Willingness to Communicate for Students with Different Personalities Between Extrovert and Introvert: A Comparative Study in English Speaking Class

THESIS

Submitted in Partial Fulfilment of the Requirement for Bachelor Degree of English Education Department

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2023

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MOTTO

وَاَ كْمَلُ الْمُؤْ مِنِيْنَ إِيْمَانًاأَحْسَنُهُمْ خُلُقًا

"And the most perfect believers in faith are those with the best character."

(HR. Ahmad)

ABSTRACT

Title : **Willingness to Communicate for Students with Different Personalities Between Extrovert and Introvert: A Comparative Study in English Speaking Class.**

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Speaking fluency is an essential part of everyday communication and one of the abilities that students need to develop to effectively learn English. The following skills are necessary for effective speaking: vocabulary, grammar, pronunciation, content, and fluency. This research aims to determine whether there is a significant difference between the personality of extroverted students and introverted students in English-speaking achievement at vocational high school 2 Semarang. In this study, 34 students consisting of 33 females and 1 male were included in the samples using cluster random sampling. This research employs a quantitative experiment and is causal-comparative in type. To collect data, the respondents were given a questionnaire with 20 questions built from extrovert and introvert indicators, as well as questions adapted from the Eysenck Personality Inventory The researcher next assessed the student's speaking skills using a test of speech. The Independent Sample T-test was employed by the

researcher to assess the data. The Independent Sample T-test results then revealed that the difference is statistically significant if tcount > ttable, or (0,000476 > 2.03693). The alternative hypothesis is disproved while the null hypothesis is accepted. As a result, there are clear differences between extroverted and introverted students rating their speaking abilities. Extrovert students outperformed introvert students in speaking performance, according to the results. This research is expected to significantly contribute to the development of student learning strategies so that teachers can provide material with the best strategy for students with different personalities.

Keywords: *Speaking Performance, Extrovert students, Introvert students, Comparative Study.*

ACKNOWLEDGEMENTS

بسم الله الرمحن الرحيم

الحمد لله رب العالمين ،الصلاة والسالم على اشرف المرسلين سيدنا محمد اما بعد

First of all, I would like to express my deepest gratitude to my God, Allah SWT, for this wonderful opportunity. The only God, who always extends his mercies, blessings, loves, and compassion to us, so that I may finish this last job. Salutations and peace be upon my beloved Prophet, Muhammad SAW, the noblest example of human character.

There have been a lot of steps, but I can now complete my thesis with the title "**Willingness to Communicate for Students with Different Personalities Between Extrovert and Introvert: A Comparative Study in English Speaking Class."** This thesis was turned in as an element of the requirements for the English Education Department's Bachelor's Degree at UIN Walisongo Semarang.

The author realizes that this thesis would not be completed without any help, advice, support, and guidance from other parties or people around the author. Therefore, the author would like to express her deepest gratitude and appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag. M.Hum, as the dean of Education and Teacher Training Faculty, UIN Walisongo Semarang.

2. The Head of English Education Department of Education and Teacher Training Faculty, UIN Walisongo Semarang, Dra. Nuna Mustika Dewi, M.Pd., and as my beloved supervisor. No words can express my deepest gratitude for Mom Nuna, thank you so much for your kindness and patience in guiding me to write this thesis and supporting me well.
3. My deepest gratitude for all the lectures in UIN Walisongo Semarang, Education, and Teacher Training Faculty, especially in English Education Department. who gave information, knowledge, and support for this thesis.
4. I grate grateful, especially to my beloved mother Puji Rahayu, my father Bambang Suharyono, and my brother Galih Atmojo Aji whom I love the most, thank you for everything that you give to me, next also to my sister Tinza Afirasinta who always listens to my complaints, thank you for being a sister and friend.
5. The best class ever, PBI B 2019, thanks for the wonderful memories you've created and for all of your support, joy, and sorrow since the semester started. You guys are incredible.
6. For my dearest friend, thank you so much for treating me well all this time, and always supporting me whatever happened during the making of this thesis. Thank you for listening to my complaints when I was down. for my beloved friends, Misbahul Munir, Larasati Hayuni Muktitama, Fika Azzahra, and Sabrina Maulina I love you guys.

7. Special gratitude for myself, Dita Retnoningrum thank you for surviving this far, always never giving up on what happened, and always learning again and again to complete this thesis.

Semarang, 23th June 2023

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CHAPTER I
INTRODUCTION

A. BACKGROUND OF THE STUDY

Speaking is one of the four English skills that must be learned. When studying English, speaking is far more essential than other skills. (listening, speaking, reading, and writing). Basic speaking abilities include command of vocabulary, command of syntax, the bravery to speak up, constant practice speaking, adherence to certain guiding principles, speech fluency, and fluency in speaking requires the habit of reading aloud word by word. Speaking is one of the effective abilities in English competence that human beings use as a communication device. Speaking is the hardest of the four skills for learners to improve because it is a foreign language in our country. However, some others find it easy to speak English in daily activities or at school. Therefore, speaking skills allow students to make a connection between what they know and what they learn, and listening helps them to gain knowledge and explore ideas.(Oktriani, Damayanti, and Hardiah n.d.) There are two speaking models, When we communicate in conversation with someone, it can be done so both directly and with grammatical or planned sense. Student confidence and enthusiasm for speaking is the most important factor in developing their oral skills and communication. Speaking skills are skills that a person has to convey desires and thoughts verbally, but speaking skills using English is difficult to develop if not trained regularly, and can

be done with classmates or with English teachers. The purpose of routine training is to improve speaking skills, enrich the use of vocabulary and sentences in English, and train hearing so that it is easy to capture messages from interlocutors. However, in the context of studying English abroad, Students frequently struggle with vocabulary, speaking, pronunciation, and other skills, the same as in Indonesia. These circumstances might sometimes make people lethargic when it comes to learning English, and they prefer to utilize it less frequently in social situations like the classroom. Students who learn speaking skills in English sometimes also experience difficulties when communicating in English, this can be seen from the way of express orally who still have difficulties, the use of vocabulary, and the lack of courage to start speaking in English both to the teacher and friends in class. (Islam et al. 2015)

Many factors affect speaking performance, including; age, gender, intelligence, motivation, language skills, and personality. Students who have a certain personality can affect their ability to communicate, especially in learning English communication must often be familiar with everyday life and not have a hesitant nature in practicing it.(Rahmawati and Nurmayasari n.d.) Ewen (p.4) said that "Personality refers to the important and relatively stable characteristics within a person that account for consistent patterns of behavior".In this case, the students have two types of personalities. Jung via Medina (2014, p.1) says "There are two types of personalities based on dimensions of attitude: Extrovert and

Introvert personality." Personality is one aspect that influences a student's behavior when learning. A teacher must learn the personality of each student to provide a learning style and classroom environment that is comfortable for both students and the teacher. This is because student personality has a close relationship with learning styles and learning strategies that are different between extroverted and introverted students. (Samuel-Azran and Ravid 2016) Students will develop these strategies to obtain good achievements. An extroverted student will be more dominant in class learning compared to introverted students, who tend to be quiet and will be silent if they are not sure of what they want to say. This is a problem that should not occur, all students should have the same opportunity to learn, be extroverted or introverted students. However, as we know, many teachers treat students in class using the same method. This situation will be an advantage for extroverted students because they will easily adapt to the surrounding environment but will be a problem for introverted students. Learners who actively speak during the learning process are classified as extroverts, while learners who speak passively during the learning process are classified as introverts. Extroverts are influenced by the environment more than the inner world, while introverts are attuned to their inner world with all their prejudices, fantasies, dreams, and individual observations.(Lestari, Sada, and Suhartono n.d.)

English is one of the most important global languages learned or mastered. Learning is a process involving many students and teachers.

Student behavior to develop interrelationships in class to achieve a specific goal. There are several things to learn and goals to achieve. Learning is a conscious effort to acquire and use teacher expertise to achieve curriculum goals. So if one of her components can't do this, the learning process encounters many obstacles when interacting with achieving learning goals. With today's technological advancements, language teaching, and learning contexts in the classroom are quite developed by technological advances. Learning English means developing your ability to speak English contextually and acceptable according to context and conditions and students' daily lives. learning English is essential for global communication, literature, the present and future of media, and work. English learning is used as a reference for promotion, job hunting, and college applications. Moreover, English is the primary foreign language taught in the education system. (Hsieh 2011)

All types of personalities are undoubtedly good at learning and ability, but Jung's Cognitive Style theory can achieve higher academic achievement partially explain the relative superiority of some people over others.(Offir, Bezalel, and Barth 2007) In a particular learning environment, an introverted individual has characteristics contrary to an extroverted personality. If extroverts tend to be sociable, impulsive, and active, then introverts tend to be quiet, shy, passive, and not sociable. (Islam et al. 2015) Extroverted personality is a type that has an orientation toward the outside world, and the surrounding environment influences its

actions. Meanwhile, an Introvert is a personality that tends to be silent. The difference between the two personalities can affect the ability of individuals to communicate with the environment. Because of this, the shy nature of the introvert is often linked to public speaking skills, where a person is required to appear and speak in public with full confidence. In short, if a person has a shy nature, then he does not have high self-confidence. Students who have an introverted nature do not rule out the possibility of being able to do public speaking that is more organized than extroverts. Many reliable speakers of the world have an introverted personality. Being an introvert is a good capital to become a reliable public speaker.(Paradilla, Dj., and Hasanah 2021)

One of the reasons why this study was conducted was to prove that not all introverted students are weak in English speaking skills and not all extroverted students are superior in English speaking skills. An Introvert is a personality type described by inner psychic activity (Schneider, 2015). Many people think that shy and introverted are the same thing but they are different things.(Emirza and Sahril 2021) (Gelberg, 2008, p. 17) According to him, it is possible that many people can be both shy and introverted, some introverts are not shy, and some shy people are not introverted. It is important for understanding the differences between the two as a result. According to Jung (1921), introverts typically derive their energy from coping with the thoughts, images, memories, and reactions that are present in their inner environment. They frequently prefer to accomplish activities by

themselves or with one or two other people with whom they feel more at ease or content. They take the time to think things through so that when they decide to act, they will know exactly what they are going to do. Sometimes they prefer the concept of something to the actual item.(Emirza and Sahril 2021)

An introvert has advantages, one of which is having a high memory and they are more careful in speaking, and of course in public speaking, this is very helpful. Many people are suddenly blank when they are public speaking. Although some difficulties usually occur if introverted people are asked to speak spontaneously in public. But with careful preparation, the introvert will be able to appear in public. Indeed, when viewed in the field, introverted public sputtering skills are arguably a little less when compared to extroverted personal abilities. However, this is not a determinant that an introvert cannot do public speaking. Public speaking skills do need to be trained, but more importantly, it is to argue based on facts to build trusted opinions, make diction choices and express opinions politely. (Sawyer and Behnke 1997) It is more important to be trained before doing public speaking, how an introvert or introvert who will argue must have a strong ability to argue. This can be trained by writing, reading, and not being shy about asking or arguing when there is an opportunity both in writing and orally. If you already have this ability, it is not uncommon for what we convey in front of the public to be more trusted and have an impact on listeners.

This research decides to know the comparison of the speaking ability of the student in Vocational High School extroverted and introverted students. So, the teacher can teach speaking skills effectively and efficiently based on their personalities.(Oktriani, Damayanti, and Hardiah n.d.) To find out whether extroverted students are better at learning achievement than introverted students, SMK Negeri 2 Semarang was chosen. In this school, English, which is a compulsory subject once a week, is taught based on an independent curriculum with a passing score of 76. The second aim of the research is to provide lecturers who teach speaking classes with a better understanding of the personalities and approaches (such as learning styles and learning techniques) that students use to succeed in class speeches. helping the students in the Speaking Class understand who they are and what they need to thrive academically.

B. RESEARCH QUESTIONS

What is the significant difference between the personality of extroverted students and introverted students in English-speaking achievement at vocational high school?

C. RESEARCH OBJECTIVE

To find out whether there is a significant difference between the personality of extroverted students and introverted students in English-speaking achievement at vocational high school.

D. PEDAGOGICAL SIGNIFICANCE

a. Theoretical Significance

This research is expected to make a significant contribution to the development of student learning strategies so that teachers can provide material with the best strategy that is right for students with different personalities.

b. Practical Significance

1) Significance for students so that they can achieve mastery of the material and learn optimally to produce proud achievements.
2) Significance for teachers, to understand the character of each student which is useful as a reference for developing strategies in learning about student personality in English classes, especially in speaking subjects.

CHAPTER II
REVIEW OF LITERATURE

A. THEORETICAL FRAMEWORK

In a study, the theory is needed to explain some of the concepts that have been presented. Researchers will explain several research-related theories with clearly defined terms so as not to confuse readers.

1. Learning English

Learning was functionally defined as mechanically as an experience-related change in behavior or an organism's experience-related change. Problems exist with both kinds of definitions. We describe learning as ontogenetic adaptation, or a difference in an organism's behavior brought on by its normal biological environment. This function definition as well as solving the problem of other definitions, has important advantages for cognitive learning research. Learning become a central topic of psychological research since its inception as an independent science. For most of the last century, it was even the most intensively studied topic in psychology. The problem of learning is also addressed in nearly every branch of psychology today. Therefore, it is amazing to see researchers rarely say explicitly what it means the word learning. Today English is used for many things. Especially in natural education, economics, politics, and technology. the importance of learning English is very

beneficial and should not be neglected because English is generally spoken in most countries of the world.(Huda, Dewi, and Widyaningrum 2018) English facilitates communication as well as acts as a communication tool to interact in a new environment. English language learning is not something that can be underestimated or can be ignored because its users concentrated in every realm of life which is one of the keys to achieving success. every sphere of life which is one of the keys to achieving success in this modern life. From this, we can conclude the following studies: English is very necessary for us to adapt to the development of an existing language, especially in communication. English is playing a leading role in various fields, including medicine, technology, education, etc (Sawyer and Behnke 1997).

2. Speaking

Speaking is a productive skill in verbal mode, It's like any other skill. It's more complicated than it looks and it's more than just pronouncing words.(Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar 2016) It is one of the English learning skills needed to communicate with one another. Other students usually have difficulty speaking. while other students speak actively in the classroom.(Rahmawati and Nurmayasari n.d.) This means that learners need to talk a lot when learning to speak, and instructors encourage this by giving them opportunities to converse with each

other as much as possible in the target language. People can express themselves by speaking their wishes, opinions, thanks, apologies, and feelings. they can build relationships between them. People don't argue between them I found a problem in their area. As a team, you may debate, agree and reach a decision. Learning to speak properly enables students to communicate clearly and provide suitable views and opinions, good story communication skills help and it makes sense.

The ability to speak is an important part of language learning. some items are it must be mastered when learning to speak. Components of speaking ability include Vocabulary, Grammar, Pronunciation, Content, and Fluency. vocabulary is important to help students who contribute ideas and information. Without vocabulary, students cannot justify it purpose of learning English. Grammar helps students communicate ideas and well-structured information in English. Good grammar helps students to Understand and perceive information. Pronunciation helps students produce good sounds and English voices. Good pronunciation also leads to better interpretation by students. Incorrect pronunciation is misleading. Therefore, pronunciation can be thought of as important. Content refers to ideas provided by students. content is also important because it helps students implement their ideas. Last is fluency. Fluent is important because it helps students produce spoken language.(Mandasari and Aminatun 2019)

Speaking is an interactive process of meaning construction. Generate, receive, and process information. its shape and meaning depending on the circumstances in which it occurs, including the participants themselves, their collective experience, physical environment, and purpose speaking of. It is spontaneous, open, and evolving. speak again to express a word or to use a word in a normal voice by using conversation. The best way to speak English is to speak regularly. That is It's like getting a new skill or a completed task. The learning process is a repetitive action. we have to keep doing it to master it. It takes time, patience, and a lot of practice. However, to develop the ability to speak, it makes sense to conduct analysis materials and assignments based on the learner's language program and compare it to the target task. Based on the concepts discussed above, speaking is very important if students want to communicate with others good at English as it is beneficial English for students and speakers. Students should be able to speak and express their thoughts in a general way expression. (Khan and Ali 2010)

This research focuses more on public speaking, public speaking is a core skill for learning English. This is not surprising given that communication skills are important for intellectual development, career, and civic activities. Public speaking and oral assessment are common in education. It can be a major source of student anxiety and stress. One of the benefits of public speaking is that it builds confidence. Students can speak in public to build confidence public

speaking means presenting material in public with a large audience. Public speaking is very helpful in everyday life, especially in speaking communication. Many people, especially students, do not understand the benefits of publishing. Speaking of. provide an opportunity to increase confidence in speaking, helps you participate in social conversations with more confidence approach others, and express yourself freely in all situations. When speaking in public, speakers are expected to be able to in communicating an idea, discussion, or topic to the public. To achieve this goal, speakers must have confidence that they can communicate and deliver the task commitment to good performance. Therefore, they will be satisfied with their superior performance. Confident people have the courage to speak up. They are right in public because they can control their emotions when they are in absolute control print. They also believe in facing problems and challenges.

a. The Nature of Speaking

Speaking is a beneficial skill that may be used to guide and analyze research findings, and these data are consistent with endearing accuracy. Speech production tests' reliability and validity are always impacted by the test subjects' validity. Talking in the classroom requires interaction between teachers and students or between students, depending on the method of teaching activities are organized. compared to literacy (generally written language,

receptiveness), and speaking have several characteristics. when speaking, speakers usually don't say complete sentences. use less specific vocabulary than the written word. (Murray and Hunter 1935) There are some basic types of speaking as in the following :

- Imitative

  At one end of the continuum of speech performance types is the ability to simply parrot (imitate) words, phrases, and even sentences. This purely phonetic-level oral production can incorporate a range of prosodic, lexical, and grammatical properties of speech into reference performance.

- Intensive

  Short-spoken language creation aims to at developing proficiency in grammar, phrases, vocabulary, and a narrow range of vocabulary phonological relationships.

- Responsive

  Responsive includes understanding interaction and testing, very short speech, standard greetings, and a somewhat limited level of small talk conversations, simple requests, and comments. This is a kind of short answer to teachers. Provides student-initiated questions or comments, instructions, and instructions. His answers are usually sufficient and meaningful.

- Interactive

The difference between responsive speech and interactive speech is interaction length and complexity, sometimes spanning multiple exchanges and/or multiple participants. There are two forms of interaction. The transactional language used to exchange specific information or information in interpersonal interactions help maintain social relationships.

- Extensive (monologue)

Extensive oral production assignments include speech, and oral. Depiction and storytelling with opportunities for oral dialogue listeners are either severely restricted (perhaps to non-verbal responses) or excluded together.

Talking can be used in a variety of situations, such as giving and receiving instructions, explaining the actions someone or something has taken, criticizing the actions of others, or requesting and providing services. Speech has many uses, each with its semantic function. As a result, learning a foreign language is a very challenging endeavor. This may be one of the reasons many second or foreign-language learners prioritize learning to speak English proficiently. the performance is an oral presentation by a student to convey information to the listener. of speech performance, students perform a speech or orally convey information to listeners. to master speech Achievement, Students need to practice speaking. You can improve your speaking skills.(Azlina, Eliwarti, and Novitri 2015)

b. The Components of Speaking

Speaking effectively is an important ability for getting our point through to others. Because they have been studying the language for a while and will be participating in several oral performances, it is anticipated of the pupils speak English quite well. The surprising thing is that many English students especially in Indonesia lack English speech performance. In addition, their perception of grammar and speaking dexterity is always present and they find it impossible to speak without mastering grammar. Some students also believe that they must speak their native language to acquire speaking ability. According to Harris (1974), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

- Pronunciation

Pronunciation is how students produce clearer speech when speaking. means phonological processes related to grammatical constructs further elements and principles that determine how sounds change and form in language. Pronunciation has two Characteristics of phonemes and upper segments. The researchers concluded in the example above that pronunciation is information obtained about how a specific language's words are brought out so clearly when individuals speak. Speaking and pronunciation

play an important role in shaping the communication process easy to understand(Uslu 2014).

One of the most important abilities, pronunciation, is emphasized in EFL instruction. Knowing how to pronounce and say sounds and words is very important in English because you can mispronounce words. You can change the meaning of words. spelling, vocabulary, and grammar, like core skills, are receiving increasing attention from researchers and teachers. Also, learners who learn English as a foreign or second language. pronunciation lesson is very important for EFL/ESL classes.

- Fluency

The everyday definition of fluency is often based on listener impressions. A smooth and effortless native language, but there are many definitions of fluencyAppeared in the research literature (Chambers, 1997; Ellis, 2009; Opponent & Riggenbach, 2000; Lennon, 1990) implying that it is complex and multifaceted. liquid concept. Fluency has been quantitatively analyzed as a language (Lennon, 1990). Automation, his Zeitphenomen focuses on language (Schmidt, 1992). Not only the frequency and length of pauses but also qualitatively as the length of speech increasesUnits (Mean Barrel Length (MLR), Towell, Hawkins & Bazergui, 1996). more these days, fluency is sometimes seen as a dynamic term that includes underlying. Cognitive Mechanisms and Social

Environment (Segalowitz, 2016). of this kind Cognitive fluency (Segalowitz, 2010) may be associated with deeper learning and global skill development.(Azlina, Eliwarti, and Novitri 2015)

- Grammar

Spoken grammar is a relatively new language compared to written grammar. The field of language education. Knowledge of spoken language production. The basics of functions related to spoken language grammar must be taught and learned. It's all about how to construct appropriate sentences during a discussion. You can improve your comprehension, quick thinking, and effective communication skills. Also, getting the grammar right can help you become proficient in both written and spoken language. Vocabulary

Vocabulary refers to suitable conversational language. Learning a language is made difficult by learners having a small vocabulary. lack of vocabulary, which makes it difficult to communicate and convey ideas clearly both orally and in writing.

- Comprehension

Understanding is a complex process that can be explained in many different ways. Comprehension means the ability to understand something.. Making plans, discussing issues at social gatherings, watching movies, doing interviews, and many other activities all need comprehension. From the above discussion, it is clear that there are

five factors to consider in evaluating speech. These are fluency, comprehension, vocabulary, grammar, and pronunciation.

c. The Speaking Achievements

In some standardized assessments, achievement is defined as an identifiable action. They claimed this performance test is intended to measure systematic training and further education toward customary and accepted patterns of skills, or knowledge. Multiple compartments can be combined into one power battery that measures general school performance in either points or attained age, maybe an achievement index.

From the previous explanation, it is clear that performance is a term that requires some getting accustomed to when describing a person's learning status or degree of learning as well as their capacity to put what they have learned into practice. Success is viewed from a pedagogical perspective as a gauge of what has been accomplished. What was learned in the subject and what specific skills or abilities were developed In this way, we can maximally define how high our ability apply to speak English. (Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar 2016)

3. Willingness to communicate (WTC)

Over the past three decades, the WTC has attracted research interest. The first WTC model was put forth by McCroskey and Baer (1985) to take into account how unique characteristics influence first-

language communication. L2 WTC frequently refers to "a readiness to enter into the discourse at the right moment with a specific person or persons, using an L2" (MacIntyre et al., 1998, p. 547) and was first connected to WTC in the 1990s. The willingness to communicate (WTC) component is crucial to the teaching and learning of second languages (L2). A direct query will almost always get a response from a foreign language student, but many will not initiate further conversation. According to MacIntyre et al. (1998), personality communication readiness (WTC) varies greatly over time and in different contexts. This viewpoint, according to Barjesteh et al. (2012), has challenged the viewpoint that considers WTC as a trait-like tendency. It holds that there are situational elements that can affect an individual's WTC. The relationship between the willingness to communicate with two types of student personality, namely a student who has an extrovert personality usually prefers to communicate with people around him compared to introvert studentintrovertede of his communicative nature and likes to mingle with the surrounding environment.

4. Cognitive Style

There are many ways to approach cognitive style, but in this study, we chose an approach based on the cognitive style. an approach based on Karl Jung's (1971) theory. for this reason, this approach has been validated especially in the education sector. Computers are a field very similar to video conferencing. The theory on which this study is based mainly focuses on the following styles: A person faces his environment. Cognitive style is a fundamental determinant of individual and organizational behavior that manifests

itself in individual and organizational systems, processes, and routines. (Offir, Bezalel, and Barth 2007)

Differences in how individuals prefer to perceive and judge. Perception includes all possibilities for perceiving things. A person, event, or idea. The judgment includes all kinds of comings Drawing conclusions about what is known. When people systematically differ in what they perceive and how they conclude, yes. Naturally, the reaction will be different accordingly to Interests, values, motivations, and skills. In the intended sense by Jung (1971), There are 4 separate indexes:

- Extroversion–Introversion (EI)
- Sensing–Intuition (SN)
- Thinking– Feeling (TF)
- Judgment–Perception (JP)

Described as a result. Each index reflection of the four preferences listed below. Jung's theory guides the use of perception and judgment. The EI Index is intended to reverse whether a person is extroverted or not or introverted. Jung (1971, 160) considers extroversion and introversion as "mutually complementary" attitudes, the change "produces " tensions that both individuals and societies need to maintain they tend to focus their attitudes and judgments on people and objects. Introverts focus primarily on their

inner world. so, they tend to focus your perceptions and judgments on concepts and ideas.

The SN index is intended to reflect personal preference between the two. Opposite perceptions; you can rely mostly on processes of perceptual (S) reporting observable facts or events in one or more of the five senses; or can rely more on less obvious ones Intuitive processes that report meaning, relationships, and/or (N) Possibilities worked beyond the realm of consciousness spirit.

The TF index is intended to reflect personal preference between the two. Opposite verdict. A person can mainly rely on thinking (T) to make impersonal decisions based on logical consequences, or people can rely primarily on emotions (F) to make decisions primarily based on evidence of individual social value.

The JP Index is intended to describe the processes that humans primarily use In dealing with the outside world, the extroverted part of life. Judgment-loving people (J) Judgment process for dealing with the outside world. The person who likes perception (P) indicated a preference for using perceptual processes to face the outside world.

From the theory meaning, one pole from each of the four preferences takes precedence over each of the 16 other poles. Myers-Briggs Type Indicator (MBTI) type. Settings above each index are

independent of the preferences of the other three indexes. So that 4 indices give 16 possible combinations of "type". Represented by four letters of your choice, Illustration 1. This theory environmental setting. For each type, one process is the primary or dominant process. The second step is auxiliary. Each type has its pattern of dominant and auxiliary processes and attitudes (E or I) These are commonly used. The characteristics of each type are as follows. The dynamic interplay of these processes and attitudes. (Offir, Bezalel, and Barth 2007)

5. Extrovert Characteristics

As psychologists such as Carl Jung have argued, extroversion or extraversion is a personality type that feels excited when in the company of other people. Extroverts feel a sense of purpose when interacting with new people or attending networking events. The pro version is not an all-or-nothing personality type; it is part of a spectrum of personality types that include introversion—the type that prefers to spend time alone or with some close friends or family. Even if extroverts prefer social arrangements, it does not mean that they do not enjoy time alone. it is just that the scales are more socially directed. Zhang (2008) states that an extrovert learns more about the world via interaction with people and the sharing of experiences than through introspection or research. Extrovert refers to where people like to focus their attention and get attention energy

from people's outer world and activities or the inner world of ideas and experience. The world is seen objectively and without bias by extroverts. An extrovert's major trait is friendliness and sociability. Excitement, humor, enthusiasm, and quick thinking are characteristics of relationship-oriented individuals. Extroverts are seen to speak louder and more fluently, but sometimes they communicate less precisely.E xtr Extroverts speak more in long sentences recognizing greater superiority. Extroverted speech tends to be repetitive, especially on formal occasions. they post more, they show a greater desire to communicate. By Myers-Briggs character type be extroverted: sociability, interaction, external, breadth, spread, diversity relationships, Energy Expenditure, Interest in External Events, and Dependence on external stimuli and interactions. Extroverted students learn more actively the process that affects them because they are used to talking to each other ability in the learning process. Extroverts maximize contact, and the amount of input received; maximizing interaction and accepting the importance of negotiation doing it through interaction is key and maximizes your voice acting. Language use is important for the development of others.

In conclusion, the students who have some characteristics of outgoing personalities. First, extroverted students are sociable, friendly, lots of friends. Second, extroverted students are associated

with group work and social work. Third, they are active, talkative, love to socialize with many people, and love to party. Fourth, I am easygoing, share personal information freely, and love to laugh. Fifth, they tend to think out loud, speak first, and think later, and are impulsive and daring. Take risks and act voluntarily. Finally, they not only listen, they speak, and communicate with enthusiasm.

a. The Strengths of the Extrovert Students

An extrovert's natural virtue is ambition. Thompson stated: Extroverts are dominant, strong, determined, and focused on getting things done by any means. Extroverts are successful academically be of an active temperament, he always feels a propensity for activity and profession.

In his story extrovert is short and clear. This artful and aggressive way of speaking appearance puts him in a good position, especially if he is engaged in educational events such as discussions and speeches at school. Extroverts enjoy spending time with other people. They are usually sociable and love working in teams. They love to collaborate and speak out loud when brainstorming. (Wysocki 1957)

b. The Weaknesses of the Extrovert Students

An extrovert is no different. They are so sensitive, so scary, and so ridiculous in their expressions. They're a little better at staring

back at crowds, hiding their fears a little longer, and standing in front of people a little longer. It's not even a thing. Conrad Hoch's (13-14) description below provides more information on Extroverted Student Weaknesses by Comprehension character.

- Pride

Extroverts are conceited. In other words, they have great opinions qualities, and successes and see themselves as extraordinary. They were called to greatness.

- Anger

Extroverts can even indulge in angry tantrums. his anger prone to hatred. Or you could say they make things worse by the fact that extroverts get angry easily. By the qualities that extroverts impose with anger at their classmates, they can even offend their best friend. In his anger and pride, he allows himself to get carried away with his actions. I know he will greatly disturb himself and others. For example, the collapse of his health, loss of his job, his property, his status, and the complete severance of his intimate friend.

6. Introvert Characteristic

On the other hand, Jung in Friedman and Schustack (2002:134) Explains that there are two main characters people. They are extroverts and introverts. Both terms are contradictory. affect someone's communication skills because motivation and selfishness between extroverts and extrovert’s introversion are different. He also

said that extroverts give more reactions and emotions for example, to our psychological energy, he or she focuses outward or performs an activity. General extroverts make more friends more easily. He is present in many things and is susceptible to other human emotions. Introverts, on the other hand, focus on themselves. People feel lonely and when they have problems they want to solve their problems rather than share them with others. So introverts don't seem to do this he cares about others and seems calm. Therefore, according to Jung, personality can also influence motivation and egoism in true communication. (Offir, Bezalel, and Barth 2007)

An introvert, in the words of Brown (2000), is a person who experiences fulfillment and wholeness independently of how others see them. To put it another way, an introvert prefers to stay "in" themselves. According to this study, introverts are those who prefer to spend their time alone since it gives them more energy than being with others and who avoid participating in group conversations. From the explanation above, Busch in Brown (2000, p.155) in a comprehensive study on extroverts, he eored the relationship between introverts and extroverts to English proficiency in adult Japanese learners of English in Japan. He hypnotized that extroverted students (as measured by a standard personality inventory) would be more proficient than introverts. His hypothesis was not supported by his findings. Introverts were much better at pronunciation than extroverts. In this case, Laney (2002:37) notes that introverted students need a

private space to recharge, cannot get their main energy from outside activities, and usually think before speaking. Introverts, on the other hand, can energize their inner world through ideas, impressions, and emotions.

Introverted according to Myers-Briggs personality types are territoriality, focus, Inner, Deep, Intense, Limited Relationships, Energy Conservation, and Interest Inner reactions and the need to process ideas before speaking sometimes led to them avoiding language risks in conversation. In other words, introverted students talk, don't socialize in class, and be prepared to offer their ideas to him group through discussion or study. From the above description, we can conclude that: several points characterize an introverted student personality. First, introverted students are reserved and aloof except in intimate situations friend'. Second, introverted students work alone and in remote locations. Third, she is rather passive, and shy, doesn't like to be in public, and avoids noise and crowds. Situation and whole. Fourth, they are very personal, reserved, and serious. Fifth, they tend to think very carefully, need time to think, and need to talk and plan for the later head. After all, they listen more than they talk and hide their enthusiasm. (Choi 2016)

a. The Strengths of the Introvert Students

Introverted students are usually serious when interacting in school life understanding and as much knowledge as he has learned. This property appeared because he sees his life as excitement on the

serious side. his big desire to conquer life contradicts reality, but not always good. The above-introverted student strengths are documented in several places train. (Rammsayer, Indermühle, and Troche 2014)

- Persistent

Introverts spend a lot of energy, according to Marie Sager (2009) the energy you try to understand troublesome events can help you avoid the future. They put a lot of effort into it. They spend a long time finishing their work task. It means that he is not bored with the class situation.

- Scheduled and detail

Warfield explains that introverts are strict. I can say he can improve the quality of his intelligence due to training on a well-controlled schedule Introverts are planners and make things happen you can paralyze yourself by over-analyzing. Lists and "doing" the right thing" is the hallmark of this type. An introverted person when he completes the assignment, the student appears orderly and structured. others can say that he does a perfect job from start to finish complete in detail.

b. The Weaknesses of the Introvert Students

The potential of this temperament for negative traits is large enough. Introverts have a negative temperament. who owns therefore, in temperament, they are bright, fast, progressive, and inactive. he has a pronounced tendency to inactivity. Different types of descriptions of introverts the main weaknesses are written in dots and are:

- Love of retirement

Introverts don't feel comfortable in a crowd for long learning; they love silence and solitude. prone to introspection, they draw their stand out from the crowd and forget their surroundings. they often go to school It distracts them because they are preoccupied with their thoughts.

- The Introvert is irresolute

Thinking too much and being too afraid to fall difficulty Introverts are preoccupied with their own problems and desires willingness to solve them and fight for them. maybe their plan or work may fail, but introverts are rarely able to make decisions. they tend to procrastinate decisions. the puts off until tomorrow what they can do today. (Rofi' 2017)

d. RELEVANT RESEARCH

To preserve the originality of earlier research, several past studies undertaken by other researchers are being reviewed. According to Syafii (2018), conducting pertinent research necessitates seeing certain prior studies done by other researchers that are pertinent to our research, we must examine how the point of focus influences the design, results, and conclusion of the earlier research, as in the following:

1. Agus Rofi I's research from 2017 is titled "A Comparative Analysis on Extrovert and Introvert Students Toward Their Speaking Skill".

In this study, a comparative analytic design was applied. In the eleventh grade of senior high school, this study attempted to compare the speaking abilities of extroverted and introverted pupils. To determine whether there were any statistically significant differences in speaking ability between extrovert and introvert pupils, the data were evaluated using the t-test technique. According to the calculation results, there is no difference between the speaking skills of extroverted and introverted students, supporting the null hypothesis and rejecting the alternative. The difference with my research lies in the result of the research, for my research has a result There is a significant difference between the personality of extroverted students and introverted students in English-speaking achievement.

2. Baruch Offir, Rachel Bezalel Ingrid Barth a (2007) The title is "Introverts, Extroverts, and Achievement in a Distance Learning Environment" In a learning environment based on video conferences, this study looked at the correlation between achievement levels and cognitive style, based on Jung's (1971) hypothesis. By defining this link, educators can predict which kids would need more support during their learning in a DL environment. Instead of using a "one size fits all" strategy when creating DL settings, educators can modify instruction to suit the unique needs of each student by having a better understanding of student-related factors that influence learning. Two personality

types between extrovert and introvert and their relationship with cognitive style based on Jung's theory (1971), what distinguishes is the purpose of each study. For my research archives to find out whether there is a significant difference between the personality of extroverted students and introverted students in English-speaking achievement at vocational high school.

3. Dyah S. Wulandari, Eka Saputri, and Rusmaya Nurlinda conducted a study titled “Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya”. Ex post facto design and a quantitative method were utilized in this study. This study sought to determine whether there were any appreciable differences in speaking abilities between extroverted and introverted students at IAIN Palangka Raya's English Department. Questionnaires and documents served as instruments for gathering data. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected in light of the study's findings. In addition, the speaking abilities of extroverted and introverted students at IAIN Palangka Raya differ significantly. The variable in each research is practically the same, according to the relevant studies that were discussed before. can be examined the difference lies in the method used in this study using ex-facto design while the thesis here uses a causal-comparative design.

E. THE HYPOTHESIS

Using the hypothetical explanation and framework upon investigation, the hypothesis can be formulated as follows:

- Alternative Hypothesis (Ha): There is a significant difference between the personality of extroverted students and introverted students in English-speaking achievement.
- Null hypothesis (Ho): There is no significant difference between the personality of extroverted students and introverted students in English-speaking achievement.

CHAPTER III
RESEARCH METHOD

A. RESEARCH DESIGN

Students are two characters who have the same opportunity to learn English at the same time and in the same situation. Extroverted and introverted students can be compared in the same skill which is speaking performance. This study analyzes the differences between extroverted this research uses a type of quantitative approach. The purpose of this study was to determine if there were significant differences in the English-speaking skills of extroverted and introverted students in vocational high schools. Based on this objective, the research design used is a causal-comparative design.(Oktriani, Damayanti, and Hardiah n.d.) This type of research emphasizes data collection in the form of numbers. There are two variables owned by this study, the first is the independent variable (extroverted and introverted students) and the dependent variable (speaking performance). Extroverted and introverted and introverted students' personalities in their speaking performance.

B. LOCATION AND TIME

This research will be conducted at Vocational High School 2 Semarang, in the 2022/2023 academic year. The school is located at Dokter Cipto Street No. 121A, Karangturi, Semarang District. Semarang City, Central Java 50124. The reason for choosing this school is because this school is one form of formal education unit that organizes vocational education at

the secondary education level that prepares students primarily to work in certain fields. Another reason for choosing this school is because this school is where I practiced during my field experience practice, so I already know the character of each student in the school.

C. POPULATION AND SAMPLE

1. Population

A population consists of a collection of individuals who share the same characteristics. The population of this research was taken from the eleventh-grade BDP, UPW, MPLB, and OTKP majors in Vocational High School 2 Semarang. The population or total of students is 127. The population distribution is I'll explain like this:

Table 3.1 The Population of the Research

No	Class	Number of students
1.	**XI OTKP 2**	**11**
2.	**XI UPW 2**	**34**
3.	**XI BDP 1**	**13**
4.	**XI BDP 3**	**33**
5.	**XI MPLB 2**	**36**

TOTAL		**127**

2. Sample

The sample is the percentage of the population selected for observation and analysis. Because the population described above is too large to be used as a sample. Arikunto states if the population is less than 100 people then the sample is all, whereas if the population is more than 100 people then the sample can be taken 10-15% or 20-25% or more than that. Based on this, this research only took 20% of the population. Focused on the class of service and tourism business (UPW) because this department is more focused on speaking performance training compared to other classes. To get a representative sample in this study using Multistage Cluster Sampling. In using the Multistage Cluster Sampling method, group samples can be randomly selected instead of individuals. in this study using a lottery in conducting cluster sampling to select 1 of 5 classes that will be the sample of this study. The sample chosen was class XI UPW 2 which consisted of 36 students.

Table 3.2 The Sample of the Research

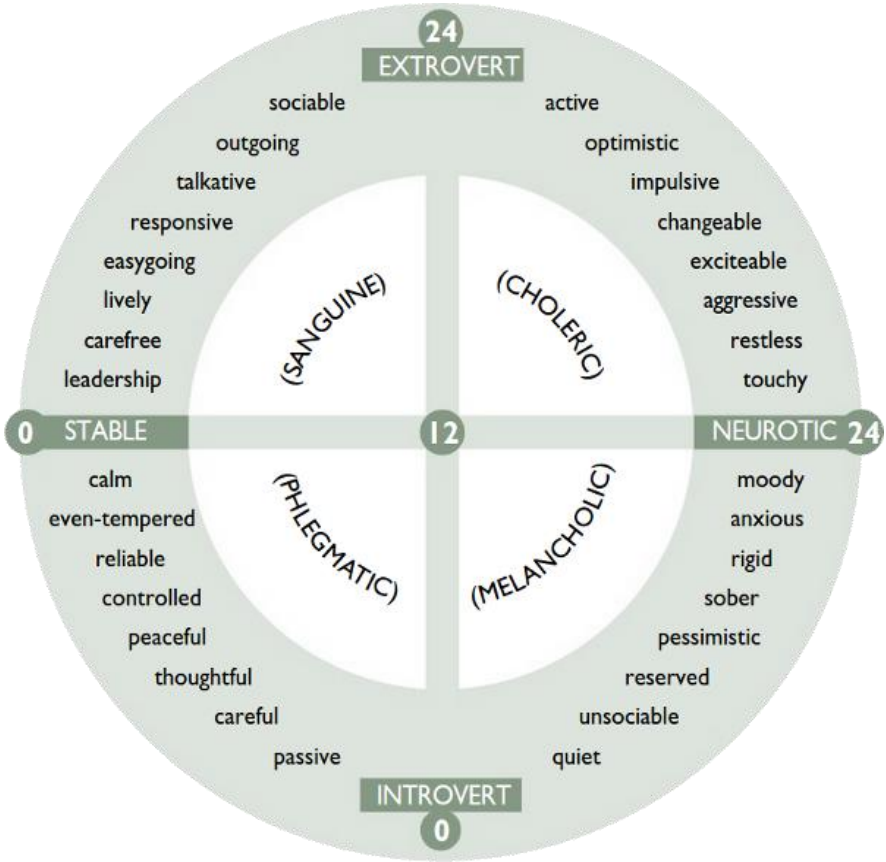
No	Class	Number of Students
1.	**XI UPW 2**	**34**

D. TECHNIQUES OF COLLECTING DATA

1. Questionnaires

The present research employed a questionnaire to identify the extroverted and introverted personality types of students. The questionnaire gathered data on the cognitive style characteristic of each participant. This study uses Eysenck's Personality. Each question prepared regarding the characteristics of extroverted and introverted students has a "yes" or "no" answer. The questionnaire consists of 20 questions with two answers, YES or NO where the prepared questions were developed from extrovert and introvert indicators and were adopted from Eysenck's personality inventory.(Rahim 1984) This study calculates the question items that have been selected by giving a checklist (√) to the answer "yes" on both personality dimensions (extrovert and introvert). According to the scale below, a student's questionnaire score classifies the student according to personality type.

The Personality Type Scale:



2. Test

According to Brown, a test is a method for measuring a person's ability, knowledge, or performance in a particular field. This study will be more focused on assessing the public speaking of each student. For easier teachers will be assessed by, “using a scoring rubric proposed by the 2013 curriculum.

Table 3.3 Speaking Rubric

Aspects	**Weight**	**Criteria**			
		1	**2**	**3**	**4**
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one	Speaks clearly and distinctly nearly all the time, with no more than one	Speaks clearly and distinctly all the time, with no more than one

			mispronounced	mispronounced	mispronounced
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative

The following equation is used to determine students' grades:

Maximum score= 100

Minimum score= 25

Student's score = $\frac{Total\ Score}{40} \times 100$

The teacher gives directions along with material related to speeches which students are then assigned to prepare speeches with free themes which will then be tested in front of the class.. Tests are a better way to measure students' abilities.(Oktriani, Damayanti, and Hardiah n.d.) So the researcher collected data to determine the student's abilities by giving an oral exam. And also the assessment will be done by observing five factors: pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 3.4 Range of the Score

Score	Range
85-100	Very Good
70-84	Good
55-69	Enough
25-54	Poor

E. INSTRUMENTS

The instruments that were used in this research are Questionnaires, Observation, Tests, and Documentation as instruments to help collect data. These instruments are described as follows:

1. Questionnaire

Researchers use questionnaires to assess students' personality types (extroverted and introverted). Cohen (2007) asserts that questionnaires are a popular and efficient method for gathering survey data and disseminating structured data. There are various questions in the survey. Each question has a score to classify students as introverted or extroverted. (Rahmawati and Nurmayasari n.d.) The tool used in this questionnaire is Google Forms, this tool makes it very easy for researchers to get answers from respondents. The topics of the questionnaire can be described as follows:

Table 3.5 Table Indicators of (EPI)

Indicators	Statements Number
Quiet & Unsociable (Introvert students)	1,6,8,13,15
Excitable (Extrovert Students)	2,12
Careful & controlled (Introvert students)	3,14,16,18
Aggressive (Extrovert Students)	4,7,17
Socialable & Outgoing (Extrovert Students)	5,9,11,19,20
Talkative & Responsive (Extrovert Students)	10

This table references from theory by Eysenck (1979)

2. Test

The test is a measuring instrument for collecting data on conceptual understanding. where responding to questions in the instrument. Research data was taken using a test instrument within the scope of the world of education, which is a term that is widely used to measure student learning outcomes after experiencing the teaching and learning process. And also because the test

instrument is to measure a person's ability in a certain field especially in speaking skills .skillof s this instrument, it is expected that respondents can demonstrate their abilities in the field of speaking achievement in the English languand age, the researchers can assess their abilities according to what will be assessed.

Before starting the test, the researcher took several steps. The researcher covered speech-related topics at the first meeting, including the grammar and word choices that should be utilized while speaking. The researcher also requested that students create original speech texts and subjects that dealt with contemporary issues. Next, the, researcher requested that the students deliver a spoken text on the subject they had selected.

3. Validity and Reliability of The Instrument

The validity, according to Cresswell (2011), is the quality of an instrument that enables researchers conclude from the samplf the population that was researched.

a. Validity of The Questionnaire

Validity in this study uses construct validity which relates to whether the test is possible to measure the characteristics of the subject. To analyze the validity of a questionnaire, 127 students were included in the research sample. And this study used SPSS 29.0 to analyze data.

At the 5% level of significance, or 0.2869 (N=34), this study compared the rhythm with the table. $r_{item} > r_{tabel}$ is the standard value for validity. It was

established that all things were valid based on the test results. The following are the results of the questionnaire validity test.

Table 3.6

The Validity of the Questionnaire

Item	r_{item}	r_{table}	Result
1	0,461	0.2869	Valid
2	0,377	0.2869	Valid
3	0,741	0.2869	Valid
4	0,374	0.2869	Valid
5	0,318	0.2869	Valid
6	0,476	0.2869	Valid
7	0,327	0.2869	Valid
8	0,382	0.2869	Valid
9	0,476	0.2869	Valid
10	0,466	0.2869	Valid
11	0,308	0.2869	Valid
12	0,435	0.2869	Valid
13	0,363	0.2869	Valid
14	0,306	0.2869	Valid
15	0,553	0.2869	Valid
16	0,394	0.2869	Valid
17	0,306	0.2869	Valid
18	0,394	0.2869	Valid

19	0,386	0.2869	Valid
20	0,306	0.2869	Valid

b. Reliability of Questionnaire

Measurement accuracy has to do with reliability. When assessments were performed on various subjects or by different people, they produced similar results, demonstrating the accuracy of the method. one of its traits Consistency is another name for reliability (Brown, 2003). And the study's internal reliability and consistency. According to Crasswell, consistency reliability is the instrument administered once while utilizing a single version of the instrument.The researcher applied SPSS 29.00 version to determine the questionnaire's reliability. Additionally, the researcher used the reliability level table from Cohen et al. (2007) as shown below to determine the dependability level of this study:

Table 3.7

The level of Acceptable Reliability

No	Reliability	Validity
1.	>0.90	Very High
2.	0.80-0.90	High
3.	0.70-0.79	Reliable
4.	0.60-0.69	Marginally/Minimally
5.	<0.60	Unacceptably low

(Cohen,Manion,& Morison,2007:506)

Table 3.8

Reliability Statistic

Reliability Statistics

Cronbach's Alpha	N of Items
.710	21

The Cronbach's alpha was 0.710, as could be identified from the statistics above. The value of internal consistency was 0.70-0.79, indicating that the items were reliable.

F. THE TECHNIQUE OF ANALYZING DATA

The researcher used the following patterns to examine the data in order to determine whether there is a discernible difference between extrovert and introverted students' speaking abilities:

$$t_{hit} = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Note:

M1 = group mean score 1

M2 = group mean score 2

SS1 = sum of square group 1

SS2 = sum of square group 2

n1 = number of subjects/sample group 1

n2 = number of subjects/samples group 2

Which mean:

$$M_1 = \frac{\sum X_1}{n_1} \qquad SS_1 = \frac{\sum X_1^2 - (\sum X_1)^2}{n_1}$$

$$M_2 = \frac{\sum X_2}{n_2} \qquad SS_2 = \frac{\sum X_2^2 - (\sum X_2)^2}{n_2}$$

The results of an independent sample t-test are used to depict the output of that. "An independent sample t-test is used to compare the mean score, on some continuous variables, for two different group participants," claims Pallant.

The researcher had to confirm the test's homogeneity and normality before doing an independent sample t-test analysis. Because an understanding of the homogeneity and normalcy of the test is necessary for parametric analysis. Thus, the researcher had to explain the homogeneity analysis to

ascertain if the data had the same variance or not. According to the homogeneity data, the following conclusion may be drawn:

a. If $X\ 2_{count} < X\ 2_{table}$: it means homogeneous
b. If $X\ 2_{count} > X2_{table}$: it means that it is not homogeneous.

Additionally, the results of the Liliefors test, which were subjected to Barlett's analysis and a significance level of 5% (0.05), can be interpreted as follows:

a. If the probability Lhitung < Ltabel. H0 is accepted, which means the data is Normally distributed.
b. If the probability Lhitung > Ltabel. Ha is accepted, it means the data is Abnormally distributed.

After confirming that the data were normally distributed and had uniform variance, the researchers performed an independent-sample t-test analysis to determine whether there was a significant difference in speaking skills between extroverted and introverted students.

CHAPTER IV
RESULT AND DISCUSSION

A. FINDING

The researcher will present research findings in this chapter. Data were gathered via testing and questionnaires given to students in class XI at SMKN 2 Semarang, which had gathered classroom observations. To establish which, set of pupils they belonged to, extroverts or introverts, students were first asked to complete 20 personality questionnaires. Researchers gather data and then data analysis to determine a percentage based on Chapter 1.

Several data were found after the investigation was completed that related to student speaking scores. The information on the students' speaking test results was provided in the table below.

Table 4.1 The Result of the Questionnaire

NO	STUDENTS INITIAL	SCORE		NOTE
		ED	ID	
1.	CS_AML8		45	leaned to the introvert dimension
2.	VLN_NJ32		35	leaned to the introvert dimension

3.	SNDY_A30	60		leaned to the extrovert dimension
4.	ZHR_AZ36		40	leaned to the introvert dimension
5.	RZK_NR25	75		Leaned to the extrovert dimension
6.	NBL_RK20	55		leaned to the extrovert dimension
7.	KYL_PT15	60		leaned to the extrovert dimension
8.	APDT_S3	85		leaned to the extrovert dimension
9.	BNG_CY6	80		leaned to the extrovert dimension
10.	YNT_PB35		30	leaned to the introvert dimension
11.	TN_RZ31	60		leaned to the extrovert dimension
12.	FN_RMD10	65		leaned to the extrovert dimension
13.	SW_NY28	70		leaned to the extrovert dimension

`14.	RSY_FL24			leaned to the extrovert dimension
15.	SHL_MF27	75		leaned to the extrovert dimension
16.	SR_AL29		30	leaned to the introvert dimension
17.	ADN_RZ1		30	leaned to the introvert dimension
18.	NR_ALV21		15	leaned to the introvert dimension
19.	CLS_ART7	80		leaned to the extrovert dimension
20.	ADT_APR4	65		leaned to the extrovert dimension
21.	NBL_DA19		45	leaned to the introvert dimension
22.	FRD_N11	65		leaned to the extrovert dimension
23.	MRSL_C18	50		leaned to the extrovert dimension
24.	IKA_PC14		35	leaned to the introvert dimension

25.	ARD_M5	75		leaned to the extrovert dimension
26.	KR_ADZ16	65		leaned to the extrovert dimension
27.	FRK_FL13	55		leaned to the extrovert dimension
28.	FBR_PT12		45	leaned to the introvert dimension
29.	VK_MRA33	50		leaned to the extrovert dimension
30.	DLL_MRY9	55		leaned to the extrovert dimension
31.	PTR_SF23		40	leaned to the introvert dimension
32.	WLLM34		35	leaned to the introvert dimension
33.	AFN_ND2		45	leaned to the introvert dimension
34.	SDY_Y26	50		leaned to the extrovert dimension
	Total	20	14	

There were two personality types, extroverts (20 students) and introverts (14 students), according to the findings of a survey given to 34 pupils.

To get accurate information regarding students' speaking abilities in the eleventh grade at the Integrated Vocational High School, researchers have also conducted classroom observations. According to data gathered from in-class observations, most kids are comfortable speaking English at school since they are accustomed to it and the norms there. However, some kids struggle with speaking. The following are a few of them: A few students were afraid to express their opinions, a few stu dentsstudentsomfortable when expressing their opinions in front of the class, and a students struggled to feel comfortable speaking their minds in front of the class, they say that it is difficult to pronounce words or sentences correctly.

The researcher provides incentives so that students' courage in speaking no longer feels uncomfortable or ashamed because the researcher believes that students' mentalities in learning language are incredibly important since they will use it as a daily language by school standards.

The class that will be employed in the research is also chosen by the researcher. To perform this research, the researcher requested the English teacher if they may utilize speech as a speaking exam. The researcher then enlisted the aid of an English teacher, Mrs. Ovi, to evaluate the contestants' speaking abilities.

Tabel 4.2 Score Speaking Performance (X1y) and (X2y)

NO	Students Initial	SCORE	
		EX	IN
1.	CS_AML8		65
2.	VLN_NJ32		90
3.	SNDY_A30	80	
4.	ZHR_AZ36		65
5.	RZK_NR25	80	
6.	NBL_RK20	80	
7.	KYL_PT15	80	
8.	APDT_S3	85	
9.	BNG_CY6	75	
10.	YNT_PB35		75
11.	TN_RZ31	70	
12.	FN_RMD10	80	
13.	SW_NY28	75	
`14.	RSY_FL24		75
15.	SHL_MF27	80	
16.	SR_AL29		65

17.	ADN_RZ1		60
18.	NR_ALV21		80
19.	CLS_ART7	75	
20.	ADT_APR4	80	
21.	NBL_DA19		65
22.	FRD_N11	75	
23.	MRSL_C18	75	
24.	IKA_PC14		65
25.	ARD_M5	75	
26.	KR_ADZ16	75	
27.	FRK_FL13	80	
28.	FBR_PT12		75
29.	VK_MRA33	75	
30.	DLL_MRY9	85	
31.	PTR_SF23		75
32.	WLLM34		90
33.	AFN_ND2		60
34.	SDY_Y26	70	
		∑X1=	∑X2=

		1550 M1= **77,5**	**1000** M2= **71,42857**

Last but not least, the problem's statement asks how extroverted and introverted personalities affect pupils' speaking abilities. To determine which personality type performs better when speaking, the writer will compare the results in this question. In addition, the author performed a normality test to see if the data were distributed normally or not.

1. NORMALITY TEST

A process known as "normality testing" is used to determine whether data are normally distributed or come from a normally distributed population. To test for normality in this study, the author employed Lilliefors' approach. The normality test with the Lilliefors test is non-parametric. The normality test's findings are as follows:

Table 4.3 Normality Test

NO	x	Z	F(z)	S(z)	(Fz)-S(z)
1.	60	-2,0033755	0,0225685	0,058823529	0,036255
2.	60	-2,0033755	0,0225685	0,058823529	0,036255
3.	65	-1,3355837	0,09084269	0,205882353	0,11504
4.	65	-1,3355837	0,09084269	0,205882353	0,11504
5.	65	-1,3355837	0,09084269	0,205882353	0,11504
6.	65	-1,3355837	0,09084269	0,205882353	0,11504
7.	65	-1,3355837	0,09084269	0,205882353	0,11504
8.	70	-0,6677918	0,25213324	0,264705882	0,012573
9.	70	-0,6677918	0,25213324	0,264705882	0,012573
10.	75	0	0,5	0,647058824	0,147059
11.	75	0	0,5	0,647058824	0,147059
12.	75	0	0,5	0,647058824	0,147059
13.	75	0	0,5	0,647058824	0,147059
`14.	75	0	0,5	0,647058824	0,147059
15.	75	0	0,5	0,647058824	0,147059
16.	75	0	0,5	0,647058824	0,147059
17.	75	0	0,5	0,647058824	0,147059

18.	75	0	0,5	0,647058824	0,147059
19.	75	0	0,5	0,647058824	0,147059
20.	75	0	0,5	0,647058824	0,147059
21.	75	0	0,5	0,647058824	0,147059
22.	75	0	0,5	0,647058824	0,147059
23.	80	0,66779184	0,74786676	0,882352941	0,134486
24.	80	0,66779184	0,74786676	0,882352941	0,134486
25.	80	0,66779184	0,74786676	0,882352941	0,134486
26.	80	0,66779184	0,74786676	0,882352941	0,134486
27.	80	0,66779184	0,74786676	0,882352941	0,134486
28.	80	0,66779184	0,74786676	0,882352941	0,134486
29.	80	0,66779184	0,74786676	0,882352941	0,134486
30.	80	0,66779184	0,74786676	0,882352941	0,134486
31.	85	1,33558369	0,90915731	0,941176471	0,032019
32.	85	1,33558369	0,90915731	0,941176471	0,032019
33.	90	2,00337553	0,9774315	1	0,022568
34.	90	2,00337553	0,9774315	1	0,022568

Liliefors count	0,147059
Liliefors Table	0,151973

It is seen from the computation above that L_o score (0.147059) Lt (0. 151973) has a significance level of 0.05. It implies that the group has a normal distribution and that research data may be derived from it.

2. HOMOGENEITY TEST

A statistical test process called the homogeneity test is designed to demonstrate that two or more groups of sample data originate from populations with the same variance. To check for normalcy in this study, the author applied Barlet our technique. The homogeneity test's findings are as follows:

Table 4.4 Homogeneity Test

NO	X1	X2
1.	70	60
2.	70	60
3.	75	65
4.	75	65
5.	75	65
6.	75	65

7.	75	65
8.	75	75
9.	75	75
10.	75	75
11.	80	75
12.	80	75
13.	80	90
`14.	80	90
15.	80	
16.	80	
17.	80	
18.	80	
19.	85	
20.	85	
TOTAL NUMBER	**1550**	**1000**
AVERAGE	**77,5**	**71,42857**
S	**4,135851**	**9,693093**
S^2	**17,10526**	**93,95604**

Table 4.5 Barlett's Test

Sample	db=(n-1)	S^2	(ni-1)S^2	logS^2	(ni-1)logS^2
1.	19	17,1053	325,00	1,2331307	23,42948321
2.	13	93,956	1.221,43	1,97292452	39,45849038
Total	32	111,061	3.553,96	2,04556275	62,8879736

combined variance:

$$S^2 = \frac{\sum(ni-1)S^2}{\sum(ni-1)} = \frac{3.553,96}{32} = 111,0613$$

Price Unit of B:

$$B = (\log S^2)\ (\sum ni - 1) = \log 2,045562753 \times 32 = 65,45800809$$

Bartlett's test with chi-squared statistics:

$$X^2 = \ln 10.\ (B - \sum ni - 1 \log S^2)$$

$$= 2,3 \times (65,45800809\text{-}62,8879736)$$

$$= 2,570034488$$

Bartlett's test with chi-squared table:

X^2 (0,05 : k-1) = (0,05 : 2-1)

= (0,05:1)

= 3, 541

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
DATA	Between Groups	293.464	1	293.464	6.867	.013
	Within Groups	1324.718	31	42.733		
	Total	1618.182	32			
HASIL	Between Groups	303.571	1	303.571	6.282	.017
	Within Groups	1546.429	32	48.326		
	Total	1850.000	33			

The conclusion from the calculation of the chi-squared X_{count} value is smaller than the chi-squared X_{table} (2,570034488 < 3, 541) with a significance of 0.05, so it can be concluded that the sample comes from a homogeneous population and can be used for research data. And from the data that has been analyzed by the SPSS application, a significance value of 0.013 and 0.017 is obtained, which means a significance value of > 0.05, it can be said that the variances of the two personalities are the same (homogeneous)

3. T-TEST

After collecting data from both groups and checking for normality and homogeneity, the author uses the t-test formula to evaluate the above data as shown below.

Table 4.6 The Calculations Groups Score of Extrovert and Introvert

NO	X1	X2	X_1^2	X_2^2
1.	70	60	4900	3600
2.	70	60	4900	3600
3.	75	65	5625	4225
4.	75	65	5625	4225
5.	75	65	5625	4225
6.	75	65	5625	4225

7.	75	65	5625	4225
8.	75	75	5625	5625
9.	75	75	5625	5625
10.	75	75	5625	5625
11.	80	75	6400	5625
12.	80	75	6400	5625
13.	80	90	6400	8100
`14.	80	90	6400	8100
15.	80		6400	
16.	80		6400	
17.	80		6400	
18.	80		6400	
19.	85		7225	
20.	85		7225	
TOTAL	**∑X1=1550**	**∑X2=1000**	$\sum X_1^2$ **=120450**	$\sum X_2^2$ **=72650**
AVERAGE	**77,5**	**71,42857**	**6006,25**	**5102,041**
SS^2	**2.402.500**	**1.000.000**		

The author obtained the following information from the table above: ∑X1 = 1550, ∑X2 = 1000, $\sum X_1^2$ =120450, $\sum X_2^2$ =72650, SS_1= 2.402.500, SS_2= 1.000.000. Additionally, the author compares the outcomes for both groups using the following t-test formula:

$$t_{hit} = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

.

$$\mathbf{T}_{count} = \frac{77{,}5 - 71{,}42857}{\sqrt{(2.402.500 + 1.000.000) \times \frac{0{,}12}{32}}}$$

$$\frac{6{,}071429}{1.063281{,}1 \times 0{,}12}$$

$$= 0{,}000476$$

T_{table} = 2.03693

Independent Samples Test		
	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL	Equal variances assumed	11.445	.002	2.506	32	.017	6.071	2.422	1.137	11.006
	Equal variances not assumed			2.207	16.343	.042	6.071	2.751	.250	11.893

The findings of the t-test are tcount > ttable, or 0,000476 > 2.03693, and the authors compare tcount with ttable at a significance level of 5%, or 0,000476. The t-test reveals that HA or the Alternative hypothesis is accepted, to put it briefly. and also here a T-test was carried out in the SPSS application which produced a significance value of 0.17 and 0.42 < 0.05 this implies that The two personalities assessed are quite different from each other. In other words, we may conclude that extrovert and introvert groups in integrated Vocational High School are significantly different it comes to speaking.

B. DISCUSSION

After concluding the data analysis. Some of the study's findings, which the authors discovered while performing their research, are described by the author. In general, the eleventh graders at Vocational High School 2 Semarang's introverted pupils perform at a good level while speaking. This is evident from the introverted students' speaking ability score, which on average is 71,42857143. The speaking abilities of extroverted students at Vocational High School 2 Semarang in the eleventh year are likewise categorized as good. This is evident from the extroverted students' average speaking ability score, which is 77,5.

The scores between extroverted and introverted students are not much different, even the 2 students who get the highest scores have introverted personalities. This shows that extroverted and introverted students can compete without being influenced by their personalities. However, in this study, extroverted personalities are superior to introverted personalities because one of their characteristics is friendly and communicative and also those who have good speaking performance accompanied by high self-confidence. according to Khanwiler (2015), extroverextroverteds talk more without preparing the material in advance, so this result assuming extroverted students are smarter at speaking. Since the study in this research required participants to speak in front of the class, therefore students with introverted personalities are more nervous which can affect their speaking scores. Some people may think that introvertscan not public speaking, but Brown denies

that introverts can exist. Brown (2000) says “Introverts can have the inner strength of character from extroverts which extroverts don't have." Each personality type has unique positive traits in life that contribute to their existence when they have to mas,ter language especially in speaking. In this research Alternative Hypothesis (Ha): There is a significant difference between the personality of extroverted students and introverted students in English-speaking achievement is accepted. Extroverted personalities here have a superior score compared to introverted characters because of their sociable and communicative personalities. This research is significantly contribute to the development of student learning strategies so that teachers can provide material with the best strategy hat is right for students with different personalities.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. CONCLUSION

The research aimed to investigate if there was any difference in speaking ability between extrovert and introverted students at Vocational High School 2 Semarang. According to the research's findings, it can be said that:

1. Speaking skills of extrovert students in the eleventh grade at Vocational High School 2 Semarang is rated as being on a decent level. It is evident from the extrovert students' speaking performance's mean score, which is **77,5**. Even more so than extroverts' speaking abilities, the speaking abilities of eleventh-grade pupils at Vocational High School 2 Semarang are rated as a good level. It is evident from the speaking performance of introverted students' mean score, which is **71,42857**
2. In this study, extroverts outperform introverts because of their sociable and communicative personalities., they wish to reduce errors by paying attention to them and using them to their advantage. Extroverts are easy to get along with, they enjoy walking, and they have other traits that contribute to effective speaking performance.

B. SUGGESTION

Regarding the difference in speaking ability between extroverted and introverted learners, the researcher would like to suggest the following :

1. The teacher: The researcher advises taking into account the varied personality types of students, including extroverts and introverts. Extroverted students and those who are introverted will learn in various ways. Additionally, the instructor might use a variety of methods to teach speaking. Extrovert pupils are probably more skilled and confident in communication than introverted ones. Extroverted pupils frequently do not comprehend proper linguistic patterns any better than introverted students. Therefore, the instructor should use several techniques to get the best outcomes from both extroverted and introverted pupils.
2. Students (introvert and extrovert): It is advised that extrovert students talk clearly and eloquently. Using a quick pace does not necessarily imply excellent speech. The majority of extroverted pupils speak quickly and with confidence. Therefore, they should keep it properly without being overconfident or arrogant. They occasionally fail as a result of it. Then, they must employ pertinent grammar by the subject. Listen carefully to grammar because extroverted students sometimes don't pay attention to language patterns. It is advised that introverted students not be bashful in speaking class. The shy pupils mShye more self-assurance in their potential to speech English more speakly. The homework that has to be done right now is confidence.

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APPENDIXES

Appendix I Questionnaire

NO	Item of Instruments
1.	Are you more likely to be quiet and withdrawn? (Apakah anda lebih cenderung pendiam dan suka menyendiri?) • YES • NO
2.	Are you always cheerful and excited about things? (Apakah anda selalu riang dan bersemangat dalam berbagai hal?) • YES • NO
3.	Do you always think about the consequences before doing something? (Apakah anda selalu memikirkan konsekuensi sebelum melakukan sesuatu?) • YES • NO
4.	Do you usually do things without thinking first? (Apakah anda biasanya melakukan sesuatu tanpa berpikir terlebih dahulu?) • YES • NO
5.	Do you get along easily even with new people? (Apakah anda mudah bergaul bahkan dengan orang baru sekalipun?) • YES • NO
6.	Do you find it difficult to interact with others?

	(Apakah anda sulit berinteraksi dengan orang lain?) • YES • NO
7.	Do you often do things abruptly? (Apakah anda sering melakukan sesuatu secara mendadak?) • YES • NO
8.	Do you prefer reading to being in a crowd? (Apakah anda lebih suka membaca daripada berada dalam keramaian?) • YES • NO
9.	Do you prefer going out or traveling? (Apakah anda lebih suka keluar atau berpergian?) • YES • NO
10.	Do you usually answer questions from friends/someone right away? (Apakah anda biasanya langsung menjawab pertanyaan dari teman/seseorang?) • YES • NO
11.	Can you venture out and enjoy yourself from the festive party? (Bisakah anda memberanikan diri pergi dan menikmati diri sendiri dari pesta yang meriah?) • YES • NO
12.	Do others find you very cheerful and energetic? (Apakah orang lain menganggap anda sangat ceria dan bersemangat?) • YES

	• NO
13.	Do you tend to be quiet when you are with others? (Apakah anda cenderung diam saat bersama orang lain?) • YES • NO
14.	Would you rather look something up in a book or on the internet than ask someone? (Apakah anda lebih suka mencari sesuatu di buku atau internet daripada bertanya dengan orang lain?) • YES • NO
15.	Do you prefer working individually rather than with a group? (Apakah anda lebih suka bekerja secara individu daripada dengan kelompok?) • YES • NO
16.	Do you dislike small talk? (Apakah anda kurang menyukai pembicaraan yang ringan?) • YES • NO
17.	Do you like doing things in which you have to act quickly? (Apakah anda suka melakukan sesuatu dimana anda harus bertindak cepat?) • YES • NO
18.	Do you tend to be slow at doing things? (Apakah anda cenderung lambat dalam melakukan sesuatu?) • YES • NO
19.	Do you enjoy socializing and interacting with others?

	(Apakah anda senang bersosialisasi dan berinteraksi dengan orang lain?) • YES • NO
20.	Do you like parties or crowds? (Apakah anda menyukai pesta ataupun sesuatu yang berbau keramaian?) • YES • NO

Appendix 2 Speaking Assessment

SPEAKING ASSESSMENT

No	**Students Name (class)**	**Speaking Assessment**					**Score**	**Total Score**
		Performance skill	**Clarity**	**Accuracy**	**Fluency**	**Pronunciation**		
1.	CS_AML8	**3**	**2**	**2**	**3**	**3**	**13**	**65**
2.	VLN_NJ32	**4**	**3**	**3**	**4**	**4**	**18**	**90**

3.	SNDY_A30	**4**	**3**	**3**	**3**	**3**	**16**	**80**
4.	ZHR_AZ36	**2**	**3**	**2**	**3**	**3**	**13**	**65**
5.	RZK_NR25	**4**	**3**	**3**	**3**	**3**	**16**	**80**
6.	NBL_RK20	**4**	**3**	**3**	**3**	**3**	**16**	**80**
7.	KYL_PT15	**3**	**4**	**3**	**3**	**3**	**16**	**80**
8.	APDT_S3	**4**	**3**	**3**	**4**	**3**	**17**	**85**
9.	BNG_CY6	**3**	**3**	**3**	**3**	**3**	**15**	**75**
10.	YNT_PB	**3**	**3**	**3**	**3**	**3**	**15**	**75**
11.	TN_RZ31	**3**	**3**	**2**	**2**	**3**	**14**	**70**
12.	FN_RMD10	**4**	**3**	**3**	**3**	**3**	**16**	**80**
13.	SW_NY28	**3**	**3**	**3**	**3**	**3**	**15**	**75**
14.	RSY_FL24	**2**	**4**	**3**	**3**	**3**	**15**	**75**

15.	SHL_MF 27	**4**	**3**	**3**	**3**	**3**	**16**	**80**
16.	SR_AL2 9	**2**	**3**	**3**	**2**	**3**	**13**	**65**
17.	ADN_R ZI	**2**	**3**	**3**	**2**	**2**	**12**	**60**
18.	NR_AL V21	**3**	**3**	**3**	**4**	**3**	**16**	**80**
19.	CLS_AR T	**3**	**3**	**3**	**3**	**3**	**15**	**75**
20.	ADT_AP R4	**4**	**3**	**3**	**3**	**3**	**16**	**80**
21.	NBL_D A19	**2**	**3**	**3**	**3**	**2**	**13**	**65**
22.	FRD_N1 1	**4**	**3**	**2**	**3**	**3**	**15**	**75**
23.	MRSL_ C18	**4**	**3**	**2**	**3**	**3**	**15**	**75**
24.	IKA_PC 14	**2**	**3**	**3**	**3**	**2**	**13**	**65**
25.	ARD_M 5	**3**	**3**	**3**	**3**	**3**	**15**	**75**

26.	KR_ADZ16	**3**	**3**	**3**	**3**	**3**	**15**	**75**
27.	FRK_FL13	**4**	**3**	**3**	**3**	**3**	**16**	**80**
28.	FBR_PT12	**3**	**3**	**3**	**3**	**3**	**15**	**75**
29.	VK_MRA33	**3**	**3**	**2**	**3**	**4**	**15**	**75**
30.	DLL_MRY9	**4**	**3**	**3**	**3**	**4**	**17**	**85**
31.	PTR_SF23	**2**	**3**	**3**	**4**	**3**	**15**	**75**
32.	WLLM34	**3**	**4**	**4**	**4**	**3**	**18**	**90**
33.	AFN_ND2	**2**	**2**	**3**	**3**	**2**	**12**	**60**
34.	SDY_Y26	**3**	**3**	**3**	**3**	**2**	**14**	**70**

APPENDIX

Appendix 3 Transcript of students' test

1. Student's name: Cheessa Amelia Putri (08)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2 = 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2 =6
Accuracy	2	The serious errors	The errors present in	The speech is still	The errors present in	2×2 =4

		present in speech make the message difficult to understand	speech would frequently create confusion	understood although it consists of many errors	speech are fewer so that the message would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	2×2 =4
Performance Skill	2	Speaking in volume which is almost inaudible,	Mumbling and less communicative	Speaking in soft voice,	Speaking clearly and loudly and	3×2 =6

		and not communic ative		but can be understoo d and communi cative enough	communi cative	
					Total Score	26

The following equation is used to determine students' grades:

Student's score = $\frac{26}{40} \times 100$

= 65

2. Student's name: Valen Najwa (32)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	4×2= 8

Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	4×2=8
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more	Speaks clearly and distinctly most of the time, with no	Speaks clearly and distinctly nearly all the time, with no	Speaks clearly and distinctly all the time, with no more	3×2=6

		than one mispronou nced words	more than one mispronou nced	more than one mispronou nced	than one mispronou nced	
Performan ce Skill	2	Speaking in volume which is almost inaudible, and not communic ative	Mumbling and less communic ative	Speaking in soft voice, but can be understoo d and communic ative enough	Speaking clearly and loudly and communic ative	4×2=8
					Total Score	36

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{36}{40} \times 100$$

$$= 90$$

3. Student's name: Sandy Agsyavina (30)

Aspects	**Weight**	**Criteria**	

		1	2	3	4	Score
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6

Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	32

The following equation is used to determine students' grades:

Student's score = $\frac{32}{40} \times 100$

= 80

4. Student's name: Zahra Azzrilya (34)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understand a ble	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors	The errors present in speech	The speech is still	The errors present in speech are	2×2=4

		present in speech make the message difficult to understand	would frequently create confusion	understood although it consists of many errors	less so that the message would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not	Mumbling and less communicative	Speaking in soft voice, but can be understood and communic	Speaking clearly and loudly and communicative	2×2=4

		communic ative		ative enough		
					Total Score	26

The following equation is used to determine students' grades:

Student's score = $\frac{26}{40} \times 100$

= 65

5. Student's name : Rizky Nur Lina (25)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but	Speaking with several incorrect	Speaking with correct pronunciation	4×2=8

			still understand a ble	pronunciat ions		
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understoo d although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understoo d, more than one mispronou nced words	Speaks clearly and distinctly most of the time, with no more than one mispronou nced	Speaks clearly and distinctly nearly all the time, with no more than one mispronou nced	Speaks clearly and distinctly all the time, with no more than one mispronou nced	3×2=6

Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	32

The following equation is used to determine students' grades:

Student's score = $\frac{32}{40} \times 100$

= 80

6. Studen's name: Nabila Rizky Fadhila (20)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	

Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles	Speaks clearly and	Speaks clearly and	Speaks clearly and	3×2=6

		or cannot be understood, more than one mispronounced words	distinctly most of the time, with no more than one mispronounced	distinctly nearly all the time, with no more than one mispronounced	distinctly all the time, with no more than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	32

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{32}{40} \times 100$$

$$= 80$$

7. Student's name: Kayla Putri R. (15)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the	The errors present in speech would frequently	The speech is still understood although it consists	The errors present in speech are fewer so that the message	3×2=6

		message difficult to understand	create confusion	of many errors	would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	4×2=8
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6

	Total Score	32

The following equation is used to determine students' grades:

Student's score = $\frac{32}{40} \times 100$

= 80

8. Student's name: Aphrodita Syams (3)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	4×2= 8
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6

			understandable			
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume	Mumbling and less	Speaking in	Speaking clearly and	4×2=8

		which is almost inaudible, and not communic ative	communic ative	soft voice, but can be understoo d and communic ative enough	loudly and communic ative	
					Total Score	34

The following equation is used to determine students' grades:

Student's score = $\frac{34}{40} \times 100$

= 85

9. Student's name: Bunga Cahyani (6)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6

Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more	Speaks clearly and distinctly most of the time, with no	Speaks clearly and distinctly nearly all the time, with no	Speaks clearly and distinctly all the time, with no more	3×2=6

		than one mispronou nced words	more than one mispronou nced	more than one mispronou nced	than one mispronou nced	
Performan ce Skill	2	Speaking in volume which is almost inaudible, and not communic ative	Mumbling and less communic ative	Speaking in soft voice, but can be understoo d and communic ative enough	Speaking clearly and loudly and communic ative	3×2=6
					Total Score	30

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{30}{40} \times 100$$

$$= 75$$

10. Student's name: Yunita Putri (33)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech	The errors present in speech would frequently	The speech is still understood although	The errors present in speech are fewer so that the	3×2=6

		make the message difficult to understand	create confusion	it consists of many errors	message would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6

	Total Score	30

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{30}{40} \times 100$$

$$= 75$$

11. Student's name: Tan Rizka (31)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	2×2= 4
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6

			understandable			
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	2×2=4
Performance Skill	2	Speaking in volume	Mumbling and less	Speaking in	Speaking clearly and	3×2=6

		which is almost inaudible, and not communicative	communicative	soft voice, but can be understood and communicative enough	loudly and communicative	
					Total Score	

The following equation is used to determine students' grades:

Student's score = $\frac{28}{40} \times 100$

= 70

12. Student's name: Fani Ramadhani (10)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6

Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more	Speaks clearly and distinctly most of the time, with no	Speaks clearly and distinctly nearly all the time, with no	Speaks clearly and distinctly all the time, with no more	3×2=6

		than one mispronounced words	more than one mispronounced	more than one mispronounced	than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	32

The following equation is used to determine students' grades:

Student's score = $\frac{32}{40} \times 100$

= 80

13. Student's name: Salwa Nayla (28)

Aspects	**Weight**	**Criteria**	

		1	2	3	4	Score
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6

Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6
					Total Score	30

The following equation is used to determine students' grades:

Student's score = $\frac{30}{40} \times 100$

= 75

14. Student's name: Rasya Falencia (24)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors	The errors present in speech	The speech is still	The errors present in speech are	3×2=6

		present in speech make the message difficult to understand	would frequently create confusion	understood although it consists of many errors	fewer so that the message would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not	Mumbling and less communicative	Speaking in soft voice, but can be understood and communic	Speaking clearly and loudly and communicative	3×2=6

		communic ative		ative enough		
					Total Score	30

The following equation is used to determine students' grades:

Student's score = $\frac{30}{40} \times 100$

= 75

15. Student's name: Sahla Mafaza (27)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but	Speaking with several incorrect	Speaking with correct pronunciation	3×2=6

			still understandable	pronunciations		
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6

Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	32

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{32}{40} \times 100$$

$$= 80$$

16. Student's name: Sarah Amalia (29)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	

Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	2×2= 4
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles	Speaks clearly and	Speaks clearly and	Speaks clearly and	3×2=6

		or cannot be understood, more than one mispronounced words	distinctly most of the time, with no more than one mispronounced	distinctly nearly all the time, with no more than one mispronounced	distinctly all the time, with no more than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	2×2=4
					Total Score	26

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{26}{40} \times 100$$

$$= 65$$

17. Student's name: Adinda Rizky (01)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	2×2=4
Accuracy	2	The serious errors present in speech make the	The errors present in speech would frequently	The speech is still understood although it consists	The errors present in speech are fewer so that the message	2×2=4

		message difficult to understand	create confusion	of many errors	would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	2×2=4

	Total Score	24

The following equation is used to determine students' grades:

Student's score = $\frac{24}{40} \times 100$

= 60

18. Student's name: Nur Alivia (21)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	4×2= 8
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6

			understandable			
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume	Mumbling and less	Speaking in	Speaking clearly and	3×2=6

		which is almost inaudible, and not communicative	communicative	soft voice, but can be understood and communicative enough	loudly and communicative	
					Total Score	32

The following equation is used to determine students' grades:

Student's score = $\frac{32}{40} \times 100$

= 80

19. Chelsea Arthea (07)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6

Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more	Speaks clearly and distinctly most of the time, with no	Speaks clearly and distinctly nearly all the time, with no	Speaks clearly and distinctly all the time, with no more	3×2=6

		than one mispronounced words	more than one mispronounced	more than one mispronounced	than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6
					Total Score	30

The following equation is used to determine students' grades:

Student's score = $\frac{30}{40} \times 100$

= 75

20. Student's name: Ardhita Aprilia (04)

Aspects	**Weight**	**Criteria**	

		1	2	3	4	Score
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6

Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	32

The following equation is used to determine students' grades:

Student's score = $\frac{32}{40} \times 100$

= 80

21. Student's name: Nabila Dhea A. (19)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	2×2= 4
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors	The errors present in speech	The speech is still	The errors present in speech are	3×2=6

		present in speech make the message difficult to understand	would frequently create confusion	understood although it consists of many errors	fewer so that the message would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not	Mumbling and less communicative	Speaking in soft voice, but can be understood and communic	Speaking clearly and loudly and communicative	2×2=4

		communic ative		ative enough		
					Total Score	26

The following equation is used to determine students' grades:

Student's score = $\frac{26}{40} \times 100$

= 65

22. Student's name : Farida Nugraheni (11)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but	Speaking with several incorrect	Speaking with correct pronunciation	3×2=6

			still understandable	pronunciations		
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6

Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6
					Total Score	30

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{30}{40} \times 100$$

$$= 75$$

23. Marsela Citra H. (18)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	

Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles	Speaks clearly and	Speaks clearly and	Speaks clearly and	3×2=6

		or cannot be understood, more than one mispronounced words	distinctly most of the time, with no more than one mispronounced	distinctly nearly all the time, with no more than one mispronounced	distinctly all the time, with no more than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6
					Total Score	30

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{30}{40} \times 100$$

$$= 75$$

24. Student's name: Ika Panca (14)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	2×2= 4
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the	The errors present in speech would frequently	The speech is still understood although it consists	The errors present in speech are fewer so that the message	3×2=6

		message difficult to understand	create confusion	of many errors	would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	2×2=4

	Total Score	26

The following equation is used to determine students' grades:

Student's score = $\frac{26}{40} \times 100$

= 65

25. Student's name: Arindha Meisyifa (05)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6

			understandable			
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume	Mumbling and less	Speaking in	Speaking clearly and	3×2=6

		which is almost inaudible, and not communicative	communicative	soft voice, but can be understood and communicative enough	loudly and communicative	
					Total Score	30

The following equation is used to determine students' grades:

Student's score = $\frac{30}{40} \times 100$

= 75

26. Student's name: Khaira Adzani P. (16)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6

Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more	Speaks clearly and distinctly most of the time, with no	Speaks clearly and distinctly nearly all the time, with no	Speaks clearly and distinctly all the time, with no more	3×2=6

		than one mispronounced words	more than one mispronounced	more than one mispronounced	than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6
					Total Score	30

The following equation is used to determine students' grades:

Student's score = $\frac{30}{40} \times 100$

= 75

27. Student's name: Friska Flori A. (13)

Aspects	**Weight**	**Criteria**	

		1	2	3	4	Score
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6

Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	32

The following equation is used to determine students' grades:

Student's score = $\frac{32}{40} \times 100$

= 80

28. Student's name: Febrianti Putri R. (12)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors	The errors present in speech	The speech is still	The errors present in speech are	3×2=6

		present in speech make the message difficult to understand	would frequently create confusion	understood although it consists of many errors	fewer so that the message would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not	Mumbling and less communicative	Speaking in soft voice, but can be understood and communic	Speaking clearly and loudly and communicative	3×2=6

		communic ative		ative enough		
					Total Score	30

The following equation is used to determine students' grades:

Student's score = $\frac{30}{40} \times 100$

= 75

29. Student's name: Vika Maria Dewi (33)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but	Speaking with several incorrect	Speaking with correct pronunciation	3×2=6

			still understandable	pronunciations		
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6

Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6
					Total Score	30

The following equation is used to determine students' grades:

Student's score = $\frac{30}{40} \times 100$

= 75

30. Student's name: Della Maryanti Y.L (09)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	

Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	4×2=8
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles	Speaks clearly and	Speaks clearly and	Speaks clearly and	3×2=6

		or cannot be understood, more than one mispronounced words	distinctly most of the time, with no more than one mispronounced	distinctly nearly all the time, with no more than one mispronounced	distinctly all the time, with no more than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	4×2=8
					Total Score	34

The following equation is used to determine students' grades:

Student's score $= \frac{34}{40} \times 100$

$= 85$

31. Student's name: Putri Seffi A. (23)

Aspects	Weight	Criteria				Score
		1	2	3	4	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understanda ble	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6
Accuracy	2	The serious errors present in speech make the	The errors present in speech would frequently	The speech is still understood although it consists	The errors present in speech are fewer so that the message	3×2=6

		message difficult to understand	create confusion	of many errors	would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6

	Total Score	30

The following equation is used to determine students' grades:

Student's score $= \frac{30}{40} \times 100$

$= 75$

32. Student's name: William Mathew (34)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	4×2= 8
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	3×2=6

			understandable			
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	4×2=8
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	4×2=8
Performance Skill	2	Speaking in volume	Mumbling and less	Speaking in	Speaking clearly and	3×2=6

		which is almost inaudible, and not communicative	communicative	soft voice, but can be understood and communicative enough	loudly and communicative	
					Total Score	38

The following equation is used to determine students' grades:

Student's score = $\frac{38}{40} \times 100$

= 90

33. Student's name: Afin Nadhifah (02)

Aspects	**Weight**	**Criteria**				**Score**
		1	**2**	**3**	**4**	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6

Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	2×2=4
Accuracy	2	The serious errors present in speech make the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are fewer so that the message would be easily	3×2=6
Clarity	2	Often mumbles or cannot be understood, more	Speaks clearly and distinctly most of the time, with no	Speaks clearly and distinctly nearly all the time, with no	Speaks clearly and distinctly all the time, with no more	2×2=4

		than one mispronounced words	more than one mispronounced	more than one mispronounced	than one mispronounced	
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	2×2=4
					Total Score	24

The following equation is used to determine students' grades:

Student's score = $\frac{24}{40} \times 100$

= 60

34. Student's name : Sa'diyyah Yusriyah Z. (26)

35. Aspe	**Weight**	**Criteria**	

cts						Score
		1	2	3	4	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	3×2= 6
Pronunciation	2	Speaking words incomprehension	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciations	Speaking with correct pronunciation	2×2=4
Accuracy	2	The serious errors present in speech make the message	The errors present in speech would frequently create confusion	The speech is still understood although it consists	The errors present in speech are fewer so that the message	3×2=6

		difficult to understand		of many errors	would be easily	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced words	Speaks clearly and distinctly most of the time, with no more than one mispronounced	Speaks clearly and distinctly nearly all the time, with no more than one mispronounced	Speaks clearly and distinctly all the time, with no more than one mispronounced	3×2=6
Performance Skill	2	Speaking in volume which is almost inaudible, and not communicative	Mumbling and less communicative	Speaking in soft voice, but can be understood and communicative enough	Speaking clearly and loudly and communicative	3×2=6
					Total Score	28

The following equation is used to determine students' grades:

$$\text{Student's score} = \frac{28}{40} \times 100$$

$$= 70$$

Appendix 4 Result of Questionnaire

Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Category
1	0	5	5	5	5	0	5	0	5	5	5	5	0	0	0	5	5	0	5	5	65	Extrovert
2.	0	0	5	0	5	0	5	0	5	0	0	0	0	5	0	5	5	0	5	5	45	Introvert
3.	5	5	0	0	0	5	5	0	5	5	5	5	5	0	5	5	5	0	5	5	70	Extrovert
4.	0	0	5	0	0	5	5	0	5	5	0	0	5	5	5	5	0	0	0	0	45	Introvert
5.	0	5	0	5	5	0	5	0	5	0	0	0	0	5	5	0	5	0	5	5	50	Extrovert
6.	5	0	5	0	0	5	0	5	0	5	0	0	0	5	0	0	0	0	5	0	35	Introvert
7.	5	5	5	5	0	0	5	0	5	5	0	5	0	5	0	5	0	0	5	5	60	Extrovert
8.	0	5	5	0	0	5	5	0	5	5	5	5	0	0	0	0	5	0	5	5	55	Extrovert
9.	5	0	0	5	0	5	5	5	5	5	0	0	5	5	5	0	5	5	0	0	60	Extrovert
10.	0	5	5	5	5	0	5	5	5	5	5	5	0	0	0	5	5	0	5	5	70	Extrovert
11.	0	0	5	5	5	0	5	0	5	5	5	5	0	5	0	0	5	5	5	5	65	Extrovert
12.	5	0	5	0	5	5	0	5	0	0	0	5	5	5	0	5	0	5	0	0	50	Extrovert
13.	0	0	5	0	5	0	5	0	5	5	5	5	0	5	0	0	5	0	5	5	55	Extrovert
'14.	5	0	5	5	0	0	5	0	5	0	0	5	5	5	5	0	5	0	0	0	50	Extrovert
15.	0	0	5	0	0	0	5	0	0	5	5	5	0	5	5	0	0	5	5	5	50	Extrovert
16.	5	5	5	5	0	5	0	5	0	5	0	5	5	5	0	0	0	5	0	0	55	Extrovert
17.	5	0	5	5	5	0	5	0	0	0	5	5	5	0	5	0	5	0	5	0	55	Extrovert
18.	0	0	5	0	5	0	5	0	5	5	5	0	5	5	5	5	0	0	5	5	60	Extrovert
19.	5	0	5	0	5	0	0	5	0	0	0	5	5	5	0	0	5	0	5	0	45	Introvert
20.	5	0	5	5	5	5	5	5	5	0	0	5	0	0	0	0	5	5	5	0	60	Extrovert
21.	5	0	5	5	0	5	5	5	5	0	0	5	5	5	5	5	5	5	0	0	65	Extrovert
22.	5	5	5	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	0	0	80	Extrovert
23.	5	0	5	0	0	5	5	5	5	0	0	5	0	5	5	0	5	0	5	0	55	Extrovert
24.	0	0	5	0	0	0	0	0	5	5	0	5	0	5	0	0	5	0	0	5	35	Introvert
25.	0	5	0	5	5	5	5	0	5	5	0	5	0	5	5	5	0	5	0	5	65	Extrovert
26.	5	5	5	5	5	0	5	0	0	0	5	0	0	5	0	5	0	5	5	5	60	Extrovert
27.	5	5	5	0	0	0	0	0	5	0	5	5	0	5	0	5	5	5	5	5	60	Extrovert
28.	0	0	5	5	0	5	0	5	5	5	0	5	0	0	5	0	5	0	0	5	50	Extrovert
29.	0	0	5	0	5	0	0	0	5	0	0	5	5	0	0	0	0	5	5	5	40	Introvert
30.	5	0	5	5	0	5	5	5	5	0	0	0	5	5	0	0	0	5	0	0	50	Extrovert
31.	5	0	5	0	0	5	0	5	5	0	0	5	0	5	0	0	0	5	0	5	45	Introvert
32.	0	5	5	5	5	0	5	0	5	5	5	5	0	5	0	0	5	5	0	0	60	Extrovert
33.	0	5	5	0	5	0	5	5	5	5	5	5	0	5	0	0	5	5	5	5	70	Extrovert
34.	0	0	5	0	0	0	5	5	5	5	5	5	0	0	0	5	5	0	5	5	55	Extrovert

37	34.	0	0	5	0	0	0	5	5	5	5	5	5	0	0	0	5	5	0	5	5	55	Extrovert
38	35	5	0	5	0	0	5	5	5	0	5	0	0	5	5	5	0	5	0	5	0	55	Extrovert
39	36	5	0	5	0	5	0	5	5	5	5	5	0	0	5	0	0	5	0	5	0	55	Extrovert
40	37	5	0	5	5	0	5	5	0	0	5	0	5	0	0	0	0	0	5	5	0	45	Introvert
41	38	5	0	5	5	0	5	0	5	0	0	0	5	5	5	5	0	5	0	0	0	50	Extrovert
42	39	5	0	5	0	0	5	5	5	5	0	0	5	0	5	0	5	0	5	0	0	50	Extrovert
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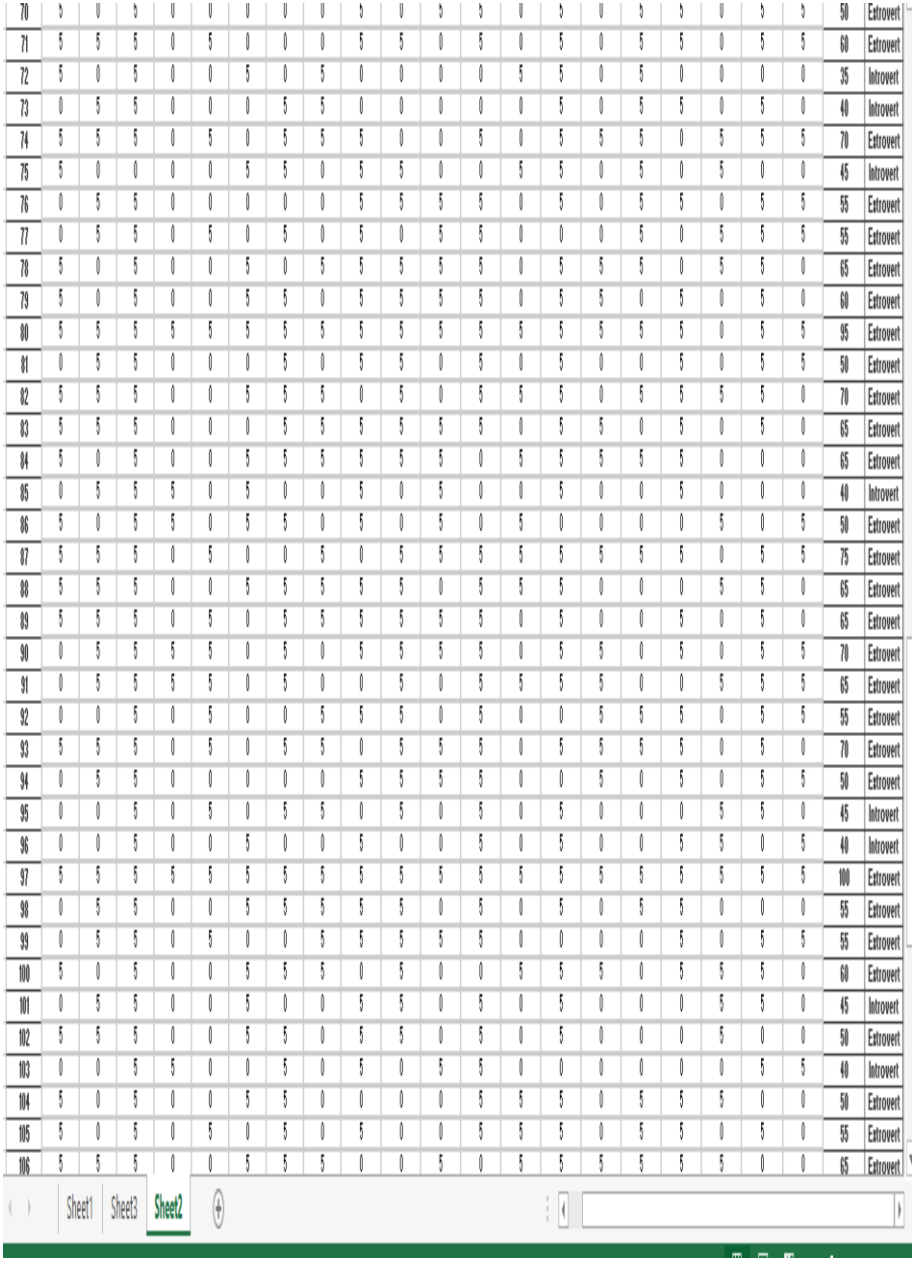

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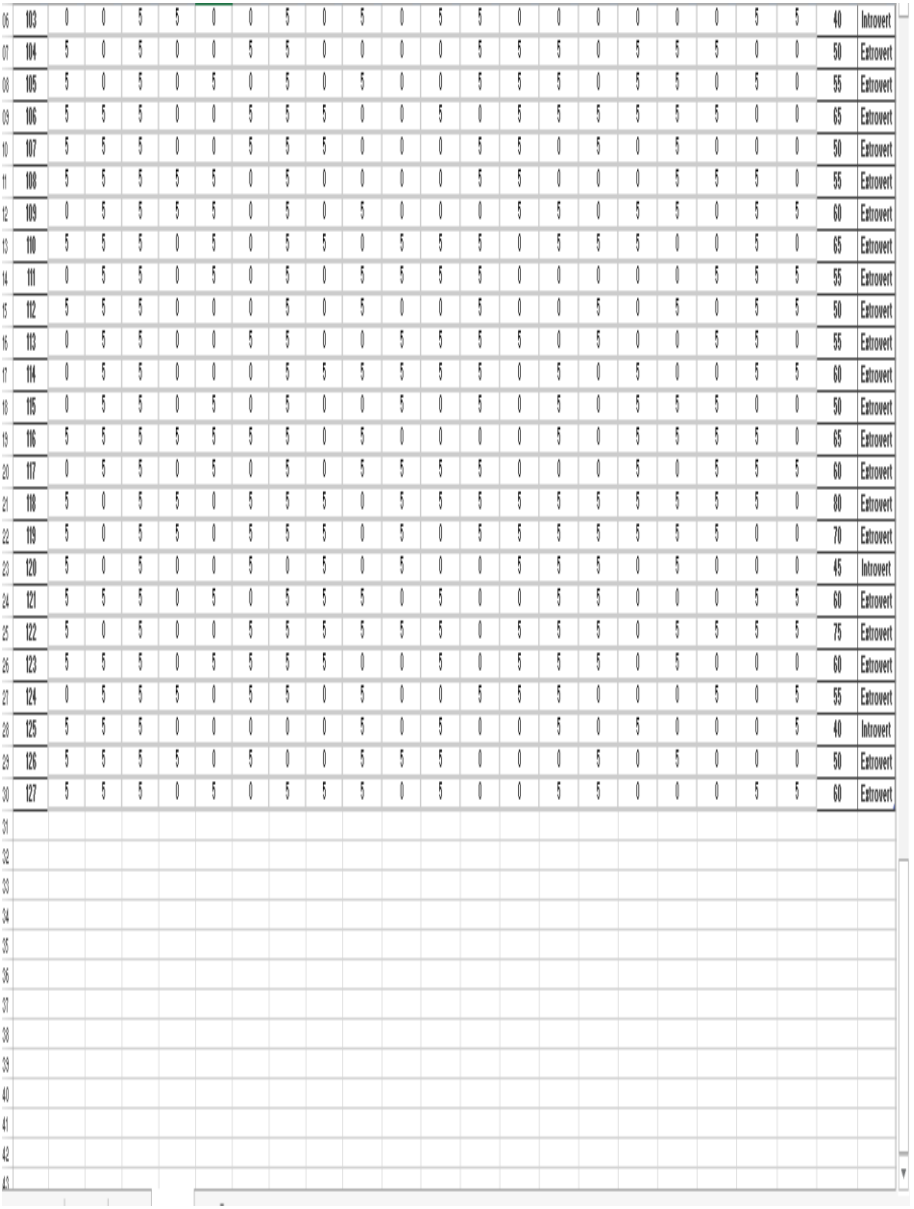
Sheet1 Sheet3 Sheet2



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Appendix 5 Documentation

Appendix 5 Research Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-760a1295, Faksimile 024–

Nomor : 2324/Un.10.3/D1/TA.00.01/05/2023 Semarang,05 Mei 2023Lamp : -
Hal : Mohon Izin Riset
a.n. : Dita RetnoningrumNIM :
1903046078

Yth.
Kepala Sekolah SMK Negeri 2 Semarang
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Dita Retnoningrum
NIM : 1903046078
Alamat : Jl.Kalikangkung RT 01 RW 01, Gondoriyo Kecamatan Ngaliyan Kota Semarang
Judul Skripsi : **Willingness to Communicate for Students with Different Personalities Between Extrovert and Introvert: A Comparative Study in English Speaking Class.**

Pembimbing :
1. Dra. Nuna Mustikawati Dewi, M.pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 hari, mulai tanggal16 mei 2023 sampai dengan tanggal 30 Mei 2023
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

KEMENTERIAN AGAMA FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN WALISONGO SEMARANG REPUBLIK INDONESIA

ABDUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

CURRICULUM VITAE

Personal Data

Name	: Dita Retnoningrum
Place of Birth	: Grobogan
Date of Birth	:16th June 2001
Religion	: Islam
Gender	: Female
Adress	: Temon, RT 01 RW 03, Brati, Kab Grobogan
Email	: ditar.n0134@gmail.com

Formal Education

1. Bachelor Degree from English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang.
2. Senior High School 1 Grobogan
3. Junior High School 1 Grobogan
4. Elementary School 3 Temon

Semarang, 23th June 2023
The Writer

Dita Retnoningrum
1903046078