# THE CORRELATION AMONG ATTITUDE, MOTIVATION AND SPEAKING ACHIEVEMENT OF COLLEGE STUDENTS ACROSS PERSONALITY FACTORS

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## Abstract

Considering the important of understanding about the attitude, motivation and the personality of the students in the English learning process, this research is aimed at finding the relationship between attitude and motivation which are acknowledged as influential factors in speaking achievement across their personality factors. Sixty Non-EFL students of Maulana Malik Ibrahim State Islamic University of Malang who take English as their compulsory subject were participated as the research sample. They were the fourth semester undergraduate taking TOEFL and Speaking Course. Attitude and Motivation Test Battery (AMTB), The Myers-Briggs Type Indicator (MBTI), speaking test and TOEFL-like test were administered. The results of this research revealed that there was significant correlation among attitude, motivation and speaking achievement of extrovert and Introvert students.

**Keywords**: Attitude, Motivation, Speaking Achievement, Personality Factors

## A. INTRODUCTION

One of the characteristic of success in mastery a second language can be seen from how good students are in using the language itself. Using language means when someone can communicate a language both in written and spoken with the society. However, speaking takes more confidence to do than writing. Sometimes, when students speak in English with others, they do not know the mistake that they done and the wrong articulation that they produced. It is happen very fast. The speakers or the students have to decide on the message and communicate it without taking time to check it over and correct it.

Speaking is not only producing some words and formulate it into a sentence, but imitating the word or bubbling is also called speaking. Therefore, before the researcher explain what speaking is in this research, it will be better for knowing the types or kinds of speaking. There are five types of speaking.[1] They are Imitative, Intensive, Responsive, Interactive, and Extensive.

From those types of speaking, the researcher focuses on the interactive speaking form because in college level, the students are obligate not to imitate the sound only; they also must be able to do interaction with other in a complex situation. They must be able to convey

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[1] H. Douglas Brown, *Teaching by Principles: an interactive approach to language pedagogy (3th)*, (Longman .2007). p. 351

specific information and maintain social relationship.

Since speaking skill is quite difficult, the teachers should work hard in "forcing" the students to speak. The teachers should be aware that there are some factors that may influence in enhancing the students' ability in speaking. Factors influence L2 learning are affective and personality factors. [2] Affective factors include attitude, motivation, self-efficacy, interest, self-esteem, anxiety, learning style and age. From those kinds of affective factors, the most influential on learning process is motivation.[3] This affective factor influence on how the students perform a language.

Motivation is simply as an interest, curiosity, or a desire to achieve. Motivation in this case is motivation of the students to achieve or to mastery English. Motivation involves the attitudes and affective states that influence the level of effort that students desire to learn an L2. In relation to L2 learning, motivation is a complex phenomenon. It has been defined in terms of two factors: students' communicative needs, and, on the other, their attitudes towards the second language community. Motivation is classified into following kinds: (1)

Instrumental motivation: language learning for more immediate or practical goals. Here, the students are motivated to learn language because there is a certain reason, e.g. to pass entering university test, or final examination (2) Integrative motivation: language learning for personal growth and cultural enrichment. Integrative motivation closed to social identity, investment and language learning. It happens when the students want to mastery in L2 because they want be able to speak like native and of course it will change their social identity. (3) Resultative motivation: motivation is only because want to get the best result or achievement of second language. (4) Intrinsic motivation: motivation involves the arousal and maintenance of curiosity in learning situation. Sometime the students which are unmotivated get their intrinsic motivation during doing interesting tasks.[4]

Motivation related to students' communicative needs, and their attitudes towards the second language community. In relation to motivation in the classroom, teachers can make a positive contribution to students' motivation to learn. It is because classrooms are places that students enjoy coming as long as the activities are interesting and relevant to their age and level of ability.

Motivation itself has a relationship with the attitude. The positive attitude in language learning comes from high motivation on language learning. Students who have high motivation to

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[2] Rod Ellis, *The Study of Second Language Acquisition.* (Oxford: Oxford University. 1994), p. 523 and H.H Stern, *Fundamental Concepts of Language Teaching.* (Oxford: Oxford University. 1983), p. 375

[3] H. Douglas Brown, *Teaching by Principles: an interactive approach to language pedagogy (3th)*, (Longman .2007). p. 351; Rod Ellis, *Second Language Acquisition* (Oxford: Oxford University 1997), p.75; and Marion William and Robert L. Burden, *Psychology For Language Teachers: a Social Constructivist Approach.* (Cambridge: Cambridge University. 1997), p. 115

[4] Rod Ellis, *Second Language Acquisition* (Oxford: Oxford University 1997), p. 75–76

achieve every subject in their school will show a positive attitude so that the goals are achieved because there is a desire to achieve. Attitude is one of the key main factors for success in language learning process.

Attitude is about individual's belief. Attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols". [5] Based on the theory of planned behavior, attitude is determined by the individual's beliefs. As a result, the student or the individual who have a positive belief to the learning English will result positive traits to the English and in another way around.

Attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Attitude is organized into three interrelated components namely, cognitive, emotional and behavioral. [6] The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The emotional (some theories used term of "affective") component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral (some theories used term of "conative") component involves the tendency to adopt particular learning behaviors. In the

following, the three aspects of attitude concept are briefly described.

The behavioral attitude deals with the way one behaves and reacts in particular situations. Thus, the successful language learning improves the students to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. By do a positive attitude, the students will lead to positive behaviors in their research and make them study hard in learning. The students are also skilled to solve their problem and maintain their own emotional.[7]

Cognitive attitude involves the beliefs of the language students about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

Emotional attitude refers to the student's inner feeling toward something, in this case is English. Learning process is an emotional process.[8] It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help

[5] M. Hogg and G. Vaughan, *Social Psychology (4th edition)*. (London: Prentice-Hall.2005)

[6] Robert Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. (London: Edward Arnold. 1985)

[7] Kara, The Effect of a 'Learning Theories' Unit on Students' Attitudes towards Learning. *Australian Journal of Teacher Education*, p. 100-113.

[8] Feng. R. and Chen, H. 2009. An Analysis on the Importance of Motivation and Strategy in Postgraduates English Acquisition. *English Language Teaching*. p. 93-97.

the students to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of EFL students influence their perspectives and their attitudes towards the target language.

In line with the affective factor (attitude and motivation) above, there is another factor that play an important role in learning process; that is personality factors. There are certain personality characteristics which are helpful to successful in language learning, that are introvert and extrovert. [9] Extroverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk-takers, like practical jokes and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement.

Introversion or introvert personality refers to the personality which tends to do with inner thoughts and feelings. Introverts are chronically over-aroused and jittery, therefore need of peace and quiet to bring them up to an optimal level of performance. Introvert person will working alone and involving others (if at all) only after clarifying their own ideas. They prefer communicate in writing to speaking.

On the other hand, extrovert can be described as people who are outgoing, lively, talkative. Extrovert personality deals with the personality which tends to do social interaction and interested in people and things in the environment. Extroverts, according to Eysenck's theory, need of external stimulation to bring them up to an optimal level of performance. Extroverts tend to seek opportunities to interact with others, ideally in person. In contrast with the introvert, the extrovert personality prefers communicate in speaking to writing.

Introvert and extrovert concern to "where we get our energy", which influence how we communicate, when we communicate, and what we communicate about. Both introverts and extroverts are capable of doing important, complex work, though they may prefer different approaches to carrying out that work. Considering that introverts are dispose to be quiet, it does not means that extroverts do not need quiet time for reflection and recharging. Therefore, both extroverts and introverts have their own characteristics which are not bad or good.

Both introvert and extrovert personalities have its own advantages in learning process. Introvert personality might well be regarded as advantageous to the systematic study of a language. However, extrovert personality would be an asset. It means it often recommended as an appropriate strategy to be adopted by students, particularly in the development of communicative skills. To see whether the theory is applicable or not for resent years, the research will investigate it in order to strengthen the theory.

Moreover, it is quiet attract researcher's interest that the two different personality are correlated with the same

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[9]  H.H Stern, *Fundamental Concepts of Language Teaching.* (Oxford: Oxford University. 1983), p.

thing, that is speaking. Since introvert is kind of person who prefer reading and writing to speaking. This research tries to investigate whether attitude and motivation have correlation to speaking or not for these kinds of personality.

Both affective factors and personality factors play an important role in successful learning. It is also supported from many theories. However, to see whether both affective factors and personality factors have correlation to students speaking or not, it is important to know the level of their proficiency. It is to avoid misinterpretation of the general truth. For instance, advance students will get better score than beginner if they are given the same test; although the motivation of the beginners is higher than the advance. Therefore, to see the correlation among motivation, attitude and speaking achievement, the researcher should consider their proficiency. All in all, this research will take the homogeneous level of English proficiency.

Here, the researcher considers in investigating the correlation among attitude, motivation and proficiency level on speaking achievement across students' personality factor. The researcher will investigate the attitude, motivation and proficiency level of the students in Maulana Malik Ibrahim State Islamic University of Malang. The researcher will investigate whether the motivation, attitude and proficiency level that influence the students' achievement in this university or not, especially in their speaking skill. University level was chosen because the previous research especially in Indonesia only investigates in senior high school. It may show different result on university students. The subject of this research is non-English language department since English is compulsory subject for them. Thus, the attitude and motivation may be varied.

Considering of choosing this subject also cannot be separated from the maturity of the students. It will useful in completing the questionnaires. They will easy in identifying their attitude and motivation toward English across their personalities.

## B. RESEARCH METHOD

### 1. Research Design

The researcher designs the research into correlational research. The design of this research is chosen since the researcher examines the relationship among attitude and motivation to language learning across personality factor and proficiency level, especially in speaking skill. Correlational research is applied to measure the relationship between two or more continuous variables, such as the correlation between students' reading skills and their writing skills.[10] Moreover, to explain the relationship between two or more variable, the design must be explanatory research design. [11]

### 2. Setting

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[10] Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction.*. (Malang:UM Press. 2014), p. 111

[11] John W. Creswell,. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (Boston: Pearson Education.2012)

The researcher conducts this research at Maulana Malik Ibrahim Islamic State University of Malang (UIN Malang) due to accessibility and availability reason. It is located at Gajayana Street No.50, Malang, East Java. Then for the time, the research conducts in early year of 2016 at least for two months. Consideration in choosing the length of the research is authority of the stakeholder in that university.

English in this university is one of the compulsory subjects for third and fourth semesters. For the material, the students are taught general English and further ESP. After studying English for a year, they obligate to take TOEFL test as their final exam.

## 3. Population and Sample

The population of this research is non-English department students of UIN Malang. There are nineteen departments which can be investigated. Students who come from non-English department should take English intensive course program namely *Program Khusus Pengembangan Bahasa Inggris* (PKPBI) in third and fourth semesters. They obligate to attend English course as one of the compulsory subject.

Due to the large amount of the population above, approximately 2000 students, it is not always practical to investigate all of the accessible population; therefore the sampling procedure needs to be done. Regarding that this research divide the population into homogenous groups which in each group containing similar characteristics, it must belong to stratified random

sampling. The homogenous groups are determined by personality and proficiency, and then do the two steps: (1) identify the sub groups of personality and proficiency and (2) examine and take the sample in each sub group proportionally. The number of the sample is 60 participants to get an accurate and meaningful data. These 60 participants should divide proportionally, so it should be 50% of extrovert and 50% of introvert. While for proficiency level, the researcher chose one level of the proficiency that is intermediate level.

## 4. Research Instruments

For the first instrument is an oral test.[12] The test that is used is individual interview where the students are interviewed individually by the researcher. Then, that oral test is measured by Brown's scoring rubric. It evaluates students' speaking performance through these categories: grammar, vocabulary, comprehension, fluency, and pronunciation.

The second instrument is the questionnaire which is focused on attitudes and motivation of EFL learners towards learning speaking skill. For the attitudes and motivation, the questionnaire items are adapted from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Attitude and Motivation Test Battery (AMTB) is a test which measures a number of different aspects of language

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[12] The oral test is adapted from Brown 2004

learning. In adapting the questionnaire, the researcher is modified, deleted, even added some items which is appropriate with the context.

The third instrument is personality questionnaire. Here, the researcher uses The Myers-Briggs Type Indicator (MBTI); it is a personality instrument that helps people understands their preference for introvert or extrovert, as well as other aspects of their personality. In this instrument, the researchers construct 30 items of questions which covers three topics; those are characteristics, communication style and pitfalls of communication.

The fourth instrument is structured interview. This instrument is used as triangulation instruments and for reliability reason. The researcher conducts structured interview using face to face and closed-ended questions in which ask respondents for specific pieces of information, and often require the respondent to choose from a list of given alternatives. This structured interview only a tool to clarify the answers of all questionnaires that have already given before. Here, the researcher only checks the answer and respondent do not have a chance to give another answer beyond the alternative answer. The structured interview will be given for the students and the lecturer who teach them. The lecturer is being a part of the subject here to give information about the students' attitude, especially behavioral attitude. Therefore, most of the content of interview relate to behavioral attitude of the students. Moreover, information about

students' motivation and their personality is also important.

## 5. Data Collection

In collecting the data, the researcher distributes the Questionnaires and interviewed the subjects one by one which spend around 40 minutes. The researcher also give an explanation that there is no right or wrong answers in the questionnaires, so that it makes the students feel comfortable. In a result, the data that will be collect are valid from each individual.

Moreover, in collecting the score from speaking test, the researcher takes directly during the students perform their speaking. Here, the researcher is an interviewer who gets permission to take the score from the students' performance. In the end of the collecting the data, the researcher will get two temporary score; from (1) the lecturer and (2) the researcher because in assessment process, the lecturer also have an authority to give score on each students. It will be conducted to get the validity of the data.

## 6. Data Analysis

The data that the researcher gets is analyzed in two steps. The first is describing the data, such as mean, median, and standard deviation. Afterwards, the researcher tests the hypothesis using statistical computation to know whether the answers show the high and positive significant correlation among the variables or not which is showed by a number of 1 as the highest score of correlation. Considering that this research used two predictors, multiple

regression is one of the tools to make prediction between two predictors variables to predict another by creating regression equation and using that to plot the regression line. In employing this technique, it is needed the fulfillment of assumption such normality and linearity.

## C. RESEARCH FINDINGS AND DISCUSSIONS

### 1. Research Findings

In answering the research problems on this research, firstly the researcher presents the data which consist of minimum and maximum score, mean and standard deviation. The data can be seen on the table 2. Secondly, the researcher conducts the testing assumption of linearity. It is aimed to see whether both independent variables have linear relationship to dependant variable or not. From the data that the researcher got, all p-values are higher than 0.05 (level of significant) which means that there is correlation between independent variables and dependant variable. In addition, the extrovert students' data of the F count for attitude is .679 and it is smaller than F table that is 2.53. F table gotten from the df 15.13, then could be seen from table distribution of F0.05 degrees of freedom of nominator. Then for motivation, F count is 1.035 and it is also smaller than F table; that is 2.41. Then, the introvert students' data of the F count for attitude is 0.570 and it is smaller than F table that is 2.53. Then for motivation, F count is 2.171 and it is also smaller than F table; that is 2.42. (see Table 3.) In short, assumption of linearity between independent variables (attitude

and motivation) and dependant variable (speaking) is fulfilled because F count is smaller than F table.

Thirdly is conducting testing assumption of normality. If the regression model is not normal then the conclusion of the F test and t test was still doubtful, since F test statistic and t test on a regression analysis derived from a normal distribution. The Fugure 1. and 2. of the testing of normality of the attitude, motivation and speaking achievement of extrovert and introvert students make it clear that the regression model obtained normal distribution in which the distribution of the data is around a diagonal line.[13]

The last, conducting the multiple regression analysis which is applied with the aim of the relationship among variables. In multiple regression analysis the research conducts F testing. This testing is aimed to investigate whether there is a relationship among variables simultaneously or not. On the Table 4. showed that F count is 5.235 (extrovert) and 4.271 (Introvert) and the level of significant is lower than 0.05; that is 0.012 (extrovert) and 0.024 (introvert). It shows that there is significant correlation among attitude, motivation and speaking achievement both extrovert and introvert students simultaneously.[14]

In order to make sure that the regression model is used in this research, the researcher employs determination coefficient to fulfill the requirement of analysis regression model. Determination

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[13] See on the appendices
[14] See on the appendices

coefficient is used to investigate how strong the relationship among variables. It will describe the contribution of predictor variables namely attitude and motivation to criterion variable namely speaking achievement in form of percentage.

Table 5. shows that the value of $R^2$ adjusted in extrovert group is 0.226 and in introvert group is 0.184. It means that the result of determination coefficient show the amount of percentage relationship among attitude, motivation and speaking achievement. On the other hands, the relationship among or the contribution of the attitude, motivation and speaking achievement is 22.6% for the extrovert group and 18,4% for the introvert group. Then, the rest may be correlated by other variables which exclude in this research.[15]

## 2. Discussions

In relation to the research findings in which the data are analyzed to find out the relationship among attitude, motivation and speaking achievement across personality factors simultaneously, the findings showed that both independent variables significantly correlated. Similar results of some research are also stated that these two affective factors are very important to help the students achieve the language.[16]

These affective factors play an important role in mastering L2. The more positive attitude that the students have, the higher their score of speaking and the more motivated the students, the higher their score of speaking. The students who have high motivation and good attitude to learn English will work hard to learn the language because there is high desire to learn it.

In line with the previous researchers, this finding is also proved the Eysenk' theory which stated that the students who tend to have extrovert personality prefers communicate in speaking to writing. It can be seen from the research findings that the speaking score of extrovert students are good enough. From the data that the researcher got, the extrovert students are very enthusiast having a test. The speaking record of the extrovert students when they are interviewed shows that they are happy with the interview because they can practice with someone who do not know before means the researcher and willing to be interviewed in another time. This is clearly showed that extrovert student who has high motivation and good attitude in learning English are good in speaking too.

Extrovert students speak English without hesitation although their pronunciation was unclear and sometimes make pauses to find the appropriate word or term to explain and share their ideas. According to Myers-

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[15] See on the appendices

[16] Soozandehfar, 2010 (http://files.eric.ed.gov/fulltext/EJ920528.pdf), accessed on December 24, 2015; Eiko Ushida, The Role of Students' Attitudes and Motivation in Second Language Learning in Online Language Courses. *CALICO Journal* . (San Diego: University of California. 2005) p. 49–78; (http://iranian-efl-journal.com/61/2013/2014/01/on-the-relationship-among-language-learning-attitude-academic-

motivation-and-language-proficiency-of-iranian-efl-learners/) accessed on on April 14th, 2016.

Briggs Type Indicator, extrovert students tend to focus on the outer world of people, things, and activity and are energized by interaction with others. The extrovert students love to talk, participate, organize, and socialize. 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.

Although extrovert students can speak well, they need control the use of the grammar. Most of them are speak without focusing on the grammar. Extrovert students need a special treatment for controlling their structure in speaking even though extrovert students are good in speaking or delivering a message or content.[17] Extrovert students are willing to take conversational risks, but are dependent on outside stimulation and interaction.

Then, about the introvert characteristic which theoretically according to Eysenck' theory prefer writing to speaking, perform well in speaking. In introvert students, they need to process ideas before speaking which sometimes leads to avoidance of linguistic risk-taking in conversation. However, it doesn't mean that their speaking achievement is bad. The finding

shows that introvert good at the structure, but they hesitate to speak because they afraid make a mistake. Introvert students need of peace and quiet to bring them up to an optimal level of performance because they tends to do everything with inner thoughts. It is proved when the researcher interviewed the introvert students, she found that they tried to speak slowly, sometimes they corrected the grammar mistake that they done and afraid whether the listener (the researcher) understood on what they said or not.

After clarified to the lecturer there, the introvert students rarely asked a question and speak only when the lecturer demand them to answer the question or to participate in the class discussion. However, Introvert students turned out to have better pronunciation and comprehension than the extrovert students. Myers-Briggs Type Indicator mention 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. These introvert students tend to enjoy reading, lectures, and written work. They preferred to work independently and need time for internal processing. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental

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[17] Nemati and Syahini, 2011, (http://iranian-efl-journal.com/394/2011/2014/02/the-relationship-between-extroversion-and-introversion-and-the-oral-proficiency-of-iranian-efl-learners/), accessed on April 14th, 2016

processing. They are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

## D. Conclusions and Suggestions

The conclusions of the present research are shown that, first; there is significant correlation among attitude, motivation and speaking achievement of extrovert students simultaneously. Second, there is also significant correlation among attitude, motivation and speaking achievement of introvert students. In short, both extrovert and introvert students who have a good attitude and high motivation toward English language have high score in speaking test as well.

For the lecturers, it is important to know that extrovert students are talkative and easy to communicate, but it cannot be guarantee that they are good speaking in English. Introvert students who are quite and prefer writing to speaking, in this research showed as well as extrovert students. It is important to realize that no one style is better than another, although many language programs favor certain types of learners over others. Then, it is also important for the lecturers to get closer to the students and motivate them to get a better achievement in language learning, especially speaking achievement. Since having good attitude also important to language learning, the lecturers should encourage the students to have good attitude toward English too.

## E. REFFERENCE

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**APPENDICES**

**Table 1. Data of Extrovert and Introvert Students**

**a. Extrovert Students**

| No | Name | Attitude | Motivation | Speaking |
|----|------|----------|------------|----------|
| 1 | MZA | 63 | 60 | 51 |
| 2 | AI | 60 | 66 | 58 |
| 3 | RD | 56 | 60 | 38 |
| 4 | MC | 58 | 57 | 38 |
| 5 | K | 49 | 60 | 51 |
| 6 | S | 65 | 67 | 57 |
| 7 | MASZ | 59 | 57 | 41 |
| 8 | FHM | 58 | 64 | 45 |
| 9 | MFB | 53 | 62 | 40 |
| 10 | NA | 56 | 69 | 68 |
| 11 | MAG | 64 | 68 | 56 |
| 12 | ANF | 56 | 59 | 35 |
| 13 | MD | 60 | 58 | 39 |
| 14 | MF | 55 | 60 | 50 |
| 15 | RN | 59 | 61 | 46 |
| 16 | AS | 59 | 65 | 52 |
| 17 | RNF | 72 | 70 | 38 |
| 18 | KH | 55 | 69 | 60 |
| 19 | GHP | 61 | 53 | 61 |
| 20 | MAI | 55 | 58 | 30 |
| 21 | ARY | 55 | 56 | 51 |
| 22 | ENM | 51 | 55 | 54 |
| 23 | DN | 62 | 61 | 54 |
| 24 | AA | 55 | 53 | 40 |
| 25 | MAD | 57 | 53 | 35 |
| 26 | LM | 59 | 72 | 60 |
| 27 | YM | 57 | 52 | 38 |
| 28 | NEPR | 74 | 74 | 68 |
| 29 | D | 71 | 60 | 67 |
| 30 | NM | 59 | 60 | 58 |

**b. Introvert Students**

| Name | Attitude | Motivation | Speaking |
|------|----------|------------|----------|
| SRJ | 48 | 53 | 38 |
| IZ | 63 | 64 | 52 |
| MH | 63 | 75 | 42 |
| YY | 59 | 65 | 54 |
| SS | 58 | 61 | 51 |
| AFH | 54 | 58 | 40 |
| TDM | 49 | 51 | 35 |
| RII | 52 | 51 | 41 |
| HANH | 47 | 54 | 32 |
| FN | 50 | 49 | 54 |
| KF | 52 | 59 | 68 |
| RR | 57 | 63 | 52 |
| ITU | 59 | 69 | 35 |
| K | 59 | 67 | 54 |
| RF | 53 | 55 | 59 |
| HM | 60 | 61 | 51 |
| FRS | 53 | 56 | 70 |
| MHM | 51 | 62 | 52 |
| SLK | 55 | 64 | 59 |
| MMR | 62 | 60 | 60 |
| SAY | 56 | 59 | 46 |
| SK | 58 | 67 | 56 |
| AMH | 61 | 57 | 64 |
| AF | 59 | 58 | 59 |
| FA | 60 | 57 | 70 |
| ZAP | 59 | 57 | 59 |
| MP | 60 | 58 | 54 |
| ANC | 53 | 59 | 39 |
| NH | 53 | 63 | 40 |
| AM | 55 | 57 | 60 |

**Table 2. Data Presentation**

| Personality | Variables | N | Min | Max | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Extrovert | Attitude | 30 | 49 | 74 | 59.10 | 5.71357 |
| | Motivation | 30 | 52 | 74 | 61.30 | 5.94892 |
| | Speaking | 30 | 30 | 68 | 49.30 | 10.77081 |
| Introvert | Attitude | 30 | 47 | 63 | 55.93 | 4.51001 |
| | Motivation | 30 | 49 | 75 | 59.63 | 5.69624 |
| | Speaking | 30 | 32 | 70 | 51.53 | 10.64711 |

**Table 3. Testing Assumption of Linearity**

| Personality | Linearity | df | F | p-value |
|---|---|---|---|---|
| Extrovert | Attitude $\rightarrow$ Speaking | 15.13 | 0.679 | 0.765 |
| | Motivation $\rightarrow$ Speaking | 17.11 | 1.035 | 0.491 |
| Introvert | Attitude $\rightarrow$ Speaking | 15.13 | 0.570 | 0.852 |
| | Motivation $\rightarrow$ Speaking | 16.12 | 2.171 | 0.090 |

**Table 4. The Result of Testing Regression Simultaneously (F testing)**

| Personality | F | p–value |
|---|---|---|
| Extrovert | 5.235 | 0.012 |
| Introvert | 4.271 | 0.024 |

**Table .5 The Result of Determination Coefficient**

| Personality | R | $R^2$ | $R^2$ adjusted |
|---|---|---|---|
| Extrovert | 0.529 | 0.279 | 0.226 |
| Introvert | 0.490 | 0.240 | 0.184 |

**Figure 1. and 2. Testing Assumption of Normality**

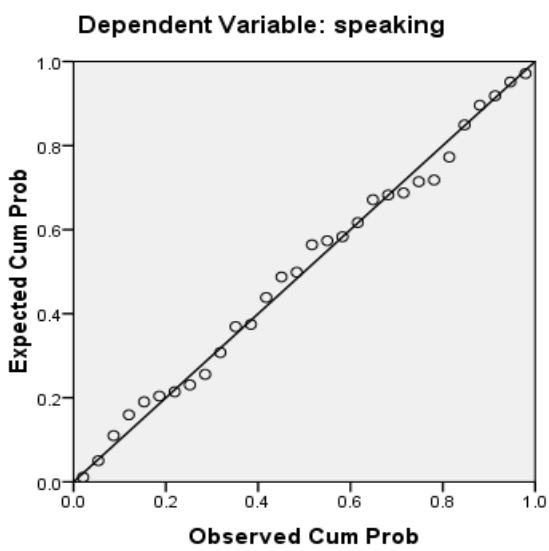

Dependent Variable: speaking
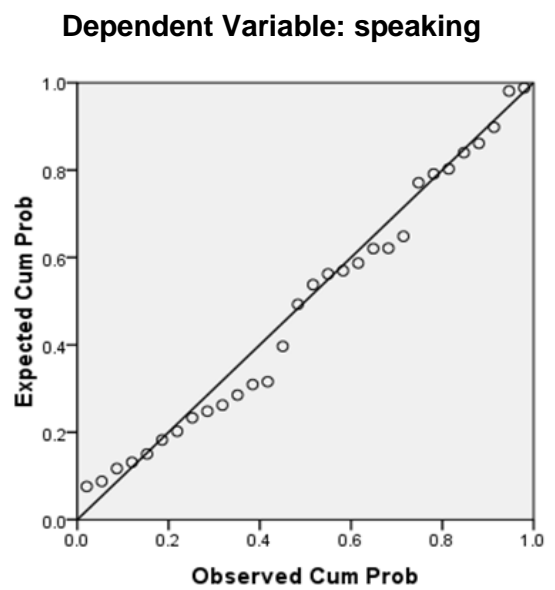


Dependent Variable: speaking

**Figure 1. The Result of Testing Normality Normality**
**on Extrovert Students**

**Figure 2. The Result of Testing**
**on Introvert Students**