

## CHAPTER IV

### DESCRIPTION, HYPOTHESIS PROOF, AND DISCUSSION

#### A. Data Description

Before displaying further the research data about introvert and ekstrovert personality (X) and speaking skill (Y) that carried out through the deployment of questionnaire items on the eleventh grade students as much 39 people, the first displayed the profile of research location that is Islamic High School Sumber Bungur Pakong Pamekasan as follows:

Profile of Islamic High School Sumber Bungur :

a. School Identity

Name of School : Islamic High School Sumber Bungur

Address of school : Pakong Village

County District: Pakong/Pamekasan

b. Name of Yayasan Fondation Sumber Bungur :Fondation Education

Islam Source

Address of Fondation : Pakong Pamekasan Village

c. NSM/NPMN :202052607089/20566547

d. Status of School: Private

e. Study Time: Day Morning

f. Level of Accreditation: A

g. Year Founded: 1988

h. Operating Year:1998/1989

i. Land Ownership: Foundation

j. Land Status: Waqf Land

- k. Surface Area: 7.091 M<sup>2</sup>
- l. Building Condition: Permanent
- m. Building Status: Right To Use
- n. Total Building Area: 15 X 12 M
- o. School Account Number: 0072293371 A/N Ma Subur Bank Bri
- p. Npwp : 02.716.029.0-608.000
- q. Curriculum: Curriculum 2013<sup>1</sup>

#### A Brief History of the Establishment of Islamic Hgih School Sumber Bungur Pakong

From year to year, approximately 70% of the State Junior High School Alumni do not continue for secondary education because the situation and condition of the Pakong Community and its surroundings are classified as middle to lower economic class. To improve students' continuing higher education, with the deliberation and agreement of community leaders and Pakong Community Education leaders, the only secondary education institution in Pakong District were Islamic High School under the auspices of the Sumber Bungur Pakong Islamic Education Foundation.

In the 1988/1989 school year. At first, the study room stayed at Junior High School of Sumber Bungur Pakong for three years by entering in the afternoon. Because from year to year, students swell, then in 1996, they occupied their redundant building on behalf of the

community. So in 2000, it already had 10 (ten) local study rooms. Until now, in 2019, it has had as many as 24 (Twenty Four) local study rooms.

After the profile of the research location has been presented, then the data from the questionnaire on introvert and extrovert personality (X) is presented. To find out the result of the questionnaire can be seen in the table below :

**Table 4.1 Question Result**

No	Name	Question results			
		Introvert		Extrovert	
		Yes	No	Yes	No
1	WARDATUL AULIA	2	10	10	2
2	ZILFIYATUL MAKIDA	3	9	9	3
3	AHSAN NAUFAL	2	10	10	2
4	ANIS ROMAWATI	3	9	11	1
5	HENDRO	5	7	8	4
6	MOH IMRON	3	9	9	3
7	NOR MAFIAH	11	1	3	9
8	NURUL NABILA	10	2	2	10
9	ATIKOTUL LUTFIYAH	5	7	9	3
10	DAFIQ ALIMI BASRI	3	9	9	3
11	JANNATA ARDINA RIZKI	3	9	9	3
12	M. DZIKI ARRIZAL MOQORROBIN	5	7	7	5
13	NABILA AL-MAGHFIROH	8	4	4	8
14	WARISATUL BAHIJAH	10	2	2	10
15	MOH NABIL SUTHON AIDY	8	4	4	8
16	SAFARINA TRI SOFIYANA	5	7	7	5
17	SITI MUTMAINNAH	4	8	8	4
18	SITI HASROFATUS S.	7	5	5	7

19	VINA RAMADINA	7	5	5	7
20	HARIS	5	7	7	5
21	LULU' ATIN NISA'	4	8	8	4
22	ABEN AGUSTA	6	6	7	5
23	AZIS	5	7	7	5
24	DINA ARMADANI	6	6	7	5
25	ITA WULANDARI	8	4	4	8
26	LAYLA FITRI ANTIKA PASHA	2	10	10	2
27	WIDYA ASTUTIK	3	9	9	3
28	AFIQOTUL HASANAH	3	9	9	3
29	BAYU SETIWAN	5	7	7	5
30	HAIRUDDIN	5	7	10	2
31	M. ABI YASIR	9	3	3	9
32	REFATUL HASANAH	8	4	4	8
33	SITI AISYAH	6	6	6	6
34	ACH ROFIKI	9	3	3	9
35	FAJAR ANDIKA	7	5	5	7
36	M RIZAL FAUZY	8	4	4	8
37	QURROTUL AINI	4	8	8	4
38	SITI NUR JANNAH	4	8	8	4
39	SYARIFAH AINI	5	7	7	5

#### 1. Data Validity Test Results Introvert and Extrovert Personality Variables

(X)

Validity test is used to measure the validity or invalidity of a questionnaire. A questionnaire is said to be valid if the question or statement on the questionnaire is able to reveal something that is measured by the questionnaire. The data from the validity test on the introvert and extrovert personality variables are as follows:

**Table 4.2 Introvert Personality Variable Validity Test Result Data**

<b>Item Number</b>	<b>r Count</b>	<b>r Table</b>	<b>Description</b>
1	0.576	0.316	Valid
2.	0.624	0.316	Valid
3.	0.676	0.316	Valid
4.	0.547	0.316	Valid
5.	0.698	0.316	Valid
6.	0.620	0.316	Valid
7.	0.564	0.316	Valid
8.	0.653	0.316	Valid
9.	0.557	0.316	Valid
10.	0.666	0.316	Valid
11.	0.565	0.316	Valid
12.	0.678	0.316	Valid

**Source :** processed data

**Table 4.3 Extrovert Personality Variable Validity Test Result Data**

<b>Item Number</b>	<b>r count</b>	<b>r Table</b>	<b>Description</b>
1	0.530	0.316	Valid

2.	0.654	0.316	Valid
3.	0.694	0.316	Valid
4.	0.674	0.316	Valid
5.	0.562	0.316	Valid
6.	0.621	0.316	Valid
7.	0.598	0.316	Valid
8.	0.477	0.316	Valid
9.	0.549	0.316	Valid
10.	0.551	0.316	Valid
11.	0.496	0.316	Valid
12.	0.615	0.316	Valid

**Source:** processed data

## 2. Data Reliability Test Results

Reliability test is used to determine the consistency of the measuring instrument, whether the measuring instrument used is reliable and consistent if the measurement is repeated. Reliability test includes 3 main things, namely size stability, equivalence and internal consistency of measure. The reliability of a variable is said to be reliable if it has a Croncach's Alpha value  $> 0.60$  and vice versa. Data from the validity test results on the variable This research are as follows:

**Table 4.4 Reliability test result data**

Variable	Alpha Conrbach	Description
Introvert personality	0.613	Reliabel
Ekstrovert personality	0.588	Reliabel

Source: processed data

### 3. Hypothesis Testing Data

Hypothesis testing in this s study was used to determine whether the personality variable of introverts and extroverts personality (X) had a significant relationship with speaking ability (Y). The Hypothesis test can be presented as follow :

**Table 4.5. R square result****Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.866 <sup>a</sup>	.701	.736	1.37443	.764	4.322	2	64	.013

a. Predictors: (Constant), X

b. Dependent Variable: Y

**processed data:** uses by *Output SPSS 17*

## B. Hypothesis Proofing

### 1. Introvert and Extrovert Personality Validity Test Results (X)

Based on Table 4.2 above, it is known that the calculated  $r$  value on the introvert personality variable which consists of 12 items has a value greater than the  $r$  table value = 0.316, so it can be concluded that all items about introvert personality meet the validity requirements.

Furthermore, based on Table 4.3 above, it is known that the calculated  $r$  value of the extrovert personality variable which also consists of 12 items the question is positive and greater than the value of  $r$  table = 0.316. Thus, the items on the questionnaire about extrovert personality can be declared valid.

## 2. Reliability Test Results

Based on the results of reliability testing, Cronbach's Alpha value that measure the bottom limits of a construct's religious value while the inequality measures the actual religious value of a construct. The researcher use Cronbach's Alpha to state reliability. Cronbach's Alpha value on the introvert personality variable is 0.613, and the extrovert personality variable is 0.588. Thus it can be said that all of these variables have Cronbach's Alpha coefficient values greater than the predetermined limit, which is 0.287 so that the questions or statements contained in this study have met the reliability requirements.

## 3. Hypothesis Test Results

Based on the results of the correlation test in Table 4.4 above, it is known that the relationship between introvert personality and speaking ability is 0.736, while the relationship between extrovert personality and speaking ability is = 0.764. Thus it can be said that there is a difference



between introvert and extrovert personalities with students' speaking ability. It means that the proposed hypothesis which reads: There is a significant difference in speaking ability between introvert and extrovert personalities in class XI students of Islamic High School Sumber Bungur Pakong Pamekasan, is accepted.

The result of the correlation test between introvert personality and speaking ability is = 0.736, while the relationship between extrovert personality and speaking ability is = 0.764. Therefore it can be said that extrovert personality has a better relationship with students' speaking ability. So the proposed hypothesis which reads: Extrovert personality has a better relationship with speaking ability in class XI Islamic High School Sumber Bungur Pakong Pamekasan students, is also accepted.

### **C. Discussion**

From the results of the hypothesis test carried out, it can be seen that there is a significant difference in speaking ability between introverted and extrovert personalities in Eleventh grade of Islamic High School Sumber Bungur Pakong Pamekasan. Likewise, extrovert personality has a better relationship with speaking ability in Eleventh grade of Islamic High School Sumber Bungur Pakong Pamekasan students.

Therefore, in order for introvert and extrovert personalities to give more optimal results to students' speaking skills, it needs to be followed by increased motivation and training for students. With increased motivation for these students, then it will function (1) encourage individuals to act, (2)

determine the direction of action, and (3) select actions.<sup>56</sup> Likewise, increased training needs to be done to students in order to provide a better understanding. In order for the exercise to provide optimal results for students' speaking skills, what teachers need to pay attention to are (1) the quality of the material, (2) the accuracy of the training model, (3) the quality of the training instructor, (4) 'Sardiman A.M. quantity of training, and (5) impact of training.<sup>57</sup>

So that introvert personalities have a good relationship. It is very closely related to students' speaking ability, so teachers need to understand the characteristics of each student. Among the characteristics of students that teachers need to understand well are (1) their biological differences, (2) their intellectual differences, and (3) their psychological differences.<sup>58</sup> By understanding the characteristics of each student, it will be easier for teachers to develop students' speaking skills. In addition, teachers as professional educators have the task of educating, teaching, guiding, directing, training, and evaluating student participants. Therefore, teachers need to place their position in a professional manner. Muhammad Surya stated; Teachers are required to be able to improve the quality of student learning in the form of learning activities in such a way as to produce

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<sup>56</sup> Sardiman A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2015), hlm. 84

<sup>57</sup> Suprasetyawati. "Pengaruh Pelatihan Kerja dan Motivasi Kerja *Teller* dan *Customer Service* PT. Bank Panen Tbk Surabaya", *Jurnal Manajemen Kinerja*, Vol. 2, No. 3, hlm. 47-56.

<sup>58</sup> Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif Suatu Pendekatan Teoretis Psikologis* (Jakarta: Rineka Cipta, 2010), hlm. 56-59

independent individuals, effective students, productive workers, and good members of society.<sup>59</sup>

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<sup>59</sup> Muhammad Surya, *Percikan Perjuangan Guru* (Semarang: Aneka Ilmu, 2013), hlm. 200