



The Anxiety Level between Extrovert and Introvert Students in Speaking English

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Abstract

Students' performance in speaking English can be influenced by students' anxiety. This research aimed to find out the difference of anxiety level between extrovert and introvert students in speaking performance. This research was conducted at one of senior high schools in Pekanbaru, Riau Province, Indonesia by using cluster random sampling technique. The method of the research was not experimental but causal-comparative research. There were two types of questionnaires used to collect the data. The Eysenck Personality Inventory questionnaire was used to classify the extrovert and introvert students, while to find out the speaking anxiety level between extrovert and introvert students, the questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) was used. By using product moment formula through SPSS 2.4 in analyzing the data, it was found that the sig.t was 0.000, smaller than the sigma alpha of 0.05 (sig.t < 0.05). It means that there is a significant difference of speaking anxiety level between extrovert and introvert students. The percentage score of anxiety level in speaking performance of extrovert students was 106%. It was categorized as "**Low**" level. The percentage score of anxiety level in speaking performance of introvert students was 122%. It was categorized as "**Medium**" level.

Keywords: *Anxiety level, Extrovert, Introvert, Speaking*

Introduction

Anxiety has a big impact on second language development. It means that if the students have low anxiety, they will be more successful in acquiring English. On the other hand, the students have high anxiety when they speak English with the lack of vocabulary, improper grammar, and fears of mistakes (MacIntyre, 1998; Thornburry, 2005). Foreign language anxiety plays an important role in learning foreign language because it can hinder the students in acquiring their target language. Horwitz et al. (1986, p.128) discussed

foreign language anxiety as a distinct complex of self perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Moreover, Horwitz (2001, p.121) stated that foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety, it is related to the language learning context. It means that there is a relationship between foreign language anxiety and language learning. Anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students cannot manage or control their anxiety. It will be difficult for them to learn English and their score will be bad. Otherwise, anxiety can give positive impact to the students. For example, when the students are feeling anxiety about not passing her or his examination, they will be serious in learning English.

There are three types of anxiety perspective on the nature of anxiety found in literature, those are: state anxiety, trait anxiety, and situation-specific anxiety. Pappamihel (2002, p.330), stated anxiety is a feeling of apprehension under certain situation, while trait anxiety is a condition where individuals have a tendency to become anxious regardless of the circumstance. The last type according to MacIntyre & Gardner (1991, p.87) is situation-specific anxiety which only appears when certain specific factors or events are present and occurs consistently. In short, anxiety is closely related to the students' achievement on acquiring English. Furthermore, the students will be more difficult to acquire English if they have high anxiety because they are too afraid of making mistake while they learn English.

There are three levels of anxiety: low, moderate, and high anxiety. Horwitz et al. (1986) developed test anxiety for student, that is the Foreign Language Classroom Anxiety Scale (FLCAS). The test anxiety contains of 33 items with five point scale. It starts from Strongly Agree to Strongly Disagree Personality can influence students' success in speaking as Zhang (2008) states "A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language..." So, the personality of the student is one of the factors that determine their success in acquiring a second language.

Two personality traits whose impact on speaking performance has been the most frequently examined are extrovert and introvert. Eysenck (1964) states that extrovert students are talkative, energetic, and outgoing in their communication, and introvert students are reserved, quiet, and calm. A widely-held belief in the language pedagogy community is that extroverts are more likely to perform better in second language use and communication situations. This belief is largely based on the assumption that because of extroverts' preferences for social activities, they are more willing to speak out and demonstrate a greater desire to communicate, which may enable them to achieve a higher level of speaking fluency (Swain 1993).

Based on the characteristics of the extrovert and the introvert students described above, it can be assumed that extrovert students have lower anxiety level than introvert students in speaking English. So, this research aims to prove this assumption by investigating whether

there is or not a significant difference of the anxiety level between extrovert and introvert students in speaking English.

There are some previous research which are related with this study such as a research conducted by Rahmawati and Nurmayasari entitled *-A Comparative Study between Extroverted and Introverted Students and their Speaking Ability. Differences of Communication Strategies Used by Extrovert Students And Introvert Students in English Speaking* (Rivana, Yufrizal, Rosita, Sukirlan). *A Comparative Study of Extroverted and Introverted Students" Speaking Achievement at English Department of Halu Oleo University* (Nurzani). None of the research above discussed about the level of anxiety between extrovert and introvert students in speaking performance. Therefore, the researcher thinks that it is necessary to do this research about speaking anxiety level between extrovert and introvert students.

Students' Anxiety in Speaking

Foreign language anxiety plays important role in learning foreign language because it can hinder the students in acquiring their target language. Horwitz et al. (1986, p.128) discussed foreign language anxiety as a distinct complex of self perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Moreover, Horwitz (2001, p.121) stated that foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety, it is related to the language learning context. It means that there is a relationship between foreign language anxiety and language learning. Anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students can not manage or control their anxiety. It will be difficult for them to learn English and their score will be bad. Otherwise, anxiety can give positive impact to the students. For example, when the students are feeling anxiety about not passing her or his examination, they will be serious in learning English.

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In short, anxiety is closely related to the students' achievement on acquiring English. Furthermore, the students will be more difficult to acquire English if they have high anxiety because they are too afraid of making mistake while they learn English.

Level of Anxiety

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Scale (FLCAS). The test anxiety contains of 33 items with five point scale. It starts from Strongly Agree to Strongly Disagree.

Extrovert and Introvert

Extrovert-Introvert is one of the most widely investigated variables of personality styles. This personality style has been considered to be essential in studying second language learning. Zhang (2008) stated that extroverts and introverts are two characterizations of how one relates to the outside world. Extrovert means a person is more interested in what is happening around him than in his thoughts and emotions. It means the extrovert experiences the world more through contact with others and shared experience than through self-examination or study. On the contrary, Zhang (2008) also stated that an introvert is a person who is more interested in his thoughts and feelings than in things outside himself and is often shy and unwilling to speak or join in activities with others. In other words, an introvert tends to remain in oneself.

Extrovert persons do not like reading a lot, spending much time alone, but enjoy talking to other people, attending parties and social gatherings. They are social and outgoing. They have a lot of friends and acquaintances. As they talk a lot, they do not think much before they say something, but rather think while talking. Such people are lively, active, and often full of enthusiasm. They learn for excitements, react quickly, and are usually very impulsive. Extroverts are also unreserved, relaxed, careless, and optimistic persons. They are constantly on the move. However, sometimes they can be aggressive and change their mood very quickly. Extroverted individuals often need social stimulation. They are more interested in the world, events, things, and people around them than themselves. They feel energized by the interaction with a lot of people. An extrovert is usually characterized by the traits such as gregariousness, assertiveness, activity, confidence, excitement-seeking, positive emotions, and warmth.

According to McRorie et al. (2009), during the conversation, extroverts tend to position themselves closer to others, and direct facial posture and eye contact are more likely to be maintained. Extroverts are usually very friendly and energetic. They meet new people easily and often take leadership roles. They like cooperating with other people, group activities and have highly developed interpersonal intelligence. They have to experience things to understand them. Extroversion may also play an important role in choosing a career.

According to Zhang (2008), an introvert is a person who is more interested in his or her thoughts and feelings than in things outside himself. An introverted personality is quiet and introspective. They do not like being the center of attention. Introverted people have highly developed intrapersonal intelligence. Unlike extroverts, introverted personality does not feel energized by being with a lot of people, but rather by their inner world. For example, the introverted people feel very exhausted after attending a party or having to be with a large group of people for a long time. Then they have to spend some time alone to regain their energy. They are reserved towards everyone, except their closest friends. They like to plan things and do not seek excitement.

Introverts are very serious, responsible, and reliable persons. They can control their feelings and do not tend to show them. They do not change their mood quickly and do not tend to be aggressive. Sometimes they can be pessimistic, but they believe in moral standards. Introverts can also be nervous, passive, and feel inferior in society. An introvert is not the same as shyness. Unlike shy people, introverted people do not necessarily feel nervous, uncomfortable or inhibited when being with other people, they do not avoid social interaction out of fear but they simply feel energized by solitary activities such as reading a book or writing and find them more interesting. Moreover, people who are introverted, but not shy may have developed social skills, but they still need their inner peace, so that they can focus more on themselves, their problems, and more careful grammatical constructions. Eysenck in Dornyei (2005) also proposed that extroverts typically have more attentional resources or capacity available than introverts, so they perform better on difficult tasks.

Table 1. Characteristics of the Extrovert and Introvert Students

Extroverts	Introverts
Quite comfortable working in and being	Slow to take action – sometimes too
Have a wide base of friends, enjoy getting to know a lot of people.	Have a very small but close group of friends- preferring to get to know a few
Have a wide base of friends, enjoy getting to know a lot of people.	Have a very small but close group of friends-preferring to get to know a few
Dive in without always thinking things through.	Feel most comfortable doing things alone and prefer doing things that can
Feel sapped when spending too much time alone.	Often likes the idea of things better than the actual thing.

(Adopted from Webber, 2015)

Identifying Extrovert and Introvert Students

The concepts of extrovert and introvert have been apparent in modern psychological theory for decades with the terms and acceptance by the psychology community. There are many theories that be used in order to determine the extrovert level. In this research, to determine the extrovert and introvert students, the researcher used Eysenck Personality Inventory (EPI). The Eysenck Personality Inventory (EPI) measures two pervasive, independent dimensions of personality, Extraversion-Introversion and Neuroticism-Stability, which account for most of the variance in the personality domain. Each form contains 57 “Yes-No” items with no repetition of items. There are 24 items for measuring extrovert-introvert level.

The result of the items is interpreted using E score in Eysenck Personality Inventory. Based on the personality measurement of Eysenck Personality Inventory, if the respondents get 0-11 E score, they categorize as introvert, and if the respondents get 12-24 E score, they categorize as extrovert.

Extrovert-Introvert Students and Speaking

There has been a growing interest in investigating the personality traits of extrovert and introvert vis-à-vis language students' speaking. Rossier in Matthew (2009) found that participants' speaking fluency correlated considerably with extrovert and introvert, and that extrovert had a positive impact on oral English fluency. However, to measure relationship between extrovert and speaking fluency and accuracy, Daele (2005) in Matthew (2009) conduct research and discovers that extrovert has a slight influence on speech production in terms of fluency and accuracy.

Methodology

This research is a quantitative research; non-experimental research design. Quantitative research is essentially collecting numerical data explain a particular phenomenon (Mujis, 2004, p.2). While, Gay and Airasian (2000, p. 11) states that quantitative approaches are used to describe current conditions, investigate relationships, and study cause-effect phenomena.

The variables are independent variables (extrovert and introvert students) and dependent variables (anxiety in speaking ability). The research is aimed to find out the difference between two groups, are anxiety of extrovert and introvert students on their speaking ability. Based on the purpose above, the design of this research was a causal comparative design. Gay, et all (2012, p. 228) states that "In causal- comparative research, the researcher attempts to determine the cause or reason, for existing differences in the behavior or status of groups or individuals.

Extrovert and Introvert students are two groups that have the same opportunity to learn English at the same time and same situation. Moreover, both extroverts and introverts can be compared on the same skill; speaking. The anxiety of Extrovert and Introvert are the factors that cause the difference in students speaking.

This research was conducted from February to April 2021 at State Senior High School 10 Pekanbaru, Riau Province, Indonesia. The population of this research were one of the tenth grade students of senior high schools in Pekanbaru. The sampling technique used was Multistage Random sampling. To collect the data, the researcher used two types of questionnaires. The first questionnaire was used to identify or classify between the introvert students and extrovert students. The questionnaire was taken from the Eysenk Personality inventory. It consisted of 24 items. The second questionnaire was used to find out whether there is a significant difference of speaking anxiety level between extrovert and introvert students. The questionnaires used was the Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz, (2012 p.129). It consisted of 33 items. The questionnaire dealt with respondents' opinions in responding to the following option based on the Likert – scale: Strong agree(5), Agree(4), Neither agree nor disagree(3). Disagree(2), Strongly disagree(1). The type of questionnaire validity used for both questionnaire was construct validity. To test the validity of questionnaire, the researcher tried out the items to 35 students who were not included as the samples in this research. The researcher used Microsoft Excel program to analyze the validity of the questionnaire.

Based on the result of the tryout of both questionnaires, it was found that all items of the questionnaires were valid. The reliability of questionnaires used was internal consistency reliability. It was found that the reliability of questionnaire for the speaking anxiety level was 0,830. It was categorized as high reliability level based on the Cronbach Alfa Reliability level. While the reliability of questionnaire for extrovert and introvert was 0,920. The level of this reliability was very high.

In order to find out whether there is a significant difference on students' speaking anxiety level between extrovert and introvert, the researcher analyzed it by using a statistic software Statistical Product and Service Solutions (SPSS) 22.00 version and the output of that software is as the results of independent sample t-test analysis. According to Pallant (2007), an independent sample t-test is used to compare the mean score, on some continuous variables, for two different group participants. The students' score was classified based on Horwitz et al (1986) as follows :

Table 2. The Classification of Students' Score

Level	Criteria
High	Total score > 144
Medium	Total score 108 to 144
Low	Total score < 108

To get the percentage of the students' score on speaking anxiety level, the researcher used a formula: Frequency of the score (F) is divided Number of Cases (N) (Sudijono, 2007). Moreover in term of the normality test, it was analyzed by using Kolmogorov-Smirnov and Saphiro-Wilk technique with SPSS 24.00 version. The SPSS result of Kolmogorov-Smirnov Saphiro-Wilk test can be interpreted as follows: If the probability (sig)> 0.05 Ho is accepted, it means the data is normally distributed. If the probability (sig)< 0.05 Ha is accepted, it means the data is abnormally distributed.

After knowing the data is normally distributed, the researcher needed to use Independent Sample T-test analysis in order to know whether or not there is a significant difference on students' anxiety level between extroverts and introverts student is speaking with SPSS 24.00 version.

Results and Discussion

To identify extrovert and introvert students, the questionnaire taken from Eysenck Personality inventory was used. The following is the result of the personality measurement by using the Eysenk Personality Inventory

Table 3. The Classification of Extrovert and Introvert Students

Students	Score	Category
Student 1	14	Extrovert
Student 2	12	Extrovert
Student 3	8	Introvert
Student 4	15	Extrovert
Student 5	12	Extrovert
Student 6	16	Extrovert
Student 7	15	Extrovert
Student 8	13	Extrovert
Student 9	10	Introvert
Student 10	15	Extrovert
Student 11	13	Extrovert
Student 12	14	Extrovert
Student 13	13	Extrovert
Student 14	16	Extrovert
Student 15	19	Extrovert
Student 16	15	Extrovert
Student 17	11	Introvert
Student 18	7	Introvert
Student 19	11	Introvert
Student 20	13	Extrovert
Student 21	11	Introvert
Student 22	11	Introvert
Student 23	14	Extrovert
Student 24	11	Introvert
Student 25	10	Introvert
Student 26	13	Extrovert
Student 27	10	Introvert
Student 28	14	Extrovert
Student 29	15	Extrovert
Student 30	15	Extrovert
Student 31	10	Introvert
Student 32	13	Extrovert
Student 33	15	Extrovert
Student 34	13	Extrovert
Student 35	17	Extrovert

Based on the personality measurement of Eysenck Personality Inventory, if the respondents get 0-11 E score, they are categorized as introvert, and if the respondents get 12-24 E score, they are categorized as extrovert. Based on the table above, there were 11 students categorized as introvert students and 24 students as extrovert students.

The followings are the data of anxiety level of the extrovert students based on the Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz, (2012 p.129). It consisted of 33 items. The questionnaire dealt with respondents' opinions in responding to the following option based on the Likert – scale: Strong agree(5), Agree(4), Neither agree nor disagree(3). Disagree(2), Strongly disagree(1).

Table 4 Anxiety Level of Extrovert in Speaking Ability

No	Students	Level anxiety	Scores	Category
1	Student 1	Low	107	Extrovert
2	Student 2	Low	81	Extrovert
3	Student 4	Low	104	Extrovert
4	Student 5	Medium	115	Extrovert
t5	Student 6	Medium	109	Extrovert
6	Student 7	Low	96	Extrovert
7	Student 8	Medium	110	Extrovert
8	Student 10	Medium	113	Extrovert
9	Student 11	Medium	108	Extrovert
10	Student 12	Medium	109	Extrovert
11	Student 13	Medium	110	Extrovert
12	Student 14	Low	97	Extrovert
13	Student 15	Low	88	Extrovert
14	Student 16	Medium	118	Extrovert
15	Student 20	Low	104	Extrovert
16	Student 23	Low	92	Extrovert
17	Student 26	Medium	116	Extrovert
18	Student 28	Low	106	Extrovert
19	Student 29	Medium	108	Extrovert
20	Student 30	Low	100	Extrovert
21	Student 32	Medium	117	Extrovert
22	Student 33	Medium	117	Extrovert
23	Student 34	Low	102	Extrovert
24	Student 35	Medium	120	Extrovert
Total Score			2547	
Mean Score			106	

Based on the table 4 above, most of the extrovert students had medium anxiety level in speaking ability and some of the students had low level of speaking anxiety. The total score of the speaking anxiety level was 254 and the mean score was 10.6.

Table 5. Anxiety Level of Introvert Students' Speaking Ability

Student	Level of anxiety	Score	Category
1	Medium	113	Introvert
2	Medium	118	Introvert
3	Medium	108	Introvert
4	Medium	126	Introvert
5	Medium	130	Introvert
6	Medium	117	Introvert
7	Medium	124	Introvert
8	Medium	128	Introvert
9	Medium	122	Introvert
10	Medium	121	Introvert
11	Medium	136	Introvert
Total Score		1343	
Mean Score		122	

Based on the table 5 above, all of the extrovert students had medium level of speaking anxiety. The total score was 1343, and the mean score was 122. From the score of Extroverts speaking performance, the researcher obtained the further analysis description. It could be seen in the following table:

Table 6. The Descriptive Statistic of Anxiety Extrovert

N	Valid	24
	Missing	0
Mean		105.21
Std. Error of Mean		2.473
Std. Deviation		10.778
Variance		116.175
Range		39
Minimum		81
Maximum		120
Sum		1999

The table 6 explains that the mean of anxiety level in speaking of extrovert student was 105.21 it means that the category for anxiety level of extrovert students is low, Std. Error of mean was 2.473 , Std. Deviation was 10.778 variance was 116.175, range was 39.00, minimum was 81.0, maximum was 120.0, sum was 1999.0.

Table 7. The Descriptive Statistic of Introvert Students' Speaking Anxiety

N	Valid	11
	Missing	0
Mean		122.09
Std. Error of Mean		2.402
Std. Deviation		7.968
Variance		63.491
Range		28
Minimum	108	
Maximum		136
Sum		1343

The table 7 explains that the mean of introvert students' speaking anxiety was 122.09, it means that the category for anxiety level of introvert students is medium, Std. Error of mean was 2.402, Std. Deviation was 7.968, variance was 63.491, range was 28.0, minimum was 108.0, maximum was 136.0, sum was 1343.0.

Before analyzing the data, the researcher should know the data normally distributed or not. In order to know whether the data has normal distribution or not, the researcher used Kolmogorof-Smirnov and SaphiroWilk method as the formula to analyze the data. In this research, the researcher analyzed the data by using SPSS (Statistical Product and Service Solutions) 24.00 version program. The SPSS result for Kolmogorov-Smirnov and Saphiro-Wilk test would be interpreted as follows:

$p\text{-value (Sig.)} > 0.05$ = the data is in normal distribution.

$p\text{-value (Sig.)} < 0.05$ = the data is not in normal distribution

The result of normality anxiety level of extrovert and introvert was computed by using SPSS version 24. It is presented in the following table:

Table 8. The Tests of Normality of Anxiety Level Extrovert and Introvert

	Personality	Kolmogrov-Smirnov ^a			Shapiro-walk		
		Statistic	df	sig	Statistic	df	Sig
Anxiety level	Extrovert	0,123	24	0,200	0,941	24	0,168
	Introvert	0,82	11	0,200	0,997	11	0,1000

There were 35 samples in this research. According to Shapiro and Wilk (1965) test was originally restricted for sample size less than 50. So, the researcher took Shapiro-Wilk result to determine the normality in this research. Based on the table IV.10 above, it showed that the significance level in Saphiro-Wilk test of anxiety level of extrovert was 0.168 and the significance level of anxiety level of introvert was 0.1000; it means that $0.168 > 0.05 < 0.1000$. In conclusion, the data was in normal distribution.

Furthermore, the researcher did test of homogeneity. This test was used to know some variant of population homogenous or not. This test was also used as the requirement in analyzing the data before conducting independent sample t-test. The researcher analyzed the homogeneity variant of population by using SPSS 24.00. The result computation of homogeneity test through SPSS can be seen in the following table:

Table 9. Test of Homogeneity

Statistic	<u>df1</u>	<u>df2</u>	<u>Sig</u>
0.515	1	33	0.478

The result of the test can be seen as follows: $p\text{-value (Sig.)} > 0.05$ = the data is homogeneous $p\text{-value (Sig.)} < 0.05$ = the data is not homogeneous According to table IV.11 above. It means the significance of the homogeneity test was $0,478 > 0.05$. So, it can be concluded that the data was homogenous distributed. The procedures of inferential analysis began with the statistical test. Null hypothesis (:Ho) : there is no

significant difference between extrovert and introvert students on their speaking anxiety level. Alternative hypothesis (Ha): there is a significant different between extrovert and introvert students on their speaking anxiety level.

The result of anxiety level of extrovert and introvert in speaking ability was analyzed using Independent sample t-test in SPSS 24.00 version. Furthermore, it is presented in the following table:

Table 10. The Result of Independent Sample T-test of Speaking Anxiety Level Scores

	Levene's Test for Equality		T	Df	Sig. (2-tailed)	Mean differences	Std. error Differences	95% confidence interval of the	
	F	Sig.						Lower	Upper
Equal variances assumed	0.515	0.478	-4.684	33	0.000	-15.966	3.408	-22.900	-9.032
Anxiety level score			-5.085	23957	0.000	-15.966	3.140	-22.447	-9.485
Equal variance assume									

From the table 10 above, the sig. (2-tailed) was 0.00. If sig (2-tailed) < 0.05 then Ha is accepted, it means there is a significant difference between two groups. Meanwhile if sig (2-tailed) > 0.05 then Ho is accepted, it means there is no significant difference between two groups. Based on the table IV.12, it can be seen that the sig (2-tailed) 0.00 < 0.05. It indicates that Ha was accepted and Ho was rejected. So, it could be concluded that “There is a significant difference between anxiety level of extrovert and introvert students in their speaking ability.

The result of this research is in line with a theory stated by Feist, J and Feist, GJ (2010), personality traits affect not only success in school and other long - term outcomes but also the mood experienced by a person. People with a high extroversion will be fun and passionate (positive feeling). On the contrary, introverts will be anxious and rigid (negative feelings). Another research study also is in line with the result of this research finding. According to Dulay, Burts and Krashen (1982), in nearly all the studies conducted to determine the personality characteristics associated with successful English learning. The researchers conclude that lower anxiety level and a tendency to be outgoing were connected with successful English learning

Conclusion

Based on the result of the research, the students’ speaking anxiety level of extrovert students is categorized into a low level, while the speaking anxiety level of the introvert students is categorized into a medium level. After comparing the anxiety level of speaking between extrovert and introvert students by using statistical analysis, it can be concluded

that there is a significant difference of speaking anxiety level between extrovert and introvert students.

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