descriptive design. The population in this study were 120 students in the fifth grade student of MUQ Langsa where 92 students as the sample taken by using random sampling technique. The data were collected by "Mark Parkinson (1997) Personality Questionnaire" that consists of 16 statements and "Foreign Language Classroom Anxiety Scale (FLCAS)" by Horwitz, et.al (1986) that consists of 33 statements. The finding indicated that the percentage of students who exhibit each dimension of personality from the highest to the lowest; they were introvert dimension (ID) of personality 67,4% and extrovert dimension (ED) of personality 32,6 %. The result of English Speaking Anxiety level divided into five categories. There were 11 students or 12 % in low level, 32 students or 34,8 % in medium level, 47 students or 51,1 % in high level, 2 students or 2,2 % in very high level and there was no one in very low level of the English speaking anxiety. Based on these findings it can be concluded that English speaking anxiety of the students was high level range and introvert was the dominant personality dimension possessed by the students.

Keywords : *Speaking Anxiety, Personality Traits (Extrovert-Introvert).*

MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

“And Allah brought you out of your mothers’ wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks”.
(an Nahl: 78)¹

¹Mahmud Y. Yazid, *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar Al-Chouro, 1980), 196.

DEDICATION

I dedicated this thesis to:

1. The sun shining my heart, beloved father (Alm. Suparmin) and mother (Habsah Asyarah) who never stops loving me and never be hopeless to rise me up
2. Beloved little sisters (Nana, Tika, Mayyina) who motivate the writer to finish for accomplishing this thesis immediately

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First, the writer wishes to express her high gratitude to Allah the Almighty for the blessing and inspiration leading to the completion of her study and her finishing this thesis entitled “STUDENTS’ ENGLISH SPEAKING ANXIETY BASED ON PERSONALITY TRAITS FOR ISLAMIC BOARDING SCHOOL”.

In this opportunity, the writer extends her gratitude to:

1. The dean of Tarbiyah faculty IAIN Langsa, Dr. Ahmad Fauzi, M.Ag.
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4. Dessy Kurniasy M.Hum. as my second advisor for his patience in correcting this thesis for its finalization.
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11. The volunteers of "MRI" Langsa and "KTR" Langsa.
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Finally, the writer realizes that this thesis is still far from being perfect. She has a great expectation that this thesis will be beneficial and useful for the writers and readers.

Langsa, July 10th 2018

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

English competence is very necessary and put forward in the world of education. It is evident that in its development since 1967 the minister of education and culture issued a policy that English is officially taught as a foreign language in Indonesian schools. However, in the learning process does not always run smoothly where there are obstacles that hinder the fluency of language skills. This is in line with Bailey and Savage's view that speaking English as a second language (L2) or as a foreign language (FL) is the most difficult language skill among the four other language skills. The problems that arise not only from the external aspects of less supportive of the material taught alone, but also derived from the internal aspects that comes from within the self. According to Krashen, in learning English as a Foreign Language, psychological factors such as shyness, fear of wrong, lack of confidence, anxiety, and other effective factors affect the ability of one's language mastery. This fear and anxiety is termed as "language anxiety".

Gardner and Maclintyre define the FLA (Foreign Language Anxiety) as a tense and anxious feeling that is specifically associated with foreign language difficulties, including speaking, expressing, listening and learning a foreign language. In addition of psychological factors, personality also affect the

development of language. Kumarava-divelu asserted that there are several individual factors that influence the development of Second Language that is age, anxiety, empathy, extroversion, introversion, and risk taking. Floyd Allport stated that personality is the characteristic of social environment. May adds that personality is the social stimulus value of the individuals.¹ Moreover, personality is usually studied through broad systems that attempt to explain functioning in all, at least, most areas of life and, in particular, abnormal behavior.² Actually, personality is the habits and its system of social importance that are stable resistance to change. Among the factors mentioned above, researchers focused on the personalities and language anxieties in this study.

The level of anxiety in each person will vary. There are several factors that affect anxiety levels in a person include personality type, place of residence, age, and sex. Jung explains that personality is the supreme realization of the innate idiosyncrasy of a living being. He added that personality has types of attitude of individuals, There are extroverts and introverts group of students.³ 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.

In psychology perspective, extrovert and introvert are types of personalities that may influence students' motivation, the strategies they choose to

¹ Nana Syaodih Sukmadinata, *Landasan Psikologis Proses Pendidikan*, (Bandung: Permata Rosdakarya, 2007), 137.

² Michel Hersen and Jay C. Thomas, *Comprehensive Handbook of Personality and Psychopathology*, (Canada: John Wiley & Sons, 2006), ix.

³ Howard S. Friedman and Mirriam W. Schustack, *Kepribadian: Teori Klasik dan Riset Modern, Edisi Ketiga*, (Jakarta: Erlangga, 2008), 134.

learn language, classroom management and teaching language. Not only that, the personality types also describes a person's self-condition in expressing what is being felt. Through the centuries, personality has been regarded as a practical force in determining success or failure in life. Personality takes on a role in every human action, ranging from anger, jealousy, happiness, sadness, even anxiety. These feelings arise outwardly according to the personality of each person. Both are bound to each other's relationships between those that influence and influenced.

There are many factors that affect and contribute to students' English performance include psychological factors. In this regard personality traits and foreign language anxiety are both interrelated. It could be assumed that the difference of students' foreign languages anxiety is influenced by their personality differences. The writer identifies some of the most influential aspects of foreign language anxiety. The factors are: students personalities could be different, less vocabularies to increase idea, different levels of intelligence, study habits, and interest.

The explanation shows the differences between individuals with introverted and extroverted personality types. It also contributes to the existence of individual differences, especially in responding to problems in his life in the form of anxiety in foreign languages both in the classroom and outside the classroom. Based on Erton's 2010 study on several UK campuses, the results show that 45% of students with extrovert personality types are successful in foreign languages. As for students who have introvert personality percentage

about 31% and students with successful ambivert personality in foreign language is only 24%. Brandy Black and Sarah Summer add that these differences result in people with extrovert and introvert personalities having their own way of processing learning habits so that they can be regarded as successful academics.

Students have great difficulty in speaking, so their performance levels are different. They receive and process information differently, there are differences in their personality traits and so does their understanding. It is often argued that a blend of personality characteristics is essential for people to succeed in their careers. Educators, researchers, and psychologists have been constantly searching for a series of abusive variables that predict patterns of student personality types and their relationship to academic performance. Personality has been recognized as the deciding factor of how people learn.

Today, students tend to choose a learning environment that suits their own personality type. This can be driven on the basis of the comfort level of learning. Where we know that the learning environment in accordance with the students themselves will build an atmosphere suitable and appropriate for them so that the goal of language learning can be achieved. Students' comfortable also affect their psychological condition, such as reducing the level of anxiety in language learning, especially foreign languages such as English. Students easily absorb the learning because it is supported by a conducive environment in accordance with their personality.

Between individual and other individuals may have a difference in the dominance of personality type especially if the individual is compared to the

others in a population or social group. Of course differences in character and personality type will be more diverse. This is also the case in the fifth grade students of Madrasah Ulumul Qur'an (MUQ) Langsa community who are required to live in the school dormitory. It is a means for students in the learning process both in terms of language (English and Arabic), spiritual education, as well as objects of other studies that are Islamic. Dormitory is a means for students in the learning process both in terms of language (English and Arabic), spiritual education, as well as objects of other studies that are Islamic. This is supported also by the addition of new facilities issued by the MUQ Language Center that is published The Thematic Dictionary of English-Indonesian and Arab-Indonesian.

Reflecting on the experience of teaching for three months at the fifth grade students of MUQ Langsa when the internship program held by Tarbiyah and Teacher Training Faculty as the mandatory agenda and included in the course of graduation terms, there are several problems detected. Although MUQ is an Islamic Boarding School, there are some problems that are detected. In recent years the rate of use of foreign languages at MUQ has been greatly reduced. This is based on several factors, one of the factors that comes from within the students' self that is English speaking anxiety which is also influenced by the personality traits of the students. Therefore, researcher choses 5th grade students of MUQ Langsa to be a population and selected some of them as a sample of research randomly.

In conclusion, based on the above explanation, the writer decided to conduct a research entitle “*Students’ English Speaking Anxiety Based on Personality Traits for Islamic Boarding School*”.

B. Research Question

Research Question consist of question that will be solved through this research. The question is “What is the English speaking anxiety experienced by students based on their personality traits (extrovert-introvert dimension) in Islamic boarding school?”.

C. Objective of the Study

Based on the research question, the purpose of this study is to investigate the student’s English speaking anxiety based on personality traits for Islamic boarding school.

D. Significance of the Study

By this study, the writer hopefully that it will give contribution to theoretical as well as practical.

1. Theoretical

From this study expected to enrich study about personality traits in language learning context and strengthens the theories which related to Foreign Language Anxiety, particularly in context of English learning in Indonesia.

2. Practical

This study expected to give some practical uses, such as:

a. The Head of English Department Education Department

This study is expected to give contribution to order and form teaching learning design to reduce anxiety in English learning.

b. Lecturer of Speaking/ English Teacher

For the lecturer and English teacher, this study can be expected to become on of references and consideration in designing teaching learning activities undertaken to reduce students' anxiety in the class room. It can be implications for the improvement of English proficiency. The lecturer can be more creative to teach their students and make them more confidence to speak English, without feel worried to anxious to perform their skill verbally. In addition, from this study the teacher will understand the characteristic and personality traits of the students.

3. Other Reseacher

For other researchers, they can learn about this study and it can be reference related to English Speaking Anxiety.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There are some research studies and demonstrated that students' extrovert-introvert personality related to foreign language anxiety. The research related to extrovert-introvert personality was initially performed by Pritchard and found a correlation between the sociability factors of extroversion personality with fluency in speaking French, but in the study of Naiman et al. found no correlation between the extrovert personality and the success of language learning. From these two studies it is shown the contradiction of findings. However, subsequent research reaffirms the difference. A study conducted by Eviyanti in 1998 in French found that students with extroversion personality had a higher average learning outcome than those who had introversion. The study in Egypt, conducted by Badran (2001) to students at the Faculty of Education, Mansoura University, proves that the personality of extrovert/introvert is positively correlated with the accuracy of English pronunciation of students who are native to Arabic. It is supported by Hilda's research on speaking class in English Department of IAIN Langsa found that there is the significant correlation between the extrovert and introvert personality and students' speaking performance.⁴

⁴ Hilda Nazlia, *Students' Speaking Performances between Extrovert and Introvert Personality at IAIN Zawiyah Cotkala Langsa*, (Langsa: IAIN Langsa, 2015), 78.

The fluency of foreign languages and the success of the world is also very much on other internal factors of speaking anxiety, especially foreign language anxiety. Some researchers assume that "foreign language anxiety is more relevant to the language of the students" according to MacIntyre & Gardner a study about FLCA (Foreign Language Classroom Anxiety) was carried out by Mesri in 2012 at Salmas Azad University in Iran The study was about investigating the relationship between EFL learners' Foreign Language Classroom Anxiety (FLCA) with regard to gender through questionnaire: the Foreign Language Classroom Anxiety Scale by Horwitz,. As the results of Mesa's study, there is a significant relationship between FLCA and females. In line with the results of a study conducted by Defira in 2017 on English students stated that there is no differences in English speaking anxiety between male and female students of IAIN Langsa.⁵

Extrovert and Introvert are the most notable traits and considered to be essential in studying second language and foreign language learning. According to Eysenck extrovert students are talkative, energetic, and outgoing in their communication. Introvert students are reserved, quite, and calm. Socan and Bucik as cited from Hamedi added that in classroom activity, extrovert students would likely to have high participation in speech task than introvert students. In addition, introvert students seem to avoid to speech task that sometimes can be sign of speaking anxiety.⁶ However, there were some previous studies about the foreign language classroom anxiety in English teaching and learning process with the

⁵ Defira Afrianti, *English Speaking Anxiety among English Department Students of IAIN Zawiyah Cotkala Langsa*, (Langsa: IAIN Langsa, 2017), 50.

⁶ Hamedi, S.m, et al., An Investigation of Extrovert-Introvert Speaking Anxiety in English Classes. *Studies in English Language Teaching*, 2015, 3 (3), 284-294.

different purpose. Specifically, the writer hypothesize that the personality dimension of extrovert-introvert give the contribution in foreign language anxiety specially English speaking anxiety.

B. Theoretical Framework

1. English Speaking Anxiety

1.1 Definition of English Speaking Anxiety

Anxiety is a condition that can come in a variety in different form.⁷ Spilberger views anxiety as an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry by activation or arousal of the autonomic nervous system. He states that there are two kinds of anxiety as follows:

First, state anxiety. It means emotional conditions states that will be high on the level if it is on the dangerous condition. In state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonom neuro system. It means that the anxiety of students in speaking, especially in conveying opinions. It happened on specific condition that can be dangerous for students. Second, trait anxiety. It influences of reflection from the old experiences in some conditions that can determine the different of individual.⁸

Foreign language anxiety is defined by some authors as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language.” Horwitz et. al discussed foreign language anxiety as a distinct

⁷ Elaine K.Horwits, *Anxiety in Learning a Language*, in: <http://mimrepost.com/health/anxiety-in-learning-a-language.htm>(accessed on December 12, 2017)

⁸ G.E Stelmach and P. A Vroon, Ralfschwarzer's Typewriter in *Advances in Psychology* 21: The Self in Anxiety, Stress, and Depression (Amsterdam: Elsevier Science Publishers, 1991), 5.

complex of self-perception, beliefs, and behaviours related to classroom language learning arising from the uniqueness of the language learning process.⁹

English speaking anxiety is a feel of nervous, afraid, doubt when she or he answers questions in English lesson. Margaretha Lanerfeldt (a speech therapist) describes, speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows.¹⁰ Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Students in anxiety having low-confident, embarsement, shaky voice, rapid heartbeat, sweating, difficulty in speaking, dizziness, feeling weak and afraid of being laughed. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life.

Based on the definitions above, the writer concludes that anxiety is a condition of the psychological phenomenon in context of language learning. English speaking anxiety is a feeling of anxious, nervousness, and worry of the students when they face the speaking class.

1.2 The Factors Affecting English Speaking Anxiety

Problem anxiety may be caused by a mental condition, a physical condition, and the effects of drugs or from a combination of these. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of

⁹ Yinxing Jin, *The anxiety-proficiency relationship and the stability of anxiety: The Case of Chinese University Learners of English and Japanese*, SSLT, 2015, 42.

¹⁰ Lelja Basic, *Speaking Anxiety*, Hogskolan I Havle, 2011, 4.

proportion with what might be normally expected in a situation.¹¹ Environmental factors that are known to cause several types of anxiety include:

- a. Trauma from events such as abuse, victimization, or the death of a loved one
- b. Trauma Stress in a personal relationship, marriage, friendship, and divorce
- c. Stress at work
- d. Stress from school
- e. Stress finances and money
- f. Stress from a natural disaster
- g. Lack of oxygen in high altitude areas.¹²

While Toth concluded some factors contribute to the speaking anxiety, they are:

- a. The nature of foreign language communication
- b. Personality and character
- c. Being foreign language major
- d. Classroom situation, teachers, and peers
- e. Target language competence
- f. Instructional practice
- g. Lack of authentic communication.¹³

¹¹ Peter Crosta, *What is Anxiety symptoms and causes* In: <http://www.medicalnewstoday.com/info/anxiety/>(accessed on December 12, 2017)

¹² Roxanne Dryden-Edwards MD, *Anxiety overview*, in http://www.emedicinehealth.com/anxiety/_em.htm(accessed on December 12, 2017)

¹³ Zsuzsa Toth, *Foreign Language Anxiety and the Advanced Language Learner*, (Cambridge Scholars Publishing, 2010), ISBN (10) -4438-2377-5, 25.

1.3 Aspects of Speaking Anxiety

Language anxiety is caused by various causes during learning process. The primary sources of language anxiety, stated by Horwitz and Cope are:

- a. communication apprehension (the fear of communicating with other people),
- b. test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance) or apprehension over academic evaluation,¹⁴
- c. fear of negative evaluation (worry about how others view the speaker).¹⁵

1. Communication Apprehension

Communication apprehension arises from someones "fear and shyness" if they have to communicate with others. In communication apprehension, people usually afraid of oral communication that is about speaking and listening.¹⁶ They will get difficulty to understand what people are saying and to make someone understands what they purpose to say. For example, when the students have to speak English with the teacher in the class, he or she may be anxious and afraid to speak in English or he may not understand what the teacher is saying. Moreover, the students will not feel confidence when they have to say something to the others because they are too afraid to talk with English.

¹⁴ Brown, H Douglas., *Principles of Language Learning and Teaching Fourth Edition.*, (San Fransisco: State University Longman. Inc. 2000), 151.

¹⁵E. K.Horwitz, M. B., and Cope J., *Foreign language classroom anxiety*. The Modern Language Journal, 70(2). (1986), 127.

¹⁶Daniel Yu-Ching Chan and Guo-Cheng Wu, "A study of foreign language anxiety of EFL elementary school students in Taipei". Journal of National Taipei teachers college, Vol. 17 No. 2 (Sept 2004),292, <http://academic.ntue.edu.tw/public/journal/vol17> (accessed on Desember 12, 2017)

2. Test Anxiety

Wu and Chan argue that test anxiety can occur when students have poor performance in the previous test. The students develop a negative stereotype about tests and they have irrational perceptions in evaluative situation. It means that test anxiety is related to someones' fear of test-taking situation.¹⁷ The students tend to deal with test anxiety every time they got to face frequent test. Mayer states that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequence from her teacher and parents.¹⁸ He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Physical symptoms includes shortness of breath, heart palpitations, chest tightening, or sore throat, stomachache, vomiting, or diarrhea, shaky limbs and trembling, headache and body aches. Those symptoms will lose students' concentration on the test material, then they are getting difficult to finish their test because accidentally they forget the material of the test that has been remembered before.

3. Fear of Negative Evaluation

Fear of negative evaluation is the apprehension about other evaluations which may include avoidance of evaluative situation and the expectations that

¹⁷ Daniel Yu-Ching Chan and Guo-Cheng Wu, "A study of foreign language anxiety of EFL elementary school students in Taipei...", 293.

¹⁸ Mayer, "Overcoming school anxiety: how to help your child deal with separation, tests, homework, bullies, math phobia, and other worries." United States of America. Library of Congress Cataloging-in-Publication Data (2008), 77.

other might evaluate them negatively.¹⁹ Moreover, Young argues that in his survey on students' perspective on anxiety and speaking in the foreign language, many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer.²⁰ It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. For example, when the students perform their performance in front of the class, suddenly the student fall silent and get high anxiety. It happens because the other students who do not perform criticized their performance. Thus, it makes them stumble over the words. It happens because the other students who do not perform criticized their performance.

2. Personality Traits

2.1 Definition of Personality

Mann states that personality is the most characteristic integration of an individuals structure, mode of interests, behavior, capacities, abilities and attitudes. Jung adds that personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest

¹⁹Lucas, Miraflores & Go, "English Language Learning Anxiety among Foreign Language Learners in the Philippines." *Philippine ESL Journal*, 7, 102-113. (2011), 102, <http://www.philippine-esl-journal.com/V7-A5.pdf> (accessed on Desember 1, 2017)

²⁰ Young Dolly Jesuta, "Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere." Boston: McGrawHill College (1999), 52.

possible freedom for self-determination. He added that personality has types according attitude of individuals, those are extrovert and introvert.²¹

2.2 Characteristic of Personality

Personality is the individual characteristic reactions. The characteristics of Personality are:

1. The personality is something unique and specific. Every one of us has a unique pattern in himself. No two individuals, not even identical twins, behave in precisely the same way over any period of time. Every one of us has specific characteristics for making adjustments.
2. Personality exhibits self-consciousness as one of its main characteristics. Man is described as a person or to have a personality when the idea of self enters in to his consciousness.
3. Personality includes everything about a person. It is all that a person has about him. It includes all the behavior patterns i.e., co native, cognitive and affective and covers not only the conscious activities but goes deeper to semi-conscious and unconscious also.
4. It is not just a collection of so many traits or characteristics which is known as personality. It is organization of some psycho-physical systems or some behavior characteristics and functions as a unified whole.
5. Personality is not static. It is dynamic and ever in process of change and modification. The process of making adjustment to environment is

²¹ Howard S. Friedman and Mirriam W. Schustack, *Kepribadian:Teori Klasik dan Riset Modern, Edisi Ketiga*, (Jakarta: Erlangga, 2008), 134.

continuous. One has to struggle against the environment as well as the inner forces throughout the span of his life.

6. Every type of personality is the product of heredity and environment. Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One understands individual differences in particular personality characteristics, such as sociability or irritability. The other understands how the various parts of a person come together as a whole.²²

3. Extrovert Personality

3.1 Definition of Extrovert Personality

Extrovert is a preference to focus on the world outside the self. Extroverts enjoy social interactions and tend to be enthusiastic, verbal, assertive, and animated. They enjoy large social gatherings, such as parties and any kind of group activity. Extroverts are likely to enjoy time spent with people and find themselves energized by social interaction.

3.2 Characteristic of Extrovert Personality

On the positive side, extroverts are often described as talkative, sociable, action-oriented, enthusiastic, friendly, and out-going. On the negative side, they are sometimes described as attention-seeking, easily distracted, and unable to spend time alone. opinions and exchange notes

²² Priyanka Sharma, *A Correlational Of Personality Types And Performance Of The Teacher Trainers In The Teacher Training Programme*, (Internasional Journal of Innovative Research and Development, Vol 2 Issue 5, 2013), 1667.

with others on various aspects of life. In addition, Ngalim mention some of the characteristics of extrovert are;²³

- a. Gregarious
- b. Assertive
- c. Talkative
- d. Social/outgoing
- e. Likes groups, parties, etc.
- f. Energized by interaction
- g. Expressive & enthusiastic
- h. Volunteers personal information
- i. Distractable
- j. Has many friends
- k. Easy to approach

4. Introvert Personality

4.1 Definition of Introvert Personality

Introvert is a preference to focus on the world inside the self. Introverts tend to be quiet, peaceful and deliberate and are not attracted to social interactions. They prefer activities they can do alone or with one other close friend, activities such as reading, writing, thinking, and inventing. Introverts find social gatherings draining.²⁴ An introvert is likely to enjoy time spent alone and finds less reward in time spent with large groups of

²³ Ngalim Purwanto, *Psikologi pendidikan*, (Bandung:Remaja Rosdakarya, 2007), p.150-151.

²⁴ Sumadi Suryabrata, *Psikologi kepribadian*, (Jakarta: Raja Grafindo Persada, 2008), 162.

people, though he or she may enjoy interactions with close friends. Trust is usually an issue of significance: a virtue of utmost importance to an introvert in choosing a worthy companion.²⁵

4.2 Characteristic of Introvert Personality

One of the major characteristics of this personality type is that introverts have to expend energy in social situations, unlike extroverts who gain energy from such interactions. That doesn't mean that all introverts avoid social events altogether. Many introverts actually enjoy spending time around others, with one key caveat introverts tend to prefer the company of close friends. While an extrovert might go to a party with the goal to meet new people, an introvert goes with the intent of spending quality time talking to good friends. Ngalim mention some of the characteristics of introvert are;²⁶

- a. Energized by time alone
- b. Private
- c. Keeps to self
- d. Quiet
- e. Deliberate
- f. Internally aware
- g. Fewer friends
- h. Prefer smaller groups
- i. Independent
- j. Not socially inclined

²⁵ Sumadi Suryabrata, *Psikologi kepribadian...* 162.

²⁶ Ngalim Purwanto, *Psikologi pendidikan*, (Bandung:Remaja Rosdakarya, 2007), 150-

- k. Enjoys solitude
- l. Thinks before speaking

Based on the explain about, the writer conclude that many introverts love spending time with friends and interacting with familiar people in social situations. They key thing to remember is that after a long day of social activity, an introvert will probably want to retreat to a quiet place to think, reflect, and recharge. If having a few hours to be along sounds like your idea of a good time, you just might be an introvert.

5. Factors Influencing of Personality

Many factors that affect development of a personality, the first is biological factors.²⁷ Heredity is the first biological approach to determine personality. It refers to physical stature, facial attractiveness, sex, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are considered to be inherent. It plays an important part in determining an individual's personality. Brain is the second biological approach to determine personality. It plays an important role in determining personality. Electrical Stimulation of the Brain (ESB) and Split brain psychology results indicates that a better understanding of human personality and behavior might come from a closer study of the brain.

The second factors is social factors. Social factors are also major factors which influence to determine individual personality. It involves the reorganization of individual's in an organization or society. It refers to acquiring of wide range of

²⁷ Ngalim Purwanto, *Psikologi pendidikan*, ...161.

personality by acquiring and absorbed by themselves in the society or an organization. Socialization process is starting from home and extending to work environment in an organization or society.²⁸ It focuses on good relationships, cooperation, coordination and interaction among the members in the society or an organization or a family. In totally, environment factors consist of cultural factors, family factors, and social factors.²⁹

The third factor is cultural factors. Cultural factors are also major factors which influence to determine individual personality. It refers to traditional practice, customs, procedure, norms and rules and regulation followed by the society. It significantly influence to individual behavior compare to biological factors. Cultural factors determine attitudes towards independence, aggression, competition, cooperation, positive thinking, team spirit, and a host of the human being and discharge his/her duties towards valuable responsibilities to society. Western culture influence to Indian society. It is best example of the cultural factors also determine the personality.

The fourth factor is family factors. Family factors are also major factors which influence to determine individual personality. Family consists of husband and wife and their children's. Family role is very important for nurturing and personality development of their children. Family will be guided, supervised, take care of all family members, cooperation, organizational Behavior coordination and cooperation in work and also explained the role and responsibilities towards

²⁸ Mustaqim and Abdul Wahib, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2003), 59.

²⁹ Ngalim Purwanto, *Psikologi pendidikan*, (Bandung:Remaja Rosdakarya, 2007), 161.

the family, society and real life. Family either directly or indirectly influence to person for development of individual personality.

The last factor is situational factors. Situational factors also influence to determine of personality. Situational factors are very important to change the individual behavior in a different circumstance at different situations, it also influence to personality of individual person. In general term, personality is stable and consistent and it does change in different situations. A strong situation can overwhelm the effects of individual personalities by providing strong cues for appropriate behavior.³⁰

Those factor, however, are important to know that many factors that affect development of a personality. The factors will be a significant effect for students personality which encourage the students' English speaking anxiety. Those factors can help the teacher know the different characteristic of each students in the classroom.

³⁰Personality, <http://www.my-self-development.com/personality/factors-that-influence-personality-development.htm>, (accessed on 15 Desember , 2017)

CHAPTER III

RESEARCH METHOD

A. Research Design

Before stepping further about the methodology of this research, the writer will elaborate what research is. Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypotheses, (2) data, and (3) analysis and interpretation of the data.³¹ There are two kinds of research namely Quantitative research and Qualitative research.

In this research, the researcher uses quantitative approach. Quantitative approach is an approach in research where the data which is produced is in form numeral and the analysis use statistic.³² The design of this research is descriptive design where we are purposed to give indications, facts, or events systematically and accurately about certain population as stated by Sugiyono.

According to Noor, descriptive design includes a research which try to describe the phenomenon, event or moment that happens right now. It gives more focus on the actual problem when the research went on.³³ Thus, the researcher uses this design because the researcher is interested to know the students' English speaking anxiety based on their personality traits (extravert-introvert dimension).

³¹ David Nunan, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), 3.

³² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitative, Kualitative, dan R&D*, (Bandung: Alfabeta, 2010), 13.

³³ Juliansyah Noor, *Metodologi Penelitian* (Jakarta: Kencana Prenada Media Group, 2011), 34.

B. Research Setting

The writer selects Madrasah Ulumul Qur'an Langsa as setting of this research because it is an Islamic boarding school. This research will be held in the fifth grade students of MUQ Langsa. The writer decides to choose the fifth grade students because they are an active student organization that runs the language program. The writer chooses MUQ Langsa because MUQ Langsa applies a foreign-language support program (English-Arabic) referred as "*Mahkamah*". In other words, this setting is suitable with the goal of this research. The writer had collected the data during two weeks on April in academic year 2017/2018th.

C. Population and Sample

According to Sudikan, population is the whole of individual/subject that will be investigated in particular area before it is generalized.³⁴ We can also define population as a set of data that has similar characteristics to be the objects of research. The population in this research is the fifth grade students of MUQ Langsa that consists of 6 classes (XI MIA 1, XI MIA 2, XI MIA 3, XI IIK 1, XI IKK 2, XII IIS) in table 1.1.

Table 3.1 The population of the sixth semester of English students

NO	UNIT	POPULATION
1	XI MIA 1	26 Students
2	XI MIA 2	18 Students
3	XI MIA 3	28 Students

³⁴ Sudikan, Setya Yuwana, *Penuntun Penyusunan Karya Ilmiah*, (Semarang: CV. Aneka Ilmu, 1983), 29.

4	XI IIK 1	16 Students
5	XI IIK 2	17 Students
6	XI IIS	15 Students
TOTAL		120 students

Sample is a part or proportion of the population.³⁵ According Nunan, sample is a part of individuals or cases from within a population.³⁶ We can also define sample as part of population that will be researched. The sample of this research will be taken by using random sampling due to the population of the researchh are homogen. There are 6 classes of population in the fifth grade students, so the writer will take sample randomly with by choosing only 92 students as the sample by using Slovin formula with margin error 5 percent.

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{120}{1 + 120(5\%^2)}$$

$$n = \frac{120}{1 + 0,30}$$

$$n = \frac{120}{1,30}$$

$$\mathbf{n = 92,30}$$

³⁵ Sudikan, Setya Yuwana, *Penuntun Penyusunan Karya Ilmiah...*29.

³⁶David Nunan, *Research Method in Language Learning*, (USA: Cambridge University. 1992), 232.

- n = number of samples
N = number of population
e = limit error tolerance (1%, 5%,10%)

Therefore, the writer will take sample randomly with by choosing only 92 students.

D. Research Instruments

Research instrument is a tool used to perform the data collection process quickly, easily and provide better result. Good instrument have to fulfill two important requirements namely: valid and reliable. In this study, the instrument was used the standard measuring instrument, thus in this study validity and development of research instrument were not necessary tested. This research uses close questionare because there are have specific option that will be choose by respondent.

1. Validity

Validity has meaning the extent of the accuracy of a test or scale in performing the function of measurement. A valid instrument has high validity, the instrument is less valid have low validity. Validity is the prominent consideration in evaluating the quality of the test as a measuring instrument. Validation testing is the process of collecting evidence to support the conclusion.³⁷ In this study, validity were not tested because the instrument used is the standard measuring instrument.

³⁷ Saifuddin Azwar, *Reliabilitas dan Validitas Edisi 4* (Yogyakarta: Pustaka Pelajar, 2015), 10.

2. Reliability

The term reliability has various other names such as consistency, dependability, reliability, stability, constancy, and etc. The concept of reliability is the extent to which the results of a measurement process can be trusted. Reliability is the degree to which an assessment tool produces stable and consistence result.³⁸ A measure capable of producing data that has a high level of reliability is called a reliable measurement. In this study, reliability have to measure because the standart measurement have different context and responden.

E. Techniques of Collecting Data

Technique for collecting data is the way that can be used by the researcher to collect data. Collecting data in this study taked by using questionare. Questionnaire is one of instruments in collecting data given to respondents. Nunan states that questionneire is an instrument for collection of the data, usually in written form, consisting of open and closed questions and other probes requiring a response from subjects.³⁹ According to Sudikan, questionnaire is a technique of collecting data that uses list of questions provided by researcher to a number of respondents to obtain an adequate reply.⁴⁰ Qustionnaire is written document containing statements or questins that are used to obtain subject perception, attitudes, beliefs, values, perspectives, and other traits. The research

³⁸ Saifuddin Azwar, *Reliabilitas dan Validitas...*, 7.

³⁹ David Nunan, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), 231.

⁴⁰ Sudikan, Setya Yuwana, *Penuntun Penyusunan Karya Ilmiah*, (Semarang: CV. Aneka Ilmu, 1983), 38.

instruments distribute to the respondent. This method used because one of the variable that want to be observed is part of psychological that is inside of the respondent. The assumption that the respondent is a group that's knows about it. So that the respond of the subjects to the instrument can be regarded as valid and accurate data.

This research used true-false items to measure the extroversion-introversion dimension of the students. The personality types was determined by using Mark Parkinson Personality Questionnaire.⁴¹ This questionnaire consists of 16 statements . Self-report inventories present subjects with an extensive collection of statements describing behavior patterns and ask them to indicate whether or not each statement is characteristic of their behavior by checking yes, no, or uncertain. The score is computed by counting the number of responses that agree with a trait the examiner is attempting to measure.

To measure level of foreign language anxiety, the writer used Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz.⁴² This scale consists of 33 statements consist of three aspects, such as: *communication apprehension, test anxiety and fear of negative evaluation*. Statements of each intruments consists of two kinds of statements. There are favorable and unfavorable statements. Favorable statement is a statement that support the theory while unfavorable is a statement does not support the theory. These statements are arrage randomly. The formula as follow:

⁴¹ Mark Parkinson, *How to Master Personality Questinnaires, second Edition*,)London: Kogan Page, 1999), 55-58.

⁴² Elaine.K, Horwitz, MB & Joann, Cope (1986). “*Foreign Language Classroom Anxiety*”. *The Modern Language Journal* 70 (2), 129-130.

Table 3.2 Scoring

Category	SA	A	D	SD
Favorable	4	3	2	1
Unfavorable	1	2	3	4

It is commonly seen as a 5-points scale ranging from “Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree”. Each level in the scale is assigned a numeric value, usually starting at 1 and increased by one for each level. It is important that these statements constitute a representative sample of all the possible opinions or attitudes about the object. In this research uses 4-points scale, this done to get accurate answers and to eliminate uncertain. To ease the respondents give answering, the writer translated into participants’ mother tongue (Indonesian) and adapted to suit different needs.

Table 3.3 Aspects of measurement Foreign Language Anxiety

No.	Aspects	Number Item		Total Item
		Favourable	Unfavourable	
1.	<i>Communication Apprehension</i>	1, 4, 9, 15, 24, 27, 29, 30	14, 18, 32	11
2.	<i>Test Anxiety</i>	3, 6, 10, 12, 16, 17, 20, 21, 25, 26	5, 8, 11, 22, 28	15
3.	<i>Fear of Negative Evaluation</i>	7, 13, 19, 23, 31, 33	2	7

F. Techniques of Data Analysis

Data analysis is the process integrated in a research procedure. Results of the analysis of this data will be read or interpreted by the researcher. Technique of analysis data in quantitative research is using statistical. There are two kinds of statistics used for data analysis in research, namely descriptive statistics and Inferential statistics. Descriptive statistics is statistics used to analyse the data with description data has been collected. In this research, the writer uses descriptive statistics because the result can be apply to general.

1. Normality Test

Normality test aims to determine whether the samples taken to represent normal distributed population. Normality test can be done with the test histogram, normal test P Plot, Chi Square test, Skewness and Kurtosis or Kolmogorov Smirnov. This study normality test performed by Kolmogorov Smirnov. If the sample normally distributed, it can be concluded that the samples were taken representative of the population. If the probability $\geq 0,05$ then the data is expressed in normal distribution. On the contrary, if the probability value $< 0,05$ then the data is declared distribution is not normal.

2. Descriptive Percentage of Data

After collecting the data in this research, the researcher did the data analysis obtained from respondents. To examine the data, the researcher used the descriptive percentage in order to find out the scores percentage and the aspects percentage in this research. In this step, the researcher

described the result of the research in percentage number as the following pattern:

$$P = \frac{F}{N} \times 100\%$$

Explanation :

P = Percentage

F = Frequency of the scores

N = The number of responden

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

1. Implementation of the Research

This research held in Madrasah Aliyah Ulumul Qur'an Langsa. This location was chosen because it is an Islamic boarding school. To get the data representative and in accordance with the purpose of research, the writer must understand the characteristics of the location. Therefore, the writer decided to make a research in this school because the writer has experience in teaching for three months while internship program in that school. Thus, the writer understands the characteristics of the students.

Before doing the research, the writer preparing the research permit. After the research permission was obtained from the administrative staff of the Tarbiyah Faculty signed by the Dean in Number *641/In.24/FTIK/TL.00./03/2018* on March 2018 for the purpose of conducting the research in the location, then the researchers conducted research into the location.

To collect data, the writer is allowed to enter the class to share questionnaires during the English lessons in six classes at the fifth grade students. The sample selection of the study was conducted randomly based on the absentee number of students' present on the day. The distribution of the instruments was implemented on 23-26 April 2018. After completing the data collection, the writer reports directly to MUQ's administrative staff that the writer has completed the

data collection process. Furthermore, MUQs' administrative staff issued a certificate of research.

2. Research Instrument Test

The instrument used in this study is instrument that has been in standarization to measure personality and anxiety. It is called Foreign Language Classroom Anxiety to measure the students' English speaking anxiety. Personality Questionare by Mark Parkinson was used to measure personality traits of the students. After finishing to submit the instrument, the data were already to analysis. To get coefisient validity and reliability, thus, it is need to do measuring. It used program of *IBM@ SPSS@ Statistics Version 21.0 for Windows*.

a. Validity

The validity criterion of the item was: if $r_{total} > r_{table}$. It meant that the items were valid. Meanwhile if $r_{total} < r_{table}$ it meant that the items were invalid. The score of coefficient $R(N-2)$ from the table score of Product Moment r in $N=90$ because the samples are 92. The score of r_{table} is 0,205. The raw score can be seen at the appendix. For more details, we can see in the following table below:

Table 4.1 The Result of Validity (Personality)

No. Item	r_{total}	r_{table}	Interpretation
1	0,501	0,205	Valid
2	0,570	0,205	Valid
3	0,397	0,205	Valid
4	0,623	0,205	Valid
5	0,670	0,205	Valid

6	0,553	0,205	Valid
7	0,333	0,205	Valid
8	0,445	0,205	Valid
9	0,582	0,205	Valid
10	0,227	0,205	Valid
11	0,358	0,205	Valid
12	0,290	0,205	Valid
13	0,258	0,205	Valid
14	0,279	0,205	Valid
15	0,608	0,205	Valid
16	0,357	0,205	Valid

The table above showed that the item number indicates the number of items for personality questionnaire as many as 13 statements. The r_{total} range for each item is between 0,227 – 0,670 where the number is greater than the number of r_{table} that is 0,205. Thus, it can be concluded that the 13 items (statements) to be used to measure personality were entirely valid.

Table 4.2 The Result of Validity (Anxiety)

No. Item	r_{total}	r_{table}	Interpretation
1	0,585	0,205	Valid
2	0,279	0,205	Valid
3	0,679	0,205	Valid
4	0,328	0,205	Valid
5	0,245	0,205	Valid
6	0,266	0,205	Valid
7	0,378	0,205	Valid
8	0,545	0,205	Valid

9	0,492	0,205	Valid
10	0,486	0,205	Valid
11	0,256	0,205	Valid
12	0,617	0,205	Valid
13	0,497	0,205	Valid
14	0,330	0,205	Valid
15	0,295	0,205	Valid
16	0,553	0,205	Valid
17	0,421	0,205	Valid
18	0,520	0,205	Valid
19	0,450	0,205	Valid
20	0,671	0,205	Valid
21	0,498	0,205	Valid
22	0,341	0,205	Valid
23	0,510	0,205	Valid
24	0,470	0,205	Valid
25	0,250	0,205	Valid
26	0,549	0,205	Valid
27	0,716	0,205	Valid
28	0,521	0,205	Valid
29	0,437	0,205	Valid
30	0,381	0,205	Valid
31	0,474	0,205	Valid
32	0,452	0,205	Valid
33	0,276	0,205	Valid

To measure the level of anxiety experienced by students, the writer used questionnaire that has been standardized with items of 33 statements. The r_{total} range for each item is between 0,245 – 0,716 where the number is greater than the number of r_{table} that is 0,205. Thus, it can be concluded that 33 items were valid.

b. Reliability

For the easier process, the researcher uses *IBM@ SPSS@ Statistics Version 21.0 for Windows*. The menu SPSS used by the researcher was *scale – reliability analyst*, and saw the *Cronbach Alpha*. The value (score) of probability obtained from reliability analyst then it was made an interpretation from the *Cronbach Alpha*.

From the analysis, the researcher found that the essay test that conducted to 92 respondents had Cronbach's alpha: 0,733 and 0,848. To give the interpretation toward the coefficient correlation found, we can see the interpretation of the coefficient correlation below:

Table. 4.3 The Interpretation of Item Reliability

Value of r	Interpretation
0,81 - 1,00	High to Very High
0,61 - 0,80	Substantial
0,41 - 0,60	Moderate
0,21 - 0,40	Low
0,00 - 0,20	Negligible

Table. 4.4 The Result of Reliability Instrument

Reliability Statistics of Personality	
Cronbach's Alpha	N of Items
.733	16

Reliability Statistics of Anxiety	
Cronbach's Alpha	N of Items
.848	33

Based on the analysis above, the result of reliability of the instruments' items was 0,733 and 0,848. Theoretically, the coefficient reliability of a range is from 0,0 – 1,0. Therefore, the interpretation from the value of r had substantial reliability.

c. Normality

To examine the normality of the test, the researcher used *kolmogorov-smirnov test* with *IBM@ SPSS@ Statistics Version 21.0 for Windows*. The value (score) of probability obtained from bivariate analyst then compared to alpha (0,05) or r_{table} . The validity criterion of the item was: if p (sig.) $> 0,05$ it meant that the variables distribute normally. Meanwhile if p (sig.) $< 0,05$ it meant that the variables do not distribute normally. The result can be seen in the table below:

Table. 4.5 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		92
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.76987486
Most Extreme Differences	Absolute	.094
	Positive	.047
	Negative	-.094
Kolmogorov-Smirnov Z		.899
Asymp. Sig. (2-tailed)		.394

a. Test distribution is Normal.

b. Calculated from data.

Based on the normality test, the researcher obtained the value of $KS-Z = 0,890$ with p (sig.) = $0,394$ ($p.sig > 0,05$). So, The result showed that the data distributed normally.

3. Result of the Research

In this study, the writer found the result of students' extrovert-introvert personality and their English speaking anxiety. The result of the questionnaires in this study were presented as follow:

1. The result of Extrovert-Introvert Personality

The data were collected by giving the extrovert-introvert personality questionnaire to the sample and the result can be seen in the following table:

Table 4.6 The Score of Extrovert-Introvert Personality

Students' Number	ED Score	ID Score	Total Score	Qualification
S1	6	-9	-3	leaned to the introvert dimension
S2	6	-9	-3	leaned to the introvert dimension
S3	10	-5	5	leaned to the extrovert dimension
S4	11	-6	5	leaned to the extrovert dimension
S5	4	-11	-7	leaned to the introvert dimension
S6	6	-8	-2	leaned to the introvert dimension
S7	5	-10	-5	leaned to the introvert dimension
S8	5	-10	-5	leaned to the introvert dimension
S9	4	-10	-6	leaned to the introvert dimension
S10	3	-11	-8	leaned to the introvert dimension
S11	3	-10	-7	leaned to the introvert dimension
S12	8	-9	-1	leaned to the introvert dimension
S13	2	-9	-7	leaned to the introvert dimension
S14	2	-11	-9	leaned to the introvert dimension
S15	2	-7	-5	leaned to the introvert dimension
S16	2	-9	-7	leaned to the introvert dimension
S17	4	-8	-4	leaned to the introvert dimension

S18	10	-7	3	leaned to the extrovert dimension
S19	3	-10	-7	leaned to the introvert dimension
S20	5	-6	-1	leaned to the introvert dimension
S21	10	-6	4	leaned to the extrovert dimension
S22	6	-12	-6	leaned to the introvert dimension
S23	4	-10	-6	leaned to the introvert dimension
S24	9	-10	-1	leaned to the introvert dimension
S25	11	-3	8	leaned to the extrovert dimension
S26	9	-3	6	leaned to the extrovert dimension
S27	5	-11	-6	leaned to the introvert dimension
S28	12	-1	11	leaned to the extrovert dimension
S29	5	-6	-1	leaned to the introvert dimension
S30	4	-8	-4	leaned to the introvert dimension
S31	3	-5	-2	leaned to the introvert dimension
S32	8	-11	-3	leaned to the introvert dimension
S33	4	-11	-7	leaned to the introvert dimension
S34	8	-5	3	leaned to the extrovert dimension
S35	10	-4	6	leaned to the extrovert dimension
S36	6	-10	-4	leaned to the introvert dimension
S37	3	-10	-7	leaned to the introvert dimension
S38	2	-11	-9	leaned to the introvert dimension
S39	4	-8	-4	leaned to the introvert dimension
S40	9	-4	5	leaned to the extrovert dimension
S41	5	-7	-2	leaned to the introvert dimension
S42	7	-10	-3	leaned to the introvert dimension
S43	8	-6	2	leaned to the extrovert dimension
S44	11	-4	7	leaned to the extrovert dimension
S45	6	-8	-2	leaned to the introvert dimension
S46	8	-5	3	leaned to the extrovert dimension
S47	10	-6	4	leaned to the extrovert dimension
S48	5	-7	-2	leaned to the introvert dimension
S49	8	-5	3	leaned to the extrovert dimension
S50	5	-11	-6	leaned to the introvert dimension
S51	5	-11	-6	leaned to the introvert dimension
S52	13	-7	6	leaned to the extrovert dimension
S53	8	-5	3	leaned to the extrovert dimension
S54	1	-8	-7	leaned to the introvert dimension
S55	2	-9	-7	leaned to the introvert dimension
S56	5	-9	-4	leaned to the introvert dimension
S57	4	-11	-7	leaned to the introvert dimension
S58	9	-11	-2	leaned to the introvert dimension

S59	4	-10	-6	leaned to the introvert dimension
S60	2	-11	-9	leaned to the introvert dimension
S61	4	-8	-4	leaned to the introvert dimension
S62	6	-10	-4	leaned to the introvert dimension
S63	8	-3	5	leaned to the extrovert dimension
S64	4	-9	-5	leaned to the introvert dimension
S65	7	-9	-2	leaned to the introvert dimension
S66	7	-5	2	leaned to the extrovert dimension
S67	10	-2	8	leaned to the extrovert dimension
S68	8	-7	1	leaned to the extrovert dimension
S69	5	-9	-4	leaned to the introvert dimension
S70	2	-11	-9	leaned to the introvert dimension
S71	4	-10	-6	leaned to the introvert dimension
S72	6	-8	-2	leaned to the introvert dimension
S73	9	-7	2	leaned to the extrovert dimension
S74	6	-4	2	leaned to the extrovert dimension
S75	9	-5	4	leaned to the extrovert dimension
S76	10	-4	6	leaned to the extrovert dimension
S77	7	-11	-4	leaned to the introvert dimension
S78	6	-7	-1	leaned to the introvert dimension
S79	9	-5	4	leaned to the extrovert dimension
S80	5	-9	-4	leaned to the introvert dimension
S81	4	-9	-5	leaned to the introvert dimension
S82	6	-12	-6	leaned to the introvert dimension
S83	3	-11	-8	leaned to the introvert dimension
S84	6	-10	-4	leaned to the introvert dimension
S85	8	-7	1	leaned to the extrovert dimension
S86	11	-6	5	leaned to the extrovert dimension
S87	8	-6	2	leaned to the extrovert dimension
S88	5	-12	-7	leaned to the introvert dimension
S89	4	-7	-3	leaned to the introvert dimension
S90	7	-9	-2	leaned to the introvert dimension
S91	9	-6	3	leaned to the extrovert dimension
S92	4	-9	-5	leaned to the introvert dimension

*ED score: Extrovert Dimension

*ID score: Introvert Dimension

(+) score: leaned to extrovert

(-) score: leaned to introvert

In the total of 92 students who were participants, it was found that the highest extrovert score was (11) and the highest introvert score was (-9).

2. The result of Students' English Speaking Anxiety

The data were collected by giving the questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) to the sample and the result can be seen in the following table:

Table 4.7 The Score of Students' English Speaking Anxiety

Students' Number	Total Score	Qualification
S1	93	High
S2	103	High
S3	70	Low
S4	93	Medium
S5	97	High
S6	100	High
S7	88	Medium
S8	74	Low
S9	96	High
S10	97	High
S11	101	High
S12	97	High
S13	99	High
S14	99	High
S15	106	High
S16	90	Medium
S17	101	High
S18	72	Low
S19	63	Medium
S20	78	Medium
S21	84	Medium
S22	58	Low
S23	81	Medium
S24	91	High
S25	82	Medium
S26	101	High
S27	104	High

S28	68	Low
S29	76	Medium
S30	90	Medium
S31	82	Medium
S32	94	High
S33	78	Medium
S34	93	High
S35	79	Medium
S36	96	High
S37	97	High
S38	92	High
S39	82	Medium
S40	66	Low
S41	70	Low
S42	88	Medium
S43	103	High
S44	81	Medium
S45	92	High
S46	92	High
S47	95	High
S48	88	Medium
S49	84	Medium
S50	85	Medium
S51	96	High
S52	79	Medium
S53	92	High
S54	89	Medium
S55	98	High
S56	99	High
S57	86	Medium
S58	95	High
S59	102	High
S60	101	High
S61	86	Medium
S62	93	High
S63	61	Low
S64	95	High
S65	91	High
S66	90	Medium
S67	75	Medium
S68	75	Medium

S69	86	Medium
S70	104	High
S71	95	High
S72	109	Very High
S73	93	High
S74	68	Low
S75	76	Medium
S76	78	Medium
S77	98	High
S78	108	Very High
S79	86	Medium
S80	105	High
S81	95	High
S82	91	High
S83	100	High
S84	93	High
S85	62	Low
S86	98	High
S87	87	Medium
S88	97	High
S89	98	High
S90	94	High
S91	84	Medium
S92	70	Low

Based on the table above, the total of 92 respondents who fill the English speaking anxiety questionnaire produce varied numbers. The lowest anxiety score obtained by students is 58 and the highest anxiety score is 109. So from the scores obtained by the students, the anxiety experienced by the students can be grouped into several categories including: very low, low, medium, high, and very high.

4. Description of Data Analysis

This current research was conducted at Madrasah Aliyah Ulumul Qur'an Langsa on April 2018. The researcher gave the questionnaires to 92 students as sample of the population. Based on analysis description toward research data by

using *IBM@ SPSS@ Statistics Version 21.0 for Windows*, the descriptive statistics of variables can be seen on the table below:

**Table 4.8 Description of Data
Descriptive Statistics**

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Personality	92	1.00	2.00	1.6739	.04914	.47135
Anxiety	92	2.00	5.00	3.4348	.07620	.73086
Valid N (listwise)	92					

Based on the table above, it showed that the value of mean (the average values) of the data are 1,6739 for the personality and 3,4348 for the anxiety. The the value of minimum score are 1 for the personality and 2 for the anxiety. The value of maximum score are 2 for the personality and 5 for the anxiety. Then, the value of standard deviation are 0,47135 for the personality and 0,73086 for the anxiety. To describe the result of this reseach in detail, the writer present and analysis the data in the following steps:

1. Analysis of Extrovert and Introvert Personality

From the table 4.1, the percentage of extrovert dimension (ED) of personality, the writer used this formula:

$$P = \frac{Fx}{N} \times 100\%$$

$$P = \frac{30}{92} \times 100\%$$

$$P = 32,6\%$$

And the percentage of introvert dimension (ID) of personality used formula:

$$P = \frac{Fx}{N} \times 100\%$$

$$P = \frac{62}{92} \times 100\%$$

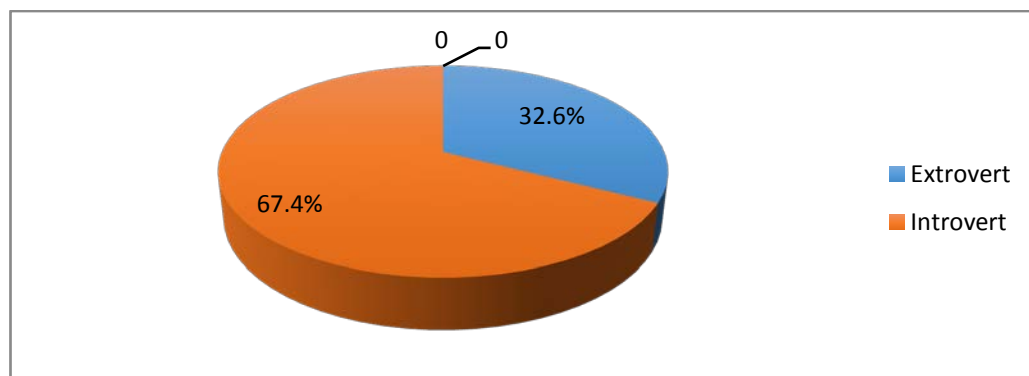
$$P = 67,4\%$$

In addition, the researcher also used @IBM @SPSS 21.0 version program for Windows to figure out the frequencies of the personality results. The raw score can be seen in Appendix. Here is the percentage of the results of students' personality.

Table 4.9
Rate Percentage and Frequency of Students' Personality

No.	Category	Frequency (f)	Percentage (%)
1.	Extrovert	30	32,6
2.	Introvert	62	67,4
Total		92	100

Chart 4.1 The Percentage Scores of Personality



Referring to the computation, the percentage of students who exhibit each dimension of personality from the highest to the lowest; they are introvert dimension (ID) of personality 67,4% and extrovert dimension (ED) of personality 32,6 %.

2. Analysis of English Speaking Anxiety

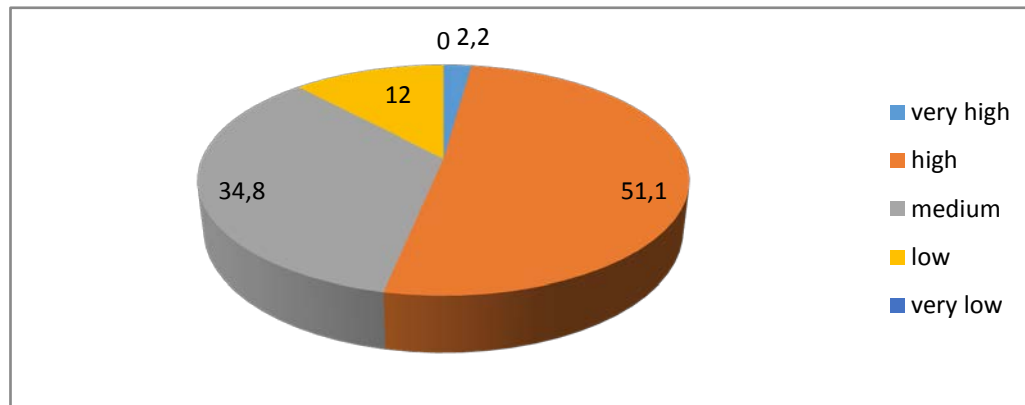
The classification of the English speaking anxiety level would be analyzed as in the following table:

Table 4.10
Rate Percentage and Frequency of Students' English Speaking Anxiety

No.	Criterion	Interval Score	Category	Frequency (f)	Percentage (%)
1.	$x < \bar{x} - 1,5SD$	$x < 57,75$	Very Low	0	0
2.	$\bar{x} - 1,5SD < x \leq \bar{x} - 0,5SD$	$57,75 < x \leq 74,25$	Low	11	12,0
3.	$\bar{x} - 0,5SD < x \leq \bar{x} + 0,5SD$	$74,25 < x \leq 90,75$	Medium	32	34,8
4.	$\bar{x} + 0,5SD < x \leq \bar{x} + 1,5SD$	$90,75 < x \leq 107,25$	High	47	51,1
5.	$\bar{x} + 1,5SD < x$	$107,25 < x$	Very High	2	2,2
Total				92	100,0

Based on the data descriptive above, the result of English Speaking Anxiety level divided into five categories. There were 11 students or 12 % in low level, 32 students or 3,8 % in medium level, 47 students or 51,1 % in high level, 2 students or 2,2 % in very high level and there is no one in very low level of the English speaking anxiety. Percentage of the data present in diagram below:

Chart 4.2 The Percentage Scores of English Speaking Anxiety



Hence, it can be concluded that the level of the seventh grade students of Madrasah Aliyah Ulumul Qur'an Langsa in English speaking anxiety were high. The classification of interval can be seen from the frequency result by using *@IBM @SPSS 21.0 version program for windows* in Appendix.

B. Discussion

As stated in the previous chapter this research conducted to figure out the students' English speaking anxiety based on personality traits for Islamic Boarding school which held in Madrasah Aliyah Ulumul Qur'an Langsa. The finding then can be categorized into two points: 1) description of the students' English speaking anxiety and 2) description of the students' extrovert – introvert personality

Description of the students' English speaking anxiety.

Theoretically, English speaking anxiety is a feeling of nervousness, tension, not confidence and worry that interrupt students in learning foreign

language. Students in anxiety have low-confidence, embarrassment, shaky voice, rapid heartbeat, difficulty in speaking, sweating, dizziness, feeling weak and afraid of being laughed.

The finding revealed that there were eleven (12%) students in low level, thirty two (34%) students in medium level, forty seven (51,1%) students in high level , two (2,2%) students in very high level of the English speaking anxiety. Based on the result, the level of English speaking anxiety of the seventh grade students in Madrasah Aliyah Ulumul Qur'an Langsa were high.

Based on the research statements, it had gotten additional information from the samples. Most of participants said that they were studying English since in Elementary school. Fifty one (54,34%) students said that they were never speak in large group such as speech contest. They said that they were nervous, not confident and embarrassing. Most of the participants responded that they were very concern about having to speak in front of the class. While the other said that they started to be panic when they have to speak English. They thought that people in the classroom will laugh at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding indicated that they get so nervous when they had to speak English in front of the class. Horwitz *et al.* noted that students are very self-conscious about speaking foreign language in front of the others students, those feeling often lead to fear or even panic. Moreover, according to them, difficulty in speaking in dyads or groups in public

are all manifestation of the aspect of anxiety that is communication apprehension.⁴³

In addition, this finding is supported by the result of the observation conducted before the research that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made mistake just started to lose their focus. Their mind went blank and remained silent for a moment. They are squirming, fidgeting, stammering or stuttering. They looked so disturbed, worried and even sweating. While some of them just smile or also laughed to cover their anxious feeling. Price (1991) found that fear of being laughed by other as one of the greatest sources of anxiety. Similar result was found by Koch and Terrel in Oxford, he noted that ridicule is one of the most important issue related to language anxiety.

According to questionnaires, it is indicated that most of the participants get so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what teacher said. Few students admitted that they usually get very anxious when they did not prepare enough for the test or speaking practice as one of the student expressed:

“Salah satu yang membuat saya merasa cemas dan tidak berani berbicara dalam bahasa Inggris adalah mungkin karena belum terbiasa dan kurang persiapan. Takut salah juga membuat saya enggan untuk berpendapat dalam bahasa Inggris”.⁴⁴

⁴³ E. K. Horwitz, M. B., and Cope J., *Foreign language classroom anxiety*. The Modern Language Journal, 70(2). (1986), 127.

⁴⁴ Muhammad Fiqam s' (Male Student, 7th Grade Student, IIK Class) response in instrument sheet, Langsa, 24 April 2018.

These findings were consistent with Horwitz *et al.* that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. Marwan added that lack of confidence and lack of preparation were the major contributor of students' anxiety.⁴⁵

Description of the students' extrovert – introvert personality

The writer administered the personality questionnaire. Based on the questionnaire given to the students, it has been identified from the total ninety two students of the sample, sixty two (67,4%) students questionnaire result in introvert dimension, and thirty (32,6%) students' possessed the extrovert dimension.

Relatively, from the sixty two students who possessed the introvert dimension of personality, their English speaking anxiety level ranged very high is two students, high is thirty nine students, medium is seventeen students, and low is four students. Then, the extrovert personality dimensions whom possessed by thirty students, the level of English speaking anxiety ranged high is eight students, medium is fifteen students, and low is seven students.

From the class observation conducted before doing the research, the writer also made a field note based on the students' behavior in class. There are few students whom relatively active in the class, they speak English without hesitation although their pronunciation was unclear and sometimes made pauses to find the appropriate word or term to explain and share their ideas to their friends and teacher. These active students are generally regarded to possess extrovert personality. Ngalim stated that the extrovert students love to talk, participate,

⁴⁵ Ardi Marwan, "Investigating Students' Foreign Language Anxiety". Malaysian Journal of ELT Research, Vol.17(2007), 44, <https://journals.melta.org.my/index.php/majer/article/.../106> (accessed on February 08, 2018)

organize, and socialize.⁴⁶ They are people of action and therefore can be impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking.

The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented, Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas.

While there are also some students whom seemed passively involved, they rarely asked a question and speak only when the teacher demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to posses introvert personality. A few of the passive students turned out to have better pronunciation than the extrovert students and they were more fluent in speaking, so they could convey ideas accurately and naturally, also speaks without excessive pauses. The introvert types as the people whom energized by the inner world of reflection, thought, and contemplation. They direct their energy and attention inward and receive energy from reflecting on their thoughts, memories and feelings. They can be sociable but need space and time alone to recharge their batteries. Introverts want to understand the world. They prefer to figure out things before they talk about them.

⁴⁶ Ngalim Purwanto, *Psikologi pendidikan*, (Bandung:Remaja Rosdakarya, 2007), p.150-151.

According to Ngalim, these introvert students tended to enjoy reading, lectures, and written over oral work. They preferred to work independently and need time for internal processing. They enjoyed listening to others talk about a topic while privately processing the information. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental processing. They are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.⁴⁷

In other words the writer concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy play important role in students success in acquiring second or foreign language.

The implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher or lecture should also try to accommodate and facilitate the students based on their preferred learning styles. For instance, the ideal classroom for extrovert students is a situation which allowed time to think things through by talking, such as in classroom discussions, or when working with another student. The extrovert students excel with learning activities that have visible results and involve people interaction.

While the ideal classroom for the introvert students is a classroom situation which allowed the students to work independently with their own thoughts, through listening, observing, reading and writing. The introvert students

⁴⁷ Ngalim Purwanto, *Psikologi pendidikan*, ...161.

need sufficient time to complete their work and to think before answering a question. They need teachers to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own pace. The introvert students are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute.

By understanding students personality, accommodating the students learning style and facilitating the students' ideal classroom situation, these three requirements will help both teacher and students to achieve success in the language learning especially to reduce the students' English speaking anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding and discussing in the previous chapter, the writer would like to point out some conclusions. First, from the English speaking anxiety result, students' English speaking anxiety is high level range. Secondly, introvert is the dominant personality dimension possessed by the students.

Hence, the conclusion was taken in this research was the students' English speaking anxiety based on personality traits at the fifth grade students of Madrasah Ulumul Qur'an Langsa caused by students' belief, incomprehensible input, scare to be laughed by other and speaking in front of the class, lacks of preparation for the speaking test/lesson. Furthermore, the implication of understanding the students' personality and their foreign language anxiety in the classroom will help the students to deal effectively with the classroom situation. The teacher or lecturer should also try to accommodate and facilitate the students based on their preferred learning styles.

B. Suggestion

Based on the result of the study, the writer proposes some suggestions concerning the research finding as follows:

1. For the teacher/lecturer, teacher should be aware of foreign language anxiety and psychological factors, like personality or characteristics of the

students. Therefore, the teachers may reduce the students anxiety fear of making mistake in the conversation.

2. For the students, they should understand themselves. They need to get involved to reduced their English speaking anxiety in the classroom. Students should respect each other in order to create a friendly environment. In addition, anxious students should reliaze that mistakes are a natural part of language learning. Therefore, it should not discourage them in learning English.
3. For future researcher, they can use this thesis as a literature to guide them when they want to do the similar research. Although this study has been done, but because of limited time it still has many weakness. Therefore, any researchers interested in the same field are suggested to do deep analysis and focus on academic psychology in order to give a big contribution in academic life.

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