

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III RESEARCH METHOD

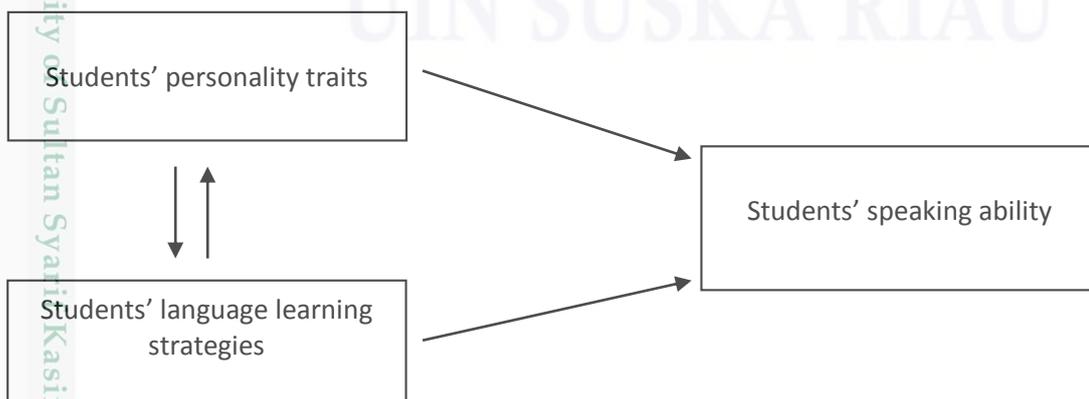
### III. 1. RESEARCH DESIGN

The design of this research was categorized into a correlational research. In this research, the researcher investigated the influence of personality traits and language learning strategy of the students towards their speaking skill. This research consisted of three variables. The first variable was personality traits as independent variable and it obtained from a set of questionnaires of NEO-FFI. The second variable was a language learning strategy as the second independent variable and it measured by a set of questionnaires of SILL. While, speaking ability as a variable which was influenced by those two variables was measured by giving one of speaking test in form oral interview.

The independent variable was at a variable which influences the dependent variable, and the dependent variable was as a variable which was influenced by the independent variable. The diagrams below are the design of the research:

**Table III. 1**

**Research design diagram**



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### III. 2. POPULATION AND SAMPLE

Population refers to the establishment of boundary conditions that specify who should be included in or excluded from the population (Tuckman; 1978). In another opinion, population was defined as all members of any well-defined class of people, event, or object (Singh, Fook, Sidhu; 2006). The population of the research was the second level student of Psychology, Faculty of Language Development Center UIN SUSKA Riau. This level consisted of 4 classes. The total number of students was 124 students.

The sample is a representative group of all populations to serve as respondents. Based on the number of population, the sample in this research was 124 students. The sample was part of the numeral and characteristics possessed by the population (Sugiyono, 2012, p. 81). A total sample of this research was 140 students or respondents in 2011-2012 academic years.

In the decision of sampling technique, this research used total sampling. Sugiyono (2012), total sampling is a sampling technique where the number of samples equal to the population (p. 85). It was chosen this technique because to decrease the biased sample, moreover, this technique represents the population. In determining sample is total sampling technique.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III. 2**  
**The Population of the Second Level Student of**  
**Language Development Center UIN SUSKA Riau**

No	Class	Population			Total Sample
		Female	Male	Total	
1	PB 19	18	11	29	124
2	PB 20	19	13	32	
3	PB 25	14	16	30	
4	PB 26	20	13	33	
Total		71	53	124	124

Based on a sample of the research table III.2, the sample of this research was taken from all classes of the second level students of Psychology Faculty students of Language Development Center UIN SUSKA Riau. Therefore, the total sample of this research was 124 students.

### III. 3. INSTRUMENT

- a. NEO Five Factor Inventory (NEO-FFI) by Paul T Costa, Jr and Robert R. McCrae

The current dominant framework for studying personality was the Five Factor Model (Costa & McCrae, 1992), which contains the following five domains that explain personality the most: neuroticism, openness to experience, conscientiousness, extraversion, and agreeableness (McAdams, 1994; Marshall et al., 1994; Paunonen & Ashton, 2001; Wiggins & Trapnell, 1997). These five broad domains provides a

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

parsimonious yet reasonably comprehensive representation of personality (Costa & McCrae, 1992).

Neuroticism was the tendency to experience negative affect and emotional distress. Extraversion is the disposition toward positive emotions, sociability and excitement. Openness to experience is characterized by a willingness to entertain new ideas and unconventional values. Agreeableness was the inclination to be agreeable and altruistic. Finally, conscientiousness was the temperament of a strong-willed, determined and organized individual. Currently, the dominant measure used to assess personality is the 240-item NEO-PI-R, which is based on the FFM and assesses the five personality domains (neuroticism, openness, conscientiousness, extraversion, and agreeableness).

- b. Questionnaires of Strategy Inventory of Language Learning (SILL) by Rebecca L Oxford.

According to Chamot, the most frequent and efficient method for identifying students' learning strategies was through questionnaires. Then, according to Tuckman (1978) language learning strategy used was examined in terms of memory, cognitive, compensation, metacognitive, affective, and social strategies. The instrument used in this study was Strategy Inventory for Language Learning (SILL). SILL questionnaire ESL/EFL Version 7.0 (Oxford, 1989) measures the type (memory, cognitive, compensation, metacognitive, affective, and social) and frequency of strategy use.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

This instrument has been used extensively to collect data on large numbers of mostly foreign language learners. The *SILL* is a standardized measure with versions for students of a variety of languages, and as such can be used to collect and analyze information about large numbers of language learners. It has also been used in studies that correlate strategy use with variables such as learning styles, gender, proficiency level, and culture.

The *SILL* was use a choice of five Likert-scale responses for each strategy described: never or almost never true of me, generally not true of me, somewhat true of me, generally true of me, and always or almost always true of me. The *SILL* response options were based on the widely used and well accepted response options of the Learning and Study Strategies Inventory described by Weinstein et al. (1987). On the *SILL*, learners are asked to indicate their response (1, 2, 3, 4, or 5) to a strategy description, such as "I try to find patterns in English" or "I plan my schedule so I will have enough time to study English".

The *SILL* questionnaires have been used by many researchers to investigate about language learning strategy, such as a research by Hsin-Hui Chang entitled the relationship between EM/IM and language learning strategy among college students of English in Taiwan. Then, a research by Mohammed Ashour Jhaish entitled "The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University".

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In this research, all items of SILL were taken from SILL by Oxford. Especially for items number 46 and 48, it was changed the words “*English speaker*” to *teacher/ instructor of English*”. It was changed to fit with the condition in the school. The revision can be seen in the following statement:

Items :

46. I ask *English speaker* to correct me when I speak (original statement)
46. I ask *English teacher/instructors* to correct me when I speak (revised statement)
48. I ask for help from *English speaker* (original statement)
48. I ask for help from English *teacher/instructors* (revised statement)

Example of instrument of SILL by Oxford.

Statements	Always	Usually	Sometimes	Rarely	Never
To understand unfamiliar English words, I use guesses. Saya menggunakan guessing (mengira-ngira makna) Untuk memahami kosakata					
When I can't think of a word during a conversation in English, I use gestures. Saya menggunakan gesture (gerak tubuh) dalam pembicaraan ketika saya tidak tahu kosakata B.inggris yang sebenarnya.					
I plan my schedule so I will have enough time to study. Saya merencanakan jadwal untuk belajar					
I look for people I can talk to in English. Saya mencari teman yang bisa di ajak berbicara dalam B.iInggris					

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## Validity and Reliability questionnaire

## 1) NEO-FFI

Costa and McCrae reported on the NEO manual research findings regarding the convergent and discriminant validity of the inventory. Examples of these findings include the following:

- For the Myers-Briggs Type Indicator, Introversion is correlated with the NEO facet Warmth at  $-0.61$ , and with the NEO facet Gregariousness at  $-0.59$ . Intuition is correlated with the NEO facet Fantasy at  $0.43$  and with the NEO facet Aesthetics at  $0.56$ . The feeling is correlated with the NEO facet Tender-mindedness at  $0.39$ .
- For the Self-Directed Search (a personality inventory developed by John L. Holland for careers work), Artistic is correlated with the NEO facet Aesthetic at  $0.56$ , Investigative is correlated with the NEO facet Ideas at  $0.43$ , and Social is correlated with the NEO facet Tender-mindedness at  $0.36$ .

A number of studies evaluated the criterion validity of the NEO. For example, Conard (2005) found that Conscientiousness significantly predicted the GPA of college students, over and above using SAT scores alone. In a study conducted in Seville, Spain, Cano-Garcia and his colleagues (2005) found that, using a Spanish version of the inventory, dimensions of the NEO correlated with teacher burnout. Neuroticism was related to the "emotional exhaustion" dimension of burnout, and Agreeableness, with the

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

"personal accomplishment" burnout dimension. Finally, Korukonda (2007) found that Neuroticism was positively related to computer anxiety; Openness and Agreeableness were negatively related to computer anxiety.

The internal consistency of the NEO scales was assessed on 1,539 individuals. The internal consistency of the NEO PI-R was high, at: N = .92, E = .89, O = .87, A = .86, C = .90. The internal consistency of the facet scales ranged from .56 to .81. The internal consistency of the NEO PI-3 was consistent with that of the NEO PI-R, with  $\alpha$  ranging from .89 to .93 for the five domains. Internal consistency coefficients from the facets, with each facet scale comprising fewer items than each of the Big Five scales, were necessarily smaller, ranging from .54 to .83.

For the NEO FFI (the 60 item domain only version) the internal consistencies reported in the manual were: N = .79, E = .79, O = .80, A = .75, C = .83. In the literature, the NEO FFI is used more often, with investigators using the NEO PI-R usually uses the items from just the domains they are interested in. Sherry et al. (2007) found internal consistencies for the FFI to be as follows: N = .85, E = .80, O = .68, A = .75, C = .83.

The NEO has been translated into many languages. The internal consistency coefficients of the domain scores of a translation of the NEO that has been used in the Philippines are satisfactory. The alphas

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

for the domain scores range from .78 to .90, with facet alphas having a median of .61. Observer-ratings NEO PI-R data from 49 different cultures was used as criterion in a recent study, which tested whether individuals' perceptions of the "national character" of a culture accurately reflected the personality of the members of that culture (it did not).

The test-retest reliability of the NEO PI-R has also been found to be satisfactory. The test-retest reliability of an early version of the NEO after 3 months was: N = .87, E = .91, O = .86. The test-retest reliability for over 6 years, as reported in the NEO PI-R manual, was the following: N = .83, E = .82, O = .83, A = .63, C = .79. Costa and McCrae pointed out that these findings not only demonstrate good reliability of the domain scores, but also their stability (among individuals over the age of 30). Scores measured six years apart varied only marginally more than scores measured a few months apart.

The psychometric properties of the NEO PI-R scales have been found to generalize across ages, cultures, and methods of measurement.

## Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III. 3**  
**Blue Print of Personality Traits**

No	Personality Domains	Indicators	Items
1	Extroversion	a. Positive Affect b. Sociability c. Activity	7, 12*, 37, 42* 2, 17, 27*, 57* 22, 32, 47, 52
2	Agreeableness	a. Nonantagonistic Orientation b. Prosocial Orientation	9*, 14*, 19, 24*, 29*, 44*, 54*, 59* 4, 34, 39*, 49
3	Conscientiousness	a. Orderliness b. Goal-Striving c. Dependability	5, 10, 15*, 30*, 55* 25, 35, 60 20, 40, 45*, 50
4	Neuroticism	a. Negative Affect b. Self-Reproach	1*, 11, 16*, 31*, 46* 6, 21, 26, 36, 41, 51, 56
5	Openness	a. Aesthetic Interests b. Intellectual Interests c. Unconventionality	13, 23*, 43 48*, 53, 58 3*, 8*, 18*, 38*

\* indicates reverse keyed item

## 2) SILL

The *SILL* was a standardized measure with versions for students of a variety of languages, and as such can be used to collect and analyze information about large numbers of language learners. The reliability and validity of this questionnaire have been analyzed, the statement as follows:

Reliability refers to the degree of precision or accuracy of scores on an instrument. In the case of the *SILL*, Cronbach alpha, a measure of internal consistency, was chosen as the most appropriate reliability index. A Cronbach alpha reliability coefficient is used for continuous data such as the Likert-type scale in the *SILL*. Though the current ESL/EFL *SILL* was constructed using six subscales, reliability of the *SILL* is determined with the whole instruments. In general, the

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ESL/EFL SILL reliabilities have been high. These reliabilities are similar to those--.91-.95--found for the 80-item foreign language SILL has given in the native language of the respondent; see Oxford, 1986; Oxford and Nyikos, 1989; Wildner-Bassett, 1992a; Bedell, 1993; Nyikos and Oxford, 1993; Oxford and Burry, 1993.). Slightly lower but still very acceptable reliabilities are found for the ESL/EFL SILL when it is not administered in the native language of the respondents but is given in English instead. Thus, the reliability of the ESL/EFL SILL goes down, but not greatly, however, these reliabilities are very respectable, and the SILL can be administered in the respondent's native language or a foreign or second language (Oxford, 1995)

Validity refers to the degree to which an instrument measures what it purports to measure. Several bases exist for validity: content validity, criterion-related validity, and construct validity. The content validity of the SILL is very high. Two strategy experts matched the SILL items with agreement at .99 against entries in a comprehensive language learning strategy, taxonomy, which itself was built from a detailed blueprint of a range of over 200 possible strategy types (for complete details see Oxford, 1986).

## c. Interview

In this research, the speaking test given was an interview. The interview was a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

from the interviewee. Students were given several common topics related to their lesson on language center, for example: job and responsibility, family, shopping, friends, etc. Here, interview just played the role as technique in acquiring the data. While interviewing, the interviewee recorded it and then hand it over to rater to assess it.

### III.4. DATA COLLECTION TECHNIQUE

There were two kinds of data collection technique in getting the data in this research. The first was a questionnaire, the second was interview. Questionnaires were used to determine students' personality traits and students' language strategies in learning English especially speaking. To ease the respondents in understanding the questionnaire, the researcher translated into Bahasa, because the goal of using questionnaire is just to find out their personality type.

According to Chamot, the most frequent and efficient method for identifying students' learning strategies was through questionnaires. And then, according to Tuckman (1978) questionnaire is used by researchers to convert into data the information directly given by a person (subject). By providing access to what is inside a person's head, this approach makes it possible to measure what people know (knowledge or information). Questionnaire can also be used to discover what experiences have taken place (biography) and what is occurring at the present. The data of questionnaires can be transformed into numbers or quantitative data by using the attitude scaling or rating scale.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### a. Validity

Validity was the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment (Groulund: 1998). Validity consists of four types. They are predictive validity, concurrent validity, construct validity and content validity or test appropriateness (Tucman: 1978).

Predicted validity can be obtained by relating test performance to subsequent performance on the related criterion.

Construct validity was established by relating a presumed measure of a construct or hypothetical quantity with some behavior or manifestation that it is hypnotized to underlined.

### b. Reliability

Test reliability means that a test was consistent (Tuckman: 1978).

There were four approaches for determining reliability: test-retest, alternate-forms reliability, split-half reliability, and Kuder-Richardson reliability.

Speaking skill was taken from the student score based on their speaking test given by the researcher. This test result was recorded and given to professional rater to determine the level of student speaking skill through Arthur Hughes table. He says that there are some components that should be considered to score speaking skill; they are accent, grammar, vocabulary, fluency, and comprehension. He describes the ratings as follows:

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## a. Accent

**Table III. 4**  
**Accent**

Category	Requirement
6	Native pronunciation, with no trace of “foreign accent.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
3	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## b. Grammar

**Table III. 5**  
**Grammar**

Category	Requirement
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inaccurate expert in stock phrases.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## c. Vocabulary

Table III. 6

## Vocabulary

Category	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest: general vocabulary permits discussions of any non-technical subject with some circumlocutions..
3	Choice of words sometime inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for even the simplest conversations.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## d. Fluency

**Table III. 7**  
**Fluency**

Category	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker's
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven expert for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## e. Comprehension

**Table III. 8**  
**Comprehension**

Category	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understanding quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing.
3	Understanding careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understands little for the simple types of conversations.

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The speaking ability was scored by counting five qualities above and each component had scored or level. Each component had the highest score 20 and the highest of the teacher ' score was 100. The specification of the test is as follows:

**Table III. 9**  
**Assessment Aspects of Speaking Ability**

No	Aspects Assessed	Score					
		1	2	3	4	5	6
1	Accent					For native speaker only	
2	Grammar						
3	Vocabulary						
4	Fluency						
5	Comprehension						
Total							
Maximum Score		20					

Explanation of score:

- 1 = incompetent
- 2 = competent enough
- 3 = competent
- 4 = very competent

### III. 4. DATA ANALYSIS TECHNIQUE

To find out the mean, standard deviation, frequency of percentages and significant influence of personality traits and language learning strategies toward student' speaking skill, it used the Pearson product moment and multiple regression analysis calculated by SPSS 20.