

FULL SKIRPSI Zezi Hidayah Bahasa Inggris.pdf

**A STUDY OF ENGLISH SPEAKING ANXIETY AMONG EXTROVERTED
AND INTROVERTED STUDENTS OF ENGLISH STUDY PROGRAM
AT ISLAMIC UNIVERSITY OF INDRAGIRI**

A THESIS

**Submitted to Fulfill One of the Requirements for the Award of *Sarjana* Degree
(S1) in English Study Program**



Written By:

ZEZI HIDAYAH
NIM. 502221010009

ENGLISH STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF INDRAGIRI
TEMBILAHAN
2026

DECLARATION

Name : Zezi Hidayah

Index Number : 502221010009

Faculty : Teachers Training and Education

Study Program : English Study Program

Title : A Study of English Speaking Anxiety Among Extroverted
and Introverted Students of English Study Program at
Islamic University of Indragiri.

I sincerely state that this thesis is entirely my own work. Any ideas or quotes from other sources, whether direct or indirect, have been fully acknowledged in the References section. I am scientifically accountable for the authenticity of the data provided in this study.

Tembilahan, May 20th 2026

The Researcher,

ZEZI HIDAYAH
NIM.502221010009

ACKNOWLEDGMENT

Alhamdulillah, all praises belong to Allah SWT, who has given me the strength, good health, and mercy to successfully finish this thesis. Peace and salutations are always sent to Prophet Muhammad (Peace Be upon Him), who has led us to the true religion of Islam. I am fully aware that I could not write and finish this thesis without the help, prayers, and support from many people. Therefore, I want to express my most sincere thanks to the following persons:

1. Dr. H. Najamuddin, Lc., M.A as the Rector of Islamic University of Indragiri, for providing the opportunity and facilities to study at this university.
2. Andriansyah, S.Pd, M.Pd as Dean of the Faculty of Teacher Training and Education, Islamic University of Indragiri, for the support and administrative assistance in facilitating this thesis.
3. Samsul Amri, M.Pd as Head of English Study Program, Teacher Training and Education Faculty, Islamic University of Indragiri, for his support, motivation, and valuable suggestions in improving this thesis.
4. Agus Mustajib, M.Pd., BI as academic advisor lecturer, for his guidance, advice, and encouragement until the completion of this thesis.
5. Melda Yeni, S.Pd., M.Pd., as my first advisor, who has given me good advice, patience, suggestions, and kindness that helped me finish this thesis.
6. Syafrizal, S.Pd., M.Pd., as my second advisor, who has given his time, guidance, and support during the writing process of this thesis.
7. All of the lecturers in the English Study Program, who have taught and shared their great knowledge with me during my study.

8. All of the administrative staff, who have helped me a lot with the administration process from the beginning until the end.
9. My beloved father, Alm H. Ahmad, who passed away, for his endless love, trust, support, and prayers. Thank you for being a part of my life. Your memory is what keeps me strong to this day.
10. My dearest and greatest mother, Rukiah. who has always given her best, her prayers, love, care, and hard work. Thank you for accepting me and listening to all my happy and sad stories. I am sorry if I have not made you proud yet. Thank you for everything.
11. My brother and sister, Arifin and Aminah, who have prayed for me and given me support.
12. My best friend, Wahyuni Nursitah, my seniors, Nisva Okta Selly, Muhammad Yusril, Alwi Hafis and Muhammad Faishal Amin, as well as all of my classmates, who have always supported me until the completion of this thesis. Thank you for your endless help, support, and companionship throughout this journey.
13. All of the students from the 2nd, 4th, and 6th semesters who have participated in this thesis.

In the end, I know that this thesis is not perfect yet. There is still a lot of room for improvement. Still, I have a strong hope that this thesis will be helpful and bring benefits to anyone interested in this topic.

Tembilahan, May 21st 2026
The Researcher,

Zezi Hidayah
NIM. 502221010009

ABSTRAK

Zezi Hidayah 502221010009. 2026. Skripsi: Studi Kecemasan Berbicara Bahasa Inggris di Kalangan Mahasiswa Ekstrovert dan Introvert Program Studi Pendidikan Bahasa Inggris di Universitas Islam Indragiri. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Islam Indragiri

Kecemasan berbicara adalah masalah utama bagi mahasiswa saat belajar bahasa Inggris. Masalah ini berkaitan erat dengan tipe kepribadian, karena mahasiswa ekstrovert dan introvert bereaksi secara berbeda ketika berbicara bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk menganalisis kecemasan berbicara pada mahasiswa ekstrovert dan introvert di Program Studi Pendidikan Bahasa Inggris Universitas Islam Indragiri. Penelitian ini menggunakan metode deskriptif kuantitatif. Data dikumpulkan melalui kuesioner dengan 33 pernyataan yang diberikan kepada 70 mahasiswa yang dipilih menggunakan purposive sampling. Data tersebut kemudian dianalisis menggunakan skala Likert 4 poin. Hasil penelitian menunjukkan bahwa tipe kepribadian sangat mempengaruhi kecemasan berbicara mahasiswa. Mahasiswa ekstrovert memiliki tingkat kecemasan yang rendah dan sebagian besar hanya merasa cemas saat ujian. Sebaliknya, mahasiswa introvert memiliki tingkat kecemasan yang tinggi karena mereka sangat gugup dan takut dinilai buruk. Kesimpulannya, tipe kepribadian mempengaruhi seberapa cemas mahasiswa saat berbicara bahasa Inggris. Berdasarkan hasil ini, mahasiswa perlu memahami kecemasan berbicara bahasa Inggris mereka untuk mengetahui penyebabnya, dan dosen perlu menggunakan metode pengajaran yang sesuai untuk mahasiswa introvert maupun ekstrovert untuk membantu mengurangi kecemasan berbicara mereka.

Kata Kunci: *Kecemasan Berbicara, Ekstrovert, Introvert, Bahasa Inggris*

ABSTRACT

Zezi Hidayah. 502221010009. 2026. A Thesis: A Study of English Speaking Anxiety Among Extroverted and Introverted Students of English Study Program at Islamic University of Indragiri. English Study Program. Faculty of Teacher Training and Education. Islamic University of Indragiri.

Speaking anxiety is a main problem for students when learning English. This problem is closely related to personality types, because extroverted and introverted students react differently when speaking English. Therefore, this study aims to analyze speaking anxiety among extroverted and introverted students in the English Study Program at Islamic University of Indragiri. This study used a quantitative descriptive method. The data were collected through a questionnaire with 33 statements given to 70 students selected using purposive sampling. The data were then analyzed using a 4-point Likert scale. The results show that personality type really affects students' speaking anxiety. Extroverted students have a low level of anxiety and mostly feel anxious only during tests. In contrast, introverted students have a high level of anxiety because they are very nervous and afraid of being judged badly. In conclusion, personality types influence how anxious students feel when speaking English. Based on these results, students need to understand their own speaking anxiety to know the causes, and lecturers need to use suitable teaching methods for both introverted and extroverted students to help reduce their speaking anxiety.

Keywords: *Speaking Anxiety, Extrovert, Introvert, English*

LIST OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGMENT	ii
ABSTRAK	v
ABSTRACT	vi
LIST OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	xii
CHAPTER I. INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	6
D. Research Questions	6
E. Objective of the Research	7
F. Significances of the Research	7
G. Definition of the Key Term.....	7
CHAPTER II. REVIEW OF RELATED LITERATURE	10
A. Review of Related Theories	10
1. The concept of speaking anxiety	10
2. The Concept of Personality Types	16
3. Relationship Between Personality and Speaking Anxiety	26
B. Review of Related Findings	28
C. Conceptual Framework	32
CHAPTER III. RESEARCH METHODOLOGY	34
A. Research Design.....	34
C. Population and Sample.....	36
D. Research Procedure	38
E. Research Instrument.....	39
F. Data Collection Technique.....	41
G. Data analysis Technique	42

CHAPTER IV. DATA PRESENTATION AND RESEARCH FINDING..... 47

 A. Data Presentation 47

 B. Research Finding..... 88

CHAPTER V. CONCLUSION AND SUGGESTION 92

 A. Conclusion 92

 B. Suggestion 93

REFERENCES..... 95

APPENDICES 99

LIST OF TABLES

Table	Page
III. 1 The population of the Research.....	37
III. 2 The Sample of the Research.....	37
III. 3 Blue Print Questionnaire Personality types.....	40
III. 4 Blue Print Questionnaire Speaking Anxiety	41
III. 5 Likert Scale	42
III. 6 Scoring Criteria	44
III. 7 Interval Width Calculation	44
III. 8 The classification of speaking	45
III. 9 The classification of speaking	45
IV. 1 The Distribution of Students' Personality Types	48
IV. 2 Statement 1	49
IV. 3 Statement 2	50
IV. 4 Statement 3	50
IV. 5 Statement 4	51
IV. 6 Statement 5	51
IV. 7 Statement 6	52
IV. 8 Statement 7	52
IV. 9 Statement 8	53
IV. 10 Statement 9	53
IV. 11 Statement 10	54
IV. 12 Statement 11	54
IV. 13 Statement 12	55
IV. 14 Statement 13	55
IV. 15 Statement 14	56
IV. 16 Statement 15	56
IV. 17 Statement 16	57
IV. 18 Statement 17	58

IV. 19 Statement 18	58
IV. 20 Statement 19	59
IV. 21 Statement 20	59
IV. 22 Statement 21	60
IV. 23 Statement 22	60
IV. 24 Statement 23	61
IV. 25 Statement 24	62
IV. 26 Statement 25	62
IV. 27 Statement 26	63
IV. 28 Statement 27	63
IV. 29 Statement 28	64
IV. 30 Statement 29	64
IV. 31 Statement 30	65
IV. 32 Statement 31	66
IV. 33 Statement 32	66
IV. 34 Statement 33	67
IV. 35 Statement 1	67
IV. 36 Statement 2	68
IV. 37 Statement 3	68
IV. 38 Statement 4	69
IV. 39 Statement 5	69
IV. 40 Statement 6	70
IV. 41 Statement 7	70
IV. 42 Statement 8	71
IV. 43 Statement 9	71
IV. 44 Statement 10	72
IV. 45 Statement 11	72
IV. 46 Statement 12	73
IV. 47 Statement 13	73
IV. 48 Statement 14	74
IV. 49 Statement 15	74

IV. 50 Statement 16	75
IV. 51 Statement 17	75
IV. 52 Statement 18	76
IV. 53 Statement 19	76
IV. 54 Statement 20	77
IV. 55 Statement 21	77
IV. 56 Statement 22	78
IV. 57 Statement 23	78
IV. 58 Statement 24	79
IV. 59 Statement 25	79
IV. 60 Statement 26	80
IV. 61 Statement 27	80
IV. 62 Statement 28	81
IV. 63 Statement 29	81
IV. 64 Statement 30	82
IV. 65 Statement 31	82
IV. 66 Statement 32	83
IV. 67 Statement 33	83
IV. 68 The Total Score and Classification of Extroverted Students' Speaking Anxiety	84
IV. 69 The Total Score and Classification of Introverted Students' Speaking Anxiety	86

LIST OF APPENDICES

Appendix	Page
1. Sample Data	99
2. Raw Personality Data	102
3. Personality Data Result	103
4. Row Speaking Anxiety Data	104
5. Speaking Anxiety Data Result	105
6. Row Data Individual	107
7. Research Instrument	134
8. Documentation	150
9. Research Letter	152

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking skills are essential in learning English. According to Akhter & Ouahidi (2021:2), speaking skill is a very important skill, because when students master speaking skills, they can communicate with native English speakers and other international people. In addition to being a tool for communication, mastering speaking skill in ELT (English Language Teaching) also becomes the foundation for developing language skills and reflects the students' overall communication development or competence. However, improving speaking skill is not an easy thing, because speaking skill is the biggest challenge in language learning. It requires the ability to listen, to understand the communication partner's speech, and to respond correctly in the target language (Brown & Yule, in Benlaghrissi et al., 2024:2). Therefore, many students have difficulties when they must speak in English, especially in front of many people. These difficulties are not only related to limited vocabulary or insufficient understanding of grammar, but are also influenced by students' psychological conditions that make them feel uncomfortable and hesitant when they have to speak English.

Although speaking skills play a very important role in English language learning, in reality many students still experience difficulties in developing these skills. Students often show anxiety when they are

required to speak English, especially during classroom presentations or when they are directly asked by the lecturer to answer questions. This anxiety commonly appears because students are afraid of making grammatical and pronunciation mistakes, have limited vocabulary, and feel less prepared to deliver the material. In addition, classroom environmental factors, such as concern about lecturers' responses that are perceived as strict and feelings of embarrassment in front of classmates, further strengthen the emergence of speaking anxiety. This condition is reflected in various physical and psychological reactions, such as nervousness, trembling voice, blank mind, shaking hands, cold sweat, rapid heartbeat, and difficulty concentrating. These difficulties indicate that there are psychological factors that influence students' speaking ability, one of which is speaking anxiety.

Speaking anxiety is a form of anxiety that is the most dominant and most frequently experienced by students in English language learning. According to Virgonita (2020:4), anxiety is a feeling of worry and fear about something that happens. The feeling of anxiety, nervousness, and uneasiness that appears when speaking in a foreign language, especially when students have to speak spontaneously or in front of their classmates, is called speaking anxiety (Mousavi, 2025:18). Such feelings certainly hinder students from actively participating in English learning activities in the classroom, as they make students afraid to speak, prefer to remain silent, avoid communication, and even rejected the teacher's request to

speak in class. This condition affects the development of students' speaking ability, making it less optimal. The process of learning English is a complex experience influenced by various aspects not only by the factor of speaking anxiety mentioned earlier, but also by individual learner differences, such as personality characteristics. Bakhtiyarzhanovna (2024:449) stated that academic success is influenced by factors that can be divided into three main categories: internal factors, external factors, and students' personality characteristics. From this statement, it is clear that personality characteristics play an important role in learning English. Generally, these characteristics are classified into two types: extrovert and introvert (Noviana & Oktaviani., 2022:54).

Introverts are personality types who focus more on their internal thoughts and feelings. They tend to feel anxious easily and require a calm environment to function optimally. Introverts prefer working independently and communicating in written form rather than verbally (Hz, 2022:110). Based on this statement, students with introverted personalities usually appear calm and reserved. They prefer listening to the lecturer's explanation rather than speaking in front of others. During discussions, introverted students think carefully before expressing their opinions and focus more on understanding the material. In addition, they tend to work independently and demonstrate good discipline and concentration, although they do not always stand out in activities that require intensive social interaction.

Meanwhile, extroverts are more interested in their surrounding environment. According to Shiddiq & Oktaviani (2022:43), they tend to be communicative, social, and impulsive in solving problems, which can be beneficial in stressful situations but risky in complex cognitive tasks. They sometimes experience difficulty concentrating and may pay less attention to detail during the learning process. Students with extroverted personalities are usually active in class discussions, unafraid to ask questions, and enjoy interacting with classmates and lecturers. They adapt more easily and feel comfortable working in groups. However, due to their dynamic and expressive nature, they may become impatient when completing tasks that require deep thinking. Nevertheless, their enthusiasm and confidence become strengths in creating an engaging and interactive classroom atmosphere.

In the learning process at the English Study Program of the Islamic University of Indragiri, it can be seen that some students tend to remain silent during speaking activities, feel afraid when asked to speak, and appear hesitant to express their opinions. On the other hand, some students actively participate in discussions and show confidence when presenting their ideas and questions. These differences in behavior indicate the presence of different personality tendencies in the classroom, particularly between students with introverted and extroverted characteristics.

Students with introverted and extroverted personality traits may exhibit distinct patterns and ⁵ levels of speaking anxiety in English learning.

Understanding the characteristics of speaking anxiety within these two groups is essential, as students with different personality tendencies may experience and cope with speaking anxiety in different ways. However, there is still limited research that specifically describes speaking anxiety among introverted and extroverted students in the English Study Program at Islamic University of Indragiri. Therefore, exploring speaking anxiety within these two personality categories provides educators with clearer insights into how anxiety manifests across different student profiles.

Based on the explanation above, the researcher is interested in conducting a research under the title “A Study of English Speaking Anxiety Among Extroverted and Introverted Students of English Study Program at Islamic University of Indragiri”.

B. Identification of the Problem

Based on the research background above, the following problems were identified :

1. Some students of the English Study Program at Islamic University of Indragiri experience speaking anxiety in English classes.
2. Some students of the English Study Program at Islamic University of Indragiri feel anxious to speak English due to fear of mistakes and lack of preparation.
3. Some students of the English Study Program at Islamic University of Indragiri are less active in speaking activities because of nervousness and low confidence.

4. Some students of the English Study Program at Islamic University of Indragiri feel anxious to speak English because of fear of classroom responses.
5. There is limited understanding of the differences in speaking anxiety between introverted and extroverted students of the English Study Program at Islamic University of Indragiri.
6. There has been no specific research that investigates speaking anxiety among introverted and extroverted students of the English Study Program at Islamic University of Indragiri.

C. Limitation of the Problem

Due to the limited number of previous studies that examine speaking anxiety among introverted and extroverted students in the English Study Program at Islamic University of Indragiri, this research focuses on analyzing speaking anxiety in English language learning. The subjects of this research are the 2nd, 4th, and 6th semester students of the English Language Education Study Program at Islamic University of Indragiri.

D. Research Questions

Based on the background of the research that has been explained above, the research questions is formulated as follows:

1. How is introverted students speaking anxiety of English Study Program at Islamic University of Indragiri?

2. How is extroverted students speaking anxiety of English Study Program at Islamic University of Indragiri?

E. Objective of the Research

Base on the research questions above the researcher determine objective of the research, which are :

1. To analyze how speaking anxiety of introverted students of English Study Program at Islamic University of Indragiri.
2. To analyze how speaking anxiety of extroverted students of English Study Program at Islamic University of Indragiri.

F. Significances of the Research

1. For students, the researcher hopes that this research will help students understand how speaking anxiety is experienced differently by individuals with introverted and extroverted personalities. Through this understanding, students can become more aware of their own characteristics and find suitable ways to manage anxiety when speaking in English.
2. For future researcher, this research is expected to serve as a reference or source for further studies related to the relationship between personality types and speaking anxiety in English language learning contexts.

G. Definition of the Key Term

1. Speaking Anxiety

According to McCroskey in Setyanto & Sarajar (2024:14), speaking anxiety is the feeling of nervousness or fear experienced by an individual in relation to communicative interactions, whether personal or impersonal, within the context of interpersonal relationships. This form of anxiety may arise both during ordinary conversations in daily life and when speaking in public settings. ⁵ In other words, speaking anxiety is a type of anxiety that is directly related to a person's ability to communicate and interact effectively with others.

2. Introverted Personality

According to Jumareng et al. (2021:141), introverted personality types tend to be superior to extroverted types in terms of thinking and acting, receiving and processing information more effectively, being more active in learning activities, and completing tasks more quickly. It can be concluded that individuals with introverted personalities have advantages in information processing and making well-considered decisions. They tend to think deeply before taking action, resulting in more focused and accurate outcomes. With their high level of concentration and self-reflection, introverted students often demonstrate good academic performance even though they do not stand out much in social interactions.

3. Extroverted Personality

According to Wahyuni et al. (2022:74), extroverts are personality types who enjoy spending time with other people. This personality type differs from introverts, who prefer solitude to recharge their energy. Extroverted personality is associated with human behavior that thrives on social interaction. Extroverted individuals tend to adapt more easily and feel more enthusiastic when they are in social environments. They gain energy from interacting with others and often display open, friendly, and expressive attitudes.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The concept of speaking anxiety

Speaking skills are a crucial component of English language learning, as they enable students to communicate effectively and express their ideas clearly. According to Nunan in Gustriani (2020:11), Speaking is an essential skill in learning a second or foreign language, involving an interactive process of producing, receiving, and interpreting meaning. Similarly, Liew and Aziz (2021:219) define speaking as the ability to convey thoughts and ideas verbally to share messages with others. However, students' speaking performance is influenced by various factors beyond vocabulary, pronunciation, and grammar. Ali et al. (2023:1727) note that social environment, anxiety, shyness, low confidence, and limited vocal skills hinder speaking development, showing that psychological factors play a major role. These issues often reduce students' motivation and confidence to speak, as fear of mistakes or embarrassment leads to fewer practice opportunities. Consequently, such conditions can trigger nervousness and tension when speaking in front of others, a phenomenon known as speaking anxiety.

Speaking anxiety is a widespread psychological barrier that affects learners both in formal speaking contexts and in everyday

conversations (Febrianti et al, 2025:4137). This anxiety often arises when students are asked to speak English, especially in front of the class, which can cause students to have difficulty expressing their thoughts with confidence. Speaking anxiety not only hinders verbal performance, but also affects students' motivation and desire to communicate in English, especially in class. Speaking anxiety is a common problem among students that hinders their ability to learn and speak English well, characterized by feelings of tension, discomfort, nervousness, and worry due to the activation of the autonomic nervous system (Aulia & Dalimunte., 2024:24). This condition is characterized by feelings of tension, discomfort, nervousness, and worry. In other words, when students experience speaking anxiety, their bodies automatically respond to the situation as a threat, causing symptoms such as trembling, a racing heart, and a blank mind.

Khairunisa in Rohmah & Wijaya (2025:4), stated that speaking anxiety is the fear of negative feelings felt by individuals in communication, usually in the form of feelings of tension, nervousness, or panic. This shows that speaking anxiety does not only stem from limited language skills but is also influenced by psychological factors such as ⁵ fear of making mistakes, worry about evaluation, and low self-confidence. Thus, speaking anxiety can be understood as a combination of psychological and physiological

reactions that inhibit students' speaking performance in English language learning.

According to Indrajaya et al. (2025:638), anxiety is an emotional state that arises due to stress, characterized by feelings of tension, worry, and physical symptoms such as a rapid heartbeat and increased blood pressure. This indicates that anxiety not only affects psychological aspects but also influences a person's physical responses. In the context of speaking English, these physical reactions may occur when students feel afraid of making mistakes or being negatively evaluated by others. Furthermore, Setyanto and Sarajar (2024:14) explain that speaking anxiety is marked by physical symptoms such as a pounding heart, sweating, shortness of breath, trembling, sudden panic, difficulty speaking fluently, and repetition of words or sentences. These manifestations show that speaking anxiety impacts not only mental states but also verbal fluency and physical control during communication. Therefore, the characteristics of speaking anxiety can be identified through both physical reactions and behavioral responses that emerge when individuals are required to speak English, particularly in front of others.

Speaking anxiety is a common problem in learning English as a foreign language (EFL) and can hinder effective oral communication. This condition causes students to feel uncomfortable and reluctant to participate actively in speaking activities in the classroom. According

to Horwitz et al. in Susilawati (2025:36) speaking anxiety consists of three main components, namely ⁵ communication apprehension, test anxiety, and fear of negative evaluation. These components represent different forms of anxiety experienced by students in various speaking situations and are influenced by individual differences.

1. Communication Apprehension

Communication apprehension is a form of speaking anxiety that occurs when students feel afraid or anxious when communicating in a foreign language. Hatiza and Sujatmoko (2025:436) state that this anxiety appears when students experience difficulties in using English, which makes them feel uncomfortable during interaction. As a result, students tend to hesitate to speak because they feel unable to convey their messages clearly using the target language. This condition often reduces students' confidence and limits their participation in speaking activities.

Furthermore, Susilawati et al. (2025:36) explain that communication apprehension is associated with feelings of worry or anxiety that arise in both real and anticipated communication situations, and it can be experienced by almost all learners at different levels. This explanation is consistent with Horwitz in Susilawati et al. (2025:37), who describe communication apprehension as a form of shyness characterized by discomfort

and worry when speaking to others. In addition, Wani (2021:12) states that individuals with communication apprehension are generally afraid of oral communication involving speaking and listening, and they often have difficulty understanding others and making themselves understood. Therefore, communication apprehension becomes an important factor that hinders students' oral communication ability in English language learning.

2. Test Anxiety

Test anxiety is a type of anxiety related to individuals' fear when facing test or evaluation situations. According to Wani (2021:12), test anxiety is associated with a person's fear of test-taking situations, and students tend to experience it whenever they have to face frequent examinations. This anxiety arises because students realize that test results determine their academic grades. Mayer in Wani (2021:12), states that every student understands that taking a test means being graded, judged, and compared with classmates, and that their performance may lead to negative consequences from lecturers or parents. This condition causes students to feel pressured and anxious before and during examinations.

In addition, Hatiza and Sujiatmoko (2025:436) explain that test anxiety is a feeling of worry related to academic evaluation and can be described as a fear of failure in tests. In other words,

individuals may experience anxiety in various assessment situations, including speaking tests. This is in line with the findings of Susilawati et al. (2025:38), which show that students often feel pressured when their speaking ability is formally evaluated, especially in examination situations. This pressure makes it difficult for students to perform their speaking skills optimally, as their attention is more focused on the evaluation results rather than on the communication process itself.

3. Fear of negative evaluation

Fear of negative evaluation is a type of anxiety that arises when individuals feel worried about how others will judge their performance. Hatiza and Sujatmoko (2025:437) explain that this anxiety occurs when individuals expect negative judgments from others and become concerned about how their abilities will be evaluated. In the context of English language learning, this fear often appears when students are required to speak in front of the class or interact in English in the presence of their classmates and lecturers.

Furthermore, Susilawati et al. (2025:38) state that students often fear making mistakes because they worry that their classmates will laugh at them or judge them negatively when they speak English. This fear reduces students' confidence and makes them reluctant to participate in speaking activities. This

explanation is supported by Wani (2021:12), who states that when students are unsure of what they are saying, they tend to experience fear of negative evaluation and feel anxious because they do not want to appear foolish in front of others. Therefore, fear of negative evaluation becomes a significant barrier that hinders students from developing their English speaking ability effectively.

Based on the explanation above, speaking anxiety in English language learning is composed of three key components: **5 communication apprehension, test anxiety, and fear of negative evaluation**. These components are closely connected and affect students' confidence, level of participation, and speaking performance. Thus, understanding these components is essential to gain a clear understanding of students' speaking anxiety.

2. The Concept of Personality Types

Personality is one of the important factors that influence how a person thinks, feels, and acts in various situations. According to Nurhaliza (2023:59), personality is a collection of characteristics a person possesses that influence their way of thinking, motivation, and behavior in certain situations. In the context of learning, personality type plays a big role because it can shape the way students learn and think (Nasution et al. 2025:340). This shows that each person has different behavioral tendencies, which then influence how they

respond to the learning process, including in English. In line with this view, Zhang in Novriewani & Fitri, (2021:136) emphasizes that personality is one of the factors that greatly influences a person's success in mastering a foreign language. Therefore, personality is not just a person's basic character, but also a major factor that influences students' comfort, learning methods, and ability to use English, especially when speaking.

According to Jung in Isma (2022:17), there are several personality types, namely extrovert and introvert. Each personality type has distinct characteristics that influence how individuals think, behave, and interact in social situations. This results in different behavioral tendencies and responses when individuals interact with their environment and face various situations.

1. Extrovert Personality

Extroverted personality is a personality type that is widely discussed because it relates to how a person interacts with their social environment. Someone with this personality type is usually focused on the external world and enjoys participating in social activities. Thomson in Syarafina & Santoso (2023:4) defined extrovert as a personality that is interested in what is happening in the outside world and tends to participate in interacting in it. This shows that extroverts are more responsive to outside invitations

and prefer activities that involve a lot of interaction, communication, and working with others.

Anugrah & Idayani (2025:207) also argue that extroverts tend to seek stimulation from the external environment, are energetic and sociable, and tend to get excited in social interactions. These characteristics also show that extroverts do not derive their energy from staying quiet and taking a rest from socializing, but rather from engaging in social interactions around them. In other words, the more opportunities they have to talk and do activities with other people, the more comfortable and confident they feel.

In social behavior and daily life, Subtinanda & Yuliana (2023:3) explain that extroverts tend to be socially active, open to interacting with others, and often feel comfortable in crowded social situations. In the same way, Febrianti et al. (2025:1242) add that extroverted personalities are characterized by a tendency toward dynamic, social, and emotionally expressive behavior, which is often accompanied by a focus on practical tasks and a lack of attention to formal responsibilities. These opinions indicate that extroverts have strong and consistent social patterns, which influence how they learn communication and respond to their daily situations.

2. Introvert Personality

Introverts are often described as personality types who are more focused on their own world than the outside world. People with this type of personality tend to process information deeply and carefully before acting. This is in line as Febrianti et al. (2015:1243) stated that individuals with introverted personalities have contemplative, meticulous, and reliable characteristics, accompanied by a tendency toward independence and the ability to manage their emotional expressions. This shows that introverts are basically more comfortable working independently and prioritize calmness in their thinking.

The social side of an introvert also finds key characteristics that distinguish them from extroverts. They do not always enjoy crowds and prefer small, safe social environments. According to Nurhaliza et al. (2023:60), an introvert is someone who prefers to spend time alone or with one or two of their closest friends rather than being in a crowd. Introverts feel comfortable when they are in situations that are not too crowded, interacting only with people who are truly close and trusted.

The characteristics of introverts in the context of learning can also be seen from the way they act in class. This personality type is usually silent and does not stand out in large social situations. Students with introverted personalities are shy, calm, and do not talk much (Novriewani & Fitri. 2021:136). In another explanation,

Febrianti et al. (2025:1243) state that introverted personalities are characterized by a reflective, cautious, and responsible nature, with a tendency toward independence and restraint in emotional expression. This shows that in learning, introverted students often process information thoroughly but may be less active in class discussions, not because they do not understand the material, but because of their natural tendency to prefer thinking in silence.

Students with extroverted personalities generally show more active and confident behavior in learning situations that involve direct interaction, including speaking classes. They tend to be quicker to accept and respond to stimulation from their social environment, so speaking activities feel natural and enjoyable for them. Paradilla et al. (2020:40) state that extroverted students are usually more skilled at speaking because they are able to gather and process information quickly. In addition, their fluent speaking skills, lack of shyness, lack of awkwardness, sociability, and good adaptability make them learning, extroverted students are also more easily motivated when working with friends, because social interaction gives them energy and enthusiasm for learning. Hayati's (2021:356) findings show that stand out in communication activities (Paradilla et al., 2020:44). In extroverted learners have better academic achievements when studying with others and often acquire better English speaking skills than introverted students. Johnson in Siska (2022:911) also

emphasizes that active verbal participation, such as asking or answering questions, is generally a characteristic of extroverted students, which gives them more opportunities to practice and improve their speaking skills over time.

Different from extroverts, introverted students usually present a calmer, more focused, and thoughtful learning and communication style. They prefer to process information thoroughly before speaking, so their speech tends to be more accurate and structured (Paradilla et al., 2020:40). However, the natural reflective, cautious, and easily anxiety prone nature of introverts often makes them worry about making mistakes when speaking in front of others (Paradilla et al., 2020:45). This causes them to appear to be passive in class or prefer to remain silent rather than risk saying something wrong. Group discussions or overly lively interactions can also make introverted students feel uncomfortable, as such situations do not suit their preference for a quieter and more controlled learning environment (Hayati, 2021:356). However, introverted personality is not actually a determining factor in whether a student can speak well or not. Paradilla et al. (2020:46) emphasize that introverts still have strong speaking potential, especially when given time to think, prepare responses, and compose sentences carefully. Under these conditions, introverted students are often able to perform well in speaking tasks that require precision and depth of thought.

When compared, extroverted and introverted students have quite clear differences in their approach to speaking lessons, and these differences affect how they engage in speaking activities in class. Extroverted students tend to be more comfortable with activities that involve spontaneity, group interaction, and direct communication. They are usually active in discussions, dare to express their opinions, and are not too worried about making mistakes, so they get more opportunities to practice and develop their speaking skills. Meanwhile, introverted students tend to be more selective and cautious in their responses. They need time to understand the material, organize their ideas, and prepare what they want to say, so their participation appears more limited even though their understanding is actually strong. In the context of structured speaking tasks or those requiring preparation, introverted students can often perform well because of their deep thinking style. These differences show that each personality type has its own strengths and challenges.

During learning, students' personalities often show up in how they act. How they interact, respond to instructions, and get involved in class activities usually reflects the basic differences between extroverts and introverts. These patterns can be seen in certain traits that consistently show up in learning situations, according to various studies on personality and language learning. Understanding of extroverted and introverted behavioral tendencies is reinforced by the

explanation put forward by Gustriani (2020:29), which refers to Eysenck's personality theory in Dörnyei (2005):

1. Extrovert

a. Sociable

Extroverted students usually find it easy to communicate and interact with others in class. They are not shy about starting conversations, responding to questions, or participating in class discussions.

b. Interactive

Extroverted students tend to enjoy interactive group activities and blend in quickly. In speaking tasks in pairs or groups, they appear more comfortable and enthusiastic about working together.

c. Active

The activity of extroverted students is seen in their high level of participation. They often answer, ask questions, or make comments, thereby gaining more opportunities to practice speaking.

d. Assertive

Extroverted students are usually confident in expressing their opinions. They are able to speak assertively in front of the class and do not hesitate to express their opinions even if they have to do so spontaneously.

e. Passionate

In speaking tasks, they showed great enthusiasm and motivation. This enthusiasm was evident when they told stories, gave presentations, or performed role plays.

f. Talkative

The tendency to talk a lot is a characteristic of extroverts. They actively respond verbally in various classroom situations, which indirectly improves their speaking skills.

2. Introvert

a. Passive

Introverted students are generally not very active in the learning process. They often wait for the right moment before speaking and tend to observe first.

b. Quiet

They speak when necessary and are more comfortable in a quiet situation. When the class is noisy, introverted students usually become even quieter and less noticeable.

c. Reserved

They prefer to hold back and are reluctant to be in the spotlight. They prefer small interactions rather than appearing in front of large groups of people.

d. Sober

When speaking, introverted students tend to choose their words carefully. Their speech is usually structured because it has been thought out beforehand.

e. Aloof

They are more comfortable working alone and keeping their distance in social situations. In large groups, they appear less emotionally involved

f. Restrained

When performing speaking tasks, introverted students display controlled expressions. They are not very expressive and prefer short answers to keep them feeling safe.

3. Relationship Between Personality and Speaking Anxiety

The relationship between personality type and speaking anxiety can be seen from how a person thinks, feels, and behaves in speaking situations. Purnomo et al. (2023:1398) explain that personality is a distinctive difference in each individual, so their response patterns to communication situations will also differ. Prayitno (2023:9) states that a person's level of self-confidence is influenced by their personality type, and Pamungkas in Prayitno (2023:9) emphasizes that anxiety can arise when a person cannot build their self-confidence. This means that personality not only influences how students behave, but also determines the level of anxiety that arises when they have to speak in

English. The lower a student's self-confidence, the easier it is for them to feel nervous when asked to speak, especially in front of the class.

When viewed more deeply, introverts and extroverts show different tendencies in speaking activities. Sureda (2020:87) explains that extroverted students are usually active speakers and tend to want to appear as good speakers because they have leadership qualities. Meanwhile, introverted students prefer to be listeners and are not always comfortable speaking in front of many people. These differences in tendencies affect how they approach speaking tasks. Extroverts usually appear more spontaneous, while introverts tend to be cautious and choose the right time to speak. In speaking classes, this condition can make extroverted students appear more confident, while introverted students appear more quiet even though they actually understand the material well. In other words, personality shapes how students respond to communication pressure and speaking demands in class.

However, research results do not always show that introverts are more anxious than extroverts. According to Suta et al. (2025:79), introverted students actually experience lower speaking anxiety than extroverted students. This finding shows that the relationship between personality and speaking anxiety is not as simple as imagined, because there are factors such as experience, learning comfort, and environmental support that also influence it. Both introverts and

extroverts can experience speaking anxiety, but the triggers are different: introverts tend to be anxious because they are afraid of making mistakes, while extroverts may feel pressured by the demand to appear confident. Thus, it can be concluded that personality type has a clear relationship with speaking anxiety, as a person's basic character also determines how they respond to communication situations and pressure when speaking in class.

B. Review of Related Findings

Based on the sources related to this study, there are several previous kinds of research connected to the topic of speaking anxiety and personality types. The first previous research was “*The Anxiety Level between Extrovert and Introvert Students in Speaking English*” by Novriewani & Fitri (2021). This research aimed to find out the difference in speaking anxiety levels between extrovert and introvert students at State Senior High School 10 Pekanbaru. The researchers used two questionnaires: the Eysenck Personality Inventory to classify students' personality types and the Foreign Language Classroom Anxiety Scale (FLCAS) to measure speaking anxiety. The findings showed a significant difference between the two groups, in which extrovert students had a low anxiety level, while introvert students had a medium level of speaking anxiety. This previous study was relevant to the present research because both examined personality types and speaking anxiety, although the

current study focuses on analyzing the relationship rather than comparing the groups statistically.

The second previous research was *“The Anxiety in English for Foreign Language Speaking Class: The Case of University Students in Lampung Context”* by Septiawan et al. (2025). This research investigated the level, attitude, perception, and ⁵causes of speaking anxiety among 64 first-year English Department students in Lampung. Using a descriptive quantitative and qualitative approach, the study found that the students generally experienced a low level of speaking anxiety, although many of them still perceived speaking ability as a major trigger of anxiety. Limited vocabulary, low self-confidence, and lack of speaking opportunities were identified as the primary causes. This previous study differed from the current research because it focused on mapping the overall profile and causes of speaking anxiety, while the present study specifically examines how different personality types (introvert and extrovert) are related to speaking anxiety.

The third previous research was *“A Comparative Study Between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru”* by Gustriani (2020). This research aimed to find out the significant difference in speaking performance between extrovert and introvert students. The study involved 35 tenth-grade science students selected through cluster random sampling. The researcher used a personality questionnaire adapted from the Eysenck Personality Inventory

and an oral speaking test. The results showed a statistically significant difference in speaking performance, with extrovert students outperforming introvert students. This study was relevant to the present research because it examined personality types in relation to speaking ability, although the current study focuses on speaking anxiety rather than speaking performance.

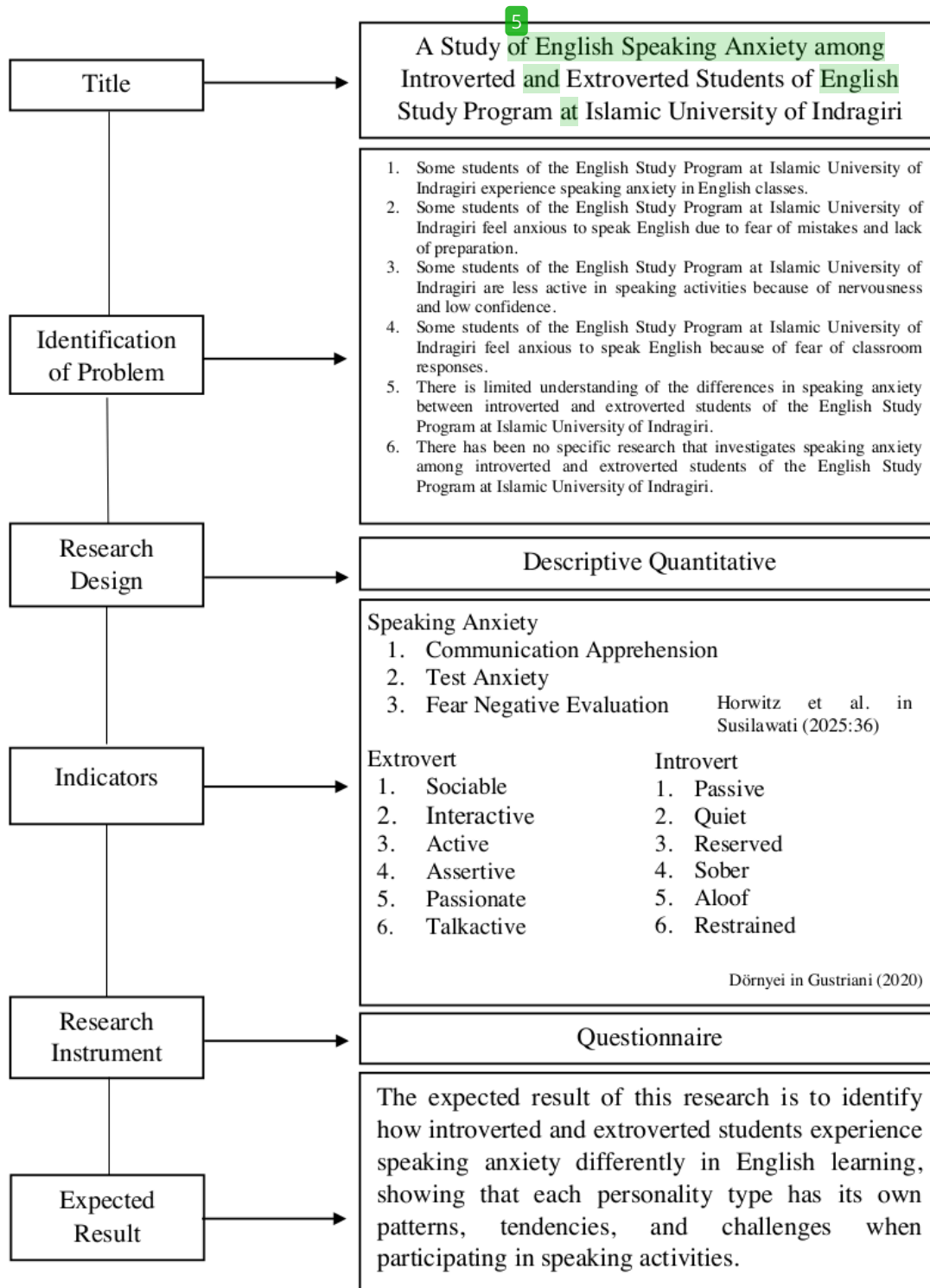
Several previous studies have discussed speaking anxiety and its relationship with personality types, especially between introverted and extroverted students. These studies generally found that personality influences how students behave, participate, and respond to speaking activities, which then affects their level of anxiety. Research also showed that introverted students tend to experience higher speaking anxiety because they are more cautious and easily worried, while extroverted students are usually more confident and active in speaking tasks. However, these previous studies mostly focused on comparing the anxiety levels or speaking performance between both personality types without exploring how the two aspects interact in a broader learning context.

Therefore, the present study aims to analyze speaking anxiety more specifically by examining how introverted and extroverted students at the Islamic University of Indragiri experience and respond to speaking activities in English. By using structured indicators based on speaking anxiety theory and personality type characteristics, this research seeks to provide a clearer understanding of how each personality type relates to

different aspects of speaking anxiety. Through this approach, the researcher expects to present a more focused and theory-based description of the patterns of speaking anxiety experienced by both introverted and extroverted students in university level English learning.

C. Conceptual Framework

The conceptual framework of this research is figure as follow:



Based on the conceptual framework above, this study focuses on analyzing how introverted and extroverted students experience speaking anxiety in English language learning at Indragiri Islamic University. Several issues were identified as the basis for this study, namely the emergence ⁵ of speaking anxiety among students, differences in the levels of anxiety they experience, and the tendency of introverted students to be less active in speaking activities. Meanwhile, extroverted students generally appear more confident, but they can still experience speaking anxiety in certain situations. In addition, understanding of how speaking anxiety differs between these two personality types is still limited, making it the main focus of this study.

This study uses a descriptive quantitative design to explain students' speaking anxiety based on three main indicators, namely communication apprehension, test anxiety, and ⁵ fear of negative evaluation, as proposed by Horwitz et al. in Susilawati (2025:36). These indicators are commonly used to describe students' anxiety experiences in foreign language speaking activities. A questionnaire is used as the main research instrument to collect data by identifying students' personality types and measuring their levels of speaking anxiety in English language learning. The expected outcome of this study is to identify how introverted and extroverted students experience speaking anxiety differently, showing that each personality type has its own patterns, tendencies, and challenges when engaging in speaking activities.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive quantitative research design. It aimed to describe the phenomenon under study. This method was appropriate because the research focused on understanding the characteristics of the problem. As stated by Ghanad (2023:3796), descriptive research aims to describe phenomena and their characteristics, emphasizing the aspects of 'what, where, when' because this basic understanding is necessary before examining the causes. This helped the researcher describe the phenomenon clearly.

According to Barroga et al. (2023:4), descriptive research with quantitative research methods describes the status of identified variables to provide systematic information about a phenomenon. In this study, the main variable is the level of speaking anxiety, examined across two distinct student personality types (introvert and extrovert) as grouping categories. Through questionnaires, the data collected were presented in the form of frequencies, percentages, and averages, allowing the researcher to show a clear picture of how introverted and extroverted students experienced speaking anxiety in English language learning.

Thus, this design aligned with the research objective of showing the patterns of speaking anxiety experiences in a real and measurable way.

B. Time and Location

The researcher conducted this research from March to May 2026. The research took place at the Islamic University of Indragiri, located on Soebrantas Street, Tembilahan, Indragiri Hilir, Riau, because the university had an English Study Program whose students were accustomed to using English in speaking activities. Therefore, this location was relevant to the purpose of the research, which aimed to investigate speaking anxiety among introverted and extroverted students who were frequently required to speak English.

C. Population and Sample

1. Population

According to Martínez-Mesa et al, in Willie (2024:76) “A population is a cornerstone in research methodology, encapsulating a collective of individuals who exhibit shared characteristics within a defined geographic or institutional domain”. Based on the definition, the population in this study consisted of 73 students from the ³English Education Study Program, Teachers Training and Education Faculty, Islamic University of Indragiri. The population included students from the 2nd semester, the 4th semester, and the 6th semester.

Table III. 1 The population of the Research

No.	Semester	Population
1	2 nd	33
2	4 th	19
3	6 th	21
Total		73

2. Sample

Sample is a part of the population chosen to obtain the necessary data for the study. According to Divakar (2021:326), a sample is a representation of a portion of the total population. In this research, the researcher employed purposive sampling. As stated by Spolarich (2023:74), purposive sampling is a sampling technique in which respondents are selected based on specific criteria related to the research objectives.

The criteria for the sample in this study were students who clearly lean toward either an introverted or extroverted personality type. To identify these characteristics, the researcher first distributed a personality questionnaire to the entire population. Based on the results of the personality assessment, 70 students were selected as the sample:

Table III. 2 The Sample of the Research

No.	Personality Type	Number of Students
1.	Extrovert	28
2.	Introvert	42
Total		70

D. Research Procedure

The procedures conducted in this research were as follows :

1. The researcher prepared the research instruments, which consisted of two types of questionnaires: a personality questionnaire and a speaking anxiety questionnaire.
2. The researcher distributed the questionnaires to the selected participants in order to collect data related to students' personality and speaking anxiety in English language learning.
3. Each statement item in both questionnaires used a 4 point Likert scale with the response options: strongly agree, agree, disagree, and strongly disagree.
4. The questionnaires were distributed online using Google Forms to ensure easy accessibility for all participants.
5. The questionnaire links were shared with the selected participants through a WhatsApp group to facilitate efficient and convenient distribution.
6. The researcher allowed the participants three days to complete and submit their responses for each questionnaire.
7. The personality questionnaire and the speaking anxiety questionnaire were distributed at different times, but each followed the same three day response period.
8. After all responses were collected, the researcher proceeded to process and analyze the data obtained from both questionnaires.

E. Research Instrument

In this research, the researcher used a questionnaire as the main research instrument. According to Collins in Sharma & Hunny (2022:66), a questionnaire is a data collection instrument in the form of a series of written questions addressed to a number of people to obtain the information needed in a study or survey. This questionnaire consisted of several statements related to students' personality types and speaking anxiety, which were designed to gather accurate and relevant information from the respondents. Each student was asked to choose the most appropriate answer for each item based on their personal experience.

Table III. 3 Blue Print Questionnaire Personality types

Extrovert Indicators	Number of Item	Item Number
1. Sociable	1, 2, 3	3
2. Interactive	4, 5, 6	3
3. Active	7, 8, 9	3
4. Assertive	10, 11, 12	3
5. Passionate	13, 14, 15	3
6. Talkative	16, 17, 18	3
Total		18

Introvert Indicators	Number of Item	Item Number
1. Passive	19, 20, 21	3
2. Quiet	22, 23, 24	3
3. Reserved	25, 26, 27	3
4. Sober	28, 29, 30	3
5. Aloof	31, 32, 33	3
6. Restrained	34, 35, 36	3
Total		18

Dörnyei in Gustriani (2020:29)

This table includes 12 indicators for the personality types questionnaire: six for extrovert and six for introvert. Each indicator has three items, making a total of 36 items.

Table III. 4 Blue Print Questionnaire Speaking Anxiety

Indicators	Number of Item	Item Number
1. Communication Apprehension	11, 12, 13, 14, 16, 17, 18, 21, 25, 29, 32	11
2. Test Anxiety	1, 2, 3, 4, 5, 10, 15, 20 22, 26, 33	11
3. Fear of Negative Evaluation	6, 7, 8, 9, 19, 23, 24, 27, 28, 30, 31	11
Total		33

Horwitz in Susilawati (2025:36)

Based on the instrument blueprint above, this questionnaire contains several negative statements. These negative statements are found in items number 2, 5, 8, 11, 14, 18, 21, 27, and 32. These negative statements are intentionally included to encourage respondents to read each sentence more carefully and avoid answering carelessly (İlhan et al., 2024:21). Therefore, the scoring for these negative statements must be reversed when processing the data, since a high score on a negative statement actually indicates that the student's speaking anxiety level is low (İlhan et al., 2024:21).

F. Data Collection Technique

In this research, the researcher used questionnaires as the data collection technique. The researcher provided the questionnaire in the form of a scale questionnaire, arranged the questions in a structured list, and gave answer options with a rating scale to measure the level of agreement or truth for each item. This questionnaire was used to identify the students' personality types (introvert or extrovert) and to determine the

levels of speaking anxiety they experienced in English language learning. Through this technique, the data were collected efficiently and systematically, allowing the researcher to obtain clear and measurable information from the respondents.

G. Data analysis Technique

In this study, the researcher used a four-point Likert scale as the measurement technique. Alkharusi (2022:13) explains that the Likert scale will be frequently used in educational and psychological research to measure attitudes, perceptions, beliefs, and other related aspects. Each response option on a Likert scale helped to show how respondents felt about the given statements. The researcher measured the data using a four-point response format where score 1 meant "strongly disagree," score 2 meant "disagree," score 3 meant "agree," and score 4 meant "strongly agree." Kankaraš and Capecchi (2025:112) point out that the middle option on a Likert-type scale often does not truly represent a neutral position, since respondents tend to choose it without really thinking about their actual stance toward the statement. For this reason, the use of a four-point scale in this study was intended to get clearer and more definite responses based on the attitudes shown by the participants.

Table III. 5 Likert Scale

Response Option	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

However, specifically for the unfavorable statements in the questionnaire, the researcher applied reverse scoring to ensure the accuracy of the anxiety level measurement. For these items, the scoring was reversed: Strongly Agree (1), Agree (2), Disagree (3), and Strongly Disagree (4).

After that, the researcher determined the total score for the extrovert items and the total score for the introvert items. In this study, there were 36 statements in the personality questionnaire, with 18 items representing extroverted tendencies and 18 items representing introverted tendencies. Each response was scored using the four-point Likert scale, and the scores for each group of items were added separately. The respondent's personality type was then identified by comparing the two total scores. Respondents with higher extrovert scores were classified as extroverted, while those with higher introvert scores were classified as introverted. Through this process, the researcher determined the dominant personality tendency of each participant before analyzing their speaking anxiety levels.

After determining students' personality types, the researcher continued with ⁵ the analysis of the speaking anxiety questionnaire. The speaking anxiety questionnaire consisted of 33 statements covering three indicators, namely ⁵ communication apprehension, test anxiety, and fear of negative evaluation. Each statement was scored using the same four-point Likert scale. The total score of each statement was obtained by multiplying

the number of respondents who chose each response option by its corresponding score, and then summing all the results.

Since the data was analyzed based on two different groups (Extroverted and Introverted), the maximum and minimum possible scores for each statement were calculated for each group. The maximum score was obtained by multiplying the highest Likert score by the number of respondents in each group, while the minimum score was obtained by multiplying the lowest Likert score by the number of respondents. The calculations were presented as follows:

Table III. 6 Scoring Criteria

Extroverted Group	Introverted Group
Maximum score = $4 \times 28 = 112$	Maximum score = $4 \times 42 = 168$
Minimum score = $1 \times 28 = 28$	Minimum score = $1 \times 42 = 42$

To interpret the speaking anxiety scores, the researcher calculated the interval score by using the following formula (Syukur & Saputra, 2021:120):

$$\text{Interval Width} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

Table III. 7 Interval Width Calculation

Extroverted Group	Introverted Group
$\text{Interval Width} = \frac{112 - 28}{4} = 21$	$\text{Interval Width} = \frac{168 - 42}{4} = 32$

Based on the interval calculation above, the levels of speaking anxiety were classified into four categories. This classification was conducted to interpret the speaking anxiety scores obtained from the Likert-scale questionnaire by dividing the score range into equal class intervals, which is a common approach in descriptive quantitative research (Alkharusi, 2022:6). The classification of speaking anxiety levels for both groups was presented in the following tables:

Table III. 8 The classification of speaking anxiety levels for Extroverted Group

Score Range	Category
28-48	Very Low
49-69	Low
70-90	High
91-112	Very High

Table III. 9 The classification of speaking anxiety levels for Introverted Group

Score Range	Category
42-73	Very Low
74-105	Low
106-137	High
138-168	Very High

Based on the tables above, the researcher calculated the mean score for each indicator by dividing the total scores by the number of statements. This was conducted to determine the level of anxiety for each indicator, as well as the overall mean score to provide a general conclusion of the students' speaking anxiety.

$$\text{Mean Score} = \frac{\sum \text{Total Score}}{\text{Number of Statements}}$$

Furthermore, the result of the mean score calculation was matched with the predetermined speaking anxiety level categories, namely very low, low, high, and very high.

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDING

A. Data Presentation

1. Validity and Reability Test Result

The validity and reliability of the research instruments in this study were established using content validation and standardized reliability. According to Sugiyono (2019: 176), content validity is established by comparing the content of the instrument with the theories or materials being measured through expert judgment. Therefore, the questionnaires were validated by two experts, Mrs. Melda Yeni, S.Pd., M.Pd., and Mr. Syafrizal, S.Pd., M.Pd., who confirmed that the items were theoretically valid and appropriate to measure students' speaking anxiety.

Furthermore, for the reliability of the Foreign Language Classroom Anxiety Scale (FLCAS), this research relied on the standardized reliability established by Horwitz et al. (1986), which demonstrated high internal consistency with a Cronbach's alpha coefficient of 0.93.

2. Identification of Students' Personality Types

This research was conducted to analyze the levels of speaking anxiety among introverted and extroverted students. It began by distributing a personality questionnaire to 73 students of the English Education Department at the Islamic University of Indragiri to

determine the research subjects. However, since this study specifically aimed to analyze speaking anxiety levels within introverted and extroverted personality types, a data filtering process was conducted using purposive sampling.

From the results of the personality questionnaire, it was found that 42 students were identified as introverts and 28 students as extroverts, while 3 other students were identified as ambiverts. Because the ambivert category was not included in the variables under study, the data from those 3 students were excluded from further analysis. Consequently, the final number of participants used in this research was 70 students.

Table IV. 1 The Distribution of Students' Personality Types

No.	Personality Type	Frequency(<i>f</i>)	Percentage(%)
1.	Extrovert	28	40%
2.	Introvert	42	60%
Total		70	100%

Based on Table IV.1, it can be seen that the majority of the respondents were introverted students, consisting of 42 students (60%), while the extroverted students consisted of 28 students (40%).

After categorizing the students into their personality types, the researcher then analyzed the data obtained from the speaking anxiety questionnaire. The findings are presented separately for each group as follows:

3. Speaking Anxiety of Introverted and Extroverted Students

The researcher presents the findings of the speaking anxiety questionnaire completed by the respondents. The data are presented for each statement in the questionnaire to show the detailed distribution of responses from both extroverted and introverted students. The findings are presented in the following tables :

a. Speaking Anxiety of Extroverted Students

Table IV. 2 Statement 1

1. I often feel unsure of myself when I speak English during English learning activities				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	0	$0 \times 4 = 0$	Low
2	Agree	12	$12 \times 3 = 36$	
3	Disagree	12	$12 \times 2 = 24$	
4	Strongly Disagree	4	$4 \times 1 = 4$	
Total		28	64	

The table above shows that 0 respondents choose strongly agree, 12 respondents choose agree, 12 respondents choose disagree, and 4 respondents choose strongly disagree. This result indicates that some extroverted students still feel unsure of themselves, but many others already feel confident when they speak English in class.

Table IV. 3 Statement 2

2. I do not worry about making mistakes when I speak English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	6	$6 \times 1 = 6$	Low
2	Agree	12	$12 \times 2 = 24$	
3	Disagree	10	$10 \times 3 = 30$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	60	

Moving to the second statement, the table shows that 6 respondents choose strongly agree, 12 respondents choose agree, 10 respondents choose disagree, and 0 respondents choose strongly disagree. This suggests that extroverted students generally do not worry too much about making mistakes when they speak in class.

Table IV. 4 Statement 3

3. I feel nervous when I know that I will be asked to speak English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 4 = 4$	High
2	Agree	20	$20 \times 3 = 60$	
3	Disagree	4	$4 \times 2 = 8$	
4	Strongly Disagree	3	$3 \times 1 = 3$	
Total		28	75	

Regarding the third statement, the data shows that 1 respondent chooses strongly agree, 20 respondents choose agree, 4 respondents choose disagree, and 3 respondents choose strongly disagree. This indicates that most extroverted students still feel nervous when they are asked to speak English in front of the class.

Table IV. 5 Statement 4

4. I feel anxious when I do not understand what the lecturer is saying in English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	0	$0 \times 4 =$	High
2	Agree	18	$18 \times 3 = 54$	
3	Disagree	10	$10 \times 2 = 20$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		28	74	

The results for the fourth statement show that 0 respondents choose strongly agree, 18 respondents choose agree, 10 respondents choose disagree, and 0 respondents choose strongly disagree. This indicates that extroverted students feel anxious when they cannot understand what the lecturer is saying in English.

Table IV. 6 Statement 5

5. It does not bother me to speak English more.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 1 = 7$	Low
2	Agree	16	$16 \times 2 = 32$	
3	Disagree	5	$5 \times 3 = 15$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	54	

In addition, regarding the fifth statement, the table shows that 7 respondents choose strongly agree, 16 respondents choose agree, 5 respondents choose disagree, and 0 respondents choose strongly disagree. This suggests that extroverted students generally feel comfortable and are not bothered by speaking English more often in class.

Table IV. 7 Statement 6

6. During English speaking activities, I find myself thinking about things that are not related to what I am saying.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	0	$0 \times 4 = 0$	Low
2	Agree	11	$11 \times 3 = 33$	
3	Disagree	15	$15 \times 2 = 30$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		28	65	

For the sixth statement, the table shows that 0 respondents choose strongly agree, 11 respondents choose agree, 15 respondents choose disagree, and 2 respondents choose strongly disagree. This indicates that most extroverted students can focus well on what they are saying during English speaking activities.

Table IV. 8 Statement 7

7. I keep thinking that ⁵ other students speak English better than I do.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	4	$4 \times 4 = 16$	High
2	Agree	21	$21 \times 3 = 63$	
3	Disagree	2	$2 \times 2 = 4$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		28	84	

The findings for the seventh statement reveal that 4 respondents choose strongly agree, 21 respondents choose agree, 2 respondents choose disagree, and 1 respondent chooses strongly disagree. The high total score in this table indicates that extroverted students have a strong tendency to compare their English speaking abilities with those of their peers.

Table IV. 9 Statement 8

8. I usually feel relaxed during tests or assessments in my speaking English activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 1 = 3$	Low
2	Agree	15	$15 \times 2 = 30$	
3	Disagree	10	$10 \times 3 = 30$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	63	

The eighth statement explores the students' feelings during speaking assessments, where 3 respondents choose strongly agree, 15 respondents choose agree, 10 respondents choose disagree, and 0 respondents choose strongly disagree. This data indicates that a majority of extroverted students generally feel relaxed and calm when their speaking skills are being tested.

Table IV. 10 Statement 9

9. I start to panic when I have to speak English without preparation.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 4 = 12$	High
2	Agree	18	$18 \times 3 = 54$	
3	Disagree	5	$5 \times 2 = 10$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		28	78	

The data in the ninth statement shows that 3 respondents choose strongly agree, 18 respondents choose agree, 5 respondents choose disagree, and 2 respondents choose strongly disagree. This result indicates that speaking English without prior

preparation remains a significant factor that causes panic among extroverted students.

Table IV. 11 Statement 10

10. I worry about the consequences of not performing well in English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	5	$5 \times 4 = 20$	High
2	Agree	18	$18 \times 3 = 54$	
3	Disagree	4	$4 \times 2 = 8$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		28	83	

As for the tenth statement, the results show that 5 respondents choose strongly agree, 18 respondents choose agree, 4 respondents choose disagree, and 1 respondent chooses strongly disagree. This suggests that extroverted students are concerned about the academic consequences of their performance during English speaking activities.

Table IV. 12 Statement 11

11. I do not understand why some students get very upset about English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	4	$4 \times 1 = 4$	Low
2	Agree	14	$14 \times 2 = 28$	
3	Disagree	10	$10 \times 3 = 30$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	62	

The eleventh statement indicates that 4 respondents choose strongly agree, 14 respondents choose agree, 10 respondents choose disagree, and 0 respondents choose strongly disagree. This

finding suggests that extroverted students generally find it difficult to understand why some of their peers feel very upset or distressed during English speaking activities.

Table IV. 13 Statement 12

12. In English speaking activities, I feel so nervous that I forget things that I already know.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	2	$2 \times 4 = 8$	Low
2	Agree	12	$12 \times 3 = 36$	
3	Disagree	11	$11 \times 2 = 22$	
4	Strongly Disagree	3	$3 \times 1 = 3$	
Total		28	69	

Regarding the twelfth statement, the table shows that 2 respondents choose strongly agree, 12 respondents choose agree, 11 respondents choose disagree, and 3 respondents choose strongly disagree. This suggests that while some extroverted students forget information due to nervousness, many others are still able to manage their memory well during speaking activities.

Table IV. 14 Statement 13

13. I feel embarrassed to volunteer answers when speaking English activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 4 = 4$	Low
2	Agree	9	$9 \times 3 = 27$	
3	Disagree	13	$13 \times 2 = 26$	
4	Strongly Disagree	5	$5 \times 1 = 5$	
Total		28	62	

In the thirteenth statement, the findings show that 1 respondent chooses strongly agree, 9 respondents choose agree,

13 respondents choose disagree, and 5 respondents choose strongly disagree. This indicates that a majority of extroverted students do not feel embarrassed to volunteer their answers during English speaking activities.

Table IV. 15 Statement 14

5 14. I would not feel nervous speaking English with native speakers.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	4	$4 \times 1 = 4$	Low
2	Agree	9	$9 \times 2 = 18$	
3	Disagree	15	$15 \times 3 = 45$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	67	

The fourteenth statement explores the students' confidence when interacting with native speakers, where 4 respondents choose strongly agree, 9 respondents choose agree, 15 respondents choose disagree, and 0 respondents choose strongly disagree. This suggests that a large number of extroverted students still feel hesitant or nervous about the idea of speaking English with native speakers.

Table IV. 16 Statement 15

5 15. I get upset when I do not understand what the lecturer is correcting.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	4	$4 \times 4 = 16$	High
2	Agree	16	$16 \times 3 = 48$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		28	79	

Furthermore, the findings for the fifteenth statement show that 4 respondents choose strongly agree, 16 respondents choose agree, 7 respondents choose disagree, and 1 respondent chooses strongly disagree. This result indicates that extroverted students tend to feel upset when they cannot follow or understand the corrections given by their lecturer.

Table IV. 17 Statement 16

16. Even if I am well prepared for English speaking activities, I still feel anxious.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 4 = 4$	High
2	Agree	16	$16 \times 3 = 48$	
3	Disagree	11	$11 \times 2 = 22$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		28	74	

Regarding the sixteenth statement, the data shows that 1 respondent chooses strongly agree, 16 respondents choose agree, 11 respondents choose disagree, and 0 respondents choose strongly disagree. This indicates that even with good preparation, a significant number of extroverted students still experience a level of anxiety during English speaking activities.

Table IV. 18 Statement 17

17. I often feel like I do not want to attend my English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	0	$0 \times 4 = 0$	Low
2	Agree	4	$4 \times 3 = 12$	
3	Disagree	16	$16 \times 2 = 32$	
4	Strongly Disagree	8	$8 \times 1 = 8$	
Total		28	52	

The seventeenth statement shows that 0 respondents choose strongly agree, 4 respondents choose agree, 16 respondents choose disagree, and 8 respondents choose strongly disagree. This result clearly indicates that extroverted students generally have a high interest in attending their English speaking activities and do not feel the need to avoid the class.

Table IV. 19 Statement 18

18. I feel confident when I speak English during class activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	5	$5 \times 1 = 5$	Low
2	Agree	13	$13 \times 2 = 26$	
3	Disagree	10	$10 \times 3 = 30$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	61	

For the eighteenth statement, the data reveals that 5 respondents choose strongly agree, 13 respondents choose agree, 10 respondents choose disagree, and 0 respondents choose strongly disagree. This suggests that while a significant number of extroverted students feel confident speaking English in class, there

are still several students who do not share the same level of confidence.

Table IV. 20 Statement 19

5 19. I am afraid that my English lecturer is ready to correct every mistake I make.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	0	$0 \times 4 = 0$	Low
2	Agree	8	$8 \times 3 = 24$	
3	Disagree	17	$17 \times 2 = 34$	
4	Strongly Disagree	3	$3 \times 1 = 3$	
Total		28	61	

The nineteenth statement shows that 0 respondents choose strongly agree, 8 respondents choose agree, 17 respondents choose disagree, and 3 respondents choose strongly disagree. This data indicates that most extroverted students do not feel afraid of being corrected by their lecturer for every mistake they make during English activities.

Table IV. 21 Statement 20

5 20. I feel my heart pounding when I am called on to speak English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 4 = 12$	High
2	Agree	15	$15 \times 3 = 45$	
3	Disagree	8	$8 \times 2 = 16$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		28	75	

The twentieth statement illustrates that 3 respondents choose strongly agree, 15 respondents choose agree, 8 respondents choose disagree, and 2 respondents choose strongly

disagree. This finding shows that many extroverted students experience physical symptoms of anxiety, such as a pounding heart, when they are required to speak English in the classroom.

Table IV. 22 Statement 21

21. I do not feel pressure to prepare very well for English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 1 = 7$	Low
2	Agree	17	$17 \times 2 = 34$	
3	Disagree	4	$4 \times 3 = 12$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	53	

Regarding the twenty-first statement, the findings show that 7 respondents choose strongly agree, 17 respondents choose agree, 4 respondents choose disagree, and 0 respondents choose strongly disagree. This indicates that most extroverted students do not feel significant pressure to prepare excessively for their English speaking activities.

Table IV. 23 Statement 22

22. I always feel that other students speak English better than I do.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	5	$5 \times 4 = 20$	High
2	Agree	18	$18 \times 3 = 54$	
3	Disagree	4	$4 \times 2 = 8$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		28	83	

In the twenty-second statement, the data shows that 5 respondents choose strongly agree, 18 respondents choose agree,

4 respondents choose disagree, and 1 respondent chooses strongly disagree. The results indicate that a majority of extroverted students consistently feel that their peers possess better English speaking skills than themselves.

Table IV. 24 Statement 23

23. I feel very self-conscious when I speak English in front of other students.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 4 = 4$	Low
2	Agree	11	$11 \times 3 = 33$	
3	Disagree	13	$13 \times 2 = 26$	
4	Strongly Disagree	3	$3 \times 1 = 3$	
Total		28	66	

The findings for the twenty-third statement reveal that 1 respondent chooses strongly agree, 11 respondents choose agree, 13 respondents choose disagree, and 3 respondents choose strongly disagree. This suggests that more than half of the extroverted students do not feel overly self-conscious when they have to speak English in front of their classmates.

Table IV. 25 Statement 24

24. English speaking activities move so quickly that I worry about being left behind				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 4 = 12$	High
2	Agree	12	$12 \times 3 = 36$	
3	Disagree	13	$13 \times 2 = 26$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		28	74	

For the twenty-fourth statement, the data reveals that 3 respondents choose strongly agree, 12 respondents choose agree, 13 respondents choose disagree, and 0 respondents choose strongly disagree. This suggests that while a significant portion of extroverted students worry about the fast pace of speaking activities, slightly more than half feel they can keep up with the lesson.

Table IV. 26 Statement 25

25. I feel more tense and nervous in my English speaking activities than in my other activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 4 = 4$	Low
2	Agree	11	$11 \times 3 = 33$	
3	Disagree	15	$15 \times 2 = 30$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		28	68	

The results for the twenty-fifth statement show that 1 respondent chooses strongly agree, 11 respondents choose agree, 15 respondents choose disagree, and 1 respondent chooses strongly disagree. This indicates that most extroverted students do

not feel more tense or nervous in English speaking activities compared to their other classroom activities.

Table IV. 27 Statement 26

26. I feel nervous and confused when I am speaking English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 4 = 4$	Low
2	Agree	8	$8 \times 3 = 24$	
3	Disagree	16	$16 \times 2 = 32$	
4	Strongly Disagree	3	$3 \times 1 = 3$	
Total		28	63	

The findings for the twenty-sixth statement show that 1 respondent chooses strongly agree, 8 respondents choose agree, 16 respondents choose disagree, and 3 respondents choose strongly disagree. This suggests that the majority of extroverted students do not typically feel nervous or confused while they are speaking English in the classroom.

Table IV. 28 Statement 27

27. When I am on my way to English speaking activities, I feel relaxed and confident.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 1 = 3$	Low
2	Agree	21	$21 \times 2 = 42$	
3	Disagree	4	$4 \times 3 = 12$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	57	

Regarding the twenty-seventh statement, the data shows that 3 respondents choose strongly agree, 21 respondents choose agree, 4 respondents choose disagree, and 0 respondents choose

strongly disagree. This indicates that most extroverted students feel relaxed and confident when they are on their way to participate in English speaking activities.

Table IV. 29 Statement 28

28. I feel nervous when I do not understand every word the lecturer says in English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	2	$2 \times 4 = 8$	High
2	Agree	14	$14 \times 3 = 42$	
3	Disagree	11	$11 \times 2 = 22$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		28	73	

The twenty-eighth statement indicates that 2 respondents choose strongly agree, 14 respondents choose agree, 11 respondents choose disagree, and 1 respondent chooses strongly disagree. The results suggest that half of the extroverted students feel nervous when they are unable to understand every word spoken by the lecturer in English, while the other half remains relatively unaffected.

Table IV. 30 Statement 29

29. I feel overwhelmed by the number of rules I have to learn to speak English well.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	2	$2 \times 4 = 8$	High
2	Agree	12	$12 \times 3 = 36$	
3	Disagree	12	$12 \times 2 = 24$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		28	70	

The findings for the twenty-ninth statement show that 2 respondents choose strongly agree, 12 respondents choose agree, 12 respondents choose disagree, and 2 respondents choose strongly disagree. This indicates that while half of the extroverted students struggle with the complexity of the rules, the other half feels comfortable managing them.

Table IV. 31 Statement 30

30. I am afraid that other students will laugh at me when I speak English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	0	$0 \times 4 = 0$	Low
2	Agree	13	$13 \times 3 = 39$	
3	Disagree	8	$8 \times 2 = 16$	
4	Strongly Disagree	7	$7 \times 1 = 7$	
Total		28	62	

The findings for the thirtieth statement show that 0 respondents choose strongly agree, 13 respondents choose agree, 8 respondents choose disagree, and 7 respondents choose strongly disagree. This indicates that more than half of the extroverted students do not feel a significant fear of being laughed at by their peers when they speak English in class.

Table IV. 32 Statement 31

31. I get nervous when the lecturer asks questions that I have not prepared for.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 4 = 12$	High
2	Agree	16	$16 \times 3 = 48$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		28	76	

The findings for the thirty-first statement show that 3 respondents choose strongly agree, 16 respondents choose agree, 7 respondents choose disagree, and 2 respondents choose strongly disagree. This results in a high total score, indicating that extroverted students tend to feel nervous when their lecturer asks questions for which they have not prepared.

Table IV. 33 Statement 32

32. I would probably feel comfortable interacting with native speakers of English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	6	$6 \times 1 = 6$	Low
2	Agree	12	$12 \times 2 = 24$	
3	Disagree	10	$10 \times 3 = 30$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		28	60	

Regarding the thirty-second statement, the data shows that 6 respondents choose strongly agree, 12 respondents choose agree, 10 respondents choose disagree, and 0 respondents choose strongly disagree. This suggests that while more than half of the extroverted students feel they would be comfortable interacting

with native speakers, a significant number of them still express hesitation or a lack of confidence in such interactions.

Table IV. 34 Statement 33

33. The more I study for English speaking tests, the more confused I feel.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 4 = 4$	Low
2	Agree	5	$5 \times 3 = 15$	
3	Disagree	19	$19 \times 2 = 38$	
4	Strongly Disagree	3	$3 \times 1 = 3$	
Total		28	60	

The last statement shows that 1 respondent chooses strongly agree, 5 respondents choose agree, 19 respondents choose disagree, and 3 respondents choose strongly disagree. This indicates that for the majority of extroverted students, studying more for speaking tests does not lead to increased confusion; rather, they seem to manage their study process effectively.

b. Speaking Anxiety of Introverted Students

Table IV. 35 Statement 1

1. I often feel unsure of myself when I speak English during English learning activities				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	9	$9 \times 4 = 36$	High
2	Agree	25	$25 \times 3 = 75$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	126	

Based on the first statement, the data shows that 9 respondents choose strongly agree, 25 respondents choose agree,

7 respondents choose disagree, and 1 respondent chooses strongly disagree. This indicates that a large majority of introverted students feel unsure of themselves when they have to speak English during learning activities in the classroom.

Table IV. 36 Statement 2

2. I do not worry about making mistakes when I speak English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 1 = 3$	High
2	Agree	17	$17 \times 2 = 34$	
3	Disagree	19	$19 \times 3 = 57$	
4	Strongly Disagree	3	$3 \times 4 = 12$	
Total		42	106	

The second statement reveals that 3 respondents choose strongly agree, 17 respondents choose agree, 19 respondents choose disagree, and 3 respondents choose strongly disagree. The results show that more than half of the introverted students still have concerns about making mistakes when they are speaking English in class.

Table IV. 37 Statement 3

3. I feel nervous when I know that I will be asked to speak English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	9	$9 \times 4 = 36$	High
2	Agree	30	$30 \times 3 = 90$	
3	Disagree	3	$3 \times 2 = 6$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		42	132	

The third statement indicates that 9 respondents choose strongly agree, 30 respondents choose agree, 3 respondents choose disagree, and 0 respondents choose strongly disagree. This data shows that the vast majority of introverted students feel nervous when they anticipate being asked to speak English during class.

Table IV. 38 Statement 4

4. I feel anxious when I do not understand what the lecturer is saying in English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	9	$9 \times 4 = 36$	High
2	Agree	25	$25 \times 3 = 75$	
3	Disagree	8	$8 \times 2 = 16$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		42	127	

The fourth statement shows that 9 respondents strongly agree, 25 respondents agree, 8 respondents disagree, and 0 respondents strongly disagree. This means that most introverted students feel anxious when they cannot understand the lecturer's explanation in English.

Table IV. 39 Statement 5

5. It does not bother me to speak English more.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	2	$2 \times 1 = 2$	Low
2	Agree	29	$29 \times 2 = 58$	
3	Disagree	11	$11 \times 3 = 33$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		42	93	

For the fifth statement, the data shows that 2 respondents strongly agree, 29 respondents agree, 11 respondents disagree, and 0 respondents strongly disagree. The results indicate that many introverted students actually do not feel bothered or annoyed when they have to speak English more often.

Table IV. 40 Statement 6

6. During English speaking activities, I find myself thinking about things that are not related to what I am saying.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	4	$4 \times 4 = 16$	High
2	Agree	23	$23 \times 3 = 69$	
3	Disagree	13	$13 \times 2 = 26$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		42	113	

The sixth statement shows that 4 respondents strongly agree, 23 respondents agree, 13 respondents disagree, and 2 respondents strongly disagree. This means that during English speaking activities, many introverted students often lose their focus and think about other things that are not related to the topic.

Table IV. 41 Statement 7

7. I keep thinking that other students speak English better than I do.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	16	$16 \times 4 = 64$	High
2	Agree	20	$20 \times 3 = 60$	
3	Disagree	4	$4 \times 2 = 8$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		42	134	

Based on the seventh statement, 16 respondents strongly agree, 20 respondents agree, 4 respondents disagree, and 2 respondents strongly disagree. The results show that almost all introverted students keep thinking that their classmates speak English better than they do.

Table IV. 42 Statement 8

8. I usually feel relaxed during tests or assessments in my speaking English activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 1 = 3$	High
2	Agree	13	$13 \times 2 = 26$	
3	Disagree	25	$25 \times 3 = 75$	
4	Strongly Disagree	1	$1 \times 4 = 4$	
Total		42	108	

The eighth statement shows that 3 respondents strongly agree, 13 respondents agree, 25 respondents disagree, and 1 respondent strongly disagrees. This data indicates that more than half of the introverted students do not feel relaxed when they take tests or assessments in their English speaking class.

Table IV. 43 Statement 9

9. I start to panic when I have to speak English without preparation.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	11	$11 \times 4 = 44$	High
2	Agree	26	$26 \times 3 = 78$	
3	Disagree	4	$4 \times 2 = 8$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	131	

The ninth statement reveals that 11 respondents strongly agree, 26 respondents agree, 4 respondents disagree, and 1 respondent strongly disagrees. These results show that most introverted students feel panic when they are asked to speak English without any preparation.

Table IV. 44 Statement 10

10. I worry about the consequences of not performing well in English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 4 = 28$	High
2	Agree	29	$29 \times 3 = 87$	
3	Disagree	5	$5 \times 2 = 10$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	126	

The tenth statement shows that 7 respondents strongly agree, 29 respondents agree, 5 respondents disagree, and 1 respondent strongly disagrees. This indicates that a large number of introverted students worry about the results or consequences if they do not perform well in English speaking activities.

Table IV. 45 Statement 11

11. I do not understand why some students get very upset about English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 1 = 3$	Low
2	Agree	18	$18 \times 2 = 36$	
3	Disagree	18	$18 \times 3 = 54$	
4	Strongly Disagree	3	$3 \times 4 = 12$	
Total		42	105	

The eleventh statement shows that 3 respondents strongly agree, 18 respondents agree, 18 respondents disagree, and 3 respondents strongly disagree. The data shows an even split, where half of the introverted students understand why their peers get upset about English speaking activities, while the other half does not.

Table IV. 46 Statement 12

12. In English speaking activities, I feel so nervous that I forget things that I already know.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	8	$8 \times 4 = 32$	High
2	Agree	25	$25 \times 3 = 75$	
3	Disagree	9	$9 \times 2 = 18$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		42	125	

The twelfth statement shows that 8 respondents strongly agree, 25 respondents agree, 9 respondents disagree, and 0 respondents strongly disagree. This means that a large majority of introverted students feel so nervous during speaking activities that they forget information they actually already know.

Table IV. 47 Statement 13

13. I feel embarrassed to volunteer answers when speaking English activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 4 = 28$	High
2	Agree	28	$28 \times 3 = 84$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		42	126	

Based on the thirteenth statement, 7 respondents strongly agree, 28 respondents agree, 7 respondents disagree, and 0 respondents strongly disagree. The results show that most introverted students feel embarrassed to volunteer or give their answers during English speaking activities.

Table IV. 48 Statement 14

14. I would not feel nervous speaking English with native speakers.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 1 = 3$	Low
2	Agree	17	$17 \times 2 = 34$	
3	Disagree	20	$20 \times 3 = 60$	
4	Strongly Disagree	2	$2 \times 4 = 8$	
Total		42	105	

The fourteenth statement shows that 3 respondents strongly agree, 17 respondents agree, 20 respondents disagree, and 2 respondents strongly disagree. This indicates that more than half of the introverted students would feel nervous if they had to speak English with native speakers.

Table IV. 49 Statement 15

15. I get upset when I do not understand what the lecturer is correcting.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 4 = 28$	High
2	Agree	26	$26 \times 3 = 78$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		42	122	

The fifteenth statement shows that 7 respondents strongly agree, 26 respondents agree, 7 respondents disagree, and 2 respondents strongly disagree. This data indicates that many introverted students feel upset or bothered when they do not understand the corrections given by their lecturer.

Table IV. 50 Statement 16

16. Even if I am well prepared for English speaking activities, I still feel anxious.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	9	$9 \times 4 = 36$	High
2	Agree	26	$26 \times 3 = 78$	
3	Disagree	6	$6 \times 2 = 12$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	127	

The sixteenth statement shows that 9 respondents strongly agree, 26 respondents agree, 6 respondents disagree, and 1 respondent strongly disagrees. These results indicate that even when they have prepared well for speaking activities, most introverted students still feel anxious or nervous.

Table IV. 51 Statement 17

17. I often feel like I do not want to attend my English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	2	$2 \times 4 = 8$	Low
2	Agree	14	$14 \times 3 = 42$	
3	Disagree	20	$20 \times 2 = 40$	
4	Strongly Disagree	6	$6 \times 1 = 6$	
Total		42	96	

The seventeenth statement indicates that 2 respondents strongly agree, 14 respondents agree, 20 respondents disagree, and 6 respondents strongly disagree. This shows that while some students feel reluctant, more than half of the introverted students still have the desire to attend their English speaking activities.

Table IV. 52 Statement 18

5 18. I feel confident when I speak English during class activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	2	$2 \times 1 = 2$	High
2	Agree	16	$16 \times 2 = 32$	
3	Disagree	22	$22 \times 3 = 66$	
4	Strongly Disagree	2	$2 \times 4 = 8$	
Total		42	108	

The eighteenth statement shows that 2 respondents strongly agree, 16 respondents agree, 22 respondents disagree, and 2 respondents strongly disagree. The data reveals that more than half of the introverted students do not feel confident when they speak English during activities in the classroom.

Table IV. 53 Statement 19

5 19. I am afraid that my English lecturer is ready to correct every mistake I make.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	6	$6 \times 4 = 24$	High
2	Agree	23	$23 \times 3 = 69$	
3	Disagree	12	$12 \times 2 = 24$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	118	

The nineteenth statement shows that 6 respondents strongly agree, 23 respondents agree, 12 respondents disagree, and 1

respondent strongly disagrees. This data indicates that most introverted students feel afraid that their lecturer will correct every mistake they make while speaking English.

Table IV. 54 Statement 20

20. I feel my heart pounding when I am called on to speak English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	11	$11 \times 4 = 44$	High
2	Agree	22	$22 \times 3 = 66$	
3	Disagree	8	$8 \times 2 = 16$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	127	

The twentieth statement shows that 11 respondents strongly agree, 22 respondents agree, 8 respondents disagree, and 1 respondent strongly disagrees. This results indicate that many introverted students feel their heart pounding fast when they are called to speak English in class.

Table IV. 55 Statement 21

21. I do not feel pressure to prepare very well for English speaking activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	4	$4 \times 1 = 4$	Low
2	Agree	23	$23 \times 2 = 46$	
3	Disagree	15	$15 \times 3 = 45$	
4	Strongly Disagree	0	$0 \times 4 = 0$	
Total		42	95	

The twenty first statement shows that 4 respondents strongly agree, 23 respondents agree, 15 respondents disagree, and 0 respondents strongly disagree. This data indicates that more than

half of the introverted students do not feel a strong pressure to prepare themselves very well for English speaking activities.

Table IV. 56 Statement 22

22. I always feel that other students speak English better than I do.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	12	$12 \times 4 = 48$	High
2	Agree	25	$25 \times 3 = 75$	
3	Disagree	4	$4 \times 2 = 8$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	132	

The twenty second statement shows that 12 respondents strongly agree, 25 respondents agree, 4 respondents disagree, and 1 respondent strongly disagrees. The results indicate that the majority of introverted students always feel that their friends have better English speaking skills than they do.

Table IV. 57 Statement 23

23. I feel very self-conscious when I speak English in front of other students.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 4 = 28$	High
2	Agree	27	$27 \times 3 = 81$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	124	

The twenty third statement shows that 7 respondents strongly agree, 27 respondents agree, 7 respondents disagree, and 1 respondent strongly disagrees. This data indicates that most

introverted students feel very self-conscious or shy when they
 5 have to speak English in front of their classmates.

Table IV. 58 Statement 24

24. English speaking activities move so quickly that I worry about being left behind				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	8	$8 \times 4 = 32$	High
2	Agree	25	$25 \times 3 = 75$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		42	123	

The twenty-fourth statement reveals that 8 respondents strongly agree, 25 respondents agree, 7 respondents disagree, and 2 respondents strongly disagree. This indicates that a large majority of introverted students feel that English speaking activities move too fast, making them worry about being left behind.

Table IV. 59 Statement 25

25. I feel more tense and nervous in my English speaking activities than in my other activities.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	6	$6 \times 4 = 24$	High
2	Agree	25	$25 \times 3 = 75$	
3	Disagree	8	$8 \times 2 = 16$	
4	Strongly Disagree	3	$3 \times 1 = 3$	
Total		42	118	

The twenty-fifth statement shows that 6 respondents strongly agree, 25 respondents agree, 8 respondents disagree, and 3 respondents strongly disagree. The data indicates that most

introverted students feel more tense and nervous during English speaking activities compared to their other classroom activities.

Table IV. 60 Statement 26

26. I feel nervous and confused when I am speaking English in class.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	5	$5 \times 4 = 20$	High
2	Agree	27	$27 \times 3 = 81$	
3	Disagree	9	$9 \times 2 = 18$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	120	

The twenty-sixth statement reveals that 5 respondents strongly agree, 27 respondents agree, 9 respondents disagree, and 1 respondent strongly disagrees. These results show that a large majority of introverted students feel both nervous and confused when they are required to speak English in the classroom.

Table IV. 61 Statement 27

27. When I am on my way to English speaking activities, I feel relaxed and confident.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	1	$1 \times 1 = 1$	Low
2	Agree	25	$25 \times 2 = 50$	
3	Disagree	15	$15 \times 3 = 45$	
4	Strongly Disagree	1	$1 \times 4 = 4$	
Total		42	100	

The twenty-seventh statement indicates that 1 respondent strongly agrees, 25 respondents agree, 15 respondents disagree, and 1 respondent strongly disagrees. This data suggests that while many introverted students try to feel relaxed, a significant number

of them still struggle to feel confident when they are on their way to English speaking activities.

Table IV. 62 Statement 28

28. I feel nervous when I do not understand every word the lecturer says in English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 4 = 28$	High
2	Agree	28	$28 \times 3 = 84$	
3	Disagree	7	$7 \times 2 = 14$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		42	126	

The twenty-eighth statement shows that 7 respondents strongly agree, 28 respondents agree, 7 respondents disagree, and 0 respondents strongly disagree. This data indicates that most introverted students feel nervous when they cannot understand every word the lecturer says during the English speaking activity.

Table IV. 63 Statement 29

29. I feel overwhelmed by the number of rules I have to learn to speak English well.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	4	$4 \times 4 = 16$	High
2	Agree	24	$24 \times 3 = 72$	
3	Disagree	12	$12 \times 2 = 24$	
4	Strongly Disagree	2	$2 \times 1 = 2$	
Total		42	114	

The twenty-ninth statement reveals that 4 respondents strongly agree, 24 respondents agree, 12 respondents disagree, and 2 respondents strongly disagree. The results indicate that more than half of the introverted students feel overwhelmed by the

complexity and the number of rules they need to master in order to speak English well.

Table IV. 64 Statement 30

30. I am afraid that other students will laugh at me when I speak English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	9	$9 \times 4 = 36$	High
2	Agree	25	$25 \times 3 = 75$	
3	Disagree	6	$6 \times 2 = 12$	
4	Strongly Disagree	1	$1 \times 1 = 1$	
Total		42	125	

The thirtieth statement shows that 9 respondents strongly agree, 25 respondents agree, 6 respondents disagree, and 1 respondent strongly disagrees. This data indicates that a large majority of introverted students are afraid or worried that their classmates will laugh at them when they speak English in class.

Table IV. 65 Statement 31

31. I get nervous when the lecturer asks questions that I have not prepared for.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	7	$7 \times 4 = 28$	High
2	Agree	33	$33 \times 3 = 99$	
3	Disagree	2	$2 \times 2 = 4$	
4	Strongly Disagree	0	$0 \times 1 = 0$	
Total		42	131	

The thirty first statement indicates that 7 respondents strongly agree, 33 respondents agree, 2 respondents disagree, and 0 respondents strongly disagree. The results show that almost all

introverted students feel nervous when the lecturer asks them questions that they have not prepared for in advance.

Table IV. 66 Statement 32

32. I would probably feel comfortable interacting with native speakers of English.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	3	$3 \times 1 = 3$	Low
2	Agree	28	$28 \times 2 = 56$	
3	Disagree	10	$10 \times 3 = 30$	
4	Strongly Disagree	1	$1 \times 4 = 4$	
Total		42	93	

The thirty second statement shows that 3 respondents strongly agree, 28 respondents agree, 10 respondents disagree, and 1 respondent strongly disagrees. Based on the data, it can be concluded that the majority of introverted students actually feel comfortable and confident interacting with native speakers of English, which indicates a low level of anxiety in this situation.

Table IV. 67 Statement 33

33. The more I study for English speaking tests, the more confused I feel.				
No	Choices	Number of Respondents	Respondents x Score	Result
1	Strongly Agree	5	$5 \times 4 = 20$	Low
2	Agree	16	$16 \times 3 = 48$	
3	Disagree	16	$16 \times 2 = 32$	
4	Strongly Disagree	5	$5 \times 1 = 5$	
Total		42	105	

The thirty-third statement shows that 5 respondents strongly agree, 16 respondents agree, 16 respondents disagree, and 5 respondents strongly disagree. The results show an equal split

among the introverted students, where half of them feel more confused the more they study for a speaking test, while the other half does not experience this confusion.

Table IV. 68 The Total Score and Classification of Extroverted Students' Speaking Anxiety

No	Statement	Total Score	Classification
1.	Statement 1	64	Low
2.	Statement 2	60	Low
3.	Statement 3	75	High
4.	Statement 4	74	High
5.	Statement 5	54	Low
6.	Statement 6	65	Low
7.	Statement 7	84	High
8.	Statement 8	63	Low
9.	Statement 9	78	High
10.	Statement 10	83	High
11.	Statement 11	62	Low
12.	Statement 12	69	Low
13.	Statement 13	62	Low
14.	Statement 14	67	Low
15.	Statement 15	79	High
16.	Statement 16	74	High
17.	Statement 17	52	Low
18.	Statement 18	61	Low
19.	Statement 19	61	Low
20.	Statement 20	75	High
21.	Statement 21	53	Low
22.	Statement 22	83	High
23.	Statement 23	66	Low

24.	Statement 24	74	High
25.	Statement 25	68	Low
26.	Statement 26	63	Low
27.	Statement 27	57	Low
28.	Statement 28	73	High
29.	Statement 29	70	High
30.	Statement 30	62	Low
31.	Statement 31	76	High
32.	Statement 32	60	Low
33.	Statement 33	60	Low
Total		2.227/33 = 67	Low

Table IV.68 summarizes the total scores for the level of speaking anxiety among extroverted students, calculated from 33 statements. The total score for all statements is 2,227. Dividing this total score by the number of statements (33) results in an average of 67. This average indicates that the level of speaking anxiety among extroverted students is generally classified as Low.

Overall, the data confirms that the majority of extroverted students show low anxiety levels across most of the questionnaire items. Although there are still some specific classroom aspects that trigger anxiety, the data confirms that extroverted students tend to be more relaxed and adaptable, demonstrating a relatively low level of anxiety when speaking in English.

**Table IV. 69 The Total Score and Classification of Introverted
Students' Speaking Anxiety**

No	Statement	Total Score	Classification
1.	Statement 1	126	High
2.	Statement 2	106	High
3.	Statement 3	132	High
4.	Statement 4	127	High
5.	Statement 5	93	Low
6.	Statement 6	113	High
7.	Statement 7	134	High
8.	Statement 8	108	High
9.	Statement 9	131	High
10.	Statement 10	126	High
11.	Statement 11	105	Low
12.	Statement 12	125	High
13.	Statement 13	126	High
14.	Statement 14	105	Low
15.	Statement 15	122	High
16.	Statement 16	127	High
17.	Statement 17	96	Low
18.	Statement 18	108	High
19.	Statement 19	118	High
20.	Statement 20	127	High
21.	Statement 21	95	Low
22.	Statement 22	132	High
23.	Statement 23	124	High
24.	Statement 24	123	High
25.	Statement 25	118	High
26.	Statement 26	120	High

27.	Statement 27	100	Low
28.	Statement 28	126	High
29.	Statement 29	114	High
30.	Statement 30	125	High
31.	Statement 31	131	High
32.	Statement 32	93	Low
33.	Statement 33	105	Low
Total		3.861/33 = 117	High

Table IV.69 summarizes the total scores for the level of speaking anxiety among introverted students, calculated from 33 statements. The total score for all statements is 3.861. Dividing this total score by the number of statements (33) results in an average of 117. This average indicates that speaking anxiety within the introverted group is categorized as High overall.

Overall, the data confirms that the majority of introverted students show high anxiety levels across most of the questionnaire items. Although there are certain classroom situations where they feel relatively comfortable, the overall data shows that introverted students tend to be more nervous, feel pressured, and experience relatively ⁵ high levels of anxiety when they have to speak in English.

B. Research Finding

This chapter aims to answer the research question : “How is Introverted and Extroverted students speaking anxiety of English Study Program at Islamic University of Indragiri?”

To answer this question, the researcher distributed a questionnaire to 2nd , 4th , and 6th semester students from the English Study Program. The questionnaire was designed to explore three main indicators: **5 communication apprehension, test anxiety, and fear of negative evaluation.**

All responses from the questionnaire were then calculated overall to determine the students’ anxiety levels. The detailed explanation is discussed in the following section:

1. Extroverted Students’ Speaking Anxiety

Based on the overall data analysis, extroverted students show a low level of anxiety, with an overall average score of **67**. This indicates that they generally feel comfortable and confident during English speaking activities. They do not hesitate to raise their hands when answering questions and demonstrate a positive attitude toward class participation. This finding is consistent with the theory of Hatiza and Sujatmoko (2025: 436), which states that communication apprehension arises when students feel uncomfortable during interaction; however, this barrier is not significant for this group of extroverted students, as they tend to speak without hesitation. Although they are sometimes slightly nervous when interacting with

native speakers, they generally feel capable of handling these interactions well.

Although they are generally self-confident, their responses to certain statements show that formal assessment situations still cause significant pressure for them. This situation aligns with Mayer in Wani (2021: 12), which states that every student understands that taking an exam means being evaluated and compared, eventually leading to feelings of pressure before and during the exam. Their main concern in these specific situations is the worry about the consequences of sub-optimal performance.

Furthermore, most extroverted students show good psychological resilience, as they are not overly worried about social evaluation from their peers. They tend to approach the class in a relaxed manner and are not burdened by the fear of constant correction from the instructor. This is supported by Susilawati et al. (2025: 38), who state that the fear of making mistakes often stems from the worry of being mocked by classmates; however, the extroverted students in this study show that they are not significantly affected by such concerns and remain ready to participate actively. Their anxiety in this area is largely limited to a tendency to compare their abilities with peers who are perceived to be more skilled.

In summary, extroverted students in English Study Program at Islamic University of Indragiri show a low level of speaking anxiety,

as measured by the overall average score classification. Their greatest challenges arise primarily during formal assessment situations or oral examinations, rather than in daily classroom interactions.

2. Introverted Students' Speaking Anxiety

Based on the overall data analysis, introverted students show a high level of anxiety, with an overall average score of 117. The research data indicates that these students often experience significant psychological barriers, such as excessive nervousness, which causes them to suddenly forget their prepared material. As a result, they act more passively and are reluctant to volunteer when answering questions during speaking sessions. This phenomenon aligns with the explanation by Wani (2021: 12), which states that individuals with communication apprehension tend to experience anxiety regarding verbal interaction, making it difficult for them to understand others and to be understood by those around them.

Furthermore, self doubt is a big obstacle for them when they have to speak in class. Their anxiety is at its highest when they know they are scheduled to speak in front of the class or be formally graded, which often triggers physical symptoms like a racing heart. This situation matches the explanation by Susilawati et al. (2025: 38), who state that students often feel pressured when their speaking skills are formally tested. This pressure makes them focus more on their grades and the fear of failing, rather than the communication process itself.

Another big psychological barrier is the feeling of being inferior, as these students constantly feel that their classmates' abilities are much better than their own. They also have a great fear of being laughed at by their classmates if they make a mistake. This is confirmed by Wani (2021: 12), who states that individuals with low confidence in their speaking tend to fear negative evaluation because they do not want to look unintelligent in front of others. This fear creates a major obstacle to the development of their effective speaking skills.

To conclude, the analysis shows that introverted students in English Study Program at Islamic University of Indragiri face significant psychological challenges in various speaking situations. This directly affects their self-confidence and their participation in English class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this study, it can be concluded that extroverted students in the English Study Program at Islamic University of Indragiri generally show a low level of speaking anxiety. Most students feel comfortable communicating and are confident in their ability to stay calm while speaking English, reflecting their psychological resilience toward social evaluation. However, their experiences are not the same in every speaking situation, although they show confidence in general interactions, they still experience anxiety related to formal assessments and speaking tests, as they are aware of the academic importance and formal evaluation by the instructor.

Regarding introverted ⁵ students, the results show a high level of speaking anxiety. Students in this group experience significant psychological barriers, such as excessive nervousness and feelings of inferiority, when they have to speak in front of the class. They are very afraid of making mistakes and being laughed at by their classmates, which shows that the fear of judgment and the pressure of verbal communication are real obstacles for them in developing effective English speaking skills.

Overall, students' anxiety about speaking in English lessons varies, as it is influenced by factors such as personality traits, psychological

resilience, and specific learning environments. By highlighting these distinct experiences, low anxiety among extroverts and high anxiety among introverts, this study deepens our theoretical understanding of how personality shapes language learning. Beyond its theoretical insights, these findings offer useful steps for educators to develop flexible teaching approaches and build a supportive classroom atmosphere that accommodates the emotional needs of both introverted and extroverted learners.

B. Suggestion

After concluding this research, the researcher would like to convey some suggestions that may be useful for students, lecturers and future researchers:

1. For students

It is important for students to deepen their understanding of their own personality types in the context of English language learning. Students should realize that speaking anxiety is a normal experience and needs to be managed with appropriate strategies, such as building self-confidence independently and focusing more on the communication process rather than on the fear of negative evaluation from others.

2. For lecturers

It is recommended that lecturers create a supportive and inclusive learning environment that can reduce students' psychological

pressure when speaking in class. Lecturers can emphasize the importance of the learning process and provide constructive feedback, as well as ensure sufficient preparation time before students are asked to perform, in order to help reduce their anxiety, especially in formal evaluation situations or oral examinations.

3. For future researchers

It is recommended to consider other research methods besides quantitative descriptive approaches, such as a comparative study to compare the levels of speaking anxiety across various variables, such as gender, academic levels, or teaching environments, to identify significant differences. In addition, experiments can be conducted to measure the effectiveness of specific intervention strategies in reducing students' speaking anxiety levels. With more diverse methods, researchers can gain a deeper understanding of this topic.

REFERENCES

- Akhter, S. (2021). Exploring the Significance of Speaking Skill for EFL Learners. *Sir Syed Journal of Education & Social Research*, 2.
- Ali, Z., Akib, I., & Rukli. (2023). Identifikasi Kesulitan Berbicara Siswa di SD Inpres Pakkolombo. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 1727.
- Alkharusi, H. (2022). A Descriptive Analysis and Interpretation of Data from Likert Scales in Educational and Psychological Research. *Indian Journal of Psychology and Education*, 13.
- Anugrah, B., & Idayani, A. (2025). The Correlation Between Introvert Personality and Reading Comprehension at the Sixth Semester Students of English Language Education-FKIP UIR. *English Journal of Indragiri (EJI)*, 207.
- Aulia, R. M., & Dalimunte, M. (2024). Analyzing Students' Speaking Anxiety: Level, Causes & Strategy. *Journal of English Language Teaching in Indonesia*, 24.
- Bakhtiyarzhanova, R. Z. (2024). The Influence of Students' Personality Traits on Learning English. *Bulletin of Osh State University*, 449.
- Baritanya, D. A., Arif, N., & Ali, R. M. (2025). Exploring Internal and External Factors of Speaking Anxiety in Academic Presentations Among EFL Students at Jambi University. *J-SHELVES OF INDRAGIRI (JSI)*, 215.
- Barroga, E., Matanguihan, G. J., Furuta, A., Arima, M., Tsuchiya, S., Kawahara, C., . . . Izumi, M. (2023). Conducting and Writing Quantitative and Qualitative Research. *Journal Korean Medical Sciences*, 4.
- Benlaghrissi, H., & Ouahidi, L. M. (2024). The impact of mobile-assisted project-based learning on developing EFL students' speaking skills. *Smart Learning Environments*, 2.
- Febrianti, N. G., Yannuar, N., & Febrianti, Y. (2025). Exploring The Speaking Anxiety Among English Language Education Undergraduate Students at Universitas Negeri Malang. *Didaktika: Jurnal Kependidikan*, 4137.
- Ghanad, A. (2023). A Overview of Quantitative Research Methods. *International Journal of Multidisciplinary Research and Analysis*, 3796.
- Gustriani, Y. (2020). *A Comparative Study Between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru*. Pekanbaru.
- Hayati, F. M. (2021). A Study on the Distinction Between Extrovert vs Introvert in Learning English. *Jurnal Tadris Bahasa Inggris*, 356.
- Hu, B. I. (2022). Exploring Students' Public Speaking Anxiety: Introvert vs Extrovert. *Journal of English Language Studies*, 110.

- Ilhan, M., Guler, N., Teker, G. T., & Ergenekon, O. (2024). The Effect of Reverse Item on Psychometric Properties and Respondents' Scale Score According to Different Item Reversal Strategies. *Internasional Journal of Assessment Tools in Education*, 21.
- Indrajaya, D. P., Samsudin, D., & Widyana, A. (2025). Tingkat Kecemasan Berbicara Mahasiswa dan Dampal serta Faktor Penyebabnya pada Pembelajaran Bahasa Korea. *IJEDR: Indonesia Journal of Educaiton and Development Research*, 638.
- Isma, A. K., Room, F., & Syam, N. I. (2022). A Comparative Study Between Extrovert and Introvert Pesonality of Student's Speaking Performance of Universitas Muhammadiyah Bulukumba. *Jurnal Pendidikan Sang Surya*, 17.
- Jumareng, H., Mongsidi, W., Setiawan, E., Patah, A. I., Rahadian, A., & Gani, R. A. (2021). Introvert and Extrovert personality; Is it correlated with academic achievement of Physical Education, Heath and Recreation students at university level? *Journal Sport Area*, 141.
- Kankaras, M., & Capecchi, S. (2025). Neither Agree nor Disagree: Use and Misuse of The Neutral Response Category in Likert-type Scales. *METRON*, 112.
- Klau, M. M., Rizal, A. H., & Sina, D. A. (2023). Studi Kinerja Manajemen Konstruksi Pada Proyek Pembangunan Kantor DPRD Sabu Raijua. *Jurnal Forum Teknik Sipil*, 22.
- Liew, H. S., & Aziz, A. A. (2021). Systematic Review on Speaking Skill Teaching Approaches in the ESL/EFL Classroom: Before and During Covid 19. *Internasional Journal of Academic Research in Progressive Education & Development*, 219.
- Mousavi, S. N., & Nakhjavan, H. R. (2025). THE EFFECTS OF MINDFULNESS PRACTICES ON SPEAKING ANXIETY AND PERFORMANCE AMONG INTROVERT. *Islamic Azad University. Ardabil, Iran.*, 18.
- Nanjundeswaraswamy, T., & Divakar, S. (2021). Determination of Sample Size and Sampling Methods in Applied Research. *Proceedings on Engineering Sciences*, 326.
- Nasution, E. Y., Handican, R., & Yulia, P. (2025). A Study of Extrovert and Introvert Personality Types on Students' Mathematical Problem Solving Ability. *Journal Evaluation in Education (JEE)*, 340.
- Noviana, N., & Oktaviani, L. (2022). The Correlation Between College Student Personality Types and English Proficiency Ability at Universitas Teknokrat Indonesia. *Journal of English Language Teaching and Learning (JELTL)*, 54.

- Novriewani, W., & Fitri, M. (2021). The Anxiety Level Between Extrovert and Introvert Students in Speaking English. *Indonesian Journal of Integrated English Language Teaching*, 136.
- Nurhaliza, Fansury, A. H., & Rampeng. (2023). Introvert Vs Extrovert : An Analysis of The Students' Personality in Learning Speaking in SMAN 18 Makasar. *Teaching English as a Foreign Language Journal*, 59.
- Paradilla, N., Dj, M. Z., & Hasanah, U. (2020). The Students' Extrovert an Introvert Personality Toward Speaking Performance. *International Journal of Research on English Teaching and Applied Linguistics*, 40.
- Prayitno, S. H. (2023). Pengaruh Kepribadian Introvert-Extrovert Terhadap Kepercayaan Diri dan Kecemasan Pada Mahasiswa. *Jurnal Ilmiah Kesehatan Rustida*, 9.
- Purnomo, M., Hendriati, N., & Karmiyati, D. (2023). Peran Kepribadian Introvert & Extrovert Terhadap Kecemasan: Tinjauan Sistematis. *Nusantara Journal of Multidisciplinary Science*, 1398.
- Rohmah, F., & Wijaya, M. K. (2025). A Case Study of Students' Speaking Anxiety in Learning English in The Classroom. *SELL Journal*, 4.
- Septiawan, H., Setiyadi, B., Sukirlan, M., & Nisa, K. (2025). The Anxiety in English for Foreign Language Speaking Class: The Case of University Students in Lampung Context. *Journal of Educational and Learning*.
- Setyanto, J. K., & Sarajar, D. K. (2024). Hubungan Self-Esteem dengan Public Speaking Anxiety Pada Siswa Menengah Atas (SMA) Di Kota Salatiga. *Jurnal Bimbingan dan Konseling*, 14.
- Sharma, & Hunny. (2022). How short or long should be a questionnaire for any Research? Researchers dilemma in deciding the appropriate questionnaire length. *Saudi Journal of Anaesthesia*, 66.
- Shiddiq, S. M., & Oktaviani, L. (2022). Extrovert vs Introvert: Investigating Students' Characteristics in Relation to Students' English Proficiency. *English Education, Universitas Teknokrat Indonesia*, 43.
- Siska, W. (2022). An Analysis of Speaking Achievement of Extrovert and Introvert Students at The Second Year Students of Stitnu Sakinah Dharmasraya. *Jurnal Eduscience (JES)*, 911.
- Spolarich, A. E. (2023). Sampling Methods: A Guide for Researchers. *Journal of Dental Hygiene*, 74.
- Subtinanda, A., & Yuliana, N. (2023). Kepribadian Extrovert dan Introvert dalam Konteks Komunikasi Antarpribadi Mahasiswa Ilmu Komunikasi UNTIRTA. *Jurnal Pendidikan Non Formal*, 3.

- Suciati. (2020). Speaking Anxiety in EFL Classroom: Categories and Factors. *Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris*, 42.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sujiatmoko, A. H., & Hatiza, Z. (2023). EFL Students' Speaking Anxiety During Presentation Performance at Language Center Kampung Inggris Pare. *Teaching and Learning Journal of Mandalika*, 436.
- Sureda. (2020). Extrovert and Introvert Personality Toward Speaking Achievement; A Comparative Study at SMP Negeri 10 Parepare. *Journal of Language Teaching and Pedagogy*, 87.
- Susilawati, Alfian, & Tartila. (2025). An Analysis of Students' Speaking Anxiety at SMP Al-Falah Jambi. *Journal of English Language Teaching in Indonesia*, 36.
- Suta, I. W., Setiyadi, A. B., & Mahpul. (2025). Music Preferences and Language Anxiety Among Introverted and Extroverted EFL Students. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 79.
- Syarafina, D. F., & Santoso, D. R. (2023). Menginvestigasi Masalah yang Dihadapi Pelajar Extrovert dalam Penampilan Berbicara. *Jurnal Pendidikan Bahasa Inggris*, 4.
- Syukur, A., & Saputra, D. (2021). Paruh Komunikasi Interpersonal Takmir dan Jamaah dalam Memakmurkan Masjid. *Jurnal Komunika*, 120.
- Virgonita, S. (2022/2023). *Exploring EFL Student's Anxiety An Public Speaking Performance*. Bengkulu.
- Wahyuni, K., Sofia, N. Z., Fadhilah, M., & Ihsan, T. M. (2022). The Differences Between Introvert and Extrovert Students on Their Speaking Performance. *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*, 74.
- Wani, W. N. (2021). *The Comparison of Anxiety Level Between Extrovert and Introvert Students in Speaking Ability at The Tenth Grade of SMAN 10 Pekanbaru*. Pekanbaru.
- Willie, M. M. (2024). Population and Target Population in Research Methodology. *Golden Ratio of Social Sciene and Education*, 76.

APPENDICES

Appendix 1 Sample Data

No	Extroverted Students	Semester
1	Safitri	6
2	Nur aina putri	6
3	Said Muhammad Ridho	6
4	Della Sautri	6
5	Rahma Dania	6
6	Lusiana	6
7	Lidya Yulanda	6
8	Rena Aulia	4
9	Dedi Saputra	4
10	Muhammad Haikal Ridho SP	4
11	M. Ilham Gusti Pallawarukka	4
12	Reynathan Shidqy Tsany Ananta. R	4
13	Dewi Yulianti	4
14	M. Afdillah Zikri	4
15	Nia Fadila Roni	4
16	Salwa Salsabilla	2
17	Naya	2
18	Marsya Aulia	2
19	Aisa Rahma Wina	2
20	Miranti destra Agustina	2
21	melsinda	2
22	Ria	2
23	Sugia Ningsih	2
24	Nurleni	2
25	SELPIA	2
26	Cici Cahyati	2
27	Muhammad Nafian	2
28	M. Rafi Akbar	2

No	Introverted Students	Semester
1	syafika umar pratama	6
2	Tifa Azahra Nurpadila	6
3	Nur Asiah	6
4	Nia Kartika Putri	6
5	Aldina Ginanda	6
6	Refta Resmala	6
7	Dhea wira sari	6
8	Tri Alvinto	6
9	Annisa Mardhatillah	6
10	Nadilatul Safira	6
11	fina Aprianti	4
12	Muhammad Imam Al Khulaifyi	4
13	Asriani	4
14	Jeni Fatma	4
15	Tasya Lorenza	4
16	Anisa Safitri	4
17	Ahmad Sello Erlanda	4
18	Sofia rhahmadani	4
19	Linda	4
20	SUCI RAMADANI	4
21	Nurdiana	4
22	Muhammad Amir Luthfi	6
23	Marcel	2
24	Jefri	2
25	susanti	2

26	dinda	2
27	OKTA SAFITRI RAMADANI	2
28	Rahmah	2
29	AFDHALUDDIN	2
30	Adellia Seftiani	2
31	Nadia Afriyani	2
32	Nurliana Sari	2
33	RIRIN DWI ARIANTI	2
34	HERLINAWATI AULIA	2
35	Vina Agustina	2
36	Alya Intan	2
37	Aldiansah	2
38	Fitri wulandari	2
39	Rara putri tiyara	2
40	Yusuf Maulana	2
41	Pepy melanda	6
42	Muthia Wulan Risyada	2

Appendix 3 Personality Data Result

Sl. No.	Name	Score	TOTAL INTERVIEW															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Saffari	6	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	50
2	Nur anis panti	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
3	Sofka anis gradiana	6	3	2	2	3	2	2	2	2	2	2	4	2	3	3	3	43
4	Siti Azzah Nurgadilla	6	3	3	2	1	2	2	3	3	3	2	3	3	3	2	2	49
5	Siti Azzah Nurgadilla	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
6	Siti Muhammad Ridho	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
7	Nia Kemika Putri	6	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	35
8	Adina Gusenda	6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
9	Della	6	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	50
10	Rafiana Datin	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
11	Yusuf	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
12	Refli Rosmah	6	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	36
13	Diana wira caru	6	4	3	2	3	2	2	2	2	2	2	2	2	2	2	2	44
14	Febia Yuliana	6	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	58
15	Tri Alvaro	6	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	59
16	Fitri Alvaro	6	4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	59
17	Safitullail Sofia	6	2	3	2	3	2	2	2	2	2	3	3	3	3	3	3	43
18	Renna anis	4	2	3	3	3	4	3	3	3	2	3	3	3	3	3	3	45
19	Defli saputra	4	2	3	4	3	4	3	4	3	4	4	4	4	3	3	3	66
20	Fani Aprianti	4	2	3	4	3	4	3	4	3	4	4	4	4	3	3	3	69
21	Fitri Alvaro	4	2	3	4	3	4	3	4	3	4	4	4	4	3	3	3	69
22	M. Bismar Grand Pahlawan	4	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	55
23	M. Muhammad Imran Alkin	4	2	3	3	3	3	2	2	2	2	2	2	2	2	2	2	44
24	Reynaldan Shadyk Tanti	4	2	4	4	4	4	4	4	4	4	4	4	4	4	3	3	67
25	Arviani	4	3	3	3	3	3	3	3	3	3	4	4	4	4	2	2	50
26	Fitri Alvaro	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	44
27	Dyana Yulianti	4	2	4	4	4	4	4	4	4	4	4	4	4	4	3	3	55
28	Fitri Alvaro	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	44
29	Anisa Saifri	4	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	40
30	Abmad Saifu Fikriah	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	41
31	Siti Albarokah	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
32	Siti Albarokah	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
33	Siti Albarokah	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
34	M. Ashraf Zhar	4	2	4	4	4	4	3	2	4	4	2	4	2	3	3	3	58
35	Nurdiana	4	2	2	3	3	3	2	2	3	3	2	3	3	3	3	3	49
36	Muhammad Anis Latif	6	2	3	4	3	2	3	3	3	3	3	3	3	3	3	3	54
37	Nur Fathin Ramli	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
38	Siti Albarokah	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	55
39	Naya	2	2	3	3	3	3	2	2	3	2	3	2	3	2	3	3	40
40	Marsel	2	2	3	2	1	2	2	2	2	2	2	3	2	2	3	2	40
41	Refli	2	2	3	3	2	2	2	2	3	2	3	2	3	2	3	2	47
42	Fitri Alvaro	2	2	3	3	2	2	2	2	3	2	3	2	3	2	3	2	43
43	Fitri Alvaro	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	35
44	OKTA SAM ITRI RAMA	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	42
45	Rafiah	2	2	2	3	3	2	2	2	3	2	3	4	2	2	2	2	44
46	Maryo Adis	2	2	3	3	3	2	3	2	3	2	3	3	3	3	3	3	40
47	AUDHAIDHEN	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	36
48	Fitri Alvaro	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	36
49	Anis Rahim Wani	2	2	4	3	2	3	2	3	2	3	3	3	4	3	3	3	52
50	Miranti Azetia Agustina	2	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	54
51	mezhada	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
52	Nadla Afrizanti	2	2	3	3	3	2	2	2	3	2	3	3	3	3	3	3	47
53	Fitri Alvaro	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
54	Siti Albarokah	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
55	Nurkhan Nurch	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	44
56	Nurkhan	2	2	4	3	3	2	2	3	2	3	2	3	2	3	2	3	48
57	SEHPIA	2	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	52
58	Fitri Alvaro	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	44
59	HERLINAWATI AULLA	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	40
60	HERLINAWATI AULLA	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	36
61	Vina Anastasia	2	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	49
62	Muhammad Nafien	2	2	4	3	2	3	3	4	4	4	4	4	4	3	3	3	59
63	Abis Irtan	2	2	3	3	4	2	2	2	2	2	2	4	3	3	3	3	47
64	Fitri Alvaro	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
65	Fitri Albarokah	2	2	3	3	4	2	2	2	2	2	2	2	2	2	2	2	46
66	Rara panti Gyana	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52
67	Yusuf M adiana	2	2	3	3	3	2	2	3	2	3	2	2	3	2	2	2	45
68	M. Refi Albar	2	2	4	4	3	2	4	2	4	4	4	4	4	4	4	4	65
69	Fitri Alvaro	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	44
70	Fitri Albarokah	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	45

Appendix 4 Row Speaking Anxiety Data

[illegible]

Appendix 5 Speaking Anxiety Data Result

EXTROVERTED STUDENTS																																				
STUDENTS		STATEMENT																																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	2	3	3	3	2	3	3	2	3
3	2	2	3	3	2	3	3	3	3	3	3	2	3	2	3	3	3	2	2	3	3	2	3	2	3	3	3	2	2	3	3	3	3	3	3	2
4	2	2	3	2	2	3	2	3	3	2	3	2	2	2	2	2	1	2	2	2	1	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5	2	3	3	3	2	2	3	2	3	2	3	2	2	2	3	3	3	2	2	3	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	2
6	2	2	3	2	3	1	3	2	3	3	2	3	2	3	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	3	3	2
7	3	3	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	2	3	2	3	3	3	2	
8	3	3	3	3	3	2	4	3	4	4	3	2	3	3	4	2	1	3	2	3	1	4	2	4	2	4	2	3	4	3	2	4	3	2	4	3
9	3	3	3	3	2	2	4	3	4	4	1	4	4	3	2	3	3	3	3	3	4	3	4	4	4	4	4	4	2	4	4	3	4	2	4	2
10	2	1	1	3	1	3	3	2	2	2	2	1	1	1	4	2	1	1	2	1	1	4	2	2	2	2	2	1	1	3	2	2	1	2	2	1
11	1	2	2	2	1	3	3	2	3	4	1	4	1	1	4	2	1	1	2	3	1	3	2	2	2	2	2	2	2	3	1	3	1	3	1	1
12	2	1	2	2	2	2	3	2	2	3	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	1
13	1	1	1	2	1	1	4	1	1	2	1	1	1	1	3	3	1	1	1	4	1	4	1	4	1	2	1	1	1	2	1	1	1	1	1	4
14	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3
15	3	2	3	2	2	2	4	3	3	3	3	2	3	3	3	2	2	3	2	3	2	4	3	3	3	3	3	3	2	2	3	1	2	3	2	2
16	3	3	3	3	3	2	3	3	3	3	3	2	3	2	3	3	2	3	2	3	2	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3
17	2	2	3	3	2	3	3	2	3	2	3	2	3	2	3	3	2	2	2	2	3	2	3	2	3	2	3	2	2	3	2	3	2	3	2	2
18	3	2	3	2	2	3	2	2	2	2	3	2	2	2	2	2	2	2	2	2	3	2	3	3	3	3	2	2	2	2	2	2	2	2	2	2
19	2	2	3	3	2	3	3	2	3	2	3	2	3	2	3	3	2	2	2	2	3	2	3	2	3	2	2	2	2	3	2	3	3	2	2	2
20	3	2	3	2	1	3	3	2	3	2	2	2	2	3	2	3	4	2	2	2	2	2	3	3	3	3	2	2	2	3	2	3	2	3	1	2
21	3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2
22	2	2	3	3	2	2	3	3	3	3	3	3	2	3	3	3	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	2
23	3	1	3	3	2	3	3	3	4	3	3	2	3	3	3	3	2	3	2	3	2	3	2	3	3	3	3	3	3	3	3	4	3	3	2	2
24	3	2	4	3	2	2	3	2	3	3	3	3	2	3	4	3	2	3	2	3	2	4	2	3	2	2	2	2	2	2	2	3	2	3	2	3
25	2	3	3	3	2	2	3	3	3	3	3	2	3	3	2	2	2	2	3	2	3	2	3	3	3	3	2	2	2	2	3	1	3	3	2	2
26	2	2	2	2	1	2	3	1	1	1	2	1	1	2	1	2	1	2	1	2	1	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2
27	2	3	3	2	2	2	3	2	3	4	2	2	1	2	3	2	1	2	2	2	1	3	2	3	2	2	2	2	2	3	2	1	3	1	1	1
28	1	1	2	3	1	2	1	2	2	4	2	2	2	2	2	2	2	1	2	2	2	2	1	1	2	2	2	2	2	2	2	1	2	2	2	
29	1	1	1	3	1	3	2	1	2	3	1	2	2	1	3	2	1	1	1	1	1	2	1	2	1	4	2	1	1	3	4	1	1	1	3	
TOTAL	64	60	75	74	54	65	84	63	78	83	62	69	62	67	79	74	52	61	61	75	53	83	66	74	68	63	57	73	70	62	76	60	60	60	60	

INTROVERTED STUDENTS																																			
STUDENTS	STATEMENTS																																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
1	4	4	4	4	2	3	4	3	4	4	2	4	4	4	4	4	2	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	2	3	
2	3	2	3	2	2	3	3	3	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	3	3	2	3	3	2	3	3	2	2	2	
3	3	2	3	2	2	3	3	2	3	3	2	3	3	3	3	3	2	2	3	3	2	3	3	3	3	2	3	3	3	3	3	3	2	2	
4	3	2	3	3	2	3	3	3	3	3	2	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	
5	3	2	3	2	2	3	1	3	3	1	4	3	2	3	2	4	1	2	1	1	2	1	1	1	1	1	1	2	2	1	1	3	4	3	
6	4	3	3	2	3	2	3	3	3	3	3	2	3	3	3	4	1	3	2	3	2	3	2	3	3	3	3	3	3	4	3	3	2	2	
7	3	3	3	2	3	2	3	3	3	3	2	3	3	2	3	3	3	3	2	3	2	3	2	3	3	3	3	3	3	2	3	3	2	2	
8	1	4	3	2	2	4	4	2	2	3	3	2	4	2	1	3	2	2	4	4	2	4	2	4	3	2	2	3	2	2	4	4	2	1	
9	2	2	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	2	3	1	
10	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	
11	4	2	4	3	2	2	3	1	4	3	1	4	4	2	4	4	2	1	4	4	1	3	4	4	4	4	4	2	4	1	3	4	1	4	
12	3	2	4	3	2	3	2	3	4	4	2	4	3	2	3	4	3	2	3	4	2	2	3	3	3	3	3	2	3	3	3	3	2	3	
13	3	2	3	3	3	3	3	2	3	3	2	3	3	2	4	2	3	3	3	3	2	4	3	3	3	3	3	3	2	3	3	3	2	3	
14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	
15	3	3	3	3	3	3	4	3	3	2	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	
16	4	3	4	3	3	3	4	3	4	3	3	2	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	2	3	2	4	3	2	
17	2	1	2	2	2	4	4	1	3	2	2	3	2	2	3	3	2	2	2	2	2	4	3	2	2	2	2	2	2	2	4	1	3	2	4
18	2	2	3	4	1	3	4	3	3	2	3	2	3	3	2	3	2	2	3	4	2	4	3	3	3	3	3	3	2	4	3	3	2	3	
19	3	3	3	4	2	2	3	4	1	3	2	3	3	3	4	3	2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	
20	3	3	4	3	2	2	3	3	4	3	2	4	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	
21	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3	3	3	2	3	2	3	2	3	3	3	3	3	3	2	3	3	3	2	3	
22	3	2	3	4	2	2	3	2	3	3	2	3	3	2	3	2	2	2	2	3	2	3	3	3	3	3	3	3	2	4	3	3	2	3	
23	4	2	4	4	3	4	4	3	4	4	1	4	4	1	3	4	1	3	4	1	3	4	4	4	4	4	4	4	4	3	4	4	1	2	
24	2	1	2	2	3	2	2	3	2	2	2	2	2	1	3	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	
25	3	2	3	3	2	3	3	2	3	3	4	3	3	2	3	3	3	2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	2	2	
26	4	2	3	3	1	1	1	3	4	1	2	3	3	2	2	1	1	3	4	2	4	2	3	1	1	1	1	2	3	3	3	3	2	1	
27	3	3	3	3	2	2	4	3	4	3	2	3	3	3	3	3	2	3	3	4	2	4	3	4	4	4	3	3	3	2	3	3	2	1	
28	2	3	2	2	2	2	2	2	2	2	2	3	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	
29	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3		
30	4	3	4	4	3	4	4	3	4	4	3	4	4	3	4	4	4	3	4	4	2	4	4	4	4	4	4	4	4	4	4	4	2	4	
31	3	3	3	3	2	2	4	3	3	4	2	3	2	1	1	1	1	2	2	1	4	3	2	1	1	3	2	1	3	2	2	3	2	2	
32	3	3	3	2	3	3	4	2	3	3	3	3	3	2	2	2	2	3	2	2	4	4	4	3	2	2	2	1	2	4	3	2	1	1	
33	4	3	4	3	2	2	4	3	4	4	3	4	4	3	3	4	4	3	4	4	3	4	4	4	4	4	4	4	3	2	4	4	3	3	
34	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	
35	3	3	3	3	2	2	3	2	3	3	3	3	2	3	3	3	2	3	2	2	3	2	3	2	3	3	3	3	2	3	2	3	2	3	
36	3	2	3	3	2	2	4	2	4	4	3	2	2	2	2	3	2	2	2	2	1	3	2	2	2	2	2	2	2	2	2	2	2	4	
37	2	1	3	3	2	1	2	3	4	3	3	3	2	2	3	3	1	2	2	4	3	2	4	2	2	2	2	2	2	3	2	2	3	2	
38	3	3	3	4	2	3	4	3	3	3	2	4	3	2	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	
39	3	4	4	4	2	3	3	2	3	3	2	3	3	2	3	3	1	3	3	3	1	3	3	4	3	3	3	2	4	3	3	3	2	2	
40	2	2	3	3	2	2	2	2	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	2	2	
41	3	3	3	4	2	3	4	2	3	3	2	2	3	3	4	4	3	4	3	4	3	2	3	3	1	3	2	2	3	3	3	2	1	1	
42	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	3	
TOTAL	126	106	132	127	93	113	134	108	131	126	105	125	126	105	122	127	96	108	118	127	95	132	124	123	118	120	100	126	114	125	131	93	105	105	

Appendix 6 Row Data Individual

1. Personality

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROGRAM AT ISLAMIC UNIVERSITY OF INDRAGIRI

Dear Student, my name is Zezi Hidayah (NIM. 502221010009), I am 8th semester student from English Language Education study program, Faculty of Teacher Training and Education, Islamic University of Indragiri. We kindly invite you to participate in a research study titled *"An Analysis of Speaking Anxiety among Introverted and Extroverted Students of English Study Program at Islamic University of Indragiri"*. This study aims to analyze students' personality.

The survey consists of 36 questions, and it will take approximately 10-15 minutes to complete. Please answer all questions honestly based on your own experience and perspective.

Instructions for Completing the Questionnaire:

1. Fill in the required personal details such as your name, email, etc.
2. Please answer all questions honestly and to the best of your ability.
3. Questions marked with an asterisk (*) are required. You must answer these before submitting the form.
4. Once you have completed all sections and are satisfied with your responses, click the "Submit" button at the bottom of the page. Your answers will be automatically recorded.
5. Please be assured that all the information you provide will be kept confidential and will only be used for the purpose of this study/survey.

Sincerely,

Zezi Hidayah

Name *

syafika umar pratama

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

Email Address *

syafikaumr2006@gmail.com

Semester *

☐ 2☐ 4☒ 6

A QUESTIONNAIRE OF TEST PERSONALITY

The following statements identify students' personality tendencies (introversion and extroversion) in English learning. There are no right or wrong answers. Please answer honestly and choose one option that best describes you.

(Pernyataan berikut digunakan untuk mengetahui kecenderungan kepribadian mahasiswa (introvert dan ekstrovert) dalam pembelajaran Bahasa Inggris. Tidak ada jawaban benar atau salah. Jawablah secara jujur dan pilih satu jawaban yang paling menggambarkan diri Anda.)

1. I can easily start a conversation with my classmates. *

(Saya mudah memulai percakapan dengan teman di kelas).☐ Strongly Agree (Sangat Setuju)☒ Agree (Setuju)☐ Disagree (Tidak Setuju)☐ Strongly Disagree (Sangat Tidak Setuju)

2. I am not afraid to speak during class discussions. (*Saya tidak ragu untuk berbicara dalam diskusi kelas*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

3. I feel comfortable talking with many people in class. (*Saya merasa nyaman berinteraksi dengan banyak orang di kelas*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

4. I like working in groups during speaking activities. (*Saya menikmati bekerja dalam kelompok saat kegiatan berbicara*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

5. I feel more confident when I speak with my group. (*Saya merasa lebih percaya diri saat berbicara bersama teman sekelompok*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6. I can easily adjust when I join a new group. (*Saya cepat menyesuaikan diri ketika harus bekerja dengan kelompok baru*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

7. I often ask questions or give comments in class. (*Saya sering mengajukan pertanyaan atau memberikan komentar di kelas*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

8. I actively join speaking activities in class. (*Saya aktif berpartisipasi dalam kegiatan berbicara di kelas*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

9. I use every chance to speak English. (*Saya memanfaatkan kesempatan untuk berbicara dalam bahasa Inggris*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

10. I am brave enough to share my opinion in front of the class. (*Saya berani menyampaikan pendapat saya di depan kelas*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

11. I am not afraid to speak when the teacher asks me suddenly. (*Saya tidak ragu berbicara meskipun diminta secara spontan*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

12. I feel confident when sharing my ideas in English. (*Saya percaya diri ketika menyampaikan ide saya dalam bahasa Inggris*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

13. I show interest when doing speaking tasks. (*Saya menunjukkan antusiasme saat melakukan tugas berbicara*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

14. I enjoy activities like presentations, storytelling, or role play. (Saya menikmati kegiatan seperti *presentasi, storytelling, atau role play*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

15. I try to do my best when speaking English. (Saya termotivasi untuk tampil maksimal saat berbicara dalam bahasa Inggris) *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

16. I often respond orally during class activities. (Saya sering memberikan respon lisan dalam kegiatan kelas). *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

17. I like speaking and sharing my opinions. (*Saya senang berbicara dan menyampaikan pendapat secara verbal*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

18. I usually talk more during lessons. (*Saya cenderung berbicara lebih banyak saat kegiatan pembelajaran*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

19. I prefer to wait until the teacher asks me to speak. (*Saya lebih memilih menunggu disuruh berbicara sebelum berbicara dengan inisiatif sendiri*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

20. I rarely speak unless the teacher asks me. (*Saya jarang berbicara kecuali diminta oleh dosen*) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

21. I usually watch and listen more than speak in class. (*Saya lebih banyak mengamati daripada berbicara di kelas*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

22. I feel more comfortable when the class is quiet. (*Saya merasa lebih nyaman dalam suasana kelas yang tenang*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

23. I become quieter when the class is noisy. (*Saya menjadi lebih diam ketika suasana kelas ramai*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

24. I speak only when it is really necessary. (*Saya berbicara hanya ketika merasa benar-benar perlu*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

25. I do not like being the center of attention in class. (*Saya kurang nyaman menjadi pusat perhatian di kelas*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

26. I prefer speaking in small groups. (*Saya lebih suka berbicara dalam kelompok kecil*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

27. I avoid speaking in front of many people. (*Saya menghindari berbicara di depan banyak orang*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

28. I think carefully before I speak. (*Saya memilih kata-kata dengan hati-hati sebelum berbicara*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

29. I like to think first before sharing my opinion. (*Saya lebih suka berpikir terlebih dahulu sebelum menyampaikan pendapat*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

30. I feel calmer when I prepare what I want to say. (*Saya merasa lebih tenang ketika sudah menyiapkan apa yang akan saya ucapkan*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

31. I feel more comfortable working alone. (*Saya lebih nyaman mengerjakan tugas secara mandiri*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

32. I do not interact much with others in class. (*Saya menjaga jarak dalam interaksi sosial di kelas*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

32. I do not interact much with others in class. (*Saya menjaga jarak dalam interaksi sosial di kelas*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

33. I am not very emotionally involved in big group activities. (*Saya kurang terlibat secara emosional dalam kegiatan kelompok besar*). *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:51 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

34. I usually give short answers when speaking. (*Saya cenderung memberikan jawaban singkat saat berbicara*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

35. I do not show much emotion when speaking. (*Saya tidak terlalu mengekspresikan emosi ketika berbicara*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

36. I feel safer when I speak only a little. (*Saya merasa lebih aman ketika berbicara seperlunya saja*). *

- ☒ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

Konten ini tidak dibuat atau didukung oleh Google.

2. Speaking Anxiety

8/7/26, 3:04 PM

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROGRAM AT ISLAMIC UNIVERSITY OF INDRAGIRI

Dear Student, my name is Zezi Hidayah (NIM. 502221010009), I am 8th semester student from English Language Education study program, Faculty of Teacher Training and Education, Islamic University of Indragiri. We kindly invite you to participate in a research study titled "*An Analysis of Speaking Anxiety among Introverted and Extroverted Students of English Study Program at Islamic University of Indragiri*". This study aims to analyze students' speaking anxiety.

The survey consists of 33 questions, and it will take approximately 10-15 minutes to complete. Please answer all questions honestly based on your own experience and perspective.

Instructions for Completing the Questionnaire:

1. Fill in the required personal details such as your name, email, etc.
2. Please answer all questions honestly and to the best of your ability.
3. Questions marked with an asterisk (*) are required. You must answer these before submitting the form.
4. Once you have completed all sections and are satisfied with your responses, click the "Submit" button at the bottom of the page. Your answers will be automatically recorded.
5. Please be assured that all the information you provide will be kept confidential and will only be used for the purpose of this study/survey.

Sincerely,

Zezi Hidayah

Name *

Safitri

8/7/26, 3:04 PM AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

Email Address *

safitri.opoa55@gmail.com

Semester *

☐ 2☐ 4☒ 6

A QUESTIONNAIRE OF SPEAKING ANXIETY

The following statements are used to identify students' speaking anxiety in English learning. There are no right or wrong answers. Please answer honestly and choose one option that best describes your feelings when speaking English.

(Pernyataan berikut digunakan untuk mengetahui tingkat kecemasan berbicara (speaking anxiety) mahasiswa dalam pembelajaran Bahasa Inggris. Tidak ada jawaban benar atau salah. Jawablah secara jujur dan pilih satu jawaban yang paling menggambarkan perasaan Anda saat berbicara dalam Bahasa Inggris.)

1. I often feel unsure of myself when I speak English during English learning activities. (Saya sering merasa tidak yakin pada diri saya sendiri ketika berbicara bahasa Inggris dalam kegiatan pembelajaran.) *

☐ Strongly Agree (Sangat Setuju)☒ Agree (Setuju)☐ Disagree (Tidak Setuju)☐ Strongly Disagree (Sangat Tidak Setuju)

2. I do not worry about making mistakes when I speak English in class. (Saya tidak khawatir membuat kesalahan ketika berbicara bahasa Inggris di kelas.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

3. I feel nervous when I know that I will be asked to speak English in class. (Saya merasa gugup ketika tahu bahwa saya akan diminta berbicara bahasa Inggris di kelas.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

4. I feel anxious when I do not understand what the lecturer is saying in English. (Saya merasa cemas ketika saya tidak memahami apa yang disampaikan dosen dalam bahasa Inggris.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

5. It does not bother me to speak English more. *

(lebih banyak berbicara bahasa Inggris tidak mengganggu saya.)

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

6. During English speaking activities, I find myself thinking about things that are not related to what I am saying. *

(Selama kegiatan berbicara dalam bahasa Inggris, saya sering memikirkan hal-hal yang tidak berhubungan dengan kegiatan tersebut.)

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

7. I keep thinking that other students speak English better than I do. *

(Saya terus berpikir bahwa mahasiswa lain berbicara bahasa Inggris lebih baik daripada saya.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8. I usually feel relaxed during tests or assessments in my speaking English activities. *

(Saya biasanya merasa santai selama tes atau penilaian di kegiatan berbicara bahasa Inggris.)

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

9. I start to panic when I have to speak English without preparation. *

(Saya mulai panik ketika harus berbicara bahasa Inggris tanpa persiapan.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

10. I worry about the consequences of not performing well in English speaking activities. (Saya *
khawatir tentang konsekuensi jika saya tidak tampil dengan baik dalam kegiatan berbicara bahasa
Inggris.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

11. I do not understand why some students get very upset about English speaking activities. *
(Saya tidak mengerti mengapa beberapa mahasiswa menjadi sangat tertekan dengan kegiatan berbicara Bahasa Inggris.)

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

12. In English speaking, I feel so nervous that I forget things that I already know. *
(Di kegiatan berbicara bahasa Inggris, saya merasa sangat gugup sampai lupa hal-hal yang sebenarnya sudah saya ketahui.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

13. I feel embarrassed to volunteer answers when speaking English in class. *
(Saya merasa malu untuk menjawab secara sukarela ketika berbicara bahasa Inggris di kelas.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

14. I would not feel nervous speaking English with native speakers. (Saya tidak akan merasa gugup berbicara bahasa Inggris dengan penutur asli.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

15. I get upset when I do not understand what the lecturer is correcting. (Saya merasa kesal ketika saya tidak memahami apa yang dikoreksi oleh dosen.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

16. Even if I am well prepared for English speaking activities, I still feel anxious. (Meskipun saya sudah mempersiapkan diri dengan baik untuk aktivitas berbicara bahasa Inggris, saya tetap merasa cemas.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

17. I often feel like I do not want to attend my English speaking activities. (Saya sering merasa *
tidak ingin mengikuti kegiatan berbicara bahasa Inggris.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

18. I feel confident when I speak English during class activities. (Saya merasa percaya diri ketika *
berbicara bahasa Inggris dalam kegiatan kelas.)

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

19. I am afraid that my English lecturer is ready to correct every mistake I make. *
(Saya takut dosen bahasa Inggris saya siap mengoreksi setiap kesalahan yang saya buat.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:04 PM AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

20. I feel my heart pounding when I am called on to speak English in class. *

(Saya merasakan jantung saya berdebar ketika dipanggil untuk berbicara bahasa Inggris di kelas.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

21. I do not feel pressure to prepare very well for English speaking activities. (Saya tidak merasa *
tertekan untuk mempersiapkan diri dengan sangat baik untuk kegiatan berbicara bahasa Inggris.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

22. I always feel that other students speak English better than I do. (Saya selalu merasa bahwa *
mahasiswa lain berbicara bahasa Inggris lebih baik daripada saya.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

23. I feel very self-conscious when I speak English in front of other students. *(Saya merasa sangat minder ketika berbicara bahasa Inggris di depan mahasiswa lain.)* *

- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☒ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

24. English speaking activities move so quickly that I worry about being left behind. *(kegiatan belajar bahasa Inggris berjalan begitu cepat sehingga saya khawatir akan tertinggal.)* *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

25. I feel more tense and nervous in my English speaking activities than in my other activities. *(Saya merasa lebih tegang dan gugup di aktivitas berbicara bahasa Inggris dibandingkan mata aktivitas lainnya.)* *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:04 PM AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

26. I feel nervous and confused when I am speaking English in class. (Saya merasa gugup dan bingung ketika berbicara bahasa Inggris di kelas.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

27. When I am on my way to English speaking activities, I feel relaxed and confident. (Saat saya menuju kelas bahasa Inggris, saya merasa santai dan percaya diri.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

28. I feel nervous when I do not understand every word the lecturer says in English. (Saya merasa gugup ketika tidak memahami setiap kata yang diucapkan dosen dalam bahasa Inggris.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

29. I feel overwhelmed by the number of rules I have to learn to speak English well. (Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara bahasa Inggris dengan baik.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

30. I am afraid that other students will laugh at me when I speak English. (Saya takut mahasiswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

31. I get nervous when the lecturer asks questions that I have not prepared for. (Saya merasa gugup ketika dosen mengajukan pertanyaan yang belum saya persiapkan.) *

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

8/7/26, 3:04 PM AN ANALYSIS OF SPEAKING ANXIETY AMONG INTROVERTED AND EXTROVERTED STUDENTS OF ENGLISH STUDY PROG...

32. I would probably feel comfortable interacting with native speakers of English. *

(Saya mungkin akan merasa nyaman berinteraksi dengan penutur asli bahasa Inggris.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

33. The more I study for English speaking tests, the more confused I feel. (Semakin banyak saya *

belajar untuk tes berbicara bahasa Inggris, semakin saya merasa bingung.)

- ☐ Strongly Agree (Sangat Setuju)
- ☒ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 7 Research Instrument

A QUESTIONNAIRE OF TEST PERSONALITY (EXTROVERT & INTROVERT)

Dear Student, my name is Zezi Hidayah (NIM. 502221010009), I am 8th semester student from English Language Education study program, Faculty of Teacher Training and Education, Islamic University of Indragiri. We kindly invite you to participate in a research study titled "*An Analysis of Speaking Anxiety among Introverted and Extroverted Students of English Study Program at Islamic University of Indragiri*". This study aims to analyze students' personality. The survey consists of 36 questions, and it will take approximately 10-15 minutes to complete. Please answer all questions honestly based on your own experience and perspective.

Instructions for Completing the Questionnaire:

1. Fill in the required personal details such as your name, email, etc.
2. Please answer all questions honestly and to the best of your ability.
3. Questions marked with an asterisk (*) are required. You must answer these before submitting the form.
4. Once you have completed all sections and are satisfied with your responses, click the "Submit" button at the bottom of the page. Your answers will be automatically recorded.
5. Please be assured that all the information you provide will be kept confidential and will only be used for the purpose of this study/survey.

Sincerely,
Zezi Hidayah

RESPONDENT IDENTITY

Name :

Email Address :

Semester/Class :

The following statements identify students' personality tendencies (introversion and extroversion) in English learning. There are no right or wrong answers. Please answer honestly and choose one option that best describes you.

(Pernyataan berikut digunakan untuk mengetahui kecenderungan kepribadian mahasiswa (introvert dan ekstrovert) dalam pembelajaran Bahasa Inggris. Tidak ada jawaban benar atau salah. Jawablah secara jujur dan pilih satu jawaban yang paling menggambarkan diri Anda.)

1. I can easily start a conversation with my classmates.
(Saya mudah ³ memulai percakapan dengan teman di kelas).
☐ Strongly Agree (Sangat Setuju)
☐ Agree (Setuju)
☐ Disagree (Tidak Setuju)
☐ Strongly Disagree (Sangat Tidak Setuju)
2. I am not afraid to speak during class discussions. (Saya tidak ragu untuk ber³icara dalam diskusi kelas)
☐ Strongly Agree (Sangat Setuju)
☐ Agree (Setuju)
☐ Disagree (Tidak Setuju)
☐ Strongly Disagree (Sangat Tidak Setuju)
3. I feel comfortable talking with many people in class. (Saya merasa nyaman ber³teraksi dengan banyak orang di kelas).
☐ Strongly Agree (Sangat Setuju)
☐ Agree (Setuju)
☐ Disagree (Tidak Setuju)
☐ Strongly Disagree (Sangat Tidak Setuju)
4. I like working in groups during speaking activities. (Saya menikmati ber³rja dalam kelompok saat kegiatan berbicara)
☐ Strongly Agree (Sangat Setuju)
☐ Agree (Setuju)
☐ Disagree (Tidak Setuju)
☐ Strongly Disagree (Sangat Tidak Setuju)
5. I feel more confident when I speak with my group. (Saya merasa lebih percaya diri ³aat berbicara bersama teman sekelompok)
☐ Strongly Agree (Sangat Setuju)
☐ Agree (Setuju)

- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
6. I can easily adjust when I join a new group. (*Saya cepat menyesuaikan diri ketika harus bekerja dengan kelompok baru*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
7. I often ask questions or give comments in class. (*Saya sering mengajukan pertanyaan atau memberikan komentar di kelas*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
8. I actively join speaking activities in class. (*Saya aktif berpartisipasi dalam kegiatan berbicara di kelas*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
9. I use every chance to speak English. (*Saya memanfaatkan kesempatan untuk berbicara dalam bahasa Inggris*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
10. I am brave enough to share my opinion in front of the class. (*Saya berani menyampaikan pendapat saya di depan kelas*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
11. I am not afraid to speak when the teacher asks me suddenly. (*Saya tidak ragu berbicara meskipun diminta secara spontan*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

12. I feel confident when sharing my ideas in English. (*Saya percaya diri ketika menyampaikan ide saya dalam bahasa Inggris*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
13. I show interest when doing speaking tasks. (*Saya menunjukkan antusiasme saat melakukan tugas berbicara*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
14. I enjoy activities like presentations, storytelling, or role play. (*Saya menikmati kegiatan seperti presentasi, storytelling, atau role play*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
15. I try to do my best when speaking English. (*Saya termotivasi untuk tampil maksimal saat berbicara dalam bahasa Inggris*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
16. I often respond orally during class activities. (*Saya sering memberikan respon lisan dalam kegiatan kelas*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
17. I like speaking and sharing my opinions. (*Saya senang berbicara dan menyampaikan pendapat secara verbal*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
18. I usually talk more during lessons. (*Saya cenderung berbicara lebih banyak saat kegiatan pembelajaran*)

- 3
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
19. I prefer to wait until the teacher asks me to speak. (*Saya lebih memilih menunggu di₃uruh berbicara sebelum berbicara dengan inisiatif sendiri*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
20. I rarely speak unless the teacher asks me. (*Saya jarang berbicara kecuali di₃nta oleh dosen*)
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
21. I usually watch and listen more than speak in class. (*Saya lebih banyak mengamati di₃ripada berbicara di kelas*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
22. I feel more comfortable when the class is quiet. (*Saya merasa lebih nyaman di₃an dalam suasana kelas yang tenang*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
23. I become quieter when the class is noisy. (*Saya menjadi lebih diam ketika suasana kel₃ ramai*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
24. I speak only when it is really necessary. (*Saya berbicara hanya ketika me₃sa benar-benar perlu*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)

- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
25. I do not like being the center of attention in class. (*Saya kurang nyaman menjadi pusat perhatian di kelas*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
26. I prefer speaking in small groups. (*Saya lebih suka berbicara dalam kelompok kecil*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
27. I avoid speaking in front of many people. (*Saya menghindari berbicara di depan banyak orang*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
28. I think carefully before I speak. (*Saya memilih kata-kata dengan hati-hati sebelum berbicara*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
29. I like to think first before sharing my opinion. (*Saya lebih suka berpikir terlebih dahulu sebelum menyampaikan pendapat*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
30. I feel calmer when I prepare what I want to say. (*Saya merasa lebih tenang ketika sudah menyiapkan apa yang akan saya ucapkan*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

31. I feel more comfortable working alone. (*Saya lebih nyaman mengerjakan tugas secara mandiri*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
32. I do not interact much with others in class. (*Saya menjaga jarak dalam interaksi sosial di kelas*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
33. I am not very emotionally involved in big group activities. (*Saya kurang terlibat secara emosional dalam kegiatan kelompok besar*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
34. I usually give short answers when speaking. (*Saya cenderung memberikan jawaban singkat saat berbicara*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
35. I do not show much emotion when speaking. (*Saya tidak terlalu mengekspresikan emosi ketika berbicara*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)
36. I feel safer when I speak only a little. (*Saya merasa lebih aman ketika berbicara seperlunya saja*).
- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

A QUESTIONNAIRE OF SPEAKING ANXIETY

Dear Student, my name is Zezi Hidayah (NIM. 502221010009), I am 8th semester student from English Language Education study program, Faculty of Teacher Training and Education, Islamic University of Indragiri. We kindly invite you to participate in a research study titled "*An Analysis of Speaking Anxiety among Introverted and Extroverted Students of English Study Program at Islamic University of Indragiri*". This study aims to analyze students' Speaking Anxiety. The survey consists of 36 questions, and it will take approximately 10-15 minutes to complete. Please answer all questions honestly based on your own experience and perspective.

Instructions for Completing the Questionnaire:

1. Fill in the required personal details such as your name, email, etc.
2. Please answer all questions honestly and to the best of your ability.
3. Questions marked with an asterisk (*) are required. You must answer these before submitting the form.
4. Once you have completed all sections and are satisfied with your responses, click the "Submit" button at the bottom of the page. Your answers will be automatically recorded.
5. Please be assured that all the information you provide will be kept confidential and will only be used for the purpose of this study/survey.

Sincerely,
Zezi Hidayah

A QUESTIONNAIRE OF SPEAKING ANXIETY

RESPONDENT IDENTITY

Name :

Email Address :

Semester/Class :

The following statements are used to identify students' speaking anxiety in English learning. There are no right or wrong answers. Please answer honestly and choose one option that best describes your feelings when speaking English.

(Pernyataan berikut digunakan untuk mengetahui tingkat kecemasan berbicara (speaking anxiety) mahasiswa dalam pembelajaran Bahasa Inggris. Tidak ada jawaban benar atau salah. Jawablah secara jujur dan pilih satu jawaban yang paling menggambarkan perasaan Anda saat berbicara dalam Bahasa Inggris.)

1. I often feel unsure of myself when I speak English during English learning activities.
(Saya sering merasa tidak yakin pada diri saya sendiri ketika berbicara bahasa Inggris dalam kegiatan pembelajaran.)
 - ☐ Strongly Agree (Sangat Setuju)
 - ☐ Agree (Setuju)
 - ☐ Disagree (Tidak Setuju)
 - ☐ Strongly Disagree (Sangat Tidak Setuju)

2. I do not worry about making mistakes when I speak English in class.
(Saya tidak khawatir membuat kesalahan ketika berbicara bahasa Inggris di kelas.)
 - ☐ Strongly Agree (Sangat Setuju)
 - ☐ Agree (Setuju)
 - ☐ Disagree (Tidak Setuju)
 - ☐ Strongly Disagree (Sangat Tidak Setuju)

3. I feel nervous when I know that I will be asked to speak English in class.
(Saya merasa gugup ketika tahu bahwa saya akan diminta berbicara bahasa Inggris di kelas.)
 - ☐ Strongly Agree (Sangat Setuju)
 - ☐ Agree (Setuju)
 - ☐ Disagree (Tidak Setuju)
 - ☐ Strongly Disagree (Sangat Tidak Setuju)

4. I feel anxious when I do not understand what the lecturer is saying in English.
(Saya merasa cemas ketika saya tidak memahami apa yang disampaikan dosen dalam bahasa Inggris.)
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
5. It does not bother me to speak English more.
(lebih banyak berbicara bahasa Inggris tidak mengganggu saya.)
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
6. During English speaking activities, I find myself thinking about things that are not related to what I am saying.
(Selama kegiatan berbicara dalam bahasa Inggris, saya sering memikirkan hal-hal yang tidak berhubungan dengan kegiatan tersebut.)
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
7. I keep thinking that other students speak English better than I do.
(Saya terus berpikir bahwa mahasiswa lain berbicara bahasa Inggris lebih baik daripada saya.)
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
8. I usually feel relaxed during tests or assessments in my speaking English activities.
(Saya biasanya merasa santai selama tes atau penilaian di kegiatan berbicara bahasa Inggris.)
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)

- 5
9. I start to panic when I have to speak English without preparation.
(Saya mulai panik ketika harus berbicara bahasa Inggris tanpa persiapan.) 3
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
10. I worry about the consequences of not performing well in English speaking activities.
(Saya khawatir tentang konsekuensi jika saya tidak tampil dengan baik dalam kegiatan berbicara bahasa Inggris.) 3
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
11. I do not understand why some students get very upset about English speaking activities.
(Saya tidak mengerti mengapa beberapa mahasiswa menjadi sangat tertekan dalam kegiatan berbicara Bahasa Inggris.) 3
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
12. In English speaking activities, I feel so nervous that I forget things that I already know.
(Di kegiatan berbicara bahasa Inggris, saya merasa sangat gugup sampai lupa hal-hal yang sebenarnya sudah saya ketahui.) 3
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)
- ☐ Disagree (Tidak Setuju)
- ☐ Strongly Disagree (Sangat Tidak Setuju)
13. I feel embarrassed to volunteer answers when speaking English activities.
(Saya merasa malu untuk menjawab secara sukarela ketika berbicara bahasa Inggris di kelas.) 3
- ☐ Strongly Agree (Sangat Setuju)
- ☐ Agree (Setuju)

- ☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

14. I would not feel nervous speaking English with native speakers.
 (Saya tidak akan merasa gugup berbicara bahasa Inggris dengan penutur as.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

15. I get upset when I do not understand what the lecturer is correcting.
 (Saya merasa kesal ketika saya tidak memahami apa yang dikoreksi oleh dosen.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

16. Even if I am well prepared for English speaking activities, I still feel anxious.
 (Meskipun saya sudah mempersiapkan diri dengan baik untuk aktivitas berbicara bahasa Inggris, saya tetap merasa cemas.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

17. I often feel like I do not want to attend my English speaking activities.
 (Saya sering merasa tidak ingin mengikuti kegiatan berbicara bahasa Inggris.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

18. I feel confident when I speak English during class activities.
 (Saya merasa percaya diri ketika berbicara bahasa Inggris dalam kegiatan kelas.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)

- ☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

19. I am afraid that my English lecturer is ready to correct every mistake I make.

(*Saya takut dosen bahasa Inggris saya siap mengoreksi setiap kesalahan yang saya buat.*)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

20. I feel my heart pounding when I am called on to speak English in class.

(*Saya merasakan jantung saya berdebar ketika dipanggil untuk berbicara bahasa Inggris di kelas.*)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

21. I do not feel pressure to prepare very well for English speaking activities.

(*Saya tidak merasa tertekan untuk mempersiapkan diri dengan sangat baik untuk kegiatan berbicara bahasa Inggris.*)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

22. I always feel that other students speak English better than I do.

(*Saya selalu merasa bahwa mahasiswa lain berbicara bahasa Inggris lebih baik daripada saya.*)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

23. I feel very self-conscious when I speak English in front of other students.

(*Saya merasa sangat minder ketika berbicara bahasa Inggris di depan mahasiswa lain.*)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)

- ☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

24. English speaking activities move so quickly that I worry about being left behind.

(kegiatan belajar bahasa Inggris berjalan begitu cepat sehingga saya khawatir akan tertinggal.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

25. I feel more tense and nervous in my English speaking activities than in my other activities.

(Saya merasa lebih tegang dan gugup di aktivitas berbicara bahasa Inggris dibandingkan mata aktivitas lainnya.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

26. I feel nervous and confused when I am speaking English in class.

(Saya merasa gugup dan bingung ketika berbicara bahasa Inggris di kelas.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

27. When I am on my way to English speaking activities, I feel relaxed and confident.

(Saat saya menuju kelas bahasa Inggris, saya merasa santai dan percaya diri.)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

28. I feel nervous when I do not understand every word the lecturer says in English.

(Saya merasa gugup ketika tidak memahami setiap kata yang diucapkan dosen dalam bahasa Inggris.)

3

- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

29. I feel overwhelmed by the number of rules I have to learn to speak English well.

(Saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara bahasa Inggris dengan baik.)

- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

30. I am afraid that other students will laugh at me when I speak English.

(Saya takut mahasiswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.)

- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

5

31. I get nervous when the lecturer asks questions that I have not prepared for.

(Saya merasa gugup ketika dosen mengajukan pertanyaan yang belum saya persiapkan.)

- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

32. I would probably feel comfortable interacting with native speakers of English.

(Saya mungkin akan merasa nyaman berinteraksi dengan penutur asli bahasa Inggris.)

- ☐ Strongly Agree (*Sangat Setuju*)
- ☐ Agree (*Setuju*)
- ☐ Disagree (*Tidak Setuju*)
- ☐ Strongly Disagree (*Sangat Tidak Setuju*)

33. The more I study for English speaking tests, the more confused I feel.
(*Semakin banyak saya belajar untuk tes berbicara bahasa Inggris, semakin saya merasa bingung.*)

- ☐ Strongly Agree (*Sangat Setuju*)
☐ Agree (*Setuju*)
☐ Disagree (*Tidak Setuju*)
☐ Strongly Disagree (*Sangat Tidak Setuju*)

Appendix 8 Documentation



4th Semester, April 6 at 11.38 (The researcher explained how to answer the questionnaire by using Google form)



6th Semester, April 6 at 10.33 (The researcher explained how to answer the questionnaire by using Google form)



2nd Semester, April 6 at 14.58 (The researcher shared the questionnaire link via WhatsApp group and allowed students to answer it)



Appendix 9 Research Letter



UNIVERSITAS ISLAM INDRAGIRI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Kampus Soebrantas Lantai # 1 Jalan Soebrantas Nomor : 10 Tembilahan Kabupaten Indragiri Hilir Provinsi Riau
 Website : <http://www.unisi.ac.id>

Tembilahan, 02 April 2026

Nomor : 037/UNISI/G/IV/2025
 Lampiran : -
 Sifat : Rutin
 Perihal : Mohon Izin Penelitian

Kepada Yth:
Ketua Program Studi Pendidikan Bahasa Inggris
 Di -
 Tempat

Dengan Hormat,

Melalui surat ini kami informasikan kepada Bapak/Ibu, bahwa salah seorang mahasiswa Program Strata I (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Indragiri Tembilahan yang namanya tertera dibawah ini :

Nama : **Zezi Hidayah**
 NIM : 502221010009
 Program Studi : Pendidikan Bahasa Inggris

Akan melaksanakan penelitian di Sekolah yang Bapak/Ibu pimpin dalam rangka penulisan skripsi dengan judul : "*An analysis of Speaking Anxiety among Introverted and Extroverted Students of English Study Program at Islamic University of Indragiri*"

Untuk kelancaran kegiatan tersebut, kami mengharapkan bantuan dan izin Bapak/Ibu.

Demikian disampaikan, atas perhatian dan kerjasama Bapak/Ibu kami haturkan terima kasih.

UNIVERSITAS ISLAM INDRAGIRI
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

DEKAN

Andriansyah, M.Pd
 NIDN. 1006078902



Ilmu Karya Abdi



UNIVERSITAS ISLAM INDRAGIRI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Kampus Soebrantas, Lantai # 2 Jalan H.R. Soebrantas Nomor: 10., Tembilahan Hilir Indragiri Hilir Propinsi Riau Indonesia

SURAT KETERANGAN

Nomor : 011/UNISI/G.2/V/2026

Saya yang bertanda tangan di bawah ini:

Nama : **Samsul Amri., S.Pd., M.Pd**
 NIPY : 1585 12 303
 Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

Menerangkan mahasiswa berikut:

Nama : **Zezi Hidayah**
 NIM : 502221010009
 Program Studi : Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)

Bahwa mahasiswa yang tersebut di atas benar telah melakukan penelitian pada Prodi. Pendidikan Bahasa Inggris FKIP Universitas Islam Indragiri dengan judul "**An Analysis Of Speaking Anxiety Among Extroverted And Introverted Students Of English Study Program Islamic University Of Indragiri**"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tembilahan, 21 Mei 2026

Ka. Prodi Bahasa Inggris



Samsul Amri., S.Pd., M.Pd
 NIPY : 1585 12 303

KARTU Bimbingan PROPOSAL / SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM INDRAMAGUR

NAMA : ZEZI HUDATATI
NIM : 60221010009
JUDUL SKRIPSI : AN ANALYSIS OF SPEAKING ANXIETY AMONG
EXTROVERTED AND INTROVERTED STUDENTS
OF ENGLISH STUDY PROGRAM AT ULAMIC
UNIVERSITY OF INDRAMAGUR

PEMBIMBING I : _____
PEMBIMBING II : _____

NO	TANGGAL	URAIAN	TANDA TANGAN	
			Pembimbing I	Pembimbing II
1	15/10/25	- Judul - Research question		
2	10/10/25	- bimbingan Judul - Method		
3	15/12/2025	- Background - Identification of the Problem - conceptual Framework		
4	9/12/2025	- Research question - objective of the research		
5	25/12/2025	- Perbaikan data analysis Technique - Perbaikan indicators		

51

6	16/12/2025	- Perbaikan indicators - instrument		
7	6/1/2026	- instrument personality & speaking anxiety		
8	23/12/2025	- Perbaikan questionnaire - blu print		
9	5/1/2026	- Perbaikan table hasil - Sejalan dgn research question		
10	14/1/2026	- Perbaikan table - tambahan penjelasan di research instrument		
11	22/1/2026	- Perbaikan Acknowledgment - Perbaikan list of content		
12	22/1/2026	- tambahan Appendix		
13				
14				

Ketua Program Studi
Pendidikan Bahasa Inggris
SAMSUL AMRI, M.Pd.
NIDN. 1031018501

52

LEMBAR PERBAIKAN

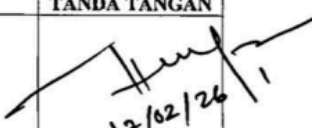
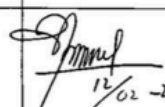
UJIAN PROPOSAL

Nama : Zezi Hidayah

Nim : 502221010009

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : An Analysis of Speaking Anxiety among Introverted and Extroverted Students of English Study Program at Islamic University of Indragiri

NO	DOSEN PENGUJI	REVISI PERBAIKAN	TANDA TANGAN
1.	Agus Mustajib, M.Pd.B.I	Background of the Problem Title of the Research Research Questions Research Design	 12/02/2024
2.	Samsul Amri, S.Pd., M.Pd	Background of the Problem Research Quesrtions	 12/02-2024
3.	Sri Erma Purwanti, M.Pd	Title of the Research Research Questions Population & Sample Instrument	

Tembilahan, 10 Februari 2026

Mengetahui,

Pembimbing I


Melda Yeni, S.Pd., M.Pd
 NIDN. 1029108801

Pembimbing II


Syafrizal, M.Pd
 NIDN. 1001129001

RIWAYAT SINGKAT PENELITIAN

Nama lengkap : Zezi Hidayah

Tempat/Tanggal Lahir : Sungai Besar Dua, 27 Mei 2005

Program Studi : Pendidikan Bahasa Inggris

Konsetrasi : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Pendidikan

(2010 – 2016) SD : SD 014 Tanjung Lajau

(2016 – 2019) SLTP : MTs Negeri 2 Inhil

(2019 – 2022) SLTA : MAN 1 Inhil

(2022 – 2026) S1 : Universitas Islam Indragiri

FULL SKIRPSI Zezi Hidayah Bahasa Inggris.pdf

ORIGINALITY REPORT

16%

SIMILARITY INDEX

PRIMARY SOURCES

- 1

Cristiane Martins Cunha. "<i>Patient Activation Measure</i> (PAM): Adaptação e validação das versões de 22 e de 13 itens em uma amostra de brasileiros com doenças crônicas", Universidade de São Paulo. Agência de Bibliotecas e Coleções Digitais, 2016
Crossref Posted Content

1306 words — 4%
- 2

Ming-Jenn Wu, Chi-Yo Huang, Yu-Sheng Kao, Yeou-Feng Lue, Liang-Chu Chen. "Developing a Professional Performance Evaluation System for Pre-Service Automobile Repair Vocational High School Teachers in Taiwan", Sustainability, 2018
Crossref

1215 words — 3%
- 3

Rahmat Sudirman, Mawardin M. Said. "IDENTIFYING STUDENTS' DIFFICULTIES IN READING COMPREHENSION AT SMA MUHAMMADIYAH 1 PALU THROUGH NARRATIVE TEXT", e-Journal of ELTS (English Language Teaching Society), 2022
Crossref

988 words — 3%
- 4

www.cc.gatech.edu
Internet

746 words — 2%
- 5

Ton Duc Thang University
Publications

648 words — 2%
- 6

Hanoi National University of Education
Publications

296 words — 1%
- 7

Nowak, Michael Scott. "Classroom Design and its Potential Association with Civility, Safety, and Security.", The Pennsylvania State University
ProQuest

170 words — < 1%
- 8

docs.google.com
Internet

156 words — < 1%
- 9

rune.une.edu.au

EXCLUDE QUOTES	OFF	EXCLUDE SOURCES	OFF
EXCLUDE BIBLIOGRAPHY	ON	EXCLUDE MATCHES	OFF