

**THE CORRELATION BETWEEN EXTROVERSION
AND SPEAKING SKILL IN ENGLISH EDUCATION
DEPARTMENT STUDENTS
(A Study at Intermediate Speaking Class of English
Education Department of UIN Walisongo in the Academic
Year of 2014/2015)**

THESIS

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education
in English Language Education



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Assalamualaikum wr. wb.

By this note it is informed that I have done in giving guidance, direction, and correction to this thesis:

Title : THE CORRELATION BETWEEN
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DEPARTMENT STUDENTS
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ABSTRACT

Muhamad Fikri Nadzif (113411027), *The Correlation Between Extroversion and Speaking Skill in English Education Department Students (A Study at Intermediate Speaking Class of English Education Department of UIN Walisongo in the Academic Year of 2014/2015)*. Thesis, Semarang: Bachelor Program of English Language Education of Walisongo State Islamic University Semarang (UIN Walisongo), 2015.

The background of the study in this research was the students had difficulties in speaking skill. The researcher tried to correlate between their personality trait and English speaking skill. There are some theories about personality trait which argue that personality trait, specifically in extroversion, gives advantages to speaking skill. This research tried to find the correlation between personality trait of extroversion and speaking skill.

This research was conducted to respond to the following questions:

1. How is students' Extroversion of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015?
2. How is students' speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015?
3. Is there any significant correlation between extroversion and speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015?

The objectives of the study are (1) to describe students' Extroversion of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015 (2) to describe students' speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015 (3) To find out whether there is or no correlation between extroversion and speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015.

The study was conducted at English Education Department of UIN Walisongo Semarang. The subject of this study are students of basic speaking class. In order to achieve the objectives of this study, the writer conducted the research through quantitative approach. The data were calculated statistically by *Person Product Moment Correlation*. The data were collected through questionnaire, test, interview, and documentation.

The result of the study shows that there is a significance correlation between students' personality trait and English speaking ability of basic speaking class. Having calculated by *Pearson Product Moment Correlation formula*, r table with 5% significance level was 0.367, r_{xy} was 0.500. r_{xy} was bigger than r table, therefore the correlation was significant.

Keywords: personality trait, extroversion, and speaking skill

DEDICATION

This thesis is dedicated to:

1. My beloved father (Abdurrochman) and mother (Maskuroh) who always give me support emotionally and materially with prayer, love, and patience.
2. My beloved brother (Muhammad Hanif Maemun) and sister (Nila Umniyati) who always support and motivate the writer to finish this thesis.

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All praises are belonged to ALLAH SWT, the only one who has created sky and World, also gives mercies and blessings to all of His creatures.

Sholawat and salam may be always given to our beloved prophet, the real leader, Muhammad SAW whom we hope to give us syafa'at in hereafter, amen.

Alhamdulillah, finally the writer has finished in writing this final project for the requirement for the degree of bachelor of education in English Education.

The writer would like to thank to Dr. H. Raharjo, M. Ed. St as the Dean of Islamic Education and Teacher Training Faculty, and also to my supervisors, Mr. Nafi' Annury M.Pd. Without their enthusiastic help and their precious advices and comments, the paper would not have been completed.

Thanks go to my entire teachers and staffs at Walisongo Islamic State University Semarang, who have guided me during my study years. Thanks are also expressed to the staff of Education and Teacher Training Faculty library for providing me with information and literature, which I needed.

Last but not least, the attention, encouragement, and prayers of several members of teacher and people who have played a significant role in making this final project reality. Some of them should be mentioned here: Mr. Agus Prayugo, S.Pd., Chusnul Maesaroh and her family, my friends in A class of English Language Education Department and Daarun Najaah Islamic Boarding House Jarakah.

The writer realized that this project is not perfect. So, suggestion and critics from the readers are wished.
Wassalamu'alaikum wr. wb.

The writer,
Semarang, 17 November 2015

Muhamad Fikri Nadzif
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CHAPTER I

INTRODUCTION

A. The Background of Research

Language has important role in our life. People use language to communicate with one another constitutes a society. Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the land.¹

Language is a system which people use for expressing their meaning. Its primary function is for interaction and communication. As its primary function is for communicate, this is human's duty to learn and understand the language since there are many kind of languages. Those kind of languages are formed because Allah in Holy Qur'an said that we are created differently to know each other. It has been explained in the Holy Qur'an, language is needed by human for communication, to express their ideas and to cooperate with another. Allah said in surah Al-Hujurat verse 13 and surah Ar-Rahman verse 3-4:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind! We have created you from a male and female, and made you into nations and trites, that you may know one another. Verily, the most honorable of you with Allah is that

¹ Charles W. Kreidler, *Introducing English Semantics*, (London: Routledge, 1998), p. 19.

(believer) who has At-Taqwa. Verily, Allah is All-Knowing, All-Aware”. (QS. Al-Hujurat: 13)²

حَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

“He created man. He taught him eloquent speech”. (Ar-Rahman: 3-4)³

From those statements above, it shows that people have been instructed by Allah to be a friendship and can understand between each other, although they have a different in sex, tribe, country, and of course language.

In the case of communication, the people usually use the language as the medium. Language is the important things in our life. It also can be used to express the ideas, opinions, though and feeling either written or orally. So that, language has two important function from a social point of view. First, it establishes social relationship. Second, it has important role in conveying information of speaker. One of the most used language is English.

English is an international language used by many people in many countries in the world as a purpose of communication. People use English in order to make relationship among people in different countries in the world. In Indonesia, English has been

² Muhammad Taqiuddin al hilali and Muhammad Muhsin Khan, *The Noble Qur'an: English Translation of The Meanings and Commentary*, (Madinah: King Fahd Complex), p. 700.

³ Muhammad Taqiuddin al hilali and Muhammad Muhsin Khan, *The Noble Qur'an.....*, p. 728.

chosen as the first-foreign language in school curriculum. It is because Indonesian government realized that English plays an important role in any aspect of the international world. Not only as a subject but also as a medium of instruction in teaching and learning process. Therefore, Indonesian people will become intellectual and skillful person who are ready to face both national and international development.

There are four skills in teaching and learning process of English, they are reading, writing, listening, and speaking. The mastery of speaking skills in English seems to be the priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”⁴

Yet, for many people, speaking is seen as the central skill. The desire to communicate with others, often face-to-face and in

⁴ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (United States of America: Heinle & Heinle, 2001), p. 103.

real time, drives us to attempt to speak fluently and correctly.⁵ Since the general function of speaking is to lubricate the social machinery, Speakers must be better in production of idea and processing of words according to the context they speak about.

learning to speak foreign language needs more than understanding grammatical and semantic rules but learners also need to know how native speaker use the spoken language in context of interpersonal exchange.⁶ it is difficult for language learner to communicate effectively because requires the ability to use language in proper social interaction.

The most obvious way in which oral skills pedagogy has evolved as a result of this theory is that it is no longer acceptable to focus only on developing the grammatical competence of our students, as was the case with a number of language teaching methodologies which were popular in the past. Today, teachers are expected to balance a focus on accuracy with a focus on fluency as well. Perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

There are some factors which influence speaking ability. One of them is personality. It is undeniable that important

⁵ Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, (Teacher of English to Speakers of Other Languages, 1994), p. Vii.

⁶ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (United States of America: Cambridge University Press, 2002), p. 204.

individual differences exist among second language learners. In the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning.

A number of personality characteristics have been proposed as likely to affect second language learning.⁷ Extroversion is one of them. Extrovert Personality is social, practical, appear affectionate, good conversationalists, active and lively. They are habitually outgoing, prefer outdoor activities, tend to be essentially social, participating in various social and personal activities.

Contrary to extrovert, Introvert Personality is idealistic, less social, talk less and brood about the future. They involve themselves minimally in social activities or in those activities which demand their active, with direct interaction with many people.

Difference in terms of sociability is then affects to speaking ability. One of the intuitively appealing hypotheses is that extroverted learners learn more rapidly and are more successful than introverted learners. It is because extroverted learner will find it easier to make contact with other users of the second language and therefore will obtain more input.

This study was conducted with the students of intermediate speaking of English Education Department of Walisongo State

⁷ Patsy M. Lightbown and Nina Spada, *How Language Are Learned*, (New York: Oxford University Press, 2006), p. 60.

University for Islamic Studies Semarang. They came from various regions and were graduated from different senior high school, so that they have different ability in English especially in speaking ability. In intermediate speaking class, some students thought that they didn't have any confidence to speak English. They had been afraid to have any mistakes in speaking English. This problem might be because of lack of vocabularies or feeling ashamed with their friends.

Considering from what have been explained above, the researcher attempts to conduct investigation related to correlation between personality trait and speaking skill.

B. Research Questions

In this study, the researcher will formulate the problem as follow:

1. How is students' extroversion of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015?
2. How is students' speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015?
3. Is there any significant correlation between extroversion and speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015?

C. Objectives of the Research

In line with research question, this study has purposes to find out:

1. To describe students' extroversion of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015
2. To describe students' speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015
3. To find out whether there is or no correlation between extroversion and speaking skill of English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015

D. Limitation of The Research

In this research the writer wants to focus his study only on extroversion aspect of personality trait of intermediate speaking class. The writer does it because the writer wants to get maximum result of the study and it will contribute advantage in English teaching and learning.

E. Significances of the Research

The result of this research is theoretically and pedagogically important and can give good contribution to the English learning context and may be beneficial for teacher, students, school, and the researcher.

1. For the lecturer

The result of this study may help the lecturer to improve their methods in teaching learning process in the classroom. So the problems that students and lecturer face in the teaching learning process can be minimized. In addition, lecturer can apply an appropriate method in their classroom to make the teaching more interesting and enjoying for both extrovert and introvert.

2. For the students

This study may help students to be aware about the influence of their personality trait so they can get the best way to solve their problems in speaking.

3. For the university

This study can be a starting point to develop the teaching method which is applied in the education institution.

4. For the researcher

The result of this research hopefully would be useful for the other researchers in the next study especially for the study of extroversion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Personality Trait

Personality is usually discussed in terms of what makes a person different from others, what makes it unique compared to the others. This aspects of personality are called “individual differences”¹

The term “personality” is derived from the Latin word *persona* means “mask.” For the Romans, *persona* means “how someone looks at others,” not the actual self.²

The Collins Cobuild Dictionary defines personality as one’s “whole character and nature.” While according to Pervin and John’s standard definition, personality represents those characteristics of the person that “account for consistent patterns of feeling, thinking, and behaving.”³

Personal experience suggests that there is a certain constancy about the way in which an individual behaves,

¹ George C. Boeree, *Personality Theories: Melacak Kepribadian Anda Bersama Psikolog Dunia*, trans. Inyik Qodir Shaleh, (Jogjakarta: Prismasophie, 2010), p. 11-12.

² Elizabeth B. Hurlock, *Perkembangan Anak*, trans. Meitasari Tjandrasa, (Jakarta: Penerbit Erlangga, 1993), p. 236.

³ Zoltán Dörnyei, *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), p. 11.

regardless of the actual situation. Indeed, every language contains a wide array of adjectives to describe these patterns, ranging from aggressive to kind or from lazy to sociable, and there seems to be a fair deal of agreement among people about such categorizations—this suggests that these adjectives represent underlying personality trait. Personality theories, then, attempt to identify these trait and organize them into broad personality dimensions.

Allport said that personality is the arrangement of psychophysical systems which are named within an individual that determines the unique individual's adjustment to the environment.⁴ The term “arrangement” means an integration or dependability of many aspects of personality. Personality is something that organized and will be change dynamically, and “psychophysical” means that personality is not only emphasize in the psychological aspect but also in physical aspect of personality.⁵

Psychophysical system is a psychological habits, attitudes, values, beliefs, emotional states, feelings and motives but have a physical basis in the glands, nerves, and the physical state of a person in general. This psychophysical system is the one which determines someone's types of

⁴ Hurlock, *Perkembangan Anak...*, p. 237.

⁵ Jess Feist and Gregory J. Feist, *Teori Kepribadian*, trans. Smita Prathita Sjahputri, (Jakarta: Salemba Humanika, 2011), p. 85.

adjustments. Since everyone has a different experience, the kind of adjustment that would appear is unique, in the sense that no one will do exactly the same adjustments, even though they are identical twins. This denies the traditional assumption that the trait is a characteristic of personality.

From the theories above, the researcher concluded that personality gives the idea that human is a product as well as process, including physical and psychological system covers visible behavior (external behavior) and mind that are not visible (internal behavior).

2. Extroversion

a. Definition

Extraversion is a dimension of temperament which is an aspect of personality that is formed due to hereditary factors. This dimension can be found within every human being. It means extraversion is there since someone born and continues to survive along with human growth. In his research, Eysenck found three super factor in temperament dimensions, they are neuroticism, extraversion, and psychotism⁶. This term of extraversion then we often match with ideas such as diffident or uncommunicative and the ability to get along or cheerful. This is due to the tendency of an introvert who are

⁶ Jess Feist and Gregory J. Feist, *Teori Kepribadian....*, p. 122.

diffident and extrovert who tend to be more communicative.

Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences. This facet is also part of the Big Five model.⁷ In other words, Extraversion means whether someone is often put forward persona and prefer dealing with external reality or more often faced with the collective unconscious.

Table 2.1
Aspect of Extroversion and Introversion

Aspect	Extroversion	Introversion
Sociability/interaction	Like parties, need to have people to talk to.	Reserved and distant except to intimate friends.
Excitement	Crave excitement; act on the spur of the moment.	Do not like excitement, distrust the impulse of the moment.
Expenditure of energies	Carefree, easygoing, optimistic, like to laugh and the merry, altogether their feelings are not kept under tight control.	Reliable, take matters of everyday life with proper seriousness, pessimistic, quiet, retiring sort of person, introspective.
Risk-taking/planning	Take chances,	Plans ahead, 'look

⁷ Dörnyei, *The Psychology...*, p. 19.

	generally like change.	before they leap', like a well-ordered mode of life.
Interests in external events	Do not like reading or studying alone.	Fond of books rather than people.

Extroverts have an objective and not personalized view of the world, while introverts essentially have subjective and individualized view in seeing things in the world. Extrovert has the main characteristics, namely the ability to socialize and impulsive nature, sense of humor, passionate, quick thinking, optimistic, and other characteristics that indicate a people who appreciate their relationships with others.

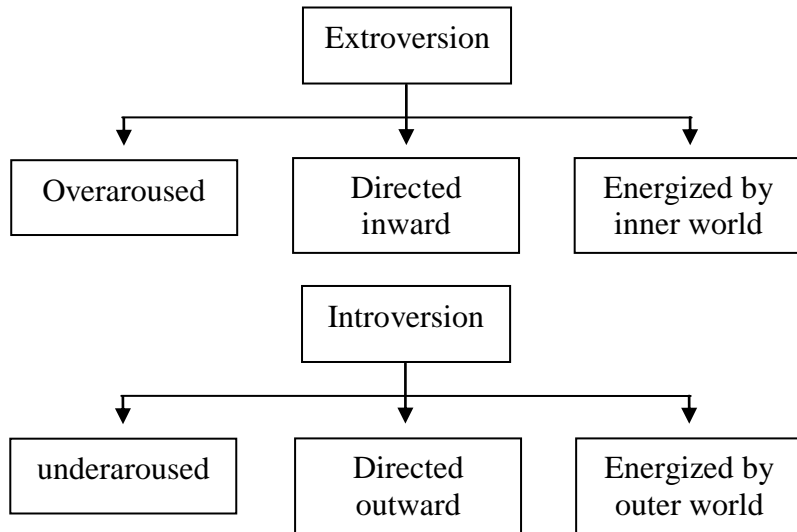
Meanwhile, the introverts have contrast characteristic of those who are extroverts. They can be described as uncommunicative, passive, not very sociable, carefully, closed, attentive, pessimistic, peace, calm, and controlled.

b. The Cause of Extroversion

According to Eysenck, the main cause of extrovert and introvert is the chronical stimulation level. It is a physiological condition which is largely genetically inherited rather than learned.⁸ Therefore, extroverts have lower chronical stimulation levels than introverts, they

⁸ Feist, *Teori Kepribadian...*, p. 124.

have a higher sensory threshold so that it will react less than the sensory stimulation. Conversely, introverts are characterized by higher chronic stimulation level, so they have lower threshold of sensory reactions and more on sensory stimulation.



To maintain an optimal level of stimulation, introverted people with low congenital sensory threshold will avoid situations that will cause too high tension. Therefore, introvert avoids activities, such as challenging social activities, downhill skiing, paragliding, competitive sport, led a fraternal association, or doing any fad.

In contrast, extroverts need a high sensory stimulation to maintain an optimal level of stimulation,

because they usually have a low level of arousal chronical. Therefore, the extrovert participates in various activities, such as mountain climbing and driving a car at high speed.

c. The Relationship of Extroversion and speaking skills

If we connect the extraversion with learning a second language, then between extroverts and introverts will have advantages in different aspects. Kawczynski has suggested that both introversion and extroversion promote success in second language learning but in different types of language programmers.⁹

Dewaele and Furnham have argued that in the studies where extraversion scores are correlated with linguistic variables extracted from complex verbal tasks such as conversation, Extraverts are found to be more fluent than introverts both in L1 and L2 and particularly in formal situations or in environments characterized by interpersonal stress¹⁰.

As the authors explain, introverts can suffer from increased pressure because the arousal level exceeds their optimal level, which in turn inhibits the automaticity of speech production. They slide back to controlled serial

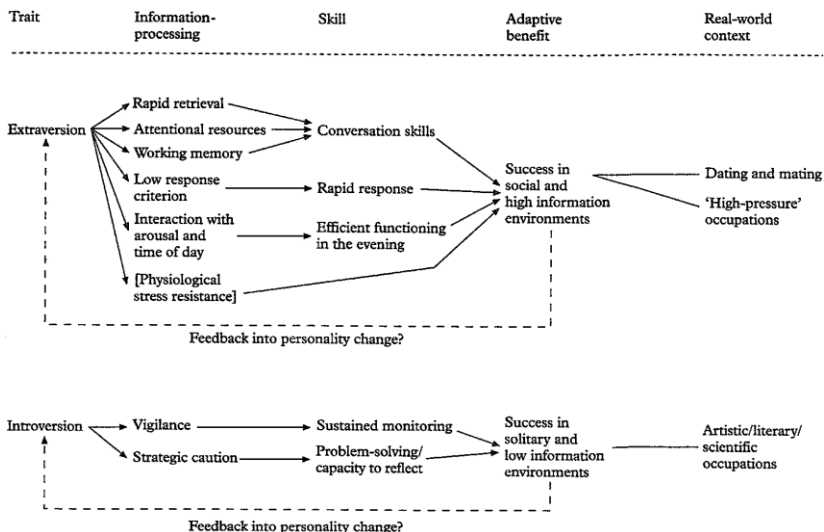
⁹ Robert C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, (Maryland: Edward Arnold, 1985), p. 32.

¹⁰ Dörnyei, *The Psychology...*, p. 26-27.

processing, rather than automatic parallel processing, which overloads their working memory. As a consequence, their speech slows down, they hesitate more often, they tend to make more errors, and they are unable to produce utterances of great length.

Extraverts tend to show superior performance to introverts on some tasks, particularly relatively demanding tasks requiring divided attention, resistance to distraction or resistance to interference. For example, extraverts are less easily distracted than introverts by music, especially when it is complex, and presumably more attentionally demanding to process. Extraverts may also have advantages in verbal information-processing that support their sociability. For example, extraverts are more fluent in speech production, and more effective in constructive verbal communication.¹¹

¹¹ Gerald Matthews, and friends, *Personality Traits, 2nd Ed*, (New York: Cambridge University Press, 2003), p. 336-337.



Matthews pointed out that extraverts' performance superiority is most evident on verbal tasks. Hence, extraverts may have more capacity specifically for processing verbal stimuli, but not for other types of task. research has found that extraverts are more talkative and use fewer pauses than introverts¹². It means by its superiority in verbal task and its sociability, extraverts are more skilled in speaking than introvert.

Weinman said that extraverts are disadvantaged at complex problem-solving because they tend to adopt an 'impulsive exit strategy', curtailing processing of the problem prematurely. Similarly, extraverts are more

¹² Dörnyei, *The Psychology...*, p. 25.

likely to give up on a problem when it is difficult and frustrating.¹³ Introverts with conversely, there are some tasks on which introverts perform better, such as vigilance, and certain kinds of problem solving.

Introverts perform better under de-arousing conditions such as sleep deprivation as one of the stronger arousal reducing manipulations.¹⁴ In sleep deprivation condition, extraverts showing a progressive deterioration in performance, whereas introverts' performance actually improves with increasing deprivation.

Wankowski reported that extraversion was related to age, and found that this personality trait affected achievement differently before and after puberty in the investigated sample¹⁵. Below puberty extraverts had an advantage over introverts and after puberty it was the other way round. Wankowski explained the shift with the different learning environments students were exposed to, as a result of which the nature of the 'achieving personality' changed.

This makes sense that it is not difficult to think of certain types of learning situations in which an outgoing

¹³ Gerald Matthews, *Personality Traits...*, p. 341.

¹⁴ Gerald Matthews, *Personality Traits...*, p. 337.

¹⁵ Dörnyei, *The Psychology...*, p. 21.

and sociable person would excel and some other contexts which would favor them more quiet and sober counterparts.

According to Matthews and Gilliland, Extraversion effects may also be moderated by motivational factors, such as whether performance influences rewards or punishments, although reliable results are hard to obtain¹⁶. The complexity of extraversion effects suggests that there may be several independent mechanisms that are influenced by this personality trait.

3. Speaking Skill

a. Definition

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information¹⁷. Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but

¹⁶ Dörnyei, *The Psychology...*, p. 24.

¹⁷ Mary Ann Cunningham Florez, *Improving Adult English Language Learners' Speaking Skills*, (National Center for ESL Literacy Education, 1999), p. 1.

also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

Speaking is an activity requiring the integration of many subsystems, all these factors combine to make speaking a second or foreign language a formidable task for language learners, yet for many people, speaking is seen as the central skill.¹⁸

When people hear someone speaks, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status. As a speakers, consciously or unconsciously, people use their speech to create an image of themselves to others.

b. Stage of Speaking

Speaking is a part of human daily life that we take it for granted. The average person produces ten thousand of words a day, although some people like politicians or presenters may produce even more than that. As speaking in our native language is natural and integral, we do never realize how we can possess such ability until we

¹⁸ Celce-Murcia, *Teaching English...*, p. 103.

have to learn how to do it all over again in a foreign language.

For a long time it was assumed that the ability to speak fluently followed naturally from the teaching and mastering of grammar and vocabulary, with a bit of pronunciation thrown in.¹⁹ By learning foreign language, we now know that speaking is much more complex than what people previously assumed and that it involves both a command of certain skill and several different types of knowledge.

When a speaker speaks, he produces a speech. Speech is produced utterance by utterance, in response to the word by word and utterance by utterance productions of the interlocutor or a person we are talking to.²⁰ This contingent nature of speech, whereby each utterance is dependent on a preceding one, accounts for its spontaneity. This doesn't indicate that speech is unplanned, but the planning time is severally limited, and the planning of one utterance may overlap with the production of the previous one. The production of speech is involving following stages²¹:

¹⁹ Scott Thornbury, *How to Teach Speaking*, (Longman: Pearson Education Limited, 2005), p. 1.

²⁰ Scott Thornbury, *How to Teach Speaking.....*, p. 2.

²¹ Scott Thornbury, *How to Teach Speaking.....*, p. 3-5.

1) Conceptualization

The speaker conceptualizes his idea. This involves making strategic choices at the level of discourse, syntax, and vocabulary. At the level of overall discourse, ideas have a typical structure or script. Discourse scripts are part of our shared background knowledge, and can be pulled down off the shelf, as it were, thereby saving formulation time, while also eating the load of the listener who quickly recognizes what script has been selected.

Each of the stage of the script then needs to be fleshed out at the utterance level. This is where the specific syntax of each utterance needs to be chosen so that the content of the story is packaged in a way that is consistent with the speaker's intonation. The grammaring of each utterance is also constrained by how much information can be held in working memory at any one time.

The speaker needs to assign individual word or phrase to the different slot in the syntactic elements. Take for example, the use of word *mum* to fill the slot at the end of *I love my...* indicates that *mum* is more appropriate and more frequently used when talking about this person in particular context.

2) Formulation

At the formulation stage, the words need to be assigned their pronunciation. This will include not only the individual sounds of the words but the appropriate placement of prominence or stress and the meaningful use of intonation. Because sentence stress and intonation are implicated in the way new or important information is signaled, it is likely that choices at this level have been made at the initial laying out stage.

3) Articulation

What has been formulated now needs to be articulated. Articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and shaped by, among other things, the position and movement of the tongue, teeth, and lips.

Vowel sounds are produced primarily by the action of the tongue and the lips while consonant sounds are determined by the point to which the air stream is obstructed. The combined effect of all these variables allows speakers of English to produce a range of over 40 phonemes. At the same time as these articulatory processes are engaged, continual changes in loudness, pitch direction,

tempo, and pausing serve to organize the sounds into meaningful word forms, and the words into meaningful utterances.

c. Components Underlying Speaking

To be able to use the target language well, knowing about the language itself is not enough, but there are some other things that must be mastered a foreign language learner. Such things as knowledge about how to choose the appropriate sentence in accordance with the social circumstances surrounding it, how to start, respond to, and end a conversation, and how to drain a good conversation with. The following are the competencies that underlie speaking skill:

1) Grammatical competence

Grammatical competence is a whole concept of the sentence pattern that includes morphology, syntax, vocabulary, and mechanics. It increases the expertise in grammar. In the case of speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

In order to convey meaning, English foreign language learners must have the knowledge of words and sentences: that is they must understand how words are arranged into good sentence or segmented

into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

2) Discourse competence

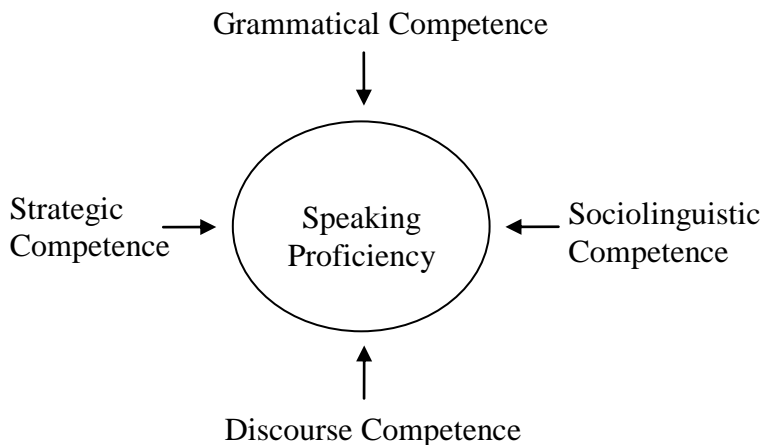
In addition to grammatical competence, English foreign language learners must develop their discourse competence. Discourse competence is relating to the way speaker manage the conversation which is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way.

In communication, both the production and the comprehension of the language utterance require one's ability to perceive and process stretches fo discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis. With these, all sentences in

the conversation will be well connected and convey a clear meaning.

3) Sociolinguistic competence

Knowledge of language alone does not adequately prepare learners for affective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.



4) Strategic competence

Strategic competence, is perhaps the most important of all the communicative competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.²²

d. Assessment Criteria of Speaking

In assessing speaking ability, there are two main ways: either giving it a single score on the basis of an overall impression which is called as holistic scoring, or giving a separate score for different aspects of the task which is called as analytic scoring. The advantage of holistic scoring is that it can assess speaking ability quickly, and probably adequate for informal testing of progress.

Analytic scoring takes longer, but compels tasters to take a variety of factors into account and, if these

²² Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press), p. 207-208.

factors are well chosen, is probably both fairer and more reliable.²³ According to Brown in his oral proficiency scoring categories, there are six categories that should be assessed in speaking, they are grammar, vocabulary, comprehension, fluency, pronunciation, and task.²⁴

B. Previous Research

In making this research, the writer was considering some previous research which related to this research, they are:

1. *The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication* which conducted by Musa Ahmadian, an assistant professor of Arak University and Hamid Reza Yadgari, M.A, holder of Arak University. In this study, the research was carried out to find the relationship between extraversion/introversion personality dimension and the use of strategic competence (SC) in oral referential communication by Iranian EFL learners. 50 sophomore English students of Arak University (in Iran) were selected from among 70 ones to participate in this study. The subjects of this research were divided into two groups of extravert and introvert. Each individual in the groups was given communicative tasks to

²³ Scott Thornbury, *How to Teach Speaking...*, p. 129.

²⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc., 2004), p. 172.

communicate orally with a partner while his/her performance was tape-recorded and transcribed for later analyses. Then, the oral performance of the extravert group was compared. The results revealed that, as far as total performance is concerned, extravert participants used interactional strategies and a subtype of linguistic strategies like transliteration significantly more than introvert ones whereas introvert participants used conceptual strategies significantly more than extravert ones. Thus, it can be concluded that the personality trait of extraversion/introversion is associated with second language learners' preference in using, at least, some types of compensatory strategies (CS) in oral referential communication.²⁵

2. Widya Uswatun Nihayah (093411068), *The Correlation Between Students' Academic Self Concept and Motivation for English Speaking Ability (A study with the students of tenth and eleventh grade Madrasah Aliyah Sunan Muria Karangasari Cluwak Pati in the Academic Year of 2013/2014)* from Education and Teacher Training Faculty of Walisongo State Institute for Islamic Studies Semarang 2013. The objectives of the study were to describe the correlation between academic self-concept of the tenth and eleventh

²⁵ Musa Ahmadian and Hamid Reza Yadgari, "The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication, *Journal of English Language Teaching and Learning*, (Vol. 53, No. 222 /2011).

grade students in Madrasah Aliyah Sunan Muria Karang Sari Cluwak Pati and their motivation for English speaking ability. This study was done in quantitative correlative method. The researcher found that the highest score of academic self-concept is 62, the total of score 1718 and the average was 49. The average of students speaking test was 18.6 with the highest score was 186 and the total score was 651. It found that there was a correlation between these two variables.²⁶ The difference between the first previous research and this research is in the dependent variable of the research. Musa Ahmadian and Hamid Reza Yadgari correlate extroversion/introversion to the Use of Strategic Competence in Oral Referential Communication while researcher connect it to speaking skill. While from the second previous research, this research is different in the independent variable of the research.

G. Hypothesis

Ordinarily, when one talks about hypothesis, one simply means a mere assumption or some suppositions to be proved or disproved. But for a researcher hypothesis is a formal question that

²⁶ Widya Uswatun Nihayah (093411068), “*The Correlation Between Students’ Academic Self Concept and Motivation for English Speaking Ability (A study with the students of tenth and eleventh grade Madrasah Aliyah Sunan Muria Karang Sari Cluwak Pati in the Academic Year of 2013/2014)*”, (Semarang: Education and Teacher Training Faculty of Walisongo State Institute for Islamic Studies, 2014)

he intends to resolve.²⁷ It means that hypothesis is the researcher's temporary assessment of a phenomenon that need to be tasted. This research is conducted based on the hypothesis: There is a significant correlation between extroversion and speaking skill in English Education Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015.

²⁷ C. R. Kothari, *Research Methodology: Methods & Techniques*, (New Delhi: New Age International (P) Ltd., 2004), p. 184.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the objective of the study, the type of this research was quantitative correlative research. According to Syofian Siregar, correlation research is a research that aims to know the relation of two or more variables. With this research, we can conclude a theory to explain, predict, and control an indication.¹ If two or more variables are highly related, scores on one variable could be used to predict scores on the other variable.

B. Population and Sample

1. Population

According to Sukardi, population is all members of well-defined class of people, events and objects.² The researcher will conduct this research in English Department of UIN Walisongo in the academic year of 2014/2015. This quantitative correlative research will be done at the intermediate speaking class which has three classes.

¹ Syofian Siregar, *Metode Penelitian Kuantitatif: Dilengkapi Perbandingan Perhitungan Manual & SPSS*, (Jakarta: Kencana, 2013), p. 7.

² Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara, 2010), p. 53-54.

2. Sample

Sample means apart of population that will be observed, whose characteristic can represent and describe the real population.³ The characteristics of a correlational study is that the study does not require not too much subject of research, that is 50 to 100 research subjects can already be considered sufficient.⁴ If the research subject is large or more than 100, it can be taken between 10-15% or 20-25% or more.⁵

One thing to note in connection with the correlation is that the correlation coefficient can not be interpreted in absolute terms, this is because there are many factors that influence the magnitude of the correlation coefficient. One factor is the sampling error. Therefore, in taking samples of the study researchers should use random techniques that sampling error can be minimized.⁶ For that reason, the researcher uses random sampling in choosing 25% sample of the population by using lottery. Random sampling is one of the techniques that all individual of population may have the same opportunity and

³ Sugiharto, *Teknik Sampling, 2nd Edition*, (Jakarta: Gramedia Pustaka Utama, 2003), p. 2.

⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2010), p. 248.

⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 134.

⁶ Arikunto, *Manajemen Penelitian...*, p. 248.

have been chosen as the sample.⁷ After the researcher uses random sampling in taking 25% of the population, 29 from 114 students of advanced speaking class are chosen as a sample.

3. Variable and Indicator

Variable is a certain attribute, characteristic, value of human, object, or activity that has specific variation which has been determined by the researcher to be observed and concluded.⁸

There are two types of variables based on the term of causation:⁹

a. Independent variable (x)

Sugiyono said that, independent variable can be called *stimulus, predictor, or antecedent*. Independent variable is variable which has the influence or the cause of change or make the existence of dependent variable. So, the independent variable in this research is the Extroversion. The researcher can measure it based on students' score from the test, and the indicators are:

- a. Sociability
- b. Excitement

⁷ Sukardi, *Metodologi Penelitian...*, p. 58.

⁸ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2006), p. 131.

⁹ Sugiyono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif dan R & D)*, (Bandung: Alfabeta, 2009), p. 61.

- c. Expenditure of energies
 - d. Risk-taking
 - e. Interests in external events
- b. Dependent variable (y)

Dependent variable is variable which is influenced or became effect of the independent variable.¹⁰ Dependent variable in this study is the speaking skill of English department students. The researcher can measure it based on students' score from the test, and the indicators are:

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

C. Data Collection Technique

To get the accurate data, in this study the writer will use two ways in the collecting data, they are as follows:

1. Questionnaire

Questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by the researcher.¹¹ This questionnaire enable the writer to study the

¹⁰ Sugiyono, *Metode Penelitian...*, p. 61.

¹¹ Riduan, *Dasar-dasar Statistika*, (Bandung: Alfabeta, 2008), p. 52.

attitudes, conviction, behavior, and the characteristic of the respondents. There are two kinds of questionnaire. In this case, the writer using enclosed questionnaire.

Enclosed questionnaire is a questionnaire that presented in a form which the respondents were asked to choose one answer that suits the characteristics of him by giving the sign (x) or a checklist (√). The writer used Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck, Eysenck and Barrett. Each question has a binary response 'yes' or 'no'. Each dichotomous item was scored 1 or 0, and had a maximum possible score of 12 and minimum of zero. The writer uses questionnaire to know the respondents' personality traits, whether they are introvert or extrovert.

2. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability.¹² In another word, test means a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.¹³ In this research, the researcher uses interview which is including three stages, that

¹² Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Belajar, 2009), p. 65.

¹³ M. Chabib Thoha, *Teknik Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2001), p. 43.

is warm-up, level check, probe, and wind-down. Interview is suitable in assessing oral production mainly in interactive and extensive categories. It is a task that involves relatively long stretches of interactive discourse¹⁴. A test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of question and directives. By using this test, the researcher will get data about the students' ability of speaking.

3. Documentation

Documentation is needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.¹⁵ Researcher will use the documents related to the object of research such as students' name list, the number of students, and English subject schedule.

D. Data Analysis technique

1. Data Analysis

Data analysis is to simplify the data in order to be able to be read and interpreted easily. There are two kind of data as follows:

¹⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2004), p. 167

¹⁵ Arikunto, *Prosedur Penelitian...*, p. 274.

a. The Score of Questionnaire

The writer used Eysenck Personality Questionnaire Revised-Short Form (EPQR-S). EPQR-Short is a self-reported questionnaire. It has 48 items, 12 for each of the traits of neuroticism, extraversion, and psychoticism, and 12 for the lie scale. Each question has a binary response, "yes" or "no". In this research, the writer only uses the item of extraversion trait which has 12 items. Each dichotomous item was scored 1 or 0, and each scale had a maximum possible score of 12 and minimum of zero.

Before we calculate the mean of the score, we have to make variable classification criteria speaking skill. The computation is as follow:

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

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

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

Where:

R : Range of class

NT : Highest score

NR : Lowest score

K : Interval of class

N : Total of frequencies

i : length of class¹⁶

¹⁶ Mundir, *Statistik Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2014), p. 42-43.

The questionnaire data can be counted up as follows:

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

Where:

M : Mean

X : Sum of X variable

N : Total of participant

b. The Score of Speaking Test

The speaking assessment also requires the rates to pay attention to some components of speaking. The components are grammar, vocabulary, comprehension, fluency, pronunciation, and task. The oral proficiency is ranged by FSI levels which is firstly advocated by Foreign Service Institute in Washington D.C. It is from 1 to 5 for each of the six categories. Those components are weighted and totaled bellow in order to analyze the criteria levels.¹⁷

Table 3.1
Oral Proficiency Scoring Categories

Aspect	Score	Description
Grammar	5	Equivalent to that of an educated native speaker
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient

¹⁷ H. Douglas Brown, *Language Assessment: Principles...*, p. 171.

		structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
Comprehension	5	Equivalent to that of an educated native speaker
	4	Can understand any conversation within

		the range of his experience
	3	Comprehension is quite complete at a normal rate of speech
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
Fluency	5	His complete fluency in the language such that his speech is fully accepted by educated native speakers
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
	1	No specific fluency description. Refer to other four language areas for implied level of fluency
Pronunciation	5	Equivalent to and fully accepted by educated native speakers
	4	Errors in pronunciation are quite rare
	3	Errors never interfere with understanding and rarely disturb the

		native speaker. Accent may be obviously foreign
	2	Accent is intelligible though often quite faulty
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
Task	5	Speaking proficiency equivalent to that of an educated native speaker
	4	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language
	3	Can participate effectively in most formal and informal conversations on practical, social, and professional topics
	2	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties
	1	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time)

Before we calculate the mean of the score, we have to make variable classification criteria speaking skill. The computation is as follow:

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

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

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

Where:

R : Range of class

NT : Highest score

NR : Lowest score

K : Interval of class

N : Total of frequencies

i : length of class

The questionnaire data can be counted up as follows:

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

Where:

M : Mean

X : Sum of X variable

N : Total of participant

2. Hypothesis Analysis

To analyze the data of Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) (X) and the students speaking skill (Y), the writer firstly summed the score of both data. Than the writer accounted the coefficient correlation of the two variables by using the Product moment correlation formula with 5% significant level. The formula is used to find out whether there is a correlation between the

personality traits of extraversion-introversion and English speaking skill:

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

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

N : The number of students

X : The total score of personality trait

Y : The total score of speaking test

From the result above, the researcher will interpret that category based on the following:

0,90 – 1,00 means very high correlation

0,70 – 0,90 means high correlation

0,40 – 0,70 means enough correlation

0,20 – 0,40 means low correlation

0,00 – 0,20 means very low correlation.¹⁸

¹⁸ Siregar, *Metode Penelitian...*, p. 251-252.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

A. Profile of UIN Walisongo

UIN Walisongo is a campus located in the city of Semarang, Central Java precisely located in West Semarang near Ahmad Yani International Airport. This university is divided into three main areas, Campus 1 is located in St. Walisongo No. 3-5 Semarang, 300 meters from campus 1 stands Campus 2 in St. Prof. Dr. Hamka, Ngaliyan, Semarang, and campus 3 stands 500 meters from Campus 2 at St. Prof. Dr. Hamka Km. 2, Ngaliyan, Semarang.

IAIN Walisongo was established on April 6th, 1970 by the Decree of the Minister of Religious Affairs, KH. M. Dachlan No. 30 and 31 in 1970. IAIN Walisongo transformed into Walisongo State Islamic University since December 19, 2014. The inauguration and the signing of the inscription is done by the President at the Presidential Palace Joko Widodo. At its inception, UIN Walisongo has 5 faculties spread across various cities in Central Java. However, the ideas and pioneering efforts have been made since 1963. The founders of UIN Walisongo consciously give Walisongo as the name of the university. This great name became a symbol and the spirit of the biggest Islamic colleges in Central Java.

The existence of UIN Walisongo can not be separated from the needs of the students in Central Java in the implementation of higher education institutions after the boarding school education. This is due to the fact that the Central Java is an area that has a very large base of boarding schools. Thus on the one hand, higher education institutions must be able to play its role as the successor to Islamic tradition, while on the other hand he had to portray itself as an institution of higher education that disseminates of knowledge.

B. Research Result Description

The researcher conducted the research at Walisongo State Islamic University Semarang where English education department students at intermediate speaking class of UIN Walisongo were chosen as the sample of the research. The researcher held field research by taking the scores of 29 students as an object of the research and analyzed those scores in order to find out whether there is any correlation between students' personality trait with their English speaking skill by using the Pearson r formula.

To find out the correlation between extroversion and the speaking skill of English department students at intermediate speaking class of UIN Walisongo, the writer did an analysis of quantitative data. The data is obtained by giving Questionnaire and speaking test.

The subjects of this research were the students of English department students of UIN Walisongo. The writer take the intermediate speaking class with 25% sample of total population. Before doing the tests on them, the writer gave an extroversion-introversion questionnaire and speaking test. The writer uses of Eysenck Personality Questionnaire Revised-Short Form (EPQR-S).

C. Data Analysis and Test of Hypothesis

1. Data Analysis

a. The Score of extroversion

The score of extroversion can be described on the table below:

Table 4.1
The Data of Students' Extroversion Score

No	Code	Questionnaire Items												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
1	C1	1	0	1	1	1	0	0	1	1	0	1	1	8
2	C2	1	1	1	1	1	0	1	1	1	1	1	1	11
3	C3	1	1	1	1	0	0	1	1	1	1	1	1	10
4	C4	0	0	1	1	1	0	0	1	1	1	1	1	8
5	C5	0	1	1	1	0	0	1	0	1	0	1	1	7
6	C6	1	1	0	0	0	1	1	0	0	0	1	0	5
7	C7	0	0	1	1	1	0	0	1	1	1	1	1	8
8	C8	0	1	1	0	1	0	0	1	0	0	1	0	5
9	C9	0	1	0	0	0	0	0	1	1	0	0	0	3
10	C10	1	1	1	0	0	0	1	1	0	0	0	1	6
11	C11	1	1	0	1	1	0	0	1	1	0	1	1	8
12	C12	1	1	1	1	1	0	0	1	0	0	1	1	8
13	C13	1	1	1	0	1	0	1	1	0	0	1	1	8
14	C14	1	1	1	0	0	0	1	1	0	0	1	1	7
15	C15	0	1	1	0	1	0	1	0	0	1	0	1	6
16	C16	1	1	1	1	1	0	0	1	1	0	1	1	9

17	C17	1	1	1	1	0	0	1	1	0	0	1	0	7
18	C18	1	1	0	1	1	0	0	1	1	0	1	1	8
19	C19	1	1	0	1	1	0	0	1	1	0	1	1	8
20	C20	0	0	1	1	1	0	0	1	1	1	0	1	7
21	C21	1	1	1	1	0	0	1	1	0	1	1	1	9
22	C22	1	1	1	1	1	0	0	1	1	0	1	1	9
23	C23	1	1	1	0	1	0	0	1	1	0	1	1	8
24	C24	1	1	1	0	1	0	1	1	0	0	1	1	8
25	C25	1	1	1	1	1	0	0	1	1	0	1	1	9
26	C26	1	1	1	1	1	0	1	1	1	1	1	1	11
27	C27	1	1	1	1	1	1	0	1	1	0	1	1	10
28	C28	0	1	1	1	1	0	1	1	0	1	0	1	8
29	C29	1	1	1	1	1	1	0	1	1	0	1	1	10
TOTAL														229

Based on the table above, the highest score of students' extroversion test is 11 and the lowest score is 3. The score (X) is 229 and the participants (N) are 29.

Before we calculate the mean of the score, we have to make variable classification criteria of extroversion.

The computation is as follow:

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

$$R = (11 - 3) + 1$$

$$R = 9$$

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

$$K = 1 + 3,3 \log 29$$

$$K = 1 + 4,8$$

$$K = 5,8 = 6$$

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

$$i = \frac{9}{6}$$

$$i = 1,5 = 2$$

from the computation above, the classification the quality of students' extroversion is as follow:

Excellent : 13 - 14

Very good : 11 - 12

Good : 9 - 10

Enough : 7 - 8

Poor : 5 - 6

Very poor : 3 - 4

The next step is to calculate mean of students' extroversion test:

$$\begin{aligned}M_x &= \frac{\sum X}{N} \\ &= \frac{229}{29} \\ &= 7,896\end{aligned}$$

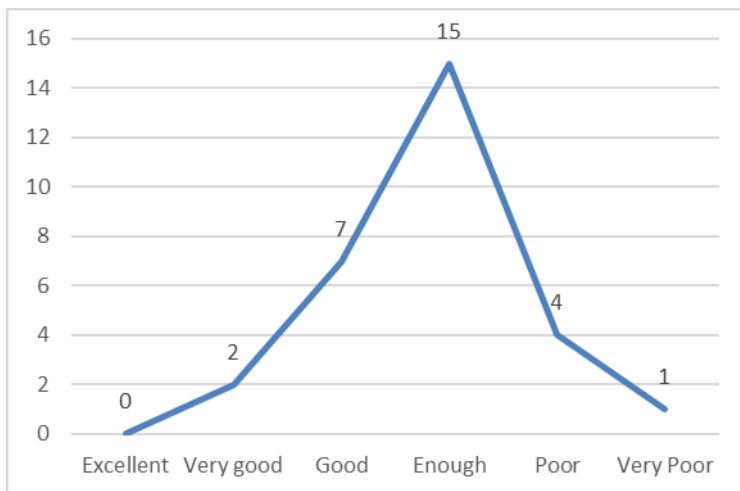
From the pattern above, the mean of students' personality trait score was 7.896. Therefore, the mean of students' extroversion score was enough.

Table 4.2
The Result of Students' Extroversion

CLASSIFICATION	SCORE	TOTAL MEMBERS
Excellent	13 – 14	0
Very good	11 – 12	2
Good	9 – 10	7
Enough	7 – 8	15
Poor	5 – 6	4
Very poor	3 – 4	1

In order to see the percentage of students' extroversion, the chart was made:

Chart 4.1
Students' Extroversion



From the chart above, we knew that the members' classification in enough was the highest. than good classification was higher than poor classification. Poor classification was higher than very good Classification. Then, very poor classification was the lowest Classification.

b. The Score of Speaking Test

The next, the writer wants to find out data about the students' speaking skill. In this case, students are tested in the interview test and the score of speaking test described in the table below:

Table 4.3

The Data of Students' Speaking Test

No	Code	Grammar	Voca Bulary	Compre hension	Fluency	Pronun ciation	Task	Total
1	C1	4	5	4	4	5	4	26
2	C2	4	5	5	4	5	5	28
3	C3	5	4	5	5	4	5	28
4	C4	3	4	5	4	4	4	24
5	C5	4	4	4	4	4	5	25
6	C6	3	4	5	3	3	4	22
7	C7	3	4	4	4	3	4	22
8	C8	4	4	4	4	4	4	24
9	C9	3	3	4	3	3	4	20
10	C10	3	4	5	4	4	4	24
11	C11	3	3	5	3	4	4	22
12	C12	3	4	5	4	4	4	24
13	C13	3	4	4	4	4	4	23
14	C14	3	4	4	4	4	5	24
15	C15	3	4	4	4	3	4	22

16	C16	3	4	5	4	4	4	24
17	C17	4	5	4	4	5	4	26
18	C18	3	4	4	4	3	4	22
19	C19	3	4	4	4	4	5	24
20	C20	3	4	5	4	4	4	24
21	C21	4	4	4	4	4	4	24
22	C22	3	4	4	3	4	4	22
23	C23	3	4	4	3	4	4	22
24	C24	4	3	4	4	3	4	22
25	C25	3	4	4	4	4	5	24
26	C26	3	4	4	4	4	4	23
27	C27	3	4	5	4	4	4	24
28	C28	4	4	3	4	4	3	22
29	C29	5	5	4	5	5	4	28
TOTAL								689

Based on the table above, the highest score of students' speaking test is 28 and the lowest score is 20. The score (Y) is 689 and the participants (N) are 29.

Before we calculate the mean of the score, we have to make variable classification criteria speaking skill.

The computation is as follow:

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

$$R = (28 - 20) + 1$$

$$R = 9$$

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

$$K = 1 + 3,3 \log 29$$

$$K = 1 + 4,8$$

$$K = 5,8 = 6$$

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

$$i = \frac{9}{6}$$

$$i = 1,5 = 2$$

from the computation above, the classification of the quality of students' speaking skill is as follow:

Excellent	: 30 - 31
Very good	: 28 - 29
Good	: 26 - 27
Enough	: 24 - 25
Poor	: 22 - 23
Very poor	: 20 - 21

The next step is to calculate mean of students' speaking test:

$$\begin{aligned}M_y &= \frac{\sum y}{N} \\ &= \frac{689}{29} \\ &= 23,758\end{aligned}$$

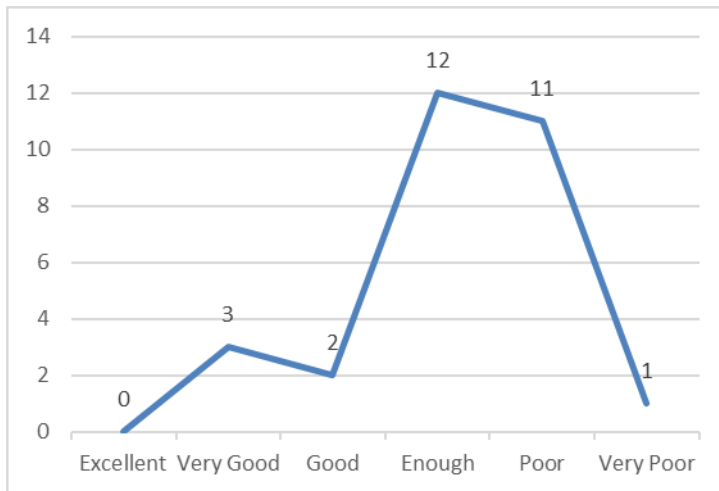
From the pattern above, the mean of students' speaking score was 23.758. Therefore, the mean of students' speaking score was enough.

Table 4.4
The Result of Students' Speaking Test

CLASSIFICATION	SCORE	TOTAL MEMBERS
Excellent	30 – 31	0
Very good	28 – 29	3
Good	26 – 27	2
Enough	24 – 25	12
Poor	22 – 23	11
Very poor	20 – 21	1

In order to see the percentage of students' speaking score, the chart was made:

Chart 4.2
Students' Speaking Score



From the chart above, we knew that the members' classification in enough was the highest. than poor classification was higher than very good classification. good classification was higher than very poor Classification.

2. Hypothesis Analysis

The purpose of hypothesis analysis is to know is there any correlation between students' extroversion and their English speaking ability. The data of students' extroversion (X) and students' English speaking ability (Y) are entered on a table of regression analysis as bellow:

Table 4.5
Regression Analysis Table of Students' Extroversion (X) and Students' English Speaking Ability (Y)

No	Code	X	Y	X ²	Y ²	XY
1	C1	8	26	64	676	208
2	C2	11	28	121	784	308
3	C3	10	28	100	784	280
4	C4	8	24	64	576	192
5	C5	7	25	49	625	175
6	C6	5	22	25	484	110
7	C7	8	22	64	484	176
8	C8	5	24	25	576	120
9	C9	3	20	9	400	60
10	C10	6	24	36	576	144
11	C11	8	22	64	484	176
12	C12	8	24	64	576	192
13	C13	8	23	64	529	184
14	C14	7	24	49	576	168
15	C15	6	22	36	484	132
16	C16	9	24	81	576	216
17	C17	7	26	49	676	182
18	C18	8	22	64	484	176
19	C19	8	24	64	576	192
20	C20	7	24	49	576	168
21	C21	9	24	81	576	216

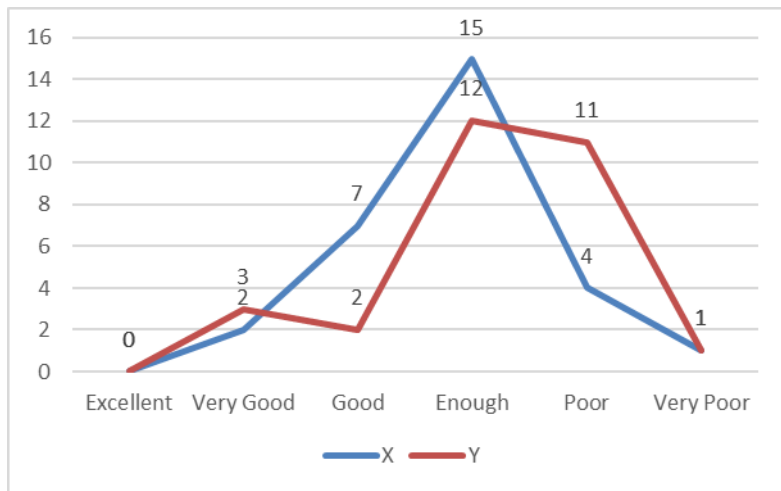
22	C22	9	22	81	484	198
23	C23	8	22	64	484	176
24	C24	8	22	64	484	176
25	C25	9	24	81	576	216
26	C26	11	23	121	529	253
27	C27	10	24	100	576	240
28	C28	8	22	64	484	176
29	C29	10	28	100	784	280
statistic		X	Y	X ²	Y ²	XY
Total		229	689	1897	16479	5490

$$N = 29 \quad \sum X^2 = 1897 \quad (\sum X)^2 = 52441$$

$$\sum X = 229 \quad \sum Y^2 = 16479 \quad (\sum Y)^2 = 474721$$

$$\sum Y = 689 \quad \sum XY = 5490$$

Chart 4.3
Ratio of X Factor and Y Factor



The all data is calculated by using regression one predictor analysis in order to prove the hypothesis of this research, significant or not significant.

Correlation between X and Y can be searched through the Pearson product moment correlation formula:

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

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

N : The number of students

X : The total score of personality trait

Y : The total score of speaking test

From the table above, the writer put the data into the formula:

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

$$r_{xy} = \frac{(29)(5490) - (229)(689)}{\sqrt{[(29)(1897) - (52441)][(29)(16479) - (474721)]}}$$

$$r_{xy} = \frac{(159210) - (157781)}{\sqrt{(55013 - 52441)(477891 - 474721)}}$$

$$r_{xy} = \frac{1429}{\sqrt{(2572)(3170)}}$$

$$r_{xy} = 0.5004574.$$

From the computation above, the result is 0.5004574. After that, the writer consulted the result to the table of r Product Moment with the number of subject (N) = 29 and significance level 5% and r_{table} is 0.367.

Because $r_{xy} > r_{table}$ it means significant, so it can be concluded that there is any correlation between students' extroversion and their English speaking ability.

From the result above, the writer will interpret that category of correlation based on the following:

0.80 – 1.00 means very high correlation

0.60 – 0.799 means high correlation

0.40 – 0.599 means enough/fair correlation

0.20 – 0.399 means low correlation

0.00 – 0.199 means very low correlation.

Based on the calculation above, the writer concluded that the correlation between students' extroversion and their English speaking ability had positive correlation with the number of correlation is 0.5004574, and it was categorized “enough/fair correlation”.

3. Final Analysis

To know the result of the regression analysis computation above, it could be seen on the summary of regression analysis table as follows:

Table 4.6
Correlation of Pearson's Product Moment

		extroversion (X)	speaking (Y)
extroversion (X)	Pearson Correlation	1	.500**
	Sig. (2-tailed)		.006
	N	29	29
speaking (Y)	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.006	
	N	29	29

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

From the correlation above, shown that:

- a. The correlation between X and Y = 0.500. It means that there is enough/fair correlation and the direction is positive. It means if the X value is high, the Y value is also high.
- b. Significant value between X and Y = 0.006. It means significant if the value < 0.05.

From the calculation above, the writer gets the correlation coefficient between students' extroversion and their English speaking ability. Then the writer consults with the critical values of product moment r_{table} on the significant level of 5% with $N = 29 = 0.367$. Based on the result of consultation with r_{table} it proved that $r_{table} = 0.367$ and $r_{xy} = 0.500$, so $r_{xy} > r_{table}$. It can be said that

there is a significant correlation between students' extroversion and their English speaking ability. So that the writer concludes that the correlation between students' extroversion (variable X) and their English speaking skill (variable Y) has the positive correlation with the score correlation 0.500. It is categorized as fair correlation.

D. Discussion

From the data above it is known that there is a correlation between the students' extroversion and their English speaking ability. The correlation is positive. It means that if the students have high score in extroversion, they will also have a high score in speaking. On the contrary, if the students have a low score in extroversion, they will also have a low score in speaking.

The alternative hypothesis of this research is there is a significant correlation between the extroversion and the speaking skill of English Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015. And the null hypothesis of this research is there is no significant correlation between the extroversion and the speaking skill of English Department students at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015. And by the analysis using the two means and

Product moment correlation formula with 5% significant level, the alternative hypothesis is accepted.

The writer compiled the data about students' extroversion. Some students who had a good score in speaking test are extrovert. They have the main characteristics, namely the ability to socialize and impulsive nature, sense of humor, passionate, quick thinking, optimistic, and other characteristics that indicate a people who appreciate their relationships with others. These characteristics increase students' capability in communication. By their sociability, their ability in construct and process verbal communication gives big contribution in English speaking task.

Students who had a low score in personality trait or introvert

E. Limitation of The Research

The researcher realizes that this research had not been done optimally. There were constrains and obstacles faced during the research process. Some limitations of this research are:

1. The personality trait which is discussed on this research is limited only on Extroversion.
2. Relative short time of research makes this research could not be done maximum.

3. The research is limited at UIN Walisongo. So that when the same research will be gone in other place, it is still possible to get different result.

Considering all those limitations, there is a need to do more research about teaching English speaking and the personality trait. So that, the more optimal result will be gained.

CHAPTER V

CONCLUSION AND CLOSING

A. Conclusion

Based on the data of the research result at intermediate speaking class of UIN Walisongo in the academic year of 2014/2015, the researcher is going to draw conclusions about correlation between the students' extroversion and their speaking skill as follows:

1. The students' extroversion of English department students at intermediate speaking class of UIN Walisongo can be classified at enough categorized. The highest score is 11, the lowest score is 3, and the average is 7.896.
2. The students' speaking ability of English department students at intermediate speaking class of UIN Walisongo can be classified at enough categorized. The highest score is 28, the lowest score is 20, and the average is 23.758.
3. The researcher found the correlation between these two variables, extroversion and English speaking skill, and the result is 0.500. After consulting the result to the table of r product moment with the number of subject (N) = 29 and significant level 5% and r_{table} is 0.367, because $r_{xy} > r_{table}$, it means significant. So it was found that there is correlation between these variables with category "enough correlation".

Than the hypothesis was accepted that there was positive correlation between extroversion and English speaking ability.

B. Recommendations

Based on the conclusions above, here are some recommendations to the teachers and next researchers:

1. For the teachers
 - a. As a professional, the teachers should know that every student is different. Also the language ability of every student is different. Therefore, to treat one student and another in language learning is not the same.
 - b. Personality trait is a given. The student who get high score on personality trait, they will actively do all the activities of the speaking class. It is because those activities can support their sociability. But for students who get low score in personality trait, they will only active in some activities which involve less student or speaking activities with their close friend. Therefore, teachers should arrange activities based on both characteristics.
2. For the next researchers
 - a. This research was discussed about speaking in general. So, to the next researcher, it would be useful to specify the variable of speaking in order to get the more specific result.

- b. The sample has to enlarge to make the research more valid.

C. Closing

Alhamdulillah, the true praising is only belonging to Allah who gives faith, strength and health until this final project can be finished. The researcher is sure that this research is far from the perfection. Therefore, constructive criticism and advices are really expected.

Finally, the researcher hopes that this research can give good contribution for the teachers, learners especially for educational institution.

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Appendix 1

STUDENTS LIST

NO	CODE	NAME
1	C1	Husen
2	C2	Nurhafidh aditya H
3	C3	Fauzi Maulana Akbar
4	C4	Umni Mukhoyyaroh
5	C5	Rizky Harmiyanti
6	C6	Arum Septiowati
7	C7	Ika Putriana Hari Chulsum
8	C8	Deri Nur Rohman
9	C9	Linatus Syafaantun
10	C10	Visa Nanda Charisma
11	C11	Dianni Firstsyandanda
12	C12	Septika Dwi Hastuti
13	C13	Fatma Rossa Erliana
14	C14	Tiara Nur Rahma
15	C15	Duwi Ayu Arimbi
16	C16	Naela Rizqi Safitri
17	C17	Hana Nabila
18	C18	Etika Rohma Shofiana
19	C19	Afifatun Ni'mah
20	C20	Hasan Basri
21	C21	Abdul Latif
22	C22	Zahriatus Shifa Ulya
23	C23	Misbachul Farichin
24	C24	Ilvun Duroriyah
25	C25	Muhammad Lu'lu'ul Maknun
26	C26	Lissiafik Khoirul Wafa
27	C27	Ahsin Mahbubi
28	C28	Miss Sawanee Sa-e-dee
29	C29	Lailul Mubarak

Appendix 2

STUDENTS' PERSONALITY TRAIT SCORE

No	Code	Questionnaire Items												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
1	C1	1	0	1	1	1	0	0	1	1	0	1	1	8
2	C2	1	1	1	1	1	0	1	1	1	1	1	1	11
3	C3	1	1	1	1	0	0	1	1	1	1	1	1	10
4	C4	0	0	1	1	1	0	0	1	1	1	1	1	8
5	C5	0	1	1	1	0	0	1	0	1	0	1	1	7
6	C6	1	1	0	0	0	1	1	0	0	0	1	0	5
7	C7	0	0	1	1	1	0	0	1	1	1	1	1	8
8	C8	0	1	1	0	1	0	0	1	0	0	1	0	5
9	C9	0	1	0	0	0	0	0	1	1	0	0	0	3
10	C10	1	1	1	0	0	0	1	1	0	0	0	1	6
11	C11	1	1	0	1	1	0	0	1	1	0	1	1	8
12	C12	1	1	1	1	1	0	0	1	0	0	1	1	8
13	C13	1	1	1	0	1	0	1	1	0	0	1	1	8
14	C14	1	1	1	0	0	0	1	1	0	0	1	1	7
15	C15	0	1	1	0	1	0	1	0	0	1	0	1	6
16	C16	1	1	1	1	1	0	0	1	1	0	1	1	9
17	C17	1	1	1	1	0	0	1	1	0	0	1	0	7
18	C18	1	1	0	1	1	0	0	1	1	0	1	1	8
19	C19	1	1	0	1	1	0	0	1	1	0	1	1	8
20	C20	0	0	1	1	1	0	0	1	1	1	0	1	7
21	C21	1	1	1	1	0	0	1	1	0	1	1	1	9
22	C22	1	1	1	1	1	0	0	1	1	0	1	1	9
23	C23	1	1	1	0	1	0	0	1	1	0	1	1	8
24	C24	1	1	1	0	1	0	1	1	0	0	1	1	8
25	C25	1	1	1	1	1	0	0	1	1	0	1	1	9
26	C26	1	1	1	1	1	0	1	1	1	1	1	1	11
27	C27	1	1	1	1	1	1	0	1	1	0	1	1	10
28	C28	0	1	1	1	1	0	1	1	0	1	0	1	8
29	C29	1	1	1	1	1	1	0	1	1	0	1	1	10
TOTAL													229	

Appendix 3

STUDENTS' SPEAKING TEST SCORE

No	Code	Gram mar	Voca bulary	Compre hension	Fluency	Pronun ciation	Task	Total
1	C1	4	5	4	4	5	4	26
2	C2	4	5	5	4	5	5	28
3	C3	5	4	5	5	4	5	28
4	C4	3	4	5	4	4	4	24
5	C5	4	4	4	4	4	5	25
6	C6	3	4	5	3	3	4	22
7	C7	3	4	4	4	3	4	22
8	C8	4	4	4	4	4	4	24
9	C9	3	3	4	3	3	4	20
10	C10	3	4	5	4	4	4	24
11	C11	3	3	5	3	4	4	22
12	C12	3	4	5	4	4	4	24
13	C13	3	4	4	4	4	4	23
14	C14	3	4	4	4	4	5	24
15	C15	3	4	4	4	3	4	22
16	C16	3	4	5	4	4	4	24
17	C17	4	5	4	4	5	4	26
18	C18	3	4	4	4	3	4	22
19	C19	3	4	4	4	4	5	24
20	C20	3	4	5	4	4	4	24
21	C21	4	4	4	4	4	4	24
22	C22	3	4	4	3	4	4	22
23	C23	3	4	4	3	4	4	22
24	C24	4	3	4	4	3	4	22
25	C25	3	4	4	4	4	5	24
26	C26	3	4	4	4	4	4	23
27	C27	3	4	5	4	4	4	24
28	C28	4	4	3	4	4	3	22
29	C29	5	5	4	5	5	4	28
TOTAL								689

Appendix 4

TRANSCRIPT OF STUDENTS' SPEAKING TEST

- Interviewer : How are you, Umi?
/haʊ a:r ju: , umi?/
- Test-taker 1 : I am so fine, sir
/aɪ æm sɒʊ faɪn, sɜːr/
- Interviewer : So fine, but your face doesn't look so fine. You?
/sɒʊ faɪn, bʌt jʊr feɪs 'dʌz. ənt lʊk sɒʊ faɪn. juː?/
- Test-taker 2 : Yes?
/Jes?/
- Interviewer : Yes what?
/Jes wɑ:t?/
- Test-taker 2 : (laughing), what (is) your question?
/wɑ:t jʊr 'kwes.tʃən?/
- Interviewer : How are you?
/haʊ a:r juː?/
- Test-taker 2 : Not really fine, sir
/nɑ:t 'riː.ə faɪn-, sɜːr/
- Interviewer : Why?
/waɪ?/
- Test-taker 2 : Actually, because my money is limit (**limited**)
/'æk.tʃu.ə.li , bɪ 'kɒz maɪ mʌn.i ɪz lɪm.ɪt/
- Interviewer : So go home after this
/sɒʊ ɡəʊ hoʊm æf.tə ðɪs/
- Test-taker 2 : Yes, after this I will go home
/Jes, æf.tə ðɪs aɪ wɪl ɡəʊ hoʊm/
- Interviewer : Why don't your parent...
/waɪ daʊnt jʊr per. ənt/
- Test-taker 2 : Actually they have, but I didn't pick
/'æk.tʃu.ə.li ðeɪ hæv, bʌt aɪ dɪd. ənt pɪk/
- Interviewer : You?
/juː?/
- Test-taker 3 : Today I feel excited

- Interviewer : /tə'deɪ aɪ fi:l ek'saɪ.ted (**ɪk'saɪ.tɪd**)/
: Wow, excited. Why you are excited?
/waʊ, ɪk'saɪ.tɪd. waɪ ju: aɪr ɪk'saɪ.tɪd?/
- Test-taker 3 : Because I get a new work
/bɪ 'kɑ:z aɪ get ə nju: wɜ:k (**wɜ:k**)/
- Interviewer : New work? Work. Where? Word or work?
/nju: wɜ:k? wɜ:k. weə *? wɜ:d ɔ:r wɜ:k?/
- Test-taker 2 : Work, sir
/wɜ:k, sɜ:/
- Interviewer : Ok. What, what is your work?
/oʊkeɪ. wɑ:t ɪz jʊr wɜ:k?/
- Test-taker 3 : Selling meatball
/sel.ɪŋ mi:t.bɔ:l/
- Interviewer : Ow, selling meatball. Nice. Where do you sell?
/oʊ, sel.ɪŋ mi:t.bɔ:l. naɪs. weə * du: ju: sel?/
- Test-taker 3 : In Ngaliyan
/ɪn ŋalɪjən/
- Interviewer : In Ngaliyan, so...
/ɪn ŋalɪjɑ:n, sɒ .../
- Test-taker 3 : Around Alfamart.
/ə'raʊnd æl'fæmə:rt /
- Interviewer : What is the name of your food?
/wɒt ɪz ði: neɪm əv jʊr fu:d?/
- Test-taker 3 : Bakso kakap.
/Bakso kakap/
- Interviewer : So, you become the employee or you sell with your own money?
/sɒ, ju: bɪ'kʌm ði: ɪm'plɔɪ.i: ɔ:r ju: sel wɪð jʊr oʊn mʌn.i?/
- Test-taker 3 : Mm... Bu Tutik (**is the**) owner
/Em... Bu tuti:k oʊ.nə/
- Interviewer : Ok. We can talk latter. Alright, where are you from, Umi?

- /ou 'keɪ. wi kən tɑ:k lætʃ.ə. ɔ:l'raɪt, weə *ɑ:r ju: frɒm, umi?/
- Test-taker 1 : I am from Pati
/aɪ æm frɒm Pati/
- Test-taker 3 : I am from Rembang
/aɪ æm frɒm Remba:ŋ/
- Interviewer : Close ya. So you are a big family
/klouz ya. sou ju: ɑ:r ə bɪg fæm. ə l.i./
- Test-taker 2 : But actually not
/bʌt æk.tʃu.ə.li nɑ:t/
- Interviewer : Ok, mm... Would you tell me, Umi, what is your Motivation and goal study at the English Department?
/ou 'keɪ, mm... wʊd ju: tel mi:, umi, wɒt ɪz jʊr məʊ.tɪ'veɪ.ʃ ə n ænd goʊl stʌd.i ət ði: ɪŋ.glɪʃ dɪ'pɑ:t.mənt?/
- Test-taker 1 : For the first, I think that I have special ability in English. When I was in senior high school, so I want to enrich my English here. But, I ever thought that English Department is not main major to me, and I want to move to Usuluddin Faculty, but I have received in English Department first, because I register here by SPANPTAIN. So I have realized when I was in my boarding house, I think that, I thought that actually I can study I can learn in English every time, and I can learn it by myself and improve it by myself also. But, if I learn about Usuluddin in Usuluddin...
/fɔ:r ði: fɜ:st taɪm, aɪ θɪŋk ðæt aɪ hæv speʃ. ə l ə'bi:l.i.ti en ɪŋ.glɪʃ (ɪŋ.glɪʃ). wen aɪ wɒz ɪn seɪ.ni.ə * (si:.ni.ə *) haɪ sku:l, sou aɪ wɒnt tu: en'raɪʃ (ɪn'raɪʃ) maɪ ɪŋ.glɪʃ hɪə *. bʌt, aɪ ev.ə θɔ:t ðæt en.glɪʃ (ɪŋ.glɪʃ) də'pɑ:t.mənt (dɪ'pɑ:t.mənt) ɪz nɒt meɪn meɪ.dʒə * tu: mi:, ænd aɪ wɒnt tu: mu:v

tu: usuluddin fæk. ^əl.ti, bʌt, aɪ hæv re'si:vd
(rɪ'si:vd) ɪn eŋ.gliʃ **(ɪŋ.gliʃ)** də'pɑ:t.mənt
(dɪ'pɑ:t.mənt) fɜ:st, br'kəz aɪ redʒ.ɪ.stə *hɪə *baɪ
 SPANPTAIN. səʊ aɪ hæv rɪə.laɪz wen aɪ wɒz ɪn
 maɪ bɔ:dn̩ haʊs, aɪ θɪŋk ðæt, aɪ θɔ:t ðæt
 æk.tʃu.ə.li aɪ kæn stʌd.i aɪ kæn lɜ:n ɪn eŋ.gliʃ
(ɪŋ.gliʃ) ev.ri taɪm, ænd aɪ kæn lɜ:n ɪt baɪ
 maɪ'self ænd ɪm'pru:v ɪt baɪ maɪ'self ɔ:l.səʊ. bʌt,
 ɪf aɪ lɜ:n ə'baʊt usuluddin ɪn usuluddin.../

- Interviewer : What is your goal when you decided to stay at the English Department?
 /wɒt ɪz jɔ: *gəʊl wen ju: dɪ'saɪ.dɪd tu: steɪ ət ðɪ: ɪŋ.gliʃ dɪ'pɑ:t.mənt?/
- Test-taker 1 : I hope, I only... yeah, from the first my idea I want to be, at least lecturer of English.
 /aɪ həʊp, aɪ əʊn.li ... frɒm ðɪ: fɜ:st maɪ aɪ'dɪə aɪ wɒnt tu: bi:, ət li:st lek.tʃ^ə r.ə *əv eŋ.gliʃ **(ɪŋ.gliʃ)**/
- Interviewer : Ok. Same question
 /ə ʊ 'keɪ. seɪm kwes.tʃən/
- Test-taker 2 : Ok. Actually here, I just, it is the last choice for me because I failed in the SNMPTAIN, SBMPTAIN and I don't have... but I think I just, I feel I lose in the right way, just like that, and...
 /ə ʊ 'keɪ. æk.tʃu.ə.li hɪə *aɪ dʒʌst, ɪt ɪz ðɪ: lɑ:st tʃɔɪs fɔ: *mi: br'kəz aɪ feɪld ɪn ðɪ: SNMPTAIN, SBMPTAIN ænd aɪ dəʊnt hæv... bʌt aɪ θɪŋk aɪ dʒʌst, aɪ fi:l aɪ lu:z ɪn ðɪ: raɪt weɪ, dʒʌst laɪk ðæt, ænd.../
- Interviewer : Lose in the right way? What do you mean?
 /lu:z ɪn ðə raɪt weɪ? wɒt du ju: mi:n?/
- Test-taker 2 : Because I think when I just pass in **(on)** the senior high school, the life of the student **(is)** just still the same.

- /bɪ'kɒz aɪ θɪŋk wen aɪ dʒʌst pɑːs ɪn ðə səː.ni.ər
(sɪː.ni.ə *) haɪ skuːl, ðə laɪf əv ðə stjuː.d ənt
dʒʌst stɪl ðə seɪm/
- Interviewer : Radical?
/ræd.ɪ.k əl **(ræd.ɪ.k əl)**/
- Test-taker 2 : No, here not radical about religion, but it is radical
about the life style, sir.
/nəʊ, hɪə * nɒt ræd.ɪ.k əl **(ræd.ɪ.k əl)** ə'baʊt
re'ɪdʒ. ən **(rɪ'ɪdʒ. ən)**, bʌt ɪt ɪz ræd.ɪ.k əl
(ræd.ɪ.k əl) ə'baʊt ðə laɪf staɪl, sɜː */
- Interviewer : O, life style. Ok, that's all? So what is your goal then?
/ou, laɪf staɪl. ə ʊ 'keɪ, ðæts ɔːl? səʊ wɒt ɪz jɔː *
gəʊl ðen?/
- Test-taker 2 : My goal, because I have right here I will talking
(talk), I will, I mean because I am to ambitious so I
have to be the winner not the loser here
/maɪ gəʊl, bɪ'kɒz aɪ hæv raɪt hɪə * aɪ wɪl tɔː.kɪŋ, aɪ
wɪl, aɪ miːn bɪ'kɒz aɪ æm tuː æm'bɪʃ.əs səʊ aɪ hæv
tu biː ðə wɪn.ə * nɒt ðə luː.zə * hɪə */
- Interviewer : Yes, Winner of what?
/Jes, wɪn.ə * əv wɒt?/
- Test-taker 2 : Of English Department also. I mean, become the
best graduated maybe
/əv ɪŋ.gɪʃ de'pɑːt.mənt **(dɪ'pɑːt.mənt)** ɔːl.səʊ. aɪ
miːn, bɪ'kʌm ðə best græd.ju.ər.tɪd meɪ.bi./
- Interviewer : Wow... Ok
/waʊ... ə ʊ 'keɪ/
- Test-taker 2 : Just wish me luck, sir.
/dʒʌst wɪʃ miː lʌk, sɜː */
- Interviewer : Amin, amin. So after you graduate become the best
graduated, what will you do?
/ɑː'men, ɑː'men. səʊ ɑːf.tə * juː grædʒ.u.ət bɪ'kʌm
ðə best græd.ju.ər.tɪd, wɒt wɪl juː du?/
- Test-taker 2 : Maybe I will continue to the next place...

- /meɪ.bi aɪ wɪl kɒn'tɪn.ju: (kɒn'tɪn.ju:) tu: ðə
nekst pleɪs.../
- Test-taker 3 : Why (**do**) I study English here?, because I want to improve my English, and actually when I was **to** study in the university my parent ask (**asked**) me to study in East Java, and but my parent, eh.. And my teacher ask (**asked**) me to study in university. So...
/waɪ aɪ stʌd.i ɪŋ.glɪʃ hɪə *? bɪ'kɔ:z aɪ wɒnt tu: ɪm'pru:v maɪ 'ɪŋ.glɪʃ, ænd æk.tʃu.ə.li wen aɪ wɒz tu: stʌd.i ɪn ðə ju:.nɪ'vɜ:..sɪ.ti maɪ peə.rənt ɑ:kz (ɑ:sk) mi: tu: stʌd.i ɪn e:st (ɪ:st) dʒɑ:və, ænd maɪ ti:tʃə *ɑ:kz (ɑ:sk) mi: tu: stʌd.i ɪn ju:.nɪ'vɜ:..sɪ.ti. səʊ.../
- Interviewer : Why don't you take a course?
/waɪ dəʊnt ju: teɪk ə kɔ:s?/
- Test-taker 3 : Because ee, when I was (**in**) elementary, I very like (**liked**) about speaking English, ee especially game because...
/bɪ'kɔ:z ə, wen aɪ wɒz el.ɪ'men.t ə r.i, aɪ ver.i laɪk ə'baʊt spi:kiŋ ɪŋ.glɪʃ, ɪ'speʃ. ə l.i geɪm bɪ'kɔ:z.../
- Interviewer : English and game is different? Two different things. Ok, next question. what number, is UIN your first, second, third choice?
/ɪŋ.glɪʃ ænd geɪm ɪz dɪf. ə r. ə nt? tu: dɪf. ə r. ə nt θɪŋ. ə ʊ 'keɪ, nekst kwes.tʃən. wɒt nʌm.bə *, ɪz UIN jɔ: *fɜ:st, sek. ə nd, θɜ:d tʃɔ:ɪs?/
- Test-taker 1 : The first.
/ði: fɜ:st/
- Interviewer : Do you try to enroll to any university before?
/Du ju: traɪ tu: ɪn'rɔʊl tu: en.i ju:.nɪ'vɜ:..sɪ.ti bɪ'fɔ: *?/
- Test-taker 1 : Yes
/jes/
- Interviewer : So, that means not the first
/səʊ, ðæt mi:nz nɒt ði: fɜ:st/

Appendix 5

CORRELATION ANALYSIS

Correlation between X and Y was searched through the Pearson Product Moment correlation formula:

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

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

N : The number of students

X : The total score of personality trait

Y : The total score of speaking test

The writer put the data into the formula:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$
$$r_{xy} = \frac{(29)(5490) - (229)(689)}{\sqrt{[(29)(1897) - (52441)][(29)(16479) - (474721)]}}$$
$$r_{xy} = \frac{(159210) - (157781)}{\sqrt{(55013 - 52441)(477891 - 474721)}}$$
$$r_{xy} = \frac{1429}{\sqrt{(2572)(3170)}}$$
$$r_{xy} = 0.5004574.$$

From the computation above, the result is 0.5004574. After that, the writer consulted the result to the table of r Product Moment with the number of subject (N) = 29 and significance level 5% and r_{table} is 0.367. Because $r_{xy} > r_{table}$ it means significant, so it can be concluded that there is any correlation between students' personality trait and their English speaking ability.

Appendix 6

Eysenck Personality Questionnaire Revised-Short Form (EPQR-S)

Name :

Class :

NIM :

Source and definition :

This Questionnaire is taken from Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck and Barrett. Personality is the arrangement of psychophysical systems which are named within an individual that determines the unique individual's adjustment to the environment. Psychophysical system is a psychological habits, attitudes, values, beliefs, emotional states, feelings and motives but have a physical basis in the glands, nerves, and the physical state of a person in general. In this questionnaire, the researchers want to measure the value of extroversion. Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity. Extrovert has the main characteristics, namely the ability to socialize and impulsive nature, sense of humor, passionate, quick thinking, optimistic, and other characteristics that indicate a people who appreciate their relationships with others

Answer the following questions by giving a checklist (√) on the table “Yes” or “No” that suits to your condition.

No	Question	Yes	No
1	Are you a talkative person? (Apakah Anda termasuk orang yang suka berbicara?)		
2	Are you rather lively? (Apakah Anda		

	termasuk orang yang cukup bersemangat dalam sebuah percakapan?)		
3	Do you enjoy meeting new people? (Apakah anda menikmati/senang bertemu dengan orang baru?)		
4	Can you usually let yourself go and enjoy yourself at a lively party? (Dapatkah Anda biasanya membiarkan diri anda pergi dan menikmati diri anda di sebuah pesta meriah?)		
5	Do you usually take the initiative in making new friends? (Apakah Anda biasanya mengambil inisiatif dalam membuat pertemanan baru?)		
6	Can you easily get some life into a rather dull party? (Dapatkah Anda dengan mudah mendapatkan beberapa kehidupan/semangat ke pesta yang agak membosankan?)		
7	Do you tend to keep in the background on social occasions? (Apakah Anda cenderung untuk tetap di latar belakang dari pada acara-acara sosial?)		
8	Do you like mixing with people? (Apakah Anda suka bergaul dengan orang-orang?)		
9	Do you like plenty of bustle and excitement around you? (Apakah Anda menyukai banyak kesibukan dan kehebohan di sekitar anda?)		
10	Are you mostly quiet when you are with other people? (Apakah Anda lebih banyak diam ketika Anda dengan orang lain?)		
11	Do other people think of you as being very lively? (Apakah orang lain menganggap Anda sebagai orang yang menyenangkan?)		
12	Can you get a party going? (Bisakah Anda mendapatkan (menghadiri) pesta?)		

Appendix 7

Oral Interview Content Specifications

No	Stages	Contents
1	Warm-up	Small talk
2	Level check	Answer <i>wh</i> -question
		Produces a narrative without interruptions
		Read a passage aloud
		Tells how to make something or do something
		Engages in a brief, controlled, guided role play
3	Probe	Responds to interviewer's questions about something the test-taker doesn't know and is planning to include in an article or paper
		Talks about his or her own field of study or profession
		Engages in a longer, more open-ended role play (for example, simulates a difficult or embarrassing circumstance) with the interviewer
		Gives an impromptu presentation on some aspect of test-taker's field
4	Wind-down	Feelings about the interview, information on results, further questions

Sample Questions for Four Stages of an Oral Interview

No	Stages	Sample Questions
1	Warm-up	How are you?
		What's your name?
		What city/town are you from?
		Let me tell you about this interview.
2	Level check	How long have you been in this city/town?
		Tell me about your family!
		Read the following paragraph, please!
		What is your favorite food? Tell me how to make it!
		Pretend that you are..... and I am.....
3	Probe	What are your goals for learning English in this university?
		Describe your academic field to me! What do you like and dislike about it?
		If you were the head of this university, what would you like to change about this university?
		You are coming to the class late and the lecturer is giving his lecture. What will you say to the lecturer?
4	Wind-down	Did you feel okay about this interview?
		It was interesting to talk with you. Best wishes.



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Nomor : In.06.3/J4/PP.00.9/0810/2015

Semarang, 10 Februari 2015

Lamp : -

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth

Moh. Nafi Annury, M.Pd

di tempat

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Muhamad Fikri Nadzif

NIM : 113411027

Judul : "The Correlation Between The Personality Traits of Introversion-extroversion and The Speaking Skill of English Department Students (A Study at Basic Speaking Class of English Department of UIN Walisongo in the Academic Year of 2015/2016)"

dan menunjuk Bapak Moh. Nafi Annury, M.Pd sebagai pembimbing.

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.

A.n. Dekan,

Ketua Jurusan Tadris Bahasa Inggris



M. Farid Wahid, M.Hum.

NIP. 19711108 199903 2 001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA
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Semarang, 29 Juni 2015

Lamp : -

Hal : **Mohonan Izin Riset**

A.n. : Muhamad Fikri Nadzif

NIM : 113411027

Kepada Yth.
Dosen Intermediate Speaking
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Muhamad Fikri Nadzif

NIM : 113411027

Judul Skripsi : THE CORRELATION BETWEEN THE PERSONALITY TRAITS OF EXTROVERSION-INTROVERSION AND THE SPEAKING SKILL OF ENGLISH DEPARTMENT STUDENTS (A Study at Intermediate Speaking Class of English Department of UIN Walisongo in the Academic Year of 2014/2015)

Pembimbing : Moh. Nafi Annury, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 10 ~~bulan~~ hari, pada tanggal 30 Juni-9 Juli 2015.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik



Drs. H. Wahyudi, M. Pd.
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Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



**LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
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Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : Muhamad Fikri Nadzif
NIM : 113411027
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE CORRELATION BETWEEN PERSONALITY TRAIT AND SPEAKING SKILL OF ENGLISH EDUCATION DEPARTMENT STUDENTS
(A Study at Intermediate Speaking Class of English Education Department of UIN Walisongo in the Academic Year of 2015/2016)

HIPOTESIS :

- H_0 : Tidak terdapat hubungan yang signifikan antara personality trait dengan speaking skill.
 H_1 : Terdapat hubungan yang signifikan antara personality trait dengan speaking skill.

DASAR PENGAMBILAN KEPUTUSAN MENGGUNAKAN NILAI SIGNIFIKANSI :

- H_0 DITERIMA jika Nilai Sign. ≥ 0.05
 H_0 DITOLAK jika Nilai Sign. < 0.05

INTERPRETASI ANGKA INDEKS KORELASI

- 0,00 – 0,19 = menunjukkan korelasi antara dua variabel sangat lemah.
- 0,20 – 0,39 = menunjukkan korelasi antara dua variabel lemah
- 0,40 – 0,69 = menunjukkan korelasi antara dua variabel cukup kuat
- 0,70 – 0,89 = menunjukkan korelasi antara dua variabel kuat
- 0,90 – 1,00 = menunjukkan korelasi antara dua variabel sangat kuat

HASIL DAN ANALISIS DATA :

Descriptive Statistics

	Mean	Std. Deviation	N
speaking skill	23.7586	1.97584	29
personality trait	7.8966	1.77974	29

Correlations

		speaking skill	personality trait
Pearson Correlation	speaking skill	1.000	.500
	personality trait	.500	1.000
Sig. (1-tailed)	speaking skill	.	.003
	personality trait	.003	.
N	speaking skill	29	29
	personality trait	29	29

Keterangan:

1. Sig. = 0,003 < 0,05 → Ho ditolak artinya terdapat hubungan yang signifikan antara personality trait dengan speaking skill.
2. $r_{hitung} = 0,500$; $r_{tabel} (29;5\%) = 0,367$ berarti $r_{hitung} > r_{tabel}$, maka Ho DITOLAK. Hal ini menunjukkan bahwa korelasi tersebut **SIGNIFIKAN** pada taraf 5% dan termasuk pada kriteria **Cukup** ($0,400 < r_{hitung} < 0,699$) serta arah korelasinya positif.

Semarang, 13 Nopember 2015
Ketua Jurusan Pend. Matematika,


Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
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Jl. Walisongo No. 3 - 5 Telp. (024) 7624334, 7604554 Fax. 7601295 Semarang 50185

S E R T I F I K A T

Nomor : In.06.0/R.3/PP.03.1/3177A/2011

Diberikan kepada :

Muhammad Fikri Nadeef

N a m a

N I M

: 115411027

Fak./Jur./Prodi : Fakultas Tarbiyah / Tadris Bahasa Inggris

telah mengikuti Pengenalan Akademik (OPAK) Tahun Akademik 2011/2012 dengan tema
" MENEGUHKAN KOMITMEN MAHASISWA DALAM MENGEMBAN AMANAT RAKYAT "

yang diselenggarakan oleh
LAIN Walisongo Semarang pada tanggal 08 - 12 Agustus 2011 sebagai, "PESERTA" dan dinyatakan :

L U L U S

Demikian sertifikat ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Semarang, 12 Agustus 2011



An. Rektor

Pembantu Rektor III

Prof. Dr. H. Moh. Erfan Soebahar, MA

NIP. 19560624-199703-1002



H. Hasayn Muhammad, M.Ag

NIP. 19720315-199703-1002



KEMENTERIAN AGAMA
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PIAGAM

Nomor : In.06.0/L.1/PP.06/1152/2014

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Institut Agama Islam Negeri (IAIN) Walisongo Semarang, menerangkan bahwa:

Nama : MUHAMAD FIKRI NADZIF
NIM : 113411027
Fakultas : Ilmu Tarbiyah dan Keguruan

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-63 tahun 2014 di Kabupaten Batang dengan nilai :

.....83..... (.....4,0 / A.....)

Semarang, 2 Desember 2014
A.n. Rektor,
Ketua,



Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

Eysenck Personality Questionnaire Revised-Short Form (EPQR-S)

Name : Rizky Harmiyanti
 Class : PBI-2A
 NIM : 1903096052
 Source and definition : Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck, Eysenck and Barrett is a self-reported questionnaire. Each question has a binary response 'yes' or 'no'. Each dichotomous item was scored 1 or 0, and had a maximum possible score of 12 and minimum of zero. In this questionnaire, the researchers want to measure the value of extroversion. Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences.

Answer the following questions by giving a checklist (✓) on the table "Yes" or "No" that suits to your condition.

No	Question	Yes	No
1	Are you a talkative person? (Apakah Anda termasuk orang yang suka berbicara?)		✓
2	Are you rather lively? (Apakah Anda termasuk orang yang cukup menyenangkan dalam sebuah percakapan?)	✓	
3	Do you enjoy meeting new people? (Apakah anda menikmati/senang bertemu dengan orang baru?)	✓	
4	Can you usually let yourself go and enjoy yourself at a lively gathering? (biasanya, dapatkah Anda pergi dan menikmati sebuah perkumpulan meriah?)	✓	
5	Do you usually take the initiative in making new friends? (Apakah Anda biasanya		

No	Question	Yes	No
	mengambil inisiatif dalam membuat pertemanan baru?)		✓
6	Can you easily get some life into a rather dull gathering? (Dapatkan Anda dengan mudah menikmati sebuah perkumpulan yang agak membosankan?)		✓
7	Do you tend to keep in the background on social occasions? (Apakah Anda cenderung untuk tetap berada di balik layar dari acara-acara sosial?)	✓	
8	Do you like mixing with people? (Apakah Anda suka bergaul dengan orang-orang?)		✓
9	Do you like plenty of bustle and excitement around you? (Apakah Anda menyukai banyak kesibukan dan keramaian di sekitar anda?)	✓	
10	Are you mostly quiet when you are with other people? (Apakah Anda lebih banyak diam ketika Anda dengan orang lain?)		✓
11	Do other people think of you as being very lively? (Apakah orang lain menganggap Anda sebagai orang yang menyenangkan?)	✓	
12	Can you get a gathering going? (Bisakah Anda menghadiri sebuah perkumpulan?)	✓	

Eysenck Personality Questionnaire Revised-Short Form (EPQR-S)

Name : Ummi Mukhayyaroh
 Class : PBT IIA
 NIM : 1403046019
 Source and definition : Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck, Eysenck and Barrett is a self-reported questionnaire. Each question has a binary response 'yes' or 'no'. Each dichotomous item was scored 1 or 0, and had a maximum possible score of 12 and minimum of zero. In this questionnaire, the researchers want to measure the value of extroversion. Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences.

Answer the following questions by giving a checklist (✓) on the table "Yes" or "No" that suits to your condition.

No	Question	Yes	No
1	Are you a talkative person? (Apakah Anda termasuk orang yang suka berbicara?)	✓	
2	Are you rather lively? (Apakah Anda termasuk orang yang cukup menyenangkan dalam sebuah percakapan?)	✓	
3	Do you enjoy meeting new people? (Apakah anda menikmati/senang bertemu dengan orang baru?)	✓	
4	Can you usually let yourself go and enjoy yourself at a lively gathering? (biasanya, dapatkah Anda pergi dan menikmati sebuah perkumpulan meriah?)		✓
5	Do you usually take the initiative in making new friends? (Apakah Anda biasanya	✓	

No	Question	Yes	No
	mengambil inisiatif dalam membuat pertemanan baru?)		
6	Can you easily get some life into a rather dull gathering? (Dapatkah Anda dengan mudah menikmati sebuah perkumpulan yang agak membosankan?)		✓
7	Do you tend to keep in the background on social occasions? (Apakah Anda cenderung untuk tetap berada di balik layar dari acara-acara sosial?)		✓
8	Do you like mixing with people? (Apakah Anda suka bergaul dengan orang-orang?)	✓	
9	Do you like plenty of bustle and excitement around you? (Apakah Anda menyukai banyak kesibukan dan keramaian di sekitar anda?)		✓
10	Are you mostly quiet when you are with other people? (Apakah Anda lebih banyak diam ketika Anda dengan orang lain?)	✓	
11	Do other people think of you as being very lively? (Apakah orang lain menganggap Anda sebagai orang yang menyenangkan?)	✓	
12	Can you get a gathering going? (Bisakah Anda menghadiri sebuah perkumpulan?)	✓	

**Eysenck Personality Questionnaire Revised-Short Form
(EPQR-S)**

Name : Fauzi Maulana A
Class : PBI 2B
NIM : 1403046042
Source and definition : Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck, Eysenck and Barrett is a self-reported questionnaire. Each question has a binary response 'yes' or 'no'. Each dichotomous item was scored 1 or 0, and had a maximum possible score of 12 and minimum of zero. In this questionnaire, the researchers want to measure the value of extroversion. Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences.

Answer the following questions by giving a checklist (✓) on the table "Yes" or "No" that suits to your condition.

No	Question	Yes	No
1	Are you a talkative person? (Apakah Anda termasuk orang yang suka berbicara?)	✓	
2	Are you rather lively? (Apakah Anda termasuk orang yang cukup menyenangkan dalam sebuah percakapan?)	✓	
3	Do you enjoy meeting new people? (Apakah anda menikmati/senang bertemu dengan orang baru?)	✓	
4	Can you usually let yourself go and enjoy yourself at a lively gathering? (biasanya, dapatkah Anda pergi dan menikmati sebuah perkumpulan meriah?)	✓	
5	Do you usually take the initiative in making new friends? (Apakah Anda biasanya		

No	Question	Yes	No
	mengambil inisiatif dalam membuat pertemanan baru?)		✓
6	Can you easily get some life into a rather dull gathering? (Dapatkah Anda dengan mudah menikmati sebuah perkumpulan yang agak membosankan?)		✓
7	Do you tend to keep in the background on social occasions? (Apakah Anda cenderung untuk tetap berada di balik layar dari acara-acara sosial?)	✓	
8	Do you like mixing with people? (Apakah Anda suka bergaul dengan orang-orang?)	✓	
9	Do you like plenty of bustle and excitement around you? (Apakah Anda menyukai banyak kesibukan dan keramaian di sekitar anda?)	✓	
10	Are you mostly quiet when you are with other people? (Apakah Anda lebih banyak diam ketika Anda dengan orang lain?)	✓	
11	Do other people think of you as being very lively? (Apakah orang lain menganggap Anda sebagai orang yang menyenangkan?)	✓	
12	Can you get a gathering going? (Bisakah Anda menghadiri sebuah perkumpulan?)	✓	

Eysenck Personality Questionnaire Revised-Short Form (EPQR-S)

Name : Nurhafidh Alifia H
 Class : PB.1-2B
 NIM : 1903046068

Source and definition : Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck, Eysenck and Barrett is a self-reported questionnaire. Each question has a binary response 'yes' or 'no'. Each dichotomous item was scored 1 or 0, and had a maximum possible score of 12 and minimum of zero. In this questionnaire, the researchers want to measure the value of extroversion. Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences.

Answer the following questions by giving a checklist (✓) on the table "Yes" or "No" that suits to your condition.

No	Question	Yes	No
1	Are you a talkative person? (Apakah Anda termasuk orang yang suka berbicara?)	✓	
2	Are you rather lively? (Apakah Anda termasuk orang yang cukup menyenangkan dalam sebuah percakapan?)	✓	
3	Do you enjoy meeting new people? (Apakah anda menikmati/senang bertemu dengan orang baru?)	✓	
4	Can you usually let yourself go and enjoy yourself at a lively gathering? (biasanya, dapatkah Anda pergi dan menikmati sebuah perkumpulan meriah?)	✓	
5	Do you usually take the initiative in making new friends? (Apakah Anda biasanya	✓	

No	Question	Yes	No
	mengambil inisiatif dalam membuat pertemanan baru?)		<input checked="" type="checkbox"/>
6	Can you easily get some life into a rather dull gathering? (Dapatkah Anda dengan mudah menikmati sebuah perkumpulan yang agak membosankan?)		<input checked="" type="checkbox"/>
7	Do you tend to keep in the background on social occasions? (Apakah Anda cenderung untuk tetap berada di balik layar dari acara-acara sosial?)	<input checked="" type="checkbox"/>	
8	Do you like mixing with people? (Apakah Anda suka bergaul dengan orang-orang?)	<input checked="" type="checkbox"/>	
9	Do you like plenty of bustle and excitement around you? (Apakah Anda menyukai banyak kesibukan dan keramaian di sekitar anda?)	<input checked="" type="checkbox"/>	
10	Are you mostly quiet when you are with other people? (Apakah Anda lebih banyak diam ketika Anda dengan orang lain?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	Do other people think of you as being very lively? (Apakah orang lain menganggap Anda sebagai orang yang menyenangkan?)	<input checked="" type="checkbox"/>	
12	Can you get a gathering going? (Bisakah Anda menghadiri sebuah perkumpulan?)	<input checked="" type="checkbox"/>	

**Eysenck Personality Questionnaire Revised-Short Form
(EPQR-S)**

Name : Husen
 Class : TBI 2A
 NIM : 403046004
 Source and definition : Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck, Eysenck and Barrett is a self-reported questionnaire. Each question has a binary response 'yes' or 'no'. Each dichotomous item was scored 1 or 0, and had a maximum possible score of 12 and minimum of zero. In this questionnaire, the researchers want to measure the value of extroversion. Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences.

Answer the following questions by giving a checklist (√) on the table "Yes" or "No" that suits to your condition.

No	Question	Yes	No
1	Are you a talkative person? (Apakah Anda termasuk orang yang suka berbicara?)	√	
2	Are you rather lively? (Apakah Anda termasuk orang yang cukup menyenangkan dalam sebuah percakapan?)		
3	Do you enjoy meeting new people? (Apakah anda menikmati/senang bertemu dengan orang baru?)	√	
4	Can you usually let yourself go and enjoy yourself at a lively gathering? (biasanya, dapatkan Anda pergi dan menikmati sebuah perkumpulan meriah?)	√	
5	Do you usually take the initiative in making new friends? (Apakah Anda biasanya		

No	Question	Yes	No
	mengambil inisiatif dalam membuat pertemanan baru?)	✓	
6	Can you easily get some life into a rather dull gathering? (Dapatkah Anda dengan mudah menikmati sebuah perkumpulan yang agak membosankan?)		✓
7	Do you tend to keep in the background on social occasions? (Apakah Anda cenderung untuk tetap berada di balik layar dari acara-acara sosial?)		✓
8	Do you like mixing with people? (Apakah Anda suka bergaul dengan orang-orang?)	✓	
9	Do you like plenty of bustle and excitement around you? (Apakah Anda menyukai banyak kesibukan dan keramaian di sekitar anda?)	✓	
10	Are you mostly quiet when you are with other people? (Apakah Anda lebih banyak diam ketika Anda dengan orang lain?)		✓
11	Do other people think of you as being very lively? (Apakah orang lain menganggap Anda sebagai orang yang menyenangkan?)	✓	
12	Can you get a gathering going? (Bisakah Anda menghadiri sebuah perkumpulan?)	✓	

CURRICULUM VITAE

A. Personal Identity

1. Complete Name : Muhamad Fikri Nadzif
2. Place & time of birth : Grobogan, Januari 13rd 1994
3. Address : Rowosari, Rt.03/04, Gubug, Grobogan
- Phone Number : 085741097628
- Email : fnadzif@gmail.com

B. Educational Background

1. Formal Education:
 - a. TK Nusantara in the academic year of 1998 – 1999
 - b. SDN 03 Brabo in the academic year of 1999 – 2005
 - c. MTs Tajul Ulum in the academic year of 2005 – 2008
 - d. MA Tajul Ulum in the academic year of 2008 – 2011
 - e. UIN Walisongo Semarang in the academic year of 2011 – 2015.

C. Organization Experience

- a. Member of Tarbiyah Library Club (TLC) UIN Walisongo Semarang
- b. Lembaga Pers Mahasiswa (LPM) Edukasi.

Semarang, 18 October 2015

Muhamad Fikri Nadzif
NIM: 113411027