STUDENT'S ORAL PARTICIPATION OF SPEAKING CLASS: A CASE STUDY OF EXTROVERTED AND INTROVERTED STUDENTS

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
in English Language Education

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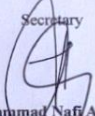
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Assalamu'alaikum, wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

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Wassalamu'alaikum, wr. wb.

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ABSTRACT

Title : **Student's Oral Participation of Speaking Class: A Case Study of Extroverted and Introverted Students**
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This research explain and analyze the relationship between extroverted and introverted personality dimensions and English speaking ability of students in the English Intensive Class by students at Darul Falah Islamic Boarding Besongo Semarang. 35 students of English Intensive Class from grade 1 to 4 were selected from 140 students to participate in this study. Using the revised version of the Eysenck Personality Questionnaire (EPQR-S), subjects were divided into two groups: extroverts and introverts. The assessment of participants' speaking ability is determined by an oral proficiency assessment that refers to the Foreign Service Institute (FSI) of Washington DC which consists of six categories. The findings show that based on the simultaneous test (f-test) and partial test (t-test) it is not significant, it can be concluded that there is no influence between extroverted and introverted personalities on students' speaking ability.

Keywords*: Extrovert, Introvert, Personality, and Speaking ability.*

MOTTO

مَنْ عَمِلَ صَالِحًا مِنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهُ حَيَاةً طَيِّبَةً ۖ

وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ

Whoever does righteousness, whether male or female, while he is a
believer – We will surely cause him to live a good life, and We will
surely give them their reward (in the Hereafter) according to the best
of what they used to do. (Ali, 2004)

― Chapter 16. Surah An Nahl [verse 97]

DEDICATION

This thesis is lovingly dedicated to my dear parents who have been our constant source of inspiration. They have given me the drive and discipline to tackle any task with enthusiast and determination. Without their endless love, support, and encouragement this thesis would not have been possible.

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Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher so that this thesis is finished. *Shalawat* and *salam* are also raised to Prophet Muhammad SAW, who brings *ummah* from the dark era into the brightness era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

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Finally, the researcher realizes that this thesis is the way far from the perfect arrangement. Therefore, the researcher will be happily accepting any constructive suggestions in order to make this thesis better.

Semarang, 31 August 2021

The Researcher,

Muhammad Aniq
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CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the background of the study, the reasons for choosing the topic, the research issue, the purpose of the study, the significance of the study, and the limitations of the research that highlights the involvement of Student's Oral Participation of Speaking Class: A Case Study of Extroverted and Introverted Students as teacher evaluation and to determine learning methods that are in accordance with the character and personality of students.

A. Background of the Research

Language is a conventional oral system, manual (sign), or written symbol by which humans, as members of social groups and participants in their culture, express themselves. Language functions include communication, identity expression, play, imaginative expression, and emotion release. (Crystal & R. Henry, 2021).

According to Noam Chomsky (2002), language is a set of finite or infinite sentences, each finite in length, and constructed out of a finite set of elements. Furthermore, language also may be produced through signing and writing. Language and its various modes of production fall under the much broader concept of communication, which is the process of sharing or giving information, feelings, and attitudes (Wise & Sevcik, 2016). Its

main task is to take action, make connections and communicate. Moreover, as its main use is to convey a message, news, or opinion to each other, then the diversity of languages is interesting for further discussion and study.

In the Holy Quran the are several verses related to the science of language. One of them is the Surah Ar-Rum verse 22.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ

إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِلْعَالِمِينَ

"And among His Sign is the creation of the heavens and the earth, and the diversity of your tongues and colours. In that surely are Signs for those who posses knowledge." (Ali, 2004).

People will use language as their communication medium to share or exchange information with others by using their basic communication skills which is speaking. One of the main priorities for a foreign language learner is the ability to master speaking skills (Febriyanti, 2011). One way to communicate is by way of discussion. Communication can be done by conducting discussions. As seen in Moodle mix courses, a discussion forum is a fairly effective communication tool (Rizal, 2017). It can also be used to express ideas, opinions, and feelings both in writing and orally. So, from a social point of view, language has two important functions. First, language is a realm for building a social relationship. Second, language plays an important role in

transmitting information about the speaker. English is one of the most spoken languages today.

People around us belong to a variety of social types. People have a different way to express something (Janah & Tarwiyah, 2018) because speaking is the most basic form of human communication, most people consider the ability to speak a language to be equivalent to understanding that language. Speaking in a second or foreign language, on the other hand, is sometimes regarded as the most difficult of the four talents. (Celce-Murcia, 2001).

According to Richard & Renandya (2002), understanding how grammar rules apply or understanding the semantic meaning of a word is not sufficient as a provision for learning to speak a foreign language. However, further, we need to understand how native English speakers use spoken language in social communication. It is undeniable that the ability to use language in the realm of social interaction employing effective communication is difficult for language learners.

Many factors contribute to influencing a person's speaking ability. One of the factors is the influence of a personality. Individual differences are an absolute and undeniable thing that occurs in foreign language learners. From a language teacher's point of view, the student's personality has an important role as one of the factors that contribute to the success or failure of foreign language learning.

One of the success factors in education is the teacher, therefore teachers need to have extensive and complete knowledge and experience that can serve as methods and means of carrying out their duties as teachers. One of them is understanding students' personalities because there is a relationship between students' personalities, learning methods, and learning strategies that students develop as a first step in the process of achieving better academic achievement.

Referring to the views of Ryckman (2004), A person's personality may be characterized as a dynamic and structured set of traits that impact his or her cognitions, motives, and behaviors in a given circumstance. Eysenck divides personality types into two, extroverts (tend to be oriented outwardly) and introverts (tend to be inwardly oriented), (Eysenck, 1947). In general, the existence of an extrovert-introvert personality is one of the factors that has contributed to the success of students in learning a second language (Spolsky, 1989). Based on these factors, experts have shown that students and teachers should consider one of these aspects the skills and success of learning a second language because every individual has diversity in terms of personality and students' personality types cannot be ignored in applying the learning method.

Several personality characteristics have been proposed that might influence second language learning. (M. Lightbown & Spada, 2006). Since the beginning of the 1990s, there has been a

growing interest in how personality correlates to the academic performance. Since the early '90s, attention to the correlation between personality and academic achievement has emerged and there have been several developments. Davies (1999), quoted from Rod Ellis in The Handbook of Applied Linguistics revealed that from 6 to 8 studies that used oral language tests, it was found that an extrovert performs better than an introvert because a person's personality is able to influence the extent to which he can receive and process information. (Barrick & Mount, 1996).

An extrovert is often described as a lifetime of partying. Their outgoing, energetic nature attracts people, and it is difficult for them to divert attention. They flourish in interaction. Where a person's interest is directed to things outside himself and others rather than himself or his experiences, directs outward interest, especially to social contacts, is very active, lively, and friendly. Extroverts are usually very adaptable in social activities, preferring outdoor activities, and are good at socializing. Meanwhile, an introvert is a quiet person who is more interested in his own thoughts and feelings than in spending time with other people (Eysenck, 1947). These people are typically described as more reserved. They may engage in a multitude of social activities, but they need time away from others to recharge their energy.

Furthermore, improving and sustaining professional practices necessitates the development of teacher capacity and

professional culture. Professional learning may serve as a link between good teaching techniques and their implementation. A teacher will engage with other teachers through professional learning to participate in activities such as academic discussion, sharing, peer lessons, lesson study, mentorship, and so on. (Tarwiyah et al., 2019).

In addition to mastering English language skills is an essential requirement for every teacher, whatever subject he teaches, at least the teacher can apply the right method in the teaching and learning process (Ikhrom et al., 2018). So that it can improve the quality of the teaching and learning process in the classroom because it can minimize the problems faced.

Other times, pupils who appear to understand the structure but are having issues with English, particularly in their speaking class. For example, pupils continue to make errors while defining the Present and Simple Past Tense. They frequently do this because they are unaware of the situation when they need to change certain past behaviors, thus they speak in the present tense (Annury, 2013).

So, this research was conducted by distributing questionnaires and student interviews in the English Intensive Class of the Darul Falah Islamic Boarding Besongo Semarang. Students have different backgrounds and are high school graduates from various regions in Indonesia, so their English

proficiency is certainly different from one another, especially in their speaking ability.

Based on the problems and conditions were conducted above, this investigation was continued under the title Student's Oral Participation of Speaking Class: A Case Study of Extroverted and Introverted Students.

B. The Questions of the Research

This study is procedurally guided through the following major questions:

1. How are extroverted students in oral participation of speaking class in English Intensive Class at the Darul Falah Besongo Islamic Boarding Semarang?

2. How are introverted students in oral participation of speaking class in English Intensive Class at the Darul Falah Besongo Islamic Boarding Semarang?

3. Is there any correlation between extroverted and introverted students in oral participation class of English Intensive Class at the Darul Falah Besongo Islamic Boarding Semarang?

C. Objectives and Significances of the Research

1. The Objectives

   In line with research question, this study:

   1) Explain students' extroverted and introverted of English Intensive Class Islamic Boarding of Darul Falah Besongo Semarang.

   2) Explain students' speaking skill of English Intensive Class Islamic Boarding of Darul Falah Besongo Semarang.

   3) To analyze whether there is or no correlation between both extroverted and introverted students' personality and speaking skills of English Intensive Class Islamic Boarding of Darul Falah Besongo Semarang.

2. The Significances

   The significances of the research are expected by the writer to be able to give the benefits as follows:

   a. Theoretical benefit.

      The goal of this research is to ensure that the findings from this research can be used as a reference resource as well as library material for educators, where research on the contribution of Student's Oral Participation in the Speaking Class: A Case Study of Extroverted and Introverted Students can select a learning style or approach that matches the students' need in the

classroom. In addition, this final report will decide the style of class design in the production of the student's emotional approaches implemented by the English teacher.

b. Practical benefit.

   a) For teachers

This research is expected to be able to help educators, such as teachers and lecturers, to apply appropriate methods in the teaching and learning process. So that it can improve the quality of the teaching and learning process in the classroom because it can minimize the problems faced. Besides, educational staff can implement methods that suit the different personalities of students so that the material presented is more easily accepted by both extroverted and introverted students.

   b) For students

This research can help students realize the influence of their personality traits so that they can get the best way to solve speaking problems.

c) For university

This research can be used as a starting point for the development of teaching methods used in educational institutions.

d) For researcher

This study expands the writer's knowledge about the personality types of students that affect their ability to speak. The researcher will gain tremendous experience in conducting this research by examining the relationship between student personality and their speaking ability.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter highlights three key points. First, the analysis of relevant literature, which objectively explores the impact of student personality on speaking skills, and second, the previous studies of student speaking abilities and their personalities, undertaken by experts, linguists, and practical academics, and the last one is hypothesis formulation.

A. Theory Description
1. Personality Trait
   1) Introduction

   Personality is described as a combination of behaviors, cognitions, and emotional patterns that develop through time as a result of biological and environmental influences (Corr & Matthews, 2009).

   Talking about personality, there are many kinds of understanding that we can find in literature and from experts. Personality is defined as a series of behavioral, cognitive, and emotional patterns that have evolved from biological and environmental factors. While there is no generally agreed-upon definition of personality, most theories focus on motivation and psychological interaction with one's environment (Sadock et al., 2017). While Jung (2016) define personality as the total of all

the behavioral and mental characteristics employing which an individual is recognized as being unique.

Raymond Cattell stated that personality is considered a trait that predicts a person's behavior because the theory of personality is trait-based. On the other hand, a more behavior-based approach defines personality through learning and habits. On the other hand, more behaviorally-based approaches define personality through learning and habits. Nevertheless, Corr & Matthews (2009) states, most theories view personality as relatively stable.

Personality is the dynamic structure of those psychophysical processes within an individual that defines his distinctive behavior and cognition (Allport, 1961). From many aspects of personality, an "arrangement" is needed to integrate it because personality is something unique, organized, and will change dynamically, and psychophysically. (Feist et al., 2011). Furthermore, Allport explains it as follows.

  a. Dynamic Organization: Personality involves an active organization that will continue to experience change and development, and involves self-regulation motivation. That is what is called dynamic. The possibility of disorganization can occur and cause abnormalities resulting from mental illness and personality disorders.

b. Psychophysical System: Psychophysics is a personality that reflects the mind and body, the whole organism. Among the scope of the psychophysical system are attitudes, habits, temperaments, and sentiments of various types (Kelland, 2020).

Yet, personality also affects a person in terms of communicating or speaking not infrequently some problems are often encountered such as speaking often carries the risk of rejection, reproach, exposure, or disconnection. This requires moral courage, which is defined as the capacity to overcome fear and the willingness to speak up and do what is right in the face of forces that would lead one to act in another way (Lachman, 2007).

Based on the explanation of the theories above, the author can conclude that personality is unique and dynamic, which will continue to change and develop, both in psychological aspects and in physical systems which include internal behavior and external behavior. One aspect that can be influenced by this personality is speaking and how to communicate with other people.

2. Extrovert

   1) Definition of Extrovert

        Extrovert is one of the personalities where a person tends to have a active character, enjoy group work and easily establish relationships with others. According to Hedge, indicates that extrovert students may be silenced and may lose their enthusiasm if taught by irritated teachers (Mirhadizadeh, 2016).

        Moreover, extroverted refers to people's tendency to concentrate and get energy from people's external world and activities, internal thoughts, and experiences (Dörnyei, 2005). In other words, extrovert refers to whether someone is a character that is often proposed and likes to face the external reality or faces the collective unconscious more often.

        Extroverts are objective rather than personalized worldviews, while introverts are essentially subjective and personalized worldviews. Extroverts have the main characteristics, namely, social skills and impulsivity, sense of humor, enthusiasm, quick thinking, optimism, and other characteristics, indicating that people like relationships with others.

   2) Relationship between Extrovert and Speaking Skill

        If we connect extrovert personalities in the aspects of learning a second language, extrovert and introvert students

will have their advantages and disadvantages in different aspects. Both introverts and extroverts achieve success in second language learning but in a wide variety of language programmers.

In the research which was conducted by Ahmadian & Yadgari (2011) on extroverted students' scores related to language variables derived from complex oral tasks such as dialogue, it was found that extroverted students are more fluent in L1 and L2 than introverted ones, especially in formal situations.

Table 2.1

Aspect of Extrovert and Introvert

Aspect	Extrovert	Introvert
Sociability/interaction	Like parties, need to have people to talk to.	Reserved and distant except to intimate friends.
Excitement	Crave excitement; act on the spur of the moment.	Do not like excitement, distrust the impulse of the moment.
Expenditure of energies	Carefree, easygoing,	Reliable, take

	optimistic, like to laugh and the merry, altogether their feelings are not kept under tight control.	matters of everyday life with proper seriousness, pessimistic, quiet, retiring sort of person, introspective.
Risk-taking/planning	Take opportunity, usually like changes..	Plans ahead, 'look before they leap', like a well-ordered mode of life.
Interests in external events	Does not like reading or studying alone.	Fond of books rather than people.

3. Introvert
   1) Definition of Introvert

   According to Jung (2016), introvert is oriented primarily toward the inner world; thus they tend to focus their perception and judgment on concepts and ideas. On the

other hand, an introverted does not speak much, likes to study alone, avoids social interaction, and encounters difficulties in participating in communication activities.

An introvert is different from shy (fear of social judgment). It is more about how a person responds to stimuli, including social stimuli. Introverts feel more satisfied when they are not stimulated by the outside world for examples, chatting with a good friend or reading a book.

On the other hand, an introvert work more slowly and deliberately, preferring to focus on one task at a time. Furthermore, an introvert may enjoy attending a party or work function, but would rather return home to unwind afterward. Introverts focus their social efforts on close friends or family, listen more than they speak, think before they say, express themselves better in writing than in speech, detest confrontation and trivial chat, but love a meaningful conversation.

In language classrooms, quite and reversed personalities are often treated as problem (Abd. Karim et al., 2016). Despite these flaws, an introvert personality has a positive or helpful impact in that people with an introvert personality are better at writing, reading, and listening than verbally communicating.

2) Relationship between Introvert and Speaking Skill

When in one class, a teacher only applies one learning method without considering the psychological aspects of students in the context of personality more specifically, then the students' understanding in absorbing lessons becomes less optimal. This happens because each student has a different personality and different learning patterns based on their personality.

In learning speaking classes, generally introverted students tend to choose seats that are a little far from the teacher's sight so that they are not called to the front to just speak a word because this can make introverted students feel nervous, anxious, and tremble because they feel uncomfortable with the situation. This is different from extroverted students who will be very enthusiastic when the teacher mentions their name to come forward.

4. Speaking Skill

1) Definition of Speaking Skill

There are many definitions of speaking that have been proposed by some experts. In the views of Chaney & Burk (1998) speaking is the process of creating and communicating meaning in a range of settings via the use of verbal and nonverbal symbols. Producing, collecting, and digesting information are all part of the interactive process of building meaning when speaking (Burns & Joyce, 1997).

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Its shape and meaning are determined by the context in which it takes place, which includes the participants, their shared experiences, the physical surroundings, and the reasons for speaking.

Siahaan (2008), states that speaking is a useful linguistic ability. It indicates that speaking is a person's ability to generate sounds that have meaning and can be understood by others, allowing for effective communication. Speaking also refers to the use of language to communicate with others (Glenn, 2003). It indicates that this activity involves two or more individuals, with each participant having a goal or set of intents that he desires. Participants are both hearers and speakers, and they must react to everything they hear and contribute at a high rate.

Learners must not only know how to create certain aspects of language, such as grammar, pronunciation, or vocabulary (linguistic competence), but also understand when, why, and how to produce language (communication competence & sociolinguistic competence) and also actively participate in the learning process.

Dancer and Kamvounias (2005) define participation as active engagement that consists of five elements: participation, contribution to the discussion, group skills, communication skills, and attendance. Oral participation is the most recognizable form and is frequently graded by

instructors (Jones, 2008). Despite the high value placed on oral participation, about 20% of students account for about 80% of participation (Fritschner, 2000). An interview was conducted with students and reported by Fritschner (2000) that quiet students define participation differently from "talkers." Speakers defined participation as volunteering to speak in class, while quiet students included attendance, active listening, and being prepared as the main elements of participation.

When people hear someone talk, they almost instinctively pay attention to how the speaker sounds. Based on what they hear, they make some shaky and perhaps subconscious judgments about the speaker's personality, attitudes, home region, and native/non-native speaker status. People use their words to project a picture of themselves to others, whether intentionally or subconsciously.

2) Stage of Speaking

On average, humans generally say sixteen thousand words a day, although some people such as politicians or speakers may say more because speaking in a native language is natural and indispensable, unless we have to learn to do it in a foreign language again, we will never realize how to have this ability (Jones, 2008).

It is considered that the ability to speak fluently develops naturally over time as a result of education and

mastery of grammar and vocabulary, with minimum pronunciation. Just like when two people carry out a conversation, they very often use a combination of skills, for example speaking and listening skills. As we know that speaking is a part of language skills which should be mastered by students. (Annury, 2013).

3) The Component Underlying Speaking

It is not enough to understand the language itself, but foreign language learners must also master and understand several other contents in order to use the target language well. These include knowledge about how to choose and determine sentences that are appropriate to the surrounding social conditions, ow to start, reply and end a conversation, and how to build a good conversation. The following are the competencies that underlie speaking skills:

a. Grammatical Competence

Grammatical competence is the capacity to use grammatical principles to produce grammatically accurate statements in the proper context. (Mulyaningsih et al., 2013). This is the concept of the entire sentence pattern, including form, syntax, mechanics, and vocabulary. The concept of sentence patterns can improve grammatical skills. For example, in terms of phonetics, the term "mechanical" usually

refs to the basic sounds, pronunciation, intonation, and accent of letters and syllables.

In order for meaning to be conveyed properly, English foreign language learners must be careful in knowing about words and sentences: That instance, students must comprehend how a word is formed into a decent phrase or divided into distinct sounds, as well as how particular sentences are stressed. As a result, grammatical competence enables speakers to utilize and grasp the structure of English properly and without hesitation, resulting in fluency.

b. Discourse Competence

English foreign language learners must develop their discourse competence, in addition to grammatical competence. The capacity to utilize (create and identify) coherent and cohesive texts in an oral or written form is known as discourse competency (Bachman, 1990). This is the interaction of two levels. The micro-level of grammar and vocabulary is called cohesion, and the macro-level of communicative intention is called cohesion. Although cohesion and coherence are interrelated, the cohesive text may appear to be incoherent, or the cohesive text does not have a cohesive bond (Fadlilah, 2017). In discourse, both formal and informal, rules of cohesion and coherence

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apply, which help to tie communication together in a meaningful way. This must be considered carefully because discourse competence is related to the way speakers organize conversations related to intersentential relationships.

c. Sociolinguistic Competence

Socio-cultural is defined as the mastery of the socio-cultural code of language use (appropriate application of vocabulary, register, politeness, and style in a given situation) (Celce-Murcia et al., 1995). Understanding the sociolinguistic side of language helps students know what comments are appropriate, how to ask questions during interactions, and how to respond nonverbally according to the purpose of the conversation because knowledge of language alone is not sufficient in preparing students to use the target language effectively and precisely. Students are required to have competencies that involve understanding the use of the target language socially and culturally. This means that students must master the rules and norms that regulate the correct timing and realization of speech acts.

d. Strategic Competence

Strategic competence may be the main content of all communication competence elements. In short, it is the ability to strike a balance between imperfect linguistics,

sociolinguistics, and knowledge of discourse rules. Speaking of speaking, strategic ability refers more to a person's ability to know when and how to speak, how to keep the conversation going, how to end the conversation, how to eliminate communication barriers and understand the problem. The components of strategic competence, according to Celce Murcia (1995), were avoidance or reduction, accomplishment or compensating, stalling or time-gaining, self-monitoring, and interactional techniques, such as the chart below:

```
        ┌─────────────────────────┐
        │  Grammatical Competence │
        └─────────────────────────┘
                     │
                     ▼
                 ╭─────────╮
┌───────────┐    │ Speaking │    ┌───────────────┐
│ Strategic │    │Proficiency│    │ SocioIinguistic│
│ Competence│    ╰─────────╯    │   Competence  │
└───────────┘         ▲          └───────────────┘
                      │
        ┌─────────────────────────┐
        │   Discourse  Competence │
        └─────────────────────────┘
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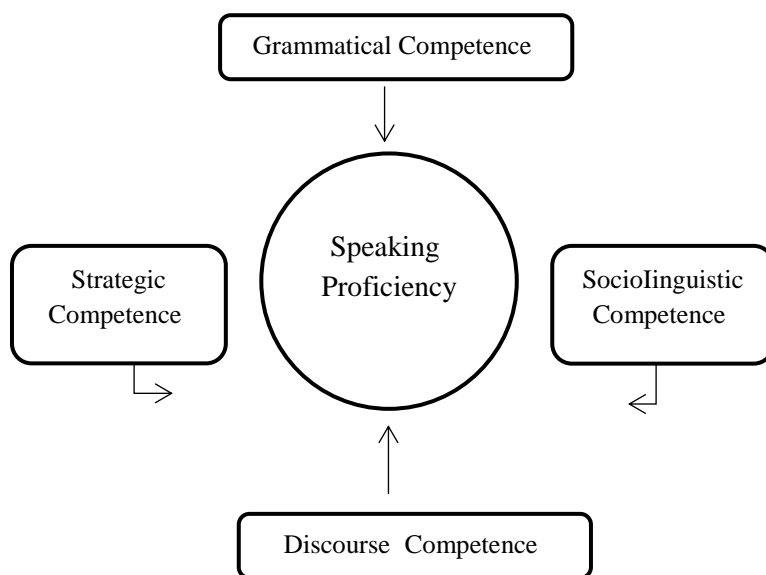
4) Assessment of Speaking

There are two main ways to assess speaking ability: The first is a holistic assessment, by giving a single score based on the overall impression. Then the second is the analytic score which provides separate scores for various aspects of the task. Through the overall assessment, we can quickly assess speaking ability and are eligible for informal progress tests.

It takes a long time to carry out an analytical assessment so it is important to consider various related factors. Besides having to be well chosen, these factors must also be fair and reliable (Thornbury, 2011). Brown (2004), stated that six areas must be examined in speaking in the field of verbal proficiency assessment: grammar, vocabulary, understanding, fluency, pronunciation, and tasks.

B. Previous Study

In relation to the issue covered in this thesis, the following studies have been conducted:

1. The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication (2011), which was conducted by Musa Ahmadian, an assistant professor of Arak University and Hamid Reza Yadgari, M.A, holder of Arak University in Journal of English Language Teaching and Learning. In

this study, The goal of this study was to see if there was a link between extrovert/introvert personality traits and the usage of strategic competence (SC) in verbal reference communication among Iranian foreign language students. From 70 students, 50 sophomore English students from Arak University (Iran) were selected to participate in this study. The objects of this study are divided into two groups: extrovert and introvert. Everyone in the group is given the task of communicating with a partner, and his/her performance is recorded and transcribed for later use. Then, compare the verbal performance of the extrovert group. The results show that in terms of overall performance, extroverted participants use interaction strategies and a subtype of language strategy, such as transliteration significantly more than introverted participants, while introverted participants use conceptual strategies more than extroverts (Ahmadian & Yadgari, 2011).

2. An academic paper was conducted by Hamid Marashi and Asal Amin-Ranjbar from Islamic Azad University, Cenral Tehran, Iran showed in his article in Indonesian EFL Journal entitled Creativity Vis-A-Vis Speaking Among Extrovert and Introvert EFL Learners (2018). They want to figure out if there's a relationship between

extrovert and introvert EFL students' speaking abilities and inventiveness. Through their performance on the Eysenck's Personality Inventory, 40 male introverts, 40 male extroverts, 40 female introverts, and 40 female extroverts were chosen from a total of 180 for this study. Following that, all 160 research participants were given the Abedi-Schumaker Creativity Exam and a sample PET speaking test. The Pearson correlation coefficient was then utilized to examine the relationship between extrovert and introvert EFL learners' speaking and inventiveness. The results indicated that there was a significant correlation between each group's speaking and creativity. Furthermore, a linear regression was also run to check any predictability pattern. The findings demonstrated that each group's speaking predicted significantly their creativity (Marashi & Ranjbar, 2018).

3. The study conducted by (Abd. Karim et al., 2016), in International Bussiness, Economic and Law which entitled Personality Factors and Second Language Acquisiton: An Islamic Viewpoint, they started with the interpretation of Surah Al-Zumar: 9 in the holy quran which in this verse, it is stated that each individual is different in which these differences are driven by individual personality factors. Islam stresses that

individual personality factors play an important role in both success and failure of acquiring knowledge and people with knowledge are superior to those without it. They attempt to look at individual personality factors as the important variables in second language acquisition from a theoretical approach. To accomplish the goals of this paper, the definition of the concepts and the importance of each personality factor such as motivation, attitude, acculturation, self-esteem, sociability, risk-taking, and perseverance which lead to greater proficiency in the second language acquisition are discussed in a brief but broad overview. Generally, this paper aims at drawing attention to the role of individual personality factors in a second language acquisition process from an Islamic point of view.

4. The Role of Oral Participation in Student Engagement, which conducted by Ann Bainbridge Frymier & Marian L. Houser in Communication Education Journal (2015). The researcher stated oral participation was found to be associated with motivation to study and learning indicators. It occurred more frequently when graded and with teachers perceived as nonverbally immediate, and less frequently among highly apprehensive students. Student nonverbal attentiveness was positively associated with engagement. These studies question common

assumptions about oral participation and create a new measure of oral participation. The engagement has received significant research attention in recent years in an effort to better understand student achievement and its lack of it. Oral participation is generally highly valued in American classrooms and is often thought to be a good indicator of students' engagement in learning. As a result, many college instructors require and/or grade oral participation.

C. Hyphothesis

A hypothesis is a proposition in testable form and predicts a particular relationship between two or more variables. If a researcher thinks that a relationship exists, he should first state it as a hypothesis and then test the hypothesis in the field (D. Bailey, 1978).

$H_0 =$ There is no influence between extroverted and introverted students' personalities on speaking ability.

$H_a =$ There is an influence between extroverted and introverted students' personalities on speaking ability.

D. Conceptual Framework

The conceptual framework is a line of thought on a relationship between one concept and another to be able to provide an overview and direct assumptions related to the variables to be studied. Conducting research requires good and systematic steps in order to compile the data needed for the research. The right steps in the research will result in good, targeted research and can be applied to further research. Therefore, a good conceptual study is needed to support research so that it is more focused and better. So that the research carried out can be maintained.

1. Theoretical Framework

Background

People use language as their communication medium to share or exchange information with others by using their basic communication skills which is speaking. Many factors contribute to influencing a person's speaking ability. One of the factors is the influence of a personality. Eysenck divides personality types into two, extroverts (tend to be oriented outwardly) and introverts (tend to be inwardly oriented), (Eysenck, 1947). Therefore, the researcher wants to analyze whether there is an influence between extroverted and introverted personalities on students' English speaking ability.

Theoretical Basis

Speaking: This theory explains the process of creating and communicating meaning in a range of settings via the use of verbal and nonverbal symbols. (Chaney & Burk, 1998).

Personality: In the views of Carl G. Jung (2016) describe as the total of all the behavioral and mental characteristics employing which an individual is recognized as being unique.

Previous Study

1. Musa Ahmadian & Hamid Reza Yadgari, 2011 *"The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication"*
2. Hamid Marashi & Asal Amin-Ranjbar, 2018 *"Creativity Vis-A-Vis Speaking Among Extrovert and Introvert EFL Learners"*
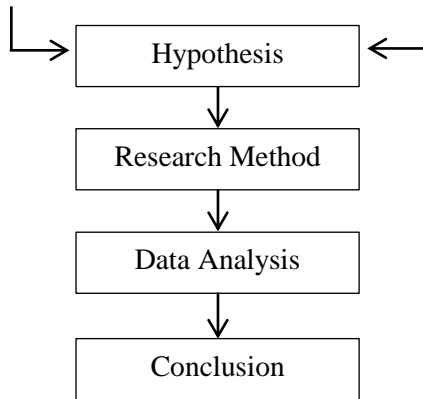
2. Analysis Model

In this study, there is one independent variable, namely introvert and introvert (X) and the dependent variable is speaking ability (Y). This study uses an overview of the analysis model as follows:
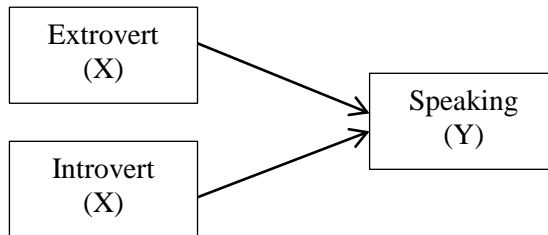
CHAPTER III
METHODOLOGY OF THE RESEARCH

This chapter is an overview of research methods. Before conducting research, researchers must procedurally refer to and apply appropriate techniques to find accurate data. Here the researcher clearly describes the design, time and setting of the study, research participants, data collection techniques, and data analysis procedures.

A. Research Types and Approach

Based on the research purpose, this research type is a quantitative correlative research. Referring to the views of Creswell (2015), the correlational research design are procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables or sets of scores. If two or more variables are highly related, scores on one variable could be used to predict scores on the other variable.

Correlational research methods are used to assess relationships and patterns of relationship among variables in a single group of subjects (Ary et al., 2009). There are various factors that can be investigated in correlational research including the nature of the relationship between two or more variables and a theoretical model that might be developed and tested to explain this resulting correlation. In developing and testing theoretical

models, it is undeniable that correlational research can also play an important role.

The goal of correlational research is to find out whether there are any connections between variables and then utilize that information to create predictions (Mills & Gay, 2018).

B. **Research Setting**

1. Place Setting

This research was conducted at Islamic Boarding Darul Falah Besongo Semarang, especially in the English Intensive Class. It located at Perumahan Bank Niaga Block B-9, Ngaliyan sub-district, Semarang city.

2. Time Setting

This research was conducted on February 12, 2021 until February 20, 2021.

This research obtained various data from many sources such as books, journals, sites related to research and most of the data came from students and official teachers. After getting data, researchers began to take the data as a theory used.

C. **Population and Sample**

1. Population

Researchers selected a population of students at the Darul Falah Besongo Islamic Boarding. Meanwhile, in Darul Falah Besongo Islamic Boarding there are 4 class levels.

Table 3.1

The Number of The Study Population

Class	Total Students
I	42
II	29
III	35
IV	34
Total amount	140

2. Sample

If the number of respondents is less than 100, all samples are taken so that the research is a population study. Meanwhile, if the number of respondents is more than 100, then the sampling is 10%-15% or 20%-25% or more.

In the views of VanderStoep & Johnson (2009) one thing to note in connection with the correlation is that the correlation coefficient can not be interpreted in absolute terms, this is because many factors that influence the magnitude of the correlation coefficient. One factor is the sampling error.

Based on this opinion, the sampling in this research is 25% of the existing population, because the total population exceeds 100, namely 140 students. Means 140 X 25% / 100 = 35, so the sample used in this study were 35 students.

Table 3.2

The Number of Research Samples

Class	Total Students	Number of samples (25% of population)
I	42	9
II	29	8
III	35	9
IV	34	9
Total amount	140	35

3. Sampling Technique

The technique or collection used in this research is purposive cluster random sampling, where each individual in the population in each class must have a known opportunity to be clarified as an option in a study or more precisely as a sample in the study. Thus, it can estimate the size of the error in sampling (Cohen et al., 2017).

The sampling method is by randomly selecting 25% of the total students of Darul Falah Besongo Islamic Boarding from grade one to grade four in each class without determining the characteristics of the students to be sampled. This means that if the number of students in all Darul Falah Besongo Islamic Boarding is 140, and 25% of the students werel sampled, there

were 35 students, then each of these elements has a probability of 35/140 as a sample.

This technique was chosen because it can provide equal opportunities for each class in the entire population of Darul Falah Besongo Islamic Boarding students to sample and randomly selected in each class.

D. Research Variables and Indicators

1. Independent Variable (X)

   The independent variable is a variable that affects the dependent variable, in other words, the independent variable is the causal variable. According to Ary (2009), the independent variable is an antecedent to the dependent variable, namely the variable chosen by the researcher for its effect or influence on the dependent variable. The independent variables in this study are extrovert and introvert. There are the indicators:

   a. Sociability
   b. Excitement
   c. Expenditure of energies
   d. Risk-taking
   e. Interests in external events

2. Independent Variable (Y)

   The dependent variable is the variable that is influenced by the independent variable. In another word, the dependent

variable is the effect variable. Moreover, the dependent variable is the consequence of or dependent variable upon antecedent variable (Ary et al., 2009). The dependent variable in this research is the speaking skill of the English Intensive Class of Darul Falah Besongo Boarding Semarang. Researchers can measure the scores of students in the test, indicators include:

a. Grammar
b. Vocabulary
c. Comprehension
d. Fluency
e. Pronunciation
f. Task

E. Data Collection Techniques

In order to obtain accurate data, in this study, the author will use two methods to collect data, they are as follows:

1. Questionaire

The questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by the researcher (Creswell & Creswell, 2018). The questionnaire enables researchers to study the attitudes, beliefs, behaviors, and characteristics of respondents. There are two types of questionnaires. In this case, the author uses the enclosed questionnaire.

The questionnaire survey is one of the data collection methods in this study. In addition, the type of questionnaire used to collect data is a closed questionnaire, where all

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questions are available, and respondents only need to indicate which answer they think is appropriate by giving a symbol (x) or a list (√). The questionnaire was taken from the Eysenck Personality Questionnaire Revised-Short form by Eysenck and Barret in a book entitled Manual of The Eysenck Personality Questionnaire after consulting with psychologist Lucky Ade Sessiani, M.Psi., Psikolog. Each question has a binary answer "yes" or "no". The score for each dichotomous item is 1 or 0, the maximum possible score is 24, and the minimum is 0. The author uses questionnaires to understand the personality characteristics of the interviewees, whether they are introvert or extrovert.

2. Test

In this study, the interviews used by the researchers as a test included three phases, namely warm-up, level check, detection, and deceleration. Interviews are suitable for evaluating interactions and oral productions in a wide range of categories. This is a task that involves a relatively long period of interactive discourse. Test administrators and testers sit down in direct face-to-face communication and operate through a series of questions and instructions. By using this test, researchers will obtain data about students' speaking ability.

F. Data Analysis Technique

1. Data Analysis

Data analysis is to simplify data for easy reading and interpretation. Data processing in this study uses simple linear regression statistical calculations based on the results of data acquisition from respondents' answers to the questionnaire given. There are two kinds of data, as follows:

a. The Score of Questionaire

The author uses the revised version of the Eysenck Personality Questionnaire (EPQR-S) with a total of 57 questions consisting of 24 questions to measure how extroverted, 24 questions to measure how introverted you are, and 9 questions are 'lie scale' it measures how socially desirable you are trying to be in your answers. Each item from the division of the two groups is given a score of 1 or 0, as the minimum score on each scale is zero with a maximum score of 24. The questionnaire data can be accumulated in the following ways:

$$M = \frac{\Sigma X}{N}$$

Explanation:

M : Mean

X : Sum of X variable

N : Total of participant

b. The Score of Speaking Test

       The speaking assessment also requires that the rate pay attention to certain components of spoken language. The components are grammar, vocabulary, comprehension, fluency, pronunciation, and tasks. Oral proficiency refers to the FSI degree first recommended by the Foreign Service Institute in Washington D.C. There are six categories for each section, as for the number of scoring scores ranging from 1 to 5. These sections are then scored and added up to analyze the standard level (Brown, 2004).

Table 3.3

Oral Proficiency Scoring Categories

Aspect	Score	Description
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language correctly at all levels usually related to professional needs. Error in grammar are quite rare.
	3	Grammar control is very good. Able to speak the sufficiently structured and accurate language to effectively participate in most formal and informal conversations on practical, social, and professional topics.
	2	Can usually handle basic structures fairly accurately, but does not have thorough or confident control over grammar
	1	Grammatical errors are not uncommon, but a native speaker can use them to understand people dealing with foreigners trying to

		speak his language
Vocabulary	5	Well-educated native speakers will fully accept speeches at all levels. All functions of these speeches include the breadth of vocabulary and idioms, colloquialization, and related cultural references
	4	Able to understand and participate in any conversation within the scope of his experience with a high vocabulary
	3	Can speak a language with sufficient vocabulary to effectively participate in most formal and informal conversations on practical, social, and professional topics. The vocabulary is broad enough that he rarely needs to explore
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	1	The speaking vocabulary is not sufficient to express the most basic needs
Compre-hension	5	Equivalent to a well-educated native speaker
	4	Can understand any conversation within the scope of his own experience
	3	Ability to understand at normal speed
	2	Get the gist of most conversations on non-technical topics (i.e., topics that require no specialized knowledge)
	1	Within his very limited language experience, if he speaks, repeats, or retells slowly, he can understand simple questions and statements
Fluency	5	His completely fluent language makes his speech fully accepted by well-educated native speakers

	4	Able to use the language fluently at all levels usually related to professional needs. Can participate fluently in any conversation within this experience with high fluency	
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	
	2	Can handle with confidence, but cannot handle most social situations, including introductions and casual conversations about current affairs and work, family, and autobiographical information	
	1	No specific fluency description. Refer to other four language areas for implied level of fluency	
Pronoun-ciation	5	Equivalent to fully educated and acceptable native speakers	
	4	Errors in pronunciation are quite rare	
	3	Errors will never interfere with understanding, nor will they interfere with native speakers. The accent may be obviously foreign	
	2	The accent is very clear, although usually very incorrect	
	1	Pronunciation errors are common, but native speakers can understand them, this language is usually used to deal with foreigners who try to speak his language	
Task	5	Speaking proficiency equivalent to that of an educated native speaker	
	4	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language	

		Can participate effectively in most formal and informal conversations on practical, social, and professional topics
	3	
	2	Able to meet daily social needs and work requirements; need help in dealing with any complications or difficulties
	1	Can ask and answer questions on topics he is very familiar with. Able to meet daily travel needs and minimum etiquette requirements. (Should be able to order simple meals, seek shelter or accommodation, ask and give simple instructions, make purchases and inform the time)

Before calculating the average of the scores, we must develop variable classification criteria for oral skills. The calculation is as follows:

$$R = (NT - NR) + 1$$

$$K = 1 + 3,3 \log n$$

$$i = \frac{R}{K}$$

Explanation:

R   : Range of class

NT   : Highest score

NR   : Lowest score

K   : Interval of class

N   : Total of frequencies

i   : Lenght of class

CHAPTER IV
DATA ANALYSIS AND DESCRIPTION

This chapter discovered the research findings and the discussions. The findings and its presentation were answered the research problems stated in the first chapter of this study, the findings were about Student's Oral Participation of Speaking Class: A Case Study of Extroverted and Introverted Students.

A. Data Description

The research was done at the Darul Falah Islamic Boarding Besongo Semarang, where students are from varied regional origins, genders, and classes were chosen as the study sample, ranging in age from 18 to 22 years. The researcher did a field study by employing 35 students as study objects and evaluating their scores using the pearson product-moment method to see if there was a relationship between students' personality traits and their English speaking abilities.

This study aims to determine the relationship between someone with an extroverted and introverted personality and their speaking skills at the Darul Falah Besongo Islamic Boarding, Besongo Semarang. Researchers conducted a series of quantitative data analyses. Data were obtained by administering a questionnaire and speaking test.

The subjects of this study were students of the Darul Falah Islamic Boarding Besongo Semarang. Researchers took students from grades 1 to 4 with a sample of 25% of the total population. Before conducting the test on them, the writer gave an extrovert-introvert questionnaire and a speaking test. The author uses the Eysenck Personality Questionnaire-Revised-Short Form (EPQR-S). The questionnaire was taken from the Eysenck Personality Questionnaire Revised-Short form by Eysenck and Barret in a book entitled Manual of The Eysenck Personality Questionnaire after consulting with psychologist Lucky Ade Sessiani, M.Psi., Psikolog.

B. Data Analysis

1. The Score of Extrovert

   The following table summarizes the extroverted student's score and the categories:

   a. Not very good

   b. Not good

   c. Enough

   d. Good

   e. Very good

I. Overall Speaking Ability

Table 4.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	9	8.8	8.8	8.8
	Good	61	59.8	59.8	68.6
	Very Good	32	31.4	31.4	100.0
	Total	102	100.0	100.0	
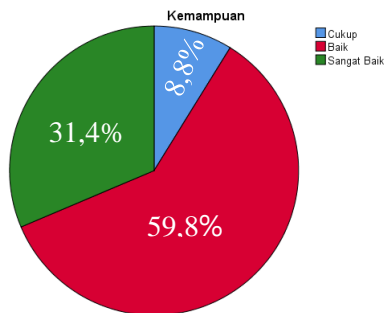
Conclusion: Overall speaking ability of students with extroverted personalities are good with the highest percentage value of 59.8%.

II. Grammar

Table 4.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	3	17.6	17.6	17.6
	Good	10	58.8	58.8	76.5
	Very Good	4	23.5	23.5	100.0
	Total	17	100.0	100.0	
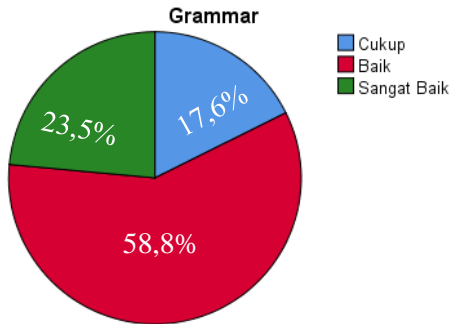
47

Grammar

Legend: Cukup, Baik, Sangat Baik

17,6%
23,5%
58,8%

Conclusion: The grammar ability of students with extroverted personalities is good with a percentage value of 58.8%.

III.   Vocabulary

Table 4.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	8	47.1	47.1	47.1
	Very Good	9	52.9	52.9	100.0
	Total	17	100.0	100.0	

Vocabulary

Legend: Baik, Sangat Baik

52,9%
47,1%
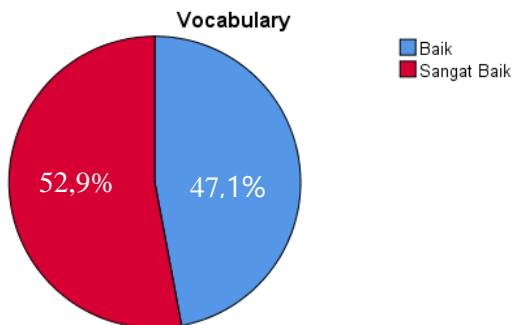
Conclusion: The vocabulary ability of students with extroverted personalities is very good with a percentage of 52.9% while the rest are good.

IV. Comprehension

Table 4.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	2	11.8	11.8	11.8
	Good	10	58.8	58.8	70.6
	Very Good	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

Comprehension
- Cukup
- Baik
- Sangat Baik

11.8%
29.4%
58.8%
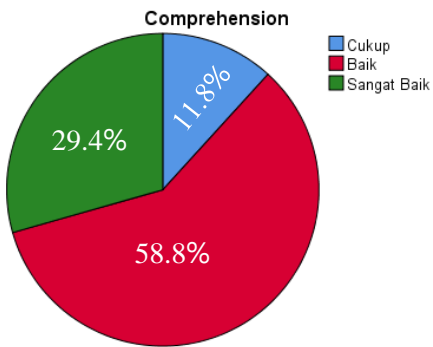
Conclusion: The comprehension ability of students with extroverted personalities is good with a percentage of 58.8%.

V. Fluency

Table 4.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	2	11.8	11.8	11.8
	Good	11	64.7	64.7	76.5
	Very Good	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

Fluency

- Cukup
- Baik
- Sangat Baik

23,5% 11,8% 64,7%
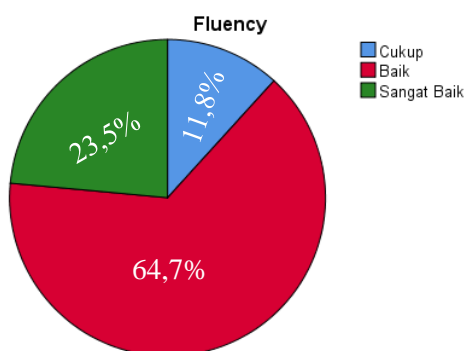
Conclusion: The fluency ability of students with extrovert personalities is good with a percentage of 64.7%.

VI. Pronunciation

Table 4.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	2	11.8	11.8	11.8
	Good	10	58.8	58.8	70.6
	Very Good	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

Prounounciation

Cukup
Baik
Sangat Baik

11,8%

29,4%

58,8%
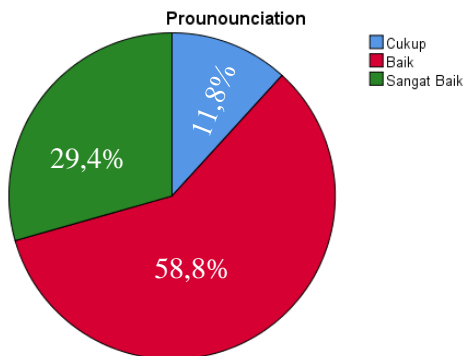
Conclusion: The pronunciation ability of students with extroverted personalities is good with a percentage of 58.8%.

VII.   Task

Table 4.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	12	70.6	70.6	70.6
	Very Good	5	29.4	29.4	100.0
	Total	17	100.0	100.0	
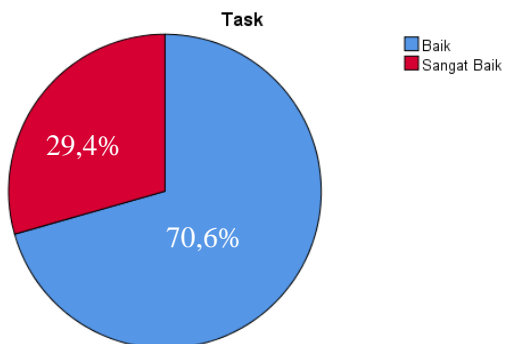
Task

Baik
Sangat Baik

29,4%

70,6%

Conclusion: The task ability of students with extroverted personalities is good with a percentage of 70.6% while the rest have very good abilities.

2. The Influence of Extroverted Personality on Speaking Ablity

   I. Classical Assumption Test

      a. Normality Test

         The normality test is to see whether the residual value is normally distributed or not. A good regression model is to have data that is normally distributed. The normality test in this study uses the Kolmogorov-Smirnov test to determine whether the data in this study is a type of data that is normally distributed. Data that is normally distributed is data that has a significance value greater than 0.05 (sig. > 0.05).

         The results of the normality test for each variable in this study are presented in the form of a table below:

Table 4.8

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		17
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.40514624
Most Extreme Differences	Absolute	.110
	Positive	.088
	Negative	-.110
Test Statistic		.110
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the Kolmogorov-Smirnov Test on the residuals that have been calculated using a data processing program, the Kolmogorov-Smirnov Z value is 0.110 and the residual significance value is 0.200.

The results of the normality test showed that all research variables showed a significance value greater than 0.05 (sig > 0.05). Thus, it can be concluded that all research variables are normally distributed.

b. Heteroscedasticity Test

The heteroscedasticity test is to see whether there is an inequality of variance from the residuals of one observation to another observation. A good regression model is that there is no heteroscedasticity. The regression model in this study uses the scatter plot method to detect the presence or absence of heteroscedasticity and can also use the glejser test.

The results of the glejser test for each variable can be seen in the table below:

Table 4.9

Coefficients[a]		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model						
		B	Std. Error	Beta		
1	(Constant)	-1357	2654		-.511	.617
	Extrovert Personality	.303.237	.172		1,232	.212
a. Dependent Variable: Abs_RES The						

The basis for making decisions on the heteroscedasticity test using the glejser test is as follows:

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a) If the significance value (Sig.) is more than 0.05, the conclusion is that there is no heteroscedasticity symptom in the regression model.

b) If the significance value (Sig.) is less than 0.05, the conclusion is that heteroscedasticity occurs in the regression model.

The table above shows that the variable has a sig value > 0.05. Thus, it can be concluded that the regression model in this study does not occur heteroscedasticity.

c. Autocorrelation Test

The autocorrelation test aims to test whether in the linear regression model there is a correlation between the confounding error in period t and the confounding error in period t-1 (previous). If there is a correlation, it is called an autocorrelation problem.

The basis for decision making on the autocorrelation test using Durbin-Watson is as follows:

a) If the Durbin-Watson value is < dL or > (4-dL) then the null hypothesis is

rejected, which means that there is autocorrelation.

b) If the Durbin-Watson value lies between dU and (4-dU), it fails to reject the null hypothesis, which means that there is no autocorrelation.

c) If the Durbin-Watson value lies between dL and dU or between (4-dU) and (4-dL), it does not produce a definite decision.

The results of the Durbin-Watson test are as follows:

Table 4.10

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.186[a]	.035	-.030	2.484	2.474

a. Predictors: (Constant), Kepribadian_Extrovert

b. Dependent Variable: Speaking

Based on the output above, the Durbin-Watson value is 2.474 and we will compare it with the Durbin-Watson table value at a significance of 5% with k = 1 and N = 17, namely 1.1330 (dL) and 1.3812 (dU) because the Durbin-Watson value is between dU and (4-dU)

values, it can be concluded that there is no autocorrelation symptom.

II. Statistical Test

    a. F-Test

This F test was conducted to determine the effect of the independent variable or extrovert personality on the dependent variable or speaking ability (Y) simultaneously or as a whole. The basis for making decisions on the F test is as follows:

    a) If the value of sig. < 0.05, or F count $>$ F table, then there is a simultaneous effect of the X variable on Y.

    b) If the value of sig. > 0.05, or F count $<$ F table, then there is no effect of the variable X simultaneously on Y.

F table = F (k ; n-k) = F (1 ; 16) with a significance level of 5%

F table = 4.49

The following is a table of F test results:

Table 4.11

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.327	1	3.327	.539	.474[b]
	Residual	92.556	15	6.170		
	Total	95.882	16			

a. Dependent Variable: Speaking

b. Predictors: (Constant), Kepribadian_Extrovert

Based on the output above, it is known that the significance value for the influence of extroverted personality on the dependent variable or speaking ability (Y) is $0.474 > 0.05$ and the F count value is $0.539 <$ F table 4.49, so it can be concluded that H0 failed to reject and Ha was rejected which means no there is an effect of extrovert personality on the dependent variable or speaking ability (Y) simultaneously.

b. T-Test

The t-test aims to determine whether the independent variable or extrovert personality partially or individually has a significant effect on the dependent variable or speaking ability (Y). The basis for making decisions on the t-test is as follows:

a) If the value of sig. < 0.05, or t count > t table, then there is an effect of variable X on variable Y.

b) If the value of sig. > 0.05, or t count < t table then there is no effect variable X to variable Y.

T table obtained from the t table =(α2; n k − 1)

T = 2,131table

The following is a table of t-test results:

Table 4.12

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.799	4.732		6.086	.000
	Kepribadian_Extrovert	-.225	.307	-.186	-.734	.474

a. Dependent Variable: Speaking

Based on the output above, it can be seen that the significance value for the influence of extroverted personality on the dependent variable or speaking ability (Y) is $0.474 > 0.05$ and the t value - 0.734 < F table 2.131, so it can be concluded that H_0 failed to be rejected and H_a was rejected which means there is no influence of extrovert personality on the dependent variable or the ability to speak (Y) partially.

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Conclusion: because the simultaneous test (F-test) and partial test (t-test) are not significant, it can be concluded that there is no influence between extroverted personality on speaking ability.

1. The Score of Introvert

The following table summarizes the extroverted student's score and the categories:

    a. Not very good

    b. Not good

    c. Enough

    d. Good

    e. Very good

I.   Overall Speaking Ability

Table 4.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	18	16.7	16.7	16.7
	4	76	70.4	70.4	87.0
	5	14	13.0	13.0	100.0
	Total	108	100.0	100.0	
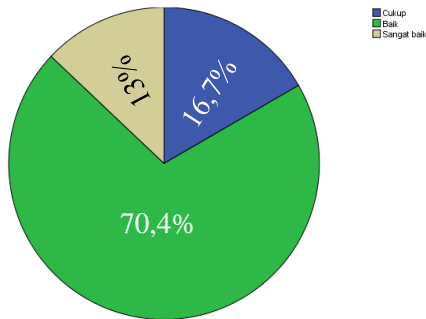
Conclusion: Overall speaking ability of students with introverted personalities is good with the highest percentage value of 70.4%.

II. Grammar

Table 4.14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	9	50.0	50.0	50.0
	Good	9	50.0	50.0	100.0
	Total	18	100.0	100.0	
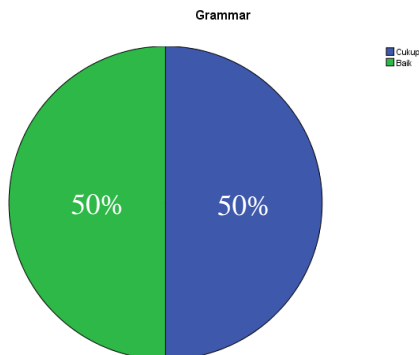
Grammar

Conclusion: The grammar ability of students with introverted personalities is sufficient with a percentage value of 50% and good with a percentage value of 50%.

III.   Vocabulary

Table 4.15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	12	66.7	66.7	66.7
	Very Good	6	33.3	33.3	100.0
	Total	18	100.0	100.0	
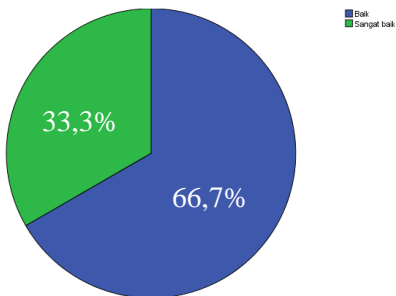
Conclusion: The vocabulary ability of students with introverted personalities is good with the highest percentage value of 66.7%, the rest is very good at 33.3%.

IV. Comprehension

Table 4.16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	4	22.2	22.2	22.2
	Good	13	72.2	72.2	94.4
	Very Good	1	5.6	5.6	100.0
	Total	18	100.0	100.0	
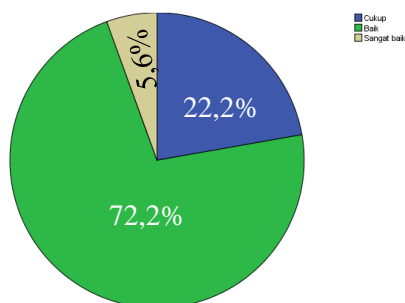
Conclusion: The comprehension ability of students with introverted personalities is good with the highest percentage value of 72.2%.

V. Fluency

Table 4.17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	2	11.1	11.1	11.1
	Good	15	83.3	83.3	94.4
	Very Good	1	5.6	5.6	100.0
	Total	18	100.0	100.0	
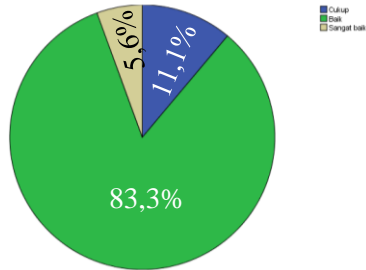
Conclusion: The fluency ability of students with introverted personalities is good with the highest percentage value of 83.3%.

VI.   Pronounciation

Table 4.18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	3	16.7	16.7	16.7
	Good	14	77.8	77.8	94.4
	Very Good	1	5.6	5.6	100.0
	Total	18	100.0	100.0	
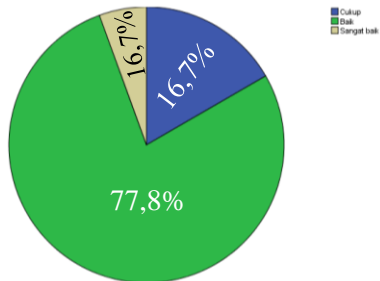
Conclusion: The pronunciation ability of students with introverted personalities is good with the highest percentage value of 77.8%

VII.   Task

Table 4.19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	13	72.2	72.2	72.2
	Very Good	5	27.8	27.8	100.0
	Total	18	100.0	100.0	
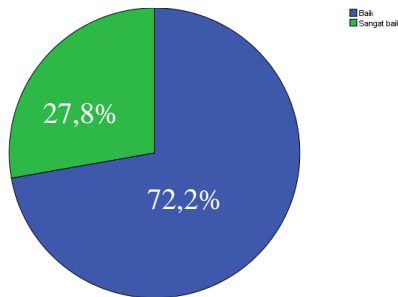
.

Conclusion: The task ability of students with introverted personalities is good with the highest percentage value of 72.2%.

2. The Influence of Introverted Personality on Speaking Ability

    I. Classical Assumption Test

        a. Normality Test

            The normality test in this study uses the Kolmogorov-Smirnov test to determine whether the data in this study is a type of data that is normally distributed. Data that is normally

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distributed is data that has a significance value of more than 0.05 (sig. > 0.05).

The results of the normality test for each variable in this study are presented in the form of a table below:

Table 4.20

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		18
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	1.94575012
Most Extreme Differences	Absolute	.117
	Positive	.105
	Negative	-.117
Kolmogorov-Smirnov Z		.495
Asymp. Sig. (2-tailed)		.967

a. Test distribution is Normal.

Based on the results of the Kolmogorov-Smirnov Test on the residuals that have been calculated using a data processing program, the Kolmogorov-Smirnov Z value is 0.495 and the residual significance value is 0.967.

The results of the normality test showed that all research variables showed a significance value of more than 0.05 (sig. > 0.05). Thus, it can be

concluded that all research variables are normally distributed.

b. Heteroscedasticity Test

The heteroscedasticity test is to see whether there is an inequality of variance from the residuals of one observation to another observation. A good regression model is that there is no heteroscedasticity. The regression model in this study uses the scatter plot method to detect the presence or absence of heteroscedasticity and can also use the glejser test.

The results of the glejser test for each variable can be seen in the table below:

Table 4.21

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.339	1.794		1.304	.211
	X	-.045	.105	-.106	-.427	.675

a. Dependent Variable: Abs_Res

The basis for making decisions on the heteroscedasticity test using the Glejser test is as follows:

a) If the significance value (Sig.) is greater than 0.05, the conclusion is that there is

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no heteroscedasticity symptom in the regression model.

b) If the significance value (Sig.) is less than 0.05, the conclusion is that heteroscedasticity occurs in the regression model.

The table above shows that the variable has a sig. value > 0.05. Thus, it can be concluded that the regression model in this study does not occur heteroscedasticity.

c. Autocorrelation Test

The autocorrelation test aims to test whether in the linear regression model there is a correlation between the confounding error in period t and the confounding error in period t-1 (previous). If there is a correlation, it is called an autocorrelation problem.

The basis for making decisions on the autocorrelation test using Durbin-Watson is as follows:

a) If the value of the Durbin-Watson <dL or> (4-dL), the null hypothesis is rejected, which means there is autocorrelation.

b) If the Durbin-Watson value lies between dU and (4-dU), it fails to reject the null hypothesis, which means that there is no autocorrelation.

c) If the Durbin-Watson value lies between dL and dU or between (4-dU) and (4-dL), it does not produce a definite decision.

The results of the Durbin-Watson test are as follows:

Table 4.22

Model Summary^b

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.378ª	.143	.090	2.006	1.421

a. Predictors: (Constant), Kepribadian_Introvert

b. Dependent Variable: Speaking

Based on the output above, the Durbin-Watson value is 1.421 and we will compare it with the value of the Durbin-Watson table at a significance of 5% with k = 1 and N = 18, namely 1.1576 (dL) and 1,3913 (dU) because the Durbin-Watson value is between dU and (4-dU) values, it can be concluded that there is no autocorrelation symptom.

II. Statistical Test

a. F-Test

This F test was conducted to determine the effect of the independent variable or introverted personality on the dependent variable or speaking ability (Y) simultaneously or as a whole. The basis for making decisions on the F test is as follows:

a) If the value of sig < 0.05, or F count $>$ F table, then there is a simultaneous effect of the X variable on Y.

b) If the value of sig > 0.05, or F count $<$ F table, then there is no effect of the variable X simultaneously on Y.

F table $=$ F (k ; n-k) $=$ F (1 ; 17) with a significance level of 5%

F table $= 4.45$

The following is a table of F test results:

Table 4.23

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.750	1	10.750	2.672	.122[a]
	Residual	64.361	16	4.023		
	Total	75.111	17			

a. Predictors: (Constant), Kepribadian_Introvert

b. Dependent Variable: Speaking

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Based on the output above, it is known that the significance value for the influence of introverted personality on the dependent variable or speaking ability (Y) is 0.122 > 0.05 and the calculated F value is 2.672 < F table 4.45, so it can be concluded that H_0 fails to reject and H_a is rejected, which means there is no influence of introverted personality on the variable. bonded or the ability to speak (Y) simultaneously.

b. T-Test

The t-test aims to determine whether the independent variable or partial or individual introverted personality has a significant effect on the dependent variable or speaking ability (Y). The basis for making decisions on the t-test is as follows:

a) If the value of sig < 0.05, or t count > t table, then there is an effect of variable X on variable Y.

b) If the value of sig > 0.05, or t count < t table then there is no effect variable X to variable Y.

T table obtained from the t table $=(\alpha 2; n k - 1)$
T = 2.120table

The following is a table of the results of the t-test:

Table 4.24

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.100	3.290		8.845	.000
	Kepribadian_Introvert	-.314	.192	-.378	-1.635	.122

a. Dependent Variable: Speaking

Based on the output of the above in mind the significant value to influence the dependent variable introverted personality or ability speaking (Y) is 0.122 > 0.05 and the t value is -1.635 < F table 2.120, so it can be concluded that H0 failed to be rejected and Ha was rejected, which means that there is no influence of introverted personality on the dependent variable or partial speaking ability (Y).

Conclusion: because the simultaneous test (F-test) and partial test (t-test) are not significant, it can be concluded that there is no influence between introverted personality on speaking ability.

3. Hypothesis Analysis

   I. H_0 Analysiss

   There is no influence between extroverted and introverted students' personalities on speaking ability.

   a) Extrovert

   Based on data processing through t-test, it is known that the significance value for the influence of extroverted personality on the dependent variable or speaking ability (Y) is 0.474 > 0.05 and the t value is - 0.734 < Ftable 2.131, so it can be concluded that H_0 failed to be rejected and H_a was rejected. which means that there is no influence of extroverted personality on the dependent variable or partial speaking ability (Y).

   b) Introvert

   Based on data processing through t-test, it is known that the significance value for the influence of introverted personality on the dependent variable or speaking ability (Y) is 0.122 > 0.05 and the t-count value - 1.635 < Ftable 2.120, so it can be concluded that H_0 failed to be rejected and H_a was rejected. which means that there is no influence of introverted

personality on the dependent variable or partial speaking ability (Y).

II. H_a Analysis

There is no influence between extroverted and introverted students' personalities on speaking ability.

Because the value of the results of the data processing of both extroverted and introverted personalities is > 0.05, or t count < t table, there is no effect of variable X on variable Y.

C. Limitation of the Research

In this research, the researcher wants to focus his study only on the extrovert and introvert aspects of the personality trait of the students at Intensive English Class of Darul Falah Besongo Boarding. The reason why the writer does this is that the writer hopes to obtain the greatest learning results, which will help English teaching and learning.

CHAPTER V
CONCLUSION

The researcher had previously addressed and described the study's introduction, review of related literature, research technique, findings, and discussion in the previous chapters.

A. Conclusion of the Reserach

The findings and recommendations of the research Student's Oral Participation in Speaking Class: A Case Study of Extroverted and Introverted Students as a teacher assessment and to define learning techniques based on the character and personality of students were provided as follow:

1. The extroverted students in the intensive English class at the Darul Falah Islamic Boarding Besongo Semarang in this study amounted to 17 students. The highest extrovert personality score was 20 and the lowest was 12 with an average of 15,294. The highest score on extroverted students' speaking tests is 29, while the lowest score is 20 with an average of 25,411. The significant value for the influence of extroverted personality on the dependent variable or speaking ability (Y) is 0.474 > 0.05 and the t value - 0.734 < F table 2.131, so it can be concluded that H_0 failed to be rejected and H_a was rejected which means there is no influence of extrovert personality on the dependent variable or the ability to speak (Y) partially.

2. The introverted students in the intensive English class at the Darul Falah Islamic Boarding Besongo Semarang in this study amounted to 18 students. The highest extrovert personality score was 23 and the lowest was 13 with an average of 16,994. The highest score on extroverted students' speaking tests is 29, while the lowest score is 20 with an average of 23,777. The significant value to influence the dependent variable introverted personality or ability speaking (Y) is $0.122 > 0.05$ and the t value is -1.635 < F table 2.120, so it can be concluded that H_0 failed to be rejected and H_a was rejected, which means that there is no significant influence of introverted personality on the dependent variable or partial speaking ability (Y).

3. Thus, the researcher can conclude that the simultaneous test (F test) and partial test (t-test) are both not significant, so it can be concluded that there is no significant influence between extroverted and introverted personalities on English speaking ability.

B. Suggestion

According to the conclusion of the researcher, there are some suggestions as follows:

1. For the teacher

   Teachers are advised to pay more attention to their students and establish two-way communication with students to better understand the characteristics of different students, different backgrounds, and different personalities. For example, when the teacher asks introverted students to present the materials, it is enough to convey it from their seat and there is no need to come forward in front of the class, because an introverted student will easily drain his energy when he is the center of people's attention and result in the student not being optimal and less focused on what he has to say. Although this study shows that there is no influence between students' personality and English speaking ability because of the limitations of the research which is only in the scope of Darul Falah Besongo Islamic Boarding, Semarang. However, several journals and other research shows that personality has an influence on a person's abilities.

2. For the student

Students must be able to recognize themselves well, know what their personality is, open communication with teachers regarding learning methods that are in accordance with the characteristics of these students while still referring to the applicable lesson plan. That way the needs of students and teacher competencies are increased and allow both to really push what they are learning in terms of English language skills.

3. For the readers

Hopefully this research may help them how to teach or when dealing with someone with a personality perspective.

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Appendix 1

List of Students

No.	Code	Name
1	IC1	Habib Khoirul U.
2	IC2	Indana Zulfa
3	IC3	Syifa Urrahmi
4	IC4	Fika
5	IC5	Hariroh Nur
6	IC6	Ulis Syifa M.
7	IC7	Taufiqurrahman
8	IC8	Ummi Farida A.
9	IC9	Neng Aneu
10	IC10	Safiyur Rahman
11	IC11	Umar Kustiadi
12	IC12	Intan Khumairo
13	IC13	Deni Setyo U.
14	IC14	Nazzalna Amirotuz
15	IC15	Farida Hanum
16	IC16	Gayuh Rijki F.
17	IC17	Iqbal Alan A.
18	IC18	Sobibur Rizki M.

19	EC1	Silvyna Nabila
20	EC2	Dinda Niswatul U.
21	EC3	Rifqinur Mahmudah
22	EC4	M. Aufa Taqiyyuddin
23	EC5	Siti Safinatun N.
24	EC6	Silvia Nurlaili
25	EC7	Yumna Amalia
26	EC8	Wahyu Dwiyanto
27	EC9	Imam Mawardi
28	EC10	M. Ilham Muzhoffar
29	EC11	Ghaida Sophia K
30	EC12	Ulin Nuha A.
31	EC13	Silvyna Nabila
32	EC14	Dinda Niswatul U.
33	EC15	Rifqinur Mahmudah
34	EC16	M. Aufa Taqiyyuddin
35	EC17	Siti Safinatun N.

Appendix 2

Extrovert Questionnaire Score

No.	Code	1	3	5	8	10	13	15	17	20	22	25	27	29	32	34	37	39	41	44	46	49	51	53	56	Total	Nama
1	EC1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	13	M. Fathul Faqih
2	EC2	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	17	Nayla Arifatun N.
3	EC3	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	16	Mubdiel Hikam
4	EC4	1	1	0	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	17	Taufiq Abdillah
5	EC5	1	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	1	0	0	1	1	1	0	18	Ismatul Izzah
6	EC6	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	14	Silvyna Nabila
7	EC7	1	1	0	0	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	15	Dinda Niswatul U
8	EC8	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1	1	0	1	20	Rifqinur Mahmudah
9	EC9	1	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	1	13	M. Aufa Taqiyyuddin
10	EC10	1	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	0	1	12	Siti Safinatun N
11	EC11	1	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	1	1	0	15	Silvia Nurlaili
12	EC12	1	1	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	0	1	0	15	Yumna Amalia
13	EC13	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	16	Wahyu Dwiyanto
14	EC14	1	1	0	0	1	0	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	15	Imam Mawardi
15	EC15	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	13	M. Ilham Muzhoffar
16	EC16	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	0	0	0	1	1	0	15	Ghaida Sophia K
17	EC17	1	1	0	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	0	0	1	1	1	0	15	Ulin Nuha A
	Total																									260	

Appendix 3

Extrovert Speaking Test Score

No.	Code	Grammar	Vocabulary	Comprehension	Fluency	Pronounciation	Task	Total
1	EC1	4	5	4	4	4	5	26
2	EC2	4	5	5	4	5	5	28
3	EC3	5	5	4	4	5	4	27
4	EC4	3	4	4	3	4	4	22
5	EC5	4	4	4	4	4	4	24
6	EC6	5	5	4	5	5	4	28
7	EC7	4	4	5	4	3	4	24
8	EC8	4	5	4	5	4	4	26
9	EC9	3	4	3	4	4	4	22
10	EC10	5	4	4	4	4	5	26
11	EC11	4	4	5	4	4	4	25
12	EC12	4	5	4	4	5	4	26
13	EC13	4	5	5	4	4	4	26
14	EC14	3	4	3	3	3	4	20
15	EC15	5	5	4	5	4	5	28
16	EC16	4	5	5	5	5	5	29
17	EC17	4	4	4	4	4	4	24
				Total				431

Appendix 4

Introvert Questionnaire Score

Code	2	4	7	9	11	14	16	19	21	23	26	28	31	33	35	38	40	43	45	47	50	52	55	57	Total	
IC1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	17	Habib Khoirul U.
IC2	1	1	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	19	Indana Zulfa
IC3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	23	Syifa Urrahmi
IC4	1	0	1	1	1	1	0	1	1	0	0	0	1	0	1	1	1	0	0	1	0	1	1	1	16	Fika
IC5	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	0	0	1	1	17	Haririoh Nur
IC6	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	0	0	1	1	1	18	Ullis Syifa M
IC7	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	18	Taufiqurrahman
IC8	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	0	0	1	1	14	Ummi Farida A.
IC9	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	18	Neng Aneu
IC10	1	0	1	1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	0	0	0	1	1	1	14	Safryur Rahman
IC11	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	0	0	1	0	1	0	13	Umar Kustiadi
IC12	1	0	1	1	1	0	0	0	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1	16	Intan Khumairo
IC13	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	1	1	16	Deni Setyo U.
IC14	1	0	1	1	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	17	Nazzaina Amirotuz
IC15	1	1	1	0	0	1	0	0	0	0	0	1	0	1	1	1	1	0	0	0	0	0	1	1	13	Farida Hanum
IC16	0	1	1	1	0	0	0	0	0	1	0	0	1	1	0	1	1	0	1	1	1	1	0	1	19	Gayuh Rijki F.
IC17	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	20	Iqbal Alan A
IC18	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	17	Sobibur Rizki
Total																									**305**	

Appendix 5

Introvert Speaking Test Score

No.	Code	Grammar	Vocabulary	Comprehension	Fluency	Pronounciation	Task	Total
1	IC1	3	4	3	3	3	4	20
2	IC2	4	4	4	4	4	4	24
3	IC3	3	4	4	4	4	4	23
4	IC4	4	5	4	4	4	5	26
5	IC5	4	5	4	4	4	4	25
6	IC6	3	4	3	4	4	4	22
7	IC7	3	4	4	4	3	4	22
8	IC8	4	4	4	4	4	4	24
9	IC9	3	4	3	4	4	4	22
10	IC10	3	4	3	4	4	4	22
11	IC11	4	4	5	4	4	4	25
12	IC12	4	5	4	5	5	5	28
13	IC13	4	5	4	4	4	5	26
14	IC14	3	4	4	4	3	4	22
15	IC15	4	5	4	4	4	5	26
16	IC16	3	4	4	4	4	4	23
17	IC17	3	4	4	3	4	4	22
18	IC18	4	5	4	4	4	5	26
Total								428

Appendix 6

Interview Guideline

According to Brown (2004), the following are aspects related to the
oral interview content and sample questions in the interview protocol.

A. Oral Interview Conten Specifications

No.	Stages	Contents
1	Warm-up	Small talk
2	Level check	Answer wh-question
		Produces a narrative without interruptions
		Read a passage aloud
		Tells how to make something or do something
		Engages in brief, controlled, guided role play
3	Probe	Respond to interviewer's questions about something the test-taker doesn't know and is planning to include in an article or paper.
		Talks about his or her own field of study or profession

		Engages in a longer, more openended role play (for example, simulates a difficult or embarrassing circumstance) with the interviewer
		Gives an impromptu presentation on some aspect of test-taker's field
4	Wind-down	Feelings about the interview, information on results, further questions

B.   Sample Questions for Four Stages of an Oral Interview

No.	Stages	Contents
1	Warm-up	How are you?
		What's your name?
		What city/town are you from?
		Let me tell you about this interview
2	Level check	How long have you been in this city/town?
		Tell me about your family!
		Read the following paragraph, please!
		What is your favorite food? Tell me how to make it!
		Pretend that you are.......... and I am.......
3	Probe	What are your goals for learning English in this university?
		Describe your academic field to me! What do you like and dislike about it?
		If you were the head of this university, what would you like to

		change about this university?
		You are coming to the class late and the lecturer is giving his lecture. What will you say to the lecturer?
4	Wind-down	Did you feel okay about this interview?
		It was interesting to talk with you. Best wishes.

Transcript of Interview

Wednesday, March 3, 2021

R   : Researcher

Ss   : Students

This interview was conducted randomly on students without knowing the background or personality of the students beforehand because this interview was conducted simultaneously with the questionnaire test.

R   "How are you, Guys?"

Ss 1   "I'm fine."

Ss 2   "I'm very well."

R   "What's your name?"

Ss 1   "My name is Ummy Farida Azzahra. My nickname is Farida."

Ss 2   "And my name is Umar Kustiadi. You can call me Umar."

R   "What city or town are you from, Umar?"

Ss 2   "I'm from Tegal but I've been living in Cilegon for a long time at the Islamic boarding school."

R   "How about you, Farida?"

Ss 1   "I'm from Blora, Sir."

R   "Okay, let's move on to the next question. What is your favorite food?"

Ss 1   "My favorite food is fried *tempe*."

Ss 2	"Instant noodle is my favorite food, Sir!"
R	"Can you both make it?
Ss 1	"Yes, just give the *tempe* seasoning and then fry it until it's cooked."
R	"Very simple and easy to do, huh. Next, your turn, Umar."
Ss 2	"It's just as easy to make instant noodles. The method is to boil water and add the noodles for about 2 minutes then drain the noodles and put them on a plate with the prepared spices."
R	"You both are good at cooking. Anyway, you are now students. What major are you taking?
Ss 2	"My major is Knowledge and Interpretation of the Quran."
Ss 1	"My major is Psychology, Sir."
R	"What are your goals based on the major you are taking?
Ss 2	"My goal is to study and deepen religious knowledge, especially in the field of Qur'anic interpretation."
Ss 1	"My goal is to know more about the world of psychology and things related to it."
R	"Okay. I think enough. It was interesting to talk with you. Thanks for your time, and nice to meet you.
Ss 1	"Yes, nice to meet you too.
Ss 2	"You're welcome. Nice to meet you too."

Appendix 8

Nama Validator   : Lucky Ade Sessiani, S.Psi., M.Psi., Psik.

NIP   : 19851202 201903 2 010

Instansi   : UIN Walisongo Semarang

A. Petunjuk

a) Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda centang (✓) pada kolom dengan skala penilaian sebagai berikut:

5 = Sangat Baik	2 = Kurang
4 = Baik	1 = Sangat Kurang
3 = Cukup	

b) Bapak/Ibu dimohon untuk memberikan komentar dan saran pada baris yang disediakan.

B. Penilaian

No.	Aspek yang Divalidasi	Penilaian				
		1	2	3	4	5
1	Kejelasan judul lembar angket					✓
2	Kejelasan petunjuk pengisian angket				✓	
3	Kejelasan butir pernyataan				✓	
4	Kesesuaian pernyataan dengan indikator ektrovert dan introvert				✓	
5	Pernyataan yang diajukan sesuai dengan aspek yang ingin dicapai				✓	

6	Pernyataan yang diajukan berkaitan dengan tujuan penelitian				✓	
7	Pernyataan berisi satu gagasan utuh					✓
8	Bahasa yang digunakan mudah dipahami					✓
9	Penulisan dengan bahasa yang baik dan benar				✓	

C. Komentar dan Saran:

....

....

....

....

....

D. Kesimpulan

Berdasarkan penilaian di atas, lembar angket Eysenck Personality Questionnaire Revised-Short Form dinyatakan:

☐ Layak digunakan tanpa revisi

☐ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Mohon memberi tanda centang (✓) pada kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Semarang, 16. Maret 2021

Validator,

Lucky Ade Sessiani, S.Psi., M.Psi., Psikolog
NIP 19851202 201903 2 010

Saya yang bertanda tangan di bawah ini:

Nama : Lucky Ade Sessiani, S.Psi., M.Psi., Psik.

NIP : 19851202 201903 2 010

Instansi : UIN Walisongo Semarang

Menyatakan bahwa instrumen penelitian skripsi atas nama mahasiswa:

Nama : Muhammad Aniq

NIM : 1603046122

Fakultas/Jurusan : FITK/Pendidikan Bahasa Inggris

Judul Penelitian : Student's Oral Participation of Speaking Class: A Case Study of Extroverted and Introverted Students

Setelah dilakukan penilaian atas instrumen penelitian skripsi tersebut dapat dinyatakan:

☐ Layak digunakan tanpa revisi

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Mohon memberi tanda centang (✓) pada kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Semarang, 16.. Maret 2021

Validator,

Lucky Ade Sessiani, S.Psi., M.Psi., Psikolog

NIP 19851202 201903 2 010

Appendix 9

Questionnaire of Extrovert

Eysenck Personality Questionnaire Revised-Short Form

(EPQR-S)

Nama   : Ghaida Sophia Khairiyyah

Kelas   : 2

NIS   : 1902046057

Sumber dan definisi   :

      Kepribadian didefinisikan sebagai himpunan karakter dari perilaku, kognisi, dan pola emosional yang berkembang dari faktor biologis dan lingkungan (Corr & Matthews, 2009). Berbicara tentang kepribadian, banyak macam pemahaman yang dapat kita temukan baik dari segi literatur maupun dari para ahli. Kepribadian didefinisikan sebagai rangkaian pola perilaku, kognitif, dan emosional yang berkembang dari faktor biologis dan lingkungan. Meskipun tidak ada definisi kepribadian yang disepakati secara umum, sebagian besar teori berfokus pada motivasi dan interaksi psikologis dengan lingkungan seseorang (Sadock et al., 2017).

      Dalam kuisioner ini, peneliti hendak mengukur nilai kepribadian ekstrovert dan introvert. Perlu diketahui, ekstrovert mengacu pada di mana orang lebih suka memusatkan perhatian mereka dan mendapatkan energi mereka dari dunia luar orang dan aktivitas atau dunia ide dan pengalaman batin mereka. Di sisi lain, seorang introvert bekerja lebih lambat dan sengaja, lebih memilih untuk fokus pada satu tugas dalam satu waktu. Introvert mencurahkan energi sosialnya untuk teman dekat atau keluarga, mendapatkan energi dengan menyendiri, lebih banyak mendengarkan daripada berbicara, berpikir sebelum berbicara, mengekspresikan diri lebih baik secara tertulis daripada percakapan, cenderung tidak menyukai konflik dan obrolan ringan, tetapi menikmati diskusi yang mendalam.

      Angket ini diambil dari formulir Eysenck Personality Questionnaire Revised-Short oleh Eysenck dan Barret dalam buku yang berjudul *Manual of The Eysenck Personality Questionnaire*. (Jürgen Eysenck & B. G. Eysenck, 1975).

Jawab pertanyaan berikut dengan memberikan checklist (√) pada tabel Ya atau Tidak yang sesuai dengan kondisi Anda.

No.	Pertanyaan	Ya	Tidak
1	Apakah Anda sering merasa ingin bersenang-senang?	√	
2	Apakah Anda sering membutuhkan teman yang pengertian untuk menghibur Anda?	√	
3	Apakah Anda biasanya riang?	√	

No	Pertanyaan	Ya	Tidak	
4	Apakah Anda merasa sangat sulit untuk menerima jawaban tidak?		✓	
5	Apakah Anda berhenti dan memikirkan sesuatu sebelum bertindak?	✓		
6	Jika Anda mengatakan akan melakukan sesuatu, apakah Anda selalu menepati janji, meskipun sebenarnya Anda merasa tidak nyaman?	✓		
7	Apakah suasana hati Anda naik turun?	✓		ı
8	Apakah Anda biasanya melakukan dan mengatakan sesuatu dengan cepat tanpa berhenti untuk berpikir?		✓	
9	Apakah Anda pernah merasa 'sengsara' tanpa alasan yang jelas?		✓	
10	Apakah Anda akan melakukan nyaris apapun untuk memenuhi suatu tantangan?	✓		є
11	Apakah Anda tiba-tiba merasa malu saat ingin berbicara dengan orang asing yang menarik?		✓	
12	Apakah sesekali Anda kehilangan kesabaran dan marah?	✓		
13	Apakah Anda sering melakukan sesuatu secara mendadak?		✓	
14	Apakah Anda sering mengkhawatirkan hal-hal yang seharusnya Anda lakukan atau katakan?	✓		ı
15	Pada umumnya, apakah Anda lebih suka membaca daripada bertemu orang?		✓	є
16	Apakah perasaan Anda agak mudah terluka?	✓		ı
17	Apakah Anda sangat senang bergaul?	✓		є
18	Apakah Anda terkadang memiliki pemikiran dan gagasan yang Anda tidak ingin orang lain ketahui?		✓	
19	Apakah terkadang energi Anda meluap dan terkadang sangat lesu?		✓	
20	Apakah Anda lebih suka memiliki sedikit teman namun akrab?	✓		
21	Apakah Anda sering melamun?		✓	
22	Ketika orang-orang berteriak pada Anda, apakah Anda balas berteriak?		✓	
23	Apakah Anda sering terganggu dengan perasaan bersalah?	✓		ı
24	Apakah semua kebiasaan Anda baik dan sesuai yang Anda inginkan?		✓	
25	Dapatkah Anda membebaskan diri dan bersenang-senang di sebuah acara yang meriah?		✓	
26	Apakah Anda adalah seorang yang tegang atau 'sangat tegang'?		✓	
27	Apakah orang lain menganggap Anda sangat bersemangat?		✓	
28	Setelah Anda melakukan sesuatu yang penting, apakah Anda sempat merasa bahwa Anda dapat melakukannya dengan lebih baik?	✓		ı
29	Apakah Anda lebih sering diam ketika sedang bersama orang lain?		✓	є
30	Apakah Anda terkadang bergosip?	✓		
31	Apakah ide-ide sering melintas di kepala sampai-sampai Anda tidak bisa tidur?		✓	
32	Jika ada sesuatu yang ingin Anda ketahui, apakah Anda lebih suka mencarinya di buku daripada membicarakannya dengan seseorang?		✓	є
33	Apakah Anda pernah merasakan jantung Anda berdetak dengan cepat atau berdebar-debar?		✓	
34	Apakah Anda menyukai jenis pekerjaan yang membutuhkan			

No	Pertanyaan		
	konsentrasi tinggi?	✓	
35	Apakah Anda terkadang tiba tiba gemetar atau gemetaran?		✓
36	Apakah Anda akan selalu melaporkan semua apa adanya, meskipun Anda tahu Anda tidak akan pernah ketahuan?		✓
37	Apakah Anda membenci situasi ketika berada di tengah orang-orang yang saling bercanda satu sama lain?		✓
38	Apakah Anda orang yang mudah tersinggung?	✓	
39	Apakah Anda suka melakukan hal-hal yang mengharuskan Anda bertindak cepat?	✓	
40	Apakah Anda mengkhawatirkan hal-hal buruk yang mungkin terjadi?	✓	
41	Apakah Anda begerak dengan lambat dan tidak terburu-buru?		✓
42	Apakah Anda pernah datang terlambat saat ada janji untuk menemui seseorang atau saat bekerja?	✓	
43	Apakah Anda sering mengalami mimpi buruk?		✓
44	Apakah Anda sangat suka berbicara dengan orang-orang sehingga Anda tidak pernah melewatkan kesempatan untuk berbicara dengan orang yangbaru pertama kali Anda temui/orang yang belum Anda kenal sebelumnya?	✓	
45	Apakah Anda terganggu dengan rasa sakit dan nyeri?	✓	
46	Apakah Anda akan sangat sedih jika Anda tidak bisa bertemu banyak orang hampir sepanjang waktu?	✓	
47	Apakah Anda akan menyebut diri Anda sebagai orang yang gugup?		✓
48	Dari semua orang yang Anda kenal, adakah yang benar-benar Anda tidak sukai?	✓	
49	Apakah Anda seseorang yang cukup percaya diri?		✓
50	Apakah Anda mudah merasa sakit hati ketika orang lain menemukan kesalahan pada diri Anda atau dalam pekerjaan Anda?		✓
51	Apakah Anda merasa benar-benar sulit menikmati sebuah acara yang meriah?		✓
52	Apakah Anda bermasalah dengan perasaan rendah diri?		✓
53	Bisakah Anda dengan mudah membuat pesta yang membosankan menjadi lebih hidup/menghidupkan suasana yang membosankan?		✓
54	Apakah Anda terkadang membicarakan hal-hal yang tidak Anda ketahui?	✓	
55	Apakah Anda mengkhawatirkan kesehatan Anda?	✓	
56	Apakah Anda suka mengerjai orang lain?		✓
57	Apakah Anda merasa menderita karena sulit tidur/mengalami sulit tidur?		✓

Appendix 10

Questionnaire of Introvert

Eysenck Personality Questionnaire Revised-Short Form

(EPQR-S)

Nama : *Umar kustiadi*

Kelas : *3*

NIS : *180 4026203*

Sumber dan definisi :

Kepribadian didefinisikan sebagai himpunan karakter dari perilaku, kognisi, dan pola emosional yang berkembang dari faktor biologis dan lingkungan (Corr & Matthews, 2009). Berbicara tentang kepribadian, banyak macam pemahaman yang dapat kita temukan baik dari segi literatur maupun dari para ahli. Kepribadian didefinisikan sebagai rangkaian pola perilaku, kognitif, dan emosional yang berkembang dari faktor biologis dan lingkungan. Meskipun tidak ada definisi kepribadian yang disepakati secara umum, sebagian besar teori berfokus pada motivasi dan interaksi psikologis dengan lingkungan seseorang (Sadock et al., 2017).

Dalam kuisioner ini, peneliti hendak mengukur nilai kepribadian ekstrovert dan introvert. Perlu diketahui, ekstrovert mengacu pada di mana orang lebih suka memusatkan perhatian mereka dan mendapatkan energi mereka dari dunia luar orang dan aktivitas atau dunia ide dan pengalaman batin mereka. Di sisi lain, seorang introvert bekerja lebih lambat dan sengaja, lebih memilih untuk fokus pada satu tugas dalam satu waktu. Introvert mencurahkan energi sosialnya untuk teman dekat atau keluarga, mendapatkan energi dengan menyendiri, lebih banyak mendengarkan daripada berbicara, berpikir sebelum berbicara, mengekspresikan diri lebih baik secara tertulis daripada percakapan, cenderung tidak menyukai konflik dan obrolan ringan, tetapi menikmati diskusi yang mendalam.

Angket ini diambil dari formulir Eysenck Personality Questionnaire Revised-Short oleh Eysenck dan Barret dalam buku yang berjudul *Manual of The Eysenck Personality Questionnaire*. (Jürgen Eysenck & B. G. Eysenck, 1975).

Jawab pertanyaan berikut dengan memberikan checklist (√) pada tabel Ya atau Tidak yang sesuai dengan kondisi Anda.

No.	Pertanyaan	Ya	Tidak
1	Apakah Anda sering merasa ingin bersenang-senang?	√	
2	Apakah Anda sering membutuhkan teman yang pengertian untuk menghibur Anda?	√	
3	Apakah Anda biasanya riang?	√	

| No	Pertanyaan	Ya	Tidak	
4	Apakah Anda merasa sangat sulit untuk menerima jawaban tidak?		✓	
5	Apakah Anda berhenti dan memikirkan sesuatu sebelum bertindak?	✓		E
6	Jika Anda mengatakan akan melakukan sesuatu, apakah Anda selalu menepati janji, meskipun sebenarnya Anda merasa tidak nyaman?	✓		
7	Apakah suasana hati Anda naik turun?	✓		1
8	Apakah Anda biasanya melakukan dan mengatakan sesuatu dengan cepat tanpa berhenti untuk berpikir?		✓	E
9	Apakah Anda pernah merasa 'sengsara' tanpa alasan yang jelas?	✓		1
10	Apakah Anda akan melakukan nyaris apapun untuk memenuhi suatu tantangan?		✓	
11	Apakah Anda tiba-tiba merasa malu saat ingin berbicara dengan orang asing yang menarik?	✓		1
12	Apakah sesekali Anda kehilangan kesabaran dan marah?	✓		
13	Apakah Anda sering melakukan sesuatu secara mendadak?	✓		E
14	Apakah Anda sering mengkhawatirkan hal-hal yang seharusnya Anda lakukan atau katakan?	✓		1
15	Pada umumnya, apakah Anda lebih suka membaca daripada bertemu orang?		✓	
16	Apakah perasaan Anda agak mudah terluka?		✓	
17	Apakah Anda sangat senang bergaul?	✓		E
18	Apakah Anda terkadang memiliki pemikiran dan gagasan yang Anda tidak ingin orang lain ketahui?	✓		
19	Apakah terkadang energi Anda meluap dan terkadang sangat lesu?	✓		1
20	Apakah Anda lebih suka memiliki sedikit teman namun akrab?	✓		E
21	Apakah Anda sering melamun?		✓	
22	Ketika orang-orang berteriak pada Anda, apakah Anda balas berteriak?		✓	
23	Apakah Anda sering terganggu dengan perasaan bersalah?	✓		1
24	Apakah semua kebiasaan Anda baik dan sesuai yang Anda inginkan?	✓		
25	Dapatkah Anda membebaskan diri dan bersenang-senang di sebuah acara yang meriah?	✓		E
26	Apakah Anda adalah seorang yang tegang atau 'sangat tegang'?		✓	
27	Apakah orang lain menganggap Anda sangat bersemangat?		✓	
28	Setelah Anda melakukan sesuatu yang penting, apakah Anda sempat merasa bahwa Anda dapat melakukannya dengan lebih baik?		✓	
29	Apakah Anda lebih sering diam ketika sedang bersama orang lain?		✓	
30	Apakah Anda terkadang bergosip?	✓		
31	Apakah ide-ide sering melintas di kepala sampai-sampai Anda tidak bisa tidur?		✓	
32	Jika ada sesuatu yang ingin Anda ketahui, apakah Anda lebih suka mencarinya di buku daripada membicarakannya dengan seseorang?	✓		
33	Apakah Anda pernah merasakan jantung Anda berdetak dengan cepat atau berdebar-debar?	✓		1
34	Apakah Anda menyukai jenis pekerjaan yang membutuhkan	✓		

Appendix 11

Measurements Scale

Eysenck's Personality Inventory (EPI) Extroversion/Introversion (Eysenck, 1947).

When you fill out Eysenck's Personality Inventory (EPI) you get three scores.

- The 'lie score' is out of 9. It measures how socially desirable you are trying to be in your answers. Those who score 5 or more on this scale are probably trying to make themselves look good and are not being totally honest in their responses.
- The 'E score' is out of 24 and measures how much of an extrovert you are.
- The 'N score' is out of 24 and measures how neurotic you are.

To interpret the scores, your E score and your N score are plotted on a graph from which you can read your personality characteristics. The nearer the outside of the circle you are, the more marked are the personality traits.

Please note that the EPI is a very simplistic type of personality measurement scale, so if you have come out as a personality that does not match what you thought before you took the test, you are probably right and the test is probably wrong!
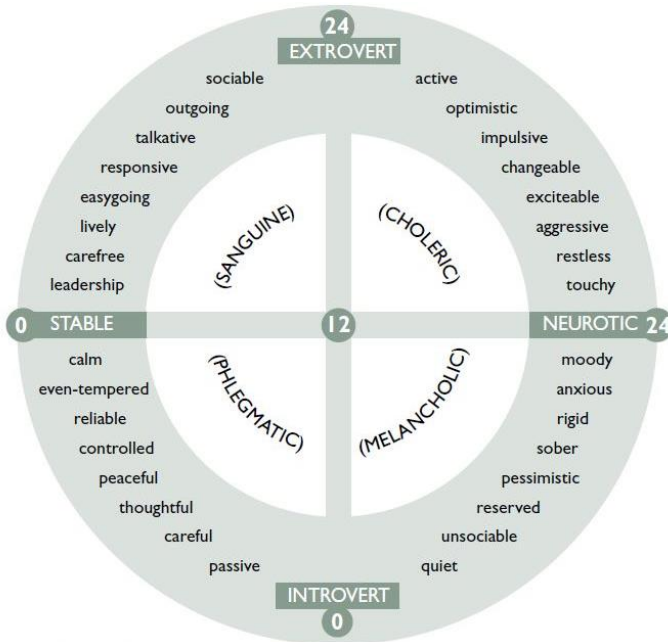
The E P I Instructions

Here are some questions regarding the way you behave, feel and act. After each question is a space for answering YES or NO.

Try to decide whether YES or NO represents your usual way of acting or feeling. Then put a tick in the box under the column headed YES or NO. Work quickly, and don't spend too much time over any question, we want your first reaction, not a long drawn-out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any questions.

Start now, work quickly and remember to answer every question. There are no right or wrong answers, and this isn't a test of intelligence or ability, but simply a measure of the way you behave.

YES   NO

1. Do you often long for excitement?
2. Do you often need understanding friends to cheer you up?
3. Are you usually carefree?
4. Do you find it very hard to take no for an answer?
5. Do you stop and think things over before doing anything?
6. If you say you will do something do you always keep your promise, no matter how inconvenient it might be to do so?
7. Do your moods go up and down?
8. Do you generally do and say things quickly without stopping to think?
9. Do you ever feel 'just miserable' for no good reason?
10. Would you do almost anything for a dare?
11. Do you suddenly feel shy when you want to talk to an attractive stranger?
12. Once in a while do you lose your temper and get angry?
13. Do you often do things on the spur of the moment?
14. Do you often worry about things you should have done or said?
15. Generally do you prefer reading to meeting people?
16. Are your feelings rather easily hurt?

17. Do you like going out a lot?
18. Do you occasionally have thoughts and ideas that you would not like other people to know about?
19. Are you sometimes bubbling over with energy and sometimes very sluggish?
20. Do you prefer to have few but special friends?
21. Do you daydream a lot?
22. When people shout at you do you shout back?
23. Are you often troubled about feelings of guilt?
24. Are all your habits good and desirable ones?
25. Can you usually let yourself go and enjoy yourself a lot at a lively party?
26. Would you call yourself tense or 'highly strung'?
27. Do other people think of you as being very lively?
28. After you have done something important, do you come away feeling you could have done better?
29. Are you mostly quiet when you are with other people?
30. Do you sometimes gossip?
31. Do ideas run through your head so that you cannot sleep?
32. If there is something you want to know about, would you rather look it up in a book than talk to someone about it?
33. Do you get palpitations or thumping in your hear?
34. Do you like the kind of work that you need to pay close attention to?
35. Do you get attacks of shaking or trembling?

36. Would you always declare everything at customs, even if you knew you could never be found out?
37. Do you hate being with a crowd who play jokes on one another?
38. Are you an irritable person?
39. Do you like doing things in which you have to act quickly?
40. Do you worry about awful things that might happen?
41. Are you slow and unhurried in the way you move?
42. Have you ever been late for an appointment or work?
43. Do you have many nightmares?
44. Do you like talking to people so much that you never miss a chance of talking to a stranger?
45. Are you troubled by aches and pains?
46. Would you be very unhappy if you could not see lots of people most of the time?
47. Would you call yourself a nervous person?
48. Of all the people you know, are there some whom you definitely do not like?
49. Would you say that you were fairly self-confident?
50. Are you easily hurt when people find fault with you or your work?
51. Do you find it hard to really enjoy yourself at a lively party?
52. Are you troubled by feelings of inferiority?
53. Can you easily get some life into a dull party?
54. Do you sometimes talk about things you know nothing about?

55. Do you worry about your health?

56. Do you like playing pranks on others?

57. Do you suffer from sleeplessness?

Scoring for Form A of the E.P.I.

Check through your answers to Form A and place an E by the side of any answers which match those given in the E score table below. If your answer does not match that in the table write nothing. For example, if you have answered YES to question 1, place an E beside your answer. If, however, you answered NO, write nothing and move on to score the next question.

E Score Table for Form A

Question:		Question:	
1	Yes	29	No
3	Yes	32	No
5	No	34	No
8	Yes	37	No
10	Yes	39	Yes
13	Yes	41	No
15	No	44	Yes
17	Yes	46	Yes

20	No	49	Yes
22	Yes	51	No
25	Yes	53	Yes
27	Yes	56	Yes

Count up the number of E's that you have and this gives you your E scale score for Form A of the E.P.I.

Now score the N scale in the same way but this time put an N next to any question which matches those in the N score table below:

N Score for Form A

Question:		Question:	
2	Yes	31	Yes
4	Yes	33	Yes
7	Yes	35	Yes
9	Yes	38	Yes
11	Yes	40	Yes
14	Yes	43	Yes
16	Yes	45	Yes
19	Yes	47	Yes

21	Yes		50	Yes
23	Yes		52	Yes
26	Yes		55	Yes
28	Yes		57	Yes

Again, count the number of N's you have and this gives you your N scale score for Form A of the E.P.I.

Lie Scale

Question:

6	Yes
12	No
18	No
24	Yes
30	No
36	Yes
42	No
48	No

Appendix 12

Surat Izin Riset

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: B - 311/Un.10.3/D.1/PP.00.9/01/2021   1 Februari 2021
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Muhammad Aniq
NIM   : 1603046122

Yth.
Pengasuh Pondok Pesantren Darul Falah Besongo Semarang
di tempat

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

Nama   : Muhammad Aniq
NIM   : 1603046122
Alamat   : Jl. Nojorono, Ds. Sidomulyo, Kec. Jekulo, Kab. Kudus
Judul skripsi : *Student's Oral Participation of Speaking Class: A Case Study of Extroverted And Introverted Students*

Pembimbing :
1. Sayyidatul Fadlilah, 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 6 hari, mulai tanggal 3 Februari 2021 sampai dengan tanggal 8
Februari 2021.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan
terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahrud Junaedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai
laporan)

Appendix 13

Surat pengantar pra-riset

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: B -311 /Un.10.3/D.1/ PP.00.9/01/2021   1 Februari 2021
Lamp : -
Hal   : Pengantar Pra Riset
a.n.   : Muhammad Aniq
NIM   : 1603046122

Yth.
Pengasuh Pondok Pesantren Darul Falah Besongo Semarang
di tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Muhammad Aniq
NIM   : 1603046122
Alamat   : Jl. Nojorono, Ds. Sidomulyo, Kec. Jekulo, Kab. Kudus
Judul skripsi : *Student's Oral Participation of Speaking Class: A Case Study of Extroverted And Introverted Students*

Pembimbing :
1. Sayyidatul Fadlilah, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 6 hari, mulai tanggal 3 Februari 2021 sampai dengan tanggal 8 Februari 2021
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 14

PENELITI : Muhammad Aniq

NIM : 1603046122

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : Student's Oral Participation of Speaking Class: A Case Study of Extroverted and Introverted Students

HIPOTESIS:

a. Hipotesis Korelasi

H_o: Tidak ada hubungan yang signifikan antara kepribadian siswa ekstrovert dan introvert terhadap kemampuan berbicara

H_a: Ada hubungan yang signifikan antara kepribadian siswa ekstrovert dan introvert terhadap kemampuan berbicara

b. Hipotesis Uji F

H_0: Tidak ada pengaruh yang signifikan antara kepribadian siswa ekstrovert dan introvert terhadap kemampuan berbicara

H_a: Ada pengaruh yang signifikan antara kepribadian siswa ekstrovert dan introvert terhadap kemampuan berbicara

c. Hipotesis Uji t (Parsial)

H_0: Koefisien regresi tidak signifikan

H_a: Koefisien regresi signifikanv

HASIL DAN ANALISIS DATA

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.327	1	3.327	.539	.474ᵇ
	Residual	92.556	15	6.170		
	Total	95.882	16			

a. Predictors: (Constant), Kepribadian_Ekstrovert

b. Dependent Variable: Speaking

Keterangan:

Sig. $= 0,474 > 0,05$, maka dapat disimpulkan bahwa H_0 gagal ditolak yang berarti tidak terdapat pengaruh kepribadian ekstrovert dan introvert terhadap kemampuan berbicara.

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.750	1	10.750	2.672	.122[a]
	Residual	64.361	16	4.023		
	Total	75.111	17			

a. Predictors: (Constant), Kepribadian_Introvert

b. Dependent Variable: Speaking

Keterangan:

Sig. = 0,122 > 0,05, maka dapat disimpulkan bahwa H_0 gagal ditolak yang berarti tidak terdapat pengaruh kepribadian ekstrovert dan introvert terhadap kemampuan berbicara.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.799	4.732		6.086	.000
	Kepribadian_Introvert	-.225	.307	-.186	-.734	.474

a. Dependent Variable: Speaking

Keterangan:

Sig. = 0,474 > 0,05, dan nilai t hitung -0,734 < f tabel 2,131 maka dapat disimpulkan bahwa H_0 gagal ditolak yang berarti tidak terdapat pengaruh kepribadian ekstrovert terhadap kemampuan berbicara (Y) secara parsial.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.100	3.290		8.845	.000
	Kepribadian_Introvert	-.314	.192	-.378	-1.635	.122

a. Dependent Variable: Speaking

Keterangan:

Sig. = 0,122 > 0,05, dan nilai t hitung -1,635 < f tabel 2,120 maka dapat disimpulkan bahwa H_0 gagal ditolak yang berarti tidak terdapat pengaruh kepribadian ekstrovert terhadap kemampuan berbicara (Y) secara parsial.

Semarang, 26 Juli 2021

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

Appendix 15

Pictures of research activities

Figure 1: The researcher conducted the interview.

Figure 2: The researcher conducted the interview.

Figure 3: The students filled the questionnaire.

Figure 4: The students filled the questionnaire.

Figure 5: English Intensive Class Activity.

Figure 6: English Intensive Class Activity.

CURRICULUM VITAE

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3. MA NU TBS Kudus
4. UIN Walisongo Semarang
5. Pondok Pesantren Darul Falah Besongo Semarang

Semarang, 31 August 2021
The researcher

Muhammad Aniq
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