THE EFFECT OF PERSONALITY TYPES ON THE ENGLISH SPEAKING ACHIEVEMENT OF ENGLISH DEPARTMENT STUDENTS OF WIDYA MANDALA CATHOLIC UNIVERSITY

A THESIS
As Partial Fulfillment of the Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
APRIL 2002
This thesis entitled "The Effect of Personality Types on the English Speaking Achievement of English Department Students of Widya Mandala Catholic University" which is prepared and submitted by Widyawati has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisors:

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ACKNOWLEDGEMENT

With the completion of this thesis, the writer, firstly, would like to thank the Heavenly God for all His providence bestowed upon her. Secondly, the writer would like to express her deepest gratitude toward these following people who contribute their endless supports and prayers during the writer’s delicate time in completing her thesis:

1. Prof. Dr. Veronica L. Diptoadi, M.Sc. and Dra. Susana Teopilus, M.Pd., her thesis advisors who have spent their valuable time helping and guiding her.

2. Ratna Yudhawati, S.Psi. and Mc. Retmono Adi, S.Psi. from Pusat Layanan Psikologi (PLP) of Widya Mandala Catholic University for their helpful assistance.

3. Drs. O.K. Soediman and J.V. Djoko Wirjawan, Ph.D., for their valuable inputs and precious help to her about Statistics.

4. Her beloved late parents, sisters (Lindawati and Fenawati), and especially brother, Joni Effendi for giving her their endless and affectionate support (physically and mentally), help and loving care.

5. Papi, Mami and Rudino bin Kamsani for their encouraging love and support.


7. All English Department lecturers of Widya Mandala Catholic University for their guidance, support and help during her study in the university.
8. All the members of the best class ever, the H / 1998 class, especially Olivia Limena, for the enjoyable time, laughter and cooperation during her study in Widya Mandala Catholic University.

She is positively certain that without their support, this thesis would have never been accomplished in due time.

The writer
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Widyawati, The Effect of Personality Types on the English Speaking Achievement of English Department Students of Widya Mandala Catholic University.

The success of second language learning including learning speaking depends on the supportive contribution of affective variables, cognitive variables, pedagogical variable and environmental language-relevant variables. Personality as the affective variables is said to have significant effect in learning speaking. Extrovert students that consist of Sanguine and Choleric types are believed to be better in speaking than extrovert students that consist of Melancholy and Phlegmatic types.

Based on the background above, this ex post facto study tries to answer the question: “Do personality types have significant effect on the English speaking achievement of English Department students of Widya Mandala Catholic University?”

The subjects of this study are all the third semester students in the academic year 2001-2002 who have passed Speaking A and do not have combined personality. Altogether the number of subjects in this study is 68 students. They are classified into 4 personality types of Hippocrates based on their personality tests and their English speaking achievement is represented by their Speaking A scores.

After the data obtained was analyzed, the writer found out that personality types have no significant effect on the English speaking achievement of English Department students of Widya Mandala Catholic University. Some reasons were: (1) the students did not do the personality test seriously, (2) the number of the subjects is not adequate, (3) the success of second language learning does not merely depend on students’ personality types and (4) the Speaking A final grades do not significantly represent the students’ speaking achievement.