

**THE CORRELATION BETWEEN PERSONALITY TYPES AND ENGLISH  
MASTERY OF THE FIRST SEMESTER STUDENTS OF INDONESIAN  
EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

**A Thesis by**

**Inda Indriani**

**06011381520043**

**English Education Study Program  
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG**

**2019**

**THE CORRELATION BETWEEN PERSONALITY TYPES AND ENGLISH  
MASTERY OF THE FIRST SEMESTER STUDENTS OF INDONESIAN  
EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

**A Thesis by**

**Inda Indriani**

**06011381520043**

**English Education Study Program**

**Language and Arts Education Department**

**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG  
2019**

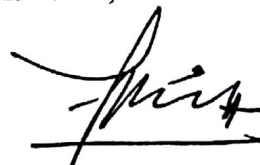
Approved by,

Advisor 1,



Dr. Margaretha Dinar Sitinjak, MA.  
NIP. 195710041988032001

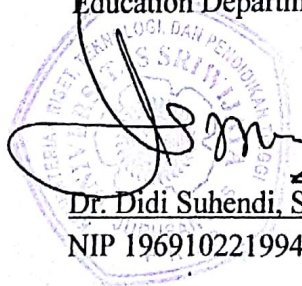
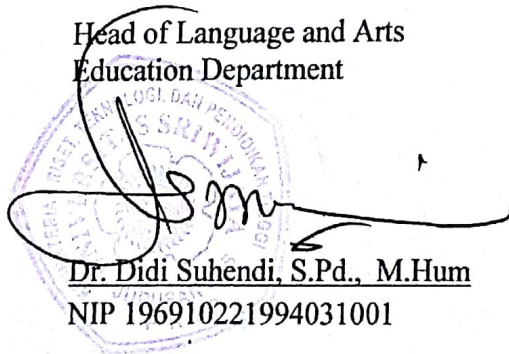
Advisor 2,



Drs. Muslih Hambali, M.L.IS.  
NIP. 19578261984031001

Certified by,

Head of Language and Arts  
Education Department



Dr. Didi Suhendi, S.Pd., M.Hum  
NIP 196910221994031001

Coordinator of English Education  
Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121001

**THE CORRELATION BETWEEN PERSONALITY TYPES AND ENGLISH  
MASTERY OF THE FIRST SEMESTER STUDENTS OF INDONESIAN  
EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

INDA INDRIANI

Student Number: 06011381520043

This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Thursday

Date : June 27<sup>th</sup>, 2019

EXAMINATION COMMITTEE APPROVAL

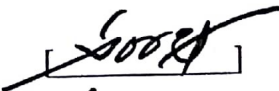
1. Chairperson : Dr. Margaretha Dinar Sitinjak, MA.

[]

2. Secretary : Drs. Muslih Hambali, M.L.IS.

[]

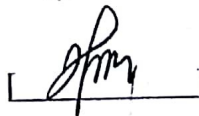
3. Member : Soni Mirizon, MA., Ed.D.

[]

4. Member : Ida Rosmalina, S.Pd., M.Pd.

[]

5. Member : Hariswan Putera Jaya, S.Pd., M.Pd.

[]

Palembang, June 2019

Certified by,

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

## DECLARATION

I, The undersigned,

Name : Inda Indriani

Student number : 06011381520043

Study program : English Education

Certify that thesis entitled “The Correlation Between Personality Types and English Mastery of The First Semester Students of Indonesian Education Study Program of Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

ish  
of  
ate  
of  
on.

Palembang, June 2019

The Undersigned



Inda Indriani

06011381520043

## **ACKNOWLEDGEMENT**

Bismillahirrahmanirahim

Alhamdulillah, all praises to the Almighty and the Owner of the universe, Allah SWT who has blessed me a power to compile this thesis. This thesis was written to fulfill one of the requirements to complete undergraduate degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education of Sriwijaya University.

Furthermore, I would like to say an infinite thanks to the people who never stop loving, praying, and supporting me all the time, my family. Especially AYAH and IBU who sacrifice a lot till this point. You always be my motivation and irreplaceable, I love you to the moon and back. Then, I would also like to express my gratitude to my great advisors, Dr. Margaretha Dinar Sitinjak, MA. and Drs. Muslih Hambali, MLIS. for the advice, guidance, motivation and support in writing this thesis.

The last but not least, I would like to say thank you to all my colleagues, SEESPA 15 for the beautiful memories. Especially Palembang Class, Kosan Squad (Husna and Vira), and also ICT squad (Tikek, Usna, Cindai, Remon, Rimek, and Nandut), you made my college life so colorful in last three years. I'm glad to be part of them. See you on top guys! Ehe 🙏 Finally, I would like to thank everybody who has participated to the successful of this undergraduate thesis that I could not mention one by one. I realize that this thesis is far from perfect, but I expected it will be useful not only for the other researchers, but also for the readers. Therefore, criticisms and suggestion for the improvement of this thesis are really appreciated.

Palembang, June 2019

The writer,  
Inda Indriani

**DEDICATION**

My unconditional love:

♥ My Mother (Rusmiatun) and My Father (Fery Asri) ♥

## MOTTOS

-INDA-

- (I)t's okay to be different, it means that you're unique.
- (N)othing is impossible if you have Allah SWT.
- (D)o the best and let God do the rest.
- (A) goal without any plan is only a wish.

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>CERTIFICATION PAGE</b> .....	iii
<b>DECLARATION</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>DEDICATION</b> .....	vi
<b>MOTTOS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xiii
<b>ABSTRACT</b> .....	xv

### **I. INTRODUCTION**

1.1	Background.....	1
1.2	Problems of the Study.....	4
1.3	Objectives of the Study.....	5
1.4	Significance of the Study.....	5

### **II. LITERATURE REVIEW**

2.1	The Definition of Personality.....	6
2.2	The Factors of Personality in Language Learning.....	6
2.3	The Concept of Extrovert.....	9



2.4	The Concept of Introvert.....	9
2.5	The Factor of Extrovert and Introvert Personality .....	10
2.6	The Characteristics of Extrovert and Introvert .....	10
2.7	The Concept and the Measurement of English Mastery .....	12
2.8	The Previous Related Studies .....	14
2.9	The Correlation between Personality Types and English Mastery.....	16
2.10	Similarities and Differences of the Study .....	17
2.11	Hypotheses of the Study .....	18

### **III. METHOD AND PROCEDURE**

3.1	Method of the Study .....	19
3.2	Variables of the Study .....	19
3.3	Operational Definitions .....	20
3.4	Population and Sample .....	20
3.4.1	Population .....	20
3.4.2	Sample .....	21
3.5	Techniques for Collecting the Data .....	21
3.5.1	Questionnaire .....	21
3.5.2	Documentation .....	22
3.6	Validity and Reliability of the Questionnaire .....	22
3.7	Techniques for Analyzing the Data .....	23
3.7.1	Technique for Analyzing the Questionnaire Score .....	23

3.7.2	Technique for Analyzing the Documentation	24
3.8	The Correlation Analysis	24

#### IV. FINDINGS AND INTERPRETATION

4.1	Findings	26
4.1.1	Results of Students' Personality Types Questionnaire	26
4.1.2	Results of English Mastery	27
4.2	Statistical Analyses	28
4.2.1	Normality Test	28
4.2.2	Correlation Analysis between Personality Types and English Mastery	28
4.2.3	Correlation Analysis between Extrovert Personality and English Mastery	30
4.2.4	The Correlation between Introvert Personality and English Mastery	30
4.2.5	The Correlation between Personality Types (Extrovert and Introvert) and English Mastery (Listening, Structure, and Reading)	31
4.3	Interpretations of the Study	35

#### V. CONCLUSIONS AND SUGGESTIONS

5.1	Conclusions	38
5.2	Suggestions	38

REFERENCES	40
------------	----



## LIST OF TABLES

Tables	Name of the Table	Page
Table 1:	The Mean TOEFL-like Test Scores .....	4
Table 2:	The Interpretations of TOEFL Scores .....	13
Table 3:	The Population of the Study .....	21
Table 4:	The Sample of the Study .....	21
Table 5:	Components of the Personality Types Questionnaire .....	23
Table 6:	TOEFL Scores Categories .....	24
Table 7:	The Degree of Correlation Coefficient .....	25
Table 8:	Result of Students' Personality Types Questionnaire .....	26
Table 9:	Descriptive Statistics of Personality Types Questionnaire .....	27
Table 10:	Descriptive Statistics of English Mastery .....	27
Table 11:	The Result of English Mastery .....	27
Table 12:	The Result of Normality Test .....	28
Table 13:	Correlation Analysis of Students' Personality Types and English Mastery .....	29
Table 14:	The Result of Regression Test .....	29
Table 15:	Correlation Analysis of Extrovert Personality and English Mastery .....	30
Table 16:	Correlation Analysis of Introvert Personality and English Mastery .....	30

Table 17:	The Result of Regression Test .....	31
Table 18:	Correlation Analysis of Extrovert Personality and Listening .....	32
Table 19:	Correlation Analysis of Extrovert Personality and Structure .....	32
Table 20:	Correlation Analysis of Extrovert Personality and Reading .....	33
Table 21:	Correlation Analysis of Introvert Personality and Listening .....	33
Table 22:	Correlation Analysis of Introvert Personality and Structure .....	34
Table 23:	Correlation Analysis of Introvert Personality and Reading .....	34

## **LIST OF APPENDICES**

- Appendix A: Introvert and Extrovert Personality Questionnaire
- Appendix B: The Result of English Mastery (TOEFL Score)
- Appendix C: The Result of Introvert and Extrovert Personality Questionnaire (Try Out)
- Appendix D: The Validity and Reliability of Introvert and Extrovert Personality Questionnaire
- Appendix E: The Result of Introvert and Extrovert Personality Questionnaire of the First Semester of Indonesian Education Study Program
- Appendix F: The Result of Personality Types and English Mastery
- Appendix G: Students Answer Sheet of Personality Questionnaire
- Appendix H: The Result of Statistical Analyses of the Instruments
- Appendix I: Surat Usul Judul
- Appendix J: Surat Keputusan Pembimbing Skripsi
- Appendix K: Surat Izin Melakukan dan Keterangan Telah Melaksanakan Try Out di FKIP Bahasa Indonesia Universitas PGRI
- Appendix L: Surat Izin Melakukan Penelitian di FKIP Bahasa Indonesia Universitas Sriwijaya
- Appendix M: Surat Keterangan Telah Melaksanakan Penelitian di FKIP Bahasa Indonesia Universitas Sriwijaya
- Appendix N: Research Design Seminar Approval (Pre)
- Appendix O: Research Design Seminar Approval (Post)

Appendix P: Research Design Seminar Suggestion List

Appendix Q: Preliminary Research Report Approval (Pre)

Appendix R: Preliminary Research Report Approval (Post)

Appendix S: Preliminary Research Report Approval Suggestion List

Appendix T: Thesis Final Examination Approval (Pre)

Appendix U: Thesis Final Examination Approval (Post)

Appendix V: Thesis Final Examination Approval Suggestion List

Appendix W: Thesis Consultation Cards

**THE CORRELATION BETWEEN THE PERSONALITY TYPES AND ENGLISH  
MASTERY OF THE FIRST SEMESTER STUDENTS OF INDONESIAN  
EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

---

**ABSTRACT**

The objectives of this study were to find out whether or not: (1) there was a significant correlation between personality types and English mastery, (2) there was a significant correlation between extrovert personality and English mastery, and (3) there was a significant correlation between introvert personality and English mastery. The sample of this study was 68 of the first semester students of Indonesian Education Study Program of Sriwijaya University in academic year of 2018/2019 chosen by using total sampling technique. In this case, the writer collected the data by using questionnaire and documentation. The data were analyzed using Pearson Product Moment Correlation Coefficient and Simple Linear Regression in SPSS version 25. The result of Pearson Product Moment Correlation Coefficient showed that: (1) there was a significant correlation between personality types and English mastery because  $p$ -value (0.002) was lower than (0.05) with 11.8% contribution of students' personality types to their English mastery, (2) there was no significant correlation between extrovert personality and English mastery because  $p$ -value (0.210) was higher than (0.05), and (3) there was a significant correlation between introvert personality and English mastery because  $p$ -value (0.007) was lower than (0.05) with 42.9% contribution of introvert personality to English mastery.

**Keywords:** *Correlation, Personality Types, Extrovert, Introvert, English Mastery*

---

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Inda Indriani

Students' Number : 06011381520043

Approved by,

Advisor 1,



Dr. Margaretha Dinar Sitinjak, MA.  
NIP. 195710041988032001

Advisor 2,



Drs. Muslih Hambali, M.L.IS.  
NIP. 19578261984031001

Certified by,

Coordinator of English Education Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121001



NIP. 197408022002121001

# CHAPTER I

## INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### 1.1 Background

In this globalization era, English is a crucial part and becomes a tool of communication around the world. Harmer (2007, p.20) says “English is used as a *lingua franca* – that is between two people who do not share the same language and for whom English is not their mother tongue.” In other words, English attracts people all over the world who do not use English as their first language to learn it. Everyone becomes interested in English, because it can help them to communicate with people from different countries or foreigners. English is a compulsory subject for secondary school up to university levels in Indonesia. It is in line with Permendikbud (2013) which emphasizes that in the 2013 curriculum, English is listed in group A of the obligatory subject for junior and senior high school students. It has been taught from elementary school until university level. The students are hoped to master four English language skills, i.e. listening, speaking, reading, and writing.

In order to teach English successfully, the teacher needs to know that every student is different and tries to understand the differences. Brown (2000) states that understanding how human beings feel, respond and believe and value is an exceedingly important aspect of language learning. The acquisition of language learning is a process that can be affected by several factors, such as cognitive and affective factors which contribute to the process of success in second language acquisition. Richards and Schmidt (2010) define that general intelligence, memory, language aptitude, and the ability to evaluate and analyze are the cognitive factors that may affect language learning. These factors are contrasted with affective factors. The affective factor is more emotional in nature, including personality, empathy, motivation, language attitudes, and anxiety.

Personality is one of the keys to success in teaching and learning English. According to Funder (2007), personality refers to an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind

those patterns. Individual difference factor such as personality can be used to explain not only distinction in academic achievement but also the processes by which personality affects learning outcomes. Gass and Selinker (2008) define that personality factors may influence the degree of success that individuals achieve in learning a language. There are eight affective factors in terms of personality in human behavior that may influence the students in learning English like self-esteem, attribution theory and self-efficacy, willingness to communicate, inhibition, risk-taking, anxiety, empathy, and extroversion-introversion. One of the crucial personality factors that the teacher has to know is extroversion-introversion. These two personality factors influence the student's English mastery (Brown, 2007).

In this study, the writer chose personality type that consists of extrovert and introvert. Extrovert is a lively and confident person who enjoys being with other people. Conversely, an introvert is a quiet person who is more interested in their own thoughts and feelings than in spending time with other people (Hornby, 2015). Most people tend to think that an extrovert as a gregarious and active person. Thus, it is somehow felt by many English teachers that a student with an outgoing personality is more likely to be successful learner in language acquisition than less active students because the extroverts will create more situations to engage themselves in conversation of the language target. The opportunities to speak the new language will positively influence the development of the student's mastery in English. (Kerzner, 1987).

It is in line with Lightbown and Spada (2006) who state that an extrovert person is succeed and well suited to language learning. Extroverts are considered to have a positive effect on the development of second language skills because an extrovert has a high possibility to do an interaction with other individuals. Otherwise, Fillmore (1979) found that in certain situations, the quiet observant learner may have greater success. As well as Brown (1973), he explicates his doubts about the "cult of extroversion" in Western society which is considered as a positive trait in his culture; but it may be less so for others, for example in Oriental society. As many students are reserved, whether for cultural or individual reasons. He felt that it was not wise to test mastery solely on the basis of oral skills because a better picture of language facility also built up using listening and reading comprehension, as well as structure and writing. This would give the less active students more opportunities to show their English abilities, in more comfortable way.

The test should be applied in order to know and measure how much a student has learned a language and give an opportunity to prove their mastery in English. According to Richards and Schmidt (2010), the test is not related to a particular teaching course, but measures the general level of the student's language mastery. TOEFL test is one of the tests that has been standardized for worldwide used to measure the English mastery of international students. Sriwijaya University applies a policy for all the first semester students including FKIP to take the TOEFL-like Test. As a follow up to this policy and in order to make Sriwijaya University as a world class university, based on the decree number 042 / H9 / DT.Kep / 2009, Sriwijaya University requires all students to have the minimum English mastery when they will take a thesis exam at the end of their studies. It can be measured by the TOEFL-like Test held by the Sriwijaya University Language Institute (Unsri, 2009). The mean scores of English mastery of Indonesian Education Study Program students last two years can be seen in the table below:

Table 1  
**The Mean TOEFL-like Test Scores**

No	Year	Mean
1.	2016	382.49
2.	2017	390.16

*Source: Sriwijaya University Language Institute*

From the table 1 above, English mastery of Indonesian Education Study Program of Sriwijaya University is still low. It is proven by the data from Sriwijaya University Language Institute and shown that students' English mastery need to be improved. The mean score is still below the required standard target. The students of Indonesian Education Study Program must have 400 as a minimal TOEFL-like test score for completing their study. Moreover, at this level is categorized as elementary level which the students only have very limited English skills. Based on the explanation above, the writer is interested in conducting a study entitled, "The Correlation between the Personality Types and English Mastery of the first semester Students of Indonesian Education Study Program of Sriwijaya University."

## **1.2 The Problems of the Study**

The problems of this study were formulated in the following question:

- 🚩 Was there any significant correlation between personality types and English mastery of the first semester students of Indonesian Education Study Program of Sriwijaya University?
- 🚩 Was there any significant correlation between extrovert personality and English mastery of the first semester students of Indonesian Education Study Program of Sriwijaya University?
- 🚩 Was there any significant correlation between introvert personality and English mastery of the first semester students of Indonesian Education Study Program of Sriwijaya University?

### **1.3 The Objectives of the Study**

Based on the problems above, the objectives of this study were to find out:

- 🚩 Whether or not there was a significant correlation between personality types and English mastery of the the first semester students of Indonesian Education Study Program of Sriwijaya University.
- 🚩 Whether or not there was a significant correlation between extrovert personality and English mastery of the first semester students of Indonesian Education Study Program of Sriwijaya University.
- 🚩 Whether or not there was a significant correlation between introvert personality and English mastery of the first semester students of Indonesian Education Study Program of Sriwijaya University.

### **1.4 The Significance of the Study**

It is expected that this study would be beneficial for the following parties. First, students hopefully realize that learning English is important because if they can master English, it will be easy for them to communicate with people around the world and they can be considered when they apply for a job and there are many other benefits for them if they can master English since it is a means of communication around the world. Second, the students know their own personality and also can explore and improve their English

skills. Third, English teachers and lecturers are aware of the importance of understanding the students' personality in the process of teaching and learning language, so the teachers or the lecturers could give more attention and motivation to the students in order to improve the students' English mastery. Finally, future writer or researcher can use this study as a reference for further study related to personality types and English mastery.

## REFERENCES:

- Arip, M. A. S. M., Mohammad, N. H., Ibrahim, N. H., & Husin, N. S. (2017). Validity and Reliability Development of Extrovert and Introvert Personality Inventory among University Students. *International Journal of Academic Research in Business and Social Sciences*, 7(9), 451-463.
- Brown, H. D. (1973). Affective variables in second language learning. *Language Learning*, 23, 231-244.
- Brown, J. D., Robson, G., & Rosenkjar, P. (1996). Personality, motivation, anxiety, strategies, and language proficiency of Japanese students. *University of Hawaii Working Papers in ESL*, 15(1), 33-72.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4<sup>th</sup> Ed). New York. NY: Addison Wesley Longman.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5<sup>th</sup> Ed). New York. NY: Pearson Education.
- Burruss, J. D., & Kaenzig, L. (1999). *Introversion: The Often Forgotten Factor Impacting the Gifted*. *Virginia Association for the Gifted Newsletter*, 21(1). Retrieved from: [http://www.sengifted.org/articles\\_social/BurrussKaenzig\\_IntroversionTheOftenForgotten.shtml](http://www.sengifted.org/articles_social/BurrussKaenzig_IntroversionTheOftenForgotten.shtml). on April 5, 2019.
- Cain, S. (2012). *Quiet: The Power of Introverts in a World That Can't Stop Talking*. New York: Crown Publishing.
- Coopersmith, S. (1967). *The Antecedents of Self-esteem*. San Francisco: W. H. Freeman.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research* (4<sup>th</sup> Ed.). Boston, MA: Pearson Education.
- Crow, Lester D & Crow Alice. (1958). *Educational Psychology*. New York: American Book Company.
- ETS. (2018). *TOEFL ITP® Overall Performance Descriptors*. Retrieved from [https://www.ets.org/toefl\\_itp/research/performance-descriptors/](https://www.ets.org/toefl_itp/research/performance-descriptors/) on August 16, 2018.
- Fillmore, L. W. (1979). *Individual Differences in Second Language Acquisition*. New York: Academic Press.
- First, E (2018). *The CEFR and EF SET*. Retrieved from <https://www.efset.org/english-score/cefr/> on August 16, 2018.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8<sup>th</sup> Ed). New York: McGraw-Hill, Inc.

- Funder, D. C. (2007). *The personality Puzzle 4th Edition*. New York: Norton.
- Gass, S. & Selinker, L. (2008). *Second language acquisition: An introductory course (3<sup>rd</sup> Ed)*. Hillsdale, NJ: Lawrence Erlbaum.
- Hair, J.J., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate data analysis* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall
- Harmer, J. (2007). *The practice of English language teaching (4<sup>th</sup> Ed)*. New York: Pearson Education Limited.
- Hogan, R., Hogan, J. & Roberts, B. W. (1996). Personality measurement and employment decisions: Questions and answers. *American Psychologist*, 51(5), 469-477.
- Hornby, A. S. (2015). *Oxford Advanced Learner's Dictionary 9<sup>th</sup> Edition*. Oxford: Oxford University Press.
- Hudson, S.W & Ferguson, Jr. (2016). Leadership Personalities: Extrovert, Introvert or Ambivert? *International Journal of Management and Economics Invention*. 2(9), 999-1002.
- Irawati, I. & Widiyantari, Y. (2016). *The Master of TOEFL*. Yogyakarta: B First.
- Jung, C. G. (1954). *The Development of Personality*. New York: Princeton University Press.
- Kato, S (2009). The Relationship of Language Learning Strategies and Personality on English Proficiency in Japanese University Students. *The Journal of Asia TEFL*, 6(1), 141-162.
- Kezwer, P. (1987). The Extroverted Vs the Introverted Personality and Second Language Learning. *TESL Canada Journal*, 5(1), 45-58.
- Kristo, S. (2012). *The Relationship between Extroversion/Introversion, Perceptual Learning Styles and Success in English as a Foreign Language*. Faculty of Humanities and Social Sciences English and German Language and Literature. J.J. Strossmayer University, Osijek.
- Laney, M. O. (2002). *The Introvert Advantage: How to Thrive in an Extrovert World*. New York, NY: Workman Publishing.
- Lightbown, P. M. & Spada, N. (2006). *How languages are learned (3<sup>rd</sup> Ed)*. Oxford: Oxford University Press.
- Loehken, S. (2014). *Quite Impact: How to be a Successful Introvert*. New York: McGraw-Hill, Inc.



- MacIntyre, P., Baker, S., Clement, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23, 369-388.
- McKeon, D. W. (2008). *TOEFL Score Interpretation*. Retrieved from [https://graduateschool.vt.edu/admissions/how-to-apply/testing-requirements/toefl\\_score\\_interpretation.html](https://graduateschool.vt.edu/admissions/how-to-apply/testing-requirements/toefl_score_interpretation.html) on August 16, 2018.
- McMillan, J. H. (1992). *Educational Research: Fundamentals of the Costumer*. NY: Harper Collins Publisher.
- Messick, S. (1993). The Matter of Style: Manifestations of Personality In Cognitive, Learning and Teaching. *Educational Testing Service*. 1-40.
- Permendikbud (2013). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 70 tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum.
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 70 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah.
- Petrus, I. (2017). *Statistics in Education: Course Materials*. Palembang: NoerFikri Offset.
- Richards, J. C., & Schmidt, R. W. (2010). *Language Teaching & Applied Linguistics*. New York: Pearson Education Limited.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*, 28, 129-142.
- Sharp, A. (2008). Personality and second language learning. *Asian Social Science*, 4(11), 17-25.
- Sriwijaya, U. (2008). *Daftar Mahasiswa*. Retrieved from [http://www.unsri.ac.id/?act=daftar\\_mahasiswa](http://www.unsri.ac.id/?act=daftar_mahasiswa) on August 14, 2018.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Thompson, S. (2012). *Introvert? Extrovert? Tips for A Balanced Classroom*. Retrieved from: <https://canadianteachermagazine.com/2012/01/12/introvert-extrovert-tips-for-a-balanced-classroom/> on April 5, 2019.
- Tieger, P. D. & Tieger, B. B. (1995). *Do what you are: Discover the perfect career for you through the secrets of personality type (2<sup>nd</sup> Ed.)*. New York: Little, Brown and Company.
- Tuckman, B. W. (1999). *Conducting Educational Research (5<sup>th</sup> Ed)*. Orlando: Harcourt Brace College Publishers.
- Unsri. (2009). *Buku Pedoman Akademik dan Kemahasiswaan Universitas Sriwijaya*. Palembang: Penerbit Unsri.

- Wakamoto, N. (2009). *Extroversion/introversion in foreign language learning*. Bern: Peter Lang.
- Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, 12, 1-14.
- Wright, D. (1970). *Introducing psychology*. Harmondsworth: Penguin Books.
- Zabihi, R. (2011). Personality in English Language Proficiency and Achievement. *Continental J. Education Research*, 4, 1 – 6.
- Zafar, S. (2011) A Study of the Relationship between Extraversion/Introversion and RiskTaking in the Context of Second Language Acquisition. *International Journal of Research Studies in Language Learning*. 1(1), 33-40.
- Zhang, Y. (2008). The Role of Personality in Second Language Acquisition. *Asian Social Science*, 4(5), 58-59.