

THE COMPARISON BETWEEN CHOLERIC AND PHLEGMATIC TEMPERAMENTS TOWARD ENGLISH SPEAKING ACHIEVEMENT AT MTS DARULISTIQAMAH LAPPAE



Thesis

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PENGESAHAN SKRIPSI

Skripsi berjudul, The Comparison Between Choleric and Phlegmatic Temperaments Toward English Speaking Achivement at MTs Darul Istiqamah Lappae yang ditulis oleh Nur Afidah Nomor Induk Mahasiswa 180110004, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Jum'at, tanggal 19 Agustus 2022 M bertepatan dengan 21 Muharram 1444 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRACT

Nur Afidah. The Comparison Between Choleric and Phlegmatic Temperaments toward English Speaking Achievement at MTs Darul Istiqamah Lappae. Thesis, Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai, 2021.

The research objectives was to know the difference between students with Choleric temperaments and Phlegmatic temperaments students in the English speaking achievement at MTs. Darul Istiqamah Lappae.

The research is a comparative study using a quantitative approach, with the population were 45 students and the sample of this research were 45 students. Data taken by using a questionnaire and test.

The result of the research showed that students' temperaments towards students' English speaking achievement. After seeing the results of the Independent sample T test output, it can be seen that the two-way (t-tailed) significance value is 0.153 higher than (>) 0.05, which means the two-way (t-tailed) significance value is greater than 0.05. Then, as the basis for decision making in the independent simple t test, it is concluded that Ho is accepted and Ha is rejected. Thus, there is no significant difference between students with Choleric temperament and students with Phlegmatic temperament on students' English speaking achievement. Therefore, both choleric and phlegmatic students can speak English better in their own way.

Keywords: Choleric and Phlegmatic Temperaments, Speaking Achievement, MTs. Darul Istiqamah Lappae

المستخلص

نور عفيدة. مقارنة بين المزاحات الكوليكية والبلغمية تجاه الإنجاز في التحدث باللغة الإنجليزية في مدرسة الثانوية دار الإستقامة لفائي. بحث حامعي، سنجائي: قسم تعليم اللغة الإنجليزية ، كلية التربية وتدريب المعلمين ، حامعة الإسلامية المحمدية سنجائى ، ٢٠٢١.

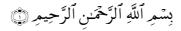
كانت أهداف البحث هي معرفة الفرق بين الطلاب ذوي المزاج الكولي وطلاب المزاج البلغمي في التحصيل في التحدث باللغة الإنجليزية في مدرسة الثانويةدار الاستقامةلفائي.

البحث عبارة عن دراسة مقارنة باستخدام منهج كمي ، حيث بلغ عدد الطلاب ٤٥ طالبًا وعينة هذا البحث ٤٥ طالبًا. البيانات المأخوذة باستخدام الاستبيان والاختبار.

أظهرت نتيجة البحث أن مزاج الطلاب تجاه تحصيل الطلاب باللغة الإنجليزية. بعد رؤية نتائج مخرجات الحتبار T للعينة المستقلة ، يمكن ملاحظة أن قيمة الأهمية ثنائية الاتجاه (t-tailed) أعلى بــ ١٠٠٣ من (>) ٥٠٠٠ ، ثما يعني قيمة الأهمية ثنائية الاتجاه (t-tailed) أكبر من ٥٠٠٠. بعد ذلك ، كأساس لاتخاذ القرار في اختبار t البسيط المستقل ، يتم استنتاج قبول Ho ورفض . Ha وبالتالي ، لا توجد فروق ذات دلالة إحصائية بين الطلاب ذوي المزاج الكولي والطلاب ذوي المزاج البلغمي في تحصيل الطلاب باللغة الإنجليزية. لذلك ، يمكن للطلاب الكوليين والبلغمين التحدث باللغة الإنجليزية بشكل أفضل بطريقتهم الخاصة.

الكلمات الأساسية: المزاج الكولي والبلغمي ، الإنجاز في التحدث ، مدرسة الثانوية دار الاستقامة لقائي

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CHAPTER 1 INTRODUCTION

A. Background

There are many languages found all over the world. Language is part of human needs as social beings which require interaction with each other. (Kustani,2017). For example, Indonesian, Arabic, Korean, Japanese, Chinese, French, German, English, and many other languages used by humans on this earth. English is one of international language. No activity in the world does not use language in communication.

Learning English is a very complex learning because English consists of four skills, they are speaking, listening, reading, and writing. (Susanthi, 2021). In the classroom, students must master the material given and explained by the teacher. For example, in the speaking class, some students are indeed active in speaking but some students are also able to remain silent and speak when necessary. In the speaking class, students must speak in front of the class, in front of friends and teachers. Some students can do it well and some students cannot. In this case, quiet students will feel worried that they will cause trouble and feel anxious.

وَلَا تَقَفُ مَا لَيْسَ لَكَ بِهِ عِلْمُ ۚ إِنَّ ٱلسَّمْعَ وَٱلْبَصَرَ وَٱلْفُؤَادَ كُلُّ أُولَتِبِكَ

Meaning: "and do not follow what you have no knowledge of. Verily hearing, vision, and heart, all of which will be held accountable." (QS. Al-Israa (17): 36)

In this verse, there is a sequence of listening, reading, and thinking. This sequence can be used as a stage or sequence in learning a language, for example, Indonesian, English, and Arabic. At the hearing stage, all humans master a language starting from their auditory activities, namely the sound that comes out of the human mouth. Listening is the first activity that humans go through. The partner for listening is speaking. Listening speaking is a package that must be mastered before moving on to the next stage. The next stage is vision, or in English, it is called reading. Reading pairs with writing, because humans cannot read if there is no writing. And the last stage is the heart, or in English, it is called thinking. Thinking is the stage where humans analyze language. This stage will be easy to do if understand the previous stages. So, to master the language, several stages must be passed.

To teach English, the teacher must master the learning model and learning method. Even so, English is not the first language of the students. Students must study harder to be able to master the four skills and it is not easy to master all of these skills. However, the focus of this research is on the students' learning outcomes of speaking English. The teacher must also know how the student's temperament is in learning.

Thomas and Chess explain temperament as an attribute within the individual that may exist in every person and age, not only in infancy but certainly starting from infancy. Temperament is a system designed to understand human nature and characteristics to improve the human condition. Temperament is an individual differently based on the constitution of emotional activity, motor, and self-regulatory attention, which shows the consistency of relative stability over time. (Corr and Matthews, 2009). The temperament is divided based on various personality characteristics that appear to form their basic temperament.

Temperament is very influential in everyday life. For example, in a class, there are many students in which different personality temperaments can be found. Based on some of the explanations regarding temperament above,

temperament can be interpreted as an instinct in a person where this instinct will grow if it is nurtured. Temperament is also related to introverts and extroverts which are innate in a person. According to Florence Littauer, temperament is divided into four types of temperament, namely Sanguine, Choleric, Melancholic, and Phlegmatic.(Florence Littauer, 1992)

Based on initial observations at MTS Darul Istigamah Lappae, there are two characteristics contained in this class. Namely students who are active and students who are passive. It is from these characteristics that researchers are interested in researching this Islamic boarding school. Active students are represented by Choleric temperaments, and passive students are represented by Phlegmatic temperaments. To prove this theory, it is necessary to compare the learning achievements of students with choleric and phlegmatic temperaments. Therefore, this thesis is entitled "The Comparison Between Choleric and Phlegmatic Temperaments toward English Speaking Achievement at MTS Darul Istiqamah Lappae".

B. Research question

In one class there are many students with various personality differences. Some students are active, some are

passive. Choleric is an active student and Phlegmatic is a passive student. Usually, the teacher in teaching does not pay attention to the situation or personality of students in the classroom. Therefore, the focus of this research is to Compare English speaking achievement between choleric and phlegmatic temperaments. Based on the problems above, the researcher concludes several questions including:

- 1. How is the students English speaking achievement of the Choleric temperaments at MTS Darul Istiqamah Lappae?
- 2. How is the students English speaking achievement of the Phlegmatic temperaments at MTS Darul Istiqamah Lappae?
- 3. Which type of the temperament had better achievement in English speaking at MTS Darul Istiqamah Lappae?

C. Research objectives

This research compare English speaking achievement between choleric and phlegmatic temperaments at MTS Darul Istiqamah Lappae.

- To know the English Speaking achieve of the Choleric temperament students at MTS Darul Istiqamah Lappae.
- To know the English Speaking achieve of the Phlegmatic temperament students at MTS Darul Istiqamah Lappae.
- 3. To find out the differentiate English Speaking achievement between Choleric and Phlegmatic temperaments students at MTS Darul Istiqamah Lappae.

D. Significance of research

1. Theoretically

Several studies discuss personality and student speaking achievement. The results of this study can be used as research to prove previous studies. This research can be useful for the academic community in contributing to enriching science and is one of the inputs for efforts to develop educational science. The results of this study also provide important information regarding how temperament is related to student speaking achievement, especially about character education at MTS Darul Istiqamah Lappae.

2. Practically

This research can be used as information for educational practitioners, both institutions under study, and the government to improve the quality of education. The results of this study can also be used to provide teachers with an understanding of how they act in the classroom. The results of this study are also expected to help students recognize their personalities and minimize their weaknesses.

CHAPTER II THEORETICAL REVIEW

A. Literature Review

A lot of research on temperament has been done. Several published journals have been linked to this. A journal entitled "Electrophysiological Differences In Sanguine, Choleric, Phlegmatic, And Melancholic", which deals with several different the journal types of temperament. (Vorkapić Sanja Tatalović & Tatalović Vorkapić, 2011). Then, the book entitled "Four Temperament, Astrology, and Personality Testing. According to theorists, temperaments vary, and several tests vary to determine a person's personality. (Bobgan Deidre, 1992).

According to David Keirsey, temperament is a configuration of tendencies, and character is a configuration of tendencies. (Keirsey David, 1998). Meanwhile, according to Gordon Allport in Arnold H. Buss & Robert Plomin, temperament is a characteristic phenomenon of an individual's emotional nature, including response habits, mood quality, and mood intensity. (Arnold H. Buss & Robert Plomin, 2015). This phenomenon is considered

constitutional heredity because most of it comes from heredity.

Although there were several previous studies associated with this research, the researchers had a different major topic. The researcher focus on the increased student English between a Phlegmatic student and a Choleric student, and researchers will involve one at MTS Darul Istiqamah Lappae.

1. Human temperament

The temperament is divided based on various personality characteristics that appear to form their basic temperament. Some individuals have an active temper, while others are calmer. According to Hippocrates, temperament is divided into four types of temperament, Sanguine, namely Choleric, Melancholic, and Jouanna, 2012). Phlegmatic.(Jacques Sanguines (entertainers) are the most common type of human characteristic. They are spontaneous, vivacious, and cheerful. Melancholy (perfectionist) is known as an individual who is very careful, wise, sensitive, thinker type, and perfectionist. They were also thoughtful, faithful, and persistent. Phlegmatic (peacekeepers) include people who value closeness between humans. They are also friendly,

patient, and content. Choleric (leader) is a personality type who has a great desire, is active, and is very focused on his goals. They are also confident, adventurous, and persuasive. (Florence Littauer, 1992).

Temperament is an important element in life. Temperament is an indication of symptoms of the characteristics associated with the individual's emotions. According to Merriam-Webster in Educational Psychology for Libraries, temperament is defined as a characteristic or habitual inclination or mode of emotional response a nervous temperament, the peculiar or distinguishing mental or physical character determined by the relative proportions humor according to medieval physiology. Temperament can be considered as a characteristic or habit that has a habit or way of responding to something. Temperament is a personality that determines how you respond to things that happen in life. Usually, temperament has existed since humans were born. Many things can affect human temperament, including family, culture, personal experience, so it affects attitudes, behavior, and interactions with other people.

A person's temperament is a psychological aspect of personality, which this temperament has been carried

since humans were born. As for being able to distinguish and believe in good and bad things, and to regulate behavior, temperament is determined by four factors, namely; (a) spontaneity, which is an attitude that is not bound or detached from the influence of others, and is always based on oneself, (b) receptivity, which is how quickly or slowly a person receives impressions, (c) impressionability, namely the depth or not of the influence of something on the human soul, (d) reactivity, namely the duration or absence of an impression in influencing the human soul. Of the four factors, found a combination of four main temperaments, namely; (a) choleric, consisting of strong spontaneity and fast reactivity, (b) sanguine, consisting of impressionability that is not deep and reactivity is not long, (c) phlegmatic, slow receptivity and long reactivity, (d) melancholic, consisting of weak spontaneity and impressionability is not deep.(Arnold H.

Buss and Plomin, 2015).

Human temperament is different. Some have an active temper, some are passive. This shows that there are differences in human temperament. Which may also be influenced by a person's biological factors. Temperament is an innate human trait, and is the reason for everything that

humans do in their environment. Temperament has been embedded in a person which is the basis for the expression of activity, emotional, and social skills.

Questionnaire

The Personality Test of Florence Littauer The Personality Assessment (Phlegmatic and Choleric)

STRENGTHS

- 1. a. Adventurous (C), Orang yang mau melakukan suatu hal yang baru dan berani dengan tekad untuk menguasainya.
 - b. Adaptable (P), mudah menyesuaikan diri dan senang dalam setiap situasi
- 2. a. Persuasive (C), meyakinkan orang dengan logika dan fakta, bukanya pesona atau kekuasaan
 - b. Peaceful (P), tampak tidak terganggu dan tenang serta menghindari setiap bentuk kekacauan.
- 3. a. Submissive (P), dengan mudah menerima pandangan atau keinginan orang lain tanpa banyak perlu mengemukakan pendapatnya sendiri
 - b. Strong-willed (C), orang yang yakin akan caranya sendiri
- 4. a. Controlled (P), mempunyai perasaan emosional tetapi jarang meperlihatkannya

- b. Competitive (C), mengubah setiap situasi, kejadian atau permainan menjadi kontes dan selalu bermain untuk menang
- 5. a. Reserved (P), menahan diri dalam menunjukan emosi atau antusiasme
 - b. Resourceful (C), bisa bertindak cepat dan efektif boleh dikata dalam semua situasi
- 6. a. Satisfied (P), orang yang mudah menerima keadaan atau situasi apa saja
 - b.Self-reliant (C), orang mandiri yang bisa sepenuhnya mengandalkan kemampuan, penilainan dan sumber dayanya sendiri.
- 7. a. Patient (P), tidak terpengaruh oleh penundaan tetap tenang dan toleran
 - b. Positive (C), mengetahui segala-segalanya akan beres kalau dia/orang lain yang memimpin
- 8. a. Sure (C), yakin, jarang ragu-ragu atau goyah
 - b. Shy (P), pendiam, tidak mudah terseret ke dalam percakapan
- 9. a. Obliging (P), bisa menerima apa saja. orang yang cepat melakukanya dengan cara lain
 - b. Outspoken (C), bicara terang-terangan dan tanpa menahan diri

- 10. a. Friendly (P), orang yang menanggapi dan bukan orang yang punya inisiatif, jarang memulai percakapan
 - b. Forceful (C), kepribadian yang mendominasi dan menyebabkan orang lain ragu-ragu untuk melawannya.
- 11. a. Daring (C), bersedia mengambil risiko tak kenal takut, berani
 - b. Diplomatic (P), berurusan dengan orang lain secara penuh siasat,perasa dan sabar
- 12. a. Consistent (P), tetap memiliki keseimbangan secara emosional, menanggapi sebagaimana yang diharapkan orang lain
 - b. Confident (C), percaya diri dan yakin akan kemampuan dan suksesnya sendiri
- 13. a. Independent (C), memenuhi diri sendiri, mandiri, penuh kepercayaan diri dan rupanya tidak begitu memerlukan bantuan
 - b. Inoffensive (P), orang yang tidak pernah mengatakan atau menyebabkan apa pun yang tidak menyenangkan atau menimbulkan rasa keberatan
- 14. a. Decisive (C), Orang yang mempunyai kemampuan membuat penilaian yang cepat dan tuntas
 - b. Dry humor (P) Memperlihatkan "kepandaian bicara yang menggigit

- a. Mediator (P), secara konsisten mencari peranan merukunkan pertikaian supaya bisa menghindari konflik.
 - b. Mover (C), terdorong oleh keperluan untuk produktif, pemimpin yang diikuti orang lain, merasa sulit duduk diam-diam.
- 16. a. Tenacious (C), memegang teguh, dengan keras kepala, dan tidak mau melepaskan sampai tujuan tercapai.
 - b. Tolerant (P), mudah menerima pemikiran dan cara-cara orang lain tanpa perlu tidak menyetujui atau mengubahnya.
- 17. a. Listener (P), selalu bersedia utnuk mendengarkan
 - b. Leader (C), pemberi pengarahan karena pembawaan yang terdorong untuk memimpin dan sering merasa sulit mempercayai bahwa orang lain bisa melakukan pekerjaan dengan sama baiknya
- 18. a. Contented (P), mudah puas dengan apa yang dimiliknya, jarang iri hati
 - b. Chief (C), memegang kepemimpinan dan mengaharapkan orang lain mengikutinya
- 19. a. Pleasant (P), mudah bergaul, bersifat terbuka,mudah diajak bicara
 - b. Productive (C), harus terus-menerus bekerja atau mencapai sesuatu, sering merasa sulit beristirahat.

- 20. a. Bold (C), tidak kenal takut,berani,terus terang, tidak takut akan risiko
 - b. Balanced (P), kepribadian yang stabil dan mengambil tengah-tengah, tidak menjadi sasaran ketinggian atau kerendahan

WEAKNESSES

- 21. a. Blank (P), orang yang memperlihatkan sedikit ekspresi wajah atau emosi
 - b. Bossy (C), suka memerintah, mendominasi, kadangkadang mengesalkan dalam hubungan antara orang dewasa
- 22. a. Unsympathetic (C), merasa sulit mengenali masalah atau sakit hati atau perasaan orang lain
 - b. Unenthuasiastic (P), cenderung tidak bergairah, sering merasa bahwa bagaimanapun sesuatu tidak akan berhasil
- 23. a. Retuticent (P), tidak bersedia atau menolak ikut terlibat terutama kalau rumit
 - b. Resistant (C), berjuang,melawan, atau ragu-ragu menerima cara lain yang bukan caranya sendiri
- 24. a. Fearful (P), sering mengalami perasaan sangat khawatir,sedih atau gelisah

- b. Frank (C), langsung,blak-blakan tidak sungkan-sungkan mengatakan kepadanya
- 25. a. Impatient (C), orang yang merasa sulit bertahan untuk menghadapi kesalan atau menunggu orang lain
 - b. Indecisive (P), orang yang merasa sulit membuat keputusan apa saja
- 26. a. Uninvolved (P), tidak punya keinginan untuk mendengarkan atau tertarik kepada perkumpulan, kelompok, aktivitas atau kehidupan orang lain
 - b. Unaffectionate (C), merasa sulit secara lisan atau fisik memperlihatkan kasih sayang dengan terbuka
- 27. a. Headstrong (C), bersikeras memaksakan caranya sendiri
 - b. Hesitant (P), lambat dalam bergerak dan sulit ikut terlibat
- 28. a. Plain (P), kepribadian tengah-tengah tanpa tinggi rendah dan tidak memperlihatkan banyak emosi
 - b. Proud (C), orang yang punya harga diri tinggi dang menganggap dirinya selalu benar serta orang terbaik untuk pekerjaan
- 29. a. Aimless (P), bukan orang yang menetapkan tujuan dan tidak ingin menjadi orang yang seperti itu
 - b. Argumentative (C), mengobarkan perdebatan karena biasanya dia benar, tidak peduli bagaimana situasinya

- 30. a. Nervy (C), penuh keyakinan, semangat,dan keberanian, sering dalam pengertian negatif
 - b. Nonchalant (P), mudah bergaul,tidak peduli, masa bodoh
- 31. a. Worrier (P), secara konsisten merasa tidak tetap,terganggu atau resah
 - b. Workaholic (C), orang yang menetapkan tujuan secara agresif serta harus terus-menerus produktif dan merasa bersalah kalau beristirahat, tidak terdorong oleh keperluan untuk sempurna atau tuntas tetapi kebutuhan untuk pencapaian dan imbalan.
- 32. a. Tactless (C), kadang-kadang menyatakan dirinya dengan cara yang agak menyinggung perasaan dan kurang perimbangan
 - b. Timid (P), mundur dari situasi sulit.
- 33. a. Doubtful (P), mempunyai ciri khas selalu tidak tetap dan kurang keyakinan bahwa sesuatu hal akan berhasil
 - b. Domineering (C), dengan memaksa mengambil kontrol atas situasi dan / atau orang lain, biasanya dengan mengatakan kepada orang lain apa yang harus mereka lakukan
- 34. a. Intolerant (C), tampaknya tidak bisa tahan atau menerima sikap ,pandangan, atau cara orang lain
 - b. Indifferent (P), orang yang merasa bahwa kebanyakan hal tidak penting dalam satu atau lain cara

- 35. a. Mumbles (P), bicara pelan kalau didesak, tidak mau repot-repot bicara jelas
 - b. Manipulative (C), mempengaruhi atau mengurus dengan cerdik atau penuh tipu muslihat demi keuntungannya sendiri, dan dengan suatu cara akan bisa memaksakan kehendaknya.
- 36. a. Slow (P), tidak sering bertindak atau berpikir dengan cepat, sangat mengganggu
 - b. Stubborn (C), bertekad memaksakan kehendaknya, tidak mudah dibujuk, keras kepala
- 37. a. Lord over (C), tidak ragu-ragu mengatakan kepada diri anda bahwa dia benar atau memegang kendali
 - b. Lazy (P), menilai pekerjaan atau kegiatan dengan ukuran berapa banyak tenaga yang diperlukannya
- 38. a. Sluggish (P), lambat untuk memulai ,perlu dorongan untuk termotivasi
 - b. Short-tempered (C), punya kemarahan yang menuntut berdasarkan ketidaksabaran.
- 39. a. Reluctant (P), tidak bersedia atau melawan keharusan ikut terlibat
 - b. Rash (C), bisa bertindak tergesa-tergesa, tanpa memikirkan dengan tuntas, biasanya karena ketidaksabaran

- 40. a. Comprommising (P), sering mengendurkan pendiriannya, bahkan ketika dia benar, untuk menghindari konflik
- b. Crafty (C), cerdik, orang yang selalu bisa menemukan cara untuk mencapai tujuan yang diinginkan

A. Choleric temperament

Choleric is a dynamic character who dreams the not possible dream and goals to reach the unreachable big name. Choleric can talk openly with people and know the entirety will flip out all right. Effective choleric will show off a take-rate mindset very early in life. Choleric are impulsive and they have to alternate anything they see out of the vicinity and correct something wrong are being placed upon the helpless. Choleric can run everything, whether or not or no longer they have got any knowledge of the bylaws. Choleric greater interested in attaining desires than captivating humans. This is each high-quality and terrible, in that they generally tend to emerge as on top by myself. Choleric love emergencies, so that they can rise to sudden situations and lead off in new directions, mainly whilst accompanied by a thirty-piece bagpipe band.(Littauer, 1992). Based on some the previous explanation, choleric are people of principle and always

go after what they want. Choleric temperament is someone is firm and has the characteristic of a leader.

Table 2.1.1
The Advantage of Choleric Temperaments

Leader	Confident
Chief	Independent
Tenacious	Self-reliant
Adventurous	Positive
Persuasive	Sure
Strong-willed	Decisive
Competitive	Outspoken
Bold	Mover
Daring	Forceful
Resourceful	Productive

Table 2.1.2
The weakness of Choleric temperaments

Bossy	Workaholic
Resistant	Tactless
Intolerant	Proud
Frank	Argumentative
Domineering	Lord over others
Impatient	Rash
Manipulative	Crafty
Unaffectionate	Nervy
Stubborn	Short-tempered
Headstrong	Unsympathetic

B. Phlegmatic temperament

While we apprehend temperaments, we start to see why opposites entice. Phlegmatic as unique people to be the buffers for the emotions of different, to offer stability and balance. Phlegmatic refuses to get too impressed with the splendid choices of powerful choleric. Phlegmatic is a remarkable leveler of us all. Phlegmatic is the perfect of all temperaments to get in conjunction with. Phlegmatic is so nice and inoffensive to have around the family need to import a few if they failed to happen to give birth to any. Phlegmatic likes to take it easy and in ranges. he doesn't want to suppose for in advance. Phlegmatic attempts to keep peace

within the ranks. Phlegmatic can sit down again and deliver an objective opinion. Different temperaments can paint tough-to-win buddies and impact humans, but this unique potential is the leader's presence of nonviolent phlegmatic. Another purpose phlegmatic have pals is that they're suitable many listeners.(Florence Littauer, 1992). Based on some the previcious explanations, phlegmatic is individual who peace and avoids conflict. Phlegmatic loves temperament prefers to be listener than a speaker.

Table 2.1.3
The Advantages of Phlegmatic temperament

Peaceful	Patient
Consistent	Shy
Controlled	Tolerant
Satisfied	Pleasant
Balanced	Mediator
Dry humor	Obliging
Submissive	Diplomatic
Contented	Listener
Reserved	Adaptable
Inoffensive	Friendly

Table 2.1.4
The weakness of Phlegmatic temperament

1
Sluggish
Plain
Aimless
Nonchalant
Compromising
Reluctant
Lazy
Hesitant
Timid
Indifferent

2. English Speaking Achievements

Learning outcomes are usually indicated by the number of scores obtained. According to Simpson and Weiner in Arina Muntazah, achievement is defined as behavior that is measured in a series of tests conducted. They argue that achievement tests are intended to measure education and training systematically in schoolwork towards conventionally accepted patterns of skill or knowledge.(Arina Muntazah, 2015) This means that achievement can be used to describe a person's level of learning ability to be able to apply what he has learned

a. Definition of speaking

Speaking is the ability to say words to convey intentions, ideas, ideas, or thoughts that are compiled and developed according to the needs of the listener and are well understood by the listener.(Riska Aulia Sartika,). The ability to speak is not inherited, although humans can speak so formal speaking skills require intensive training and guidance in learning them.

According to Henry Guntur Tarigan, speaking is a language skill that develops in life which is only preceded by listening skills, so that's when the ability to speak begins. (Henry Guntur Tarigan, 2015). Meanwhile, according to Arsjad and Mukti U.S., speaking ability is the ability to pronounce sentences that express, state, or convey a thought, feeling, and idea. (Arsjad Maidar & Mukti, 1988). Based on some of the opinions above, it can be concluded that speaking ability is the ability to pronounce a word's meaning which is an idea in the form of utterances.

Speaking skill is a very important aspect of learning a foreign language. Speaking skill is a process that produces meaning by using both verbal and non-verbal components. In addition, speaking skills are

related to the active use of language in expressing intentions so that others can understand them. In addition, speaking skills should always be practiced. Several factors hinder when learning to speak English, namely the lack of vocabulary, lack of understanding of grammatical forms, and inaccurate pronunciation.(Indah Sari,2018).

Based on some of the opinions, it can be concluded that speaking is the ability to pronounce or convey sentences or language well so that listeners can understand.

b. Element of speaking

Six elements are emphasized in speaking, namely pronunciation, grammar, vocabulary, fluency, accuracy and comprehensibility.(Indah Sari, 2018).

1. Vocabulary

Vocabulary becomes an assessment aspect for a teacher or student, to what extent or how much vocabulary they have. English vocabulary is very important to facilitate speaking activities. (**Riska Aulia Sartika,**).

Without this English vocabulary, it will make students or other people have difficulty

speaking. Therefore, this vocabulary must be added continuously and repeatedly so that the vocabulary is not lost.

2. Grammar

Grammar is a collection of rules that organize its constituent parts. Grammar determines how words are arranged in the form of meaningful language units.(Jeffrey Coghill & Stacy Magendaz,2003). Grammar is also the content of a book that contains the structure of language and its correctness. So, grammar is a language structure or grammar that is the main part when learning a language.

Communication in speaking can run smoothly the grammar used can be understood. Grammar is rules that unite meanings and parts of the words of a language and comprehensible communication.(Jurnil Asyirah, 2021).

3. Pronunciation

Pronunciation is a very important element because it will issue words that have meaning. Good pronunciation will be the basis for mastering English. Therefore, students must be guided to have good pronunciation skills. If students continue to say the wrong word, then the word will continue to be remembered by students. (Riska Aulia Sartika,). Other people also judge from the way they talk. Students who have poor pronunciation will be judged as students who lack knowledge or are incompetent and who make words unclear.(Arina Muntazah,2015).

4. Fluency

Fluency in speaking is also very important in speaking assessment. This can be assessed by whether the student is very fluent, fluent, not fluent, substandard, and not fluent. Fluency is the ability to talk accurately, and quickly, and use expressions properly. In fluency practice, the speaker's attention is on the information they are communicating than on the language itself.

5. Accuracy

Accuracy is all activities carried out in producing language sounds which include articulation, namely how the position of speech

tools such as the tongue, teeth, lips, and palate when forming sounds, both vowels and consonants. Therefore, use better instant correction in 8 speaking activities. In this case accuracy is divided into three elements there are vocabulary, pronunciation and grammar.(Andi Husnul Khatimah,2021).

6. Comprehensibility

The last element of speaking is comprehension. According to Laura, understanding is a complex process that has been understood and explained in several ways. Comprehension means the ability to understand the meaning of the words spoken by the speaker.

C. Previous Study

The previous study are a review of the results of previous research related to the subject matter that will be discussed in this study. The results of the review aim to explain the differences in the focus of previous research with the research to be carried out. Regarding this issue, there are several previous studies related to the topic that will be discussed in this study. Another research related to this research is research written by Arina Muntazah,

entitled "A Comparative Analysis Between Students With Phlegmatic Personality Sanguine and Their on Achievement in Speaking Skill". This study focuses on the analysis conducted between students with Sanguine personalities and students with Phlegmatic personalities. The subjects of the study were 7th-semester students from the English department of UIN Syarif Hidayatullah Jakarta. This study also focuses on how to improve the speaking students with Sanguine and Phlegmatic skills ofpersonalities. As for the conclusions that can be drawn from this study, based on statistical calculations, it is concluded that both students who have Sanguine and Phlegmatic personalities have no difference in improving students' English speaking.(Arina Muntazah, 2015,).

In addition to the research above, there are still a lot of studies related to this research. The research was written by Nadiyah with the title "Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill". The focus of this research is students who have Choleric and Melancholic personalities. For the subject in this study, namely the second year students of SMA Muhammadiyah 25 Pamulang. As for the results obtained from this study, the differences in the

personality of students statistically did not have a significant difference in their English speaking ability. Both Choleric students and Phlegmatic students have their way of being able to speak English better. (Nadiyah, 2010).

There is also research conducted by Muchamad Yusup, with the research title "A Comparative Analysis On Sanguine and Phlegmatic Students Concerning Their English Speaking Skill". The subject of this research is a second-year student of SMP Wijayakusuma. The researcher focuses on analyzing whether there are differences between students with Sanguine and Phlegmatic temperaments on students' speaking abilities. The results of this study stated that there was no statistically significant difference in the student's personalities differences on the students' speaking ability in English. Therefore, both Sanguine and Phlegmatic students can speak English properly and correctly in their way. (Muchamad Yusup, 2013).

The research above is closely related to this research. The focus of the research is the temperament of students. Temperament itself is divided into four namely Sanguine, Phlegmatic, Melancholic, and Choleric. Sanguine and Choleric are active, and Melancholic and Phlegmatic are passive. So the focus of all the research above is comparing

active students and passive students. Some researchers compare Choleric and Phlegmatic, some compare Sanguine and Phlegmatic, and some compare Melancholic and Choleric. The selection of these personalities represents those that include active and passive. As for the results or data obtained later, whether this personality difference influences on increasing student achievement.

The concepts of extraversion and introversion were brought in by Carl Gustav Jung (a Swiss psychologist and philosopher). According to them, it is possible to determine how much a person's reactions and activities depend on external factors (extraversion) or are provoked by deep psychological processes and experiences (introversion). Extroverts are sanguine and choleric, and introverts are phlegmatic and melancholic. Students who have introverted personalities (in this case choleric) usually have difficulty verbal communication, namely having difficulty expressing what is in their hearts and this is different from extroverted (phlegmatic) personalities.(Zubaidah, 2017). The possible cause of their lack of skill in English is because students have introverted personalities where individuals with this personality are shy and only want to be listeners so they are less able to train, of course different

from the extroverted type personality.(Butsi,2016). In previous research, it was found that students who have an introverted personality (phlegmatic) have better speaking scores than those who have an extroverted personality (choleric).(Samandi, 2014).

D. Hypothesis

Researcher use two hypotheses, namely:

Ho: there is no significant difference in students English speaking achievement between Phlegmatic and Choleric temperaments at MTS Darul Istiqamah Lappae.

Ha: there is a significant difference in students English speaking achievement between Phlegmatic and Choleric temperaments at MTS Darul Istiqamah Lappae.

CHAPTER III RESEARCH METHOD

The research method contains a description of the types and research approaches, definitions of variables, populations and samples, data collection techniques, research instruments, data validity, and data analysis techniques.

A. Types and Approach of Research

This type of research is comparative research. Comparative research is carried out on research that leads to differences in variables in an aspect. Comparative research is a comparison between two or more cases under study. The comparative method is the method used to determine the differences between the variables studied. This method is carried out as naturally as possible so that the differences in the variables will be seen.

The approach used in this research is quantitative. The quantitative approach is systematic research to examine a phenomenon by collecting data that can be measured using statistics, mathematics, and computing. Quantitative research aims to help find relationships between variables in a population.

In this study, researcher compare the students English speaking achievement, between students with Choleric temperaments and Phlegmatic temperament.

B. Definition of Variable

Variable is the object of research, or the focus in a study. Research variables are basically everything in any form determined by the researcher to be studied further so that information is obtained about it.

There are two variables in this study:

The independent variable (X) in this study is Phlegmatic and Choleric temperaments.

The dependent variable (Y) in this study is English speaking achievement.

C. Place and time of research

Based on the title of this study, the researchers chose a location in the Tellulimpoe sub-district, precisely at MTS Darul Istiqamah Lappae. The reason for choosing this place, because based on the initial observations made, the researchers found interesting things where students' knowledge of the English language was still minimal. The

student's temperament is also very influential on the improvement of students' English. This is why the researcher chose this place. The implementation time starts from June 2021 to June 2022.

D. Population and sample

- 1. According to Widiyanto, a population is a group or collection of subjects or objects that will be generalized from the results of the study. The population in this study will use class VIII students from MTS Darul Istiqamah Lappae, which consisted of three classes with a total of 45 students.
- 2. The sample is part of the number and characteristics possessed by the population. If the population is large, researchers can't study everything in the population. So, researchers can use a sample from the population, which results from the sample will then be drawn to conclude. For this reason, the sample taken must be truly representative or truly representative of the population. The sample is part of the population used to estimate the results of research by researchers. The sample for this study was class VIII students, totaling 45 students.

E. Data collection techniques

The purpose of the research is to obtain relevant data that can be accounted for. In this study, the data collection techniques used documentation, questionnaires, and test.

- The collection 1. technique first data is documentation. Documents are records of events that have passed, whether in the form of pictures, the work of writings, or someone. The documentation used is school archives related to the problem under study, namely student report cards. This technique can also be used as an appeal tool or used as a means of supporting the information submitted by the informant to the researcher.
- collection technique 2. The data questionnaire. Questionnaires are questions written to obtain information from respondents about things they know. The questionnaire is a data collection technique in which the respondent fills out a statement or question and then after filling it is returned to the researcher. Researchers can use questionnaires to obtain information or data related feelings, thoughts, attitudes. the values. perceptions, beliefs, and personalities of the

respondents. This questionnaire can also be used if the number of respondents is large. Questionnaires can be in the form of statements or questions which can be delivered directly to the respondent or sent by post or the internet. If the respondent is in a nottoo-wide scope, this questionnaire can be delivered directly. Thus, the interaction that occurs between the researcher and the respondent can create a good condition, so that the respondent is also able to objectively and provide data quickly. questionnaire consists of 40 numbers which is a test to determine the student's personality. Students are asked to choose one of these indicators. Students must choose according to what is in themselves or indicators of the personality type above which they think is suitable for them. Students are asked to put a tick on one of the four choices from each number.

For example:

Number 1

(C) Adventurous ✓

(P) Adaptable

The meaning of the symbol is:

C : Choleric

P: Phlegmatic

Based on the results of the checklist above, students choose "adventurous" for number 1. It means that these students are choleric. That is how to do it until the last number.

3. Test. The test given is a speaking test in front of the class. The test is as follows:

Hungry Wolf

Oneday, a wolf was very hungry. It looked for food here and there. But it could not get any. At last it found a loaf of bread and piece of meat in the hole of a tree. The hungry wolf squeezed into the hole. It ate all the food. It was woodcutter's lunch. He was on his way back to the tree to have lunch. But he saw there was no food in the hole, instead, a wolf. On seeing the woodcutter, the wolf tried to get out of the hole. But it could not. It is tummy was swollen. The woodcutter caught the wolf and gave it nice beatings.

F. Research Instruments

A research instrument is a tool used to measure natural and social phenomena experienced. The instruments

used to measure the variables are widely available and have been tested for validity and reliability. Research instruments are tools or facilities used by researchers in collecting data to make it easier and get better results. The number of instruments made must be following the variables that have been set by the researcher. The form of the instrument to be used by the researcher must be selected based on several factors, namely the data collection technique used. Researchers will use the Questionnaire method and test. This questionnaire is used if the number of respondents is large, can read well, and can reveal confidential matters.

This study uses two instruments:

An inventory test consisting of 40-word items will use to measure students' temperaments. The first instrument will use a questionnaire. Students will directed to put a cross (x) on choices a, b, c, and d that represent themselves. These tests are adopted from Florence Littauer. (Florence Littauer, 1992). The second instrument will use is a test to measure the level of student speaking achievement. The instrument will use to measure the English speaking score of students with Phlegmatic temperament and students with Choleric temperament.

G. Data Validity

Validity according to Arikunto in Salma is a measure that shows the level of reliability or validity of a measuring instrument. Invalid measuring instruments have low validity.(Salma, 2021).

The validity test states that the instrument used is to obtain data in the study. Data validation is an act of proving that the research conducted is by the language, process, activity, equipment, or mechanism to achieve the desired results. The benefits of data validation are to reduce the risk of errors or mistakes from errors or errors in research data. The validity test used in this study was using the SPSS program. The data to be validated is the research instrument that will be used. The instruments in this study are questionnaires and test.

Reliability is the consistency of a research result using various research methods under different conditions. The purpose of the reliability test is to measure the consistency of the measuring instrument used by quantitative researchers. In this study, the researcher used an internal consistency test, namely *Cronbach's Alpha*. Then held a reliability test to determine whether the instrument is reliable or not. According to Frankel's

opinion, the instrument becomes reliable when Crobanch's Alpha > 0.07. However, when the coefficient value is < 0.07 then the instrument is not reliable. (**Febrianawati, 2018**).

H. Data analysis techniques

Data analysis is the most important and decisive thing in research, because a complete set of data without being followed by good data analysis techniques will lead to futility. In this data analysis technique, data were obtained which were translated by researchers which became the results in accordance with scientific principles.

Data analysis is an activity that is carried out after data from respondents is collected. The data analysis technique is a method in processing data into information. In quantitative research, the data analysis technique used is to answer the problem formulation or to test the hypothesis that has been formulated. Data analysis is the process of systematically compiling data obtained from interviews, field notes, and documentation. For quantitative data analysis techniques consist of descriptive analysis and inferential analysis.

In this study, the data analysis technique will use is inferential analysis. Inferential analysis technique is a technique related to the analysis of some data to the stage of drawing conclusions about the whole data.(Andi Arsi, 2020). In this study, students will give a questionnaire that will use to determine the student's personality type, then calculated the scores of both personalities using statistical calculations. Data analysis comes from the results of data collection. The data that has been collected is processed and then analyzed using the help of the SPSS 25 program. This study uses the t-Test, namely the Independent Sample t-Test.

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Description of Research Object

The object of the research was carried out at MTs Darul Istiqamah Lappae, especially class VIII. Data taken from document or archives of MTs Darul Istiqamah Lappae. There is a description of the object of research as follows:

Table 4.1 1 Madrasah Identity

	IDENTITAS MADRASAH				
1	Nama Madrasah	:	MTs . Darul Istiqamah		
			Lappae		
2	NPSN	:	60727729		
	NSM	:	121273070036		
3	Status Madrasah	:	Swasta		
4	Nama Yayasan/Pengelola	:	Pengemban Amanah		
			Ummat		
5	Alamat Madrasah	:	Sumpang Ale		
	Kelurahan/Desa	:	Kalobba		
	Kecamatan	:	Tellulimpoe		
	Kabupaten	:	Sinjai		

1. Identitas Kepala Madrasah 6 Nama Kepala Madrasah : Mallu, S.Pd.I., M.Pd. 7 Tempat/tanggal lahir : Sinjai, 12 Agustus 1977 8 Alamat Rumah : Batuleppa, Desa Talle, Kecamatan Sinjai Selatan 9 Tanggal pengangkatan kepala di Madrasah ini 10 Jabatan Sebelumnya : Wakil Kepala Madrasah di MA Darul Istiqamah Lappae, Tahun 2011 11 Pengalaman mengajar : 15 tahun 2. Wakil Kepala Madrasah dan Staf 12 Bidang Akademik/Kurikulum 13 Kesiswaan : Nurhidayat, S.Kom.I. 3. Jumlah Guru dan Mata Pelajaran KELOMPOK A		Provinsi	:	Sulawesi Selatan			
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12 Bidang : Sukmawati Andra, S.E. Akademik/Kurikulum 13 Kesiswaan : Nurhidayat, S.Kom.I. 3. Jumlah Guru dan Mata Pelajaran KELOMPOK A	11	Pengalaman mengajar	:	15 tahun			
Akademik/Kurikulum 13 Kesiswaan : Nurhidayat, S.Kom.I. 3. Jumlah Guru dan Mata Pelajaran KELOMPOK A		2. Wakil Kepala Madras	ah (dan Staf			
13 Kesiswaan : Nurhidayat, S.Kom.I. 3. Jumlah Guru dan Mata Pelajaran KELOMPOK A	12	Bidang	:	Sukmawati Andra, S.E.			
3. Jumlah Guru dan Mata Pelajaran KELOMPOK A		Akademik/Kurikulum					
KELOMPOK A	13	Kesiswaan	:	Nurhidayat, S.Kom.I.			
		3. Jumlah Guru dan Mata Pelajaran					
 		KELOMPOK A					
14 Pendidikan Agama Islam :	14	Pendidikan Agama Islam	:				

	a. Al-Qur'an/Hadits	:	2
	b. Aqidah Akhlak	:	1
	c. Fiqih	:	1
	d. Sejarah Keb. Islam	:	1
15	PKn	:	1
16	Bahasa Indonesia	:	1
17	Bahasa Arab	:	1
18	Matematika	:	1
19	Sosiologi	:	1
20	Biologi	:	1
21	Bahasa Inggris	:	1
22	Sejarah Umum	:	1
23	Sejarah Indonesia	:	1
	KELOMPOK B		
24	Seni Budaya	:	1
25	Penjas, Orkes	:	1
26	Prakarya/Informatika	:	1
27	Muatan Lokal	:	
	a. Nahwu	:	1
	Jumlah semua guru	:	19

VISI DAN MISI MADRASAH MTs DARUL ISTIQAMAH LAPPAE

VISI

"MEWUJUDKAN MADRASAH BERGENERASI ISLAMI DAN BERPRESTASI"

MISI

- Menumbuhkembangkan lingkungan dan perilaku religius dengan mengamalkan dan menghayati nilai-nilai Ajaran Agama Islam secara nyata;
- 2. Menumbuhkembangkan perilaku terpuji dan menjadi teladan bagi teman dan masyarakat;
- Meningkatkan hubungan kerjasama antara warga madrasah dengan lingkungan masyarakat melalui berbagai kegiatan positif.
- 4. Membimbing dan mengembangkan minat serta bakat peserta didik melalui kegiatan ekstrakurikuler secara efektif;
- Meningkatkan efektivitas pembelajaran dan bimbingan secara optimal, profesioanalisme dan kompetensi tenaga pendidik dan kependidikan;
- 6. Menumbuhkan semangat keuggulan warga madrasah dalam berkarya dan berdedikasi

TUJUAN

- 1. Terlaksananya peningkatan pembinaan nilai-nilai moral dan akhlakul karimah dalam kehidupan sehari-hari;
- Terciptanya jalinan kerjasama yang harmonis antara sesama warga madrasah, orang tua siswa, masyarakat, dan semua *stakeholders* madrasah lainnya;
- 3. Terlaksananya tugas pokok dan fungsi (TUPOKSI) masing-masing komponen madrasah;
- Tercapainya optimalisasi kegiatan proses belajar mengajar (KBM) yang berorientasi kepada penerapan CTL dan pendekatan saintifik;
- Terlaksananya kegiatan pembinaan dan pengembangan minat dan bakat siswa;
- Peningkatan profesionalitas tenaga pendidik dan kependidikan dengan berbagai kegiatan positif yang sesuai dengan tugasnya.
- 7. Tercapainya prestasi dalam berbagai kegiatan, baik akademis maupun non akademis.

B. Discussion

1. Description of Research Respondents

Respondents in the study were students who had filled out a questionnaire and had taken an English speaking test. The population of this study was 45 students, and all of them were samples. The students are as follows:

Table 4.1.2
The population of Research

No.	Name	Class	Gender
1.	AF	VIII	L
2.	AMAD	VIII	L
3.	ZF	VIII	L
4.	ZI	VIII	L
5.	WA	VIII	L
6.	RH	VIII	L
7.	S	VIII	L
8.	AMDH	VIII	L
9.	MH	VIII	L
10.	AIS	VIII	L
11.	MA	VIII	L
12.	AAKR	VIII	L
13.	SK.	VIII	L

14.	M	VIII	L
15.	A	VIII	L
16.	MRIL.	VIII	L
17.	G	VIII	L
18.	IK	VIII	L
19.	R	VIII	L
20.	MI	VIII	L
21.	MIq	VIII	L
22.	MR	VIII	L
23.	KSM	VIII	P
24.	Sa	VIII	Р
25.	Su	VIII	P
26.	AM	VIII	P
27.	NN	VIII	P
28.	SR	VIII	Р
29.	HTA	VIII	P
30.	AN	VIII	P
31.	Saf	VIII	Р
32.	RWA.	VIII	P
33.	Ri	VIII	P
34.	K	VIII	Р
35.	MMNI	VIII	P

36.	N	VIII	P
37.	AAL	VIII	P
38.	AAM	VIII	P
39.	NIA	VIII	P
40.	SA	VIII	P
41.	A	VIII	P
42.	F	VIII	P
43.	AARD	VIII	P
44.	SZ	VIII	P
45.	PA	VIII	P

2. Description of Research Variables

There are 2 variables in the study, namely:

a. Choleric and Phlegmatic Temperaments (*Variable X*)

Choleric is the dynamic character who dreams the not possible dream and goals to reach the unreachable big name. Choleric can talk openly with people and know the entirety will flip out all right. Effective choleric will show off a take-rate mindset very early in life. Choleric are impulsive and they have to alternate anything they see out of the vicinity

and correct something wrongs are being placed upon the helpless. Choleric can run everything, whether or not or no longer they have got any knowledge of the bylaws. Phlegmatic is the remarkable leveler of us all. Phlegmatic is the perfect of all temperaments to get in conjunction with. Phlegmatic is so nice and inoffensive to have round the family need to import a few, if they failed to happen to give birth to any. Phlegmatic likes to take it easy and in ranges. he doesn't want to suppose for in advance. Phlegmatic attempts to keep peace within the ranks. Phlegmatic can sit down again and deliver an objective opinion.

b. English Speaking Test

Using vocabulary is very clear and precise, the use of sentence structure and words is very clear and precise, using grammar, producing 1 sentence properly and completely, speak without pause, Using grammar, using 4 sentences properly and correctly, understanding almost everything even though there is repetition in certain part.

3. Description of Questionnaire Results

Of the 45 students who answered the research questionnaire distributed by the researchers, the results are as follows:

Table 4.1.3

Questionnaire Answer

The Personality Test of Florence Littauer

No.	Name	Choleric	Phlegmatic	Description
1.	AF	15	12	Choleric
2.	AMAD	16	24	Phlegmatic
3.	ZF	18	22	Phlegmatic
4.	ZI	16	24	Phlegmatic
5.	WA	14	26	Phlegmatic
6.	RH	24	15	Choleric
7.	S	18	20	Phlegmatic
8.	AMDH	19	21	Phlegmatic
9.	MH	16	14	Choleric
10.	AIS	16	23	Phlegmatic
11.	MA	16	21	Phlegmatic
12.	AAKR	22	16	Choleric
13.	SK.	26	14	Choleric
14.	M	21	17	Choleric

15.	A	22	17	Choleric
16.	MRIL.	19	21	Phlegmatic
17.	G	23	15	Choleric
18.	IK	16	23	Phlegmatic
19.	R	19	14	Choleric
20.	MI	18	22	Phlegmatic
21.	MIq	13	22	Phlegmatic
22.	MR	19	21	Phlegmatic
23.	KSM	9	15	Phlegmatic
24.	Sa	9	26	Phlegmatic
25.	Su	18	20	Phlegmatic
26.	AM	3	37	Phlegmatic
27.	NN	17	23	Phlegmatic
28.	SR	14	26	Phlegmatic
29.	HTA	17	20	Phlegmatic
30.	AN	13	26	Phlegmatic
31.	S	17	22	Phlegmatic
32.	RWA.	10	29	Phlegmatic
33.	R	9	27	Phlegmatic
34.	K	16	22	Phlegmatic
35.	MMNI	14	19	Phlegmatic
36.	N	16	24	Phlegmatic

37.	AAL	12	27	Phlegmatic
38.	AAM	21	19	Choleric
39.	NIA	15	21	Phlegmatic
40.	SA	16	14	Choleric
41.	A	10	22	Phlegmatic
42.	F	12	19	Phlegmatic
43.	AARD	21	17	Choleric
44.	SZ	15	14	Choleric
45.	PA	14	26	Phlegmatic

4. Speaking Test

The test is as follows:

Hungry Wolf

Oneday, a wolf was very hungry. It looked for food here and there. But it could not get any. At last it found a loaf of bread and piece of meat in the hole of a tree.

The hungry wolf squeezed into the hole. It ate all the food. It was a woodcutter's lunch. He was on his way back to the tree to have lunch. But he saw there was no food in the hole, instead, a wolf. On seeing the woodcutter, the wolf tried to get out of the hole. But it could not. It is tummy was swollen.

The woodcutter caught the wolf and gave it nice beatings.

The data obtained from the results of the speaking test are as follows:

Table 4.1.4
Score of English Speaking Test

No	Name	Score
1.	AF	75
2.	AMAD	80
3.	ZF	80
4.	ZI	75
5.	WA	80
6.	RH	75
7.	S	75
8.	AMDH	80
9.	MH	75
10.	AIS	75
11.	MA	75
12.	AAKR	80
13.	SK.	75
14.	M	75
15.	A	75
16.	MRIL.	80
17.	G	75
18.	IK	75
19.	R	75
20.	MI	75

21.	MIq	75
22.	MR	75
23.	KSM	80
24.	Sa	75
25.	Su	75
26.	AM	75
27.	NN	80
28.	SR	75
29.	HTA	75
30.	AN	80
31.	S	75
32.	RWA.	75
33.	R	75
34.	K	80
35.	MMNI	80
36.	N	80
37.	AAL	75
38.	AAM	75
39.	NIA	80
40.	SA	75
41.	A	75
42.	F	75
43.	AARD	80
44.	SZ	75
45.	PA	80

5. Data Document

Scoring classification for English speaking achievement.

Table 4.1.5

Score of English Speaking Achievement & Temperaments

Students

No	Name	Score	Students
110	rvaine	Beore	Temperaments
1	AF	75	Choleric
2	AMA	80	Phlegmatic
3	ZF	80	Phlegmatic
4	ZI	75	Phlegmatic
5	WA	80	Phlegmatic
6	RH	75	Choleric
7	S	75	Phlegmatic
8	AMDH	80	Phlegmatic
9	MH	75	Choleric
10	AIS	75	Phlegmatic
11	MA	75	Phlegmatic
12	AAKR	80	Choleric
13	SK.	75	Choleric
14	M	75	Choleric
15	A	75	Choleric
16	MRIL.	80	Phlegmatic

17	G	75	Choleric
18	IK	75	Phlegmatic
19	R	75	Choleric
20	MI	75	Phlegmatic
21	MIq	75	Phlegmatic
22	MR	75	Phlegmatic
23	KSM	80	Phlegmatic
24	S	75	Phlegmatic
25	S	75	Phlegmatic
26	AM	75	Phlegmatic
27	NN	80	Phlegmatic
28	SR	75	Phlegmatic
29	HTA	75	Phlegmatic
30	AN	80	Phlegmatic
31	S	75	Phlegmatic
32	RWA.	75	Phlegmatic
33	R	75	Phlegmatic
34	K	80	Phlegmatic
35	MMNI	80	Phlegmatic
36	N	80	Phlegmatic
37	AAL	75	Choleric
38	AAM	75	Phlegmatic
39	NIA	80	Choleric
40	SA	75	Phlegmatic
41	A	75	Phlegmatic

42	F	75	Choleric
43	AARD	80	Choleric
44	SZ	75	Phlegmatic
45	PA	80	Phlegmatic

6. Description of research instrument

To find out the comparison of students' English speaking achievements, the researcher used data collection techniques, namely questionnaires and tests, where the sample consisted of 45 students. The questionnaire consists of 40 items to determine the student's temperament, whether choleric or phlegmatic. For the test, practice is carried out in front of the class by the subject teacher.

7. SPSS output description

After the implementation of filling out the questionnaire by students, the questionnaire is returned in a state filled in according to the instructions for filling out the questionnaire that has been given. Furthermore, after the data was collected, the researchers compiled and classified it according to the rules to be analyzed according to the hypothesis that had been proposed, namely to

find out whether there was a difference in English speaking achievement between students with Choleric temperament and students with Phlegmatic temperament, grade VIII MTs Darul Istiqamah Lappae.

Furthermore, the data that has been obtained will be analyzed using the help of the SPSS 25 application (Statistical Product and Service Solution), which is as follows.

a. Validity and Reliability Test

The validity test states that the instrument used is to obtain data in the study. Data validation is an act of proving that the research conducted is by the language, process, activity, equipment, or mechanism to achieve the desired results. The benefits of data validation are to reduce the risk of errors or mistakes from errors in research data. The validity test used in this study was using the SPSS program. The data to be validated is the research instrument that will be used. The instruments in this study are questionnaires and test.

Reliability is the consistency of a research result using various research methods under different conditions. The purpose of the reliability test is to measure the consistency of the measuring instrument used by quantitative researchers. In this study, the researcher used internal consistency test. namely an Cronbach's Alpha. Then held a reliability test to determine whether the instrument is reliable or not. According to Frankel's opinion, the instrument becomes reliable when Crobanch's Alpha > 0.07. However, when the coefficient value is < 0.07 then the instrument is not reliable.(Febrianawati,2018).

Table 4.1.6
Reliability Statistics

Reliability Statistics					
Cronbach's	N of				
Alpha	Items				
.129	19				

Reliability Statistics					
Cronbach's N of					
Alpha	Items				
.538	21				

b. Independent Simple T Test

Independent simple t test is part of parametric inferential statistics (differential test or comparison test). Independent sample t-test is a parametric test used to determine whether there is a difference in the mean between two independent groups or two unpaired groups with the intention that the two groups of data come from different subjects. This test can be carried out with the condition that the data must come from different groups, numeric data types, interval or ratio data scales, data are normally distributed and the variance between the two sample groups must be the same.

Table 4.1.7

Average Results English Speaking Achievement

Group Statistics								
	Temperam	N	Mean	Std.	Std.			
	ents			Devia	Error			
				tion	Mean			
English	Choleric	13	75.7692	1.877	.52077			
Speaking	Temperam			67				
Achieve	ents							

ment	Phlegmatic	32	76.8750	2.459	.43476
	Temperam			35	
	ents				

The table above shows the number of students with Choleric temperament as many as 13 students, and the number of students with Phlegmatic temperament as many as 32 students. The final test of the Phlegmatic group was higher than the Phlegmatic group seen from the average of 76.87 with 75.76.

Table 4.1.8
Result of Independent Sample t-test

	Independent Samples Test										
	Levene's Tes	st for Equal	ity of				t-te	st for Equality	of Means		
	Va	riances									
	F		Sig.	T	Di	f	Sig. (2-	Mean	Std. Error	95% Con	fidence
							Interval	of the			
										Differ	ence
										Lower	Upper
English	Equal	13.488	.001		-	43	.153	-1.1057	7 .76034	-	.42760
Speaking	variances				1.454					2.6391	
Achieveme	assumed									4	
nt	Equal			Τ	-	29.	.114	-1.1057	7 .67839	-	.28152
	variances				1.630	086				2.4930	
	not									6	
	assumed										

Ho: there is no significant difference in students

English speaking achievement between

Phlegmatic and Choleric temperaments at

MTS Darul Istiqamah Lappae.

Ha: there is a significant difference in students

English speaking achievement between

Phlegmatic and Choleric temperaments at

MTS Darul Istiqamah Lappae.

The basis for making decisions on the independent sample t test is:

- 1. If the value of sig. (two-tailede) higher than (>) 0.05 then H0 is accepted and Ha is rejected, which means there is no significant difference in students' English speaking achievement between Phlegmatic and Choleric temperaments at MTs. Darul Istiqamah Lappae.
- 2. If the value of sig. two-tailed lower than (<) 0.05 then H0 is rejected and Ha is accepted, which means there is a significant difference in students' English speaking achievement between Phlegmatic

and Choleric temperaments at MTs. Darul Istiqamah Lappae.

The table above is the main table of the independents sample t test analysis. It can be seen that the two-way (t-tailed) significance value is 0.153 higher than (>) 0.05. Then as the basis for decision making in the independent sample t test, it can be concluded that H0 is accepted and Ha is rejected. Thus, it can be concluded that there is no significant difference in students' English speaking achievement between students with Choleric temperament and students with Phlegmatic temperament.

7. Results and Findings

This section discusses the findings obtained from the results that there is no significant effect between students with Choleric and Phlegmatic temperaments on students' English speaking achievement at MTs Darul Istiqamah Lappae. Based on the results of the students' speaking test, the results obtained with an average of 75.76 and 76.87 of 45 respondents

using the independent sample t-test. Which students with the highest average score are students with Phlegmatic temperament.

Furthermore, the results of the independent sample t test which is to see whether there are differences in students with and phlegmatic temperaments choleric English speaking achievement. Based on the output, it can be seen that the two-way (t-tailed) significance value is 0.153 higher than (>) 0.05 then as the basis for decision making in the independent sample t test, it can be concluded that Ho is accepted and Ha is rejected. Thus, it can be concluded that there is no significant difference in students' English achievement between students with Choleric temperament and students with Phlegmatic temperament.

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

From the results of research on the comparison between students with choleric and phlegmatic temperaments at MTs Darul Istiqamah Lappae, it can be concluded as follows:

- On the students' speaking test, students with Choleric temperament obtained an average test result of 75.76. Students who are included as students with a Choleric temperament are 13 students.
- 2. On the speaking test, students with Phlegmatic temperament obtained results with an average of 76.87. There are 32 students with this temperament. This is the conclusion that in class VIII MTs Darul Istiqamah Lappae, most of the students are Phlegmatic temperaments.
- 3. To find out which of the two temperaments above is much better, based on the results of the independents sample t test output, which shows a

two-way (t-tailed) significance value of 0.153 higher than (>) 0.05. Then as the basis for decision making in the Independent sample t test, it can be concluded that Ho is accepted and Ha is rejected. This means that there is no significant difference between students with choleric students with temperament and phlegmatic temperament on the achievement of learning English speaking. Based on this, from the two temperaments above, there is no significant difference whether one of the above temperaments is much better.

Based on the theory that is the reference, after seeing the results of the study, it is concluded that the theory according to Samandi (2014) is in accordance with the results of this study. The students with Phlegmatic temperament have better speaking scores than those with Choleric temperament.

B. Suggestions

Based on the conclusions above, the suggestions that the author can convey are as follows:

This result is expected to be a trigger for related parties, especially educators or homeroom teachers to facilitate students with innovative learning so that students are more fun during the teaching and learning process, because it has shown positive effects so that sustainability and improvement are needed.

For further researchers, if they want to conduct research that is identical to the theme of this study, it is expected to add new variables to determine their effect on speaking skills in front of a class of students with choleric and phlegmatic temperaments.

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APPENDICES

List of appendix

Research Grids and Instruments

Assessment English speaking

Questionnaire

The population of research

Questionnaire answer

Score of English speaking test

Score of English speaking test and students temperaments

Reliability statistics

Average result English speaking achievement

Result of independent sample t-test

Appendix Validity test

Research Grids and Instruments

No.	Theory Research Variables	Indicator	Data source	Instrument
1.	Students Temperament	Choleric Temperament Phlegmatic Temperament	Students	Questionnaire
2.	English Speaking Achievement	Vocabulary Grammar Pronunciation Fluency Accuracy Comprehensib ility	Students	Test

ASSESSMENT ENGLISH SPEAKING

Aspect of Speaking	Score	Description
	4	a. Using vocabulary is very clear and precise
Vocabulary	3	b. Mastery of vocabulary is precise and clear but requires repetition
	2	c. Using vocabulary that is less precise and convoluted so difficult to understand
	1	d. Doesn't use vocabulary so can't have a conversation
	4	a. The use of sentence structure and words is very clear and precise
	3	b. The sentence structure and the words used in speaking have the right meaning
Grammar	2	c. The sentence structure and the words used in speaking are quite precise
	1	d. Improper sentence structure and words, there are a few mistakes
	4	a. Using grammar, producing 1 sentence

Pronunciation		properly and completely
	3	b. Pronounce words
		correctly, clearly,
		easily understood even with a certain accent
	2	c. Pronouncing words
		correctly, poorly
		understood even with a
		certain accent
	1	d. Pronouncing words
		incorrectly, unclearly,
		difficult to understand
		even with a certain
	_	accent
Aspect of	Score	Description
-		Description
Speaking		Description
-	4	a. Speak without pause
-		a. Speak without pause
-	4	a. Speak without pause
Speaking	3	a. Speak without pause b. Speech is fluent but sometimes requires repetition
-	4	 a. Speak without pause b. Speech is fluent but sometimes requires repetition c. Speech is quite fluent
Speaking	3	a. Speak without pause b. Speech is fluent but sometimes requires repetition c. Speech is quite fluent but still hesitant and
Speaking	3	 a. Speak without pause b. Speech is fluent but sometimes requires repetition c. Speech is quite fluent but still hesitant and stammering
Speaking	3	a. Speak without pause b. Speech is fluent but sometimes requires repetition c. Speech is quite fluent but still hesitant and stammering d. Speaks with pauses
Speaking	3	 a. Speak without pause b. Speech is fluent but sometimes requires repetition c. Speech is quite fluent but still hesitant and stammering d. Speaks with pauses >30 seconds due to
Speaking	4 3 2	 a. Speak without pause b. Speech is fluent but sometimes requires repetition c. Speech is quite fluent but still hesitant and stammering d. Speaks with pauses >30 seconds due to limited words
Speaking	3	 a. Speak without pause b. Speech is fluent but sometimes requires repetition c. Speech is quite fluent but still hesitant and stammering d. Speaks with pauses >30 seconds due to

	3	b. Using grammar, produce 3 sentences
		properly and correctly
	2	c. Using grammar,
		producing 1 sentence properly and
		completely
	1	d. Using grammar,
		producing 1 sentence properly and
		completely
	4	a. Understanding almost
		everything even though there is
		repetition in certain
		part
	3	b. Understands most of
		what is said in
Comprehensibility		speaking a bit slowed down even though
•		there are repetitions
	2	c. Difficult to follow
		what is said
	1	d. Can't understand event
		though the
		conversation isn't
		simple

Questionnaire

The Personality Test of Florence Littauer The Personality Assessment (Phlegmatic and Choleric)

STRENGTHS

- 1. a. Adventurous (C), Orang yang mau melakukan suatu hal yang baru dan berani dengan tekad untuk menguasainya.
 - b. Adaptable (P), mudah menyesuaikan diri dan senang dalam setiap situasi
- 2. a. Persuasive (C), meyakinkan orang dengan logika dan fakta, bukanya pesona atau kekuasaan
 - b. Peaceful (P), tampak tidak terganggu dan tenang serta menghindari setiap bentuk kekacauan.
- 3. a. Submissive (P), dengan mudah menerima pandangan atau keinginan orang lain tanpa banyak perlu mengemukakan pendapatnya sendiri
 - b. Strong-willed (C), orang yang yakin akan caranya sendiri
- 4. a. Controlled (P), mempunyai perasaan emosional tetapi jarang meperlihatkannya
 - b. Competitive (C), mengubah setiap situasi, kejadian atau permainan menjadi kontes dan selalu bermain untuk menang

- 5. a. Reserved (P), menahan diri dalam menunjukan emosi atau antusiasme
 - b. Resourceful (C), bisa bertindak cepat dan efektif boleh dikata dalam semua situasi
- 6. a. Satisfied (P), orang yang mudah menerima keadaan atau situasi apa saja
 - b.Self-reliant (C), orang mandiri yang bisa sepenuhnya mengandalkan kemampuan, penilainan dan sumber dayanya sendiri.
- 7. a. Patient (P), tidak terpengaruh oleh penundaan tetap tenang dan toleran
 - b. Positive (C), mengetahui segala-segalanya akan beres kalau dia/orang lain yang memimpin
- 8. a. Sure (C), yakin, jarang ragu-ragu atau goyah
 - b. Shy (P), pendiam, tidak mudah terseret ke dalam percakapan
- 9. a. Obliging (P), bisa menerima apa saja. orang yang cepat melakukanya dengan cara lain
 - b. Outspoken (C), bicara terang-terangan dan tanpa menahan diri
- 10. a. Friendly (P), orang yang menanggapi dan bukan orang yang punya inisiatif, jarang memulai percakapan

- b. Forceful (C), kepribadian yang mendominasi dan menyebabkan orang lain ragu-ragu untuk melawannya.
- 11. a. Daring (C), bersedia mengambil risikio tak kenal takut, berani
 - b. Diplomatic (P), berurusan dengan orang lain secara penuh siasat,perasa dan sabar
- 12. a. Consistent (P), tetap memiliki keseimbangan secara emosional, menanggapi sebagaimana yang diharapkan orang lain
 - b. Confident (C), percaya diri dan yakin akan kemampuan dan suksesnya sendiri
- 13. a. Independent (C), memenuhi diri sendiri, mandiri, penuh kepercayaan diri dan rupanya tidak begitu memerlukan bantuan
 - b. Inoffensive (P), orang yang tidak pernah mengatakan atau menyebabkan apa pun yang tidak menyenangkan atau menimbulkan rasa keberatan
- 14. a. Decisive (C), Orang yang mempunyai kemampuan membuat penilaian yang cepat dan tuntas
 - b. Dry humor (P) Memperlihatkan "kepandaian bicara yang menggigit
- a. Mediator (P), secara konsisten mencari peranan merukunkan pertikaian supaya bisa menghindari konflik.

- b. Mover (C), terdorong oleh keperluan untuk produktif, pemimpin yang diikuti orang lain, merasa sulit duduk diam-diam.
- 16. a. Tenacious (C), memegang teguh, dengan keras kepala, dan tidak mau melepaskan sampai tujuan tercapai.
 - b. Tolerant (P), mudah menerima pemikiran dan cara-cara orang lain tanpa perlu tidak menyetujui atau mengubahnya.
- 17. a. Listener (P), selalu bersedia utnuk mendengarkan
 - b. Leader (C), pemberi pengarahan karena pembawaan yang terdorong untuk memimpin dan sering merasa sulit mempercayai bahwa orang lain bisa melakukan pekerjaan dengan sama baiknya
- 18. a. Contented (P), mudah puas dengan apa yang dimiliknya, jarang iri hati
 - b. Chief (C), memegang kepemimpinan dan mengaharapkan orang lain mengikutinya
- 19. a. Pleasant (P), mudah bergaul, bersifat terbuka,mudah diajak bicara
 - b. Productive (C), harus terus-menerus bekerja atau mencapai sesuatu, sering merasa sulit beristirahat.
- 20. a. Bold (C), tidak kenal takut,berani,terus terang, tidak takut akan risiko

b. Balanced (P), kepribadian yang stabil dan mengambil tengah-tengah, tidak menjadi sasaran ketinggian atau kerendahan

WEAKNESSES

- 21. a. Blank (P), orang yang memperlihatkan sedikit ekspresi wajah atau emosi
 - b. Bossy (C), suka memerintah, mendominasi, kadangkadang mengesalkan dalam hubungan antara orang dewasa
- 22. a. Unsympathetic (C), merasa sulit mengenali masalah atau sakit hati atau perasaan orang lain
 - b. Unenthuasiastic (P), cenderung tidak bergairah, sering merasa bahwa bagaimanapun sesuatu tidak akan berhasil
- 23. a. Retuticent (P), tidak bersedia atau menolak ikut terlibat terutama kalau rumit
 - b. Resistant (C), berjuang,melawan, atau ragu-ragu menerima cara lain yang bukan caranya sendiri
- 24. a. Fearful (P), sering mengalami perasaan sangat khawatir,sedih atau gelisah
 - b. Frank (C), langsung,blak-blakan tidak sungkan-sungkan mengatakan kepadanya

- 25. a. Impatient (C), orang yang merasa sulit bertahan untuk menghadapi kesalan atau menunggu orang lain
 - b. Indecisive (P), orang yang merasa sulit membuat keputusan apa saja
- 26. a. Uninvolved (P), tidak punya keinginan untuk mendengarkan atau tertarik kepada perkumpulan, kelompok, aktivitas atau kehidupan orang lain
 - b. Unaffectionate (C), merasa sulit secara lisan atau fisik memperlihatkan kasih sayang dengan terbuka
- 27. a. Headstrong (C), bersikeras memaksakan caranya sendiri
 - b. Hesitant (P), lambat dalam bergerak dan sulit ikut terlibat
- 28. a. Plain (P), kepribadian tengah-tengah tanpa tinggi rendah dan tidak memperlihatkan banyak emosi
 - b. Proud (C), orang yang punya harga diri tinggi dang menganggap dirinya selalu benar serta orang terbaik untuk pekerjaan
- 29. a. Aimless (P), bukan orang yang menetapkan tujuan dan tidak ingin menjadi orang yang seperti itu
 - b. Argumentative (C), mengobarkan perdebatan karena biasanya dia benar, tidak peduli bagaimana situasinya
- 30. a. Nervy (C), penuh keyakinan, semangat,dan keberanian, sering dalam pengertian negatif

- b. Nonchalant (P), mudah bergaul, tidak peduli, masa bodoh
- 31. a. Worrier (P), secara konsisten merasa tidak tetap,terganggu atau resah
 - b. Workaholic (C), orang yang menetapkan tujuan secara agresif serta harus terus-menerus produktif dan merasa bersalah kalau beristirahat, tidak terdorong oleh keperluan untuk sempurna atau tuntas tetapi kebutuhan untuk pencapaian dan imbalan.
- 32. a. Tactless (C), kadang-kadang menyatakan dirinya dengan cara yang agak menyinggung perasaan dan kurang perimbangan
 - b. Timid (P), mundur dari situasi sulit.
- 33. a. Doubtful (P), mempunyai ciri khas selalu tidak tetap dan kurang keyakinan bahwa sesuatu hal akan berhasil
 - b. Domineering (C), dengan memaksa mengambil kontrol atas situasi dan / atau orang lain, biasanya dengan mengatakan kepada orang lain apa yang harus mereka lakukan
- 34. a. Intolerant (C), tampaknya tidak bisa tahan atau menerima sikap ,pandangan, atau cara orang lain
 - b. Indifferent (P), orang yang merasa bahwa kebanyakan hal tidak penting dalam satu atau lain cara
- 35. a. Mumbles (P), bicara pelan kalau didesak, tidak mau repot-repot bicara jelas

- b. Manipulative (C), mempengaruhi atau mengurus dengan cerdik atau penuh tipu muslihat demi keuntungannya sendiri, dan dengan suatu cara akan bisa memaksakan kehendaknya.
- 36. a. Slow (P), tidak sering bertindak atau berpikir dengan cepat, sangat mengganggu
 - b. Stubborn (C), bertekad memaksakan kehendaknya, tidak mudah dibujuk, keras kepala
- 37. a. Lord over (C), tidak ragu-ragu mengatakan kepada diri anda bahwa dia benar atau memegang kendali
 - b. Lazy (P), menilai pekerjaan atau kegiatan dengan ukuran berapa banyak tenaga yang diperlukannya
- 38. a. Sluggish (P), lambat untuk memulai ,perlu dorongan untuk termotivasi
 - b. Short-tempered (C), punya kemarahan yang menuntut berdasarkan ketidaksabaran.
- 39. a. Reluctant (P), tidak bersedia atau melawan keharusan ikut terlibat
 - b. Rash (C), bisa bertindak tergesa-tergesa, tanpa memikirkan dengan tuntas, biasanya karena ketidaksabaran
- 40. a. Comprommising (P), sering mengendurkan pendiriannya, bahkan ketika dia benar, untuk menghindari konflik

b. Crafty (C), cerdik, orang yang selalu bisa menemukan cara untuk mencapai tujuan yang diinginkan

The population of Research

No.	Name	Class	Gender
1.	AF	VIII	L
2.	AMAD	VIII	L
3.	ZF	VIII	L
4.	ZI	VIII	L
5.	WA	VIII	L
6.	RH	VIII	L
7.	S	VIII	L
8.	AMDH	VIII	L
9.	MH	VIII	L
10.	AIS	VIII	L
11.	MA	VIII	L
12.	AAKR	VIII	L
13.	SK.	VIII	L
14.	M	VIII	L
15.	A	VIII	L
16.	MRIL.	VIII	L
17.	G	VIII	L
18.	IK	VIII	L
19.	R	VIII	L

20.	MI	VIII	L
21.	MIq	VIII	L
22.	MR	VIII	L
23.	KSM	VIII	P
24.	Sa	VIII	P
25.	Su	VIII	P
26.	AM	VIII	Р
27.	NN	VIII	Р
28.	SR	VIII	P
29.	HTA	VIII	Р
30.	AN	VIII	Р
31.	Saf	VIII	P
32.	RWA.	VIII	P
33.	Ri	VIII	P
34.	K	VIII	Р
35.	MMNI	VIII	P
36.	N	VIII	Р
37.	AAL	VIII	Р
38.	AAM	VIII	Р
39.	NIA	VIII	Р
40.	SA	VIII	P
41.	A	VIII	P

42.	F	VIII	P
43.	AARD	VIII	P
44.	SZ	VIII	P
45.	PA	VIII	P

Questionnaire Answer
The Personality Test of Florence Littauer

No.	Name	Choleric	Phlegmatic	Description
1.	AF	15	12	Choleric
2.	AMAD	16	24	Phlegmatic
3.	ZF	18	22	Phlegmatic
4.	ZI	16	24	Phlegmatic
5.	WA	14	26	Phlegmatic
6.	RH	24	15	Choleric
7.	S	18	20	Phlegmatic
8.	AMDH	19	21	Phlegmatic
9.	MH	16	14	Choleric
10.	AIS	16	23	Phlegmatic
11.	MA	16	21	Phlegmatic
12.	AAKR	22	16	Choleric
13.	SK.	26	14	Choleric
14.	M	21	17	Choleric
15.	A	22	17	Choleric
16.	MRIL.	19	21	Phlegmatic
17.	G	23	15	Choleric
18.	IK	16	23	Phlegmatic
19.	R	19	14	Choleric

20.	MI	18	22	Phlegmatic
21.	MIq	13	22	Phlegmatic
22.	MR	19	21	Phlegmatic
23.	KSM	9	15	Phlegmatic
24.	Sa	9	26	Phlegmatic
25.	Su	18	20	Phlegmatic
26.	AM	3	37	Phlegmatic
27.	NN	17	23	Phlegmatic
28.	SR	14	26	Phlegmatic
29.	НТА	17	20	Phlegmatic
30.	AN	13	26	Phlegmatic
31.	S	17	22	Phlegmatic
32.	RWA.	10	29	Phlegmatic
33.	R	9	27	Phlegmatic
34.	K	16	22	Phlegmatic
35.	MMNI	14	19	Phlegmatic
36.	N	16	24	Phlegmatic
37.	AAL	12	27	Phlegmatic
38.	AAM	21	19	Choleric
39.	NIA	15	21	Phlegmatic
40.	SA	16	14	Choleric
41.	A	10	22	Phlegmatic

42.	F	12	19	Phlegmatic
43.	AARD	21	17	Choleric
44.	SZ	15	14	Choleric
45.	PA	14	26	Phlegmatic

Score of English Speaking Test

No	Name	Score
1.	AF	75
2.	AMAD	80
3.	ZF	80
4.	ZI	75
5.	WA	80
6.	RH	75
7.	S	75
8.	AMDH	80
9.	MH	75
10.	AIS	75
11.	MA	75
12.	AAKR	80
13.	SK.	75
14.	M	75
15.	A	75
16.	MRIL.	80
17.	G	75
18.	IK	75
19.	R	75
20.	MI	75

21.	MIq	75
22.	MR	75
23.	KSM	80
24.	Sa	75
25.	Su	75
26.	AM	75
27.	NN	80
28.	SR	75
29.	HTA	75
30.	AN	80
31.	S	75
32.	RWA.	75
33.	R	75
34.	K	80
35.	MMNI	80
36.	N	80
37.	AAL	75
38.	AAM	75
39.	NIA	80
40.	SA	75
41.	A	75
42.	F	75

43.	AARD	80
44.	SZ	75
45.	PA	80

Score of English Speaking Achievement & Temperaments Students

No.	Name	Score	Students Temperaments
1.	AF	75	Choleric
1.	АГ	73	Choleric
2.	AMA	80	Phlegmatic
3.	ZF	80	Phlegmatic
4.	ZI	75	Phlegmatic
5.	WA	80	Phlegmatic
6.	RH	75	Choleric
7.	S	75	Phlegmatic
8.	AMDH	80	Phlegmatic
9.	MH	75	Choleric
10.	AIS	75	Phlegmatic
11.	MA	75	Phlegmatic
12.	AAKR	80	Choleric
13.	SK.	75	Choleric
14.	M	75	Choleric
15.	A	75	Choleric
16.	MRIL.	80	Phlegmatic

17.	G	75	Choleric
18.	IK	75	Phlegmatic
19.	R	75	Choleric
20.	MI	75	Phlegmatic
21.	MIq	75	Phlegmatic
22.	MR	75	Phlegmatic
23.	KSM	80	Phlegmatic
24.	S	75	Phlegmatic
25.	S	75	Phlegmatic
26.	AM	75	Phlegmatic
27.	NN	80	Phlegmatic
28.	SR	75	Phlegmatic
29.	HTA	75	Phlegmatic
30.	AN	80	Phlegmatic
31.	S	75	Phlegmatic
32.	RWA.	75	Phlegmatic
33.	R	75	Phlegmatic
34.	K	80	Phlegmatic
35.	MMNI	80	Phlegmatic
36.	N	80	Phlegmatic
37.	AAL	75	Choleric

38.	AAM	75	Phlegmatic
39.	NIA	80	Choleric
40.	SA	75	Phlegmatic
41.	A	75	Phlegmatic
42.	F	75	Choleric
43.	AARD	80	Choleric
44.	SZ	75	Phlegmatic
45.	PA	80	Phlegmatic

Reliability Statistics

Reliability S	Statistics
Cronbach's	N of
Alpha	Items
.129	19

Reliability S	Statistics
Cronbach's	N of
Alpha	Items
.538	21

Average Results English Speaking Achievement

	Group Statistics														
	Temperaments	N	Mean	Std.	Std.										
				Deviation	Error										
					Mean										
English	Choleric	13	75.7692	1.87767	.52077										
Speaking	Temperaments														
Achieve	Phlegmatic	32	76.8750	2.45935	.43476										
ment	Temperaments														

Result of Independent Sample t-test

				In	depend	lent S	amples Tes	t			
	Levene's Te	st for Equal	ity of				t-te	st for Equality	of Means		
	Va	riances									
	F		Sig.	T	Di		Sig. (2-	Mean	Std. Error	95% Con	fidence
							tailed)	Difference	Difference	Interval	of the
										Differ	ence
										Lower	Upper
English	Equal	13.488	.001		-	43	.153	-1.10577	.76034	-	.42760
Speaking	variances				1.454					2.6391	
Achieveme	assumed									4	
nt	Equal			-		29.	.114	-1.10577	.67839	-	.28152
	variances				1.630	086				2.4930	
	not									6	
	assumed										

Appendix Validity test

Correlations																					
		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P19	P	PTotal
		1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1		2	
_											0	1	3	4	5	6	7	8		0	
P	Pearson	1	.2		-				-	-	-	-	-	-	-	-		.1	035	.2	.091
1	Correlati		0	2		1	1	0			.3	.2			.1	.1	0	5		1	
	on		7	6	1	5	1	3	0	1	5 1*	2 2	1	1	2 7	9	0	8		7	
				3	8	0	8	8	5	9	1	2	8	6 7	/	5	0				
ł	Sig. (2-		.1	<u> </u>			_				.0	.1			.4	.2	1	.2	.822	.1	.589
	tailed)		7	0	2	3	4	8	6	2	1	4	3	2	0	0		9	.022	5	.507
			2	8	3	2	3	0	9	0	8	4	3	7	7	0	0	9		2	
				1	0	5	9	7	9	0			2	3			0				
																	0				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
_		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P 2	Pearson		1	-		-	-	-	-	-	-	-	-	-	-	.1		.0	196	.0	.165
2	Correlati on	2		1	2 2	1	3	1	1	2	.2	.0	1	0	.1 9	5 2	2	0		0	
	OII	7		2	7	2	2	2	3	6	2	2	3	1	3	2	8	9		0	
		′		3	ļ ′	3	4	3	4	3		_	4	7	,		*				
							*														
	Sig. (2-										.0	.5			.2	.3		.9	.197	.6	.322
	tailed)	1		4	1	4	0	4	3	0	8	4	3	9	0	1	0	5		4	
		7		2	3	2	3	2	7	8	2	7	7	1	3	9	4	3		6	
		2		3	4	3	0	3	9	1			9	4			7				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P 3	Pearson	2	.1	1	-	0	1	3	-	-	-	.0 8	1	-	.2 1	.2	0	.0 8	.031	.0	.105
3	Correlati on	6	2		2	8	1	9	1	2	.1 4	8	1	2	7	8	5	8		6	
	OII	3	3		0	8	7	2	2	8	2	°	7	6	,	0	8	0		1	
					5		, í	۰	3	0	_		ĺ ′	4							
	Sig. (2-		.4								.3	.5			.1	.0		.5	.839	.6	.529
	tailed)	0	2		1	5	4	0	4	0	5	6	4	0	5	6	7	6		8	
		8	3		7	6	4	0	2	6	1	4	4	7	3	2	0	4		9	
ŀ	NT.	1	4	4	6	6	3	8	3	2	4	_	3	9	- 4	-	4	4	15	4	20
	N	4 5	5	5	5	4 5	4 5	5	5	5	5	5	5	5	4 5	5	4	4 5	45	5	38
P	Pearson	-	.2	-	1	-	-		Ĭ.	-	.0	-	Ť.		-	.2	-	-	038	.1	.190
4	Correlati		2		^			0	1		0	.1	0	1	.1	1		.0		3	
	on	1	7	2		0	0	4	3	2	0	3	3	4	3	3	1	3		6	
		8		0		8	6	1	0	1		9	2	6	9		1	5			
		3		5		2	5			3							8				
	Sig. (2-		.1								1.	.3			.3	.1		.8	.805	.3	.252
	tailed)	2	3	1		5	6	7	3	1	0	6	8	3	6	6	4	2		7	
		3	4	7		9	7	8	9	6	0	4	3	3	4	0	4	1		4	

															_						
		0		6		1	2	9	6	0	0		3	8			1				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
F	Pearson		-		-	1			-	-	.0	.0			.3	-		.0	.031	-	.481**
5		1	.1	0	١.		1	0	١.		9	8	3	0	4	.0	2	8		.0	
	on	5	2	8	0		1	8	1	0	5	8	5	0	5*	1	0	8		6	
		0	3	8	8		7	8	2	1		-	7	6		8	3			1	
		"	-		2		ľ	"	3	8				"							
	Sig. (2-	١.	.4		Ī.						.5	.5			.0	.9		.5	.839	.6	.002
	tailed)	3	2	5	5		4	5	4	9	3	6	0	9	2	0	1	6		8	
	luneu)	2	3	6	9		4	6	2	0	5	4	1	6	0	9	8	4		9	
		5	"	6	1		3	6	3	9		, i	6	9	ľ	ĺ ´	0	'		–	
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	45	5	50
F	Pearson		-	-	-	-	1	_	- 5	-	-	-	-	-	-	-	-	-	.245	-	.028
6		i i	.3	1		1	1	1	2		.2	.0			.0	.1		.0	.243	.2	.026
	on	1	2	1	0	1		1	4	0	6	9	1	0	9	5	0	9		2	
	OII	8	4*	7	6	7		7	4	5	2	2	3	1	2	9	4	2		7	
		l °	*	ļ ′	5	′		l ′	4	5		4	4	7	4	,	6			′	
	Sig. (2-		.0								.0	.5			.5	.2		.5	.105	.1	.868
	tailed)	4	3	4	6	4		4	1	7	8	4	3	9	4	9	7	4	.103	3	.000
	tailed)	3	0	4	7	4		4			2	7	7	1	7	7		7		4	
		9	U	3	2	3		3	7	1 8	4	_ ′	9	-	′	′	5	_ ′		4	
	N	-	_	-	_		-		_		4	-	-	4	-	4	-	4	45	-	20
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
F	Pearson		-					1		-	-	-	-		.2	.1		.0	.031	-	.287
			I						I			1			I						

		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P	Pearson		-					1		-	-	-	-		.2	.1		.0	.031	-	.287
7	Correlati	0	.1	3	0	0	1		1		.3	.0	.	0	1	1	2	8		.0	
	on	3	2	9	4	8	1		1	0	8	4	0	0	7	4	0	8		6	
		8	3	2	1	8	7		7	1	0*	0	0	6			3			1	
										8			3								
	Sig. (2-		.4								.0	.7			.1	.4		.5	.839	.6	.080
	tailed)	8	2	0	7	5	4		4	9	1	9	9	9	5	5	1	6		8	
		0	3	0	8	6	4		4	0	0	5	8	6	3	6	8	4		9	
		7		8	9	6	3		3	9			6	9			0				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P	Pearson	-	-	-		-			1		.1	.0	-		-	.0	-	-	196	-	.216
8	Correlati	.	.1		1		2	1		3	1	0		0	.0	4		.0		.0	
	on	0	3	1	3	1	4	1		5	2	9	1	9	9	8	1	9		2	
		5	4	2	0	2	4	7		9			3	0	2		6	2		9	
		9		3		3				*			4				0				
	Sig. (2-	.	.3								.4	.9	.		.5	.7		.5	.197	.8	.193
	tailed)	6	7	4	3	4	1	4		0	6	5	3	5	4	5	2	4		5	
		9	9	2	9	2	0	4		1	3	3	7	5	7	2	9	7		2	
		9		3	6	3	7	3		5			9	6			2				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	

ъ	D										1					.0			.040		.034
P	Pearson	-	-	-	-	-	-	-		1	.1	.1		:	-		-	-	.040		.034
9	Correlati		.2	٠.					3		2	7	0	1	.0	9		.1		.1	
	on	1	6	2	2	0	0	0	5		3	0	4	2	5	1	0	6		8	
		9	3	8	1	1	5	1	9				8	5	2		5	3		8	
		5		0	3	8	5	8									0				
	Sig. (2-		.0								.4	.2			.7	.5		.2	.793	.2	.839
	tailed)	2	8	0	1	9	7	9	0		2	6	7	4	3	5	7	8		1	
		0	1	6	6	0	1	0	1		0	4	5	1	6	3	4	6		6	
		0		2	0	9	8	9	5				2	4			3				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	"	5	
P	Pearson		-					_			1	.0	-			-	-	-	109	.1	.068
1		-		-			-	-	;	;	1		;	0	-		-		109	3	.008
1	Correlati		.2	:	0	0			1	1		8	1.	_	.0	.1	:	.1			
0	on	3	6	1	0	9	2	3	1	2		0	1	6	2	8	1	2		7	
		5	2	4	0	5	6	8	2	3			2	3	0	5	8	0			
		1		2			2	0									1				
	Sig. (2-		.0		1							.6			.8	.2		.4	.476	.3	.686
	tailed)	0	8	3		5	0	0	4	4		0	4	6	9	2	2	3		6	
		1	2	5	0	3	8	1	6	2		1	6	7	6	5	3	2		9	
		8		1	0	5	2	0	3	0			3	9			3				
		"		ĺ .	0		_	,		"				ĺ							
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
	14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	43	5	36
)	3)	3	3	3	3	3	3))	3	3))	3))	

P	Pearson	-	-		-		-	-			.0	1		-	.2	-		.1	.013	-	.165
1	Correlati	١.	.0	0	١.	0		١. ا	0	1	8		3	١.	4	.1	0	3		.3	
1	on	2	9	8	1	8	0	0	0	7	0		1	0	3	6	4	5		2	
		2	2	8	3	8	9	4	9	0			2	2		3	9			2*	
		2		-	9		2	0		-			*	0						_	
	Sig. (2-		.5								.6				.1	.2		.3	.932	.0	.322
	tailed)	1	4	5	3	5	5	7	9	2	0		0	8	0	8	7	7		3	
		4	7	6	6	6	4	9	5	6	1		3	9	8	6	4	8		1	
		4		4	4	4	7	5	3	4			7	5			9				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P	Pearson	-	-				-	-	-		.1	.3	1		.3	.1		.1	.024	-	.557**
1	Correlati		.1	1	0	3				0	1	1		4	1	5	1	1		.2	
3	on	1	3	1	3	5	1	0	1	4	2	2*		1	2*	2	8	0		2	
		4	4	7	2	7	3	0	3	8				0			3			7	
		8				*	4	3	4					*							
														*							
	Sig. (2-		.3								.4	.0			.0	.3		.4	.873	.1	.000
	tailed)	3	7	4	8	0	3	9	3	7	6	3		0	3	1	2	7		3	
		3	9	4	3	1	7	8	7	5	3	7		0	7	9	2	1		4	
		2		3	3	6	9	6	9	2				5			8				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P	Pearson	-	-	-			-				.0	-		1	-	.1	-	-	.193	-	.293

1 4	Correlati on	1 6 7	.0 1 7	2 6 4	1 4 6	0 0 6	0 1 7	0 0 6	0 9 0	1 2 5	6 3	.0 2 0	4 1 0 *		.0 2 0	5	0 2 6	.1 3 4		.1 5 9	
	Sig. (2- tailed)	2 7 3	.9 1 4	0 7 9	3 3 8	9 6 9	9 1 4	9 6 9	5 5 6	4 1 4	.6 7 9	.8 9 5	0 0 5		.8 9 5	.4 1 4	8 6 6	.3 7 9	.203	.2 9 7	.074
	N	4 5	4 5	4 5	4 5	4 5	4 5	5	4 5	4 5	4 5	4 5	5	4 5	4 5	4 5	4 5	4 5	45	4 5	38
P 1 5	Correlati	- 1 2 7	- .1 9 3	2 1 7	- 1 3 9	3 4 5 *	- 0 9 2	2 1 7	- 0 9 2	- 0 5 2	.0 2 0	.2 4 3	3 1 2 *	0 2 0	1	.1 7 0	4 1 7 *	.3 5 1*	.013	- .1 1	.418**
	Sig. (2- tailed)	4 0 7	.2 0 3	1 5 3	3 6 4	0 2 0	5 4 7	1 5 3	5 4 7	7 3 6	.8 9 6	.1 0 8	0 3 7	8 9 5		.2 6 4	0 0 4	.0 1 8	.932	.4 6 9	.009
	N	4 5	4 5	4 5	4 5	4 5	4 5	5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	45	4 5	38
P	Pearson	-	.1	-		-	-				-	-			.1	1		.2	.040	.1	.350*
1	Correlati		5		2			1	0	0	.1	.1	1	1	7		0	8		3	
6		1 9 5	2	2 8 0	1 3	0 1 8	1 5 9	1 4	4 8	9	8 5	6	5 2	2 5	0		7 5	1		7	
	Sig. (2- tailed)	2 0	.3 1 9	0 6 2	1 6 0	9 0 9	2 9 7	4 5 6	7 5 2	5 5 3	.2 2 5	.2 8 6	3 1 9	4 1 4	.2 6 4		6 2 3	.0 6 2	.793	.3 6 8	.031
	N	4 5	4 5	4 5	4	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	45	4 5	38
P 1 7	Pearson Correlati on	0 0 0	.2 9 8*	0 5 8	- 1 1 8	2 0 3	- 0 4 6	2 0 3	- 1 6 0	- 0 5 0	.1 8	.0 4 9	1 8 3	- 0 2 6	.4 1 7* *	.0 7 5	1	.2 9 4*	.267	.3 3 6*	.591**
	Sig. (2- tailed)	1 0 0	.0 4 7	7 0 4	4 4 1	1 8 0	7 6 5	1 8 0	2 9 2	7 4 3	.2 3 3	.7 4 9	2 2 8	8 6 6	.0 0 4	.6 2 3		.0 5 0	.076	.0 2 4	.000
	N	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	45	4 5	38
P 1	Pearson Correlati	. 1	.0	. 0	-	. 0	-	. 0	-	-	.1	.1	. 1	-	.3 5	.2	. 2	1	.367*	.2	.397*

				_	_						-				. *						
8	on	5	9	8	0	8	0	8	0	1	2	5	1	1	1*	1	9			7	
		8		8	3	8	9	8	9	6	0		0	3			4				
					5		2		2	3				4			*				
	Sig. (2-		.9								.4	.3			.0	.0			.013	.1	.014
	tailed)	2	5	5	8	5	5	5	5	2	3	7	4	3	1	6	0			7	
		9	3	6	2	6	4	6	4	8	2	8	7	7	8	2	5			2	
		9		4	1	4	7	4	7	6	_	"	1	9		_	0			_	
ŀ	NI	4	4	4	4	4	4	_	4	4	4	4	4	4	4	4	4		45	4	20
	N							4										4	45	4	38
-		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P	Pearson	-	-		-				-	•	-	.0			.0	.0		.3	1	-	.297
1	Correlati		.1	0		0	2	0		0	.1	1	0	1	1	4	2	6		.0	
9	on	0	9	3	0	3	4	3	1	4	0	3	2	9	3	0	6	7*		1	
		3	6	1	3	1	5	1	9	0	9		4	3			7			3	
		5			8				6												
ı	Sig. (2-		.1								.4	.9			.9	.7		.0		.9	.071
	tailed)	8	9	8	8	8	1	8	1	7	7	3	8	2	3	9	0	1		3	.071
	taneu)								9	9							-				
		2	7	3	0	3	0	3	1	1 1	6	2	7	0	2	3	7	3		3	
-		2		9	5	9	5	9	7	3			3	3			6				
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P	Pearson		.0	-		-	-	-	-	-	.1	-	-	-	-	.1	-	.2	013	1	.008
2	Correlati	2	7	١.	1	١.	١.	١.	١.		3	.3	١.	١.	.1	3		0			
0	on	1	0	0	3	0	2	0	0	1	7	2	2	1	1	7	3	7			
Ĭ	0.1	7	"	6	6	6	2	6	2	8	_ ′	2*	2	5	Î	,	3	, í			
					- 0					0											
				1		1	7	1	9	8			7	9			6				
																	*				
	Sig. (2-		.6								.3	.0			.4	.3		.1	.933		.961
	tailed)	1	4	6	3	6	1	6	8	2	6	3	1	2	6	6	0	7	.,,,,		
	turieu)	5	6	8	7	8	3	8	5	1	9	1	3	9	9	8	2	2			
		2	0	9	4	9	4	9	2	6	,	1	4	7	,	0	4				
ŀ			-	-		-	_	<u> </u>			_	_	-	_		_		_			20
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	45	4	38
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		5	
P	Pearson		.1							.	.0	.1			.4	.3		.3	.297	.0	1
Т	Correlati	0	6	1	1	4	0	2	2	0	6	6	5	2	1	5	5	9		0	
			5	0	9	8	2	8	1	3	8	5	5	9	8*	0*	9	7*		8	
0	on	9)	0											*		١.		1	1	
o t	on	9	,	5	0	1	8	7	6	4			7	3			1				
t	on	1	,		-			7	6	4			7	3			*				
t a	on	1	,		-	1		7	6	4				3							
t		1			-	1					-	2	٠	3	0	0	*		071	0	
t a	Sig. (2-	1	.3	5	0	1 *	8				.6	.3	*		.0	.0		.0	.071	.9	
t a		. 5	.3 2	5	. 2	1 * *	. 8	. 0	. 1	. 8	8	2	* * 0	. 0	0	3	. 0	1	.071	6	
t a	Sig. (2-	. 5 8	.3	5 5 2	. 2 5	1 * • 0 0	8 6			8 3			*						.071		
t a	Sig. (2-	. 5	.3 2	5	. 2	1 * *	. 8	. 0	. 1	. 8	8	2	* * 0	. 0	0	3	. 0	1	.071	6	
t a	Sig. (2-	. 5 8	.3 2	5 5 2	. 2 5	1 * • 0 0	8 6	0 8	. 1 9	8 3	8	2	· · 0 0	0 7	0	3	* 0 0	1	.071	6	38
t a	Sig. (2-tailed)	5 8 9	.3 2 2	5 2 9	. 2 5 2	1 * 0 0 2	8 6 8	0 8 0	1 9 3	8 3 9	8	2 2	· · · 0 0 0	0 7 4	0 9	3	0 0 0	1 4		6	38
t a l	Sig. (2-tailed)	5 8 9 3 8	.3 2 2 3 8	5 2 9 3 8	. 2 5 2 3 8	1 * 0 0 2 3 8	8 6 8 3 8	0 8 0 3 8	1 9 3 3 8	8 3 9	8 6	2 2 3	0 0 0 0	0 7 4	9	3 1	* . 0 0 0 3	1 4		6 1	38

**. Correlation is significant at the 0.01 level (2-tailed).

										Co	rrela	tions										
		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	T
		1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	ot al
P	Pear	1		.2	-	.1			-	-	-	-	-	-	-	-	-	-	.1	.0	.2	.0
2	son		2	6		5	1	0	.0		.3	.	.0		.1				9	0	7	89
1	Corr		0	3	1	0	1	3	5	1	5	2	1	1	6	1	1	1	5	0	4	
	elati		7		8		8	8	9	9	1*	2	9	4	7	2	9	0				
	on				3					5		2		8		7	5	8				
	Sig.			.0		.3			.6		.0	:	.9		.2				.2	1.	.0	.5
	(2-		1	8	2	2	4	8	9	2	1	1	1	3	7	4	2	4	0	0	6	95
	taile		7	1	3	5	3	0	9	0	8	4	0	3	3	0	0	8	0	0	9	
	d)	4	2	4	0	4	9	7	4	0	4	4	2	2	4	7	0	2	4	0	4	20
	N	5	5	4 5	4 5	5	5	5	4 5	5	5	5	3 8	5	4 5	5	5	4 5	4 5	4 5	4 5	38
P	Pear		1	-		-	-	-		-	-	-	-	-	-	-			-	-	.1	.1
2	son	2	1	.1	2	.1			.1		.2	-	.0		.0		1	1	.0	.2	3	26
2	Corr	0		2	2	2	3	1	3	2	6	0	.0	1	1	1	5	8	.0	5	0	20
	elati	7		3	7	3	2	2	4	6	2	9	3	3	7	9	2	3	5	9		
	on						4	3		3		2		4		3			-			
							*															
	Sig.			.4		.4			.3		.0		.6		.9				.7	.0	.3	.4
	(2-	1		2	1	2	0	4	7	0	8	5	6	3	1	2	3	2	1	8	9	50
П	4-11-	7		2	2	2	2	2	0	0	2	4	2	7	4	0	1	2	0	-	-	
	taile d)	7 2		3	3 4	3	3 0	2	9	8	2	4 7	3	9	4	0	1 9	2 8	8	5	6	
	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
_	D.	5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P 2	Pear son	2	-	1	-	.0 8	1	3	.1	-	.1	0	.0 8	1	.2	2	-	-	.1 1	.0 4	.1 6	.1 43
3	Corr	6	1		2	8	1	9	2	2	4	8	8	1	6	1	2	0	4	1	4	43
	elati	3	2		0	0	7	2	3	8	2	8	0	7	4	7	8	8	7	1	٦	
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	taile	8	2		7	6	4	0	3	6	1	6	1	4	9	5	6	6	6	9	1	
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P	Pear	-		-	1	-	-		.1	-	.0	-	.2		.1	-		-	.0	-	.1	.1
2	son	.	2	.2		.0		0	3		0	.	0	0	4		2		0	.1	0	81
4	Corr	1	2	0		8	0	4	0	2	0	1	5	3	6	1	1	1	0	0	0	
	elati	8	7	5		2	6	1		1		3		2		3	3	1		0		
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	Sig.		:	.1		.5			.3	:	1.	.	.2		.3		:	:	1.	.5	.5	.2
	(2-	2	1	7		9	6	7	9	1	0	3	1	8	3	3	1	4	0	1	1	77
Ш	taile	3	3	6		1	7	8	6	6	0	6	8	3	8	6	6	4	0	3	3	

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	14	5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	36
P	Dann		_	.0	-	1				-		-				-		-	-	-	-	2
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2	son	1	:	8			1	0	.1		9	0	0	3	0	3			.0	.0	.2	55
5	Corr	5	1	8	0		1	8	2	0	5	8	8	5	6	4	0	0	1	8	0	
	elati	0	2		8		7	8	3	1		8		7		5	1	8	8	2	5	
-	on		3		2					8							8	7				
	Sig.	-	.	.5					.4		.5	•	.2		.9	-			.9	.5	.1	.0
	(2-	3	4	6	5		4	5	2	9	3	5	0	0	6	0	9	5	0	9	7	29
	taile	2	2	6	9		4	6	3	0	5	6	9	1	9	2	0	6	9	1	6	
	d)	5	3		1		3	6		9		4		6		0	9	9				
	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear		-	.1	-	.1	1		.2	-	-	-	-	-	-	-	-	-	-	.0	-	-
2	son	1		1	.	1		1	4		.2	.	.0		.0				.0	3	.2	.0
6	Corr	1	3	7	0	7		1	4	0	6	0	2	1	1	0	1	1	5	2	5	57
	elati	8	2		6			7		5	2	9	1	3	7	9	5	6	5		9	
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	(2-	4	0	4	6	4		4	0	7	8	5	0	3	1	5	2	2	1	3	8	33
	taile	3	3	3	7	3		4	7	1	2	4	1	7	4	4	9	9	8	3	5	
	d)	9	0		2			3	, í	8	_	7	•	9		7	7	2				
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		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear		-	.3		.0		1	.1	-	-	-	.0	-	.0				.1	.0	-	.3
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7	Corr	3	1	2*	4	8	1		7	0	8	0	8	0	6	1	1	0	4	1	8	
	elati	8	2		1		7			1	0*	4		0		7	4	3			2	
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t	Sig.			.0		.5	Ī.		.4		.0		.6	Ī.	.9				.4	.7	.5	.0
	(2-	8	4	0	7	6	4		4	9	1	7	0	9	6	1	4	1	5	8	9	62
	taile	0	2	8	8	6	4		3	0	0	9	1	8	9	5	5	8	6	9	1	"
	d)	7	3	0	9	"	3			9		5	•	6		3	6	0	"			
ŀ	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
	14	5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	36
D	Pear	-	-			-			1		.1			-	.0			-	-	-	-	.2
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8	Corr	0	1	2	3	2	4	1		5	2	0	6	1	0	0	4	0	5	6	6	
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9	Corr	1	2	8	2	1	0	0	9*		3	7	4	4	5	0	9	0	3	7	2	
	elati	9	6	0	1	8	5	1				0	5	8		5	1	1	6		0*	
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	taile	0	8	2	6	9	1	0	5		0	6	9	5	4	3	5	8	2	6	2	
	d)	0	1		0		8	9				4		2		6	3	5				
	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear	-		-		.0		-	.1	-	1		.1		.0	-	-	-	-	.0	.0	.1
3	son			.1	0	9			1	1		0	7	1	6				.0	0	9	52
0	Corr	3	2	4	0	5	2	3	2	2		8	2	1	3	0	1	0	8	0	6	32
١٧	elati	5	6	2	0	,	6	8		3		0		2	,	2	8	6	2	0	0	
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	taile	1	8	1	0	5	8	1	3	2		0	2	6	9	9	2	5	2	0	9	
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1	Corr	2	0	8	1	8	0	0	9	7	0		6	1	2	4	1	0	9	3	3	
	elati	2	9		3		9	4		0				2	0	3	6	7		5	9	
	on	2	2		9		2	0									3	4				
	Sig.			.5		.5			.9		.6		.6		.8				.7	.8	.3	.3
	(2-	1	5	6	3	6	5	7	5	2	0		9	0	9	1	2	6	0	2	6	57
	taile	4	4	4	6	4	4	9	3	6	1		5	3	5	0	8	3	0	1	4	
	d)	4	7		4		7	5		4				7		8	6	1				
	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear	-	-	.0		.2	-		.0	-	.1		1		.0	-	-	-	-	-	.0	.3
3	son	١.		8	2	0	١.	0	6	١.	7	0		4	9		١.		.3	.1	6	24
2	Corr	0	0	8	0	8	0	8	6	0	2	6		7	7	0	0	2	0	5	6	*
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	taile	1	6	1	1	9	0	0	5	8	2	9		0	1	6	2	3	9	9	5	
	d)	0	3		8	^	1	1		9	_	5		3		3	7	8				
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	38
		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
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	elati	2	9		3		9	7	2	5	0	3	3	2	0		0	2		5	9	
	on	7	3		9		2			2												
	Sig.			.1		.0			.5		.8		.6		.8				.0	.8	.3	.0
	(2-	4	2	5	3	2	5	1	4	7	9	1	6	0	9		2	2	6	2	6	34
	taile	0	0	3	6	0	4	5	7	3	6	0	3	3	5		6	6	2	1	4	
	d)	7	3		4		7	3		6		8		7			4	0				
	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear	-		-	_	-	-	_	.0	_	-	-	-		.1	_	1	-	.2	-	.0	.2
3			1	.2	2	.0		1	4	0	.1		.0	1	2	1	1		0	.1	0.0	45
	son						;		8			;			5	7			5	.1	0	43
6	Corr	1	5	8	1	1	1	1	8	9	8	1	1	5	3			0)		0	
	elati	9	2	0	3	8	5	4		1	5	6	5	2		0		5		7		
	on	5					9			_		3		_				0				
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	(2-	2	3	6	1	0	2	4	5	5	2	2	2	3	1	2		7	7	8	0	38
	taile	0	1	2	6	9	9	5	2	5	5	8	7	1	4	6		4	8	6	0	
	d)	0	9		0		7	6		3		6		9		4		3			0	
	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear	-		-	-	-	-		-		-	-	-	-	-		-	1	.2	.3	-	.4
3	son		1	.0		.0		2	.0	2	.0	١. ا	.2	١.	.0	1			0	5	.2	04
7	Corr	1	8	8	1	8	1	0	4	0	6	0	4	0	2	7	0		1	4*	3	
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	taile	8	2	9	4	9	9	8	5	8	7	3	8	6	6	6	4		5	7	9	
	d)	2	8		1		2	0		5		1		5		0	3					
	N	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	38
		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear		-	.1		-	-		-	-	-		-		-				1	.2	.2	.3
3	son	1	١.	1	0	.0	١.	1	.0	١.	.0	0	.3	0	.1	2	2	2		1	1	32
8	Corr	9	0	4	0	1	0	1	5	1	8	5	0	4	0	8	0	0		3	3	*
	elati	5	5		0	8	5	4	5	3	2	9	9	8	9	1	5	1				
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	(2-	2	7	5		0	7	4	1	3	9	7	5	7	7	0	1	1		6	6	42
	taile	0	1	6	0	9	1	5	8	7	2	0	9	5	5	6	7	8		0	0	
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P	Pear		-	.0	-	-			-		.0	-	_		.1	-	_		.2	1	.2	.2
3	son	0		4		.0	0	0	.1	1	0		.1	0	4			3	1		0	80
9	Corr	0	2	1	1	8	3	4	6	0	0	0	5	3	6	0	1	5	3		0	
	elati	0	5		0	2	2	1	2	7		3	3	2		3	0	4				
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	taile	0	8	9	1	1	3	8	8	8	0	2	9	3	8	2	8	1	0		8	
	d)	0	5		3		3	9		6	0	1		3		1	6	7				
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P	Pear			.1		-	-	-	-	-	.0	-	.0	-	-	-		-	.2	.2	1	.0
4	son	2	1	6	1	.2			.0		9		6		.1		0		1	0		99
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	(2-	0	3	8	5	7	0	5	7	0	2	3	9	2	2	3		1	6	8		54
	taile	6	9	1	1	6	8	9	2	3	9	6	5	8	9	6	0	1	0	8		
	d)	9	6		3		5	1		2		4		8		4	0	9				
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		5	5	5	5	5	5	5	5	5	5	5	8	5	5	5	5	5	5	5	5	
P	Pear			.1		.3	-		.2		.1		.3		.2				.3	.2	.0	1
T	son	0	1	4	1	5		3	6	1	5	1	2	5	9	3	2	4	3	8	9	
0	Corr	8	2	3	8	5*	0	0	3	0	2	5	4*	3	6	4	4	0	2*	0	9	
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	taile	9	5	2	7	9	3	6	1	5	3	5	7	0	2	3	3	1	2	9	4	
	d)	5	0		7		3	2		0		7		1		4	8	2				
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	38
		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	

^{*.} Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

C	ase Process	ing Summ	ary
		N	%
Case	Valid	38	84.4
S	Exclude	7	15.6
	d ^a		
	Total	45	100.0

a. Listwise deletion based on all variables in the procedure.

DOCUMENTATION















INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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المتالوجي المتح

SURAT KEPUTUSAN NOMOR: 909,D1/III.3,AU/F/KEP/2021

TENTANG DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2021/2022

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

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- 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
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- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor: 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
- f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- g. Statuta Institut Agama Islam Muhammadiyah Sinjai.

Memperhatikan

: Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

Menetapkan Pertama

- Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- : Mengangkat dan menetapkan saudara :

	1
Pembimbing I	Pembimbing II
Dr. Muh Syukri, M.Pd.	Nur Agung, S.Pd.I., M.Pd.

untuk penulisan skripsi mahasiswa NUR AFIDAH

Nama NIM

: 180110004

Prodi Judul Skripsi

: Prodi Tadris Bahasa Inggris (TBI)

: The Comparison Between Choleric and Phlegmatic Tempraments Toward English Achievement at MTs Darul Istiqamah Lappae

Kedua

: Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif

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: 09 November 2021 M : 04 Rabiul Akhir 1443 H Pada Tanggal

Dekan,

Takdir, S.Pd.I., M.P. NBM. 1213495

- <u>Tembusan :</u>
 1. BPH IAIM Sinjai di Sinjai
- 2. Rektor IAIM Sinjai di Sinjai
- 3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



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Nomor Lamp

Hal

: 395.D1/III.3.AU/F/2022

: Satu Rangkap

: Permohonan Izin Penelitian

Kepada Yang Terhormat

Kepala MTs Darul Istiqamah Lappae

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama

: Nur Afidah

NIM

: 180110004

Program Studi

: Tadris bahasa Inggris (TBI)

: VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Comparison Between Choleric And Phlegmatic Temperaments Toward English Speaking Achievement At MTs Darul Istiqamah Lappae"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di MTs Darul Istiqamah Lappae.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Tembusan Disampaikan Kepada Yth:

1. Rektor IAIM Siniai

Kepala Kantor Kementerian Agama Kabupaten Sinjai



YAYASAN PENGEMBAN AMANAH UMMAT PONDOK PESANTREN DARUL ISTIQAMAH LAPPAE

mat:Sumpang Ale Desa Kalobba Kec. Tellulimpoe Kab. Sinjai Kode Pos 92672 SK kemenkumham RI Nomor AHU-0035516.AH.01. 04 Tahun 2016

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: B.001/MTS.21.19.037/PT/02/08/2022

Yang bertanda tangan di bawah ini;

Nama

: MALLU, S.Pd.I.,M.Pd.

Jabatan

: Kepala Sekolah

Tempat Tugas

: Pondok Pesantren Darul Istiqamah Lappae

Dengan ini menerangkan bahwa mahasiswa yang namanya di bawah ini;

Nama

: Nur Afidah

NIM

: 180110004

Prodi

: Tadris Bahasa Inggris (TBI)

Semester

: VIII (Delapan)

Telah Mengadakan Penelitian di Pondok Pesantren Darul Istiqamah Lappae dengan Judul Skripsi:

"The Comparison Between Choleric And Phlegmatic Temperaments Toward English Speaking Achievement At MTS Darul Istiqamah Lappae"

Demikian Surat Keterangan Ini dibuat Untuk dipergunakan Sebagaimana Mestinya.

Sinjai, Agustus 2022

Kepala MTS Darul Istiqamah Lappae

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