

THE ROLE OF STUDENTS' PERSONALITY IN LEARNING ENGLISH AT CHRISTIAN UNIVERSITY OF INDONESIA TORAJA

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Abstract. The objectives of the research are to find out the role of students' personality in learning English at UKI Toraja. In this research the writer used descriptive qualitative method. The participants of this research was the fifth semesters academic year 2016/2017, there were 10 students. To choose participants the writer used purposive sampling, it means the participants chose as intentional for the students had index cumulative presentation 3.5. To collect the data, the writer used questionnaire, interview and observation as instruments. The result of this research found that out of ten students as participants, six of them have introvert personality and four of them have extrovert personality. The personality roel of extrovert students are four roles namely as motivator, starting up atmosphere, starting up conversation and as helper, meanwhile there are two roles of introvert students namely as investigator and giver suggestion in learning English. Based on the result, the writer concluded introvert and extrovert students have different role in learning English and they have to taught and treated based on their characteristics.

Keyword: Students' Personality; Learning English; Intrivert and Extrovert

INTRODUCATION

Personality is considered to be a pattern of unique characteristics that give a person's behavior a kind of consistency and individuality. Personality factors is a talk about the emotional side of human behavior (Brown, 1994:140). A large number of variables are implied in considering the emotional side of human behavior in the second language learning process. From those, human personality which significant to influence for learning process are introvert and extrovert personality.

Extroversion and introversion are two opposite personality of human. Extroversion is how to get energy from outside itself according to Jung in Utomo (2013). Meanwhile, introversion is how to get energy from in itself. Someone who is extrovert tends to be easy going, friendly, impulsive, energetic and sociable. On the contrary, an introvert person looks reserved, reflective, careful, quiet and unsociable (Pervin and John, 1970). Therefore, if students have balance personality between introvert and extrovert it means that they have two personalities which called ambivert. Thus, human personality which has influences in learning process especially in learning English.

In English classes, any students where oral participation is highly value, it is easy to view active participants with favor and to assume that their visibility in the classroom. Learning English is view by many as a long and complex procedure which is dependent on the learning process but also takes into account such variables as the learning styles, learner is individual characteristics and learning strategies which in a sense are all interrelated one with the other according to Brown (2006:57).

Some of the English Department students at Christian University of Indonesia Toraja, are disturb when they are freely explore an idea, and make the others learners are not

concentration. Besides, when the students formed in a group consists of three until four students, two of three students spoke in English to share what they have done with their action plan in learning English but one of them is just looking his friends. Thus, its important to know about their personality and the roles of their personality in learning English.

Based on the background above, the problem formulated as follow:

1. What are the students' personality in learning English by the fifth semester at UKI Toraja?
2. How are the role of students' personality in learning English of the fifth semester students at UKI Toraja?

This research was expected to give contributions for the lecturers of English Department, in both theoretical and practical side as follows:

1. Theoritically, this research were showed and support personality theory.
2. Practically, for lecturers be able to understand the students differencies personality in classroom, help the reader to have more knowledge about their personality and help the next researcher to conduct theirs

REVIEW OF RELATED LITERATURES

1. Definition and Components of Personality in Learning

Personality is considered to be a pattern of unique characteristics that give a person has behavior a kind of consistency and individuality. Personality describes a person is disposition as other people see it. Personality consists of several variables and they are found different from one person to another. Brown (2000:142-154) mentions personality has several features, there are:

- a. Self esteem is the way a person sees himself.
- b. Inhibition is to adapt the language ego.
- c. Risk-taking is how to gamble in learning new language.
- d. Anxiety is associated with uneasiness, frustration, or worry.
- e. Empathy is relation between language and society.
- f. Extroversion is prefer the external world of things, other people, and activities.

2. Characteristics of Students' Personality

The characteristic of extroversion students can seen by Myers-Briggs Type Indicator. Myers-Briggs Type Indicator is make the theory of psychological types described by C. G. Jung in Roy (2014) understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in behavior is actually quite orderly and consistent, being due to basic differences in the way individuals prefer to use their perception and judgment. Extroverts, on the contrary, are actively involved in the world of people and things; they are socially active and more aware of what is going on around them according to Jung in Roy (2014).

Characteristics of extroversion students such as oriented on action or people and glad to act. This characteristic based on activity of the students, extrovert is specificity and activity according to Soto and John in Purwitasary (2013). Meanwhile, Eysenck said extroversion kind of person tends to get up early in the morning, does something quickly and has a lot of interests to do. And it is assumed that a person having high degree of activities tends to have high degree of extroversion.

Then, friendly, nice talking, requires relationships with others, meet other people and social activities make the spirit, and preferring to communicate directly or oral. These characteristic based on sociability. Act first than think, its visible by impulsiveness is a spontaneous action that easily changes depending on one's internal condition. Express feelings

and easy to understand. That is based on ekspresiveness, means a combination of one or more explicit values, constants, variables, operators, and functions that the programming language interprets. Showing out the emotion like sadness, anger, fright, love, hatred, and happiness.

Build an idea or thought as he discussed, and living the life. The characteristic based on reflectiveness, means who thinks things through, or a surface that reflects light or sound, like the reflective lettering on a stop sign.

Meanwhile, introverts are people who prefer their internal world of thoughts, feelings, fantasies, dreams, and so on (Jung 2006:11). Thus, there are characteristic of introvert student are glad to concentrate, quiet, delighted to observe, learn to live, oriented to the thoughts or ideas, if an idea or thought ripe than discussed, refrain, elusive, hiding feelings, need privacy or solitude, preferring to communicate indirectly or writing, think long before taking action and meeting with others and social activities tiring. The writer has conclude, introvert people always pay attention for them self and rarely to looking around of them.

3. Content of Students' Personality

Extroversion is the tendency to look to the outside world, especially people, for one's pleasures. Extrovert students are usually outgoing and they enjoy social activities, but they don't like to be alone. Jung in Utomo (2013) extroversion is configurational more one to be regarded by obyektive's the world, its orientation especially addressed issue. Extrovert students are very brave to risk taking. Very interesting to unknown things and want to know more. Like to center of attention, giving motivation, easy to achieve influence, and like to telling story.

Introvert personality tends focuss on them though, feelings, dreams and fantasy. Inward flow of libido toward the depths of the psyche. It is characterized by shyness, inscrutability, a particular interest in one's own subjective world, and idiosyncratic behaviour according to Ewen in Adzovie (1988).

Ambivert personality is a balance between introvert and extrovert personality. Drenth in Adzovie (2009) noted that most people have some idea of the difference between introverts and extroverts. The extreme introvert is typically thought to be very shy, to prefer solitude, and to feel uncomfortable and self-conscious in social situations. Extreme extroverts, on the other hand, are known for their sociability, enthusiasm, and confidence in the social arena

4. Personality in Learning English

To relate learning with people in their own personality is important in helping to understand why they react the way they do. According to Bergin (2006), the acquisition of knowledge has a very different meaning to introverts and extroverts. To extroverts, learning is a means to an end while to introverts, learning is an end unto itself. Extroverts usually have a precise goal for pursuing information. Their goal almost get some kinds of socially recognized title or certificate. There may not be any immediate or tangible goal. For the true introvert, learning starts with the personal volition to learn and love of knowledge. And the last, ambivert personality is sometimes be extrovert sometimes be inttovert students.

Learning English view by many as a long and procedure in learning process but depend on learning styles and characteristics of students, all interrelated one with the others (Brown 2006:57). Thats way, personality of students its very establish in learning process, but all of that its be complete one by the others.

5. The Roles of Students' Personality in Learning English Classroom

The roles of personality in learning English consist introversion and extroversion role. The roles of extroversion personality as follows:

The first, have high motivation to motivate them friends in learning process (Beebe in Brown 2000). Extroverts are motivated from without and their attention is directed outward.

They are people who appear relaxed, confident, and have trouble understanding life until they have lived it.

The second, starting up atmosphere in working group, discussion or in presentation by Byners in Leung (2015). This may lead to attempts to get them to be 'friendlier' and outgoing, to work in larger interactive groups, and to talk more often and more spontaneously.

The third, starting up conversation with their friend by Swain and Cook in Sulaiman (2014). Many language acquisition theories claim that extroverts are the better language learners since they tend to be sociable, more likely to join groups and more inclined to engage in conversations both inside and outside the classroom.

The last, helper for their friends in learning process by Naiman, Frohlick, Stern and Todesco in Sulaiman (2014) investigated learners' personality factors and found out that in good language learners, extroversion is helpful in learning the language.

Meanwhile, the roles of introversion students there are:

The first, introvert students have role as investigator. Based on Furnham in Fuentes and friend (2013) concluded introverts are more careful with speech and more focused on form: vocabulary, grammar and pronunciation.

The second, introvert students has role as giver suggestion. Based on them characteristics focuss on them feeling, thoughtful and all of themselves. According to Thorne in Fuentes and friend (2013) said introverts, the conversation they engaged in focused on problem talk.

METHOD

Subject of this research were students of the fifth semester and they were chose by applying purposive sampling. After the writer do pre-observation, the writer chose ten students from two classes which 3.5 standard of cumulative index presentation.

Research instruments were used to collect the data are questionnaire, observation and interview. Questionnaire was used to identify the students' personality. Semi-structured or in-depth interview is the freely without guidance interview, complete, and systematic but the question just outlines of problems. In this research, the writer do twice interview the first for extroversion learners with four questions and for six introversion learners with two questions. The second for them friends with to cross check answer. The writer applied the direct observation in order to observe the extroversion learners in classroom. In observation step the writer entered in the class and took videos during the learning process.

The data were analyzed quantitatively and qualitatively. For qualitative data the researchers used theory of Miles and Huberman in Sugiyono (2016). According to Miles and Huberman in Sugiyono (2016:337) said in analyze qualitative research do by interactive and directly as perpetually until finish so the data is saturated. The steps of analyzing data according to Miles and Huberman are: data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

A. Students' Personality of the Fifth Semesters in Learning English at UKI Toraja

The writer administered questionnaire to ten chosen students. The writer asked each student to choose the list of statements with Guttman scale and options yes or no based on themselves. After that, the writer collected their answer and input the data to get percentage. And then, the writer classified the types of their personality into two types namely extrovert and introvert.

- 1) Extrovert

Extrovert personality is the tendency to look to the outside world, especially people for one's pleasures according to Jung (2006). The characteristics of this personality are oriented on action or people, glad to act, friendly, nice talking, requires relationships with others, meet other people and social activities make the spirit, preferring to communicate directly or oral, act first than think, express feelings, easy to understand, build an idea or thought as discussed, and living the life.

Based on the statements above which students chose on questionnaire, so table 1 as follows it showed about extrovert students personality. On the table consist of thirteen items, two frequency of students chose are agree and disagree, total is account of frequency, percentage consist of students chose agree and disagree and total of percentage.

Table 1 Frequency and percentage of extrovert students' personality

No.	Item	Frequency		Total	Percentage (%)		Total
		S	TS		S	TS	
1.	1	4	6	10	40	60	100
2.	2	6	4	10	60	40	100
3.	3	3	7	10	30	70	100
4.	4	2	8	10	20	80	100
5.	5	6	4	10	60	40	100
6.	6	5	5	10	50	50	100
7.	7	4	6	10	40	60	100
8.	8	7	3	10	70	30	100
9.	9	7	3	10	70	30	100
10.	10	4	6	10	40	60	100
11.	11	5	5	10	50	50	100
12.	12	6	4	10	60	40	100
13.	13	6	4	10	60	40	100
Total		65	65		650	650	
Σ		5	5		50	50	

Table 1 shows that there are 50 percent of the respondents claimed themselves tend to be Extrovert.

2) Introvert

Introvert are people who prefer their internal world of thoughts, feelings, fantasies, dreams, and so on (Jung 2006:11). The characteristics of this personality are glad to concentrate, quiet, delighted to observe, learn to live, oriented to the thoughts or ideas, if an idea or thought ripe than discussed, refrain, elusive, hiding feelings, need privacy or solitude, think long before taking action, meeting with others and social activities tiring, oriented to the thoughts or ideas, preferring to communicate indirectly or writing and if an idea or thought ripe than discussed. Based on the introvert characteristics above which students chose on questionnaire, so table 2 as follows showed about introvert students' personality. On the table consist of thirteen items, two frequency of students chose are agree and disagree, total is account of frequency, percentage consist of students chose agree and disagree and total of percentage.

Table 2. Frequency and percentage of introvert students' personality

No.	Item	Frequency			Percentage (%)		
		S	TS	Total	S	TS	Total
1.	1	5	5	10	50	50	100
2.	2	4	6	10	40	60	100
3.	3	2	8	10	20	80	100
4.	4	5	5	10	50	50	100
5.	5	7	3	10	70	30	100
6.	6	4	6	10	40	60	100
7.	7	5	5	10	50	50	100
8.	8	3	7	10	30	70	100
9.	9	6	4	10	60	40	100
10.	10	6	4	10	60	40	100
11.	11	4	6	10	40	60	100
12.	12	4	6	10	40	60	100
13.	13	5	5	10	50	50	100
14.	14	8	2	10	80	20	100
Total		68	68		680	680	
Σ		4.9	4.9		49	49	

From table 2 above, six or 49 persen students tend be introvert personality.

Table 3 showed about frequency and percentage of students' personality. the table consist of data from ten students, introvert and extrovert frequency, percentage of introvert and extrovert and total of frequency and also percentage.

Table 3. Frequency and percentage of students' personality

No.	Student	Frequency			Percentage (%)		
		Introvert	Extrovert	Total	Introvert	Extrovert	Total
1.	1	6	10	16	43	77	120
2.	2	1	12	13	7	92	99
3.	3	10	9	19	71	69	140
4.	4	7	3	10	50	23	73
5.	5	9	4	13	64	31	95
6.	6	8	6	14	57	46	103
7.	7	8	2	10	57	15	72
8.	8	4	12	16	29	92	121
9.	9	2	8	10	14	62	76
10.	10	14	0	14	100	0	100

The table 4 shows the percentage of students' personality. This table consists of data of ten students, data percentage to compare the account of statements who chose for got the result or classified students percentage tend be introvert or extrovert personality.

Table 4. Percentage of students' personality

No.	Student	Percentage (%)		Students percentage
		Introvert	Extrovert	
1.	1	43	77	Extrovert
2.	2	7	92	Extrovert
3.	3	71	69	Introvert
4.	4	50	23	Introvert
5.	5	64	31	Introvert
6.	6	57	46	Introvert
7.	7	57	15	Introvert
8.	8	29	92	Extrovert
9.	9	14	62	Extrovert
10.	10	100	0	Introvert

In conclusion, the writer concludes that out of ten students as participants of this research, there were six students have tend to have introvert personality and four of them have extrovert personality.

2. The role of Students' Personality of the Fifth Semesters in Learning English at UKI Toraja

a. Roles of extroversion personality

In this research the writer did twice semi structure interview, the first to four extroversion students and the second to twelve friends. The writer asked each student with four questions. The questions for extroversion students were different from the questions for their friends, merely to cross check answer of extroversion students. Then, the data from the interview were collected by recording. After that, the writer played the record and transcript. And then, the writer classified the types of extroversion roles into four types namely role as a motivator, starting up atmosphere, starting up conversation and helper. The extroversion students have roles in learning English are as follows:

1) The roles as Motivator

Extrovert students has high motivation to motivate their friends in learning process, according to Eysenck and Chan in Zhang (2012). Extroversion students are relaxed, confident, receptive and impulsivity stated by Depue and Collins in Abali (2006). Similarity in learning English, who wants their friends has motivate in learning.

The writer asked the extroversion students, "Have you ever give motivation to your friends in learning English?". The writer found answers how they have role to motivate their friends in the classroom when they are learning english. The detail explanation are as follows:

Student (1) said: *Saya menyarankan teman saya supaya sering mendengar lagu bahasa inggris, membaca buku yang berbahasa inggris dan juga sering menonton film yang berbahasa inggris.* [To more often listening to songs in English, reading English books and watch movies that using English].

Based on the student 1 statement , it showed that student 1 often gave motivation to her friends to improve their English by more listening to English songs, reading English books and watch English movies. She gave motivation that may based on her experience in learning English.

In addition student 2, student 8 and student 9, reported that they gave motivation to their friends to be confident in practice English by communicating with her. She said that because her friends did not have self confidence and made mistake when they speak or practice their English so she tried to motivate her friends. Below are the statement said by those students:

Student 2 : *Dalam berbicara bahasa Inggris apapun yang kamu bilang, bilang saja nanti urusan salah urusan di belakang, percaya diri saja.*

[Do not be afraid of making mistakes in speaking English no matter what you say, just say what you want to day, if you make mistake, later we can improve it, just be confident!].

Student 9 : *Kamu harus selalu menggunakan kata-kata yang tepat dalam berbahasa Inggris.*

[You should always used the right words in English].

2) The role as starting up atmosphere

The second role of extroversion student is starting up atmosphere in working group, discussion or in presentation Byners in Leung (2015). They became dominant on that, giving questions or responses. The writer found answers how they have role to starting up atmosphere in the classroom when they are learning english. The detail explanation are as follows:

The writer asked the extroversion students, “Are you the first students who giving question to your friends or lecturer if any discussion in English learning class?”. Below statements of their answers how they have role as starting up atmosphere in the classroom when they are learning English:

Student 8 stated : *Biasanya saya menjadi orang kedua yang bertanya pada saat diskusi.*

[Usually I became the second person to ask questions during the discussion].

Student 8 asked because she felt confused and unclear about the explanation. Moreover the writer asked their friends as peer participant, “Are X the student who asked question to your friends or lecturer if any discussion in learning English?”. Her friend as peer participant 1 said student 8 is often asked questions durin the learning process:

Peer participant 1: *Iya dia sering bertanya ke dosen, atau dia bertanya kepada temannya dulu sebelum bertanya kepada dosen!*

[Yes she does, often asked questions to lecturers or aksing her friends firts before asking the lecturer.].

3) The role as starting up conversation

The third, starting up conversation with theirs friend Swain and Cook in Sulaiman (2014). As we know, extroversion students are likely to join groups and more inclined to engage in conversations both inside (Cook, 1994) and outside the classroom (Swain, 1985). The writer found answers how they have role to starting up conversation in the classroom when they are learning english. The detail explanation as follows:

The writer asked the extroversion students, “Do you like to begin conversation with others in learning English?”. As they have role to role as starting up conversation in the classroom when they are learning english. The detail explanation as follows:

Student 2 said: *Memulai pembelajaran dengan membukanya dengan percakapan itu setidaknya menambah wawasan tentang tujuan*

kita belajar mata kuliah ini dan rasa penasaran membawa kita untuk ingin tahu.

[Opening learning with conversation it was opening our mind about the purpose of a subject and curiosity leads us to know more].

From data above, student 1 maybe experienced that in starting up conversation can be opened up her mind.

In addition student 1 stated that sometimes she begin to starting up conversation in learning English. Means not almost everytime but based on condition. Visible on data below:

Student 2 said: *Soal pembelajaran saya lebih suka tapi biar bukan materi pembelajaran dalam bahasa inggris saya mengajak mereka berbicara.*

[Talking about lesson but although not about lesson, in English asked them to spoke].

Based on data above, it means student 2 has habit starting up conversation and always invite give motivation for her friends to always practice their English and has self confidence or not shy to practice.

Furthermore, the student 8 of course has role to starting up conversation in learning English. Her answered are as follow:

Student 9 said : *Saya suka mengeluarkan apa yang ada di kepala saya dan selalu mengajak orang menjadi yang pertama.*

[I really like talking to explore ideas in my mind and always invite people to be the first].

Based on the data above, student 9 has habit to explore an idea and invite his friends be the first in learning english. She does her role as starting up role in Learning English

4) The role as starting up conversation

Extroversion students as a helper for theirs friends in learning process by Naiman, Frohlick, Stern and Todesco in Sulaiman (2014) said that extroversion is helpful in learning the language. As we know, extroversion students tends be open to others and its make them always giving explanation for theirs friend. The writer found answers how they have role be helper in the classroom when they are learning english. The detail explanation as follows:

The writer asked the extroversion students, "What do you do if your friend confused about the lesson in learning English? ". Below are the answers how they have role be helper in the classroom when they are learning english:

Student 1 : *Menjelaskan sesuai dengan apa yang sudah saya pahami kepada teman saya dan saya berusaha untuk membuat dia mengerti.*

[Explain in accordance with what I have understood to my friend I certainly tried to make them understand].

This student tried to help her friends easily to understood the lesson. She said that her friends sometimes asking clarification of what the lecturer has explained.

Student 2 : *Teman-teman yang lain langsung sms atau datang langsung bertanya jadi saya kasih tahu ini artinya ini.*
 [The others friends send me messages or asking directly so I told them the meanig].

From the data above, the writer said student 2 has role as helper in learning English. She was given helped for their friends about mean of words. It means she is care for herfriends.

Based on extract and data display above, the writer has concluded that four extroversion students has roles in learning English. As a motivator when they given motivation to theirs friends in learning English. As starting up atmosphere in classroom when they be dominant given questions to friends or lecturers. As starting up conversation if they practice them speaking skill. And the last as helper if they are felt uneffective if their friends not understood about lesson. Thus, extroversion students has important roles in learning English.

b. Roles of Introvert students

In this research the writer conducted twice semi structure interview, the first to six introvert students and the second to their friends. The writer asked each student with four questions. The questions for introvert students different with the questions for their friends merely to cross check answer of introvert student. Then, the data from the interview were collected by recording. After that, the writer hear their answer and transcript. Then classified the types of introversion roles into two types namely as investigator and as giver suggestion. The introvert students have roles in learning English as follows :

1) Investigator

Introvert students as investigator, likes to give correction for theirs friends especially for writing. Introverts are more careful with speech and more focused on form: vocabulary, grammar and pronunciation by Furnham in Fuentes and friend (2013).

The writer asked the introversion students, “have you ever given input or corection to your friends in learning english?”. And then, the writer found answers how they have role as investigator their friends in the classroom when they are learning english. The detail explanation as follows:

Student 3 given correction on writing for her friends. It means that student 3 has focuss on writing and wish her friend fixed their written. The writer found out based on data below:

Student 3 said: *Ada yang salah penulisan saya mengoreksinya dan membukakan kamus untuk memperbaiki tulisan teman saya.*
 [If any incorrectly writing I give correction and opening dictionary to fixed my friend writen].

Moreover, the writer asked for theirs friends as peer participant “Have you ever given input by X in learning English?”. According to peer participant 1 said that student 3 has given input be diligent student to do task. Means tha student care of her friend. The writer found that, based on data follows:

Peer participant 1: *Untuk rajin kerja tugas jangan malas.*
 [To has diligent do the task not lazy].

The next, from peer participant 2 said student 3 given input for her friend do not talking faster and writing orderly. Student 3 has corrected her friend on speaking and writing. Those, visible on data below:

Peer participant 2: *Student X biasa mengatakan, Jangan terlalu cepat berbicara dalam presentasi dan tulisan saya jelek jadi dia suruh rapikan.*
[Student X said, Do not talking faster in presentation and orderly your writing].

Student 4 stated: *Dengar native speaker dari film atau dari berita-berita yang berbahasa English dan coba mengucapkan dengan menirkannyau.*
[Listen native speaker of film or news which using English, they are try to pronounce and imitate].

Based on the student 4 statement given input to learn more of native speaker about pronouncation. Student 4 has focuss on pronouncation of theirs friend. The writer found data from her friends answer as peer participant 1, she was given correction for his about writing. The data as follows:

Peer participant 1: *Misalnya ada kata yang salah sama huruf.*
[For example if any incorrect words or alphabets].

Then, her friend as peer participant 2 said student 4 gave input for her friend in learning english.

2) Giver suggestion

Introvert students has role as giver suggestion in learning English. Look like their characteristics focuss on their feeling, thoughtful and all of themselfe. According to Thorne in Fuentes and friends (2013) said introverts, the conversation they engaged is focused on problem talk.

The writer asked the introvert students, “have you ever give suggestion to your friends in learning English?”. Student 3 has role as investigator in learning English. She gives correction on writing. The detail explanation as follows:

Student 3 told: *Disini masih ada kesalahan jadi bisa melihat kamus untuk memperbaiki kesalahan tersebut.*
[In this any wrong so must be check on dictionary to fixed that wrong].

Moreover the writer asked clarification with this introvert students “have you given sugestion by X in learning english?”. The next data from her friends as peer participant 1 said that student 3 has given suggestion how to do task in learning English. She care for her friend by giving suggestion. Visible on data below:

Peer participant 1: *Dia kasih solusi begini caranya kita kerjakan begin dsti.*
[She give suggestion to do task]

Student 5 said: *Misalnya simple past ada yang salah tensesnya diberi solusi.*
[For instance any wrong of simple past that was given solution].

Student 5 has role as giver solution through correction of the using tenses of his friends in learning english.

Furthermore, The student 6 gives solution to his friends to be worker hard and up to date about news in learning english. His was given general solution for his friend in learning english.

Student 6 said: *Harus bekerja keras dan leluasa untuk selalu mendapat berita baru dari teman lain.*

[Must be worker hard and flexibility to up date the new news of others friend].

The data from his friend showed that student 6 gave suggestion for her friends in learning english. The writer found based on data as below:

Peer participant 1: *Iya pernah.*

[Yes ever]

Student 7 said : *Dari pronouncation saya suruh mereka membaca teks bahasa Inggris yang ada audionya.*

[About pronouncation, I told them to read English text with audio].

The writer found answers that student 7 gave solution to improved pronouncation. It means that she hoped her friends had change to improve their pronouncation. According to her friend as peer participant 1, she said that student 7 gave suggestion as much as possible. Visible on data below:

Peer participant 1: *Saya bertanya ke dia dan memberi solusi sebisa mungkin.*

[I told and her given suggestion as much as possible].

Student 10 said: *Lebih sering mendengarkan lagu dalam bahasa Inggris dan juga membaca cerita, cerita apapun yang menarik tapi dalam bahasa Inggris.*

[To more listen English music and more read, anything fun story but in English].

Student 10 gave solution for her friends in learning English to more listen english music and more read anything. Based on her friend data as peer participant 1 said that student 10 gave suggestion to not over thinking in learning english but looking for about a near thing. Visible on data below:

Peer participant 1: *Untuk tidak terlalu memikirkan tugas dan mencari topik yang berkaitan dengan pribadi kita.*

[To not over thinking about the task and looking for the topic relate with our selves].

Another data from peer participant 2 said the student gave suggestion to his friends in learning english and more practice. Thats visible on data below:

Peer participant 2: *Kamu harus sering menonton, mendengarkan lagu dalam bahasa inggris, film bahasa inggris dan mempraktekkannya di depan cermin.*

[You must have habit to watching, listen English song, English movies and more practice in front of mirror].

I. Conclusion and Recommendation

Based on the findings and discussion of the research, some conclusions as follow: Out of ten students as participants in learning English by the fifth semester at UKI Toraja, there are four students who have extrovert personality and six of them have introvert personality; There are six roles students' personality in learning English for extroverts students namely, a motivator, a starting up atmosphere, starting up conversation, and a helper; while the roles of the four introvert students as investigator and giver

Based on the result of this research the writer gives recommendations as follows: Extrovert and introvert students should be collaborated in learning English mutually one with others; Extrovert and introvert students are needed to be treated and taught based on their characteristics of their personality.

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