

**COMPARATIVE ANALYSIS ON CHOLERIC STUDENTS
AND MELANCHOLIC STUDENTS CONCERNING
THEIR ENGLISH SPEAKING SKILL**

*(A Case Study at the Second Year Students of SMA Muhammadiyah 25
Pamulang)*

A “Skripsi”

**Presented to the Faculty of Tarbiyah and Teachers’ Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd. in English Language Education**



By:

Nadiyah

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA**

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Approved by:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA**

2010

ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers' Training certifies that the "Skripsi" (Scientific Paper) entitled "Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill (A Study Case at the Second Grade of Science Class of SMA Muhammadiyah 25 Pamulang)," written by Nadiyah, student's registration number 105014000353 was examined in the examination session on June 16th, 2010. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for the Degree of S.Pd. (Bachelor of Arts) in English Language Education at English Education Department.

Jakarta, June 16th 2010

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STATEMENT SHEET

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Hereto I declare that,

1. This "skripsi" constitute my original opus proposed for the partial fulfillment of the requirements for the degree of S.Pd at Syarif Hidayatullah State Islamic University Jakarta.
2. Any source that I utilize in this paper writing has been attached by me to correspond to prevailing rule at Syarif Hidayatullah State Islamic University Jakarta.
3. If once there is an evident proves that this paper is not my original opus or as an opus of others, I have the honor to accept sanction based on the prevailing law at Syarif Hidayatullah State Islamic University Jakarta.

Jakarta, June 1st 2010

Signed by

Nadiyah

ABSTRACT

NADIYAH. *“Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill (A Case Study at the Second Year Students of SMA Muhammadiyah 25 Pamulang)”*. Strata 1 (S1). Department of English Education, Faculty of Tarbiyah and Teachers’ Training ‘Syarif Hidayatullah’ State Islamic University Jakarta, 2010.

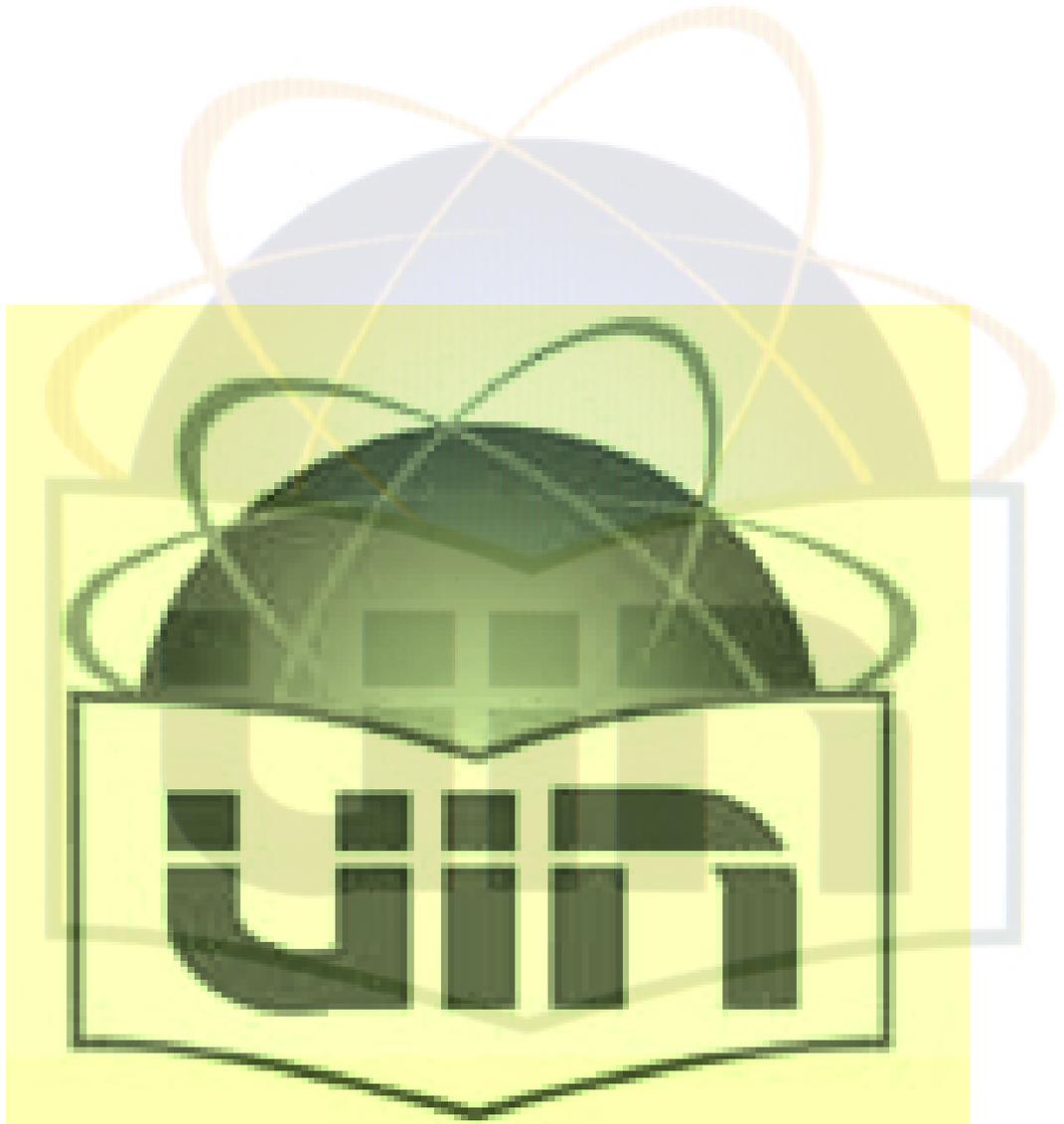
Advisor : Dr. H. Atiq Susilo, MA

In learning English speaking skill, personality of student is able to distinguish the way of students to achieve good result in speaking. Because of the relatedness, this research is referred. The research, then, specified into two personalities. They are choleric personality and melancholic personality.

According to the theory of Personality Psychology, the choleric student is an extrovert student; he tends to express idea and opinion in good speaking. In contrast with the melancholic student who is often known as stolid boy and he is introvert. He is estimated having less ability to show his thought orally when he needs to express his idea. Meanwhile, English speaking skill could be practiced through various activities such as discussion, dialog, presentation, drama, role play, and speech. The better competency is achieved by integrated mastery among vocabulary, pronunciation, grammar, fluency, and comprehension; all of them are the components of English speaking skill.

This quantitative research is started by collecting theory after that giving personality test to the second grade students of SMA Muhammadiyah 25 Pamulang then scoring the choleric students and the melancholic students’ English speaking which refers to the English teacher as the rater. The result of the research is observed by comparative analysis with two independent samples which implement T-test to answer the hypotheses. The result states that the students’ personality difference has no statistically significant difference to the students’ English speaking competence. Both group of students, the choleric students and the melancholic students may perform better English speaking skill through their own way of learning.

Key terms : Comparative Analysis - Choleric Students - Melancholic Students - Speaking Score



*"Winners don't do different things
They do things differently."*

ABSTRAK

NADIYAH. *“Analisis Komparatif pada Siswa Koleris dan Siswa Melankolis Mengenai Kemampuan Berbicara Bahasa Inggris Mereka (Studi Kasus pada Siswa Kelas Dua SMA Muhammadiyah 25 Pamulang)”*. Strata 1 (S1). Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2010.

Pembimbing : Dr. H. Atiq Susilo, MA

Dalam proses pembelajaran kemampuan berbicara bahasa Inggris, tipe kepribadian siswa dapat membedakan cara belajar siswa dalam mencapai hasil yang terbaik. Penelitian kemudian ditujukan pada dua kepribadian yang berasal dari tipologi Yunani, yakni kepribadian koleris dan kepribadian melankolis.

Berdasarkan teori dalam Psikologi Kepribadian, siswa koleris adalah siswa yang ekstrovert, dia cenderung dapat mengekspresikan ide dan rasa melalui kemampuan berbicara yang baik. Lain halnya dengan siswa melankolis yang pendiam dan introvert. Mereka dianggap kurang mampu mengungkapkan pandangan mereka secara lisan. Sementara itu, kemampuan berbicara bahasa Inggris dapat dilatihkan dengan variasi kegiatan berbicara terhadap siswa. Kompetensi yang lebih mumpuni diperoleh dari gabungan penguasaan kosakata, pelafalan, tata bahasa, kefasihan, dan pemahaman, kesemuanya merupakan komponen kemampuan berbicara bahasa Inggris.

Penelitian kuantitatif ini dimulai dengan mengumpulkan teori pendukung, kemudian memberikan tes kepribadian kepada siswa kelas XI SMA Muhammadiyah 25 Pamulang lalu menilai kemampuan berbicara bahasa Inggris siswa koleris and siswa melankolis merujuk kepada penilaian yang diberikan oleh guru bahasa Inggris. Hasil dari penelitian ini, dapat diketahui melalui analisis komparatif dua sampel independen yang menggunakan T-test untuk menguji hipotesis. Diperoleh hasil penelitian yang menyatakan bahwa perbedaan kepribadian siswa secara statistik tidaklah mempunyai perbedaan yang signifikan terhadap kemampuan berbicara bahasa Inggris mereka. Karenanya siswa koleris ataupun siswa melankolis dapat berbicara bahasa Inggris lebih baik dengan cara belajar mereka sendiri.

Kata kunci: Analisis Komparatif – Siswa Koleris – Siswa Melankolis – Hasil Kompetensi Berbicara

ACKNOWLEDGEMENT

*In the name of Allah, Most Gracious Most Merciful
Praise be to Allah, the Cherisher and Sustainer of the Worlds*

Great praise is only for Allah, God of all His creation in the Universe, which His *rububiyah* is witnessed by all creatures without one is forgotten. His *uluhiyah* is pledged by every living creature. And we, human beings, are to express the very special testimony to our Prophet Muhammad Peace be upon Him that He, Allah's apostle, is most adoration under Allah's mercies which were given in a prestigious mandatory on a true religion and its tenets.

The writer sends words of regards to her beloved father, Abdul Mukti, and her beloved mother, Dedeh Suhanah, and also her siblings Nurul Hasanah and Muhammad Wildan. They give many things as in learning a lot of aspects in life in order to be better with their abundant loves and cares including their helps during "skripsi" writing until the writer could finish the undergraduate study (S1) at Faculty of Tarbiyah and Teacher Training of Syarif Hidayatullah State Islamic University Jakarta on the writer's major in English Education.

The writer deeply expresses thanks to her advisor, Dr. H. Atiq Susilo, MA, for his guidance in development during the "skripsi" writing. There are many constructive corrections, suggestions, and comments the writer has got from him. Mr. Atiq is also the impressive, charismatic and nicest lecturer.

All the perfection belongs to Allah and the writer can only make efforts. Moreover, the writer's effort in doing "skripsi" may not be separated from the involvement and contributions of others, so that the writer is to say a lot of thanks and appreciations to

1. The chairman of English Education Department, Drs. Syauki, M.Pd. and his secretary, Neneng Sunengsih, M.Pd for their outstanding dedicacy,
2. All the honourable lecturers who have given their best to the students for more than four years until the examination day. All you give are really worthy remembering in our memory,

3. The dean of Faculty of Tarbiyah and Teachers' Training, Prof. Dr. Dede Rosyada, MA. and all his staffs who have already given attentions to their students for the sake of fulfilling teaching competence,
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5. The staffs of all libraries; the main library of Syarif Hidayatullah State Islamic University, the Faculty of Tarbiyah and Teachers Training library, State University of Jakarta (UNJ) Library, the Faculty of Psychology library of University of Indonesia (UI), the Indonesia Catholic University of Atmajaya library and PKBB Atmajaya to their services in providing the references of the 'skripsi',
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No words to say except a thousand of gratefulness to everyone that they cannot be mentioned here. They are involved through their prayer for this writing and also for about 22 years of changes to understand the meaning of the eternal life and to do good deeds in the writer's life. Last words to say, may Allah always give His blessing and Guidance to all of us. Amin.

Jakarta, June 1st 2010

The writer

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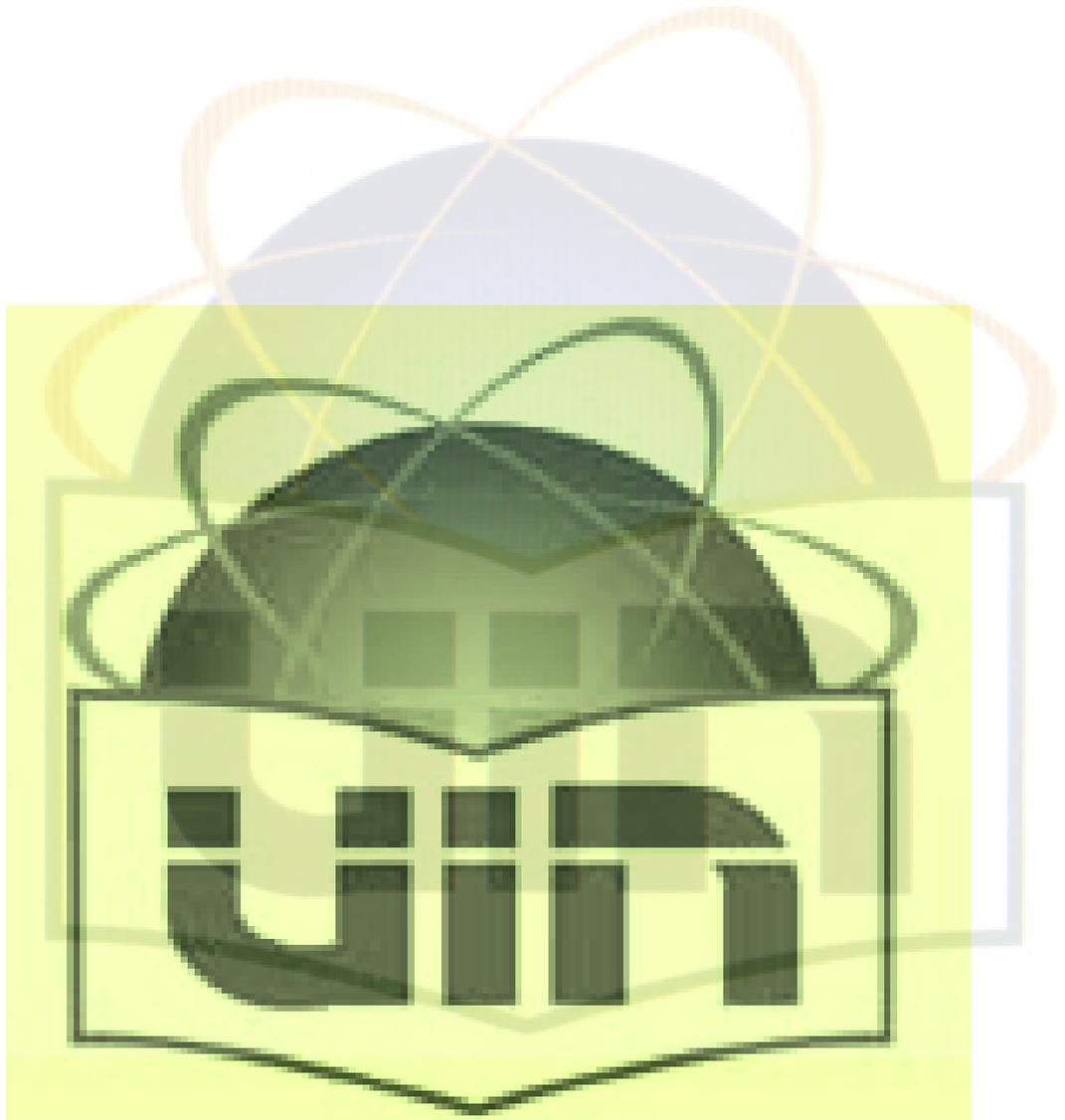
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***“Search for the things you are good at. Work at them until you are the best.
You are guaranteed to succeed.”***

CHAPTER I

INTRODUCTION

A. The Background of the Study

People consider that language cannot be separated from communication of spoken words. It is a tool of communication and also one of the most fascinating and essential tools possessed by humans.¹ People facilitate themselves to a relationship and interact with others through a language. The language that they use can be familiarized internationally.

The international language is English. English language at the present time is used from coast to coast in all continents. From this time on, English is also the important language learnt and used, and it is probably the most widely spoken language in the world.² We will easily find and see people who are able to use English either spoken or written.

In Indonesia, English is the popular language and it becomes the lesson that Indonesian students have to learn until university level. The students are supposed to master the four language skills of English language as they are urgently needed in language learning which is more complex activity than the most people realize, especially if it involves large number of people.³ The skills are namely, listening, speaking, reading, and writing. As the tool of communication, English speaking skill becomes more important component for the students since it makes their social intercourse becomes wider. So it cannot be denied that in the competitive era of globalization, the ability to speak in English is crucial.

Since hundreds years ago people has known about the branch of science which is named by psychology. One of discussions in psychology is personality. According to Larsen, personality is “the set of psychological

¹Conrad J. Schmitt, *Invitation to Languages, Foreign Language Explanatory Program* (New York: McGraw-Hill, 1998), p. 3.

²Michael Hammond, *The Phonology of English. A Prosodic Optimality-Theoretic Approach* (Oxford: Oxford University Press, 1999), p. 1.

³Leon A. Jakobovits, *Foreign Language Learning. A psycholinguistic Analysis of the Issues* (Rowley: Newbury House Publishers, 1971), p. vii.

traits and mechanism within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environment.”⁴ Good-organized traits make students’ personality shaped well form his adaptation and interaction, and after that he is ready to engage in school environment and society.

Personality has so many terms, now we focus on terminology from Hippocrates-Galen which was established on 420-377 SM, and then it was developed more accurately by Immanuel Kant. According to both actors, personality type is classified into four. They are choleric, sanguine, phlegmatic, and melancholic.⁵ In brief, the choleric is an individual with leadership capacity and he is good to be a speaker, the sanguine is the cheerful and talkative person which sometimes mixes easily, the melancholic has analytical thinking, idealistic and perfectionist principle, and for the phlegmatic, he can be understood as the person of calm and neutral, and he has consistency in learning. All of them belong to their own specialties.

The choleric and the sanguine are extrovert which has active trait. For the melancholic and phlegmatic, both represent passive trait and they are introvert.⁶ The active trait and the passive trait affect an individual willingness to speak. Of course the extrovert student is more talkative than the introvert student which rather likes to keep silent. As English teachers, we are required to understand students through their personality.

The discussion is narrowed to the choleric and the melancholic only. The choleric belongs to an active student. He likes exploring something aggressively including learning. The choleric student will speak frequently. He loves to speak and to share his ideas. On the other hand, the choleric is so much different to the melancholic who tends to be a passive one, this

⁴Randy J. Larsen and David M. Buss, *Personality Psychology*. 2nd ed. (New York: McGraw-Hill, 2005), p. 4.

⁵Dr. Sarlito Wirawan Sarwono, *Berkenalan dengan Aliran-aliran dan Tokoh-tokoh Psikologi* (Jakarta: PT. Bulan Bintang, 2002), p. 20.

⁶Lawrence A. Pervin and Oliver P. John, *Personality: Theory and Research*. 7th ed. (New York: John Wiley & Sons, Inc., 1997), p. 285.

personality associated with feelings of depression and anxiety;⁷ the melancholic students will be mirrored by some barriers that come from his self such as fear, shyness, and cowardice to explore his speaking ability. He commonly just listen the information around him rather than speak to others.

The writer chooses the different classification of personality; one from the extrovert and one from the introvert. It is because the writer arranges to do comparative analysis in this study. The analysis is aimed to seek similarities and differences from the theory that is about the choleric and the melancholic. After that, the performance in speaking of a group of students who belong to both personality types is compared by using their score.

When the writer did her internship program at SMA Muhammadiyah 25 Pamulang, it was clearly seen that both type of personality were found at the school. During learning the choleric and the melancholic students demonstrate different style and performance and they also participated differently in class.

The students' level which becomes the object of study should be specific; therefore the writer selects the students on the second year of SMA Muhammadiyah 25 Pamulang. The second grade students' competency in English speaking skill based on the writer experience is pretty good. That is because many are able to engage themselves in a good and fair communication in speaking session, and some of them can perform almost excellent English when they speak.

Based on brief background about the students' personality and the students' learning of English speaking skill above, the writer wants to have the study for her "skripsi" under the title "Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill." (A Case Study at the Second Year Students of SMA Muhammadiyah 25 Pamulang)

⁷Gerald Matthew, Ian J. Deary, and Martha C. Whiteman, *Personality Traits*. 2nd ed. (New York: Cambridge University Press, 2003), p. 8.

B. The Identification of the Problem

Problem and challenge for teacher appear when students with different personality are in one class. There is a group with active and talkative students and the other group is a group of passive students who really love to keep silent when they are learning. The active students in speaking are named by choleric personality beside sanguine personality then the passives belong to melancholic personality instead of phlegmatic personality.

The related problems that can be identified to the choleric personality and the melancholic personality of students are such examples below

1. The choleric is an extrovert person and the melancholic is the introvert person. They may create gap in learning,
2. The choleric has mostly a strong leadership and the melancholic tends to be a follower,
3. The choleric student is domineering speaker than the melancholic student.
4. The melancholic student likes speaking in less intensity and quantity than the choleric student.

However, several problems between the choleric students and the melancholic students were identified. The problems occur in teacher and learner interactions. Now the writer just needs to specify them in order to be focus on the following point.

C. The Limitation of the Problem

Due to the broadness of the topic discussion as the problems have been identified above, this study will be on the area how choleric and melancholic type of personality are different and similar, and what effect do these differences and similarities have in learning speaking.

Based on the theory, the choleric students including their traits generally have a potency to be better in speaking ability than the melancholic students with their special traits. To test the theory, the students with the choleric and the melancholic personality will be compared by their English speaking score which describe their competence in speaking.

D. The Question of the Research

Based on the background and the limitation of the problem that is about comparing the choleric students and the melancholic students to their English speaking score, the research question of this “skripsi” can be formulated as

- Do the choleric students get better English speaking score than the melancholic students in speaking activity?

E. The Method of the Research

To answer the statement of the research above, the writer does a survey research by giving personality test which is taken from a standardized test in *Personality Plus* written by Florence Littauer to the second grade students of SMA Muhammadiyah 25 Pamulang, and then she separates the choleric students and the melancholic students. After that both personalities of students’ speaking skill are measured. The students’ speaking will be about one topic chosen. It should be expressed by their own words with their best.

After the students’ speaking are recorded, they are scored by using criteria from David P. Harris, *Testing Language as a Second Language*. When all scores finished, she designs frequency distribution and comparative analysis with two independent samples. T-test calculation, then, is used to prove the data significant. And the last step to do is answering hypotheses of the research.

F. The Objective of the Study

What the study needs to reveal is proofing the assumption which is based on the personality theory about personality types; choleric personality and melancholic personality. Here, the writer discusses about comparison of students’ personality in line with English especially in its speaking skill as one of lessons they learned. Each personality has different way of learning. By seeing students’ personality when they are learning at classroom, teacher may vary his treatment to make the students improve their speaking skill well.

G. The Significance of the Study

By knowing the students and their personality, it will be useful to gain awareness of teachers about the difference of student type in mastering English materials especially in English speaking skill improvement.

The personality type varies the students' way to encounter its learning activities. Therefore, teachers can adapt strategy and technique in order they should be in proper ones to each type of students' personality to improve their speaking skill. The good strategy and technique may avoid a monotonous and a tiresome teaching learning process to each type of students.

H. The Organization of the Writing

The "skripsi" entitled "Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill" A case study at second year of science class in SMA Muhammadiyah 25 Pamulang is written and arranged into five chapters systematically, they are:

The first chapter is introduction, consists of the background of the study that places the starting idea of the writing, then the identification of the problem, the limitation of the problem which is the segment refers to the narrowed idea in order not to become broad, then the writer states the question of the research, and then the method of the research to explain the steps to find out the result briefly, after that is the objective of the study, the significance of the study, finally this chapter is ended by the organization of the writing.

The second chapter presents the theoretical framework which consists of the theoretical basis of the four personality description but with the concern on the choleric and the melancholic and the area of the speaking meant as the detailed discussion about speaking skill of English which must be known by the students and everyone in general.

The third chapter is more deeply discuss about the research methodology. The writer pours her ideas on steps of study completely. Systematically are the method of the research, the hypotheses of the research,

the objective of the research, the place and time of the research, the population and sample, the instrument of the research, and the technique of data analysis.

The fourth chapter is about research findings. This segment consists of the profile of SMA Muhammadiyah 25 Pamulang. After the description of the school, the writer states the data description that will give about the data to be spread then is about the data analysis which will emphasize the calculation of data processes, and the data interpretation to state what the study reveal.

The last chapter is conclusion and suggestion. Conclusion is written to show the final result of the research and suggestion is the page to give some input to correct and add the assumption and to give any benefit for educational development in the future.



*"Winners don't do different things
They do things differently."*

CHAPTER II

THEORETICAL FRAMEWORK

A. Personality

1. The Understanding of Personality

Each of human body is constructed by a unique substance that is caused by the difference. They are distinguished among others from behavior, way of thinking and acting, solving any problems and so forth. Because of those factors we easily understood that if there are some people encountered on the same cases and situations they must send various responses which are rarely the same one another.

Personality of an individual is built from his interaction between individual innate capacities produced genetically since he was born and environmental factors where he lives. Personality has many varieties to be defined sought by psychologists. The definition of personality that is mostly used is from Allport who explained personality as the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment.¹

In line with the statement of personality definition of Allport, Eysenck stated that personality is the sum-total of actual or potential behavior patterns of the organism as determined by heredity and environment, it originates and develops through the functional interaction of the main sectors into which these behavior patterns are or the cognitive sector (character), the affective sector (temperament), and somatic sector (constitution).² From the quote we can know that an individual has behaviors developed from his way of life in surroundings in the meaning of interaction to others. Despite, he also has had a basic patterned behavior

¹Calvin Springer Hall and Gardner Lindzey, *Theories of Personality*. 3rd ed. (Toronto: John Wiley & Sons, Inc., 1978), p. 443.

²Dr. Sarlito Wirawan Sarwono, *Pengantar Umum Psikologi* (Jakarta: Bulan Bintang, 2000), p. 79.

since he was born. This pattern cannot be changed by the kind of interaction, but it is only affected.

Whereas in *Psikologi Kepribadian*, Sujanto defines personality as a collective biological capacity such as encouragement (motivation), inclination, taste, and character combining to behavior and experience someone had.³ The definition logically understood that individual personality is formed from the innate factor existing on himself which then cumulated with the experimental factor occurred on the past time. On the other words, despite natural disposition brought by birth, there are any physical dispositions gained by experiences in an individual.

From the definitions of different psychologist written above, we can conclude that personality is total-complex psychophysics (trait, behavior, taste, etc) of an individual influenced by several factors; innate capacity and environment which determine an individual action and reaction.

2. Psychology of Personality

Psychology of personality is not a new case to be discussed in psychology. The branch of knowledge has been studied by the experts for a long period. This study does not try to make a wide discussion in psychology, which has sub-discussions; general psychology, specialized psychology, and applied psychology. In specialized psychology, Nana Syaodih gives some examples such as psychology of development, male and female psychology, psychology of personality, abnormal psychology, differential psychology, and animal psychology.⁴

The psychology of personality which is our focus expects to show about the perspective in understanding human beings. It is based on their personality from variety of theories analyzed by psychoanalysts from the early beginning of study.

³Drs. Agus Sujanto, Drs. Halem Lubis, and Drs Taufik Hadi, *Psikologi Kepribadian* (Jakarta: Bumi Aksara, 2006), p. 11.

⁴Prof. Dr. Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2007), p. 87.

When people open a discussion in a psychology of personality field, there is clear description of several theories. Sumadi Suryabrata gives categories that could be used to classify the theories. They are

- a. Based on the personality component set as the framework or stepping stone in compiling theoretical formulations. The theories are as follow
 - 1) Constitutional theories, such as Italian-based theories, French-based theory, Kretschmer, Sheldon, and so on.
 - 2) Temperament theories, such as the theories of Kant, Meumann, Enselhans, Heymans, and Ewald.
 - 3) Unconscious theories, as in the theories of Freud, Jung, Adler, and their followers.
 - 4) Factor theories, like the Eysenck's theories, Cattell, and so on.
 - 5) Cultural theories, such as in Spranger theory.
- b. Besides the category above, the basic of categorization that estimated to be very useful is the arrangement on the basis of approach. This segment is decided into two groups of theories.
 - 1) Theories of typological approach, as in Plato, Hippocrates-Galenus, and Enselhans theories, and the modern experts; Heymans and Ewald.
 - 2) Theories of traits approach, such as the theories of Klages, Allport, Rogers, Freud, Jung, Murphy, etc.⁵

For more than a century, psychologists have attempted to identify and understand systematic, observable differences between individuals that seem stable over time. Among these individual differences, personality has received widespread attention.

On this discussion, the writer only concentrates on temperament theory of typological approach as the main terms that are used concerning on Immanuel Kant ideas of personality which grouped into big four temperament—namely the sanguine, choleric, phlegmatic, and melancholic.

⁶ The big four personality study was firstly begun by Hippocrates (420-377 SM)⁷, which then be developed by Galenus. The four personalities are used to define theories from recent psychologists.

⁵Drs. Sumadi Suryabrata, B.A., M.A., Ed.S, Ph.D, *Psikologi Kepribadian* (Jakarta: PT. Raja Grafindo Persada, 2007), p. 3-4.

⁶Thomas Chamorro-Premuzic and Adrian Furnham, *Personality and Intellectual Competence* (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005), p. 4.

⁷Dr. Sarlito Wirawan Sarwono, *Berkenalan dengan Aliran-aliran dan Tokoh-tokoh Psikologi* (Jakarta: PT. Bulan Bintang, 2002), p. 20.

3. The Choleric Personality

Choleric is the type of personality which is also called "extroversion," or extrovert marked by pronounced engagement with the external world.⁸ The extroversion makes the choleric likes opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves. In addition, this is because "the choleric is a doer or leader."⁹ It is normal that this type of person likes pointing to others and speaking about what he wants people do. He does instill it in others.

The followings are several descriptions of strength and weakness of the Choleric personality.

a. The Strength of the Choleric Students

The points below are from Littauer, they are traits which appear in variety of quantity. Trait is the representative of personality structure,¹⁰ as Springer defined. All the structures construct a personality. The traits may not find totally once in a while.

- | | |
|---------------|--------------------------|
| ▪ Tenacious | ▪ Adventurous |
| ▪ Leader | ▪ Persuasive |
| ▪ Chief | ▪ Strong-willed |
| ▪ Productive | ▪ Competitive |
| ▪ Bold | ▪ Resourceful |
| ▪ Daring | ▪ Self-reliant |
| ▪ Confident | ▪ Positive |
| ▪ Independent | ▪ Sure |
| ▪ Decisive | ▪ Outspoken |
| ▪ Mover | ▪ Forceful ¹¹ |

The natural virtue of the choleric is ambition. Thompson expressed that the choleric is a dominant, strong and decisive personality that centers on getting things done by whatever means.¹²

⁸*Big Five Personality Traits.* Retrieved from http://en.wikipedia.org/wiki/Big_Five_personality_traits on the date, 6th of May 2009

⁹*Four Temperaments*, retrieved May 6, 2009, from <http://en.wikipedia.org/wiki/Choleric>. p. 3.

¹⁰Calvin Springer Hall and Gardner Lindzey, *Theories of...* p. 442.

¹¹Florence Littauer, *Personality Plus* (Jakarta: Binarupa Aksara, 1996), p. 16-17.

¹²Tess Thompson, *Choleric Melancholic Personality*. The article was successfully retrieved at <http://www.nativeremedies.com/articles/choleric-melancholy-personality-types.html> at 10.30 on April 15th 2010.

The dominancy which means those who oppose his ambition will be defeated. He wants to hold the first place, to be admired by others.

The choleric is also an optimistic child. Seligman wrote “that optimism is seeing the glass as half full, or always seeing the silver lining, or habitually expects a Hollywood ending to real troubles.”¹³ The positive thinking angle on optimism tells us that optimism consist of repeating motivated phrases to ourselves, like “Every day in every way, I’m getting better and better,” this may be manifestation of optimism, but optimism goes much deeper than this.

The choleric is successful in his school work. Being of an active temperament, he feels a continual inclination to activity and occupation. In his speaking the choleric is brief and definite. This smart, positive, firmness in speaking and appearance gives him a good position especially when engaged in educational event, such as debating and delivering speech in school.

b. The Weaknesses of the Choleric Students

Traits below are the negative of the choleric in some ways of the student type when he interacts in school environment. Littauer mentioned the traits as follow

- | | |
|------------------|--------------------|
| ▪ Bossy | ▪ Workaholic |
| ▪ Unsympathetic | ▪ Tactless |
| ▪ Resistant | ▪ Domineering |
| ▪ Frank | ▪ Intolerant |
| ▪ Impatient | ▪ Manipulative |
| ▪ Unaffectionate | ▪ Stubborn |
| ▪ Headstrong | ▪ Lord over others |
| ▪ Proud | ▪ Short-tempered |
| ▪ Argumentative | ▪ Rash |
| ▪ Nervy | ▪ Crafty |

The descriptions from Conrad Hock below will give more information about the weaknesses of the choleric student due to understanding the personality.

¹³Martin E.P. Seligman, Ph.D., *The Optimistic Child* (New York: Harper Perennial/Harper Collins Publishers, Inc., 1995), p. 52.

- 1) Pride. The choleric is full of himself. In other words, He has a great opinion of his qualities and his success and considers himself as an extraordinary and as one called upon to perform great deeds.
- 2) Anger. The choleric may even indulge in furious outbursts of anger. His anger easily changes into hatred.¹⁴ Or we can say that things are made even worse by the fact that the choleric is easily angry. By such trait, which the choleric inflicts in his anger upon his classmates he can offend even his best friends.

In his anger and pride he permits himself to be drawn to actions which he knows will be very intrude to him and to others; for instance, ruin of his health, his work, his fortune, loss of his position, and complete breaking with intimate friends.

Several other negative traits are

- a) The choleric is very stubborn.¹⁵ He thinks he is always right, can never get mistakes in learning, and is never willing to be in a lower score of others.
- b) The choleric has a great deal of self-confidence. He refuses the help of others and prefers to work alone,¹⁶ partly because he does not like to ask for help, partly because he believes that he is himself more capable than others.

From all description about the choleric personality, we can look at the examples of the famous choleric actors in the world such as Margaret Thatcher, Napoleon Bonaparte, Franklin Delano Roosevelt, Martin Luther, Louise Pascal, and Marat Savin.¹⁷ By knowing those famous people, it makes our understanding easier to draw and remind the personality of the choleric in our mind.

¹⁴Conrad Hock, *The Four...*, p. 13-14.

¹⁵Wikipedia, the Free Encyclopedia. 2009. "Four Temperaments", retrieved May 6, 2009, from http://en.wikipedia.org/wiki/Personality_Plus, p. 1.

¹⁶Retrieved at <http://www.selfgrowth.com/articles/Warfield2.html> on October 2009.

¹⁷M.A.W Brouwer, et al. *Keperibadian dan Perubahannya*. (Jakarta: PT. Gramedia, 1989), p. 15.

4. Melancholic Personality

Melancholic inclined to be inactive or he is introvert. The term of introvert or introversion is adopted from Hans J. Eysenck's concept which divided personality into extroversion, introversion, and neuroticism.¹⁸

The melancholic student won't take part too much in related to speaking activity. To ease the description of the melancholic world actors, some of the examples are Michelangelo, Jean-Jacques Rousseau, William Shakespeare, and Soren Aabye Kierkegaard.¹⁹

The followings are the explanation to the fundamental melancholic traits should be considered in understanding the melancholic personality.

a. The Strength of the Melancholic Student

- | | |
|--------------------|-------------------------|
| ▪ Analytical | ▪ Faithful |
| ▪ Perfectionist | ▪ Detailed |
| ▪ Persistent | ▪ Cultured |
| ▪ Self-sacrificing | ▪ Idealistic |
| ▪ Considerate | ▪ Deep |
| ▪ Musical | ▪ Respectful |
| ▪ Thoughtful | ▪ Sensitive |
| ▪ Loyal | ▪ Planner |
| ▪ Chart maker | ▪ Scheduled |
| ▪ Behaved | ▪ Orderly ²⁰ |

The 20 traits above are still based on Florence Littauer. Through points, the Melancholic personality can be observed simply.

When interact in the school life, Melancholic students are typically serious to get understanding and as much knowledge as he learned. That trait appeared because he looks the life from serious side as the excitement. The great of his willingness to conquer the life contradicts with the reality which is not always good.

The strengths of the melancholic students above are specified on several main traits. They are

¹⁸Lawrence A. Pervin and Oliver P. John, *Personality*,... p. 285.

¹⁹M.A.W Brouwer, et al. *Keperibadian*,... p. 12.

²⁰Florence Littauer, *Personality Plus*..., p. 16-17

1) Persistent

According to Marie Sager, the melancholic people spend a lot of energy trying to make sense of troubling events, so they can avoid those events in the future.²¹ He does many efforts diligently. He spends a longer time to finish the task. It means that he does not feel boring to the situation of class. He knows that he must learn well until the end of learning period.

2) Scheduled and detail

Warfield explained that the melancholic is rigid. We can say he may improve his quality of intellectuality by training under well managed schedule because a melancholic is a planner,²² or we can say he makes sure things happen, although sometimes they can paralyze themselves with over-analysis. Lists and "doing things the right way" are characteristics of this personality type. The melancholic student will appear neat and structured when he does duties. Others can say that he makes perfectly things done from the beginning until the last work he gets used to finish in detail.

b. The Weakness of the Melancholic Student

The potentiality of this temperament to the negative traits is great enough. The melancholic is a passive temperament.²³ The person possessing such a temperament, therefore, has not the joyful, quick, progressive, and active. He has a marked inclination to inactivity.

²¹Lynn Marie Sager. *Personality Type*, retrieved September 27, 2009, from http://EzineArticles.com/?expert=Lynn_Marie_Sager, p. 2.

²²*The Melancholic*, retrieved August 23, 2009, from <http://www.4marks.com/temperaments/melancholic.html>, p. 1.

²³Alwisol, *Psikologi Kepribadian* (Malang: Penerbitan Universitas Muhammadiyah Malang, 2005), p. 212.

Numerous traits below are the simple descriptions to know about the weaknesses of the melancholic personality. Florence Littauer mentioned that the traits are

- Negative attitude
- Withdrawn
- Too sensitive
- Depressed
- Introvert
- Moody
- Skeptical
- Loner
- Suspicious
- Revengeful
- Critical
- Bashful
- Unforgiving
- Resentful
- Fussy
- Insecure
- Unpopular
- Hard to please
- Pessimistic
- Alienated

Several kinds of description about the melancholic main weakness traits is written through points, they are

1) Love of retirement.

The melancholic does not feel at home among a crowd for any length of time to learn; he loves silence and solitude.²⁴ Being inclined to introspection he draws himself from the crowds and forgets his environment. In school he is often distracted, because he is absorbed by his own thoughts.

2) The melancholic is irresolute

Under the case of too many considerations and too much fear of difficulties the melancholic is haunted by own problem and desire without willingness to solve it and struggle for it.²⁵ It is possibility that his plans or works may fail, the melancholic can hardly reach a decision. He is inclined to defer his decision. What he could do today he postpones for tomorrow.

²⁴Conrad Hock, *The Four...*, p. 13-14.

²⁵Brouwer, M.A.W, et al. *Keperibadian...*, p. 12.

3) The melancholic is despondent and without courage

He is timid if he is called upon to begin a new work, to execute a disagreeable task, to venture on a new undertaking. He has a strong will coupled with talent and power, but no courage or we can call low mood person.²⁶ If difficulties in his undertakings are encountered by the melancholic, he feels discouraged and is tempted to give up the ship, instead of conquering the obstacle and repairing the ill success by increased effort.

In conclusion, the description of the choleric personality and the melancholic personality give understanding about the extrovert and the introvert. The melancholic is too much feeling person. The feelings sometimes impede his work in some cases, but the essential of the melancholic is an adequate important to assist thought and analysis of others; they are deeply thoughtful and prone to be exceptionally intellectual.

In contrary, the choleric becomes a moving man and a pioneer. Choleric, on the other hand, is a born leader, dynamic and has a strong urge to change things and in doing them but tends to be bossy, arrogant and impatient. He does not involve much of his feeling to make decision.

All of these personality types can be analyzed by using personality test which is stated on appendix 2. That test from Florence Littauer will classify people especially students in this case.

²⁶Gerald Matthew, Ian J. Deary, and Martha C. Whiteman. *Personality...*, p. 8.

B. Speaking

1. The Understanding of Speaking

Through communication, a man can express their ideas, facts, wishes, and even emotions to make other people understand to his one purpose or more.²⁷ It is a source of knowledge and a source of enjoyment. As an example when a man wants to share an idea, surely he needs such a tool of communication. Speaking is the right choice in case of that need.

In human interaction there are so many aspects has to be found. Among them are two significant aspects to be considered in this theme; language and speaking. These are about the integrated aspects to the specific material. The language that will be discussed is English and the speaking is must be English speaking skill.

What people are supposed to know about speaking specifically in a language? Speaking on *Longman Dictionary of Contemporary English*, The Living Dictionary is from a root word 'speak', which has a word origin from the old English sprekan or spekan, is classified as verb in transitive and intransitive. 'Speak' in say words or in general usage is 'to use your voice to produce words'. When someone takes part in communication, he should involve his own voice to say clear words in his speaking. Without voice the words cannot be heard even less be understood by the receiver.

Hence we can look up the different English dictionary, Oxford Dictionary from AS Hornby, showing that, "speak is to make use of language in ordinary, not a singing, to state the views, wishes, etc, or to act of spokesman." In this source we could understand that 'speak' in a language, especially English is the use of language in humans' life, not only be written or listened to describe the purpose of someone speaking.

²⁷Conrad J. Schmitt, *Invitation to Languages, Foreign Language Explanatory Program*. (New York: McGraw-Hill, 1998), p. 3.

So by the root word of speaking we can understand that 'speak' is the use of language involving someone voice to produce words for the sake of reaching various purposes.

After we examine the basic word of speaking, now we ought to study the term from expert as Mackey stated that "speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while what has been thought."²⁸ That means speaking is rather difficult in time of saying the words until the sentences that must be understood well by the target of the communication. It is because when an individual takes part in a communication with theme or context it is involved, he must use his thought to process the synergy between ideas and words produced.

So as from Nunan who defined speaking as "the ability to carry out a conversation in the language."²⁹ It can be said that in speaking, people need special skill to held and take part in dialog among listeners and speakers then they can chat in one topic of conversation. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language.

In short, we may understand that speaking is a complex linguistic skill that includes thought to use language in saying things, conveying ideas to a conversation and delivering material to achieve special purposes among listeners and speakers.

2. Speaking as English Language Skill

Language users are supposed to determine skills included in English as the target language. The users of the language people will obviously have a consideration in different skills. In the first thought a large number of people cannot read and write, then for the second we can see the set of writing genres that any one person can operate it. Third, the

²⁸William Francis Mackey, *Language Teaching Analysis* (London: Longman Group Ltd, 1978), p. 263.

²⁹David Nunan, *Language Teaching Methodology. A Textbook for Teachers* (Edinburgh: Longman Pearson Education, 1998), p. 39.

speaking skill challenges the users to collect as many as words and practice it as the use of the language to be fluent.

	Productive	Receptive
Language Skills	Speaking Writing	Listening Reading

Table 2.1

Speaking involves language production and therefore often referred to productive skill.³⁰ In line with writing which give a lot possession of skills producing competency to language users. This is people ability to access and process the language in communicative competence because in learning English as a foreign language we must know how to use the language rather than just knowing about the language.

3. Components of English Speaking Skill

To use a language skill in the concern of speaking to the target in linguistic aspect we need sub-skills. The sub-skills of English or English components are pronunciation, grammar, and vocabulary.

According to the English sub-skills mentioned above, there is the most intention to discuss one by one in more detail. The three components which influence English speaking skill improvement are explained below

a. Vocabulary

Every word is uttered is the acquiring process of an individual. When he learn a language, it is very useful to enrich the vocabulary of the language because vocabulary is considered as the most important part in learning a language. Without sufficient vocabulary people cannot communicate effectively and understandably, we also cannot express ideas to describe what actually is in our thought. Having

³⁰Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing, 1991), p. 16.

limited vocabulary is also a barrier that prevents students from learning English as a foreign language in Indonesia.

To find the meaning of vocabulary we need to look up this one. It is mentioned in Oxford dictionary that vocabulary can simply be defined as the total number of words, which make up language. So it is true that vocabulary play a very important role in building up English ability in speaking skill. A person is able to utter words in English by having rich vocabularies. Or as a speaker of English, he must attempt to achieve a large number of vocabularies as well so that can justly express ideas.

A suggestion comes from Jeremy Harmer, about teaching of English vocabulary to students as a proper strategy below

Language students need to learn the lexis of the language. They need to learn what words mean and how they are used. Whilst this obviously involves giving them the names for things (e.g. 'table', 'chair', etc.) it also involves showing them how words are stretched and twisted (e.g. 'to table a motion', 'to chair a meeting'). Clearly some words are more likely to be taught at lower levels than others – and, therefore, more appropriate for advance level of students.³¹

Nation explained one other important vocabulary strategy is the paraphrasing strategy. This may be practiced when speaking is being able to cope with gaps in vocabulary or with not being able to recall a word that is needed.³² For example, when faced with the need to use the word "scapegoat", which is not in their English vocabulary, they cannot make up for this gap by saying "a man who is blamed for something bad, even if it is not their fault" or someone who do like this" accompanied by a demonstration.

The other assumption to learn vocabulary as much as we can produce successfully is by designing a context because when students learn words in context they are far more likely to remember them than

³¹Harmer, *The Practice of...*, p. 23.

³²I. S. P. Nation, *Teaching Vocabulary: Strategies and Techniques* (Boston: Heinle, Cengage Learning, 2008), p. 44.

if they learn the vocabularies as single items.³³ Through contexts which are special and different in each case students are aroused by the intention of grasping the new vocabularies.

b. Pronunciation

Teachers of English have to consider our students competencies. We have to be sure that the students understood their speaking and the speaking must be able to be understood by themselves. They need to acquire the words in the case of how to say them in a correct way. It means that they urge to learn English pronunciation soon. Their pronunciation should be adequate for the purpose of students' understanding to speak well.

If we see the term of pronunciation as a word of English exclusively, in the New Oxford Dictionary of English defined that pronunciation is the way in which a word is pronounced. Spelling does not determine pronunciation. Spelling is just for letters; pronunciation is for words and sentences. So that, the pronunciation of a certain letter in a word, however, will be different to the letter in the other words.

In the other source, Webster noted, pronunciation is the act or manner of pronouncing; articulate utterance or the way in which a unit of language is usually spoken or on the basis of analogy probably would be spoken by person qualified by education or otherwise to be speakers worthily or limitation. The good pronunciation is reflected by the higher of someone education. The can be called as a trained people, so that the manner of their pronouncing the English words is different represented by their intellectuality. For example, a suburban man with all his limits will pronounce worse that a man in a city.

In our action to train the students, teachers need want to be sure that the students can make the various sounds that occur in the English language. They will help students to distinguish between these sounds,

³³Harmer, *The Practice of...*, p. 24.

θ and t as in ‘this’ and ‘tea’, especially where such distinctions change meaning (‘live’ /l/ and ‘leave’ /i:/ as the example) and they will also help to understand and use certain sound rules, for example the different pronunciation of the –ed past tense endings.

Hence, to adapt a good English pronunciation, teachers must consider three skills in preparing a good output to students. Dickenson mentioned, this is training in perception (provided through attention to listening), then production training (provided through attention to speaking), and training of prediction (with attention to rules for judging how to pronounce words and sentences).³⁴ The three skills are to control the student improvement utilized by his listening skill, speaking skill, and sense of judgment in pronunciation mastery.

The concepts of learning pronunciation are:

1) Phonology

Sound is an actual physical event in which acoustic energy is generated,³⁵ as C. Hanner has noted. Variety of sounds is found around our life. Sound system also appears on language discussion. Every spoken language has a unique system whereby sounds are organized. This unique pattern of organization can be termed ‘phonology’.³⁶ This one has a meaning that is the study of the system of speech sounds in a language, or the system of sounds.

People will learn the sounds of English and isolated syllables, for the beginners, only become intelligible when set in motion. In learning they move the voice according to accepted patterns.

³⁴Wayne B. Dickerson, “Empowering Students with Predictive Skills” in *Pronunciation Pedagogy and Theory: New Views, New Direction*, ed. Joan Morley. (Bloomington, Teachers of English to Speakers of other Language, Inc (TESOL), 1994), p. 17.

³⁵Jeffrey C. Hanner, *Speaking Clearly. Improving Voice and Diction* (New York: McGraw-Hill, Inc., 1993), p. 15.

³⁶Michael Hammond, *The Phonology of English. A Prosodic Optimality-Theoretic Approach* (Oxford: Oxford University Press, 1999), p. 1.

For the intermediate to advance level of learner, Hanner added that the learners can use six processes in producing speech sounds: audition, innervations, breathing, phonation, resonance, and articulation.

Audition is the process of hearing. Innervation is the neural control of the speech and breathing mechanism. Breathing is the inhalation and exhalation of air and provides the force for sound production. Phonation is the production of vocal sound by the vocal folds. Resonance is the amplification and modification of sound using the cavities of the vocal tract. Articulation is the movement of the vocal tract structures to produce speech sounds.³⁷

2) Stress and rhythm

Stress is the special attention or importance given to a particular word, phrase, or sentence. We are able to emphasize them according to the exact rule of English phonology. If we talk about rhythm itself is a product of word stress and characterized by the alternation of strong and weak syllables.³⁸ Or with the other understanding, rhythm is a regular repeated pattern of sounds or movements. These patterns and movements are suitable to refer the beautifying of someone's speech.

3) Intonation

People call the melody of language *intonation*. Intonation refers to the total pattern of pitch changes within an utterance. This one will show expressing meaning of speaker's feelings (surprise, flat, anger, disbelief, etc.). However, intonation patterns are quiet complex, and it is better for students to acquire and to practice them naturally rather than to try to learn them correctly and consciously. There are two basic intonation patterns that must be learned. They are rising tone and falling tone.

³⁷Hanner, *Speaking Clearly...*, p. 33-34.

³⁸Allan Malley, *Pronunciation* (New York: Oxford University Press, 1995), p. 40.

The following is the reason that is explained by Hanner about why we need to learn the intonation in learning English language,

It is important for you to use the appropriate intonation patterns when you speak. Otherwise, you may be sending messages using intonations that contradict what you want your words to say. Intonation patterns that disagree with the content of the utterance may indicate doubt, sarcasm, or confusion, and speech which monotone intonation pattern may not be listened to at all.³⁹

The importance of learning language to communication for the learners is to express possibilities at their command, so he can vary their intonation and stress.

c. Grammar

Grammar is the system of rules governing the structure and the use of a language.⁴⁰ Grammar is also one of the aspects to be learned in conquering English language in order to be used in everyday life, concerning in speaking because the grammar plays rather significant role in the quality of someone's speaking.

Having grammatical competency means to be able to recognize sentence-level grammatical forms, including *lexical* items (learn about vocabulary/words), *morphological* items (smallest units of meaning, such as re- meaning again in *remind*), syntactic features (word order), and phonological features (consonant and vowel sounds, intonation patterns, and other aspects of the sound).⁴¹

Grammar seems so important when student thinks that he should speak orderly. He urges to minimize mistakes or errors of the English usage in their speaking, especially to the advanced learners. For the

³⁹Hanner, *Speaking Clearly...*, p. 334.

⁴⁰Saundra K. Ciccarelli and Glenn E. Meyer, *Psychology*. (Upper Saddle River: Pearson Prentice Hall, 2006), p. 323.

⁴¹Jerry G. Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self-Development and Methodology Guide*, 2nd ed. (Ann Arbor: The University of Michigan Press, 2006), p. 64.

beginners, grammar mistakes and errors are tolerable - The more they want to speak bravely the better they will be.

Determining the level of the students, teacher must be aware to select a proper grammar that suits to them on their level of learning. The mentally agile teacher surely can help the students well. See the quotation from Jeremy Harmer below,

Teacher's aim in teaching grammar should be to ensure that students are communicatively efficient with the grammar they have at their level. He may not teach them the finer points of style at the intermediate level, but we should make sure that they can use what they know.⁴²

The efficiency is so worthy for an exact material taught to the student. A complicated material, '*the conditional clause*' for example, given to an elementary student will take time and it is wastefulness because the material does not reach the student's intellectuality.

Grammar itself is sometimes defined as the way words are put up together to make a correct sentence. In speaking, more likely to happen as an example, '*Mary goes to school*' determined grammatically correct. Despite, '*Mary go to school*' or '*Mary is go to school*' which is incorrect. The first sentence is the right one to be used but for the second there is occasionally allowed in speaking which is not really attempt to correct the speaker whether he get mistake. It is not the same when students are in writing class. The second sentence must be a wrong one. They will not get score a bit even so they get correction from their teacher.

d. Fluency

To improve quality of language, people need to focus on fluency of target language. Now we are in English language fluency. But first what actually fluency is. *Odhams Dictionary of the English Language* defined by reference to the adjective 'fluent', fluency is having a ready

⁴²Harmer, *The Practice of...*, p. 23.

command and flow of words; voluble, glib; or it is a spoken easily, rapidly, and without hesitation; flowing smoothly and continuously; or fluency is proceeding readily and naturally without effort. From those definitions, we must have an understanding that fluency is a part of language improvement to speak without any barrier of rapidity.

Teacher has to be concerned with getting students to speaking activities that focus on fluency. The fluency here refers to the amount of language produced in the task.⁴³ The more a language produced the better the fluency will be. By rehearsing fluency, student may possess it better to speak in English more effortlessly.

The fluency development needs some requirements in its learning activity. Nation wrote that they are “if the activity involves unknown vocabulary, it is not fluency activity. If the focus is on language features, it is not fluency activity. If there is no push to go faster or more smoothly, it is not a fluency activity.”⁴⁴ On the other words fluency practice is designed through understandable vocabularies without any peculiar one which has not been taught before, it is not also focused on sentence structures as one of language features, and the practice must be asking students to speak and training them produce words faster.

In addition, there are some reasons to learn about fluency. Guillot explains the reasons are,

- 1) Fluency makes for an integral approach to the mechanisms of verbal performance as a whole;
- 2) It is a means of equipping learners with the critical wherewithal to built on exposure to resources within and beyond the classroom more discriminatingly;
- 3) It can facilitate the emergence of individual paradigms of fluency, enable students to identify the features and strategies of greatest relevance to them as learners and communicators, and, concurrently, help them to exploit both their strengths and weaknesses more efficiently;

⁴³Keith S. Folse, *The Art of Speaking: Research and Pedagogy for the ESL/EFL Classroom* (Ann Arbor: The University of Michigan Press, 2006), p. 30.

⁴⁴I. S. P. Nation and J Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, Tylor & Francis, 2009), p. 9.

- 4) It encourage them to take greater responsibility for their learning, to create their own objectives, individually or as a group;
- 5) It can give them the diachronic opportunity to see where progress has been made despite the persistence of, say, linguistic errors – thus increase their confidence and motivation through sense of success.⁴⁵

They are the practical as well as the academic reasons for making the study of fluency. It is not for the sake of language improvement only but it may be rehearsed for student provisions of language mastery and of having good mental agility to speak better.

e. Comprehension

Comprehension or understanding on the other term in the components of English speaking skill refers to the understanding between the speaker who transfers information and the listener who is the receiver of the information. Comprehension, in this case, might also be reached between speaker and something that he is prepared before he speaks. As a speaker, of course, he needs to understand what has to be read.

In speaker and listener concept of comprehension, speaker attempts to judge what his listener do and do not know, and they construct their sentence accordingly. When the speaker told something, ‘the listener computes what is given and what is new in the utterance, search memory for an antecedent of the given information, and then add the new information to memory’.⁴⁶ In fundamental role of the listener is to try to figure out what the speaker intended him to understand. This comprehension takes part in some situations for examples discussing work/current problems, making arrangements, chatting at social gathering, watching a film, and being interviewed.

⁴⁵Marie-Noelle Guillot, *Fluency and its Teaching* (Clevedon: Multilingual Matters Ltd, 1999), p. 61.

⁴⁶Herbert H. Clark and Susan E. Haviland, “Comprehension and the Given-New Contract” in *Discourse Production and Comprehension*. Ed. Roy O Freedle (Norwood: Ablex Publishing Corporation, 1982), p. 38.

We say that a student is 'good at comprehension' when speaker tries to understand material; we mean that he can read accurately and efficiently, so as to get the maximum information from a text that he has prepared with the minimum of misunderstanding. In fact, not all students are able to read efficiently and there are several things that can go wrong when they

- 1) Pay a lot of attention to individual points but without succeeding in getting a clear idea of the overall meaning
- 2) Do not always pay enough attention to detail. He may have a good idea of the general meaning but misunderstand particular points; Sometimes, by overlooking an important small word.
- 3) Know something about the subject, or have strong opinions about it. He may interpret what he has read in the light of his own experience and viewpoint.⁴⁷

Both are the way people can interact to each other by understanding something they want to share. Students can learn this to promote them and to prepare being good men in comprehension.

4. Activities in Generating Speaking Skill

People course in the way of mastering English speaking skill worthily need to promote their acquaintance of several effective ways from the previous discussion above. Thus, we eager to show some kinds of speaking activities that have proved to be the proper ones to support our endeavor well in classroom. They are start from discussion, then speech, role play, conversation, audio-taped oral dialog journal, and the last but not least, is other accuracy-based activities.⁴⁸ We observe them as follows,

a. Discussion

Discussion is probably the most commonly used activity in oral skill exercise. Typically, the students are introduced to a topic via reading, listening passage, or videotape. They are then asked to get

⁴⁷Michael Swan, *Inside Meaning Proficiency Reading Comprehension* (Cambridge: Cambridge University Press, 1979), p. 1.

⁴⁸Anne Lazaraton, "Teaching Oral Skill" in *Teaching English as a Second or Foreign Language, 3rd edition*. Ed. Marianne Celce-Murcia (Boston: Thomson Learning, Inc, 2001), p. 106-110.

into pairs or groups to discuss a related topic in order to come up with a solution, a response, and the like.

When a material focuses on producing and recognizing signals for turn-taking in a group discussion, the teacher needs assessment to his students' progress. The assessment tool might be a checklist to be completed by the teacher or students in the course of the students' participation in the discussion.⁴⁹ Finally, criteria should be clearly defined and understandable to both the teacher and the learners.

b. Speech

Another common activity in the oral skills improvement is speech. The prepared speech is more suitable to be called. Topics for the speech may vary depending on the level of the student and the focus of the class. In preparing the speech, sometimes the students must have an additional time. They suppose to select the right topic, to decide the time of delivering the speech, or to choose the content of their talks.⁵⁰

Steve Allen had a suggestion to the sequence of speech as follow. When choosing the content, people should organize the remark to these sequence; the opening, the middle, and the third part (the closing), after that they need to compose the speech by generating ideas, researching a topic, writing the speech, editing the speech, and finally typing the speech.⁵¹

One should be paid by attention; a speech is not even necessary having a title. Speech title is almost never announced to audiences, although it sometimes included in printed paper. The title, as such, is almost never good or bad; it is just functional.

⁴⁹*Improving Adult English Language Learners' Speaking Skills*, successfully retrieved December 16, 2009, from <http://www.ericdigests.org/2000-3/adult.html>.

⁵⁰Anne Lazaraton. "Teaching,..." p. 106-107.

⁵¹Steve Allen, *How to Make a Speech* (New York: McGraw-Hill, 1986), p. 16-31.

c. Drama and Role Play

Drama is an excellent way to get the students using the language. It essentially involves using the imagination to make oneself into another character or the classroom into a different place. According to Scrivener, drama can be an activity for beginner for exciting listening and speaking work and it can also be utilized as a tool to provide practice in grammatical, lexical, functional, or phonological areas.⁵²

The next speaking activity type to be observed is role play. It is particularly suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining, arguing, and the like.⁵³ Depending on students' competency measured, role plays can be performed from prepared scripts, created from combination of expression, general knowledge and etc.

d. Conversation

One speaking activity which is now particularly suited to this kind of analysis is conversation, as also the most fundamental form of communication. Teaching conversation has a similarity to the teaching tennis. Students become better tennis players by teaching them to make more accurate shots. In other words, simply we can understand that the teacher in speaking class could help the students by working hard on accuracy.⁵⁴

The forms of activity are possibly in informal conversation, rather formal conversation, and interview native speaker, as the examples. These conversations can be tape-recorded and presented in front of class based on a topic chosen alone, in pairs, or group.

⁵²Jim Scrivener, *Learning Teaching: A Guidebook for English Language Teachers*. The Teacher Development Series (Oxford, Heinemann ELT, 1994), p. 69.

⁵³Anne Lazaraton, "Teaching,..." p. 107-108.

⁵⁴Keith S. Folse, *The Art of Speaking...*, p. 30.

e. Audio-taped Oral Dialog Journal

Oral dialog journal is one format where practice with fluency and attention to accuracy can be accomplished at the same time. The student usually gives an audiocassette tape to the teacher, who starts the journal by ordinarily suggesting a topic or a question. This dialog practice may require memorizing or paraphrasing a role while the voice is being recorded.⁵⁵ These techniques, memorizing and paraphrasing, are allowed during recording when dialog is practiced.

This dialog work may be supported by pictures on film-strips or sound-motion films designed to supply a visual context in order to give unique variations to the dialog character in a certain context.⁵⁶ In order to be more creative, of course a proper visual aid in context such as pictures may be required to quicken students' understanding.

The purpose of the activity is to work on unplanned speaking. The student is assumed to maximize the ability of speaking just at one time recording on the tape; no pause and no trick in it.

Various activities to make speaking more lively practiced above are strategy to increase the competency of students in English speaking skill. Sometimes students feel unmotivated to speak without certain interesting activities. Such kinds of activities arouse curiosity of students to give a fact that nowadays speaking in English is crucial so that students are to master it as their maximum ability of the language.

5. Students' Factors Contributed in Learning English Speaking Skill

There are several factors that appear to promote students' English speaking skill. These factors determine their success and their failure in

⁵⁵Anna Uhl Chamot, et al., *The Learning Strategies Handbook* (New York: Pearson Education, 1999), p. 107.

⁵⁶Mackey, *Language Teaching...*, p. 268.

learning that language; they are students' intellect, students' diligence, environment, and students' peer.⁵⁷

a. Students' Diligence

A diligent can lose an intelligent. 'When there is a will there is a way'. It is proverb that suits to this point. A student who has willingness to change his now condition to be a better one is worthy spotlighted. He has everything because of his will. His learning result might be higher than the intelligence's when the intelligent student underestimates his rival of a diligent student on the stairs to champion. The diligent can be called the strong motivated person because he has strong support that emanates from his self.

This quality of student is capable to achieve his learning goal. He will get success. Surprisingly, students who are clever are prone to fail their language learning if they are lazy but not to the diligent students. Word hard is the key of this student.

b. Students' Intellectuality

Intelligent measures how fast the student can understand target language and its difficulties he should encounter. However, the intellectuality of student is a natural gift who built in the student competency in language learning. English language has four macro skills and its micro skills to learn. Those components must be conquered to get success and to avoid failure.

Intellectual ability is much to support the student in mastering English speaking skill especially because the intellectual ability itself has been included into intelligence quotient and verbal fluency or fluency of speech.⁵⁸

⁵⁷Vath Chay, *Students' Factors that Contribute to Their Success and Failure in Learning English as a Foreign Language*, NU News Letter, September 2008/January 2009 Edition (Phnom Penh: The Norton University Press, 2009), p. 45.

⁵⁸Thomas Chamorro-Premuzic and Adrian Furnham, *Personality and Intellectual ...*, p. 125.

c. Environment

Environment is a place where the student can feel various atmospheres when he learns something on track of success. Environment effects student with a good or bad subject matter. It depends of the student to select the environment which one is the best for him. He has to leave and move from the worse settlement if he starts affecting by laziness, noise, corporately wicked friend and many more bad influences.

Other than bad influences, actually students can set for a helpful one that is such good environment which reflects a nice image to live. They will feel so many advantages, for instance, they are highly motivated, they are brave to engrave variety of good achievement, they can seriously study, and they are also able to share ideas supporting their learning courses.

d. Students' Peer

Students where they interact in environment and society must have friends. They are likely to be influenced by friends they associate with. That is because friends sometimes is as the close as relatives who bring they are from. Students can share about them to their friends, so that friends determine the students' success in learning. Such of sharing for instance sharing knowledge, problem, luggage, and so on.

In sharing knowledge, that is the point of determining the success of the students. When they can get a positive from friendship, there is the chance to be good in the battle of learning. But a contrary is happened when the students are drowned into the bad friendship, they will bear a negative result of learning.

To conclude the discussion about some factors which give contribution in learning, we may see that the influences from outside and inside of the students were happened. Those influences can be somewhat excellent motivation to make student have higher competence to reach his

learning goals if the students can manage them well, but when the influences of the factors go wrong they may not help the students to survive. They could be the things that make the students interfered with their learning process to reach their best achievement.

C. The Choleric Student and the Melancholic Student in Learning Speaking Skill

Students do different ways when he is learning any subject. For teacher, surely he has to know each of the description on choleric and melancholic personality in this chance. Briefly, there are similarities and differences way of learning described as follow

Table 2.2

The Comparison on the Choleric and the Melancholic in Learning

No	The Choleric	The Melancholic
1	Faster in speaking	Slower in speaking
2	Fast understanding	Perfectionist
3	Seeing result	Analytical
4	Optimist	Pessimist
5	Study by himself	Study alone
6	Visual learner	Visual learner

This table shows us the comparison between the choleric and the melancholic in learning. By observing the theory, the similarities are in the better learning by themselves without involving others and the style of visual learner that is adopted. In addition, the differences can be indentified in each row (no. 1 up to no. 4). The choleric has faster in speaking, fast understanding, optimist, and seeing result. Hence, the melancholic may perform as slower in speaking, perfectionist, pessimist, and analytical. For more detail description are below

1. Differences in Learning

a. The Choleric

1) Faster in speaking

Choleric is the type of extrovert person. He is categorized to be a speaker and more vocal in his speech. The extrovert choleric has a talent to become a leader⁵⁹, his talent to speak quite better than the introvert melancholic. As a leader he can speak well in front of others. His speaking has a good speed and tone in producing words confidently and persuasively.

2) Fast understanding

This type of student possesses understanding in shorter time when he learns one topic explained by teacher. Choleric student is a clever person and has a good response. He is practical and makes quick decision.⁶⁰ He never wants to take an additional time to do his assignment based on his understanding he got.

His critical thinking is not totally referred to a theory because he does not like to think deeply about one single theory as long as he has got the important point of the theory.

3) Optimist

With optimism he plans many things to do his best. They love to be part of something big and important. They want to leave a mark on the world. They feel good when they have hit their target, and they hate people who get in their way.⁶¹ Only when he practices speaking seriously, he can make sure that he can fulfill his needs in acquiring the skill of speaking. He will do various ways to improve his ability in

⁵⁹Florence Littauer, *Personality Plus...*, p. 91

⁶⁰Hal Warfield, *Personality and Temperament*, retrieved August 23, 2009, from <http://www.selfgrowth.com/articles/warfield2.html>, p. 3.

⁶¹Lynn Marie Sager, *Personality Type...*, p.2.

delivering words and basically the choleric is the true personality with strong will.

4) Seeing the Results

Choleric people feel that the main purpose in life is to accomplish something meaningful. They live to be acknowledged for their contributions to the world. They tend to be goal-driven and future-oriented.⁶² What he learns now, it will be received and proved. He believes the final achievement is something to be determined.

b. The Melancholic

1) Slower in speaking

Melancholic is careful in his speech.⁶³ Apparently seen from the way of speak, melancholic student is taking more time in a same topic obviously than student who is classified to the personality that is extrovert, in this case is choleric student.

The melancholic may be careful to say something because he learns deeply from theory. His thinking in one interesting thing solely makes him to keep silent and less to express his idea. His words definitely must be in line with his theoretical framework.

2) Perfectionist

Melancholic people are perfectionists. They want the world to make perfect sense, and they have a hard time accepting the fact that not everyone cares about logic and accuracy as much as they do. It just doesn't seem logical to them that people can function without logic.⁶⁴

⁶² Florence Littauer, *Personality Plus...*, p. 91.

⁶³ *Melancholic Choleric*, successfully retrieved on December 16, 2009, cited from <http://paperplanes.vox.com/library/post/melancholic-choleric.html> – 68. p. 1.

⁶⁴ Lynn Marie Sager, *Personality...*, p.2.

The melancholic is likely the one with the perfectly organized person.⁶⁵ The statement means when do variety of task, the melancholic student has a real reflection of a good student who is eager to do the assignment given best from his capability. He carefully does such assignment given. Totally of the melancholic strength is about perfection of his effort until the last time.

3) Analytical

The melancholic person highly analytical to the matter he faced, he likes to find the answer from difficult tasks in each item.⁶⁶ His analytical ability allows him to accurately diagnose obstacles and problems in his tasks. But in analyzing, it may take a longer time for him to make decision.

This criterion in learning may delegates the melancholic as the neat speaker who is perfectly correct at using suitable usages in producing words, then their pronunciation. He analyzes before automatically speak. He also regards the importance of learning process.

4) Pessimist

Melancholic person can tend to be pessimistic in nature,⁶⁷ this may affect learning which can create barrier to be a better speaker when he need to show his ability, problems enter the mind of melancholic before he hardly achieve his target of change. The problems is actually not real, they might only imagination and prejudice.

⁶⁵*The Melancholic*, retrieved August 23, 2009, from <http://www.4marks.com/temperaments/melancholic.html>, on September 12th 2009, p. 1.

⁶⁶ Florence Littauer, *Personality Plus...*, p. 61

⁶⁷*Personality Types*, retrieved January 5, 2010, from <http://www.2h.com/personality-types.html>, p. 3. The definition of melancholic can be in different term, such as analytical, earth, scientist and many more.

Positively this pessimistic can be the tool of viewing the future with the natural border, not extremely played. It can give slides of considerations before making any decision.

2. Similarity in Learning

a. The Choleric Students

1) Study by himself

The type of person with this personality will not cooperate well in a group. This person always better does every single assignment given individually or independently. He cannot entrust it to his other members when he need to share in group. He does the task purely from his own thinking. He knows that he cannot focus to finish the task, and then he decides to do a certain task without disturbance of others.

The choleric student gets bright ideas to complete a group work task only by himself. He contributes much for any responsibility until he satisfied to his own struggle. Because of their impatience they often end up doing everything themselves.⁶⁸ It can be understood that only in a few portions he can depend to people he trust or when he needs to work in group once in a while.

b. The Melancholic Students

1) Study alone

Melancholic likes to alienate his self. He prefers being alone to gathering in crowds. It is not different while he concentrates to learn something. He does all assignment perfectly by himself.

So much silent in private room is the special attention to melancholic person. He easily concentrates to what he has to learn by studying a quiet place, he rarely invite friends to study together because the talks among friends will only spent more time.⁶⁹ It will slow his

⁶⁸Hal Warfield, *Personality and Temperament...*, p. 2-3.

⁶⁹Florence Littauer, *Personality Plus...*, p. 61.

progress in speaking when he should learn in group; whether sharing ideas or noting something to complete notes in one subject of study. He avoids such of way.

c. The Choleric and the Melancholic

1) Visual Learner

The choleric students and the melancholic students are the visual group of people will prefer demonstrating something for subject school, and while he is studying he disturb by some kinds of nuisance. He needs quiet study. The other style of the visual learner are good grammar, writing and reading, detail, and serious to struggle.⁷⁰ For the student who is called by the visual learner, eyesight holds the substantial role for learning.

The visual learner generally likes media and visual aid which are presented by teacher. By using visual aid presentation, the teacher directly draws picture or symbols,⁷¹ or shows the related object to a certain topic at that time, for example.

Summing up the differences between the choleric and the melancholic in learning are

1. The choleric is faster in speaking style. It is influenced by the introversion. The choleric has a basic advantage to train his speaking in English. Whereas, the melancholic is careful in his speaking. It makes slower speaking and sometimes impedes his progress.
2. Fast understanding is possessed by the choleric in a shorter time but tend to do assignment hastily. These students feel easily satisfied to their capability to possess good speaking so that they seem inattentive when the melancholic has to finish it completely and perfectly to his understanding

⁷⁰Gerald Erichsen, *What's Your Learning Style, Developing a Strategy for Study*, retrieved April 15th 2010, from http://spanish.about.com/cs/forbeginners/a/learning_styles.html, p. 1.

⁷¹Agus Priyatmono, S.Pd, *Karakteristik Belajar Siswa*, retrieved January 18th, 2010 from <http://www.alfurqon.or.id/component/content/article/64-guru/54-karakteristik-belajar-siswa>

3. The choleric is the person of optimism to face all learning difficulty. He cannot say that “I am failing to do this but I perform well”. He has strong confidence to show his speaking ability. In contrary, the melancholic is the pessimist person that he does not have toughness to say “Yes, I can” and believe about himself that he is able to be a good rival for the choleric in reaching outstanding English speaking skill.
4. The choleric are often seeing result. He likes what he can get at the end. On the other hand, the melancholic is analytical which means he is good at the process of practicing English speaking skill.

Meanwhile, the similarities between the choleric and the melancholic in learning are

1. In studying, the choleric and the melancholic prefer choosing learning without so many crowds to choosing learning in group. Both of personality types like to study alone. They practice more comfort in their private way to develop their skill in working over the English grammar, vocabulary, or pronunciation well.
2. The choleric and the melancholic adopt the same visual style. They learn visually through several kinds of media, for example both types of students may use mind mapping strategy, charts, graphics and pictures when they perform speaking activity or when they learn to make their speaking better.



*"Winners don't do different things
They do things differently."*

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of the Research

The approach of the research is a quantitative research which implements the testing of theory, quantitative research generates statistics through the use of survey research; using methods in the form of test, questionnaire and structured interviews.

The technique of analyzing data is the use of comparative analysis. The research may be about two similar things that have crucial differences.¹ The things may not correlate each other. Comparative analysis ideals for someone who need to hold a research in getting the problem belonged to two or more independent variable. Husein Umar stated the research to the group of empirical studies where the researcher cannot control the independent variable because the problem happened, or the characteristic cannot be manipulated.²

Comparative analysis technique is one of quantitative analysis technique or one of statistical technique that can be used to test hypothesis concerns about whether or not there is a difference between or among variable tested. If the difference is found, researcher will need to ensure whether it is significant or only by chance.³ It makes the data and the result could be more objective.

According to the limitation of the study at the previous chapters, firstly, the writer compares the choleric students' and the melancholic students' to their way of learning. The comparison describes the similarities and the differences of both students' personalities. The next is the comparative analysis to the speaking score of the choleric students and the melancholic students. This analysis is to answer the research question.

¹Kery Walk, *How to Write a Comparative Analysis*, was retrieved on the date December 30th, 2009, from <http://www.fas.harvard.edu/~wricntr/.../CompAnalysis.html>

²Drs. Husein Umar, S.E., M.M., MBA, *Metode Penelitian untuk Skripsi dan Tesis Bisnis* (Jakarta: PT. Raja Grafindo Persada, 2005), p. 28.

³Drs. Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1995), p. 261.

B. The Hypotheses of the Research

Below is the hypothesis of the research that must describe how the study should be answered. There is about the choleric and the melancholic students to their English speaking skill.

Ho = There is no difference in English speaking ability between the choleric students and the melancholic students.

Ha = There is difference in English speaking ability between the choleric students and the melancholic students.

C. The Objective of the Research

The main goal of the study is to know the difference in achievement between the choleric students and the melancholic students in their mastery of English speaking skill. This research is in quantitative research which uses parametric statistic to calculate the data. From that calculation it can be seen the result about the kinds of students who frequently appear in teaching learning activity especially in speaking activity. The student differences should make teacher aware of treatment to cope with strength and weaknesses of each students, which then need to get better competence in English language learning.

D. The Time and Location of the Research

Location of the research was in SMA Muhammadiyah 25 Pamulang whose building is located on Jalan Surya Kencana No.29 West Pamulang Banten Province. This was the school where the researcher did her *Praktikum Profesi Keguruan Terpadu* (PPKT) 2009. The research was done successfully starts on 26th of January 2010 until 20th of February 2010. The sequence of the school activities in collecting data at SMA Muhammadiyah 25 Pamulang is stated at Appendix 1.

E. The Population and Sample

The writer chooses the population of all students from the second graders of SMA Muhammadiyah 25 Pamulang. The writer applies 100% students to be tested because all the students actually can be the participant without any more selection, neither choosing through gender nor percentage of the sum total population.

To get accurate data about the students' responsiveness to this research, the writer noted the total students of the XI classes are 152 students. The students are divided into science XI classes; XI IPA 1 and XI IPA 2, and social XI classes; XI IPS 1 and XI IPS 2, with the detail description of a number of students as follow

XI Science 1 Class	: 19 male, 19 female. The total is 38 students.
XI Science 2 Class	: 16 male, 21 female. The total is 37 students.
XI Social 1 Class	: 24 male, 14 female. The total is 38 students.
XI Social 2 Class	: 23 male, 16 female. The total is 39 students.

E. The Research Instrument

The research instrument is the use of personality test which identifies students' personality through examining personality based on list of traits. It is suitable to classify personalities for the reason that the test is taken from standardized assessment written by Florence Littauer. The test is arranged based on the 40 question numbers from all four personalities; choleric, sanguine, melancholic, and phlegmatic. They can be observed apparently on the table below.

Table 3.1
THE PERSONALITY TEST OF FLORENCE LITTAUER
THE FOUR PERSONALITY ASSESSMENT

Question Number	Choleric	Sanguine	Melancholic	Phlegmatic
1	Adventurous	Animated	Analytical	Adaptable

2	Persuasive	Playful	Persistent	Peaceful
3	Strong-willed	Sociable	Self-sacrificing	Submissive
4	Competitive	Convincing	Considerate	Controlled
5	Resourceful	Refreshing	Respectful	Reserved
6	Self-reliant	Spirited	Sensitive	Satisfied
7	Positive	Promoter	Planner	Patient
8	Sure	Spontaneous	Scheduled	Shy
9	Outspoken	Optimistic	Orderly	Obliging
10	Forceful	Funny	Faithful	Friendly
11	Daring	Delightful	Detailed	Diplomatic
12	Confident	Cheerful	Cultured	Consistent
13	Independent	Inspiring	Idealistic	Inoffensive
14	Decisive	Demonstrative	Deep	Dry humor
15	Mover	Mixes easily	Musical	Mediator
16	Tenacious	Talker	Thoughtful	Tolerant
17	Leader	Lively	Loyal	Listener
18	Chief	Cute	Chart maker	Contented
19	Productive	Popular	Perfectionist	Pleasant
20	Bold	Bouncy	Behaved	Balanced
21	Bossy	Brassy	Bashful	Blank
22	Unsympathetic	Undisciplined	Unforgiving	Unenthusiastic
23	Resistance	Repetitious	Resentful	Reticent
24	Frank	Forgetful	Fussy	Fearful
25	Impatient	Interrupt	Insecure	Indecisive
26	Unaffectionate	Unpredictable	Unpopular	Uninvolved
27	Headstrong	Haphazard	Hard to please	Hesitant
28	Proud	Permissive	Pessimistic	Plain
29	Argumentative	Angered easily	Alienated	Aimless
30	Nervy	Naïve	Negative attitude	Nonchalant
31	Workaholic	Wants credit	Withdrawn	Worrier
32	Tactless	Talkative	Too sensitive	Timid

33	Domineering	Disorganized	Depressed	Doubtful
34	Intolerant	Inconsistent	Introvert	Indifferent
35	Manipulative	Messy	Moody	Mumbles
36	Stubborn	Show off	Skeptical	Slow
37	Lord over others	Loud	Loner	Lazy
38	Short tempered	Scatterbrained	Suspicious	Sluggish
39	Rash	Restless	Revengeful	Reluctant
40	Crafty	Changeable	Critical	Compromising

On the test paper the traits are put randomly. The full material of the test can be seen in appendix 2. To do the test the researcher asks the students to put a check list (\checkmark) to the best choice from the four trait options on entirely item numbers. The answer represents their trait that fit to them best. Then the checked-list test papers that have been done by the students are matched to the indicators table above.

For examples:

Number 1

- (C) Adventurous. Orang yang mau melakukan suatu hal yang baru dan berani dengan tekad untuk menguasainya.
- (P) Adaptable. Mudah menyesuaikan diri dan senang dalam setiap situasi.
- (S) Animated. Penuh kehidupan, sering menggunakan isyarat tangan, lengan dan wajah.
- \checkmark (M) Analytical. Suka menyelidiki keterhubungan yang logis.

Number 2

- (M) Persistent. Melakukan sesuatu sampai selesai sebelum memulai hal yang lainnya.
- (S) Playful. Penuh kesenangan dan selera humor yang baik.

- √ (C) Persuasive. Meyakinkan orang melalui logika dan fakta, bukan dengan pesona atau kekuasaan.
- (P) Peaceful. Tampak tidak terganggu dan tenang serta menghindari setiap bentuk kekacauan.

Each symbol means

- C : is for Choleric
 S : is for Sanguine
 M : is for Melancholic
 P : is for Phlegmatic

By seeing the check list, the student answers “analytical” for item number 1. It means the item number 1 will be counted as melancholic. For the item number 2 the student answer is “persuasive”. It must be counted as choleric. The same way is applied to the next numbers until the last one.

After matching all the item numbers of the test, we can see the portion of each personality. The four personalities have portions in different quantity of check lists such examples

No	Name	Sanguine	Choleric	Melancholic	Phlegmatic
1	Bintang	9	21	5	5
2	Aribah	11	6	18	5

Table 3.2

The way of personality judgment is by seeing the highest result appears on the total questions. On the table above Bintang has 21 at the choleric column and Aribah has 18 at the melancholic column. They can be said as the dominants which mean Bintang is the choleric students and Aribah is the melancholic student. Those are the personality of the student. After all the students have their own personality, the researcher then separated the students who belong to the choleric and melancholic personality, and then the students of the two personalities were calculated with a certain statistical method.

G. The Technique of the Data Analysis

The students of XI classes were given the personality test. After doing the scoring of the questionnaire, and the judgment for the students' personality, the researcher only takes the students from the choleric personality and the melancholic personality.

For the speaking activity that the students performed, the writer uses the criteria from David P. Harris, *Testing English as a Second Language* (see Appendix 3). The criteria would measure pronunciation, grammar, vocabulary, fluency, and comprehension and the way of scoring is included in the appendix pages.

Soon after all the scoring steps finished, the writer started using statistic calculation. The two groups; the choleric students and the melancholic students and each score of English speaking clearly distributed as the single data distribution into two tables. After this step the data came to the calculation pattern called Standard Deviation (SD) and degree of freedom, to seek more stable format of data, after that T-test finding to answer the t_{table} and $t_{observation}$ as the steps are described below

1. The Standard Deviation combination with the degree of freedom

$$s^2 = \frac{\left(\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} \right) + \left(\sum x_2^2 - \frac{(\sum x_2)^2}{n_2} \right)}{n_1 + n_2 - 2}$$

$$db = n_1 + n_2 - 2$$

2. The T-test calculation

In this research, T-test calculation which is used is the separated variants pattern. Take a look at the pattern below

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}}$$

First, the calculation start from the lower pattern that is as follow

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}$$

And then after the first pattern of T-test calculation is solved, there is the final pattern

$$t_{\text{observation}} = \frac{\bar{x}_1 - \bar{x}_2}{s_{\bar{x}_1 - \bar{x}_2}}$$





*"Winners don't do different things
They do things differently."*

CHAPTER IV

RESEARCH FINDINGS

A. The Profile of SMA Muhammadiyah 25 Pamulang

1. The Vision and Mission

In the vision and mission of SMA Muhammadiyah 25 Pamulang, proactive and anticipative attitude is assumed to prepare the best human resources in many aspects when they have to face a very competitive global era among individuals, groups, and nations in the future of learner.

Based on the need above SMA Muhammadiyah 25 designs the school vision which is clearly expressed to one aim and target planned. The vision is

“Excellent in Piety, Knowledge, and Deed, Work in with Morality.”

To bring the vision into reality in practice, there are five missions that should be applied in

- a) Understanding about Islam and Muhammadiyah well,
- b) Having nationality spirit and care of father land,
- c) Capable in knowledge and technology,
- d) Mastering foreign language, and
- e) Developing art and sport.

From the five design of the school missions above the point of mastering foreign language is mentioned more detail below

- 1) Do some efforts to increase the students' competency in methodology of foreign language teaching and learning, both English and Arabic.
- 2) Arrange supplementary material of English and Arabic cooperating with language institute managed by Muhammadiyah.
- 3) Invite the teacher to participate in additional language course held by SMA Muhammadiyah 25 Pamulang.

- 4) Practice regularly either student or teacher in using English and Arabic in school community.
- 5) Organize one day in a week for English day and Arabic day.

2. The English Teachers

SMA MUHAMMADIYAH 25 PAMULANG

The Team Teaching of English

X Grade English Teacher

Name : Lukman Hakim, S.Pd.
 Religion : Islam
 Qualification : S1 English Education
 Start Teaching : July 17th 2007
 Teaching Period : 2 years
 Teaching at : Grade X

XI Grade English Teacher

Name : Ifdawati, S.Pd. Ing
 Place, Date of Birth : Solok, December 25th 1951
 NIP : 130 894 627
 Religion : Islam
 Qualification : S1 English Education
 Start Teaching : July 17th 1991
 Teaching Period : 18 years
 Teaching at : Grade XI (Social)

XI & XII Grade English Teacher

Name : Syafrini Qurotul Aini, S.Pd.
 Place, Date of Birth : Tangerang, February 27th 1973
 NIP : 900 027 273
 Group : III.A

Religion	: Islam
Qualification	: S1 English Education
University	: University of Prof. Dr. Hamka
Start Teaching	: July 17 th 2000
Teaching Period	: 9 years
Teaching at	: Grade XI (Science) and Grade XII

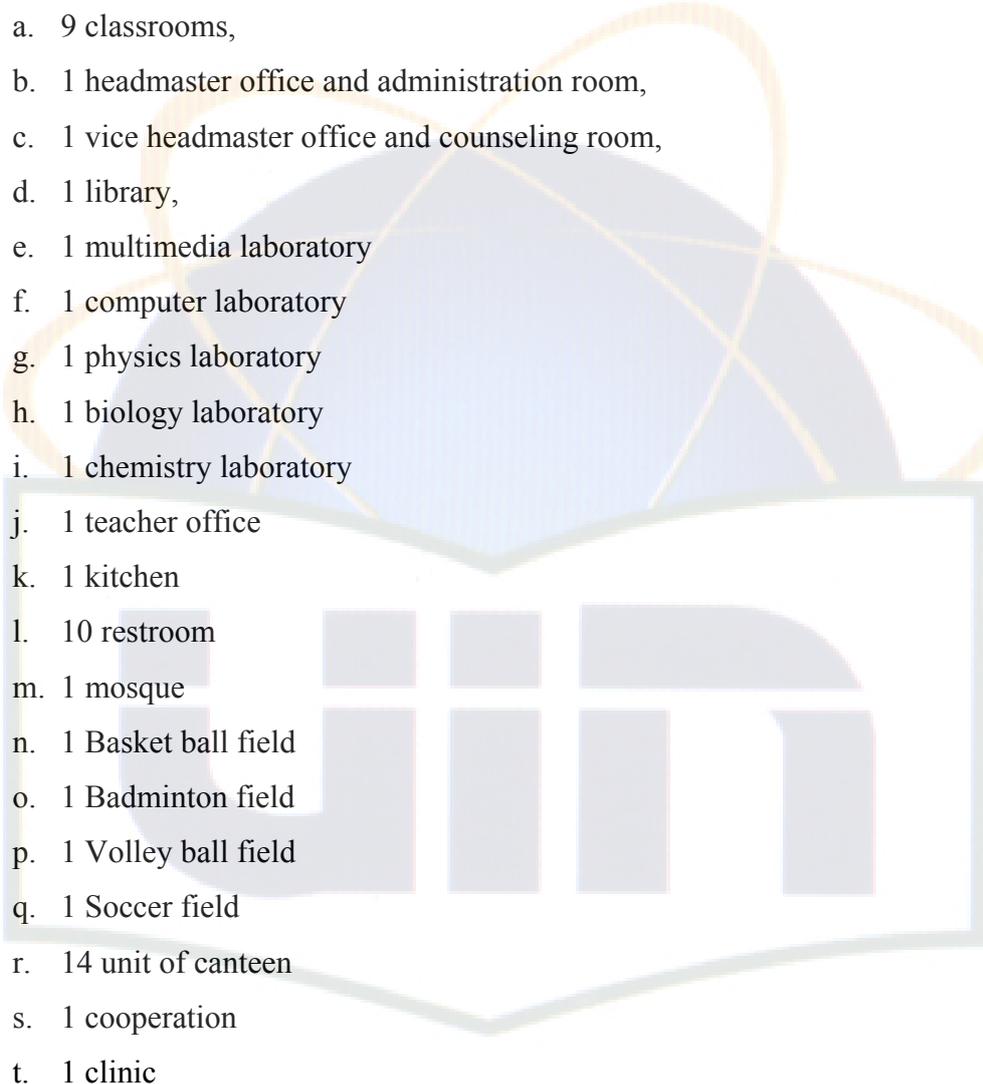
3. The Students

The total number of SMA Muhammadiyah 25 Pamulang students is 378 students, female is 170 students and male is 208 students. The detail data of the students of 2009/2010 period of learning as follow

X 1 Class	: 19 male, 14 female. The total is 33 students.
X 2 Class	: 18 male, 14 female. The total is 32 students.
X 3 Class	: 21 male, 15 female. The total is 36 students.
XI Science 1 Class	: 19 male, 19 female. The total is 38 students.
XI Science 2 Class	: 16 male, 21 female. The total is 37 students.
XI Social 1 Class	: 24 male, 14 female. The total is 38 students.
XI Social 2 Class	: 23 male, 16 female. The total is 39 students.
XII Science 1 Class	: 15 male, 11 female. The total is 26 students.
XII Science 2 Class	: 10 male, 16 female. The total is 26 students.
XII Social 1 Class	: 23 male, 14 female. The total is 37 students.
XII Social 2 Class	: 20 male, 14 female. The total is 36 students.

4. The Facilities

The senior high school building which was built on the field of 15.000 m² is its legal certificate in the Muhammadiyah Pamulang school complex where the kindergarten, the elementary school, the junior high school and the senior high school is located. Based on standard of school building, to complete its infrastructure availability and its maintenance of the school life, SMA Muhammadiyah 25 Pamulang owned varied facilities as follow

- 
- a. 9 classrooms,
 - b. 1 headmaster office and administration room,
 - c. 1 vice headmaster office and counseling room,
 - d. 1 library,
 - e. 1 multimedia laboratory
 - f. 1 computer laboratory
 - g. 1 physics laboratory
 - h. 1 biology laboratory
 - i. 1 chemistry laboratory
 - j. 1 teacher office
 - k. 1 kitchen
 - l. 10 restroom
 - m. 1 mosque
 - n. 1 Basket ball field
 - o. 1 Badminton field
 - p. 1 Volley ball field
 - q. 1 Soccer field
 - r. 14 unit of canteen
 - s. 1 cooperation
 - t. 1 clinic

5. The Achievement

From year to year what the students achieved is noted on the table below as the stepping stone to reach the higher achievement for next chances in the process of learning.

Table 4.1
THE STUDENT ACHIEVEMENT
2002 – 2009

No	Year	Contest	Level	Region	Description
1	2002	Student Debate Contest	SMA	Jabotabek	1 st Winner

2	2004	Student Debate Contest	SMA	Jabotabek	3 rd Winner
3	2005	Ceria Youth Contest	SMA	Tangerang	1 st and 4 th
4	2009	Writing Contest	SMA	Tangsel	3 rd Winner
5	2009	Ceria Youth Contest	SMA	Banten	1 st Winner
6	2009	Ceria Youth Contest	SMA	Banten	Finalist

As a good teacher to transfer knowledge to his students, mostly he needs to make it proven, the achievements which was made are like the following note on the table

Table 4.2
THE TEACHER ACHIEVEMENT
1997 - 2007

No	Year	Kegiatan	Holder	Rank
1	1997	National Test Items Writing for SMA	Sisjian Nasional	2
2	2004	Imtaq (Piety and Faith) Instructor	Depdiknas Pusat	5
3	2005	Training of Trainer for Math	Depdiknas Pusat	2
4	2006	Science Writing Competition	Depdiknas Pusat	6
5	2007	Master of Ceremony Training	UIN Jakarta	10

B. The Data Description

The following two tables are the students who have been categorized to the choleric personality and the melancholic personality. They are the students who become the research object and the following are their English speaking score (see Appendix 5) which was obtained from their performance.

Table 4.3
THE CHOLERIC STUDENTS
THE SECOND GRADE OF SMA MUHAMMADIYAH 25 PAMULANG

No	Name	Speaking Score
1	Bagus Prasetyo	72
2	Bintang Mukhammad	72
3	Muhammad Prama Herfinanda	88
4	Alvina Yarra Putri	72
5	Kurnia Ayunda	72
6	Candra Dwi Anggraeni Jatmiko	70
7	Kori Damayanti	76
8	Achmad Fadli	70
9	Ibrahim Ali Akbar	76
10	Ryan Dharma Ariefmansyah	76
11	Rizki Tri Setianto	72
12	Izza Shoffana	74
13	Wahyu Pratomo	76
Average		74.31

Table 4.4
THE MELANCHOLIC STUDENTS
THE SECOND GRADE OF SMA MUHAMMADIYAH 25 PAMULANG

No	Name	Speaking Score
1	Aribah Rafidah	70
2	Mohammad Hafizh Tri Abiyoso	84
3	Muhammad Farhansyah	80
4	Aufar Parantauan	78
5	Siti Islami Yanti	74
6	Febryanto Dwi Putra Sulistiyo	76
7	Shinta Soniya Oktaviani	74
8	Dinda Dinanti	74
9	Hendy Jenio Alamanda	86
10	Adlinda Firdienta	74
11	Fadhlan M Barvian	74
12	Nurina Asma Dina	70
13	Trylionardo Sendhana	76
Average		76.15

The 26 students are the choleric students and the melancholic students. From the total number of the students at second grade, the researcher has tested 135 students from the second grade population (see Appendix 4). The other 109 students belong to the other personalities and their combination. They are neither the choleric students nor the melancholic students.

The way to find the average of the choleric and melancholic students' score is by the following calculation. The average in statistics is known by mean (M). The pattern of Mean is

$$M_{x1} = \frac{\sum fX}{N}$$

Description:

fX : the total of students' score

N : a number of students

This pattern is to find Mean from single data which the scores are more than one frequency; whether they are for some data or whole of them. The following is the calculation for x_1 or the choleric students.

$$M_{x1} = \frac{\sum fX}{N}$$

$$M_{x1} = \frac{966}{13}$$

$$M_{x1} = 74.31$$

The writer has got the first Mean, and then she stepped forward to the second Mean. It is for the melancholic students. The calculation is as follows

$$M_{x2} = \frac{\sum fX}{N}$$

$$M_{x2} = \frac{990}{13}$$

$$M_{x2} = 76.15$$

The writer has already got both Mean for the two groups of students. The average shows that the choleric students' average is lower than the melancholic students'. The next calculation will describe the significance difference of the choleric students and the melancholic students.

B. The Data Analysis

To begin the data analysis steps, the writer uses the frequency distribution to describe how the frequency from the two variables; the choleric group and the melancholic group is divided into frequency which is spread systematically, and then the frequency is added to be the total of frequency.

Table 4.5
THE FREQUENCY DISTRIBUTION OF SINGLE DATA

No	The Choleric Students (x1)		The Melancholic Students (x2)	
	x1	f	x2	f
1	88	1	86	1
2	76	4	84	1
3	74	1	80	1
4	72	5	78	1
5	70	2	76	2
6			74	5
			70	2
	Σ	13		13

In the table 4.5, everyone can see that the data is called single data distribution because they are such ungrouped data with no interval among them. And the data are orderly typed by the range of the highest score from the lowest score from both personalities of the students.

Table 4.6
THE CALCULATION OF THE CHOLERIC STUDENTS
AND THE MELANCHOLIC STUDENTS TO THEIR SPEAKING SCORE

No	The Choleric Students					The Melancholic Students				
	x1	F	x1 ²	fx1	fx1 ²	x2	f	x2 ²	fx2	fx2 ²
1	88	1	7744	88	7744	86	1	7396	86	7396
2	76	4	5776	304	23104	84	1	7056	84	7056
3	74	1	5476	74	5476	80	1	6400	80	6400
4	72	5	5184	360	25920	78	1	6084	78	6084
5	70	2	4900	140	9800	76	2	5776	152	11552
6						74	5	5476	370	27380
7						70	2	4900	140	9800
	Σ	13		966	72044		13		990	75668

After the writer distributed the data through the tables above, henceforth she started the calculation of Standard Deviation finding (SD) which is combined to the degree of freedom finding (df). The following calculation is the pattern combination.

$$s^2 = \frac{\left(\sum x_1^2 - \frac{(\sum x_1)^2}{N_1} \right) + \left(\sum x_2^2 - \frac{(\sum x_2)^2}{N_2} \right)}{(N_1 + N_2) - 2}$$

The statistics pattern starts explaining about s^2 which means this calculation is for Standard Deviation calculation or SD for short. It combines the two sides of the choleric group and the melancholic group. In the first parentheses can be called by the first Standard Deviation, the SD goes to the choleric group and then the second parentheses with plus order belongs to the second Standard Deviation of the melancholic group.

The Standard Deviation (SD) is to standardize the mean which is weak at first, then after using the Standard Deviation it has more stable for its value of belief or reliability.¹

For the below pattern of the complete pattern above is the degree of freedom, which mixed into one. Simply you can see this pattern,

$$df = (N_1 + N_2) - 2$$

It is from the original pattern $df = N_1 - 1$ and $df = N_2 - 1$

For now the writer would use the first complete pattern that is mentioned above, she begins calculating the data of table 4 by the use of that pattern in order to get the established final result.

¹ Drs, Anas Sudijono, *Pengantar....*, p. 143.

$$s^2 = \frac{\left(\sum x_1^2 - \frac{(\sum x_1)^2}{N_1} \right) + \left(\sum x_2^2 - \frac{(\sum x_2)^2}{N_2} \right)}{(N_1 + N_2) - 2}$$

$$s^2 = \frac{\left(72.044 - \frac{(966)^2}{13} \right) + \left(75.668 - \frac{(990)^2}{13} \right)}{(13 + 13) - 2}$$

$$s^2 = \frac{(72.044 - 71.781,23) + (75.668 - 75.392,31)}{24}$$

$$s^2 = 22.44$$

The result of s^2 is 22, 44. It is successfully done to assist the next calculation in filling in the main calculation in T-test formulation. Right after this is called by the separated variants pattern which is chosen because of two considerations. They are

1. The two means referred to two samples which have the same quantity.
2. The variants of the data are not homogeny.²

The two points of considerations bring the writer to choose the next calculation. The pattern is named the separated variants.

The modified pattern is continued to the calculation of the separated variants, the separated variant pattern is

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

² Prof. Dr. Sugiyono, *Statistika untuk Penelitian* (Bandung: CV Alfabeta, 2008), p. 138.

First half step is by doing sum of the dual Standard Deviation per n_1 and the dual Standard Deviation per n_2 in quadrate. The sum is the lower pattern of the separated variants.

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{s^2}{n_1} + \frac{s^2}{n_2}}$$

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{22 \cdot 44}{13} + \frac{22 \cdot 44}{13}}$$

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{1,726 + 1,726}$$

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{3,452}$$

$$s_{\bar{x}_1 - \bar{x}_2} = 1.86$$

The first T-test formulation has perfectly finished by calculating of the right side of the pattern. The result is the answer for $s_{\bar{x}_1 - \bar{x}_2}$.

Next is the way to calculate the upper pattern from the separated variants as the lower pattern has already been got. It becomes the furnishing of the next step to complete the separated variants pattern.

$$\bar{x}_1 = \frac{\sum fx_1}{\sum f} = \frac{966}{13} = 74,307$$

$$\bar{x}_2 = \frac{\sum fx_2}{\sum f} = \frac{990}{13} = 76,153$$

Soon after the two calculations of the separated variants were treated, now the writer went to the final pattern to answer the t_{table} , is the $t_{\text{observation}}$ or t_o greater than the t_{table} or t_t .

$$t_o = \frac{\bar{x}_1 - \bar{x}_2}{s_{\bar{x}_1 - \bar{x}_2}}$$

$$t_o = \frac{74,307 - 76,153}{1,86}$$

$$t_o = \frac{-1,846}{1,86}$$

$$t_o = -0,992$$

$$2,80 > -0,992 < 2,060$$

From the value of $t_{\text{observation}}$ (t_o) above is -0,992 with the $t_{\text{table}} = 2.06$ (see Appendix 6) for $\alpha = 5\%$ of significance level and $t_{\text{table}} = 2.80$ for the level of significance $\alpha = 1\%$.

C. The Data Interpretation

To interpret the data, the writer may have a look to the analysis of data spreading at the previous pages. The interpretation is divided into three parts.

1. The Frequency of the Choleric Students and the Melancholic Students

Based on the table 4.5, the choleric students and the melancholic students are only in small enough quantity. It was 9.63% for each the choleric personality and the melancholic personality of the students or 19.26% in average for the two personalities in one level of study.

If we want to observe in other schools or other classes, the same case will not be far different as other grades in another school. It is because we can rarely find this type of students who are more active and have leadership ability with the skill of speaking.

We will find the melancholic students about the same quantity in classes as the choleric students' quantity. In fact, the melancholic is likely the characteristic of the students who has not really active in speaking activity.

2. The Better Ability in English Speaking Skill

The choleric students are assumed having a good ability and better ability in speaking. In this research, their score of speaking is noted for 74.31 in average. The melancholic student is well-known as the stolid person; he is estimated to be a person who has less ability in speaking than the choleric. The average of the melancholic students is 76.15.

The data tells that the score of the melancholic students in English speaking activity is higher than the choleric students. The melancholic students in the second grade of SMA Muhammadiyah 25 Pamulang proved that the presumption on the theory is not always true even though they sometimes could be true along with the theory ever once in a while.

3. The Hypotheses Interpretation

The hypotheses of the research is

Ho = There is no difference in English speaking ability between the choleric students and the melancholic students.

Ha = There is difference in English speaking ability between the choleric students and the melancholic students.

$$2.80 > -0.992 < 2.060$$

That means,

The Null Hypotheses (Ho) is accepted

The Alternative Hypotheses (Ha) is rejected

The hypotheses tested by T-test of comparative analysis from independent sample express that there is no difference in English speaking ability between the choleric students and the melancholic students.

From that statement we can say

- The choleric students may sometimes get higher score than the melancholic students
- The choleric students may sometimes get lower score than the melancholic students
- The choleric students may sometimes get equal score than the melancholic students



*"Winners don't do different things
They do things differently."*

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This quantitative research seems to break the theory on the concept of personality that the choleric is better than the melancholic in speaking. The choleric tends to speak vocally. He likes to be a good speaker through his leadership soul. In contrary the melancholic does not really like to speak and he likes to be a good listener. The data interpret that the choleric students get lower average English speaking score and the melancholic students have higher average score. The choleric students do not always possess higher competency of English speaking skill which is because of his natural willingness to speak than the melancholic students. Sometimes the introvert students may overlap the extrovert students.

Through sequence of calculation at the previous chapter the hypotheses of the research shows that the Null Hypotheses (H_0) which states “there is no difference in English speaking ability between the choleric students and the melancholic students” is accepted. It means that the students’ personality has no statistically significant difference to the students’ English speaking score.

The possibility of error in this research may be highlighted from the decision taking while the students are doing the personality test and there is also the possibility of inappropriateness on giving score which is influenced by the students; they might not show their best ability in English speaking performance at that time.

B. The Suggestion

Students are the people who need guidance in learning. They must be maintained by smart teacher who understand them intellectually and psychologically. In order to give some opinions to this study, the writer may suggest that

1. When the choleric students learn English speaking skill, they need to learn seriously from grammar because the choleric students sometimes do not pay attention to the language pattern. Never let them underestimate the importance of learning grammar because it will sharpen their accuracy in speaking.
2. The choleric students have so much confident in saying something in English. They need to maintain it well but with no over confidence and arrogance. It is occasionally make them fail.
3. The melancholic students will study pattern more than the choleric, they like studying concept of the subject. They could perform better structure.
4. The melancholic students must have better confidence in improving their English speaking skill. Confidence is the subject matter of the melancholic students who tend to rise in teaching learning process.

For teachers, what they need are

1. Guiding the choleric students to consider about patterns when they are speaking. A good speaking is also seen from the structure of the language.
2. To advice the choleric students not to over confident in facing English speaking activity. They need to calm down and to be low profile when they set in the good performance.
3. Giving more spirit to the melancholic to be consistent in doing study of patterns of English before they learn to speak, but without take much time.
4. To support the students to explore their ability in speaking. They have more ability but they still need practice to be confident. Teacher may create situation in order not too serious and stressful.



*"Winners don't do different things
They do things differently."*