

**THE CORRELATION BETWEEN EXTROVERT-INTROVERT
PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS'
SPEAKING PERFORMACE AT MAN 3 PEKANBARU**

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BY

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PEKANBARU

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PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS'
SPEAKING PERFORMANCE AT MAN 3 PEKANBARU**



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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
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**DEPARTMENT OF ENGLISH EDUCATION
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Pekanbaru, 16 Desember, 2022

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ABSTRACT

Asmarani Saefiya, (2023): The Correlation between Extrovert-Introvert Personality Trait and the First Grade Students' Speaking Performance at MAN 3 Pekanbaru

The purpose of this study was to find out the significant correlation between the extrovert-introvert personality trait and their speaking performance at the first grade students of MAN 3 Pekanbaru. This research used quantitative method with correlational research. The target population of this study was the first grade of students at MAN 3 Pekanbaru. The researcher used lottery in doing cluster sampling to choose 1 from 7 classes to be the sample of this research. The sample was class X Science 1 which consisted of 32 students. In this research, for collecting the data the researcher used questionnaire and test. The researcher distributed the questionnaire to the respondents in order to determine extrovert and introvert students, which consisted of 24 questions developed from indicators of extrovert and introvert and the questions adopted from Eysenck Personality Inventory. Then, the researcher used an oral test to know students' speaking performance. The researcher used correlation coefficient of pearson product moment through SPSS 21.0 to analyze the data. Based on the data, the hypotheses H_a was accepted and H_o was rejected. So, it can be concluded that there is a Significant Correlation between Extrovert-Introvert Personality Trait and the First Grade Students' Speaking Performance at MAN 3 Pekanbaru.

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ABSTRAK

Asmarani Saefiya, (2023): Hubungan antara sifat kepribadian ekstrovert introvert dan penampilan berbicara kelas 1 di MAN 3 Pekanbaru.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan yang signifikan antara sifat kepribadian ekstrovert introvert dan kemampuan berbicara mereka pada siswa kelas 1 MAN 3 Pekanbaru. Penelitian ini menggunakan metode kuantitatif dengan penelitian korelasional. Populasi sasaran penelitian ini adalah siswa kelas 1 MAN 3 Pekanbaru. Peneliti menggunakan undian dalam melakukan cluster sampling untuk memilih 1 dari 7 kelas yang menjadi sampel penelitian ini. Sampel penelitian ini adalah siswa kelas X IPA 1 yang berjumlah 32 siswa. Dalam penelitian ini pengumpulan data menggunakan angket dan tes. Peneliti membagikan kuesioner kepada responden untuk menentukan siswa ekstrovert dan introvert, yang terdiri dari 24 pertanyaan yang dikembangkan dari indikator ekstrovert dan introvert dan pertanyaan yang diadopsi dari Eysenck Personality Inventory. Kemudian, peneliti menggunakan tes lisan untuk mengetahui kemampuan berbicara siswa. Peneliti menggunakan koefisien korelasi pearson product moment melalui SPSS 21.0 untuk menganalisis data. Berdasarkan data tersebut, hipotesis Ha diterima dan Ho ditolak. Jadi, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara sifat kepribadian ekstrovert-introvert dengan performa berbicara siswa kelas satu di MAN 3 Pekanbaru.

ملخص

أسماراني صافية، (٢٠٢٣): العلاقة بين سمات الشخصية الانطوائية والمنفتحة وأداء الكلام في الصف الأول في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو

الغرض من هذه الدراسة هو تحديد العلاقة المهمة بين سمات الشخصية الانطوائية المنفتحة ومهارة الكلام لدى تلاميذ الصف الأول من المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو. تستخدم هذه الدراسة الأساليب الكمية مع البحث الارتباطي. كان السكان المستهدفون في هذه الدراسة هم تلاميذ الصف الأول في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو. استخدمت الباحثة اليانصيب في إجراء أخذ العينات العنقودية لاختيار ١ من ٧ صفوف أصبحت عينة هذه الدراسة. عينة هذه الدراسة من تلاميذ الصف ١٠ لقسم العلوم الطبيعية ١، وعددهم الإجمالي ٣٢ تلميذاً. في هذه الدراسة، تم جمع البيانات باستخدام الاستبيانات والاختبارات. قامت الباحثة بتوزيع استبيانات على المستجيبين لتحديد التلاميذ المنفتحين والانطوائيين، والتي تتكون من ٢٤ سؤالاً تم تطويرها من مؤشرات وأسئلة منفتحة ومنطوية تم تبنيها من قائمة حرد شخصية إنسنك. ثم استخدمت الباحثة الاختبار الشفهي لتحديد مهارة كلام التلاميذ. استخدمت الباحثة معامل ارتباط ضرب العزوم لبيرسون عبر برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢١ لتحليل البيانات. بناءً على هذه البيانات، يتم قبول الفرضية البديلة ورفض الفرضية المبدئية. لذلك، يمكن أن نستنتج أن هناك علاقة كبيرة بين سمات الشخصية الانطوائية والمنفتحة وأداء الكلام في الصف الأول في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو.

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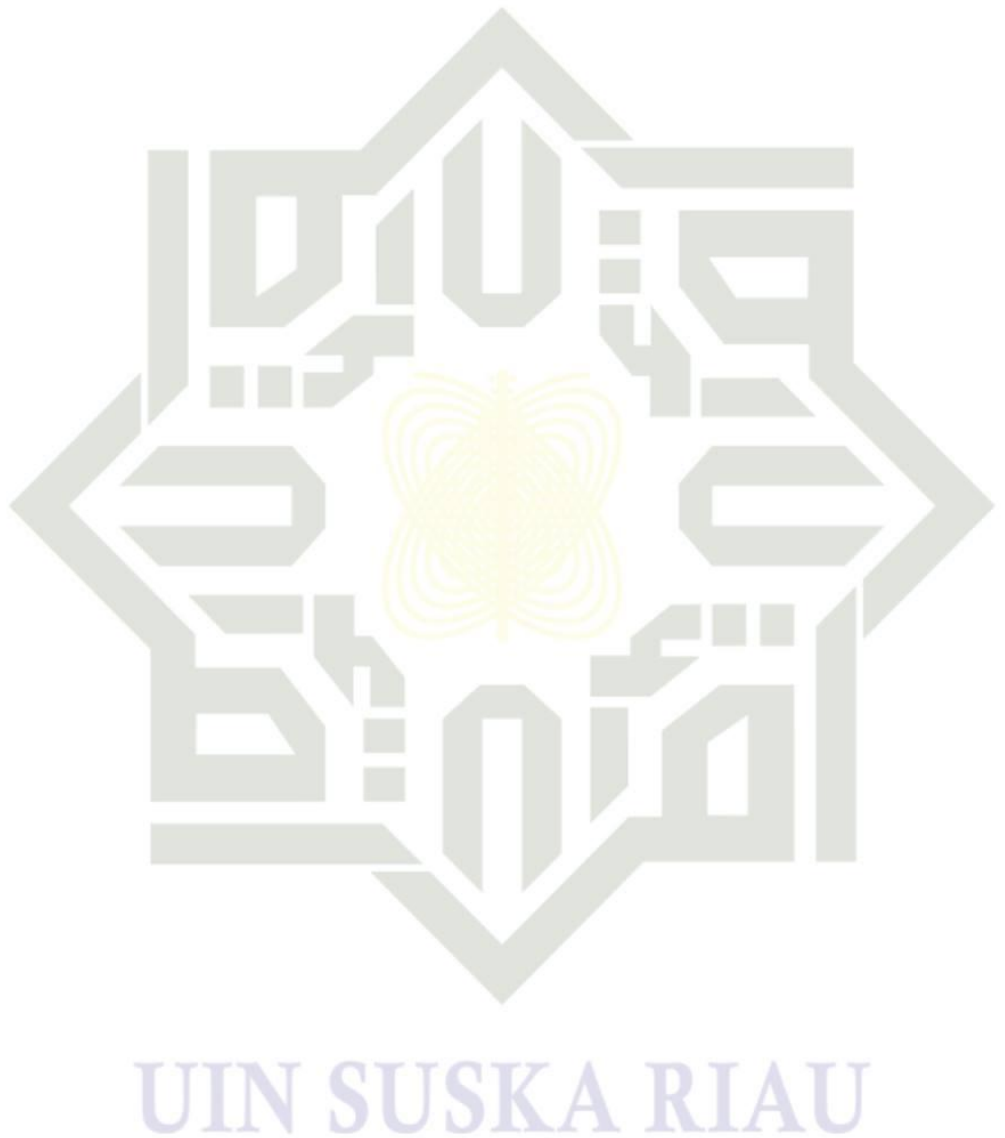
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CHAPTER I INTRODUCTION

A. The Background of the Problem

Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary. The beginner, speaking exercise is difficult to try. Naturally, they feel confused about the rule, like grammar, vocabulary, pronunciation, and fluency. Some students are afraid of being active in speaking. This phenomenon makes many students get low scores in English. There were some factors that influence speaking ability. Some students usually get difficulties in speaking. On the other hand, some students were active in speaking in their classroom. One of the causes of those problems related to personality. Many factors influence success in speaking performance. Some of them are; age, gender, intelligence, motivation, language aptitude, preferred learning styles and strategies and the learners attitudes and beliefs. One of the main factors is also personality. Two personality traits whose impact on speaking performance has been the most frequently examined are extrovert and introvert.

According to Schustack et al(2020) Personality is everything characteristics which can affect characteristic especially the way of thinking, feeling even behaving of someone. Personality is the supreme realization of the innate idiosyncrasy of a living being and according to the attitude of individuals, there are extrovert and introvert groups of students. According to Hogan in Rahayu (2020) “the dimension of extrovert as sociability, likability,

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adjustment, prudence, and intellect.” Basically, an extrovert is a person who is energized by being around other people. This is the opposite of an introvert who is energized by being alone. Extroverts tend to “fade” when alone and can easily become bored without other people around. According to Richard and Schmidt in Rahayu (2020) the characteristic of introverts are people who tend to avoid social contact with others and are often preoccupied with their feelings, thoughts, and experience. But, remember this is not mean anti-social, to be alone with their thoughts is a restorative as sleeping or as nourishing as eating.

Based on the explanation above it can be seen that introvert students are close learners. They usually do not like work with other or prefer to something by their own, difficult to express their idea, feeling lost if they stand in around people and they do not like to show up themselves in public. They do not take an action unless they get ready to think and prepare. But this entire characteristic of introvert is not meaning that they are social loss.

In order to find out whether the extrovert students are better or not in performance than introvert students, the researcher chose MAN 3 Pekanbaru as the place for conducting this research. MAN 3 Pekanbaru is one of senior high schools in Pekanbaru. English is served as a compulsory subject that is taught twice a week, with 90 minutes for each meeting which means 180 minutes in a week. English is taught by having a guide to 2013 curriculum where the passing grade is 80. At the school, based on this curriculum, the speaking skill is implemented in the dialog method and giving a speech. The

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students are expected to achieve better performance, which is to be able to make dialog and practice, to understand expression appropriate to the context and others. The rated aspects of speaking performance are pronunciation, clarity, accuracy, performance skill and fluency.

However, based on the researcher's preliminary study at the school on Monday 14 February 2022, interviewing the English teacher to know how the difference between students' speaking performance and their personality is. As a result, the students who were talkative and outgoing in communication were better than the others. Some of the students enjoyed delivering a speech in front of the classroom. Some of the students were willing and easy to express their opinion. Some of the students were shy to express their opinion. Some of the students were not confident while delivering a speech in front of the classroom. According to the explanation above, the phenomena can be seen from the symptoms such as some of the students enjoyed delivering a speech in front of the classroom. Some of the students were willing and easy to express their opinion. Some of the students were shy to express their opinion. Some of the students were not confident while delivering a speech in front of the classroom.

Based on the explanation and the problem experienced by the students above, the researcher was interested in conducting a research entitled: **“The Correlation between Extrovert-Introvert Personality Trait and the Frist Grade Students' Speaking Perfomance At MAN 3 Pekanbaru”**



B. The Problem

1. The identification of the problem
 - a. Some of the students enjoyed delivering a speech in front of the classroom.
 - b. Some of the students were willing and easy to express their opinion.
 - c. Some of the students were shy to express their opinion.
 - d. Some of the students were not confident while delivering a speech in front of the classroom.

2. The limitation of the problem

After identifying the problem of this research, the researcher limited and focused on this research problem on The Correlation between Extrovert-Introvert Personality Trait and the First Grade Students' Speaking Performance.

3. The formulation of the problem

Based on the problem above, the researcher formulated the problem in the following question :

- a. How is the extrovert-introvert personality trait at the First grade students of MAN 3 Pekanbaru?
- b. How is the students' speaking performance at the First grade students of MAN 3 Pekanbaru?
- c. Is there any significant correlation between the extrovert introvert personality trait and their speaking performance at the First grade students of MAN 3 Pekanbaru?

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C. The Objectives and Significance of the Research

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1. The Objectives of the Research

- a. To find out the extrovert-introvert personality trait at the First Grade students of MAN 3 Pekanbaru
- b. To find out the students' speaking performance at the First Grade students of MAN 3 Pekanbaru
- c. To find out the correlation between extrovert introvert personality trait and their speaking performance at the First grade students of MAN 3 Pekanbaru

2. Significance of the Research

- a. This research hopefully will provide more theories for further research in correlation between students' extrovert introvert personality and their speaking performance
- b. Hopefully, this research can be useful
- c. This research result can be used as information for the teachers about the correlation between students extrovert introvert personality and their speaking performance. The teachers can find good strategies to teach speaking in English, so that all of the students can be comfortable in the classroom and achieve good result.
- d. The result of this research hopefully will motivate the students to become better in English speaking by learning and practicing which are appropriate with their personality.

D. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the researcher to explain the term used.

1. Extrovert

According to Hogan in Selvianita (2020) “the dimension of extrovert as sociability, likability, adjustment, prudence, and intellect.” Basically, an extrovert is a person who is energized by being around other people. This is the opposite of an introvert who is energized by being alone. Extroverts tend to “fade” when alone and can easily become bored without other people around. It could be said that extrovert person tends to enjoy interaction with other, enthusiastic, talkative, assertive and gregarious.

2. Introvert

According to Brown (2000), introvert is a person who derives a sense of wholeness fulfillment apart from a reflection of the self from other people. In other words, an introvert tends to remain “in” oneself. In this research, introvert means people that calm, quiet, focus in what happening in their own thought, they get energy by spending time alone and they avoid joining in a group discussion.

3. Speaking Performance

According to Brown (2000), speaking is an interactive process of constructing the meaning that involves producing, receiving, and

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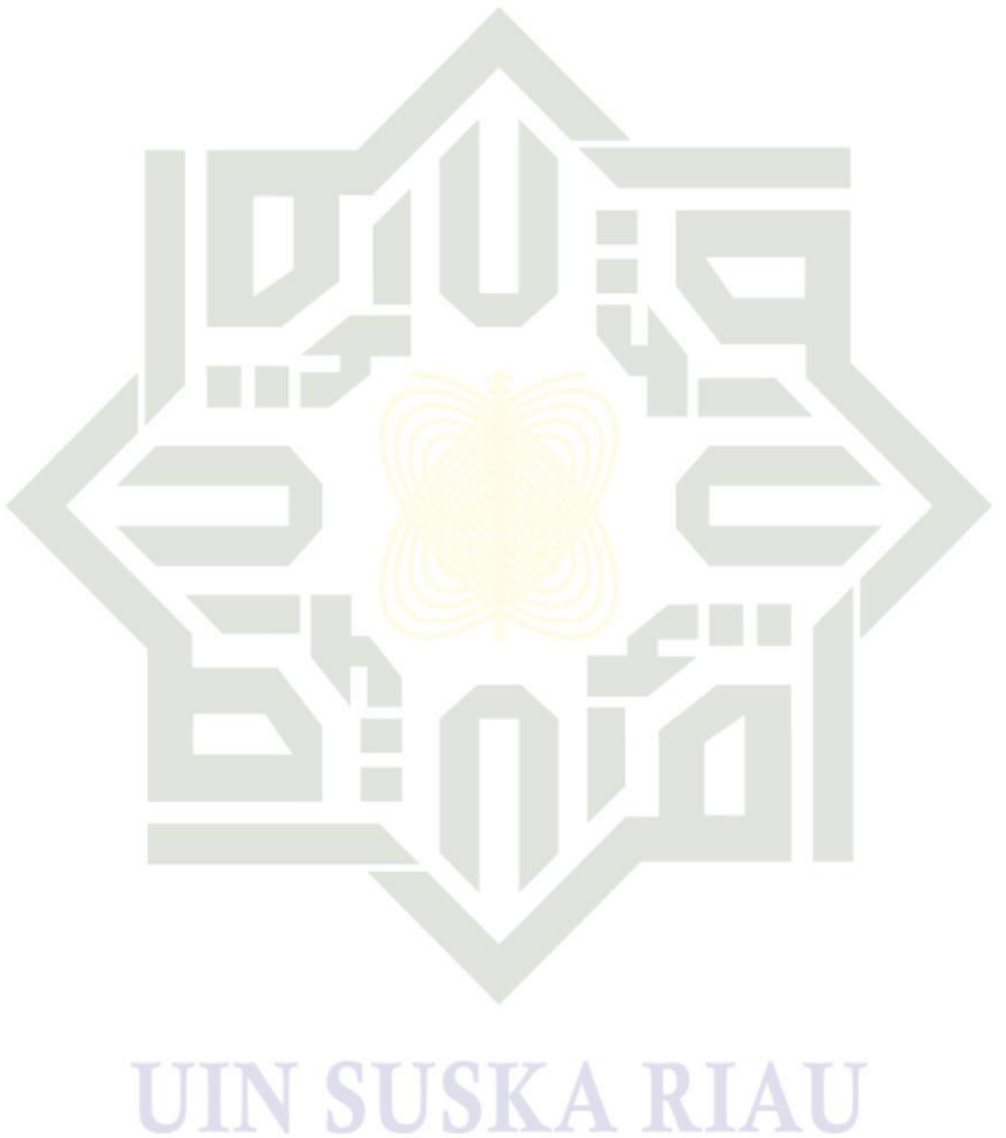
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processing information and Performance. So, in this research, speaking performance is an oral communication requires the ability to use the language appropriately in social interaction that involves verbal communication.



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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Theoretical Framework

1. Speaking Performance

a. The Nature of Speaking

Speaking is one of the skills of English language teaching and learning. In language teaching and learning itself, many definitions of speaking have been made regarding some experts. According to Nunan (1991) speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Moreover, Brown (1994) define speaking as an interactive process of Constructing meaning that involves producing, receiving, and processing information.

Furthermore, in language teaching and learning, speaking is considered as the ability to be practiced and mastered. Nunan (2003) puts it that speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. Finally, based on the definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language.

b. The Nature of Performance

Richard and Schmidt (2010) say that “performance is a person’s actual use of language. A difference is made between a person’s

knowledge of a language (competence) and how a person uses this knowledge in producing and understanding sentences (performance)”. In the context of English, performance is activities done in oral communication. According to Brown (2004), the activities in English classroom can be divided into 5 types, such as; imitative, intensive, responsive, interactive, and extensive (monologue).

Richard and Schmidt (2010) also state that there is also a somewhat different way of using the term “performance”. In using language, people often make errors. These may be due to performance factors such as fatigue, lack of attention, excitement, nervousness. Their actual use of language on a particular occasion may not reflect their competence. The errors they make are described as examples of performance. Chomsky in Carlson (2004) represents that performance is the specific of knowledge in speech situation. The knowledge in Chomsky’s theory can be categorized as grammar and language itself. Most of people think that correct grammar in speaking is one of the stressing tasks. In conclusion, speaking performance is an oral communication that requires the ability to use the language appropriately that also involves not only verbal communication but also involves gesture, body language and expression.

c. Types of Speaking Performance

According to Brown (2004) there are 5 basic types of classroom speaking performance, they are:

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1) Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

2) Intensive

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

3) Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

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4) Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role plays, games, discussions.

5) Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

d. Aspects of Speaking Performance

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students'

speaking performance is expected to be good because they have learned English since some years before and they will have many performances related to oral skill. It is difficult for them to fulfill some aspects of speaking performance. Brown (2001) states that grammar, vocabulary, comprehension, fluency, and pronunciation are the aspects in speaking. The aspects of speaking performance included:

The first component is Grammar. Students must have proficiency in grammar. It because grammar is necessary for students to arrange the right phrase in a conversation. There are sixteen tenses and every tense has a different situation and time. Grammar is a system of rules governing the conventional arrangement and relationship of words in sentences by using the correct grammar the listener will know when the action happens, where the action takes place, who is the audience, who is the speaker etc.

The second component is vocabulary. Students need lots of vocabulary in order to communicate effectively. Moreover, students should be taught the language component. They have to know what the words mean and how they are used. Which means they need a lot of vocabulary. Vocabulary includes using the 17 word correctly and appropriately. If students have a lot of vocabulary, they can express their thoughts on communication with others.

The third is comprehension. Comprehension is about how students can communicate the content of the information when they

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speak. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something through a reasonable understanding of the topic or knowledge of what a situation is really like.

Next, fluency is about the ability of students to speak fluently and make the listeners will able to understand the message. Next, pronunciation. The students should know and articulate the words clearly in order to keep communication successfully and avoid misunderstanding. To make our communication accepted by our listeners. It is better for us to pronoun the words clearly, especially with the ones that has most similar pronunciation such as the head (hed), and hate (heit), and the word that has similar formation such as "read" in the regular (pronounced ri:d) and in the regular (pronounce red).

e. Principles of Teaching Speaking

Brown (2001, p. 275-276) concluded that principles of teaching speaking, as follows:

- 1) Focus fluency and accuracy Accuracy is the extent to which students speech matches what people actually say when use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

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In interactive language teaching, teacher can easily slip into interactive activities that don't capitalize on grammatical pointers or pronunciation tips. Teacher need to bear in mind a spectrum of learner needs, from language-based, interaction, meaning and fluency. When do techniques to the environmental crisis, make sure that the tasks have a language-based objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore students to death with lifeless, repetitious drills. The student cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

- 2) Use intrinsically motivating techniques based on students goals and interact. Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.
- 3) Use authentic language in meaningful contexts. This theme has been played time and again. It is not easy to keep coming up with meaningful interaction teacher all succumb to the temptation to do, say, disconnected little grammar exercises where teacher go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and

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meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

- 4) Provide appropriate feedback and correction. In most EFL situations, students are totally depend on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback out there beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of
- 5) your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.
- 6) Optimize the natural link between listening and speaking Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.
- 7) Give students the opportunity to initiate oral communication A good deal typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information and students have been conditioned only to speak when spoken to. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject. As

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teacher design and use speaking technique, ask teacher self if have allowed students to initiate language.

- 8) Develop speaking strategy The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose. The classroom can be done in which students become aware of, and have a chance to practice, such strategies as:
 - a) Asking for clarification
 - b) Asking someone to repeat something
 - c) Using fillers in order to get time to process
 - d) Using conversation maintenance cues
 - e) Getting someones attention
 - f) Using paraphrasing for structures one can't produce
 - g) Appealing for assistance from the interlocutor
 - h) Using formula expression
 - i) Using mime and non-verbal expression to convey meaning.

f. Speaking Assessment

The students speaking performances were assessed using oral proficiency scoring categories (Brown, 2001). The rubric is shown in the following table :

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Table II.1
Oral Proficiency Categories

No	Criteria	Rating Scores	Description
1	Grammar	1	Errors in grammar are frequent, but
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in a most formal and informal conversation on practical, social, and
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar
		5	Equivalent to that of an educated native
2	Vocabulary	1	Speaking vocabulary inadequate To Express anything but the Most elementary needs.
		2	Has speaking vocabulary sufficient to
		3	Able to speak the language with Sufficient vocabulary to participate conversations on practical, social, and
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition,
		2	Can get the gist of most conversation of
		3	Comprehension is quite complete at a
		4	Can understand any conversation within
		5	Equivalent to that of an educate native
4	Fluency	1	No specific fluency description.
		2	Can handle with confidence but not with facility most social situations, including

			introductions and casual conversations family, and Autobiographical information
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by
5	Pronunciation	1	Errors in pronunciation are frequent but
		2	The accent in intelligible though often quite
		3	Errors never interfere with understanding
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by

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2. Extrovert and Introvert

a. Extrovert

Eysenck (1964) described a typical extrovert as someone who is sociable, likes parties, has many friends, needs to have many people to talk to craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. Based on these definitions, it can be concluded that extroversion is an attitude influenced by its environment characterized as extrovert, socially free, and interested in interacting with others. They will be more comfortable in a group setting or discussing with friends. Zhang in Qomarudin in Tasmaniar Taiyeb (2019) stated that Extrovert means a person more interested in what is happening around him than in his own thoughts and 11 emotions. In other words, the extrovert experiences the world more through contact with others and shared experience than through self-examination or study. Based on these definitions, it can be concluded that extroversion is an attitude influenced by its environment characterized as extrovert, socially free, and interested in interacting with others. They will be more comfortable in a group setting or discussing with friends.

According to Premuzic(2007) extrovert is an individual's tendency to be talkative, outgoing, and energetic. Extrovert tends to enjoy being with others and easy to express their feeling and emotions. They are optimistic, outgoing, and confident. It can be concluded that

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extroversion is an attitude influenced by its environment characterized as extrovert, socially free, and interested in interacting with others. They will be more comfortable in a group setting or discussing with friends.

Boroujeni (2015) argues that “extroversion is the way people prefer to attain energy and focus their attention.” persons means someone in whom extroversion is extrovert prefer to get energy from outside sources or outer world. It can be said that extrovert mainly focus their energy outward and tend to interact with things and people. And then, he also say that extrovert criteria the person toward the external and objective world. In other words, the extrovert is outer experiences (talking and acting) is so highly important for them that they often begin performing tasks with little planning, then rely on trial and error to complete the task. It means that the extrovert is someone prefer outer experience and more focus to interact with people in their area

b. Introvert

According to Jung Cited in Panth et all (2020) introvert as "a category of attitudes characterized by orientation in life through subjective physical content." That is, introverts focus on one's inner activities. In addition, introverts are individuals who hold all events from the outside, and do not like too broad associations. Joining large gatherings, they feel lonely and not their own person. what they do,

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they will do everything to do with themselves and limit themselves to be out of effect.

According to Brown (2000), introvert is a person who derives a sense of wholeness fulfillment apart from a reflection of the self from other people. In other words, an introvert tends to remain “in” oneself. In this research, introvert means people that calm, quiet, focus in what happening in their own thought, they get energy by spending time alone and they avoid joining in a group discussion.

Parkinson et all (2018) stated that “the introvert is a shy people and always keeping the distance with people in work” (p.95). However, they are also done a great work as they have full of consideration before they decide anything. Meanwhile, based on Merriam Webster dictionary cited in Wikipedia explain that introverts is kind of personality which often take pleasure in solitary activities such as reading, writing, using computers, and fishing. An introvert is likely to enjoy time spend alone and find less reward in time spent with large groups of people, though they may enjoy interactions with close friends. They are more analytical before speaking.

According to Zhang in Gustriani (2020), an introvert is a person who is more interested in his or her own thoughts and feelings than in things outside himself. An introverted personality is quiet and introspective. They do not like being the center of attention. Introverted people have highly developed intrapersonal intelligence.

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Unlike extroverts, the introverted personality does not feel energized by being with a lot of people, but rather by their inner world. For example, the introverted people feel very exhausted after attending a party or having to be with a large group of people for a long time. Then they have to spend some time alone to regain their energy. They are reserved towards everyone, except their closest friends. They like to plan things ahead and do not seek excitement.

Based on Boroujeni (2015) introvert personality is mostly focus their energy inward ; they tend to consider and contemplate. The way people prefer to attain energy and focus their attention. Introvert personality prefer solidarity activities and the inner world of ideas as the source of their energy. It can be said that introvert is inner experience (reflecting and observing), they think most clearly and develop more ideas in action or conversation. In other word, the introvert personality is more cautions about the outer world; they anticipate and reflect before becoming involved in action to avoid error. It means that introvert personality is more caution about the outer world. They are anticipation with other people. And when they are alone and uninterrupted by people and incidents, they think best and develop more ideas.

Based on the explanation above it can be seen that introvert students are close learners. They usually do not like work with other or prefer to something by their own, difficult to express their idea, feeling

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lost if they stand in around people and they do not like to show up themselves in public. They do not take an action unless they ready to think and prepare. But these entire characteristic of introvert is not means that they are social loss.

c. Characteristics of Extrovert and Introvert

Dornyei (2005) states that extroverts are sociable, gregarious, active, assertive, passionate, and talkative while introverts are passive, quiet, reserved, withdrawn, sober, aloof, and restrained. In addition, Furnharm in Dornyei (2005) points out that extroverts are more talkative and use fewer pauses than introverts, while the latter tend to use more formal speech with more careful grammatical constructions.

B. Relevant Research

Reviewing some previous researches conducted by other researchers is intended to keep the originality of previous research. According to Syafi'i (2018), in relevant research, the researcher is required to observe some previous research conducted by other researchers in which they are relevant to our research itself. Besides, we have to analyze what the point that is focused on informs the design, finding and conclusion of the previous research, as in the following:

Tasmaniar Taiyeb (2019) entitle : Analyzing the Extrovert-Introvert Personality and Speaking Performance of the Third Semester English Student Department At Unismuh Makassar (A Descriptive Research at English



Education Department). The objectives of this research were: (1) to identify the students' personality extrovert and introvert. (2) to find out the speaking performance between students' personality extrovert and introvert of the third semester English department at Universitas Muhammadiyah Makassar. The method of this research was descriptive quantitative research. This research used two instruments: Eysenck Personality Questionnaire (EPQ) and speaking test. The subject of this research was third semester English department at Universitas Muhammadiyah Makassar in 2019 academic year. This research used simple random sampling technique. The sample of this research consisted 32 from 220 students as the total of population. The result of this research identified the students' personality that categorized in extrovert personality (56, 26%), introvert personality (34, 38 %) and ambivert personality(9, 38%). Based on the research result found that the mean score of speaking performance of the extrovert score was 72.22 and the mean score of an introvert was 62.72. It was indicated, that extrovert personality more dominant in speaking than introvert personality.

Dyah Sri Ayu Wulandari (2017) entitle : Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya. This study was aimed at investigating whether there is significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya. This study belongs to ex post facto design with quantitative approach. For the data collection, there were questionnire and documentation as the instruments. The questionnaire was

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adapted from Eysenck Personality Questionnaire (EPQ) which categorized the students into introvert and extrovert. The population of this study was the students in academic year 2014-2016 who programmed Speaking For Everyday Communication of English Department at IAIN Palangka Raya, with a sample of 82 students who had been assigned stratified random sampling technique of the population. All in all, there were 43 extrovert and 39 introvert. To analyze the data, it was through the technique; collecting data, identifying data, classifying data, explaining, tabulating, and analyzing the data by using statistic technique of independent sample t-test processed by using SPSS 18 and taking the conclusion based on statistical result.

Aprilia Putri Handayani (2021) entitle: The Correlation between Students' Extrovert Introvert Personality and Their Speaking Ability at the Second Semester of the Speaking Class of English Education Study Program of State Islamic University Raden Intan Lampung in the Academic Year of 2020/2021. In this kind of quantitative research, the researcher employed correlation research design. The population of this research was the second semester of speaking class of English Education Study Program. The sample were 3 classes: A, B, C consisting of 60 students from those three classes. To collect the data of students' extrovert introvert personality, there were 15 items. The 15 items were valid and reliable with 7 aspects: activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, responsibility. It was conducted online by using google form. For the students' speaking ability the score from test was used to collect the data. It



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was oral test about short speech. The topics were about education, sports and events they were instructed to make a video about 5 minutes and sent it via personal WhatsApp. After collecting the data of both variables, the data were analyzed by using SPSS with Pearson Product Moment formula.

Novita paradilla, M. Zuhri Dj, and Uswatun Hasanah (2020) entitle: The students' extrovert and introvert personality toward speaking performance. This research aims to analyze the influence of personality in speaking performance. The focus was an analysis of the influence of the extrovert and introvert personality of the student toward speaking performance. This research employed a descriptive qualitative research method with a case study approach. The data was collected through questionnaires, interviews, and speaking tests. The subject of this research was students at MA Baytul Mukarromah Welalange. There were 10 consisted of 5 extrovert and 5 introvert students that had been divided by using the Eysenck Personality Questionnaire to acquire the data needed. The data analysis was employed based on the procedure of data analysis suggested by Miles and Huberman that consisted of step reduction, display, and verification data. The result of this data described that there was no influence between extrovert and introvert personality toward speaking performance, but it is influenced by different levels of knowledge and frequent participation or well preparation. It showed that personality types are not a determiner factor for the success of Speaking Performance, it can be suggested that students with different personality types may employ different kinds of strategies for



learning. Consequently, whether extrovert or introvert as long as the student had enough knowledge about the topic and also was supported by frequent participation or well preparation, the speaking performance would be better.

Sri Muniarty Samand, Zalili Sailan and Asrun Lio(2019) entitle: Analysis on the relationship of extrovert-introvert personality and students speaking performance in english study program in Halu Oleo University. This present study investigates the correlation between extrovert personality and introvert personality and students' speaking performance at the students in English Study Program of Halu Oleo University in the fourth semester. Total 35 students were selected as the sample and their personality type was determined by using Mark Parkinson Personality Questionnaire and their speaking score from the speaking test. The objective of the study is to examine, whether there is correlation between extrovert-introvert personality and students' speaking performance or not and also to know which personalities have better achievement in speaking performance. This study applied descriptive quantitative design. The personality and the students score were correlated by using Pearson Product Moment Correlation. The result of correlation testing reveals that there is no significant correlation between extrovert personality and speaking performance ($0,575 > 0,05$) and also there is no correlation between introvert personality and speaking performance ($0,505 > 0,05$). Then, other result shows that introvert students have better achievement in speaking than extrovert students, which means score of introvert is 77,56 while mean score of extrovert is 75,56.

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Based on all the relevant research above, the variable in each research is almost same. They took extrovert and introvert personality and speaking as the variable even in some of the research took speaking ability, speaking performance , but it is still in speaking field. The research design that be used is also different with the researcher's research design. The first research used descriptive quantitative research, the second used ex post facto design with quantitative approach, the third and last relevant research used quantitative correlation research design same with the researcher's and the fourth used quantitative method with a case study approach. In conclusion, this research has similarities and differences from the previous study above. On the other hands, the researcher is conducting this research differently from the previous study above. The differences are the problem of the research, design method, technique of collecting data, formulation of the problem, and location of the research. So of course, the data analysis and the result will be different from the previous study above. And also, it had never been investigated yet by any previous researchers.

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Operational concept is a concept as guidance used to avoid misunderstanding. Syafi'i (2017) states that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in research paper. It should be interpreted into particular words in order to make it easy to measure. This research is a correlation which is focused on the correlation on extrovert-introvert personality trait and the first grade students' speaking performance at the MAN 3 Pekanbaru. This research consists of X, and Y variables, in which extrovert and introvert personality are independent variable while students' speaking performance is dependent variable. To operate the investigation on the variables, the researcher worked based on the following indicators:

1. Eysenck in Dornyei (2005) states the indicators of variable X (Extrovert-Introvert Personality Trait) character are as follows:

- The students are categorized as Active, assertive or Passive, sober
- The students are categorized as Sociable or reserved
- The students are categorized as Passionate or restrained
- The students are categorized as Gregarious or aloof
- The students are categorized as Talkative or quiet

2. The Indicators of Variable Y (Students' Speaking Performance)

According to Brown (2001), indicators of variable Y can be seen as follows:

- The students are able to use correct grammar.

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- b. The students are able to use proper words or vocabularies.
- c. The students are able to express the comprehensible ideas in speaking.
- d. The students are able to produce fluent speech without filler and pause
- e. The students are able to produce clear pronunciation in speaking.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumed that the higher the students' extrovert level, the better their speaking performance will be.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

- a. The Null Hypothesis (H_0) There is no significant correlation between extrovert and introvert students on their speaking performance.
- b. The Alternative Hypothesis (H_a) There is a significant correlation between extrovert and introvert students on their speaking performance.

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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The design of this research was quantitative method with correlational research design to know whether or not there will be a correlation between extrovert-introvert personality and students speaking Performance. According to Creswell (2012) quantitative is an attempt to investigate the problem is what underlies the researcher to take the data, determine variables and which are then measured by number so that analysis can be carried out accordance with applicable statistical procedures.

On the other hand correlational research is a research that use the correlation statistical test to describe and measure the degree of relationship between two or more variables or sets of scores Creswell (2012). The researcher used the correlation statistical test to describe and measure between those two variable Creswell (2012). It indicated that the researcher used the correlation statistical test to know the correlation between extrovert-introvert personality and students speaking Performance.

B. The Location and Time of the Research

This research was conducted from August to October 2022 at MAN 3 Pekanbaru. It is located on Jalan karya guru Km. 14,5 Pekanbaru.

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C. The Subject and Object of the Research

1. Subject of the Research

The subject of this research was the first grade students of MAN 3 Pekanbaru.

2. Object of the Research

The object of this research was the correlation between extrovert-introvert personality trait and students' speaking Performance.

D. Population and Sample of the Research

1. The Population of the Research

The Population is the total subjects (sources of data) from which or whom you obtain the data person/s, thing/s, or the like (Syafi'i, 2017). So, the population of this research was the students at the tenth Grades of MAN 3 Pekanbaru.

Table III.1
The Population of the Research

No	Class	Total
1	X IPA 1	32
2	X IPA 2	37
3	X IPA 3	38
4	X IPA 4	38
5	X IPS 1	33
6	X IPS 2	32
	Total of population	210

2. The Sample of the Research

The population above was quite large to be taken all as the sample. Arikunto (2006, p. 134) states that if the population is less than 100

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person, the sample are all, but if the population is more than 100 person, the sample can be taken in the range of 10-15% or 20-25% or more than that. Based on that idea, the researcher took 15% from the population. In order to have well representing sample, the researcher used Multistage Cluster Sampling. Creswell (2012) states “in multistage cluster sampling, the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large”

In the first stage, the researcher used Cluster Random Sampling. As states by Gay (2012) cluster sampling randomly select the groups, not individuals. The researcher used lottery in doing cluster sampling to choose 1 from 7 classes to be the sample of this research. The sample was class X Science 1 which consists of 32 students.

Table III.2**The Sample of the Research**

No	Class	Number of students
1.	X IPA 1	32

E. The Technique of Data Collection

To collect the data for this research, the researcher used oral test, but before doing oral test, the researcher used questionnaire to measure the students' personality.

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I. Questionnaire

To measure the students' personality (extrovert and introvert), the researcher used a questionnaire. Cohen (2007) states that questionnaire is widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze. The function of questionnaire is to know the type of students' personality. The questionnaire consists of 24 questions, which developed from indicators of extrovert and introvert and the questions adopted from Eysenck Personality Inventory(1964).

**Table III.3
The Blue Print of the Questionnaire**

Indicators	Statement Number
Active, assertive/Passive, sober	1, 12, 16, 18
Sociable/reserved	7, 8, 9, 11, 20
Passionate/restrained	3, 4, 14, 15, 21
Gregarious/aloof	5, 6, 17, 22, 23
Talkative/quiet	2, 10, 13, 19, 24

Adopted from Eysenck Personality Inventory(1964)

The score will be categorize based on the category below:

**Table III.4
The Categories of Students' Extrovert-Introvert Personality Trait**

No	Score	Categories	
1	81-100	Very Strong	Strongly Extrovert
2	61-80	Strong	Extrovert
3	41-60	Moderately	Ambivalence
4	21-40	Low	Introvert
4	0-20	Very Low	Strongly Introvert

(Wulandari, 2017)

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2. Test

The researcher followed some procedures before doing the test. To know speaking Performance of the students the researcher ask the students to introduce themselves in front of the class one by one. Before that the reseacher written in the white board how to introduce well and the reseacher introduced herself for the example and then the researcher ask the students one by one to in front of the class for introduce themselves.

The students' speaking performance assessed by using a scoring rubric proposed by Brown (2001) , the rubric described as follow:

Table III.5
Sepaking rubric

No	Criteria	Rating	Description
		Scores	
1	Grammar	1	Errors in grammar are frequent, but
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in a most formal and informal conversation on practical, social, and
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar
		5	Equivalent to that of an educated native
2	Vocabulary	1	Speaking vocabulary inadequate To Express anything but the Most elementary needs.
		2	Has speaking vocabulary sufficient to
		3	Able to speak the language with
		4	Sufficient vocabulary to participate conversations on practical, social, and
		5	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
3	Comprehension	1	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language

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			experience can understand simple questions and statements if delivered with slowed speech, repetition,
		2	Can get the gist of most conversation of
		3	Comprehension is quite complete at a
		4	Can understand any conversation within
		5	Equivalent to that of an educate native
4	Fluency	1	No specific fluency description.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations family, and Autobiographical information
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by
5	Pronunciation	1	Errors in pronunciation are frequent but
		2	The accent in intelligible though often quite
		3	Errors never interfere with understanding
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by

After that, the data were calculated through percentage by using the criteria are as follows (Riduwan 2002).

Table IV.6
Criteria of Interpretation Score

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

F. Technique of Data Analysis

In order to find out whether or not there is a significant correlation between students' extrovert-introvert personality trait and their speaking performance, the data analysed statistically. In analysing the data, the

researcher used product moment correlation as formula because the data of two variables above are interval form, because the rede used the score of questionnaires of variable X and score of variable Y.

Meanwhile, in order to get easy in analysing the data, the researcher was used SPSS 21.0 for windows to measure, calculate and analyse the data from those variables. The correlation product moment is one of formula used to seek the correlation between two variables.

The result of this research was obtained statistically through the hypotheses bellow :

- a. H_a is accepted if $\text{sig} < \alpha$: there is a significant correlation between students' extrovert introvert personality and their speaking performace.
- b. H_o is accepted if $\text{sig} > \alpha$: there is no significant correlation between students' extrovert introvert personality and their speaking performace

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the correlation between students' Extrovert-Introvert Personality Trait and their Students' Speaking Performance of the First Grade at MAN 3 Pekanbaru. So, the researcher can conclude this research as follows:

1. The students' Extrovert-Introvert Personality Trait score presented the mean score was 68.41 its median was 67 its mode was 67, its standard deviation was 6.475, and variance was 41.926, minimum score was 58 and maximum score was 83. So sum of the score was 2189. Based on the mean score of students' Extrovert-Introvert Personality Trait, the level of students' Extrovert-Introvert Personality Trait is Very Strong or Strongly Extrovert Level.
2. The students' Students' Speaking Performance presented the mean score was 69, its median was 68, its mode was 68, its standard deviation was 5.181, and variance was 26.839. while, minimum score was 60 and maximum score was 82. So sum of the score was 2208. Based on the mean score of speaking performance, the level of students' Students' Speaking Performance is Good Level.
3. it can indicates a sig.value was 0.000^b. it was small than 0.05 (sig-t <0,05). The result . The sig. (2-tailed) is 0.000, it can be conclude that, H₀ was rejected and H_a was accepted. Based on the overall analysis above,



the hypotheses H_a was accepted and H_o was rejected. So, it can be conclude that “ There Is Significant Correlation Between Extrovert-Introvert Pesonality Trait And The First Grade Students’ Speaking Perfomance at MAN 3 Pekanbaru”

B. Suggestion

Considering The Correlation between Extrovert-Introvert Pesonality Trait and the First Grade Students’ Speaking Perfomance at MAN 3 Pekanbaru, the writer would like to give some suggestion as follows: Suggestion for Teachers, it is recommended to teacher to help students in to commuunicate with their Extrovert-Introvert Personality Trait. The teacher should be creative to improve the students’ Speaking Perfomance by giving them more activities or exercise. Suggestion for students, the students should be creative to improve their skill, in order to get better of the speaking performance. The students should pay more attention to the lesson explained by the teacher.

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Zafwan Arhan Dilano

XVII



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Instruction (Petunjuk)

Survei Kepuasan Pengguna Terhadap Fasilitas dan Fasilitas di Kasim Riau

(Angket ini hanya bertujuan untuk mengumpulkan data penelitian ilmiah)

2. **This questionnaire does not influence to your score**
(Angket ini tidak mempengaruhi status nilai anda)
3. **Are you required to give cross (X) for the correct answer based on yourself.**
(Berikan tanda silang (X) pada jawaban yang menurut anda sesuai dengan kepribadian anda)
4. **Thank you for your participation**
(Terima kasih atas partisipasi anda)

No	Question (Pertanyaan)	Yes (Ya)	No (Tidak)
1.	Do you often long for excitement? (Apakah anda sering merindukan kegembiraan?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.	Are you usually carefree? (Apakah anda biasanya riang?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.	Do you stop and think things over before doing anything? (Apakah anda berhenti dan memikirkan sesuatu sebelum melakukan sesuatu?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Do you generally do and say things quickly without stopping think? (Apakah anda biasanya melakukan dan mengatakan sesuatu dengan cepat tanpa berhenti untuk berfikir?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Would you do almost anything for a dare? (Apakah anda akan melakukan apa saja untuk berani?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Do you often do things on the spur of the moment? (Apakah anda sering melakukan sesuatu secara mendadak?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Generally do you prefer reading to meeting people? (Secara umum, apakah anda lebih suka membaca daripada bertemu orang?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Do you like going out a lot?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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9.	Do you prefer to have few friends than many? (Apakah anda lebih suka memiliki lebih sedikit teman tetapi banyak?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10.	When people shout at you do you shout back? (Ketika orang-orang meneriaki anda, apakah anda balas berteriak?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Can you usually let yourself go and enjoy yourself a lot at lively party? (Bisakah anda biasanya membiarkan diri anda pergi dan menikmati diri sendiri di pesta yang meriah?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12.	Do other people think of you as being very lively? (Apakah orang lain menganggap anda sangat bersemangat?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
13.	Are you mostly quiet when you are with other people? (Apakah anda sebagian besar diam ketika bersama orang lain?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14.	If there is something you want to know about, would you rather look it up in a book than talk to someone about it? (Jika ada sesuatu yang ingin anda ketahui, apakah anda lebih suka menemukannya di buku daripada memicarakannya dengan seseorang?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15.	Do you like the kind of work that you need to pay close attention to? (Apakah anda suka jenis pekerjaan yang perlu anda perhatikan baik-baik?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16.	Do you hate being with a crowd who play jokes on one another? (Apakah anda benci bersama orang banyak yang saling bercanda?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
17.	Do you like doing things in which you have to act quickly? (Apakah anda suka melakukan hal-hal dimana anda harus bertindak cepat?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18.	Are you slow and unhurried in the way you move? (Apakah anda lambat dan tidak tergesa gesa dalam cara anda bergerak?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19.	Do you like talking to people so much that you never miss a chance of talking to a stranger? (Apakah anda suka berbicara dengan banyak orang sehingga anda tidak pernah melewatkan kesempatan berbicara dengan orang asing?)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Instruction (Petunjuk)

Guidelines for the Participants of the Research
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 (Angket ini hanya bertujuan untuk mengumpulkan data penelitian ilmiah)

2. This questionnaire does not influence to your score

(Angket ini tidak mempengaruhi status nilai anda)

3. Are you required to give cross (X) for the correct answer based on yourself.

(Berikan tanda silang (X) pada jawaban yang menurut anda sesuai dengan kepribadian anda)

4. Thank you for your participation

(Terima kasih atas partisipasi anda)

No	Question (Pertanyaan)	Yes (Ya)	No (Tidak)
1.	Do you often long for excitement? (Apakah anda sering merindukan kegembiraan?)	X	
2.	Are you usually carefree? (Apakah anda biasanya riang?)		X
3.	Do you stop and think things over before doing anything? (Apakah anda berhenti dan memikirkan sesuatu sebelum melakukan sesuatu?)	X	
4.	Do you generally do and say things quickly without stopping think? (Apakah anda biasanya melakukan dan mengatakan sesuatu dengan cepat tanpa berhenti untuk berfikir?)		X
5.	Would you do almost anything for a dare? (Apakah anda akan melakukan apa saja untuk berani?)		X
6.	Do you often do things on the spur of the moment? (Apakah anda sering melakukan sesuatu secara mendadak?)		X
7.	Generally do you prefer reading to meeting people? (Secara umum, apakah anda lebih suka membaca daripada bertemu orang?)	X	
8.	Do you like going out a lot?		X

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(Apakah anda lebih suka memiliki lebih sedikit teman tetapi istimewa?)

10. When people shout at you do you shout back?
(Ketika orang-orang meneriaki anda, apakah anda balas berteriak?)

11. Can you usually let yourself go and enjoy yourself a lot at lively party?
(Bisakah anda biasanya membiarkan diri anda pergi dan menikmati diri sendiri di pesta yang meriah?)

12. Do other people think of you as being very lively?
(Apakah orang lain menganggap anda sangat bersemangat?)

13. Are you mostly quiet when you are with other people?
(Apakah anda sebagian besar diam ketika bersama orang lain?)

14. If there is something you want to know about, would you rather look it up in a book than talk to someone about it?
(Jika ada sesuatu yang ingin anda ketahui, apakah anda lebih suka mencarinya di buku daripada mem bicarakan nya dengan seseorang?)

15. Do you like the kind of work that you need to pay close attention to?
(Apakah anda suka jenis pekerjaan yang perlu anda perhatikan baik-baik?)

16. Do you hate being with a crowd who play jokes on one another?
(Apakah anda benci bersama orang banyak yang saling bercanda?)

17. Do you like doing things in which you have to act quickly?
(Apakah anda suka melakukan hal-hal dimana anda harus bertindak cepat?)

18. Are you slow and unhurried in the way you move?
(Apakah anda lambat dan tidak tergesa gesa dalam cara anda bergerak?)

19. Do you like talking to people so much that you never miss a chance of talking to a stranger?
(Apakah anda suka berbicara dengan banyak orang sehingga anda tidak pernah melewatkan kesempatan berbicara dengan orang asing?)

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SPEAKING PERFORMANCE SCORE

No	Judul	LANGUAGE COMPONENTS																				RAW SCORE	CONVERTED SCORE										
		GRAMMAR					VOCABULARY					COMPREHENSION					FLUENCY							PRONUNCIATION									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			1	2	3	4	5					
1	2						3						2						2								2					11	44
	3						3							3						3												15	60
	2														3						3											14	56
										4						4																17	68
																																15	60
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																																14	56
																																15	60
																																15	60
																																15	60
																																16	64

Rater,

Rizky Gusendra
Rizky Gusendra, M.Ed.

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruhnya dan memasukkannya ke dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Dilarang mengutip dan memasukkannya ke dalam bentuk apapun tanpa izin UIN Suska Riau.

Speaking Performance Score From Rater 2

	Pronunciation	Gammar	Vocabulary	Fluency	Comprehension	Total	Grade
1	3	4	4	4	4	19	76
2	3	4	4	4	4	19	76
3	3	4	3	4	4	18	72
4	4	4	4	4	4	20	80
5	3	4	4	4	4	19	76
6	4	4	4	4	4	20	80
7	3	4	4	3	4	18	72
8	4	4	4	4	4	20	80
9	4	4	4	4	4	20	80
10	3	4	4	4	4	19	76
11	4	4	4	4	4	20	80
12	3	4	3	4	4	18	72
13	3	4	4	3	4	18	72
14	4	4	4	4	4	20	80
15	4	4	4	4	4	20	80
16	4	4	4	4	4	20	80
17	3	4	4	4	4	19	76
18	3	4	4	3	4	18	72
19	4	4	4	3	4	19	76
20	4	4	4	4	4	20	80
21	3	4	4	4	4	19	76
22	4	4	4	4	4	20	80
23	3	4	4	4	4	19	76
24	5	5	5	4	4	23	92
25	3	4	4	3	4	18	72
26	4	4	4	3	4	19	76
27	3	3	4	3	4	17	68
28	5	5	5	4	4	23	92
29	3	4	4	3	4	18	72
30	3	4	4	3	4	18	72
31	4	4	4	3	4	19	76
32	4	4	4	4	4	20	80

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UIN SUSKA RIAU

Rater 2



(Kurnia Budiyantri, S. Pd, M. Pd)

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 a. Penjualan, penyewaan, dan persewaan, dengan hak untuk membuat dan memperbanyak, dengan cara cetak, elektronik, mekanis, optik, magnetik, atau dengan cara lain, untuk tujuan komersial, tanpa izin penerbit.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

tanpa izin UIN Suska Riau.



**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

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Hak Cipta Dilindungi Undang-Undang UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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

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Nama Mahasiswa : Asmarani Saefiya
 Nomor Induk Mahasiswa : 11714202648
 Hari/ Tanggal Ujian : 26 April 2022
 Judul Proposal Ujian : THE CORRELATION BETWEEN EXTROVERT-INTROVERT PERSONALITY TRAIT AND THE SECOND GRADE STUDENTS' SPEAKING PERFORMACE AT ISLAMIC SENIOR HIGH SCHOOL OF DARUL QUR'AN
 : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
1. Roswati, M. Pd	PENGUJI I		
2. Muhammad Taufikm Ihsan, M. Pd	PENGUJI II		

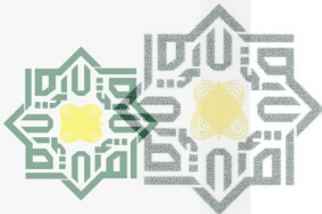
Mengetahui
 n. Dekan
 Wakil Dekan I

DR. H. Zarkasih, M. Ag.
 NIP. 197210171997031004

Pekanbaru,
 Peserta Ujian Proposal

Asmarani Saefiya
 NIM. 11714202648





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 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Un.04/F.II.4/PP.00.9/216/2023

Pekanbaru,05 Januari 2023

Biasa

Pembimbing Skripsi (Perpanjangan)

Kepada
 Yth. Nuardi, S.Pd, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ASMARANI SAEFIYA

NIM : 11714202648

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION BETWEEN EXTROVERT-INTROVERT
 PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS'
 SPEAKING PERFORMACE AT MAN 3 PEKANBARU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
 an. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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 SKRIPSI MAHASISWA**

Jenis yang dibimbing : Proposal
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : Nuardi, S. Pd, M. Ed.
 a. Nomor Induk Pegawai (NIP) : 198303072009011012
 Nama Mahasiswa : Asmarani Saefiya
 Nomor Induk Mahasiswa : 11714202648
 Kegiatan : Bimbingan Proposal

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
22-03-2022	Consulting about Reseach		
29-03-2022	Revised Chapter I		
2-03-2022	Revised Chapter II and III		
8-04-2022	Revised References		
20-04-2022	ACC		

Pekanbaru, 20 April 2022
 Pembimbing,

Nuardi, S. Pd, M. Ed,
 NIP. 198303072009011012

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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

Jenis yang dibimbing : Skripsi
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : Nuardi, S. Pd, M. Ed.
 a. Nomor Induk Pegawai (NIP) : 198303072009011012
 Nama Mahasiswa : Asmarani Saefiya
 Nomor Induk Mahasiswa : 11714202648
 Kegiatan : Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
08-09-2022	Consulting Instrument and rater		
22-09-2022	Acc instrument		
00-11-2022	Revised Chapter IV, V		
09-12-2022	Revised Chapter I,II,III and Reference		
16-12-2022	ACC		

Pekanbaru, 26 Desember 2022
 Pembimbing,

Nuardi, S. Pd, M. Ed,
 NIP. 198303072009011012

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DOCUMENTATION



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
AKREDITASI : A

(NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru

Website: <http://www.man3pekanbaru.sch.id> E-mail : man3gemilang@gmail.com



19 Agustus 2022

: 1051/Ma.04.7/TL.00/08/2022

: Biasa

: -

: Balasan PraRiset

Yth;
Dekan Fakultas Tarbiyah dan Keguruan
UIN Sultan Syarif Kasim Riau
di
Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Universitas Negeri Sultan Syarif Kasim Riau Fakultas Tarbiyah dan Keguruan nomor : Un.04/F.II.4/PP.00.9/10182/2022 tanggal 01 Agustus 2022 perihal permohonan izin melakukan PraRiset atas nama:

Nama : Asmarani Saefiya
NIM : 11714202648
Semester/Tahun : X (Sepuluh)/2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas benar telah melakukan PraRiset di MAN 3 Kota Pekanbaru.

Diharapkan kepada saudara/i mohon melaporkan hasil penelitiannya untuk menambah koleksi referensi diperpustakaan MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Kepala,

Marzuki

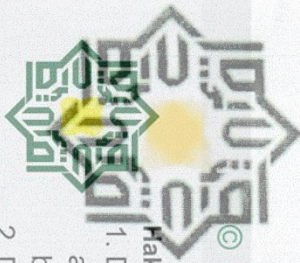
Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau di Pekanbaru;
2. Yang Bersangkutan.

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04/E II/PP 00 9/13303/2022

Pekanbaru, 24 Agustus 2022 M

Kejasa
 (Satu) Proposal
 Mohon Izin Melakukan Riset

Kepada
 th. Gubernur Riau
 q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
 memberitahukan kepada saudara bahwa

Nama	ASMARANI SAEFIYA
NIM	11714202648
Semester/Tahun	XI (Sebelas) 2022
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
 judul skripsinya : The Correlation Between Extrovert-Introvert Personality Trait and The
 First Grade Students' Speaking Performace At MAN 3 Pekanbaru
 Lokasi Penelitian : MAN 3 Pekanbaru
 Waktu Penelitian : 3 Bulan (24 Agustus 2022 s.d 24 November 2022)

Sehubungan dengan itu kami mohon diberikan bantuan izin kepada mahasiswa yang
 bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih

an. Rektor
 Dekan

Dr. H. Kadar, M.Ag.
 NIP.19650521 199402 1 001

State Islamic University of Sultan Syarif Kasim Riau

embusan
 Rektor UIN Suska Riau

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MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
AKREDITASI : A**

(NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM. 14 Kecamatan Tampan – Pekanbaru

Website: <http://www.man3kotapekanbaru.sch.id> E-mail : man3gemilang@gmail.com



20 Desember 2022

: B-3070/Ma.04.7/TL.00/12/2022

: Biasa

: -

: Balasan Surat Riset/Penelitian

Yth;

Dekan Fakultas Tarbiyah dan Keguruan

Universitas Islam Sultan Syarif Kasim Riau

di

Pekanbaru

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Berdasarkan Surat Kantor Wilayah Kementerian Agama Kota Pekanbaru Nomor : B-4165/KK.04.5/TL.00/08/2022, tanggal 31 Agustus 2022 dan Surat Fakultas Tarbiyah dan Keguruan Universitas Islam Sultan Syarif Kasim Riau Nomor: Un.04/F.II/PP.00.9/13303/2022, tanggal 24 Agustus 2022 serta Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No:071/BKBP-SKP/1853/2022, tanggal 26 Agustus 2022 perihal permohonan izin Riset/Penelitian atas nama:

Nama : Asmarani Saefiya

NIM : 11714202648

Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Jurusan : Pendidikan Bahasa Inggris

Jenjang : S1 (Strata 1)

Alamat : Desa Tanah Datar Kec. Tapung Hulu-Kampar.

Dengan ini disampaikan bahwa nama yang tersebut diatas benar telah melakukan Riset/Penelitian di MAN 3 Kota Pekanbaru dengan judul :

“ THE CORRELATION BETWEEN EXTROVERT INTROVERT PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS’ SPEAKING PERFORMANCE AT MAN 3 PEKANBARU ”

Diharapkan kepada saudara/i mohon melaporkan hasil penelitiannya untuk menambah koleksi referensi dipergustakaan MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan sebagaimana mestinya.



Kepala

Marzuki

Tembusan :

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2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru;
3. Pihak yang bersangkutan.

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Fax. (0761) 561647 Web: www.uin-suska.ac.id E-mail: effak_uin@suska@yashoo.co.id

Pekanbaru, 01 Agustus 2022

Unsur F II.4/PP.00.9/10182/2022

Mohon Izin Melakukan PraRiset

Hak Cipta Dilindungi Undang-Undang

Kepada
Yth. Kepala Sekolah
MA 3 Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa:

Nama	: ASMARANI SAEFIYA
NIM	: 11714202648
Semester/Tahun	: X (Sepuluh) / 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih

an Dekan
Wakil Dekan III

Dr. Amirah Dimaty, M.Pd. Kons
NIP. 19751115 200312 2 001

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 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/50040
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

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Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 100/PP.00.9/3303/2022 Tanggal 24 Agustus 2022**, dengan ini memberikan rekomendasi kepada:

- 1. Nama : **ASMARANI SAEFIYA**
- 2. NIM / NIDP : **117142026480**
- 3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
- 4. Jenjang : **S1**
- 5. Alamat : **PEKANBARU**
- 6. Judul Penelitian : **THE CORRELATION BETWEEN EXTROVERT-INTROVERT PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS' SPEAKING PERFORMACE AT MAN 3 PEKANBARU**
- 7. Lokasi Penelitian : **MAN 3 PEKANBARU**

Dengan ketentuan sebagai berikut:

- 1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- 2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- 3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan pengumpulan Data dimaksud.
- 4. Dengan rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 26 Agustus 2022



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
3. Kab. Kaban Kesbangpol dan Linmas di Pekanbaru
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
5. Yang bersangkutan



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

SURAT KETERANGAN PENELITIAN

Nomor : 071/BKBP-SKP/1853/2022



1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
 2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
 3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
 4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
 5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/50040 tanggal 26 Agustus 2022, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

Nama : **ASMARANI SAEFIYA**
 NIM : 11714202680
 Fakultas : **TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**
 Jenjang : **S1**
 Alamat : **DESA TANAH DATAR KEC. TAPUNG HULU-KAMPAR**
 Judul Penelitian : **THE CORRELATION BETWEEN EXTROVERT-INTROVERT PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS' SPEAKING PERFORMANCE AT MAN 3 PEKANBARU**
 Lokasi Penelitian : **KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU**

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 26 Agustus 2022

Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru

ZULFAHMI ADRIAN, AP, M.Si
 Pembina Utama Muda
 NIP. 19750715 199311 1 001

Penyusunan

1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.

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.
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Sultan Syarif Kasim II University of Pekanbaru



31 Agustus 2022 M
03 Safar 1444 H

B- 416r /Kk.04.5/TL.00/08/2022

Rekomendasi Penelitian

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Yth. Kepala MAN 3 Pekanbaru

Dengan hormat,

Memperhatikan maksud Surat Fakultas Tarbiyah dan Keguruan Univeritas Islam Sultan Syarif Kasim Riau Nomor : Un.04/F.II/PP.00.9/13303/2022, Tanggal 24 Agustus 2022 dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No:071 / BKBP-SK/P-1853/2022, Tanggal 26 Agustus 2022 Perihal seperti Pokok Surat, akan datang menghadap saudara:

Nama : **ASMARANI SAEFIYA**
No. HP : 11714202648
Fakultas : **TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
Jenjang : **S1 (STRATA 1)**
Alamat : **DESA TANAH DATAR KEC. TAPUNG HULU-KAMPAR**

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

“ THE CORRELATION BETWEEN EXTROVERT INTROVERT PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS’ SPEAKING PERFORMANCE AT MAN 3 PEKANBARU ”.

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat digunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Plt. Kepala



Abdul Wahid

Terselamatkan:

- 1. Ka. Kanwil Kementerian Agama Propinsi Riau
- 2. Dekan Fakultas Tarbyah dan Keguruan UIN Suska Riau di Pekanbaru.
- 3. Yang bersangkutan.

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



B- 416 /Kk.04.5/TL.00/08/2022

31 Agustus 2022 M
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Rekomendasi Penelitian

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2. Dilarang menyalin, mengutip, atau menyalin
3. Dilarang menyalin, mengutip, atau menyalin
4. Dilarang menyalin, mengutip, atau menyalin
5. Dilarang menyalin, mengutip, atau menyalin
6. Dilarang menyalin, mengutip, atau menyalin

Yth. Kepala MAN 3 Pekanbaru

Dengan hormat,

Memperhatikan maksud Surat Fakultas Tarbiyah dan Keguruan Univeritas Islam Sultan Syarif Kasim Riau Nomor : Un.04/F.II/PP.00.9/13303/2022, Tanggal 24 Agustus 2022 dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No:071 / BKBP-SKP/1853/2022, Tanggal 26 Agustus 2022 Perihal seperti Pokok Surat, akan datang menghadap saudara:

- Nama : ASMARANI SAEFIYA
- NIM : 11714202648
- Fakultas : TARBİYAH DAN KEGURUAN UIN SUSKA RIAU
- Jurusan : PENDIDIKAN BAHASA INGGRIS
- Unjang : S1 (STRATA 1)
- Alamat : DESA TANAH DATAR KEC. TAPUNG HULU-KAMPAR

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

“ THE CORRELATION BETWEEN EXTROVERT INTROVERT PERSONALITY TRAIT AND THE FIRST GRADE STUDENTS’ SPEAKING PERFORMANCE AT MAN 3 PEKANBARU ”.

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Demikian surat izin riset/penelitian ini kami buat untuk dapat digunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Plt. Kepala



- Terselalu
- Tembusan:
1. Ka. Kanwil Kementerian Agama Propinsi Riau
 2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
 3. Yang bersangkutan.

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



Hak Cipta Diindungi Undang-Undang



CURRICULUM VITAE

Asmarani Seefiya is the first daughter of Mr. Safrudin and Mrs. Tumiyem. She was born in Tanah Datar, Mey 6th 1998. She lives at gg travo garuda sakti street. In 2010 she graduated from SDN 020 Tanah Datar. In 2013, she finished her study at Islamic Borading School of Darul Qur'an in Pekanbaru, and continued to Islamic Boarding School of Darul Qur'an oo. She graduated from Darul Qur'an in 2016.

In 2017, she was accepted to become one of student in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA Riau. On July unti September 2020, she was doing KKN (Kuliah Kerja Nyata) program in Desa Kualu, Kubang Raya. Then, she was doing field teacher practice (PPL) program at SMAN 1 Kampar on October until December 2020. To fulfil requirements for undergraduated degree in English Education, she conducted the research on August until october 2022 by the thesis entitled "The Correlation Between Extrovert-Introvert Pesonality Trait And The First Grade Students' speaking Perfomance At MAN 3 Pekanbaru".

UIN SUSKA RIAU

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.