

**THE INFLUENCE OF EXTROVERT AND INTROVERT PERSONALITY
ON STUDENTS' SPEAKING ABILITY AT XI IPA 2 OF SMA
NEGERI 12 SINJAI**



THESIS

As Requirements to Obtain a Bachelor's
Degree in English Education Study Program (S.Pd)
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ABSTRAK

Irdamayanti: *The Influence of Extrovert and Introvert Personality on Students' Speaking Ability at XI IPA 2 of SMA Negeri 12 Sinjai.* **Skripsi, Sinjai: program Studi Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, IAI Muhammadiyah Sinjai, 2020.** Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh kepribadian extrovert dan introvert terhadap kemampuan speaking pada kelas XI IPA2 di SMAN 12 Sinjai. Penelitian ini merupakan penelitian *expost facto* dengan menggunakan pendekatan kuantitatif, dengan jumlah populasi 26 orang dan adapun yang menjadi sampel penelitian ini sebanyak 26 orang. Data yang diambil dengan menggunakan angket, tes speaking dan dokumen. Pengolahan data memakai teknik analisis regresi linear sederhana dan berganda dengan taraf signifikan 95 % dengan menggunakan SPSS 25. Berdasarkan hasil penelitian diperoleh hasil analisis dimana pada tabel *Coefficients* diketahui t_{hitung} pada variabel X_1 adalah -0,955 dan t_{table} is 2,06 ($t_{count} -0,955 < t_{table} 2.06$) dan pada variabel X_2 adalah -0,771 ($t_{hitung} -0,771 < t_{table} 2.06$) selain itu dapat diketahui pula nilai *probabilitas* pada tabel tersebut pada variable X_1 yaitu $0.349 > 0.05$, dan pada variabel X_2 yaitu $0.448 > 0.05$. jadi berdasarkan uji regresi

sederhana untuk mendapatkan jawaban hipotesis pertama dan kedua tersebut diketahui bahwa H_a ditolak dan H_0 diterima. Untuk jawaban hipotesis ke tiga dapat diketahui melalui tabel ANOVA dalam uji simultan dapat diketahui bahwa nilai F_{hitung} adalah 0.630 dan F_{tabel} adalah 3.40 ($F_{hitung} 0.630 < F_{tabel} 3.40$) dengan nilai *probabilitas* $0.542 > 0.05$, sehingga H_a juga ditolak dan H_0 diterima dan pada tabel *model summary* diketahui *R Square* 0.052 atau 5,2% jadi besar pengaruh kepribadian extrovert dan introvert terhadap speaking siswa kelas XI IPA2 di SMAN 12 Sinjai adalah 5.2% atau pengaruh sangat rendah.

Kata Kunci: Extrovert, Introvert, Speaking Test

ABSTRACT

Irdamayanti: The Influence of Extrovert and Introvert Personality on Students' Speaking Ability at XI IPA 2 of SMA Negeri 12 Sinjai. Thesis, Sinjai: English Studies program, Faculty of Tarbiyah and Teacher Training, Islamic Institute of Muhammadiyah Sinjai, 2020. This study aims to determine whether or not there is an influence of extroverted and introverted personalities on speaking skills in class XI IPA2 at SMAN 12 Sinjai. This research is an ex post facto research using a quantitative approach, with a total population of 26 people and as many as 26 people as the sample of this study. Data were taken using questionnaires, speaking tests and documents. Data processing uses simple and multiple linear regression analysis techniques with a significant level of 95% using SPSS 25. Based on the results of the analysis, the results of the analysis are obtained where in the Coefficients table it is known that tcount on variable X1 is -0.955 and ttable is 2.06 (tcount -0.955 < ttable 2.06) and the variable X2 is -0.771 (tcount -0.771 < ttable 2.06) besides that it can also be seen that the probability value in the table for variable X1 is 0.349 > 0.05, and for variable X2 is 0.448 > 0.05. so based on a simple regression test to get answers to the first and second hypotheses it is known that Ha is rejected and H0 is accepted. For the answer to the third hypothesis, it can be seen through the ANOVA table in the simultaneous test that it can be seen that the value of Fcount is 0.630 and Ftable is 3.40 (Fcount 0.630 < Ftable 3.40) with a probability value of 0.542 > 0.05, so Ha is also rejected and H0 is accepted and in the model summary table it is known that R Square is 0.052 or 5.2%, so the influence of extroverted and introverted personalities on the speaking of class XI IPA2 students at SMAN 12 Sinjai is 5.2% or a very low influence.

Keywords: Extrovert, Introvert, Speaking Test

المستخلص

إردميتي: تأثير الشخصية المنفتحة والانطوائية على قدرة الطلاب على التحدث في مستوى الحادي عشر بقسم العلوم الطبيعية ٢ من المدرسة المتوسطة الحكومية ١٢ سنجائي. بحث جامعي، سنجائي: برنامج دراسات اللغة الإنجليزية، كلية التربية وتدريب المعلمين، المعهد الإسلامي للمحمدية سنجاي، ٢٠٢٠. تهدف هذه الدراسة إلى تحديد ما إذا كان هناك تأثير للشخصيات المنفتحة والانطوائية على مهارات التحدث في الفصل الحادي عشر بقسم العلوم الطبيعية ٢ في المدرسة المتوسطة الحكومية ١٢ سنجائي. هذا البحث عبارة عن بحث بأثر رجعي باستخدام نهج كمي، ويبلغ إجمالي عدد سكانه ٢٦ شخصًا وما يصل إلى ٢٦ شخصًا كعينة من هذه الدراسة. تم أخذ البيانات باستخدام الاستبيانات واختبارات التحدث والوثائق. تستخدم معالجة البيانات تقنيات بسيطة ومتعددة لتحليل الانحدار الخطي بمستوى كبير كبير يبلغ ٩٥٪ باستخدام SPSS 25. بناءً على نتائج التحليل، يتم الحصول على نتائج التحليل حيث يُعرف في جدول المعاملات أن t عدد على المتغير X_1 هو -0.955 و جدول T ٢٠٠٦ (عدد T $0.955 > T$ ٢٠٠٦) والمتغير X_2 هو -0.771 (عدد T $0.771 > T$ ٢٠٠٦) بالإضافة إلى أنه يمكن أيضًا ملاحظة أن قيمة الاحتمال في الجدول للمتغير X_1 هي $0.349 < 0.005$ ، والمتغير X_2 هو $0.448 < 0.005$. بناءً على اختبار انحدار بسيط للحصول على إجابات للفرضيتين الأولى والثانية، من المعروف أن H_a مرفوض وقبول H_0 للإجابة على الفرضية الثالثة، يمكن ملاحظة من خلال جدول ANOVA في الاختبار المتزامن أنه يمكن ملاحظة أن قيمة عدد F هي 0.630 و جدول F هي 3.40 (عدد F $0.630 > F$ ٣.٤٠) بقيمة احتمال $0.542 < 0.005$ ، لذلك تم رفض H_a أيضًا وتم قبول H_0 وفي جدول ملخص النموذج، من المعروف أن R Square تساوي 0.052 أو 5.2% ، وبالتالي فإن تأثير الشخصيات المنفتحة والانطوائية على التحدث لطلاب الفصل الحادي عشر بقسم العلوم الطبيعية ٢ في المدرسة المتوسطة الحكومية ١٢ سنجائي هو 5.2% أو تأثير ضعيف جدًا.

الكلمات الأساسية: المنفتح، الانطوائي، اختبار التحدث

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CHAPTER 1

INTRODUCTION

A. Background of the Research

English language is one of the alternative languages that is learned to be able to be mastered to interact with outsider. In Indonesia, English is still used as a foreign language. To enter the international arena, Indonesia makes English a foreign language that must be learned. The use of English as a foreign language is increasing due to the influence of technology and social media. Competitiveness will be better if the students have good English Skills. English learning and mastering is considered a necessity that must be mastered by students, both at the elementary school level and at the college level. Including at the high school level and students are expected to be able to master English. English lessons are very important at the junior high school level, senior high school and also at the college level, including in Sinjai, Sulawesi Selatan.

By paying attention to 4 (four) language skills, namely listening, speaking, reading and writing in order to express thoughts, feelings and contribute to communicate with outsiders. These four skills are all important aspects

of speaking and have their respective roles in language. Of the four English skills, speaking ability is one of the most important aspects that must be improved especially for students, every student must be able to communicate English fluently. Speaking skill is very important for future to form intelligent, creative, critical and cultured generations. With speaking skills, students are able to express their thoughts and feelings wisely and intelligently according to the material and circumstances when they express their thoughts in public.

The students are trained to be able to use and express their thoughts by using the right words and sentences. But in one class, there are students who are more competent of certain skills and in another skill even though the teacher gives the same treatment to all students. Apart from the teacher's treatment, students' ability to communicate is influenced by various factors.

Some students have difficulty in communicating because of the different personality factors of the student themselves. The students receive and process the knowledge they got in a way that the level of performance and the results they got are also sometimes different. There are behavioral tendencies that can affect certain habits

related to academics such as perseverance, awareness, tendency to like in talk or self confidence (Rosito, 2018, p.6). Self-confidence is defined as having confidence in one's own abilities and trusting one's own judgment. There is a correlation between self-confidence and speaking ability. So, the student's personality becomes one of the factors that determine their success in acquiring a foreign language, especially in speaking English.

Personality is something that comes from within a person that can subconsciously affect a person's actions or behavior. Personality is related to the individual's relationship with objects and subjects. The subject in question is the inner object in the form of feelings, thoughts and sensations that flow by themselves without awareness that can interfere, inhibit, or sometimes help. In Qur'an said:

وَأَنَّ هَذَا صِرَاطٌ مُسْتَقِيمٌ فَاتَّبِعُوهُ وَلَا تَتَّبِعُوا السُّبُلَ فَتَفَرَّقَ بِكُمْ عَن سَبِيلِهِ
ذَٰلِكُمْ وَصَّكُم بِهِ لَعَلَّكُمْ تَتَّقُونَ {153}

And (That what we have commanded) this is My straight path, so follow It, and do not follow (other) paths, for they will separate you from their paths. That is what Allah has commanded so that you become pious. (QS. Al-An'am [6]:153)

The verse above provides description of human psychology and personality, although it only describes of human psychology. Regarding humans with all their personalities is a very broad material, so it is difficult to express the human personality as a whole. At least the verse above can illustrate that humans have two different and opposite potentials, namely the good and bad potentials from within themselves. The potential for good and bad exists in every human being, including a student. It is important for teachers to know the personality of students to be able to provide more appropriate learning so that students can improve their abilities.

Researcher did preliminary observation at UPT SMA Negeri 12 Sinjai on Desember 12, 2021, researcher found that there were two personality types of students who were there, namely students who were quiet and inactive and also students who were cheerful, friendly and active. Preliminary observations were carried out to see, observe and confirm the existence of the two personality types of students. According to Jung, personality or character is divided into two, namely extrovert, which describes the less enthusiastic and more active type, and

the introverted type, which describes the more enthusiastic and less active type (Jung, 2014 cet 2, 2017, P.472).

The students who have an extroverted personality do not like being alone, like to socialize, like crowds, and join large groups. According to Zhang in Arif (2014), extrovert students was more excited about speaking and is less concerned about making mistakes, an outgoing and talkative extrovert can acquire the target language more easily (Hakim, 2019). In contrast to the students who have introverted personalities who are passionate about solitude, do not like crowds or large groups. Introvert has special form to listen and are quiet when participating in English language events. As a result, they do worse in English since English teachers have a tough time teaching speaking to introvert students (Amalia & Husna, 2020, P. 93).

In a study conducted by Parkison (2014) in Septiana et al (2018) stated that extrovert students often open –minded, talkative, expressive, and risk taker in class (Septianah et al., 2018 p. 2). As for introvert students in English speaking activities, the introvert students prefer to be listeners and quiet people. As a result, English teachers have a though time teaching introvert student how to talk (Amalia & Husna, 2020, p. 93). These two things are also

the difference between extrovert students and introvert students.

Based on preliminary research, the researcher interviewed a English teacher at SMA Negeri 12 Sinjai, especially about speaking in class. The researcher found that there were several problems that students faced in speaking class, such as the lack of vocabulary and personality factors. So that researcher feels that this research is interesting to conduct because it relates to human psychology, especially for students.

From the explanation above researcher is interested in conduct research in the Extroverted and Introvert students in class XI IPA 2, because students in this class are more interested in learning English at SMA Negeri 12 Sinjai. Under the title “The Influence of Extrovert and Introvert Personality on Students Speaking Ability at XI IPA 2 of UPT SMA Negeri 12 Sinjai”

B. Research Questions

Based on the background of the problem above, the researcher formulate the formulation of the problem as follows:

1. Is there any significance influence of Extrovert personality toward students' speaking ability of XI IPA2 at UPT SMA Negeri 12 Sinjai?
2. Is there any significance influence of Introvert personality toward students' speaking ability of XI IPA2 at UPT SMA Negeri 12 Sinjai?
3. Is there any significance influence of Extrovert and Introvert as simultaneous test personality toward students' speaking ability of XI IPA2 at UPT SMA Negeri 12 Sinjai?

C. Research Objectives

The purpose of the study based on the formulation of the research problem:

1. To find out any significance influence of Extrovert personality students in speaking ability of XI IPA2 at UPT SMAN 12 Sinjai.
2. To find out any significance influence of Introvert personality students in speaking ability of XI IPA2 at UPT SMAN 12 Sinjai.
3. To find out any significance influence of Extrovert between Introvert personality students in speaking ability of XI IPA2 at UPT SMAN 12 Sinjai

D. Significant of the Research

Research will be better if it has benefits not only for the researcher himself but also for other parties. The research is expected to be useful from both a theoretical and practical point of view. The following are the benefits of research in terms of both theoretical and practical:

1. Theoretical Significance

This research is expected to be useful theoretically in order to better understand theoretical knowledge related to research on extroverted and introverted personality of a student speaking skills.

2. Practical Significance

Practical benefits are benefits that are applied, there are several parties who are expected to feel these benefits. That is:

- a. For Teachers

The results of this study are expected to be used as information that can be used by teachers to determine the character of students in order to increase innovation in the learning process according to the needs of students.

- b. For Students

The results of the research are expected to be used by students as a reference and input to find out each other's character in order to be able to adapt to the learning process.

c. For Researchers

This research can be used as a reference in further research on extroverted and introverted personalities in students' speaking skills

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Personality

Several researchers have expressed their thoughts on personality. The theories put forward serve as guidelines in doing this research. Personality is defined as follows:

According to Pars in Jung, the term personality or individual comes from the word personal which means a mask to be worn by ancient actors or a mask which is interpreted as an attitude that is students adopted (Jung, 2017, p. 426). Personality refers to a regular pattern of thoughts, feelings, social adaptations, and behaviors that shapes one's expectations, self perceptions, values, and attitudes over time. It also foresees how people will react to other people difficulties, and stress (Andryani & Kalianda, 2016, p. 6). Personality encompasses a wide range of personal qualities, demeanor characteristics such as social appeal and expressive energy, traits, cognitive attribution, emotional response patterns, behaviors, and

temperament that come together to form a unique constellation that others recognize as the individual's persona (Falabiba et al., 2014, p. 4).

According to Prayetno, that personality is a unique individual's core essence, which is represented in his attitudes and acts that differentiate him from others. including the efforts made by individuals in adapting to their particular diversity (Prayitno & Ayu, 2018, p. 63). It seems with the statement of Cahyani et al, personality is the quality of an individual's behavior when it comes to adapting to a specific environment (Cahyani et al., 2020, p.114). Personality is closely related to the attitude which is the character of the individual and has a tendency to act or react in a character direction (Hidayat, 2018, p. 136).

Based on the definitions above, it can be concluded that personality is the overall flow of ideas, thoughts and feelings that are unique to every human being and can have an impact on actions, or how to adapt to various environments according to their respective characters.

Personality or character is divided into two types, namely extrovert and introvert personality (Jung, 2014/2017, p. 6). Extrovert and Introvert are the two major personality types. These phrases are commonly used nowadays and are frequently thought to be the polar opposites of the same dimension. Introvert and extrovert personality traits can have both beneficial and negative effect on human development.

2. Extrovert and Introvert personality

1. Extrovert

According to Strupinsky and Lane (2007), extrovert is a personality attribute that involves excitement-seeking actions and is seen in comprehensive models of personality (Marashi & Ranjbar, 2018, p. 12). Extroverts are more open and simple to communicate with. Extroverts will be more dominating and have a higher level of learning accuracy than introverts, who are more likely to be quiet and will remain silent if they are unsure of what they want to say (Rofi'i, 2018, p. 36). Extrovert excelled in show business, politics, medicine, education, and other

fields that require teamwork and interaction with a large number of people (Petric, 2019, p.3).

Extroverts are gregarious, like parties, have a large of friends, and despise studying alone. Extrovert also seek thrills, seize opportunities, and are frequently impulsive (Andryani & Kalianda, 2016, p.4). Equivalent to Eysenck's statement:

“People with type extroverted are more strongly directing themselves to the environment around them, and prefer friendly friends, needs other people to talk to doesn't like reading for studying alone, enjoys humor, is always ready to answer, and enjoy change and relaxation. Individuals with an extroverted disposition prefer to go around and do things rather than sit still. They are also more aggressive, impatient, and occasionally untrustworthy” (Ahmad Habibi Syahid, 2014, p. 409).

From the explanation above, it can be concluded that people with extroverted personalities do not like being alone and pick to work as a team. With an open attitude, and not feeling shy to appear in public, people with an extroverted personality will be easier to get

along with and make more friends and be able to quickly adapt to their new environment.

Based on some definition above it can be concluded that extrovert students have the greatest impact on language learning, particularly when it comes to strengthen speaking abilities. Extrovert more likely to excel at active learning (Arif, 2020, p.183). Extrovert students will be more dominant and have a higher level of learning accuracy (Rofi'i, 2018, p.36) enjoy being in large group and perceive it as a source of energy (Hakim, 2019, p.50). Extrovert students are more concerned in what is going on around them than their own thoughts and emotions, according to Zhang (2008) in Arif (2020). Furthermore, because the Extrovert students is more interested in speaking the language and is less concerned about making mistakes, an outgoing and talkative extrovert can acquire the target language more easily (Arif, 2020, p.183).

Extroverted students are students who are active in the classroom by doing many

interesting and enthusiastic things. They excel at cooperation and are always the center of attention of most people in general.

2. Introvert

Introverted people are thought to be calmer and quieter with a propensity to lock themselves off. (Hakim, 2019, p.50) with regard to Eysenck's opinion:

“The average introverted is a quiet, thoughtful people who prefer books to others. They are reserved and remote with the exception of close friends. They prefer to plan ahead, ‘looks before he leaps’ and distrusts gut instinct. They dislike excitement, treat ordinary problems with sufficient seriousness, and prefer a well-ordered lifestyle” (Noprianto, 2017, p. 122).

They frequently struggle with team work, socializing, and public speaking. They may struggle in careers that need extraversion such as politics, show business, teaching, and medicine (Petric, 2019, p. 2).

Extroverts are more active in the external environment, whereas introverts are more passive. Introverts are less gregarious and have a

hard time relating to others (Prayitno & Ayu, 2018, p.69). Because they lack of confidence and shun communication with others, introverts have a low self-concept. They are frightened that others would make fun of him. They will be more silent in communication setting (Cahyani et al., 2020, p. 199).

Based on the above understanding, it can be seen that the introverted personality is a personality that tends to be quiet, does not do much social activity, is closed and thinks more rationally. Introverts do all activities in an organized and independent manner. Not liking crowds and making few friends are also part of being introverted.

Introvert students are anxious and unsure about sharing their views with their peers. In English speaking activities, they prefer to be listeners and quiet people. As a result, English teachers have a tough time teaching introvert student how to talk (Amalia & Husna, 2020, p. 93). Introvert learner except for close friends, calm, contemplative, reticent, and restrained.

They prefer preparing ahead and distrust the urge of the moment (Andryani & Kalianda, 2016, p.4). Furthermore they perform poorly in class when it comes to English speaking

Individuals with introverted personality types are silent, according to Eysenck (2005) in Ahmad Habibi (2014), who likes to read rather than congregate (socialize) in a social context and converse with other people. As a result, he has few friends and avoids crowds (Syahid, 2014, p. 408). Introvert Personalities are students who do not speak up during the learning process (Handayani, 2021, p.5). According to studies, the majority of our teacher believe that an introvert is “not perfect student.” When you consider how many of our greatest minds were introvert students, this is remarkable. Charles Darwin, Albert Einstein, George Orwell, Steven Spielberg, Larry Page, J.K. Rowling: none of them would have made “ideal students.” (Cain, n.d.) Introverts students are reserved, quiet, and composed. A person who is profoundly introverted is quiet reserved, and introspective,

and rarely acts forcefully (Gustriani, 2020, p.2). While introvert students are increasingly recognizing and owning their abilities, it is difficult to overcome the deep-seated, often subtle bias that favors extroverts.

From the explanation above, it can be concluded that although many researchers say that introverted students are not ideal students because they do not do a lot of aggressive activities or actions and tend to be introverted. Introverted students are actually able to recognize and have their ability to overcome biases from within themselves.

As previously explained, extrovert and introvert have opposite differences with the same dimensions. The difference between Introvert and Extrovert personality according to Eysenck personality criteria as follows:

Table 2. 1. The Differences between Introvert and Extrovert by Eysenck Personality Criteria

Introvert	Extrovert
They tend to be psychologically sluggish, lethargic, and quickly exhausted. They travel at a slow pace and love quiet, relaxing vocations.	Active or energized in general. They take pleasure in all forms of physical activities. They progress quickly from one activity to the next, and they have a wide range of interest
They prefer to have only a few close friend, enjoy doing things alone such as reading and find it difficult to communicate in social situation	They enjoy social gatherings like parties and dance. They enjoy making new friends. They usually meet people readily and are at ease in social situations
They are preferred for familiarity, safety, and stability, even if it means giving up some of life's	They enjoy the challenge and are unconcerned about the consequences. They are people who are

excitement.	willing to take chances.
Before making a decision, they thoroughly analyze all factors. They are methodical, and they plan their lives ahead of time. They pause to consider their wards before speaking, and they gaze deforest leaping.	They are careless, fickle and unpredictable, and are prone to acting on the spur of the moment, making rushed, often premature decisions.
They are sentimental, emphatic, volatile, and outspoken	When it comes to expressing their thoughts and feelings, they are reserved, even tempered, cold aloof, and generally controlled
They have a theoretical mindset, are fascinated by ideas and conjecture, enjoy thinking and introspections	They are more prone to do things rather than ponder about things when they are at work. They have a practical and directional perspective
They will most likely be	They tend to be laid-

they are more prone to do things rather than ponder about things when they are at work. They have a practical and directional perspective. Conscious, dependable, trustworthy and serious with a touch of compulsiveness.	back, unconcerned about etiquette, late for appointments, unpredictable, and possibly social irresponsible
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Source: Eysenck Personality Questionnaire (EPQ)

(Dyah Sri Wulandari, 2017, p. 48)

Hans Eysenck (1916-1997) was a German-born British psychologist whose most famous work focused on personality and intelligence. Hans Jurgen Eysenck is Eysenck's full name. The great achievement of Eysenck who is very well known is the reason why researchers use EPQ, he successfully completed his Ph.D. studies, at University College London, author of more than 80 books and more than a thousand articles. One of Eysenck's most significant contributions to psychology was his work on personality traits.

Every personality, both introvert and extrovert, has different characteristics (Kahnweiler, 2016, p. 34). But each personality of course has its own advantages, for example introverts are able to solve their own problems and extroverts are able to socialize well.

Each of these two personalities has advantages and disadvantages. Most people are in the middle of the personality range, with strengths and weaknesses associated with people personalities. Each places has a diversity of personality characteristics, which can lead to tension and conflict (Taylor, 2020, p.148).

Here are the advantages and disadvantages of extroverts and introverts:

Table 2. 2 Strength and Weakness of Extrovert Personality

Strength	Weakness
Initiative and Creative	Tend not to accept the rules
Self-confident	Reckless
Out going	Less independent
Expressive person	Not working without other people
Strong and Effective	Get bored quickly

Have more friends	Acting Impulsif
Enjoys taking risks	Impatient with routine
Love Adventure	Less reliable
Always be prepared with solutions	Easy to get emotional

*Source: adapted from international Journal by
O. Zeichner (Zeichner, 2019)*

Based on the weaknesses and strengths of the extrovert personality, an extrovert has a good means of communication with others, they are confident to speak in public and like to discuss any problems that occur to others or themselves. So that people who have extroverted personalities are usually required to be at the forefront of providing comments or opinions, and can be relied upon to be a leader or attack speaker.

Table 2. 3. Strength and Weakness of Introvert Personality

Strength	Weakness
Self-sufficient in solving difficulties	Only within yourself can they find orientation
Like to live a purposeful and organized existence	Focuses attention and energy on one's own mental state

Introspective	Only interested in playing with his own thoughts
Reflective	Quiet
Independent	Shyness
Being conscientious	Keeping social contacts separate
Work with concepts	Escape from reality

Source: adapted from Journal Article by Istichori et.al

(Istichori et al., 2021)

Being an introvert is always bad, because people with introverted personalities are more independent, have high concentration at work, like to read, and are good at themselves. In addition, people with introverted personalities can keep secrets well so that they can be good listeners, intellectuals and reliable in jobs that require high concentration.

3. Speaking

Speaking is a type of oral communication in which information is conveyed by the use of words uttered through a spoken tool (Saldaria et al., 2019). Speaking uses oral tools to express sentences or

words in the form of information to others. In addition, speaking is usually expressed in verbal and nonverbal language, as expressed by Ellis (1994) in Hamid and Asal (2014), speaking is defined as the process of creating and communicating meaning in a variety of circumstances via the use verbal and nonverbal symbols (Marashi & Ranjbar, 2018, p. 11).

Speaking refers to a person's capacity or ability to communicate orally in a relevant environment (Amalia & Husna, 2020). The ability to pronounce articulation sounds or words to convey, say, and express thoughts ideas, and feelings is known as speaking ability (Prayitno & Ayu, 2018). That way the listener will receive the information conveyed by paying attention to how to convey his ideas. The listener will hear through a series of tones or speaker stress, or the facial expressions of the speaker when speaking directly. Aside from that speaking is skill that requires communicative skills, as well as proper pronunciation, intonation, grammar, and vocabulary

(Handayani, 2021, p.1). These are some of the supporting components in speaking.

Based on the explanation above, we can know that speaking is one of the skills in communicating both verbally and non-verbally by using oral to express feelings, ideas and convey information with several supporting components so that listeners are able to understand what the speaker is saying, such as intonation, facial expressions to use grammar. Therefore speaking is very important to be learned by all people.

Speaking is verbal and direct correspondence between and the interlocutor who can also use sound or various correspondence media with the aim that thoughts can be felt. (Rahmiati, 2022, h. 48) Speaking skill appears to be the primary goal for english language learners, whether they are in school, university, or at a general level (Hakim, 2019, p.49). According to Cahyani's at al, opinion about learning speaking skill:

“Learning speaking is one of the main targets in the world of education, because

speaking skills are needed everywhere, including communicating with outsiders. When students learn speaking abilities they are able to intelligently convey their thoughts and feelings in response to the topic and scenario. Speaking skill can also help future generations become more creative by allowing them to communicate in a communicative, clear, coherent, and readily understood manner” (Cahyani et al., 2020, h.114).

The conclusion from the explanation above that is speaking skills will form a generation that has enormous potential in various aspects of life because it is ability to express ideas, and emotions well. And speaking skill helpfully to communicate with other people in another country.

4. Speaking Components

In speaking English there are several criteria so that someone is called successful in speaking, as explained by Ur in Akhyak and Indramawan (2013) in Rahmania Bahrin that speaking is successful when they are following characteristics: 1. Language learners talk a much, 2. Everyone who participates in a speaking activity gets the chance to, 3. Language students are highly driven and

enthusiastic about speaking, 4. The quality of the language produced is acceptable (Bahrin, 2020, p. 15). To get these criteria, there are several components that must be considered in speaking skills, according to Brown (2000) dividing these components into five components namely Grammar, vocabulary, comprehension, fluency and pronunciation (Handayani, 2021, p.16). In terms of speaking, all of the elements listed above are critical.

The first component is grammar. Grammar is about how to construct correct sentences in a conversation. It can help you improve your capacity to understand and response swiftly, as well as your ability to communicate (Maharani, 2017, p. 33). The listener will be able to tell when the action takes place, where it takes place, who is in the audience, and who is speaking by utilizing proper grammar. Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written.

The second component is vocabulary. Vocabulary is crucial to speaking ability since it

aids in speaking and forming correct sentences. Because the meaning of new words are frequently highlighted and developed either in books or in classrooms, vocabulary learning is regarded a vital aspect for all language learners (Amalia & Husna, 2020, p. 96).

For the third is comprehension. The ability to understand verbal meaning is referred to as comprehension. Some scenarios need comprehension, such as discussing word or difficulties, making plans, chatting at a social gathering, viewing a movie, or being interviewed (Shibliyev & Gilanlioglu, 2008). Comprehension is a very important aspect in speaking because that way we will understand the meaning that we are going to convey. Comprehension is also important in terms of students ability to communicate information when speaking. Both speakers talked about comprehension because it can help people get the information they want.

The fourth is pronunciation. One of the most difficult language components is pronunciation, which is made up of factors or rules that define how

sounds change and pattern in a language (Maharani, 2017). However, Hakim explained that extroverted students have better pronunciation skills than introverted students. Introverts tend to have reading and grammar skills (Hakim, 2019, p. 49). For the last fluency. Fluency in English communication makes the candidate confident and self-reliant, which are essential at the present day. Chance, English is a medium which ensures one's existing employability (Saranya, 2021, p. 4).

Based on the explanation above, it can be concluded that there are five components in speaking that must be considered in order to be able to speak properly and correctly. The five abilities are vocabulary, grammar, pronunciation, fluency and comprehension. Based of five abilities are complementary to the ability to communicate. We need some vocabulary that we can remember and understand. And some people say that grammar is not important, but if we understand grammar then we others will understand what we say. Correct pronunciation is also very much needed in speaking as well as with other elements, we need all elements

in communicating or speaking in public. To find out the good and correct speaking assessment, we can analyze the speaking value by using the rubric of speaking assessment.

B. Previous Research

1. The research conducted by Novita Paradilla et.al with the research title "*The Students' Extrovert and Introvert Personality Toward Speaking Performance*" from the data analysis, it is found that there is any influence of extroverted and introverted personalities on students speaking ability, where people who have extroverted and introverted personalities each have almost the same difficulties. Extroverts have difficulty with a lot of mumbling, mispronunciation and little hesitation and are pretty good at eye contact and gestures. Meanwhile, introverted students have difficulty with frequent mumbling, mispronunciation and indecision. The introvert group also found one student who scored very well in speaking performance, so it can be concluded that personality is not a factor in speaking success (Paradilla et al., 2021, p. 33).

The difference between the research conducted by this researcher and the researcher is in terms of the method used. The method used by this researcher is a qualitative method with a case study approach, while the researchers conducted research using quantitative research methods.

2. Research conducted by Siswoto Hadi Prayitno and Sylene Meilita Ayu entitle "*Hubungan Antara Kepribadian Introvert dan Ekstrovert Dengan Speaking Skill Mahasiswa Prodi D III Keperawatan Tahun Akademik 2017/2018*" from the results of tests and observations conducted on students of the D III Nursing study program in the 2017/2018 academic year. This is proven by the total number of subjects there are 38 people with the results of extroverts 20 (53%) people and Introverts 18 (47%), speaking skills on extrovert subjects are at level 2 which is able to speak using the right vocabulary, able to communicate in context formal and informal as many as 10 (53%) and also introvert personality types at level 2 as many as 9 (47%). The results of this study showed a p value of $0.807 > 0.05$. (Prayitno & Ayu, 2018).

The similarities between the research above and the research conducted by the researchers themselves are in terms of research variables, namely introvert, extrovert and speaking skills, while the differences are in the objectives, subjects, and research sampling techniques. The purpose of this study aims to examine the relationship while the researchers look for the influence between the two personalities, the subject of this study uses students as the subject while the researchers choose students as research subjects, and this study uses a probability sampling technique, namely random sampling, while the researcher uses a non-probability technique, namely total sampling.

3. Research conducted by Agus Rofi'i with the research title "*A Comparative Analysis on Extrovert and Introvert Students towards Their Speaking Skill*". The results of this study show that extroverted students excel in English speaking skills higher than introverts. In the aspect of accent, vocabulary, fluency of extroverted students is superior, while introverted students are superior in grammar and understanding. In this study, the score of speaking for extroverts was

72.54 and introverted students were 71.72 (Rofi'i, 2018).

The difference between the research conducted by this researcher and the research conducted by the researcher is in terms of research methods. This study uses the correlation research method. The researcher contrast the ways in which extrovert and introvert students learn to talk. The comparison described the similarities and differences in the personalities of both kids. The following step was a comparison of the extrovert and introvert students speaking score. Meanwhile, researchers conducted research using quantitative research to examine the influence of these two personalities on students' speaking abilities.

C. Hypotheses

Extrovert students was more excited about speaking and is less concerned about making mistakes, an outgoing and talkative extrovert can acquire the target language more easily (Hakim, 2019). As Septianah said that extrovert students often open –minded, talkative, expressive, and risk taker in class (Septianah et al., 2018 p. 2) In contrast to the students who have introverted personalities, introvert students has special form to listen

and quiet when participating in English language events. As a result, they do worse in English since English teachers have a tough time teaching speaking to introvert students (Amalia & Husna, 2020, P. 93). In English speaking activities, the introvert students prefer to be listeners and quiet people. As a result, English teachers have a tough time teaching introvert student how to talk (Amalia & Husna, 2020, p. 93). Based on this, the researcher developed a hypothesis related to this research.

According to Sutrisno in Esti Maharani, hypothesis is likely to contain false allegations: it will be rejected if any are false, and accepted if the fact support it (Esti Maharani, 2017). The hypothesis is a statement that will or will not be verified by the study activity. At this stage, should be aware that research should be framed by a truth- or perspective-seeking method (Rushby, 2019, h. 81) So in simple terms, a hypothesis is a provisional guess or a temporary answer about a study that is described as a simple statement. It is said to be temporary because the answers have not been based on facts obtained through data collection.

The hypotheses for this research are:

1. H_{01} : extrovert personality has no influence on the speaking ability of student in XI IPA2 at UPT SMA Negeri 12 Sinjai
2. H_{a1} : extrovert personality have an influence on the speaking ability of student in XI IPA2 at UPT SMA Negeri 12 Sinjai
3. H_{02} : introvert personality has no influence on the speaking ability of student in XI IPA2 at UPT SMA Negeri 12 Sinjai
4. H_{a2} : introvert personality have an influence on the speaking ability of student in XI IPA2 at UPT SMA Negeri 12 Sinjai
5. H_{03} : extrovert and introvert personality has no influence on the speaking ability of student in XI IPA2 at UPT SMA Negeri 12 Sinjai
6. H_{a3} : extrovert and introvert personality have an influence on the speaking ability of student in XI IPA2 at UPT SMA Negeri 12 Sinjai

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Approach of the Research

In this research, the researcher used an ex post facto research design. A systematically empirical inquiry in which the researcher had no direct control over the independent and dependent variables is referred to as ex post facto. Ex post facto research used because this research was not control the cause and effect being observed, and ex post facto research observed cause and effect correlations that have not been tempered with or altered by the researcher. Extrovert, introvert and speaking ability are the ex post facto independent and dependent variables, according to the study of the researcher. Researcher conducted ex post facto research with a quantitative approach.

Quantitative method is based on events in the field, which is then used as a study benchmark. This quantitative research used questionnaires as a form of data collection, where the questionnaire is the basic for quantitative approach research. The researcher from the quantitative research approach is an approach technique using a population, questionnaire or data in the form of numbers

with the results of the exposure being presented through the data collected, interpreting the data, and then displaying the results.

B. Variable Definition

The research variable is anything that the researcher decides to study so that a norm can be established and a conclusion can be formed. An elaboration method can be used to prove the hypothesis, which involves manipulating numerous variables that are assumed to the independent variable and dependent variables. (Firman, 2018, p. 25)

1. Variable X_1 (Extrovert) and Variable X_2 (Introvert)

The independent variable is the one that causes or has the potential to produce an impact on other variables. The letter X is commonly used to represent the independent variable. In this research, there are two X variables. Namely X_1 as a symbol of extrovert personality and X_2 as a simbol of introvert personality. Variables (X) that may have an effect or cause changes in other variables.

2. Variable Y (Speaking Skill)

Variable Y represents the dependent variable. A dependent variable is a variable that is structurally caused by changes in other variables in scientific

thought. This dependent variable becomes the researcher's principal problem, and the researcher becomes the research subject. This variable is referred to as the dependent variable since it is influenced or dependent on other variables. Speaking ability is the Y variable in this research. The X_1 variable as an extrovert and the X_2 variables that can influence the Y variable pointed to by the researcher.

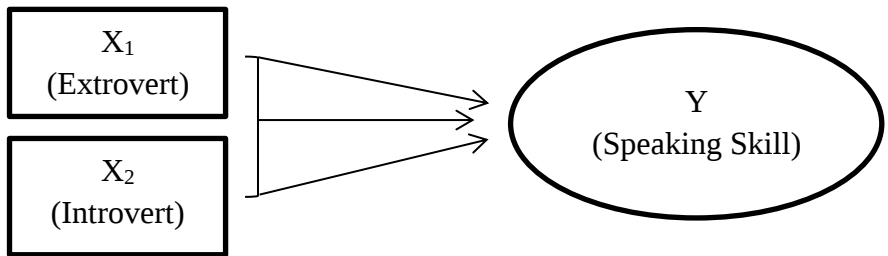


Figure 1: Schema between variables X and Y

C. Place and Time

1. Research Time

The term “Research Time” refers to the amount of time that researcher must devote to conduct this research, from the start of the procedure through the conclusion of the study. This research conducted for 7 (five) months start from 18 November 2021 until finishing this research.

2. Research place

This research conducted at UPT SMAN 12 Sinjai, Jl. A. Massalinri, South Sinjai, Sinjai District, South Sulawesi Province. Because of the good education and reasonably easy to reach school and the researcher found problems related to the research title according to the first observation by look, observe students in one class, and invite some students to talk, the researcher chose this research location.

D. Population and Sample

1. Population

The research population is a group of people who will be subjected to the result of the study being generalized. If subject group processes particular features that separate it from other subject groups, it is said to be population (A Chiessa, 2020, p. 18). The subject population in this research was class XI IPA 2 conducted at UPT SMAN 12 Sinjai as many as 26 people.

2. Sample

The population is a generalization that is made up of a subject or object that has particular attributes and characteristics that the applied researcher wants to

learn about and then come to a conclusion about. The researcher utilized a non-probability sampling method using a total sampling procedure to determine the number of samples used.

Total sampling method is taking the same sample as the existing population. As result, the samples used by researcher in this research were the students' extrovert and introvert personality in class XI IPA2 of UPT SMA Negeri 12 Sinjai to product saturated data as 26 people.

E. Data Collection Techniques

The data for this study was gathered through an oral test or speaking in front of their friends. However, before conducting an oral examination, the researcher employed a questionnaire to assess the students personalities.

1. Questionnaire

The researcher used a questionnaire to identify whether students had an introverted or extroverted personality. The questionnaire approach consists of a series or list of questions that are arranged in a logical order and then submitted to respondents. The

researcher receives the questionnaire when it had been completed and returned.

Researcher used the EPQ for measuring personality to determine a person's personality. There were 18 questions for the introvert personality and 18 questions for the extrovert personality, all of which have been modified to the theory presented in Chapter II.

Before the researcher used a questionnaire created in the location where the data was collected, the questionnaire was validity and reliability tested. After validity and reliability tested, the researcher conduct 12 questions for extrovert and 12 questions for introvert with questionnaire utilized is meant to be a study measurement tool to reach the truth or approach the truth, and it is expected that the key data linked to the problems that can be solved would be obtained through this questionnaire.

Table 3. 1. Question Score

Answer	Score
Strongly Agree (SS)	4
Agree (S)	3

Disagree (TS)	2
Strongly Disagree (STS)	1

2. Test

The second method of data collection technique is to administer a speaking test, which the researcher refers to as an oral test. This test is meant to see how students with extrovert and introvert personalities affect their ability to speak. This oral test consist of certain theme based on the researcher's theme and then telling it to the students in front of the class.

3. Documentation

In this research, documentation took the form of materials that were specific to the type, shape, and nature of data such as written, recording documents or photos documentation.

F. Research Instrument

Development of Research Instrument and data needed in the table 2.3 below:

Table 3. 2. Data Need from Instrument Research

Source of Data	Instrument	Data needed.
Students	Questionnaire Sheet	Student personality of

		extrovert and introvert
Speaking Class	Speaking Test	Speaking score
Documentation		Photos, attachments, the questionnaire result and related documents

1. Questionnaire Sheet

The questionnaire compiled is based on the theories described in chapter two. The questionnaire sheet is a way of gathering data that involves asking respondents a series of questions and having them respond in line with research demands.

The researcher used questionnaire to get reliable statistics on how many persons in XI IPA 2 at UPT SMA Negeri 12 Sinjai have extroverted and introverted personalities. The answers are chosen by the students who are the subject of the researcher's investigation utilizing a check-list. To avoid misunderstandings among students, the questionnaire

was translated into Indonesian. A score that is extremely high on one of the variables reveals the student's personality.

a. Validity Assessment

The validity test was performed to ensure that the instrument was valid and that the results obtained were also valid. For a researcher to use their research instrument, they must have a valid instrument if the data collected and the data that actually occurs on the thing being investigated are similar, the research results are guide. The term "valid" refers to an instrument's ability to measure what it claims to measure. Item analysis was used to test the validity of each item, which connected each item's score with the total score (Sugiyono, 2017, p. 168). Which was the sum of each item's score.

b. Reliability Assessment

In order to collect accurate data, a research instrument must pass a reliability test. It is tough to believe in instrument that are not valid or reliable. Although the instrument's

results are valid and typically dependable. It is still necessary to do reliability testing.

2. Oral Test

After completing the questionnaire, the researcher administered a test, which was an oral test. The oral test or speaking test is a data gathering approach that is carried out by the researcher actually witnessing the presentation of pupils while speaking. Aspect of speaking exam evaluation based on multiple speech aspects. According to Harris in Dyah idea, there are several aspect or elements of speech; pronunciation, vocabulary, grammar, fluency and comprehension are the component (Dyah Sri Wulandari, 2017). The speaking test is given based on the theme by the researcher. Harris's speaking rubric would be used in this speaking test.

3. Documentation list

Notes, images, photographs, and other instruments that can be utilized as media in researching extrovert and introvert in student speaking are example of documentation activities used by researcher.

G. Technique of Data Analysis

The researcher applied a multiple linear regression test with the SPSS (Statistical Product and Service Solutions) application to examine the data on the influence of extrovert and introvert personality on students speaking abilities at SMA Negeri 12 Sinjai. SPSS is an application tool that displays a simple dialog box with statistical analysis capabilities. SPSS is utilized by researchers because it is thought to be more effective and simple to use.

1. Inferensial

a. Prerequisite

a) Normality Test

The normality test is a procedure used to demonstrate that the respondent's data is normally distributed, allowing the next test to proceed. According to the Sapiro and Kolmogorov approach, if the sig value is greater than 0.05, the model has a normal distribution (Gustriani, 2020, p. 46). Researcher used the SPSS (Statistical Product and Service Solutions) application to carry out normality test.

b) Linearity Test

Linearity test used SPSS (Statistical Product and Service Solutions) application.

b. Hypotheses Testing

a) Multiple linear regression

Multiple linear regression test used SPSS (Statistical Product and Service Solutions) application. For the alternative hypothesis (H_a) means “Not equal to”, while the null hypothesis (H_0) means “equal to”.

b) Simple linear regression

Simple linear regression is the method used to see the relationship between one independent variable (free) and has a straight line relationship with the dependent variable (bound)

This hypothesis test is calculated using SPSS with the following analysis:

1. H_{01} : If the significance value is > 0.05 , it means there is an influence between the connected variables. That is, variable X_1 has an effect or influence on the variable Y .

2. H_{a1} : If the significance value is < 0.05 , it means there is no influence between the connected variables. That is variables X_1 has no effect or influence on variable Y .
3. H_{02} : If the significance value is > 0.05 , it means there is an influence between the connected variables. That is, variable X_2 has an effect or influence on the variable Y
4. H_{a2} : If the significance value is < 0.05 , it means there is no effect between the connected variables. That is variables X_2 has no effect or influence on variable Y .
5. H_{03} : If the significance value is > 0.05 , it means there is an influence between the connected variables. That is, variable X_1 and X_2 has an effect or influence on the variable Y .
6. H_{a3} : If the significance value is < 0.05 , it means there is no influence between the connected variables. That is variables X_1 and X_2 has no effect or influence on variable Y .

CHAPTER IV

RESULT OF THE RESEARCH

A. Research Overview

1. Description of Research Respondents

The total number of students at grade XI IPA 2 in SMA Negeri 12 Sinjai that participated in this research were 26 students. The researcher explains it in further detail as follows:

Table 4.1 Respondents Descriptions

No	Name	Gender	Students Identity	Class
1	Alfina Damayanti	F	1851	XI IPA 2
2	Andi Irwan	M	1852	XI IPA 2
3	Artika Sari Dewi	F	1853	XI IPA 2
4	Dina Fitriani	F	1854	XI IPA 2
5	Fajri.R	M	1855	XI IPA 2
6	Fathana Muttaqin	M	1856	XI IPA 2
7	Fathir Asysyukur	M	1857	XI IPA 2
8	Herianto	M	1858	XI IPA 2
9	Jusni	F	1859	XI IPA 2
10	Kiki Fatmawati	F	1860	XI IPA 2

11	Kusmawar	F	1861	XI IPA 2
12	Mariani	F	1862	XI IPA 2
13	Rifqi Anugrah	M	1863	XI IPA 2
14	Nurazizah Al Jumrah	F	1865	XI IPA 2
15	Nurul Syafika	F	1866	XI IPA 2
16	Nurkaya	F	1867	XI IPA 2
17	Nurul Alifah	F	1868	XI IPA 2
18	Nurul Mutmainnah	F	1869	XI IPA 2
19	Rahmat Anugrah	M	1870	XI IPA 2
20	Rahmayani	F	1871	XI IPA 2
21	Rahmiani	F	1872	XI IPA 2
22	Rezki Febrianti	F	1873	XI IPA 2
23	Riskiawan	M	1874	XI IPA 2
24	Saskia	F	1875	XI IPA 2
25	Syahrul Khan	M	1876	XI IPA 2
26	Wahyu Canra	M	1877	XI IPA 2

*Source Data: Students data for
classs XI IPA 2*

Description:

F : Female

M : Male

It is evident from the table that there are 16 females and 10 boys in class 11 IPA2 SMAN 12 SINJAI. The researchers received responses from as many as 26 people in all.

2. Description of Research Variables

This research used two variables X and one variable Y, with X_1 represent extrovert student dan X_2 representing introvert students. The description of the data that presented from the results of this research is to provide an overview and discussion specifically about personality, both introvert and extrovert personalities. Also, be aware of the differences between the two personalities.

Variabel Y is described as speaking, and the speaking ability prosessed by students is the description of the fact supplied by variable Y. Students leart the speech presented using the speaking rubric, which has five components: vocabulary, comprehension, pronunciation, fluency, and grammar. The capacity to mastery the speaking skill is also linked to students' personality traits, which influence whether or not they talk.

3. Description of Research Instruments

The researcher employed questionnaires and data collection procedures to examine the influence of extrovert and introvert personalities on students' speaking abilities. Researcher conducted a validity and reliability test based on data obtained from UPT SMA Negeri 2 Sinjai, where the number of respondent were 29 students, before distributing the questionnaire contained 18 extrovert questions as variable X_1 and 18 introvert questions as variable X_2 .

The researcher collected data on the research object using a total of 24 questions, 12 extrovert questions and 12 introvert questions, after the data was pronounced valid and reliable. Following the collection of data, the researcher administered a speaking test to the students, using an evaluation methodology based on the current speaking rubric as the data needed to identify the impact of the two personalities on speaking ability (variable Y).

4. Description of Questionnaire Results and Research Documents

The data that is pronounced valid and reliable can be used for futher research after the results of

respondens filling out questionnaires to test the validity and reliability. The research participants, a total of 26 students from class XI IPA2 at SMAN 12 SINJAI, complete a questionnaire that had 12 questions for extrovert and 12 questions for introvert. To avoid any manipulation of the data from the shared questionnaires, these items were integrated into a single questionnaire, yielding the following results. Description for the table below:

NM : Name

F: Female

M : Male

P : Personality

E : Extrovert

I : Introvert

R : Result

Table 4.2 Respondents Result of Questionnaire

NO	NM	F / M	QUESTIONNAIRE																								P	R
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
1	RH	F	3	4	2	4	3	3	3	3	3	2	3	3	2	2	2	2	3	2	3	3	3	4	3	E	68	
2	KS	F	3	2	2	2	4	2	4	2	3	3	2	2	4	1	4	4	3	2	3	3	3	3	4	E	67	
3	DF	F	4	4	3	4	4	3	2	3	3	3	4	3	4	4	4	3	4	2	3	3	4	1	3	E	79	
4	SA	F	3	4	3	4	3	4	2	3	3	3	3	2	3	3	3	2	2	3	3	3	2	2	3	2	E	68
5	RF	F	3	2	1	4	4	4	2	3	3	3	4	4	4	4	4	3	2	3	3	3	3	3	2	3	E	74
6	NA	F	4	2	4	1	1	2	2	2	3	2	2	2	4	3	2	1	3	2	3	3	4	3	4	3	I	62
7	NK	F	2	2	3	1	3	3	2	3	4	2	4	2	3	3	3	2	2	3	3	2	3	4	2	3	I	64
8	KF	F	3	3	2	3	1	4	2	2	3	3	4	2	3	2	2	2	2	3	3	3	3	4	1	2	E	62
9	NS	F	3	1	3	2	3	2	2	3	3	2	3	2	3	2	3	3	2	2	3	2	3	4	3	3	E	62
10	NA	F	3	3	4	4	3	4	2	3	4	4	3	3	3	3	3	3	2	3	3	3	4	3	4	3	E	77
11	AS	F	3	2	3	4	4	3	3	3	3	3	4	3	4	4	4	2	3	3	2	3	2	3	1	3	E	72
12	WC	M	3	2	4	4	4	4	2	4	3	3	4	1	3	4	1	3	1	3	2	3	3	2	4	4	E	71
13	SK	M	3	4	4	4	3	1	2	1	1	1	4	4	2	4	1	2	1	3	2	2	3	2	2	2	E	58
14	NM	F	2	2	3	2	2	3	2	2	4	2	4	2	3	3	3	3	3	2	3	2	4	2	4	4	I	66
15	RH	F	2	3	2	1	3	2	4	3	2	2	4	1	4	2	3	3	2	2	2	3	4	3	4	3	I	64
16	HR	M	3	1	4	1	4	3	3	3	2	3	2	2	3	1	2	2	2	3	4	3	3	2	1	4	I	61
17	MR	F	3	3	3	2	4	1	3	3	1	2	4	1	3	3	3	3	1	3	3	3	4	3	4	3	I	66
18	RA	M	2	2	4	2	2	2	2	3	4	2	3	2	3	3	3	2	2	2	3	3	3	3	4	3	I	64
19	FA	M	3	2	3	2	4	3	4	1	3	3	4	3	3	4	4	2	1	2	1	2	3	4	3	2	I	66
20	RA	M	3	1	3	1	3	4	2	2	3	2	4	4	2	2	2	3	3	2	2	2	2	2	1	2	I	57
21	FR	M	3	2	3	2	3	4	4	1	3	3	4	3	4	4	4	3	1	2	1	2	3	4	3	2	I	68
22	AD	F	3	2	3	3	2	3	1	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	2	3	E	68
23	FM	F	3	4	3	2	3	4	2	2	3	2	4	4	2	2	2	3	3	2	2	2	2	4	1	2	E	63
24	RS	M	3	1	3	2	3	4	2	2	3	2	4	4	2	2	2	3	3	2	2	2	2	2	1	2	E	58
25	JS	F	4	3	3	2	2	1	2	3	2	1	2	4	4	3	3	2	4	3	3	3	3	2	3	3	I	65
26	SA	F	3	2	3	4	4	3	3	3	3	3	4	3	4	4	4	2	3	3	2	3	2	3	1	3	E	72

*Source Data: etrovert and introvert personality questionnaire
result*

According to the results of the data above, there are 15 students who have an extrovert personality, whereas there are 11 students who have an introvert personality. Based on data on the number of points generated by extrovert and introvert questions, it may be determined whether a student is more extrovert or more introvert by looking at the ratio of extrovert to introvert points. The two have created distinct data descriptions for each variable to identify the results, the middle results are as follows:

Table 4.3 Result of Extrovert Questionnaire

N O	NAME	EXTROVERT QUESTIONS												RESULT
		1	2	3	4	5	6	7	8	9	10	11	12	
1	RH	4	4	3	3	3	3	2	2	3	3	3	3	36
2	KS	2	2	2	4	3	2	4	4	3	3	3	4	36
3	DF	4	4	3	3	3	3	4	4	4	3	4	3	42
4	SA	4	4	4	3	3	2	3	2	3	3	2	2	35
5	RF	2	4	4	3	3	4	4	3	3	3	3	3	39
6	NA	2	1	2	2	2	2	3	1	2	3	3	3	26
7	NK	2	1	3	3	2	2	3	2	3	2	4	3	30
8	KF	3	3	4	2	3	2	2	2	3	3	4	2	33
9	NS	1	2	2	3	2	2	2	3	2	2	4	3	28

10	NAJ	3	4	4	3	4	3	3	3	3	3	3	3	39
11	ASD	2	4	3	3	3	3	4	2	3	3	3	3	36
12	WC	2	4	4	4	3	1	4	3	3	3	2	4	37
13	SK	4	4	1	1	1	4	4	2	3	2	2	2	30
14	NM	2	2	3	2	2	2	3	3	2	2	2	4	29
15	RH	3	1	2	3	2	1	2	3	2	3	3	3	28
16	HR	1	1	3	3	3	2	1	2	3	3	2	4	28
17	MR	3	2	1	3	2	1	3	3	3	3	3	3	30
18	RA	2	2	2	3	2	2	3	2	2	3	3	3	29
19	FA	2	2	3	1	3	3	4	2	2	2	4	2	30
20	RAH	1	1	4	2	2	4	2	3	2	2	2	2	27
21	FR	2	2	4	1	3	3	4	3	2	2	4	2	32
22	AD	2	3	3	3	3	4	3	3	3	3	3	3	36
23	FM	4	2	4	2	2	4	2	3	2	2	4	2	33
24	RS	1	2	4	2	2	4	2	3	2	2	2	2	28
25	JS	3	2	1	3	1	4	3	2	3	3	2	3	30
26	SA	2	4	3	3	3	3	4	2	3	3	3	3	36

Sourche Data: extrovert personality

questionnaire result

This table shows that 17 students received more than 30 points, 8 students received more than 20 points, and 1 student received more than 40 points. All of the students were invited to respond based on their personal experiences and emotions. This is done so that,

based on their responses, researchers may determine each student's personality.

The answers to the questions about introvert yield the following table:

Table 4.4 Result of Introvert Personality questionnaire

N O	NA ME	INTROVERT QUESTIONS												RESU LT
		1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	
1	RH	3	2	3	3	3	2	3	2	2	2	3	4	32
2	KS	3	2	4	2	2	3	2	1	4	2	3	3	31
3	DF	4	3	4	2	3	4	4	4	3	2	3	1	37
4	SA	3	3	3	2	3	3	3	3	2	3	2	3	33
5	RF	3	1	4	2	3	4	4	4	2	3	3	2	35
6	NA	4	4	1	2	3	2	4	2	3	3	4	4	36
7	NK	2	3	3	2	4	4	3	3	2	3	3	2	34
8	KF	3	2	1	2	3	4	3	2	2	3	3	1	29
9	NS	3	3	3	2	3	3	3	3	2	3	3	3	34
1 0	NAJ	3	4	3	2	4	3	3	3	2	3	4	4	38
1 1	ASD	3	3	4	3	3	4	4	4	3	2	2	1	36

2 3	FM	3	3	3	2	3	4	2	2	3	2	2	1	30
2 4	RS	3	3	3	2	3	4	2	2	3	2	2	1	30
2 5	JS	4	3	2	2	2	2	4	3	4	3	3	3	35
2 6	SA	3	3	4	3	3	4	4	4	3	2	2	1	36

*Sourche Data: Introvert personality
questionnaire result*

This table shows that there were 24 students who received more than 30 points, while only two students received more than 20 points. All of the students were invited to respond based on their personal experiences and emotions. This is done so that, based on their responses, researcher may determine each student's personality.

The students were then required to complete a speaking test in front of class with a research format after filling out the questionnaires that the researcher had supplied, and the findings were as follows:

Table 4.5 Result of Speaking Test

No	Name	M/F	Identity	Class	Score					Result
					Grammar	fluency	vocab	comprehension	Pronunciation	
1	RH	F	1851	XI IPA 2	3	4	3	3	4	17
2	KS	M	1852	XI IPA 2	2	2	3	3	2	12
3	DF	F	1853	XI IPA 2	3	2	2	3	2	12
4	SA	F	1854	XI IPA 2	3	4	3	2	3	15
5	RF	M	1855	XI IPA 2	2	3	3	2	2	12
6	NA	M	1856	XI IPA 2	3	2	2	3	3	13
7	NK	M	1857	XI IPA 2	3	3	3	2	3	14
8	KF	M	1858	XI IPA 2	2	2	2	3	3	12
9	NS	F	1859	XI IPA 2	3	3	3	2	2	13
10	NAJ	F	1860	XI IPA 2	2	2	3	3	2	12
11	ASD	F	1861	XI IPA 2	3	3	3	2	2	13
12	WC	F	1862	XI IPA 2	2	2	3	2	2	11
13	SK	M	1863	XI IPA 2	3	2	3	3	2	13
14	NM	F	1865	XI IPA 2	3	2	4	3	2	14
15	RH	F	1866	XI IPA 2	2	2	4	2	3	13
16	HR	F	1867	XI IPA 2	4	5	4	4	4	21
17	MR	F	1868	XI IPA 2	2	3	3	3	3	14
18	RA	F	1869	XI IPA 2	2	3	3	3	2	13
19	FA	M	1870	XI IPA 2	3	2	4	3	2	14
20	RAH	F	1871	XI IPA 2	3	2	2	4	2	13
21	FR	F	1872	XI IPA 2	3	4	3	2	3	15
22	AD	F	1873	XI IPA 2	2	4	3	3	4	16
23	FM	M	1874	XI IPA 2	3	4	4	3	4	18
24	RS	F	1875	XI IPA 2	3	2	2	4	2	13
25	JS	M	1876	XI IPA 2	2	3	4	2	3	14
26	SA	M	1877	XI IPA 2	2	4	4	2	3	15

Sourche Data: Result of speaking test (XI IPA 2)

According to the findings of the speaking assessment table and the aforementioned speaking rubric, it can be observed that no students received points 1 and 5 for grammar, and that only 11 students had points 2 and 14 had points 3 and 4 in common. There were no students who received point 1 in the fluency category; instead, 12 students received point 2, 7 students received point 3, 6 students received point 4, and 1 student received point 5. There are no students who score 1 and 5 in the vocabulary section, however there are some students who score 5 in point 2, 14 in point 3, and no students who get 5 in point 2. In the aspect of pronunciation, it can be seen that there are no students who get points 1 and 5 only points 2 as many as 13 people, point 3 as many as 9 people, and point 4 as many as 4 people. So it can be concluded that there are no students who get point one which means very poor in the aspect of assessment, and also not many get five points which means perfect in the aspect that is assessed.

5. Prerequisite

1) Validity And Reliability Assessment

After students completed the questionnaire to ensure its validity, the researchers compiled and classified the data using established rules, which were then analyzed using the hypothesis proses to determine the effect of introverted and extroverted personalities on speaking skills in grade XI IPA2 at UPT SMAN 12 SINJAI.

Furthermore, the researchers used the SPSS 25 (Statistical Product and Service Solution) tool to examine the data received from the research questionnaire. The following is a presentation of the results that researchers studied to determine the effect of introvert and extrovert personalities on the speaking skills of grade XI IPA2 students at UPT SMAN 12 SINJAI:

a) Validity test

Validity is one the features that distinguishes an effective learning outcome exam or questionnaire. It is possible to establish whether a test of learning outcomes has validity or accuracy in measuring from two perspectives, the test itself as a whole and the items, which are an inseparable part of the test.

Sugiono states that if the factor is 0,3 or higher, it is a strong or valid construct.¹ Valid means that the instrument may be used to measure what should be measured using valid data in data collection, implying that the research findings are reliable.

If each factor's correlation is more than 0.3, the factor is considered a strong construct. When the correlations is less than 0.3, the item of the instrument is deemed invalid and must be corrected. The validity of the data, as determined by researchers using the SPSS us a follows:

a. Introvert Validity

Table 4.6 Result of Validitas Variable X₁

Communalities			
	Initial	Extraction	Keputusan

¹ M.Kes Dr. Sandu Siyoto, SKM and M.a. M. Ali Sodik, "Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1," *Dasar Metodologi Penelitian*, 2015, 1–109.

Q1	1.000	.615	Valid
Q2	1.000	.526	Valid
Q3	1.000	.613	Valid
Q4	1.000	.498	Valid
Q5	1.000	.615	Valid
Q6	1.000	.644	Valid
Q7	1.000	.505	Valid
Q8	1.000	.766	Valid
Q9	1.000	.505	Valid
Q10	1.000	.834	Valid
Q11	1.000	.572	Valid
Q12	1.000	.644	Valid

Q13	1.000	.208	Not Valid
Q14	1.000	.834	Valid
Q15	1.000	.829	Valid
Q16	1.000	.556	Valid
Q17	1.000	.829	Valid
Q18	1.000	.702	Valid
Extraction Method: PCA			

Ource Data: Result of validity test SPSS 25

Table 4.6 demonstrates that the validity test reveals that there is just one questions with erroneous data because it's value is less than 0.3. as a result, practically all of the questions from the validity test above are deemed valid and can be utilized as a measuring instrument in this study

because they have a factor or greater than 0.3

b. Extrovert validity

Table 4.7 Result of Validitas Variable X₂

Communalities			
	Initial	Extraction	Result
Q1	1.000	.751	Valid
Q2	1.000	.677	Valid
Q3	1.000	.727	Valid
Q4	1.000	.514	Valid
Q5	1.000	.618	Valid
Q6	1.000	.886	Valid
Q7	1.000	.516	Valid
Q8	1.000	.669	Valid
Q9	1.000	.423	Valid
Q10	1.000	.593	Valid
Q11	1.000	.643	Valid
Q12	1.000	.768	Valid
Q13	1.000	.475	Valid
Q14	1.000	.643	Valid

Q15	1.000	.531	Valid
Q16	1.000	.441	Valid
Q17	1.000	.491	Valid
Q18	1.000	.655	Valid
Extraction Method: Principal			
Component Analysis.			

Source Data: Result of validity test SPSS 25

All research variable X_2 instruments with a factor value greater than 0.3 are certified valid and can be utilized as a measuring tool in this study, as shown in table 4.7 for the validity test of the X_2 variable.

c. Speaking Validity

Table 4.8 Result of Validitas**Variable Y**

Communalities			
	Initial	Extraction	Result
G	1.000	.569	Valid
F	1.000	.816	Valid
V	1.000	.453	Valid
C	1.000	.373	Valid
P	1.000	.636	Valid
Extraction Method: Principal Component Analysis.			

ource Data: Result of validity test SPSS 25

All research variable Y

instruments with a factor value greater than 0.3 are certified valid and can be utilized as a measuring tool in this study, as shown in table 4.8 for the validity test of the Y variable.

b) Instrument Reliability

A data is said to be reliable in the positivistic (quantitative) approach if two or more researchers working on the same object at separate periods generate the same data, a group of data, or a group of data split into two reveals no distinct data. “From a positivistic perspective. “From a positivistic perspective, reliability is typically considered to be synonymous with the consistency of data produced by observations made by different researchers (e.g. interater reliability), by the same researcher at different times, or by splitting a data set in two parts 9split half),” Susan Stainback said.²

According to Frankel, et al who were cited by Fecrianawati Yusup in their publication, an instrument is regarded to be reliable if the Cronbach’s Alpha reliability coefficient is more than 0,70 ($r > 0,70$). The

² Sugiono, *Metode Penelitian, Angewandte Chemie International Edition*, 6(19), 951–952., 2013.

instrument is not reliable if the coefficient value is less than 0,70.³

a. Reliabilitas Introvert

Table 4.9 Reliability Introvert

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.963	.963	18

Source Data: Result of test SPSS

25

The instrument for introvert (X1) is declared reliable based on the output values in table 4.8 and the Cronbach Alpha in the table is 0.9 greater than 0.7.

³ Febrianawati Yusup et al., "UJI VALIDITAS DAN RELIABILITAS" 7, no. 1 (2018): 17–23.

b. Extrovert Reliability

Table 4.10 Reliability Extrovert

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.961	.962	18

Source Data: output result of SPSS 25

The instrument for introvert (X2) is declared reliable based on the output values in table 4.9 and the Cronbach Alpha in the table is 0.9 greater than 0.7.

c. Speaking Reliability

Table 4.11 Speaking Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.808	.806	5

Source Data: output result of SPSS 25

The instrument for speaking (Y) is declared reliable based on the output values in table 4.10 and the Cronbach Alpha in the table is 0.8 greater than 0.7.

2) Normality and Linearity Test

The purpose of the data analysis precondition test is to determine whether the data gathered meets the requirements for analysis using the planned technique.

a) Normality Test

The normality test verifies that the respondent's data is regularly distributed, allowing the next test to proceed. If the sig value is greater than 0.05, the modal has a normal distribution, according to the Shapiro-wilk and Kolmogorov approach (Uc, 2015) The normality test was carried out using the SPSS application by the researcher.

The basis for decision-making is as follows:

- 1) If the significance value is > 0.05 , the data is normally distributed
- 2) If the significance value is < 0.05 , the data is not normally distributed

Table 4.12 Normality test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Extrovert	.211	26	.004	.929	26	.074
Introvert	.170	26	.051	.923	26	.052
Speaking	.133	26	.200 [*]	.942	26	.152
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Dadata source: output result of SPSS 25

The researcher utilized the Shapiro-wilk because there were only 26 participants and no more than 5 samples. According to Shapoiro wilk test to establish a sig value of more than 0.05 for each variable based on the data acquired from the SPSS test results. Shapiro-wilk for introverts is $0.052 > 0,05$, extroverts is $0.074 > 0.05$, and speaking is 0.152 indicating that the data is normally distributed.

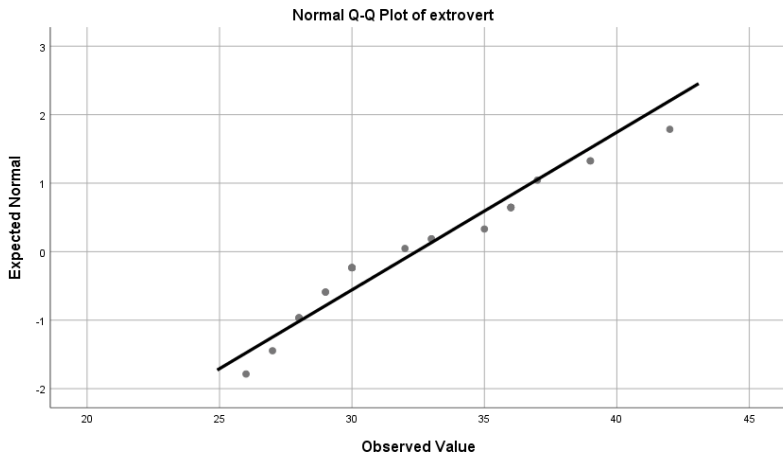
A data can theoretically be recognized or discovered by looking at the distribution of

data in the form of points on the diagonal axis in the residuals histogram graph, which is another way that researcher communicate their findings.

The basis for decision-making is as follows:

- 1) If the data spreads around the diagonal line and follows the direction of the diagonal line or histogram graph, it indicates that the data is normally distributed.
- 2) If the data distribution is far from the diagonal and does not follow the direction of the diagonal line or histogram graph, it indicate that the data is not normally distributed.

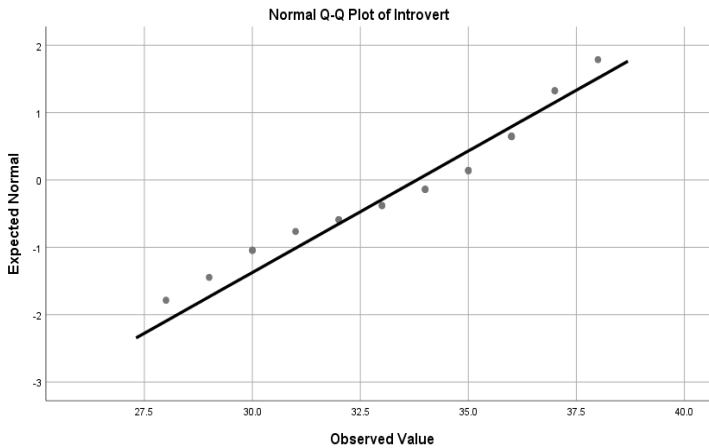
Picture 4.1 Normal Q-Q plot of extrovert



Source Data: output result of SPSS 25

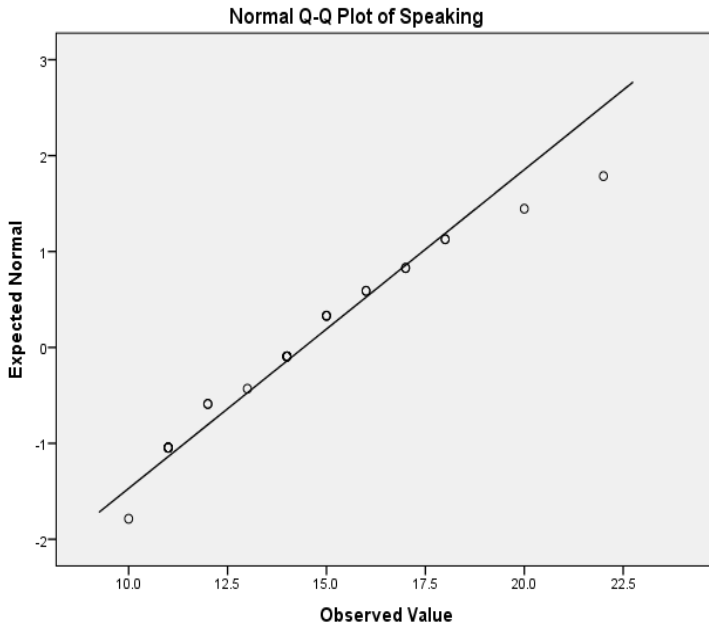
Based on the output plots in the picture 4.2, it can be seen that Q-Q plots have a normal distribution since the data are distributed around the diagonal and follow the diagonal axis

Picture 4.2 Normal Q-Q Plot of Introvert



Source Data: output result of SPSS 25

Based on the output plots in the picture 4.3, it can be seen that Q-Q plots have a normal distribution since the data are distributed around the diagonal and follow the diagonal axis.

Table 4.3 Normal Q-Q Plot of Speaking

Source Data: output result of SPSS 25

Based on the output plots in the picture 4.4, it can be seen that Q-Q plots have a normal distribution since the data are distributed around the diagonal and follow the diagonal axis

b) Linearity

The linearity test is used to examine whether two variables have a substantial linear relationship. If the significance or

probability value is 0.05, the data distribution is non-linear, and the decision-making principles apply. The data distribution on the other hand, shows a linear pattern if the significance value or probability is 0,05 (Green et al., 2020).

The basis for decision-making is as follows:

- 1) If the value of sig linearity > 0.05 , the data is declared linear
 - 2) If the value of sig linearity < 0.05 , the data is declared non-linear
- a. Speaking with Extrovert

Table 4.13 Linearity Speaking to Extrovert

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Speaking * Extrovert	Between Groups	(Combined)	33.346	11	3.031	.502	.872
		Linearity	4.316	1	4.316	.715	.412
		Deviation from Linearity	29.030	10	2.903	.481	.876
	Within Groups		84.500	14	6.036		
	Total		117.846	25			

Source Data: output result of SPSS 25

In addition, based on SPSS 25 output in table 4.12, the value of sig linearity between speaking and extrovert 0,412 in the SPSS output data in the table is greater than 0.05, stated that the data is pronounced linear.

b. Speaking with Introvert

Table 4.14 Linearity Speaking to Introvert

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Speaking * Introvert	Between Groups	(Combined)	69.156	10	6.916	2.130	.090
		Linearity	2.848	1	2.848	.877	.364
		Deviation from Linearity	66.308	9	7.368	2.270	.077
	Within Groups		48.690	15	3.246		
	Total		117.846	25			

Data source: output result of SPSS 25

Based on SPSS 25 output in table 4.11 the value of sig linearity between speaking and introverted 0.364 is greater than 0.05 in the table above, the data is certified linear. Because the value is more than 0.05.

6. Hypothesis testing

The truth must be verified first by investigation research, and hypothesis is a temporary solution to a problem in the form of a scientific assumption (not random). Hypothesis testing is a type of inferential statistics that uses data from a population sample to draw inferences about that population. Simple linear hypotheses and multiple linear hypotheses are the two types of test used to assess the hypothesis. The researcher utilized a multiple linear regression test for the veranda in this research.

The SPSS program uses a multiple linear regression test to analyze the effect of two or more independent variables on a single dependent variable that is measured on a ratio scale (Hardani, Ustiawaty, 2017). This statistical measurement or calculation is performed

automatically by the SPSS application, resulting in a reciprocally relationship.

The basis for decision-making is as follows:

- 1) If the value of $\text{sig} < 0.05$, then H_a is accepted and H_0 is rejected. This indicate that the variables under investigation have an impact.
- 2) If the value of $\text{sig} > 0.05$, then H_0 is accepted H_a is rejected. This indicate that the variables under investigation have not an impact.

Rule for the coefficient table test is:

- 1) If $t_{\text{count}} > \text{from } t_{\text{table}}$ then H_a is accepts and H_0 is rejected.
- 2) If $t_{\text{count}} < \text{from } t_{\text{table}}$ then H_a is rejected and H_0 is accepted.

The following formula is used to determine the

t_{table} :

$$T_{\text{table}} = t(a/2 ; n - K - 1)$$

Noted: $a = 0.05$

n = number of respondents

K = number of variabel x

The rules for testing the ANOVA table are:

- 1) If $F_{\text{count}} > \text{from } F_{\text{table}}$ then H_a is accepted and H_0 is rejected.
- 2) If $F_{\text{count}} < \text{from } F_{\text{table}}$ then H_a is accepted and H_0 is rejected.

The following formula is used to determine the

F_{table} :

$$F_{\text{table}} = F(K ; n - K)$$

Noted: n = number of respondent

K = number of variabel x

Table 4.15 Coefficient Value

Coefficient	Explanation
+ 0,70 – to the top	Very strong positive relationship
+ 0,50 - + 0,69	Steady positive relationship
+ 0,30 - + 0,49	Medium relationship
+ 0, 10 - + 0,29	Meaningless positive relationship
0,0	No connection
-0,01 - -0,09	Meaningless negative relationship
-0,10 - -0,29	Low negative relationship
-0,30 - -0,49	Medium negative relationship

-0,50 - -0,69	Steady negative relationship
-0,70 - -ke bawah	Very strong negative relationship

Data resource: Coefficient value of Burhan (2005) in Apriani (Apriani, 2021).

Table 4.16 Hypothesis Test Extrovert

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.023	3.273		5.202	.000
	Extrovert	-.096	.100	-.191	-.955	.349
a. Dependent Variable: Speaking						

Data source: output result of SPSS 25

Based on the findings of the data obtained by the SPSS data test in table 4.13, it can be determined the value of t_{count} , calculated on the influence of extrovert on students' speaking abilities, number of t_{count} is -0,955 and t_{table} is 2,06. Thus, if $t_{\text{count}} -0,955 < t_{\text{table}} 2.06$ then H_0 is accepted and H_a is rejected. Other than that in the table it is also known that the sig value for influence of

X_1 on Y is $0.349 > 0.05$ indicating that H_1 is rejected, H_a is rejected and H_0 is accepted.

Table 4.17 Hypothesis Test Introvert

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.040	5.357		3.367	.003
	Introvert	-.122	.158	-.155	-.771	.448
a. Dependent Variable: Speaking						

Data source: output result of SPSS 25

The value of t_{count} for the second variable, which is calculated on the impact of introverts on students' speaking abilities, may be found based on the results of the SPSS output data above. These values are t_{count} is $-0,771$ and t_{table} is $2,06$. Therefore, if $t_{\text{count}} -0,771 < t_{\text{table}} 2,06$, H_0 is approved and H_a is denied. In addition, in the table it can be seen that the sig value for the influence of X_2 on Y is $0.448 > 0.05$, implying that H_2 is rejected, H_a is rejected and H_0 is accepted.

Table 4.18 Multiple Regression Test (Simultaneous Test)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.118	2	3.059	.630	.542 ^b
	Residual	111.728	23	4.858		
	Total	117.846	25			
a. Dependent Variable: Speaking						
b. Predictors: (Constant), Extrovert, Introvert						

Data source: output result of SPSS 25

The F_{count} , estimated on the simultaneous influence of extrovert and introvert on students' speaking abilities, may be found based on the aforementioned result, and it is F_{count} is 0.630 and F_{table} is 3.40. therefore. If $F_{\text{count}} 0.630 < F_{\text{table}} 3.40$, H_0 is approved and H_a is refused, indicating that there is no simultaneous interaction between students with extrovert and introvert personalities on their speaking abilities. In addition, the sig value for the simultaneous effect of X1 and X2 on Y is $0.542 > 0.05$, indicating that H3 is rejected,

implying that X_1 and X_2 have no simultaneous influence on Y .

Based on the results of the data above, it can be seen that:

- 1) H_1 : The sig value for the influence of X_1 on Y is $0.349 > 0.05$, and $t_{\text{count}} -0,955 < t_{\text{table}} 2.06$ H_{01} is accepted and H_{a1} is rejected. It is mean that X_1 has no effect or influence on Y .
- 2) H_2 : The sig value for the influence of X_1 on Y is $0.448 > 0.05$, and $t_{\text{count}} -0,771 < t_{\text{table}} 2.06$ H_{01} is accepted and H_{a1} is rejected. It is mean that X_2 has no effect or influence on Y .
- 3) H_3 : The sig value for the influence of X_1 and X_2 on Y simultaneously is $0.542 > 0.05$, and $F_{\text{count}} 0.630 < F_{\text{table}} 3.40$ H_{01} is accepted and H_{a1} is rejected. It is mean that X_1 and X_2 has no effect or influence on Y .

Based on study findings that have been analyzed using the SPSS 25 program, the following findings are obtained to establish the coefficient of determination:

Table 4.19 R Square simultaneous influence

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.228 ^a	.052	-.031	2.20403
a. Predictors: (Constant), Extrovert, Introvert				

*Data source: output result
of SPSS 25*

Table 4.20 Test Category

No Skor	Influence Coefficient Value	Description
5	79,5%-95%	Very High
4	60% - 79%	Tall
3	39,5% - 58,5%	Enough
2	20% - 39%	Low
1	0.5% -19,5%	Very Low

Data Source :

(Ihsan, 2019)

The coefficient of determination is $R = 0.228$, $R \text{ Square} = 0.052$ and adjusted $R \text{ Square} = -0.31$, according to table 4.15. the outcome of the table above reveals a very low effect based

on table 4.16 test categories, which suggest that the influence of X_1 and X_2 variables on the Y variable is 5.2%.

B. Research Discussion

a. Grand Theory

- 1) Based on Yolla Gustriani's research, which she entitled "*A Comparative Study between Extrovert and Introvert Students on Speaking Performance at State Senior High School4 Pekanbaru*" this study revealed that extrovert students had greater speaking abilities than introvert students. Students with extrovert personalities scored higher on average, up to 79.5, where as introvert personalities scored lower on average, up to 71 (Gustriani, 2020).
- 2) This finding of research by Agus Rofi'I namely "*A Comparative Analysis on Extrovert and Introvert Students towards Their Speaking Skill*", who found no evidence and influence of a substantial relationship between students' speaking ability and introvert dispositions. Although the results shown in the research conducted by Agus Rofi'I found that the

speaking skill value of extrovert students was not much higher than the speaking value of introvert students. It indicate that extrovert students have slightly higher speaking values than introvert students, but this does not yet result in a correlation between the students' personalities and speaking skills (Rofi'i, 2018).

- 3) While the findings of a study by Novita Paradilla, whose study was titled "*The Students' Extrovert and Introvert Personality Toward Speaking Performance.*" Novita discovered that the two personalities had no influence on speaking ability and performance. According to Novita, personality type has no influence or effect students' speaking ability in English. (Paradilla et al., 2021)

b. Influence Discussion

Based on the findings of the data obtained by the SPSS data test it can be concluded that H_0 is accepted and H_a is rejected, it means that there is no influence between extroverts (X^1) students personality on students' speaking skills (Y) with a very strong negative relationship. This can be seen

from the Sig value which is higher than the standard deviation, and the calculated T value is smaller than the T table.

The value of t_{count} for the second variable, which is calculated on the impact of introverts (X^2) on students' speaking abilities, found that t_{count} smaller than t_{table} and the Sig value is greater than the standard deviation so that it can be seen that H_0 is approved and H_a is denied, indicating that there is no influence between Introvert students personalities on students' speaking skills with a solid negative relationship.

For the results of the third hypothesis estimated on the simultaneous influence of extrovert and introvert (X^1 and X^2) on students' speaking skills (Y), found that the value of F_{count} is smaller than the value of F_{table} , and the value of Sig is greater than the standard deviation so that it can be concluded that H_0 is approved and H_a is refused, indicating that there is no simultaneous interaction between students with extrovert and introvert personalities on their speaking abilities.

CHAPTER V

CLOSING

A. Conclusion

Based on research findings of this research shows that speaking skill in English classes possessed by class XI IPA2 students at UPT SMAN 12 Sinjai are unaffected by extrovert or introvert personalities, either positively or negatively. This is based on the data the researcher collected, either individually or tested concurrently.

First, the result of the research indicate that variable X_1 does not have any relationship at all with variable Y ; this conclusion is based on the data obtained from the SPSS 25 multiple regression model. Specifically, the table coefficients reveal the significance of probability $0.349 > 0.05$, and $t_{\text{count}} - 0,955 < t_{\text{table}} 2.06$ therefore H_0 is accepted and H_a is rejected, meaning that the variable has no influence with a very strong negative relationship. Second, Variabel X_2 also has no effect or influence on Y , this is based on the coefficients significance of probability $0.448 > 0.05$ and $t_{\text{count}} -0,771 < t_{\text{table}} 2.06$ indicate that

the variable has no influence with a steady negatif relationship, therefore H_0 is accepted and H_a is rejected. Third, the researcher receives the results from the simultaneous test in the Anova table, where the probability sig value $0.542 > 0.05$ and $F_{\text{count}} 0.630 < F_{\text{table}} 3.40$ mean that H_0 is accepted and H_a is rejected, which denotes that both variables. X_1 and X_2 has no impact or influence on the Y variable when evaluated concurrently.

Based on this research, the researcher found there is no influence between the speaking skill of the students' extrovert and introvert personalities. According to the researcher's note from the speaking test, it was evident that the students' knowledge and the readiness of the time were the main determining variables

B. Suggestion

Researcher need to convey a number of things based on the conclusions drawn from the research mentioned above, including:

1. The research findings indicate that both extrovert and introvert have no influence on students' speaking skill, but it is important to note that

understanding students' personalities is crucial so that researchers may adapt their lessons to their needs. So that all students can participate actively in learning in the classroom, it would be idea if educators paid attention to the psychological elements of students.

2. For future researchers, it is preferable to discuss personality toward the student learning process while conducting research that is similar to the issue of this research in order to provide a larger study and reinforce research findings. Additionally, more research is required to focus in greater detail on the psychological characteristics of students both during and after the learning process.

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APPENDICES

Appendices.1: Description of the Research Object

In Sangiasseri, South Sinjai sub district, Sinjai, South Sinjai, SMA Negeri 12 Sinjai is a High school educational unit. SMA Negeri 12 Sinjai is a non-profit organization that operates under the Ministry of Education and Culture's auspices. SMAN 12 Sinjai also supplies electricity to support teaching and learning activities. SMAN 12 Sinjai gets its electricity from the Polish Nation Grid (PLN). SMAN 12 Sinjai also has internet access, which can be used to help with teaching and learning.

1. School Name : SMA Negeri 12 Sinjai
2. Head of School : M. Natsir
3. Operation : Sabir
4. Accreditation : B from BAN-PT
5. Curriculum : Curriculum 2013
6. School Identity :
 - NPSN : 40318469
 - Status : Negeri
 - Form of Education : SMA
 - Ownership Status : Local Government

- Decree of School Establishment : 15 YEAR 2010
- Date of Decree of Establishment : 2010-05-29
- Operational Permit Decree : 99 YEAR 2017
- Operational Permit Decree date : 2017-01-26

7. School address :

- Address : A. Massalinri Bikeru 1 Street
- Postal Code : 92661
- Village : Sangiasseri
- District / City (LN) : Sub district. Sinjai Selatan
- District / City / Country (LN) : Kab. Sinjai
- Province : Sulawesi Selatan
- School Status : Negeri
- Maintenance Time: 6 / Siang hari
- Education Level : SMA

Appendices. 3: Indicators of the Questions Based on EPQ

Variable	Sub Variable	Indicators	Data Resource	Instruments	Questionnaire Number
Extrovert (X1)	Active or energized in general, take pleasure in all forms of physical activities, and progress quickly from one activity to the next, and have a wide range of interest	Always want to be involved in many activities	Students'	Questioner sheet	1
		Enjoy busyness	Students'	Questioner sheet	5
		Have high spirits	Students'	Questioner sheet	15
	Enjoy social gatherings like parties and dance, making new friends and usually meet people readily and are at ease in social situations	Easy to get carried away	Students'	Questioner sheet	3
		Easy to get along with new people and crowds.	Students'	Questioner sheet	6
	Enjoy the challenge and are unconcerned about the consequences. They are people who are willing to	Likes challenges	Students'	Questioner sheet	2
		Not afraid to make decisions	Students'	Questioner sheet	11

take chances.				
They are careless, fickle and unpredictable, and are prone to acting on the spur of the moment, making rushed, often premature decisions.	More concerned with togetherness than the work at hand.	Students'	Questioner sheet	7
	Do what comes to mind without being considered first.	Students'	Questioner sheet	9
	Do something without a plan.	Students'	Questioner sheet	12
	Inconsistent.	Students'	Questioner sheet	4
When it comes to expressing their thoughts and feelings, they are reserved, even aloof, and generally controlled	It's easy to express displeasure with words.	Students'	Questioner sheet	13
	Get emotional easily.	Students'	Questioner sheet	18

	More prone to do things rather than ponder about things when they are at work and have a practical and directional perspective	Likes formal and informal activities.	Students'	Questioner sheet	10
		Not afraid of other people's opinions.	Students'	Questioner sheet	17
	Tend to be laid-back, unconcerned about etiquette, late for appointments, unpredictable, and possibly social irresponsible	Say something out loud.	Students'	Questioner sheet	8
		Hard to believe.	Students'	Questioner sheet	14
		Likes fame and likes to be known by many people.	Students'	Questioner sheet	16

Variable	Sub Variable	Indicators	Data Resource	Instruments	Questionnaire Number
Introvert (X2)	They tend to be psychologically sluggish, lethargic, and	Prefer harmless activities.	Students'	Questioner sheet	3

	quickly exhausted. They travel at a slow pace and love quiet, relaxing vocations.	Dislikes difficult activities.	Students'	Questioner sheet	8
		Hard to make a decision.	Students'	Questioner sheet	12
		More likely to avoid risk.	Students'	Questioner sheet	13
	They prefer to have only a few close friend, enjoy doing things alone such as reading and find it difficult to communicate in social situation	Don't have many friends.	Students'	Questioner sheet	9
		I don't like being open with other people.	Students'	Questioner sheet	11
		Fear of unfamiliar surroundings.	Students'	Questioner sheet	14
		Not easy to introduce himself to others.	Students'	Questioner sheet	15
	They are preferred	Can be trusted.	Students'	Questioner sheet	6

for familiarity, safety, and stability, even if it means giving up some of life's excitement .	Time discipline.	Students'	Questioner sheet	10
Before making a decision, they thoroughly analyze all factors. They are methodical , and they plan their lives ahead of time. They pause to consider their wards before speaking, and they gaze deforest leaping.	Always think long to do something by considering many things.	Students'	Questioner sheet	1
	Dislikes sharing personal stories with others.	Students'	Questioner sheet	7
	Enjoy the situation.	Students'	Questioner sheet	16
They are sentimental, emphatic, volatile, and outspoken	Not easy to get along with	Students'	Questioner sheet	17

		other people.			
	They have a theoretical mindset, are fascinated by ideas and conjecture, enjoy thinking and introspections	More lost in thought when alone.	Students'	Questioner sheet	5
		Easy to think positively and not quickly get carried away by emotions	Students'	Questioner sheet	18
	They will most likely be they are more prone to do things rather than ponder about things when they are at work. They have a practical and directional perspective	More focused on discipline.	Students'	Questioner sheet	2
		Don't like to bother other people.	Students'	Questioner sheet	4

	Conscious, dependable , trustworth y and serious with a touch of compulsiv eness.				
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Appendices. 4: Rubric Speaking Skill

No	Criteria	Comment	Score
1.	Grammar	Make minimal (if any) grammatical and word order errors or grammar mostly accurate	5
		Sometimes make mistakes, or the word order is not right but the meaning can be understood	4
		Often makes grammatical errors that obscure meaning	3
		Grammar and word order problems make comprehension difficult; as a result, he must frequently	2

		rewrite sentence and/or return to a basic pattern	
		Grammar and word order errors that are so severe that speaking is nearly unintelligible	1
2.	Vocabulary	The language and idioms are almost identical to those of a native speaker.	5
		Because of lexical and linguistic issues, sometimes uses unsuitable terms and has to repeat thoughts	4
		Because of a restricted vocabulary, he frequently uses the wrong words in conversation	3
		Comprehension is difficult due to word misuse and a limited vocabulary	2
		The lack of vocabulary is so severe that conversing is	1

		nearly impossible.	
3.	Comprehension	Appears to be able to comprehend everything without effort	5
		Nearly everything can be grasped at normal speed, however repetition may be required on occasion.	4
		Without repeat, understand the majority of what is spoken at a slower speed than normal	3
		Has a hard time following what is being said can only comprehend “social slowly and with many repetition”	2
		Not even elementary conversational English can be stated to be understood	1
4.	Pronunciation	There are only a few traces of a foreign language	5
		Through one is aware of a	4

		distinct accent, the language is always understandable	
		Pronunciation issues necessitate careful attention and can result in misunderstandings	3
		Because of the difficulty in understanding due to a pronunciation problem, it will most likely be requested to repeat your self	2
		Speech is virtually unintelligible due to a pronunciation difficulty	1
5.	Fluency	Speech is as fluent as a native speaker's and requires fewer efforts	5
		The linguistic difficulty appears to have a minor impact on speech speed.	4
		Language problems have a significant impact on speed	3

		and fluency	
		Usually timid, and frequently silenced as a result of linguistic imitation	2
		Conversation is nearly impossible due to the slow and fragmentary nature of speech	1

Source: Rubric Speaking By Harris

Note: Maximum Score = 25

Score = $\frac{\text{Result of Score} \times 100}{\text{Maximum Score}}$

Maximum Score

Appendices. 5: List of Questions to Determine the Personality of Introverted and Extroverted Students

Introvert	
No	Question
1.	To make a decision, I have to ponder a lot
2.	When I go to work, I am always on time
3.	I prefer to engage in non-risky activities
4.	I appreciate doing work that does not require the

	assistance of others
5.	To think, I need solitude
6.	I have a knack for maintaining secrets
7.	When I have an issue, I don't want other people to know
8.	I dislike difficult activities
9.	I would rather be alone than friendly
10	I came well on time for a meeting
11.	When I have an issue, I like to keep it to myself
12.	Making decisions without giving it much thought is difficult for me
13.	In executing a job, I will avoid taking risk
14.	I feel apprehensive about entering a new setting
15.	I have a hard time introducing my self to new individuals
16.	Even while under duress, I find it simple to remain calm and focused.
17.	I'm unable to start conversation
18.	I am rarely enraged by others
Extrovert	
1.	I would want to engage in a variety of things at the same time

2.	Dangerous things pique my interest
3.	I was the loudest person in the room when I laughed
4.	I soon reversed my decision
5.	I would rather be busy than silent
6.	I am able to function in a situation that I am unfamiliar with.
7.	Even if I have a lot of work to do, if a friend invites me to play, I will come straight away
8.	I will tell you straight up if I do not like anything
9.	I am going to do whatever comes to mind right now
10.	Enjoy taking part in both on and off campus events
11.	I am willing to take chances in order to create fresh decisions
12.	I used to do things on the spur of the moment
13.	It is simple for me to voice my dissatisfaction with pals
14.	When my friends beg me to maintain a secret, I occasionally reveal the secret to others
15.	I am typically a very driven and enthusiastic person
16.	It does not bother me to be the focus of attention.
17.	I am not concerned if my acts offend others
18.	I believe that my emotions dominate me more than I control them

Note :

$$\text{Score} = \frac{\text{Result of Score} \times 100}{\text{Maximum Score}}$$

Appendices. 6 : Kuesioner

KUESIONER

Berikut adalah kuesioner yang digunakan oleh peneliti yang berkaitan tentang kepribadian extrovert dan introvert. Kuesioner ini digunakan untuk mendapatkan data tentang siswa berkepribadian extrovert atau introvert dalam penelitian “The Influence of Extrovert and Introvert Personality on Student Speaking Ability” oleh karena itu, peneliti memohon dengan hormat kesediaan anda untuk dapat mengisi kuesioner berikut ini. Atas kesediaan dan waktunya, peneliti mengucapkan terima kasih.

Identitas Responden:

Nama :

NIM :

Jenis Kelamin :

Mohon untuk memberikan tanda (√) pada setiap pernyataan yang anda pilih.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

• **Daftar pertanyaan untuk menentukan kepribadian siswa Introvert dan Ekstrovert**

No	Pertanyaan	STS	TS	S	SS
1.	Untuk membuat keputusan, saya harus banyak merenung.				
2.	Saya ingin terlibat dalam berbagai kegiatan pada saat yang bersamaan				
3.	Ketika saya pergi bekerja, saya selalu tepat waktu				
4.	Hal-hal berbahaya menarik minat saya				
5.	Saya lebih suka terlibat kegiatan yang tidak memiliki resiko apa-apa				
6.	Saya adalah orang yang tertawa paling keras didalam kelas				
7.	Saya lebih suka melakukan pekerjaan yang tidak memerlukan bantuan orang lain				
8.	Saya lebih suka sibuk daripada diam				
9.	Untuk berpikir, saya lebih suka				

	menyendiri				
10.	Saya dapat beradaptasi dalam situasi yang tidak saya kenali				
11.	Saya mampu untuk menjaga rahasia orang lain				
12.	Walaupun banyak pekerjaan yang harus dilakukan, jika ada teman yang mengajak bermain saya akan langsung datang.				
13.	Ketika saya memiliki masalah saya tidak ingin orang lain tahu				
14.	Saya akan memberitahu anda secara langsung jika saya tidak menyukai sesuatu				
15.	Saya tidak suka aktifitas yang sulit				
16.	Saya akan melakukan apapun yang terlintas didalam pikiran saya sekarang				
17.	Saya lebih suka sendiri daripada memiliki banyak teman				
18.	Saya menikmati ikut serta dalam acara didalam dan diluar sekolah				

19.	Saya selalu datang tepat waktu untuk rapat				
20.	Saya bersedia mengambil resiko untuk membuat keputusan baru				
21.	Ketika saya memiliki masalah, saya suka menyimpannya sendiri				
22.	Saya biasa melakukan hal-hal secara mendadak				
23.	Untuk membuat keputusan tanpa berpikir panjang itu sulit bagi saya				
24.	Mudah bagi saya untuk mengatakan ketidak puasan atau saya kepada teman-teman				

Responden

(.....

)

Appendices. 7: Tabel t
(Pada taraf signifikansi 0,05) 1 sisi (0,05) dan 2 sisi (0,025)

Df	Sinifikansi		Df	Siknifikansi	
	0.025	0.05		0.025	0.05
1	12.706	6.314	46	2.013	1.679
2	4.303	2.920	47	2.012	1.678
3	3.182	2.353	48	2.011	1.677
4	2.776	2.132	49	2.010	1.677
5	2.571	2.015	50	2.019	1.676
6	2.147	1.943	51	2.008	1.675
7	2.365	1.8+5	52	2.007	1.675
8	2.306	1.80	53	2.006	1.674
9	2.262	1.863	54	2.005	1.674
10	2.228	1.832	55	2.004	1.673
11	2.201	1.716	56	2.003	1.673
12	2.179	1.792	57	2.002	1.672
13	2.160	1.781	58	2.002	1.672
14	2.145	1.771	59	2.001	1.671
15	2.131	1.763	60	2.000	1.671
16	2.120	1.756	61	2.000	1.670
17	2.110	1.740	62	1.999	1.660
18	2.101	1.744	63	1.998	1.669
19	2.093	1.739	64	1.998	1.669
20	2.086	1.725	65	1.997	1.669
21	2.080	1.721	66	1.997	1.668
22	2.074	1.727	67	1.996	1.668
23	2.069	1.714	68	1.995	1.668
24	2.06.	1.711	69	1.995	1.667
25	2.060	1.718	70	1.994	1.667
26	2.056	1.706	71	1.994	1.667
27	2.052	1.703	72	1.993	1.666
28	2.048	1.701	73	1.993	1.666
29	2.045	1.609	74	1.993	1.666
30	2.042	1.697	75	1.992	1.665
31	2.040	1.696	76	1.992	1.665

32	2.037	1.694	77	1.991	1.665
33	2.035	1.692	78	1.991	1.665
34	2.032	1.691	79	1.990	1.664
35	2.030	1.690	80	1.990	1.664
36	2.028	1.688	81	1.990	1.664
37	2.026	1.687	82	1.989	1.664
38	2.024	1.686	83	1.989	1.663
39	2.023	1.685	84	1.989	1.663
40	2.021	1.684	85	1.988	1.663
41	2.020	1.683	86	1.988	1.663
42	2.018	1.682	87	1.988	1.663
43	2.017	1.681	88	1.987	1.662

Sumber: Function Statistical Microsoft excel

Appendices. 8: Tabel F
(Tarf signifikansi 0,05)

Df 2	Df1							
	1	2	3	4	5	6	7	8
1	161.446	199.499	215.707	224.583	230.160	233.988	236.767	238.884
2	18.513	19.000	19.164	19.247	19.296	19.329	19.353	19.371
3	10.128	9.552	9.277	9.117	8.013	8.941	8.887	8.845
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041
5	6.608	5.786	5.409	5.192	4.050	4.950	4.876	4.818
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726
8	5.318	4.459	4.066	3.838	3.688	3.581	3.500	3.438
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.430
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948
12	4.747	3.885	3.490	3.259	2.106	2.996	2.913	2.849
13	4.667	3.806	3.411	3.179	2.025	2.915	2.832	2.767
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641
16	4.494	3.634	3.239	3.007	2.852	2.741	2.637	2.591
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447
21	4.325	3.467	3.082	2.840	2.685	2.573	2.488	2.420
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397

23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.357
24	4.260	3.40	3.009	2.776	2.621	2.508	2.423	2.355
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305
28	4.196	3.340	2.917	2.714	2.558	2.445	2.359	2.291
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266
31	4.160	3.305	2.911	2.679	2.523	2.409	2.323	2.255
32	4.149	3.295	2.901	2.668	2.512	2.399	2.313	2.244
33	4.139	3.285	2.892	2.659	2.503	2.389	2.303	2.235
34	4.130	3.276	2.883	2.650	2.494	2.380	2.294	2.225
35	4.121	3.268	2.874	2.641	2.485	2.372	2.285	2.217
36	4.113	3.259	2.866	2.634	2.477	2.364	2.277	2.209
37	4.105	3.252	2.859	2.626	2.470	2.356	2.270	2.201
38	4.098	3.245	2.852	2.619	2.463	2.349	2.262	2.194
39	4.091	3.238	2.845	2.612	2.456	2.342	2.255	2.187
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180
41	4.079	3.226	2.833	2.600	2.443	2.330	2.243	2.174
42	4.073	3.220	2.827	2.594	2.436	2.324	2.237	2.168
43	4.067	3.214	2.822	2.589	2.432	2.319	2.323	2.163
44	4.062	3.209	2.816	2.584	2.427	2.313	2.226	2.157
45	4.057	3.204	2.812	2.579	2.422	2.308	2.221	2.152
46	4.052	3.200	2.807	2.574	2.417	2.304	2.216	2.147
47	4.047	3.195	2.802	2.570	2.413	2.299	2.212	2.143
48	4.043	3.191	2.798	2.565	2.409	2.295	2.207	2.138
49	4.038	3.187	2.794	2.561	2.404	2.290	2.203	2.134
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130
51	4.030	3.179	2.786	2.553	2.397	2.283	2.195	2.126
52	4.027	3.175	2.783	2.550	2.393	2.279	2.192	2.122
53	4.023	3.172	2.779	2.546	2.389	2.275	2.188	2.119
54	4.020	3.168	2.776	2.543	2.386	2.272	2.185	2.115
55	4.016	3.165	2.773	2.540	2.383	2.269	2.181	2.112
56	4.013	3.162	2.769	2.537	2.380	2.266	2.178	2.109
57	4.010	3.159	2.766	2.534	2.377	2.263	2.175	2.106
58	4.007	3.156	2.764	2.531	2.374	2.260	2.172	2.103
59	4.004	3.153	2.761	2.528	2.371	2.257	2.169	2.100
60	4.001	3.150	2.758	2.525	2.368	2.254	2.167	2.097
61	3.998	3.148	2.755	2.523	2.366	2.251	2.164	2.094
62	3.996	3.145	2.753	2.520	2.363	2.249	2.161	2.092
63	3.993	3.143	2.751	2.518	2.361	2.246	2.159	2.089
64	3.991	3.140	2.748	2.515	2.358	2.244	2.156	2.087
65	3.989	3.138	2.746	2.513	2.356	2.242	2.154	2.084

66	3.986	3.136	2.744	2.511	2.354	2.239	2.152	2.082
67	3.984	3.134	2.742	2.509	2.352	2.237	2.150	2.080
68	3.982	3.132	2.739	2.507	2.350	2.235	2.148	2.078
69	3.980	3.130	2.737	2.505	2.348	2.233	2.145	2.076
70	3.978	3.128	2.736	2.503	2.346	2.231	2.143	2.074
71	3.976	3.126	2.734	2.501	2.344	2.229	2.142	2.072
72	3.974	3.124	2.732	2.499	2.342	2.227	2.140	2.070
73	3.972	3.122	2.730	2.497	2.340	2.226	2.138	2.068
74	3.970	3.120	2.728	2.495	2.338	2.224	2.136	2.066
75	3.968	3.119	2.727	2.494	2.337	2.222	2.134	2.064
76	3.967	3.117	2.725	2.492	2.335	2.220	2.133	2.063
77	3.965	3.115	2.723	2.490	2.333	2.219	2.131	2.061
78	3.963	3.114	2.722	2.489	2.332	2.217	2.129	2.059
79	3.962	3.112	2.720	2.487	2.330	2.216	2.128	2.058
80	3.960	3.111	2.719	2.486	2.329	2.214	2.126	2.056
81	3.959	3.109	2.717	2.484	2.327	2.213	2.125	2.055
82	3.957	3.108	2.716	2.483	2.326	2.211	2.123	2.053
83	3.956	3.107	2.715	2.482	2.324	2.210	2.122	2.052
84	3.955	3.105	2.713	2.480	2.323	2.209	2.121	2.051
85	3.953	3.101	2.712	2.470	2.322	2.207	2.119	2.049

Sumber: Function Statistical Microsoft excel

Appendices. 9: Surat keputusan pembimbing



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II, Jalan Pendidikan 2003, Kecamatan Sinjai, Kabupaten Sinjai, Sulawesi Selatan 91212
Telp. 0811-7777-7777 Fax. 0811-7777-7777
TRAKTATUM INSTITUSI DAN PEKERJAAN NOMOR : 1068/SK-FAN-PT-AGG/PTA II 2021

SURAT KEPUTUSAN
NOMOR: 928.D1/TIL.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

Menimbang :

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.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang RI No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama RI No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
- e. Surat Keputusan Rektor IAIM Nomor : 216/I.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 :

Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Harmilawati, S.S., S.Pd., M.Pd.	Ramli, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : **IRDAMAYANTI**
 NIM : 180110025
 Prodi : Prodi Tadris Bahasa Inggris (TBI)
 Judul Skripsi : The Influence of Introvert and Extrovert Personality on Students' Speaking Ability at XI IPA 2 of SMAN 12 Sinjai

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



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Telp/Fax 08329089166, Kode Pos 92612

Email : iai@iaim-sinjai.com

Website : www.iaim-sinjai.ac.id

TERAKREDITASI INSTITUSI DAN-PT SK NDMOR : 1680/SK/IAN-PT/Akred/PT/AM/2020



- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 09 November 2021 M

: 04 Rabiul Akhir 1443 H



Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.

Appendices. 10: Surat Permohonan Penelitian



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARIYAH DAN ILMU KEGURUAN
 KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085299899166, KODE POS 92612
 Email: filk@iainmsinjai.ac.id Website: <http://www.iainmsinjai.ac.id>
 TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41088/SK/BAN-PT/Akred/PT/XII/2020

Nomor : 221.D1/III.3.AU/F/2022 Sinjai, 24 ramadhan 1443 H
 Lamp : Satu Rangkap 25 April 2022 M
 Hal : Permohonan Izin Penelitian

Kepada Yang Terhormat
 Kepala UPT SMA Negeri 2 Sinjai

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 : Irdamayanti
 NIM : 180110025
 Program Studi : Tadris bahasa Inggris (TBI)
 Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Influence of Extrovert and Introvert Personality on Students' Speaking Ability at XI IPA 2 of UPT SMA Negeri 12 Sinjai"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di UPT SMA Negeri 2 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.


 Dekan,

 Dr. S.Pd.I., M.Pd.I
 NPM: 1213495

Tembusan Disampaikan Kepada Yth:

1. Rektor IAIM Sinjai
2. Kepala Cabang Dinas Wilayah III
3. Kepala Dinas Pendidikan Kabupaten Sinjai

Appendices. 11: Surat Keterangan Telah Meneliti


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 12 SINJAI
 Alamat: Jln. Andi Massalini, Bikeru 1 Kes, Sinjai Selatan, Email: SinjaiSelatan@gmail.com, K/P 92661

SURAT KETERANGAN PENELITIAN
 Nomor : 421.3/124 UPT SMAN.12/SINJAI/DISIJK

Yang bertanda angandi bawah ini :

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NIP	: NIP. 19691231 199203 1 054
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Negeri 12 Sinjai

Menerangkan bahwa :

Nama	: IRDAMAYANTI
NIM	: 180110025
Program Studi	: Tadris Bahasa Inggris (TBI)
Alamat	: Desa Polewali, Kec. Sinjai Selatan

Menyatakan bahwa benar yang tersebut namanya di atas telah melakukan penelitian di SMA Negeri 12 Sinjai, dalam rangka penyusunan Skripsi mulai dari tanggal 23 Mei 2022 s/d 23 Juni 2022.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sinjai, 14 Juli 2022
 Kepala Sekolah

Drs. M. NATSIR
 NIP. 19691231 199203 1 054



Appendices. 12 Surat Keterangan Turnitin



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
GUGUS PENELITIAN DAN PENGABDIAN MASYARAKAT
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, HP.085247843790, KODE POS 92612
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
 Nomor. 096/G1.1/III.3.AU/A/2022

Gugus Penelitian dan Pengabdian Masyarakat Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Muhammadiyah Sinjai menerangkan telah selesai melakukan pemeriksaan duplikasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak Turnitin pada tanggal 20.07.2022.

Judul: The Influence of Extrovert and Introvert Personality on Students' Speaking Ability at XI IPA.2 of UPT SMA Negeri 12 Sinjai

Penulis: Irdamayanti

Jenis Tulisan: Skripsi

No. Pemeriksaan: 11.16.25.07.2022

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Akhmadudin, S.Pd., M.TESOL
 NIP. 2126029204

MATRIX PERBAIKAN SKRIPSI

Nama : Irdamayanti

NIM : 180110025

Program Study : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Tanggal Sidang : Kamis, 28 Juli 2022

Judul Skripsi : The Influence of Extrovert and Introvert personality on students' speaking ability at XI IPA 2 of SMA NEGERI 2 Sinjai

Pembimbing I : Harmilawati S.S., S.Pd., M.Pd

Pembimbing II : Ramli S.Pd.I., M.Pd

Penguji I : Dr. Ismail S.Pd., M.Pd

Penguji II : Dr. Syukri S.Pd., M.Pd

A. Penguji I (Dr. Ismail, M.Pd)

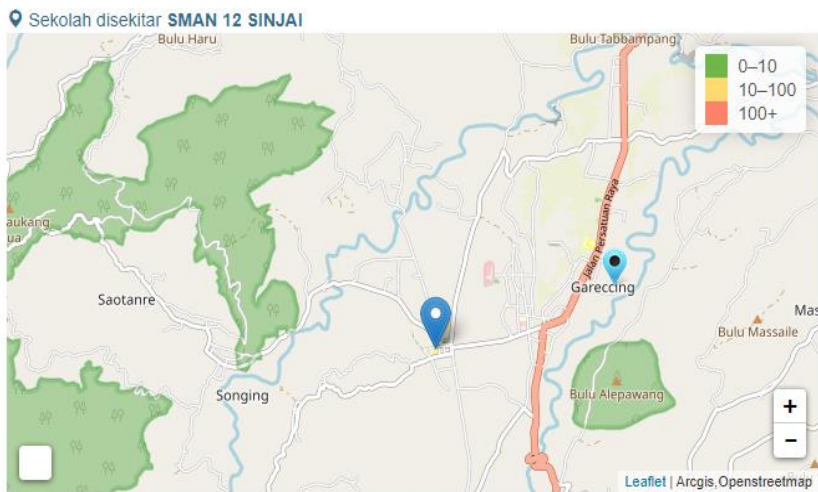
NO	Halaman / Bagian	Sebelum Diperbaiki	Setelah Diperbaiki	Keterangan
1.	Abstrak		Perbaiki kata dan penyusunan sesuai dengan hasil yang diperoleh	Diperbaiki
2.	Hal 27, Chapter III, Hypotheses Testing	Multiple linear regression	Multiple linear regression dan Simple linear regression.	Diperbaiki
3.	Hal 29, Chapter IV, Research Overview	Description of the research object	Deskripsi tentang lokasi penelitian dipindahkan kedalam lampiran	Diperbaiki
4.	Hal 41, Chapter IV	Prerequisite, Validity and reliability assesment	➤ Prerequisite tidak masuk kedalam bagian result and discussion ➤ Masukkan nilai validitas variable	Diperbaiki

			X_1 , X_2 , dan Y secara terpisah ➤ Masukkan nilai Reliability X_1 , X_2 , dan Y ➤ Masukkan nilai Normality dan linearity secara terpisah dan di uji satu persatu menggunakan simple linear regression test dari semua variable X_1 , X_2 , dan Y ➤ Hypothesis testing masuk kedalam bagian Research Overview ➤ Test Regresi sederhana satu persatu	
5.	Chapter IV, Research and Discussion		➤ Masukkan Grand Theory berdasarkan judul penelitian ➤ Masukkan Influence Discussion berdasarkan rumusan masalah yang ada	Diperbaiki
6.	Chapter V	General Conclusions	Masukkan kesimpulan satu persatu berdasarkan rumusan masalah yang ada.	Diperbaiki
7.	Appendices		➤ Masukkan description of the research object ➤ Masukkan Indicators of the Questions Based on EPQ	Diperbaiki

B. Penguji II (Dr. Syukri S.Pd., M.Pd)

NO	Halaman / Bagian	Sebelum Diperbaiki	Setelah Diperbaiki	Keterangan
	Hal 5, Chapter 1, Significant of the research		Perbaiki kata, konsistensi penggunaan kata	Diperbaiki
	Chapter II		Tambahkan isi yang signifikan	Diperbaiki

Location Map of UPT SMAN 12 Sinjai



Data Resource: <https://dapo.kemdikbud.go.id/sekolah>

Appendices. 2: Documentations





Documentations of the distribution questionnaires to be tested for validity and reliability in class XI IPA2 at UPT SMA Negeri 2 SINJAI





Documentations of the distribution questionnaires to students of class XI IPA 2 at UPT SMA Negeri 12 Sinjai to determine the personality of each student.





Documentation of the Speaking test conducted by student

BIODATA PENULIS

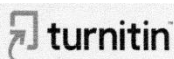
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Nim : 180110025
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- English Student Association (2020-2021)
- Forum Study Raudhatul Jannah

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