CHAPTER I

INTRODUCTION

A. Background of the research

Speaking is an activity used by someone to communicative with other. It takes place everywhere and has become part of our daily activities.

Speaking is one of language ability which is very important to be mastered by student in order to be good communicator. Speaking is the verbal use of language to communicate with others.[1] And Janet Holmes state in his book by saying "A world language or international language is English language. It was used by people such as in economic, political, and also education.[2]

English speaking skill becomes the most important in the era of globalization. In education speaking also become the important skill that should be mastered by student. Speaking is the activity of giving speech and talks. As the tool of communication, English speaking become an important component for the students since it makes their

---

[1] Glenn Fulcher, *Testing Second Language Speaking,* (Britain: Person Education Limited, 2003), p.23
[2] Janet Holmes, *An Introduction to Sociolinguistics*, (U.K: Longman, 1992), p.51.

social intercourse become wider. It means learning English is not learning about the theory, but also learning about how to practice it in a real communication. So, it cannot be denied that in the competitive era of globalization, the ability to speak in English is very important.

In the class all student are required to practice speaking. Some student do it well, but not with some others. They keep quite it not because they are not able to speak English, but they are worried do mistakes or they feel anxiety. And also, the second grade of student's senior high school SMAN 6 KOTA SERANG. Some student are very active, they do not think too much about will do mistake. They have full confidence. Meanwhile, others student are very passive; they will speak if they think they sure they will right. This is what physiology called as a personality.

According to Hippocrates, they are four kind of personality. They are choleric, sanguine, melancholic, and phlegmatic.[3] Clearly, choleric is the personality with strong principle, has good leadership, and good in speaking, the sanguine is the cheerful and skillful person who always to be famous person, the melancholic is perfectionist

---

[3] Jacques jouanna, *greek medicine from Hippocrates to Galen: Selected Papers,* (Netherland: Koninklijke Brill NV, 2012), p.340.

personality and has analytical thinking, and the phlegmatic is obedient personality which has consistency in learning.

In one class, certainly teacher faces the different personality of their student. There is a passive and active student. The active students, whom talkative, are named sanguine personality. And the passive students, whom rather like to keep silent, are named phlegmatic personality. So, the teachers are required to understand the student's personality.

Based on the explanation above, the student with sanguine personality may have better ability in speaking then phlegmatic personality especially in their fluency. In other hand, the student with phlegmatic personality may also have better ability in speaking score because they will think deeper before they decide to speak up, then the student with phlegmatic personality may have better in accuracy when they speak up.

To prove the theory, it needs to compare both personalities above with their competence in their speaking ability and compare those personalities with their speaking score to measure which personality is better in speaking skill. Based on that reasons, the researcher will conduct a comparative analysis between students with

sanguine and phlegmatic personality on speaking skill. Based on that reason, therefore, the under title of this "skripsi" is "A comparative analysis of speaking achievement between sanguine and phlegmatic students.

B. Identification of The Problem

Problems clearly appear because the students with different personality are in one class. There is a group with active and talkative students and other group is the group of passive student who really love to keep silent when they are learning. The active students in learning are named by sanguine personality and the passive belong to phlegmatic personality.

The related problems that can be identified to the sanguine personality and phlegmatic personality of student are such the example below:

1. Some students are difficult to practice their speaking in the class.

2. Other students are easy to practice their speaking but they less grammatical structure.

3. Some student are uncertain and disconcerted when speak English.

4. The students are eager to practice speaking but they miss in pronunciation.

C. Limitation of The Problem

Based on the identification of the problem above, to avoid misunderstanding, and to clarify the problem, it is necessary to make limitation of the problem only on the differences between sanguine students and phlegmatic students in their learning process in speaking skill.

D. Statement of problem

Based on background of the problem above, the writer is going to find out the answer of the following researcher question:

1. How is the student's ability in speaking English at second grade senior high   school of SMAN 6 Kota Serang?

2. What are differences between sanguine and phlegmatic on speaking achievement?

3. How is comparison of the achievement between sanguine and phlegmatic?

E. Objective of the Research

The object of the study:

1. To find out the student's ability in speaking English at second grade senior high school of SMAN 6 Kota Serang.

2. To know the differences between student with sanguine and phlegmatic personality on speaking skill.

F. The Significance of the Research

The result of this research was expected to make deep understanding about student's personality and give significance not only theoretically but also practically to:

1. Students

The result of this research in expected to help students to recognize their personalities and minimize their weakness.

2. Research

The researcher can know that there are some characteristics of student personality and how the research can apply the good strategy when speaking class, also to add knowledge and insight in teaching practice, and to add knowledge in write research, the

collecting data, identify data and to know experimental research.

3. Teacher

   This research will help teacher to know the differences students with sanguine and phlegmatic personality and can increase students speaking ability.

G. Previous of study

The previous researches that use the researcher are:

Ratna sari dewi , Department of English Education, Faculty of Tarbiyah and Teacher's Training 'Syarif Hidayatullah 'state Islamic University Jakarta. She is identifying A Comparative analysis on sanguine and phlegmatic Student Concerning their English Speaking skill. She describes that her research aims to know is the sanguine get better value then, phlegmatic on English speaking activities the second grade SMP Wijayakusuma. This research began by collecting supporting theory, then giving personality test that taken from the standard personality test and also uses Florence Littaure personality test theory on second grade SMP Wijayakusuma. Then, she separates between sanguine and phlegmatic student. After that both of the personality measured by researcher their speaking skill. Then, both of

students choose the one topic of speaking material and writer make discussing with classroom's teacher. Then, they are determined that the best topic for student's material is an Interview. The student should be expressed with the best words that they have it. After that students speaking skill recorded by writer and the students assessed by their teacher's English language when all of scores have down she make frequency distribution and comparative analysis with two independent samples. While calculation of T-test using for attesting significant data and the step is answering hypothesis of research.[4]

Nadiyah (2010) which the title is "Comparative Analysis on Choleric student and Melancholic Student Concerning their English Speaking Skill." Nadiyah compared the student's personality of the Second Grade students SMA Muhammadiyah 25 Pamulang with student' achievement in speaking score. Based on her opinion, the different personality of the students would make different result in student' speaking ability. In her research showed that there are no significantly differences personalities with their achievement in speaking score. The relationship between nadiyah' research with the

---

[4]http/repository.uinjkt.ac.id/dspace/handle/123456789/30784. Ratna Sari Dewi 19th of February 2016.

writer' research in the variable used. Nadiyah used choleric and melancholic students' variables.

However, the writer in this "skripsi" has different focus. The writer focuses of the on two other types of personality, they are sanguine and phlegmatic personality and the writer focus on student's achievement on speaking.

H. Hypothesis of the research

Significant critical value 0.05 and 0.01

Criteria:

If $t_o > t_{table}$ means there is influence and Ha is accepted, while Ho is rejected.

If $t_o > t_{table}$ means there is no influence and Ha is rejected, while Ho is accepted.

The Hypotheses of the research describes how the research must be answered.

Ho= There is no significantly difference between sanguine and phlegmatic student' on their achievement in speaking score.

Ha= There is significantly difference between sanguine and phlegmatic student' on their achievement in speaking score.

I.   Organization of Writing

The writer divides it into several chapter and section whit the systematic of writing in detail as followed:

Chapter I is introduction, this chapter consist of: Background of the research, Identification of problem, Limitation of problem, Statement of Problem, Objective of the research, The important of research, previous of study, Hypothesis and The Organization of Writing.

Chapter II is Theoretical Framework. This part Contain of literatures and theorist That Proposed by some expert to support the research and a basic for investigation the problem.

Chapter III is Research Procedure. It is consist of The Method of Research, Population and Sample, the Research Instrument, The technique of Data collecting and Technique of Data Analyzing.

Chapter IV is Result and Finding. It is consist of Data Description, Analysis of the Data, and Data Interpretation.

Chapter V is Conclusion and Suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking Achievement

1. Speaking

Speaking is one of language production skills used for communication. It is the most natural way to communicate. In communication people do not only to respond to other people, but also to express their idea, though, feeling, etc. Thus, speaking is very significant to the quality of people's living processes and experiences. The ability to which people develop an efficient and effective communicative is by the way to speak. Without speaking people might be hard to socialize even it can be isolated from any kind of society.

The speaking is used actively by a person to communicate with other in order to express ideas, feeling, as well as opinion to achieve a particular goal. Speaking is an interactive process of constructing meaning that involves production and receiving and processing information.

In addition, Nunan defined speaking as "the ability to carry out a conversation in the language."[5] It can be said that in the conversation, people need special skill to take part in dialog. They need to know what language is appropriate and understanding what the other speaker means to the topic that is discussing. As Littlewood said that "when we speak, we are constantly estimating the hearer's knowledge and assumption, in order to select language that will be interpreted in accordance with our intended meaning."[6]

In relation to the statement above, Jo McDonough and Christopher Shaw stated "speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, constitute an overall competence in the spoken language".[7] It means that speaking is not merely to transform written language by speaking it. Speaking involves the ability to integrate sub-skill, such as grammar, vocabulary and sound. In speaking speaker needs to know how to product a sound, the rules to product an infinite number of sentences, to understand of what language are appropriated

[5] David Nunan, *Language teaching Methodology. A Textbook for Teacher*, (Edinburgh: Longman Pearson Education, 1998), p. 39.
[6] William Littlewood, Communicative Language Teaching, an Introduction, (Landon: Cambridge University Press, 2006),p.3
[7] Jo McDonough, and Christopher Shaw, *Materials and Method in ELT: A Teacher Guide*,(Cambridge: Blackwell Publisher, 1993),p.151.

in certain situation. In fact that one skill cannot be performed without other.

Based on the definition above, it can be synthesized that speaking is the process of responding and expressing ideas, opinions, feeling and thought with the other people. As human beings, especially social creature needs to express their thoughts, opinions, or feeling in appropriated way in order to have a good social life.

a) The Element of Speaking

Speaking a language is especially difficult for foreign language because effective oral communication requires the ability to use language appropriately in social interaction. Speaking foreign language requires more than knowing its grammatical and semantic rules. It also acquires the knowledge of how native speaker use the language structurally, such as pitch, stress and intonation and known as pronunciation, body language, fluency, control of idiomatic expression, and understanding of cultural pragmatics as required.[8]

1. Pronunciation

As one of the speaking element, pronunciation plays an important role to make sure that the productions of the words do not

---

[8]Marianne Celce-Murcia (ed), Teaching English as second or Foreign Language, (Boston: Heinle & Heinle publisher, 1991),p. 204.

obscure the meaning. People need to acquire the words in the correct way. It is also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetence or lack of knowledge, they make the meaning of words not clear. As stated on the article of AMEP Research Centre, "pronunciation refers to the production of the sound that we use to make meaning."[9] Pronunciation is the way for speakers' product clearer language when they speak. The speaker must be able to articulate the words, and crated the physical sounds that carry meaning.

2. Grammar

For most people, the essence of language lies in grammar. It enables people to make statement about how to use their language. In brief, grammar represents one's linguistic competence; therefore it includes many aspects of linguistic knowledge: the sound system (phonology), the system of meaning (semantics), the rule of word formation (morphology), the rule of sentence (syntax), and the vocabulary of words (lexicon).

"Language without grammar would be chaotic; countless words without indispensable guidance how they can be ordered and modified.

---

[9] Adult Migrant English Program Research Centre, *Fact Sheet – what is pronunciation?* AMEP Research Centre, October 2002, 2014, p. 1

A study of grammar (syntax and morphology) reveals a structure and regularity, which lies at the basic of language and enables us to talk of the language system.[10]

3. Vocabulary

Vocabulary has a significance role in speaking, without many courses of vocabulary; some people may have difficulty in their speech. Some people define vocabulary as words. Words are perceived as the building locks upon which knowledge of a second language can be built. However a new item of vocabulary may be more than single word. For example, 'police man' and 'father-in-low' which are made up of two or three words but express a single idea. There are also multi word idioms like 'call it a day', where the meaning of phrase cannot be deduced from an analysis of the word component.[11]

4. Fluency

Fluency can be reached with practice. Fluency is the ability to talk accurately, quickly, and use the expression properly. It means speaking a language without hesitation or producing some error. It refers to the ability to talk with normal levels of continuity, rate and

---

[10] Norbert Pachler (ed.) *Teaching Modern Foreign Language* (London: Routledge, 1999), p. 94.
[11] Penny Ur, *A Course in Language Teaching: Practice and Theory,* (London: Cambridge University Press, 1996), p. 60.

effort and to link ideas and language together to form coherent and connected speech. The key indicators of fluency are speech rate and continuity.[12] In fluency practice, the speaker's attention is on the information they are communicating than on the language itself.

5. Comprehension

The last element of speaking is comprehension. Comprehension means the ability to understand meaning which is spoken. Comprehension takes part in some situation for example discussing work or problem, making arrangements, chatting at social gathering, watching film, and being interviewed.

2. Achievement

According to Simpson and Weiner as quoted by Yusuf achievement is defined as measurable behavior in a standardized series of tests. They contended that achievement test intends to measure systematic education and training at school occupation towards a conventionally accepted pattern of skills or knowledge. Several subjects may be combining into achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient. In the some occasion, Yusuf describe

---

[12] Paul Davis and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2000), p. 57.

that achievement is regarded as action of completing or attaining by exertion. It subsumed anything won by exertion, a feat, a distinguished and successful action[13]

From the explanation above, it can be said that achievement is used to describe the status or level of person's learning and his ability to apply what he has learnt. In educational view, achievement is to measure how much has been learned in a subject and what the specific abilities or skills have been developed. So, the term denotes to the performance of student, which is determined at the end of the course.

Students' achievement in this research refers to achievement in learning English. The achievement is reflected by student's score after following the lesson and through the test. However, student's achievement was influenced by certain factor; one of them was student's personality.

B. Personality

1. The definition of personality

The word 'personality' originally comes from The Latin *person*. It refers to mask worn by actor in ancient Greek in dramas in order to

---

[13] Yusuf, *Inter-Relationship among Academic Performance, Academic Achievement and Learning Outcomes*. P. 6-7

develop a role of false appearance. But according to psychologists the word 'personality' is more than the role people play[14]

Psychologist has different view about personality. Golden Allport describe personality is something real within individual that leads to characteristic behavior and though. For Carl Roger, personality or 'self' is an organized, consistent pattern of perception of the 'I' or 'me' that lies of the hearth of an individual's experiences. Whereas according to B. F. Skinner the word personality was unnecessary. Skinner did not believe that it is necessary or desirable to use a concept such us a personality is largely unconscious, hidden and unknown.[15]

In addition, in the book *Personality Psychology*, Laser defines personality as "the set of psychological traits and mechanism within the individual that are organized and relatively enduring and that influence his or her interaction with, and adaption to, the intrapsychic, physical, and social environment.[16]

According to Lawrence "*In psychology,* the field of personality is concerned not only with total individual but also with personal

---

[14] Jess Feist and Gregory J. Feist, *Theories of Personality,* (New York: McGraw Hill, 2009), p.

[15]Barbara Engler, *Personality Theories,* 8th Ed., (Boston: Hougton Mifflin Harcourt Publishing Company: 2009), p. 2.

[16] Randy J Larsen and David M. Buss *Personality Psychology* ,(New York Graw Hill, 2005), p. 4

differences. While recognizing that all people are similar in some ways, those interested in personality is particularly concerned with the ways people differ from one other."[17]

From the various definitions above, it could be synthesized that many different definition are possible. Personality can be defined as a set of characteristics in the psychological behavior and thought, perception, and individual differences.

2. Types of personality

The study of personality is broad and varied in psychology, one the topic is personality. They are two type of personality. They are extrovert and introvert.

On Hippocrates's theory of personality traits which is grouped into big four temperament, they are sanguine, choleric, phlegmatic, and melancholic.[18]

These observations were assumed by Hippocrates as a basic of his clarification.

According to Hippocrates's terminology, this ancient typology, the choleric, sanguine, phlegmatic and melancholic exit up to present

---

[17] Lawrence A. Pervin , *Personality Theory*, *Assessment and Research,* (New York: John Willey & Sons, Inc 1980), p. 4

[18] Thomas Chamorro-Premuzic and Adrian Furnham, *personality and intellectual competence, (*New Jersey: Lawrence Erlbaum Associates Inc,. Publisher, 2005), p. 4.

time. The choleric personality is impetuous, easily irritated and angered, sometimes uncontrollable. Their work ability is high, but not constant. While sanguine personality is communicable, vivacious, lively, active and emotional. In other land, phlegmatic personality is calm, apathetic, unexcitable, but stable. Moreover, melancholic personality is unsociable, sometime depressed, and hesitating.[19]

a. The sanguine personality

"The *sanguine* personality described enthusiastic, positive and cheerful individuals, satisfied with life and generally enjoying good mental as well as physical health."[20]

According to Eysenck, the sanguine person is carefree and full of hope, pleasant and friendly to help other, sociable, given to pranks, contended, does not take anything seriously, and has many friends. Unfortunately he is bad debtor, he asks for time to pay and does not really sure to keep his promise. He is not vicious but difficult to convert from his sins; he may feel sorry for a bad thing he did then he forgot so

---

[19] A. I. Gozhenko et al, *Pathology medical student's Library*, (Random: Randomska Szkola Wyisza Zubrzyckiego, 2009),p. 56.

[20] Thomas Chamorro-Premuzic and Adrian Furnham, *personality and intellectual competence, (*New Jersey: Lawrence Erlbaum Associates Inc,. Publisher, 2005

soon; he is easily fatigued and bored by work but enjoyed mere game that constant change and persistence is not his forte.[21]

1) The Strength of Sanguine

The points below are from the book of personality plus authored by Florence littaure, they are traits (characters) which appear in variety of quantity.

Animated	Delightful
Playful	Cheerful
Sociable	Inspiring
Convincing	Demonstrative
Refreshing	Mixes-easily
Spirited	Talker
Promoter	Lively
Spontaneous	Cute
Optimistic	Popular
Funny	Bouncy[22]

---

[21] Hans Eysenck, *Fact and Fiction in Psychology,* (Baltimore: Penguins book, 1965), p.56.

[22] Florence Littaure, *Personality plus (*Michigan: Fleming H.Revell, 1997), pp.16-18.

b. The phlegmatic personality

"Phlegmatic is a personality type based on the ancient Greek humors discussed by Hippocrates and Galen in which one is apathetic and conforming on the outside but tense and distraught on the inside." He is lethargic takes away from others; somewhat passive. Characteristic of phlegmatic person are passive, careful, thoughtful, peaceful, controlled, reliable, even-tempered, and calm.[23]

Phlegmatic are reserved or quite person, prudent, sensible, reflective, respectful, and dependable. They are not easily insulted or provoked to anger, even they do not like exaggeration in speech. They are loyal and committed, tolerant and supportive. They also have excellent quality, very discipline and excel in profession where being calm under pressure, moreover they are agreeable people, they often hide their will even ignore it.

1) The strength of Phlegmatic

Adaptable	Diplomatic
Peaceful	Consistent
Submissive	Inoffensive
Controlled	Dry Humor

---

[23]Walter Mishel et al ., *loc.cit*

student who has this personality will be more keep silent than try to speak. In other hand sanguine personality or extrovert person is more active. In this case, the student with sanguine personality is talkative more and he does not worry anymore about making a mistake in their speaking.

An obligation and necessary for every teachers responsible, that in carrying out their task should be appropriated way with "situation" of the students. Psychology is the science of trying to understand the human or person each other, which the aim can treat him more precisely. Because of the psychology education about the student on the process education is something important and necessary for the teacher; so it properly a needs for every teachers to have knowledge about education of psychology[27]

---

[27] Sumadi suryabrata, *psikologi pendidikan*, (Jakarta: PT RajaGrafindo Persada, 1998), p.1-2.

CHAPTER III

RESEARCH METODOLOGY

Methodology is the systematic, theoretical analysis of the method applied to a field of study. It comprises the theoretical analysis of the body of methods and principle associated with a branch of knowledge.

This chapter consists of method of research, the location and time of the research, the population and sample, the technique of data collecting, the technique of data analysis, and the theoretical hypothesis.

A. Method of Research

The method of this research is comparative analysis. It can be used to test hypothesis concerning about whether there is differences or not between variable tested. This is aimed to know whether the personality of student especially sanguine and phlegmatic students has difference achievement in speaking skill score.

This research is quantitative non-experimental research with describe things that have occurred and examine relationship between things without any direct manipulation of condition.

The first step in doing this research was giving questionnaire to student class A of second grade to get data about their personality, and then got their score from researcher to compared student' speaking score with their personality.

B. Population and sample

1. Population

Population is all the cases, situation, or individual who shares one or more characteristic. [28] The population target in this research was all students from second grade of Natural science (SMAN 6 KOTA SERANG). it is located on Jalan Raya Petir Kp. Kaong, Kecamatan Cipocok Jaya, Kota Serang, Banten Tlp. (0254) 216380, Serang 42121, SMA Negeri 6 Kota Serang.

2. Sample

Sample is small proportion of the population that should be researched, selected, or assigned to be analysis.[29]

The sample used in this research was purposive sample by classified only sanguine and phlegmatic students, and those became the

---

[28] David Numan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), P.24-25

[29] Anas Sujidno, *Pengantar Statistika Pendidikn*, (Jakarta: PT RAJA Grafindo Fersada, 2010), p.280

sample. There are 15 student from sanguine personality and 21 students from the phlegmatic personality.

C. Technique of data collecting

The research will be able to collect the data that is the test which can be used to identify, classifying, or giving achievement to the student.

One important thing in this research is to collect the class that can determine the result of the research. The procedures of data collecting used in this research are:

1. Observation

Before doing the research, the researcher observed first to the location where the research was carried out. The purpose of this case is asking the permission to headmaster and English teacher of SMAN 6 kota Serang in academic year 2016-2017, Jl. Raya petir kp. Kaong. Kota.Serang Banten to do the research at this school and how to know the weather of population and sample area was valid or not.

2. Questionnaire

The techniques of data collecting in this research were questionnaire of personality test taken from standardized assessment

written by Florence Littauer. It identifies student's personality by examining their personality based on the list of traits. There were 40 questions number of test from four personality types; sanguine, choleric, phlegmatic and melancholic. Then, the paper tests were given to student in order to determine their type of personality.

There is theory Florence Littauer of personality traits:

Personality traits

STRENGNESS

1	Adventurous	Adaptable	Animated	Analytical
2	Persistent	Playful	Persuasive	Peaceful
3	Submissive	Self-sacrificing	Sociable	Strong-willed
4	Considerate	Controlled	Competitive	Convincing
5	Refreshing	Respectful	Reserved	Resourceful
6	Satisfied	Sensitive	Self-reliant	Spirited
7	Planner	Patient	Positive	Promoter
8	Sure	Spontaneous	Scheduled	Shy
9	Orderly	Obliging	Outspoken	Optimistic
10	Friendly	Faithful	Funny	forceful
11	Daring	Delightful	Diplomatic	Detailed
12	Cheerful	Consistent	Cultured	Confident

13	Idealistic	Independent	Inoffensive	Inspiring
14	Demonstrative	Decisive	Dry humor	Deep
15	Mediator	Musical	Mover	Mixes easily
16	Thoughtful	Tenacious	Talker	Tolerant
17	Listener	Loyal	Leader	Lively
18	Contented	Chief	Chart-maker	Cute
19	Perfectionist	Pleasant	Productive	Popular
20	Bouncy	Bold	Behaved	Balanced

WEAKNESS

21	Blank	Bashful	Brassy	Bossy
22	Indiscipline	Unsympathetic	Unenthusiastic	Unforgiving
23	Reticent	Resentful	Resistant	Repetitious
24	Fussy	Fearful	Forgetful	Frank
25	Impatient	Insecure	Indecisive	Interrupts
26	Unpopular	Uninvolved	Unpredictable	Unaffectionate
27	Head-strong	Haphazard	Hard to please	Hesitant
28	Plain	Pessimistic	Proud	Permissive
29	Angered-easily	Aimless	Argumentative	Alienated

30	Naïve	Negative-attitude	Nervy	Nonchalant
31	Worrier	Withdrawn	Workaholic	Wants-credit
32	Too sensitive	Tactless	Timid	Talkative
33	Doubtful	Disorganized	Domineering	Depressed
34	Inconsistent	Introvert	Intolerant	Depressed
35	Messy	Moody	Mumbles	Manipulative
36	Slow	Stubborn	Show-off	Skeptical
37	Loner	Lord-over others	Lazy	Loud
38	Sluggish	Suspicious	Short-tempered	Scatterbrained
39	Revengeful	Restless	Reluctant	Rash
40	Compromising	Critical	Crafty	Changeable

The questionnaire has 40 numbers. Every number of items consists of traits from the four of personality types. To do the test the students were asked to choose some traits which reflect themselves.

The students were asked to put a check list (✓) to the four traits option on entirely items number. The answer represents their traits that

fit them best. Then the check list test papers that have been done by student are matched to the indicators above. For example:

Number 1

	(C)	Adventurous
✓	(P)	Adaptable
	(S)	Animated
	(M)	Analytical

Each symbol means:

C   : is for choleric

P   : is for phlegmatic

S   : is for Sanguine

M   : is for Melancholic

By seeing the checklist, the students answer "adaptable" for item number 1. It is mean item number 1 will be counted as phlegmatic students. The same is applied to the next number until the last one.

The way of personality judgment is by seeing the highest result that appears on the total questions.

3. **Testing**

Test is a series of questions or exercises and other tools used to measure skill, knowledge intelligence, ability or talent possessed by individuals or groups.[30]

In this study, the tests were used to measure in comparative analysis of speaking achievement between sanguine and phlegmatic personality.

The writer got the data by collecting the students score from both of comparative study and class achievement by English teacher in speaking class.

D. **Technique of data analysis**

First of all, the students were giving questionnaire to determine student's personality types, and then, calculated speaking score of both personalities with statistic count. The two groups; the sanguine and phlegmatic students and each score of English speaking are clearly distributed as the single data distribution into two tables.

Because the research is non-Experimental research, it used data formulation to measure the hypotheses, and the result will explain how

---

[30]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT. Rineka Cipta, 2006) P.150

the results either support or refuse the hypothesis or answer the research question.

In this research the writer used formula:

After collect the data, the writer analyzed the data in form of:

1. Investigating student's worksheet gives describe score in table

2. Determining mean of variable X_1 with formula;

   $M1 = \frac{\sum x1}{N1}$

3. Determining mean of variable X_2 with formula;

   $M2 = \frac{\sum x2}{N2}$

4. Determining derivation score variable X_1 with formula:

   $X_1 = X_1 - M_1$

5. Determining derivation score variable X_2 with formula:

   $X_2 = X_2 - M_2$

6. Analyzing the result by using calculation of the t-test as follow;

$$t - \text{test} = \frac{X1 - X2}{\sqrt{\frac{S_1{}^2}{n1} + \frac{S_2{}^2}{n2}}}$$

Note :

M_1 = Mean score of the data sanguine student personality

M_2 = Mean score of the data phlegmatic student personality

$\sum x_1^2$ = Sum of square deviation of sanguine student personality

$\sum x_2^2$ = Sum of square deviation of phlegmatic student

    personality

N_1 = Samples of students sanguine personality

N_2 = Samples of sanguine student

df   = degree of freedom

CHAPTER IV

RESEARCH FINDING AND DISCCUSION

A. Data Description

In this chapter, the research will attempt to submit the data as the result of research that has been held in SMAN 6 KOTA SERANG. This research is only directed to the second grade. Moreover, in this chapter the researcher took 36 students as the sample.

The following two tables are the students who have been categorized into the sanguine and phlegmatic personality. And to find out the comparative analysis on speaking achievement between sanguine and phlegmatic personality, the researcher used test to students.

1. **The student's ability in speaking at second grade senior high school of SMAN 6 Kota Serang**

Table 4.1

A. **Speaking score of Sanguine students**

NO	Name	Speaking score
1	NSCM	70
2	SN	75

3	AND	65
4	SIA	60
5	AVL	80
6	DNY	75
7	ANDN	80
8	NKA	75
9	RLY	80
10	AGS	78
11	AKH	70
12	PRT	68
13	SHA	75
14	ING	75
15	BFS	70
∑X1		1108
M1		73.87

Based on the calculation in the table 4.1 of sanguine student's ability of non-experimental research above it show that the high score from sanguine student was 80 and the low score of sanguine student was 60. The mean of sanguine score 73.87 while the score speaking of sanguine students is 1108.

Mean by formula:

Sanguine score

$$M_1 = \frac{\sum X1}{N1}$$

$$= \frac{\sum 1108}{15}$$

$$= 73.87$$

Note:

$\sum X1$: The score speaking of sanguine student

M_1 : Mean of score speaking of sanguine student

N_1 : Numbers of students of sanguine personality

The highest speaking score of sanguine student was 80, and the lowest score was 60 while the mean of speaking score of sanguine student was 73.87.

Therefore, the sanguine student of speaking achievement is good.

Table 4.2

B. The result score of Phlegmatic Student Personality

No	Name	Speaking Score
1	BFS	60
2	DNDF	58

3	RDH	80
4	ANDH	65
5	OTA	65
6	GAN	70
7	RLYI	75
8	MR	57
9	DAS	78
10	NLH	55
11	AP	75
12	ILH	75
13	SYR	60
14	IR	65
15	ERF	60
16	RAR	56
17	TS	60
18	SMT	60
19	LLA	70
20	NTU	55
21	ILHM	55
$\sum X2$		1354
M_2		64.47

Based on the calculation in the table 4.2 of phlegmatic student's ability of non-experimental research above it show that the highest

score from phlegmatic student was 80 and the lowest 55. The mean of phlegmatic score was 64.47

   Mean by formula:

Phlegmatic score

$$M_2 = \frac{\sum X2}{N2}$$

$$= \frac{\sum 1354}{21} = 64.47$$

Note:

$\sum X2$: The score speaking of phlegmatic student

M_2 : Mean of score speaking of phlegmatic student

N_2 : Numbers of students of phlegmatic personality

B. Analysis of Data

After getting the data from questionnaire and speaking test then, the writer analyzed it by using statistic calculation of the determine data. Analysis was done to know the differences score between sanguine and phlegmatic student on speaking achievement. The result of determine can be seen as follow:

2. The differences between Sanguine and Phlegmatic on Speaking Achievement

Mean and Deviation Standard of the Two Variable

Table 4.3

A. Mean and Deviation Standard of Sanguine personality

NO	The Sanguine students			
	Name	Score (X1)	X_1 $(x_1 - M_1)$	$X_1{}^2$ $(x_1 - M_1)^2$
1	NSCM	70	-3.87	14.97
2	SN	75	1.28	1.64
3	AND	65	-8.87	78.68
4	SIA	60	-13.87	192.38
5	AVL	80	6.13	37.58
6	DNY	75	1.28	1.64
7	ANDN	80	6.13	37.58
8	NKA	75	1.23	1.64
9	RLY	80	6.13	37.58
10	AGS	78	4.11	16.89
11	AKH	70	-3.87	14.97

12	PRT	68	-5.87	34.46
13	SHA	75	1.23	1.64
14	ING	75	1.23	1.64
15	BFS	70	-3.87	14.97
	N=15	1108		488.26

$$M_1 = \sum \frac{X1}{N}$$

$$M_1 = \frac{1108}{15}$$

$$M^1 = 73.87$$

$$SDx_1 = \frac{\sqrt{\sum(x_{1-}M_1)}}{N_1 - 1}$$

$$SDx_2 = \frac{\sqrt{\sum 488.26}}{15 - 1}$$

$$SDx_2 = \sqrt{\frac{488.26}{14}} = \sqrt{5.90} = 2.42$$

Table 4.4

B. Mean and Deviation Standard of phlegmatic personality

NO	Name	Score (X2)	X_2 $(x_2 - M_2)$	$X_2{}^2$ $(x_2 - M_2)^2$
			The Phlegmatic students	
1	BFS	60	-4.47	19.98
2	DNDF	58	-6.47	41.86
3	RDH	80	15.53	241.18
4	ANDH	65	0.53	0.28
5	OTA	65	0.53	0.28
6	GAN	70	5.53	30.58
7	RLYI	75	10.53	110.88
8	MR	57	-7.47	55.80
9	DAS	78	13.53	183.06
10	NLH	55	-9.47	89.68
11	AP	75	10.53	110.88
12	ILH	75	10.53	110.88
13	SYR	60	-4.47	19.98
14	IR	65	0.53	0.28

15	ERF	60	-4.47	19.98
16	RAR	56	-8.47	71.74
17	TS	60	-4.47	19.98
18	SMT	60	-4.47	19.98
19	LLA	70	5.53	30.58
20	NTU	55	-9.47	89.68
21	ILHM	55	-9.47	89.68
	N= 21	1354		1357.5

$$\mathbf{M}_2 = \sum \frac{X2}{N}$$

$$\mathbf{M}_2 = \frac{1354}{21}$$

$$\mathbf{M}^2 = \mathbf{64.47}$$

$$\mathrm{SD}x_2 = \frac{\sqrt{\sum(x_{1-}\overline{M_1})}}{N_2-1}$$

$$\mathrm{SD}x_2 = \frac{\sqrt{\sum 1357.5}}{21-1}$$

$$\mathrm{SD}x_2 = \sqrt{\frac{1357.5}{20}} = \sqrt{\mathbf{8.24}} = \mathbf{2.87}$$

Note:

X1 = Score speaking of Sanguine Personality

X2 = Score Speaking of Phlegmatic Personality

X_1 = X1-M_1 (Mean X1)

X_2 = X2-M_2 (Mean X2)

$X_1{}^2$ = the squared value of X_1

$X_2{}^2$ = the squared value of X_2

The next table concluded the result of the calculation above.

3. **The comparison of the achievement between sanguine and phlegmatic students.**

Table 4.5

The Statistic Descriptive of the Research

Statistic	Sanguine Student	Phlegmatic Student
The highest Score	80	80
The lowest Score	60	55
Mean	73.87	64.47
Standard Deviation	2.42	2.87

The tables above described that the Mean of the sanguine students' score was 73.87, while the Mean of the phlegmatic students' score was 64.47 and the Deviation Standard of the sanguine students was 2.42, while the Deviation Standard of the phlegmatic students was 2.87. Looking on the Table 4.3, there were differences both the result of the Mean and Deviation Standard. The sanguine students were fine superior of 9.4 on Mean but lowest of 0.45 on Deviation Standard from phlegmatic students.

After analyzing the data and counting the formula, it has been

found the result of the Means and the Deviation Standard of students speaking achievement from both personality, and finally gave interpretation of 't_o'.

a) Statistical Test (T-test)

In analyzing the data from the result above, it used statistical calculation of the t-test formula written by Sugiyono. As seen on the Table 4.3, it is suggested to measure the homogeneity Varian of both samples. It is the biggest Varian divided by the smallest Varian (the Varian is taken from the deviation standard), and the result is compared to F table based on the result of the degree of freedom (DF) from both samples

$$t\_\text{test} \qquad t = \frac{X1 - X2}{\sqrt{\frac{S_{12}}{n1} + \frac{S_{22}}{n2}}}$$

$$t = \frac{73.87 - 64.47}{\sqrt{\frac{2.42}{15} + \frac{2.87}{21}}}$$

$$= \frac{9.4}{\sqrt{\frac{2.42}{15} + \frac{2.87}{21}}}$$

$$t = \frac{9.4}{\sqrt{0.16 + 0.14}}$$

$$t = \frac{9.4}{\sqrt{0.3}} = \frac{9.4}{0.55} = \mathbf{17.09}$$

b). t-table

The degrees of freedom (DF) determined the t-table. For DF of this research

is df = N-2

= 36-2

= 34

The degree of significance of 5% was 2.04, and the degree of

significance of 1% was 2.75.

To prove the hypothesis, the data obtained from both

personalities was calculated by using the t-test formula with the

assumption as follow:

$t_o > t_{table}$: The alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. It means there is significance difference between the sanguine students and the phlegmatic student on their speaking skill achievement.

$t_o < t_{table}$: The alternative hypothesis (Ha) is rejected and the null hypothesis (H_0) is accepted. It means there is no significance difference between the sanguine and the phlegmatic students on their speaking skill achievement.[31]

Table 4.6
The calculation Result of the hypothesis

Sample		Mean	Deviation standard	DF	t-Test	t_{table} 1%	t_{table} 5%	Conclusion
Sanguine	15	73.87	2.42					Ho is accepted
Phlegmatic	21	64.47	2.87	17	17.09	2.75	2.04	Ha is accepted

Based on the counting of the table above, it can be explained that:

a) The means of English speaking scores of the sanguine students was 73.87, with the highest score was 80. And the lowest was 60 Meanwhile the means of English speaking score of the phlegmatic students was 64.47, with the highest score was 80 and the lowest was 55.

b) The deviation standard of the sanguine students was 2.42, and the deviation standard of the phlegmatic students was 2.87

c) The result of t-test was 17.09

d) T-table for the degree of significance of 5% was 2.04, and the degree significance of 1% was 2.75.

C. Data Interpretation

Based on the statistical calculation, it can be clarified that there was no significant difference between the sanguine students and the phlegmatic students in speaking skill achievement. The result of the t-test was 17.09, and it was bigger than t-table both in the degree of significance of 5% and 1% (2.04< 17.09>2.81). So the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. It can be interpreted that there is difference between the   sanguine students   and   the   phlegmatic   students   on   their   speaking   skill achievement.

The sanguine students are assumed to have a good ability and better ability in speaking. In this research, their score of speaking was 73.87 in average. The phlegmatic students were estimated to be people who have less ability in speaking   than sanguine students. However, the average of their speaking score was 64.47 Based on t-test calculation it showed that there is   difference between sanguine and phlegmatic students in speaking score achievement because of their different average score but not too significant.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research problem about "the comparative analysis of speaking achievement between sanguine and phlegmatic student's personality at second grade of SMAN 6 KOTA SERANG" the research describes the conclusion as follows:

In general, the real condition of student at the second grade of SMAN 6 KOTA SERANG is good. It can be seen the result of their speaking score, the lowest score of sanguine personality is 60 and phlegmatic personality is 55. And also the highest score of sanguine personality is 80 and phlegmatic personality is 80.

This research showed that there was significantly different between sanguine and phlegmatic student in their achievement in speaking skill. The data interpreted that sanguine students and phlegmatic students had difference in their speaking score achievement. The sanguine student had highest average of English speaking score and the phlegmatic students got lower average English Speaking Score, the t-test calculation showed that there was significantly difference

between students with sanguine and phlegmatic personality in their speaking score because the difference of their average is significant.

Based on the result about it can be concluded that student's personality both sanguine and phlegmatic have any effect on student's achievement in speaking skill.

B. Suggestion

Based on the calculation above the research gives suggestion. The suggestions are for the teacher, student, and the future researcher.

a. For the teacher

1) The teacher who directly involved to teaching learning process suggested chooses the variation of teaching learning.

2) The teacher should be able know the method of teaching for improving student English ability.

b. For the student

1) The result of this research is expected to help student to recognize their personalities and minimized their weakness, and the student should not worry to have best score in speaking skill because personality is not significantly influence.

c. For the further researchers

1) The result of this study is expected to be used as consideration or preview for the next research in doing the same filed of the study with the different object of the research.

BIBLIOGRAPHY

A.I. Gozhenko et al, *Pathology medical student's Library*, (Random: Randomska Szkola Wyisza Zubrzyckiego, 2009)

Adult Migrant English Program Research Centre, *Fact Sheet – what is pronunciation?* AMEP Research Centre, October 2002, 2014

Barbara Engler, *Personality Theories,* 8th Ed., (Boston: Hougton Mifflin Harcourt Publishing Company: 2009).

David Nunan, *Language teaching Methodology*. *A Textbook for Teacher*, (Edinburgh: Longman Pearson Education, 1998).

Florence Littaure, *Personality plus (*Michigan: Fleming H.Revell, 1997).

Glenn Fulcher, *Testing Second Language Speaking,* (Britain: Person Education Limited, 2003).

Hans Eysenck, *Fact and Fiction in Psychology,* (Baltimore: Penguins book, 1965).

Http/repository.uinjkt.ac.id/dspace/handle/123456789/30784.   Ratna Sari Dewi 19th of February 2016.

Jess Feist and Gregory J. Feist, *Theories of Personality,* (New York: McGraw Hill, 2009).

Jacques jouanna, *Greek medicine from Hippocrates to Galen: Selected Papers,*   (Netherland: Koninklijke Brill NV, 2012), p. 340.

Janet Holmes, *an Introduction to Sociolinguistics*, (U.K: Longman, 1992).

Jo McDonough, and Christopher Shaw, *Materials and Method in ELT: A Teacher Guide* (Cambridge: Blackwell Publisher, 1993)

Lawrence A. Pervin, *Personality Theory*, *Assessment and Research,* (New York: John Willey & Sons, Inc 1980).

Martin and Deidre Bobgan, *Astrology and Personality Testing,* (California, 1992).

Marianne Celce-Murcia (ed), Teaching English as second or Foreign Language,

Norbert Pachler (ed.) *Teaching Modern Foreign Language* (London: Routledge, 1999).

Paul Davis and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2000).

Penny Ur, *A Course in Language Teaching: Practice and Theory,* (London: Cambridge University Press, 1996)

Randy J Larsen and David M. Buss, *Personality Psychology, (*New York Graw Hill, 2005).

Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2009)

Thomas Chamorro-Premuzic and Adrian Furnham, *personality and intellectual competence, (*New Jersey: Lawrence Erlbaum Associates Inc,. Publisher, 2005).

William Littlewood, Communicative Language Teaching, an Introduction, (Landon: Cambridge University Press, 2006).

Yusuf, *Interrelationship among Academic Performance, Academic Achievement and Learning Outcomes*. (Boston: Heinle & Heinle publisher, 1991)

APPENDICES