

## The Effect of Think Pair Share (TPS) on the Introvert Students' Speaking Achievement

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**Abstract:** *This research was intended to know the the effect of think pair share (tps) on the introvert students' speaking skill. This study was a quantitative research. The population was grade eleven students of SMA Negeri 4 Pematangsiantar and the sample were 34 students. In order to get the data, the writers gave questionnaire and test in form of practical test. Eysenck Personality Inventory was used as the tool to measure the students' personality and the test consist of a hot issue as the topic to be discussed. The researchers found that the score of t-test was higher than t-table ((6.29 > 1.69). So, there was a significant effect of using TPS to the introvert students' speaking achievement.*

**Keywords :** *TPS, Introvert Students, Speaking Achievement*

### I. INTRODUCTION

In the English learning process, school system somehow really asked all the students to become active, talkative, dominant, and think out loud. This is really a concerning situation. We can't pretend that we don't realize that not all of students personality are same though. As based on their traits, people can be divided into extrovert and introvert students. In school, extrovert students are allright with the system, because that simply are their nature, but not to introvert students who are the opposite of the extrovert students. They are usually eager to raise hand, speak up or even share their opinions. They are afraid to share their thoughts to the entire class without having the chance to think through things on their own. If they are suddenly asked when a teacher calls on them, they will stammering and sputtering over their words, as the result the teacher would assume they aren't paying attention.

There are a lot of students who have the same condition, but we can't directly take a conclusion that the students are all do not know anything or don't pay attention to what has been taught. Introverts are deep, reflective thinkers. They are careful thinkers. They come up with insights sitting and thinking things through rather than verbalizing ideas right away. Actually the introverts already have ideas and thought when they are ask about something, but the matter is they need time to process it.

To support the introvert and to create a balance for both extroverts and introverts students, teachers should really mix it up fairly between individual work, group work, and have students do more work in pairs, which is a way that both introverts and extroverts can thrive. There's one technique which has been recommended by researchers because that suits to embrace the introverts called Think-Pair-Share technique. Think-pair-share (TPS) is a peer group strategy in which students work together to solve a problem or answer a question about the learning material. This technique requires students to think individually about a topic or answer to a question and then share ideas with classmates which can build their oral communication. Discussing an answer with a partner server to maximize participation, focus attention and engage

students in answering the material. That reach out to that students, establish contact, and provide him or her with the opportunity to be and feel known.

From the explanation above, the research will be conducted to see how the application of Think Pair Share (TPS) can give the significant effect to the introvert students speaking achievement.

## **II. LITERATURE REVIEW**

### **Defining Introvert**

Introvert is one of the basic personality types which are proposed and developed by the 20<sup>th</sup> century Swiss psychologist Carl Jung. According to Jung (1875) cited in Boeree (1997:11), an introvert is a person whose interest is directed inward toward his own feelings and thoughts. Generally introverts expend energy in social situation and must spend time alone to recharge. Introvert students have a rich inner life. They may not make small talk, but may be able to speak at length about topics that interest them. Supporting Jung idea, Eysenck (1947) cited in Boeree (1998:6) mentioned in his Big Three Universal Traits that introverts are quite, introspective individuals who are oriented toward inner reality and who prefer a well-oriented life. They are usually tendermindedness, introspectiveness, seriousness, performance interfered with by excitement; easily aroused but restrained, inhibited, preference for solitary vocations; sensitivity to pain.

Introvert may be misunderstood as shy, but this is not quality of introversion. As Cain (2012:53) has makes a clear distinction between introvert and shyness when she write, "Shyness is the fear of social disapproval, or humiliation, while introversion is a preference of environments that are not overstimulating.

Shyness is inherently painful; introversion is not". They key is how the students re-energizes. If they do so by being with others, they are extrovert. If they do so by being along, they are introvert. It' important to realize, however, that introvert are not always shy, and extrovert can be shy. Shy extroverts may appear to no be shy because they are often found with others, but they do so wary of the vulnerability that comes with being public.

Evidence shows extroverts and introverts think differently. According to an article by Isaacs (2009) in Teaching and Learning as presented on the Family Focus Website, "Research has shown that extroverts and introverts process information differently using different parts of the brain and different neurotransmitters. The extrovert draws upon small amounts of information in his short term memory in developing his thoughts, while the introvert recall thoughts stored in his long term memory to build more complex associations. The introvert needs more time to develops his ideas before he decide to express it into words. So, it's undoubtable that introverts students are identical with shy, they just busy reflecting on the ideas that it does not occur to them to volunteer to answer questions.

### **Teaching Speaking**

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language, expressing oneself in words; making speech (Hornby, 1987) cited in Arung (2016:2). Based on the definition above, we can conclude that speaking is an important skill which is done by producing voice of words. It is using for communicating with others.

According to Nunan (2003:55) what is meant by teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sounds pattern

2. Use words and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter
4. Organize their thoughts in a meaningful and logical sequence
5. Use language as a means of expressing values and judgements
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency

According to Haris (1969:81), there are five components are generally recognized in analysis of the speech process, they are;

1. Pronunciation (including the segmental features-vowels and consonants-and the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension (For oral communication certainly requires a subject to respond to speech as well as to initiate it).

All of these components have important role in speaking. By mastering all the factors, people can produce good speech.

In teaching speaking skill to the students, there are some activities which are currently used in every speaking class, they are;

- a. Acting from script

This activity encourages students to act out scene from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves (Harmer, 2002:271).

- b. Communication games

Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback (McDonough & Shaw, 2003:134).

- c. Debate

The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote (Littlewood, 1981) cited in Arung (2016:3).

- d. Discussion

Discussion is the common activity that always apply teacher in Indonesia, but somehow discussion activity can fail. One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations (Harmer, 2002:272).

### **Think-Pair-Share (TPS) Technique**

According to Kagan (1994:194), Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. In addition, Nur (2008) cited in Risnawati (2013:4) states that TPS is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking students to think the question teacher, and pairing with partner

discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students.

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

### ***Steps of Think Pair Share (TPS)***

According to Yerigan (2008) as cited in Azlina (2010:24), there are three stages in implementing Think-Pair-Share technique. It is described as follows.

#### **a. Think-Individually**

Each student thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the teacher before continue working with pair.

#### **b. Pair-with partner**

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

#### **c. Share-to the whole class**

The teacher asks pairs to share the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

Kagan (1994:41) states that there are five steps to implement TPS. First, the teacher decides on how to organize students into pairs, for examples: the counting heads, ABAB, male/female, etc.

Second, the teacher poses a discussion topic or a question. Then, the teacher gives students at least 10 seconds to think on their own ("think time"). Next, the teacher asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

## **III. RESEARCH METHOD**

This research was conducted by applying experimental design. In conducting this design, the subjects of the writer are divided into two groups; experimental group and control group. In this design, the subjects were assigned to the experimental group and control group by random method and both of them are given pre-test. The pre-test was administered to both of groups before the treatment groups. The treatment introduces only to the experimental subject after measuring the two groups. The experimental group is treated by using think-pair-share technique while the control group is treated without think-pair-

share technique. The post-test is given for each group and the average differences score are compare in order to certain whether the experimental treatment produce a greater change than the control group.

To acquire the data, some instrument that used were Eysenck Personality Inventory (EPI) in form of questionnaire which consist of 33 questions, 24 question to measure the personality traits and another 9 question as the lie score. Lie score is a question to measure the social naive made by the students to find out whether they are really answer the questionnaire truthfully. Since this research was a quantitative experimental research and it used an interval scale, the data were analyzed by using T-Test (Paired Sample). The steps for data analyzing technique :

1. Analyzing EPI. In analyzing the EPI, students who get score up to 12 will be considered as introvert and for those who get score 13 up to 24 considered as extrovert students. Students who obtain 5 or more in lie score of EPI are omitted from the research because those students are probably trying to make themselves look good and not being totally honest in their responses. After tabulating all the students, the extrovert and introvert students will be distinguished.

Scoring the EPI

Number	Extrovert	Introvert	Lie	Honest
1	Yes	No		
2	Yes	No		
3	No	Yes		
4			Yes	No
5	Yes	No		
6	Yes	No		
7			No	Yes
8	Yes	No		
9	No	Yes		
10	Yes	No		
11			No	Yes
12	No	Yes		
13	Yes	No		
14			Yes	No
15	Yes	No		
16	Yes	No		
17	No	Yes		
18			No	Yes
19	No	Yes		
20	No	Yes		
21			Yes	No
22	No	Yes		
23	Yes	No		
24	No	Yes		
25			No	Yes
26	Yes	No		
27	Yes	No		
28			No	Yes
29	Yes	No		
30	No	Yes		
31	Yes	No		
32			No	Yes
33	Yes	No		

Technique of Scoring:

Score up to 12  
(0 – 12) -> introvert

Score up to 24  
(13 – 24) -> extrovert

If the lie score is more than 5, subject will be omitted

2. Scored the introvert students' speaking test from the experimental and control groups in pre-test and post-test by using holistic scoring.

(Harris 2011)

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lend to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable error of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning
		3	Make frequent error of grammar and word order, which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence
		1	Error in grammar and word order, so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and word order is virtually that of native speaker
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities
		3	Frequently uses the wrong words conversation somewhat limited because of inadequacy
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker
		4	Speed of speech seems to be slightly affected by language problem
		3	Speed and fluency are rather strongly affected by language problem
		2	Usually hesitant, often forced into silence by language limitation
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversation

The obtained scores from the students are calculated by the following formula:

$$Score = \frac{Obtained\ Score}{Maximum\ Score} \times 100$$

- List the introvert students score of experimental class as variable Y and control class as variable X in the table
- Calculated the mean (M) of the introvert students' pre-test and post-test score by using Sudjana (2009:109) formula:

$$1. Mx = \frac{\sum x}{N_1} \qquad 2. My = \frac{\sum y}{N_2}$$

M = Mean score  
 $\Sigma x$  = Students' total score  
 $\Sigma n$  = Total students

- Calculated the Standard Deviation of introvert students from each class or variable by using the following formula: The form : (Sudjana, 2009:114)

$$SD = \frac{1}{N} \sqrt{N (\sum x^2) - (\sum x)^2}$$

- After that, counting t-test to know the effect of using think pair share technique on the introvert students' speaking ability. The t-test formula (Arikunto, 2010:354) is as follow;

$$t = \frac{mx - my}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{NX + NY - 2}\right) \left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

mx : Mean deviation of Experimental group  
 my : Mean deviation of Control group  
 $\sum x^2$  : Standard Deviation of Experimental group  
 $\sum y^2$  : Standard Deviation of Control group  
 NX : Total number samples of Experimental group  
 NY : Total number samples of Control group

Then, the form of degree of freedom (Arikunto, 2010:368) is as follow

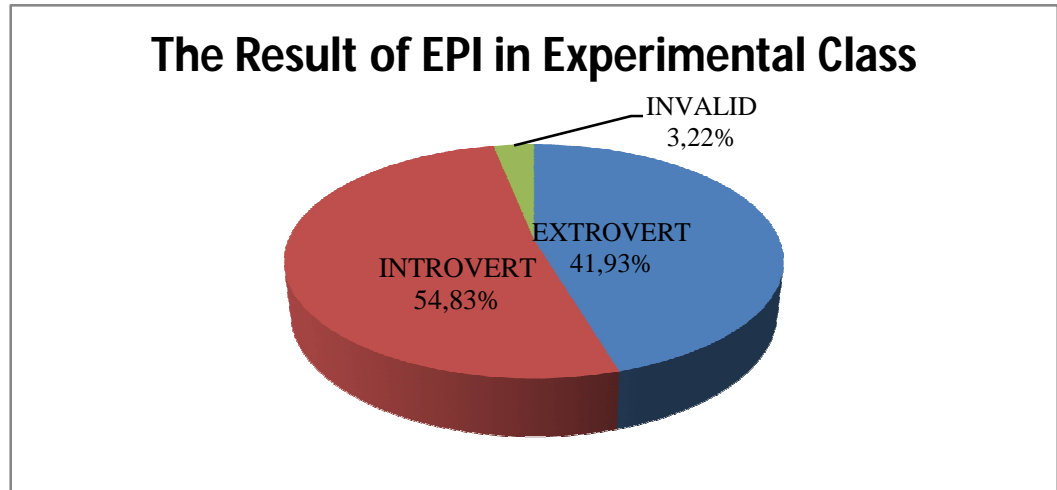
$$Df : NX + NY - 2$$

Df : Degree of Frequency  
 NX : Total number samples of Experimental group  
 NY : Total number samples of Control group

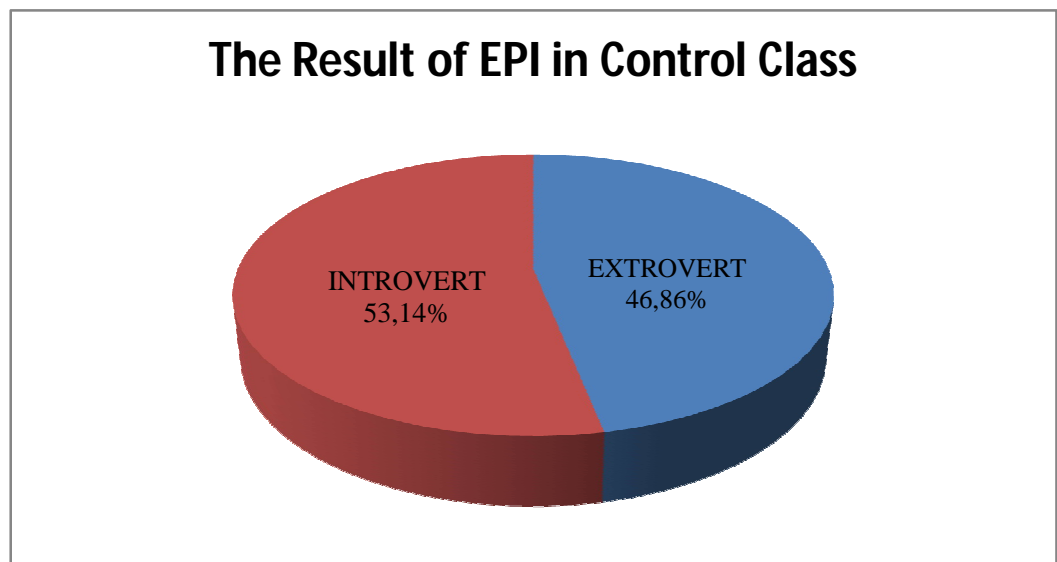
#### IV. RESULT AND DISCUSSION

##### Result

The data were collected from pre-test and post-test after applying the test to the experimental group and control group.



The data were taken in the beginning of the research at the experimental class in order to know the personality of each students in experimental class. The students were given 5-10 minutes to fill the questionnaire and the questionnaire were collected and analyzed. Meanwhile, the result found were; from 31 students in the experimental class, there were 41,93% or 13 students in experimental class were extrovert.



The data were taken in the beginning of the research at the control class in order to know the personality of each students in control class. The students were given 5-10 minutes to fill the questionnaire and the questionnaire were collected and analyzed. The result of the questionnaire were; from 32 students in the control class, The number of extrovert students were 15 students or 46,86% of the entire students in the control class and 53,14% or 17 students were introvert.



**Table Variance and Standard Deviation in Test of Experimental Class**

No.	Initial Name	Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )	(d) (X <sub>2</sub> -X <sub>1</sub> )	(d <sup>2</sup> )
1	EMDP	88	100	12	144
2	MFFS	88	100	12	144
3	DCS	88	96	8	64
4	MAD	84	96	12	144
5	VP	84	92	8	64
6	AU	80	92	12	144
7	TPS	80	88	8	64
8	MT	80	88	8	64
9	DYS	80	84	4	16
10	DY	76	84	8	64
11	YBT	76	84	8	64
12	HM	72	84	12	144
13	NS	72	80	8	64
14	AS	68	80	12	144
15	ECD	68	80	12	144
16	YS	64	76	8	64
17	SMS	64	76	8	64
	<b>N = 17</b>	<b>∑X<sub>1</sub>= 1312</b>	<b>∑X<sub>2</sub>= 1480</b>	<b>∑d = 160</b>	<b>∑d<sup>2</sup> = 1600</b>

Mean (M<sub>x</sub>) and Standart Deviation in (∑x<sup>2</sup>) in Experimental Class

$$1. M_x = \frac{\sum d}{N_x}$$

$$M_x = \frac{160}{17}$$

$$M_x = 9.64$$

$$2. \sum x^2 = \sum dx^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2 = 1600 - \frac{(160)^2}{17}$$

$$\sum x^2 = 1600 - \frac{25600}{17}$$

$$\sum x^2 = 1600 - 1505.88$$

$$\sum x^2 = 94.12$$

**Table Variance and Standard Deviation in Test of Experimental Group**

No.	Initial Name	Pre-Test (Y <sub>1</sub> )	Post-Test (Y <sub>2</sub> )	(d) (Y <sub>2</sub> -Y <sub>1</sub> )	(d <sup>2</sup> )
1	BCS	96	100	4	16
2	JPS	80	88	8	64
3	SILP	72	88	4	16
4	MSS	80	84	4	16
5	RFTS	76	84	8	64
6	RMZ	76	84	8	64
7	NMS	80	84	4	16

8	GPEG	76	80	4	16
9	MHT	76	80	4	16
10	PS	76	80	4	16
11	KEMS	72	80	8	64
12	NRP	72	80	8	64
13	TL	72	76	4	16
14	MS	72	76	4	16
15	SNS	72	76	4	16
16	TMAD	68	72	4	16
17	VNN	64	72	4	16
	<b>N = 17</b>	<b><math>\sum Y_1 =</math> 1384</b>	<b><math>\sum Y_2 =</math> 1280</b>	<b><math>\sum d = 88</math></b>	<b><math>\sum d^2 = 512</math></b>

Mean ( $M_y$ ) and Standart Deviation ( $\sum y^2$ ) in Control Class.

$$1. \quad M_y = \frac{\sum d}{N_y}$$

$$M_y = \frac{88}{17}$$

$$M_y = \mathbf{5.17}$$

$$2. \quad \sum y^2 = \sum dy^2 - \frac{(\sum d)^2}{N}$$

$$\sum y^2 = 512 - \frac{(88)^2}{17}$$

$$\sum y^2 = 512 - \frac{7744}{17}$$

$$\sum y^2 = 512 - 455,52$$

$$\sum y^2 = \mathbf{56.48}$$

From the table above, we could see that the means of experimental class (9.64) was higher than that in the control class (5.17). The two means of both experimental and control class was different. If this difference could show the t-test was greater than t-table, so there was significant effect. The test formula was applied as follows.

$$M_x = 9.64 \qquad \sum x^2 = 94.12 \qquad N_x = 17$$

$$M_y = 5.17 \qquad \sum y^2 = 56.48 \qquad N_y = 17$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{9,64 - 5,17}{\sqrt{\left(\frac{94,12 + 56,48}{17 + 17 - 2}\right) \left(\frac{1}{17} + \frac{1}{17}\right)}}$$

$$t = \frac{4,47}{\sqrt{\left(\frac{150,6}{32}\right) \left(\frac{2}{17}\right)}}$$

$$t = \frac{4,47}{\sqrt{(4.70)(0.11)}}$$

$$t = \frac{4,47}{\sqrt{0.51}}$$

$$t = \frac{4,47}{0,71}$$

$$t = \mathbf{6.29}$$

From the calculation above, it is obtained that critical value of  $t_{obs}$  is 6.29. After gaining the result, the degree of freedom (df) was calculated with the formula as follows:

$$df = (N_x + N_y - 2)$$

$$df = 17 + 17 - 2$$

$$df = 32$$

In adapting the data in t-test formula, it was obtained that t-observed was 5.5. In certain degree of freedom (df) of this research was obtained from  $(N_x + N_y - 2) = (17 + 17 - 2) = 32$

To consider the t-table, significant 5% was decided. It was found in the t-table rule that if the degree of freedom (df) is 32 with 5% significant (0.05 if decimated) the t-table is **1.69**

It can be seen that the value of t-test was higher than t-table, **6.29 > 1.69**. So it can be concluded there was a significant effect after using the Think-Pair-Share Method in teaching speaking to the introvert students.

## Discussions

As what have been mentioned previously, the purpose of this research was to find out the speaking achievement of introvert students by using Think-Pair-Share Method. In order to get the answer, the data were collected by giving questionnaire which consist of 33 questions, 24 questions to measure E score and 9 questions to measure the Lie Score, and conversation pre-test and post-test about some phenomenon which were performed in front of the class. The questionnaire and tests were given to 64 students of SMA Negeri 4 Pematangsiantar as the samples. After the questionnaire result enlist, the data were focused on introvert students in experimental and control class while the introvert students were excluded from the data.

As (Lyman, 1981: 35).mentioned that Think-Pair-Share is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class. The application of this method gave good affection on the introvert students' speaking achievement. The introvert students' hesitation were decrease because they know better about what they are going to say which means they became more comfortable about themselves. It showed after the data were analyzed. The answer of main problem of this research was found. Therefore, the finding of this research were interpreted.

From all the analyzed data, It is found that there was a significant improvement of introvert students' achievement in speaking skill which was applied with Think-Pair-Share Method. It was proved from t-test that had been calculated. The t-test shown the value of t-test was higher than t-observed. It meant if t-test was higher than t-table ( $6.29 > 1.69$ ). So based on the value, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. There was a significant difference between variable X and variable Y. So,

hypothesis testing was accepted and there was a significant effect of applying the Think-Pair-Share Method to the introvert students' speaking achievement at grade XI SMA Negeri 4 Pematangsiantar. Based on the result of the research, it was concluded that using Think-Pair-Share Method to the introvert students' speaking achievement was more effective than using Conventional Method.

## V. CONCLUSIONS

According to the result of the data analysis, which has been stated in chapter IV, so the writer concludes :

After analyzing the data, there are six conclusions, as below:

1. The speaking achievement' of introvert students on experimental group at SMA Negeri 4 Pematang Siantar is more effective by using Think-Pair-Share Method.
2. The students are divided in two groups, they are experimental group and control group.
3. The use of Think-Pair-Share Method has an effect to the introvert student' speaking achievement at grade VII students of SMA Negeri 4 Pematangsiantar.
4. Providing processing time and builds in wait-time can enhances introvert students' depth and breadth of thinking.
5. The result of analyzing the data shows the score of t-test is higher than t-table ( $6.29 > 1.69$ ). It means that  $t_{test} > t_{table}$ , where t-table is 1.69 and t-test is 6.29, so t-test is higher than t-table.

As the candidate of educator, it is necessary to master the interesting method in teaching English. The method such as Think-Pair-Share Method in learning process had given the positive influence, especially in teaching speaking. The interesting method will make the students become comfort, interesting, happy and give more attention to the learning process in studying English. Especially, in learning speaking where the whole students are accused and forced to speak up and share whatever they have in their mind without any hesitation. The time given to the students to their for their own ideas is the main core of Think-Pair-Share Method which can enchanted students depth and breadth thinking so that they can produce a lot of ideas in their hand and then discuss it with their partner when they are paired.

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