

**THE CORRELATION BETWEEN EXTRAVERSION AND SELF  
CONFIDENCE TOWARD SPEAKING ABILITY AT THE THIRD GRADE  
STUDENTS OF MAN 2 KARANGANYAR IN THE ACADEMIC YEAR OF  
2022/2023**

**THESIS**

Submitted as a Partial Requirements  
for the Degree of Undergraduate in English Language Education



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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

My beloved parents

My beloved older brother

My beloved older sister

My thesis advisor

English Language Education 2017

For My Almamater in Raden Mas Said State Islamic University of Surakarta

MOTTO

“The way to get started is to quit talking and begin doing”

(Walt Desney)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "THE CORRELATION BETWEEN EXTRAVERSION AND SELF CONFIDENCE TOWARD SPEAKING ABILITY AT THE THIRD GRADE STUDENTS OF MAN 2 KARANGANYAR IN THE ACADEMIC YEAR OF 2022/2023"

Is a real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Sukoharjo, April 6<sup>th</sup> 2023

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## ABSTRACT

Muchamad Harun Alrosjid. 2023. "The Correlation Between Extraversion and Self-confidence Toward Speaking ability at The Third Grade Students of MAN 2 Karanganyar in The Academic Year of 2022/2023". Thesis. English Language Education Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.

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The key word : Extraversion, Self-confidence, Speaking Ability

The objectives of this this research are to find out the correlation between (1) Extraversion and Speaking Ability of the third grade students of MAN 2 Karanganyar in the academic year of 2022/2023, (2) Self-confidence and speaking ability of the third grade students of MAN 2 Karanganyar in the academic year of 2022/2023, (3) Extraversion and self-confidence toward speaking ability of the third grade students of MAN 2 Karanganyar in the academic year of 2022/2023.

The research method was a quantitative correlation research. The population of this research are all of the third grade students of MAN 2 Karanganyar in the academic year 2022/2023. Consist of 210 students and it consist of seven classes namely XII IPA 1, XII IPA 2, XII IPA 3, XII IPS 1, XII IPS 2, XII PK 1, and XII PK 2. The total number of students' was 210 students. The samples of research consist of 42 students. The sampling technique used is simple random sampling. The techniques of collecting data are: questionnaires and documentation. The questionnaire to extraversion and self-confidence and the documentation is for speaking ability. The techniques which were used to analyze data was Simple Correlation and Multiple Linear Regression Correlation which were computed by the Statistical Product and Service Solution (SPSS).

The result of the study show that (1) there is no positive significant correlation between extraversion and speaking ability because the coefficient of correlation r-obtained is lower than r-table ( $-0.122 < 0.304$ ); (2) there is a positive significant correlation between self-confidence and speaking ability because the coefficient of correlation r-obtained is higher than r-table ( $0.438 > 0.304$ ); (3) there is a positive significant correlation between extraversion and self-confidence toward speaking ability because the coefficient of correlation r-obtained is higher than r-table ( $0.440 > 0.304$ ). The result of this research shows that extraversion and self-confidence is important factors that give contribution to student's speaking ability.



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ADVISOR SHEET .....</b>	<b>ii</b>
<b>RETIFICATION.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>PRONOUNCEMENT.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vii</b>
<b>ABSTRACT.....</b>	<b>ix</b>
<b>TABLE OF CONTENT.....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of Study .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem.....	6
D. Formulation of the Problem .....	7
E. Objectives of the Study .....	7
F. Benefits of the Study.....	7
G. Definition of Key Terms.....	9
<b>CHAPTER II REVIEW ON RELATED LITERATURE.....</b>	<b>10</b>
A. Theoretical Review .....	10
1. Speaking Ability .....	10

a.	The Definition of Speaking Ability.....	10
b.	The Aims of Speaking.....	12
c.	The Aspects of Speaking.....	14
d.	Problems in Speaking.....	16
e.	Types of Classroom Speaking Performance .....	20
f.	Characteristic of Success Speaking Activity.....	22
2.	Extraversion .....	23
a.	The Definition of Extraversion .....	23
b.	The Characteristic of Extraversion.....	24
c.	The Cause of Extraversion .....	24
d.	The Relationship of Extraversion and Speaking Ability .....	25
e.	Extraversion indicators.....	26
3.	Self-confidence .....	26
a.	The Definition of Self-confidence .....	26
b.	The Factors that Affect Confidence .....	28
c.	Self-confidence Indicators .....	28
B.	Previous Related Studies.....	30
C.	Rationale .....	32
D.	Hypothesis of The Research .....	34
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>		<b>35</b>
A.	Research Design.....	35
B.	Setting of The Research .....	37
1.	Place of Research .....	37
2.	Time of Research .....	37
C.	Population, Sample and Sampling of the Research .....	38
1.	Population.....	38
2.	Sample.....	38
3.	Sampling.....	38

D. Technique of Collecting Data .....	40
E. Research Instrument.....	41
1. Questionnaire .....	41
2. Documentation .....	43
F. Data Validation .....	43
1. Validity of the instrument .....	43
2. Reliability of the Instrument .....	47
G. Techniques of Analyzing Data.....	49
<b>CHAPTER IV .....</b>	<b>53</b>
A. Research Finding.....	53
1. Discription of the Data .....	53
a. The Data of Extraversion .....	55
b. The Data of Self-confidence .....	58
c. The Data of Speaking Ability .....	61
2. Prerequisite Testing.....	63
a. Normality Testing .....	63
b. Linearity Testing .....	64
3. The Hypothesis Testing.....	65
a. First Hypothesis.....	66
b. Second Hypothesis .....	67
c. Third Hypothesis .....	68
B. Discussion .....	69
<b>CHAPTER V .....</b>	<b>73</b>
A. Conclussion.....	73
B. Implication .....	74
C. Suggestion.....	75
<b>BIBLIOGRAPHY .....</b>	<b>76</b>
<b>APPENDICES .....</b>	<b>80</b>

## LIST OF TABLES

Table 3. 1 The Research Timeline .....	37
Table 3. 2 Interpretation of Correlation Coefficient Value of r .....	42
Table 3. 3 The Result of Validity Test of Extraversion Instrument.....	44
Table 3. 4 The Result of Validity Test of Self-confidence Instrument.....	46
Table 3. 5 The Result of Reliability Test of Extraversion .....	48
Table 3. 6 The Result of Resliability Test of Self-confidence .....	48
Table 3. 7 Correlation Level .....	52
Table 4. 1 Students' Score of Each Variable .....	53
Table 4. 2 Variable Data Description.....	55
Table 4. 3 The Frequency Data of the Score of Extraversion .....	56
Table 4. 4 The Frequency Data of the Score of Self-confidence .....	59
Table 4. 5 The Frequency Data of the Score of Speaking Ability .....	62
Table 4. 6 The Result of Normality Test.....	63
Table 4. 7 Data of Linearity Testing of Extraversion & Speaking Ability .....	64
Table 4. 8 Data of Linearity Testing of Self-confidence & Speaking Ability .	65
Table 4. 9 The Result of the First Hypothesis.....	66
Table 4. 10 The Result of the Second Hypothesis .....	67
Table 4. 11 The Result of the Third Hypothesis .....	68

## LIST OF FIGURES

Figure 4. 1 The Frequency Histogram of the Score of Extraversion .....	58
Table 4. 2 The Frequency Histogram of the Score of Self-confidence.....	61
Table 4. 3 The Frequency Histogram of the Score of Speaking Ability.....	62

## LIST OF APPENDICES

Appendix 1 The list of Student Joining tryout Questionnaire.....	81
Appendix 2 The list of Student Joining tryout Questionnaire.....	83
Appendix 3 The Blue Print of The Instrument of Extraversion (Try Out) ....	84
Appendix 4 The Blue Print of The Instrument of Extraversion (Test) .....	85
Appendix 5 Questionnaire of Extraversion (Try out) .....	85
Appendix 6 Questionnaire of Extraversion (Test) .....	88
Appendix 7 The Blue Print of The Instrument of Self-confidence (Try out) ..	91
Appendix 8 The Blue Print of The Instrument of Self-confidence (Test) .....	92
Appendix 9 Questionnaire of Self-confidence (Try out) .....	92
Appendix 10 Questionnaire of Self-confidence (Test) .....	94
Appendix 11 Tabulation of the Validities of Extraversion (Try out).....	97
Appendix 12 Tabulation of the Validities of Self-confidence (Try out).....	98
Appendix 13 The Score of Extraversion (Test) .....	99
Appendix 14 The Score of Self-confidence (Test) .....	100
Appendix 15 The Score of Speaking Ability .....	101
Appendix 16 Data Result of Student's Extraversion, Self-confidence and Speaking ability .....	103
Appendix 17 The Steps of Program <i>SPSS 26 for windows</i> .....	105
Appendix 18 Research permit application letter .....	120

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Nowadays, English speaking ability is an important skill to learn because of the large amount of information that uses English. English language is the first language that is taught from junior high school until in university. For student English language learners, there are 4 skills that students should be mastered. Speaking is one of those skills, speaking fluently and precisely plays an important role in learning a foreign language. The more fluent and correct the students in speaking English, the better the score they get in the speaking test.

English learning has a standard level that must be achieved by students. In Permendikbudristek No. 5 Article 3 of 2022 it is explained, the graduation competency standard is used as a guide in determining the graduation of students from educational units. And at the end of junior high school the standard of competence of students is expected to be able to reach the level that students be able to demonstrate speaking ability in Indonesian and simple English. It seems that students at the end of junior high school should reach an adequate level of communicative competence at that level. However, it is not easy to meet these standards. The same thing was seen in the third grade students of MAN 2 Karanganyar.

Cameron (2001:40) Speaking is using language actively to express meaning to others orally. Then he also added that by expressing the meaning that other

people can understand them. In speaking it is necessary to use the right sentence or words and with the correct grammatical arrangement to be able to give the right meaning to the listener, so that they understand what we are saying. Another definition Bashir (2011:38) states that speaking is a skill which is necessary to produce an utterance or sentence in oral form. According to him, this skill has more difficulty than other skills, because this skill does not only express words. Speaking is a skill that poses a challenge to most English learners. This skill is one of the skills that can be used as a measure of how successful someone is in learning English.

There are many students who have studied English for quite a long time from elementary to high school, but many also get high scores in grammar or in written tests of English. But it turns out that many are still weak to speak English well and fluently. Maybe because they can understand what they write and read but they still have difficulty expressing it verbally. Utama et al (2013:3) States that there are two aspects in being successful in speaking skill, first linguistic aspects such as grammar, word order, pronunciation, speech comprehension, vocabulary, and fluency, then non-linguistic aspects such as self-esteem, extraversion, motivation, intergroup climate, and self-confidence. From the statement above we can conclude that speaking ability is not only influenced by knowledge and experience but also influenced by on self-confidence and personality.

Speaking is an act of speaking that can be influenced by many things, one of which is described above. Dornyei, Clement, and Noels (1994) states self-confidence significantly contributes to the learner's willingness to communicate in



a foreign language. According to them, affective factors such as motivation, self-confidence, personality, and self-esteem underlie the willingness to communicate. So in language learning activities, there are non-linguistic aspects that have an impact on a person's success in speaking English related to self-confidence, or human personality such as extroverts.

Brown (2000:62) States that self-confidence is students' belief that they can do the task or complete it with the abilities they have. Self-confidence is an important factor that provides understanding in the achievement of foreign language learning. Some studies say that language learning activities will not be successful without self-confidence. In everyday life self-confidence has an important role in getting things done, a person's lack of self-confidence can cause doubt and uncertainty in completing tasks or doing something. According to Heyde in Lee and park (2004:199) Self-confidence has an important role in communicating, students' willingness to speak is in self-confidence. Therefore self-confidence has an influence on speaking ability. High self-confidence has a positive relationship with oral performance.

Extroverted personality is a non-linguistic aspect for success in speaking ability. Eysenck in Bullock and Gilliland (1993) states that Extroverts seek happiness from social activities to get or increase their natural arousal which is low for extroverts, whereas introverts tend to avoid social situations or activities to avoid their natural arousal levels too far. A number of personality characteristics have been proposed as possible influences on foreign language learning or second language learning. Which extraversion is included in, extraversion is a social

personality that looks, likes to get along, a good conversationalist and is socially active. Extrovert personality is the opposite of introverted personality, introverted personality is the personality of someone who is less sociable, talks little, and is comfortable when alone. They have little involvement in social activities or activities that involve their activeness in social activities that interact with many people. These personality differences between introverts and extroverts in socializing then affect the ability to speak. The intuitive hypothesis of the above statement is that extroverted students learn more quickly than introverts. This is because extroverted students find it easier to make contact with other second language users, therefore they get more input.

This research was conducted on students in the third grade students of MAN 2 Karanganyar. Based on pre-observation of the researcher, at the third grade students of MAN 2 Karanganyar. Researchers found some problems related to speaking English. First, in speaking English students are not fluent because they are afraid that they will make mistakes when practicing speaking English, it can be seen from their answers when asked in English by the teacher, and make mistakes when practicing speaking a simple sentence. Second students have difficulty in expressing words or sentences. then the students are less confident when practicing speaking English, they show hesitation and anxiety when speaking English, and there is a lack of grammar marked by an error in speaking English, of course there will be obstacles when students have difficulty in speaking English, if these problems are allowed, this can cause obstacles or not smooth the learning process in English class.

Previous research from Hariswan et al (2022) in "Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra" the finding showed that 42% of the participants did well and 58% did not perform well in the speaking test. From this research it was found that the factors causing the speaking abilities are fear of mistakes, lack of knowledge, nervousness, and self-confidence.

Research conducted by Rifansah (2020) in "The Correlation Among Self-Confidence, Self-Esteem and Speaking Achievement at The Third Semester of IAIN Palangka Raya" in his findings, there is a high relationship between self-confidence and self-esteem toward Speaking Achievement. After looking at some of the previous findings. The writer is interested in conducting research on extraversion and self-confidence which can affect students' speaking skills to find out the relationship between the three variables.

In this study, the researchers aimed to determine a significant relationship between extraversion, self-confidence and speaking skills from questionnaires and documents from the third grade students of MAN 2 Karanganyar as participants in this study. Therefore, the researcher estimates that by distributing the questionnaires it may be useful to know the results. Therefore, researchers are interested in choosing the title "THE CORRELATION BETWEEN EXTRAVERSION AND SELF CONFIDENCE TOWARD SPEAKING ABILITY AT THE THIRD GRADE STUDENTS OF MAN 2 KARANGNYAR IN THE ACADEMIC YEAR OF 2022/2023".

## **B. Identification of the Problems**

From the research background, the researcher identifies why students have difficulties in speaking English in the third grade students of MAN 2 Karanganyar.

1. Students' fear of negative responses when speaking in English at the third grade students of MAN 2 Karanganyar in the Academic year of 2022/2023.
2. Students have difficulty in expressing words or sentences at the third grade students of MAN 2 Karanganyar in the Academic year of 2022/2023.
3. The important role of students' extraversion and self-confidence on speaking ability at the third grade students of MAN 2 Karanganyar in the Academic year of 2022/2023.
4. Students' extraversion correlates toward speaking ability at the third grade students of MAN 2 Karanganyar in the Academic year of 2022/2023.
5. Students' self-confidence correlates toward speaking ability at the third grade students of MAN 2 Karanganyar in the Academic year of 2022/2023.

## **C. Limitation of the Problems**

The writer limits the research to the third grade students of MAN 2 Karanganyar. This research conducted to find out whether or not there is a correlation between extraversion, and self-confidence towards speaking ability.

**D. Formulation of the Problems**

1. Is there any significant positive correlation between extraversion and speaking ability in the third grade students of MAN 2 Karanganyar 2022/2023?
2. Is there any significant positive correlation between self-confidence and speaking ability in the third grade students of MAN 2 Karanganyar 2022/2023?
3. Is there any significant positive correlation between extraversion, and self-confidence toward speaking ability in the third grade students of MAN 2 Karanganyar 2022/2023?

**E. Objectives of the Study**

1. To find whether there is a significant correlation between extraversion and speaking ability in the third grade students of MAN 2 Karanganyar 2022/2023.
2. To find whether there is a significant correlation between self-confidence and speaking ability in the third grade students of MAN 2 Karanganyar 2022/2023.
3. To find whether there is a significant correlation between extraversion, and self-confidence toward speaking ability in the third grade students of MAN 2 Karanganyar 2022/2023.

**F. Benefits of the Study**

There are several benefits that will be obtained through this research. The benefits of the study are as follows:

1. Theoretically Benefit

This study provides a description of the relationship between extraversion, self-confidence, and speaking ability. This research is expected to provide useful knowledge related to extraversion, self-confidence toward speaking ability.

## 2. Practical Benefit

### a. For the students

This study may help students to be aware of the influence of non-linguistic aspects such as self-confidence and extraversion so that they can find the best way to solve their problems in speaking.

### b. Teachers

The result of this study may help the teachers in improving their methods in the learning process. so that the problems faced by students and teachers in the teaching and learning process can be minimized. besides that the teacher can apply the right method in the class to make learning more interesting and fun for both extroverts and introverts.

### c. For the other researcher

The result of this study might be useful to provide a useful description for any further researcher who wants to study the same case, hopefully, this study source of information and reference.

## **G. Definition of Key Terms**

In this section, the researcher briefly provides definitions of key terms to make the meaning understandable. The author conveys that in order to avoid misinterpretation of the title of this research, the author would like to clarify and explain the terms used.

### **1. Speaking Ability**

Speaking ability is the ability of students to express their ideas or thoughts orally fluently with the right vocabulary and good pronunciation or being able to show it with a speaking score. Fernanda (2015:5)

### **2. Extraversion**

Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences. Dörnyei (2005:19)

### **3. Self-confidence**

States that self-confidence is students' belief that they can do the task or complete it with the abilities they have. Brown (2000:62)

## CHAPTER II

### REVIEW ON RELATED LITERATURE

This section will describe an overview of the relevant theories used in this research. This chapter discusses the following subtopics: definitions of extraversion, self-confidence, and speaking ability.

#### A. Theoretical Review

##### 1. Speaking Ability

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

Speaking is an important skill in communication, it is an activity to communicate with other people that is done every day. Besides making it easier for student to communicate with other people, speaking English makes it easy to adapt to the global world, such as education, business, and technology. In learning speaking English, students are expected to be able to master the four basic skills, speaking is one of the four language skills (reading, writing, listening, and speaking). Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. We can conclude that speaking is expressing thoughts, ideas, and information using speaking skills in arranging words into phrases or sentences to choose the right words related to the topic of conversation. It is a means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and



points of view. (Chaney, 1998, p. 13 as cited in Ilham, 2020), Says that “speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.” it can be concluded that speaking is a means to convey ideas or exchange information and its purpose is to create communication with the other people for certain purpose.

Mastery of speaking skills in English is a priority for many second or foreign language learners. In addition, speaking is an oral language skill and a complex language skill involving listening skills, knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves a different skill. In some situations, many people use speaking to give instructions or get things done. They use speaking to describe something, to complain about people's behavior, to make polite requests, or to entertain people with jokes.

Mirosław Pawlak, Kalisz (2021:7), States that “speaking is an extremely complex, multifaceted skill, adept use of which requires sufficient mastery of linguistic resources in terms of grammar, vocabulary and pronunciation, awareness of pragmatic conventions, familiarity with culture- specific rules of discourse, the capacity for managing the conversation, or the ability to tackle problems which may arise in interaction through the use of various communication.” Different from other basic skills, speaking is a skill that is done orally, which means we can immediately listen to it. Speaking is not just relying on the ability to speak,

but requires the ability to process words and listen so that the conversation is well established. According to Brown (2004:140), States that “speaking is a productive skill that can be directly and empirically observed those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which inevitably compromises the reliability and the validity of an oral production test.”

From the definition above definition the writer concludes that speaking is one of the four English skills to express our opinions, ideas, thoughts, feelings and others, by speaking people can communicate with each other so people, especially students, must master these skills. because it is a very important spoken skill for second language learners or foreign language learners to communicate in their life. Without speaking we cannot express what we want to express and that makes it difficult for people to communicate with others and will lead to bad relationships.

b. The Aims of Speaking

The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver information about what the speaker will be said with their society. Therefore, speaking is very important. Basically, there are three important aims of speaking according to Tarigan (2008:30) as follows:

1) To inform

Means that the speaker is willing to tell or share information, feelings or opinions of the speaker to the listener and convey certain knowledge, or goals. Informative speaking style has the aim of providing information to decide something, explain the process, or explain style, and also writing techniques. We often encounter this speaking technique in classroom learning, such as a teacher explaining the subject matter to his students, or a friend who tells his vacation experience, or a parent who teaches good things to his child.

2) To entertain

Entertaining here means that the speaker tries or wants to make the listener feel happy or entertained by what the speaker says on its entertainment value. For example, when a lecturer tells his students about a funny story, or a friend tells an interesting story that makes his theme happy. by having this conversation, speaking becomes interesting for the other person to hear. In this case, the speaker can use the best way to get the good attention of the listener when they hear what the speaker is saying.

3) To persuade

Meaning that speaking with the aim of persuading is used by the speaker when the speaker wants to convince the listener to do something in a certain activity. it requires action to get the listener interested in doing what the speaker wants. Usually speaking this type

is often used in terms of buying and selling an item where the seller tries to convince the buyer to buy the item he is selling. Other examples include parents who advise their children to study hard so they don't have trouble at school.

4) To discuss

This means that the speaker is trying to discuss something to decide something or do what will be done or planned next. When the speaker invites the listeners to discuss, this speaking activity is often done, for example when parents discuss with their children which school their child will choose next, other examples such as friends on vacation and talking about the desired vacation place. to visit.

c. The Aspects of Speaking

To be able to use the target language well, knowing about the language itself is not enough, but there are several other things that a foreign language learner must master. Things like knowledge of how to choose the right sentences according to the social circumstances around him, how to start, respond to, and end conversations, and how to flow a good conversation with. In speaking, there are several aspects that must be fulfilled by the learner. This can be used as a measure of whether or not our speech is good. Those aspects are: fluency, pronunciation, vocabulary and accuracy. according to Brown in Saputra (2020) The description is as follows:

### 1) Fluency

According too Kayi, (2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluency. It means that fluency is the fluency of the speaker who does not experience difficulties when speaking such as confused choosing words, or difficulty expressing sentences when speaking to listeners. More recent studies of fluency adopt Lennon's Jamatlou (2011:11) fluency such as fast, accurate, clear, and efficient translation or communicative intent into language under the temporal constraints of online processing.

### 2) Vocabulary

Vocabulary exists in every language. Vocabulary is very important in choosing the right words to say in the context of speaking so that conversation is easy. Difficult. when we speak generally we will choose words that are easy to understand so that listeners understand what we are saying. For example, such as a doctor who explains the illness suffered by his patient, or a teacher who explains the subject matter in words that are easily understood by his students.

### 3) Pronunciation

Good pronunciation is very important for someone who wants to speak. Good and correct pronunciation will make it easier for listeners to understand the meaning of what the speaker is saying. mispronunciation usually occurs in the pronunciation of words that are

rarely spoken or words that are similar to other words such as war, evening, shells, light. but this can be avoided by paying attention to the context.

#### 4) Accuracy

According to (Nunan, 2015, p. 54) Accuracy in speaking refers to how well the speaker's speech can be received. For example, a speech or lecture can be received by the listener from the right choice of words, clear pronunciation, and proper grammar with the context of the conversation, so that the meaning of the speech is conveyed properly.

#### d. Problem in Speaking

Speaking as productive skill have a lot of components that should be mastered by the students. As long most of Indonesian students still encountered English as foreign language, they will face some of difficulties to be a good speaker in English. They get difficulties in several components such as pronunciation, grammar, diction, and fluency on speaking English. According to pollard in Azlina et al (2015:2) "Speaking is one of the most difficult aspects for students to master." For students who wants to speak English fluently may not be as easy as we think, there are several main problems in learning to practice speaking English, from the results of research by Rahayu et al (2020) Her research is to examine what problems are faced by EFL Colleges Learners in speaking English especially at IAIN Metro, Lampung in practicing speaking English. The findings showed that there are four main problems related to EFL Colleges Learner learner in

speaking English, including: (1) lack of Vocabulary, (2) Grammar is not well Mastered, (3) Fear of negative responses from others, and (4) Low self-confidence in speaking English.”

From her research it can be concluded that linguistic matters such as grammar, vocabulary and non-linguistics such as self-confidence do indeed affect a person's speaking ability. This is proven by his findings.

In general, there are several things that make speaking English difficult. According to Brown (2001:270) suggested some causes that make speaking difficult as follows:

1) Clustering

fluent speaking is through phrasals so it is not generated word for word or stringing single words. Learners can manage their output both cognitively and physically. while students who speak by arranging word for word and not grouping it into a phrase or sentence will make it less fluent when speaking.

2) Redundancy

Redundancy is a grammar that can predict its meaning. The speaker has the opportunity to make meaning clearer through redundancy. For example, when someone talks about something, they try to make words easier to understand such as "the reason why becomes reason" or "each and every becomes each".

### 3) Reduced Forms

Reduced forms is a change in the pronunciation of a word or phrase when a native speaker speaks at a normal speed. Reduced forms are words that are not written in English but are often used by native speakers. It's important to be able to recognize them so you can understand spoken English and sound more natural when you speak. Here are some of the most useful reduced forms to know about. Gonna, gotta, wanna, oughta = going to, got to, want to, ought to (“I’m gonna go to the store.”) ’Cuz = because

### 4) Performance Variables

One of the advantages of spoken language is that when the thought process when speaking, for example when hesitating or pausing, can be filled with a tone when thinking about something like uh, um, well, you know, I mean, like, etc. This style of speaking while thinking is often used when someone is being asked something or discussing something that makes them think for a moment before answering the question.

### 5) Colloquial Language

Unfamiliar words such as idioms, phrases and colloquial slang can also make it difficult to speak English. For example, when we talk to close relatives using familiar words like cuz = because, yea = yes, i dunno = i dont know.



#### 6) Rate of Delivery

A speech rate that is less than generally acceptable is also a sign of difficulty speaking English. Lack of speed in speaking can also be caused by various things such as lack of vocabulary or phrases, and is also caused by the habit of using the mother tongue.

#### 7) Stress, Rhythm, and Intonation

The next difficulty in speaking English is having the pronunciation or rhythm of time in speaking, the right emphasis and intonation patterns make it easier for listeners to catch the meaning of the conversation. we can find emphasis or rhythm in speaking in everyday conversation.

#### 8) Interaction

Lack of interaction in speaking English with the other person speaking will lack skills in speaking such as creativity in conversational negotiations. for example, when someone rarely talks to other people or socializes or is introverted they tend to rarely communicate with other people which makes them less proficient in replying to conversations when talking, for example when a seller who often sells will be proficient in offering his wares.

Therefore the lack of the things above makes speaking difficult to learn especially for students who are trying to learn English as their second language at educational unit.

#### e. Types of Classroom Speaking Performance

According to (Brown, 2000, p. 271), there are six types of oral production that students are expected to do in class, namely imitative, intensive, responsive, transactional, interpersonal, and extensive. The types of speaking are as follows:

##### 1) Imitative

Imitative means a type of speaking performance, namely the ability to simply repeat or imitate a word or phrase, maybe even a sentence. For example, in class a teacher asks students to repeat English sentences that the teacher says or reads.

##### 2) Intensive

Intensive is the second type of speaking that is often used in assessment contexts is the production of short spoken language designed to demonstrate competence that includes in grammatical, phrasal, lexical, or phonological relationships. For example, a teacher asks students to read a passage to say in English or students respond directly to a simple question.

##### 3) Responsive

Means testing students with interaction or conversation with understanding but a little limited to very short conversations, for example such as greetings, standards, small talk, simple requests and

comments. For example, a teacher asks students to practice simple conversations according to the material being taught in class.

#### 4) Transactional

This transactional nature is a negotiation based on the exchange of information and delivery of opinions in the form of dialogue. This type of speaking practice in class can be done in pairs or in group work.

#### 5) Interpersonal

Interpersonal practice can maintain social relationships. Interpersonal dialogue is a little complicated for students to decipher because it has slang or everyday slang. However this type of practice allows students to learn language in class in real contexts and leads to learner fluency.

#### 6) Extensive

Extensive (monologue), This extensive oral production task includes speech, oral presentation, and storytelling, where on this occasion verbal interaction from the listener is very limited (possibly for nonverbal responses) or sometimes excluded altogether. This speaking activity involves a lot of preparation and is usually not improvised communication.

There are 6 forms of Speaking Performance that can be done in class to improve speaking skills. Given this, speaking has been seen as a tool for communicating, thinking, and learning language. Through Speaking

Performance, learners can expand their vocabulary, learn concepts, and express their ideas fluently.

f. Characteristic of Success Speaking Activity

According to Brown (2001) said that spoken language is easy to perform but in some cases, it is a difficult. In order to that they can carry out the successful speaking activity as:

- 1) Students have a lot of time given for student speaking activities. maybe this is already obvious but sometimes the teacher spends time to pause or talk the teacher.
- 2) All students get an equal turn in speaking activities
- 3) Students have high motivation and are eager to talk
- 4) The language that learners use at an acceptable level, that is, they can be understood by each other with relevant speech with acceptable language accuracy.

Considering speaking is one of the difficult skills for second language students to learn. it is important for students to have the motivation to speak and be able to practice or use sufficient opportunities to be successful in speaking activities.

## 2. Extraversion

### a. Definition of Extraversion

Feist & Gregory (2011:122). States that we can observe this extraversion with the condition of someone who is easy to get along with, active in conversation, likes to hang out together and is cheerful. This is due to the tendency of an extrovert who is more active than an introvert who is shy and less sociable.

It means that extraversion is a temperament, an aspect of personality that exists in humans which is a factor of heredity. This aspect can be found in every human being, which means this extraversion has existed since humans were born in the world and continues to go along with human growth.

Eysenck in Bullock and Gilliland (1993) states that Extroverts seek happiness from social activities to get or increase their natural arousal which is low for extroverts, whereas introverts tend to avoid social situations or activities to avoid their natural arousal levels too far. Eysenck was one of the first to try to describe the core features of the extraversion and developed scales to assess personality.

In conclusion extrovert is a personality condition of someone who will get energy when doing social activities or meeting other people while introverts are the opposite.

b. The Characteristic of Extraversion

Extraversion traits are found in the big five personality, the big five personality is the five major dimensions of personality based on Allport and Cattell. Allport and Cattell assume that humans are composed of five traits, but only one dimension dominates.

Revelle (2015:3) States that extraversion has several characteristics such as talkative, assertive, active, and energetic and then for the opposite, quiet, reserved, shy, and silent. This statement also strengthened by Dörnyei (2005) states that extroverts talk more and use fewer pauses than introverts. From the habits of an extrovert described above, it can be concluded that an extroverts have advantages in terms of verbal and sociable while introverts prefer to be alone.

From the habits of an extrovert that have been described above, it can be concluded that an extrovert has advantages in terms of verbal and sociable while introverts prefer to be alone. Therefore an extrovert personality will talk more with other people compared to introverts.

c. The Cause of Extraversion

According to Eysenck in Feist & Gregory (2011:124) Extroverts are caused by chronic levels of stimulation which are mostly genetically inherited rather than learned.

It means that extrovert personality already exists genetically, so since birth a human being has an extrovert level in them.

the statement above is also reinforced by Johnson et al (1999:252), A study found that introverts have blood flow in the lobes of their brain and the anterior or frontal thalamus, which is an area associated with internal processing, such as planning and problem solving, whereas extraverts have more blood flow in the anterior cingulate gyrus, the lobe of the brain. Temporal, and posterior thalamus, which are involved in sensory and emotional experiences. This study also shows that there are individual differences in brain function in introverts or extroverts.

This explains that an extrovert who has a way or pattern of thinking that is different from an introvert comes from genetics which is characterized by more blood flow in certain parts of the brain that are different both extroverts and introverts..

d. The Relationship of Extraversion and Speaking Ability

Tuan and Mai (2015), the speaking ability of students can be influenced by various factors such as the workplace, affective factors, listening skills, and feedback. If we connect extraversion with learning activities second language, then both extroverted and introverted personalities will have advantages in different aspects.

According to Kawczynski in Robert (1985: 32), suggests that both introversion and extroversion have success in learning a second language but in different types of language programs. This statement shows that both introverts and extroverts have advantages in their respective fields. Dewaele

& Furnham, (2000: 355) According to him, a study found that extraverts were found to be more fluent in verbal matters such as conversation, extraverts were found to be more fluent than introverts in both L1 and L2. The authors explain that introverts can have increased stress if their arousal level exceeds their optimal level, which hinders their speech production activities, so that their speaking ability becomes not fluent. As a result, their speech slows down their hesitate more often, they tend to make more mistakes, and they are unable to produce long speech.

e. Extraversion indicators

According to John et al., (2008:18) he divides extraversion into several factors including at least five distinguishable components: activity level (active, energetic), dominance (assertive, forceful, bossy), sociability (outgoing, sociable, talkative), expressiveness (adventurous, outspoken, noisy, show-off), and positive emotionality (enthusiastic, spunky).

It seems that a person can be said to be an extrovert if in a person one can be found with the factors above. Therefore a person's level of extraversion can be measured by several of these factors.

### 3. Self-Confidence

a. The Definition of Self-confidence

Self-confidence is an impetus for humans to be confident in their ability to get things done, when someone masters something or has experience completing something they tend to have confidence in that



person when they are about to do it, this makes sense because they already know what they are doing which must be done right, and that's why self-confidence is present in them. McPheat (2010:14) States that Self-confidence can be boiled down to the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform the task in the past. Generally, every student will have confidence in doing or completing something if they already have the ability or have been prepared to face something. Self-confidence is a belief or self-awareness of their ability to do or get things done. According to Brown in Salim (2015:36) “defines general self-confidence as how you feel about yourself and your abilities.” According to the statement above, we can conclude that we can feel self-confidence when we are about to face something, whether we believe we can solve it or not. Tripathy & Srivastava in Akbari & Sahibzada (2020), believe that self-confidence is an attitude and students confidently believe in their abilities to do something. They believe they can achieve a goal or get something done. From the definition above self-confidence can be summarized as the belief that a person has the ability and is confident in his ability to succeed in a task or not. Therefore someone with self-confidence will be sure of their ability to get things done because they have the skills or experience in them

b. The Factors that Affect Confidence

There are several factors that affect self-confidence in a person, there are factors that are different for each person and some are the same depending on the condition of each individual. The results of research by Putri (2018) shows that ‘students with low confidence, higher anxiety, and low motivation have serious difficulties in speaking in spite of having acceptable linguistic knowledge.’ Students will have difficulty speaking with a lack of self-confidence which results in anxiety, less motivated especially in terms of learning to speak English.

McPheat, (2010:14), States that “there are actually two aspects of self-confidence. The first is competence, whether or not you have the necessary skills and abilities to complete a task. The second is self-assurance and whether or not you believe that you have the ability to complete the task.”

Pearson will have low self-confidence if they are lacking in their abilities or skills so they will lack confidence when facing a task, but someone can be confident even though they have less ability but they have strong beliefs

c. Self-confidence indicators

Self-confidence is a trait possessed by a person with a sense of trust and confidence in the abilities that are in him. So that all plans in life can be planned properly. People who have self-confidence can also be said to be

someone who knows about their abilities and can use their abilities to do something. Confident people want to hear what other people have to say in the form of input that can make themselves better.

There are several forms of self-confidence according to Goleman (1999) such as, dare to appear with self-confidence or dare to state "its existence", dare to voice unpopular views, Willing to sacrifice, firm; able to make good decisions even in conditions of uncertainty and stress.

There are several indicators to measure self-confidence in a person, self-confidence indicator according to Goleman (1999) divided into seven indicators, as follows:

- 1) Optimistic
- 2) Self respect
- 3) not afraid/hesitating
- 4) Dare to come up with new ideas
- 5) Dare to ask/answer
- 6) Placid
- 7) Ability in social relations

It seems that a person can be said to have self-confidence if in a person can be found the factors above. Therefore a person's level of self-confidence can be measured by several of these factors.

## B. Previous Related Study

In the previous related studies, the researcher presents the previous study dealing with the topic. The first previous research comes from Muhamad Fikri Nadzif (2015), “THE CORRELATION BETWEEN EXTROVERSION AND SPEAKING SKILL IN ENGLISH EDUCATION DEPARTMENT STUDENTS”. In this study, we want to find out the relationship between the personality trait of extroversion and English speaking skills. The study was conducted at English Education Department of UIN Walisongo Semarang. The subjects of this study were students of basic speaking class. This study aims to determine the relationship between variables, and this study uses the person product moment correlation. The data in this study were collected through questionnaires, tests, interviews, and documentation. The results of this study indicate that there is a significant relationship between students' personality trait and English speaking ability of basic speaking class. Having calculated by Pearson Product Moment Correlation formula,  $r$  table with 5% significance level was 0.367,  $r_{xy}$  was 0.500.  $r_{xy}$  was bigger than  $r$  table, therefore the correlation was significant.

The second previous research comes from Syahril Rifansah (2020), “THE CORRELATION AMONG SELF CONFIDENCE, SELF ESTEEM AND SPEAKING ACHIEVEMENT AT THE THIRD SEMESTER OF IAIN PALANGKARAYA”. The type of this research is quantitative, the purpose of this study is to determine the relationship between self-confidence, self-esteem and speaking ability of third semester students of English study program at IAIN

Palangka Raya. This study focuses on finding out the relationship between self-confidence, self-esteem and speaking ability. In collecting data, this study used questionnaires and speaking tests for students. The research population is the third semester students of the English study program at IAIN Palangka Raya. The sampling method in this research is total sampling. The technique of collecting data on students' self-confidence and self-esteem uses a questionnaire. The technique of collecting data on speaking skills uses a speaking test for students. The data analysis technique used Pearson product moment correlation.

The third previous research comes from Syahril Rifansah (2020), “THE CORRELATION BETWEEN INTROVERT-EXTROVERT PERSONALITY AND STUDENTS’ SPEAKING ABILITY: META-ANALYSIS”. This study aims to determine the possibility of a significant relationship between introvert-extrovert personality on the performance of students' speaking skills. The method used in this research is meta-analysis. The data collected is calculated statistically by jamovi. The results of this study show the correlation between introverted extrovert personality and speaking ability performance of 1.27 which shows a high relationship between these variables. The study also found that extroverts talk better than introverts. Concluded that introvert and extrovert personality affect the performance of students' English speaking skills.

The last previous research comes from Kadek Dwi Cahyani, IMade Sutarna, and Iwayan Rasna (2020), “EFFECT OF PERSONALITY ON SPEAKING SKILLS OF LANGUAGE DEPARTMENT IN SMA NEGERI 1 SAWAN”. This

study aims to determine the impact of personality on speaking skills in the language department at SMA Negeri 1 Sawan. The population in this study were 106 students from 3 classes. Sampling technique is done by purposive sampling method. The total number of samples in this study was 70 students consisting of 30 introverted students and 40 extroverted students. This study uses the Ex Post Facto method. The collected data were analyzed using T-test and the significance level was  $+0.005$ . Data collection was carried out using questionnaires and tests. The results of this study indicate that there is an influence of personality on students' speaking skills, with a significance value of 0.000 less than 0.005 seen from the average value of extroverted students' speaking skills is 83.47 while the average value of introverted students' speaking skills is 79.60. So,  $H_0$  is rejected and  $H_1$  is accepted

### **C. Rationale**

#### **1. Correlation between self-confidence and speaking ability**

According to Goleman in Mieke (2006:30), self-confidence is a belief in one's own abilities. This means that people who are not confident will feel unsure and nervous when practicing their abilities such as speaking. Tripathy & Srivastava in Akbari & Sahibzada (2020), believe that self-confidence is an attitude and students confidently believe in their abilities to do something. They believe they can achieve a goal or get something done. From the definition above Self-confidence can be summarized as the belief that a person has the ability and is confident in his ability to succeed in a task or not.

## 2. Correlation between extraversion and speaking ability

Dewaele and Furnham dalam Dörnyei (2005:26), according to him, extrovert personality in verbal matters such as conversation, extrovert is more fluent than introvert in both L1 and L2. This shows that there is a relationship between the extrovert personality and the ability to speak in both L1 and L2 languages. It is possible that extraverts have more opportunities to talk and get more feedback than introverts, which makes extroverts has better speaking skills than introverts.

## 3. Correlation among self-confidence and extraversion toward speaking ability.

Students who have an extroverted personality have more opportunities to speak which makes them get a lot of feedback from other people or teachers which makes them better in terms of verbal skills such as speaking both L1 and L2. Dewaele and Furnham in a study found that extrovert is more fluent than introvert in both L1 and L2. Even though fluency in speaking a language is also supported by self-confidence, Brown (2000:62) States that self-confidence is students' belief that they can do the task or complete it with the abilities they have. It means that a lack of self-confidence causes them to be unsure of what they are doing or dealing with, such as speaking English, of course they will not be fluent in speaking English.

#### **D. Hypothesis of the Research**

The study has three hypotheses. In this study using the associative hypothesis, the hypotheses are divided into two; alternative hypotheses ( $H_a$ ) and null hypotheses ( $H_o$ ) which will be interpreted as follows:

1. Alternative hypothesis ( $H_a$ )

There is a positive correlation between extraversion and speaking ability at the third grade students of MAN 2 Karanganyar.

Null hypotheses ( $H_o$ )

There is no correlation between extraversion and speaking ability at the third grade students of MAN 2 Karanganyar.

2. Alternative hypothesis ( $H_a$ )

There is a positive correlation between self-confidence and speaking ability at the third grade students of MAN 2 Karanganyar.

Null hypotheses ( $H_o$ )

There is no correlation between self-confidence and speaking ability at the third grade students of MAN 2 Karanganyar.

3. Alternative hypothesis ( $H_a$ )

There is a positive correlation among extraversion, and self-confidence toward speaking ability at the third grade students of MAN 2 Karanganyar.

Null hypotheses ( $H_o$ )

There is no correlation among extraversion, and self-confidence toward speaking ability at the third grade students of MAN 2 Karanganyar.



## **CHAPTER III**

### **RESEARCH METHODOLOGI**

In this chapter, the researcher presents the research methodology. It is consist of the research design, research settings and participants, data sources, data collection, data analysis, and data validation.

#### **A. Research Design**

The design used in this study is the correlation of study, Fraenkel et al (2012:331) states that correlation research sometimes called associational research, the relationship among two or more variables are studied without any attempt to influence them. The reason of choosing the method is the research wants to know about the relationship among self-confidence and extraversion toward speaking ability based on correlation coefficient. Other definition from Sugiyono (2013:8) “Quantitative method can be defined as a research method based on the philosophy of positivism, which is used to examine certain populations or samples, collect data using research instruments, and analyze quantitative/statistical data, with the aim of testing established hypotheses.”

In research, an important role is research methodology, because the quality of the data depends on it. Cresswell (2012:12) States that in general there are three kinds of research design quantitative research design, qualitative research design and combined research design. The researcher chose a quantitative research design to complete this research because the research problem in this study could be done through a quantitative approach.

The strength of this quantitative research method is the short time to collect data, this research is categorized into correlative type. As Gay (1987:230) states that correlational research includes data collection that is used to find out whether, and to what degree, a relationship between two or more variables. There are two kinds of variables this research, extraversion as the dependent variable ( $X_1$ ) and self-confidence as the dependent variable ( $X_2$ ) while speaking ability ( $Y$ ) as the independent variables. Correlation means the tier of two variables vary directly (positive correlation) or inversely (negative correlation). The degree of relationship will express as a numeric index known as the coefficient of correlation.

Everything which is determined by the researcher to be studied so can obtain an information of the cases, than capture conclusion is called as variable Sugiyono (2015:38). There are two kinds of variables in this research which namely as dependent variable and independent variable:

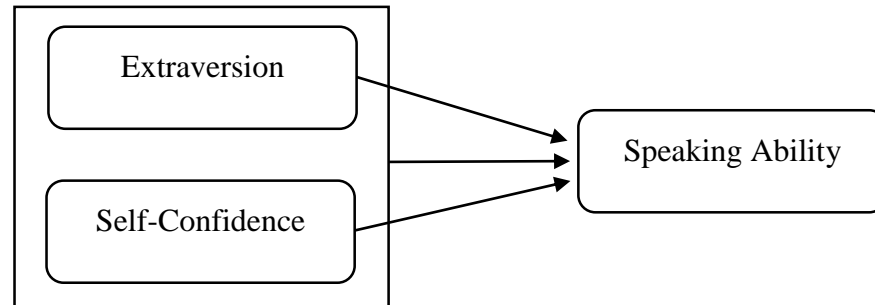
#### 1. Independent Variables

According to Sugiyono (2015:39) variable that influences and becomes the cause or the incidence of the dependent variable is called as independent variable. There are two independent variable of this research:

- a. Self-confidence noted as ( $X_1$ )
- b. Extraversion noted as ( $X_2$ ).

## 2. Dependent Variable

According to Sugiyono (2015:39) variable which is influenced or become the result, because of independent variable of this research is speaking ability noted as (Y).



## B. Setting of The Research

### 1. Place of Research

The researcher conducted the research at MAN 2 Karanganyar in the academic year of 2022/2023. MAN 2 Karanyar is located in Tuban, Gondangrejo, Karanganyar, Central Java, 57773

### 2. Time of Research

Table 3. 1: Research Timeline

No	Activities	Month in 2022/2023							
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1.	Pre-research	■							
2.	Submission of the Title	■							
3.	Making Proposal		■	■	■	■			
4.	Consulting the Proposal				■	■			
5.	Conducting examination of the thesis proposal						■		

6.	Conducting research								
7.	Analyzing and writing the thesis								
8.	Consulting the thesis								
9.	Report and submitted chapter IV and V								

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

#### 1. Population of the Research

Sugiyono (2015:117), states “population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw their conclusions.”

The research was carried out at the third grade students of MAN 2 Karanganyar in the academic year of 2022/2023. There are three education program such as Religious Education, IPA and IPS.

#### 2. Sample of the Research

According to Sugiyono, (2015:118) “Sample is part of the number and characteristics of the population.” In this study, the samples to be taken were all third grade students of MAN 2 Karanganyar.

#### 3. Sampling

If all the units of population are identical or similar in terms of certain characteristics, it is called homogeneous population Shukla (2020). According to the statement above, this sample can be said to be homogeneous because it has the same classes in English department and also the same level in the second

semester. According to Arikunto (2006:134) explains that if the subject is less than 100, it is better to take all. But if the number of subjects is large (more than 100 people) it can be taken between 10-15% or 20-25% or more. The minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 Fraenkel, Hyun & Wallen (2012).

In this study, researchers will use simple random sampling where the sample is considered homogeneous, Sugiyono (2015:120) states that taking sample members from the population will be done randomly without paying attention to the strata in the population, There are 210 students at the third grade of MAN 2 Karanganyar. In this study researcher take 20% samples from the population, there are 42 samples from the third grade students of MAN 2 Karanganyar. The steps of selecting the samples were as follows:

- a. Listing all of the students
- b. Writing down the students' code number in software Microsoft Excell
- c. Click the cell that will be assigned a random number.
- d. Generate a random number between 1 – 210. Then type  
`=RANDBETWEEN(1;210)`

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

In this study, the data were taken through documentation and questionnaire. The questionnaire and documentation used to collect the data about self-confidence, extraversion and speaking ability. The Researcher was doing some ways in the data collection procedures, they are as follows:

1. Determine the place and the population of the study.
2. Ask permission to carry out the study.
3. Created research instrument (Questionnaire and documentation)
4. The questionnaire and documentation used to collect the data about self-confidence, extraversion and speaking ability.
5. The score obtains from this instrument by using Likert scale.
6. Testing normality and linearity.
7. Calculating the data by using the correlation “r” product moment to test the hypotheses of the study.
8. In addition, the researcher uses SPSS 26 program to calculate the data.

## E. Research Instrument

Research Instruments are tools used by researchers to collect research data. Instrument is needed by the researcher to collect the data. “Tool which is used to collecting data for certain purpose is called as research instrument” Periantalo (2016:71). The research instruments used in the research are as follows:

### 1. Questionnaire

According to Sugiyono (2015:199) questionnaire is a data analysis technique which is done by giving a set of questions or written statements to respondents to answer. Arikunto (2013:42) states a questionnaire is a number of written questions which are used to gain information from respondents about the respondents themselves or their knowledge, believe, etc. There are two types of questionnaires:

#### a. Opened questionnaire

Opened questionnaire is a type of questionnaire which allows the respondents to fill out the questions using their own sentences.

#### b. Closed questionnaire

Different from opened questionnaire the respondent can directly choose the appropriate answer.

In this study, researchers used a closed questionnaire. Sugiyono (2015:201) State of each questionnaire that expect answers in the form of the nominal, ordinal, interval, and ratio data, are closed questions. The questionnaire itself is actually written in Indonesia. In order to make it easier

for the respondents to answer the questionnaire, and also the use of Indonesian in the questionnaire will not affect the objectives of the study here. The questionnaire consists of self-confidence & extraversion. The number of respondents in this study were 42 respondents from students in third grade students of MAN 2 Karanganyar. The scoring of the questionnaire in this research is based on the Likert Scale Rating which is interval data. The score range is from 1 to 5.

Tabel 3.2 Interpretation of Correlation Coefficient Value of r

Statement	Option				
	SS	S	N	TS	STS
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Note:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju



## 2. Documentation

Documentation in the form of archives that have been preserved. This documentation is used directly to obtain data from research sites, such as activity reports, magazines, minutes, and documents related to research. This study used documentation instruments to find data on daily test scores in the English subject for class XII students at MAN 2 Karanganyar.

## **F. Data Validation**

Valid and reliable is the part of good research instrument. The validity test was carried out by taking 60 samples at the third grade students of MAN 2 Karanganyar, as stated by Singarimbun & Effendi (1995:33) that the minimum number of questionnaire trials was at least 30 respondents. The research instruments should be valid and reliable to get a valid and reliable result.

### 1. Validity of the instruments

Validity test is a test procedure to see whether the questions or statements used in the questionnaire can measure correctly or not. According to Arikunto (2006:168) "validity is a measure that indicates the levels of validity of an instrument." Sugiyono (2015:363) States that valid data is "data that does not differ" between the data reported by the researcher and the data that actually occurs on the research object. To know the validity of this instrument researcher will use Pearson product moment, by using the SPSS 26 program. According to Ghazali (2009:49) the basis decision making as follows:

If the significance value is less than 0.05 then the question item is valid

If the significance value is greater than 0.05, then the question item is invalid.

a. Validity of Extraversion

The criteria of validity instrument of extraversion become valid if Sig is lower than  $\alpha$  and it is invalid if Sig is higher than  $\alpha$ . The validity of instrument of extraversion can be seen in the table below.

Table 3. 3 The Result of Validity test of Extraversion.

Item	Sig	$\alpha$	Result
1.	0.000	0.05	Valid
2.	0.008	0.05	Valid
3.	0.206	0.05	Invalid
4.	0.102	0.05	Invalid
5.	0.248	0.05	Invalid
6.	0.032	0.05	Valid
7.	0.008	0.05	Valid
8.	0.000	0.05	Valid
9.	0.369	0.05	Invalid
10.	0.668	0.05	Invalid
11.	0.041	0.05	Valid
12.	0.146	0.05	Invalid
13.	0.126	0.05	Invalid
14.	0.000	0.05	Valid

15.	0.006	0.05	Valid
16.	0.000	0.05	Valid
17.	0.000	0.05	Valid
18.	0.002	0.05	Valid
19.	0.000	0.05	Valid
20.	0.177	0.05	Invalid
21.	0.000	0.05	Valid
22.	0.004	0.05	Valid
23.	0.013	0.05	Valid
24.	0.003	0.05	Valid
25.	0.231	0.05	Invalid
26.	0.000	0.05	Valid
27.	0.038	0.05	Valid
28.	0.000	0.05	Valid
29.	0.001	0.05	Valid

Based on the table of try-out result above indicates from 29 items of students' extraversion 20 items are valid and 9 items are invalid. The invalid numbers cannot use as research instrument.

b. Validity of Self-confidence

The criteria of validity instrument of self-confidence become valid if Sig is lower than  $\alpha$  and it is invalid if Sig is higher than  $\alpha$ . The validity of instrument of self-confidence can be seen in the table below.

Table 3. 4 The Result of Validity test of Self-confidence Instrument.

Item	Sig	$\alpha$	Result
1.	0.499	0.05	Invalid
2.	0.026	0.05	Valid
3.	0.146	0.05	Invalid
4.	0.000	0.05	Valid
5.	0.005	0.05	Valid
6.	0.000	0.05	Valid
7.	0.003	0.05	Valid
8.	0.004	0.05	Valid
9.	0.002	0.05	Valid
10.	0.000	0.05	Valid
11.	0.000	0.05	Valid
12.	0.000	0.05	Valid
13.	0.000	0.05	Valid
14.	0.000	0.05	Valid
15.	0.000	0.05	Valid
16.	0.001	0.05	Valid
17.	0.001	0.05	Valid

18.	0.000	0.05	Valid
19.	0.002	0.05	Valid
20.	0.036	0.05	Valid
821.	0.022	0.05	Valid
22.	0.028	0.05	Valid
23.	0.011	0.05	Valid
24.	0.000	0.05	Valid
25.	0.964	0.05	Invalid

Based on the table of try-out result above indicates from 25 items of students' self-confidence 22 items are valid and 3 items are invalid. The invalid numbers cannot use as research instrument.

## 2. Reliability of the Instruments

“The reliability test aims to see whether the questionnaire has consistency if the measurements are carried out using the questionnaire repeatedly” Aiken (2000:446). In testing the reliability of the instrument, the researcher will use SPSS 26 Statistics software for windows. According to Wiratna Sujarweni (2014:193) explains that the reliability test can be carried out jointly on all items or question items in the research questionnaire. The basis for decision making in the reliability test is as follows:

If the Cronbach's Alpha value is  $> 0.60$  then the questionnaire is declared reliable or consistent.

Meanwhile, if the Cronbach's Alpha value  $< 0.60$ , then the questionnaire is declared unreliable or inconsistent.

a. Reliability of Extraversion

Table 3. 5 The Result of Reliability test of Extraversion

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.677	29

It was found that the value of Cronbach's Alpha obtained of reliability of students' extraversion is 0.677. It means that  $r$  obtained is higher than  $r$  table or  $0.677 > 0.60$ . In conclusion, the instrument is reliable.

b. Reliability of Self-confidence

Table 3. 6 The Result of Reliability test of Self-confidence

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.774	25

It was found that the value of Cronbach's Alpha obtained of reliability of students' self-confidence is 0.774. It means that  $r$  obtained is higher than  $r$  table or  $0.774 > 0.60$ . In conclusion, the instrument is reliable.

## G. Technique of Analyzing Data

### 1. Normality Test

Normality test is used to determine whether the data population is normally distributed or not. Raharjo (2012:109) states “normality test is a method used to test the normality sample.” A good regression model is to have a normally distributed residual value.” Dahlan (2010:48) the criteria for making a decision on the normality test on SPSS 26 as follows:

If the significance value is greater than 0.05, a decision can be made that the data is normally distributed.

If the significance value is less than 0.05 then the data is not normally distributed.

### 2. Linearity test

Linearity test is a procedure used to determine whether a research data distribution is linear or not. Priyatno (2010:46) State that “this test will affect the test that will be used next, whether linear or non-linear.” in the calculation of linearity test will use the SPSS 26 software for windows program at significance level 0.05. In SPSS 26 this test is called Test for linearity, with linearity test criteria are as follows:

If the value of Sig. deviation from linearity  $> 0.005$ , then there is a linear relationship between the independent variable and the dependent variable.

If the value of Sig. deviation from linearity  $< 0.005$ , then there is a non-linear relationship between the independent variable and the dependent variable.

### 3. Hypothesis Testing

#### a. Testing the first and second hypothesis

This study use correlation test to determine the close relationship between the variable extraversion ( $X_1$ ) toward speaking ability (Y) and correlation between self-confidence ( $X_2$ ) and speaking ability (Y) at the third grade students of MAN 2 Karanganyar. To measure the relationship between variables, and because the data variables studied is ordinal, Sugiyono (2013:243) “if the data is ordinal, the statistic used is the Spearman Rank Correlation, whereas if the data is interval or ratio, the Pearson Product Correlation is used.”

The correlation technique used is the Pearson correlation technique using the product moment correlation formula. Pearson correlation analysis serves to find the magnitude of the relationship and the contribution of the two independent variables (X) to the dependent variable (Y). The choice of product moment correlation statistical technique was because the data were normally distributed. The following is the formula for Product Moment correlation coefficient Sudjana in Purwanto (2011:190).

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

$r_{xy}$ : correlation coefficient

n: many subjects



x: average score of x

y: average score of y

To test the hypothesis, the researcher uses the single correlation technique using the Pearson product formula using SPSS 26 Software for windows, by using a significance value of 0.05. The basis for decision-making correlation analysis is by looking at the significance value of the SPSS 26 program output:

If the significance value is  $< 0.05$ , then it is correlated.

If the significance value is  $> 0.05$ , then there is no correlation.

b. Testing the third hypothesis

The test of third hypothesis used to know the correlation between extraversion, self-confidence toward speaking ability. To test the hypothesis the researcher used multiple correlation by SPSS 26 for windows to test the third hypothesis. The formula is as follows:

$$r_{xy} = \sqrt{\frac{r_{yx_1}^2 + r_{yx_2}^2 - 2r_{yx_1} r_{yx_2} r_{x_1 x_2}}{1 - r_{x_1 x_2}^2}}$$

Where:

$r_{x_1 x_2}$  : The multiple correlation coefficient

$r_{x_1 y}$  : The correlation coefficient between variable x1 and y

$r_{x_2 y}$  : The correlation coefficient between variable x2 and y

$r_{x_1x_2}$  : The correlation coefficient between variable  $x_1$  and  $x_2$

Sugiyono (2015: 233)

c. Contribution Distribution

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

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

CD : the coefficient of determination

R : the coefficient of correlation

To determine the strength of the correlation between the two variables from each of the 3 hypotheses in this study, the conditions for obtaining conclusions are in the following table.

Table 3. 7 Correlation Level

Coefficient Correlation	Level
0.80 to 1.00	Very Strong
0.60 to 0.79	Strong
0.40 to 0.59	Moderate
0.20 to 0.39	Weak
0.00 to 0.19	Very Weak

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Finding

##### 1. Description of the Data

The data analyze are the results of questionnaires and documentation. Research data is based on questionnaire scores to determine the level of extraversion and students' self-confidence and test to determine speaking ability of third grade students of MAN 2 Karanganyar in the 2022/2023 academic year.

In calculating the data, the researcher was assisted by SPSS 26 for windows to analyze all the data and hypotheses. Presented in the form of mean, median, standard deviation, highest and lowest scores, accompanied by variable descriptions in the form of tables and histograms. Extraversion scores, self-confidence, and speaking ability can be seen in table 4. 1.

Table 4. 1 Students' Score of Each Variable

No	Name	Extraversion	Self-confidence	Speaking Ability
1.	Dewi	78	77	65
2.	Felin	67	81	65
3.	Putri	76	99	75
4.	Luluk	71	87	65
5.	Faradiba	66	91	75
6.	Efrida	83	99	85
7.	Luthivia	79	78	65
8.	Eka	79	91	75

9.	Renita	72	99	75
10.	Jihan	79	87	70
11.	Kurnia	68	93	80
12.	Nisa	58	90	80
13.	Salima	67	83	70
14.	Tasya	68	87	70
15.	M. Khozy	87	95	70
16.	Zaidah	82	95	75
17.	Annida	65	103	70
18.	Fauziah	67	93	75
19.	Artika	89	88	75
20.	Bimo	80	86	70
21.	Alfiana	79	99	70
22.	Faradila	69	90	80
23.	Miftakhul	81	90	70
24.	M. Damar	63	96	80
25.	Nabila	69	95	75
26.	Vidiya	84	96	75
27.	Nafisah	82	75	60
28.	Darajat	79	73	75
29.	Siti	75	92	70
30.	Dina	66	88	75
31.	Wardatur	75	91	80
32.	Nurul	63	81	85
33.	Nailul	61	91	65
34.	Lisa W.	93	92	80
35.	Adinda	78	96	75

36.	Abiyu	66	101	85
37.	Maulida	87	88	65
38.	Dwi	54	93	65
39.	Maghfiroh	72	94	80
40.	Lisa P.	82	87	90
41.	Laila	83	79	70
42.	Lolita	60	105	90

The data research from three variables is summarized below:

Table 4. 2 Variable Data Description

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Extraversion	42	39	54	93	3102	73.86	9.169	84.077
Self-confidence	42	32	73	105	3784	90.33	7.482	55.984
Speaking Ability	42	30	60	90	3110	74.05	7.092	50.290
Valid N (listwise)	42							

The data obtained, namely extraversion, self-confidence and speaking ability can be explained as follows:

a. The data of Extraversion

The data of extraversion were collected by using a questionnaire. The maximum score of the test is (93), the minimum score of the test is (54), and the range is (39). The mean (or the average score) and standard deviation are (73.86) and (9.169) respectively. The frequency distribution and the histogram of extraversion can be seen at the table 4. 3 and the figure 4. 1.

Table 4. 3 the Frequency Data of the Score of Extraversion

		Extraversion			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	2.4	2.4	2.4
	58	1	2.4	2.4	4.8
	60	1	2.4	2.4	7.1
	63	1	2.4	2.4	9.5
	65	1	2.4	2.4	14.3
	66	1	2.4	2.4	16.7
	67	2	4.8	4.8	23.8
	68	1	2.4	2.4	31.0
	69	1	2.4	2.4	35.7
	71	4	9.5	9.5	40.5
	72	2	4.8	4.8	42.9
	75	3	7.1	7.1	47.6
	76	5	11.9	11.9	52.4
	78	2	4.8	4.8	54.8
	79	2	4.8	4.8	59.5
	80	1	2.4	2.4	71.4
	81	2	4.8	4.8	73.8
	82	3	7.1	7.1	76.2
	83	5	11.9	11.9	83.3
	84	1	2.4	2.4	88.1
87	1	2.4	2.4	90.5	
89	1	2.4	2.4	95.2	
93	1	2.4	2.4	97.6	
	Total	42	100.0	100.0	100.0

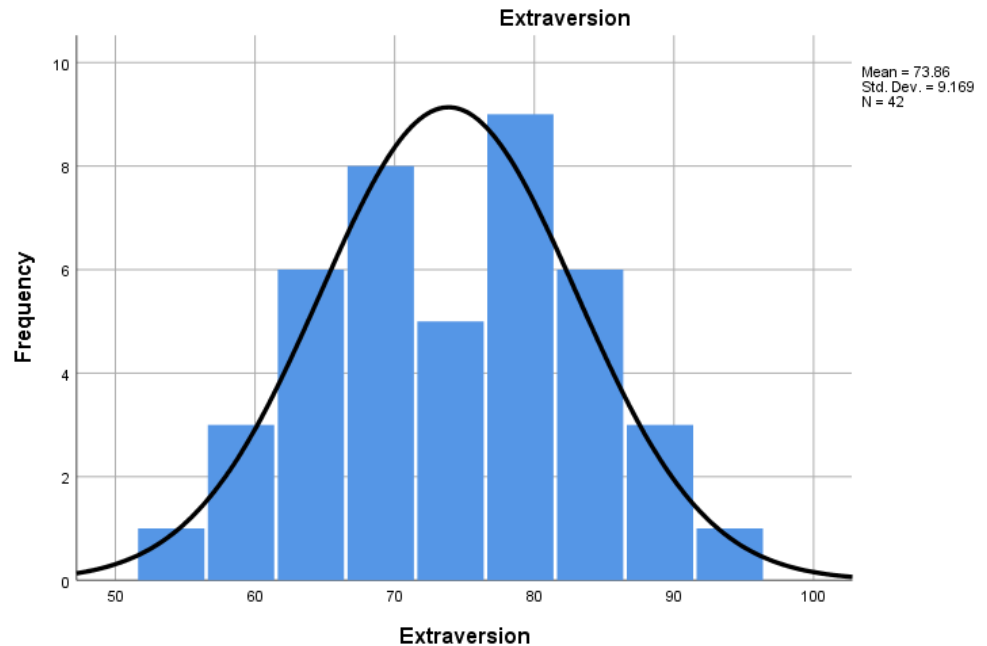
Table 4. 3 above explains about the frequency of extraversion.

Based on the table above, there is one student who got the score 54 and the percentage is 2.4%. There is one student who got the score 58 and the percentage is 2.4%. There is one student who got the score 60 and the percentage is 2.4%. There is one student who got the score 63 and the

percentage is 2.4%. There is one student who got the score 65 and the percentage is 2.4%. There is one student who got the score 66 and the percentage is 2.4%. There are two students who got the score 67 and the percentage is 4.8%. There is one student who got the score 68 and the percentage is 2.4%. There is one student who got the score 69 and the percentage is 2.4%. There are four students who got the score 71 and the percentage is 9.5%. There are two students who got the score 72 and the percentage is 4.8%. There are three students who got the score 75 and the percentage is 7.1%. There are five students who got the score 76 and the percentage is 11.9%. There are two students who got the score 78 and the percentage is 4.8%. There are two students who got the score 79 and the percentage is 7.1%. There is one student who got the score 80 and the percentage is 2.4%. There are two students who got the score 81 and the percentage is 4.8%. There are five students who got the score 83 and the percentage is 11.9%. There is one student who got the score 84 and the percentage is 11.9%. There is one student who got the score 87 and the percentage is 2.4%. There is one student who got the score 89 and the percentage is 2.4%. There is one student who got the score 93 and the percentage is 2.4%.

## Extraversion

Figure 4. 1 Histogram of the Score of Extraversion



Frequency data is often effectively displayed by histograms. The data from table 4. 3 is presented as a histogram in Figure 4. 1 above. In this histogram, the vertical dimension of the graph lists the frequency of the scores, and the horizontal dimension ranks the extraversion scores from lowest to highest. The columns are drawn in a graph to match the results of the data calculations.

b. The data of Self-confidence

The data of self-confidence were collected by using a questionnaire. The maximum score of the test is 105, the minimum score is 73, and the range is 32. The mean (or the average score) and standard deviation. are



90.33 and 7.482 respectively. The frequency distribution and the histogram of self-confidence can be seen at the table 4. 4 and the figure 4. 2.

Table 4. 4 The Frequency Data of the Score of self-confidence

Self-confidence					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73	1	2,4	2,4	2,4
	75	1	2,4	2,4	4,8
	77	1	2,4	2,4	7,1
	78	1	2,4	2,4	9,5
	79	1	2,4	2,4	11,9
	81	2	4,8	4,8	16,7
	83	1	2,4	2,4	19,0
	86	1	2,4	2,4	21,4
	87	4	9,5	9,5	31,0
	88	3	7,1	7,1	38,1
	90	3	7,1	7,1	45,2
	91	4	9,5	9,5	54,8
	92	2	4,8	4,8	59,5
	93	3	7,1	7,1	66,7
	94	1	2,4	2,4	69,0
	95	3	7,1	7,1	76,2
	96	3	7,1	7,1	83,3
	99	4	9,5	9,5	92,9
	101	1	2,4	2,4	95,2
	103	1	2,4	2,4	97,6
105	1	2,4	2,4	100,0	
Total		42	100.0	100.0	

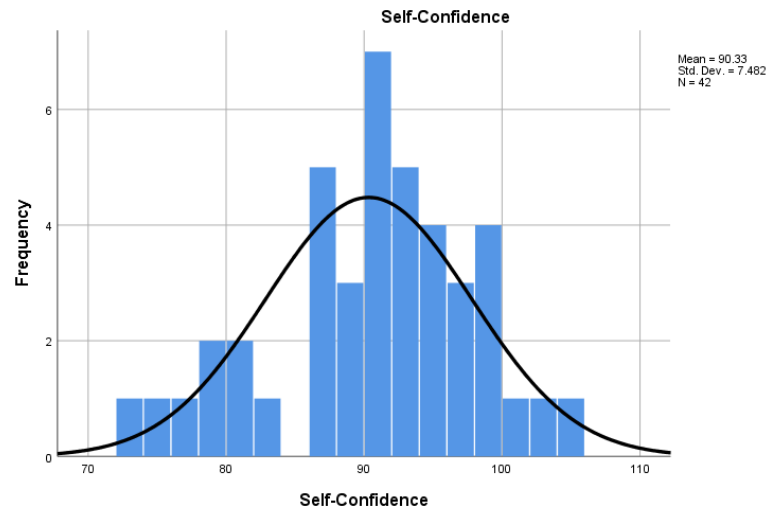
The table 4. 4 above explains about the frequency of self-confidence.

Based on the table above, there is one student who got the score 73 and the percentage is 2.4%. There is one student who got the score 75 and the

percentage is 2.4%. There is one student who got the score 77 and the percentage is 2.4%. There is one student who got the score 78 and the percentage is 2.4%. There is one student who got the score 79 and the percentage is 4.8%. There are two students who got the score 81 and the percentage is 2.4%. There is one student who got the score 83 and the percentage is 2.4%. There is one student who got the score 86 and the percentage is 2.4%. There are four students who got the score 87 and the percentage is 9.5%. There are two students who got the score 88 and the percentage is 4.8%. There are three students who got the score 90 and the percentage is 7.1%. There are four students who got the score 91 and the percentage is 9.5%. There are two students who got the score 92 and the percentage is 4.8%. There are three students who got the score 93 and the percentage is 7.1%. There is one student who got the score 94 and the percentage is 2.4%. There are three students who got the score 95 and the percentage is 7.1%. There are three students who got the score 96 and the percentage is 7.1%. There are four students who got the score 99 and the percentage is 9.5%. There is one student who got the score 101 and the percentage is 2.4%. There are two students who got the score 103 and the percentage is 4.8%. There are two students who got the score 105 and the percentage is 4.8%.

## Self-Confidence

Figure 4. 2 The Frequency Histogram of the Score of Self-confidence.



Frequency data is often displayed by histograms. The data is from table 4. 4 which is presented as a histogram in Figure 4. 2 above. In this histogram, the vertical dimension on the graph lists the frequency of the scores, and the horizontal dimension ranking ranks the self-confidence scores from lowest to highest. The columns are drawn in a graph to match the results of the data calculations.

c. The data of speaking ability

The data of speaking ability were collected by using documentation. The maximum score is 90, the minimum score is 60, and the range is 30. The mean (or the average score) and standard deviation are 74.05 and 7.092 respectively. The frequency distribution and the histogram of speaking ability can be seen at the table 4. 5 and the figure 4. 3.

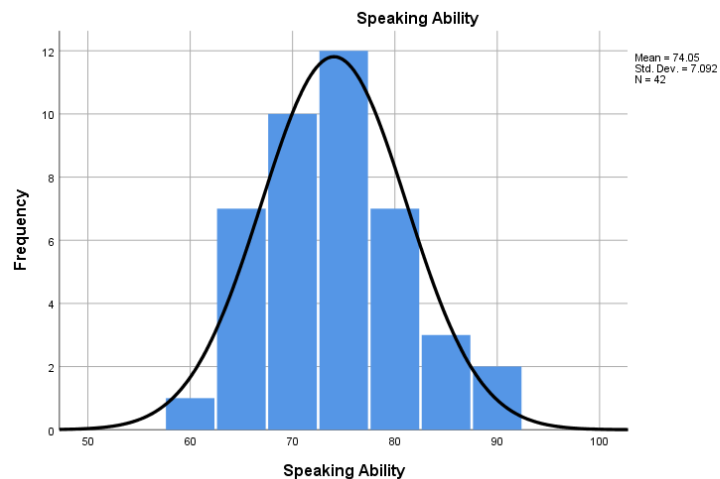
Table 4. 5 The Frequency Data of the Score of Speaking Ability

Speaking Ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	2.4	2.4	2.4
	65	7	16.7	16.7	19.0
	70	10	23.8	23.8	42.9
	75	12	28.6	28.6	71.4
	80	7	16.7	16.7	88.1
	85	3	7.1	7.1	95.2
	90	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Based on the table 4. 5 above, there is one student who got the score 60 and the percentage is 2.4%. There are seven students who got the score 65 and the percentage is 16.7%. There are ten students who got the score 70 and the percentage is 23.8%. There are twelve students who got the score 75 and the percentage is 28.6%. There are seven students who got the score 80 and the percentage is 16.7%. There are three students who got the score 85 and the percentage is 7.1%. There are two students who got the score 90 and the percentage is 4.8%.

### Speaking ability

Figure 4. 3 The Frequency Histogram of the Score of Speaking Ability



The frequency data are often effectively displayed by histogram. The data from table 4. 5 are presented as a histogram in figure 4. 3 above. In this histogram, the vertical dimension on the graph list the frequency of the score, and the horizontal dimension rank order the score of speaking ability from the lowest to the highest. The columns are drawn in the graph to correspond with the result of the computation the data.

## 2. Prerequisite Testing

### a. Normality Testing

To test the normality distribution of the data, the researcher used Kolmogorov-Smirnov with the help of SPSS 26 for windows. The results of the normality test can be seen in table 4. 6 below.

Table 4. 6 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		42
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.27380549
Most Extreme Differences	Absolute	.092
	Positive	.092
	Negative	-.050
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results of the normality test it is known that the significance value is  $0.200 > 0.05$ , it can be concluded that the residual values are normally distributed

b. Linearity Testing

Linearity test is used to determine whether the relationship between the independent variable and the dependent variable in the form of a straight lines (linear relationship) or not. Here the description of linearity testing:

1) Linearity Testing Extraversion ( $X_1$ ) and Speaking Ability (Y)

Table 4. 7 Data of Linearity Testing of Extraversion and Speaking ability

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Extraversion	Between Groups	(Combined)	44.510	23	1.935	.917	.583
		Linearity	1.231	1	1.231	.584	.455
		Deviation from Linearity	43.278	22	1.967	.933	.567
	Within Groups		37.967	18	2.109		
	Total		82.476	41			

The linearity testing from extraversion and speaking ability, that the value obtained of Sig. deviation is 0.567. Because the significant is higher than 0.05 or  $0.567 > 0.05$ , so the regression between extraversion and speaking ability is linier.

2) Linearity Testing Self-confidence ( $X_2$ ) and Speaking Ability (Y)

Table 4. 8 Data Linearity Testing of Self-confidence and Speaking Ability.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Self-confidence	Between Groups	(Combined )	36.893	20	1.845	.850	.640
		Linearity	15.838	1	15.838	7.297	.013
		Deviation from Linearity	21.055	19	1.108	.511	.927
	Within Groups		45.583	21	2.171		
	Total		82.476	41			

The linearity testing from self-confidence and speaking ability that the value obtained of Sig. deviation is 0.927 Because the significant is higher than 0.05 or  $0.927 > 0.05$ , so the regression between self-confidence and speaking ability is linier.

## 3. The Hypothesis Testing

Because the normality and linearity test calculations show that the data are normally distributed and linear regression, the researcher continues to test the three research hypotheses that have been stated in the previous chapter. To test the hypothesis, the researcher used SPSS 26 for windows to analyze the data. Furthermore, an explanation of the instrument correlation is presented in tables 4. 9, 4. 10 and 4. 11 as follows:

## 1) First Hypothesis

The first hypothesis states that there is a positive relationship between extraversion ( $X_1$ ) and speaking ability (Y). This hypothesis is an alternative hypothesis ( $H_a$ ).

Table 4. 9 The Result of the First Hypothesis

Correlations			
		Extraversion	Speaking Ability
Extraversion	Pearson Correlation	1	-.122
	Sig. (2-tailed)		.441
	N	42	42
Speaking Ability	Pearson Correlation	-.122	1
	Sig. (2-tailed)	.441	
	N	42	42

The statistical hypothesis of the first hypothesis:

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

The result of the computation above shows that the coefficient of correlation ( $r$ ) between extraversion ( $X_1$ ) and speaking ability (Y) with significance level ( $\alpha$ ) = 0.05 for  $N = 42$  it is found  $r$ -obtained is -0.122. It means that  $r$ -obtained is lower than  $r$ -table ( $-0.122 < 0.304$ ). Therefore  $H_a$  is rejected and  $H_0$  is accepted. It can be concluded that there is no any significant correlation between extraversion and speaking ability. From the explanation above, it also can be known that speaking ability does not influenced by the extraversion.



## 2) Second Hypothesis

The second hypothesis says that there is a positive correlation between self-confidence ( $X_2$ ) and speaking ability (Y). That hypothesis is alternative hypothesis ( $H_a$ ).

Table 4. 10 The Result of the Second Hypothesis

Correlations			
		Self-confidence	Speaking Ability
Self-confidence	Pearson Correlation	1	.438**
	Sig. (2-tailed)		.004
	N	42	42
Speaking Ability	Pearson Correlation	.438**	1
	Sig. (2-tailed)	.004	
	N	42	42

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

The statistical hypothesis of the second hypothesis:

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

The result of the computation shows that the coefficient of correlation ( $r$ ) between self-confidence ( $X_2$ ) and speaking ability (Y) with significance level ( $\alpha$ ) = 0.05 for  $N = 42$ , it is found  $r$ -obtained is 0.438. It means that  $r$ -obtained is higher than  $r$ -table ( $0.438 > 0.304$ ). It can be conclude that there is any significant correlation between self-confidence and speaking ability.

The contribution of self-confidence ( $X_2$ ) and speaking ability (Y) is that  $CD = r^2 \times 100\% = (0.438)^2 \times 100\% = 19\%$ . It means that 19% variance

of speaking ability is influenced by students' self-confidence, while 81% is contributed by other factors.

### 3) Third Hypothesis

The third hypothesis says that there is a positive correlation between extraversion ( $X_1$ ), self-confidence ( $X_2$ ), and speaking ability ( $Y$ ). To test the hypothesis, the researcher uses the Multiple Linier Regression Formula with SPSS 26 for windows. How to obtain the result is available in the appendix and the hypothesis test result can be seen in table 4. 11.

Table 4. 11 The Result of the Third Hypothesis

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.440 <sup>a</sup>	.193	.152	1.306	.193	4.675	2	39	.015
a. Predictors: (Constant), Self-confidence, Extraversion									
b. Dependent Variable: Speaking Ability									

The statistical hypotheses of the third hypothesis are:

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

The result of the computation shows that the coefficient of correlation ( $r$ ) between extraversion ( $X_1$ ), self-confidence ( $X_2$ ), and speaking ability ( $Y$ ) with significance level ( $\alpha$ ) = 0.05 for  $N = 42$ . It is found

r-obtained is 0.440. This means that r-obtained is higher than r-table (0.440 > 0.304). It can be conclude that there is any significant correlation between extraversion and self-confidence toward speaking ability.

From the explanation above, it also can be known that the coefficient determination between extraversion ( $X_1$ ), self-confidence ( $X_2$ ), and speaking ability (Y) is 0.440. The contribution of extraversion ( $X_1$ ), self-confidence ( $X_2$ ), and speaking ability (Y) is  $CD = r^2 \times 100\% = (0.440)^2 \times 100\% = 19\%$ . It means that 19% variance of speaking ability is influenced by extraversion and self-confidence, while 81% is contributed by other factors.

## **B. Discussion**

The discussion of the research focuses on the result of hypothesis testing.

There are three hypotheses testing in this research is as follows:

- a. The first finding of the hypothesis testing shows that there is no positive correlation between extraversion ( $X_1$ ) and speaking ability (Y). Based on the result product moment correlation analysis, the value of significance testing shows that the correlation between  $X_1$  and  $X_2$  is not significant, because the coefficient of correlation r-obtained is lower than r-table (0.441 > 0.304). From this score it can be seen that extraversion does not contribute to speaking ability. It means there is no positive significant correlation between extraversion and speaking ability at the third grade of MAN 2 Karanganyar in

the academic year of 2022/2023. It also means that the high extraversion will be not followed by the enhancement of speaking ability. When compared with previous research, this research was in line with the research held by Samand, Sailan, & Lio (2019). They also did the research about (analysis on the relationship of extrovert-introvert personality and student speaking performance in English Study Program of Halu Oleo University". He found there is no significant correlation between student personality and their speaking performance. Furthermore Zulhermindra and Vivina Rizali (2022) in "The Correlation Between Student's Personality and Their Speaking Ability", from their research found The result of correlation testing reveals that there is no significant correlation between extrovert personality and their speaking ability  $r$  table more ( $0.18 < 0,396$ ). According to Tuan (2015: 9) there are several factors that influence speaking skills such as: appearance conditions, affective factors, listening skills, topical knowledge, and feedback during speaking activities. Indeed, there are affective factors as stated above, but affective factors are not just a person's personality, there are also many other things such as interests, motivations and attitudes. According to Reyes (2018:15 citing Sara's 2013) states that the biggest factor for success in second language learning is motivation. Based on this fact, it is possible that personality has no correlation with speaking ability, it is possible that students' speaking ability is correlated with other factors such as self-confidence, listening ability, or interest. It implies that personality is not an important factor

affecting student speaking ability, especially for students of the third grade students of MAN 2 Karanganyar.

- b. The second finding of the hypothesis testing shows that there is a positive correlation between self-confidence ( $X_2$ ), and speaking ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between self-confidence and speaking ability is significant, because  $\rho < \alpha$  ( $0.438 < 0.304$ ). The coefficient of determination between self-confidence and speaking ability is 19%. It means that 19% speaking ability is influenced by self-confidence and 81% is influenced by other factors. From the scores, it can be known that self-confidence gives contribution to speaking ability. When the students' self-confidence is high, then their speaking ability will be high. It can be known that extraversion gives contribution to speaking ability. According to the results, there was a moderate correlation between self-confidence and speaking ability at the third grade of MAN 2 Karanganyar in the academic year of 2022/2023. When compared with previous research from Muhammad Syahril Rafansah (2020) in "The Correlation Among Self Confidence, Self Esteem and Speaking Achievement at the Third Semester of IAIN Palangkaraya", Syahril Rafansah research found, based on the result of consultation with  $r_{table}$  it proved that  $r_{table} = 0.244$  and  $r_{xy} = 0.467$ , so  $r_{xy} > r_{table}$ . The degree of correlation between two variables score was 0.467. It is categorized as fair correlation. Research conducted by Sumardi et al (2022) in "The Correlation Between Self Confidence and Speaking Ability of the Tenth Grade Students' of SMAN 3 Enrekang" Sumardi

research found, there is a fairly strong relationship between students' speaking skills and self-confidence in tenth grade students of SMAN 3 Enrekang. This shows that there is a relationship between students' self-confidence and their speaking ability.

- c. The third finding of the hypothesis testing shows that there is a positive correlation between extraversion ( $X_1$ ), self-confidence ( $X_2$ ), and speaking ability ( $Y$ ). Based on the result multiple correlation analysis by SPSS 26, the coefficient of correlation  $r$ -obtained is higher than  $r$ -table ( $0.440 < 0.304$ ). The coefficient of determination between extraversion and self-confidence toward speaking ability is 19%. It means that 19% speaking ability is influenced by extraversion and self-confidence, and 81% is influenced by other factors. From the score, it can be known that extraversion and self-confidence give contribution to speaking ability. When the students' extraversion and self-confidence is high then their speaking ability will be high. According to the results, there was a moderate correlation between extraversion, self-confidence toward speaking ability at the third grade of MAN 2 Karanganyar in the academic year of 2022/2023.

## CHAPTER V

### CONCLUSIONS AND IMPLICATION

#### A. Conclusions

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

1. There is no positive significant correlation between extraversion and speaking ability of the third grade of MAN 2 Karanganyar. It means that the improvement of extraversion is not followed by the improvement of speaking ability. This also means that extraversion does not contribute to their speaking ability.
2. There is a positive significant correlation between self-confidence and speaking ability of the third grade of MAN 2 Karanganyar. It means that the improvement of self-confidence will be followed by the improvement of speaking ability. It also means that self-confidence has contribution to their speaking ability. The relative contribution of self-confidence to speaking ability is 19% while 81% is contributed by other factors.
3. There is a positive significant correlation among extraversion and self-confidence toward speaking ability at the third grade of MAN 2 Karanganyar. It means that the improvement of students' extraversion and

self-confidence will be followed by the improvement of speaking ability. It also means that the extraversion and self-confidence has distribution to their speaking ability. The relative contribution of extraversion and self-confidence to speaking ability is 19% while 81% is contributed by other factors.

## **B. Implication**

Based on the research finding, it can be conclude that there is a positive correlation between extraversion, self confidence, toward speaking ability of the third grade students of MAN 2 Karangnyar in the academic year of 2022/2023. A positive correlation means that the improvement of students' extraversion and the higher self-confidence will be followed by the improvement of speaking ability. Based on the research findings and conclusions, it was found that extraversion and self-confidence have contribution in speaking ability, which was 19%. From the results of this study, the implications that can be drawn from this study are that increasing student extraversion and students' self-confidence must be considered to improve their speaking ability. Therefore students need to increase their extraversion and confidence in learning English to improve their speaking ability.



### C. Suggestions

Based on the calculation and based on the research that has been done before the researcher present some recommendation as follows:

1. For the teacher

Teachers must realize that self-confidence and extraversion are important in the process of teaching speaking. By knowing the contribution of self-confidence and extraversion to speaking ability, a teacher must create a speaking learning class that is able to increase students' self-confidence and extraversion.

2. For the students

The second suggestion for students, speaking English as a foreign language can be awkward and embarrassing when practicing it to learn it at school, but after learning it and getting used to it, self-confidence will grow by itself.

3. For other researcher

This study discusses the variables of speaking ability in general. Therefore this research would be useful to determine more specific speaking variables and it would be useful to enrich references.

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# APPENDICES

**Appendix 1 The list of Student Joining Tryout Questionnaire**

No.	Nama	JK
1.	ADEK DENI SYAHFANA FERDIANSAH	P
2.	ADELIA MEYSARI	P
3.	ADZILLINA SYAHLA'FI	P
4.	AFITA PUTRI PRATAMI ARIYANTO	P
5.	ALENA TEETHANIA PUTRI WIDODO	P
6.	ALEX CARDO	L
7.	ALIA EFA RAHMADIYANTI	P
8.	ANJAS CHOIRUL ANAN	L
9.	ARYATI CITA PUTRI	P
10.	AZIZ ARIEL FAUZI	L
11.	DESWINTA PINKAN	P
12.	DYAH QUR AINI	P
13.	EMBUN ISMU JOLODRIYO	P
14.	EVI EKA WULANDARI	P
15.	FADLI YUNianto	L
16.	FARA ANNISA IQTANIA PUTRI	P
17.	FARICA RAHMADINA	P
18.	FIRDA SAVITRI	P
19.	HIKMAL NAFIAN AKBAR	P
20.	IBNU WAHYU UTOMO	L
21.	KUKILA MAI ANIANI	P
22.	MARSANDHA SEPTIE ARDHANA	P
23.	MUHAMMAD ISMAIL	L
24.	MUHAMMAD REZA DWI SEPTIAWAN	L
25.	NABILA AGUSTINA	P
26.	NABILA LUTFI LATIFAH	P
27.	NANDAR YUSUP SAPUTRA	L
28.	OLYN NAZIMA	P
29.	PRAYUDANTI AINUN NUROHMA	P
30.	REVANSA ARJUN PUTRA KURNIA	L

31.	SAIFUL RAMADANI	L
32.	SUCI MUSFIROTUN KHASANAH	P
33.	TEDI RIYANTO	L
34.	ULFAH NUR MUFLIKHAH	P
35.	WARDATUL JANNAH	P
36.	ALDITYA PHASYA MAWARDI	P
37.	ALETA TEETHALIA PUTRI WIDODO	P
38.	AMANDA RENI PRAYOGA	P
39.	ANDIKA ARYA JONIYAWAN	L
40.	ARSITA BILQIS ASHIFA	P
41.	DWI YUNI KURNIAWATI	P
42.	ELVIANA	P
43.	GALEH SATRYA MAULANA	L
44.	HALIM YULIANTO	L
45.	ICHA AULIA DEWASTA	P
46.	IKHSAN BAGUS PRASETYA	L
47.	LATIFAH AYU RAHMAWATI	P
48.	MELFI ANGGI SAPUTRI	P
49.	MOHAMAD JEPRI NADJMUDDIN	L
50.	MUHAMAD ALIF KAMALUDIN	L
51.	MUHAMMAD CHOLIS ABDULLAH	L
52.	MUHAMMAD QOIRUL ANWAR	L
53.	MUHAMMAD RAMADHAN MUBAROK	L
54.	MUHAMMAD SOFFIN ARFIAN	L
55.	MUHAMMAD WAHYU IQBAL MADJID	L
56.	MUHAMMAD ZAINI	L
57.	NIA UTAMI DWI RACHMAWATI	P
58.	NISA ISMAWATI	P
59.	PUTRI MAYANG SARI	P
60.	REDO DELTA PRATAMA	L



### Appendix 2 The list of Student Joining Test Questionnaire

No.	Nama	JK
1.	Dewi	P
2.	Felin	P
3.	Putri	P
4.	Luluk	P
5.	Faradiba	P
6.	Efrida	P
7.	Luthivia	P
8.	Eka	L
9.	Renita	P
10.	Jihan	P
11.	Kurnia	P
12.	Nisa	P
13.	Salima	P
14.	Tasya	P
15.	M. Khozy	L
16.	Zaidah	P
17.	Annida	P
18.	Fauziah	P
19.	Artika	P
20.	Bimo	L
21.	Alfiana	P
22.	Faradila	P
23.	Miftakhul	P
24.	M. Damar	L
25.	Nabila	P
26.	Vidiya	P
27.	Nafisah	P
28.	Darajat	L
29.	Siti	P

30.	Dina	P
31	Wardatur	L
32	Nurul	P
33	Nailul	P
34	Lisa W.	P
35	Adinda	P
36	Abiyu	L
37	Maulida	P
38	Dwi	P
39	Maghfiroh	P
40	Lisa P.	P
41	Laila	P
42	Lolita	P

### **Appendix 3 The Blue Print of the Research Instrumen of Extroversion (Try Out)**

Variable	Dimension	Indicators	Items Number	Total
Extraversion	1. Activity level	1. Energetic, active	1,2,3,19,21,10,16,	7
	2. Dominance	2. Forcefull, assertive, bossy	17,24,22,28	4
	3. Sociability	3. Outgoing, sociable,talkative	4,5,6,7,8,9,11,18,	8
	4. Expressiveness	4. Adventurous, outspoken, noisy, show-off	12,13,14,15,23,20,	6
	5. Positive emotionality	5. Enthusiastic, spunky	25,26, 27, 29	4
	Total			

#### Appendix 4 The Blue Print of the Research Instrumen of Extroversion (Test)

Variable	Dimension	Indicators	Items Number	Total
Extraversion	1. Activity level	1. Energetic, active	1,2,19,21,16	5
	2. Dominance	2. Forcefull, assertive, bossy	17,24,22,28	4
	3. Sociability	3. Outgoing, sociable,talkative	6,7,8,11,18	5
	4. Expressiveness	4. adventurous, outspoken, noisy, show-off	12,14, 15,23	4
	5. Positive emotionality	5. enthusiastic, spunky	26, 27, 29	3
	Total			

#### Appendix 5 Questionnaire of Extraversion (Try out)

##### Extraversion Questionnaire

Dibawah ini ada beberapa pernyataan (pernyataan 1 sampai 29), pernyataan tersebut bertujuan untuk mendapatkan informasi bagaimana tingkat kepribadian extrovert anda.

Petunjuk Pengisia:

1. Lengkapilah data diri anda pada kolom yang tersedia.
2. Bacalah secara cermat pernyataan yang telah tersedia.
3. Berikan tanda check list (v) pada jawaban yang anda anggap paling benar.
4. Jawablah pertanyaan-pertanyaan di bawah ini dengan jujur, sesuai dengan pendapat anda tanpa pengaruh dari orang lain.
5. Keterangan:

SS: Sangat Setuju

S: Setuju

KS: Kurang Setuju

TS: Tidak Setuju

Name :

Class :

No	Question	1	2	3	4	5
1	Are you talkative person? (apakah anda termasuk orang yang suka/aktif berbicara?)					
2	Are you rether lively? (apakah anda termasuk orang yang cukup menyenangkan dalam sebuah percakapan?)					
3	Do you enjoy meeting new people? (apakah anda menikmati/senang bertemu dengan orang baru?)					
4	Can you usually let yourself go and enjoy yourself at a lively gathering? (biasanya, dapatkah anda pergi dan menikmati sebuah perkumpulan meriah?)					
5	Do you usually take the initiative in making new friends? (apakah anda biasanya mengambil inisiatif dalam membuat teman baru?)					
6	Can you easily get some life into a tether dull gathering? (dapatkah anda dengan mudah menikmati sebuah perkumpulan yang agak membosankan?)					
7	Do you tend to keep in the background on social occasions? (apakah anda cenderung untuk tetap berada di balik layar dari acara-acara sosial?)					
8	Do you like mixing with pople? (apakah anda suka begaul dengan orang-orang?)					
9	Do you like plenty of bustle and excitement around you? (apakah anda menyukai banyak kesubukan dan keramaian di sekitar anda?)					
10	Are you more silent when you are with other people? (apakah anda lebih banyak diam Ketika anda dengan orang lain?)					

11	Do other people think of you as being very lively? (apakah orang lain menganggap anda sebagai orang yang menyenangkan?)					
12	Do other people think that you are a lively and cheerful person? (Apakah orang lain berpikir bahwa kamu orang yang ramai dan ceria?)					
13	Can you get a gathering going? (bisakah anda menghadiri sebuah perkumpulan?)					
14	Do you like to start a conversation with other people? (apakah anda suka memulai percakapan dengan orang lain?)					
15	Are you naturally able/easy to make friends? (apakah anda secara alami bisa/mudah berteman?)					
16	Do you talk more when you are with other people? (apakah anda lebih banyak berbicara Ketika anda dengan orang lain?)					
17	Do you like being the center of attention in a group? (Apakah kamu suka saat menjadi pusat perhatian dalam sebuah perkumpulan?)					
18	Do you have a wide social circle of friends and acquaintances? (Apakah kamu Memiliki lingkaran sosial teman dan kenalan yang luas?)					
19	Do you feel energized when you are around other people? (apakah kamu merasa berenergi saat berada di sekitar orang lain?)					
20	Do you feel bored when you are not in a gathering? (Apakah anda merasa bosan saat sedang tidak berada di sebuah perkumpulan?)					
21	Are you an active and energetic person in an association? (Apakah anda termasuk orang yang aktif dan energik dalam suatu perkumpulan?)					
22	Do you speak assertively when speaking in a group? (Apakah anda berbicara tegas saat berbicara dalam sebuah grup?)					
23	Do you like to post activities on social media when you are attending an event that makes you proud? (Apakah kamu suka memposting kegiatanmu di media					

	social apabila saat sedang mengikuti sebuah acara yang membuat mu bangga?)					
24	Do you like giving orders while in a group? (Apakah anda suka memberi perintah saat sedang dalam sebuah grup?)					
25	Are you enthusiastic about what you love? (Apakah anda orang yang antusias dalam hal yang anda sukai?)					
26	Are you excited when you attend a gathering or friends? (Apakah kamu bersemangat saat mengadiri sebuah perkumpulan atau bersama teman?)					
27	Do you feel brave when you meet new people? (Apakah kamu merasa berani saat berkenalan dengan orang baru?)					
28	Apakah kamu secara natural dapat mengendalikan suatu grup atau kelompok?					
29	Are you active in doing something important? Apakah anda giat dalam melakukan suatu hal yang penting?					

## Appendix 6 Questionnaire of Extraversion (Test)

### Extraversion Questionnaire

Dibawah ini ada beberapa pernyataan (pernyataan 1 sampai 21), pernyataan tersebut bertujuan untuk mendapatkan informasi bagaimana tingkat kepribadian extrovert anda.

Petunjuk Pengisia:

1. Lengkapilah data diri anda pada kolom yang tersedia.
2. Bacalah secara cermat pernyataan yang telah tersedia.
3. Berikan tanda check list (v) pada jawaban yang anda anggap paling benar.
4. Jawablah pertanyaan-pertanyaan di bawah ini dengan jujur, sesuai dengan pendapat anda tanpa pengaruh dari orang lain.
5. Keterangan:

SS: Sangat Setuju

S: Setuju

KS: Kurang Setuju

TS: Tidak Setuju

Name :

Class :

No	Question	1	2	3	4	5
1	Are you talkative person? (apakah anda termasuk orang yang suka/aktif berbicara?)					
2	Are you rather lively? (apakah anda termasuk orang yang cukup menyenangkan dalam sebuah percakapan?)					
3.	Can you easily get some life into a rather dull gathering? (dapatkah anda dengan mudah menikmati sebuah perkumpulan yang agak membosankan?)					
4.	Do you tend to keep in the background on social occasions? (apakah anda cenderung untuk tetap berada di balik layar dari acara-acara sosial?)					
5.	Do you like mixing with people? (apakah anda suka bergaul dengan orang-orang?)					
6.	Do other people think of you as being very lively? (apakah orang lain menganggap anda sebagai orang yang menyenangkan?)					
7.	Do other people think that you are a lively and cheerful person? (Apakah orang lain berpikir bahwa kamu orang yang ramai dan ceria?)					
8.	Do you like to start a conversation with other people? (apakah anda suka memulai percakapan dengan orang lain?)					
9.	Are you naturally able/easy to make friends? (apakah anda secara alami bisa/mudah berteman?)					
10.	Do you talk more when you are with other people? (apakah anda lebih banyak berbicara Ketika anda dengan orang lain?)					
11.	Do you like being the center of attention in a group? (Apakah kamu suka saat menjadi pusat perhatian dalam sebuah perkumpulan?)					

12.	Do you have a wide social circle of friends and acquaintances? (Apakah kamu Memiliki lingkaran sosial teman dan kenalan yang luas?)					
13.	Do you feel energized when you are around other people? (apakah kamu merasa berenergi saat berada di sekitar orang lain?)					
14.	Are you an active and energetic person in an association? (Apakah anda termasuk orang yang aktif dan energik dalam suatu perkumpulan?)					
15.	Do you speak assertively when speaking in a group? (Apakah anda berbicara tegas saat berbicara dalam sebuah grup?)					
16.	Do you like to post activities on social media when you are attending an event that makes you proud? (Apakah kamu suka memposting kegiatanmu di media social apabila saat sedang mengikuti sebuah acara yang membuat mu bangga?)					
17.	Do you like giving orders while in a group? (Apakah anda suka memberi perintah saat sedang dalam sebuah grup?)					
18.	Are you excited when you attend a gathering or friends? (Apakah kamu bersemangat saat mengadiri sebuah perkumpulan atau bersama teman?)					
19.	Do you feel brave when you meet new people? (Apakah kamu merasa berani saat berkenalan dengan orang baru?)					
20.	Apakah kamu secara natural dapat mengendalikan suatu grup atau kelompok?					
21.	Are you active in doing something important? Apakah anda giat dalam melakukan suatu hal yang penting?					



**Appendix 7 The Blue Print of The Research Instrument of Self-confidence (Try Out)**

Variable	Dimension	Indicators	Items Number	Total
Self-confidence	dare to appear with self-confidence or dare to state "its 26 existence"	1. Optimistic 2. Self respect 3. not afraid/hesitating	2,5,8,11,13,14,19,21,24,25	10
	dare to voice unpopular views	1. Dare to come up with new ideas 2. Dare to ask/answer	1,6,10,12,15,20,23	7
	Willing to sacrifice, firm; able to make good decisions even in conditions of uncertainty and stress.	1. Placid 2. Ability in social relations	3,4,7,9,16,17,18,22,	8
	Total			25

### Appendix 8 The Blue Print of The Research Instrument of Self-confidence (Test)

Variable	Dimension	Indicators	Items Number	Total
Self-confidence	dare to appear with self-confidence or dare to state "its 26 existence"	1. Optimistic 2. Self respect 3. not afraid/hesitating	2,5,8,11,13,14,19,21,24	9
	dare to voice unpopular views	1. Dare to come up with new ideas 2. Dare to ask/answer	6,10,12,15,20,23	6
	Willing to sacrifice, firm; able to make good decisions even in conditions of uncertainty and stress.	1. Placid 2. Ability in social relations	4,7,9,16,17,18,22,	7
	Total			22

### Appendix 9 Questionnaire of Self-confidence (Try Out)

#### Self-confidence Questionnaire

Dibawah ini ada beberapa pernyataan (pernyataan 1 sampai 25), pernyataan tersebut bertujuan untuk mendapatkan informasi bagaimana tingkat kepribadian extrovert anda.

Petunjuk Pengisia:

1. Lengkapilah data diri anda pada kolom yang tersedia.
2. Bacalah secara cermat pernyataan yang telah tersedia.
3. Berikan tanda check list (v) pada jawaban yang anda anggap paling benar.

4. Jawablah pertanyaan-pertanyaan di bawah ini dengan jujur, sesuai dengan pendapat anda tanpa pengaruh dari orang lain.

5. Keterangan:

SS: Sangat Setuju

S: Setuju

KS: Kurang Setuju

TS: Tidak Setuju

Name :

Class :

No	Items	1	2	3	4	5
1.	Saya semangat untuk belajar hal-hal baru					
2.	Saya bangga dalam melakukan hal baik dan menjadi orang baik					
3.	Saya bisa menghadapi kritikan tanpa terlalu emosional					
4.	Saya paham hal-hal yang saya biasa saya lakukan dan yang tidak biasa saya lakukan					
5.	Menang atau kalah tidak masalah bagi saya, karena akan selalu ada pembelajaran					
6.	Sebelum saya melakukan sesuatu, saya selalu berfikir "saya bisa"					
7.	Saya suka untuk melakukan sesuatu sendiri tetapi saya tidak keberatan untuk meminta pertolongan jika saya benar-benar membutuhkannya					
8.	Saya mencintai diri saya					
9.	Saya melakukan hal-hal yang sesuai dengan realita dibanding dengan hal yang saya harapkan					
10.	Saya bisa menghadapi hal baru dengan nyaman dan mudah					
11.	Saya merasa positif dan bersemangat menjalani hidup					
12.	Saya tidak menghindari hal-hal yang terlihat sulit untuk dikerjakan					
13.	Saya tetap berusaha walaupun yang lain terlihat sulit untuk dikerjakan					

14.	Saya tetap berusaha walaupun yang lain menyerah					
15.	Saya mencapai tujuan saya yang telah saya rencanakan					
16.	Ketika saya menghadapi kesulitan, saya merasa optimis dan berfikir positif					
17.	Saya memiliki hubungan baik dengan orang yang sangat bekerja keras					
18.	Orang-orang memberikan tanggapan yang positif terhadap pekerjaan dan pencapaian saya					
19.	Meskipun saya belum mengalami pengalaman sukses dalam hidup saya, saya tetap focus dan berfikir bahwa saya akan sukses					
20.	Ketika saya menghadapi kendala, saya berfikir tentang pelajaran yang bisa saya ambil					
21.	Saya percaya bahwa Ketika saya bekerja keras, saya akan meraih tujuan saya					
22.	Saya memiliki kontak yang punya kesamaan bakat dan pengalaman yang saya yakin akan sukses					
23.	Saya melakukan yang benar yang saya percaya, bahkan Ketika yang lainnya mengejek dan mengkritik saya Ketika melakukan itu					
24.	Saya tidak mengatur perilaku saya berdasarkan apa yang orang lain pikirkan					
25.	Saya tidak mengambil resiko dan pergi jauh untuk mencapai hal yang sangat baik					

### Appendix 10 Questionnaire of Self-confidence (Test)

#### Self-confidence Questionnaire

Dibawah ini ada beberapa pernyataan (pernyataan 1 sampai 22), pernyataan tersebut bertujuan untuk mendapatkan informasi bagaimana tingkat kepribadian extrovert anda.

Petunjuk Pengisian:

1. Lengkapilah data diri anda pada kolom yang tersedia.
2. Bacalah secara cermat pernyataan yang telah tersedia.
3. Berikan tanda check list (v) pada jawaban yang anda anggap paling benar.

4. Jawablah pertanyaan-pertanyaan di bawah ini dengan jujur, sesuai dengan pendapat anda tanpa pengaruh dari orang lain.

5. Keterangan:

SS: Sangat Setuju

S: Setuju

KS: Kurang Setuju

TS: Tidak Setuju

Name :

Class :

No	Items	1	2	3	4	5
1.	Saya bangga dalam melakukan hal baik dan menjadi orang baik					
2.	Saya paham hal-hal yang saya biasa saya lakukan dan yang tidak biasa saya lakukan					
3.	Menang atau kalah tidak masalah bagi saya, karena akan selalu ada pembelajaran					
4.	Sebelum saya melakukan sesuatu, saya selalu berfikir "saya bisa"					
5.	Saya suka untuk melakukan sesuatu sendiri tetapi saya tidak keberatan untuk meminta pertolongan jika saya benar-benar membutuhkannya					
6.	Saya mencintai diri saya					
7.	Saya melakukan hal-hal yang sesuai dengan realita dibanding dengan hal yang saya harapkan					
8.	Saya bisa menghadapi hal baru dengan nyaman dan mudah					
9.	Saya merasa positif dan bersemangat menjalani hidup					
10.	Saya tidak menghindari hal-hal yang terlihat sulit untuk dikerjakan					
11.	Saya tetap berusaha walaupun yang lain terlihat sulit untuk dikerjakan					
12.	Saya tetap berusaha walaupun yang lain menyerah					
13.	Saya mencapai tujuan saya yang telah saya rencanakan					

14.	Ketika saya menghadapi kesulitan, saya merasa optimis dan berfikir positif					
15.	Saya memiliki hubungan baik dengan orang yang sangat bekerja keras					
16.	Orang-orang memberikan tanggapan yang positif terhadap pekerjaan dan pencapaian saya					
17.	Meskipun saya belum mengalami pengalaman sukses dalam hidup saya, saya tetap focus dan berfikir bahwa saya akan sukses					
18.	Ketika saya menghadapi kendala, saya berfikir tentang pelajaran yang bisa saya ambil					
19.	Saya percaya bahwa Ketika saya bekerja keras, saya akan meraih tujuan saya					
20.	Saya memiliki kontak yang punya kesamaan bakat dan pengalaman yang saya yakin akan sukses					
21.	Saya melakukan yang benar yang saya percaya, bahkan Ketika yang lainnya mengejek dan mengkritik saya Ketika melakukan itu					
22.	Saya tidak mengatur perilaku saya berdasarkan apa yang orang lain pikirkan					

## Appendix 11 Tabulation of the Validities of Students' Extraversion (Try out)

		Correlations																																									
		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	Total												
X01	Person Correlate	1	.430	-.002	-.150	0.015	0.050	-.439	.415	0.102	-.020	.269	0.220	0.126	.425	0.136	.745	.450	.256	.248	.248	.367	0.194	.396	0.228	-.023	0.190	.282	.260	0.155	.833												
	Sig. (2-tailed)		0.001	0.534	0.254	0.924	0.704	0.000	0.001	0.437	0.091	0.037	0.091	0.338	0.001	0.299	0.000	0.000	0.048	0.056	0.218	0.004	0.138	0.002	0.080	0.864	0.145	0.029	0.044	0.236	0.000												
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60												
X02	Person Correlate		1	-.002	0.028	-.087	0.103	-.285	0.130	0.157	-.388	.427	0.117	.313	.270	0.051	.389	.274	0.107	0.216	-.120	0.176	-.101	0.054	-.023	-.027	0.101	0.227	0.056	0.125	.339												
	Sig. (2-tailed)			0.122	0.834	0.511	0.434	0.041	0.322	0.233	0.003	0.001	0.373	0.015	0.037	0.068	0.002	0.034	0.417	0.097	0.351	0.179	0.443	0.683	0.837	0.441	0.261	0.051	0.342	0.008													
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60												
X03	Person Correlate			1	-.001	0.175	-.035	0.178	0.054	-.165	-.058	-.025	0.193	-.049	0.173	0.178	0.002	0.021	.269	0.078	0.211	-.090	-.096	-.034	0.011	-.100	-.200	0.036	-.127	0.007	0.166												
	Sig. (2-tailed)				0.534	0.122	0.994	0.181	0.793	0.173	0.883	0.207	0.662	0.850	0.139	0.712	0.187	0.173	0.989	0.875	0.038	0.555	0.105	0.493	0.463	0.799	0.931	0.221	0.125	0.787	0.335	0.956	0.206										
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60											
X04	Person Correlate				1	-.032	0.235	-.029	0.091	0.056	-.188	-.139	0.088	-.254	0.093	0.139	-.009	0.143	0.337	0.118	0.172	0.189	0.330	0.098	0.089	0.073	-.025	-.160	-.062	0.130	0.213												
	Sig. (2-tailed)					0.254	0.034	0.984	0.810	0.870	0.028	0.994	0.707	0.151	0.289	0.504	0.041	0.482	0.299	0.501	0.274	0.782	0.370	0.189	0.149	0.821	0.456	0.498	0.981	0.848	0.421	0.637	0.323	0.102									
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60										
X05	Person Correlate					1	-.007	-.039	-.122	-.361	0.028	-.128	-.131	-.444	0.189	.272	0.016	0.047	0.051	0.055	0.101	-.154	0.137	-.062	0.105	-.009	0.131	0.178	0.187	-.069	0.151												
	Sig. (2-tailed)						0.924	0.511	0.181	0.910	0.960	0.770	0.355	0.005	0.833	0.329	0.320	0.000	0.147	0.035	0.903	0.720	0.988	0.674	0.442	0.241	0.298	0.839	0.424	0.320	0.175	0.153	0.500	0.248									
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60										
X06	Person Correlate						1	0.065	-.063	0.118	0.032	0.004	-.039	-.148	.299	0.101	-.118	0.206	-.255	0.000	0.051	0.120	-.013	-.143	0.057	0.056	0.242	0.138	.281	.376	.277												
	Sig. (2-tailed)							0.784	0.434	0.793	0.970	0.960	0.620	0.888	0.802	0.810	0.977	0.708	0.200	0.021	0.441	0.368	0.115	0.048	1.000	0.898	0.360	0.823	0.276	0.666	0.668	0.062	0.293	0.030	0.032								
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60									
X07	Person Correlate							1	-.294	-.165	0.088	-.079	0.147	-.058	-.251	-.353	-.248	-.246	-.244	0.165	-.313	-.128	-.381	-.209	-.041	-.148	-.188	-.284	-.102	-.338													
	Sig. (2-tailed)								0.000	0.041	0.173	0.026	0.770	0.820	0.023	0.207	0.505	0.547	0.261	0.110	0.053	0.106	0.006	0.056	0.059	0.041	0.424	0.015	0.329	0.003	0.199	0.759	0.258	0.154	0.028	0.351	0.008						
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60							
X08	Person Correlate								1	0.141	0.055	0.247	0.071	.349	.400	0.097	.437	.345	.375	0.070	-.012	.433	0.062	0.226	.287	-.015	0.245	-.060	.316	.541	.590												
	Sig. (2-tailed)									0.001	0.332	0.683	0.994	0.565	0.885	0.023	0.281	0.698	0.057	0.588	0.006	0.002	0.451	0.000	0.007	0.003	0.583	0.928	0.091	0.537	0.982	0.907	0.059	0.652	0.019	0.281	0.000						
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60							
X09	Person Correlate									1	-.299	0.045	-.090	.299	-.016	-.236	.281	0.077	0.032	0.144	-.051	0.120	0.052	-.008	-.130	0.107	0.007	-.186	0.139	-.152	0.118												
	Sig. (2-tailed)										0.437	0.202	0.207	0.707	0.005	0.002	0.207	0.281	0.020	0.735	0.492	0.646	0.000	0.044	0.559	0.811	0.273	0.701	0.359	0.695	0.950	0.322	0.416	0.955	0.155	0.280	0.243	0.350					
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60						
X10	Person Correlate										1	-.120	-.119	-.192	-.220	0.035	-.214	-.148	-.120	0.038	0.173	-.085	-.024	-.009	0.071	-.050	0.240	-.087	0.160	0.078	-.007												
	Sig. (2-tailed)											0.091	0.002	0.062	0.151	0.833	0.810	0.505	0.688	0.020	0.382	0.364	0.142	0.092	0.788	0.100	0.287	0.360	0.772	0.188	0.516	0.855	0.844	0.588	0.704	0.065	0.508	0.286	0.548	0.668			
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60					
X11	Person Correlate											1	0.148	0.220	0.167	0.061	0.207	0.235	0.133	-.087	-.172	0.248	-.061	-.083	-.024	-.201	0.220	-.100	-.049	0.243													
	Sig. (2-tailed)												0.037	0.001	0.005	0.007	0.003	0.043	0.113	0.071	0.311	0.508	0.188	0.056	0.041	0.530	0.854	0.123	0.900	0.815	0.142	0.745	0.043	0.264									
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60						
X12	Person Correlate												1	0.193	0.228	-.113	0.164	0.119	-.079	0.162	0.214	0.043	-.033	0.033	-.016	-.128	-.141	-.179	-.212	0.148													
	Sig. (2-tailed)													0.091	0.037	0.139	0.504	0.320	0.768	0.251	0.588	0.482	0.364	0.256	0.139	0.082	0.388	0.210	0.303	0.551	0.216	0.151	0.742	0.805	0.801	0.804	0.328	0.282	0.171	0.104	0.295	0.146	
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60				
X13	Person Correlate													1	0.151	-.212	.297	0.001	0.205	0.120	-.112	.283	-.056	0.096	0.011	0.003	0.015	-.068	-.203	-.019	0.200												
	Sig. (2-tailed)														0.338	0.015	0.712	0.041	0.000	0.260	0.110	0.006	0.046	0.142	0.091	0.139	0.251	0.103	0.021	0.902	0.116	0.360	0.393	0.028	0.703	0.487	0.934	0.902	0.907	0.605	0.119	0.884	0.126
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60		
X14	Person Correlate														1	0.370	.384	.386	.384	.384	0.136	0.252	0.125	0.130	0.117	-.091	0.169	0.138	.275	.284	.678												
	Sig. (2-tailed)															0.001	0.037	0.187	0.482	0.147	0.021	0.053	0.002	0.092	0.203	0.062	0.251	0.004	0.004	0.002	0.018	0.018	0.300	0.052	0.343	0.322	0.375	0.489	0.225	0.294	0.033	0.04	

## Appendix 12 Tabulation of the Validities of Students' Self-confidence (Try out)

		Correlations																									
		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	Total
X01	Pearson Correlation	1	0.194	0.072	-0.278	-0.123	0.202	0.163	-0.091	0.071	0.007	-0.071	-0.191	0.280	0.045	0.023	-0.081	0.217	-0.059	-0.020	-0.086	-0.117	0.021	-0.036	-0.054	0.048	0.886
	Sig. (2-tailed)		0.137	0.586	0.031	0.351	0.122	0.432	0.491	0.590	0.957	0.591	0.144	0.030	0.735	0.894	0.537	0.096	0.652	0.882	0.514	0.374	0.875	0.787	0.682	0.714	0.515
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X02	Pearson Correlation	0.194	1	0.076	0.070	-0.039	0.180	0.188	0.132	-0.022	0.008	-0.007	-0.015	0.033	0.342	0.232	0.145	0.048	0.284	-0.125	0.016	0.078	0.087	0.223	0.179	-0.088	299
	Sig. (2-tailed)	0.137		0.563	0.587	0.770	0.168	0.128	0.315	0.866	0.954	0.956	0.908	0.802	0.007	0.074	0.270	0.715	0.028	0.342	0.901	0.555	0.507	0.087	0.171	0.504	0.025
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X03	Pearson Correlation	0.072	0.076	1	0.318	0.224	0.178	0.120	0.120	0.043	0.351	0.348	0.029	0.073	-0.041	0.048	0.108	0.069	0.085	-0.027	-0.069	-0.084	-0.209	-0.098	0.190	0.054	0.193
	Sig. (2-tailed)	0.586	0.563		0.013	0.085	0.174	0.360	0.359	0.743	0.006	0.006	0.825	0.578	0.757	0.715	0.411	0.602	0.521	0.838	0.602	0.524	0.110	0.457	0.145	0.682	0.141
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X04	Pearson Correlation	-0.278	0.070	0.318	1	0.193	0.017	0.047	0.156	0.084	0.535	0.343	0.499	0.069	0.145	0.155	0.127	0.047	0.195	0.139	0.213	0.032	-0.112	0.015	0.271	0.170	465
	Sig. (2-tailed)	0.031	0.587	0.013		0.139	0.887	0.720	0.235	0.525	0.000	0.007	0.000	0.603	0.269	0.236	0.335	0.722	0.135	0.289	0.103	0.808	0.811	0.036	0.195	0.500	0.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X05	Pearson Correlation	-0.123	-0.039	0.224	0.180	1	0.281	0.081	0.196	0.197	0.237	0.234	0.111	0.345	0.137	0.084	0.176	-0.046	0.073	0.041	-0.105	0.197	0.010	-0.040	0.107	-0.115	361
	Sig. (2-tailed)	0.351	0.770	0.085	0.139		0.030	0.487	0.136	0.131	0.068	0.072	0.400	0.007	0.298	0.526	0.182	0.725	0.577	0.756	0.427	0.131	0.942	0.764	0.415	0.910	0.005
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X06	Pearson Correlation	0.202	0.180	0.178	0.017	0.281	1	0.143	0.087	0.035	0.282	0.128	0.180	0.304	0.252	0.278	0.322	0.014	0.181	0.087	0.169	0.229	0.070	0.070	0.191	-0.029	467
	Sig. (2-tailed)	0.122	0.168	0.174	0.897	0.030		0.276	0.510	0.792	0.029	0.329	0.170	0.018	0.052	0.031	0.012	0.914	0.166	0.511	0.198	0.078	0.598	0.596	0.144	0.826	0.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X07	Pearson Correlation	0.103	0.198	0.120	0.047	0.091	0.143	1	0.239	0.065	0.114	0.055	0.150	0.099	0.018	0.143	-0.015	0.241	0.262	0.132	0.186	-0.099	0.079	0.356	0.218	0.012	378
	Sig. (2-tailed)	0.432	0.128	0.360	0.720	0.487	0.276		0.065	0.900	0.385	0.679	0.252	0.451	0.892	0.276	0.907	0.064	0.043	0.316	0.154	0.450	0.548	0.005	0.095	0.925	0.003
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X08	Pearson Correlation	-0.091	0.132	0.120	0.156	0.195	0.087	0.239	1	0.185	0.191	0.278	0.089	0.224	0.275	-0.078	0.060	0.271	0.159	0.173	0.186	0.028	0.063	0.010	-0.069	-0.197	359
	Sig. (2-tailed)	0.491	0.315	0.359	0.235	0.136	0.510	0.065		0.157	0.144	0.032	0.900	0.085	0.033	0.555	0.648	0.036	0.225	0.187	0.154	0.848	0.527	0.940	0.600	0.132	0.005
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X09	Pearson Correlation	0.071	-0.022	0.043	0.084	0.197	0.035	0.065	0.185	1	0.325	0.349	0.141	0.129	-0.251	0.097	-0.131	0.348	0.303	0.087	0.164	-0.221	-0.022	0.430	0.099	0.164	395
	Sig. (2-tailed)	0.590	0.866	0.743	0.525	0.131	0.792	0.000	0.157		0.011	0.006	0.283	0.327	0.053	0.463	0.320	0.006	0.019	0.510	0.210	0.089	0.886	0.001	0.451	0.211	0.002
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X10	Pearson Correlation	0.007	0.008	0.351	0.535	0.237	0.282	0.114	0.191	0.325	1	0.528	0.421	0.283	0.170	0.280	0.211	0.207	0.349	0.208	0.251	-0.020	0.039	0.239	0.365	0.051	844
	Sig. (2-tailed)	0.957	0.954	0.006	0.000	0.068	0.029	0.385	0.144	0.011		0.000	0.001	0.029	0.194	0.030	0.105	0.113	0.006	0.114	0.053	0.882	0.768	0.066	0.004	0.896	0.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X11	Pearson Correlation	-0.071	-0.007	0.348	0.343	0.234	0.128	0.055	0.278	0.349	0.528	1	0.235	0.184	0.077	0.196	0.233	0.305	0.145	0.159	-0.033	0.099	0.115	0.352	0.146	0.034	511
	Sig. (2-tailed)	0.581	0.956	0.006	0.007	0.072	0.320	0.679	0.032	0.006	0.000		0.071	0.160	0.557	0.134	0.074	0.017	0.268	0.224	0.801	0.453	0.381	0.006	0.287	0.799	0.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X12	Pearson Correlation	-0.191	-0.015	0.029	0.499	0.111	0.180	0.190	0.068	0.141	0.421	0.235	1	0.433	0.242	0.502	0.302	0.009	0.249	0.191	0.343	0.348	0.088	0.077	0.255	-0.028	576
	Sig. (2-tailed)	0.144	0.909	0.820	0.000	0.400	0.170	0.252	0.600	0.283	0.001	0.071		0.001	0.063	0.000	0.019	0.945	0.055	0.144	0.007	0.006	0.504	0.558	0.005	0.834	0.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X13	Pearson Correlation	0.280	0.033	0.073	0.069	0.345	0.304	0.099	0.224	0.129	0.283	0.184	0.433	1	0.343	0.189	0.246	0.253	0.207	0.400	0.238	0.304	0.158	0.041	0.129	-0.261	537
	Sig. (2-tailed)	0.030	0.802	0.578	0.603	0.007	0.018	0.451	0.085	0.327	0.029	0.160	0.001		0.007	0.148	0.058	0.051	0.113	0.002	0.067	0.018	0.229	0.754	0.328	0.044	0.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X14	Pearson Correlation	0.045	0.342	-0.041	0.145	0.137	0.252	0.018	0.275	-0.251	0.170	0.077	0.242	0.343	1	0.165	0.297	0.098	0.221	0.268	0.029	0.421	0.297	0.051	0.067	-0.075	437
	Sig. (2-tailed)	0.735	0.007	0.757	0.289	0.298	0.052	0.892	0.033	0.053	0.194	0.567	0.063	0.007		0.207	0.021	0.456	0.090	0.038	0.829	0.001	0.021	0.896	0.609	0.567	0.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
X15	Pearson Correlation	0.023	0.232	0.048	0.155	0.084	0.278	0.143	-0.078	0.097	0.280	0.196	0.502	0.189	0.165	1	0.213	0.052	0.358	0.090	0.059	0.308	0.307	0.132	0.224	-0.013	531
</																											



### Appendix 13 The Scores of Students' Extraversion (Test)

Students	Extraversion																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Dewi	5	4	1	2	5	3	3	4	3	5	4	4	5	3	3	5	2	4	5	5	3	78
Felin	2	3	2	1	5	2	4	4	4	2	1	2	5	4	4	5	2	4	5	2	4	67
Putri	5	4	1	2	5	3	4	2	2	5	2	4	5	4	5	5	2	2	5	4	5	76
Luluk	2	3	3	2	4	3	3	4	4	2	4	4	3	4	4	4	3	4	2	4	5	71
Faradiba	4	3	2	2	4	4	4	2	2	4	2	4	2	3	2	5	2	4	4	3	4	66
Efrida	5	4	1	2	5	4	4	4	5	3	4	4	5	4	4	5	4	5	4	2	5	83
Luthivia	4	4	2	3	4	3	4	4	4	4	2	4	4	2	4	5	4	4	5	4	5	79
Eka	5	4	2	2	5	3	3	5	5	4	3	5	4	5	4	4	1	2	4	4	5	79
Renita	4	4	1	2	4	4	4	4	5	4	2	5	2	3	4	5	2	2	4	2	5	72
Jihan	5	5	3	2	2	4	5	5	5	5	3	3	4	4	5	5	1	2	5	1	5	79
Kurnia	4	4	2	2	2	3	4	4	5	4	3	3	5	3	2	4	2	2	4	2	4	68
Nisa	2	3	2	4	2	3	3	2	5	2	1	3	4	2	2	4	2	3	4	1	4	58
Salima	2	3	1	2	5	3	1	4	4	5	1	5	3	2	5	5	2	4	3	3	4	67
Tasya	5	4	1	2	4	3	4	2	2	5	2	3	4	4	4	5	3	3	2	2	4	68
M. Ghozy	5	4	2	2	4	4	5	5	5	5	4	4	5	4	5	5	3	5	4	2	5	87
Zaidah	5	3	2	2	4	5	4	4	5	4	4	4	4	4	4	5	3	4	3	4	5	82
Annida	2	3	2	4	2	2	4	2	5	3	2	4	5	2	3	5	2	3	4	2	4	65
Fauziah	4	3	1	2	4	3	4	2	4	4	3	4	5	2	3	5	2	3	3	2	4	67
Artika	5	4	3	2	5	4	4	4	4	5	4	4	5	5	4	5	4	5	5	3	5	89
Bimo	4	3	3	4	4	4	4	5	5	4	2	4	4	4	3	5	2	3	4	4	5	80
Alfiana	4	4	1	4	5	4	5	4	5	4	2	4	4	4	4	5	2	2	4	3	5	79
Faradila	4	3	2	2	2	3	2	1	4	4	2	4	5	4	4	4	3	4	5	3	4	69
Miftakhul	5	5	3	2	4	4	4	4	5	4	2	5	5	4	4	4	2	4	4	3	4	81
M. Damar	2	4	2	1	2	4	3	4	5	2	1	2	5	2	2	5	2	4	5	2	4	63
Nabila	3	4	1	4	2	4	4	2	3	4	2	4	4	2	4	4	2	5	4	3	4	69
Vidiya	4	4	2	2	5	4	5	4	5	5	3	3	5	3	4	5	4	4	4	4	5	84
Nafisah	4	4	3	5	4	3	4	5	4	5	4	4	5	3	4	4	1	4	4	4	4	82
Darajat	5	4	3	2	4	2	4	5	4	4	4	5	5	3	2	4	4	4	4	2	5	79
Siti	4	3	5	2	2	3	2	3	5	2	4	2	4	2	5	5	3	5	5	4	5	75
Dina	2	2	1	4	4	3	4	2	4	3	4	4	4	1	4	4	2	3	4	3	4	66
Wardatur	4	4	2	4	4	4	4	2	2	4	2	4	4	5	4	5	3	5	3	2	4	75
Nurul	4	4	2	4	2	4	3	2	2	4	1	2	4	1	5	5	3	2	3	2	4	63
Nailul	2	3	2	4	4	3	4	3	2	2	1	2	4	4	2	5	2	2	4	1	5	61
Lisa W.	4	4	1	2	4	4	5	4	5	4	4	4	5	4	4	5	3	4	4	3	5	82
Adinda	5	4	2	1	5	4	4	3	3	4	3	5	5	4	4	4	2	4	4	3	5	78
Abiyu	2	4	1	2	4	3	4	2	5	4	3	5	5	2	4	4	1	2	4	1	4	66
Maulida	5	4	3	4	5	5	4	5	5	5	4	4	5	2	4	5	1	4	5	3	5	87
Dwi	5	4	1	2	5	3	3	4	3	5	4	4	5	3	3	5	2	4	5	5	3	78
Maghfiroh	2	4	1	4	4	4	4	2	4	2	2	5	5	2	3	5	1	4	5	4	5	72
Lisa P.	5	4	2	4	4	4	5	5	5	5	4	4	5	5	5	5	4	4	5	4	5	93
Laila	5	3	1	2	4	4	4	4	3	4	5	3	5	4	5	5	4	5	5	3	5	83
Lolita	2	4	4	4	1	3	3	2	4	2	2	2	4	2	1	4	1	3	4	3	5	60

Appendix 14 The Scores of Students' Self-confidence (Test)

Students	Self-confidence																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Total
Dewi	5	2	4	2	5	5	3	1	3	2	3	4	3	3	4	3	5	4	5	4	4	3	77
Felin	4	5	2	4	2	3	2	4	2	3	2	4	5	2	5	4	5	5	5	4	4	5	81
Putri	5	5	4	3	5	3	4	4	4	5	5	5	5	4	5	5	5	4	5	4	5	5	99
Luluk	5	3	4	3	4	4	3	3	4	3	4	4	4	5	4	4	4	3	4	5	5	5	87
Faradiba	5	4	5	5	3	5	3	4	4	3	5	5	4	5	4	4	4	4	5	4	3	3	91
Efrida	5	4	5	5	4	5	4	4	5	4	5	4	4	4	5	4	5	4	5	4	5	5	99
Luthivia	5	4	4	3	3	4	2	3	4	3	4	4	3	4	2	2	5	4	5	5	2	3	78
Eka	5	5	3	4	5	4	3	3	4	5	3	4	5	4	3	3	5	5	5	4	4	5	91
Renita	5	3	4	5	4	5	5	4	5	4	5	4	4	5	4	4	5	5	5	4	5	5	99
Jihan	5	3	5	4	4	4	3	3	3	3	4	4	5	3	4	3	4	4	5	5	4	5	87
Kurnia	5	5	5	4	4	5	4	3	4	4	5	4	4	3	5	4	5	5	4	3	3	5	93
Nisa	5	5	5	4	4	5	4	3	4	4	4	3	4	5	4	4	4	5	5	3	3	3	90
Salima	5	4	4	4	3	4	3	3	4	3	3	4	4	4	4	4	4	4	5	3	3	4	83
Tasya	5	3	3	5	4	4	4	2	3	4	5	4	3	3	4	5	5	5	5	4	4	3	87
M. Ghozy	5	3	4	4	4	5	5	4	5	3	4	4	5	4	5	5	5	4	4	4	5	4	95
Zaidah	5	4	5	4	4	5	4	3	4	4	4	4	5	5	4	4	5	4	5	4	4	5	95
Annida	5	4	5	5	5	5	4	4	4	4	5	5	4	5	5	4	5	5	5	5	5	5	103
Fauziah	5	3	5	4	5	5	4	4	5	3	5	4	3	4	4	3	5	4	5	4	5	5	93
Artika	4	4	4	4	5	5	5	4	4	3	3	3	3	4	4	4	5	4	4	4	4	4	88
Bimo	5	3	4	4	4	4	4	3	3	3	4	4	4	3	4	4	4	5	5	3	4	5	86
Alfiana	5	5	5	4	5	5	4	4	4	3	4	4	3	5	4	5	5	5	5	5	5	5	99
Faradila	5	4	5	5	4	5	3	4	4	4	4	4	4	5	4	4	4	4	4	4	3	3	90
Miftakhul	4	3	4	3	5	4	4	3	4	4	4	5	3	3	5	5	5	3	5	4	5	5	90
M. Damar	5	5	5	5	5	5	4	4	4	4	5	4	5	4	4	4	5	4	5	3	3	4	96
Nabila	5	5	5	4	4	5	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4	95
Vidiya	5	5	5	4	5	5	5	3	4	3	4	4	4	3	5	4	5	5	5	4	5	4	96
Nafisah	5	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	4	4	4	3	4	4	75
Darajat	3	2	4	3	3	4	3	2	4	3	5	3	2	4	5	2	5	4	4	3	2	3	73
Siti	5	4	5	3	4	5	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	92
Dina	5	4	5	5	4	5	3	3	3	4	5	5	3	5	2	1	5	4	5	3	4	5	88
Wardatur	5	5	5	4	4	4	3	4	4	4	4	4	4	5	3	4	5	5	5	2	3	5	91
Nurul	5	5	3	3	5	5	5	4	4	2	3	3	2	2	5	3	5	5	2	2	5	5	81
Nailul	5	4	5	4	5	3	5	3	4	3	4	3	4	5	4	4	4	4	4	5	5	4	91
Lisa W.	5	5	4	3	5	5	3	3	4	3	3	4	5	5	4	3	5	5	5	5	3	5	92
Adinda	5	4	4	4	5	5	3	4	3	4	5	5	4	5	5	5	5	5	5	5	2	4	96
Abiyu	5	4	5	5	4	5	4	5	5	4	5	5	3	4	5	5	5	5	5	4	5	4	101
Maulida	5	4	4	3	5	5	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	80
Dwi	5	2	4	2	5	5	3	1	3	2	3	4	3	3	4	3	5	4	5	4	4	3	77
Maghfiroh	4	5	4	4	5	5	5	4	4	3	4	5	4	4	5	4	4	4	4	5	4	4	94
Lisa P.	5	4	4	4	4	5	3	3	5	3	4	4	4	4	4	3	5	4	5	3	3	4	87
Laila	5	2	4	5	5	5	3	1	3	2	3	4	3	3	4	4	3	4	5	4	4	3	79
Lolita	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	5	5	4	5	5	4	5	105

### Appendix 15 The Scores of Speaking Ability

No	Nama	JK	Scores
1.	Dewi	P	65
2.	Felin	P	65
3.	Putri	P	75
4.	Luluk	P	65
5.	Faradiba	P	75
6.	Efrida	P	85
7.	Luthivia	P	65
8.	Eka	L	75
9.	Renita	P	75
10.	Jihan	P	70
11.	Kurnia	P	80
12.	Nisa	P	80
13.	Salima	P	70
14.	Tasya	P	70
15.	M. Ghozy	L	70
16.	Zaidah	P	75
17.	Annida	P	70
18.	Fauziah	P	75
19.	Artika	P	75
20.	Bimo	L	70
21.	Alfiana	P	70
22.	Faradila	P	80
23.	Miftakhul	P	70

24.	M. Damar	L	80
25.	Nabila	P	75
26.	Vidiya	P	75
27.	Nafisah	P	60
28.	Darajat	L	75
29.	Siti	P	70
30.	Dina	P	75
31.	Wardatur	L	80
32.	Nurul	P	85
33.	Nailul	P	65
34.	L isa W.	P	80
35.	Adinda	P	75
36.	Abiyu	P	85
37.	Maulida	P	65
38.	Dwi	P	65
39.	Maghfiroh	P	80
40.	Lisa P.	P	90
41.	Laila	P	70
42.	Lolita	P	90

**Appendix 16 Data Result of Students' Extraversion, Self-confidence, and Speaking Ability Scores**

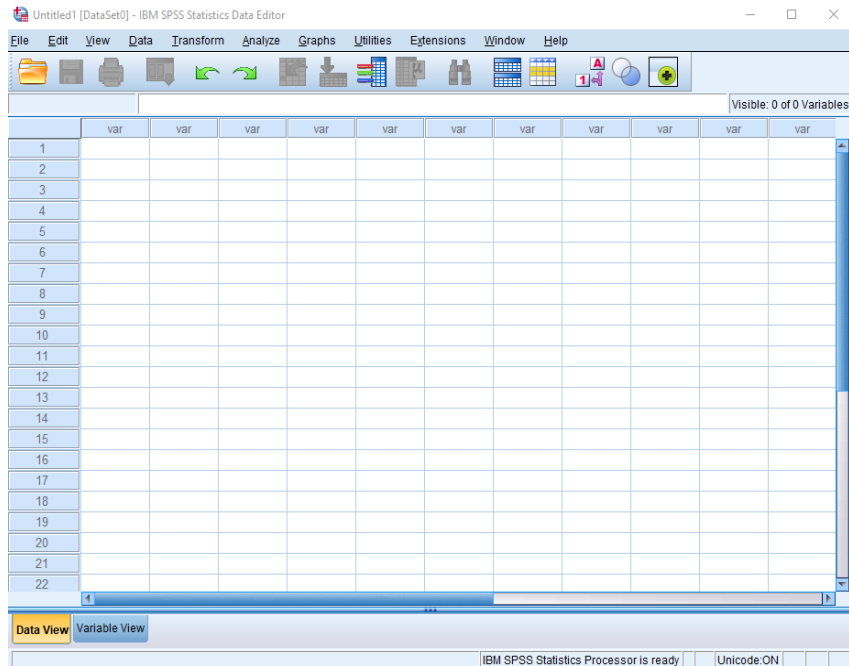
No	Nama	JK	Extraversion	Self-confidence	Speaking Aility
1.	Dewi	P	78	77	65
2.	Felin	P	67	81	65
3.	Putri	P	76	99	75
4.	Luluk	P	71	87	65
5.	Faradiba	P	66	91	75
6.	Efrida	P	83	99	85
7.	Luthivia	P	79	78	65
8.	Eka	L	79	91	75
9.	Renita	P	72	99	75
10.	Jihan	P	79	87	70
11.	Kurnia	P	68	93	80
12.	Nisa	P	58	90	80
13.	Salima	P	67	83	70
14.	Tasya	P	68	87	70
15.	M. Ghozy	L	87	95	70
16.	Zaidah	P	82	95	75
17.	Annida	P	65	103	70
18.	Fauziah	P	67	93	75
19.	Artika	P	89	88	75
20.	Bimo	L	80	86	70
21.	Alfiana	P	79	99	70
22.	Faradila	P	69	90	80

23.	Miftakhul	P	81	90	70
24.	M. Damar	L	63	96	80
25.	Nabila	P	69	95	75
26.	Vidiya	P	84	96	75
27.	Nafisah	P	82	75	60
28.	Darajat	L	79	73	75
29.	Siti	P	75	92	70
30.	Dina	P	66	88	75
31.	Wardatur	L	75	91	80
32.	Nurul	P	63	81	85
33.	Nailul	P	61	91	65
34.	Lisa W.	P	93	92	80
35.	Adinda	P	78	96	75
36.	Abiyu	P	66	101	85
37.	Maulida	P	87	88	65
38.	Dwi	P	54	93	65
39.	Maghfiroh	P	72	94	80
40.	Lisa P.	P	82	87	90
41.	Laila	P	83	79	70
42.	Lolita	P	60	105	90

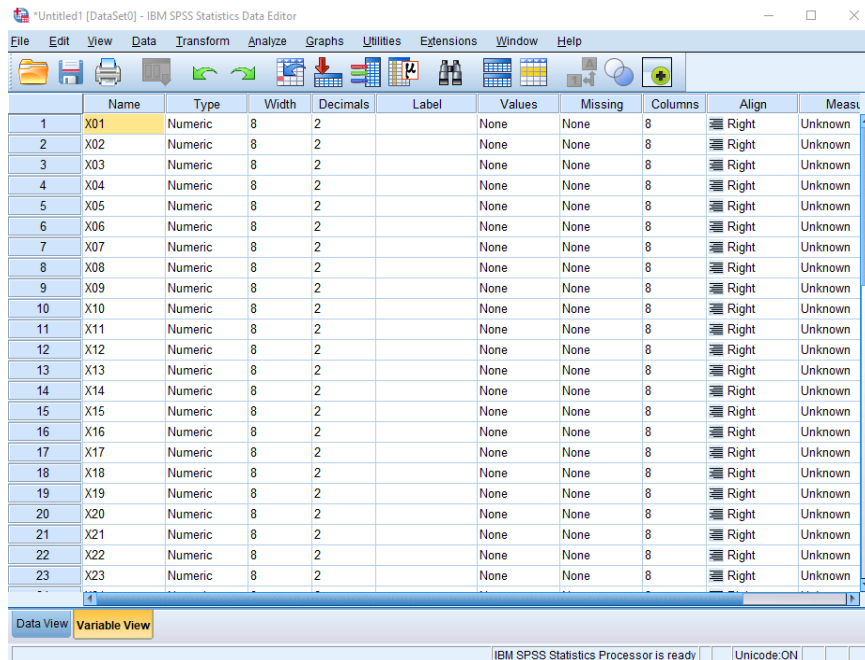
## Appendix 17 The steps of Program SPSS 26 for windows

### 1. Validity

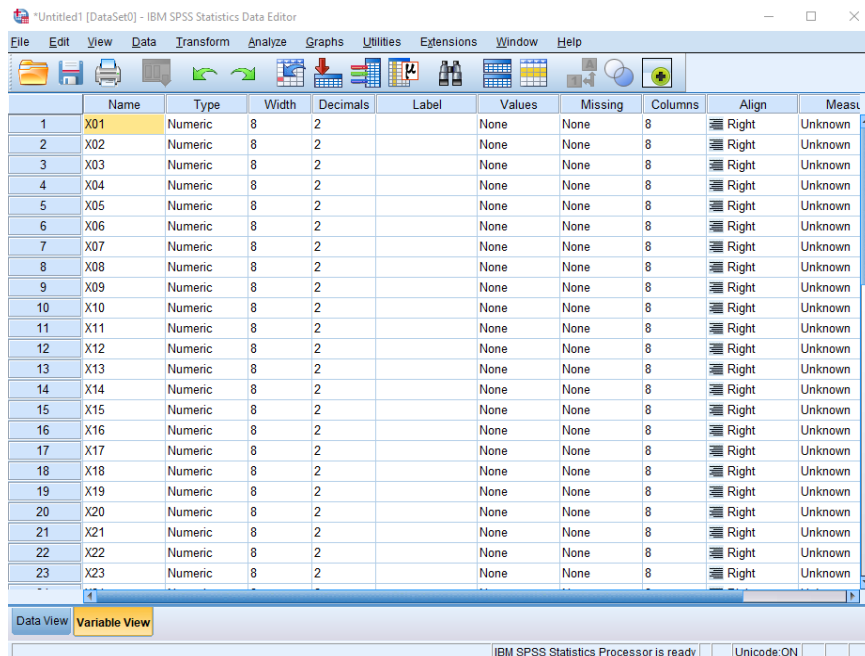
#### a. Open Program SPSS 26 for windows



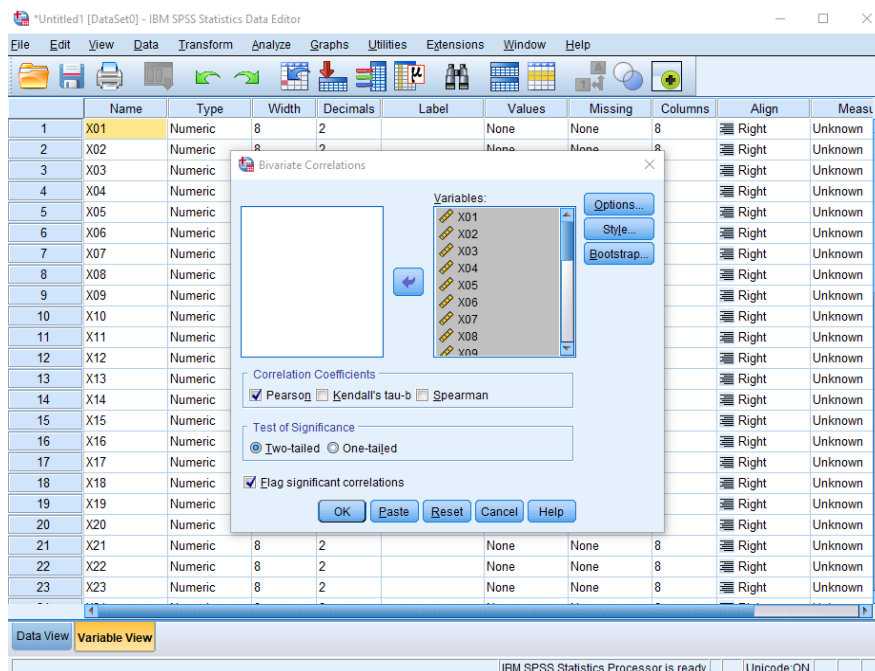
#### b. Click variable view, give content on the name column with item 1 until complete number of the question number and decimal column.



## c. Click Analyze – Correlate – Bivariate

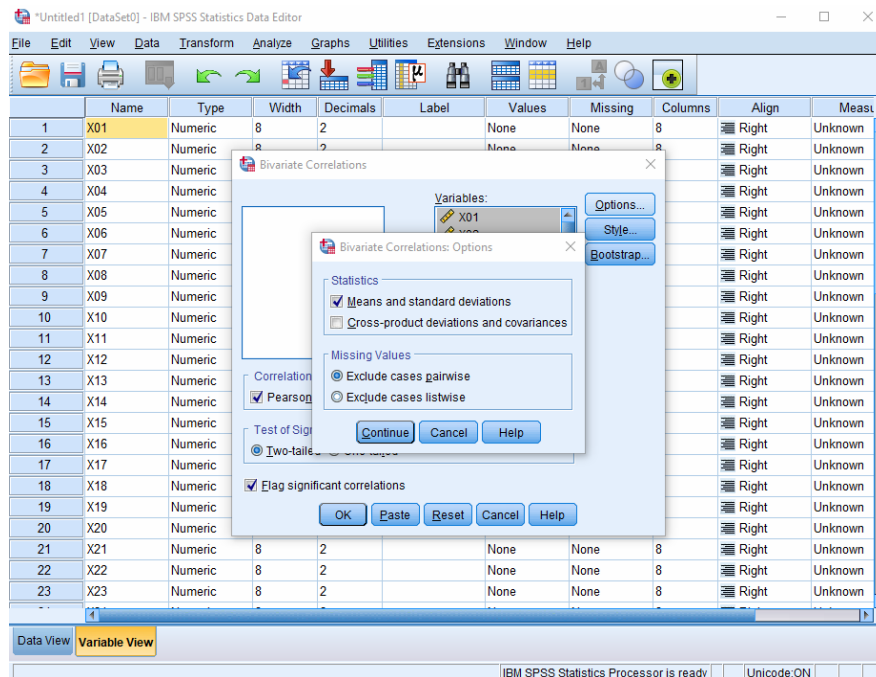


## d. A new window will appear like the following picture, make sure all items are in the right column. Then, click Pearson, two tiled, and flag significant correlation. Then, click ok.





- e. Next, click icon option, Then click means and standard deviation. Then, click continue and ok.



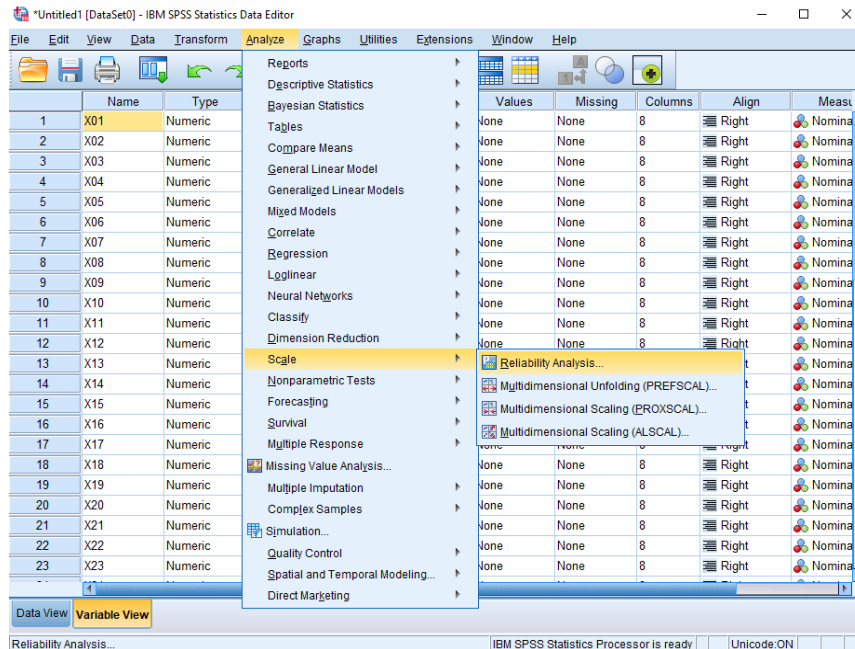
- f. Then, the output of SPSS will be shown below.

The screenshot shows the IBM SPSS Statistics Viewer interface displaying the output of the Bivariate Correlations analysis. The output is a table titled 'Correlations' with columns for variables X01 through X07. The table shows Pearson Correlation, Sig. (2-tailed), and N for each variable.

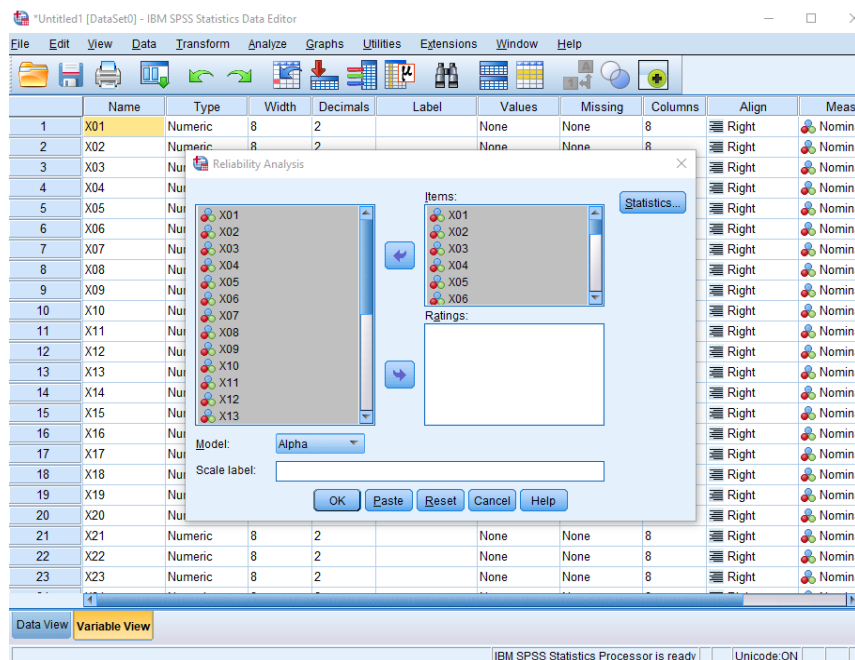
		X01	X02	X03	X04	X05	X06	X07
X01	Pearson Correlation	1	.194	.072	-.278 <sup>*</sup>	-.123	.202	.103
	Sig. (2-tailed)		.137	.586	.031	.351	.122	.432
	N	60	60	60	60	60	60	60
X02	Pearson Correlation	.194	1	.076	.070	-.039	.180	.198
	Sig. (2-tailed)	.137		.563	.597	.770	.168	.128
	N	60	60	60	60	60	60	60
X03	Pearson Correlation	.072	.076	1	.318 <sup>*</sup>	.224	.178	.120
	Sig. (2-tailed)	.586	.563		.013	.085	.174	.360
	N	60	60	60	60	60	60	60
X04	Pearson Correlation	-.278 <sup>*</sup>	.070	.318 <sup>*</sup>	1	.193	.017	.047
	Sig. (2-tailed)	.031	.597	.013		.139	.897	.720
	N	60	60	60	60	60	60	60
X05	Pearson Correlation	-.123	-.039	.224	.193	1	.281 <sup>*</sup>	.091
	Sig. (2-tailed)	.351	.770	.085	.139		.030	.487
	N	60	60	60	60	60	60	60
X06	Pearson Correlation	.202	.180	.178	.017	.281 <sup>*</sup>	1	.143
	Sig. (2-tailed)	.122	.168	.174	.897	.030		.276
	N	60	60	60	60	60	60	60
X07	Pearson Correlation	.103	.198	.120	.047	.091	.143	1
	Sig. (2-tailed)	.432	.128	.360	.720	.487	.276	
	N	60	60	60	60	60	60	60

## 2. Reliability

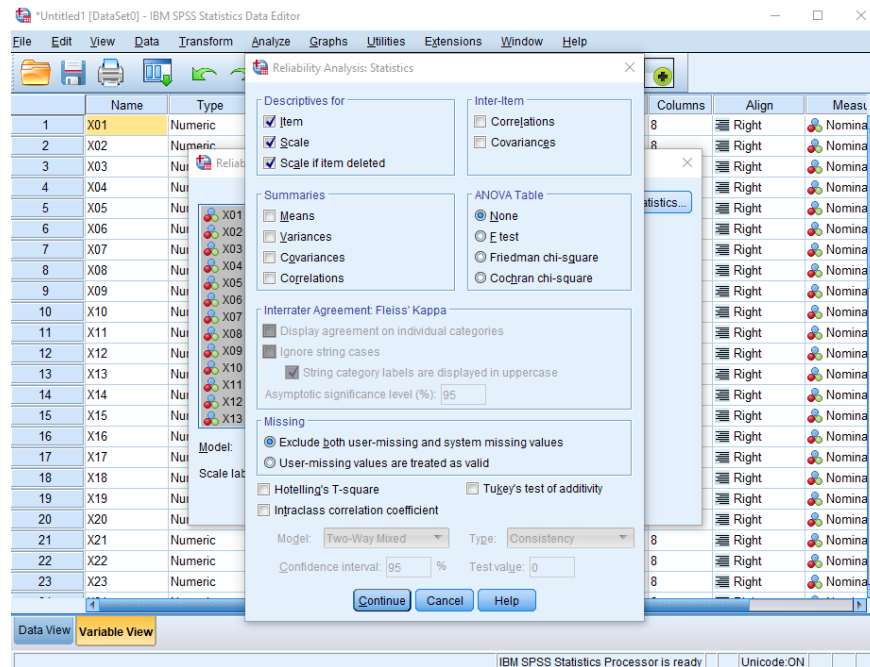
- Open Program SPSS 26 for windows.
- Click menu analyze – scale - reliability analyze.



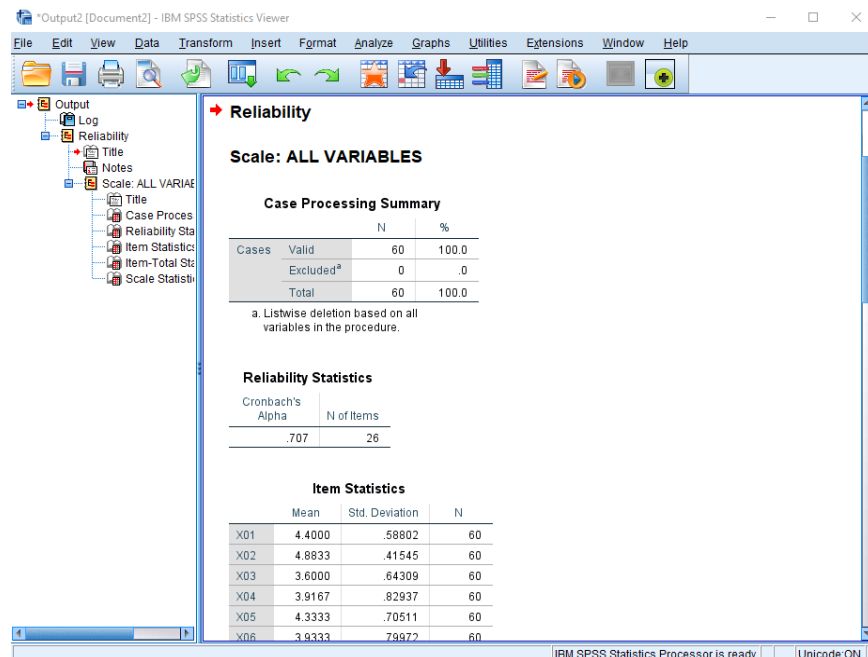
- After a new window appears, make sure that all items are in the right column



- d. Then click statistics, in a new window, click item scale, scare if item deleted, continue.

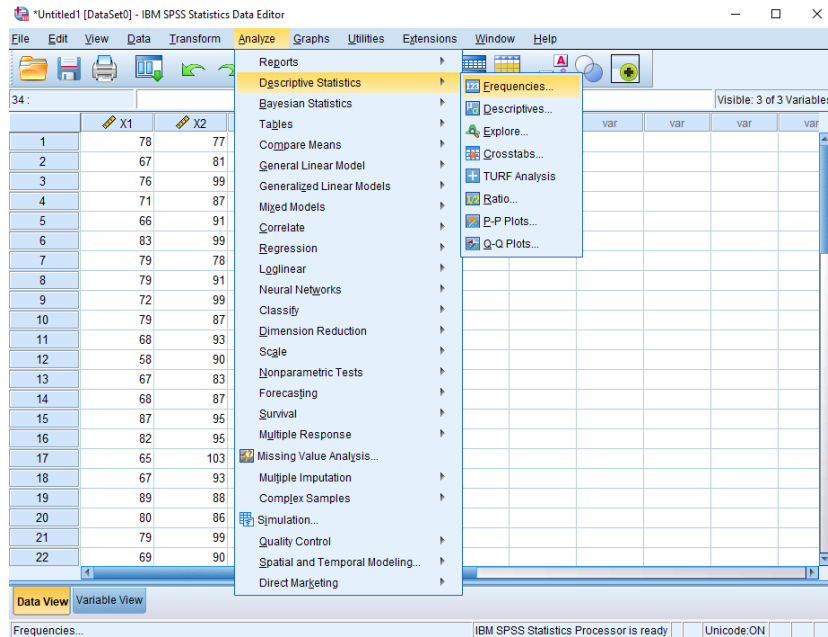


- e. Then click ok and the output of reliability test will appear

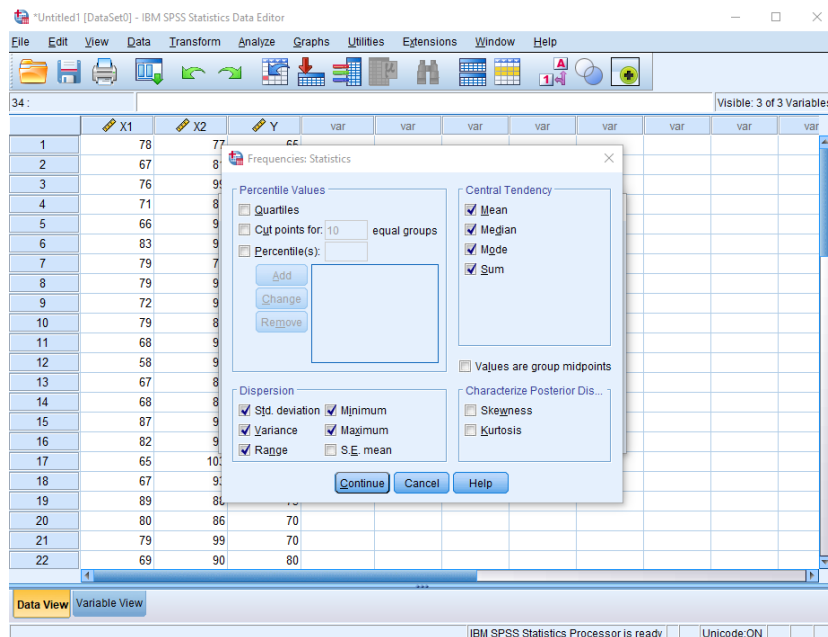




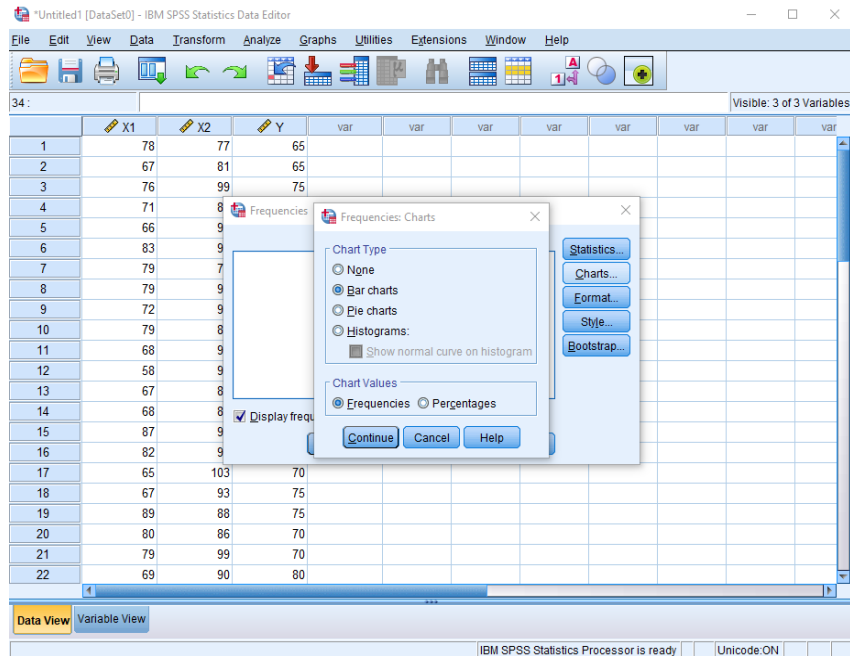
g. Click analyze – Description statistic – Frequencies



h. Click statistic, then checklist Mean, Median, Mode, Sum, Std Deviation, Variance, Range, Minimum, and Maximum.



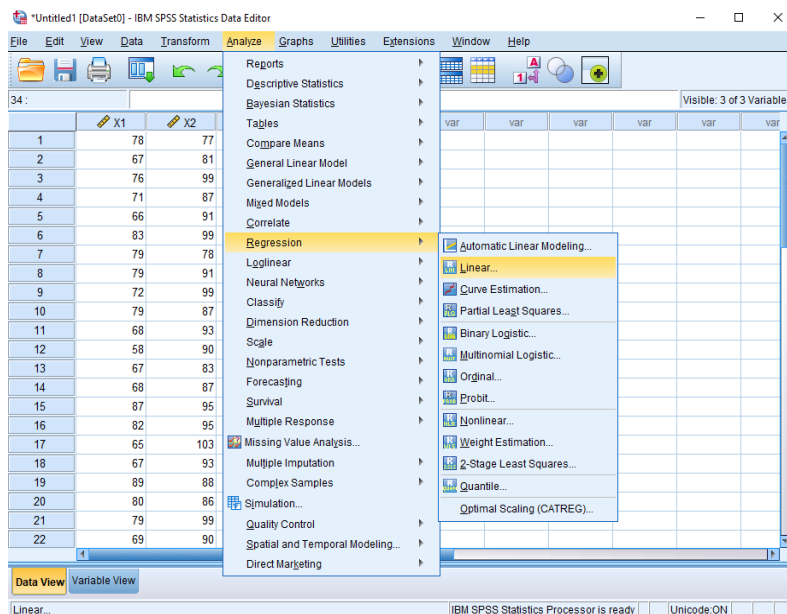
- i. Click continue – Chart – Checklist Bar Charts – Continue and Ok.



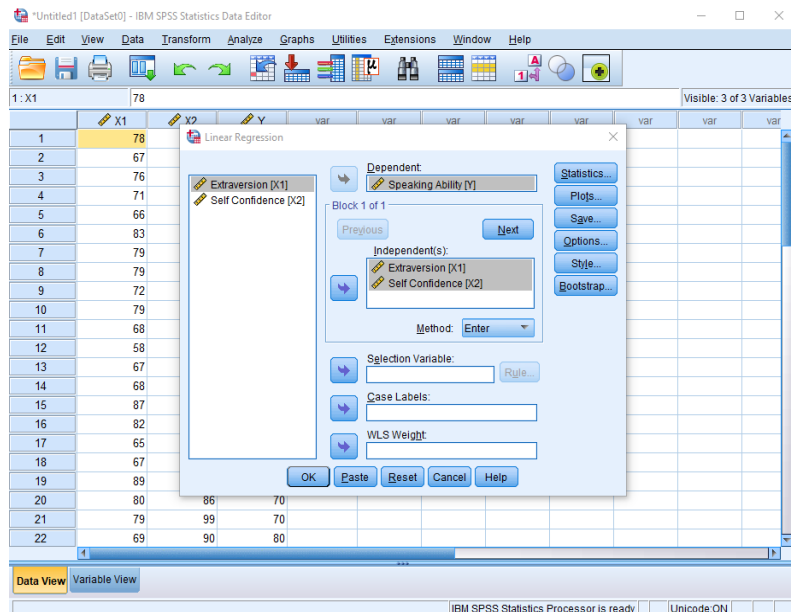
#### 4. Pre-requisite

##### a. Normality Test

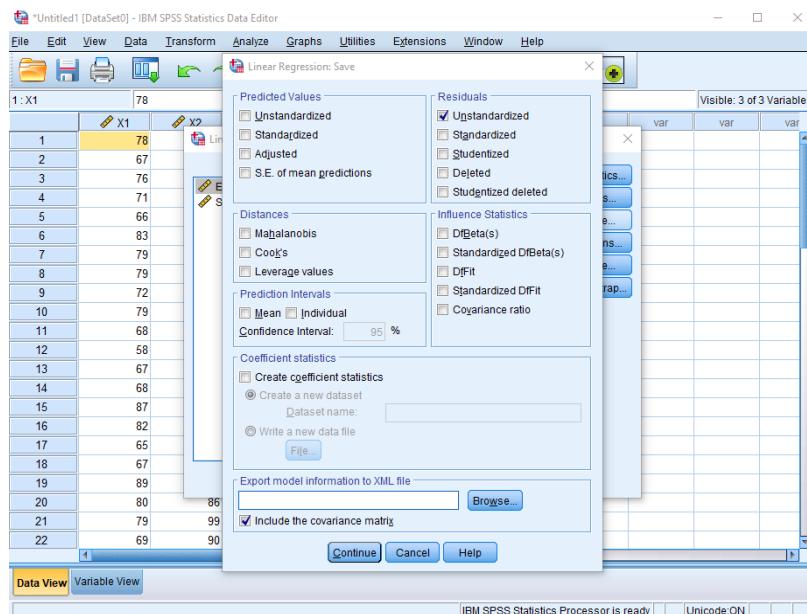
- 1) Open SPSS for windows program
- 2) Click Analyze – Regression – Linear



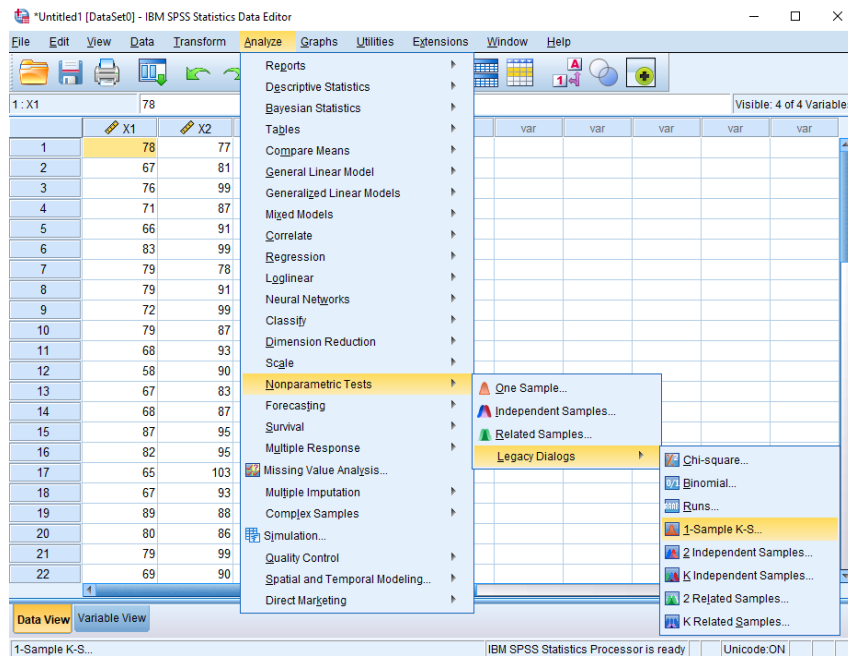
- 3) Click Extraversion and Self-confidence variable into independent list and Speaking ability variable into dependent list



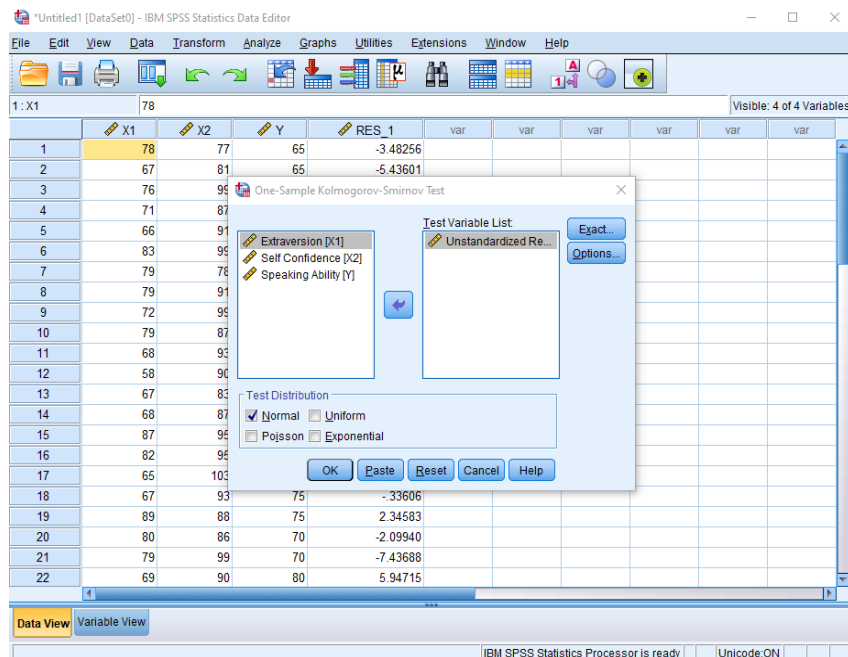
- 4) Click Save – Checklist Unstandardized Residual – Click continue – Ok



## 5) Click Analyze – Nonparametric Tests – Legacy Dialogs – 1-Sample K-S



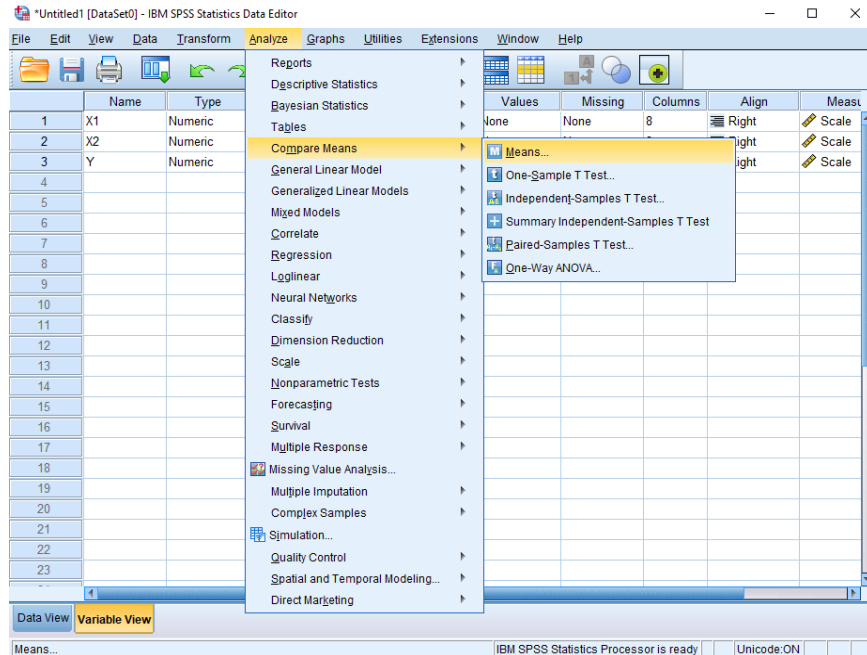
## 6) Click Unstandardized Residual into Test Variable List – Checklist Test Distribution Normal – Ok



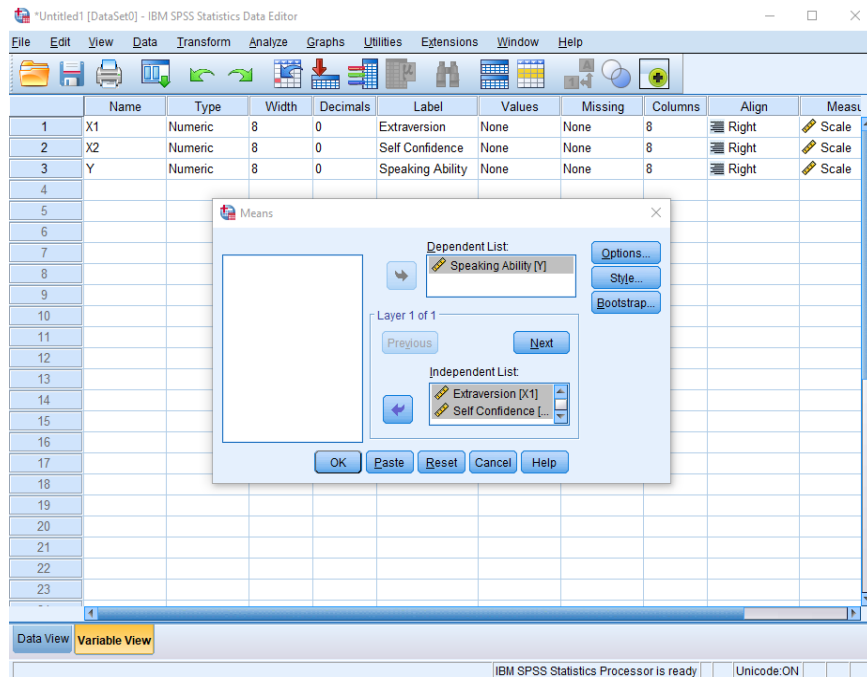


b. Linearity Test

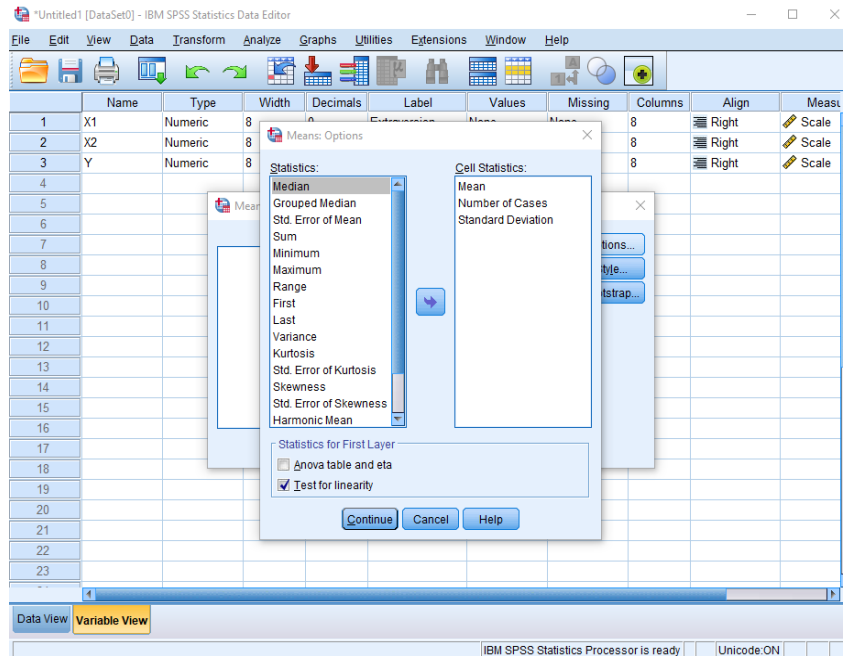
- 1) Open SPSS for windows program, Click Analyze – Compare Means – Means.



- 2) Click Extraversion (X 1), Self-confidence (X 2) variable into independent list and Speaking Ability (Y) variable into dependent list.



### 3) Click options – Checklist Test for Linearity

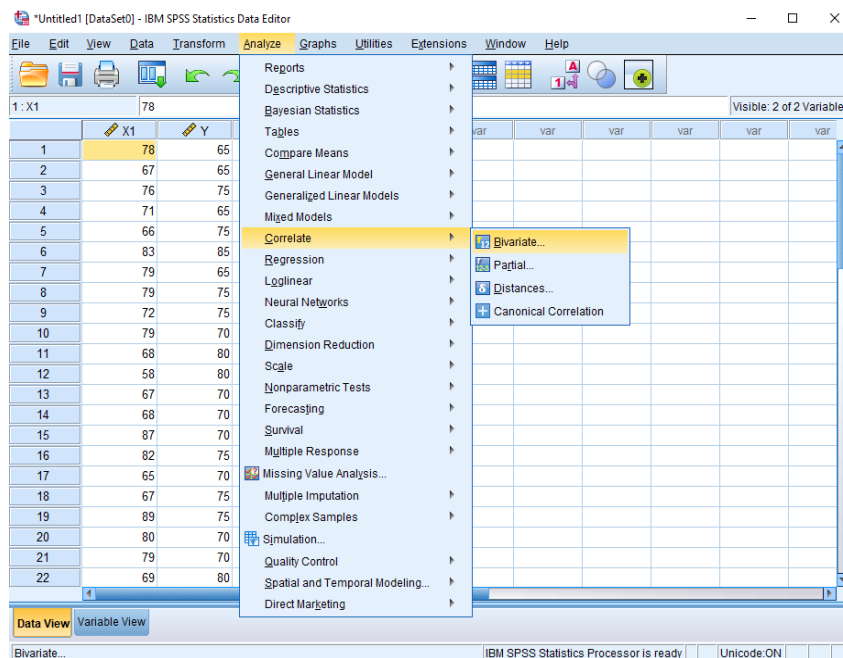


### 4) Click continue – Ok.

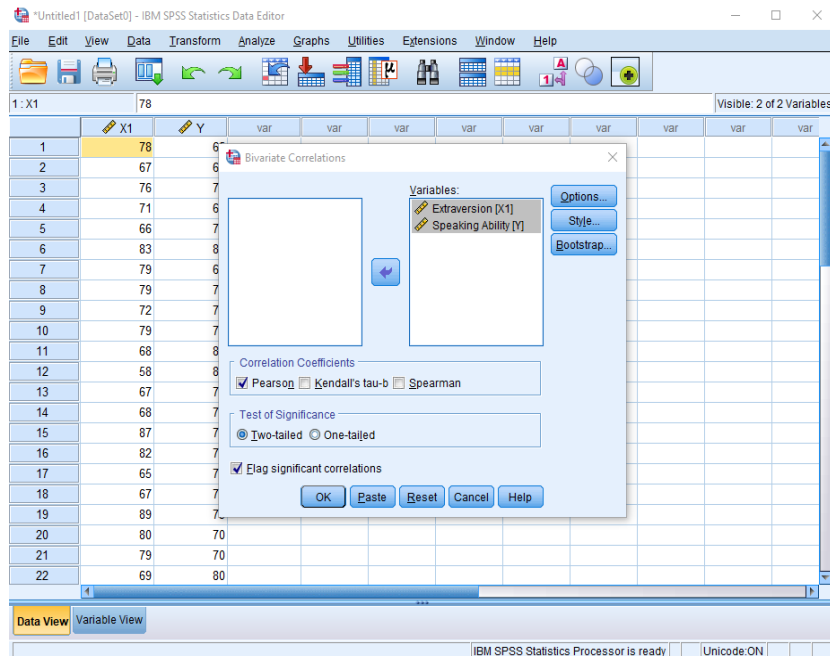
## 5. Hypothesis Testing

### a. First hypothesis

- 1) Open SPSS 26 for windows program.
- 2) Click Analyze – Correlate - Bivariate.



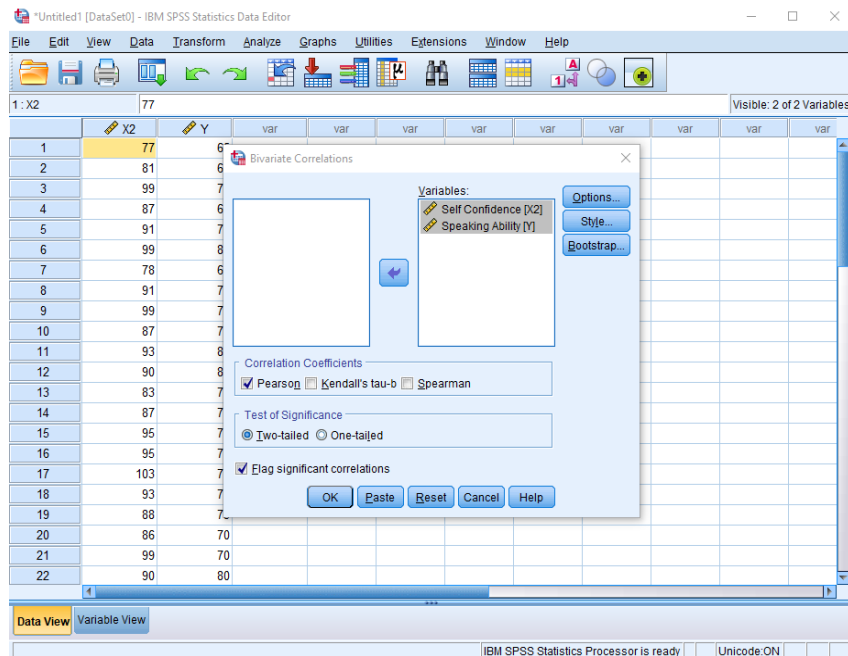
- 3) Move “Extraversion” and “Speaking Ability” to the variables column and checklist coefficient correlation Pearson



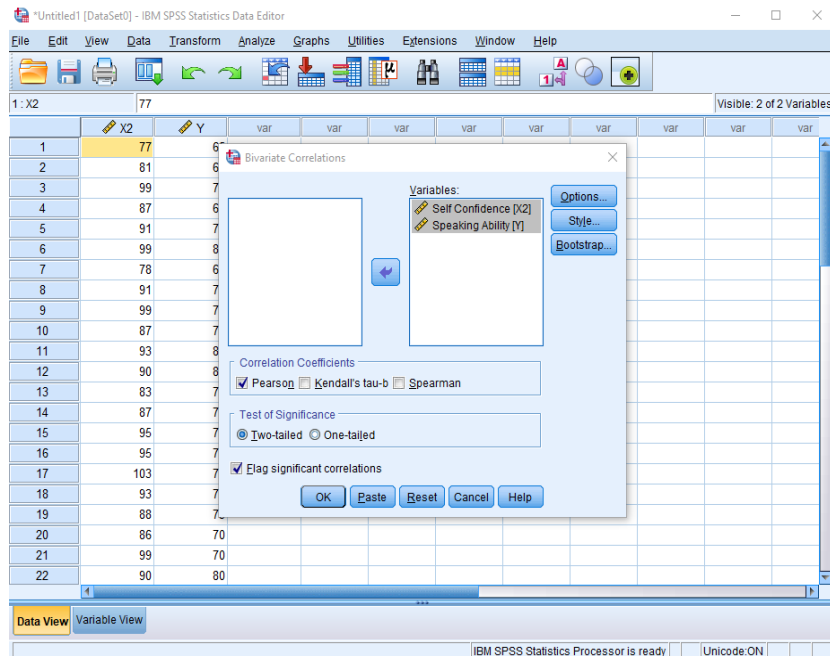
- 4) Click Ok.

b. Second Hypothesis

- 1) Open SPSS 26 for windows program.
- 2) Click Analyze – Correlate - Bivariate.



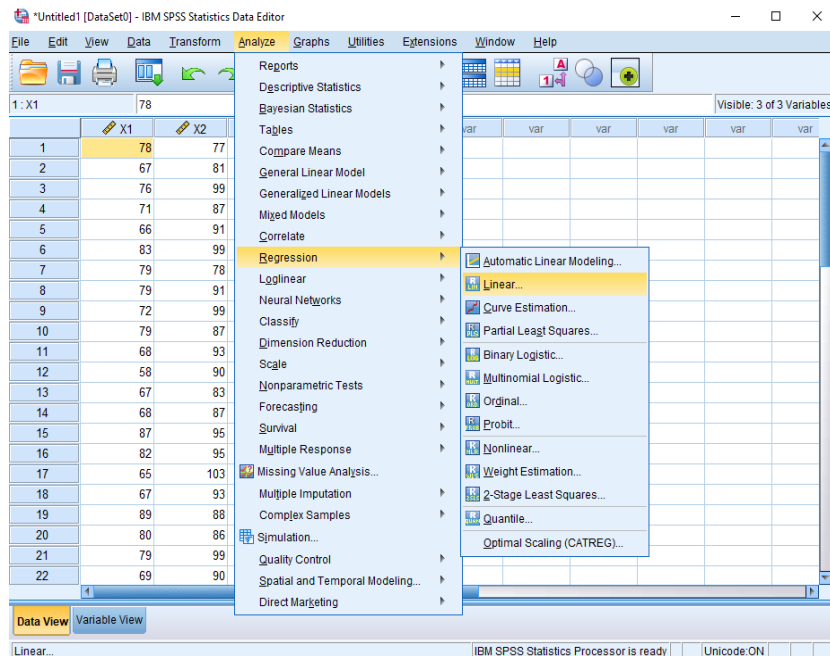
- 3) Move “Self-confidence” and “Speaking Ability” to the variables column and checklist coefficient correlation Pearson



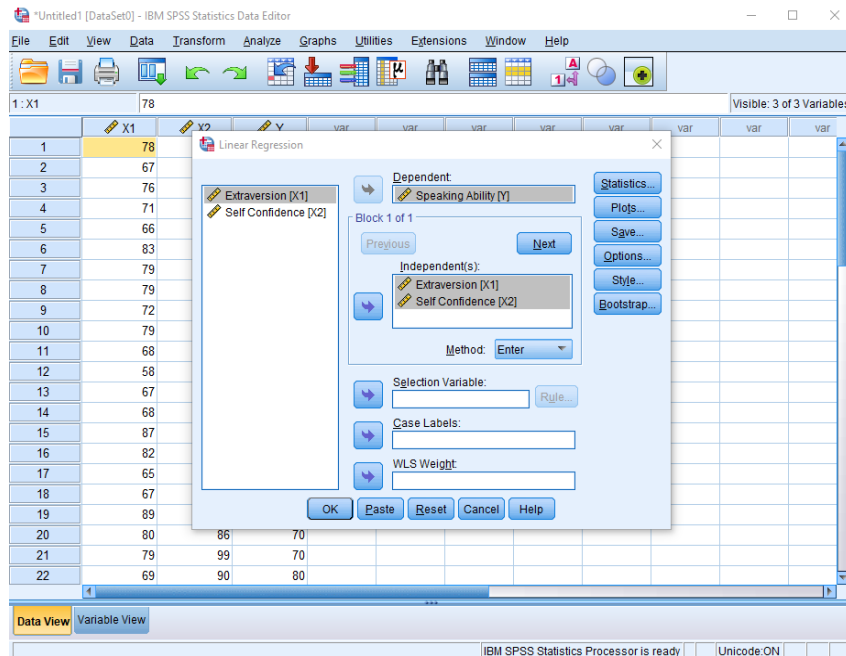
- 4) Click Ok.

c. Third Hypothesis

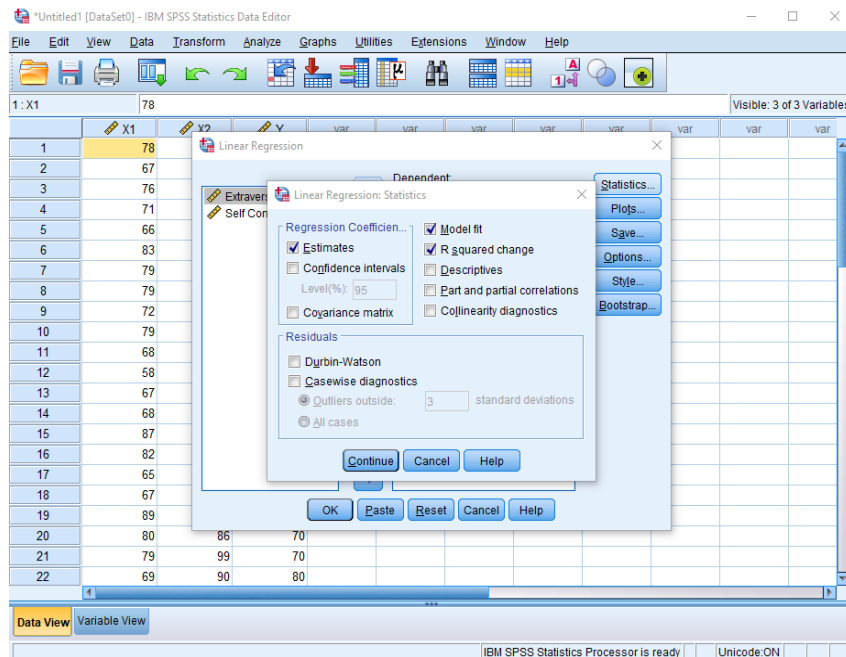
- 1) Open SPSS 26 for windows program.
- 2) Click Analyze – Regression – Linear



- 3) Move “Speaking Ability” into dependent and “Extraversion” and “Self-confidence” into indendent.



- 4) Click Statistic – Checklist R Square Change – Click Continue



- 5) Click Ok.

## Appendix 18 Research permit application letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA  
FAKULTAS ADAB DAN BAHASA**

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774  
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-4097/Un.20/F.V/PP.00.9/09/2022

27 September 2022

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.  
Kepala MAN 2 Karanganyar  
di  
Tempat

**Assalamu'alaikum Wr. Wb.**

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **MUCHAMAD HARUN AL ROSJID**

NIM : 173221168

Program Studi : Pendidikan Bahasa Inggris

Semester : 12

Judul Skripsi : **THE CORRELATION BETWEEN EXTRAVERSION AND SELF CONFIDENCE TOWARD SPEAKING ABILITY IN THE THIRD GRADE STUDENTS OF MAN 2 KARANGANYAR IN THE ACADEMIC YEAR OF 2022/2023**

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 3 Oktober 2022 sampai tanggal 17 Oktober 2022.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

**Wassalamu'alaikum Wr.Wb.**



Dekan,  
**Prof. Dr. Toto Suharto, S.Ag.,M.Ag.**

NIP. 197104031998031005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KAB. KARANGANYAR  
MADRASAH ALIYAH NEGERI 2**

Jl. Raya Solo – Purwodadi Km. 12 Gondangrejo 57773 Karanganyar  
Telp. (0271) 6812522 Email: [mangondangrejo@kemenag.go.id](mailto:mangondangrejo@kemenag.go.id)  
Website : [www.man2karanganyar.sch.id](http://www.man2karanganyar.sch.id)

SURAT KETERANGAN  
NOMOR : 247/Ma.11.29/TL.00.6/03/2023

Yang bertanda tangan di bawah ini :

Nama : **Sumiran, S.Pd.,M.Pd**  
NIP : 19711007 199703 1 005  
Jabatan : Kepala Madrasah

dengan ini menerangkan bahwa :

Nama : **MUCHAMAD HARUN AL ROSYID**  
NIM : 173221168  
Program Study : Pendidikan Bahasa Inggris  
Semester : 12 ( Dua belas )  
Universitas : UIN Raden Mas Said Surakarta

Bahwa mahasiswa tersebut benar-benar telah melaksanakan Penelitian Tugas Akhir di MAN 2 Karanganyar Kabupaten Karanganyar Tahun 2022 dengan judul *“The correlation between ektraversion and self confidence toward speaking ability in the third grade students of MAN 2 Karanganyar in the academic year of 2022/2023”*

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya dan guna seperlunya.

Karanganyar, 7 Maret 2023  
Kepala



Sumiran