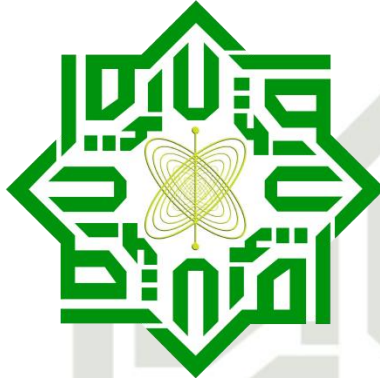




A STUDY ON SPEAKING PERFORMANCE OF STUDENTS' INTROVERT AND EXTROVERT PERSONALITY AT THE ELEVENTH GRADE OF SMAN 1 KAMPAR TIMUR

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Thesis

Submitted as partial fulfillment of the requirements
For Bachelor Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

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Ceritify that this thesis entitled "A Study on Speaking Performance of Students' Introvert and Extrovert Personality at The Eleventh Grade of SMAN 1 Kampar Timur" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this thesis. Others' opinion finsings include in this thesis re quoted in accordance with ethical standadrs.

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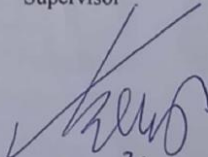
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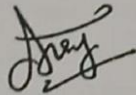
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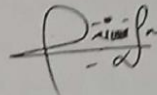
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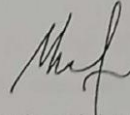
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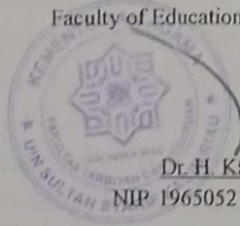
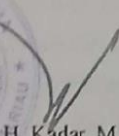
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Finally, the researcher realized that this thesis is still far from perfect. Therefore, constructive critiques and suggestions are needed to improve this thesis. May Allah always protect and bless us. Aamiin.

Pekanbaru, June 5th 2024 M

The researcher

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ABSTRACT

Rini Patwa Nabila (2024): Study on Students' Introvert and Extrovert Personality In Speaking Performance At SMAN 1 Kampar Timur

This research aims to investigate the speaking performance of introverted and extroverted students at SMAN 1 Kampar Timur during the academic year 2023/2024. There were 33 students as questionnaire respondents. The students in the sample were eleventh-grade students in class VI 8. This research approach is a quantitative method and the research design is quantitative descriptive. This research was conducted in May 2024 at the SMAN 1 Kampar Timur. The finding of this research shows that both Introverted and extroverted students' speaking performances were in the "excellent" category. However, they have different mean scores. The mean of Extroverts was 89.45, while introvert students' was 86.2. There is a difference between extrovert and introvert students in their speaking performance, extrovert students have self-confidence, and they have better speaking performance. Their character positively affects their speaking performance, better than introverts. While Introverts with their calm character, need the right time and a supportive situation to show their best ability in speaking performance.

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ABSTRAK

Rini Fatwa Nabila (2024): Studi Tentang Kepribadian Introvert dan Ekstrovert Siswa Dalam Performa Berbicara Di SMAN 1 Kampar Timur

Penelitian ini bertujuan untuk mengetahui performa berbicara siswa introvert dan ekstrovert di SMAN 1 Kampar Timur pada tahun ajaran 2023/2024. Ada 33 siswa sebagai responden kuesioner. Siswa yang menjadi sampel adalah siswa kelas sebelas di kelas VI 8. Pendekatan penelitian ini adalah metode kuantitatif dan desain penelitian adalah deskriptif kuantitatif. Penelitian ini dilakukan pada bulan Mei 2024 di SMAN 1 Kampar Timur. Temuan dari penelitian ini menunjukkan bahwa performa berbicara siswa introvert dan ekstrovert berada dalam kategori "sangat baik". Namun, mereka memiliki nilai rata-rata yang berbeda. Nilai rata-rata siswa ekstrovert adalah 89,45, sedangkan siswa introvert adalah 86,2. Siswa ekstrovert lebih baik dalam kinerja berbicara bahasa Inggris. Ada perbedaan antara siswa ekstrovert dan introvert dalam kinerja berbicara mereka, siswa ekstrovert memiliki kepercayaan diri, dan mereka memiliki kinerja berbicara yang lebih baik. Karakter mereka sebagai ekstrovert mempengaruhi performa berbicara mereka, lebih baik daripada introvert. Sementara Introvert dengan karakternya yang tenang, membutuhkan waktu yang tepat dan situasi yang mendukung untuk menunjukkan kemampuan terbaiknya dalam performa berbicara.

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ملخص

ريني فتوى نبيلة، (٢٠٢٤): دراسة عن شخصية التلاميذ الانطوائيين والمنفتحة في أداء التحدث في المدرسة الثانوية الحكومية ١ بكامبار الشرقية

هذا البحث يهدف إلى تقصي أداء التحدث لدى التلاميذ الانطوائيين والمنفتحين في المدرسة الثانوية الحكومية ١ بكامبار الشرقية خلال العام الدراسي ٢٠٢٣/٢٠٢٤. كان هناك ٣٣ تلميذ كمجيبين على الاستبيان. كان التلاميذ في العينة من تلاميذ الصف الحادي عشر في الفصل السادس ٨. منهج البحث هذا هو أسلوب كمي وتصميم البحث وصفي كمي. تم إجراء هذا البحث في مايو ٢٠٢٤ في المدرسة الثانوية الحكومية ١ بكامبار الشرقية. أظهرت نتائج هذا البحث أن أداء التحدث لكل من التلاميذ الانطوائيين والمنفتحين كان في الفئة "الجيدة". ومع ذلك، لديهم درجات متوسطة مختلفة. وكان متوسط التلاميذ المنفتحين ٨٩.٤٥، بينما كان متوسط التلاميذ الانطوائيين ٨٦.٢. هناك فرق بين التلاميذ المنفتحين والانطوائيين في أداء التحدث، فالتلاميذ المنفتحون لديهم ثقة بالنفس، ولديهم أداء تحدث أفضل. تؤثر شخصيتهم بشكل إيجابي على أدائهم في التحدث، بشكل أفضل من الانطوائيين. بينما يحتاج الانطوائيون الذين يتمتعون بشخصيتهم الهادئة إلى الوقت المناسب والموقف الداعم لإظهار أفضل قدراتهم في أداء التحدث.

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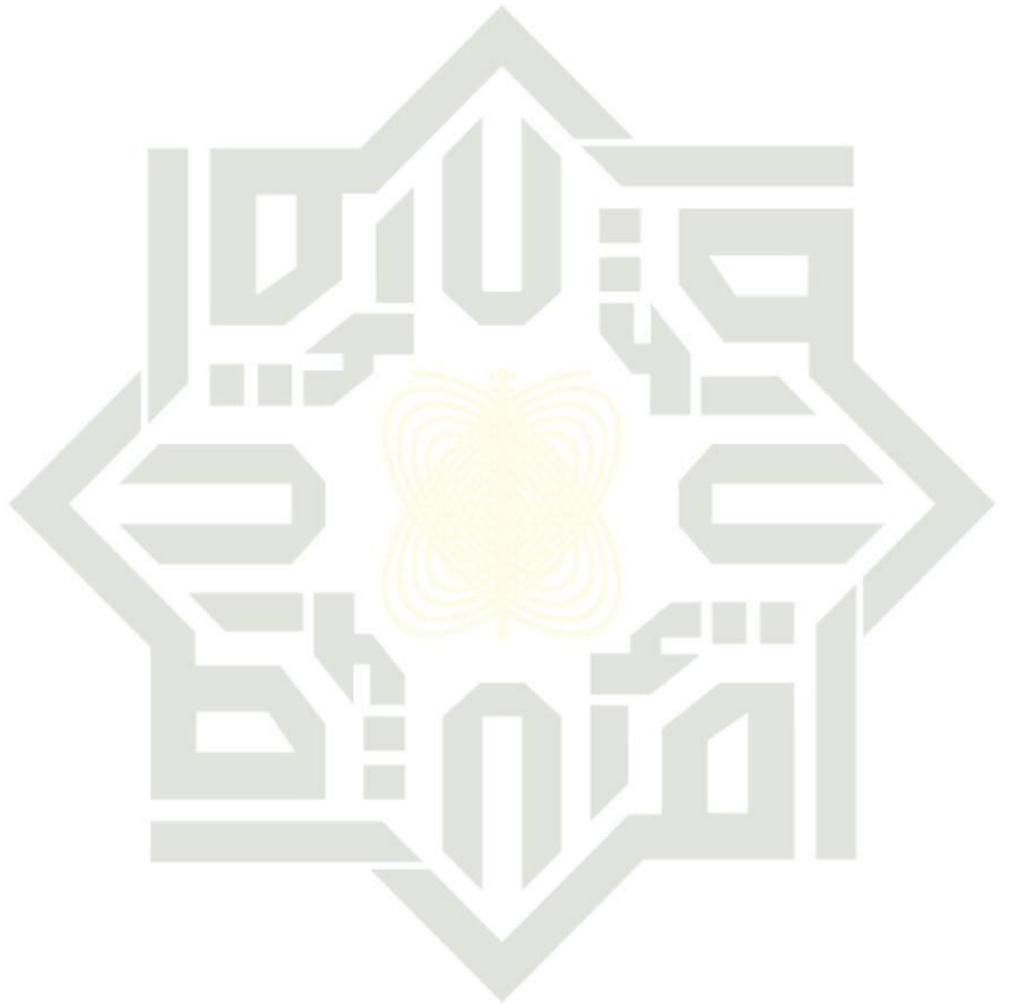
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CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking performance is very important in language learning as it helps students communicate, build confidence, and improve their speaking skills. Each individual's speaking performance will generally differ. Therefore, having good skills in speaking is essential for a good speaking performance. Speaking performance is the ability of students to demonstrate their speaking skills in front of an audience (Septianah. et al., 2019). Speaking performance can be dialogue conversations, presentations, debates, speeches, or anything else someone needs for information. In other words, speaking is the capability to produce language orally to communicate with others, which implies many aspects in speaking performance. According to Tuan and Mai (2015), a learner's speaking performance is influenced by performance state, emotional factors, listening skills, and feedback on speaking tasks. Ahmar and Sugiyanta (2021) stated that gender, intelligence, age, language aptitude, motivations preferred learning styles and strategies, and the learner's attitudes and beliefs are factors that affect the success in speaking performance. In addition, Mahripah in Ariyanti (2016) argues that EFL learners' speaking skills are influenced by some linguistic elements of language, such as phonology, syntax, vocabulary, and semantics, as well as psychological factors such as motivation and personality.

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In teaching and practicing English, speaking is one of the essential parts. The main goal of teaching English is to make learners use English well and correctly to improve communication skills. So far, speaking teaching has not been taught effectively. Teachers tend to teach speaking by repetition or memorizing sentences. In this modern era, speaking teaching is required to improve students' communicative skills so that students can convey or defend their opinions appropriately and communicatively.

Some previous studies discussed students' introverted and extrovert personalities in speaking performance Samand et al. (2019) and focused on the relationship between extrovert-introvert personality and students' speaking performance. Isma et al. (2022) focused on finding the significant difference in speaking performance between extroverted and introverted students. Another previous study by Emirza and Sahril (2021); and Tuan (2015) focused on the effect of personality on the students' speaking performance and the students' speaking problem. Phuong (2020); and Padilla et al. (2020); focused on the influences of personality on students' speaking performance.

There are some reasons why the researcher is interested in researching this topic. First, each student has a different personality, which is an influential aspect of speaking performance. Second, based on the previous studies mentioned above, most of the studies focused on the university level in qualitative research design. This current topic will be conducted in high school in quantitative research design. Therefore, current research will be conducted to describe how is speaking performance of introvert and extrovert students are.

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Based on the research preliminary observation at SMAN 1 Kampar, the researcher interviewed the teacher which is ma'am Ernen, and some student to find out how the learning process took place with a special focus on assessing students' speaking performance and personality of eleventh-grade students. The researcher found several problems, such as students feeling shy or nervous if they have to speak in front of the class, they are feeling anxious when speaking in front of a crowd, students feeling uncomfortable being the center of attention, because they are afraid of being wrong when speaking English, and students are excited & enjoy when speaking in front of the class.

Each student in the class should practice speaking performance. Some students succeed, others struggle. Age, gender, intelligence, motivation, language aptitude, preferred learning styles and strategies, and learner attitudes and beliefs are factors that can affect success in speaking performance. Some difficulties that students face in speaking English are not speaking fluently, speaking slowly, stopping frequently, and being shy and hesitant. Speaking English is a big obstacle for them, and some students can't speak English (Banu and Nishanti, 2017).

Moreover, They are not silent because they cannot communicate in English, but because they are afraid of making mistakes. Some students are very active and don't think much about making mistakes. They are completely confident. Meanwhile, other students are very quiet. They speak only when they are sure they are right. In psychology, this is called personality. The two personalities most often studied for their impact on skills are extrovert and introvert.



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Jung in Feist (2008) states that Introverts respond to external stimuli, but their interpretation of events is influenced more by their inner meaning than by the objective facts themselves. Introverted people base their value judgments primarily on subjective perceptions rather than objective facts. They have an individualized conscience, reserved demeanor, and unpredictable spirit, they disregard traditional opinions and beliefs and are less concerned with the objective world. Introverted students are more known as people who are quiet, and calm, prefer to hang out with only a few people, are more passive, prefer to observe, rarely behave aggressively, and prefer writing rather than speaking to communicate.

Extroverted people rely heavily on concrete ideas, but can also use abstract ideas if provided by outside sources such as parents or teachers, Extroverted people use objective data to make evaluations. They tend to feel comfortable in social situations, knowing exactly what to say and how to say it on the spur of the moment. Extroverted students are talkative, energetic, and outgoing in communication. People with extroverted personality tend to be better at second language use and communication situations based on widely held beliefs in communication language pedagogy. This belief may occur due to the assumption that extrovert students prefer social activities, they enjoy talking and it allows them to achieve higher levels of fluency (Swain, 1993).

To investigate how is speaking performance of intorvert and extrovert students, the researcher chose SMA Negeri 1 Kampar Timur as the place of this research. In this school, English is made a compulsory subject which is taught twice a week, with 45 minutes for each meeting which means

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90 minutes a week. English is taught based on the K13 Curriculum. In school, based on this curriculum, speaking performances are implemented in the dialog method of expressing sympathy. The students are expected to achieve better performance, i.e. being able to create a dialog and practice it, understanding the expressions that are appropriate to the context and others. The aspects assessed in speaking performance are pronunciation, grammar, vocabulary, fluency, and comprehension.

Dealing with the explanation above, the researcher was interested in investigating the speaking performance of students with introverted and extroverted personalities at SMAN 1 Kampar Timur.

B. Identification of Problem

Based on the problem found by the researcher during Pre-research, the researcher identified several problems in the learning process of eleventh students at SMAN 1 Kampar Timur on the following identifications, students feel shy or nervous if they have to speak in front of the class, students feel anxious when speaking in front of a crowd, students feel uncomfortable being the center of attention, students are afraid of being wrong when speaking English, and some students are excited and enjoy speaking in front of the class.

Nervousness, fear of being wrong, feeling uncomfortable when being noticed, and other psychological issues often affect students' speaking performance. Therefore, various studies have been conducted to investigate the speaking performance of different personality types, with the aim of finding out the differences in speaking performance between personalities and developing effective teaching strategies for each personality.

C. Limitation of the Problem

After describing the identification of the problem above, it is need the limit and focus the problem of this study. This research is focused on the speaking performance of introverted and extroverted students.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem as follows:

- a. How is the speaking performance of introvert students at SMAN 1 Kampar Timur?
- b. How is the speaking performance of extrovert students at SMAN 1 Kampar Timur?

E. The Objective of the Research

The purpose of this research is to determine the following:

- a. To describe the speaking performance of introvert students at SMAN 1 Kampar Timur
- b. To describe the speaking performance of an extrovert student at SMAN 1 Kampar Timur

F. The Significant of the Research

This research has theoretical and practical significance. Theoretically, personality can be a measurement tool that motivates students to know whether they have an introverted or extroverted personality so that they can improve their speaking performance according to each personality's learning strategy. Practically, The result of this research expectable give



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advantages for the teacher to find an alternative strategy and good learning model, non-controversy but varied, for the student to increase the achievement, motivation, and creativity of speaking performance in the learning process or the result of the learning, and for the researcher to grow up a spirit and self-confidence for do the next researches.

G. Definition of the Term

To avoid misunderstandings and to understand the research topic more clearly, it is helpful to provide definitions for each term used in the research. Definitions of terms are provided on the next page.

1. Introvert Personality

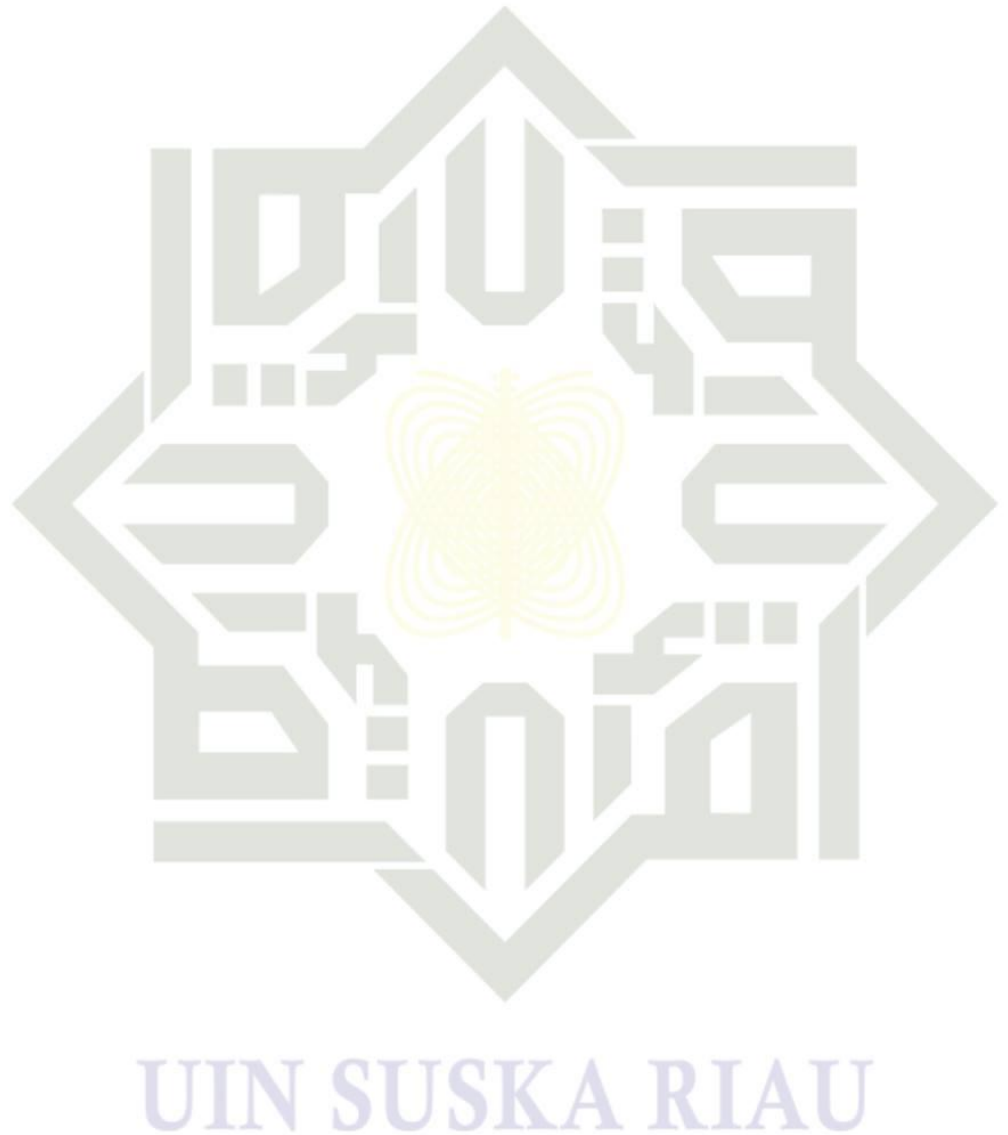
Introvert is who prefers and is more comfortable interacting with small groups of people, is quiet, prefers to observe, and enjoys spending time alone (Brown, 2000). Introverts tend to feel tired after social interactions and get re-energized by spending time alone. Also, introverts are avoid being in the center of attention, very personal, more listens than speaks, hiding enthusiasm, and prefers quality over quantity friendship.

2. Extrovert Personality

Extrovert is a person who is talkative, irritable, and outgoing in communication (Eysenck, 1964). They are sociable, easy-going, have many friends, need fun, and tend to be enterprising and risk-taking. Extrovert is a person who craves excitement, usually does not like reading and studying alone and they like to express their soul in active and interesting things.

3. Speaking Performance

Speaking performance is the skill of an individual to effectively manage and convey their ideas, feelings, and thoughts in a way that is understood and accepted by the audience (Septianah. et al., 2019). The ability of persons, especially students, to express their thoughts and opinions with clarity and confidence in a structured way.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Speaking Performance

Speaking is one of the skills that students should acquire to learn English, as Nunan (2001) states that functioning in another language is generally characterized by being able to speak that language. Speaking is important because it can measure success in language learning. Harmer (2001, p. 269) stated that fluency requires not only knowledge of language features but also the ability to process information and language 'on the fly'. When a learner is participating in a discussion, the purpose of speaking here can be to express an opinion, to convince someone of something, or to clarify information.

In some cases, speaking is used to give directions or get things done. For example, describing an object or someone, complaining about someone else's behavior, requesting or providing a service, etc. Speaking is used for different purposes and respective purposes. Different skills are required. Therefore, the ability to speak a foreign language is a very complex task. This may be why mastering English speaking skills is a priority for many second and foreign language learners.

According to Thornbury (in Hanifa, 2022), we take speaking for granted because it is a regular aspect of life. The typical individual produces tens of thousands of words per day. Speaking is unquestionably one of the abilities that everyone uses on a global scale. People can communicate their thoughts and opinions via speaking.



Al Hosni (2014) believes that speaking is essential because

successful language learning depends on the learner's ability to participate in oral activities. This is consistent with Bergil (2016), who clarified that the purpose of language learning is to use the target language communicatively in education, work, travel, and other areas. This means that language learners are expected to be able to speak the target language.

Performance is the implementation of an action. Performance is a tangible result or genuine action; it is a clear and concrete manifestation or reaction of expertise (Brown, 2007). Examples are speaking, writing, listening, reading, walking, and dancing. In the scope of English, performance activities refer to effective, systemic, and dynamic communication. According to Brown (2001), in-class activities in English can be divided into 6 types, namely: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

Based on Richards et al (2010), performance is the language that a person uses. There is a difference between a person's proficiency or knowledge in a language and how they use that proficiency or knowledge to construct and understand sentences which in this case is called performance. It is not only a matter of verbal communication, performance also involves the effective and complete use of language, including expressions and body language.

Speaking performance refers to the effectiveness and quality with which an individual delivers a spoken message to an audience.

Performance refers to public talk, which is talk that conveys information

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in front of an audience such as morning talks, public announcements, and speeches (Richard, 2009).

Those six categories of speaking performance can be found in textbooks, according to Brown (2001).

The first is imitative. Competencies in imitating word, phrase, and sentence pronunciation are the main parameters to be examined and judged. This type of imitation is not aimed at meaningful interaction, but rather at focusing on specific elements of the linguistic form.

The second is intensive. In the aspect of speaking performance designed to train the phonological or grammatical aspects of the language, intensive goes a step further than imitative. intensive speaking can be self-initiated, or it can be part of a pair work activity where learners 'experiment' with a particular language form.

The third is responsive. Most student speech in the classroom is responsive: short answers to questions or comments posed by the teacher or students. These answers are usually sufficient and do not prolong the dialog. Such speech can be meaningful and authentic. They are generally questions and answers regarding light greetings, commands, opinions, and requests.

The next is transactional (dialogue). Transactional language is an extended form of responsive language, which is performed to convey or exchange certain information. For example, conversation may be more negative than responsive speech.

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Then there is interpersonal (dialogue). Transactional dialogue is similar to interpersonal dialogue. What distinguishes it is the weight and complexity of the information exchange interactions carried out by students. Transactional dialogue is carried out to exchange information through conversation, while interpersonal dialogue refers to maintaining social relationships rather than exploring information.

The last is extensive (monologue). Finally comes to the discussion of extensive monologue. Oral production in this case there are many and wide such as speech, storytelling, singing, and even poetry. The language used is usually adjusted to certain conditions, sometimes formal language, and can also use informal language. This monologue can be designed and can also be done spontaneously.

In speaking, several aspects must be owned by a student. Hughes (2005) states that the aspects of speaking are accuracy, grammar, vocabulary, fluency, and comprehension. Brown (2004) also addresses aspects of speaking such as grammar, vocabulary, comprehension, fluency, and pronunciation. According to Thornbury (2005), aspects of speaking are grammar, vocabulary, pronunciation, knowledge of speech acts, and knowledge of discourse are aspects of speaking. Nunan (2015) states that fluency, accuracy, grammar, complexity, and pronunciation are important. In conclusion, aspects of speaking performance consist of several aspects.

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The first is accuracy, according to Nunan (2015), which refers to

the extent to which a learner's utterances are grammatically acceptable, with clear and understandable pronunciation and appropriate vocabulary selection.

The second, fluency is the extent to which a learner can speak at an acceptable pace without initialization or hesitation (Nunan, 2015).

According to Oxford Advanced Learner, fluency can be understood by the quality of being able to speak or write a language, especially a foreign language, easily and well. Based on Thornbury (2005), people can be said as fluent speakers if they fulfill the following features, pauses can be long but not often, pauses are usually filled in, pauses happen at significant transition points, and there are lengthy sequences of syllables and words between pauses.

Foster and Skehan in Nunan (2004, p. 87) suggest a model in evaluating speaking fluency is measured by considering the total number of seconds of silence and the time spent saying "um" and "ah" by subjects as they complete the task.

The next is pronunciation. Pronunciation is crucial because it gives meaning to what is being said. Mispronunciations can be misleading and offend those participating in the conversation. based on Thornbury (2005, p. 128-129), pronunciation refers to a student's ability to produce understandable utterances to meet the requirements of a task. Harmer (2001, p. 28) provides further questions related to the discussion. It suggests pitch, intonation, individual sounds, sounds and spellings, and stress. Pronunciation is how students create a clearer voice when

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speaking. deals with phonological processes and relates to the components of grammar, which consist of the elements and principles that determine how sounds in language change and sound (Fulcher, 2003).

Then, grammar is a definition of the structure of a language and how linguistic units such as words and phrases combine to form sentences within the language (Richard, 2002). Additionally, Penny Ur (1996) stated that grammar is defined as words that are combined to form correct sentences. It affects not only how word units are combined to form correct sentences, but also their meaning. make an impact. In other words, grammar is a structure in linguistics and can structure sentences well. Concerning context, the speaker should be considering who the speaker is, who the audience is, where the communication is happening, what communication is taking place before and after the sentence in question, the style and register, and alternative forms that a product can take.

The last is vocabulary. Harmer (2001) stated that vocabulary is the whole that is understood or used by each individual. Meanwhile, vocabulary is a general construction of a person's language talent in developing their language better, good knowledge of language, and the ability to use language to be used in context.

Thornbury (2005) recommends three things that speakers normally use in what they say, first, when people speak, they use many words and expressions that show their attitude (stance) towards what is being said. Second, speakers typically use words and expressions that express positive and negative judgments because many utterances have



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an interpersonal function, and by identifying what is likable and unlikable, they can express solidarity.

The last, speech also typically uses deictic language, i.e. words and expressions that refer to place, time, and participants in an immediate or more distant context.

2. Students Personality

Personality is a very important and widely recognized psychological concept globally. Many theorists have demonstrated that personality encompasses almost everything about a person's mental, emotional, social, and physical aspects. Personality traits can be both observable, such as actions, and unobservable, such as thoughts, memories, and dreams (Prakash, 2016).

According to Wright and Taylor (1970) at Ahmar and Sugiyanta (2021), a character or personality refers to very solid and permanent elements of a character that distinguish him from other people, and at the same time the basis of predictions about his future actions. As stated by Peterson (1992), personality has the following characteristics:

- 1) It is an integrated part of a character, something that someone is, does, or has. People acquire their individuality according to conditions and take it with them when they leave.
- 2) It is spiritual - refers to the actions, mind, and emotions of the character, no longer referring to material importance, but to the importance of possessions and status.
- 3) It is made up of smaller units known as traits, and the totality of these traits creates a unique mental characteristic.

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Personality involves multiple variables that are found to differ

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 from one individual to another. Brown (2000) stated that "personality" encompasses several traits. The first is self-esteem: how a person views themselves, the second is inhibition: managing one's linguistic ego, the next is risk-taking: how to take a calculated risk in learning a new language, then anxiety: related to anxiety, frustration, or worries, the next is empathy: the relationships between language and community, and the last is extroversion.

The personality traits that have been identified include extraversion, neuroticism, and psychoticism. Extraversion, introversion, and ambivalence are aspects of these traits (Simukonda, 2002). According to Carl Jung's theory of psychological types, individuals can be characterized based on their preferred general attitudes.

Jung, as cited in Prakash (2016), divided personality into two parts. The first is introversion, where individuals need time to process new information and experiences before understanding and responding to them (Tiger & Barron-Tieger in Prakash, 2016). Introverts may appear shy or anti-social, but they are actually social in different ways (Laney in Prakash, 2016). The second part is extroversion, where individuals focus their energy and attention outward. They crave the stimulation they get from engaging with the world outside themselves (Tiger & Barron-Tieger in Prakash, 2016).

The concept of personality is widely recognized, particularly in the context of theories. Introverted and extroverted personalities play a significant role in language learning. Both can impact the development of

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communicative competence. These personalities provide information and experiences that help teachers understand students before selecting learning methods or strategies.

Introvert Personality

When defining a student's introverted personality, keep in mind that an introverted personality is not a person's negative habitual behavior, but simply a trait that influences a person's reactions and behavior in life. Introverts are people who are quiet, thoughtful, intelligent, organized, expressive, value-oriented, prefer small, close groups of friends, and are prepared for the future (Hasanimanesh, 2015). People with introverted personalities are typically considered to be some sort of antisocial person, prone to shyness, and so on. Therefore, in this case, researchers discussed introverted students' characteristics, and how their speaking performance was.

According to Jung in feist (2008), Introversion is when your mental energy turns inward, focusing on the subjective. Introverts are attuned to their inner world, full of prejudices, fantasies, dreams, and personal perceptions. Of course, these people perceive the outside world, but they perceive it from a selective and unique subjective point of view. In addition, An introvert is someone who is more interested in their thoughts and feelings than in what is outside of them, and who is often shy and reluctant to talk or act with others. In other words, introverts tend to stay "to themselves." When the same problem occurs, the person can open the book, speed up, or slow down to find a solution (Yan, 2009).

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Eysenck, as cited in Ulya (2016), suggests that individuals with

introverted personalities tend to direct their views inward, focusing all their attention on their own inner life. Their behavior and attitudes are primarily influenced by events and experiences that occur within themselves. The outside world holds little significance in determining their behavior, leading individuals with this personality type to often avoid contact with their surroundings.

Introverts are characterized by their rich inner life, which they prefer to keep private until they are ready to share it with a close group. They develop their ideas internally and interactively. Introverts tend to keep their best things to themselves until they are ready to share them. They also experience anxiety and prefer to think carefully before speaking. When they feel overwhelmed, they tend to withdraw to protect their inner sources (Helgoe in Jalili, 2015).

Introverts are energized by their inner world rather than by being in the company of many people. For example, introverts feel very exhausted after going to a party or being with a large group of people for a long time. After that, the introverted person has to spend time alone to recharge their batteries. They are reserved for anyone but close friends. They prefer to plan things and don't seek excitement. Furthermore, Eysenck & Chan (1982) in Andriyani (2016) stated that introverted students are usually quiet, prefer reading to meeting and interacting with others, generally have few close friends, and avoid exhilaration.

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Being introverted is not the same as being shy. Unlike shy people,

introverts don't necessarily feel nervous, uncomfortable, or self-conscious when they're with other people. Instead of avoiding social interaction out of fear, they simply find solitary activities like reading or writing more energizing and more interesting. In addition, introverted but not shy individuals may have developed social skills, but still have peace of mind that allows them to focus more on themselves, their personal problems, feelings, needs, and habits is required. Furthermore, Cain (2016) suggested that introverts are not necessarily characterized as shy. It's important to note that both extroverts and introverts can be shy.

According to Khodareza (2015), introverts are individuals who are more interested in their thoughts and feelings than things outside themselves, often shy and unwilling to take part in other people's activities. In addition, introverted students need personal space to recharge, usually, they need time to think and reflect before speaking.

Therefore, introverted students are more fluent in writing than speaking, they tend to be serious and easily anxious, prefer to be alone, are introverted, often have difficulty in behavior, and usually, they like to read.

In classroom activities, introverted students may not seem interested in sharing their ideas, responses, or opinions. Introverted students are not sociable, they are quiet and sometimes cannot cooperate with others. In terms of speaking performance, introverted students usually prefer to be good listeners. They prefer to write rather than speak because they feel more free to express themselves.

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Burrus & Kaenzig, as cited in Jalili (2015), suggest that many

introverts possess the ability to adapt and appear extroverted when necessary. Through training and practice in public speaking, debate, drama, music, social skills, and other activities, introverts can learn to assume an extroverted persona when required. Introverts typically keep their inner worlds private and do not allow others to enter, which can lead others to make incorrect assumptions about their needs and preferences.

Introverted personalities are characterized by their close, individual nature. Individuals with this personality type tend to focus on their own problems rather than their environment. Their ideas are deeply internalized, and they often feel anxious, which leads them to think slowly. As a result, they often struggle with communicative competence.

Maharani in Taiyeb (2019) states that there are seven aspects of personality that are based on the introvert dimension. activity, sociability, risk-taking, impulsiveness, expressiveness, responsibility, and reflectiveness. Their explanation is as follows:

The first is activity. A person who have this aspect tend to be physically inactive, lethargic, and easily fatigued. They move in a relaxed and calm manner. They are also tired and easy to sleep.

The second is sociability. People with introverted personalities find it difficult to get along with crowds, preferring to have a few special friends. They enjoy solitary activities such as reading, they find it difficult to trust others.

The next is risk-taking. Introvert people prefer familiarity, safety, and security even if this means sacrificing some level of happiness in life.



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An introverted person avoids dangerous things and does something familiar and safe.

Then, there is impulsiveness. Introverts who score low on this trait, on the other hand, consider everything very carefully. They are systematic, organized, and plan everything meticulously. Even to speak they think many times before speaking.

The next is expressiveness. A person who have this aspect tend to be quiet, calm, cold, not talkative, and generally very restrained in expressing their thoughts and feelings. They do not like to express their feelings freely. They are not easy to feel angry and calm.

Then, there is responsibility. The person with this aspect tend to be conscientious, reliable, trustworthy, serious-minded, and slightly compulsive.

The last is reflectiveness. Introvert people with this aspect have a theoretical mindset, are more interested in ideas, speculation and they like to think and introspect. They are more observant.

Extrovert personality

Extroverted personalities tend to be outgoing and directed towards the external world. Extroverts are sociable, enjoy parties, and excel in friendships. They need excitement and stimulation in everything they do, which makes them lively and active. However, this can also lead to distractions from studying due to their difficulty in concentrating for long periods (Shahila, 2011).





Eysenck, as cited in Hamedi (2015), notes that extroverts tend to be open to strangers and socially mixed, whereas introverts are likely to keep to themselves and avoid drawing attention. According to Jungian personality typology, extroverts are generally outgoing, direct, energetic, and sociable. Eysenck believes that extroverts prefer creating a more inclusive and common space, while introverts tend to take a more exclusive and individual space. Additionally, Hamedi (2015) defines extroverts as individuals who are more restless and energetic in restricted environments.

Extroverted personalities can be characterized by their friendly, honest, accommodating, and easy-going nature. They are adaptable to new situations and environments. According to Jung, as cited in Sharp (1987), extroverts are characterized by an attraction to external objects, responsiveness, and a readiness to accept external events.

Extroverted personalities are more inclined towards social activities. They are naturally gregarious and social. They exhibit traits such as being realistic, practical, talkative, and active. They often show interest in leadership roles. According to Jung, as cited in Condon (2013), extroverts are characterized by an outward orientation, meaning they focus on and derive energy from the external world. They are more focused on the activities and things around them than on their inner lives.

Jung (1971) said that an extrovert is a type of person whose interests are directed outward. Introverts are people who are focused on themselves, and this also applies to their ego. Additionally, Vogel and Vogel (1986) in Ahmar and Sugiyanta (2021) found that extroverted students were more fluent in oral presentation tasks than introverted students. Eysenck (1964)

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stated that extroverted students are talkative, moody, and sociable in their communication, whereas introverted students are reserved, quiet, and peaceful. They are sociable, easy-going, have many friends, need fun, and tend to be adventurous and risk-takers. A widely held belief in the language education community is that extroverts are likely to perform better in second language use and communication situations.

Eynseck in Matthews (2009) said that extroverts tend to show superior performance than introverts in some tasks, especially tasks that require attention and resistance to distraction. Extroverts also have an advantage in short-term memory tasks, and they can do very well. This is supported by extroverts' good social skills. They also tend to be fluent in processing conversations, resulting in effective and constructive conversations.

According to Lightbown and Spada in Andriyani (2016), classroom teachers believe that in second or foreign language learning in terms of speaking performance, extroverted students excel and succeed when compared to introverted students. Furthermore, Crow (1958) in Indriyani says that extroverted students are usually good at speaking, worry less, feel less shy and awkward, prefer to work together or in groups, and adapt easily to the environment. This means that with their superiority in verbal tasks and sociability, extroverted students are more skilled in speaking performance than introverted students.

According to Myers in Usmiyati (2012), extroverted students prefer learning that contains interaction. Extroverted students are considered to speak more boldly and fluently but sometimes accurately in speaking

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performance. In addition, extroverted students are sociable, enjoy interacting, expend a lot of energy, and are open and interested in events external to themselves.

Maharani in Taiyeb (2019) states that there are seven aspects of personality that are based on the extrovert dimension. activity, sociability, risk-taking, impulsiveness, expressiveness, responsibility, and reflectiveness. Their explanation is as follows:

The first is activity. People who score high on this factor are usually active and energetic. They enjoy any activity that involves physical exertion. Move quickly from one activity to another, pursuing many different interests.

The second is sociability. People with extroverted personalities are sociable and make new friends. They are happy people at social events such as parties. Individuals with this character typically feel at ease and comfortable in social settings. The sociability aspect is assessed by how well they initiate and maintain social connections. They are often surrounded by many friends who enjoy spending time together, engage in various social activities, and adapt easily to new environments. Additionally, they tend to thrive in inhospitable situations and feel content in these settings (Muafiqoh, 2017).

The next is risk-taking. They love challenges and are not afraid to take risks. It is very unlikely that they think about the consequences of what they do. Individuals with high risk-taking values often seek out hazardous situations and occupations that disregard safety concerns. They tend to



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engage in these activities without considering the potential risks to their well-being.

Then, there is impulsiveness. Extroverts with this aspect tend to act on the spur of the moment, make hasty decisions and are usually uncaring and change their minds easily.

The next is expressiveness. People with this aspect tend to be sentimental, sympathetic, volatile, and demonstrative. Individuals with high expressiveness tend to freely express their emotions. They often display their feelings of sadness, anger, fear, and pleasure openly.

Then there is responsibility. Extroverts usually tend to be laid back, careless, late in making commitments and may be socially irresponsible. Individuals with a strong preference for this aspect generally dislike performing formal duties. Extroverted individuals, in particular, tend to be dynamic and lack responsibility when it comes to social activities.

The last is reflectiveness. The reflective characteristic of people with extroverted personalities is that when doing work, they tend to do it rather than think about it. They have a purposeful and practical mindset.

The Differences Between Introvert and Extrovert

Introvert and extrovert personalities are often seen as opposite ends of a single continuum. Therefore, someone who is high on one trait is typically low on the other. Introverts tend to be taciturn, uninterested in social gatherings, prefer to do things alone, and think and concentrate before acting or speaking. In contrast, extroverts enjoy and need social



interactions, engage in friendships with many people, respond quickly, and try to avoid solitude. They do not like being alone.

Furthermore, Dorneyi (2005) noted that both extroversion and introversion can have positive aspects depending on the specific task at hand. He pointed out that in both first language (L1) and second language (L2) contexts, introverts are more interested in activities such as reading, writing, and drawing, which do not require them to act in an outgoing manner. In contrast, extroverts tend to be more fluent, particularly in formal situations.

Based on the explanations above, introverted learners are stimulated by their own inner world of ideas and feelings. They have fewer friendships than extroverted students and prefer to work alone or with someone they know well in pairs. They dislike group work. In contrast, extroverted learners gain energy and focus from external events and people. They enjoy having many friends and prefer group work. Extroverted students tend to like English conversation, role-plays, and other interactive activities. Overall, extroverted individuals tend to be sociable, adventurous, cheerful, and active. Introverted individuals, on the other hand, are unsociable, quiet, reserved, and shy.

Identifying Introvert and Extrovert Students

There are so many theories that be used to determine someone's personality. To determine the extrovert and introvert students, in this research researcher will use the Eysenck Questionnaire (EPQ).

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The Eynseck Personality Questionnaire (EPQ) measures two widespread and independent dimensions of personality, namely extraversion-introversion that explain most of the variation in the personality domain. There are 30 items to measure extrovert and introvert levels that will be used in this research.

The following is the procedure for teaching English in senior high school, speaking performance.

1. The teacher enters the class and delivers the speaking material about expressing Sympathy, based on the syllabus of grade 11 SMA.
2. The teacher delivers the learning material
3. After the teacher explains, students are allowed to ask about the material
4. The teacher asks students to make a dialog and then practice the dialog in front of the class in pairs.
5. Students do a speaking performance in the form of practicing the expressing sympathy dialog that has been done
6. The teacher rewards each student by giving a speaking performance score.

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B. Relevant Research

During the investigation, the researcher discovered several other previous studies that are relevant to the topic. Some of these studies were conducted in various settings, which are outlined below:

The first research was conducted by Paradilla. et al. (2020) entitled "The Students' Extrovert and Introvert Personality Toward Speaking Performance". This research used a descriptive qualitative research method with a case study approach. This research is an attempt to examine the students' extrovert and introverted personalities toward speaking performance at MA Baytul Mukarromah Welalange. Data analysis was performed based on the data analysis method proposed by Miles and Huberman, which consists of step reduction, display, and validation of data. The result of this research was there was no influence between extrovert and introvert personality toward speaking performance. Still, it is influenced by different levels of knowledge and frequent participation or good preparation. This suggests that personality type is not a determinant of successful speaking performance.

Second, research was conducted by Septianah. et al. (2019) entitled "Extrovert-Introvet Students and Their English Speaking Performance". This research was categorized into correlational research, in which the researcher tried to find out whether there is a correlation between the extrovert-introvert personality and speaking performance at the University of Tanjungpura. Personality and speaking ability measures were determined using the Mark Parkinson Personality Questionnaire (MSQ)

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and Monroe's motivated persuasiveness rubric scores. Students' personality and speaking ability scores were correlated using the Pearson Product Moment and Multiple Correlation formulas. From this study, researchers concluded that extrovert-introvert personality affects speaking performance.

Third, a research was conducted by Samand. et al. (2019) entitled "Analysis On the Relationship of Extrovert-Introvert Personality and Students' Speaking Performance in English Study Program of Halu Oleo University". This research investigates the correlation between extrovert personality and introvert personality and students' speaking performance in the students in English Study Program of Halu Oleo University in the fourth semester. The personality type was determined by using the Mark Parkinson Personality Questionnaire and the speaking score from the speaking test. Then, the personality and the student's score were correlated by using Pearson Product Moment Correlation. The objective of the study is to examine, whether there is a correlation between extrovert-introvert personality and students' speaking performance or not and also to know which personalities have better achievement in speaking performance. The result of correlation testing reveals that there is no significant correlation between extrovert personality and also there is no correlation between introvert personality and speaking performance. Other result shows that introverted students have better achievement in speaking than extroverted students.

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Fourth, research by Hasibuan. et al. (2023) entitled “An analysis of

Extrovert and Introvert Personality of the Students’ on Speaking Performance at the Tenth Grade of State Islamic Senior High School 1 Padang Lawas”. This research uses a descriptive-qualitative method with a case study approach. Eynseck Personality Questionnaire (EPQ), speaking test, and interviews as instruments to collect the data. Then, the data was analyzed using the Miles and Huberman model Technique, which consists of three stages of data analysis: data reduction, data presentation, and verification or conclusion. The finding showed that each of the 20 researcher samples: ten extroverts and ten introverts, had different speaking performance scores. Five out of ten extroverted students scored well and the other five scored poorly on the speaking test. For introverted students, five out of ten students got a poor category, four students in the good category, and the remaining one obtained a speaking test score with very good criteria. When interviewed, both extroverted and introverted students said that they experienced several obstacles, namely lack of preparation before performing, lack of knowledge about linguistic aspects, mispronunciation, and lack of vocabulary.

And the fifth is research by Phoung (2021) entitled “Influences of Personality On Students’ Speaking Performance”. This research is a case study, which is focused on a small group of first-year students from the University of Languages and International Studies (ULIS), Vietnam. The researcher uses the mixed method which combines elements of qualitative and quantitative approaches. Questionnaires, interviews, and classroom observation as the data collection instruments. This research

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focuses on the influence of personality on student performance and possible recommendations to overcome the problem. To find out the answers to the three research questions, the collected data was classified. Specifically, the answer to the first question can be found in the first part of the questionnaire. Then the second part of the questionnaire, the content of the observations and the students' responses helped answer the second research question. Finally, the answers and suggestions from the teachers are the key to the third research question. The result of this research is unstable introverted students do not show leadership in speaking lessons when working in groups, but feel more secure.

Based on the previously mentioned studies, it can be concluded that personality affects students' speaking performance. In other studies, personality has no influence and no correlation to students' speaking performance. Introverted students achieved better grades than extroverted students. Another study concluded that both introverted students and extroverted students have good speaking performance scores and some are less good. The similarities between the two student personalities are the lack of preparation before performing, lack of knowledge about linguistic aspects, mispronunciation, and lack of vocabulary.

C. Conceptual Framework

This research is an analytical study that focuses on introvert and extrovert students' speaking performance in class XI 8 at SMAN 1 Kampar Timur. Thus, the researcher determined some indicators as follows:

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Speaking Performance of Introvert and Extrovert Personality

Speaking Performance

- a. Pronunciation can be understood even with a certain accent
- b. Almost no grammatical errors
- c. Using appropriate vocabulary
- d. Fluent dialog, very few difficulties
- e. The whole conversation can be understood although there is occasional repetition in certain parts.

(Curriculum k13)

Students Personality

1. Introvert

- a. Students tend to be passive in the teaching and learning process
- b. Students are calm in the teaching and learning process.
- c. Students tend to be quiet and withdrawn.
- d. Students tend to express their opinions carefully
- e. Students are aloof in the class because they are comfortable being alone.

2. Extrovert

- a. The students are easy to communicate with others because they are sociable
- b. The students are easy to associate with others because they are friendly
- c. The students tend to be active in the teaching and learning process
- d. The students tend to be assertive in expressing their opinions
- e. The students are passionate about doing tasks or delivering a speech
- f. The students are talkative in certain situations of the teaching and learning process

(Eysenck in Dorneyi, 2005)

ini tanpa mencantumkan dan menyebutkan sumber:

penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a quantitative descriptive approach with a survey study because the researcher wanted to describe the speaking performance of students' introvert and extrovert personality at the eleventh grade of SMAN 1 Kampar Timur and this research involves data and is descriptive by using a questionnaire to determine the personality of each student who is a sample in this study.

Creswell (2012) mentions that survey research design is a procedure in quantitative research in which the researcher surveys a sample or the entire population of people to get a description of the attitudes, opinions, behaviors, or characteristics of the population. The researcher used a questionnaire and a document which is the speaking performance score of the students from the teacher at school to answer the research question.

Survey research is included in the quantitative descriptive method. The design used in this research is quantitative descriptive. Quantitative methods involve utilizing calculations to measure the quantity of data obtained and to study objective variables within a population through surveys, employing questionnaires to gather data.

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B. Time and Location of the Research

This research was conducted on Thursday, May 15th, 2024. At SMAN 1 Kampar Timur Jl. Negara Km. 40 Pekanbaru-Bangkinang, Pulau Rambai, Kampa, Kampar, Riau.

C. Subject and Object of the Research

The subject of this research was the Eleventh-grade student of SMAN 1 Kampar Timur. The object of this research was the speaking performance of introverted and extroverted students at SMAN 1 Kampar Timur.

D. Population and Sample

The Population of the Research

Creswell (2012, p. 142) states that a population is a group of individuals who have the same characteristics. The specification of the population of this research was all of the Eleventh grade of SMAN 1 Kampar Timur academic year 2023/2024 can be seen as follows:

Table III. 1
The Population of the Research

No	Class	Total of Students
1	XI 1	36
2	XI 2	35
3	XI 3	35
4	XI 4	36
5	XI 5	34
6	XI 6	35
7	XI 7	33
8	XI 8	33
9	XI 9	33
10	XI 10	33
Total		343

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From the table above we can see that the population of this research consisted of ten classes and 343 total students. In class XI 1 there were 36 students, class XI 2 there were 35 students, class XI 3 there were 35 students, class XI 4 there were 36 students, class XI 6 there were 24 students, class XI 7 there were 33 students, class XI 8 there were 33 students, class XI 9 there were 33 students, and the last class XI 10 there were 33 students.

The Sample of the Research

As the sample, the population above was quite large to take. If the population is less than 100 people, then the sample is all. But if the population is more than 100 people, then the sample can be taken in a range of 10-15%, 20-25% or more than that (Arikunto, 2006). based on the idea, the researcher took 10% of the population.

The sample is class XI 8 which consists of 33 students. The researcher employed cluster random sampling because the group in the population had homogeneous characteristics. The researcher employed a lottery in conducting cluster sampling to select one of three classes as a sample for this research.

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E. Technique of Collecting Data

a. Questionnaire

To measure the students' personality, the researcher used a questionnaire. The researcher used the Eysenck Personality Questionnaire (EPQ) to collect data about the extroverted and introverted personality of students. Students was given a questionnaire consisting of 30 items, 16 for extroverts and 14 for introverts. Students will choose their level of agreement or disagreement with the statements contained in the questionnaire based on their personal opinions, there are strongly agree, agree, undecided, disagree, and strongly disagree. Based on this, students give a score from 1 to 5 which will indicate their personality level with 5 being the highest extrovert level per item. From the questionnaire, the researcher wants to know whether the students are extroverts and introverts.

The questionnaire that was distributed was translated into Indonesian so that students find it easier to fill in each statement. Higher scores indicate strongly extrovert and then the lowest scores indicate strongly introvert based on the score interpretation criteria below.

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Table III. 2

Interpretation of Students' Personality

Score	Interpretation	
81-100	Very Strong	Strongly Extrovert
61-80	Strong	Extrovert
41-60	Moderately	Ambivert
21-40	Low	Introvert
0-20	Very Low	Strongly Introvert

Source: Adopted from Velicier and Stevenson in Wulandary (2017)

The following questionnaire is made based on the above indicators

Table III. 3

The Blue Print of the Questionnaire

Variables	Indicators	Number of items	Total
Introvert (X_1)	Activity	1. I am inclined to be slow and careful in my actions.	2
		2. I usually move about at a leisurely pace	
	Sociability	3. I prefer to have few but special friends.	2
		4. I am mostly quiet when I am with other people	
	Risk Taking	5. I tend to keep in the background on social occasions.	2
		6. I am rather careful in new situations.	
	Impulsiveness	7. I usually stop and think things over before I speak.	2
		8. I like planning things well ahead of time.	
	Expressiveness	9. My temper is well controlled.	2
		10. When I am angry with someone, I wait until I cooled off before tackling him or her about the incident	
	Reflectiveness	11. I like to have time to be alone with my thoughts.	2
		12. I often spend an evening just reading a book. How	

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		has it changed to I prefer reading to meeting people?	
Responsibility		13. I am usually on time for tasks in my school.	2
		14. If I say I will do something always keep my promise.	
Extrovert (X2)	Activity	15. I often take on more activities than I have time for.	4
		16. I have many different hobbies.	
		17. I like plenty of bustle and excitement around myself.	
		18. I am a talkative person.	
Sociability		19. I usually let myself go and enjoy the moment at a lively party or gathering.	4
		20. I enjoy meeting new people.	
		21. I usually take the initiative in making new friends.	
		22. I can easily get some life into rather dull party	
Risk Taking		23. I call myself happy-golucky.	3
		24. I am a person who is brave to take risks.	
		25. I like doing something challenging.	
Impulsiveness		26. I often make decisions on the spur of the moment.	2
		27. Sometimes people say that I act too rashly	
Expressiveness		28. I am a person who is angry quickly.	1
Reflectiveness		29. I like work that involves action rather than profound thought and study	1
Responsibility		30. I often forget little things that I am supposed to do	1

Source: Adopted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck & Barret 1991)

b. Document

The document in this research is the students' speaking scores from the teacher at the school.

F. The Technique of Analysing Data

Based on Creswell (2012), descriptive statistics show the general trends in the data (mean, mode, median), and the spread of the scores (variance, standard deviation, and range). In this research, the data obtained from the questionnaires was analyzed and reported descriptively (frequency and mean).

After collecting the data, the researcher analyzed those data based on students' questionnaires by using the formula as follows:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = percentage

f = Frequency

n = Number of samples

100% = Constant value

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CHAPTER V

CONCLUSION AND SUGGESTION

A Conclusion

This research was conducted with the aim to describing the speaking performance of students' introvert and extrovert personality.

After processing the data, the researcher can answer the questions based on the formulation of the problem as follows:

1. Introvert students have excellent speaking performance. This can be proven based on speaking performance indicators from the k13 curriculum used, including pronunciation, which can be understood even with a certain accent, almost no grammatical errors, using appropriate vocabulary, fluent dialog, very few difficulties, and the whole conversation can be understood. However, there is occasional repetition in certain parts. With a mean score of 86.2.
2. Extrovert also students have excellent speaking performance. This can be proven based on speaking performance indicators from the k13 curriculum used, including pronunciation, which can be understood even with a certain accent, almost no grammatical errors, using appropriate vocabulary, fluent dialog, very few difficulties, and the whole conversation can be understood. However, there is occasional repetition in certain parts. With a mean score of 89.45.

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Extroverted students were better at English-speaking performance.

There is a difference between extrovert and introvert students in their speaking performance, extrovert students have self-confidence, and they have better speaking performance. Their character as extroverts positively affects their speaking performance in some ways, better than introverts. While Introverts with their calm and quiet character, need the right time and a supportive situation to show their best ability in speaking performance.

B. Suggestion

About the conclusion above, the researcher gives some suggestions as follows:

1. Suggestions for the students

a. The result of this research is expected to help students recognize their personality and improve their performance, especially in speaking.

b. For introvert students

Becoming an introvert is not your fault and it is not bad at all. Even though introverted students are nervous, they can become better over time. Introverted students only need the right time, atmosphere, and suitable topic to show their best performance.

c. For extrovert students

Considering extrovert students are good at socializing, they can motivate and encourage their classmates, especially introverted students.





2. Suggestions for the teacher
 - a. Personality influences students' speaking performance, so English teachers are suggested to pay more attention to their students in terms of their personality type.
 - b. The teacher can use different methods in teaching speaking that not only focus on extrovert students who are always active in the class but also on introvert students who tend to be quiet.
3. Suggestion for further research
 - a. This research focused on one of four English skills. Another researcher can be considering to do a study about other skills like listening or reading.
 - b. This research only focused on introvert and extrovert personalities, other researchers can try to research ambivert personality.

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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.



Appendix I

Instrument of The Research

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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 - 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.



UIN SUSKA RIAU



The Criteria of the Eynseck Personality Questionnaire

Sub Concept	Introvert	Extrovert
Activity	They tend to become physically inactive, lethargic and easily tired. They move around the world at a leisurely pace and prefer quite a quiet vacation.	Generally active or energetic. They enjoy all kinds of physical activities. They move up quickly from one activity to another and they pursue a wide variety of different interests.
Sociability	They prefer to have only a few special friends, enjoying solo activities such as reading and have difficulty in trying to talk to other people.	They like social activities such as parties and dances. They like to make friends. They generally meet people easily and feel comfortable in social situations.
Risk Taking	They prefer familiarity, safety, and security even if this means sacrificing some level of excitement in life	They like challenging activities and ignore the consequences. They are those who dare to take risks.
Impulsiveness	They consider everything very carefully before making a decision. They are systematic. They usually think before they speak and observe before they act.	They tend to act abruptly and hastily, often making premature decisions, and are usually carefree, volatile, and unpredictable.
Expressiveness	They are reserved, even-tempered, cool, detached and generally controlled as regards their expressions of their thoughts and their feeling.	They tend to be sentimental, sympathetic, volatile, and demonstrative.
Reflectiveness	They have a theoretical mindset and tend to be interested in ideas, and speculation and they like to think and introspect.	When doing work, they are more likely to just do things rather than think about things. They tend to have a purposeful mindset and practical mindset.

Hak Cipta Diindungi Undang-Undang

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State Islamic University of Sultan Syarif Kasim 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.

Hak Cipta Dilindungi Undang-Undang

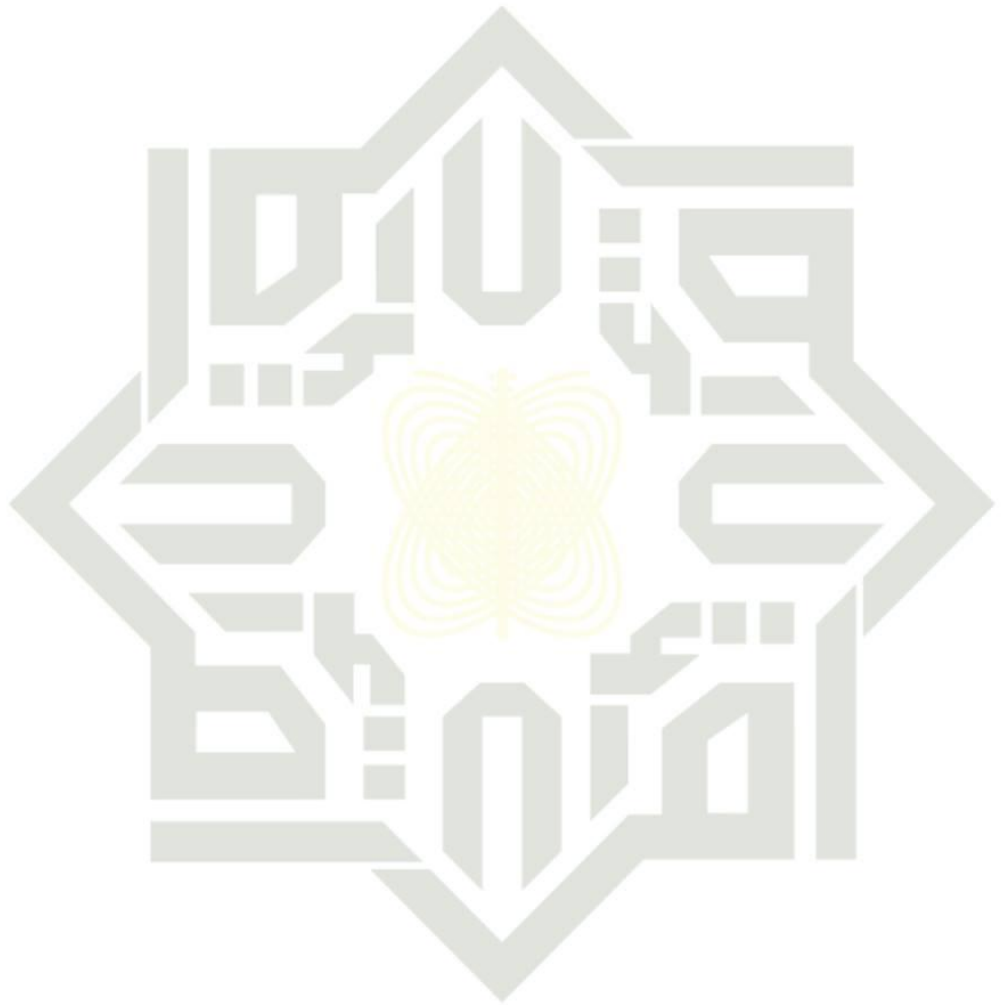
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan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

Responsibility

When it comes to work, they are more likely to do things than think about them. They tend to have a purposeful and practical mindset. Thorough, reliable, trustworthy, and serious-minded with little compulsiveness.

They tend to become casual, careless of protocol, late with commitments, unpredictable and may be socially irresponsible.

Source: Adopted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck & Barrett 1991)



UIN SUSKA RIAU

Eysenck Personality Questionnaire (EPQ)

Nama: ABELIA Putri

Kelas: XI~~0~~

Jawablah pernyataan-pernyataan berikut ini dengan memberi tanda (✓) yang sesuai dengan keadaan anda. Angket ini akan membantu anda untuk mengetahui kepribadian anda, orang yang sangat ekstrovert atau sangat introvert.

Catatan: SA (Sangat Setuju)

S (Setuju)

B (Bimbang)

TS (Tidak Setuju)

STS (Sangat Tidak Setuju).

No	Pernyataan	SA	S	B	TS	STS
1	I am inclined to be slow and careful in my actions. (Saya cenderung lambat dan berhati-hati dalam bertindak)		✓			
2	I usually move about at a leisurely pace (Saya biasanya bergerak dengan santai)		✓			
3	I prefer to have few but special friends (Saya lebih suka memiliki beberapa teman istimewa)		✓			
4	I am mostly quiet when I am with other people (Saya kebanyakan diam ketika saya bersama orang lain)	✓				
5	I tend to keep in the background on social occasions (Saya cenderung tidak mengikuti kegiatan sosial)			✓		
6	I am rather careful in new situations. (Saya agak berhati-hati dalam situasi baru)		✓			
7	I usually stop and think things over before I speak (Saya biasanya berhenti dan berpikir sebelum saya berbicara)	✓				
8	I like planning things well ahead of time (Saya suka merencanakan segala sesuatu)		✓			
9	My temper is well controlled (Emosi saya terkontrol dengan baik)	✓				
10	When I am angry with someone, I wait until I cooled off before tackling him or her about the incident When I am angry with someone, I wait until I cooled off before tackling him or her about the incident (Ketika saya		✓			



	<i>marah pada seseorang, saya menunggu sampai saya tenang untuk menyelesaikan masalah tersebut)</i>					
11	I like to have time to be alone with my thoughts (Saya suka menghabiskan waktu sendirian dengan pikiran saya)		✓			
12	I often spend an evening just reading a book (Saya sering menghabiskan malam dengan membaca)		✓			
13	I am usually on time for tasks in my school (Saya biasanya tepat waktu mengerjakan tugas sekolah)		✓			
14	If I say I will do something always keep my promise (Ketika saya mengatakan akan melakukan sesuatu saya selalu menepati janji)		✓			
15	I often take on more activities than I have time for (Saya sering melakukan lebih banyak kegiatan daripada waktu yang saya miliki)		✓			
16	I have many different hobbies (Saya memiliki banyak hobi/kegemaran yang berbeda)		✓			
17	I like plenty of bustle and excitement around myself (Saya suka banyak kesibukan dan kegembiraan di sekitar saya)	✓				
18	I am a talkative person (Saya orang yang banyak bicara)			✓		
19	I usually let myself go and enjoy the moment at a lively party or gathering (Saya biasanya pergi dan menikmati suasana di pesta atau pertemuan yang meriah)			✓		
20	I enjoy meeting new people (Saya menikmati bertemu orang baru)			✓		
21	I usually take the initiative in making new friends (Saya biasanya yang memulai dalam mencari teman baru)				✓	
22	I can easily get some life into rather dull party (Saya bisa dengan mudah mendapatkan kesenangan dalam situasi yang membosankan)			✓		
23	I call myself happy-golucky (Saya menyebut diri saya tidak pernah risau)			✓		
24	I am a person who is brave to take risks (Saya orang yang berani)				✓	



	<i>mengambil resiko</i>					
25	I like doing something challenging <i>(Saya suka melakukan sesuatu yang menantang)</i>				✓	
26	I often make decisions on the spur of the moment <i>(Saya sering membuat keputusan secara mendadak)</i>			✓		
27	Sometimes people say that I act too rashly <i>(Terkadang orang mengatakan bahwa saya bertindak terlalu gegabah)</i>				✓	
28	I am a person who is angry quickly <i>(Saya orang yang cepat marah)</i>				✓	
29	I like work that involves action rather than profound thought and study <i>(Saya suka pelajaran yang melibatkan tindakan daripada pemikiran dan pembelajaran yang mendalam)</i>		✓			
30	I often forget little things that I am supposed to do <i>(Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan)</i>	✓				

Source: Adopted from Eysenck Personality Questionnaire (EPQ) in Wulandari (2017)



Eysenck Personality Questionnaire (EPQ)

Nama: ADE SYEKH

Kelas: XI B

Jawablah pernyataan-pernyataan berikut ini dengan memberi tanda (✓) yang sesuai dengan keadaan anda. Angket ini akan membantu anda untuk mengetahui kepribadian anda, orang yang sangat ekstrovert atau sangat introvert.

Catatan: SA (Sangat Setuju)

S (Setuju)

B (Bimbang)

TS (Tidak Setuju)

STS (Sangat Tidak Setuju).

No	Pernyataan	SA	S	B	TS	STS
1	I am inclined to be slow and careful in my actions. (Saya cenderung lambat dan berhati-hati dalam bertindak)		✓			
2	I usually move about at a leisurely pace (Saya biasanya bergerak dengan santai)	✓				
3	I prefer to have few but special friends (Saya lebih suka memiliki beberapa teman istimewa)	✓				
4	I am mostly quiet when I am with other people (Saya kebanyakan diam ketika saya bersama orang lain)	✓				
5	I tend to keep in the background on social occasions (Saya cenderung tidak mengikuti kegiatan sosial)	✓				
6	I am rather careful in new situations. (Saya agak berhati-hati dalam situasi baru)	✓				
7	I usually stop and think things over before I speak (Saya biasanya berhenti dan berpikir sebelum saya berbicara)			✓		
8	I like planning things well ahead of time (Saya suka merencanakan segala sesuatu)	✓				
9	My temper is well controlled (Emosi saya terkontrol dengan baik)	✓				
10	When I am angry with someone, I wait until I cooled off before tackling him or her about the incident When I am angry with someone, I wait until I cooled off before tackling him or her about the incident (Ketika saya		✓			



	<i>marah pada seseorang, saya memunggu sampai saya tenang untuk menyelesaikan masalah tersebut)</i>					
11	<i>I like to have time to be alone with my thoughts (Saya suka menghabiskan waktu sendirian dengan pikiran saya)</i>	✓				
12	<i>I often spend an evening just reading a book (Saya sering menghabiskan malam dengan membaca)</i>	✓				
13	<i>I am usually on time for tasks in my school (Saya biasanya tepat waktu mengerjakan tugas sekolah)</i>	✓				
14	<i>If I say I will do something always keep my promise (Ketika saya mengatakan akan melakukan sesuatu saya selalu menepati janji)</i>	✓				
15	<i>I often take on more activities than I have time for (Saya sering melakukan lebih banyak kegiatan daripada waktu yang saya miliki)</i>	✓				
16	<i>I have many different hobbies (Saya memiliki banyak hobi/kegemaran yang berbeda)</i>	✓				
17	<i>I like plenty of bustle and excitement around myself (Saya suka banyak kesibukan dan kegembiraan di sekitar saya)</i>	✓				
18	<i>I am a talkative person (Saya orang yang banyak bicara)</i>		✓			
19	<i>I usually let myself go and enjoy the moment at a lively party or gathering (Saya biasanya pergi dan menikmati suasana di pesta atau pertemuan yang meriah)</i>	✓				
20	<i>I enjoy meeting new people (Saya menikmati bertemu orang baru)</i>	✓				
21	<i>I usually take the initiative in making new friends (Saya biasanya yang memulai dalam mencari teman baru)</i>	✓				
22	<i>. I can easily get some life into rather dull party (Saya bisa dengan mudah mendapatkan kesenangan dalam situasi yang membosankan)</i>	✓				
23	<i>I call myself happy-golucky (Saya menyebut diri saya tidak pernah risau)</i>		✓			
24	<i>I am a person who is brave to take risks (Saya orang yang berani)</i>	✓				



	<i>mengambil resiko</i>				
25	I like doing something challenging (<i>Saya suka melakukan sesuatu yang menantang</i>)	✓			
26	I often make decisions on the spur of the moment (<i>Saya sering membuat keputusan secara mendadak</i>)	✓			
27	Sometimes people say that I act too rashly (<i>Terkadang orang mengatakan bahwa saya bertindak terlalu gegabah</i>)	✓			
28	I am a person who is angry quickly (<i>Saya orang yang cepat marah</i>)	✓			
29	I like work that involves action rather than profound thought and study (<i>Saya suka pelajaran yang melibatkan tindakan daripada pemikiran dan pembelajaran yang mendalam</i>)	✓			
30	I often forget little things that I am supposed to do (<i>Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan</i>)			✓	

Source: Adopted from Eysenck Personality Questionnaire (EPQ) in Wulandari (2017)

Eysenck Personality Questionnaire (EPQ)

Nama: *Amelia Zahra*

Kelas: *∞10*

Jawablah pernyataan-pernyataan berikut ini dengan memberi tanda (✓) yang sesuai dengan keadaan anda. Angket ini akan membantu anda untuk mengetahui kepribadian anda, orang yang sangat ekstrovert atau sangat introvert.

Catatan: SA (Sangat Setuju)

S (Setuju)

B (Bimbang)

TS (Tidak Setuju)

STS (Sangat Tidak Setuju).

No	Pernyataan	SA	S	B	TS	STS
1	I am inclined to be slow and careful in my actions. (<i>Saya cenderung lambat dan berhati-hati dalam bertindak</i>)		✓			
2	I usually move about at a leisurely pace (<i>Saya biasanya bergerak dengan santai</i>)	✓				
3	I prefer to have few but special friends (<i>Saya lebih suka memiliki beberapa teman istimewa</i>)		✓			
4	I am mostly quiet when I am with other people (<i>Saya kebanyakan diam ketika saya bersama orang lain</i>)		✓			
5	I tend to keep in the background on social occasions (<i>Saya cenderung tidak mengikuti kegiatan sosial</i>)				✓	
6	I am rather careful in new situations. (<i>Saya agak berhati-hati dalam situasi baru</i>)	✓				
7	I usually stop and think things over before I speak (<i>Saya biasanya berhenti dan berpikir sebelum saya berbicara</i>)		✓			
8	I like planning things well ahead of time (<i>Saya suka merencanakan segala sesuatu</i>)		✓			
9	My temper is well controlled (<i>Emosi saya terkontrol dengan baik</i>)			✓		
10	When I am angry with someone, I wait until I cooled off before tackling him or her about the incident When I am angry with someone, I wait until I cooled off before tackling him or her about the incident (<i>Ketika saya</i>					



	<i>marah pada seseorang, saya menunggu sampai saya tenang untuk menyelesaikan masalah tersebut)</i>		✓			
11	<i>I like to have time to be alone with my thoughts (Saya suka menghabiskan waktu sendirian dengan pikiran saya)</i>			✓		
12	<i>I often spend an evening just reading a book (Saya sering menghabiskan malam dengan membaca)</i>				✓	
13	<i>I am usually on time for tasks in my school (Saya biasanya tepat waktu mengerjakan tugas sekolah)</i>			✓		
14	<i>If I say I will do something always keep my promise (Ketika saya mengatakan akan melakukan sesuatu saya selalu menepati janji)</i>		✓			
15	<i>I often take on more activities than I have time for (Saya sering melakukan lebih banyak kegiatan daripada waktu yang saya miliki)</i>			✓		
16	<i>I have many different hobbies (Saya memiliki banyak hobi/kegemaran yang berbeda)</i>			✓		
17	<i>I like plenty of bustle and excitement around myself (Saya suka banyak kesibukan dan kegembiraan di sekitar saya)</i>		✓			
18	<i>I am a talkative person (Saya orang yang banyak bicara)</i>					✓
19	<i>I usually let myself go and enjoy the moment at a lively party or gathering (Saya biasanya pergi dan menikmati suasana di pesta atau pertemuan yang meriah)</i>		✓			
20	<i>I enjoy meeting new people (Saya menikmati bertemu orang baru)</i>			✓		
21	<i>I usually take the initiative in making new friends (Saya biasanya yang memulai dalam mencari teman baru)</i>		✓			
22	<i>I can easily get some life into rather dull party (Saya bisa dengan mudah mendapatkan kesenangan dalam situasi yang membosankan)</i>			✓		
23	<i>I call myself happy-golucky (Saya menyebut diri saya tidak pernah risau)</i>			✓		
24	<i>I am a person who is brave to take risks (Saya orang yang berani)</i>					



	<i>mengambil resiko</i>				
25	I like doing something challenging (<i>Saya suka melakukan sesuatu yang menantang</i>)		✓		
26	I often make decisions on the spur of the moment (<i>Saya sering membuat keputusan secara mendadak</i>)		✓		
27	Sometimes people say that I act too rashly (<i>Terkadang orang mengatakan bahwa saya bertindak terlalu gegabah</i>)		✓		
28	I am a person who is angry quickly (<i>Saya orang yang cepat marah</i>)		✓		
29	I like work that involves action rather than profound thought and study (<i>Saya suka pelajaran yang melibatkan tindakan daripada pemikiran dan pembelajaran yang mendalam</i>)	✓			
30	I often forget little things that I am supposed to do (<i>Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan</i>)		✓		

Source: Adopted from Eysenck Personality Questionnaire (EPQ) in Wulandari (2017)

Eysenck Personality Questionnaire (EPQ)

Nama: *Arini Maulidatus Zahra*

Kelas: *XI 6*

Jawablah pernyataan-pernyataan berikut ini dengan memberi tanda (✓) yang sesuai dengan keadaan anda. Angket ini akan membantu anda untuk mengetahui kepribadian anda, orang yang sangat ekstrovert atau sangat introvert.

Catatan: SA (Sangat Setuju)

S (Setuju)

B (Bimbang)

TS (Tidak Setuju)

STS (Sangat Tidak Setuju).

No	Pernyataan	SA	S	B	TS	STS
1	I am inclined to be slow and careful in my actions. (<i>Saya cenderung lambat dan berhati-hati dalam bertindak</i>)			✓		
2	I usually move about at a leisurely pace (<i>Saya biasanya bergerak dengan santai</i>)		~			
3	I prefer to have few but special friends (<i>Saya lebih suka memiliki beberapa teman istimewa</i>)	~				
4	I am mostly quiet when I am with other people (<i>Saya kebanyakan diam ketika saya bersama orang lain</i>)		~			
5	I tend to keep in the background on social occasions (<i>Saya cenderung tidak mengikuti kegiatan sosial</i>)		~			
6	I am rather careful in new situations. (<i>Saya agak berhati-hati dalam situasi baru</i>)	~				
7	I usually stop and think things over before I speak (<i>Saya biasanya berhenti dan berpikir sebelum saya berbicara</i>)	~				
8	I like planning things well ahead of time (<i>Saya suka merencanakan segala sesuatu</i>)		~			
9	My temper is well controlled (<i>Emosi saya terkontrol dengan baik</i>)	~				
10	When I am angry with someone, I wait until I cooled off before tackling him or her about the incident When I am angry with someone, I wait until I cooled off before tackling him or her about the incident (<i>Ketika saya</i>	✓				



	<i>marah pada seseorang, saya menunggu sampai saya tenang untuk menyelesaikan masalah tersebut)</i>					
11	<i>I like to have time to be alone with my thoughts (Saya suka menghabiskan waktu sendirian dengan pikiran saya)</i>	~				
12	<i>I often spend an evening just reading a book (Saya sering menghabiskan malam dengan membaca)</i>	~				
13	<i>I am usually on time for tasks in my school (Saya biasanya tepat waktu mengerjakan tugas sekolah)</i>			~		
14	<i>If I say I will do something always keep my promise (Ketika saya mengatakan akan melakukan sesuatu saya selalu menepati janji)</i>			~		
15	<i>I often take on more activities than I have time for (Saya sering melakukan lebih banyak kegiatan daripada waktu yang saya miliki)</i>			~		
16	<i>I have many different hobbies (Saya memiliki banyak hobi/kegemaran yang berbeda)</i>		~			
17	<i>I like plenty of bustle and excitement around myself (Saya suka banyak kesibukan dan kegembiraan di sekitar saya)</i>	~				
18	<i>I am a talkative person (Saya orang yang banyak bicara)</i>		~			
19	<i>I usually let myself go and enjoy the moment at a lively party or gathering (Saya biasanya pergi dan menikmati suasana di pesta atau pertemuan yang meriah)</i>			~		
20	<i>I enjoy meeting new people (Saya menikmati bertemu orang baru)</i>			~		
21	<i>I usually take the initiative in making new friends (Saya biasanya yang memulai dalam mencari teman baru)</i>			~		
22	<i>I can easily get some life into rather dull party (Saya bisa dengan mudah mendapatkan kesenangan dalam situasi yang membosankan)</i>		~			
23	<i>I call myself happy-golucky (Saya menyebut diri saya tidak pernah risau)</i>			~		
24	<i>I am a person who is brave to take risks (Saya orang yang berani)</i>	~				



	<i>mengambil resiko</i>					
25	I like doing something challenging (<i>Saya suka melakukan sesuatu yang menantang</i>)		~			
26	I often make decisions on the spur of the moment (<i>Saya sering membuat keputusan secara mendadak</i>)	~				
27	Sometimes people say that I act too rashly (<i>Terkadang orang mengatakan bahwa saya bertindak terlalu gegabah</i>)	~				
28	I am a person who is angry quickly (<i>Saya orang yang cepat marah</i>)				~	
29	I like work that involves action rather than profound thought and study (<i>Saya suka pelajaran yang melibatkan tindakan daripada pemikiran dan pembelajaran yang mendalam</i>)		~			
30	I often forget little things that I am supposed to do (<i>Saya sering melupakan hal-hal kecil yang seharusnya saya lakukan</i>)	~				

Source: Adopted from Eysenck Personality Questionnaire (EPQ) in Wulandari (2017)

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State Islamic U

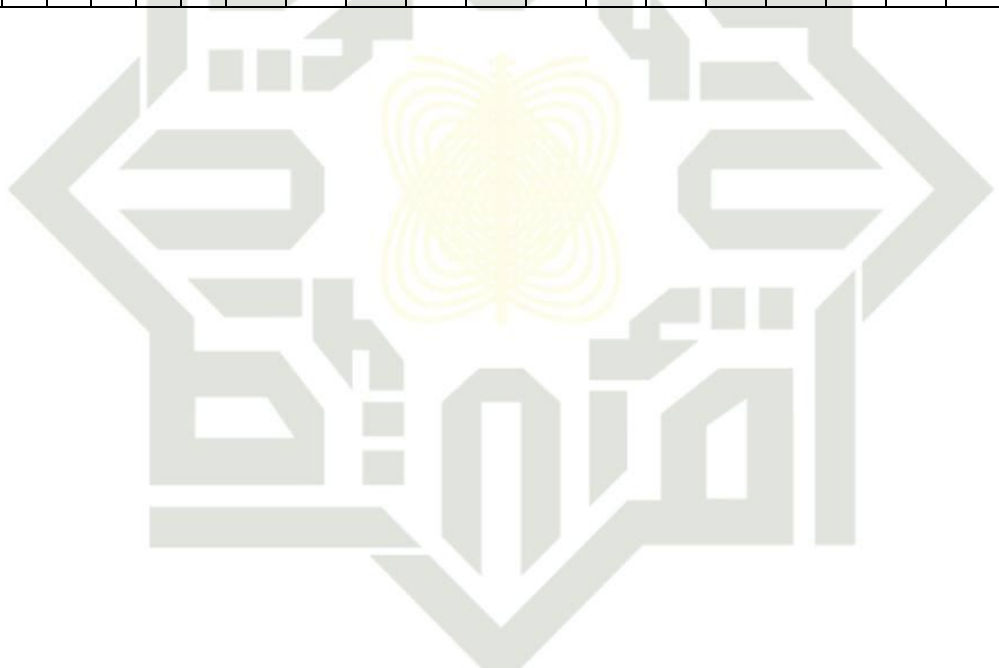
Hak Cipta Dilindungi Undang-undang
 1. Dilarang mengutip atau menjiplak seluruh atau sebagian isi tulisan ini tanpa izin tertulis dari penerbit.
 2. Dilarang mengutip atau menjiplak sebagian isi tulisan ini dalam bentuk apapun t

No	item	total																														category	
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
1	1	2	2	1	3	2	1	2	1	2	2	2	2	2	2	1	3	3	3	4	3	3	4	4	3	4	4	2	1	72	extrovert		
2	2	1	1	1	1	3	1	1	2	1	1	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	4	39	introvert		
3	3	2	3	1	3	2	2	1	1	5	2	5	2	2	2	1	2	2	3	1	2	2	2	2	2	2	1	2	2	1	73	extrovert	
4	4	4	2	2	3	2	3	1	2	2	4	4	3	2	2	1	2	2	5	1	3	2	4	3	2	2	3	2	1	2	73	extrovert	
5	5	2	3	1	3	2	2	4	2	2	2	4	3	2	3	2	3	4	3	4	3	4	3	3	2	3	3	3	2	1	80	extrovert	
6	6	2	2	2	3	1	1	2	2	2	2	2	3	2	3	2	3	3	3	3	4	3	4	2	3	3	4	4	1	2	74	extrovert	
7	7	1	2	2	4	1	2	2	3	2	3	4	3	2	3	3	2	5	2	3	2	3	3	2	3	2	2	2	1	2	91	strongly extrovert	
8	8	1	1	1	3	1	1	1	1	2	1	1	1	1	1	1	1	1	1	5	1	1	1	1	2	1	1	1	1	1	39	introvert	
9	9	2	2	2	2	1	1	2	2	4	2	5	4	3	3	2	3	4	5	3	5	3	3	1	1	2	3	3	2	3	81	strongly extrovert	
10	10	2	2	2	2	1	1	1	3	1	1	4	3	3	4	4	4	4	3	3	4	3	3	3	2	2	3	1	1	3	74	extrovert	
11	11	2	1	2	2	1	1	2	1	1	1	1	3	3	3	2	1	2	3	3	3	2	3	1	2	1	1	4	2	1	58	ambivert	
12	12	1	2	1	4	2	2	1	2	3	2	2	4	3	3	4	4	4	2	3	3	4	4	4	2	2	4	2	2	4	82	strongly extrovert	
13	13	3	2	3	2	4	2	3	1	3	2	2	4	4	2	2	1	2	3	4	3	3	3	2	2	2	3	3	2	1	1	72	extrovert
14	14	2	2	2	2	2	2	1	2	2	2	1	3	2	3	1	2	1	2	2	2	3	2	2	2	2	2	2	2	2	2	59	ambivert
15	15	4	2	1	4	2	1	3	2	4	2	1	4	3	2	3	2	2	1	5	3	3	2	5	1	2	1	2	1	3	3	74	extrovert
16	16	3	3	1	3	3	1	4	1	5	4	1	5	2	3	4	4	1	1	4	2	1	4	5	2	2	1	1	1	1	1	74	extrovert
17	17	2	1	1	1	1	3	1	1	1	1	1	4	1	1	2	1	1	1	2	1	1	1	1	1	2	1	1	1	1	39	introvert	
18	18	1	2	1	4	1	1	1	2	2	1	1	1	2	1	1	1	1	1	1	2	1	1	1	2	1	2	1	1	1	40	introvert	
19	19	2	2	3	3	4	2	1	1	2	2	2	2	2	2	1	1	1	1	3	2	2	4	1	1	2	2	1	2	1	58	ambivert	
20	20	3	2	3	2	4	2	2	2	3	3	3	2	2	2	2	1	3	4	1	3	2	2	1	2	2	1	3	2	1	68	extrovert	

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21	2	1	2	3	1	2	1	3	3	1	3	3	3	3	1	3	3	4	1	1	2	4	4	4	4	4	3	4	3	78	extrovert
22	2	2	3	3	2	2	2	2	2	3	3	1	3	2	2	2	2	3	3	1	2	2	1	2	3	4	2	2	4	69	extrovert
23	2	2	3	3	2	1	1	2	2	3	3	2	1	3	1	2	2	3	3	1	3	3	2	2	3	3	3	3	3	69	extrovert
24	2	1	2	4	1	1	2	2	1	2	1	2	2	3	2	2	2	4	3	3	4	4	5	4	4	4	5	3	2	79	extrovert
25	2	3	1	4	1	4	1	2	2	1	1	1	2	4	2	4	5	4	4	5	4	2	2	2	4	5	2	5	3	84	strongly extrovert
26	2	3	4	5	4	3	2	1	1	2	3	4	5	1	2	3	4	4	4	4	3	2	1	1	2	2	3	2	2	76	extrovert
27	4	4	5	5	4	4	3	2	4	5	4	3	3	1	2	1	1	1	1	2	2	2	2	2	2	2	4	1	2	82	strongly extrovert
28	2	1	5	1	4	5	3	1	3	2	2	1	4	2	3	5	2	4	3	2	3	2	3	2	2	4	5	1	2	83	strongly extrovert
29	2	1	2	2	1	2	1	1	3	2	4	2	2	2	3	2	3	2	2	3	2	3	2	2	3	1	2	1	1	60	ambivert
30	2	4	3	2	3	2	3	4	2	2	1	3	2	3	1	2	2	3	2	1	4	5	2	1	2	1	3	1	4	71	extrovert
31	1	4	2	4	2	2	3	1	2	2	4	3	2	2	2	2	4	4	3	4	3	4	3	3	2	2	5	3	2	82	extrovert
32	2	2	2	3	3	2	1	3	5	3	4	3	2	4	2	3	1	3	3	2	2	3	3	3	2	2	1	2	3	77	extrovert
33	1	1	1	2	1	1	3	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2	1	1	1	1	1	5	40	introvert

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- Dilarang di eugunah sebagian atau seluruhnya tanpa izin dari pihak yang bersangkutan.
 - Dilarang mengumpumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t



Appendix II

Speaking Scores From Teacher

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State Islamic University of Sultan Syarif Kasim Riau

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Ernen, S.Pd
B. Inggris
80

WAKIL BIDANG STUDY
 BIDANG STUDY
 SEM
 KELAS/SEMESTER
 PENILAIAN

XI-2 / GENAP
 KUANTITATIF

NO	NAMA	CP. PL			CP. ES			
		PTM	ES	M	ES			
		TUGAS 1	TUGAS 2	UJIAN	TUGAS 1	TUGAS 2	UJIAN	TUGAS 1
1	ABELIA PUTRI	70	85	85				89
2	ADE SYEKH HANAN PRASETYO	80	85	88				90
3	AHMAD FADIL	80	80	84				88
4	AHMAD TOHA	80	85	85				86
5	ALBERT MARUS	80	84	84				90
6	ALNI NOPRI YANTI	70	80	90				89
7	AMELIA ZAHRA	100	88	85				
8	ANDREA HIDAYAH	80	80	80				80
9	ARDIANSYAM MAHENDRA	80	80	80				80
10	ARIMBY ZAKIA DIVA	100	86	88				89
11	ARINI MAULIDATUS ZAHRA	70	87	92				92
12	AURA REVA ARYANDA	100	89	90				90
13	AXEL ALMAQRID	100	90	95				93
14	BILQIS ARIFAH	100	90	90				90
15	DARA PRATIWI	100	89	88				84
16	DEA OKTA NOVELIA	100	92	94				93
17	DEA RAMADHANI	80	88	86				88
18	DELA NOVITA SARI	80	88	87				89
19	DELZA SAPITRI	100	91	95				93
20	DESVITA MAHARANI	80	88	85				
21	ELIDA HARAHAP	70	85	88				89
22	FATIMAH AZZAHRA	80	95	95				95
23	PERITA EFELIN	80	95	95				95
24	GHAYATRI SUKMA	100	95	98				95
25	INDRI PRATAMI ZULMI	100	93	94				93
26	KHARINA SYAH RATU	80	93	93				94
27	LIONEL IKHWAN TASETY AKBAR	80	90	88				90
28	M. ALDO SAPUTRA	100	92	92				92
29	MUHAMMAD ZHAFRAN AFIF	100	93	94				92
30	NABILA	80	85	90				89
31	NAZIFA	100	88	86				90
32	REFI ALISKA PUTRI	80	92	95				94
33	YUDIA DWI MUYANI	100	92	93				90
34								
35								
36								

Mengetahui,
 Wakil Bidang Kurikulum

(JONNEDI, S.Ag, MA)
 NIP. 19740831 200801 1 003

Ket :

CP₁ = Personal Letter
 CP₂ = Ex. sympathy



Appendix III

Recommendation Letter

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU



Pekanbaru, 10 Maret 2023

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Rini Fatwa Nabila
NIM / HP : 12010425380 / 082283169898
Tempat / tanggal lahir: Buatan 1 / 6 Mei 2002
Semester / Tahun : VI / 2023
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul " **THE CORRELATION BETWEEN STUDENTS INTROVERSION PERSONALITY AND THEIR SPEAKING ABILITY**"

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dedy Wahyudi, M.Pd

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurida Anastasia, S.Pd, M.Hum.
NIP. 198106112008012017

Hormat Saya,

Rini Fatwa Nabila
NIM. 12010425380



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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FAKULTAS TARBIIYAH DAN KEGURUAN
 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soekarno No. 155 Km. 19 Tempun Pekanbaru Riau 28293 PD. 056 5994 Telp. (0761) 561647
 Fax. (0761) 561547 E-mail: www.ikur.uin-suska.ac.id, Email: eibk_uin-suska@yaho.co.id

Nomor: Un.04/F.II.4/PP.00.9/6487/2023
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Pekanbaru, 24 Maret 2023

Kepada
 Yth. Dedy Wahyudi, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh!

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

Nama : RINI FATWA NABILA
 NIM : 12810425380
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE CORRELATION BETWEEN STUDENTS INTROVERSION
 PERSONALITY AND THEIR SPEAKING ABILITY
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam

an. Dekan
 Wakil Dekan I



Dr. Zukasli, M.Ag.
 NIP. 197210171997031004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



Hak

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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tu masalah.

Kasim Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. H. Soebronto No 150 Km 111 Tampan Pekanbaru Riau 28223 P.O. BOX 1024 Telp. (0781) 861847
 Fax. (0781) 501647 Web: www.ri.uinsuska.ac.id, E-mail: atak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/9304/2023
 Sifat : Biasa
 Lamp. : -
 Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 09 Juni 2023

Kepada
 Yth. Kepala Sekolah
 SMAN 1 Kampar Timur
 di
 Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

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

Nama : Rini Farwa Nabila
 NIM : 12010425380
 Semester/Tahun : VI (Enam)' 2023
 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.

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
 a.n. Dekan
 Wakil Dekan III



Dr. Annisah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 KAMPAR TIMUR
Akreditasi : A**

Alamat : Jl. Raya Pekanbaru - Bangkinang Km. 40. Kode Pos : 28461
Email : smansalsampar@yahoo.co.id Telp : (0761) 561171
NPSN : 10400367 NSS : 301140661001



SURAT KETERANGAN
NO : 422/SMAN-1/KT/215

Yang bertanda tangan di bawah ini Kepala SMAN 1 Kampar Timur, Kabupaten Kampar Provinsi Riau dengan ini menerangkan bahwa :

Nama	: RINI FATWA NABILA
No. Mahasiswa	: 12010425380
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Universitas	: UIN Suska Riau
Jenjang	: S.1
Alamat	: Pekanbaru

Nama tersebut diatas di beri izin untuk melaksanakan Riset/Penelitian di SMAN 1 Kampar Timur dengan syarat tidak melakukan Penelitian yang menyimpang dari Proposal.

Demikian surat keterangan ini kami buat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Kampar, 20 Juni 2023

Kepala SMAN 1 Kampar Timur



NONI LESTARI M. Sn

NIP. 19701012 199412 2 001

5. Penguasaan karya untuk keperluan penulisan, penelitian, penyusunan laporan, penulisan naskah atau uraian suatu masalah.
b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Hak
1. C

- a. ...
- b. Penguji tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 Fax. (0781) 561547 Web: www.fk.uinsuska.ac.id, E-mail: ffk@uinsuska.ac.id

Nomor : B-5569/Un.04/F.II/PP.00.9/03/2024 Pekanbaru, 05 Maret 2024 M
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Kepada
 Yth. Gubernur Riau
 Cq. 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 : Rini Fatwa Nabila
 NIM : 12010425380
 Semester/Tahun : VIII (Delapan) / 2024
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Study On Students' Introvert And Extrovert Personality In Speaking Performance At The Eleventh Grade Of SMAN 1 Kampar Timur
 Lokasi Penelitian : SMAN 1 Kampar Timur
 Waktu Penelitian : 3 Bulan (05 Maret 2024 s.d 05 Juni 2024)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
 a.n. Rektor
 Dekan

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

Tembusan :
 Rektor UIN Suska Riau



Hak
1. C
2

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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tu masalah.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/64130
 TENTANG



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

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-5569/Un.04/F.IU/PP.00.9/03/2024 Tanggal 5 Maret 2024, dengan ini memberikan rekomendasi kepada

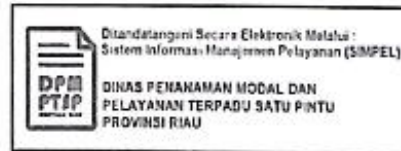
1. Nama	: RINI FATWA NABILA
2. NIM / KTP	: 120104253800
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: STUDY ON STUDENTS' INTROVERT AND EXTROVERT PERSONALITY IN SPEAKING PERFORMANCE AT THE ELEVENTH GRADE OF SMAN 1 KAMPAR TIMUR
7. Lokasi Penelitian	: SMA N 1 KAMPAR TIMUR

Dengan ketentuan sebagai berikut

1. Tidak melakukan kegiatan yang menyimpang dan 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

Demikian rekomendasi ini dibuat untuk dipergunakan sepenuhnya

Dibuat di : Pekanbaru
 Pada Tanggal : 21 Maret 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



Hak

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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.



PEMERINTAH KABUPATEN KAMPAR
BADAN KESATUAN BANGSA DAN POLITIK

JALAN H. R SOEBRANTAS NOMOR..... TELP. (0762) 20146

BANGKINANG

Kode Pos : 28412

REKOMENDASI

Nomor: 071/BKBP/2024/198
 Tentang

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

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Dari Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Nomor: 503/DMPTSP/NON IZIN-RISET/64130 Tanggal 21 Maret 2024, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

- | | |
|---------------------|---|
| 1. Nama | RINI FATWA NABILA |
| 2. NIM | 12010425380 |
| 3. Universitas | UIN SUSKA RIAU |
| 4. Program Studi | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | SI |
| 6. Alamat | PEKANBARU |
| 7. Judul Penelitian | STUDY OF STUDENTS INTROVERT AND EXTROVERT PERSONALITY ON SPEAKING PERFORMANCE AT THE ELEVENTH GRADE OF SMAN 1 KAMPAR TIMUR |
| 8. Lokasi | SMAN 1 KAMPAR TIMUR |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/prariset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
 pada tanggal 27 Maret 2024

a.n. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**
 Kepala Bidang Pendidikan, wawasan kebangsaan
 dan karakter Bangsa



ONNITA, SE
 Pembina (IV/a)
 NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth:

1. Kepala SMAN 1 Kampar Timur
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 1 KAMPAR TIMUR**

Akreditasi : A

Alamat : Jl. Raya Pekanbaru – Bangkinang Km. 40. Kode Pos : 28461
Email : smansakampar@yahoo.co.id Telp : (0761) 561171
NPSN : 10400367 NSS : 301140661001



SURAT KETERANGAN

NO : 400.3.8.1.334/SMAN.1-KT/VI/2024

Yang bertanda tangan di bawah ini Kepala SMAN 1 Kampar Timur, Kabupaten Kampar-Provinsi Riau, dengan ini menerangkan bahwa :

Nama : **RINI FATWA NABILA**
NIM : 12010425380
Program Studi : Pendidikan Bahasa Inggris
Universitas : UIN Sultan Syarif Kasim Riau
Jenjang : S-1
Alamat : Pekanbaru
Judul Skripsi : **"STUDY ON STUDENTS' INTROVERT AND EXTROVERT PERSONALITY IN SPEAKING PERFORMANCE AT THE ELEVENTH GRADE OF SMAN 1 KAMPAR TIMUR"**

Nama tersebut di atas telah selesai melaksanakan Penelitian/Riset di SMA Negeri 1 Kampar Timur.

Demikian Surat Keterangan ini kami buat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Kampar, 19 Juni 2024

Kepala SMAN 1 Kampar Timur



Drs. Hj. YUS YETTI, M.Pd

NIP. 19680628 199403 2 007



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: J. H. R. Soewirto, Km. 15 Tanjung Fajarbaru Riau 28253 FPO: 603.1001 Telp: 0771-7077317 Fax: (0771) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing : Profesi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Dedy Wahyudi, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 19301210 2023 211 011
- 3. Nama Mahasiswa : Rini Fatma Nabila
- 4. Nomor Induk Mahasiswa : 12010425300
- 5. Kegiatan : Bimbingan Preparasi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	26 - 05 - 2023	Konsultasi Judul Profesi		
2.	11 - 06 - 2023	Bimbingan perbaikan Judul		
3.	16 - 01 - 2024	Bimbingan bab 1		
4.	24 - 01 - 2024	Bimbingan operasional konsep		
5.	01 - 02 - 2024	Bimbingan research design		

Pekanbaru, 06 Februari 2024
Pembimbing,

Dedy Wahyudi, M.Pd
NIP. 19301210 20 23 211 011



**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dedy wahyudi, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 190811406023211011
3. Nama Mahasiswa : Rini fatwa Nabila
4. Nomor Induk Mahasiswa : 12010425380
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	20-04-2024	Instrumen		
2	28-05-2024	Bimbingan Bab 4 (Findings / result)		
3	03-06-2024	Bimbingan Bab 4 (Discussion)		
4	04-06-2024	ACC skripsi		

Pekanbaru, 04 June 2024
Pembimbing,

Dedy Wahyudi, M.Pd
NIP.198012102023211011

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. ...
- b. Penguji tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU

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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : J. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21121

**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Rini Fatwa Nabila
 Nomor Induk Mahasiswa : 12010425380
 Hari/Tanggal Ujian : Selasa / 13 Februari 2024
 Judul Proposal Ujian : Study On Students' Introvert And Extrovert Personality In Speaking Performance At The Eleventh Grade of SMAN 1 Kampar Timur
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, H. Hum	Penguji I		
2.	Nurdiana, M. Pd	Penguji II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I

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

Pekanbaru, 27 Februari 2024
 Peserta Ujian Proposal

 Rini Fatwa Nabila
 NIM. 12010425380



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : J. H. R. Gozbrasdes Km. 15 Tampan Pekanbaru Riau 28293 PD, BOX 1004 Telp. (0751) 7077307 Fax. (0751) 21129

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : Pini Fatwa Nabila
Nomor Induk Mahasiswa : 12010925980
Hari/ Tanggal : Selasa / 13 Februari 2021
Judul Proposal Penelitian : _____

NO	URAIAN PERBAIKAN
1.	Revise the formulation of problem.
2.	Revise the objective of research
3.	Revise the research design into quantitative descriptive.
4.	Revise the operational concept
5.	Revise the technique of collecting data
6.	Revise the technique of analyzing data.

Penguji I

Pekanbaru, 13 Februari 2021
Penguji II

Pr. Fauziah Anorhisa, M.Hum

Pini Fatwa Nabila, M.Pd.

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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





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

atau masalah.





Kasim Riau

NOTA PERBAIKAN SKRIPSI

Hari/Tanggal : Senin, 25 Juni 2024
 Pakul : 13.00-17.00 WIB
 Dewan Penguji :
 Penguji I : Dr. Nur Aisyah Zulkifli, M. Pd
 Penguji II : Nurdiana, M. Pd
 Penguji III : Nelvia Ibrahim, M.Pd
 Penguji IV : Mainar Fitri, M.Pd
 Nama Kandidat : Rini Fatwa Nabila
 Nim : 12010425380
 Perbaikan :

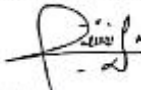
1. The Speaking Performance indicators are not appropriate for Curriculum of Senior High School
2. Add the topics of thesis
3. Delete the table

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
 Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Penguji I : (.....) 
 Telah diperiksa dan disetujui Penguji II : (.....) 
 Telah diperiksa dan disetujui Penguji III : (NELVIA IBRAHIM) 
 Telah diperiksa dan disetujui Penguji IV : (.....) 

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, 15 July 2024
 Penguji II/ Panitia


 Nurdiana, M. Pd



Appendix IV Documentation

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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.



UIN SUSKA RIAU



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State Islamic University of Sultan Syarif Kasim Riau

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 - 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.





CURRICULUM VITAE

Hak Cipta Dilindungi Undang-Undang



Rini Fatwa Nabila is the second child and only daughter of Mr. Syafruddin and Mrs. Nurinis. Born in Buatan 1, Mei 06th 2002. She lives at Padang Merbau Barat, Kampar. She has 3 brothers, they are Roy Tampan, Muhammad Iqbal, and Ragil Gilang Ramadhan.

The researcher finished her studies at SDN 031 Koto Perambahan (2008-2014), then she continued her studies at MTsN Kampar (2015-2017), and she continued her higher school at SMAN 1 Kampar Timur (2018-2020). Then, in 2020, the researcher was accepted as one of the students in the Department of English Education, Faculty of Education and Teacher Training at State Islamic University Sultan Syarif Kasim Riau. In June 2023, she was doing Kuliah Kerja Nyata (KKN) program in Mumpa Village, Indragiri Hilir. Then, she was doing the Pre-Service Teacher Practice (PPL) Program at SMAN 1 Kampar in September 2023. To fulfill the requirements for a Bachelor of English Language Education, she conducted research from February to June 2024 with the thesis title "Study On Students' Introvert and Extrovert Personality In Speaking Performance at Eleventh Grade Of SMAN 1 Kampar Timur".

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