

CHAPTER I

INTRODUCTION

1.1 Background of the Study

International communication, education, commerce or business, science, computer technology, the internet, and media have all relied heavily on the English language. People should make a relationships with different countries and nations in order to follow globalization. They will be left behind if there is no connection and engagement between countries and nations. (Lucantoni, 2006 : 3) according to his idea said that English language is one of the world's widely spoken languages, and it is the most widely used.

As stated by (Tuan, et al, 2015), people who realize a language are usually referred to as the speaker of that language, the ability in speaking appears to become the most significant ability of the four basic skills (reading, writing, speaking, and listening). The significant objective of English Teaching should be to give the student or learners to utilize English successfully, effectively, and accurately, to accomplish better performance in communicating with others (Rakhmanina et al., 2020). In reality, not all language learners can communicate accurately even after many years of studying. This happens when learners lack the necessary knowledge.

One of the most crucial parts of language learning is the production of spoken language (Brown & Yule, 1983:25). Many students struggle to express themselves in the target language's spoken language. To increase their speaking skills in the classroom, students should be able to communicate with others. Students are expected to participate in social activities and be able to speak in English in order

to obtain information (Abadi, 2015). On the other hand, students have varying capacities in the classroom, despite the fact that they all receive the identical treatment from lecturers. Some students are better at particular talents, while others are better at others talent. In addition to the teacher's treatment, a number of factors influence the study's outcome. Temperament is one of the most important factors.

Temperament is one area of psychology that plays a vital influence in English accomplishment since student's require a mood booster when learning languages, particularly English. The way students learn in a classroom is influenced by their temperament (Akhmar, 2021). There are various different temperaments in one class when it comes to learning.

Psychology has divided temperament into four kinds. The sanguine, phlegmatic, choleric and melancholy. The sanguine people are cheerful and skilled people that always want to become famous. Choleric people have strong principles, good leadership, and good speaking. Phlegmatic is thick, slow-moving, and almost stagnant in nature. They live a life by doing a few activities as possible, quietly and expending little energy. And the melancholy known as a meticulous mentality and thinks analytically

There was data presented by (Salmani, et al, 2011) about temperament related to language learners. His journal revealed that in English, the choleric and sanguine temperaments performed better than the melancholic and phlegmatic temperaments. The sanguine and choleric groups clearly outperformed the other groups, according to the data. The sanguine group performed best, while the

choleric group came in second followed by melancholics and finally the phlegmatic came in last.

Everyone has a different temperament. We all know that the fact is some students are active and some are passive. Choleric and sanguine are including to active types. Melancholy and phlegmatic are passive. Researchers want to conduct a comparative analysis in this study. Researchers have chosen choleric and phlegmatic temperaments as representatives of which one is active and passive. An example of a case that we can use as an example is during the Public Speaking class in semester 4th. Students who are dominantly quiet find it difficult to answer questions asked by the lecturer when studying. when practicing speaking, they tend to stutter and get nervous. this is a sign of someone lacking confidence in speaking in front of many people.

The Choleric according to the explanation above may perform better in English since they are rapid and often aggressive. Phlegmatics, on the other hand may also have high rate of success in English as a result of their calm nature and ability to think more deeply. As a result, all students have the same opportunity to achieve higher grades.

To test the hypothesis, it is necessary to compare the two temperaments above with their speaking ability based on their speaking scores to see who is better at speaking. For this reason, therefore the title of this thesis is “ **A Comparative Study of Student’s Speaking Performance Between Choleric and Phlegmatic Temperaments of the Seventh Semester Students of University HKBP Nommensen Medan**”

This study tried to examine the students' temperament is related to their speaking performance. After finding the results, it is hoped that researchers will find strategies or steps that can be taken to educate students in the future.

Because the object of the study must be distinct, students in the seventh semester of English Education Department University of HKBP Nommensen Medan are chosen. This major was chosen because, unlike a school that just offers English subjects in general, an English major at University becomes a specific subject of inquiry and of course has a specific material. As a result, completing the research is more reliable.

1.2 The Problems of the Study

By consideration of the existing background above, the researcher organizes this research problems as follow :

- 1) Which one is better on student's speaking skills, choleric or phlegmatic temperaments and what are the differences ?
- 2) Why Choleric students get lower score than Phlegmatic students ?

1.3 The Objectives of the Study

- 1) The study's objectives was to known and describe the difference score of speaking skill for the students with choleric and phlegmatic temperaments.
- 2) The study's objectives was to known what caused Choleric students speaking score lower.

1.4 The Scope

People's temperaments are divided into four categories : choleric, sanguine, melancholic, and phlegmatic. This study focused on the disparities in speaking

ability between students with choleric and phlegmatic temperaments. In the academic year of 2021-2022 the research was conducted with seventh semester students from the University of HKBP Nommensen Medan.

1.5 The Significance of the Study

The findings of this study are predicted give a significance understanding not only theoretically but also practically for ;

1.1.1. Teacher

This study may provide teachers and students with a basic understanding of how they act in class. And teacher will be able to determine the best strategy in teaching learning process and maximize their potential in speaking skill.

1.1.2. Students

The findings of this study should assist students in recognizing their temperaments and minimizing their weaknesses.

1.1.3. Further Researchers.

The result of this study is expected to be used as a consideration or preview for the next researchers in doing the same field of the study.

CHAPTER II

REVIEW OF LITERATURE

2.1 Personality

Personality is a word adapted from the Latin, namely *persona*. This term refers to the masks worn by Ancient Greek actors as they performed their performances (Aziz, 2010:13). However, psychologists believe that the term “personality” encompasses more than just part that people perform. (Feis, et al 2009 : 3)

Personality is viewed by psychologists in a variety of ways. Personality according to Golden Allport is something substantial in a person that leads to predictable behaviors and thoughts. Personality or self according to Carl Roger, is an ordered and persistent pattern of perception of “me” or “i” that resides in the center of one’s experience. The term “personality” according to B.F Skinner, is unimportant. Skinner opinion stated that using concepts as self and personality to analyze human behavior was necessary or desirable. Personality according to Sigmund Freud, is almost unconscious, hidden and unknown. (Engler, 2009:2)

Personality refers to an individual's characteristics that are different from others. (Gazzaniga, et al 2002:5) state that personality is a characteristic of emotions, thoughts, and behaviors shaped by time and personal experience. Everyone has their unique because no one in this world is alike.

In addition, Larsen in his book “Personality Psychology”, organizes personality into individuals that are organized, relatively permanent, and influence their interactions and adaptations with the mental, physical and social environment. Defined as a set of psychological characteristics and mechanisms

within (Larsen, et al 2005: 4) According to Peterson in (Suliman, 2015) said this personality contains the following characteristics :

- i. It is an integral component of a person's personality, something he or she is does, or has. People bring their persona to a situation and then take it with them when they depart.
- ii. It is psychological – in that it refers to a person's actions, thoughts, and feelings rather than material factors like progress and status.
- iii. It is made up of smaller components known as a feature, the combination of those features creates a unique psychological signature.

Many distinct definitions are possible, as evidenced by many definitions presented above. Personality is a set of characteristics that can be used to predict psychological behavior and thinking, as well as self-awareness, individual differences, attitudes, and reactions to others (Thomas Chamorro,et al 2005).

These days, many people take character tests to discover what abilities they mastery are dependent on their character. Unfortunately, rather in school and college, students' character has not been considered enough in the teaching-learning process. Truth be told, character ought to be considered by the language educators to make the student learning process more productive (Yoleri, 2016). As indicated by (Lestari, 2013) she believe that there is a link between student temperament, student learning styles, and also student learning methods which developed by students in order to improve learning results.

2.2 Types of Temperament

Temperament is an essential feature of human life and it is the reason why humans do everything around them. Temperament is composed of relatively

consistent and basic qualities that are unique to a person, underlie and coordinate the expressions of activity, responsiveness, emotion, and sociality (Samand, et al, 2019). The basic characteristics of temperament are present early in life, and biological factors can have a significant impact on these elements (Arniatika, 2020). The manifestation of temperament is greatly influenced by experience and context as one grows older.

There are four basic human temperaments, which are :

- i. Choleric: ambitious and opinionated
- ii. Sanguine: fun, loving, and extroverted
- iii. Phlegmatic: cool, calm, and collected.
- iv. Melancholic: introspective (Merenda, 1987: 367)

1. Choleric Temperament

A choleric person is an ambitious leader, and like a tough driver who constantly strives to reach all set goals, he has a lot of energy, aggression, and or passion, they try to force others to do some things. Because of his leadership spirit, he wants to hold the controls and requires quick decision making and immediate attention, dynamic, active, independent, self-reliant, goal flexibility. A choleric person cares little for the feelings of others.

2. Sanguine Temperament

Sanguine personality is the optimistic personality that represents individuals who are passionate, positive, and joyful in their outlook on life and have good mental and physical health (Thomas Chamorro, Furnham, 2005). People with this temperament are said to have a lot of blood. They are creative and artistic types.

Also self-sufficient, ready to make decisions, talkative, sociable, and willing to express their emotions. But, their decisions are often wrong.

3. Phlegmatic Temperament

Phlegmatic is an ancient Greek humor-based personality type discussed by Hippocrates and Galen, who are seemingly indifferent and acclimatized, but internally tense and confused. The characteristics of phlegmatic people are passive, thoughtful, cautious, peaceful, controlled, reliable, balanced, and calm (Walter Mischel et Al., 2004). Phlegmatic people are modest or very personal, prudent, wise, and dependable. They are a trustworthy person who is dedicated, tolerant and helpful. They also have good qualities, such as tremendous discipline and the ability to remain calm under pressure, and they are fun individuals who often hide or ignore their will.

The strength of Phlegmatic

- | | | |
|-----------------|----------------|--------------|
| i. Pleasant | x. Friendly | xi. Listener |
| ii. Adaptable | | |
| iii. Controlled | xii. Contented | |
| iv. Submissive | xiii. Pleasant | |
| v. Reserved | xiv. Balanced | |
| vi. Satisfied | xv. Mediator | |
| vii. Patient | xvi. Tolerant | |
| viii. Shy | xvii. Diplomat | |
| ix. Obliging | | |

The weakness of Phlegmatic

- i. Blank
 - ii. Worrier
 - iii. Unenthusiastic
 - iv. Timid
 - v. Reticent
 - vi. Doubtful
 - vii. Fearful
 - viii. Indifferent
 - ix. Indecisive
 - x. Mumbles
 - xi. Uninvolved
 - xii. Slow
 - xiii. Hesitant
 - xiv. Lazy
 - xv. plain
4. Melancholic

This personality type is easily embarrassed, shy, and self-conscious. They are supposed to be quiet and introverted for the most part. Standing in front of others is difficult for them. They prefer to work alone and prefer to work on their own.

The table below depicts the differences in temperament between one and another (Martin and Deidre Bobgan, 1992: 9)

Table 1 The Four Temperaments

| Choleric | Sanguine | Phlegmatic | Melancholic |
|-----------------|-----------------|-------------------|--------------------|
| Optimist | Lively | Quiet | Rigid |
| Quick to anger | Cheerful | Efficient | Melancholy |
| Aggressive | Restless | Lazy | Moody |
| Inconsiderate | Self-centered | Passive | Analytical |
| Strong-willed | Undependable | Easy going | Sensitive |
| Confidence | Talk active | Stubborn | Perfectionist |
| Active | Friendly | Dependable | Unsociable |

2.3 Speaking Performance

2.3.1 The Nature of Speaking

The capable of holding a conversation in the target language seems to be the most crucial component of learning a second or foreign language, and success is determined by this ability (Nunan, 1991: 39). Speaking according to

(Brown.H.Douglas, 1994:1), is a multi-step process of creating, receiving, and analyzing data that involves generation, reception, and processing data.

Speaking is one of the language production abilities used in communication. This is the most organic way of communicating. People communicate not only to answer to others, but also to express their ideas, feelings, thoughts, and so on. As a result, the quality of people's life processes and experiences is highly influenced by their ability to communicate. The way people speak determines their potential to build an efficient and effective communicative style (Conture, et al, 2013). People may find it difficult to socialize if they do not communicate, and they may be isolated from any culture.

A person actively uses speaking to communicate with others to express thoughts, feelings, and opinions to gain a certain purpose. Producing, receiving, and interpreting information is all part of the interactive process of generating the meaning that is speaking.

It may be concluded to mastering a language, speaking is the most significant ability that student need to mastered. Because it is a useful talent, each student should be able to convey their thoughts, ideas, and feelings, as well as respond to other messages. It indicates that all students should be able to communicate with others by speaking.

2.3.2 Elements of Speaking

Speaking a foreign language is particularly difficult. The difficulties is come from the fact that to create an effective oral communication requires the ability to use language effectively in social interactions. Knowing the grammatical and semantic rules of a foreign language isn't enough.

Speaking acquires learning of the way English native speakers use the language systematically, which includes tone, emphasis, and accent (often termed as articulation), gestures, efficiency, idiomatic expression control, also cultural pragmatics comprehension (Marianne Celce-Murcia, 1991)

a. Pronunciation

Pronunciation, as one of the speaking elements, is critical in ensuring that the meaning of the words is not obscured by the way they are produced. People must learn the words in the right sequence. People are frequently judged through how they talk. And sometimes, because the words issued become confusing or even meaningless, students with bad pronunciation can be regarded incompetent or lacking in knowledge.

"The production of sounds that humans use to make meaning is referred to as pronunciation" according to an AMEP Research Centre article. When people communicate, they use pronunciation to make clearer language. The communicator must have the ability in producing sounds which convey purpose.

b. Grammar

According to Jeremy Harmer, a language's grammar is a set of rules that allows someone to create their language (Harmer, 1991:12). Grammar is the essence of language for most individuals. It allows users to keep track of how they utilize their language.

In short, grammar represents a person's linguistic ability. As a result it encompasses a wide range of linguistic information, including sound system or phonology, meaning system or semantics, formation word system or morphology, rules of the sentence or syntax, and vocabulary or lexicon.

"It would be confusion if there was no grammar in a language; there would be numerous words without the necessary direction on how to organize and modify them. Grammar exposes the pattern and consistency of a language, allowing us to speak about the language structure (Norbert Pachler, 1999: 94)

c. Vocabulary

Single words, fixed phrases, changeable phrases, phrasal verbs, and idioms are all part of the vocabulary (Keith, 2004:2). Vocabulary plays an important role in speaking, and some people may struggle with their speech if they don't have a lot of vocabulary sources. Some individuals consider vocabulary as a collection of words. Words are viewed as the building block that can be used to construct knowledge of a second language.

However, sometimes we find a piece of vocabulary that creates from two or more words. The terms fire-fighter and bitter-sweet are made up of two words yet communicate the same concept. Other multi-word-idioms, such as "call it a day", have meanings that cannot be inferred simply by looking at the individual words.

d. Fluency

With practice, fluency can be achieved. Fluency is the capacity to speak, swiftly, and with appropriate expression. It means speaking a language fluently and without making any mistakes. It relates to a person's capacity to speak with a good consistency, effort, and rate as well as the ability to integrate thoughts and language to make a coherent and connected speech. Speech pace and consistency are the most important indicators of fluency (Davis, et al 2000:57). What is the

information that they delivering is become the most important thing rather than the language itself.

e. Comprehension

Comprehension is the final component of communication. Comprehension is a complex process that has been widely researched and explained from various points of view. Comprehension refers to the ability to comprehend linguistic meaning (Pardon, 2014,1). Comprehension is used in a variety of situations, including discussing job or issues, making plans, conversing at a social occasion, reviewing a movie, or being interviewed.

Furthermore, (Harmer, 2001:269) claims that the ability to talk in English requires the following aspects for spoken production :

a. Language Features

1. Connected speech: Effective English speakers must be able to provide not only the individual phonemes of the language, but also the use of common connected speech. Sounds are transformed rejected, added or weakened in connected speech.
2. Expressive device: Fluent English speakers modify the pitch and stress of a given piece of expression, change volume and speed, and reflect how they are feeling through various physical and nonverbal means (particularly in face to face or personal interaction)
3. Lexis and grammar: As a result, teachers should provide a variety of phrases for various functions, such as agreeing or disagreeing, expressing surprise, astonishment, or acceptance.

4. Negotiation language: Effective for seeking clarity and demonstrating the structure of what is being said. When listening to someone else, a negotiator frequently needs to ask for clarification ; this is especially important for students.
- b. Mental / Social Processing
1. Language processing: A good speaker must be able to process language in their minds and organize it coherently as it comes in forms that are both understandable and convey the intended meaning. Language processing includes recovering words and assembling them into a syntactically and propositionally valid sequence.
 2. Communicate with others: good conversation includes a great deal of listening and understanding how other participants feel, as well as knowledge of how linguistics helps others to do the same thing.
 3. On-the-spot information processing: in addition to responding to others' feelings, students must be able to process the information they communicate with others as soon as it is received.

2.3.3 Speaking Assesment

The most challenging element of a speaking test is assessing it with precision. When dealing with speech tests, teachers often feel anxious with testing a large number of students because its difficult to be consistent. However, this does not rule out the possibility of a valid speaking exam. The researcher discovered several resources on how to examine speaking tests and its technique. Interview, engagement with peers, and response to tape recording are three

common formats for measuring speaking ability, according to Endang Fauziati (2002:4).

The student's speaking test will be evaluated in this study utilizing a grading system created by David P Harris. The rubric of Harri's oral English rating system is shown below

Table 2 Rubric Speaking Score

| No | Criteria | Rating Score | Comments |
|----|---------------|--------------|--|
| 1 | Pronunciation | 5 | There are only a few mistakes and almost like a native |
| | | 4 | Though there is a distinct accent, it still understandable. |
| | | 3 | Pronunciation issues require careful attention and also can cause in misunderstandings. |
| | | 2 | Due to pronunciation issues, most words requested to repeat |
| | | 1 | Speech is virtually unintelligible due to a pronunciation difficulty. |
| 2 | Grammar | 5 | Made just a few grammar and wording mistakes. |
| | | 4 | Make mistakes in grammar and wording repeatedly but do not eliminate the meaning of the message. |
| | | 3 | Make numerous grammar and wording errors, that sometimes confuse the message. |
| | | 2 | Make grammatical and word order errors that create a difficult comprehension; as a result, the speaker must frequently restate sentences and return to the core pattern. |
| | | 1 | Grammar and word order errors are so bad that speech is nearly unintelligible. |
| 3 | Vocabulary | 5 | The language and idioms are almost identical to those of a native speaker. |
| | | 4 | Because of lexical and linguistic issues, student sometimes uses unsuitable terms and has to repeat statements. |
| | | 3 | Uses the wrong words a lot. Due to a lack of vocabulary, dialogue is relatively constrained. |
| | | 2 | Comprehension is difficult due to word misuse and a limited vocabulary. |
| | | 1 | The lack of vocabulary is so severe that |

| | | | |
|---|---------------|---|--|
| | | | conversing is nearly impossible. |
| 4 | Fluency | 5 | Speech is as fluent as a native speaker's and requires less effort. |
| | | 4 | The linguistic difficulty appears to have a minor impact on speech speed. |
| | | 3 | Language problems have a significant impact on speed and fluency. |
| | | 2 | Usually timid, and frequently silenced as a result of linguistic imitation. |
| | | 1 | The conversation is nearly impossible due to the slow and fragmentary nature of speech. |
| 5 | Comprehension | 5 | Students able to comprehend is almost perfect |
| | | 4 | Almost can be understood at normal speed, however, repetition may be required on occasion |
| | | 3 | Without repetition, able to understand the majority of what is spoken at a slower speed than normal. |
| | | 2 | Its difficult to following and talk with slowly and do many repetitions. |
| | | 1 | Even in simple English conversation cannot be understood. |

2.4 Relevant Research

The researcher went upon a similar study by (Nadiyah, 2015), titled "Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill". Based on students' temperaments, the researcher compares their speaking abilities. Participants in the study were second-grade students from SMA Muhammadiyah 25 Pamulang. The findings of the study were observed by a comparative analysis of two independent samples using a t-test to evaluate hypotheses. According to the findings, personality differences between students had no substantial impact on English Speaking ability. This previous research contributes the writer to understand how to use data analysis that will be used in the writer's research.

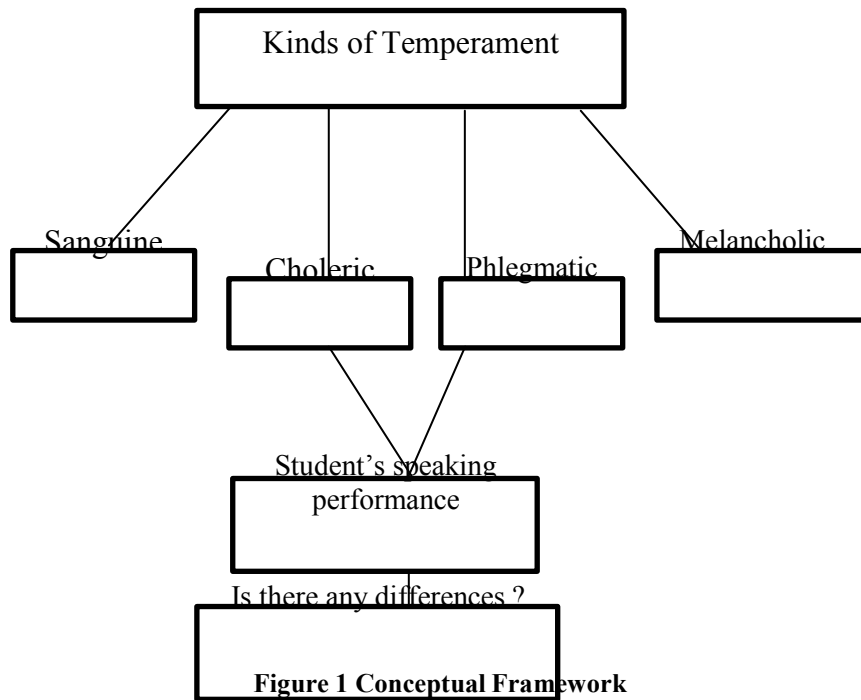
There is a previous study that is also relevant to the topic. (Muntazah, 2015) conducted research with the title " A Comparative Analysis Between Students

with Sanguine and Phlegmatic Personality on Their Achievement in Speaking Skill". In this study, the researcher used the student's most recent speaking scores from the fifth semester to develop a comparison of both their temperaments and their speaking score achievement. According to the findings, there is no difference in English speaking skill between Sanguine and Phlegmatic students. This previous study contributes the writer to understand the nature of speaking performance. This earlier study also assisted the writer in understanding the questionnaire test, which was used to determine the personality of the student.

Another earlier study related to the research is "Temperament as an Indicator Language Achievement" written by Mohammad Ali Salmani Nodoushan (2011). In that study, 139 students from the University of Tehran's Kish International Campus in Iran were used as the sample. Their scores on the normal UT Competency Test placed them in the "Intermediate" level of English language proficiency. The findings of the study revealed that, despite receiving the identical treatment, there was a statistically significant difference in gains spoken performance for the temperament groups. And the most dominant one is students with Active temperament. This previous research contributes the writer to understand what are kinds of student's personality and their characteristics.

2.5 Conceptual Framework

In doing the research, the researcher formulated the conceptual framework below



According to the conceptual framework, the researcher focuses on comparing students' temperaments between Choleric and Phlegmatic. The researcher will take a test and compare the data to know is there any significant differences between choleric and phlegmatic students.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Research designed used in this study was Descriptive Qualitative. Descriptive research according to (Ary, 2010) is research that asks questions about the nature incidence, or distribution of variable; it involves describing but not manipulating variable. A descriptive research declares something naturally, so in this study it only measure what already exist.

3.2 Population and Sample

1. Population

The population for this study was obtained from the seventh-semester students of the English Education Department of University HKBP Nommensen Medan which consists of four classes.

2. Sample

The sample for this study was a purposive sample, with only Choleric and Phlegmatic students being categorized as the sample. The temperament of the student is known based on the personality test.

3.3 The Instrument of Collecting Data

The instrument of collecting data was used two instruments, they are ;

1. Test

According to (Cohen et al., 2007: 290) test is subject to items analysis. In reference to the description above, (H. D. Brown, 2004) defines a test as a way of testing a person's ability, or performance in a specified domain.

The students will be asked to speak about their past experiences or recount topic. The student's speaking performance will be assessed by using David P. Harris speaking score rubric.

2. Questionnaire

To measure students' temperaments (choleric and phlegmatic), the researcher was used a questionnaire. The personality test questionnaire was based on Frolence Littauer's standardized assessment. It examines students temperaments based on a set of traits to determine their temperaments. There was 40 questions divided into four personality types : sanguine, choleric, phlegmatic, and melancholic. The questionnaire will be taken online through a google form.

The researcher was used a questionnaire to assess the personality of the students (Choleric or Phlegmatic). The personality test questionnaire was taken from Frolence Littauer's standardized assessment. It examines a student's personality based on a list of traits. The test was consist of 40 questions. The survey was completed by online using google *forms*. The traits of the questionnaire is shown by the table below ;

Table 3 Personal Traits by Frolence Littauer

| NO | C | M | S | P |
|-----------|---------------|------------------|-------------|------------|
| 1 | Adventurous | Analytical | Animated | Adaptable |
| 2 | Persuasive | Persistent | Playful | Peaceful |
| 3 | Strong-willed | Self-sacrificing | Sociable | Submissive |
| 4 | Competitive | Considerate | Convincing | Controlled |
| 5 | Resourceful | Respectful | Refreshing | Reserved |
| 6 | Self-reliant | Sensitive | Spirited | Satisfied |
| 7 | Positive | Planner | Promoter | Patient |
| 8 | Sure | Scheduled | Spontaneous | Shy |
| 9 | Outspoken | Orderly | Optimistic | Obliging |
| 10 | Forceful | Faithful | Funny | Friendly |
| 11 | Daring | Detailed | Delightful | Diplomatic |
| 12 | Confident | Cultured | Cheerful | Consistent |

| | | | | |
|----|----------------|-------------------|----------------|----------------|
| 13 | Independent | Idealistic | Inspiring | Inoffensive |
| 14 | Decisive | Deep | Demonstrative | Dry humor |
| 15 | Mover | Musical | Mixes easily | Mediator |
| 16 | Tenacious | Thoughtful | Talker | Tolerant |
| 17 | Leader | Loyal | Lively | Listener |
| 18 | Chief | Chart maker | Cute | Contented |
| 19 | Productive | Perfectionist | Popular | Pleasant |
| 20 | Bold | Behaved | Bouncy | Balanced |
| 21 | Bossy | Bashful | Brassy | Blank |
| 22 | Unsympathetic | Unforgiving | Undisciplined | Unenthusiastic |
| 23 | Resistance | Resentful | Repetitious | Reticent |
| 24 | Frank | Fussy | Forgetful | Fearful |
| 25 | Impatient | Insecure | Interrupt | Indecisive |
| 26 | Unaffectionate | Unpopular | Unpredictable | Uninvolved |
| 27 | Headstrong | Hard to please | Haphazard | Hesitant |
| 28 | Proud | Pessimistic | Permissive | Plain |
| 29 | Argumentative | Alienated | Angered easily | Aimless |
| 30 | Nervy | Negative attitude | Naive | Nonchalant |
| 31 | Workaholic | Withdrawn | Wants credit | Worrier |
| 32 | Tactless | Too sensitive | Talkative | Timid |
| 33 | Bossy | Depressed | Chaotic | Odd |
| 34 | Unfriendly | Introvert | Inconsistent | Oblivious |
| 35 | Manipulative | Moody | Untidy | Complain |
| 36 | Tough | Skeptical | Show off | Late |
| 37 | Dominion | Loner | Hard | Lazy |
| 38 | Outbursts | Suspicious | Off guard | Slow |
| 39 | Hasty | Revengeful | Nervous | Unwilling |
| 40 | Cunning | Critical | Can be changed | Fishy |

The researcher was asked the students to answer the form by choose the best option among four choices that given on entirely item numbers. The answer was revealed their personality based on the trait that fit to them best. For the example, a student choose Analytical for number 1. And Analytical is counted as M (Melancholic). The same way is applied until the last traits.

The best way to figure out a student's personality is to look at their most prominent characteristics.

Table 4 Example of Using Questionnaire

| NO | Name | Choleric | Melancholic | Sanguine | Phlegmatic |
|----|-----------|----------|-------------|----------|------------|
| 1 | Student X | 22 | 8 | 5 | 5 |
| 2 | Student Y | 10 | 5 | 6 | 19 |

From the example above, we can said that student X is the choleric students and student Y is Phlegmatic. When all students already know their temperament, next the researcher used to do a speaking test of the Choleric and Phlegmatic students only.

3.4 Technique of Data Analysis

First, the researcher conducted a test to determine whether the students' temperament was choleric or phlegmatic. this test is carried out according to Frolence Littauer's standardized assessment temperament is determined by the most dominant answer.

After the temperament test was carried out, the researcher conducted a speaking test. In this test, both choleric and phlegmatic students were asked to spontaneously recount their past experiences. The requested duration is at least 1 minute to tell the experience.

The recorded spech results were then analyzed and assessed by researchers by using David P. Harris speaking score rubric. The elements analyzed are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The maximum value for each of these elements is 5 points and the total was multiplied by 4 to determine the total score of the speaking performance for both choleric and phlegmatic students.