

**THE CORRELATION BETWEEN EXTROVERSION PERSONALITY,  
VOCABULARY MASTERY, AND SPEAKING ABILITY AMONG THE  
ELEVENTH GRADE STUDENTS OF MAN 1 SEMARANG IN  
ACADEMIC YEAR 2017/2018**

**THESIS**

Submitted as A Partial Requirements  
for the degree of Undergraduated in English Education



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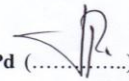
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## **DEDICATION**

1. My beloved mother (Siti Bariyah) and my beloved father (Abu Saeri) who always prayed and to be motivated at my every step.
2. Thanks for my best enemy, Mr. Ag.
3. Thanks for my big families.
4. My best friends “JIN” (Nuniek Kurniasih (Bumpet) and O’om Judin) who has been a follow friend during overseas.
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## **MOTTO**

It's not about possible or impossible. I'm doing because I want to.

(Monkey D Luffy)

If you don't like your destiny, don't accept it. Instead, have the courage to change  
it the way you want to be!

(Uzumaki Naruto)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Correlation between Extroversion Personality, Vocabulary Mastery, and Speaking Ability among the Eleventh Grade Students of MAN 1 Semarang in Academic Year 2017/2018” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If after proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, May 2018

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## ACKNOWLEDGEMENT

*Alhamdulillah*, all praises to Allah the single power, the lord of universe, master of judgment day, for all blessing and mercies, so the researcher was able to finish this thesis entitled “**The Correlation between Extroversion Personality, Vocabulary Mastery, and Speaking Ability among the Eleventh Grade Students of MAN 1 Semarang in the Academic Year 2017/2018**” peace be upon Prophet Muhammad SAW, the great leader and good inspiration for the world.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all those who helped, and suggested her during the process of writing this thesis. This goes to:

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9. The all students of MAN 1 Semarang especially the eleventh grade in the academic year of 2017/2018.

The researcher realized that this thesis has not been perfect. He has great expectation for ever comment, advice, suggestion, and criticism. The researcher hopes that this can be useful for further researcher and the readers.

Surakarta, May 2018  
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## ABSTRACT

Istabiquil Sa'adah. 143221089. A Correlation between Extroversion Personality, Vocabulary Mastery, and Speaking Ability among the Eleventh Grade Students of MAN 1 Semarang in Academic Year 2017/2018. Thesis. English Letters Study Program, Islamic Education and Teacher Training Faculty.

Advisor : Zainal 'Arifin, S.Pd., M.Pd

Key Words : Correlation Study, Extroversion Personality, Vocabulary Mastery, Speaking Ability

The thesis is aimed at verifying (1) whether there is positive correlation between extroversion personality and speaking ability; (2) whether there is positive correlation between vocabulary mastery and speaking ability; (3) whether there is positive correlation between extroversion personality, vocabulary mastery and speaking ability among the eleventh grade students of MAN 1 Semarang in the academic year of 2017/2018.

This research used quantitative method; it was correlation design. It was carried out in March 2018 at MAN 1 Semarang in the academic year 2017/2018. There are three variables in this research, the ability of Extroversion personality and vocabulary mastery as the independent variable (X) and speaking ability as dependent variable (Y). The researcher conducted the research at MAN 1 Semarang. The population of the study was all of the eleventh grade students of MAN 1 Semarang. The sampling technique was simple random sampling. The try out instrument was taken by 40 students and the sample of this study was 58 students from 230 students. The researcher used questionnaire to obtain the data of extroversion personality and test to obtain the data of vocabulary mastery and speaking ability. The techniques used to analyze the data were Pearson Product Moment and Multiple Linear Regression.

The results of the research are (1) there is a positive and significant correlation between extroversion personality ( $X_1$ ) and speaking ability (Y) because the correlation value  $1 > r_{x_1y} > 0$ , that is 0.436 and  $\rho < \alpha$  ( $0.001 < 0.05$ ); (2) there is a positive and significant correlation between vocabulary mastery ( $X_2$ ) and speaking ability (Y) because the correlation value  $1 > r_{x_2y} > 0$ , that is 0.667 and  $\rho < \alpha$  ( $0.002 < 0.05$ ); (3) there is a simultaneously positive and significant correlation between extroversion personality ( $X_1$ ), vocabulary mastery ( $X_2$ ), and speaking ability (Y) because the correlation value  $1 > r_{x_1y} > 0$ , that is 0.709. The results of the research, it can be concluded that extroversion personality and vocabulary mastery can support speaking ability.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language is a means of communication. It connects people with different cultures, places, thoughts, and many other differences. Language is an important tool of human communication. Communication is a process to convey ideas to other people. They communicate to maintain relationship among society.

English is the most important language in the world because it is an international language. One of the most important functions of English is to be an instrument of communication. The goal of learning a foreign language is sited on reaching of the communication ability (Littlewood, 1981:1). This suggest that learning English is not only learning grammar or structure but also learning how to apply and use this language for communication.

Teaching English covers four skills; listening, speaking, reading and writing. All of the skills are taught in order to achieve integration in learning. Among the four skills, speaking is believed to be the most difficult skill to be learned. It is needed especially for oral communication. There are many difficulties to be found in this skill. It makes the teacher working hard in conveying English for the student because there are many materials that are conveyed by the teacher to the students, such as: speaking skills, pronunciation, vocabulary, grammar, etc. It also involves many aspects like cognitive, psychological, and psychomotor aspects.

Speaking is a very significant skill in language since it is used for expressing our ideas, getting information and messages. A lay man likes to judge the success of learning language from the ability to express their ideas orally. It is the case that the goal of people learning language is to be able to speak it. By English subject given to the students they expected to have good speaking ability to communicate: they are able to express themselves in English such as to interview, to give speech, debate, and many others.

In order to have a good speaking ability, especially in English, people must have some other supplementary skill to support their speaking ability. Bailey and Savage (1994:vii) (in Fauziati, 2010:15) says that “Speaking in the second or foreign language has often been viewed as the most demanding of the four skill”. There are difficulties in speaking ability, the students have to master vocabulary and listening skill, fluency, accuracy, grammatical competence, sociolinguistics competence, discourse competence, strategic competence, etc. Vocabulary mastery is especially needed to develop speaking ability. Some research findings disclose that students who have acquired more vocabularies will be more likely to articulate and communicate the message. It means, when students have good vocabulary mastery, they will be good in speaking too. Speaking ability cannot be separated from vocabulary mastery.

Mastering vocabulary is important since it is one of language elements that influence all the language skills. So, what students need first before they are going to speak is know what words they want to say. Fauziati (2002:167) says the definition of vocabulary is very important for second language

learners, only with a sufficient vocabulary learners can effectively express their ideas both in oral and written form.

Another thing that effects speaking ability is vocabulary mastery. Vocabulary is part of language, so it is impossible to avoid vocabulary in using English language. It is also supported by Allen (1983:7), he says that the students must be mastering vocabulary in English text, without it they cannot speak or understand the language. Because of that, the students should be learn more new vocabulary then discuss the meaning of words. So, the students' vocabulary and their speaking ability are good.

There are many factors that influence people to succeed to learn English, especially to acquire speaking ability. Those can come from either the outside of learners or inside of learners. Among them are motivation, personality, environment, culture, teaching materials and techniques. Personality plays an important role to improve speaking ability.

Based on Jung (in Howard, 2008:134), there are two kinds of personality. They are extrovert personality and introvert personality. Everyone has extrovert and introvert personality, but one of them will be more dominant than other. Extroverts tend to outside themselves. They are easy to make a friend in society, tend to strike and are easily influenced by other people's emotions. Introverts are more focused on itself. In general, they will be busy with their experience which other people regard as the attitude of indifference.

One of the problems coming from the inside is lacking of extroversion. Brown (2007:167) explains that extroversion is a potential and

very important factor in second language acquisition, especially in gaining speaking ability. Extroversion is beneficial for the learners since it provides chance for them to practice speaking. Therefore, there should be efforts that enable that second language learner to take advantages that characterize extroversion. Eysenck (in Johnson, 2001:149) describes that extroversion personality likes to socialize, like a party, have a lot of friends, need friend to speak, and don't like to learn by themselves. He delighted excitement, take a chance, full of confidence, and reacts promptly, generally a full individual encouragement and spontaneous. delighted excitement, take a chance, full of confidence, and reacts promptly, generally a full individual encouragement and spontaneous.

When researcher conduct pre-observation at the time English subject in MAN 1 Semarang, the researcher found student's problem in speaking learning. When the students practiced speaking English, some of them feel enjoy eventhough they made some mistakes. They expressed their thought freely. Meanwhile, the other avoided to speak and preferred to keep silent. Students having high expressiveness are easier to produce words than inhibited students. The expressiveness included as a part of extroversion personality whether the extrovert personality influence speaking ability or not.

The researcher choose the eleventh grade of MAN 1 Semarang as a population because if the tenth grade is new students who still need adaption with environment of school and teachers have not known the level of student's personality and their English ability especially speaking. Meanwhile

the twelfth grade will have done final exam that cannot be used as a sample in this research.

In the school, sometimes there are some students who are inactive become the winner in the class, but it is possible if active students can exceed their achievement. Learning outcomes in schools are usually indicated by the value of report, especially English subject which is resulted from the cumulative value of the various skills. There are listening skill, writing, reading, and speaking skills. Although many students who have weakness in speaking. They are more careful in using words. Meanwhile, extrovert students tend to be talkative, excited, carefree, and responsive in conversation. They are always ready with answers and like the chance. They can speak fluently and freely. These indicate that extrovert students have better speaking ability while the introvert students are worse in speaking. Then how much the extrovert can influence the success in speaking, in this research the researcher tries to investigate the correlation between extroversion personality, vocabulary mastery, and speaking ability.

Based on the description above, the researcher wants to carry out research to know whether there is a positive correlation between extroversion personality, vocabulary mastery and speaking ability especially for the eleventh grade students of MAN 1 Semarang entitled “*The Correlation between Extroversion Personality, Vocabulary Mastery, and Speaking Ability among the Eleventh Grade Students of MAN 1 Semarang in the Academic Year of 2017/2018*”.

## **B. Identification of the Problem**

Based on the background of the study above, some problems that are found as follows:

1. The factors that influence the speaking ability.
2. The students have low extroversion personality.
3. The students have low in learning speaking.
4. The correlation between extroversion personality and speaking ability.
5. The correlation between students' vocabulary mastery and speaking ability.
6. The correlation between extroversion personality, vocabulary mastery, and speaking ability.

## **C. Limitation of the Study**

Based on identification of the problem above, it is known that the problems affected by many factors, so the researcher needs to be limited. This study focuses on three variables, namely extroversion personality and vocabulary mastery as independent variables and speaking ability as dependent variable.

In conducting this research, the researcher choose MAN 1 Semarang as the place of the research because MAN 1 Semarang is one of favorite school of society that has the advantage that many achievement that achieved. Based on it, the researcher choose this school because of many achievement of competition achieved based on their personality.



Second, because the students of MAN 1 Semarang have knowledge on vocabulary. The researcher choose eleventh grade students as the sample of research because they have knowledge more on vocabulary. At psychology view, eleventh grade is great position in the stable mental. Moreover tenth grade who still looking for their confidence or twelfth grade who busy to preparing the National Examination.

#### **D. Problem Statement**

Based on the background of the study and problem limitation, the problems of the study as follows:

1. Is there a positive and significant correlation between extroversion personality and speaking ability?
2. Is there a positive and significant correlation between vocabulary mastery and speaking ability?
3. Is there a positive and significant correlation between extroversion personality, vocabulary mastery, and speaking ability?

#### **E. The Objective of the Study**

In line with the problems statement above, the objective of study as follows:

1. To know whether there is a positive and significant correlation between extroversion personality and speaking ability.
2. To know whether there is a positive and significant correlation between vocabulary mastery and speaking ability.

3. To know whether there is a positive and significant correlation between extroversion personality, vocabulary mastery and speaking ability.

#### **F. The Benefit of the Study**

The benefits of the study result are as follows:

1. Theoretical benefits

To prove whether there is correlation study between extroversion personality, vocabulary mastery and speaking ability at the eleventh grade students of MAN 1 Semarang. Through this research was expected to improve knowledge either for teacher or society. So it can be used as the reference in improving and developing speaking ability in the school. The researcher also hopes that this researcher will give contribution for the development of education in Indonesia.

2. Practical benefit

- a. For the students

- 1) To help the students understanding their characteristics, so they can solve their problems in achievement speaking ability by themselves.
- 2) To give motivation for students to develop their extroversion personality and to give knowledge for students to master the vocabulary.
- 3) To give knowledge for students to master the vocabulary.

b. For the teacher

For the teacher, result of this research to help the teachers understanding the characteristics of their students, so they can help the students improve their speaking skill and they can choose the best method to teach their students based on their characteristics and to know the importance of personality for the students.

c. For the researcher and the other

- 1) It gives information to the other who wants to know the factors which can influence speaking ability.
- 2) It is hoped that the result of this study will be helpful in determining the strategies in English speaking teaching and learning.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **A. Theoretical Description**

##### **1. Review on Speaking Ability**

###### **a. The Definition of Speaking Ability**

Language is a tool used to communicate with others. One of the ways is by speaking. Speaking here means the individual's ability in expressing his or her ideas. Because of speaking individual can express feeling or something he or she directly wants to convey.

For building a good communication people must have a good speaking ability. To know about the notion of speaking itself the following are the definitions of speaking stated by some experts. Speaking is productive rather than receptive ability because it is as a way in which the language system is manifested through the use of the organs of speech. On the other hand, speaking can be considered as productive and receptive ability because it is used in communication activity. People use it both as listener or speaker. Widdowson (1978:59) states speaking is a part of reciprocal exchange in which both reception and production play a part. In his theory, he emphasizes speaking as a reception and production.

Nunan (1999:26) says that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation. Lewis

and Hill (1993:54) states that speaking cover many things in addition to the pronunciation of individual sounds.

Thornbury (2005:1) says that speaking is interactive and requires the ability to cooperate in the management of speaking turns. It also typically takes place in real time with little time for detail the plan. In addition, Brown (2004:140) states that speaking is a productive skill that can be observed directly and empirically. Referring to the definition above, it can be said that speaking score is measure of oral production. He adds that speaking is the product of creative construction of linguistic strings; the speaker makes choice of lexicon, structure, and discourse. Speaking is categorized as success speaking when the listener can understand what the speaker says.

In conclusion, speaking ability is the students' capability of speech or increasing speaking or talking. The functions of speaking ability are to express an idea, feeling, thought, and needs orally.

#### **b. The Characteristics of Successful in Speaking Ability**

Spoken language is easy to perform, but in some cases it is difficult (Brown, 2001:270). Based on Ur (1996:120), there are characteristics of a successful speaking activity:

##### 1) Learners talk a lot

As much a possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All get chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in topic and have something new to say about it, or they want to contribute to achieve a task objectives.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to teach other, and of an acceptable level of language accuracy.

In conclusion, the successful of speaking based on Ur consist of four points, they are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

**c. Problem in Speaking Ability**

The learner have their own difficulties in learning the language. Particularly in improving speaking ability is not easy for the students. Based on Ur (1996:121) those problems can be explained as follows:

1) Inhabitation

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing foreign language in the

classroom: worried about mistakes or simply shy of the attention that their speech attract.

2) Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group, this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

4) Mother tongue use

It is easier for the student to use their mother tongue in their class because it look naturally. Therefore, most of students are not disciplined in using the target language in the learning process.

In conclusion, problem in speaking consist of four points, they are inhabitation, nothing to say, low participation, and mother tongue use.

#### **d. Testing Speaking**

Based on Thornburry (2005:123), the types of speaking are:

1) Interview

An interview is conducted by calling out individuals one by one for their interviews. Interviews is easy to set up but it is not conductive to test informal, conversational speaking styles.

## 2) Live monologue

The candidates prepare and present a short talk on pre-selected topic. This type of test eliminates the interviewer effect and provides evidence of the candidate's ability to handle on extended turn, which is not always possible in interviews.

## 3) Recorded monologue

Recorded monologue is less stressful than a more public performance. It is more practicable than live-monologue. Learners can record themselves on certain topic talk.

## 4) Role plays

A learner must perform a certain role in the classroom. Another role can be performed by another student or teacher.

## 5) Collaborative tasks

These are similar to role plays except that the learners are not required to assume a role but simply to be themselves. The learner's interactive skills can be observed in circumstances that closely approximate real-life language use.

Ur (1996:39) suggests that the techniques of speaking test to test oral proficiency are as follows:

### 1) Question and answer

In this test, the teacher and the students are involved in question and answer using the target language. The answer can be in short or long answer based on the questions asked.



## 2) Monologue

In this type of test, students are required to perform a speaking performance at a topic given.

## 3) Making dialogue

A pair of students is given a topic and then they are expected to perform a dialogue based on the topic given.

## 4) Role plays

Teacher hands out a card role to students. Each student gets a particular role to perform. The students perform in pair or group to conduct the speaking.

## 5) Debate

Some students are divided into two groups pro and contra. They are given a topic and then ask each other to give their opinion about the topic based on their group role.

In conclusion, types of speaking performance based on Thornbury and Ur have each type. From the several basic types speaking ability performance above, the researcher used monologue as basic speaking in this research.

### **e. The Criteria of Assessing of Speaking**

The goal of teaching speaking communicative skill achievement. Speaking ability is not merely speaking, but it is more than talking. Therefore, language learners should be able to use their thought and sensitivity. Thornbury (2005:127) explains that there are two ways for

assessing speaking ability, they are holistic scoring (a single score on the basis of an overall impression) and analytic scoring (giving separate score for different aspects of the task). He also says that four or five categories seem to be the maximum that even trained scorers can handle at one time. Thornbury mentions those categories as grammar and vocabulary, discourse management, pronunciation, and interactive communication.

Based on Brown (2004:4) assessment is an outgoing process that encompasses a much wider domain. He also says that four categories to assess speaking. There are fluency, grammar, vocabulary, pronunciation. This research used Haris' scoring categories to assess speaking. Because the Haris' scoring categories have more complete categories than Thornbury and Brown's scoring categories.

In this research the researcher decided to use the scoring criteria by Haris (1997:81-82), there are some component should be recognized by language learners in learning speaking, namely:

Table 2.1 The Criteria of Assessment of Speaking

| Aspects       | Competency   | Score |
|---------------|--|-------|
| Pronunciation | Have few traces of foreign accent  | 5     |
|               | Always intelligible, though one is conscious of a definite accent                                    | 4     |
|               | Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. | 3     |
|               | Very hard to understand because of pronunciation problems, must frequently be asked to repeat.       | 2     |
|               | Pronunciation problems so severe as to make speech virtually unintelligible.                         | 1     |
| Grammar       | Makes few noticeable errors of grammar or word order.  | 5     |
|               | Occasionally makes grammatical and/or  | 4     |

|               |   |   |
|---------------|---|---|
|               | word order errors which do not, however, obscure meaning.   |   |
|               | Makes frequent errors of grammar and word-order which occasionally obscure meaning  | 3 |
|               | Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.    | 2 |
|               | Error in grammar and word-order so severe as to make speech virtually unintelligible.   | 1 |
| Vocabulary    | Use of vocabulary and idioms is virtually that as a native speaker.   | 5 |
|               | Sometimes uses in appropriate terms and/or must rephrase ideas because of lexical inadequacies.                                     | 4 |
|               | Frequently uses the wrong words; conversation somewhat limited because of adequate vocabulary.                                      | 3 |
|               | Misuse of words and very limited vocabulary make comprehension quite difficult.   | 2 |
|               | Vocabulary limitations so extreme as to make conversation virtually impossible.   | 1 |
| Fluency       | Speech as fluent and effortless as that of a native speaker.  | 5 |
|               | Speed of speech seems to be slightly affected by language problems.   | 4 |
|               | Speed and fluency are rather strongly affected by language problems.  | 3 |
|               | Usually hesitant, often forced into silence by language limitation.   | 2 |
|               | Speech is as halting and fragmentary as to make conversation virtually impossible.  | 1 |
| Comprehension | Appears to understand everything without difficult  | 5 |
|               | Understands nearly everything at normal speed, although occasional repetition may be necessary                                      | 4 |
|               | Understands most of what is said at slower than normal speed with repetitions.  | 3 |
|               | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. | 2 |
|               | Cannot be said to understand even simple conversational English.  | 1 |

## **2. Review of Vocabulary Mastery**

### **a. Definition of Vocabulary Mastery**

In learning English, vocabulary cannot be separated from other English language skills. It plays an important role in understanding the language holistically. Vocabulary knowledge is the single most important area of second language competence regarded as academic achievement. Hatch and Brown (1995:1) define vocabulary as a list or a set of words for particular language, or a list of words that individual speaker of a language might use. Burns and Broman (1975:295) state that vocabulary is defined as the total number of word (with rules of combining them) used by person, class or profession to make up language either in oral written communication. Hornby (1995:1331) says that vocabulary is a list or a set of words with their meaning.

In Oxford Advanced Learner's Dictionary, mastery is complete knowledge or great skill. Based on Webster (2002:714) states that mastery is skill or knowledge that makes one master of a subject.

From the definition above, it can be concluded that vocabulary mastery is knowledge of a list or set of words for a particular language to make up language either in oral or written communication.

### **b. The Importance of Vocabulary Mastery**

Krashen and Terrel (1995:155) state that vocabulary is basic to communication. They also mention that if students do not recognize the meanings of the key words used by who address them, they will be

unable to participate in the conversation. Students should be able to produce lexical items to convey their meaning for expressing some idea or ask for information.

Krashen and Terrel (1995:155) explain that if students know about the morphological and syntax of an utterance addresses to them but they do not know about the meanings of the key lexical items, they will be unable to participate in communication.

McCarthy (1990:8) states the importance of vocabulary in language learning “No matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way”. Then, Wilkins (in Thornbury, 2002:13) says that without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed.

Based on the information above, it can be conclude that mastering vocabulary is very important to the students. By mastering the vocabulary, students can participate in conversation or communication with others.

### **c. Kinds of Vocabulary Mastery**

Haycraft (1997:44) explains that vocabulary is divided into the receptive vocabulary and productive vocabulary. Receptive vocabulary is the words that students can recognize and understand when they occur in context, whereas productive vocabulary is words which students understand, they can produce correctly and use constructively in

speaking and writing. Harris (1997:48) says that vocabulary can be categorized into passive or active vocabulary. Active vocabulary is the words usually used in the speech and writing activity, while passive vocabulary is the words usually uses in reading. Harmer (1991:150) states that basically students have four different vocabularies, namely speaking vocabulary, listening vocabulary, reading vocabulary, and writing vocabulary. Writing and speaking are language production, which belong to productive skills, while listening and reading involve receiving the message and they belong to the receptive skills.

Based on the explanation above, it can be conclude that there are two kinds of vocabulary; receptive or passive vocabulary and productive or active vocabulary.

#### **d. Teaching Vocabulary**

Based on Ur (1996:60) there are some elements need to be taught in teaching vocabulary. They are:

##### 1) Form: Pronunciations and Spelling

The learner has to know how a word is pronounced (it is pronunciation), and what it looks like (it is spelling). These are fairly obvious characteristics, and one or the other be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

## 2) Grammar

The learner also needs to know the present or the past form of the sentences form of the verb, the plural noun or singular, etc. a words sometimes come grammatically.

## 3) Collocation

It deals with appropriateness of particular combination of words.

The most common types of collocation are as follows:

- a) Subject noun + verb      e.g.    The dog barked
- b) Verb + object noun      e.g.    She takes her dogs
- c) Adjective + noun      e.g.    A nice car
- d) Adverb + past participle    e.g.    Badly injured

## 4) Aspect of meaning

In language teaching, this kinds of relationship is useful. The learner should recognize the words in different relationship. Synonyms, Antonyms, Hyponyms are some of the main ones.

## 5) Word formation

Certain vocabulary can be broken down into their components. The learners' understanding in prefixes and suffixes can help them in knowing the meaning. That aspect will give the learners to know and learn foreign language. However, that aspect has to teach in match to the level of students.

In conclusion, elements need to be taught in teaching vocabulary consist five points, there are form (pronunciation and spelling), grammar, collocation, aspect of meaning, and word formation.

### e. Vocabulary Mastery

Vocabulary mastery is then defined as students' complete knowledge of meaning and form of words in context appropriately. Knowledge in vocabulary mastery concerns with words and meaning, generally words class and word meaning (Hatch and Brown, 1995:218).

#### 1) Word class

Word class is the classification of words of a language depending on their function in communication. Word class membership is an important lexical feature, in this case are nouns, verbs, adjectives, and adverbs.

a) Noun can be divided into subclasses. There are proper nouns and common nouns. There are also count nouns, mass nouns, abstract nouns, and concrete nouns.

b) Verbs are words that denote action. Verbs that denote states rather than action seem less verb like. Process verbs which have no definite end points also seem less verb like than strong action. Hatch and Brown placed verbs into four classes: activities (eat, drink, look for), accomplishment (kill, build, paint a picture), achievement (recognize, find, lose, understand, hear), and states (love, know, desire, have).

c) Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, bright, dark, and dull are used with color nouns. Adjectives can point out positive or negative qualities.



d) Adverbs are similar to adjective in many ways although they typically assign attributes to verbal, to clauses or to entire sentences rather than nouns. Locative adverb, like here and there are used very early by young children as ways of pointing to the location of subjects. Time adverb, like now, then and yesterday are used second language learners are an initial way to mark.

## 2) Word Meaning

The two important issues in word meaning students' usually get difficulties to infer are synonymous and antonymous.

### a) Synonyms

Hatch and Brown (1995:19) says that synonyms are words that share meaning. Although dictionaries list synonyms as words with similar meanings, the fact X is a synonym for Y does not mean that Y is necessarily a synonym for X. one of the most important ways for making text together is with the use of synonyms or chains of related words. It might be selected words that are not synonymous but which still refer to the same object.

### b) Antonyms

Hatch and Brown (1995:20) define antonyms as a words that mean the opposite. They present interesting problem for anyone seriously interested in semantic feature analysis. The feature on which the two words contrast can be identified. Many apparent opposites, however, are really extreme points on graduated classes. This is especially true of adjectives. Hot and

cold may seem like opposites, but temperature is scale, and it is a judgment as to what constitutes hot, warm, cool, and cold along the scale. The dimension is not just bisected into a plus and a minus value. In the same way, pairs like big-small, many-few, tall-short, happy-unhappy, and long-short are the opposite ends of scales.

Vocabulary mastery in this research is the students' knowledge concerning with words and meaning, including word class (noun, adjective, verb, and adverb) and word meaning (antonym and synonym).

#### **f. How to Test Vocabulary mastery**

There are several ways to test vocabulary of the learners. We know that a good knowledge of English vocabulary is important for everyone who wants to use the language. From the statement before, the knowledge of vocabulary is often tested. Based on Ur (1996:71) the ways are follows:

##### 1) Multiple Choice Test

In this type of the test, the learners just choose the best answer what they want.

##### 2) Dictation

Here the examiners will dictates the text and learners will write the word down. Dictation is an easy way of testing for the teacher because the preparation is minimal.

### 3) True or False

The kinds of the test depend on the test or listening, the students have to answer the question that given before.

### 4) Odd One Out

The students only meaning is being tested. They have now way of being sure that all the item are known. But this is at least more interesting to do, and usually easy to mark.

### 5) Gap Filling

Many multiple-choice task described can be converted into gap filling or fill in the blank. The student should write or choose a word or phrase in the blank space.

### 6) Sentence Completion

This test (denotative) meaning only, but is “personalized” and interesting to do and read.

### 7) Writing sentence

Spelling and pronunciation of the item are not tested, but most other aspects are. This is a bit boring to do, and difficult to mark objectively, but does check the tester’s knowledge very well.

### 8) Matching

There are two group of words, students should match the one group that correlates with the other one.

#### 9) Error correction

The learner will give some of the sentences with errors, which concern mainly in grammar.

#### 10) Translation

The learners receive some of the sentences in their mother tongue, and they have to translate into English.

#### 11) Cloze Test

In cloze test, the knowledge of a wide range of words types including grammar words as well as content words.

From all the kinds of the way to test vocabulary, the researcher used multiple-choice test. Based on Thornburry (2002:132) defines multiple choice test are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design.

### **3. Review on Extroversion Personality**

#### **a. The Nation of Personality**

Personality is the characteristic of people which causes consistency of feeling, thinking and behavior (Pervin, 2010:6). It means that the pattern of consistent behavior and quality in a person, as the quality of the environment that affect personality of people. People is the configuration of characteristics and behavior that comprises and individual's unique adjustment to life, including major traits, interest, drives values, self-concept, abilities, and emotion patterns. Vandebos (2015:782) define that personality is generally viewed integration or

totality, shaped by many forces, including: hereditary and constitutional, tendencies; physical maturation; early training; identification with significant individuals and groups; culturally conditioned values and roles; and critical experiences and relationship.

Allport (in Feist, 1985:9) defines that personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment. Branca (in Pervin, 2010:6) argues that personality represents those characteristics of the person or the people generally that account for consistent patterns of behavior. Eysenck (in Suryabrata, 1988:339) states that personality is the sum of actual a potential behaviors pattern of the organism determined by heredity and environment; it originates and develops through the functional interaction of the main sectors into which these behavior patterns are the cognitive (character), the affective sector (temperament), and the somatic sector (constitution).

Cook (1993:3) states that there are three reasons for being interested in personality, i.e. first, to gain scientific understanding, second, to access people and third, to change people. For Cook, the first reason is theoretical means to gain scientific understanding of a person's personality concerned with or involving the theory of a personality or a area of study rather than its practical application; while the second reason mean that personality can be as an access to understand a person behavior and attitude, then could change a person, the two reasons are relevant and can be applied in real life situation.

Some psychologists agree that personality is derived from the Latin “persona” that refers to a theatrical mask worn in Greek drama by Roman actors before the birth of Christ. The persona is used to the role one play in life. It reflects a false appearance to others, so that all actions are accepted in society. Human beings usually only show good behavior, so they use mask.

Finally, personality is an organized combination of the characteristic of person such as feeling, thinking and behavior. It is relatively permanent traits of characteristics within the individual that give measure of consistency to person’s behavior, and may be unique, different for each individual who is determined by heredity and environment.

There are two kinds of personality. Jung (in Sujanto et al, 1997:70) says that the type of personality consist of extrovert and introvert personality. Jung (in Howard, 2008:296) says that each person can have both tendencies, either extroversion but one of them is dominant.

Jung (in Feist, 2009:116) states that extroversion is the attitude distinguished by the turning outward of physic energy so that person is oriented toward the objective and away from the subjective. Extrovert are more influenced by their surroundings than by inner world. Extroversion is an orientation of one’s interests and energies toward the outer world of people and things rather than the inner world of subjective experience. Extroversion is a broad personality trait and exist on a continuum of

attitudes and behaviors. Extroverts are relatively more outgoing, gregarious, sociable, and openly expressive (Vandenbos, 2015:403)

Jung (in Feist, 2009:116) states that introversion is the turning inward of psychic energy with an orientation toward the subjective. Introverts are turned into their inner world with all its biases. Introversion is orientation toward the internal private world of one's self and one's inner thoughts and feelings, rather than toward the outer world of people and things. Introversion is a broad personality trait and exists on a continuum of attitudes and behaviors. Vandenbos (2015:561) says that introverts are relatively more withdrawn, retiring, reserved, quiet, and deliberate; they may tend to mute or guard expression of positive affect, adopt more skeptical views or positions, and prefer to work independently.

Personality has two aspects. They are extrovert personality aspect and introvert personality aspect. The extrovert and introvert aspects as follows by Eysenck (in Samini, 2004:15). The aspects of extrovert personality, they are: Activity, sociability, risk-taking, impulsiveness, expressiveness, reflective-ness, and irresponsibility. Although, the aspects of introvert personality are Inactivity, unsociability, carefulness, controlled, inhibition, and responsibility.

From the explanation above, it can be concluded that the extroversion personality and introversion personality has difference of the type. But, the focus of this research is extroversion personality.

## **b. Definition of Extroversion**

Pervin and John (1970:234) say the following “Eysenck suggests that a basic dimension of personality involves whether people tend to be unsociable, quiet, and passive (introvert) or sociable, outgoing, and active (extrovert).

Iskandar (2000:46) states that what is mean by extroversion is one’s personality with which he enjoys getting together with others, loves meeting people and feels confident in attending social programs. He is not clumsy when talking with others in front of strangers. He is outgoing and sociable. Usually, it is easy for people with this type of personality to adapt to their new environment. Society also support this tendency.

Eysenck and Eysenck (1975) and Myers (1962) (in Hamed, et al, 2015:286) demonstrate that extraverts tend to be open to the strangers and get socially mixed. Gale (1969) (in Hamed, et al, 2015:286) define extraverts as the ones who are more restless and energetic in the restricted environments.

Jung (in Feist, 2009:116) states that extroversion is the attitude distinguished by the turning outward of physic energy so that person is oriented toward the objective and away from the subjective.

From the explanation above, it can be concluded that extroversion is one of the energetic personality that they prefer to connect with many people (socialize).



### c. Types of Extroversion Personality

Extroversion is one of personality dimensions which can be indicated through behavior. It is commonly contrasted with its antithesis, introversion. Someone who is extrovert tends to be easy going, friendly, impulsive, energetic, and sociable. Based on Vandebos (2015:403) Extroverts are more influenced by their surroundings than by inner world. Extroversion is an orientation of one's interests and energies toward the outer world of people and things rather than the inner world of subjective experience. Extroverts are relatively more outgoing, gregarious, sociable, and openly expressive. Extroverts like to travel, meet new people, see new place. They are typical adventurers, the life of the party, open and friendly.

Rousuli (2013:32) says that extroverts are oriented to the outer world i.e. they are motivated from "without" and their attention is directed outward. They are people who are sociable, friendly, self confident and outgoing. Zafar (2012:34) says that extroverts are sociable, like parties, have many friends, and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods.

From the explanation above, it can conclude that extroversion is one of personality that has type of personality they are relatively more outgoing, gregarious, sociable, openly expressive, like to travel, meet new people, see new place, like a party, friendly, have many friends and the other.

#### **d. Aspects of Extroversion Personality**

Eysenck (in Samini, 2004:13) states that there are seven aspects of personality which are based on extrovert dimension. They are:

##### 1) Activity

The person who has high activity tends to be active and energetic likes to do physical activities. He gets up early, does the activities quickly and does different kinds of tasks.

##### 2) Sociability

A man having high extroversion usually has high sociability. He has many friends easily, likes to go to a party, likes to do social activity, likes to meet new friends, and feels happy in friendly situation.

##### 3) Risk-taking

Human being having high risk-taking value likes to live in dangerous situation and seek jobs that ignore the risk. He does the jobs without paying attention on his own safety.

##### 4) Impulsiveness

The person who has this value likes to do something spontaneously without thinking firstly and make a quick decision

##### 5) Expressiveness

People having expressiveness tend to their feeling freely. They usually like to show their emotions such as sad, angry, afraid, and pleasant. They show that they have high extroversion.

#### 6) Reflectiveness

Reflectiveness appears in one's behavior to show new ideas, something abstract, philosophical questions, discussion, speculation, and they tend to be thoughtful and careful.

#### 7) Irresponsibility

Is one of types extroversion which tends to be less thorough, less reliable, and unserious.

In conclusion, extrovert personality is divided into seven aspects. They are activity, sociability, risk-taking, impulsiveness, expressiveness, reflective-ness, and irresponsibility.

### e. Extroversion Personality Measurement

King (2016:22) states that there are two ways to measure the extroversion personality. They are:

#### 1) Self-Report Tests

Self report test also called an objective test or an inventory, a method of measuring characteristics that directly asks people whether specific items describe their personality traits. Self-report personality tests include items such as "I love to go to party". Respondents choose from a limited number of answer (yes or no, true or false, agree or disagree). Self-report tests consist of two types test, there are:

- a. MMPI (Minnesota Multiphasic Personality Inventory) is the most widely used and researched empirically keyed self-report personality test. Some of the MPPI scales measure characteristics

associated with psychological disorders, such as depression and schizophrenia. Other scales include masculinity/femininity and introversion.

- b. Assessment of the big five factors, unlikely empirically keyed test, measures of the big five generally contain items that are straightforward; for instance, the trait “talkative” might show up on an extroversion scale. These items have what psychologists call face validity. A test item has face validity if it seems on the surface to fit the trait in question. Measures of personality traits include items that are both positive or negative for each trait.

## 2) Projective Tests

A personality assessment tests that presents individuals with an ambiguous stimulus and asks them to describe it or tell story about it to project their own meaning onto the stimulus.

In this research, the researcher used self-report test to measure the extroversion personality. The researcher used questionnaire to measure students' extroversion.

## **B. Previous Study**

The researcher got additional references from the previous researches that relate to this study. The first researcher is conducted by Shahila Zafar (2012) the research was entitled “A Study on the relationship between extroversion-introversion and risk-taking in the context of second language acquisition”, from the International Journal of

Research Studies in Language Learning. Her finding showed that extrovert seem to take full advantage of language-use opportunities as they tend to be sociable, and are more likely to join groups, more inclined to engage in conversations both inside and outside the classroom. However, results have also concluded that a introverted personality may be better suited to classroom learning, especially reading and reading skills. Based on the result, the research has similarity with his research that extroverts seem to take full advantage.

The second researcher is conducted by Reni Lia Ningrum in 2016, about “A Correlational Study Between Student’s Motivation and Vocabulary Mastery toward Students’ Speaking Ability at The Tenth Grade Students of Boarding School MAN 1 Surakarta in the Academic Year of 2013/2014”, English Education Department, The State Islamic Institute of Surakarta. The result of her research show that (1) there is a positive correlation between student’s motivation and speaking ability ( $r_{x1y} = 0,880 > r_{table} = 0,296$ ); (2) there is positive correlation between vocabulary mastery and speaking ability ( $r_{x2y} = 0,880 > r_{table} = 0,296$ ); (3) There is a positive correlation between vocabulary mastery and speaking ability ( $R = 0,881 > F_{regression} = 48,418 > 3,340$ ). It means that the contribution of students’ motivation, vocabulary mastery toward speaking ability at the Boarding School of MAN 1 Surakarta. The similarity of Reni’s research and this research is researching about the contribution vocabulary Mastery and Speaking ability, and the difference is about the contribution of Student’s motivation in Speaking ability, but this

researches about contribution of extroversion personality in speaking ability.

## **C. Rationale**

### **1. Correlation between vocabulary mastery and speaking ability**

Vocabulary mastery is important for students who want to get result on speaking. Fauziati (2002:167) says the definition of vocabulary is very important for second language learners, only with a sufficient vocabulary learners can effectively express their ideas both in oral and written form. Since vocabulary mastery is the complete knowledge of word (the form and meaning of the word), it makes up a language.

It is also supported by Allen (1983:7) says that the students must be mastering vocabulary in English text, without it they cannot speak or understand the language. It is clear that without vocabulary mastery, the students will find some difficulties in speaking. When someone says something, of course he or she needs some vocabulary to make his or her communication clearly. So, it can be said that the students who master vocabulary better will have a better speaking ability too. They can more easily express their idea in speaking and it can be said that word is the key of communication to convey meaning utterance.

### **2. Correlation between extroversion personality and speaking ability**

Speaking is very significant skill in language since it is used for expressing our ideas, getting information and messages. In learning English, there are some difficulties that should be faced by the students. In this case, the personality is one of the important factor in learning English especially speaking. Based on Jung (in Howard, 2008:134) there are two kinds of personality. They are extrovert personality and introvert personality. Everyone has extrovert and introvert personality, but one of them will be more dominant than other. Extroverts tend to outside themselves. They are easy to make a friend in society, tend to strike and are easily influenced by other people's emotions. They have more opportunity to speak up fluently. Extrovert personality have significant role toward speaking ability. Based on the explanation above, the researcher assumed that the students having high extrovert personality will have high speaking ability.

### **3. Correlation extroversion personality, vocabulary mastery and speaking ability**

One of the crucial aspects that influence speaking ability is vocabulary mastery. It is the key aspect of language learning, especially in speaking. If students master the vocabulary well, they will easily express their ideas in oral form. On the other hand, if they do not master the vocabulary well, it will be difficult for them to express their ideas in oral form.

Speaking ability can be determined from the inside and outside of the students. From the outside, it can be material, the place of the study, and so on. While from the inside of the learner, one of the factors is personality. Extroversion personality can be defined as behavior directed to others which is normally characterized by the activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, and responsibility.

Therefore, it is assumed that learners who have mastered vocabulary and have high extroversion will have better ability in speaking. From the explanation above, it can be predicted that there is a positive correlation between extroversion personality, vocabulary mastery, and students' speaking ability. To prove the prediction, it should be tested by research.

#### **D. Hypothesis**

Based on the theory related to this study, the hypothesis in this research as follows:

1. There is a positive correlation between extroversion personality and speaking ability?
2. There is a positive correlation between vocabulary mastery and speaking ability?
3. There is a positive correlation between extroversion personality, vocabulary mastery and speaking ability?



## **CHAPTER III**

### **RESEARCHER METHODOLOGY**

#### **A. Research Method**

The design of this research is correlation. Arikunto (2006:270) states that correlation is a design whose goal is to find whether or not there is a relation between two or more variables if there is, how strong that relation. The reason for choosing this design is that the researcher wants to know the strength of the relation of two or more variables based on correlation coefficient.

This result used the correlation method. Creswell (2012:21) explains that correlation design is procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. Based on Ary (2010:350) Correlation research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. This index is called a coefficient of correlation. He also explains that the coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).

This research has two kinds of variables, independent variable and dependent variable.

1. The independent variables (predictor variable)
  - a. extroversion personality ( $X_1$ )

- b. vocabulary mastery ( $X_2$ ).
2. The dependent variable (criterion variable) is speaking ability (Y).

The correlation between three variables can be seen in the figure 3.1.

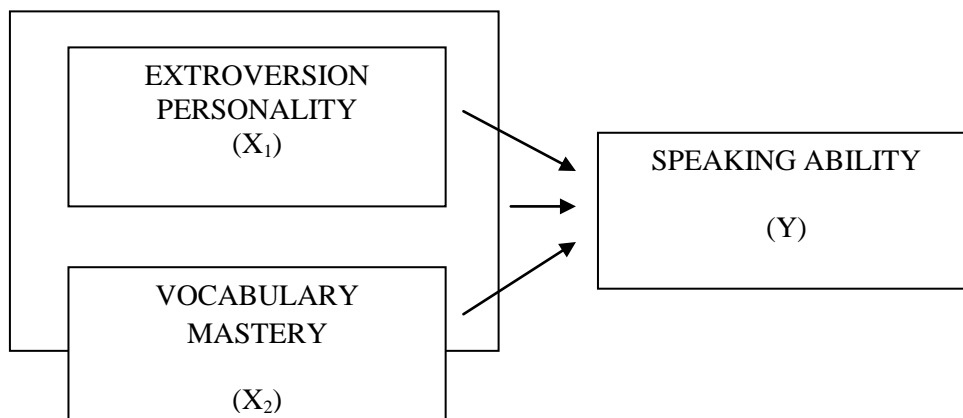


Figure 3.1. the schema of the correlation between extroversion personality, vocabulary mastery and speaking ability

## B. The Setting of the Research

### 1. The Place of the Research

The research was carried out at the eleventh grade of MAN 1 Semarang. It is located at Jl. Karanggede Suruh KM 2.

### 2. The Time of the Research

The researcher conducted the research in March until April 2018.

Table 3.1 The Schedule of the Research

| No | Activities                                   | Month in 2017/2018 |     |     |     |     |     |
|----|--|--------------------|-----|-----|-----|-----|-----|
|    |  | Nov                | Dec | Jan | Feb | Mar | Apr |
| 1  | Submission Of The Tittle                     |                    |     |     |     |     |     |
| 2  | Determination Of The Tittle With The Advisor |                    |     |     |     |     |     |

|    |   |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|
| 4  | Making A Thesis Proposal                      |  |  |  |  |  |  |
| 5  | Consulting the proposal                       |  |  |  |  |  |  |
| 6  | Conducting Examination of the Thesis Proposal |  |  |  |  |  |  |
| 7  | Conducting Research                           |  |  |  |  |  |  |
| 8  | Analyzing and Writing the Thesis              |  |  |  |  |  |  |
| 9  | Consulting the Thesis                         |  |  |  |  |  |  |
| 10 | Report and Submitted Chapter IV and V         |  |  |  |  |  |  |

## C. The Population, Sampling, and Sample of the Research

### 1. The Population of the Research

Arikunto (2006:130) defines population as whole of subjects in the research. The population can be small or large. Creswell (2012:142) says that population is a group of individuals who have the same characteristics. From the statements above can be concluded that population is the whole of subjects or individuals who have the same characters in the research.

The population of this research is all the eleventh grade students of MAN 1 Semarang in the Academic year of 2017/2018.

Table 3.2 The Total Students of the Eleventh Grade

| No           | Class    | Number of the Students |
|--------------|----------|------------------------|
| 1            | XI IKA 1 | 30                     |
| 2            | XI IKA 2 | 30                     |
| 3            | XI IIS 1 | 30                     |
| 4            | XI IIS 2 | 28                     |
| 5            | XI MIA 1 | 28                     |
| 6            | XI MIA 2 | 28                     |
| 7            | XI MIA 3 | 28                     |
| 8            | XI MIA 4 | 28                     |
| <b>Total</b> |          | <b>230</b>             |

## 2. The Sampling of the Research

Creswell (2012:142) says that sampling is a group of individuals (or group of organization) with some common defining characteristic that researcher can identify and study.

In this study, the researcher used simple random sampling. Sugiyono (2007:62) says that one of the famous ways in statistics to get the representative sample is simple random sampling. This is a method that gives every member of the population an equal chance of being selected in the study. The steps of selecting the sample were as follow:

- a. Listing all of the students
- b. Writing down the students' code numbers in small papers
- c. Rolling the paper well
- d. Putting the rolled papers into a container
- e. Shaking the container well of several times

f. Taking 7-8 students of each class,

In this research, the researcher took 58 students to be a sample in this research.

### **3. The Sample of the Research**

Creswell (2012:142) defines that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Based on Arikunto (2006:134), if the population is less than 100 respondent, it will be better to take them all as a sample. So, the sample of the research is the population research. But, if the subject of the research is large, the researcher can take about 10-15% or 20-25% or more.

In this research, the researcher took 25% of the population as the sample. It has about 58 students from 230 students as a sample.

## **D. The Technique of Collecting the Data**

Before analyzing the data, the researcher collected the data to carry out the research. The main components of the technique of collecting the data are follows:

### **1. The Instrument of Collecting Data**

#### **a. Questionnaire**

Questionnaire is used to get the data of the students' personality. Questionnaire is a list of questions. Sugiyono (2010:142) A questionnaire is a technique of collecting data using some written questions that must be answered by the respondents.

In the study, the researcher uses questionnaire to investigate and to collect information about the students' extroversion. The type of the questionnaire is closed-type questionnaire. It is a questionnaire which answers the questions are provided so that the respondents only choose the suitable one in the answer.

The researcher used the Likert scale as a method of summated ratings the questionnaire data. Rensis Likert (in Ary, Donald, 1985:195), Likert scale has been one of the most widely and successfully used techniques to measure attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each of series of statements about the topic. The score ranges from 1-5 can be seen at the table below:

Table 3.3 Category Score of Likert Scale

| Statement | Option |   |   |    |     |
|-----------|--------|---|---|----|-----|
|           | SS     | S | R | TS | STS |
| Positive  | 5      | 4 | 3 | 2  | 1   |
| Negative  | 1      | 2 | 3 | 4  | 5   |

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

R = Ragu-ragu

The researcher made the questionnaire based on the aspect of extroversion personality by Eysenck (in Samini, 2014:13). The questionnaire consist of 28 items and each item has five options with the scale of scoring from 1 to 5.

## **b. Test**

Brown (2004:3) test as a method of measuring a person's ability, knowledge, or performance in a given domain. As a method, a set of techniques, procedures, or items requires performance on the part of the test taker. He explains that those characteristics of object such as skills, knowledge, ability, and interest of individual or group. This research used test to obtain the data of students' vocabulary mastery and speaking ability.

### **1) Test of vocabulary mastery**

The test of vocabulary mastery that used in this research is multiple choice test which have 5 alternatives (A, B, C, D and E) to know the students' vocabulary mastery. There are 40 questions to test vocabulary mastery, the question consist of 6 indicators, they are aspect of meaning (synonym and antonym), collocation, grammar, word formation, and pronunciation and spelling.

The score of test is amount of correct answer. The students get 1 point in every correct answer and get 0 in every incorrect answer.

### **2) Test of speaking ability**

The oral test used to measure students' speaking ability. The researcher asked the students one by one to explain how to make one food or drink (fried rice or a cup of coffee) in front of class. The researcher gave 5 minutes to prepare it, and then

asked the students to come forward randomly. The researcher makes the test based on the syllabus of eleventh grade.

The criteria of scoring for the assessment of speaking ability test are presented as follows:

|               |           |
|---------------|-----------|
| Pronunciation | 5         |
| Vocabulary    | 5         |
| Grammar       | 5         |
| Fluency       | 5         |
| Comprehension | <u>5+</u> |
|               | 25        |

## **2. Validity and Reliability of Instrument**

An instrument can be said to be a good one if it is valid and reliable. Before the instruments were used, they had to be tried out. It was intended by this test to find out the validity and reliability of the instruments.

### **a. Validity of the instrument**

Ary et al (2010:225), validity is the most important consideration in developing and evaluating measuring instruments. He also states that validity is defined as the extent to which an instrument measures what it claimed to measure. There are two kind of validity; internal and external validity. In this study, the researcher uses internal validity since the researcher analyzes the items of instruments whether or not they are appropriate to use.



To measure the validity of extroversion personality and vocabulary mastery the researcher used Product Moment Formula assisted by *SPSS 20 for Windows*. The formula is as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Information:

$r_{xy}$  : The coefficient of correlation between X and Y

N : The number of the students

x : The sum of the scores of each item

y : The sum of the scores of each student

The criteria of validity test is that the test is valid if  $r_{\text{obtained}}$  is higher than  $r_{\text{table}}$  and it is invalid if  $r_{\text{obtained}}$  is lower than  $r_{\text{table}}$ . In this computation that used *SPSS 20 program for Windows*, the researcher used level of significance = 0.05 (5%). There are two data of validity instrument, namely; extroversion personality and vocabulary mastery. After being computed the data try out of two instruments of students that consist of 40 students, we got the result as follows:

### 1) **Validity of extroversion personality**

The criteria of validity instrument of extroversion personality becomes valid if  $\text{Sig.} < \alpha$  and it becomes invalid if  $\text{Sig.} > \alpha$ . The validity instrument of extroversion personality can be seen in the table below.

Table 3.4 The Validity of Extroversion Personality

| <b>Item</b> | <b>Sig.</b> | <b><math>\alpha</math></b> | <b>Result</b> |
|-------------|-------------|----------------------------|---------------|
| 1           | 0.000       | 0.05                       | Valid         |
| 2           | 0.000       | 0.05                       | Valid         |
| 3           | 0.000       | 0.05                       | Valid         |
| 4           | 0.000       | 0.05                       | Valid         |
| 5           | 0.073       | 0.05                       | Invalid       |
| 6           | 0.001       | 0.05                       | Valid         |
| 7           | 0.000       | 0.05                       | Valid         |
| 8           | 0.000       | 0.05                       | Valid         |
| 9           | 0.000       | 0.05                       | Valid         |
| 10          | 0.000       | 0.05                       | Valid         |
| 11          | 0.101       | 0.05                       | Invalid       |
| 12          | 0.001       | 0.05                       | Valid         |
| 13          | 0.000       | 0.05                       | Valid         |
| 14          | 0.000       | 0.05                       | Valid         |
| 15          | 0.452       | 0.05                       | Invalid       |
| 16          | 0.000       | 0.05                       | Valid         |
| 17          | 0.000       | 0.05                       | Valid         |
| 18          | 0.000       | 0.05                       | Valid         |
| 19          | 0.000       | 0.05                       | Valid         |
| 20          | 0.000       | 0.05                       | Valid         |
| 21          | 0.000       | 0.05                       | Valid         |
| 22          | 0.000       | 0.05                       | Valid         |
| 23          | 0.000       | 0.05                       | Valid         |
| 24          | 0.000       | 0.05                       | Valid         |
| 25          | 0.001       | 0.05                       | Valid         |
| 26          | 0.004       | 0.05                       | Valid         |
| 27          | 0.073       | 0.05                       | Invalid       |
| 28          | 0.073       | 0.05                       | Invalid       |

Based on the table above, the researcher concluded that 23 items of extroversion personality questionnaire are valid. The result shows that the test is in the valid criteria because  $\text{Sig.} < \alpha$ .

## 2) Validity of Vocabulary Mastery

The criteria of validity instrument of vocabulary mastery becomes valid if  $\text{Sig.} < \alpha$  and it becomes invalid if  $\text{Sig.} > \alpha$ . The validity instrument of vocabulary mastery can be seen in the table below.

Table 3.5 The Validity of Vocabulary Mastery

| Item | Sig.  | $\alpha$ | Result  |
|------|-------|----------|---------|
| 1    | 0.000 | 0.05     | Valid   |
| 2    | 0.014 | 0.05     | Valid   |
| 3    | 0.000 | 0.05     | Valid   |
| 4    | 0.000 | 0.05     | Valid   |
| 5    | 0.480 | 0.05     | Invalid |
| 6    | 0.009 | 0.05     | Valid   |
| 7    | 0.002 | 0.05     | Valid   |
| 8    | 0.000 | 0.05     | Valid   |
| 9    | 0.000 | 0.05     | Valid   |
| 10   | 0.000 | 0.05     | Valid   |
| 11   | 0.000 | 0.05     | Valid   |
| 12   | 0.192 | 0.05     | Invalid |
| 13   | 0.712 | 0.05     | Invalid |
| 14   | 0.000 | 0.05     | Valid   |
| 15   | 0.001 | 0.05     | Valid   |
| 16   | 0.000 | 0.05     | Valid   |
| 17   | 0.942 | 0.05     | Invalid |
| 18   | 0.000 | 0.05     | Valid   |
| 19   | 0.003 | 0.05     | Valid   |
| 20   | 0.013 | 0.05     | Valid   |
| 21   | 0.037 | 0.05     | Invalid |
| 22   | 0.005 | 0.05     | Valid   |
| 23   | 0.003 | 0.05     | Valid   |
| 24   | 0.000 | 0.05     | Valid   |
| 25   | 0.003 | 0.05     | Valid   |
| 26   | 0.007 | 0.05     | Valid   |
| 27   | 0.879 | 0.05     | Invalid |
| 28   | 0.000 | 0.05     | Valid   |
| 29   | 0.468 | 0.05     | Invalid |
| 30   | 0.010 | 0.05     | Valid   |
| 31   | 0.000 | 0.05     | Valid   |
| 32   | 0.119 | 0.05     | Invalid |
| 33   | 0.000 | 0.05     | Valid   |

| No | Sig.  | $\alpha$ | Result  |
|----|-------|----------|---------|
| 34 | 0.001 | 0.05     | Valid   |
| 35 | 0.003 | 0.05     | Valid   |
| 36 | 0.000 | 0.05     | Valid   |
| 37 | 0.000 | 0.05     | Valid   |
| 38 | 0.000 | 0.05     | Valid   |
| 39 | 0.002 | 0.05     | Valid   |
| 40 | 0.533 | 0.05     | Invalid |

Based on the table above, the researcher concluded that 31 vocabulary mastery questions are valid. The result shows that the test is in the valid criteria because  $\text{Sig.} < \alpha$ .

### 3) Validity of the Speaking Ability

A valid instruments means that the instrument is suitable for measuring the object that will be measured. To determine whether the instrument is valid or not using content validity approach is by making rational judgment, whether the instruments contains enough requirements to measure all variable indicators. Based on Hopking (in Siregar, 2013:89) who said the determination of the instrument of content validity associated with the logical analysis. To examine content validity instrument, it can use to expert opinions (expert judgment) the instrument is consulted to the expert, then the expert determine whether the instruments is valid or not to measure the variable.

In this research, the validity of speaking ability test measured by using the theory of content validity and consulted

to the expert and accorded to the syllabus. Besides that, the expert judgment is consulted to Zainal 'Arifin, S.Pd., M.Pd as the advisor and Siti Aminah, S.Pd as the English teacher of MAN 1 Semarang. Based on syllabus of MAN 1 Semarang, one of the materials of speaking is procedure text.

The research can concluded and summarized the result of the try out are as follows:

1. From 28 items of extroversion personality questionnaire, 23 items are valid and 5 are items invalid, there are item number 5, 11, 15, 27, 28.
2. From 40 items of vocabulary mastery test, 31 items are valid and 9 items are invalid there are item number 5, 12, 13, 17, 21, 27, 29, 32, 40.
3. The expert judgment of speaking test is consulted to the Zainal Arifin, S.Pd., M.Pd as the advisor and Siti Aminah, S.Pd as the English teacher.

#### **b. Reliability of the Instrument**

Arikunto (2006:178) says that reliability refers to the understanding that a sufficiently reliable instrument to be used as a means of collecting data because the instrument is good. Sugiyono (2010:173) states that reliability is an instrument when used several time to measure the same object, the result of data will consistency or stability.

To measure the reliability of extroversion personality questionnaire and the reliability of the vocabulary mastery test, the researcher used the Alpha Cronbach formula assisted by *SPSS 20 program for windows* to compute the reliability test, and the result are as follows:

### 1) Reliability of Extroversion Personality

Table 3.6 The Reliability of Extroversion Personality

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| ,924                   | 28         |

From the result of reliability extroversion personality is acquired the reliability coefficient = 0.924 in the  $r_{table} = 0.312$  at the level of significance 0.05 for the number of students is 40 students. It shows that the extroversion personality is reliable  $r_o > r_{table}$  ( $0.924 > 0.312$ ).

### 2) Reliability of Vocabulary Mastery

Table 3.7 The Reliability of Vocabulary Mastery

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| ,875                   | 40         |

From the result of reliability vocabulary mastery is acquired the reliability coefficient = 0.875 in the  $r_{table} = 0.312$  at the level of significance 0.05 for the number of students is 40

students. It shows that the vocabulary mastery is reliable  $r_o > r_{table}$  ( $0.875 > 0.312$ ).

### **3) Reliability of Speaking Ability**

The reliability of speaking ability test is measured by using inter-rater reliability. Inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases (Brown, 2004: 21). To measure the reliability of speaking ability, the researcher compared the speaking test score with the score from the teacher. The score of speaking test can be seen in appendix 17.

## **E. The Technique of Analyzing Data**

After collecting the data, the next step is analyzing the data in order to know whether there is a significant positive correlation between students extroversion personality and vocabulary mastery toward their speaking ability. Firstly, the researcher check the completeness of the data then give scoring toward the questionnaire, vocabulary test and speaking ability test. Next, the researcher process the data, as follow:

### **1. The Description of the Data**

#### **a. Mean**

Mean is the average value of the data group.

b. Median

Median is the central value of data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely (Arikunto, 2006:168).

c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest. (Arikunto, 2006:166).

d. Range

Range is the gap between the highest and the lowest value in a data group (Arikunto, 2006:152).

e. Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in other words, about distance, on the average of the score from the mean (McMillan and Schumacher, 2001:221).

The researcher uses program SPSS 20 to analyze the data description, how to obtain the result is available in appendix 18.

## **2. Prerequisite Test**

a. Normality Test

Normality test is purposed to know whether the sample taken from the population has normal distribution or not (Arikunto, 2006:320). In this study, the researcher uses the Kolmogorov Smirnov



(KS-Z) formula through *SPSS 20 for windows* with the significant 5%, how to obtain the result of normality testing is available in appendix 18. The characteristic used is whether the obtained of KS-Z is higher than 0.05, it means that the data has a normal distribution.

b. Linearity Test

Linearity test was aimed to know whether two variables had significant linear regression or not (Abdurrahman, et al, 2011:214).

To find out the simple linier regression between the first independent variable (extroversion personality) and the dependent variable (speaking ability) and the second independent variable (vocabulary mastery) and the dependent variable (speaking ability), the researcher uses F test with the significant 0.05 with *SPSS 20 for windows*, how to obtain the result of linearity is available in appendix 18. The criteria of this test is if the value of linearity is lower than 0.05.

### 3. Hypothesis Testing

After conducting the prerequisite test, the next step was testing hypothesis.

a. The Test of the First and Second Hypothesis

The test of the first and second hypothesis are used to know the correlation between extroversion personality ( $X_1$ ) and the speaking ability (Y) and the correlation between vocabulary mastery ( $X_2$ ) and speaking ability (Y).

The researcher used simple correlation technique using the Product Moment Formula assisted by *SPSS 20 for windows* to test the first and the second hypothesis, how to obtain the result is available in appendix 18. The formula of simple correlation is as follow:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Where:

Rxy : the coefficient of the correlation between variable X and Y

X : the independent variable

Y : the dependent variable

n : the number of the sample

The statistical hypothesis of the first and second hypothesis:

a) Ho: rxy = 0. It means there is no correlation between X and Y.

b) Ha: rxy > 0. It means there is a positive correlation between X and Y.

b. The Test of the Third Hypothesis

The test of the third hypothesis is used to know the correlation between extroversion personality, vocabulary mastery, and speaking ability. The researcher used multiple correlation assisted by *SPSS 20 for windows* to test the third hypothesis saying there is any correlation between students extroversion personality, vocabulary mastery and speaking ability, how to obtain the result is available in appendix 18. The formula is as follows:

$$R_{x_1x_2y} = \sqrt{\frac{r^2_{x_1y} + r^2_{x_2y} - 2r_{x_1y} \cdot r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

c. The significance of the multiple correlation Coefficient

The researcher used the formula of regression line analysis to find out whether or not the coefficient of multiple correlation is significant as follows:

$$F = \frac{R^2/k}{(1 - R^2 / (N - k - 1))}$$

Where:

F : the value of regression line

R : the coefficient of correlation between X<sub>1</sub>, X<sub>2</sub>, and Y

k : number of independent variable

n : the number of sample

(Sudjana, 1996:385)

d. Contribution Distribution

After that, the researcher uses coefficient of determination to calculate the distribution of variable X toward variable Y. the formula as follows:

$$CD = (r)^2 \times 100 \%$$

CD : the coefficient of determination

r : the coefficient of correlation

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. Research Finding**

**1. The Description of the Data**

The data analyzed were the result of questionnaire and test. The researcher description were based on the score of questionnaire to know the extroversion personality, the vocabulary test to know the students' vocabulary mastery, and the speaking test to know the speaking ability among the eleventh grade students of MAN 1 Semarang in the academic year 2017/2018. In computing the data, the researcher is assisted by *SPSS 20 for windows* to analyze all data and hypothesis. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with the variable description in the form of table and histograms. The score of extroversion personality, vocabulary mastery test, and speaking ability can be seen in the table 4.1.

Table 4.1 Students' Score of each Variable

| No | Name | Score                    |                    |                  |
|----|------|--------------------------|--------------------|------------------|
|    |      | Extroversion personality | Vocabulary Mastery | Speaking ability |
| 1  | AF   | 52                       | 77                 | 84               |
| 2  | ANC  | 80                       | 90                 | 84               |
| 3  | ASF  | 79                       | 84                 | 74               |
| 4  | AI   | 80                       | 90                 | 82               |
| 5  | AAAR | 73                       | 90                 | 84               |
| 6  | EPL  | 60                       | 77                 | 74               |
| 7  | F    | 67                       | 77                 | 60               |
| 8  | FAA  | 64                       | 74                 | 66               |
| 9  | FFS  | 56                       | 65                 | 66               |
| 10 | FIM  | 79                       | 77                 | 74               |

| No | Name | Score                       |                       |                     |
|----|------|-----------------------------|-----------------------|---------------------|
|    |      | Extroversion<br>personality | Vocabulary<br>Mastery | Speaking<br>Ability |
| 11 | HM   | 64                          | 90                    | 72                  |
| 12 | KF   | 68                          | 74                    | 84                  |
| 13 | LT   | 76                          | 94                    | 82                  |
| 14 | LFM  | 66                          | 90                    | 74                  |
| 15 | MK   | 66                          | 87                    | 74                  |
| 16 | MA   | 52                          | 77                    | 52                  |
| 17 | MMH  | 64                          | 81                    | 80                  |
| 18 | MM   | 56                          | 87                    | 74                  |
| 19 | ML   | 74                          | 84                    | 76                  |
| 20 | NN   | 73                          | 81                    | 78                  |
| 21 | RAM  | 73                          | 81                    | 70                  |
| 22 | SQ   | 80                          | 84                    | 74                  |
| 23 | SSH  | 58                          | 77                    | 62                  |
| 24 | SMS  | 74                          | 81                    | 70                  |
| 25 | TW   | 64                          | 84                    | 78                  |
| 26 | UI   | 83                          | 81                    | 94                  |
| 27 | UNN  | 67                          | 87                    | 76                  |
| 28 | AAS  | 58                          | 84                    | 78                  |
| 29 | AM   | 66                          | 81                    | 78                  |
| 30 | AR   | 80                          | 74                    | 54                  |
| 31 | A    | 72                          | 68                    | 56                  |
| 32 | AN   | 79                          | 68                    | 60                  |
| 33 | ECK  | 87                          | 90                    | 90                  |
| 34 | FDS  | 52                          | 77                    | 50                  |
| 35 | FIC  | 73                          | 74                    | 64                  |
| 36 | HIL  | 73                          | 74                    | 62                  |
| 37 | IR   | 60                          | 77                    | 64                  |
| 38 | LK   | 52                          | 71                    | 60                  |
| 39 | LDA  | 56                          | 65                    | 60                  |
| 40 | MLF  | 56                          | 77                    | 60                  |
| 41 | MF   | 83                          | 71                    | 72                  |
| 42 | MAM  | 59                          | 68                    | 56                  |
| 43 | MRA  | 59                          | 71                    | 52                  |
| 44 | M    | 78                          | 90                    | 86                  |
| 45 | MA   | 59                          | 65                    | 70                  |
| 46 | MAF  | 56                          | 71                    | 60                  |
| 47 | MF   | 67                          | 74                    | 64                  |
| 48 | MS   | 87                          | 87                    | 80                  |
| 49 | MTK  | 68                          | 74                    | 71                  |
| 50 | NT   | 60                          | 81                    | 72                  |
| 51 | SK   | 80                          | 71                    | 56                  |
| 52 | SNK  | 64                          | 74                    | 66                  |
| 53 | SSW  | 74                          | 77                    | 72                  |

| No | Name | Score                    |                    |                  |
|----|------|--------------------------|--------------------|------------------|
|    |      | Extroversion Personality | Vocabulary Mastery | Speaking Ability |
| 54 | TS   | 67                       | 71                 | 64               |
| 55 | SUH  | 52                       | 68                 | 58               |
| 56 | TS   | 67                       | 71                 | 64               |
| 57 | UNL  | 64                       | 68                 | 60               |
| 58 | ZN   | 76                       | 68                 | 72               |

The data research from three variables is summarized below:

Table 4.2 Variable Data Description

|                |         | Statistics      |            |                 |
|----------------|---------|-----------------|------------|-----------------|
|                |         | Extroversion    | Vocabulary | Speaking        |
| N              | Valid   | 58              | 58         | 58              |
|                | Missing | 0               | 0          | 0               |
| Mean           |         | 68,02           | 77,91      | 69,83           |
| Median         |         | 67,00           | 77,42      | 71,50           |
| Mode           |         | 64 <sup>a</sup> | 77         | 60 <sup>a</sup> |
| Std. Deviation |         | 9,932           | 7,887      | 10,298          |
| Variance       |         | 98,649          | 62,212     | 106,040         |
| Range          |         | 35              | 29         | 44              |
| Minimum        |         | 52              | 65         | 50              |
| Maximum        |         | 87              | 94         | 94              |
| Sum            |         | 3945            | 4519       | 4050            |

The data obtained, namely: extroversion personality, vocabulary mastery, and speaking ability can be explained as follows:

**a) The Data of Extroversion Personality**

The data of extroversion personality were collected by using a questionnaire. The maximum score of the test is 87, the minimum score is 52, and the range is 35. The mean (or the average score) and standard deviation are 68.02 and 9.93 respectively. The frequency

distribution and the histogram of extroversion personality can be seen at the table 4.3 and the figure 4.1

Table 4.3 The Frequency Data of Extroversion Personality

| Extroversion |           |         |               |                    |
|--------------|-----------|---------|---------------|--------------------|
|              | Frequency | Percent | Valid Percent | Cumulative Percent |
| 52           | 5         | 8,6     | 8,6           | 8,6                |
| 56           | 5         | 8,6     | 8,6           | 17,2               |
| 58           | 2         | 3,4     | 3,4           | 20,7               |
| 59           | 3         | 5,2     | 5,2           | 25,9               |
| 60           | 3         | 5,2     | 5,2           | 31,0               |
| 64           | 6         | 10,3    | 10,3          | 41,4               |
| 66           | 3         | 5,2     | 5,2           | 46,6               |
| 67           | 4         | 6,9     | 6,9           | 53,4               |
| 68           | 2         | 3,4     | 3,4           | 56,9               |
| Valid 72     | 1         | 1,7     | 1,7           | 58,6               |
| 73           | 5         | 8,6     | 8,6           | 67,2               |
| 74           | 3         | 5,2     | 5,2           | 72,4               |
| 76           | 2         | 3,4     | 3,4           | 75,9               |
| 78           | 1         | 1,7     | 1,7           | 77,6               |
| 79           | 3         | 5,2     | 5,2           | 82,8               |
| 80           | 6         | 10,3    | 10,3          | 93,1               |
| 83           | 2         | 3,4     | 3,4           | 96,6               |
| 87           | 2         | 3,4     | 3,4           | 100,0              |
| Total        | 58        | 100,0   | 100,0         |                    |

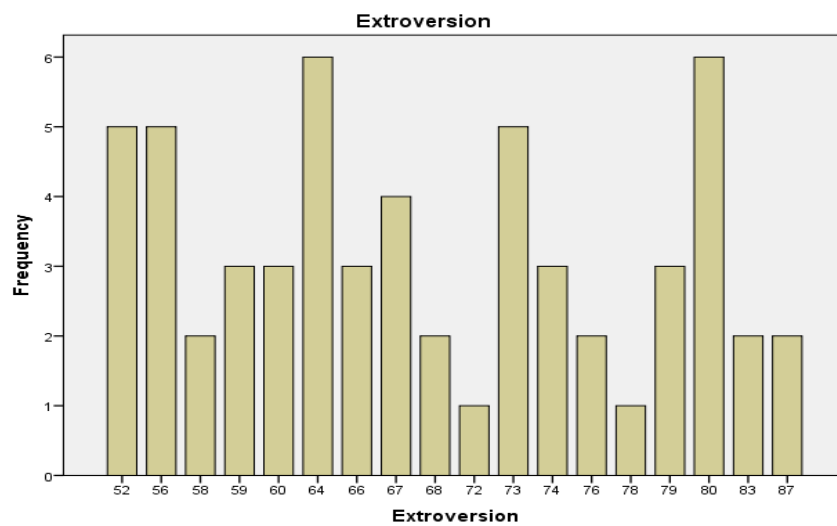


Figure 4.1 the histogram of Extroversion Personality

### b) The Data of Vocabulary Mastery

The data of vocabulary mastery were collected by using a multiple choice test. The maximum score of the test is 94, the minimum score is 65, and the range is 29. The mean (or the average score) and standard deviation are 77.42 and 7.88 respectively. The frequency distribution and the histogram of extroversion personality can be seen at the table 4.4 and the figure 4.2.

Table 4.4 The Frequency Data of the Score of Vocabulary Mastery

|       |       | Vocabulary |         |               |                    |  |
|-------|-------|------------|---------|---------------|--------------------|--|
|       |       | Frequency  | Percent | Valid Percent | Cumulative Percent |  |
| Valid | 65    | 2          | 3,4     | 3,4           | 3,4                |  |
|       | 65    | 1          | 1,7     | 1,7           | 5,2                |  |
|       | 68    | 7          | 12,1    | 12,1          | 17,2               |  |
|       | 71    | 6          | 10,3    | 10,3          | 27,6               |  |
|       | 74    | 2          | 3,4     | 3,4           | 31,0               |  |
|       | 74    | 6          | 10,3    | 10,3          | 41,4               |  |
|       | 77    | 2          | 3,4     | 3,4           | 44,8               |  |
|       | 77    | 8          | 13,8    | 13,8          | 58,6               |  |
|       | 81    | 7          | 12,1    | 12,1          | 70,7               |  |
|       | 84    | 5          | 8,6     | 8,6           | 79,3               |  |
|       | 87    | 4          | 6,9     | 6,9           | 86,2               |  |
|       | 90    | 7          | 12,1    | 12,1          | 98,3               |  |
|       | 94    | 1          | 1,7     | 1,7           | 100,0              |  |
|       | Total |            | 58      | 100,0         | 100,0              |  |

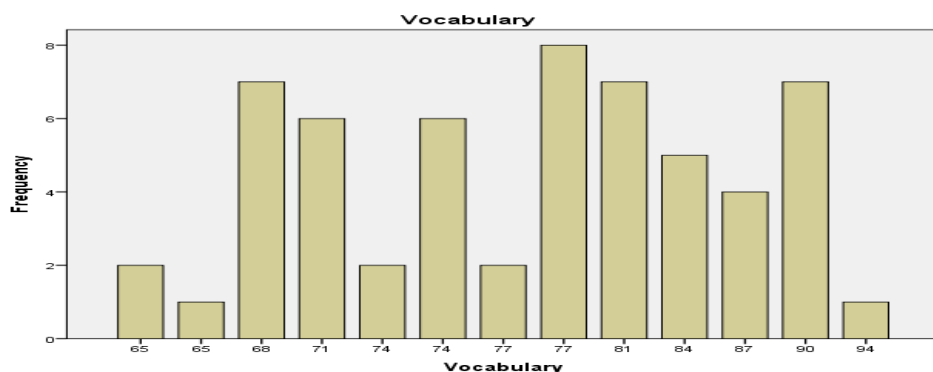


Figure 4.2 The Frequency Histogram of the Score of Vocabulary Mastery



c) **The Data of Speaking Ability**

The data of speaking ability were collected by using a oral test. The maximum score of the test is 94, the minimum score is 50, and the range is 35. The mean (or the average score) and standard deviation are 69.83 and 10.29 respectively. The frequency distribution and the histogram of extroversion personality can be seen at the table 4.5 and the figure 4.3.

Table 4.5 The Frequency Data of Score of Speaking Ability

| <b>Speaking</b> |           |         |               |                    |
|-----------------|-----------|---------|---------------|--------------------|
|                 | Frequency | Percent | Valid Percent | Cumulative Percent |
| 50              | 1         | 1,7     | 1,7           | 1,7                |
| 52              | 2         | 3,4     | 3,4           | 5,2                |
| 54              | 1         | 1,7     | 1,7           | 6,9                |
| 56              | 3         | 5,2     | 5,2           | 12,1               |
| 58              | 1         | 1,7     | 1,7           | 13,8               |
| 60              | 7         | 12,1    | 12,1          | 25,9               |
| 62              | 2         | 3,4     | 3,4           | 29,3               |
| 64              | 4         | 6,9     | 6,9           | 36,2               |
| 65              | 1         | 1,7     | 1,7           | 37,9               |
| 66              | 3         | 5,2     | 5,2           | 43,1               |
| 70              | 3         | 5,2     | 5,2           | 48,3               |
| Valid 71        | 1         | 1,7     | 1,7           | 50,0               |
| 72              | 5         | 8,6     | 8,6           | 58,6               |
| 74              | 7         | 12,1    | 12,1          | 70,7               |
| 76              | 2         | 3,4     | 3,4           | 74,1               |
| 78              | 4         | 6,9     | 6,9           | 81,0               |
| 80              | 2         | 3,4     | 3,4           | 84,5               |
| 82              | 2         | 3,4     | 3,4           | 87,9               |
| 84              | 4         | 6,9     | 6,9           | 94,8               |
| 86              | 1         | 1,7     | 1,7           | 96,6               |
| 90              | 1         | 1,7     | 1,7           | 98,3               |
| 94              | 1         | 1,7     | 1,7           | 100,0              |
| Total           | 58        | 100,0   | 100,0         |                    |

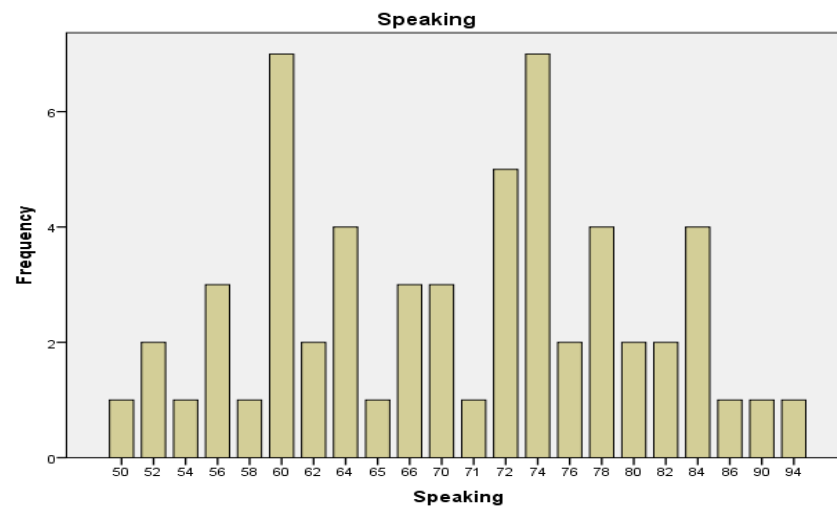


Figure 4.3 the frequency histogram of the score of speaking ability

## 2. Pre-Requisite Test

### a. Normality Testing

Normality testing distribution is purposed to know whether the variable data research distribution is normal or not. There are three variable of normality testing in this research, normality of extroversion personality, normality of vocabulary mastery, and normality of speaking ability. To test the normality distribution of data, the researcher uses Kolmogorov-Smirnov by *SPSS 20 for windows*. The result can be seen at the table 4.6 below.

Table 4.6 The Normality Testing

|              | Kolmogorov-Smirnov <sup>a</sup> |    |                   | Shapiro-Wilk |    |      |
|--------------|---------------------------------|----|-------------------|--------------|----|------|
|              | Statistic                       | df | Sig.              | Statistic    | df | Sig. |
| Extroversion | ,106                            | 58 | ,164              | ,954         | 58 | ,027 |
| Vocabulary   | ,111                            | 58 | ,073              | ,954         | 58 | ,026 |
| Speaking     | ,089                            | 58 | ,200 <sup>*</sup> | ,979         | 58 | ,430 |

From the table above, it can be interpreted as follows:

1) Normality testing of Extroversion personality

After being computed, the value for  $N = 58$  at the level of significant  $\alpha = 0.05$  is 0.164. Because the value is higher than 0.05 or  $0.164 > 0.05$ , so the distribution of data extroversion personality is normal.

2) Normality testing of vocabulary mastery

After being computed, the value for  $N = 58$  at the level of significant  $\alpha = 0.05$  is 0.073. Because the value is higher than 0.05 or  $0.073 > 0.05$ , so the distribution of data vocabulary mastery is normal.

3) Normality testing of speaking ability

After being computed, the value for  $N = 58$  at the level of significant  $\alpha = 0.05$  is 0.200. Because the value is higher than 0.05 or  $0.200 > 0.05$ , so the distribution of data speaking ability is normal.

**b. Linearity Testing**

Linearity test was aimed to know whether two variables had significant linear regression or not (Abdurrahman, et al, 2011:214).

Here the description of linearity testing:

1) Linearity Testing of Extroversion Personality ( $X_1$ ) and Speaking Ability (Y)

Table 4.7 Data of Linearity Testing of Extroversion Personality and Speaking Ability

| ANOVA Table               |                |                          | Sum of Squares | df | Mean Square | F      | Sig. |
|---------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
|                           |                | (Combined)               | 2582,943       | 17 | 151,938     | 1,756  | ,072 |
| Speaking*<br>Extroversion | Between Groups | Linearity                | 1149,326       | 1  | 1149,326    | 13,282 | ,001 |
|                           |                | Deviation from Linearity | 1433,616       | 16 | 89,601      | 1,035  | ,443 |
|                           | Within Groups  |                          | 3461,333       | 40 | 86,533      |        |      |
|                           | Total          |                          | 6044,276       | 57 |             |        |      |

The linearity testing from extroversion personality and speaking ability that the value F-obtained of the  $F_{\text{deviation}}$  is 1.035. The value significant of linearity is 0.001, because the significant is lower than 0.05 or  $0.001 < 0.05$ , so the regression between extroversion personality and speaking ability is linear.

2) Linearity Testing of Vocabulary Mastery ( $X_2$ ) and Speaking Ability (Y)

Table 4.8 Data of Linearity Testing of Vocabulary Mastery and Speaking Ability

| ANOVA Table             |                |                          | Sum of Squares | df | Mean Square | F      | Sig. |
|-------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
|                         |                | (Combined)               | 3618,300       | 12 | 301,525     | 5,593  | ,000 |
| Speaking*<br>Vocabulary | Between Groups | Linearity                | 2692,279       | 1  | 2692,279    | 49,940 | ,000 |
|                         |                | Deviation from Linearity | 926,021        | 11 | 84,184      | 1,562  | ,144 |
|                         | Within Groups  |                          | 2425,976       | 45 | 53,911      |        |      |
|                         | Total          |                          | 6044,276       | 57 |             |        |      |

From the data above, the linearity testing from vocabulary mastery and speaking ability that the value F-obtained of the  $F_{\text{deviation}}$  is 1.562. The value significant of linearity is 0.000,

because the significant is lower than 0.05 or  $0.000 < 0.05$ , so the regression between vocabulary mastery and speaking ability is linear.

### 3. The Hypothesis Testing

Since the computation of normality and linearity testing shows that the data are in normal distribution and the regression is linear, the researcher continue to test the three hypothesis of the research stated on the previous chapter. To test hypothesis, the researcher uses *SPSS 20 for windows* to analyze the data. How to obtain the result is available in appendix 18. Further explanation on correlation of instruments are presented at the Table 4.9 as follows:

Table 4.9 Correlations of the Variable

|              |                     | Correlations       |                    |                    |
|--------------|---------------------|--------------------|--------------------|--------------------|
|              |                     | Extroversion       | Vocabulary         | Speaking           |
| Extroversion | Pearson Correlation | 1                  | ,311 <sup>*</sup>  | ,436 <sup>**</sup> |
|              | Sig. (2-tailed)     |                    | ,018               | ,001               |
|              | N                   | 58                 | 58                 | 58                 |
| Vocabulary   | Pearson Correlation | ,311 <sup>*</sup>  | 1                  | ,667 <sup>**</sup> |
|              | Sig. (2-tailed)     | ,018               |                    | ,002               |
|              | N                   | 58                 | 58                 | 58                 |
| Speaking     | Pearson Correlation | ,436 <sup>**</sup> | ,667 <sup>**</sup> | 1                  |
|              | Sig. (2-tailed)     | ,001               | ,002               |                    |
|              | N                   | 58                 | 58                 | 58                 |

From the table above, it can be interpreted as follows:

#### a. First Hypotheses

The first hypothesis says that there is a positive correlation between extroversion personality ( $X_1$ ) and speaking ability (Y).

That hypothesis is alternative hypothesis ( $H_a$ ). To test the hypothesis,  $H_a$  is changed become null hypothesis ( $H_0$ ), it says that there is no positive correlation between extroversion personality ( $X_1$ ) and speaking ability ( $Y$ ).

The statistical hypothesis of the first hypothesis:

- 1)  $H_0 : r_{xy} = 0$ . It means there is no correlation between  $X_1$  and  $Y$
- 2)  $H_a : r_{xy} > 0$ . It means there is a positive correlation between  $X_1$  and  $Y$ .

The result of the computation shows that the coefficient of correlation ( $r$ ) between extroversion personality ( $X_1$ ) and speaking ability ( $Y$ ) is 0.436 with significantly ( $p$ ) = 0.001. It means that there is significant correlation between extroversion personality and speaking ability because  $p < \alpha$  ( $0.001 < 0.05$ ). Thereby,  $H_0$  is rejected and  $H_a$  is accepted so it can be conclude that there is a correlation between extroversion personality.

From the explanation above, it also can be known that the coefficient determination between extroversion personality ( $X_1$ ) and speaking ability ( $Y$ ) is 0.436. The contribution of extroversion personality ( $X_1$ ) and speaking ability ( $Y$ ) is that  $CD = r^2 \times 100\% = (0.436)^2 \times 100\% = 19\%$ . It means that 19% variance of speaking ability is influenced by the extroversion personality, while 81% is contributed by other factors.

## b. Second Hypothesis

The second hypothesis says that there is a positive correlation between vocabulary mastery ( $X_2$ ) and speaking ability (Y). That hypothesis is alternative hypothesis ( $H_a$ ). To test the hypothesis,  $H_a$  is changed become null hypothesis ( $H_0$ ), it says that there is no positive correlation between vocabulary mastery ( $X_2$ ) and speaking ability (Y).

The statistical hypothesis of the first hypothesis:

- 1)  $H_0 : r_{xy} = 0$ . It means there is no correlation between  $X_2$  and Y
- 2)  $H_a : r_{xy} > 0$ . It means there is a positive correlation between  $X_2$  and Y.

The result of the computation shows that the coefficient of correlation ( $r$ ) between vocabulary mastery ( $X_2$ ) and speaking ability (Y) is 0.667 with significantly ( $\rho$ ) = 0.002. It means that there is significant correlation between vocabulary mastery and speaking ability because  $\rho < \alpha$  ( $0.002 < 0.05$ ).

From the explanation above, it also can be known that the coefficient determination between vocabulary mastery ( $X_2$ ) and speaking ability (Y) is 0.667. The contribution of vocabulary mastery ( $X_2$ ) and speaking ability (Y) is that  $CD = r^2 \times 100\% = (0.667)^2 \times 100\% = 44.5\%$ . It means that 44.5% variance of speaking ability is influenced by students' vocabulary mastery, while 55.5% is contributed by other factors.

### c. The Third Hypothesis

The third hypothesis says that there is a positive correlation between extroversion personality ( $X_1$ ), vocabulary mastery ( $X_2$ ), and speaking ability ( $Y$ ). To test the hypothesis, the researcher uses the Multiple Linear Regression Formula with *SPSS 20 for windows*. How to obtain the result is available in the appendix 18 and the hypothesis test result can be seen in table 4.10.

Table 4.10 The Result of the Third Hypothesis

| Model Summary |                   |          |                   |                            |                   |          |     |     |               |
|---------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|               |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1             | .709 <sup>a</sup> | .503     | .485              | 7,389                      | .503              | 27,860   | 2   | 55  | .001          |

a. Predictors: (Constant), Vocabulary, Extroversion

The statistical hypothesis of the third hypothesis are:

- 1)  $H_0 : r_{x_1x_2y} = 0$ . It means there is no correlation between  $X_1$ ,  $X_2$ , and  $Y$
- 2)  $H_a : r_{x_1x_2y} > 0$ . It means there is a positive correlation between  $X_1$ ,  $X_2$ , and  $Y$ .

The result of the computation shows that the coefficient of correlation ( $r$ ) between extroversion personality ( $X_1$ ), vocabulary mastery ( $X_2$ ) and speaking ability ( $Y$ ) is 0.709 with significantly ( $p$ ) = 0.000. It means that there is significant correlation between vocabulary mastery and speaking ability because  $p < \alpha$  ( $0.001 < 0.05$ ).



From the explanation above, it also can be known that the coefficient determination between extroversion personality ( $X_1$ ), vocabulary mastery ( $X_2$ ) and speaking ability (Y) is 0.709. The contribution of vocabulary mastery ( $X_2$ ) and speaking ability (Y) is that  $CD = r^2 \times 100\% = (0.709)^2 \times 100\% = 50.3\%$ . It means that 50.3% variance of speaking ability is influenced by extroversion personality and vocabulary mastery, while 49.7% is contributed by other factors.

## **B. Discussion of the Research Finding**

The discussion of the research finding focuses on the result of hypothesis testing. There are three hypothesis testing in this research is as follow:

1. The first finding of the hypothesis testing shows that there is a positive correlation between extroversion personality ( $X_1$ ) and speaking ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between extroversion personality and speaking ability is significant, because  $p < \alpha$  ( $0.001 < 0.05$ ). The coefficient of determination between extroversion personality and speaking ability is 19%. It means that 19% speaking ability is influenced by extroversion personality and 81% is influenced by other factors. From the score, it can be known that extroversion personality gives contribution to speaking ability. When the students' extroversion personality increases, so the speaking ability will be high. It is supported by Brown (2007:167) explains that

extroversion is a potential and very important factor in second language acquisition, especially in gaining speaking ability. It means there is positive significant correlation between extroversion personality and speaking ability among the eleventh grade students of MAN 1 Semarang in the academic year 2017/2018, it also means that the increase of extroversion personality will be followed by the enhancement of speaking ability.

2. The second finding of the hypothesis testing shows that there is a positive correlation between vocabulary mastery ( $X_2$ ) and speaking ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between vocabulary mastery and speaking ability is significant, because  $\rho < \alpha$  ( $0.002 < 0.05$ ). The coefficient of determination between vocabulary mastery and speaking ability is 44.5%. It means that 44.5% speaking ability is influenced by vocabulary mastery and 55.5% is influenced by other factors. From the score, it can be known that vocabulary mastery gives contribution to speaking ability. It is supported by McCharty (1990:8) states that no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. When the students' vocabulary mastery increases, so the speaking ability will be high. It means there is positive significant correlation between vocabulary mastery and speaking ability among the eleventh grade students of MAN 1

Semarang in the academic year 2017/2018, it also means that the increase of vocabulary mastery will be followed by the enhancement of speaking ability.

3. The third finding of the hypothesis testing shows that there is a positive correlation between extroversion personality ( $X_1$ ), vocabulary mastery ( $X_2$ ), and speaking ability ( $Y$ ). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between vocabulary mastery and speaking ability is significant, because  $\rho < \alpha$  ( $0.001 < 0.05$ ). The coefficient of determination between extroversion personality, vocabulary mastery, and speaking ability is 50.3%. It means that 50.3% speaking ability is influenced by extroversion personality and vocabulary mastery and 49.7% is influenced by other factors. From the score, it can be known that extroversion personality and vocabulary mastery give contribution to speaking ability. When the students' extroversion personality and vocabulary mastery increases, so the speaking ability will be high. It means there is positive significant correlation between extroversion personality, vocabulary mastery and speaking ability among the eleventh grade students of MAN 1 Semarang in the academic year 2017/2018, it also means that the increase of vocabulary mastery will be followed by the improvement of speaking ability.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATION

#### A. Conclusion

The aim of this study is to know whether there is positive correlation between three variables, namely, extroversion personality, vocabulary mastery, and speaking ability. Based on the problem statements in previous chapter and the result of the study, it can be concluded that:

1. There is a positive and significant correlation between extroversion personality and speaking ability among the eleventh grade students of MAN 1 Semarang. It means that the improvement of extroversion personality will be followed by the improvement of speaking ability. It also means that the extroversion personality has contribution to their speaking ability. The relative contribution of extroversion personality to speaking ability is 19% while 81% is contributed by other factors.
2. There is a positive and significant correlation between vocabulary mastery and speaking ability among the eleventh grade students of MAN 1 Semarang. It means that the improvement of vocabulary mastery will be followed by the improvement of speaking ability. It also means that the extroversion personality has contribution to their speaking ability. The relative contribution of extroversion personality to speaking ability is 44.5% while 55.5% is contributed by other factors.
3. There is a positive and significant correlation between extroversion personality and vocabulary mastery simultaneously toward speaking

ability among the eleventh grade students of MAN 1 Semarang. It means that the improvement of students' extroversion personality and students' vocabulary mastery will be followed by the improvement of speaking ability. It also means that the extroversion personality has contribution to their speaking ability. The relative contribution of extroversion personality and to speaking ability is 55.5% while 44.5% is contributed by other factors.

## **B. Implication**

Based on the research finding, it can be conclude that there is a positive correlation between extroversion personality, vocabulary mastery and speaking ability among the eleventh grade students of MAN 1 Semarang. A positive correlation means that the increase of students' extroversion personality and vocabulary is followed by increase of students' speaking ability. Based on the research finding and conclusion, it was found that extroversion personality and vocabulary mastery have contribution in speaking ability. From the result of this study, the implication can be taken from this study is that enhancing students' extroversion personality and vocabulary mastery have to be considered to enhance their speaking ability. Then, the students necessary to improve extroversion personality and should practice the activities which are related to vocabulary in their daily live to improve their speaking ability. Because with activities learning, the students can improve their speaking ability.

### **C. Recommendation**

Based on the conclusion and implication above, the researcher gives some suggestion bellow:

1. For the teachers
  - a. Teacher should understand students' personality types in order to get the best ways of learning, teaching method, and ideal classroom environment.
  - b. Teacher should improve his/her professional skill, especially English vocabulary mastery. It can be through formal education improvement, upgrading, and training.
2. For the students
  - a. Students should improve their mastery of vocabulary since this skill will be very important for them in learning English.
  - b. Students should maintain their extroversion personality because personality can be done by knowing extrovert types learn best.
3. For other researchers

The researcher realize that the result of this research is still far from being perfect. Based on the result, the effective contribution of extroversion personality and vocabulary mastery toward speaking ability is 55.5%, it means there are still many aspects that could influence speaking ability. The researcher expects that there will be other researchers who investigate other aspects relating to speaking ability, but hopefully that this research will be useful as reference to

their researches. Besides, it can also be used by them to carry out and develop a similar study.

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## APPENDIX 1 List of Students Joining Try Out

### List of the Students Joining Try Out

| No | Name |
|----|------|
| 1  | ANB  |
| 2  | AL   |
| 3  | AAL  |
| 4  | AK   |
| 5  | AASB |
| 6  | ASL  |
| 7  | AT   |
| 8  | DS   |
| 9  | DNK  |
| 10 | FA   |
| 11 | IQM  |
| 12 | IA   |
| 13 | ILK  |
| 14 | JSD  |
| 15 | KD   |
| 16 | MKA  |
| 17 | NSK  |
| 18 | N    |
| 19 | NA   |
| 20 | NK   |

| No | Name  |
|----|-------|
| 21 | PSA   |
| 22 | RSN   |
| 23 | SAN   |
| 24 | SR    |
| 25 | SM    |
| 26 | SA    |
| 27 | TA    |
| 28 | WAF   |
| 29 | TAMSA |
| 30 | AML   |
| 31 | FA    |
| 32 | AR    |
| 33 | AS    |
| 34 | ZHA   |
| 35 | YNS   |
| 36 | TU    |
| 37 | AFA   |
| 38 | VNA   |
| 38 | WW    |
| 40 | RQR   |

## APPENDIX 2 List of Sample

### List of Sample

| No | Name |
|----|------|
| 1  | AF   |
| 2  | ANC  |
| 3  | ASF  |
| 4  | AI   |
| 5  | AAAR |
| 6  | EPL  |
| 7  | F    |
| 8  | FAA  |
| 9  | FFS  |
| 10 | FIM  |
| 11 | HM   |
| 12 | KF   |
| 13 | LT   |
| 14 | LFM  |
| 15 | MK   |
| 16 | MA   |
| 17 | MMH  |
| 18 | MM   |
| 19 | ML   |
| 20 | NN   |
| 21 | RAM  |
| 22 | SQ   |
| 23 | SSH  |
| 24 | SMS  |
| 25 | TW   |
| 26 | UI   |
| 27 | UNN  |
| 28 | AAS  |
| 29 | AM   |
| 30 | AR   |

| No | Name |
|----|------|
| 31 | A    |
| 32 | AN   |
| 33 | ECK  |
| 34 | FDS  |
| 35 | FIC  |
| 36 | HIL  |
| 37 | IR   |
| 38 | HM   |
| 39 | LK   |
| 40 | LDA  |
| 41 | MLF  |
| 42 | MF   |
| 43 | MAM  |
| 44 | MRA  |
| 45 | M    |
| 46 | MA   |
| 47 | MAF  |
| 48 | MF   |
| 49 | MS   |
| 50 | MTK  |
| 51 | NT   |
| 52 | SK   |
| 53 | SNK  |
| 54 | SSW  |
| 55 | SUH  |
| 56 | TS   |
| 57 | UNL  |
| 58 | ZN   |

### **APPENDIX 3 Speaking Test**

Choose the one of food or drink below, then explain how to make it orally in front of class!

1. Fried rice
2. A cup of coffee

Your performance is scored based on pronunciation, vocabulary, grammar, fluency, and comprehension.

## APPENDIX 4 The Blueprint of the Questionnaire (Try Out)

### The Blueprint of Extroversion Personality (Try Out)

| Operational definition   | Aspects          | Number of the test |          | Total     | %          |
|--|------------------|--------------------|----------|-----------|------------|
|  |                  | Positive           | Negative |           |            |
| Extroversion is one's personality with which he enjoys getting together with others, loves meeting people and feels confident in attending social programs. (Iskandar, 2000: 46) | Activity         | 1, 3, 5            | 2, 4, 6  | 6         | 21,4       |
|  | Sociability      | 17, 27             | 18, 28   | 4         | 14,3       |
|  | Risk-taking      | 7, 19              | 8, 20    | 4         | 14,3       |
|  | Impulsiveness    | 9, 11              | 10, 12   | 4         | 14,3       |
|  | Expressiveness   | 13                 | 14       | 2         | 7,1        |
|  | Reflectiveness   | 23, 25,            | 24, 26   | 4         | 14,3       |
|  | Irresponsibility | 15, 21             | 16, 22   | 4         | 14,3       |
|  | <b>Total</b>     |                    |          | <b>28</b> | <b>100</b> |

## APPENDIX 5 The Extroversion Personality Questionnaire (Try Out)

### QUESTIONNAIRE OF EXTROVERSION PERSONALITY (TRY OUT)

Berilah tanda (√) dengan jawaban yang anda pilih!

Nama :

Kelas :

Setiap pernyataan berikut merujuk apa yang Anda rasakan tentang kelas bahasa Inggris Anda. Silahkan pilih apakah Anda:

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

KS : Kurang Setuju

| No | Pernyataan   | Pilih jawaban |   |    |    |     |
|----|--|---------------|---|----|----|-----|
|    |  | SS            | S | KS | TS | STS |
| 1  | Saya aktif berbicara bahasa Inggris saat pelajaran bahasa Inggris                      |               |   |    |    |     |
| 2  | Saya tidak aktif berbicara bahasa Inggris saat pelajaran bahasa Inggris                |               |   |    |    |     |
| 3  | Saya semangat mengikuti pelajaran bahasa Inggris, terutama materi speaking             |               |   |    |    |     |
| 4  | Saya tidak semangat mengikuti pelajaran bahasa Inggris, terutama materi speaking       |               |   |    |    |     |
| 5  | Saya melakukan latihan berbicara bahasa Inggris dengan suara keras                     |               |   |    |    |     |
| 6  | Saya tidak melakukan latihan berbicara bahasa Inggris dengan suara keras               |               |   |    |    |     |
| 7  | Saya berani menjawab pertanyaan guru dengan bahasa Inggris meskipun jawaban saya salah |               |   |    |    |     |
| 8  | Saya tidak berani menjawab pertanyaan guru dengan bahasa Inggris karena takut salah    |               |   |    |    |     |

| No | Pernyataan   | Pilih jawaban |   |    |    |     |
|----|--|---------------|---|----|----|-----|
|    |  | SS            | S | KS | TS | STS |
| 9  | Saya biasa menjawab pertanyaan dengan bahasa Inggris secara spontan tanpa berpikir lama.                     |               |   |    |    |     |
| 10 | Saya berpikir cukup lama untuk menjawab pertanyaan dengan bahasa Inggris                                     |               |   |    |    |     |
| 11 | Saya selalu memikirkan dengan pertimbangan untuk sesuatu yang saya katakan ketika menggunakan bahasa Inggris |               |   |    |    |     |
| 12 | Saya tidak pernah berfikir terlalu lama untuk sesuatu yang saya katakan ketika menggunakan bahasa ingris     |               |   |    |    |     |
| 13 | Saya dapat mengekspresikan apa yang saya ungkapkan dalam praktik speaking                                    |               |   |    |    |     |
| 14 | Saya tidak dapat mengekspresikan apa yang saya ungkapkan dalam praktik speaking                              |               |   |    |    |     |
| 15 | Saya percaya diri saat berbicara dengan bahasa Inggris   |               |   |    |    |     |
| 16 | Saya tidak percaya diri saat berbicara menggunakan bahasa Inggris  |               |   |    |    |     |
| 17 | Saya tidak merasa malu berbicara menggunakan bahasa Inggris kepada orang yang baru saya kenal                |               |   |    |    |     |
| 18 | Saya merasa malu berbicara menggunakan bahasa Inggris kepada orang yang baru saya kenal                      |               |   |    |    |     |
| 19 | Saya berani mengambil resiko untuk terus berbicara dalam bahasa Inggris                                      |               |   |    |    |     |
| 20 | Saya tidak berani mengambil resiko untuk terus berbicara bahasa Inggris                                      |               |   |    |    |     |
| 21 | Saya tidak peduli orang lain menertawakan saya jika saya melakukan kesalahan ketika berbicara bahasa Inggris |               |   |    |    |     |



| No | Pernyataan   | Pilih jawaban |   |    |    |     |
|----|--|---------------|---|----|----|-----|
|    |  | SS            | S | KS | TS | STS |
| 22 | Saya takut orang lain akan menertawakan saya jika saya melakukan kesalahan ketika berbicara bahasa Inggris   |               |   |    |    |     |
| 23 | Saya mencoba berbicara bahasa Inggris ketika mendengar kosakata baru   |               |   |    |    |     |
| 24 | Saya tidak mencoba berbicara bahasa Inggris ketika mendengar kosakata baru   |               |   |    |    |     |
| 25 | Saya mengungkapkan suatu kata dengan cara lain (gerakan tubuh) apabila orang lain yang saya ajak bicara tidak paham maksud saya ketika saya berbicara menggunakan bahasa Inggris |               |   |    |    |     |
| 26 | Saya tetap mengungkapkan maksud saya menggunakan bahasa Inggris sampai orang lain paham  |               |   |    |    |     |
| 27 | Saya mencari topic agar bisa berbicara bahasa Inggris dengan teman   |               |   |    |    |     |
| 28 | Saya menunggu teman mengajak saya berbicara  |               |   |    |    |     |

## APPENDIX 6 The Blueprint of Extroversion Personality

### The Blueprint of Extroversion Personality

| Operational definition   | Aspects          | Number of the test |          | Total     | %          |
|--|------------------|--------------------|----------|-----------|------------|
|  |                  | Positive           | Negative |           |            |
| Extroversion is one's personality with which he enjoys getting together with others, loves meeting people and feels confident in attending social programs. (Iskandar, 2000: 46) | Activity         | 1, 3               | 2, 4, 6  | 5         | 21,7       |
|  | Sociability      | 17                 | 18       | 2         | 8,7        |
|  | Risk-taking      | 7, 19              | 8, 20    | 4         | 17,4       |
|  | Impulsiveness    | 9                  | 10, 12   | 3         | 13,05      |
|  | Expressiveness   | 13                 | 14       | 2         | 8,7        |
|  | Reflectiveness   | 23, 25,            | 24, 26   | 4         | 17,4       |
|  | Irresponsibility | 21                 | 16, 22   | 3         | 13,05      |
|  | <b>Total</b>     |                    |          | <b>23</b> | <b>100</b> |

## APPENDIX 7 Questionnaire of Extroversion Personality

### QUESTIONNAIRE OF EXTROVERSION PERSONALITY

Berilah tanda (√) dengan jawaban yang anda pilih!

Nama :

Kelas :

Setiap pernyataan berikut merujuk apa yang Anda rasakan tentang kelas bahasa Inggris Anda. Silahkan pilih apakah Anda:

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

KS : Kurang Setuju

| No | Pernyataan   | Pilih jawaban |   |    |    |     |
|----|--|---------------|---|----|----|-----|
|    |  | SS            | S | KS | TS | STS |
| 1  | Saya aktif berbicara bahasa inggris saat pelajaran bahasa inggris                      |               |   |    |    |     |
| 2  | Saya tidak aktif berbicara bahasa inggris saat pelajaran bahasa inggris                |               |   |    |    |     |
| 3  | Saya semangat mengikuti pelajaran bahasa inggris, terutama materi speaking             |               |   |    |    |     |
| 4  | Saya tidak semangat mengikuti pelajaran bahasa inggris, terutama materi speaking       |               |   |    |    |     |
| 5  | Saya tidak melakukan latihan berbicara bahasa inggris dengan suara keras               |               |   |    |    |     |
| 6  | Saya berani menjawab pertanyaan guru dengan bahasa inggris meskipun jawaban saya salah |               |   |    |    |     |
| 7  | Saya tidak berani menjawab pertanyaan guru dengan bahasa inggris karena takut salah    |               |   |    |    |     |

| No | Pernyataan   | Pilih jawaban |   |    |    |     |
|----|--|---------------|---|----|----|-----|
|    |  | SS            | S | KS | TS | STS |
| 8  | Saya biasa menjawab pertanyaan dengan bahasa inggris secara spontan tanpa berpikir lama.                     |               |   |    |    |     |
| 9  | Saya berpikir cukup lama untuk menjawab pertanyaan dengan bahasa inggris                                     |               |   |    |    |     |
| 10 | Saya tidak pernah berfikir terlalu lama untuk sesuatu yang saya katakan ketika menggunakan bahasa ingris     |               |   |    |    |     |
| 11 | Saya dapat mengekspresikan apa yang saya ungkapkan dalam praktik speaking                                    |               |   |    |    |     |
| 12 | Saya tidak dapat mengekspresikan apa yang saya ungkapkan dalam praktik speaking                              |               |   |    |    |     |
| 13 | Saya tidak percaya diri saat berbicara menggunakan bahasa inggris  |               |   |    |    |     |
| 14 | Saya tidak merasa malu berbicara menggunakan bahasa inggris kepada orang yang baru saya kenal                |               |   |    |    |     |
| 15 | Saya merasa malu berbicara menggunakan bahasa inggris kepada orang yang baru saya kenal                      |               |   |    |    |     |
| 16 | Saya berani mengambil resiko untuk terus berbicara dalam bahasa inggris                                      |               |   |    |    |     |
| 17 | Saya tidak berani mengambil resiko untuk terus berbicara bahasa inggris                                      |               |   |    |    |     |
| 18 | Saya tidak peduli orang lain menertawakan saya jika saya melakukan kesalahan ketika berbicara bahasa Inggris |               |   |    |    |     |
| 19 | Saya takut orang lain akan menertawakan saya jika saya melakukan kesalahan ketika berbicara bahasa Inggris   |               |   |    |    |     |
| 20 | Saya mencoba berbicara bahasa inggris ketika mendengar kosakata baru   |               |   |    |    |     |

| No | Pernyataan   | Pilihan Jawaban |   |    |    |     |
|----|--|-----------------|---|----|----|-----|
|    |  | SS              | S | KS | TS | STS |
| 21 | Saya tidak mencoba berbicara bahasa Inggris ketika mendengar kosakata baru   |                 |   |    |    |     |
| 22 | Saya mengungkapkan suatu kata dengan cara lain (gerakan tubuh) apabila orang lain yang saya ajak bicara tidak paham maksud saya ketika saya berbicara menggunakan bahasa Inggris |                 |   |    |    |     |
| 23 | Saya tetap mengungkapkan maksud saya menggunakan bahasa Inggris sampai orang lain paham  |                 |   |    |    |     |

## APPENDIX 6 The Blueprint of Vocabulary Mastery Try Out

### Blueprint of Vocabulary Mastery Try Out

| No | Indicator              | Item's Number                       | Total |
|----|------------------------|-------------------------------------|-------|
| 1  | Aspect of Meaning      | 1, 7, 13, 15, 17, 21, 25,<br>31, 37 | 9     |
|    | - Synonym<br>- Antonym | 2, 6, 9, 10, 20, 24, 26, 36,<br>38  | 9     |
| 2  | Collocation            | 3, 5, 8, 12, 16, 28, 29, 32         | 8     |
| 3  | Grammar                | 4, 11, 18, 22, 30, 33               | 6     |
| 4  | Word formation         | 14, 19, 23, 27, 34, 40              | 6     |
| 5  | Spelling               | 35, 39                              | 2     |
|    | <b>Total</b>           |                                     | 40    |

## APPENDIX 7 Try Out of Vocabulary Mastery

### TRY OUT VOCABULARY MASTERY TEST

Choose the correct answer by crossing (X) a, b, c, d, or e on the answer sheet provided!  
(50 minutes)

1. "Farmer in **fertile** areas grow rice well". Another word for **fertile** is....
  - a. Rural
  - b. Agricultural
  - c. Large
  - d. Remote
  - e. Productive
2. One of the goals of the agricultural development is **to obtain** sufficient rice production. The opposite of word "**to obtain**" is....
  - a. Get
  - b. Win
  - c. Attain
  - d. Lose
  - e. Earn
3. They are ... the art.
  - a. Interest
  - b. Interested in
  - c. Interesting
  - d. Interesting in
  - e. Interesting for
4. Isn't Dimas the...?
  - a. Tall
  - b. Tallest
  - c. Taller
  - d. Most Tall
  - e. High
5. "I cannot come to your house because it is ... rain"
  - a. Heavy
  - b. Big
  - c. Great
  - d. Large
  - e. Huge
6. "These can be extremely **dangerous** if they are not properly used.". what the antonym of the word **dangerous**?
  - a. Safe
  - b. Useless
  - c. Easeful
  - d. Ineffective
  - e. Complicated
7. Horn-carving is a *popular* handicraft in Pucang, synonym of *popular* is....
  - a. Important
  - b. Guess
  - c. Produce
  - d. Famous
  - e. Actors
8. My brother ..... the bus go to school.
  - a. Rides
  - b. Drives
  - c. Takes
  - d. Climb
  - e. Go to
9. The bedroom is very *dirty*, but the kitchen is ....., the antonym of *dirty* is....
  - a. Bad
  - b. Clean
  - c. Wet
  - d. Big
  - e. Beautiful
10. The opposite of *healthy* is....
  - a. Friendly
  - b. Energetic
  - c. Well-known
  - d. Kind
  - e. Sick
11. I have ..... a beautiful rose for her.
  - a. Brought
  - b. Bring
  - c. Bringing
  - d. Brings
  - e. Buy
12. I got her number yesterday, so that we can.....
  - a. Keep relation
  - b. Keep communicate
  - c. Keep talking
  - d. Keep contact
  - e. Keep in touch

13. Olympics games *occur* every four years. The word *occur* has the meaning as....
- Take place
  - Take after
  - Take over
  - Open
  - Begin
14. Rina : “Do you think we still have time to correct our paper?”  
Arfan ; “Well, the lecturer will come on an hour. You still have time.”  
From the dialogue we can conclude that Arfan expresses.....
- Unwillingness
  - Disagreement
  - Impossibility
  - Possibility
  - Dislikes
15. Those are drugs for headache. The synonym of word “drugs” is....
- Injections
  - Pills
  - Tablets
  - Medicines
  - Capsule
16. Clinic is a place where a doctor gives....
- Health check
  - Medical treatment
  - Health treatment
  - Medical examination
  - Health inspection
17. The Dimas’ family went to the beach for **recreation** in the last holiday. The synonym of the bold typed word is a/an....
- Day off
  - Picnic
  - Overtime work
  - Duty
  - Holiday
18. I have lived here..... you were child.
- Because
  - Since
  - Until
  - So
  - Form
19. Studying hard is the ..... of every student in order to compete with others
- Responsibility
  - Response
  - Responsible
  - Respond
20. I have lived in this *village* since two years ago. Antonym for *village* is....
- Country
  - Field
  - Town
  - Earth
  - Street
21. If people use mobile phones, they can **communicate** to others. The bold typed word has same meaning with.....
- Touch
  - Connect
  - Leave
  - Break
  - Separate
22. My mother is one of English teacher in this school. She ..... here.
- Teach
  - Teaches
  - Is teaching
  - Teaching
  - Taught
23. We should not believe everything we read or hear because there are false predictions and we have to be....
- Care
  - Careless
  - Careful
  - Carefully
  - Carelessly
24. The opposite of **wet** is....
- Cold
  - Humid
  - Fry
  - Dry
  - Hot
25. “..... is the example of report text. It classifies or **describes** something”. The synonym of **describes** is.....
- Example
  - Explain
  - Function
  - Statement
  - Make
26. “Local governments look after the **small** things. The opposite of the bold typed word is.....
- Little
  - Nice
  - Big
  - Soft



- c. Middle
27. Would you mind ..... until I finish typing this letter?
- a. To wait                      d. Waiting  
b. To be waiting              e. wait  
c. Will wait
28. I used to ..... homework with my sister's help.
- a. Make                          d. Work  
b. Do                              e. Finish  
c. Create
29. Cintia always ..... to the teachers explanation, that's why she is the smartest one in the class.
- a. Hear                          d. Pay attention  
b. Give interest              e. Pay notice  
c. Give attention
30. I always bring my dictionary everyday to my school, but I ..... to bring it yesterday.
- a. Forget                        d. Forgetting  
b. Forgot                        e. To forget  
c. Forgotten
31. "..... computer at school are **harmless**". The synonym of the bold typed word is ....
- a. Unlikely to annoy  
b. Create destruction  
c. Great effort  
d. Household equipment  
e. To make something become hard
32. I am so tired. I need to ..... for a while.
- a. Break                         d. Rest  
b. Get a break                 e. Get a rest  
c. Take a rest
33. I ..... The Sudirman street when it began to rain.
- a. Am waling down  
b. Have walked down  
c. Was walking down  
d. Have been walking down  
e. Would walk down
34. X : "when did you watch TV last night?:  
Y : "well, I watched TV after ..... my school assignment."
- a. Finishing                      d. I finishing  
b. Finish                         e. Have finished  
c. Had finished
35. The following spellings of these word are correct, **except** ....
- a. Discourage                 d. Misplace  
b. Disconnect                 e. Missimilar  
c. Misunderstand
36. Arina has a *curly* hair, but Anita has a ..... hair. The opposite of *curly* is ....
- a. Wave                          d. Short  
b. Long                          e. Straight  
c. Tall
37. The world's population will increase *rapidly*. The word *rapidly* has the same meaning as .....
- a. Quickly                        d. Softly  
b. Slowly                         e. Quietly  
c. Continually
38. Einstein is so *clever* as a scientist at long time ago. The opposite of the word *clever* is ....
- a. Wise                            d. Silly  
b. Smart                          e. Silent  
c. Brilliant
39. The following spellings are correct, **except** ....
- a. Guilty                         d. Catalog  
b. Tongue                        e. Fatigue  
c. Dialogue
40. By ..... English program on radio, we can improve our listening ability.
- a. Listening to  
b. We are listening to  
c. We listen to  
d. Listened to  
e. We listened to

**APPENDIX 8 Answer Sheet****ANSWER SHEET**

Name :

Class :

- |              |              |               |              |
|--------------|--------------|---------------|--------------|
| 1. A B C D E | 11.A B C D E | 21. A B C D E | 31.A B C D E |
| 2. A B C D E | 12.A B C D E | 22. A B C D E | 32.A B C D E |
| 3. A B C D E | 13.A B C D E | 23. A B C D E | 33.A B C D E |
| 4. A B C D E | 14.A B C D E | 24. A B C D E | 34.A B C D E |
| 5. A B C D E | 15.A B C D E | 25. A B C D E | 35.A B C D E |
| 6. A B C D E | 16.A B C D E | 26. A B C D E | 36.A B C D E |
| 7. A B C D E | 17.A B C D E | 27. A B C D E | 37.A B C D E |
| 8. A B C D E | 18.A B C D E | 28. A B C D E | 38.A B C D E |
| 9. A B C D E | 19.A B C D E | 29. A B C D E | 39.A B C D E |
| 10.A B C D E | 20.A B C D E | 30. A B C D E | 40.A B C D E |

**APPENDIX 9 Key answer of Vocabulary Mastery (Try Out)****KEY ANSWER OF VOCABULARY (TRY OUT)**

|       |       |       |       |
|-------|-------|-------|-------|
| 1. E  | 11. A | 21. B | 31. A |
| 2. D  | 12. B | 22. B | 32. D |
| 3. B  | 13. A | 23. C | 33. C |
| 4. B  | 14. D | 24. D | 34. D |
| 5. A  | 15. D | 25. B | 35. E |
| 6. A  | 16. B | 26. D | 36. E |
| 7. D  | 17. B | 27. D | 37. A |
| 8. C  | 18. B | 28. B | 38. D |
| 9. B  | 19. A | 29. D | 39. D |
| 10. E | 20. C | 30. B | 40. D |

## APPENDIX 12 The Blue of Vocabulary Mastery Test

### Blueprint of Vocabulary Mastery Test

| No | Indicator              | Item's Number                      | Total     |
|----|------------------------|------------------------------------|-----------|
| 1  | Aspect of Meaning      | 1, 7, 15, 25, 31, 37               | 6         |
|    | - Synonym<br>- Antonym | 2, 6, 9, 10, 20, 24, 26, 36,<br>38 | 9         |
| 2  | Collocation            | 3, 8, 16, 28                       | 4         |
| 3  | Grammar                | 4, 11, 18, 22, 30, 33              | 6         |
| 4  | Word formation         | 14, 19, 23, 34                     | 4         |
| 5  | Spelling               | 35, 39                             | 2         |
|    | <b>Total</b>           |                                    | <b>31</b> |

## APPENDIX 13 Vocabulary Mastery Test

### VOCABULARY MASTERY TEST

Choose the correct answer by crossing (X) a, b, c, d, or e on the answer sheet provided!  
(50 minutes)

1. "Farmer in **fertile** areas grow rice well". Another word for **fertile** is....
  - a. Rural
  - b. Agricultural
  - c. Large
  - d. Remote
  - e. Productive
2. One of the goals of the agricultural development is **to obtain** sufficient rice production. The opposite of word "**to obtain**" is....
  - a. Get
  - b. Win
  - c. Attain
  - d. Lose
  - e. Earn
3. They are ... the art.
  - a. Interest
  - b. Interested in
  - c. Interesting
  - d. Interesting in
  - e. Interesting for
4. Isn't Dimas the...?
  - a. Tall
  - b. Tallest
  - c. Taller
  - d. Most Tall
  - e. High
5. "These can be extremely **dangerous** if they are not properly used.". what the antonym of the word **dangerous**?
  - a. Safe
  - b. Useless
  - c. Easeful
  - d. Ineffective
  - e. Complicated
6. Horn-carving is a *popular* handicraft in Pucang, synonym of *popular* is....
  - a. Important
  - b. Guess
  - c. Produce
  - d. Famous
  - e. Actors
7. My brother ..... the bus go to school.
  - a. Rides
  - b. Drives
  - c. Takes
  - d. Climb
  - e. Go to
8. The bedroom is very *dirty*, but the kitchen is ....., the antonym of *dirty* is....
  - a. Bad
  - b. Clean
  - c. Wet
  - d. Big
  - e. Beautiful
9. The opposite of *healthy* is....
  - a. Friendly
  - b. Energetic
  - c. Well-known
  - d. Kind
  - e. Sick
10. I have ..... a beautiful rose for her.
  - a. Brought
  - b. Bring
  - c. Bringing
  - d. Brings
  - e. Buy
11. Rina : "Do you think we still have time to correct our paper?"  
Arfan ; "Well, the lecturer will come on an hour. You still have time."  
From the dialogue we can conclude that Arfan expresses.....
  - a. Unwillingness
  - b. Disagreement
  - c. Impossibility
  - d. Possibility
  - e. Dislikes
12. Those are drugs for headache. The synonym of word "drugs" is....
  - a. Injections
  - b. Pills
  - c. Tablets
  - d. Medicines
  - e. Capsule

13. Clinic is a place where a doctor gives....
- Health check
  - Medical treatment
  - Health treatment
  - Medical examination
  - Health inspection
14. I have lived here..... you were child.
- Because
  - Since
  - Until
  - So
  - Form
15. Studying hard is the ..... of every student in order to compete with others
- Responsibility
  - Responsible
  - Responding
  - Response
  - Respond
16. I have lived in this *village* since two years ago. Antonym for *village* is....
- Country
  - Field
  - Town
  - Earth
  - Street
17. My mother is one of English teacher in this school. She ..... here.
- Teach
  - Teaches
  - Is teaching
  - Teaching
  - Taught
18. We should not believe everything we read or hear because there are false predictions and we have to be....
- Care
  - Careless
  - Careful
  - Carefully
  - Carelessly
19. The opposite of **wet** is....
- Cold
  - Humid
  - Fry
  - Dry
  - Hot
20. "..... is the example of report text. It classifies or **describes** something". The synonym of **describes** is.....
- Example
  - Explain
  - Function
  - Statement
  - Make
21. "Local governments look after the **small** things. The opposite of the bold typed word is.....
- Little
  - Nice
  - Middle
  - Big
  - Soft
22. I used to ..... homework with my sister's help.
- Make
  - Do
  - Create
  - Work
  - Finish
23. I always bring my dictionary everyday to my school, but I ..... to bring it yesterday.
- Forget
  - Forgot
  - Forgotten
  - Forgetting
  - To forget
24. "..... computer at school are **harmless**". The synonym of the bold typed word is ....
- Unlikely to annoy
  - Create destruction
  - Great effort
  - Household equipment
  - To make something become hard
25. I ..... The Sudirman street when it began to rain.
- Am waling down
  - Have walked down
  - Was walking down
  - Have been walking down
  - Would walk down
26. X : "when did you watch TV last night?:  
Y : "well, I watched TV after ..... my school assignment."
- Finishing
  - Finish
  - I finishing
  - Have finished

- c. Had finished
27. The following spellings of these word are correct, **except** ....
- |                  |               |
|------------------|---------------|
| a. Discourage    | d. Misplace   |
| b. Disconnect    | e. Missimilar |
| c. Misunderstand |               |
28. Arina has a *curly* hair, but Anita has a ..... hair. The opposite of *curly* is ....
- |         |             |
|---------|-------------|
| a. Wave | d. Short    |
| b. Long | e. Straight |
| c. Tall |             |
29. The world's population will increase *rapidly*. The word *rapidly* has the same meaning as .....
- |                |            |
|----------------|------------|
| a. Quickly     | d. Softly  |
| b. Slowly      | e. Quietly |
| c. Continually |            |
30. Einstein is so *clever* as a scientist at long time ago. The opposite of the word *clever* is ....
- |         |          |
|---------|----------|
| a. Wise | d. Silly |
|---------|----------|
- |              |           |
|--------------|-----------|
| b. Smart     | e. Silent |
| c. Brilliant |           |
31. The following spellings are correct, **except** ....
- |             |            |
|-------------|------------|
| a. Guilty   | d. Catalog |
| b. Tongue   | e. Fatigue |
| c. Dialogue |            |

**APPENDIX 14 Key Answer of Vocabulary Test****KEY ANSWER OF VOCABULARY TEST**

|      |       |       |       |
|------|-------|-------|-------|
| 1. E | 9. E  | 17. B | 25. C |
| 2. D | 10. A | 18. C | 26. D |
| 3. B | 11. D | 19. D | 27. E |
| 4. B | 12. D | 20. B | 28. E |
| 5. A | 13. B | 21. D | 29. A |
| 6. D | 14. B | 22. B | 30. D |
| 7. C | 15. A | 23. B | 31. D |
| 8. B | 16. C | 24. A |       |



## APPENDIX 15 The Score of Speaking Test

The Mean Score of Speaking Done by Rater 1 and Rater 2

| No | Name | Rater 1 | Rater 2 | Mean Score |
|----|------|---------|---------|------------|
| 1  | AF   | 84      | 84      | 84         |
| 2  | ANC  | 84      | 84      | 84         |
| 3  | ASF  | 76      | 72      | 74         |
| 4  | AI   | 84      | 80      | 82         |
| 5  | AAAR | 82      | 86      | 84         |
| 6  | EPL  | 68      | 80      | 74         |
| 7  | F    | 60      | 60      | 60         |
| 8  | FAA  | 68      | 64      | 66         |
| 9  | FFS  | 64      | 68      | 66         |
| 10 | FIM  | 72      | 76      | 74         |
| 11 | HM   | 76      | 68      | 72         |
| 12 | KF   | 92      | 76      | 84         |
| 13 | LT   | 80      | 84      | 82         |
| 14 | LFM  | 68      | 80      | 74         |
| 15 | MK   | 68      | 80      | 74         |
| 16 | MA   | 48      | 56      | 52         |
| 17 | MMH  | 80      | 70      | 80         |
| 18 | MM   | 84      | 64      | 74         |
| 19 | ML   | 72      | 80      | 76         |
| 20 | NN   | 76      | 64      | 78         |
| 21 | RAM  | 64      | 76      | 70         |
| 22 | SQ   | 84      | 64      | 74         |
| 23 | SSH  | 60      | 64      | 62         |
| 24 | SMS  | 76      | 64      | 70         |
| 25 | TS   | 76      | 82      | 78         |
| 26 | TW   | 96      | 92      | 94         |
| 27 | UI   | 72      | 80      | 76         |
| 28 | UNN  | 76      | 80      | 78         |
| 29 | AAS  | 68      | 56      | 78         |
| 30 | AM   | 56      | 52      | 54         |
| 31 | AR   | 56      | 56      | 56         |
| 32 | A    | 52      | 52      | 60         |
| 33 | AN   | 88      | 92      | 90         |
| 34 | ECK  | 46      | 52      | 50         |
| 35 | FDS  | 60      | 52      | 64         |
| 36 | FIC  | 60      | 64      | 62         |
| 37 | HIL  | 68      | 60      | 64         |
| 38 | IR   | 66      | 52      | 60         |
| 39 | LK   | 64      | 58      | 60         |
| 40 | LDA  | 68      | 56      | 60         |

| <b>No</b> | <b>Name</b> | <b>Rater 1</b> | <b>Rater 2</b> | <b>Mean Score</b> |
|-----------|-------------|----------------|----------------|-------------------|
| 41        | MLF         | 68             | 76             | 72                |
| 42        | MF          | 56             | 56             | 56                |
| 43        | MAM         | 52             | 52             | 52                |
| 44        | MRA         | 84             | 88             | 86                |
| 45        | M           | 64             | 76             | 70                |
| 46        | MA          | 52             | 68             | 60                |
| 47        | MAF         | 64             | 64             | 64                |
| 48        | MF          | 80             | 80             | 80                |
| 49        | MS          | 74             | 68             | 71                |
| 50        | MTK         | 76             | 68             | 72                |
| 51        | NT          | 60             | 52             | 56                |
| 52        | SK          | 61             | 72             | 65                |
| 53        | SNK         | 60             | 72             | 66                |
| 54        | SSW         | 72             | 72             | 72                |
| 55        | SUH         | 60             | 56             | 58                |
| 56        | TS          | 56             | 76             | 64                |
| 57        | UNL         | 58             | 64             | 60                |
| 58        | ZN          | 68             | 62             | 60                |

## Appendix 16

### The Results of Extroversion Personality Questionnaire







**Appendix 17 The Results of Vocabulary Mastery**



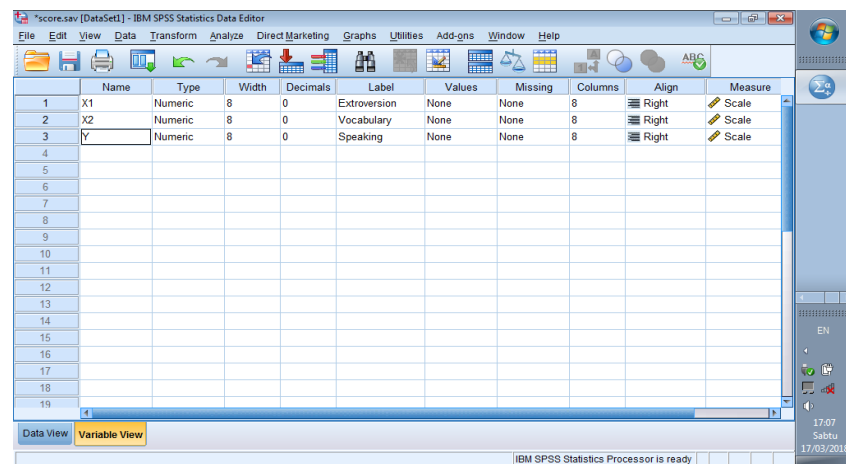




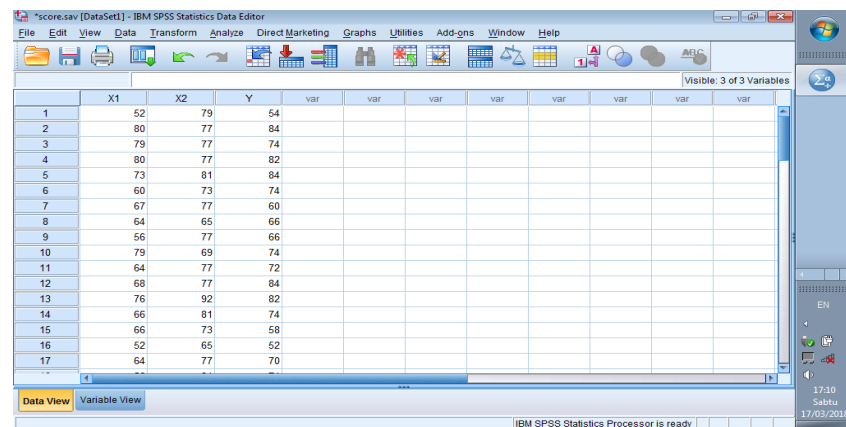
## APPENDIX 18 The steps of program SPSS 20 for Windows

### A. Data Description

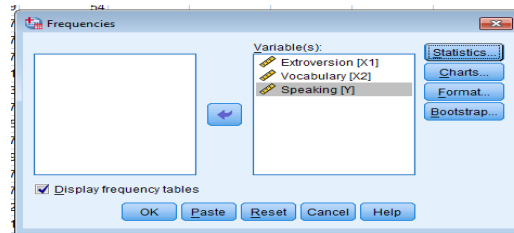
- Open program *SPSS 20 for windows*.
- Make variable by clicking tab variable view.
- Write the name of column in first line X1, second line X2 and third line Y.
- Change the column of decimals column becomes 0.
- Write the label column in first line Extroversion, second line Vocabulary, and third line Speaking. As follow:



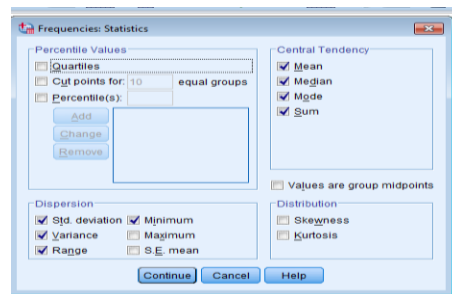
- Open data view, input the data in the variable. As follow:



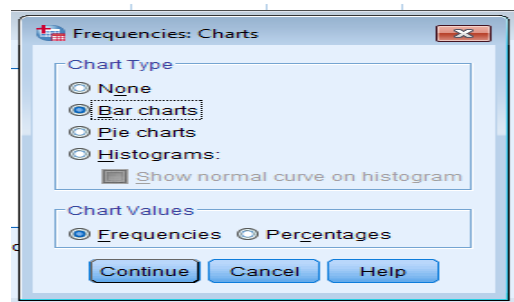
- Click **Analyze > Description Statistic > Frequencies**



- h. Click **statistic**, then checklist **Mean, Median, Mode, Sum, Std. deviation, Variance, Range, Minimum, and Maximum**. As follow:



- i. Click **continue** > **Charts** > Checklist **Bar Charts** > **Continue**

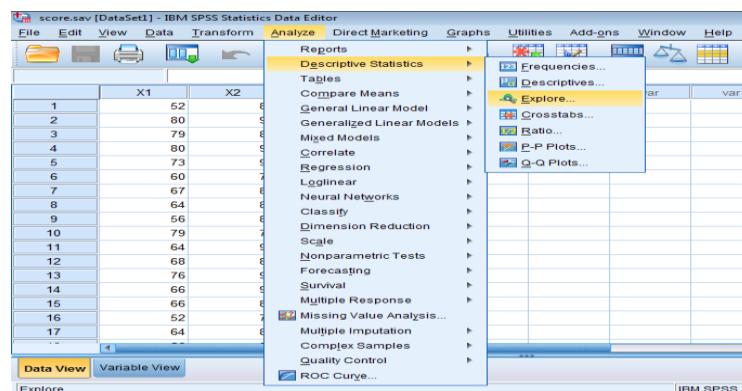


- j. Click **Ok**

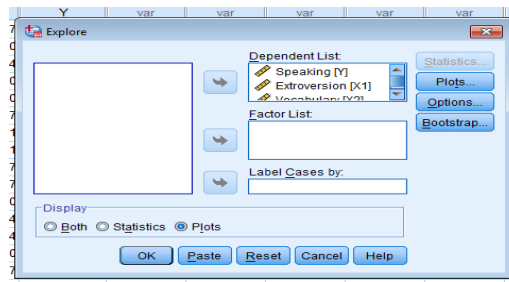
## B. Pre-requisite Test

### 1. Normality Test

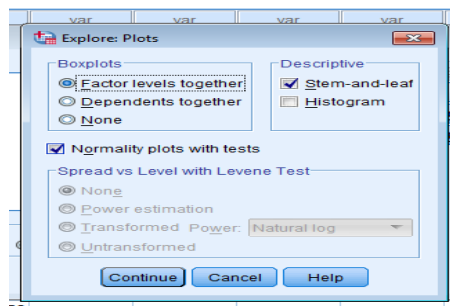
- a. In program *SPSS 20 for windows*, click **Analyze** > **Descriptive Statistics** > **Explore**. As follows:



- b. Click Extroversion, Vocabulary mastery and Speaking variable into dependent list. As follows:



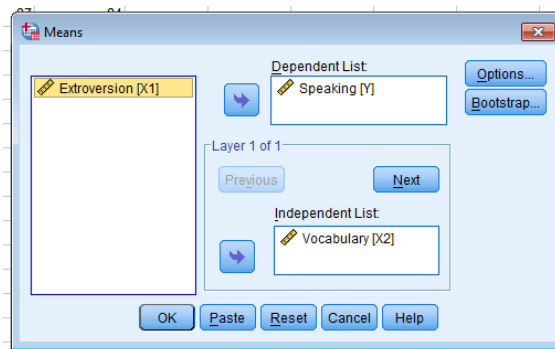
- c. Then click **Plots** checklist **Normality plots with tests**, as follow:



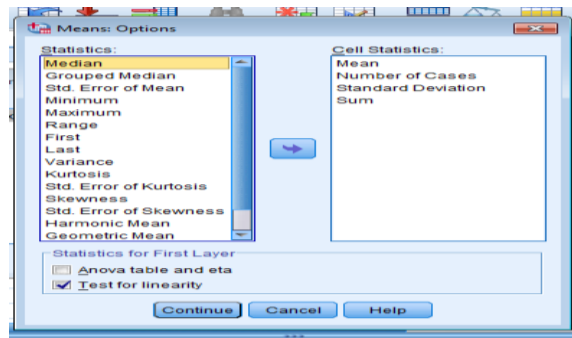
- d. The last, click **Continue** > **OK**

## 2. Linearity Test

- a. In program SPSS 20 for windows, click **Analyze** > **Compare Means** > **Means**.
- b. Click Extroversion X1/ Vocabulary X2 variable into Dependent list, and Speaking (Y) variable into Dependent list. As follow:



c. Click **Options** > **Test for Linearity**. As follow:



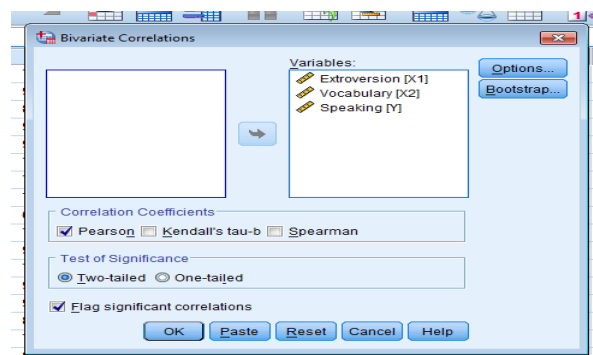
d. Click **Continue** > **OK**.

## C. Hypothesis Testing

### 1. The first and second hypothesis

a. In program *SPSS 20 for Windows*, click **Analyze** > **Correlate** > **Bivariate**.

b. Move on the three variable into variables' column. As follows:

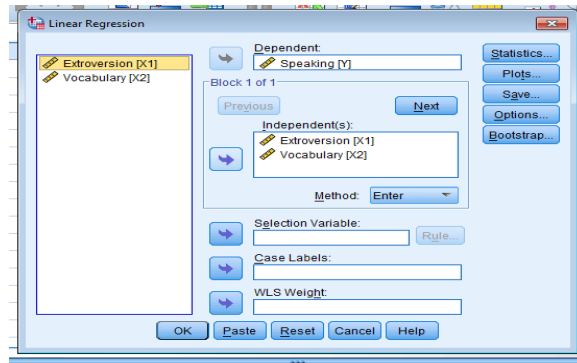


c. Click **Option**, choose **Means and standard deviation**.

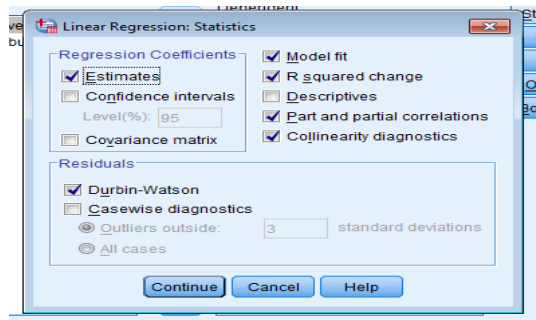
d. Click **Continue** and **OK**

### 2. The third hypothesis

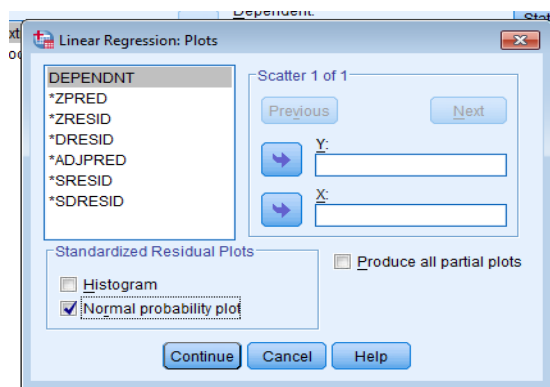
a. In program *SPSS 20 for windows*, click **Analyze** > **Regression** > **Linear**. As follows:



- b. Move on “speaking” into **Dependent** and “extroversion” and “vocabulary” into **Independent**.
- c. Click **Statistic**. As follows:



- d. In **Regression Coefficient** click **Estimates**
- e. Then, choose **Model fit**, **R squared change**, **Part and partial correlations**, **Collinearity diagnostics**.
- f. Click **Durbin-Watson** in Residual.
- g. Click **Continue**.
- h. After that, click **Pots**. As Follow:



- i. Click **Normal probability plot**, and then click **Continue** and **OK**.

**APPENDIX 19 The Validity of the Questionnaire**

Correlations

|                         | Q1    | Q2     | Q3     | Q4     | Q5    | Q6    | Q7   | Q8   | Q9    | Q10   | Q11  | Q12  | Q13  | Q14   | Q15   |
|-------------------------|-------|--------|--------|--------|-------|-------|------|------|-------|-------|------|------|------|-------|-------|
| Q1 Pearson Correlation  | 1     | ,453** | ,521** | ,263   | -,078 | ,112  | ,5** | ,5** | ,5**  | ,36*  | ,161 | ,5** | ,7** | ,41** | -,253 |
| Sig. (2-tailed)         |       | ,003   | ,001   | ,101   | ,632  | ,491  | ,003 | ,000 | ,003  | ,021  | ,321 | ,002 | ,000 | ,008  | ,116  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q2 Pearson Correlation  | ,45** | 1      | ,419** | ,588** | ,316* | ,275  | ,5** | ,5** | ,5**  | ,5**  | ,087 | ,33* | ,5** | ,364* | ,161  |
| Sig. (2-tailed)         | ,003  |        | ,007   | ,000   | ,047  | ,086  | ,000 | ,000 | ,002  | ,000  | ,594 | ,035 | ,000 | ,021  | ,322  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q3 Pearson Correlation  | ,52** | ,419** | 1      | ,502** | ,297  | ,308  | ,282 | ,5** | ,36*  | ,5**  | ,006 | ,4** | ,5** | ,62** | -,047 |
| Sig. (2-tailed)         | ,001  | ,007   |        | ,001   | ,063  | ,053  | ,078 | ,001 | ,021  | ,002  | ,972 | ,005 | ,001 | ,000  | ,776  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q4 Pearson Correlation  | ,263  | ,588** | ,502** | 1      | ,249  | ,37*  | ,5** | ,6** | ,6**  | ,7**  | ,102 | ,154 | ,6** | ,56** | ,177  |
| Sig. (2-tailed)         | ,101  | ,000   | ,001   |        | ,122  | ,018  | ,002 | ,000 | ,000  | ,000  | ,532 | ,343 | ,000 | ,000  | ,276  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q5 Pearson Correlation  | -,078 | ,316*  | ,297   | ,249   | 1     | ,6**  | ,145 | ,166 | ,303  | ,5**  | ,197 | -,14 | ,130 | ,035  | ,140  |
| Sig. (2-tailed)         | ,632  | ,047   | ,063   | ,122   |       | ,000  | ,371 | ,305 | ,057  | ,002  | ,224 | ,377 | ,425 | ,831  | ,388  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q6 Pearson Correlation  | ,112  | ,275   | ,308   | ,372*  | ,61** | 1     | ,38* | ,5** | ,5**  | ,7**  | -,01 | -,05 | ,34* | ,135  | ,077  |
| Sig. (2-tailed)         | ,491  | ,086   | ,053   | ,018   | ,000  |       | ,016 | ,002 | ,001  | ,000  | ,954 | ,757 | ,032 | ,406  | ,638  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q7 Pearson Correlation  | ,45** | ,526** | ,282   | ,468** | ,145  | ,38*  | 1    | ,8** | ,7**  | ,5**  | ,105 | ,5** | ,7** | ,315* | ,208  |
| Sig. (2-tailed)         | ,003  | ,000   | ,078   | ,002   | ,371  | ,016  |      | ,000 | ,000  | ,001  | ,517 | ,001 | ,000 | ,048  | ,198  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q8 Pearson Correlation  | ,54** | ,538** | ,521** | ,597** | ,166  | ,5**  | ,8** | 1    | ,7**  | ,7**  | ,083 | ,5** | ,9** | ,57** | ,144  |
| Sig. (2-tailed)         | ,000  | ,000   | ,001   | ,000   | ,305  | ,002  | ,000 |      | ,000  | ,000  | ,612 | ,001 | ,000 | ,000  | ,376  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q9 Pearson Correlation  | ,45** | ,479** | ,364*  | ,571** | ,303  | ,5**  | ,7** | ,7** | 1     | ,6**  | ,4** | ,4** | ,8** | ,108  | ,093  |
| Sig. (2-tailed)         | ,003  | ,002   | ,021   | ,000   | ,057  | ,001  | ,000 | ,000 |       | ,000  | ,004 | ,008 | ,000 | ,508  | ,568  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q10 Pearson Correlation | ,364* | ,538** | ,476** | ,659** | ,47** | ,7**  | ,5** | ,7** | ,6**  | 1     | -,05 | ,112 | ,7** | ,43** | ,066  |
| Sig. (2-tailed)         | ,021  | ,000   | ,002   | ,000   | ,002  | ,000  | ,001 | ,000 | ,000  |       | ,753 | ,493 | ,000 | ,006  | ,684  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q11 Pearson Correlation | ,161  | ,087   | ,006   | ,102   | ,197  | -,009 | ,105 | ,083 | ,4**  | -,051 | 1    | ,177 | ,258 | -,098 | ,331* |
| Sig. (2-tailed)         | ,321  | ,594   | ,972   | ,532   | ,224  | ,954  | ,517 | ,612 | ,004  | ,753  |      | ,275 | ,109 | ,548  | ,037  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q12 Pearson Correlation | ,47** | ,334*  | ,439** | ,154   | -,144 | -,050 | ,5** | ,5** | ,4**  | ,112  | ,177 | 1    | ,5** | ,266  | -,052 |
| Sig. (2-tailed)         | ,002  | ,035   | ,005   | ,343   | ,377  | ,757  | ,001 | ,001 | ,008  | ,493  | ,275 |      | ,001 | ,097  | ,749  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q13 Pearson Correlation | ,69** | ,543** | ,516** | ,592** | ,130  | ,34*  | ,7** | ,9** | ,8**  | ,7**  | ,258 | ,5** | 1    | ,52** | ,042  |
| Sig. (2-tailed)         | ,000  | ,000   | ,001   | ,000   | ,425  | ,032  | ,000 | ,000 | ,000  | ,000  | ,109 | ,001 |      | ,001  | ,796  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q14 Pearson Correlation | ,41** | ,364*  | ,623** | ,557** | ,035  | ,135  | ,32* | ,6** | ,108  | ,4**  | -,10 | ,266 | ,5** | 1     | -,047 |
| Sig. (2-tailed)         | ,008  | ,021   | ,000   | ,000   | ,831  | ,406  | ,048 | ,000 | ,508  | ,006  | ,548 | ,097 | ,001 |       | ,772  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q15 Pearson Correlation | -,253 | ,161   | -,047  | ,177   | ,140  | ,077  | ,208 | ,144 | ,093  | ,066  | ,33* | -,05 | ,042 | -,047 | 1     |
| Sig. (2-tailed)         | ,116  | ,322   | ,776   | ,276   | ,388  | ,638  | ,198 | ,376 | ,568  | ,684  | ,037 | ,749 | ,796 | ,772  |       |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q16 Pearson Correlation | ,43** | ,568** | ,430** | ,398*  | ,018  | ,33*  | ,5** | ,8** | ,4**  | ,6**  | ,048 | ,5** | ,6** | ,55** | ,286  |
| Sig. (2-tailed)         | ,006  | ,000   | ,006   | ,011   | ,912  | ,037  | ,001 | ,000 | ,004  | ,000  | ,767 | ,001 | ,000 | ,000  | ,074  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q17 Pearson Correlation | ,57** | ,337*  | ,411** | ,500** | ,092  | ,35*  | ,4** | ,6** | ,5**  | ,7**  | ,027 | ,37* | ,7** | ,42** | -,157 |
| Sig. (2-tailed)         | ,000  | ,033   | ,008   | ,001   | ,571  | ,027  | ,005 | ,000 | ,001  | ,000  | ,870 | ,018 | ,000 | ,006  | ,335  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q18 Pearson Correlation | ,47** | ,389*  | ,311   | ,472** | ,009  | ,308  | ,32* | ,6** | ,38** | ,6**  | -,06 | ,279 | ,6** | ,49** | -,037 |
| Sig. (2-tailed)         | ,002  | ,013   | ,051   | ,002   | ,956  | ,053  | ,044 | ,000 | ,017  | ,000  | ,701 | ,081 | ,000 | ,001  | ,822  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |
| Q19 Pearson Correlation | ,296  | ,339*  | ,436** | ,409** | ,41** | ,5**  | ,39* | ,5** | ,7**  | ,6**  | ,5** | ,311 | ,6** | ,131  | ,220  |
| Sig. (2-tailed)         | ,063  | ,032   | ,005   | ,009   | ,009  | ,001  | ,012 | ,000 | ,000  | ,000  | ,001 | ,050 | ,000 | ,421  | ,173  |
| N                       | 40    | 40     | 40     | 40     | 40    | 40    | 40   | 40   | 40    | 40    | 40   | 40   | 40   | 40    | 40    |

Correlations

|                         | Q16    | Q17    | Q18    | Q19    | Q20    | Q21    | Q22    | Q23    | Q24    | Q25    | Q26     | Q27     |
|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Q1 Pearson Correlation  | ,431** | ,568** | ,471** | ,296   | ,487** | ,513** | ,478** | ,498** | ,520** | ,170   | -,519** | -,078   |
| Sig. (2-tailed)         | ,006   | ,000   | ,002   | ,063   | ,001   | ,001   | ,002   | ,001   | ,001   | ,293   | ,001    | ,632    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2 Pearson Correlation  | ,568** | ,337*  | ,389*  | ,339*  | ,276   | ,190   | ,290   | ,475** | ,503** | ,303   | -,344*  | ,316*   |
| Sig. (2-tailed)         | ,000   | ,033   | ,013   | ,032   | ,085   | ,241   | ,069   | ,002   | ,001   | ,057   | ,030    | ,047    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q3 Pearson Correlation  | ,430** | ,411** | ,311   | ,436** | ,402*  | ,286   | ,389*  | ,378*  | ,399*  | ,031   | -,181   | ,297    |
| Sig. (2-tailed)         | ,006   | ,008   | ,051   | ,005   | ,010   | ,074   | ,013   | ,016   | ,011   | ,849   | ,264    | ,063    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q4 Pearson Correlation  | ,398*  | ,500** | ,472** | ,409** | ,314*  | ,272   | ,206   | ,487** | ,407** | ,077   | -,046   | ,249    |
| Sig. (2-tailed)         | ,011   | ,001   | ,002   | ,009   | ,048   | ,090   | ,202   | ,001   | ,009   | ,638   | ,779    | ,122    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q5 Pearson Correlation  | ,018   | ,092   | ,009   | ,410** | -,063  | ,085   | -,039  | ,078   | ,089   | ,111   | -,206   | 1,000** |
| Sig. (2-tailed)         | ,912   | ,571   | ,956   | ,009   | ,698   | ,600   | ,813   | ,633   | ,584   | ,494   | ,202    | ,000    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q6 Pearson Correlation  | ,331*  | ,349*  | ,308   | ,518** | ,218   | ,395*  | ,201   | ,076   | ,284   | ,013   | -,371*  | ,609**  |
| Sig. (2-tailed)         | ,037   | ,027   | ,053   | ,001   | ,177   | ,012   | ,213   | ,643   | ,076   | ,938   | ,018    | ,000    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q7 Pearson Correlation  | ,500** | ,439** | ,321*  | ,394*  | ,307   | ,536** | ,096   | ,356*  | ,296   | ,313*  | -,592** | ,145    |
| Sig. (2-tailed)         | ,001   | ,005   | ,044   | ,012   | ,054   | ,000   | ,557   | ,024   | ,064   | ,049   | ,000    | ,371    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q8 Pearson Correlation  | ,754** | ,635** | ,596** | ,530** | ,694** | ,531** | ,452** | ,577** | ,515** | ,470** | -,435** | ,166    |
| Sig. (2-tailed)         | ,000   | ,000   | ,000   | ,000   | ,000   | ,000   | ,003   | ,000   | ,001   | ,002   | ,005    | ,305    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q9 Pearson Correlation  | ,442** | ,507** | ,377*  | ,744** | ,517** | ,675** | ,151   | ,275   | ,369*  | ,319*  | -,447** | ,303    |
| Sig. (2-tailed)         | ,004   | ,001   | ,017   | ,000   | ,001   | ,000   | ,354   | ,086   | ,019   | ,045   | ,004    | ,057    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q10 Pearson Correlation | ,591** | ,730** | ,632** | ,600** | ,429** | ,277   | ,402*  | ,426** | ,471** | ,329*  | -,315*  | ,468**  |
| Sig. (2-tailed)         | ,000   | ,000   | ,000   | ,000   | ,006   | ,084   | ,010   | ,006   | ,002   | ,038   | ,048    | ,002    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q11 Pearson Correlation | ,048   | ,027   | -,063  | ,498** | ,347*  | ,439** | -,035  | ,155   | ,116   | ,288   | -,344*  | ,197    |
| Sig. (2-tailed)         | ,767   | ,870   | ,701   | ,001   | ,028   | ,005   | ,830   | ,341   | ,475   | ,072   | ,030    | ,224    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q12 Pearson Correlation | ,490** | ,373*  | ,279   | ,311   | ,446** | ,223   | ,282   | ,432** | ,454** | ,298   | -,249   | -,144   |
| Sig. (2-tailed)         | ,001   | ,018   | ,081   | ,050   | ,004   | ,166   | ,078   | ,005   | ,003   | ,062   | ,121    | ,377    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q13 Pearson Correlation | ,600** | ,679** | ,597** | ,552** | ,644** | ,492** | ,387*  | ,656** | ,510** | ,529** | -,436** | ,130    |
| Sig. (2-tailed)         | ,000   | ,000   | ,000   | ,000   | ,000   | ,001   | ,014   | ,000   | ,001   | ,000   | ,005    | ,425    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q14 Pearson Correlation | ,546** | ,425** | ,492** | ,131   | ,530** | ,170   | ,407** | ,699** | ,405** | ,134   | -,139   | ,035    |
| Sig. (2-tailed)         | ,000   | ,006   | ,001   | ,421   | ,000   | ,294   | ,009   | ,000   | ,010   | ,409   | ,393    | ,831    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q15 Pearson Correlation | ,286   | -,157  | -,037  | ,220   | ,040   | ,061   | -,009  | -,085  | -,064  | ,358*  | -,238   | ,140    |
| Sig. (2-tailed)         | ,074   | ,335   | ,822   | ,173   | ,805   | ,711   | ,957   | ,604   | ,697   | ,023   | ,139    | ,388    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q16 Pearson Correlation | 1      | ,534** | ,659** | ,508** | ,744** | ,365*  | ,592** | ,546** | ,589** | ,535** | -,379*  | ,018    |
| Sig. (2-tailed)         |        | ,000   | ,000   | ,001   | ,000   | ,020   | ,000   | ,000   | ,000   | ,000   | ,016    | ,912    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q17 Pearson Correlation | ,534** | 1      | ,767** | ,427** | ,449** | ,241   | ,559** | ,494** | ,633** | ,225   | -,380*  | ,092    |
| Sig. (2-tailed)         | ,000   |        | ,000   | ,006   | ,004   | ,134   | ,000   | ,001   | ,000   | ,163   | ,015    | ,571    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q18 Pearson Correlation | ,659** | ,767** | 1      | ,288   | ,576** | ,012   | ,609** | ,489** | ,630** | ,270   | -,186   | ,009    |
| Sig. (2-tailed)         | ,000   | ,000   |        | ,072   | ,000   | ,943   | ,000   | ,001   | ,000   | ,092   | ,249    | ,956    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |
| Q19 Pearson Correlation | ,508** | ,427** | ,288   | 1      | ,543** | ,577** | ,190   | ,260   | ,405** | ,271   | -,513** | ,410**  |
| Sig. (2-tailed)         | ,001   | ,006   | ,072   |        | ,000   | ,000   | ,239   | ,105   | ,010   | ,090   | ,001    | ,009    |
| N                       | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40      | 40      |



## Correlations

|     |                     | Q28     | TOTAL  |
|-----|---------------------|---------|--------|
| Q1  | Pearson Correlation | -,078   | ,631** |
|     | Sig. (2-tailed)     | ,632    | ,000   |
|     | N                   | 40      | 40     |
| Q2  | Pearson Correlation | ,316*   | ,648** |
|     | Sig. (2-tailed)     | ,047    | ,000   |
|     | N                   | 40      | 40     |
| Q3  | Pearson Correlation | ,297    | ,615** |
|     | Sig. (2-tailed)     | ,063    | ,000   |
|     | N                   | 40      | 40     |
| Q4  | Pearson Correlation | ,249    | ,676** |
|     | Sig. (2-tailed)     | ,122    | ,000   |
|     | N                   | 40      | 40     |
| Q5  | Pearson Correlation | 1,000** | ,287   |
|     | Sig. (2-tailed)     | ,000    | ,073   |
|     | N                   | 40      | 40     |
| Q6  | Pearson Correlation | ,609**  | ,524** |
|     | Sig. (2-tailed)     | ,000    | ,001   |
|     | N                   | 40      | 40     |
| Q7  | Pearson Correlation | ,145    | ,645** |
|     | Sig. (2-tailed)     | ,371    | ,000   |
|     | N                   | 40      | 40     |
| Q8  | Pearson Correlation | ,166    | ,890** |
|     | Sig. (2-tailed)     | ,305    | ,000   |
|     | N                   | 40      | 40     |
| Q9  | Pearson Correlation | ,303    | ,767** |
|     | Sig. (2-tailed)     | ,057    | ,000   |
|     | N                   | 40      | 40     |
| Q10 | Pearson Correlation | ,468**  | ,801** |
|     | Sig. (2-tailed)     | ,002    | ,000   |
|     | N                   | 40      | 40     |
| Q11 | Pearson Correlation | ,197    | ,263   |
|     | Sig. (2-tailed)     | ,224    | ,101   |
|     | N                   | 40      | 40     |
| Q12 | Pearson Correlation | -,144   | ,501** |
|     | Sig. (2-tailed)     | ,377    | ,001   |
|     | N                   | 40      | 40     |
| Q13 | Pearson Correlation | ,130    | ,880** |
|     | Sig. (2-tailed)     | ,425    | ,000   |
|     | N                   | 40      | 40     |
| Q14 | Pearson Correlation | ,035    | ,568** |
|     | Sig. (2-tailed)     | ,831    | ,000   |
|     | N                   | 40      | 40     |
| Q15 | Pearson Correlation | ,140    | ,122   |
|     | Sig. (2-tailed)     | ,388    | ,452   |
|     | N                   | 40      | 40     |
| Q16 | Pearson Correlation | ,018    | ,801** |
|     | Sig. (2-tailed)     | ,912    | ,000   |
|     | N                   | 40      | 40     |
| Q17 | Pearson Correlation | ,092    | ,725** |
|     | Sig. (2-tailed)     | ,571    | ,000   |
|     | N                   | 40      | 40     |
| Q18 | Pearson Correlation | ,009    | ,680** |
|     | Sig. (2-tailed)     | ,956    | ,000   |
|     | N                   | 40      | 40     |
| Q19 | Pearson Correlation | ,410**  | ,686** |
|     | Sig. (2-tailed)     | ,009    | ,000   |
|     | N                   | 40      | 40     |

\*\*

Correlations

|                                   | Q1     | Q2     | Q3     | Q4     | Q5    | Q6    | Q7    | Q8    | Q9   | Q10   | Q11  | Q12  | Q13   | Q14   | Q15   |
|-----------------------------------|--------|--------|--------|--------|-------|-------|-------|-------|------|-------|------|------|-------|-------|-------|
| Q2<br>0 Pearson Correlation       | ,49**  | ,276   | ,402*  | ,314*  | -,063 | ,218  | ,307  | ,7**  | ,5** | ,4**  | ,35* | ,4** | ,6**  | ,53** | ,040  |
| Sig. (2-tailed)                   | ,001   | ,085   | ,010   | ,048   | ,698  | ,177  | ,054  | ,000  | ,001 | ,006  | ,028 | ,004 | ,000  | ,000  | ,805  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>1 Pearson Correlation       | ,51**  | ,190   | ,286   | ,272   | ,085  | ,39*  | ,5**  | ,5**  | ,7** | ,277  | ,4** | ,223 | ,5**  | ,170  | ,061  |
| Sig. (2-tailed)                   | ,001   | ,241   | ,074   | ,090   | ,600  | ,012  | ,000  | ,000  | ,000 | ,084  | ,005 | ,166 | ,001  | ,294  | ,711  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>2 Pearson Correlation       | ,48**  | ,290   | ,389*  | ,206   | -,039 | ,201  | ,096  | ,5**  | ,151 | ,40*  | -,04 | ,282 | ,39*  | ,41** | -,009 |
| Sig. (2-tailed)                   | ,002   | ,069   | ,013   | ,202   | ,813  | ,213  | ,557  | ,003  | ,354 | ,010  | ,830 | ,078 | ,014  | ,009  | ,957  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>3 Pearson Correlation       | ,50**  | ,475** | ,378*  | ,487** | ,078  | ,076  | ,36*  | ,6**  | ,275 | ,4**  | ,155 | ,4** | ,7**  | ,70** | -,085 |
| Sig. (2-tailed)                   | ,001   | ,002   | ,016   | ,001   | ,633  | ,643  | ,024  | ,000  | ,086 | ,006  | ,341 | ,005 | ,000  | ,000  | ,604  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>4 Pearson Correlation       | ,52**  | ,503** | ,399*  | ,407** | ,089  | ,284  | ,296  | ,5**  | ,37* | ,5**  | ,116 | ,5** | ,5**  | ,41** | -,064 |
| Sig. (2-tailed)                   | ,001   | ,001   | ,011   | ,009   | ,584  | ,076  | ,064  | ,001  | ,019 | ,002  | ,475 | ,003 | ,001  | ,010  | ,697  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>5 Pearson Correlation       | ,170   | ,303   | ,031   | ,077   | ,111  | ,013  | ,31*  | ,5**  | ,32* | ,33*  | ,288 | ,298 | ,5**  | ,134  | ,358* |
| Sig. (2-tailed)                   | ,293   | ,057   | ,849   | ,638   | ,494  | ,938  | ,049  | ,002  | ,045 | ,038  | ,072 | ,062 | ,000  | ,409  | ,023  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>6 Pearson Correlation       | -,52** | -,344* | -,181  | -,046  | -,206 | -,37* | -,1** | -,4** | 0**  | -,31* | -,3* | -,25 | -,4** | -,139 | -,238 |
| Sig. (2-tailed)                   | ,001   | ,030   | ,264   | ,779   | ,202  | ,018  | ,000  | ,005  | ,004 | ,048  | ,030 | ,121 | ,005  | ,393  | ,139  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>7 Pearson Correlation       | -,078  | ,316*  | ,297   | ,249   | 1,0** | ,6**  | ,145  | ,166  | ,303 | ,5**  | ,197 | -,14 | ,130  | ,035  | ,140  |
| Sig. (2-tailed)                   | ,632   | ,047   | ,063   | ,122   | ,000  | ,000  | ,371  | ,305  | ,057 | ,002  | ,224 | ,377 | ,425  | ,831  | ,388  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| Q2<br>8 Pearson Correlation       | -,078  | ,316*  | ,297   | ,249   | 1,0** | ,6**  | ,145  | ,166  | ,303 | ,5**  | ,197 | -,14 | ,130  | ,035  | ,140  |
| Sig. (2-tailed)                   | ,632   | ,047   | ,063   | ,122   | ,000  | ,000  | ,371  | ,305  | ,057 | ,002  | ,224 | ,377 | ,425  | ,831  | ,388  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |
| TO<br>TA<br>L Pearson Correlation | ,63**  | ,648** | ,615** | ,676** | ,287  | ,5**  | ,6**  | ,9**  | ,8** | ,8**  | ,263 | ,5** | ,9**  | ,57** | ,122  |
| Sig. (2-tailed)                   | ,000   | ,000   | ,000   | ,000   | ,073  | ,001  | ,000  | ,000  | ,000 | ,000  | ,101 | ,001 | ,000  | ,000  | ,452  |
| N                                 | 40     | 40     | 40     | 40     | 40    | 40    | 40    | 40    | 40   | 40    | 40   | 40   | 40    | 40    | 40    |

## Correlations

|         | Q16                 | Q17    | Q18    | Q19    | Q20     | Q21    | Q22     | Q23    | Q24    | Q25    | Q26    | Q27     |         |
|---------|---------------------|--------|--------|--------|---------|--------|---------|--------|--------|--------|--------|---------|---------|
| Q2<br>0 | Pearson Correlation | ,744** | ,449** | ,576** | ,543**  | 1      | ,473**  | ,571** | ,525** | ,499** | ,481** | -,260   | -,063   |
|         | Sig. (2-tailed)     | ,000   | ,004   | ,000   | ,000    |        | ,002    | ,000   | ,001   | ,001   | ,002   | ,105    | ,698    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>1 | Pearson Correlation | ,365*  | ,241   | ,012   | ,577**  | ,473** | 1       | ,153   | ,269   | ,279   | ,157   | -,579** | ,085    |
|         | Sig. (2-tailed)     | ,020   | ,134   | ,943   | ,000    | ,002   |         | ,345   | ,094   | ,082   | ,334   | ,000    | ,600    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>2 | Pearson Correlation | ,592** | ,559** | ,609** | ,190    | ,571** | ,153    | 1      | ,413** | ,789** | ,266   | -,217   | -,039   |
|         | Sig. (2-tailed)     | ,000   | ,000   | ,000   | ,239    | ,000   | ,345    |        | ,008   | ,000   | ,096   | ,179    | ,813    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>3 | Pearson Correlation | ,546** | ,494** | ,489** | ,260    | ,525** | ,269    | ,413** | 1      | ,617** | ,494** | -,168   | ,078    |
|         | Sig. (2-tailed)     | ,000   | ,001   | ,001   | ,105    | ,001   | ,094    | ,008   |        | ,000   | ,001   | ,301    | ,633    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>4 | Pearson Correlation | ,589** | ,633** | ,630** | ,405**  | ,499** | ,279    | ,789** | ,617** | 1      | ,220   | -,357*  | ,089    |
|         | Sig. (2-tailed)     | ,000   | ,000   | ,000   | ,010    | ,001   | ,082    | ,000   | ,000   |        | ,173   | ,024    | ,584    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>5 | Pearson Correlation | ,535** | ,225   | ,270   | ,271    | ,481** | ,157    | ,266   | ,494** | ,220   | 1      | -,116   | ,111    |
|         | Sig. (2-tailed)     | ,000   | ,163   | ,092   | ,090    | ,002   | ,334    | ,096   | ,001   | ,173   |        | ,478    | ,494    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>6 | Pearson Correlation | -,379* | -,380* | -,186  | -,513** | -,260  | -,579** | -,217  | -,168  | -,357* | -,116  | 1       | -,206   |
|         | Sig. (2-tailed)     | ,016   | ,015   | ,249   | ,001    | ,105   | ,000    | ,179   | ,301   | ,024   | ,478   |         | ,202    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>7 | Pearson Correlation | ,018   | ,092   | ,009   | ,410**  | -,063  | ,085    | -,039  | ,078   | ,089   | ,111   | -,206   | 1       |
|         | Sig. (2-tailed)     | ,912   | ,571   | ,956   | ,009    | ,698   | ,600    | ,813   | ,633   | ,584   | ,494   | ,202    |         |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| Q2<br>8 | Pearson Correlation | ,018   | ,092   | ,009   | ,410**  | -,063  | ,085    | -,039  | ,078   | ,089   | ,111   | -,206   | 1,000** |
|         | Sig. (2-tailed)     | ,912   | ,571   | ,956   | ,009    | ,698   | ,600    | ,813   | ,633   | ,584   | ,494   | ,202    | ,000    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |
| TOTAL   | Pearson Correlation | ,801** | ,725** | ,680** | ,686**  | ,747** | ,553**  | ,588** | ,676** | ,713** | ,497** | -,443** | ,287    |
|         | Sig. (2-tailed)     | ,000   | ,000   | ,000   | ,000    | ,000   | ,000    | ,000   | ,000   | ,000   | ,001   | ,004    | ,073    |
|         | N                   | 40     | 40     | 40     | 40      | 40     | 40      | 40     | 40     | 40     | 40     | 40      | 40      |

## Correlations

|               |                     | Q28     | TOTAL   |
|---------------|---------------------|---------|---------|
| Q2<br>0       | Pearson Correlation | -,063   | ,747**  |
|               | Sig. (2-tailed)     | ,698    | ,000    |
|               | N                   | 40      | 40      |
| Q2<br>1       | Pearson Correlation | ,085    | ,553**  |
|               | Sig. (2-tailed)     | ,600    | ,000    |
|               | N                   | 40      | 40      |
| Q2<br>2       | Pearson Correlation | -,039   | ,588**  |
|               | Sig. (2-tailed)     | ,813    | ,000    |
|               | N                   | 40      | 40      |
| Q2<br>3       | Pearson Correlation | ,078    | ,676**  |
|               | Sig. (2-tailed)     | ,633    | ,000    |
|               | N                   | 40      | 40      |
| Q2<br>4       | Pearson Correlation | ,089    | ,713**  |
|               | Sig. (2-tailed)     | ,584    | ,000    |
|               | N                   | 40      | 40      |
| Q2<br>5       | Pearson Correlation | ,111    | ,497**  |
|               | Sig. (2-tailed)     | ,494    | ,001    |
|               | N                   | 40      | 40      |
| Q2<br>6       | Pearson Correlation | -,206   | -,443** |
|               | Sig. (2-tailed)     | ,202    | ,004    |
|               | N                   | 40      | 40      |
| Q2<br>7       | Pearson Correlation | 1,000** | ,287    |
|               | Sig. (2-tailed)     | ,000    | ,073    |
|               | N                   | 40      | 40      |
| Q2<br>8       | Pearson Correlation | 1       | ,287    |
|               | Sig. (2-tailed)     |         | ,073    |
|               | N                   | 40      | 40      |
| TO<br>TA<br>L | Pearson Correlation | ,287    | 1       |
|               | Sig. (2-tailed)     | ,073    |         |
|               | N                   | 40      | 40      |

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

\* . Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX 20 The Validity of Vocabulary Mastery

|     |                     | Correlations |       |       |       |       |       |       |       |       |        |       |        |      |        |      |
|-----|---------------------|--------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|--------|------|--------|------|
|     |                     | V15          | V16   | V17   | V18   | V19   | V20   | V21   | V22   | V23   | V24    | V25   | V26    | V27  | V28    | V29  |
| V1  | Pearson Correlation | ,126         | ,47** | -,174 | ,314* | ,086  | ,176  | -,023 | ,262  | ,189  | ,378*  | ,086  | ,265   | ,143 | ,756** | ,044 |
|     | Sig. (2-tailed)     | ,439         | ,002  | ,283  | ,048  | ,599  | ,278  | ,890  | ,102  | ,243  | ,016   | ,599  | ,099   | ,379 | ,000   | ,789 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V2  | Pearson Correlation | ,302         | ,258  | -,245 | ,342* | ,190  | -,130 | -,235 | ,45** | ,075  | ,327*  | ,190  | ,099   | -,04 | ,201   | ,058 |
|     | Sig. (2-tailed)     | ,059         | ,109  | ,128  | ,031  | ,240  | ,425  | ,145  | ,004  | ,644  | ,040   | ,240  | ,545   | ,816 | ,214   | ,722 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V3  | Pearson Correlation | ,093         | ,146  | -,193 | ,265  | ,053  | ,253  | ,109  | ,291  | ,140  | ,315*  | ,053  | ,216   | -,05 | ,840** | -,08 |
|     | Sig. (2-tailed)     | ,567         | ,368  | ,232  | ,099  | ,746  | ,115  | ,503  | ,068  | ,389  | ,048   | ,746  | ,181   | ,746 | ,000   | ,620 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V4  | Pearson Correlation | ,250         | ,332* | -,066 | ,378* | ,378* | ,258  | ,180  | ,347* | ,375* | ,53**  | ,378* | ,315*  | ,000 | 1,0**  | ,000 |
|     | Sig. (2-tailed)     | ,120         | ,036  | ,687  | ,016  | ,016  | ,108  | ,267  | ,028  | ,017  | ,000   | ,016  | ,048   | 1,00 | ,000   | 1,00 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V5  | Pearson Correlation | ,068         | ,155  | ,161  | ,000  | ,000  | ,211  | ,42** | -,5** | ,230  | ,102   | ,000  | ,372*  | ,000 | ,230   | -,12 |
|     | Sig. (2-tailed)     | ,677         | ,340  | ,320  | 1,000 | 1,000 | ,192  | ,008  | ,001  | ,154  | ,531   | 1,000 | ,018   | 1,00 | ,154   | ,469 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V6  | Pearson Correlation | -,306        | -,065 | -,106 | ,260  | ,260  | ,296  | ,151  | ,159  | ,172  | ,172   | ,260  | ,225   | -,26 | ,459** | -,13 |
|     | Sig. (2-tailed)     | ,055         | ,689  | ,516  | ,105  | ,105  | ,064  | ,352  | ,327  | ,288  | ,288   | ,105  | ,163   | ,105 | ,003   | ,415 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V7  | Pearson Correlation | -,053        | ,56** | -,074 | -,061 | -,061 | ,207  | ,297  | ,111  | -,080 | ,320*  | -,061 | ,381*  | ,061 | ,320*  | ,092 |
|     | Sig. (2-tailed)     | ,744         | ,000  | ,651  | ,711  | ,711  | ,201  | ,063  | ,495  | ,623  | ,044   | ,711  | ,015   | ,711 | ,044   | ,570 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V8  | Pearson Correlation | ,378*        | ,75** | ,025  | ,314* | ,086  | ,176  | -,023 | ,262  | ,189  | ,378*  | ,086  | ,265   | ,143 | ,567** | ,218 |
|     | Sig. (2-tailed)     | ,016         | ,000  | ,879  | ,048  | ,599  | ,278  | ,890  | ,102  | ,243  | ,016   | ,599  | ,099   | ,379 | ,000   | ,176 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V9  | Pearson Correlation | ,167         | ,221  | ,066  | ,378* | ,378* | ,086  | ,42** | ,231  | ,250  | ,46**  | ,378* | ,327*  | -,13 | ,667** | -,19 |
|     | Sig. (2-tailed)     | ,304         | ,170  | ,687  | ,016  | ,016  | ,597  | ,007  | ,151  | ,120  | ,003   | ,016  | ,040   | ,439 | ,000   | ,234 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V10 | Pearson Correlation | ,280         | ,189  | -,200 | ,198  | ,198  | ,51** | -,019 | ,397* | ,157  | ,288   | ,198  | ,132   | -,04 | ,550** | ,061 |
|     | Sig. (2-tailed)     | ,081         | ,243  | ,216  | ,220  | ,220  | ,001  | ,908  | ,011  | ,333  | ,071   | ,220  | ,416   | ,808 | ,000   | ,711 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V11 | Pearson Correlation | ,419**       | ,53** | -,091 | ,52** | ,158  | ,077  | -,004 | ,374* | ,180  | ,329*  | ,158  | ,277   | ,023 | ,629** | ,035 |
|     | Sig. (2-tailed)     | ,007         | ,000  | ,578  | ,001  | ,329  | ,635  | ,982  | ,017  | ,267  | ,038   | ,329  | ,084   | ,890 | ,000   | ,832 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V12 | Pearson Correlation | -,020        | -,074 | ,091  | -,158 | -,158 | ,046  | -,140 | ,137  | -,030 | -,329* | -,158 | -,277  | -,02 | -,329* | ,38* |
|     | Sig. (2-tailed)     | ,903         | ,651  | ,578  | ,329  | ,329  | ,776  | ,390  | ,398  | ,855  | ,038   | ,329  | ,084   | ,890 | ,038   | ,016 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V13 | Pearson Correlation | -,192        | -,274 | -,038 | -,306 | ,044  | -,149 | -,104 | -,031 | ,000  | ,000   | ,044  | ,081   | -,22 | ,000   | -,20 |
|     | Sig. (2-tailed)     | ,234         | ,087  | ,816  | ,055  | ,789  | ,359  | ,524  | ,850  | 1,000 | 1,000  | ,789  | ,620   | ,176 | 1,000  | ,216 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V14 | Pearson Correlation | ,458**       | ,57** | ,099  | ,76** | ,378* | ,258  | ,180  | ,347* | ,219  | ,375*  | ,378* | ,315*  | ,000 | ,688** | ,000 |
|     | Sig. (2-tailed)     | ,003         | ,000  | ,545  | ,000  | ,016  | ,108  | ,267  | ,028  | ,175  | ,017   | ,016  | ,048   | 1,00 | ,000   | 1,00 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V15 | Pearson Correlation | 1            | ,54** | ,066  | ,63** | ,378* | ,086  | ,020  | ,231  | ,250  | ,250   | ,378* | ,327*  | -,13 | ,250   | -,19 |
|     | Sig. (2-tailed)     |              | ,000  | ,687  | ,000  | ,016  | ,597  | ,903  | ,151  | ,120  | ,120   | ,016  | ,040   | ,439 | ,120   | ,234 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V16 | Pearson Correlation | ,538**       | 1     | ,119  | ,47** | ,179  | ,172  | ,074  | ,198  | ,095  | ,332*  | ,179  | ,412** | ,108 | ,332*  | ,164 |
|     | Sig. (2-tailed)     | ,000         |       | ,466  | ,002  | ,268  | ,290  | ,651  | ,222  | ,560  | ,036   | ,268  | ,008   | ,509 | ,036   | ,311 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V17 | Pearson Correlation | ,066         | ,119  | 1     | ,025  | ,025  | -,36* | ,067  | -,242 | ,263  | -,066  | ,025  | -,193  | ,174 | -,066  | -,04 |
|     | Sig. (2-tailed)     | ,687         | ,466  |       | ,879  | ,879  | ,024  | ,681  | ,132  | ,101  | ,687   | ,879  | ,232   | ,283 | ,687   | ,816 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |
| V18 | Pearson Correlation | ,630**       | ,47** | ,025  | 1     | ,314* | ,176  | -,023 | ,262  | ,189  | ,189   | ,314* | ,265   | -,09 | ,378*  | -,13 |
|     | Sig. (2-tailed)     | ,000         | ,002  | ,879  |       | ,048  | ,278  | ,890  | ,102  | ,243  | ,243   | ,048  | ,099   | ,599 | ,016   | ,421 |
|     | N                   | 40           | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40    | 40     | 40   | 40     | 40   |

## Correlations

|     |                     | V30   | V31    | V32   | V33    | V34    | V35    | V36    | V37    | V38    | V39    | V40   | TOTAL  |
|-----|---------------------|-------|--------|-------|--------|--------|--------|--------|--------|--------|--------|-------|--------|
| V1  | Pearson Correlation | ,025  | ,520** | ,159  | ,339*  | ,287   | ,189   | ,480** | ,378*  | ,314*  | ,190   | -,179 | ,594** |
|     | Sig. (2-tailed)     | ,879  | ,001   | ,328  | ,032   | ,073   | ,243   | ,002   | ,016   | ,048   | ,240   | ,268  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V2  | Pearson Correlation | -,112 | ,126   | ,042  | ,247   | ,269   | ,075   | ,174   | ,134   | ,190   | ,899** | ,124  | ,384*  |
|     | Sig. (2-tailed)     | ,490  | ,437   | ,796  | ,125   | ,093   | ,644   | ,283   | ,410   | ,240   | ,000   | ,446  | ,014   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V3  | Pearson Correlation | ,175  | ,444** | ,176  | ,277   | ,489** | ,140   | ,404** | ,093   | ,265   | ,239   | ,120  | ,604** |
|     | Sig. (2-tailed)     | ,280  | ,004   | ,276  | ,084   | ,001   | ,389   | ,010   | ,567   | ,099   | ,137   | ,462  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V4  | Pearson Correlation | ,263  | ,629** | ,210  | ,479** | ,455** | ,375** | ,577** | ,458** | ,567** | ,327*  | -,095 | ,809** |
|     | Sig. (2-tailed)     | ,101  | ,000   | ,193  | ,002   | ,003   | ,017   | ,000   | ,003   | ,000   | ,040   | ,560  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V5  | Pearson Correlation | ,295  | ,171   | ,057  | ,049   | -,083  | ,230   | ,118   | ,068   | ,154   | -,390* | -,155 | ,115   |
|     | Sig. (2-tailed)     | ,064  | ,291   | ,726  | ,765   | ,612   | ,154   | ,469   | ,677   | ,342   | ,013   | ,340  | ,480   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V6  | Pearson Correlation | ,196  | ,426** | ,096  | ,151   | ,267   | ,172   | ,397*  | -,076  | ,260   | -,023  | ,065  | ,407** |
|     | Sig. (2-tailed)     | ,225  | ,006   | ,554  | ,352   | ,096   | ,288   | ,011   | ,639   | ,105   | ,888   | ,689  | ,009   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V7  | Pearson Correlation | ,348* | ,297   | ,067  | ,297   | ,186   | -,080  | ,277   | ,480** | ,424** | ,145   | ,046  | ,469** |
|     | Sig. (2-tailed)     | ,028  | ,063   | ,680  | ,063   | ,250   | ,623   | ,083   | ,002   | ,006   | ,373   | ,780  | ,002   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V8  | Pearson Correlation | ,025  | ,520** | ,159  | ,339*  | ,287   | ,189   | ,655** | ,378*  | ,314*  | ,190   | -,179 | ,629** |
|     | Sig. (2-tailed)     | ,879  | ,001   | ,328  | ,032   | ,073   | ,243   | ,000   | ,016   | ,048   | ,240   | ,268  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V9  | Pearson Correlation | ,50** | ,419** | ,140  | ,419** | ,388*  | ,250   | ,385*  | ,444** | ,630** | ,302   | ,095  | ,655** |
|     | Sig. (2-tailed)     | ,001  | ,007   | ,389  | ,007   | ,013   | ,120   | ,014   | ,004   | ,000   | ,059   | ,560  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V10 | Pearson Correlation | ,214  | ,358*  | ,161  | ,483** | ,217   | ,157   | ,303   | ,280   | ,357*  | ,032   | ,010  | ,556** |
|     | Sig. (2-tailed)     | ,185  | ,023   | ,320  | ,002   | ,178   | ,333   | ,058   | ,081   | ,024   | ,846   | ,951  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V11 | Pearson Correlation | ,067  | ,427** | ,059  | ,283   | ,506** | ,180   | ,518** | ,220   | ,339*  | ,247   | -,301 | ,636** |
|     | Sig. (2-tailed)     | ,681  | ,006   | ,719  | ,077   | ,001   | ,267   | ,001   | ,174   | ,032   | ,125   | ,059  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V12 | Pearson Correlation | -,225 | -,140  | -,059 | -,140  | -,142  | -,030  | -,104  | -,020  | -,158  | -,247  | -,153 | -,211  |
|     | Sig. (2-tailed)     | ,164  | ,390   | ,719  | ,390   | ,381   | ,855   | ,524   | ,903   | ,329   | ,125   | ,345  | ,192   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V13 | Pearson Correlation | ,266  | ,035   | -,243 | ,035   | ,029   | ,000   | -,067  | -,192  | -,131  | -,174  | ,055  | -,060  |
|     | Sig. (2-tailed)     | ,097  | ,832   | ,132  | ,832   | ,858   | 1,000  | ,683   | ,234   | ,421   | ,283   | ,737  | ,712   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V14 | Pearson Correlation | ,43** | ,479** | ,210  | ,479** | ,455** | ,219   | ,577** | ,458** | ,567** | ,327*  | -,095 | ,809** |
|     | Sig. (2-tailed)     | ,006  | ,002   | ,193  | ,002   | ,003   | ,175   | ,000   | ,003   | ,000   | ,040   | ,560  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V15 | Pearson Correlation | ,066  | ,220   | ,140  | ,220   | ,051   | ,250   | ,385*  | ,167   | ,378*  | ,302   | -,221 | ,488** |
|     | Sig. (2-tailed)     | ,687  | ,174   | ,389  | ,174   | ,757   | ,120   | ,014   | ,304   | ,016   | ,059   | ,170  | ,001   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V16 | Pearson Correlation | ,119  | ,301   | ,120  | ,301   | ,139   | ,095   | ,493** | ,538** | ,466** | ,258   | -,279 | ,600** |
|     | Sig. (2-tailed)     | ,466  | ,059   | ,462  | ,059   | ,392   | ,560   | ,001   | ,000   | ,002   | ,109   | ,081  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V17 | Pearson Correlation | ,134  | ,067   | ,193  | -,091  | ,003   | ,263   | ,038   | ,066   | ,025   | -,112  | ,131  | -,012  |
|     | Sig. (2-tailed)     | ,409  | ,681   | ,232  | ,578   | ,984   | ,101   | ,816   | ,687   | ,879   | ,490   | ,420  | ,942   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V18 | Pearson Correlation | ,224  | ,158   | ,159  | ,339*  | ,287   | ,189   | ,306   | ,126   | ,314*  | ,342*  | -,179 | ,547** |
|     | Sig. (2-tailed)     | ,165  | ,329   | ,328  | ,032   | ,073   | ,243   | ,055   | ,439   | ,048   | ,031   | ,268  | ,000   |
|     | N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |

## Correlations

|                         | V1    | V2    | V3    | V4     | V5    | V6    | V7    | V8    | V9     | V10    | V11   | V12   | V13   | V14  |
|-------------------------|-------|-------|-------|--------|-------|-------|-------|-------|--------|--------|-------|-------|-------|------|
| V19 Pearson Correlation | ,086  | ,190  | ,053  | ,378*  | ,000  | ,260  | -,061 | ,086  | ,378*  | ,198   | ,158  | -,158 | ,044  | ,38* |
| Sig. (2-tailed)         | ,599  | ,240  | ,746  | ,016   | 1,000 | ,105  | ,711  | ,599  | ,016   | ,220   | ,329  | ,329  | ,789  | ,016 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V20 Pearson Correlation | ,176  | -,130 | ,253  | ,258   | ,211  | ,296  | ,207  | ,176  | ,086   | ,514** | ,077  | ,046  | -,149 | ,258 |
| Sig. (2-tailed)         | ,278  | ,425  | ,115  | ,108   | ,192  | ,064  | ,201  | ,278  | ,597   | ,001   | ,635  | ,776  | ,359  | ,108 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V21 Pearson Correlation | -,023 | -,235 | ,109  | ,180   | ,42** | ,151  | ,297  | -,023 | ,419** | -,019  | -,004 | -,140 | -,104 | ,180 |
| Sig. (2-tailed)         | ,890  | ,145  | ,503  | ,267   | ,008  | ,352  | ,063  | ,890  | ,007   | ,908   | ,982  | ,390  | ,524  | ,267 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V22 Pearson Correlation | ,262  | ,45** | ,291  | ,347*  | -,5** | ,159  | ,111  | ,262  | ,231   | ,397*  | ,374* | ,137  | -,031 | ,35* |
| Sig. (2-tailed)         | ,102  | ,004  | ,068  | ,028   | ,001  | ,327  | ,495  | ,102  | ,151   | ,011   | ,017  | ,398  | ,850  | ,028 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V23 Pearson Correlation | ,189  | ,075  | ,140  | ,375*  | ,230  | ,172  | -,080 | ,189  | ,250   | ,157   | ,180  | -,030 | ,000  | ,219 |
| Sig. (2-tailed)         | ,243  | ,644  | ,389  | ,017   | ,154  | ,288  | ,623  | ,243  | ,120   | ,333   | ,267  | ,855  | 1,00  | ,175 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V24 Pearson Correlation | ,378* | ,327* | ,315* | ,531** | ,102  | ,172  | ,320* | ,378* | ,458** | ,288   | ,329* | -,33* | ,000  | ,38* |
| Sig. (2-tailed)         | ,016  | ,040  | ,048  | ,000   | ,531  | ,288  | ,044  | ,016  | ,003   | ,071   | ,038  | ,038  | 1,00  | ,017 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V25 Pearson Correlation | ,086  | ,190  | ,053  | ,378*  | ,000  | ,260  | -,061 | ,086  | ,378*  | ,198   | ,158  | -,158 | ,044  | ,38* |
| Sig. (2-tailed)         | ,599  | ,240  | ,746  | ,016   | 1,000 | ,105  | ,711  | ,599  | ,016   | ,220   | ,329  | ,329  | ,789  | ,016 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V26 Pearson Correlation | ,265  | ,099  | ,216  | ,315*  | ,372* | ,225  | ,381* | ,265  | ,327*  | ,132   | ,277  | -,277 | ,081  | ,32* |
| Sig. (2-tailed)         | ,099  | ,545  | ,181  | ,048   | ,018  | ,163  | ,015  | ,099  | ,040   | ,416   | ,084  | ,084  | ,620  | ,048 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V27 Pearson Correlation | ,143  | -,038 | -,053 | ,000   | ,000  | -,260 | ,061  | ,143  | -,126  | -,040  | ,023  | -,023 | -,218 | ,000 |
| Sig. (2-tailed)         | ,379  | ,816  | ,746  | 1,000  | 1,000 | ,105  | ,711  | ,379  | ,439   | ,808   | ,890  | ,890  | ,176  | 1,00 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V28 Pearson Correlation | ,76** | ,201  | ,84** | 1,0**  | ,230  | ,46** | ,320* | ,57** | ,667** | ,550** | ,63** | -,33* | ,000  | ,7** |
| Sig. (2-tailed)         | ,000  | ,214  | ,000  | ,000   | ,154  | ,003  | ,044  | ,000  | ,000   | ,000   | ,000  | ,038  | 1,00  | ,000 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V29 Pearson Correlation | ,044  | ,058  | -,081 | ,000   | -,118 | -,132 | ,092  | ,218  | -,192  | ,061   | ,035  | ,380* | -,200 | ,000 |
| Sig. (2-tailed)         | ,789  | ,722  | ,620  | 1,000  | ,469  | ,415  | ,570  | ,176  | ,234   | ,711   | ,832  | ,016  | ,216  | 1,00 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V30 Pearson Correlation | ,025  | -,112 | ,175  | ,263   | ,295  | ,196  | ,348* | ,025  | ,504** | ,214   | ,067  | -,225 | ,266  | ,4** |
| Sig. (2-tailed)         | ,879  | ,490  | ,280  | ,101   | ,064  | ,225  | ,028  | ,879  | ,001   | ,185   | ,681  | ,164  | ,097  | ,006 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V31 Pearson Correlation | ,52** | ,126  | ,44** | ,629** | ,171  | ,43** | ,297  | ,52** | ,419** | ,358*  | ,43** | -,140 | ,035  | ,5** |
| Sig. (2-tailed)         | ,001  | ,437  | ,004  | ,000   | ,291  | ,006  | ,063  | ,001  | ,007   | ,023   | ,006  | ,390  | ,832  | ,002 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V32 Pearson Correlation | ,159  | ,042  | ,176  | ,210   | ,057  | ,096  | ,067  | ,159  | ,140   | ,161   | ,059  | -,059 | -,243 | ,210 |
| Sig. (2-tailed)         | ,328  | ,796  | ,276  | ,193   | ,726  | ,554  | ,680  | ,328  | ,389   | ,320   | ,719  | ,719  | ,132  | ,193 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V33 Pearson Correlation | ,339* | ,247  | ,277  | ,479** | ,049  | ,151  | ,297  | ,339* | ,419** | ,483** | ,283  | -,140 | ,035  | ,5** |
| Sig. (2-tailed)         | ,032  | ,125  | ,084  | ,002   | ,765  | ,352  | ,063  | ,032  | ,007   | ,002   | ,077  | ,390  | ,832  | ,002 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V34 Pearson Correlation | ,287  | ,269  | ,49** | ,455** | -,083 | ,267  | ,186  | ,287  | ,388*  | ,217   | ,51** | -,142 | ,029  | ,5** |
| Sig. (2-tailed)         | ,073  | ,093  | ,001  | ,003   | ,612  | ,096  | ,250  | ,073  | ,013   | ,178   | ,001  | ,381  | ,858  | ,003 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V35 Pearson Correlation | ,189  | ,075  | ,140  | ,375*  | ,230  | ,172  | -,080 | ,189  | ,250   | ,157   | ,180  | -,030 | ,000  | ,219 |
| Sig. (2-tailed)         | ,243  | ,644  | ,389  | ,017   | ,154  | ,288  | ,623  | ,243  | ,120   | ,333   | ,267  | ,855  | 1,00  | ,175 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V36 Pearson Correlation | ,48** | ,174  | ,40** | ,577** | ,118  | ,397* | ,277  | ,65** | ,385*  | ,303   | ,52** | -,104 | -,067 | ,6** |
| Sig. (2-tailed)         | ,002  | ,283  | ,010  | ,000   | ,469  | ,011  | ,083  | ,000  | ,014   | ,058   | ,001  | ,524  | ,683  | ,000 |
| N                       | 40    | 40    | 40    | 40     | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40    | 40    | 40   |

## Correlations

|                         | V15   | V16   | V17   | V18   | V19   | V20   | V21   | V22   | V23   | V24   | V25    | V26    | V27   | V28    | V29   |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|--------|-------|
| V19 Pearson Correlation | ,378* | ,179  | ,025  | ,314* | 1     | ,020  | ,158  | ,101  | ,378* | ,76** | 1,00** | ,476** | -,3*  | ,378*  | -,31  |
| Sig. (2-tailed)         | ,016  | ,268  | ,879  | ,048  |       | ,905  | ,329  | ,536  | ,016  | ,000  | ,000   | ,002   | ,048  | ,016   | ,055  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V20 Pearson Correlation | ,086  | ,172  | -,36* | ,176  | ,020  | 1     | ,45** | -,014 | ,000  | ,129  | ,020   | ,253   | ,137  | ,258   | ,209  |
| Sig. (2-tailed)         | ,597  | ,290  | ,024  | ,278  | ,905  |       | ,004  | ,933  | 1,000 | ,427  | ,905   | ,115   | ,401  | ,108   | ,196  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V21 Pearson Correlation | ,020  | ,074  | ,067  | -,023 | ,158  | ,45** | 1     | -,265 | ,329* | ,329* | ,158   | ,277   | ,023  | ,180   | -,10  |
| Sig. (2-tailed)         | ,903  | ,651  | ,681  | ,890  | ,329  | ,004  |       | ,098  | ,038  | ,038  | ,329   | ,084   | ,890  | ,267   | ,524  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V22 Pearson Correlation | ,231  | ,198  | -,242 | ,262  | ,101  | -,014 | -,265 | 1     | ,080  | ,214  | ,101   | -,007  | -,10  | ,347*  | ,216  |
| Sig. (2-tailed)         | ,151  | ,222  | ,132  | ,102  | ,536  | ,933  | ,098  |       | ,623  | ,186  | ,536   | ,963   | ,536  | ,028   | ,181  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V23 Pearson Correlation | ,250  | ,095  | ,263  | ,189  | ,378* | ,000  | ,329* | ,080  | 1     | ,53** | ,378*  | ,140   | -,19  | ,375*  | ,000  |
| Sig. (2-tailed)         | ,120  | ,560  | ,101  | ,243  | ,016  | 1,00  | ,038  | ,623  |       | ,000  | ,016   | ,389   | ,243  | ,017   | 1,00  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V24 Pearson Correlation | ,250  | ,332* | -,066 | ,189  | ,76** | ,129  | ,329* | ,214  | ,53** | 1     | ,756** | ,490** | -,19  | ,531** | -,14  |
| Sig. (2-tailed)         | ,120  | ,036  | ,687  | ,243  | ,000  | ,427  | ,038  | ,186  | ,000  |       | ,000   | ,001   | ,243  | ,000   | ,374  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V25 Pearson Correlation | ,378* | ,179  | ,025  | ,314* | 1,0** | ,020  | ,158  | ,101  | ,378* | ,76** | 1      | ,476** | -,3*  | ,378*  | -,31  |
| Sig. (2-tailed)         | ,016  | ,268  | ,879  | ,048  | ,000  | ,905  | ,329  | ,536  | ,016  | ,000  |        | ,002   | ,048  | ,016   | ,055  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V26 Pearson Correlation | ,327* | ,41** | -,193 | ,265  | ,48** | ,253  | ,277  | -,007 | ,140  | ,49** | ,476** | 1      | -,5** | ,315*  | -,4** |
| Sig. (2-tailed)         | ,040  | ,008  | ,232  | ,099  | ,002  | ,115  | ,084  | ,963  | ,389  | ,001  | ,002   |        | ,002  | ,048   | ,010  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V27 Pearson Correlation | -,126 | ,108  | ,174  | -,086 | -,31* | ,137  | ,023  | -,101 | -,189 | -,189 | -,314* | -,48** | 1     | ,000   | ,5**  |
| Sig. (2-tailed)         | ,439  | ,509  | ,283  | ,599  | ,048  | ,401  | ,890  | ,536  | ,243  | ,243  | ,048   | ,002   |       | 1,000  | ,002  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V28 Pearson Correlation | ,250  | ,332* | -,066 | ,378* | ,378* | ,258  | ,180  | ,347* | ,375* | ,53** | ,378*  | ,315*  | ,000  | 1      | ,000  |
| Sig. (2-tailed)         | ,120  | ,036  | ,687  | ,016  | ,016  | ,108  | ,267  | ,028  | ,017  | ,000  | ,016   | ,048   | 1,00  |        | 1,00  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V29 Pearson Correlation | -,192 | ,164  | -,038 | -,131 | -,306 | ,209  | -,104 | ,216  | ,000  | -,144 | -,306  | -,40** | ,5**  | ,000   | 1     |
| Sig. (2-tailed)         | ,234  | ,311  | ,816  | ,421  | ,055  | ,196  | ,524  | ,181  | 1,000 | ,374  | ,055   | ,010   | ,002  | 1,000  |       |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V30 Pearson Correlation | ,066  | ,119  | ,134  | ,224  | ,224  | ,187  | ,54** | -,102 | ,263  | ,263  | ,224   | ,544** | -,22  | ,263   | -,3*  |
| Sig. (2-tailed)         | ,687  | ,466  | ,409  | ,165  | ,165  | ,248  | ,000  | ,532  | ,101  | ,101  | ,165   | ,000   | ,165  | ,101   | ,031  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V31 Pearson Correlation | ,220  | ,301  | ,067  | ,158  | ,339* | ,201  | ,283  | ,246  | ,48** | ,63** | ,339*  | ,277   | ,023  | ,629** | ,173  |
| Sig. (2-tailed)         | ,174  | ,059  | ,681  | ,329  | ,032  | ,214  | ,077  | ,126  | ,002  | ,000  | ,032   | ,084   | ,890  | ,000   | ,286  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V32 Pearson Correlation | ,140  | ,120  | ,193  | ,159  | ,159  | ,181  | ,059  | -,142 | ,035  | ,210  | ,159   | -,020  | ,265  | ,210   | ,081  |
| Sig. (2-tailed)         | ,389  | ,462  | ,232  | ,328  | ,328  | ,264  | ,719  | ,382  | ,830  | ,193  | ,328   | ,904   | ,099  | ,193   | ,620  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V33 Pearson Correlation | ,220  | ,301  | -,091 | ,339* | ,339* | ,201  | ,283  | ,374* | ,48** | ,63** | ,339*  | ,277   | -,16  | ,479** | ,035  |
| Sig. (2-tailed)         | ,174  | ,059  | ,578  | ,032  | ,032  | ,214  | ,077  | ,017  | ,002  | ,000  | ,032   | ,084   | ,329  | ,002   | ,832  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V34 Pearson Correlation | ,051  | ,139  | ,003  | ,287  | -,019 | ,065  | ,021  | ,273  | ,202  | ,202  | -,019  | -,078  | ,019  | ,455** | ,263  |
| Sig. (2-tailed)         | ,757  | ,392  | ,984  | ,073  | ,907  | ,689  | ,897  | ,089  | ,211  | ,211  | ,907   | ,633   | ,907  | ,003   | ,101  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V35 Pearson Correlation | ,250  | ,095  | ,263  | ,189  | ,378* | ,000  | ,329* | ,080  | 1,0** | ,53** | ,378*  | ,140   | -,19  | ,375*  | ,000  |
| Sig. (2-tailed)         | ,120  | ,560  | ,101  | ,243  | ,016  | 1,00  | ,038  | ,623  | ,000  | ,000  | ,016   | ,389   | ,243  | ,017   | 1,00  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |
| V36 Pearson Correlation | ,385* | ,49** | ,038  | ,306  | ,306  | ,149  | ,242  | ,277  | ,58** | ,58** | ,306   | ,243   | -,13  | ,577** | ,200  |
| Sig. (2-tailed)         | ,014  | ,001  | ,816  | ,055  | ,055  | ,359  | ,133  | ,083  | ,000  | ,000  | ,055   | ,132   | ,421  | ,000   | ,216  |
| N                       | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40    | 40     | 40    |



## Correlations

|                         | V30   | V31    | V32   | V33    | V34    | V35    | V36    | V37    | V38    | V39    | V40   | TOTAL  |
|-------------------------|-------|--------|-------|--------|--------|--------|--------|--------|--------|--------|-------|--------|
| V19 Pearson Correlation | ,224  | ,339*  | ,159  | ,339*  | -,019  | ,378*  | ,306   | ,378*  | ,543** | ,342*  | -,179 | ,454** |
| V19 Sig. (2-tailed)     | ,165  | ,032   | ,328  | ,032   | ,907   | ,016   | ,055   | ,016   | ,000   | ,031   | ,268  | ,003   |
| V19 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V20 Pearson Correlation | ,187  | ,201   | ,181  | ,201   | ,065   | ,000   | ,149   | ,258   | ,332*  | -,234  | ,025  | ,388*  |
| V20 Sig. (2-tailed)     | ,248  | ,214   | ,264  | ,214   | ,689   | 1,000  | ,359   | ,108   | ,036   | ,147   | ,881  | ,013   |
| V20 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V21 Pearson Correlation | ,54** | ,283   | ,059  | ,283   | ,021   | ,329*  | ,242   | ,419** | ,520** | -,114  | ,153  | ,331*  |
| V21 Sig. (2-tailed)     | ,000  | ,077   | ,719  | ,077   | ,897   | ,038   | ,133   | ,007   | ,001   | ,482   | ,345  | ,037   |
| V21 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V22 Pearson Correlation | -,102 | ,246   | -,142 | ,374*  | ,273   | ,080   | ,277   | ,231   | ,262   | ,553** | -,198 | ,431** |
| V22 Sig. (2-tailed)     | ,532  | ,126   | ,382  | ,017   | ,089   | ,623   | ,083   | ,151   | ,102   | ,000   | ,222  | ,005   |
| V22 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V23 Pearson Correlation | ,263  | ,479** | ,035  | ,479** | ,202   | 1,00** | ,577** | ,458** | ,567** | ,201   | -,095 | ,452** |
| V23 Sig. (2-tailed)     | ,101  | ,002   | ,830  | ,002   | ,211   | ,000   | ,000   | ,003   | ,000   | ,214   | ,560  | ,003   |
| V23 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V24 Pearson Correlation | ,263  | ,629** | ,210  | ,629** | ,202   | ,531** | ,577** | ,667** | ,756** | ,452** | -,095 | ,683** |
| V24 Sig. (2-tailed)     | ,101  | ,000   | ,193  | ,000   | ,211   | ,000   | ,000   | ,000   | ,000   | ,003   | ,560  | ,000   |
| V24 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V25 Pearson Correlation | ,224  | ,339*  | ,159  | ,339*  | -,019  | ,378*  | ,306   | ,378*  | ,543** | ,342*  | -,179 | ,454** |
| V25 Sig. (2-tailed)     | ,165  | ,032   | ,328  | ,032   | ,907   | ,016   | ,055   | ,016   | ,000   | ,031   | ,268  | ,003   |
| V25 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V26 Pearson Correlation | ,54** | ,277   | -,020 | ,277   | -,078  | ,140   | ,243   | ,327*  | ,476** | ,099   | -,146 | ,420** |
| V26 Sig. (2-tailed)     | ,000  | ,084   | ,904  | ,084   | ,633   | ,389   | ,132   | ,040   | ,002   | ,545   | ,368  | ,007   |
| V26 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V27 Pearson Correlation | -,224 | ,023   | ,265  | -,158  | ,019   | -,189  | -,131  | ,126   | -,086  | -,038  | -,108 | ,025   |
| V27 Sig. (2-tailed)     | ,165  | ,890   | ,099  | ,329   | ,907   | ,243   | ,421   | ,439   | ,599   | ,816   | ,509  | ,879   |
| V27 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V28 Pearson Correlation | ,263  | ,629** | ,210  | ,479** | ,455** | ,375*  | ,577** | ,458** | ,567** | ,327*  | -,095 | ,809** |
| V28 Sig. (2-tailed)     | ,101  | ,000   | ,193  | ,002   | ,003   | ,017   | ,000   | ,003   | ,000   | ,040   | ,560  | ,000   |
| V28 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V29 Pearson Correlation | -,34* | ,173   | ,081  | ,035   | ,263   | ,000   | ,200   | ,192   | ,044   | ,058   | -,164 | ,118   |
| V29 Sig. (2-tailed)     | ,031  | ,286   | ,620  | ,832   | ,101   | 1,000  | ,216   | ,234   | ,789   | ,722   | ,311  | ,468   |
| V29 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V30 Pearson Correlation | 1     | ,225   | ,009  | ,382*  | ,136   | ,263   | ,190   | ,285   | ,423** | ,020   | ,131  | ,405** |
| V30 Sig. (2-tailed)     |       | ,164   | ,955  | ,015   | ,401   | ,101   | ,240   | ,075   | ,007   | ,903   | ,420  | ,010   |
| V30 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V31 Pearson Correlation | ,225  | 1      | ,059  | ,570** | ,385*  | ,479** | ,657** | ,619** | ,701** | ,247   | -,074 | ,719** |
| V31 Sig. (2-tailed)     | ,164  |        | ,719  | ,000   | ,014   | ,002   | ,000   | ,000   | ,000   | ,125   | ,651  | ,000   |
| V31 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V32 Pearson Correlation | ,009  | ,059   | 1     | -,109  | ,078   | ,035   | ,081   | ,140   | ,159   | ,042   | ,146  | ,250   |
| V32 Sig. (2-tailed)     | ,955  | ,719   |       | ,503   | ,633   | ,830   | ,620   | ,389   | ,328   | ,796   | ,368  | ,119   |
| V32 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V33 Pearson Correlation | ,382* | ,570** | -,109 | 1      | ,263   | ,479** | ,518** | ,619** | ,701** | ,367*  | -,074 | ,673** |
| V33 Sig. (2-tailed)     | ,015  | ,000   | ,503  |        | ,101   | ,002   | ,001   | ,000   | ,000   | ,020   | ,651  | ,000   |
| V33 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V34 Pearson Correlation | ,136  | ,385*  | ,078  | ,263   | 1      | ,202   | ,438** | ,219   | ,287   | ,269   | -,139 | ,497** |
| V34 Sig. (2-tailed)     | ,401  | ,014   | ,633  | ,101   |        | ,211   | ,005   | ,174   | ,073   | ,093   | ,392  | ,001   |
| V34 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V35 Pearson Correlation | ,263  | ,479** | ,035  | ,479** | ,202   | 1      | ,577** | ,458** | ,567** | ,201   | -,095 | ,452** |
| V35 Sig. (2-tailed)     | ,101  | ,002   | ,830  | ,002   | ,211   |        | ,000   | ,003   | ,000   | ,214   | ,560  | ,003   |
| V35 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V36 Pearson Correlation | ,190  | ,657** | ,081  | ,518** | ,438** | ,577** | 1      | ,577** | ,655** | ,290   | -,055 | ,720** |
| V36 Sig. (2-tailed)     | ,240  | ,000   | ,620  | ,001   | ,005   | ,000   |        | ,000   | ,000   | ,069   | ,737  | ,000   |
| V36 N                   | 40    | 40     | 40    | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |

Correlations

|       |                     | V1    | V2    | V3    | V4     | V5    | V6    | V7     | V8    | V9     | V10    | V11   | V12   | V13   | V14  |
|-------|---------------------|-------|-------|-------|--------|-------|-------|--------|-------|--------|--------|-------|-------|-------|------|
| V37   | Pearson Correlation | ,378* | ,134  | ,093  | ,458** | ,068  | -,076 | ,480** | ,378* | ,444** | ,280   | ,220  | -,020 | -,192 | ,5** |
|       | Sig. (2-tailed)     | ,016  | ,410  | ,567  | ,003   | ,677  | ,639  | ,002   | ,016  | ,004   | ,081   | ,174  | ,903  | ,234  | ,003 |
|       | N                   | 40    | 40    | 40    | 40     | 40    | 40    | 40     | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V38   | Pearson Correlation | ,314* | ,190  | ,265  | ,567** | ,154  | ,260  | ,424** | ,314* | ,630** | ,357*  | ,339* | -,158 | -,131 | ,6** |
|       | Sig. (2-tailed)     | ,048  | ,240  | ,099  | ,000   | ,342  | ,105  | ,006   | ,048  | ,000   | ,024   | ,032  | ,329  | ,421  | ,000 |
|       | N                   | 40    | 40    | 40    | 40     | 40    | 40    | 40     | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V39   | Pearson Correlation | ,190  | ,90** | ,239  | ,327*  | -,39* | -,023 | ,145   | ,190  | ,302   | ,032   | ,247  | -,247 | -,174 | ,33* |
|       | Sig. (2-tailed)     | ,240  | ,000  | ,137  | ,040   | ,013  | ,888  | ,373   | ,240  | ,059   | ,846   | ,125  | ,125  | ,283  | ,040 |
|       | N                   | 40    | 40    | 40    | 40     | 40    | 40    | 40     | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| V40   | Pearson Correlation | -,179 | ,124  | ,120  | -,095  | -,155 | ,065  | ,046   | -,179 | ,095   | ,010   | -,301 | -,153 | ,055  | -,09 |
|       | Sig. (2-tailed)     | ,268  | ,446  | ,462  | ,560   | ,340  | ,689  | ,780   | ,268  | ,560   | ,951   | ,059  | ,345  | ,737  | ,560 |
|       | N                   | 40    | 40    | 40    | 40     | 40    | 40    | 40     | 40    | 40     | 40     | 40    | 40    | 40    | 40   |
| TOTAL | Pearson Correlation | ,59** | ,384* | ,60** | ,809** | ,115  | ,41** | ,469** | ,63** | ,655** | ,556** | ,64** | -,211 | -,060 | ,8** |
|       | Sig. (2-tailed)     | ,000  | ,014  | ,000  | ,000   | ,480  | ,009  | ,002   | ,000  | ,000   | ,000   | ,000  | ,192  | ,712  | ,000 |
|       | N                   | 40    | 40    | 40    | 40     | 40    | 40    | 40     | 40    | 40     | 40     | 40    | 40    | 40    | 40   |

Correlations

|       |                     | V15    | V16   | V17   | V18   | V19   | V20   | V21   | V22   | V23   | V24   | V25    | V26    | V27  | V28    | V29  |
|-------|---------------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|------|--------|------|
| V37   | Pearson Correlation | ,167   | ,54** | ,066  | ,126  | ,378* | ,258  | ,42** | ,231  | ,46** | ,67** | ,378*  | ,327*  | ,126 | ,458** | ,192 |
|       | Sig. (2-tailed)     | ,304   | ,000  | ,687  | ,439  | ,016  | ,108  | ,007  | ,151  | ,003  | ,000  | ,016   | ,040   | ,439 | ,003   | ,234 |
|       | N                   | 40     | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40   | 40     | 40   |
| V38   | Pearson Correlation | ,378*  | ,47** | ,025  | ,314* | ,54** | ,332* | ,52** | ,262  | ,57** | ,76** | ,543** | ,476** | -,09 | ,567** | ,044 |
|       | Sig. (2-tailed)     | ,016   | ,002  | ,879  | ,048  | ,000  | ,036  | ,001  | ,102  | ,000  | ,000  | ,000   | ,002   | ,599 | ,000   | ,789 |
|       | N                   | 40     | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40   | 40     | 40   |
| V39   | Pearson Correlation | ,302   | ,258  | -,112 | ,342* | ,342* | -,234 | -,114 | ,55** | ,201  | ,45** | ,342*  | ,099   | -,04 | ,327*  | ,058 |
|       | Sig. (2-tailed)     | ,059   | ,109  | ,490  | ,031  | ,031  | ,147  | ,482  | ,000  | ,214  | ,003  | ,031   | ,545   | ,816 | ,040   | ,722 |
|       | N                   | 40     | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40   | 40     | 40   |
| V40   | Pearson Correlation | -,221  | -,279 | ,131  | -,179 | -,179 | ,025  | ,153  | -,198 | -,095 | -,095 | -,179  | -,146  | -,11 | -,095  | -,16 |
|       | Sig. (2-tailed)     | ,170   | ,081  | ,420  | ,268  | ,268  | ,881  | ,345  | ,222  | ,560  | ,560  | ,268   | ,368   | ,509 | ,560   | ,311 |
|       | N                   | 40     | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40   | 40     | 40   |
| TOTAL | Pearson Correlation | ,488** | ,60** | -,012 | ,55** | ,45** | ,388* | ,331* | ,43** | ,45** | ,68** | ,454** | ,420** | ,025 | ,809** | ,118 |
|       | Sig. (2-tailed)     | ,001   | ,000  | ,942  | ,000  | ,003  | ,013  | ,037  | ,005  | ,003  | ,000  | ,003   | ,007   | ,879 | ,000   | ,468 |
|       | N                   | 40     | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40    | 40     | 40     | 40   | 40     | 40   |

Correlations

|       |                     | V30   | V31    | V32  | V33    | V34    | V35    | V36    | V37    | V38    | V39    | V40   | TOTAL  |
|-------|---------------------|-------|--------|------|--------|--------|--------|--------|--------|--------|--------|-------|--------|
| V37   | Pearson Correlation | ,285  | ,619** | ,140 | ,619** | ,219   | ,458** | ,577** | 1      | ,882** | ,302   | -,221 | ,681** |
|       | Sig. (2-tailed)     | ,075  | ,000   | ,389 | ,000   | ,174   | ,003   | ,000   |        | ,000   | ,059   | ,170  | ,000   |
|       | N                   | 40    | 40     | 40   | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V38   | Pearson Correlation | ,42** | ,701** | ,159 | ,701** | ,287   | ,567** | ,655** | ,882** | 1      | ,342*  | -,179 | ,816** |
|       | Sig. (2-tailed)     | ,007  | ,000   | ,328 | ,000   | ,073   | ,000   | ,000   | ,000   |        | ,031   | ,268  | ,000   |
|       | N                   | 40    | 40     | 40   | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V39   | Pearson Correlation | ,020  | ,247   | ,042 | ,367*  | ,269   | ,201   | ,290   | ,302   | ,342*  | 1      | ,124  | ,485** |
|       | Sig. (2-tailed)     | ,903  | ,125   | ,796 | ,020   | ,093   | ,214   | ,069   | ,059   | ,031   |        | ,446  | ,002   |
|       | N                   | 40    | 40     | 40   | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| V40   | Pearson Correlation | ,131  | -,074  | ,146 | -,074  | -,139  | -,095  | -,055  | -,221  | -,179  | ,124   | 1     | -,102  |
|       | Sig. (2-tailed)     | ,420  | ,651   | ,368 | ,651   | ,392   | ,560   | ,737   | ,170   | ,268   | ,446   |       | ,533   |
|       | N                   | 40    | 40     | 40   | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |
| TOTAL | Pearson Correlation | ,40** | ,719** | ,250 | ,673** | ,497** | ,452** | ,720** | ,681** | ,816** | ,485** | -,102 | 1      |
|       | Sig. (2-tailed)     | ,010  | ,000   | ,119 | ,000   | ,001   | ,003   | ,000   | ,000   | ,000   | ,002   | ,533  |        |
|       | N                   | 40    | 40     | 40   | 40     | 40     | 40     | 40     | 40     | 40     | 40     | 40    | 40     |

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

\* Correlation is significant at the 0.05 level (2-tailed).

## APPENDIX 21 the Documentation

### The Photograph of Students



Documentation of Try Out Test



Documentation of Test


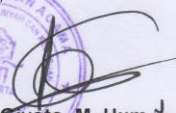


Documentation of Test




Documentation of Test

## APPENDIX 21 Surat Permohonan Izin Penelitian

|   |   |
|---|---|
|    | <b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b><br><b>INSTITUT AGAMA ISLAM NEGERI SURAKARTA</b><br><b>FAKULTAS ILMU TARBIYAH DAN KEGURUAN</b><br>Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774<br>Website : www.iain-surakarta.ac.id E-mail : info@iain-surakarta.ac.id |
| <hr/>   |   |
| Nomor   | : B- 1728 /In.10/F.III/PP.00.9/3/2018   |
| Lampiran  | : -   |
| Perihal   | : <b>Permohonan Izin Penelitian</b>   |
| <p>Kepada Yth.<br/>         Kepala MAN 1 Semarang<br/>         Di<br/>         Tempat</p>   |   |
| <p>Yang bertandatangan di bawah ini Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta memohon ijin atas:</p>   |   |
| Nama  | : ISTABIQUL SA'ADAH   |
| NIM   | : 143221089   |
| Jurusan / Prodi   | : Pendidikan Bahasa Inggris   |
| Semester  | : 8   |
| Judul Skripsi   | : THE CORRELATION BETWEEN EXTROVERSION PERSONALITY, VOCABULARY MASTERY, AND SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENT OF MAN 1 SEMARANG IN ACADEMIC YEAR OF 2017/2018  |
| Waktu Penelitian  | : 8 Maret 2018 - Selesai  |
| Tempat  | : MAN 1 Semarang  |
| <p>Untuk mengadakan penelitian di Lembaga yang Bapak/Ibu pimpin, dalam rangka memenuhi penulisan skripsi untuk mendapatkan gelar sebagai sarjana.</p> <p>Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.</p> |   |
| <p>Surakarta, 05 Maret 2018</p> <p>Dekan</p>  <p><b>Dr. H. Giyoto, M. Hum</b><br/>         MP.19670224 200003 1 001</p>  |   |

## APPENDIX 22 Surat Keterangan Selesai Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN SEMARANG**  
**MADRASAH ALIYAH NEGERI 1 SEMARANG**  
*Jalan R. Suharman Suruh Kabupaten Semarang 50776 Telephon (0298) 317163*  
*email : mansuruh@gmail.com*

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**SURAT KETERANGAN**  
 Nomor : JSI /Ma.11.45/PP.00/03/2018


Dengan ini Kepala Madrasah Aliyah Negeri 1 Semarang menerangkan dengan sesungguhnya bahwa :


|                 |                             |
|-----------------|-----------------------------|
| Nama            | : ISTABIQUL SA'ADAH         |
| NIM             | : 143221089                 |
| Jurusan / Prodi | : Pendidikan Bahasa Inggris |
| Semester        | : 8                         |

Mahasiswa tersebut telah benar – benar melaksanakan Penelitian di Madrasah kami pada bulan Maret 2018 dengan judul

**THE CORRELATION BETWEEN EXTROVERSION PERSONALITY, VOCABULARY MASTERY AND SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS OF MAN 1 SEMARANG IN THE ACADEMIC YEAR OF 2017/2018.**

Demikian surat keterangan ini kami buat, bagi yang berkepentingan harap menjadi maklum.



Suruh, 16 Maret 2018  
 Kepala  
  
 Mansun Alwa'id