

A THESIS

**THE INFLUENCE OF INDIVIDUAL DIFFERENCES ON STUDENTS ENGLISH
PRODUCTIVE SKILLS**



MASTER OF ENGLISH LANGUAGE EDUCATION

POSTGRADUATE PROGRAM

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

**THE INFLUENCE OF INDIVIDUAL DIFFERENCES ON STUDENTS
ENGLISH PRODUCTIVE SKILLS**

A THESIS

**In Partial Fulfilment of Requirement
For Magister Degree**



Study Program

Magister of English Language Education

Written and Submitted by

RAHMI

(105071101722)

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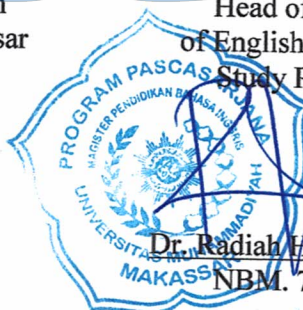

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Gowa 20 August 2024



Rahmi

ABSTRACT

Rahmi. The Influence of Individual Differences on Students' English on Productive Skills. Master's Thesis in English Language Education, Muhammadiyah University of Makassar Supervised by St. Asriati and Syamsiarna Nappu

The objective of this research are to explore students' individual differences in terms of personality and to elaborate whether these differences affect students' English speaking and writing skills at the Eight-Grade of SMPN 3 Sinjai.

This research uses Using quantitative descriptive methods, the research approach used in this study was more quantitative, meaning that the data obtained could be generalized to a comparable degree. The population in the research to be conducted at SMPN 3 Sinjai is all grade 8 students with a total of 87 students in academic year 2023/2024. Was chosen by using Purposive sampling technique and the research used Questionnaire and test.

This research find that the data obtained shows that students' attitudes towards learning are mostly in the medium category, with 50% of students agreeing that they have a good attitude, 42.50% feeling neutral, and only 4.50% disagreed. This shows that there is a dominant positive attitude among students. In terms of speaking skills, most students showed positive beliefs about their character and attitudes, with more than 50% of students agreeing or strongly agreeing on both components. However, student motivation and interest showed greater variation, with a higher proportion of neutral students, indicating that there is room to improve student motivation and interest to better align with already strong aspects of character and attitude. The speaking skills results show that students need improvement in various aspects of speaking ability, especially in comprehension and fluency, while vocabulary is an area that shows relatively stronger results. In writing skills, students need improvement, especially in terms of writing organization, use of vocabulary, and sentence structure. Although there are some students who demonstrate good abilities, the majority of students are in the "Needs Improvement" or "Fairly Adequate" categories. These findings emphasize the importance of a more focused and in-depth teaching approach to help students improve their overall speaking and writing skills.

Keywords: Individual Differences, Speaking Skill, Writing Skill

ABSTRAK

Rahmi. Pengaruh Perbedaan Individu pada Bahasa Inggris Siswa dalam Keterampilan Produktif. Tesis Magister Pendidikan Bahasa Inggris, Universitas Muhammadiyah Makassar Dibimbing oleh St.Asriati dan Syamsiarna Nappu

Tujuan dari penelitian ini bertujuan untuk mengeksplorasi perbedaan individu siswa dalam hal kepribadian dan untuk menguraikan apakah perbedaan ini mempengaruhi keterampilan berbicara dan menulis bahasa Inggris siswa pada Siswa Kelas Delapan SMPN 3 Sinjai.

Penelitian ini menggunakan metode deskriptif kuantitatif, pendekatan penelitian yang digunakan dalam penelitian ini lebih bersifat kuantitatif, artinya data yang diperoleh dapat digeneralisasikan sampai pada tingkat yang sebanding. Populasi dalam penelitian yang akan dilakukan di SMPN 3 Sinjai adalah seluruh siswa kelas 8 yang berjumlah 87 siswa pada tahun ajaran 2023/2024. Dipilih dengan menggunakan teknik Purposive sampling dan penelitian menggunakan Kuesioner dan tes.

Penelitian ini menemukan bahwa data yang diperoleh menunjukkan bahwa sikap siswa dalam belajar sebagian besar berada pada kategori sedang, yaitu sebanyak 50% siswa menyatakan setuju mempunyai sikap baik, 42,50% merasa netral, dan hanya 4,50% menyatakan tidak setuju. Hal ini menunjukkan bahwa terdapat sikap positif yang dominan dikalangan siswa. Dalam hal keterampilan berbicara, sebagian besar siswa menunjukkan keyakinan positif terhadap karakter dan sikapnya, dengan lebih dari 50% siswa setuju atau sangat setuju terhadap kedua komponen tersebut. Namun motivasi dan minat siswa menunjukkan variasi yang lebih besar, dengan proporsi siswa netral yang lebih tinggi, hal ini menunjukkan bahwa masih terdapat ruang untuk meningkatkan motivasi dan minat siswa agar lebih selaras dengan aspek karakter dan sikap yang sudah kuat. Hasil keterampilan berbicara menunjukkan bahwa siswa memerlukan peningkatan dalam berbagai aspek kemampuan berbicara, terutama dalam pemahaman dan kefasihan, sedangkan kosa kata merupakan bidang yang menunjukkan hasil yang relatif lebih kuat. Dalam keterampilan menulis, siswa memerlukan peningkatan terutama dalam hal pengorganisasian tulisan, penggunaan kosa kata, dan struktur kalimat. Meskipun terdapat beberapa siswa yang menunjukkan kemampuan baik, namun sebagian besar siswa berada pada kategori “Perlu Peningkatan” atau “Cukup Memadai”. Temuan ini menekankan pentingnya pendekatan pengajaran yang lebih fokus dan mendalam untuk membantu siswa meningkatkan keterampilan berbicara dan menulis mereka secara keseluruhan.

Kata Kunci: Perbedaan Individu, Keterampilan Berbicara, Keterampilan Menulis

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CHAPTER I

INTRODUCTION

A. Background

Every individual present on this earth certainly has differences, even someone born as a twin certainly has differences. It is something that cannot be avoided in the life of every individual. If seen from a religious perspective, Allah created His creatures to complement each other and know each other intimately Moore, (2015). Individuals are born with genetic inheritance from both parents, so a person is born unique because each person inherits genetics from their father and mother. Therefore, individual differences are something that is commonly found in the development of students at school.

According to Garry and Thompson, (2010) In the student development book, individual differences are not only visible in physical differences, but there are also differences in terms of social, personality, intelligence, and basic abilities and skills. Therefore, it is a technique that must be carried out by teachers in order to accommodate these differences in each student and optimize the improvement and interpersonal skills of each student in the long term, especially when looking at the student's personality in order to maximize the potential of each student. Maximizing the potential of each student will, of course, be closely related to the achievement results of each student. Through learning achievement, students can find out their level

of ability after participating in learning process activities. This is a process to increase student learning motivation and becomes a means of student self-evaluation.

One of the achievements that also needs to be developed is student achievement in learning English, because student achievement in learning English is the mastery of knowledge and skills developed by subjects that are usually addressed with predetermined values or numbers. Through Language learning it's a conscious process and the product of either formal or informal learning situation by having the exposure of the language itself Idris, et.al, (2020). English language achievement means the full command of language skills, In learning English, there are two skills: productive and receptive. Productive skills are speaking and writing, while receptive skills are reading and listening of the English language Khaerana et al., (2022). It's defined operationally as the passing score on an English language proficiency test. Student achievement is the measurement of the amount of academic content a student learns in a given time frame.

Therefore each instruction level has specific standards or goals that educators must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations,

however, there is no agreement on how it is best evaluated or which elements of it are most important. Because in measuring student achievement results based on skills in English, this try to relate to individual differences. It is physical, that makes a person have different characters or characteristics from one another. Students' English achievement is strongly influenced by individual characteristics, as educators must be aware of the variations in each individual's uniqueness to adjust teaching methods and measure student achievement. This refers to the extent of a student's achievements, seen in terms of short-term or long-term educational achievements. Individual differences in academic achievement are strongly correlated with differences in motivation, anxiety, learning styles, aptitude, and cognitive abilities (Isakovna, 2023)

Other research is also clarified in research conducted by Tokan & Imakulata (2019). Regarding the influence of motivation, which provides a fairly strong correlation with student achievement behavior, so that the research is quite relevant to the research to be carried out. It's just that the research which has been implemented not only be based on student motivation but accommodate all indicators of personality, which of course also include motivation, which is a sign of individual differences. Apart from that, student achievement in English is, of course, also seen in terms of the student's ability to convey an opinion. This is, of course, related to the student's ability to communicate.

In English, one of the components of communication is the student's ability to speak. This is one of the important points in mastering English, according to research conducted by Hamzah & Nappu, (2023) regarding students' problems in speaking English as well. Actions taken by teachers towards students who experience difficulties speaking English. This research was actually influenced by a lack of motivation. Students to speak English. This is handled by the teacher through a familiarization process in the classroom. Therefore it is explained by Tomak, (2021) that Speaking is seen as a talent that is difficult to master because it is a productive talent that requires students to express themselves in unique and imaginative ways.

Consequently, in studies carried out by Kiruthiga & Christopher, (2022) Many student traits, such as self-worth, confidence, anxiety, shame, and fear of failing, have an impact on speaking ability. Speaking abilities are what enable us to have meaningful conversations with one another. It makes it possible for us to discuss knowledge orally. Apart from speaking, writing is also one part of the productive skill component, which is written communication. Therefore, writing is one of the skills that students need to master because through writing skills students are able to increase their focus in learning and obtain information in the long term (Mohammed & Jaashan, 2022).

Writing ability is needed at all levels of education to measure student achievement, as is the case in research Kayaalp (2022), which investigated the effect of writing ability on student achievement. Showing that the writing for learning model have a positive impact on the development of students' writing skills because there are effects and habits from the learning process. This is considered relevant because this research also tries to analyze students' achievement of writing skills, which are linked to personality, as well as productive skills, namely students' speaking and writing.

In addition, writing in research (Szuchalska, 2020) connects students' writing skills to their personalities. His research's findings indicate that understanding student differences can be achieved by concentrating on the personality types of students. Regarding emphasizing the traits of introverted and extrovert personalities, the writing assignments of the students will be evaluated based on their personality type, from which conclusions will be drawn. This demonstrates that introverted personalities are better writers than extroverts; however, the differences are not very great.

Based on the results of previous research on individual differences, which examined the personality section but only motivation indicators. Then other research also related personality to motivation indicators, which were linked to just one productive skill, namely speaking. Apart from that, other research is related to productive skills, namely speaking,

but the research is related to other individual differences. Then other research on productive skills, especially writing with personality differences differences, but using other indicators, namely introverts and extroverts. Meanwhile, the research want to do is on personality differences with four indicators, namely motivation, interest, aptitude, and character, by linking them to the level of students' productive skills.

Research on individual differences, especially in relation to personality differences, is very important to carry out in the context of students at SMP 3 Sinjai who have relatively low speaking and writing abilities. This is because success in language learning, especially in productive skills such as speaking and writing, is not only influenced by the teaching methods or materials used, but also by internal factors of the students themselves, such as personality.

Personality differences can influence how students learn, interact with language, and respond to communication situations. However, if there is not a deep understanding of how personality influences these productive skills, efforts to improve student achievement may be less effective. Apart from that, speaking and writing skills are important indicators of comprehensive language mastery. Low ability in these two aspects can indicate a gap in learning which may not only be caused by instructional limitations, but also by psychological factors such as students' self-confidence, motivation and attitudes towards language learning.

Therefore, this research is important to identify how personality differences influence students' achievement of productive skills. By better understanding this relationship, educators can develop more personalized and effective teaching strategies, which can help overcome the problems faced by students with low productive skills, and ultimately improve their overall English language achievement.. Therefore this study tries to examine *The Influence of Individual Differences on Students English Language Achievement in Productive Skill at SMPN 3 Sinjai*.

B. The Research Questions

1. How is the students individual differences in terms of personality differences?
2. How does individual differences in terms of personality differences influence their English speaking skill?
3. How does students individual differences in terms of personality differences influence students' English writing skill?

4. The Objective of the Research

1. To Explore the students individual differences in term of personality differences
2. To elaborate whether or not students differences in term of personality differences influence their English speaking skill
3. To elaborate whether or not students differences in terms of personality differences influence their English writing skill

5. The Significance of the Research

The results of this study are expected to provide information about the influence of individual differences on students' English learning achievement. The research hopes that this research can contribute to the 2 English skills are speaking and writing by integrating students' individual differences.

6. The Scope of the Research

This research aims to analyze the influence of individual differences, specifically personality differences, on students' productive skills, which include speaking and writing. The focus is on four components of personality: character, motivation, interests, and attitudes. The limitation to personality differences is due to the constraints such as limited time and accessibility to research participants, making it more feasible to manage resources effectively.

By narrowing the research to productive skills pacifically speaking and writing this study intends to explore one aspect of English productive skills in depth. This focused approach allows for more detailed data collection and a deeper analysis of students' abilities in these two areas.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Verses of Al-Qur'an and Hadith

Every creature created by Allah has different characteristics. Individuals ought to exhibit tolerance, mutual respect, and non-arrogance, without engaging in physical, ethnic, religious, gender, or intergroup discrimination. According Hasanah Dwi wahyuni et al., (2021) The Creator bestowed each human being with their own distinct qualities and individuality at creation. Individual differences give birth to this (individual differences). Individual variances are variations in traits and capacities like cognitive, psychological, motor, and another. This is in accordance with QS. Al Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

13. O people! Indeed, We created you from a man and a woman, then We made you into nations and tribes so that you may know each other. Indeed, the noblest among you in the sight of Allah is the one who is most pious. Indeed, Allah is All-Knowing, All-Compliant.

Interpretive experts agree that the meaning of the words "so that you know each other" emphasizes openness and willingness to accept differences.

Internal factors, such as heredity, and external factors, such as the environment, are factors



that influence individual differences. The author chose this verse because he felt it was in accordance with the objectives of research on individual differences.

Fi Zilalil Qur'an interprets Surah Al Hujurat 13 of the Al-Qur'an as having the following moral education values: value others first. The usefulness of moral teaching is demonstrated by the outlaws against making fun of, ridiculing And defaming others. Secondly, foster camaraderie and fraternity. Ta'aruf and equality can help people communicate with each other constantly, forging friendship bonds, remaining humble, and, thirdly, refraining from boasting about their possessions (Anwar, 2021).

حَدَّثَنَا آدَمُ حَدَّثَنَا ابْنُ أَبِي ذُئْبٍ عَنْ الزُّهْرِيِّ عَنْ أَبِي سَلَمَةَ بْنِ عَبْدِ الرَّحْمَنِ عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كُلُّ مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ كَمَثَلِ الْبَهِيمَةِ تُنْتَجَجُ الْبَهِيمَةُ هَلْ تَرَى فِيهَا جَذْعَاءَ (رواه البخاري)

Translation :

Telling us about Adam from Abi Zi'bin from alZuhry from Abi Salmah bin Abd al-Rahman from Abi Hurairah ra., narrated that the Prophet Muhammad saw. Said "Every child is born according to fitrah (religious potential Islam). Furthermore, it was his parents who turned him into a Jew, Christian or Magian like an animal giving birth to an animal, do you see any shortcomings? to him? (HR. Bukhari).



Based on the hadith, it can be understood that every human being born has potential good potential in religion, potential to be a good person, and potential to be a bad person. Apart from that, this potential can be influenced by the environment, especially parents, because they are the first to play a very important role in developing the child's potential student development, which believes that every child born is influenced by heredity in their development and environment. That is, every child born will be influenced by their offspring; for example, a child born into a good family will, of course, be a good child and will be influenced by the environment.

Therefore, the differences between each individual are based on the potential that has been instilled in him since childhood. so that recognition and equality are good for communicating with each other continuously, establishing bonds of friendship, and remaining humble. Thus, an educator indeed must be able to understand differences in students' intelligence so that educators can choose methods, approaches, and media appropriate so that all students can digest the material studied well. This can be done by educators by applying varied learning methods and various media.

B. Basic Concept of Individual Differences

a. Definition of Individual Differences

According to Garry and Thompson, (2010) state that Individual differences can be defined as psychological characteristics or enduring tendencies that convey personal distinctiveness, internal causality, and feeling consistency. It shows the qualities that are special in each person

and differentiates them from each other. Individual differences are relatively stable psychological traits that distinguish one person from others and contribute to the definition of that person's uniqueness. Values, personality difference traits, and intelligence are among the most significant categories of individual differences. Individual differences are real psychological characteristics that influence each person's behavior and sense of self. This was stated by Williamson (2018), that this is not a myth or a disturbance. In addition, according to Russ Basically, what makes us unique are our individual differences. These are the distinct characteristics that differentiate each individual from others (Russ, 2020). According to Russ, our differences from one another are what make each of us special. These distinguishing qualities encompass a range of elements that set an individual apart from another. An individual's identity is shaped by various factors, such as their personality, hobbies, talents, life events, and style of thinking. These elements combine differently in every person, and this affects how they see and engage with the environment.

Therefore, it can be concluded that an individual is a single organism whose life is independent and independent, so it is often used as the term "person" or "individual" who has his or her own characteristics. This is a differentiator from other individuals. Therefore, individual differences are differences in abilities and characteristics (cognitive, personality, physical skills, etc.) between students at a certain age level and within each particular group.

b. Types of Individual Differences

Students differ from each other due to a variety of biological or conditioned factors (influenced by nature) or unconscious forces (influenced by past experiences). Many of the ways in which a person learns about these differences are usually similar: through introspection and interaction with others, or by reading books and watching television or cinema. However, to conduct research into individual differences, rigorous instruments and scientific means are needed to provide reliable and valid results. In particular, this research focuses on one of several types of individual differences, namely personality differences. However, the following describes the five components of individual differences:

Garry and Thompson, (2010) categorize individual differences into the following categories in accordance with:

1) Physical differences

Physical differences are differences or variations that refer to the characteristics possessed by each individual. These differences are influenced by a combination of genetics and the environment. The following are several indicators of physical differences, namely:

a) Age

As we age, a variety of social and psychological factors influence our ability to learn languages. Due to differences in their

brains and environments, adults, adolescents, and children may all learn in different ways. Most people agree that the age at which language acquisition is most straightforward is determined by maturational constraints (Nifli, 2021)

b) Level and weight

A sedentary lifestyle contributes to imbalanced height and weight, and childhood obesity can have a detrimental effect on children, particularly in terms of physical fitness and increased body weight. This, of course, also affects the learning process for students by stabilizing their conditions as they carry out their activities (Wiriawan, 2022)

c) Gender

Gender as the ideas that individuals have about the proper roles that men and women should perform in various activities and obligations, or a common notion of appropriate behavior for both men and women Nath et al (2023). But in giving boys and girls equal access to high-quality education.

Every human culture recognizes and uses gender as a fundamental classification to define an individual and their social identity. It is believed that gender disparities affect motivation, mood, and the learning process. Currently, academics are keen to link gender disparities to sociocultural factors that support

women's role models and foster favorable attitudes toward learning foreign or second languages (As Sabiq et al., 2021).

d) Hearing

An individual's ability to hear is crucial to their existence. Thus, poor hearing impairs quality of life and social interactions (Elpidio et al., 2023). Students with good hearing will comprehend audio and spoken language, including foreign languages like English, as well as the person they are speaking to. Because listening to English audio allows one to become accustomed to the intonation, vocabulary, and tempo of native speakers, it will enhance overall comprehension during learning.

e) Vision

A child's vision becomes a critical concern when they reach school age. Wherever receive information and knowledge in the learning process, if student's eyes are healthy, they will have good vision Pangetsu (2022). Having clear vision is crucial to the teaching and learning process. Therefore, it is important to identify vision problems in school-aged children as early as possible so that they do not interfere with their ability to concentrate during the learning process.

f) Ability to act

One psychomotor domain that relates to students' skills after undergoing learning experiences is their ability to act.

This capacity is evaluated by watching and rating the abilities that students use to complete learning tasks like role-playing. The ability to apply instructor instructions and work attitudes, such as the capacity to assess a task and set up a workflow, the speed at which a task is completed, the ability to read symbols or pictures, and compliance with expectations or instructions, are all included in the assessment of psychomotor learning outcomes (Magdalena et al., 2021).

2) Social differences are:

Social differences are individual differences from their environment without showing a hierarchy in the form of the status of a group that differs both in terms of resources and in terms of material. The following are several indicators of social differences discovered by Garry, and Thompson, (2010)

a) Economic status

The educational attainment of students is significantly impacted by the parents' economic situation. Naturally, families with stable socioeconomic standing will prioritize taking care of their everyday needs and thinking ahead for their children. A socioeconomic assessment is a particular evaluation of an individual's or families financial and social standing based on factors such as work, education, and income. Low socioeconomic class families, on the other hand, are more inclined to prioritize

meeting their immediate needs above enhancing their kids' education, Rahmayani et al (2022). Additionally, compared to other students, students from low-income homes typically exhibit higher levels of resilience, Juhaidi (2024). As a result, children's achievement is significantly influenced by the financial situation of their parents.

b) Religion

Religious diversity of students, this is a difference that is not worth worrying about. This enables students to live in harmony and foster an attitude of tolerance towards religious differences. based on the assertion of Mujtaba & Reiss (2022) Because students' perceptions of the relationship between religion and science may affect their engagement with science in educational contexts, science educators in the UK and other countries are becoming more and more interested in this topic. The high percentage of students who drop science classes once they become required courses worries some practitioners in developed nations, who fear that some students reject scientific concepts because they are at odds with their religious beliefs. These inconsistencies could hinder the learning process. As such, religion plays a significant role in education, with consideration given to how religious beliefs affect learning and attitudes toward academic subjects.

c) Family relationships

In the context of education, a family's ability to support a student's current learning might influence that student's learning. Parents that encourage their kids to attend school will do so. Naturally, we make an effort to address every student's needs as they pertain to learning Simbolon (2019) However, there are instances when students feel as though their families do not support them, which make them less enthusiastic about learning. Consequently, one of the elements linked to the effectiveness of children's teaching and learning accomplishments is the active involvement of parents and children in the learning process.

d) Ethnicity

Despite sharing the same language and culture, people might differ in ways that are recognized by their ethnicity. State differently, as a widespread conviction in racial and ethnic distinctions. interethnic educational relationships as a foundation for all students' education and as part of a whole school renewal process. It is an opposition to racism and other types of discrimination in society and in schools, as well as an endorsement of diversity among individuals. as well as in how the school as a whole views the nature of teaching and learning, as well as in the interactions between educators, parents, and

students. Therefore, democratic justice ideas are promoted through interethnic education.

3) Personality differences

Personality differences is formed through attitudes or thought patterns inherent in oneself that have an effect on a person's ability to act in accordance with their environment. Differences in personality are a natural thing, and if you have a bad personality, than can change it according to things that can improve it to become more mature. According to Garry, and Thompson, (2010), there are four indicators of personality, namely:

a) Character

Character is a psychological quality, morality, or character that defines an individual, a community, or something that enables an individual to fulfill the criteria and take on an identity, character, and lasting nature. A person's personality, character, style, or other traits that they acquire from their surroundings can also be attributed to their character. Character is a term used to describe behavior that highlights moral principles, both explicitly and implicitly. It is the result of acting morally toward oneself and other people.

Godly behavior toward oneself and a life full of a virtue whose content is other-oriented, like justice, honesty, gratitude, and compassion, but also includes self-oriented virtues like

humility, fortitude, self-control, and trying as hard as possible and not giving in to laziness, make up the two sides of life's character. Character is conceptually defined as distinct moral principles that are ingrained in an individual and show up in behavior, such as knowing moral principles, having the desire to do good, leading a moral life, and having a positive influence on the environment. Character, on the other hand, develops coherently from a person's or a group of people's thoughts, emotions, exercise, and intentions.

Character is a term used to describe a set of dispositions, actions, drives, and abilities that serve as moral guidelines. and inaccurate assessment of behaviors, speech, and attitudes. Thus, virtue comprises virtue-seeking behavior, virtue-embracing knowledge, and virtue-doing. Typified by disposition, actions, and character. When a person's character is properly strengthened that is, through education it will develop well. A good person is someone who understands and values goodness and carries out good deeds. Good deeds originate in thoughts, which then turn into words, which turn into actions, which turn into habits, which finally turn into character. and destiny is determined by character (Lase & Nirwana, 2020).

According to the perspective Ministry of education, (2012) of character development in the character development

guidebook, there are several points that need to be developed in students in the form of cultivating religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communication, and a peaceful love of reading, caring for the environment, caring for social matters, and being responsible.

b) Motivation

Teachers can help encourage students to speak English by providing them with motivation, which is one of the most important factors that can drive students to learn, including speaking the language. Most likely, one of the things that determine a student's behavior when they want to learn is their motivation. Thus, the drive to learn is what makes the educational process fundamental. The motivation to understand is the teacher or guiding force that affects students' endeavors (As Sabiq et al., 2021).

Besides that, according to Schunk, D. H., & DiBenedetto (2020), there are two aspects of students being motivated to learn, namely self-efficacy, which is about students' confidence in their ability to complete assignments or something related to academic achievement. The second is personal goals; these are goals that

have been determined by students themselves, which can provide direction in their learning process.

Therefore, it can be concluded that students who have the desire to succeed, too, ingrained in students, the need to study diligently to face tasks or face difficulties will help increase student motivation because there are things that interesting and necessary for learning.

c) Interests

Interests can be classified into two categories: innate and learned. Everyone has the same innate interests, but everyone has different interests. for example, some children are interested in learning languages, others are more interested in studying other subjects or developing other skills. So that currently, interest is considered the main cause of individual differences, especially in the field of education.

One of the differences between individuals in schools is interest. This can be seen in students' feelings of enjoyment when they are in the school environment and in the learning process. Apart from that, in the learning process, interest can also be seen in participation, attention, or focus in learning. Every student has a different interest in each subject.

The aspect contained in interest is intrinsic interest, which is students' interest in learning because of feelings of joy and

enthusiasm in the learning process itself. Then comes the next aspect, namely the attainment value; this is the value that students place on success in learning tasks. And the last one is utility value, which shows students' perception that the material studied will be useful for their future (Schiefele, U., & Schaffner, 2021)

d) Attitudes

An established point of view or patterns of thinking and acting define an attitude. Furthermore, attitudes are summaries of evaluations that integrate cognitive and affective responses. Liking or disliking someone and determining whether something or someone is good, bad, negative, useful, or worthless are examples of attitudes. As a result, attitudes continue to be a matter of knowledge and influence, As Sabiq et al., (2021). In order to attain objective language outcomes, attitude plays a significant role in influencing learners' academic abilities as well as their attitude toward language acquisition. Whether language learning is successful in the target language group depends on both optimistic and pessimistic viewpoints.

According to Ajzen (2019) There are many different facets to attitude, including attitude toward conduct, which is shown in how many students view particular subjects favorably or unfavorably. Subjective norms, second, have to do with how students view the social support they get from their family,

friends, and teachers. The third factor is perceived behavioral control, which has to do with how many students think they can influence their academic performance. And finally, there is the intention to act, which reflects the student's will to engage in certain learning activities.

4) Differences in intelligence and basic abilities

Currently, the main theory explaining individual differences is intelligence. From the perspective of intelligence, different people differ from one another. Terman Binet in Savita (2021) developed tests to measure intelligence in the form of intelligence quotient (IQ), and he categorized people based on their IQ into far too many classes, ranging from idiot to genius.

5) Differences in skills or intelligence at school.

Intelligence or skills students is What a person knows, along with how they apply and think about it, is what makes them intelligent. The importance of a given subject is frequently correlated with the IQ of the students. It is occasionally even connected to IQ (Intelligence Quotient) test results. Children will be deemed intelligent if they have high IQs and test scores. On the other hand, kids with IQs and test scores below average will be labeled as stupid. The values under consideration have a tendency to ignore the affective and psychomotor aspects in favor of the cognitive aspects alone. However, intelligence

in children is not solely determined by cognitive abilities. A child's intelligence can be determined by a variety of factors.

C. Basic Concept of English Productive Skills

a. Productive Skill

Productive skills refer to students' speaking and writing skills. According to Misesani in Nunan (2019),

1. Speaking ability

One of the components of English that students need to master. This is in the form of the ability to convey, according to articulation, words or sentences to express or convey an idea. Speaking skills can be divided into two categories: interpersonal (familiar/unfamiliar) and monologue (planned and unplanned). This is based on the ability to give an oral presentation without interruption, which is very different from having a conversation with someone whether planned or not and familiar or unfamiliar. There are 5 components of speaking ability, namely Fluency, Accuracy, Understanding, pronunciation, Vocabulary (Ortega, 2018)

a. Fluency

Speaking fluency is the capacity to speak the target language continuously and fluently, with few pauses or mistakes. This includes speaking at a comfortable tempo, using good rhythm, and making seamless word or sentence transitions. A person with great fluency can express themselves clearly and without pausing to think of the

correct words. This fluency can be enhanced with regular speaking practice, such as taking part in role-plays or group conversations.

b. Accuracy

Speaking accurately in involves using language correctly in terms of syntax, vocabulary, and pronunciation. An accurate speaker will employ proper sentence construction, pick words that fit the situation, and pronounce them correctly. Accuracy development usually entails grammar and vocabulary exercises and prompt feedback following interactions.

c. Pronunciation

The way a person articulates sounds in a target language is known as pronunciation. It consists of components including speech patterns, intonation, word stress, phonemes, and stress on syllables. Words that are pronounced clearly and in compliance with linguistic conventions are said to have good pronunciation when they allow listeners to understand them with ease. Exercises that concentrate on specific sounds or intonation patterns are frequently employed, along with listening techniques and imitation techniques of native speakers, to help improve pronunciation.

d. Understanding

Understanding speaking skills includes the ability to understand and interpret information in conversation, as well as convey it clearly and effectively. The first aspect is understanding

the context, which involves understanding the theme of the conversation, the purpose of the communication, and the relationship between the conversation participants. The use of appropriate exposition is also important to ensure that the message is well understood, along with correct sentence structure and grammar. Active listening skills greatly support speaking skills, allowing for appropriate responses and smooth conversation. Additionally, organizing and conveying ideas is logistical and simplifies understanding. Adapting the way you speak to your audience and using non-verbal skills such as body language and intonation also contribute to better understanding. Reading comprehension in speaking skills helps a person communicate more effectively, reduce misunderstandings, and build productive interactions in a variety of situations. Mendelsohn, (2023)

e. Vocabulary

Vocabulary is an essential component of speaking skills that influences a person's ability to communicate effectively. A broad and precise vocabulary allows individuals to convey ideas and information clearly, accurately, and according to the context of the conversation. Mastery of vocabulary helps in choosing appropriate words, avoiding ambiguity, and enriching verbal expressions. Apart from that, choosing the

right vocabulary plays a role in building confidence when speaking and makes it easier for the audience to understand the message conveyed. Good speaking skills require not only knowledge of vocabulary, but also the ability to use those words appropriately in a variety of situations. Therefore, developing effective vocabulary is the key to increasing fluency and success in communication. (Zhang, and Wang, 2023)

2. Writing skills are also part of productive skills, this is a student's proficiency in written language, and students can interact with others in addition to spoken language, which necessitates without face-to-face interactions. But when it comes to their cognitive processes, students' spoken and written difference language, particularly when they are learning English. Students have more time to consider when writing than when speaking since writing requires precision, allowing them to express nearly everything that is on their minds. They can also use dictionaries, grammar manuals, or other resources to help them polish their writing. Writing is therefore one of the most crucial aspects of communication (Misesani, 2019). The following are the main aspects of writing according to (Perin and Graham, 2020).

Writing abilities, or writing skills, are crucial proficiencies that encompass multiple key components for successfully communicating concepts, data, or claims.

- a. Content, or the actual text, comprising pertinent ideas, facts, and arguments, is one of the fundamental elements of writing. A

thorough comprehension of the subject and the ability to communicate it in an engaging manner are prerequisites for creating quality content.

- b. Organization, or writing organization, is a crucial component. It has a well-defined structure, with fluid paragraph transitions, an interesting introduction, a logical development of the primary concept, and a sufficient conclusion. Readers can more easily follow the author's thought process when the structure is well organized.
- c. Syntax and grammar Writing should be clear and professional, and this is mostly dependent on syntax and grammar. Not only can good grammar and syntax make writing easier to read, but they also help avoid misunderstandings.
- d. Vocabulary, or the vocabulary employed in writing, needs to be extensive and suitable for the situation in order to enable the writer to accurately and nuanced communicate concepts. Writing with a proper vocabulary also makes it more enticing and profound.

Therefore, both writing and speaking are expressive or productive skills that are used to communicate information. Writing is an activity using written language, whereas speaking is an activity using spoken language. Speaking and writing English well would facilitate accurate and clear communication. This boosts productivity and efficiency to reduce mistakes

and misunderstandings when speaking and writing. So the students can communicate their goals and aspirations as well as a range of emotions.

D. The Relationship between Individual Differences and Productive skills

According to Skehan (2014) Individual differences paint a varied picture that calls for more than a simple explanation of why someone is have a differently, Rather, it demonstrates how the concepts might be applicable to an educational setting. Students must return to their original psychology differences based on individual variations. Should then investigate ways to support independent learning within the framework of second language acquisition, such as in the speaking and writing, Reading and Listening subfields. In order to correlate the distinctions between the two with processes of second languages.

The theory groups personality into five dimensions according to Mccrae and John (1992) that are extroversion, neuroticism, openness to experience, agreeableness, and conscientiousness. These dimensions can influence aspects of character, motivation, interests and attitudes in language learning. This theory shows that character, motivation, interests, and attitudes are important elements of personality that can influence students' productive skills in learning English. Research in this area can help educators understand how individual differences influence language learning, so that teaching strategies can be tailored to meet each student's needs.

The study that examines the relationship between individual cognitive differences and English productive skills explored different cognitive

variables for each student to improve understanding of the influence of these cognitive variables on productive skills in EFL. In this research, it was found that there was a significant relationship between individual differences in terms of motivation and learning styles and the achievement of productive foreign language skills Yazdani (2022). Therefore Individual differences are something that each person has both physical and non-physical, that causes differences between each other and affects a person's ability to speak and write.

E. Conceptual Framework

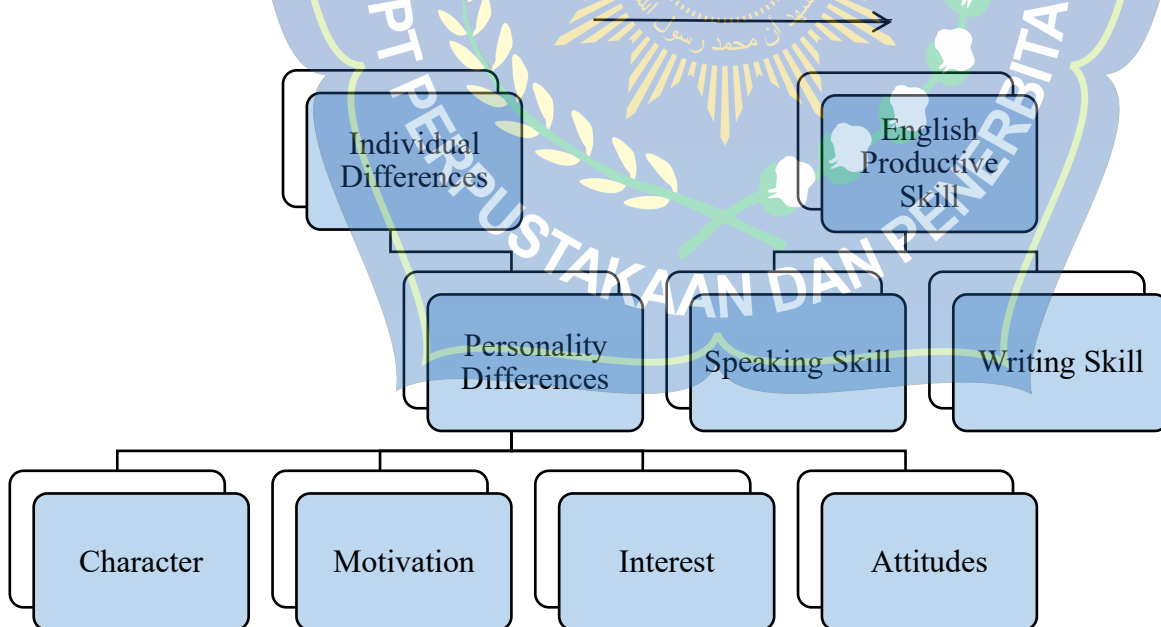


Figure 2. 1 Conceptual Framework

Framework as a conceptual model that is utilized as an existing theory in relation to several factors identified as problematic and important. In carrying out research that requires a frame of mind, it would be better if it were possible to explain it theoretically. At the same time, it can also explain relationships between the variables raised. So Research can explain the relationship between independent variables and dependent variables.

In the picture above, individual differences have five parts, physical differences, social differences, differences in intelligences and basic abilities and differences in skill or intelligences at school and also Personality. This research only looks at personality variations and how traits such as motivation, character, interests, and attitudes influence students' ability to develop productive English language skills, such as speaking and writing. Because personality can influence how students engage with subjects and how they process information, personality plays an important role in language learning. Character, for example, represents innate, enduring qualities in a person such as self-confidence, perseverance, and honesty. These qualities may influence students' boldness when speaking English and their persistence when writing. It is important to investigate the relationship between students' intrinsic and extrinsic motivation and their success in speaking and writing. Motivation influences students' intensity and persistence in learning. . In addition, research will be conducted on students' motivation in learning English to

determine how their preferences for learning activities influence the quantity and caliber of practice they receive in productive skills. To determine the impact on students' speaking and writing abilities, students' views of English either positive or negative will be tested at the end. With this emphasis, this research should shed more light on how educators can create learning plans that better suit their students' unique personalities and encourage the development of productive English language skills.

F. Hypothesis

A hypothesis is a provisional solution, based on pertinent theory, to a problem formulation. The null hypothesis and the alternative hypothesis are two different categories of hypotheses. Hypothesis null is one that asserts there is no relationship or difference, whereas an alternative hypothesis asserts there is a relationship, differences, and so forth, all of which will be investigated through the gathering of data. (Sugiono 2019)

1. The students individual differences in terms personality

H₀: There is no significant relationship between individual differences in terms of student personality

H_a: There is a significant relationship between individual differences in terms of student personality

2. Individual differences in term of personality influence students' speaking skill

H₀: There is no significant influence of individual differences in term of personality that influence students' English achievement speaking

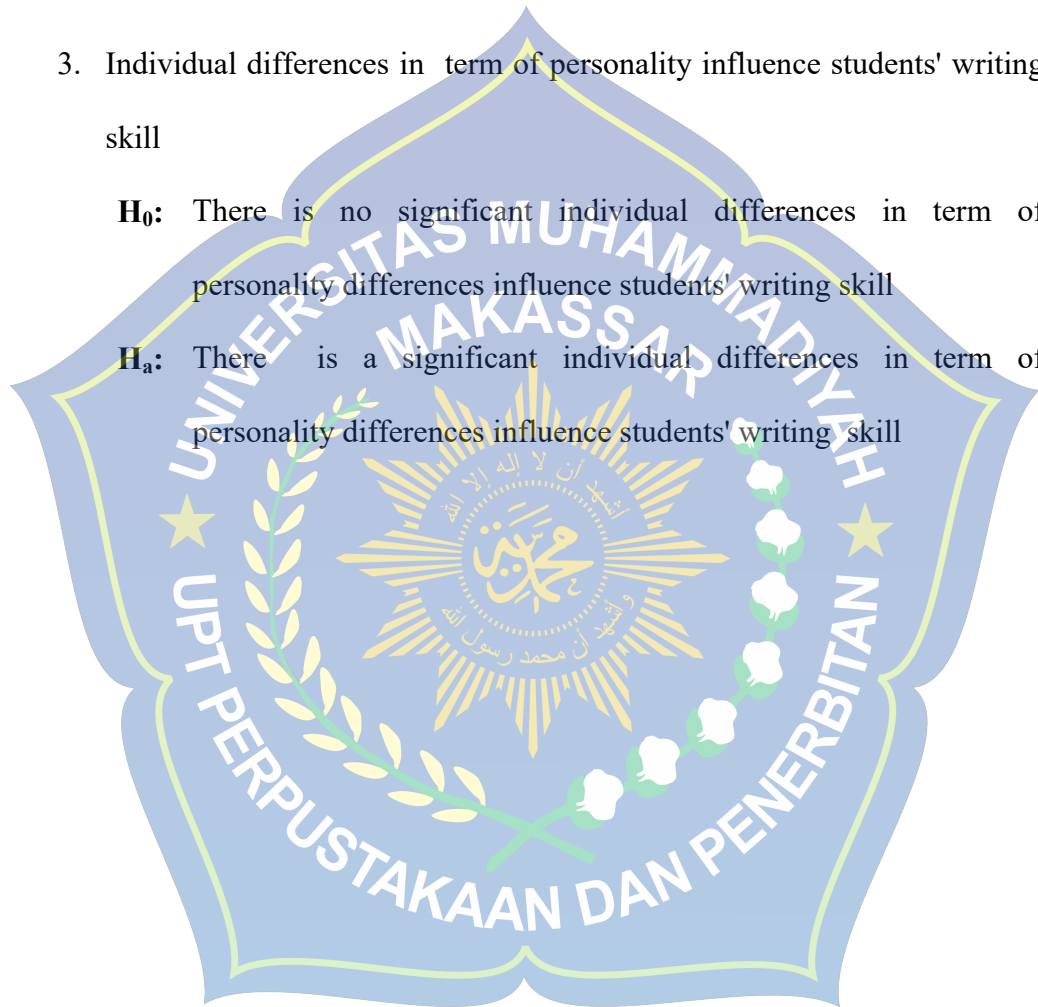
skills.

H_a: There is a significant influence of individual differences in term of personality that influence students' English achievement speaking skills.

3. Individual differences in term of personality influence students' writing skill

H₀: There is no significant individual differences in term of personality differences influence students' writing skill

H_a: There is a significant individual differences in term of personality differences influence students' writing skill



CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted using a quantitative research method. To avoid misunderstandings in defining terms, descriptive methods were used. This approach described what the research observed, collected, and felt to present a fact. The research simply wrote or reported the results obtained in the field Priadana & Sunarsi, (2021). Analysis using multiple linear regression was the technique employed, which is a statistical method for examining the relationship between one dependent variable and multiple independent variables. The method that has been used is multiple linear regression analysis. It is a statistical method for examining the relationship between one dependent variable and multiple independent variables is called multiple regression.

Thus, the research approach used in this study was more quantitative, meaning that the data obtained could be generalized to a comparable degree. This was done in order to test preconceived hypotheses that had been applied to data collection using research instruments, data analysis, and research on specific populations and samples of a statistical character.

B. Population and Sample

1. Population

The population in the research to be conducted at SMPN 3 Sinjai is all grade 8 students with a total of 87 students in academic year 2023/2024.

2. Sample

The sample for this research was the class 8A students at SMPN 3 West Sinjai for the 2024 academic year. It consisted of 25 students. The sampling technique used, purposive sampling, was chosen because it is a representative sample selection technique that can be used depending on the assessment of the research or assessor. At times, knowledge of a population, its members, and research objectives influenced sample selection. The sample was selected using purposive sampling because, in grade 8A, which consisted of 25 students, the average student was 12–13 years old, marking the transition from childhood to adolescence, and this was interesting for the research that had been carried out regarding student personality.

C. Research Variable and Indicator

This variable consisted of a dependent variable, namely English achievement with the symbol (Y), which included two variables: speaking skill (Y1) and writing skill (Y2). The independent variable was Individual Differences, symbolized by (X). The following was the relationship between the research variables

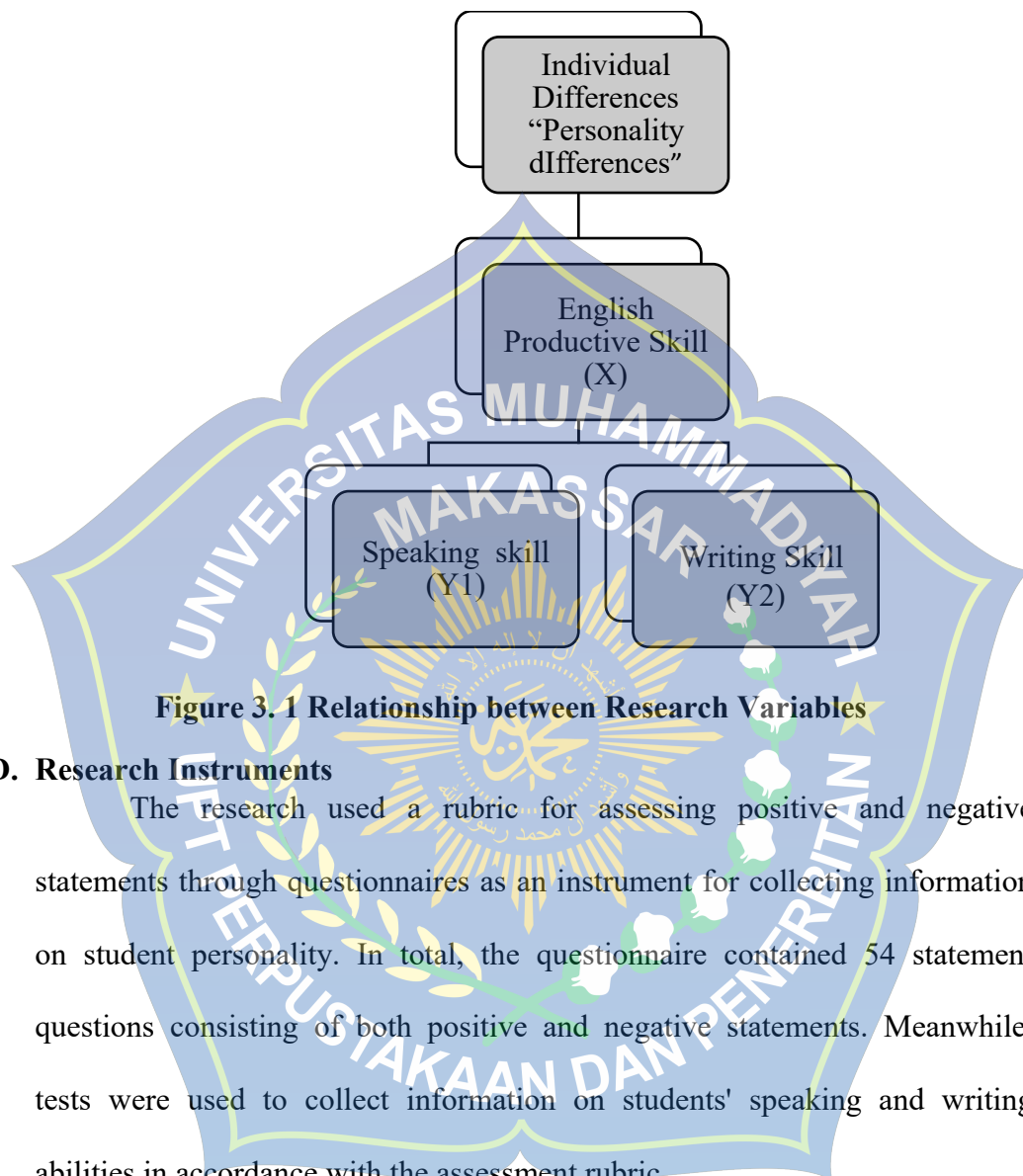


Figure 3. 1 Relationship between Research Variables

D. Research Instruments

The research used a rubric for assessing positive and negative statements through questionnaires as an instrument for collecting information on student personality. In total, the questionnaire contained 54 statement questions consisting of both positive and negative statements. Meanwhile, tests were used to collect information on students' speaking and writing abilities in accordance with the assessment rubric

E. Instrument of Collecting Data

In obtaining data, the research used survey methods to determine the influence of existing variables and other variables in natural conditions. The survey method was a research method used to obtain data from both past and current situations based on predetermined samples. Sugiono (2013). The

research instrument plays an important role to collect data. The instruments used in this research were:

- a. Questionnaires were used to analyze personality. The questionnaires consisted of a series of statements designed to reveal various aspects of personality, such as character, motivation, interests, and attitudes towards certain situations. The statements in the personality questionnaire were in the form of positive and negative statements. This approach was used to measure various personality indicators. Based on the combination of the two types of statements that had been designed, it was possible to obtain a more balanced and accurate picture of the student's personality that could be clearly identified. In addition, the use of positive and negative statements also helped reduce response bias because respondents had to consider each statement separately, thereby increasing the validity and reliability of the questionnaire results.

Table 3. 1 Statement items on the Questionnaire

Sub Variable	Indicator	Question items	Question Type
Personality	Character	1-36	1,3,5,7,9,11,13,15,17,19,21,2

			3,25,27,29,31,33,35, (Positive) 2,4,6,8,10,12,14,16,18,20,22, 24,26,28,30,32,34 36 (negative)
	Motivation	37-40	37,39 (Positive) 38,40 (Negative)
	Interest	41-46	41,43,45 (Positive) 42,44,46 (Negative)
	Attitude	47-54	47,49,51,53 (Positive) 48,50,52,54 (Negative)

(Adapted and Modification, Garry, W., & Thompson, (2010))

b. Tests were used to measure student achievement related to productive skills.

1. Speaking test, the research have given a speaking test to students by telling about their self, family, favorite activity and their dreams in a future. Thus the students are assessed based on pronunciation, grammar, vocabulary, understanding, and fluency.
2. Writing test, the research gave instructions for writing about their self, family, favorite activity and their dreams in a future. That has been told. The writing test are assessed by writing down their self, family favorite activity, and their dreams in a future regarding ideas and content, organization, vocabulary, sentences, and conventions.

F. Technique of Analyzing Data

In this study the data analysis used is:

1. Questionnaire: To analyze student personality by giving 54 statements to students consisting of two types of statements, namely positive and negative statements, that uses a likert scale, below is the Likert scale scoring according to (Gay and Mills, 2012).

Table 3. 2 Scoring Rubric for Positive Statement

Rubric	score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source: (Gay and Mills, 2012).

Table 3. 3 Scoring Rubric for Negative Statement

Rubric	score
Strongly Agree	1
Agree	2
Neutral	3
Disagree	4
Strongly Disagree	5

Source: (Gay and Mills, 2012)

2. Test, the following is the assessment rubric used in the speaking and writing tests:

Table 3. 5 Speaking Test Rubric

Score	Pronunciation	Grammar	Vocabulary	Understanding	Fluency
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5.	Easy to understand and has a native speaker's accent	There are no or few grammatical errors	Use vocabulary and expressions like a native speaker	Understand everything without experiencing difficulty	Fluent like a native speaker
4	Easy to understand even with a certain accent	Sometimes makes grammatical errors but it doesn't affect the meaning	Sometimes using inappropriate vocabulary	Understand almost everything even though there is repetition in certain parts	Fluency seemed slightly impaired by language problems
3	There are pronunciation problems that require the listener to concentrate fully and sometimes there are misunderstandings	Often makes grammatical errors that affect meaning	Often using inappropriate vocabulary, conversations become limited due to limited vocabulary	Understands most of what is said when speaking is somewhat slower even though there is repetition	Fluency is somewhat disrupted by language problems
2	Difficult to understand because there are pronunciation problems, often asked to	Many grammatical errors hinder meaning and often rearrange sentences	Using vocabulary incorrectly and vocabulary is limited so it is difficult to understand	It's hard to follow what is said	Often hesitate and stop because of language limitations

	repeat				
1	The pronunciation problem is serious so it can't be understood	The grammatical errors are so severe that it is difficult to understand	Vocabulary is so limited that conversation is impossible	Can't understand even if the conversation isn't simple	Speech is intermittent and stops so that a conversation is impossible

Source: (Ellis, R., & Barkhuizen, 2020)



Table 3. 6 Writing Test Rubric

Score	Idea and Content	Organization (physical structure)	Vocabulary	Sentence	Convention
5	There is a clear idea, focused on the topic and interesting and original details that support the idea	The opening is clear and attracts readers with clear and consistent paragraph structure	Consistent choice of words in transitions between sentences	All sentences are written completely	Accurate punctuation, to guide the reader
4	There is a clear idea, focused on the topic	Most ideas are logically related	Most use good sentence transitions	There are sentences that are off topic	Punctuation is generally correct
3	Some concrete and details are still general and there are parts that are not appropriate	Some parts of the paragraph do not match but do not create a strong structure	Sometimes we use variation sentences	Some sentences are off topic	The use of capitalization and grammar is usually correct
2	A lot of text is repeated	Paragraph structure tends to be inappropriate	Slight sentence variations	There are many sentences that are off topic	Lots of wrong punctuation
1	Unfocused and out of ideas	The beginning of the paragraph is unclear and there is a general lack of organization	There is no use of punctuation	Only simple sentences exist and transitions are almost non-existent	Writing is difficult to read

Source (Ellis, and Barkhuizen, 2020)

Tabel 3.7. Distribution of Categories Percentage of Speaking and Writing

Categories	Pesentase
Excellent	90%-100%
Good	75%-89%
Satisfactory	60%-74%
Need Improvement	50%-59%
Unsatisfactory	< 50%

Source: (Wiliam,

2020)

3. The hypothesis was tested by first conducting assumption tests, including the normality test and data linearity test, to determine the relationship between the variables used: individual differences as the independent variable and the results of the students' English language achievement as the dependent variable. After that, the hypothesis test was conducted using a simple linear regression test.
4. The data analysis used was descriptive statistics, which provided a general description of each variable in terms of the maximum, average, and minimum values.
5. Data analysis was conducted using SPSS 26, by the utilization of multiple linear regression, validity testing, and normality testing.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this research, attention is focused on how personality differences influence students' achievement in productive English skills, namely speaking and writing. During the research process, various stages have gone through, from data collection to statistical analysis, to understand the relationship between the variables studied.

The main findings of this research, as presented, included the results obtained through various analytical methods, such as hypothesis testing and descriptive statistical analysis. These findings were expected to provide deeper insight into how personality differences influenced English productive skills, as well as how this information could be used to improve teaching and learning approaches in educational settings.

1. Individual Differences in Terms of Personality Differences

This research aimed to explore and understand students' individual differences in terms of personality, which included four main components: character, motivation, interests, and attitudes. A questionnaire was designed to measure student responses to various statements that reflected these aspects. Each component was measured through a number of items compiled based on theory and relevant literature. It was hoped that the

results of this questionnaire would provide insight into how students' character, motivation, interests, and attitudes could influence their achievement in learning, especially in productive English language skills.

The following is a table that presents the response results from the questionnaire that was distributed:

Table 4.1 Students Personality

Response	Personality			
	Character (36 items)	Motivation (4 items)	Interest (6 items)	Attitudes (6 items)
Strongly Agree	101 (score)	10 (score)	0 (score)	6 (score)
Agree	372 (score)	31 (score)	91 (score)	100 (score)
Neutral	369 (score)	36 (score)	59 (score)	85 (score)
Disagree	58 (score)	21 (score)	0 (score)	9 (score)
Strongly Disagree	0 (score)	2 (score)	0 (score)	0 (score)

The results of the questionnaire show students' responses to four personality components, that are character, motivation, interests and attitudes, with a varying number of items for each component.

In the character component, which consists of 36 items, there are 101 scores in the "strongly agree" category, 372 scores in the "agree" category, 369 scores in the "neutral" category, 58 scores in the "disagree"

category, and there were no scores in the “strongly disagree” category. These results indicate that the majority of students tend to have strong character, with most agreeing or strongly agreeing with the statements given.

For the motivation component, which consists of 4 items, there are 10 scores in the "strongly agree" category, 31 scores in the "agree" category, 36 scores in the "neutral" category, 21 scores in the "disagree" category, and 2 scores in the category “strongly disagree.” These results indicate that student motivation is quite varied, with a more even distribution among answer categories.

On the interest component, which consists of 6 items, no students gave a score of "strongly agree," 91 students gave a score of "agree," 59 students were in the "neutral" category, and no students chose "no agree" or "strongly disagree." This indicates that although the majority of students show quite high interest, there are also those who feel neutral about their interests.

Finally, in the attitude component, which also consists of 6 items, there are 6 scores in the “strongly agree” category, 100 scores in the "agree" category, 85 scores in the "neutral" category, 9 scores in the "disagree" category," and no scores in the "strongly disagree" category. These results indicate that students' attitudes towards learning tend to be positive, although there are still some who are neutral or disagree with the statements given.

Overall, these data illustrate variations in students' responses to the measured personality components, with a tendency to agree or be neutral to statements that reflect their character, motivation, interests, and attitudes.

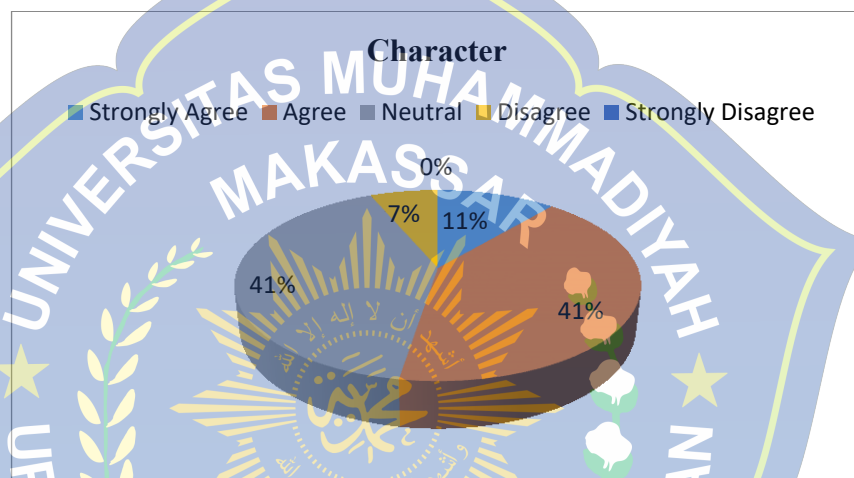


Chart 4.1 Students Character

This Chart shows the distribution of student responses to the character components based on five categories: Strongly Agree: As many as 11% of students indicated that they strongly agreed with statements that reflected their character. Agree 41% of students agreed with the statement about their character, indicating that this was the most common response. Neutral: Just like the Agree category, 41% of students were in the neutral category, indicating that they did not have a strong tendency to either agree or disagree with the statement. Disagree 7% of students indicated disagreement with statements about their character. Strongly Disagree No

students chose this category, which means no one strongly disagrees with the statement. Overall, this chart shows that most students had a positive or neutral view of their characters, with the majority falling between the categories of "Agree" and "Neutral."

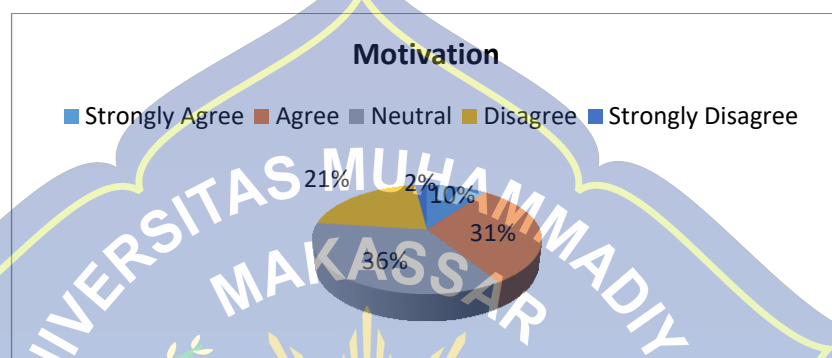


Chart 4.2 Students Motivation

Overall, this chart shows that student motivation tends to vary, with a sizable proportion falling in the "neutral" category. This indicates that many students may feel less motivated, or do not have a strong view about their motivation in learning.

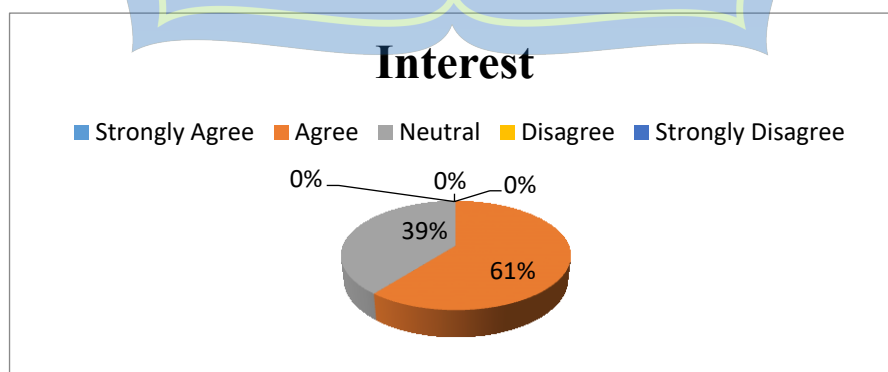


Chart 4.2 Students Interest

Based on the chart 4.2 indicate that the majority of students have a positive interest in learning, with the majority of students falling in the "agree" category. However, there were still a number of students who felt neutral about their interests, which suggests that there is room to increase student interest further.

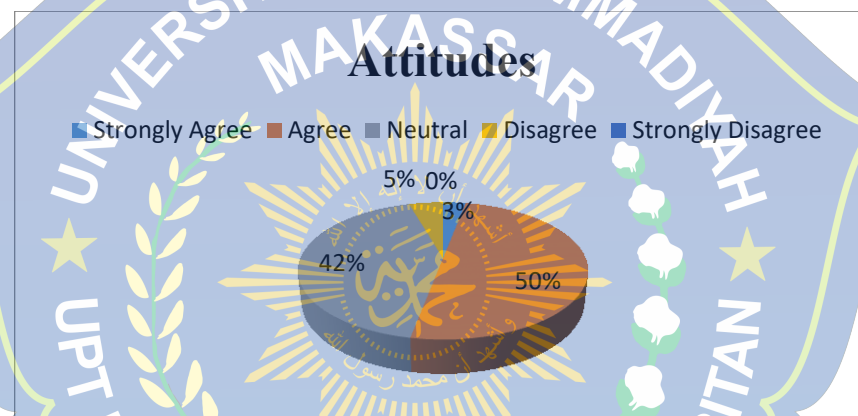


Chart 4.4 Students Attitudes

Based on chart 4.4, it can be concluded that respondents' opinions generally tend to be positive regarding the statements put forward. Although there is a fairly large proportion of respondents who have a neutral attitude, the majority of respondents show a high level of agreement.

2. The Influence of Personality Differences on Their Speaking Skill

Speaking skills are one of the productive skills that are very important in learning English. This ability not only reflects mastery of

vocabulary and language structures, but also students' ability to communicate ideas, opinions and information effectively in an oral context. The degree of students speaking proficiency was assessed using a speaking exam that covered a number of topics, including participation in conversation, pronunciation, grammar, and fluency. This exam is intended to give an overview of a student's speaking proficiency and to point out areas that still need improvement.

Below is a table of research results from student speaking tests, which includes quantitative data that describes student performance in various aspects of speaking ability as well as the distribution of scores obtained.

Table 4.2 Students Speaking Skill

Categories	Response				
	Excellent	Good	Satisfactory	Need Improvement	Unsatisfactory
Pronunciation	0	2	10	13	0
Grammar	0	4	11	10	0
Vocabulary	0	8	14	3	0
Understanding	0	0	8	15	2
Fluency	0	0	2	16	7

Based on Table 4.2 shows that in terms of students' pronunciation, the majority of students are in the Need Improvement (13 students) and Satisfactory (10 students) categories in terms of pronunciation. Only 2 students showed good pronunciation skills

(Good), while no students reached the Excellent or Unsatisfactory categories. This shows that most students still need improvement in pronunciation aspects to reach a higher level.

The majority of students were in the satisfactory category (11 students) in terms of grammar, with 4 students showing good abilities (Good). A total of 10 students needed improvement (Need Improvement), while there were no students in the Excellent or Unsatisfactory category. This indicates that although many students have a fairly good understanding of grammar, there are some who still need further attention.

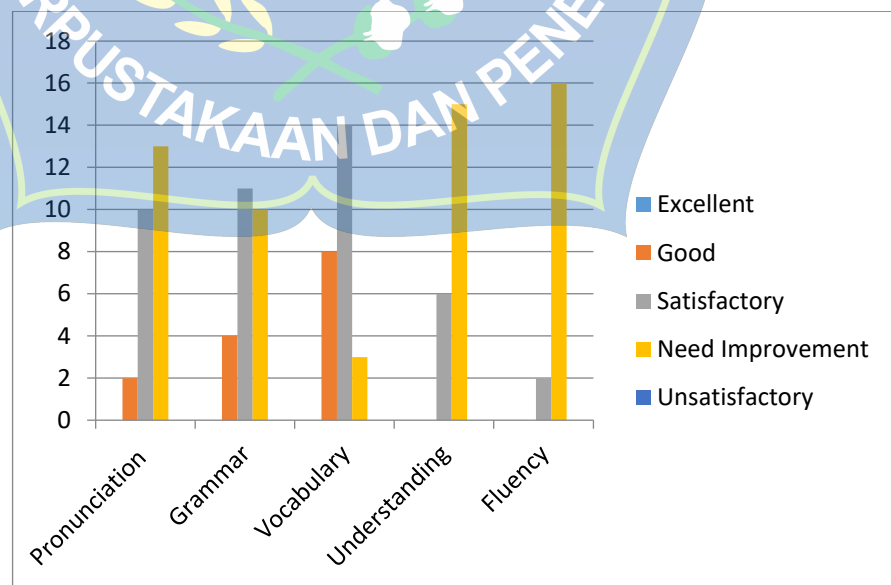
The vocabulary aspect shows relatively better results compared to other aspects, with 8 students in the Good category and 14 students in the Satisfactory category. Only 3 students needed improvement (Need Improvement), and no students reached the Excellent or Unsatisfactory categories. This suggests that vocabulary is an area where students demonstrate stronger abilities.

On the understanding point. The test results show that students' understanding of the material presented still requires significant improvement. Most of the students were in the Need Improvement category (15 students) and there were 2 students in the Unsatisfactory category. Only 8 students were in the Satisfactory category, and none reached the Good or Excellent category. This indicates that

understanding is an area that needs more attention in the teaching process.

Speaking fluency is one of the most challenging aspects for students, with the majority of students in the Need Improvement (16 students) and Unsatisfactory (7 students) categories. Only 2 students achieved the Satisfactory category, and no students demonstrated better abilities. This indicates that the student may be facing difficulties in speaking fluently, and this requires more focused practice and teaching.

Therefore, most students need improvement in various aspects of speaking ability, especially in comprehension and speaking fluency. Vocabulary is the only area where students show relatively stronger results. These results indicate the need for a more targeted teaching approach to help students improve their overall speaking skills.



Overall, this graph shows that the majority of students still need improvement, especially in the aspects of Pronunciation, Understanding, and Fluency. Very few students reach the Good or Satisfactory level, and none reach the Excellent level. This shows that students' speaking skills still need a lot of improvement, especially in these aspects.

After collecting data through test and assessing students' speaking abilities, the next step is to analyze the data that has been obtained. To ensure that this analysis provides an accurate picture of the relationship between the variables studied. In this section, a table of the results of multiple linear regression analysis is presented which describes the influence of personality differences on speaking skill. These tables display regression coefficients, significance levels, as well as multicollinearity indicators which provide in-depth insight into how much each variable contributes to students' speaking.

Table 4.3 Relationship between Personality Difference and speaking Skill

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.716	.699		5.315	.000		
	Personality Difference	.025	.004	.817	6.795	.000	1.000	1.000

a. Variable: Speaking.

The results of the regression analysis show that there is a significant relationship between "Personality Difference" and speaking ability. The constant coefficient of 3.716 indicates that if there is no influence of "Personality Difference," the predicted value for speaking ability is 3.716. The unstandardized coefficient for "Personality Difference" of 0.025 indicates that every one unit increase in "Personality Difference" need increase speaking ability by 0.025 units. The standardized coefficient (Beta) of 0.817 indicates that "Personality Difference" has a strong positive relationship with speaking ability.

The t value for this variable is 6.795 with a significance level of 0.000, which shows that the influence of "Personality Difference" on speaking ability is very significant. Apart from that, collinearity statistics, with a Tolerance value of 1,000 and a VIF of 1,000, indicate that there is no multicollinearity problem. This means that "Personality Difference" is not only a strong predictor, but is also not influenced by other independent variables that may be in the model. Overall, this analysis shows that "Personal Difference" has a large and significant influence on students' speaking abilities.

3. The Influence of Personality Differences on Their Writing Skill

Writing skills are an important aspect in learning English which reflects students' ability to express their thoughts and ideas in writing. Writing not only involves the ability to master grammar and vocabulary, but also critical thinking skills, the ability to construct

arguments, and creativity in constructing clear and cohesive narratives.

In the context of classroom learning, writing ability is also an important indicator of students' understanding of the material being taught and their ability to apply this knowledge in a form that can be assessed academically. Therefore, writing tests are carried out to measure the extent to which students have developed this skill. In the following section, a table of student writing test results is presented.

Tabel 4.2 Students Writing Skill

Categories	Response				Unsatisfactory
	Excellent	Good	Satisfactory	Need Improvement	
Idea and content	0	4	10	10	1
Organization	0	2	3	16	4
Vocabulary	0	0	4	18	3
Sentence	0	1	7	9	8
Conversation	0	1	8	16	0

Based on the table 4.2 about idea and content, most of the students were in the Satisfactory (10 students) and Need Improvement (10 students) categories in terms of ideas and content of their writing.

There were 4 students who showed good abilities (Good), while only 1 student was in the unsatisfactory category. There are no students who reach the Excellent category. This suggests that although some students have good ideas, there is a need for more guidance in developing the content of their writing to make it more structured and clear.

Organizing writing seemed to be a challenge for most students, with the majority being in the Need Improvement (16 students) and Unsatisfactory (4 students) categories. Only 2 students showed good abilities (Good), and 3 students were in the Satisfactory category. There are no students who reach the excellent category. This suggests that many students need help to organize their ideas in a more logical and coherent way.

Vocabulary is another area that shows a significant need for improvement, with 18 students in the Need Improvement category and 3 students in the Unsatisfactory category. Only 4 students were in the satisfactory category, and none achieved Good or Excellent. This indicates that students may face difficulties in selecting appropriate and varied words in their writing.

In terms of sentence structure, the majority of students are in the Need Improvement (9 students) and Unsatisfactory (8 students) categories. Only 1 student showed good abilities (Good), and 7 students were in the Satisfactory category. There are no students who

reach the Excellent category. This indicates that many students need improvement in forming correct and grammatical sentences.

The majority of students needed improvement in terms of the cohesion and coherence of their writing, with 16 students in the Need Improvement category. Only 1 student showed good abilities (Good) and 8 students were in the Satisfactory category. No students reached the Excellent or Unsatisfactory categories. This suggests that students may need more guidance in connecting their ideas in a logical, flowing way.

Overall, it shows that many students need improvement in various aspects of writing skills, especially in terms of writing organization, vocabulary use, and sentence structure. Although there are several students who show good abilities, the majority of students are in the Need Improvement or Satisfactory category, which indicates that there is still considerable room for developing their writing abilities. These results underscore the importance of more focused and in-depth teaching strategies to help students strengthen their writing skills.

After collecting data through test and assessing students' writing abilities, the next step is to analyze the data that has been obtained. To ensure that this analysis provides an accurate picture of the relationship between the variables studied. In this section, a table of the results of multiple linear regression analysis is presented which

describes the influence of personality differences on writing skill. These tables display regression coefficients, significance levels, as well as multicollinearity indicators which provide in-depth insight into how much each variable contributes to students' writing skill.

Table 4.3 Relationship between Personality Difference and Writing Skill

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.056	.287		21.105	.000		
	Personal Difference	.011	.001	.847	7.652	.000	1.000	1.000

a. Dependent Variable: WRITING.,

The results of the regression analysis show that there is a significant influence between individual differences on students' writing skills. The unstandardized B coefficient is 0.011 with a t value of 7.652 and a significance of 0.000, indicating that individual differences make a significant positive contribution to students' writing abilities. The standardized Beta coefficient of 0.847 indicates that individual differences have quite a large influence on the dependent variable (writing skill). The tolerance and Variance Inflation Factor (VIF) values of 1.000 each indicate that there are no multicollinearity problems in this regression model, so the relationship between the independent and dependent variables is reliable.

B. Discussion

After describing the findings from the questionnaire that explored the components of students' personalities, as well as the results of the writing and speaking tests carried out, we have obtained a comprehensive picture of the relationship between individual differences in personality and students' achievements in productive English skills. The results of the questionnaire reveal variations in students' character, motivation, interests, and attitudes, while the results of the writing and speaking tests provide insight into students' practical abilities in applying English. By combining these two data sources, it is possible to understand how personality factors contribute to student performance in a more real and practical context.

1. Individual Differences in Terms of Personality Differences

The findings show that the majority of students have positive beliefs about student character and attitudes, with more than 50% of students agreeing or strongly agreeing with these two components. In contrast, students' motivation and interests showed greater variation, with a higher proportion feeling neutral. These findings indicate that although students have a good foundation of character and attitudes, there is a need for more targeted interventions to increase student motivation and interest.

Character and Attitude as the Foundation of Learning, Recent research in highlighted the importance of character and attitude in supporting an effective learning process. this is relevant to a study conducted by Jones (2021)found that strong character, such as discipline

and responsibility, is positively correlated with academic achievement in various learning contexts.

Motivation and Interest: Challenges in Learning, Motivation, and Interest that show greater variations indicate that there are factors that influence these two aspects more dynamically. Research by Ryan and Deci, (2020) on intrinsic and extrinsic motivation shows that student motivation can be influenced by the learning environment, teaching methods, and support provided by the teacher.

Relation to Individual Differences Theory: The research results can be linked to Garry and Thompson, (2010) study on individual differences in learning. They emphasize that differences in individual characteristics, such as personality, motivation, and interests, play an important role in determining how students learn and achieve. Garry and Thompson state that students with strong character tend to be more resilient and able to overcome learning challenges better, but they also emphasized that motivation and interest are key factors that can influence how students utilize the potential of their character. Thus, even though character and attitude are already in a good position, lower motivation and interest can limit this potential if not intervened effectively.

The personality theory that groups personality into five dimensions, known as the Big Five Personality Traits, by McCrae and John (1992) can provide a relevant framework for understanding findings regarding student character, attitudes, motivation and interests. These five dimensions

include the tendency to experience negative emotions, friendly and social nature, openness to new experiences, friendliness and cooperative attitude, and conscientiousness and responsibility.

Findings show that the majority of students have positive beliefs about character and attitudes. Students with strong character traits, such as discipline and responsibility, are likely to have high levels of Conscientiousness, which has been shown to be positively correlated with academic achievement in various learning contexts, as found by Jones (2021). A cooperative and friendly attitude can reflect the Agreeableness dimension, which is also important in building an effective learning environment.

On the other hand, greater variation in students' motivation and interests can be attributed to the Openness to Experience and Neuroticism dimensions. As shown by Ryan and Deci, (2020) research, students' intrinsic and extrinsic motivation can be influenced by the learning environment, teaching methods, and support from teachers. Students with higher levels of Openness may be more open to new experiences and more easily motivated by engaging content and creative teaching methods. However, students face challenges in maintaining their motivation and interest due to a tendency to experience negative emotions or stress in learning situations.

Thus, to increase student motivation and interest, more specific interventions are needed to target factors related to different personality dimensions, as well as create a learning environment that is supportive and responsive to students' individual needs.

2. The Influence of Personality Differences on Their Speaking Skill

The majority of students, according to the research findings, need improvement in a number of speaking-related areas, specifically comprehension and fluency. The only area where students appear to perform somewhat better is vocabulary. These results suggest that, in order to help students become more professional speakers overall, more focused teaching strategies are required. A more comprehensive picture of the students' language acquisition difficulties arises when these findings are connected to a larger framework of personality traits, especially in terms of character, motivation, interests, and attitudes.

When linked to research results on student personality, the majority show a positive view of their character and attitudes, with more than 50% agreeing or strongly agreeing with these two components. This shows that students generally have a strong ethical foundation and a positive disposition towards learning. However, responses that were more varied in terms of motivation and interest revealed that not all students had the same drive or involvement in the learning process.

Students ability to talk is strongly impacted by this contrast between motivation and interest and character and attitude. Students with

good morals and an optimistic outlook have a tendency to approach language acquisition with assurance and perseverance. However, their participation in exercises that enhance speaking fluency and comprehension is restricted if they lack adequate drive or desire. Despite having a positive attitude toward learning, many students perform poorly in certain areas due to a lack of interest.

Individual differences in personality, especially in terms of character, motivation, interests, and attitudes, play an important role in language acquisition. Students with strong character have the perseverance to continue practicing even when facing difficulties in speaking. However, if they lack motivation or interest, they do not put in the effort or seek opportunities to practice, which is important for developing proficiency and understanding.

According to research by Hiver (2020) motivation is the primary factor influencing language acquisition success. Research indicates that students with high levels of motivation participate in more speaking activities, which improves their fluency and comprehension. Students with strong drive but low interest, on the other hand, participate in these activities more out of duty than genuine enthusiasm, which may reduce the practice's efficacy.

Therefore, it can be concluded that individual differences in the context of Gery and Thomson's theory which highlights character, motivation, interests and attitudes, play an important role in influencing

students' speaking abilities, especially in understanding and fluency. When students have strong character and sufficient motivation and interest, this can increase their involvement in the learning process, thereby improving their understanding of the material and increasing their speaking fluency. Even if students' motivation and interest are not at a very low level, the positive influence of supportive character and attitude can encourage them to remain actively involved in learning, ultimately contributing to the improvement of their overall speaking ability.

3. The Influence of Personality Differences on Their Writing Skill

The research results show that the majority of students are in the Need Improvement or Satisfactory category in various aspects of writing skills, such as writing organization, vocabulary use, and sentence structure. These findings highlight gaps in mastery of writing skills essential for the effective and coherent expression of ideas. Only a small number of students demonstrated good abilities, while no students achieved the Excellent level in all assessed categories.

The results of data analysis show that personality differences, such as motivation, interests, character and attitudes, have a significant influence on students' writing abilities. In the aspects of writing ideas and content, the majority of students were in the "Need Improvement" and "Satisfactory" categories, indicating that although some students have quite good ideas, they often have difficulty developing structured and clear written content. This could be related to the level of openness to

experience, where students who are less open may not have the creativity or courage to explore new ideas in their writing.

Additionally, writing organization seemed to be the biggest challenge for most students, with many of them falling into the categories of “Need Improvement” and “Unsatisfactory.” Difficulty in organizing ideas logically and coherently may indicate a lack of self-management skills, which are often associated with levels of responsibility and conscientiousness. Students with low levels of Conscientiousness may lack discipline in planning and organizing their writing, so the results tend to be less structured.

Vocabulary is also an area that requires special attention. Most of the students were in the categories of “Need Improvement” and “Unsatisfactory,” indicating that they may have difficulty choosing appropriate and varied words to express their ideas. This could be influenced by low levels of motivation, where students who are not motivated enough may not make the effort to enrich their vocabulary, which ultimately impacts the quality of their writing.

Sentence structure is another aspect that shows a need for improvement, with many students making errors in the formation of correct and grammatical sentences. This may be influenced by higher levels of anxiety or stress, where students who feel anxious when writing tend to make more mistakes, hindering their ability to write clearly and effectively.

Grammar of writing also requires attention, with the majority of students indicating that they need help in connecting their ideas logically and flowingly. A lack of interest in the topic being written about may be a contributing factor, with disinterested students less likely to make an effort to ensure that their writing is well connected, affecting the fluency and readability of their writing. Overall, these findings suggest that to improve students' writing skills, a more personalized teaching approach is needed that takes students' personality differences into account.

The results of this research are in line with previous research which shows by Nappu (2023) that there is Indonesian language interference in students' English writing. The difficulties in writing organization, word selection, and sentence formation found in this research can be attributed to the influence of the first language (Indonesian) on the process of writing in English.

These results can be linked to the theory of individual differences in learning, which shows that each student has a different speed and way of learning. According to Garry and Thompson, (2010), differences in students' personalities, motivations and interests can influence their ability to develop language skills, including writing. Students who are more motivated and have a high interest in writing may show better abilities compared to those who have low motivation or less interest. This also emphasizes the importance of considering individual differences when designing teaching strategies. For example, personalized and varied

learning approaches can help meet different learning needs, which can ultimately improve students' overall writing skills.

Many studies highlight the importance of focused and in-depth teaching strategies to improve students' writing skills. Research by Graham (2020), found that explicit teaching of sentence structure and vocabulary significantly improved students' writing abilities, especially when integrated with ongoing writing practice. Research by Gadd, et al (2021), shows that the use of technology in learning to write, such as digital platforms for feedback and collaboration, can increase student motivation and involvement in the writing process. This is in line with the findings of this study, which indicate the need for more innovative approaches to overcome the challenges students face in writing. Apart from that, other research conducted by Alharbi (2022) emphasized the importance of critical thinking skills in developing writing skills. These skills, which involve the ability to analyze, evaluate, and construct arguments, can help students organize their ideas more effectively. By integrating critical thinking learning into the writing curriculum, students can better overcome the challenges they face in organizing writing and developing ideas

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion here are some of the main conclusion as follow:

1. Individual differences in terms of personality at SMPN 3 Sinjai show that character is the factor that most strongly influences students' speaking and writing skills. Strong character traits, such as discipline and responsibility, provide a solid foundation for the development of these skills. A positive attitude towards learning also plays an important role, because students with a good attitude tend to be more engaged and motivated in the learning process. Interest in the subject matter makes an additional contribution in improving skills, although the influence is smaller than character and attitude. Lastly, motivation, although important, has the least impact compared to the four components. Thus, the main focus in improving students' skills should be placed on developing character and attitudes, followed by increasing interest and motivation.
2. Individual differences in terms of personality influence speaking skills, especially in the understanding and fluency sections, this is influenced by the motivation and interest aspects, which have the strongest influence. Students with high motivation tend to be more confident and active in speaking, which contributes to their fluency and understanding in

communicating verbally as well as student interest. Therefore, motivation
and interest are key factors in



improving students' speaking skills, while character and attitude are also role, but with a smaller impact.

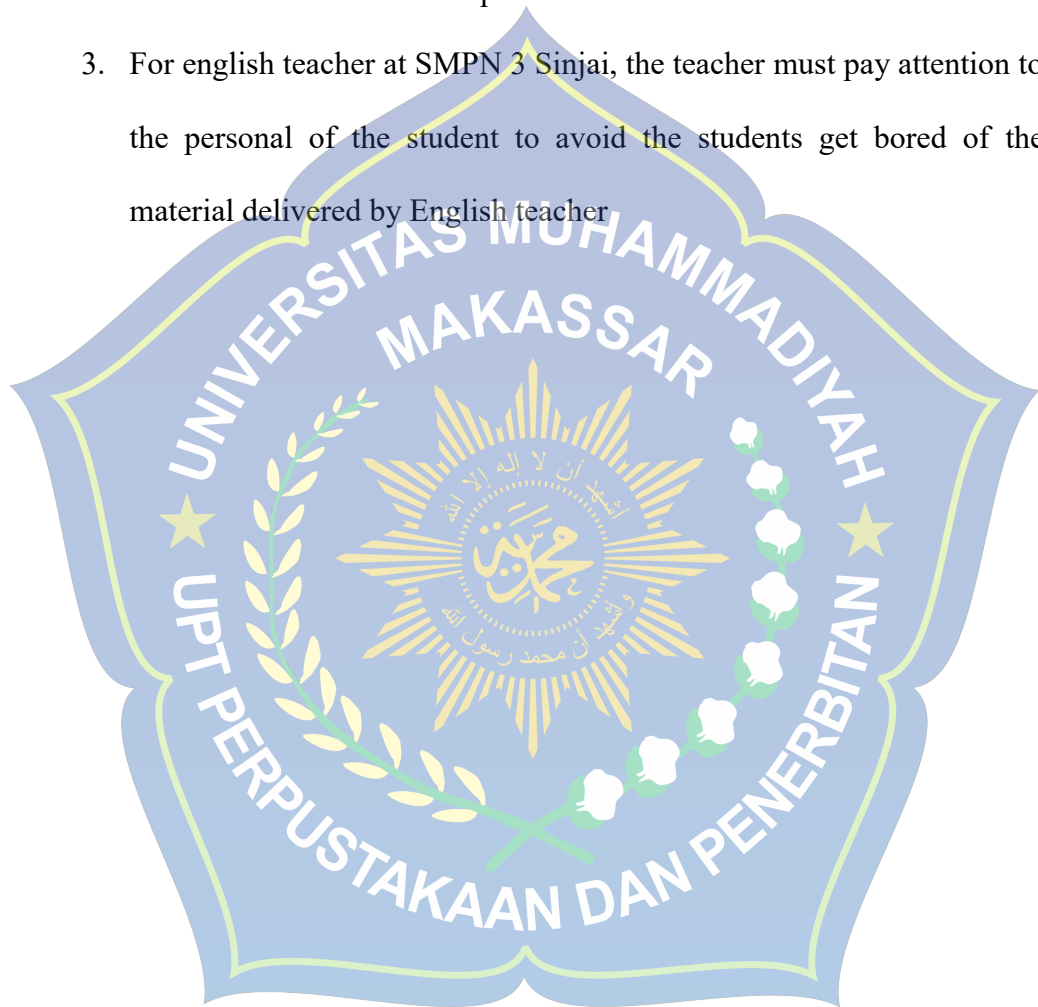
3. Individual differences in terms of students' personal differences influence students' writing, which includes character, motivation, interests and attitudes, indicating that the components that most strongly influence writing skills are motivation and attitude. Students who have high motivation tend to be more enthusiastic and involved in the writing process, which allows them to develop ideas and content, sentence, structure better and express them effectively. A positive attitude towards learning also plays an important role, because students who have a good attitude tend to be more disciplined and responsible in composing their writing. Therefore, motivation and attitude are the main determining factors in improving students' writing skills, while character and interests also contribute, although with a more moderate influence.

B. Suggestion

Based on the research result above, here are the suggestion that given by the research :

1. The limitation of this research lies in the quantitative approach which may not fully capture the dynamics of motivation and interest in depth. Further research using a qualitative approach could provide richer insights into how students perceive their motivation and interests in diverse learning contexts

2. The opens up space for more in-depth investigation of how individual differences, such as motivation and interests, specifically influence students' speaking and writing skill outcomes and how appropriate interventions can be developed to address them.
3. For english teacher at SMPN 3 Sinjai, the teacher must pay attention to the personal of the student to avoid the students get bored of the material delivered by English teacher



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APPENDICES

Appendix 1 Personality Differences Questionnaire

Appendix 2 Instrument Speaking Test

Appendix 2 Instrument Speaking Writing Test

Appendix 3 Result Validity Test Personality Differences

Appendix 4 Validity test in Speaking

Appendix 5 Validity test in Writing

Appendix 6 Response Students Personality

Appendix 7 Responses Students Speaking Skill

Appendix 8 Response Students Writing Skill

Appendix 9 Student Questionnaire Results

Appendix 10 Student Writing test Results

Appendix 11 Documentation

Appendix 12 Permohonan izin Penelitian

Appendix 13 Surat Keterangan Telah Meneliti

Appendix 14 Curriculum Vitae

Appendix 1

Personality Differences Questionnaire

Name:

Class:

Choose the answer that suits you based on the answer choices provided

a. Strongly agree

b. Agree

c. Neutral

d. Don't agree

e. strongly disagree

NO.	Statement	Strongly Agree	Agree	Neutral	Don't agree	Strongly Disagree
1.	I am proud to always carry out my worship consistently and seriously					
2.	I sometimes pray 5 times a day					
3	I always admit my mistakes					
4	I like to cheat on my friends' assignments because I'm too lazy to think					
5	I always respect my friends' opinions					
6	I don't care about my friend's feelings					
7	I can arrange study and play time					
8	I am usually late in submitting assignments					

9	I always work hard in completing school assignments					
10	I don't care whether my assignment is right or wrong, the most important thing is that I submit it on time					
11	I always find creative ideas in every project assignment					
12	I'm too lazy to think about putting new ideas into a project task, the most important thing is that I submit it on					
13	I do assignments without help from others					
14	I usually ask my mother or father for help to complete school assignments					
15	I always listen to my friends' opinions and discuss openly					
16	I don't like listening to discussions or opinions from my friends					
17	I am always learning more and finding out new things					
18	I sometimes lack enthusiasm when studying					
19	I always participate in school activities such as taking part in ceremonies					
20	I sometimes feel lazy when					

	studying history					
21	I care about the environment and local culture					
22	I occasionally participate in local environmental and cultural activities					
23	I always appreciate your friends' achievements sincerely					
24	I don't need to congratulate my friend who got an achievement in a competition					
25	I am able to communicate well to create a pleasant learning atmosphere					
26	I'm embarrassed to express my ideas					
27	I like reading because it enriches my insight and knowledge					
28	I am sometimes lazy about reading even though I know that it will broaden my insight					
29	I am always calm and prioritize peace in resolving conflicts					
30	I sometimes help my friend if he is hit by responding to him					
31	I always keep the environment clean					

32	If I see rubbish in front of the class I don't throw it because it's not my rubbish					
33	I always help friends who need help					
34	I didn't participate in fundraising with house fire victims in the next village because I couldn't go around raising funds					
35	I always complete every task and responsibility well and can always be relied on					
36	I broke my friend's ruler but I didn't replace it because I knew my friend was a rich man					
37	If I continue to study consistently I am sure that I can use English well					
38	My abilities have reached here because of studying, however I will never be able to master this topic so why study anymore					
39	I will make a regular study schedule to get satisfactory grades					
40	It's better for me not to have too high hopes because I know my abilities					
41	I really like reading story books in English because I feel happy and interested in finding out more insights using a foreign language					

42	I don't like learning English because it's not interesting due to the different pronunciation and writing					
43	I want to get satisfactory grades, especially in English because I have dreams of going abroad					
44	I don't care about my English grades because it's not important to me and it's not the language used in my environment					
45	I studied various languages diligently because I knew this skill would be very useful for my future career					
46	I don't know the benefits of studying history because I don't have any interest in this science					
47	I like learning English because I like English songs					
48	I don't like taking English lessons because I have difficulty understanding					
49	My friends always encourage and support me in learning					
50	I felt unrecognized by my classmates, they often laughed at my incompetence					
51	I am confident that with hard work and focus in studying, I have the ability					

	to improve my academic results in the exams next semester					
52	I feel like I don't need to study anymore because my abilities are not the same as my other friends.					
53	I am determined to play less on my cellphone because I want to achieve better results and achieve satisfying achievements					
54	I don't need to improve my exam results, I feel like I've tried enough and there's nothing I can do to change it, so I feel like there's no point in trying anymore					

(Adapted and Modification Garry, and Thompson, (2010))

Appendix 2

Instrument Speaking Test

Name:

Class:

Students are asked to tell a few sentences about:

1. Tell us about yourself and your family
2. What is your favorite activity and why
3. What are your dreams for the future and why did you choose them?

Instrument Writing Test

Name:

Class:

Students are asked to write down the results that have been told about:

1. Tell us about yourself and your family
2. What is your favorite activity and why
3. What are your dreams for the future and why did you choose them?

Appendix 3

Result Validity Test Personality Differences

Item	Calculated R	R Table	Remark
S1	0.802	0.332	Valid
S2	0.861	0.332	Valid
S3	0.951	0.332	Valid
S4	0.861	0.332	Valid
S5	0.841	0.332	Valid
S6	0.859	0.332	Valid
S7	0.731	0.332	Valid
S8	0.903	0.332	Valid
S9	0.815	0.332	Valid
S10	0.754	0.332	Valid
S11	0.815	0.332	Valid
S12	0.785	0.332	Valid
S13	0.861	0.332	Valid
S14	0.861	0.332	Valid
S15	0.861	0.332	Valid
S16	0.861	0.332	Valid
S17	0.861	0.332	Valid
S18	0.861	0.332	Valid
S19	0.861	0.332	Valid
S20	0.861	0.332	Valid
S21	0.861	0.332	Valid
S22	0.861	0.332	Valid
S23	0.861	0.332	Valid
S24	0.861	0.332	Valid
S25	0.861	0.332	Valid
S26	0.861	0.332	Valid
S27	0.861	0.332	Valid
S28	0.861	0.332	Valid
S29	0.861	0.332	Valid
S30	0.815	0.332	Valid
S31	0.861	0.332	Valid
S32	0.861	0.332	Valid
S33	0.861	0.332	Valid
S34	0.861	0.332	Valid
S35	0.785	0.332	Valid

Item	Calculated R	R Table	Remark
S36	0.785	0.332	Valid
S37	0.785	0.332	Valid
S38	0.785	0.332	Valid
S39	0.785	0.332	Valid
S40	0.716	0.332	Valid
S41	0.861	0.332	Valid
S42	0.861	0.332	Valid
S43	0.420	0.332	Valid
S44	0.861	0.332	Valid
S45	0.861	0.332	Valid
S46	0.861	0.332	Valid
S47	0.861	0.332	Valid
S48	0.861	0.332	Valid
S49	0.861	0.332	Valid
S50	0.815	0.332	Valid
S51	0.861	0.332	Valid
S52	0.861	0.332	Valid
S53	0.785	0.332	Valid
S54	0.598	0.332	Valid

Source: Data processed by research s using SPSS (2024).

Appendix 4

Validity test in Speaking

Here are the result of validity test conducted by trhe research :

Item	RCount	RTable	Remark
ST1	0.946	0.332	Valid
ST2	0.955	0.332	Valid
ST3	0.961	0.332	Valid

Source: Data processed by research s using SPSS (2024).

Note:

ST1 : Speaking test 1

ST2 : Speaking test 2

ST3 : Speaking test 3

Appendix 5

Validity test in Writing

Here are the result of validity test conducted by trhe research :

Item	Calculated R	RTable	Remark
WT1	0.907	0.332	Valid
WT2	0.906	0.332	Valid
WT3	0.962	0.332	Valid

Source: Data processed by research s using SPSS (2024).

Note:

WT1 : Writing test 1

WT2 : Writing test 2

WT3 : Writing test 3

Appendix 6

Response Students Personality

Items of Character	Statement	Response
Item 1	I am proud to always carry out my worship consistently and seriously	Strongly agree 8, agree 11, neutral 13, disagree 0, strongly disagree 0
Item 2	I sometimes pray 5 times a day	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 3	I always admit my mistakes	Strongly agree 0, agree 15, neutral 10, disagree 0, strongly disagree 0
Item 4	I like to cheat on my friends' assignments because I'm too lazy to think anymore	Strongly agree 2, agree 10, neutral 3, disagree 0, strongly disagree 0
Item 5	I always respect my friends' opinions	Strongly agree 0, agree 4, neutral 15, disagree 0, strongly disagree 0
Item 6	I don't care about my friend's feelings	Strongly agree 0, agree 10, neutral 6, disagree 9, strongly disagree 0
Item 7	I can arrange study and play time	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 8	I am usually late in submitting assignments	Strongly agree 9, agree 11, neutral 3, disagree 0, strongly disagree 0
Item 9	I always work hard in completing school assignments	Strongly agree 4, agree 10, neutral 9, disagree 0, strongly disagree 0

Item 10	I don't care whether my assignment is right or wrong, the most important thing is that I submit it on time	Strongly agree 0 , agree 5, neutral 17, disagree 3, strongly disagree 0
Item 11	I always find creative ideas in every project assignment	Strongly agree 8, agree 8, neutral 9, disagree 0, strongly disagree 0
Item 12	I'm too lazy to think about putting new ideas into a project task, the most important thing is that I submit it on time	Strongly agree 8, agree 11, neutral 6, disagree 0, strongly disagree 0
Item 13	I do assignments without help from others	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 14	I usually ask my mother or father for help to complete school assignments	Strongly agree 0, agree 4, neutral 13, disagree 2, strongly disagree 0
Item 15	I always listen to my friends' opinions and discuss openly	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 16	I don't like listening to discussions or opinions from my friends	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 17	I am always learning more and finding out new things	Strongly agree 0, agree 4, neutral 16, disagree 5, strongly disagree 0
Item 18	I sometimes lack enthusiasm when studying	Strongly agree 0, agree 8, neutral 8, disagree 9, strongly disagree 0
Item 19	I always participate in	Strongly agree 0,

	school activities such as taking part in ceremonies	agree 12, neutral 13, disagree 0, strongly disagree 0
Item 20	I sometimes feel lazy when studying history	Strongly agree 4, agree 17, neutral 4, disagree 0, strongly disagree 0
Item 21	I care about the environment and local culture	Strongly agree 6, agree 16, neutral 13, disagree 0, strongly disagree 0
Item 22	I occasionally participate in local environmental and cultural activities	Strongly agree 0, agree 4, neutral 15, disagree 6, strongly disagree 0
Item 23	I always appreciate your friends' achievements sincerely	Strongly agree 10, agree 13, neutral 2, disagree 0, strongly disagree 0
Item 24	I don't need to congratulate my friend who got an achievement in a competition	Strongly agree 10, agree 8, neutral 9, disagree 0, strongly disagree 0
Item 25	I am able to communicate well to create a pleasant learning atmosphere	Strongly agree 8, agree 10, neutral 7, disagree 0, strongly disagree 0
Item 26	I'm embarrassed to express my ideas	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 27	I like reading because it enriches my insight and knowledge	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 28	I am sometimes lazy about reading even though I know that it will broaden my	Strongly agree 0, agree 8, neutral 8, disagree 9, strongly disagree 0

	insight	
Item 29	I am always calm and prioritize peace in resolving conflicts	Strongly agree 4, agree 12, neutral 9, disagree 0, strongly disagree 0
Item 30	I sometimes help my friend if he is hit by responding to him	Strongly agree 0, agree 12, neutral 13, disagree 0, strongly disagree 0
Item 31	I always keep the environment clean	Strongly agree 0, agree 13, neutral 12, disagree 0, strongly disagree 0
Item 32	If I see rubbish in front of the class I don't throw it because it's not my rubbish	Strongly agree 0, agree 13, neutral 12, disagree 0, strongly disagree 0
Item 33	I always help friends who need help	Strongly agree 10, agree 10, neutral 5, disagree 0, strongly disagree 0
Item 34	I didn't participate in fundraising with house fire victims in the next village because I couldn't go around raising funds	Strongly agree 10, agree 13, neutral 2, disagree 0, strongly disagree 0
Item 35	I always complete every task and responsibility well and can always be relied on	Strongly agree 0, agree 7, neutral 10, disagree 8, strongly disagree 0
Item 36	I broke my friend's ruler but I didn't replace it because I knew my friend was a rich man	Strongly agree 0, agree 5, neutral 17, disagree 3, strongly disagree 0
Items of Motivation	Statement	Response
Item 37	If I continue to study	For this item, there

	consistently I am sure that I can use English well	were no students who chose strongly agree; however, there were 8 answers for the agree indicator and 8 students answered neutral, 9 students disagree, but for strongly disagree there is no students who chose that answer.
Item 38	My abilities have reached here because of studying, however I will never be able to master this topic so why study anymore	There were no students who chose strongly agree; however, there were 4 answers for the agree indicator, 9 students answered neutral, 8 students answer disagree but for strongly disagree, there were no students who chose that answer.
Item 39	I will make a regular study schedule to get satisfactory grades	There are 5 students chose strongly agree, 4 students answers for the agree indicator, 3 students answered neutral, 4 students answer disagree but for strongly disagree, there is no students who chose that answer.
Item 40	It's better for me not to have too high hopes because I know my abilities	There are 5 students chose strongly agree, 4 students 12 answers for the agree indicator 9 students answered neutral, 2

		students answered strongly disagree, there is no students answer disagree
Items of Interest	Statement	Response
Item 41	I really like reading story books in English because I feel happy and interested in finding out more insights using a foreign language	For this item, there were no students who chose strongly agree; however, there were 13 answers for the agree indicator and 12 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 42	I don't like learning English because it's not interesting due to the different pronunciation and writing	There were no students who chose strongly agree; however, there were 13 answers for the agree indicator and 12 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 43	I want to get satisfactory grades, especially in English because I have dreams of going abroad	There were no students who chose strongly agree; however, there were 2 answers for the agree indicator and 23 students answered

		neutral, but for strongly disagree, there were no students who chose that answer.
Item 44	I don't care about my English grades because it's not important to me and it's not the language used in my environment	There were no students who chose strongly agree; however, there were 12 answers for the agree indicator and 13 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 45	I studied various languages diligently because I knew this skill would be very useful for my future career	There were no students who chose strongly agree; however, there were 11 answers for the agree indicator and 14 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 46	I don't know the benefits of studying history because I don't have any interest in this science	There were no students who chose strongly agree; however, there were 10 answers for the agree indicator and 15 students answered neutral, but for

		strongly disagree, there were no students who chose that answer.
Items of Attitudes	Statement	Response
Item 47	I like learning English because I like English songs	This item were no students who chose strongly agree; however, there were 13 answers for the agree indicator and 12 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 48	I don't like taking English lessons because I have difficulty understanding	There were no students who chose strongly agree; however, there were 11 answers for the agree indicator and 14 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 49	My friends always encourage and support me in learning	There were no students who chose strongly agree; however, there were 10 answers for the agree indicator and 12 students answered neutral, for disagree there are 2 students, but for strongly disagree, there were

		no students who chose that answer.
Item 50	I felt unrecognized by my classmates, they often laughed at my incompetence	There were no students who chose strongly agree; however, there were 14 answers for the agree indicator and 7 students answered neutral, for disagree there are 4 students, but for strongly disagree, there were no students who chose that answer.
Item 51	I am confident that with hard work and focus in studying, I have the ability to improve my academic results in the exams next semester	There are 2 students who chose strongly agree, there are 12 answers for the agree indicator and 11 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 52	I feel like I don't need to study anymore because my abilities are not the same as my other friends.	There were no students who chose strongly agree; however, there were 11 answers for the agree indicator and 14 students answered neutral, but for strongly disagree, there were no students who chose

		that answer.
Item 53	I am determined to play less on my cellphone because I want to achieve better results and achieve satisfying achievements	There are 4 students who chose strongly agree, there are 9 answers for the agree indicator and 12 students answered neutral, but for strongly disagree, there were no students who chose that answer.
Item 54	I don't need to improve my exam results, I feel like I've tried enough and there's nothing I can do to change it, so I feel like there's no point in trying anymore	There were no students who chose strongly agree; however, there were 17 answers for the agree indicator and 6 students answered neutral, disagree there are 2, but for strongly disagree there is no students who chose that answer

Appendix 7

Responses Students Speaking Skill

Respondent	Percent	Categories
Students 1	40%	Unsatisfactory
Students 2	53%	Need improvement
Students 3	40%	Unsatisfactory
Students 4	66 %	Satisfactory
Students 5	53 %	Need improvement
Students 6	46 %	Unsatisfactory
Students 7	73%	Satisfactory
Students 8	40 %	Unsatisfactory
Students 9	60 %	Satisfactory
Students 10	53 %	Need improvement
Students 11	40 %	Unsatisfactory
Students 12	60 %	Satisfactory
Students 13	53 %	Need improvement
Students 14	73 %	Satisfactory
Students 15	53 %	Need improvement
Students 16	73 %	Satisfactory
Students 17	60 %	Satisfactory
Students 18	73%	Satisfactory
Students 19	66%	Satisfactory
Students 20	60%	Satisfactory
Students 21	46%	Unsatisfactory
Students 22	53%	Need improvement
Students 23	40%	Unsatisfactory
Students 24	80 %	Good

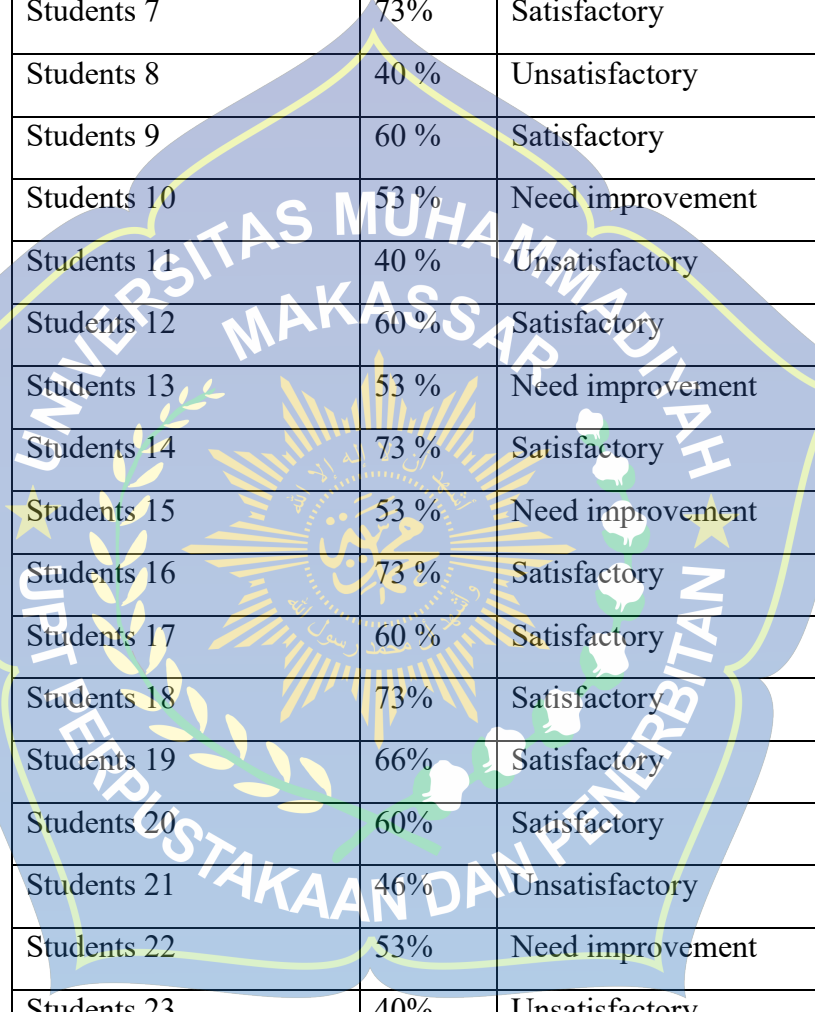
Students 25	46 %	Unsatisfactory
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Appendix 8

Response Students Writing Skill

Respondent	Percent	Categories
Students 1	40%	Unsatisfactory
Students 2	53%	Need improvement



Students 3	40%	Unsatisfactory
Students 4	66 %	Satisfactory
Students 5	53 %	Need improvement
Students 6	46 %	Unsatisfactory
Students 7	73%	Satisfactory
Students 8	40 %	Unsatisfactory
Students 9	60 %	Satisfactory
Students 10	53 %	Need improvement
Students 11	40 %	Unsatisfactory
Students 12	60 %	Satisfactory
Students 13	53 %	Need improvement
Students 14	73 %	Satisfactory
Students 15	53 %	Need improvement
Students 16	73 %	Satisfactory
Students 17	60 %	Satisfactory
Students 18	73%	Satisfactory
Students 19	66%	Satisfactory
Students 20	60%	Satisfactory
Students 21	46%	Unsatisfactory
Students 22	53%	Need improvement
Students 23	40%	Unsatisfactory
Students 24	80 %	Good
Students 25	46 %	Unsatisfactory

Appendix 9

Student Questionnaire Results

Angket Perbedaan Individu

Nama : Nurul Azizah
Kelas : VIII - A

Pilihlah jawaban yang sesuai dengan anda, dengan menggunakan tanda (✓) berdasarkan pilihan jawaban yang telah disediakan:

a. Sangat setuju
b. Setuju
c. Netral
d. Tidak setuju
e. Sangat tidak setuju

NO.	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak setuju	Sangat tidak setuju
1.	Saya bangga selalu menjalankan ibadah saya dengan konsisten dan sungguh-sungguh		✓			
2.	Saya kadang-kadang sholat 5 kali sehari			✓		
3.	Saya selalu mengakui kesalahan saya			✓		
4.	Saya suka menyontek tugas teman karena saya malas berpikir lagi				✓	
5.	Saya selalu menghargai pendapat teman saya		✓			
6.	saya tidak peduli dengan perasaan teman saya				✓	
7.	Saya dapat mengatur waktu belajar dan bermain		✓			
8.	Saya biasanya terlambat menyerahkan tugas			✓		
9.	Saya selalu bekerja keras dalam menyelesaikan tugas sekolah		✓			
10.	Saya tidak peduli apakah tugas saya benar atau salah, yang penting saya menyerahkannya tepat waktu			✓		
11.	Saya selalu menemukan ide-ide kreatif dalam setiap			✓		

	tugas proyek					
12	Saya terlalu malas memikirkan untuk menuangkan ide-ide baru ke dalam suatu tugas proyek, yang penting saya menyerahkannya tepat waktu			✓		
13	Saya mengerjakan tugas tanpa bantuan orang lain			✓		
14	Saya biasanya meminta bantuan ibu atau ayah untuk menyelesaikan tugas sekolah		✓			
15	Saya selalu mendengarkan pendapat teman saya dan berdiskusi secara terbuka		✓			
16	Saya tidak suka mendengarkan diskusi atau pendapat dari teman saya					
17	Saya selalu belajar lebih banyak dan menemukan hal-hal baru			✓		
18	Saya terkadang kurang semangat ketika belajar			✓		
19	Saya selalu mengikuti kegiatan sekolah seperti mengikuti upacara					
20	Saya terkadang merasa malas ketika belajar sejarah					
21	Saya peduli terhadap lingkungan dan budaya lokal			✓		
22	Saya sesekali berpartisipasi dalam kegiatan lingkungan dan budaya setempat			✓		
23	Saya selalu mengapresiasi prestasi teman-teman dengan tulus		✓			
24	Saya tidak perlu mengucapkan selamat kepada teman saya yang berhasil meraih prestasi dalam suatu kompetisi				✓	

25	Saya mampu berkomunikasi dengan baik sehingga menciptakan suasana belajar yang menyenangkan				✓	
26	Saya malu untuk mengungkapkan ide saya			✓		
27	Saya suka membaca karena memperkaya wawasan dan pengetahuan saya			✓		
28	Saya terkadang malas membaca padahal saya tahu itu akan menambah wawasan saya			✓		
29	Saya selalu tenang dan mengutamakan perdamaian dalam menyelesaikan konflik			✓		
30	Saya terkadang membantu teman saya jika dia tertabrak dengan cara memberikan respon padanya			✓		
31	Saya selalu menjaga kebersihan lingkungan			✓		
32	Jika saya melihat sampah di depan kelas saya tidak membuangnya karena itu bukan sampah saya			✓		
33	Saya selalu membantu teman-teman yang membutuhkan bantuan			✓		
34	Saya tidak ikut penggalangan dana bersama korban kebakaran rumah di desa sebelah karena tidak bisa berkeliling menggalang dana			✓		
35	Saya selalu menyelesaikan setiap tugas dan tanggung jawab dengan baik dan selalu dapat diandalkan			✓		
36	Penggaris teman saya saya rusak tetapi saya tidak menggantinya karena saya tahu teman saya adalah orang kaya				✓	

37	Jika saya terus belajar secara konsisten saya yakin dapat menggunakan bahasa Inggris dengan baik	✓					
38	Kemampuan saya sampai disini karena belajar, namun saya tidak akan pernah bisa menguasai topik ini jadi mengapa belajar lagi						✓
39	Saya akan membuat jadwal belajar yang teratur agar mendapat nilai yang memuaskan	✓					
40	Lebih baik aku tidak berharap terlalu tinggi karena aku tahu kemampuanku	✓					
41	Saya sangat suka membaca buku cerita dalam bahasa Inggris karena saya merasa senang dan tertarik untuk mengetahui lebih banyak wawasan dengan menggunakan bahasa asing	✓					
42	Saya kurang suka belajar bahasa Inggris karena tidak menarik akibat pengucapan dan penulisan yang berbeda						✓
43	Saya ingin mendapatkan nilai yang memuaskan terutama dalam bahasa Inggris karena saya mempunyai cita-cita untuk pergi ke luar negeri	✓					
44	Saya tidak peduli dengan nilai bahasa Inggris saya karena itu tidak penting bagi saya dan itu bukan bahasa yang digunakan di lingkungan saya						✓
45	Saya mempelajari berbagai bahasa dengan tekun karena saya tahu keterampilan ini akan sangat berguna untuk karir saya di masa depan		✓				
46	Saya tidak mengetahui manfaat mempelajari sejarah karena saya tidak						

	mempunyai minat terhadap ilmu tersebut				✓		
47	Saya suka belajar bahasa Inggris karena saya suka lagu-lagu berbahasa Inggris	✓					
48	Saya tidak suka mengikuti pelajaran bahasa Inggris karena saya kesulitan memahaminya					✓	
49	Teman-teman saya selalu menyemangati dan mendukung saya dalam belajar			✓			
50	Saya merasa tidak diakui oleh teman-teman sekelas saya, mereka sering menertawakan ketidakmampuan saya					✓	
51	Saya yakin dengan kerja keras dan fokus belajar, saya mempunyai kemampuan untuk meningkatkan hasil akademik saya pada ujian semester depan			✓			
52	Aku merasa tidak perlu belajar lagi karena kemampuanku tidak sama dengan teman-temanku yang lain.						
53	Saya bertekad untuk mengurangi bermain ponsel karena ingin meraih hasil yang lebih baik dan meraih prestasi yang memuaskan						
54	Saya tidak perlu meningkatkan hasil ujian saya, saya merasa sudah cukup berusaha dan tidak ada yang bisa saya lakukan untuk mengubahnya, jadi saya merasa tidak ada gunanya mencoba lagi						✓

Appendix 10
Student Writing test Results

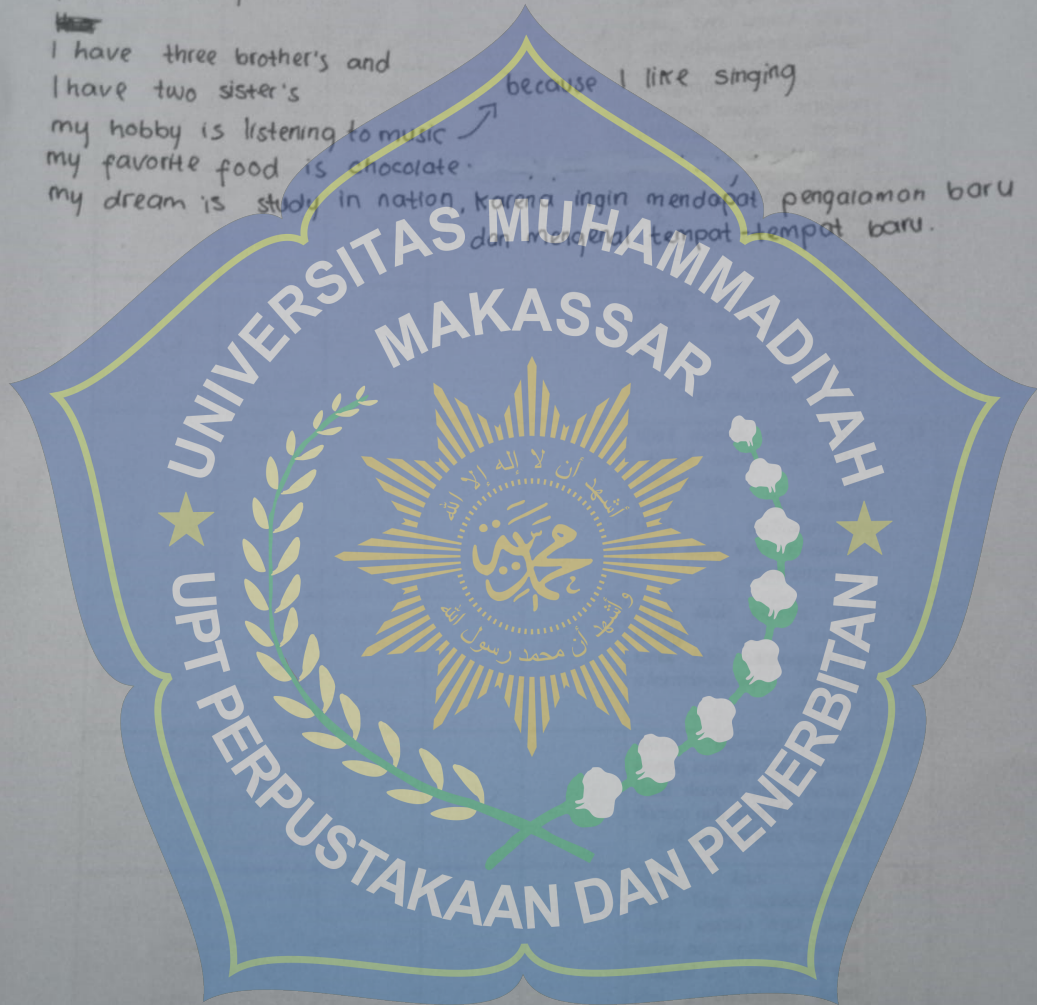
halo~
my name is Nurul Azizah
I'm from Bolareman
I'm thirteen years old

I have three brother's and
I have two sister's

my hobby is listening to music
my favorite food is chocolate

because I like singing

my dream is study in nation, karena ingin mendapat pengalaman baru
dan mengenal tempat-tempat baru.



hi my name is A-nur Atika Mutiah i am from kasuarang, my hobby
is reading, i always membaca komik, i am Thirteen years old
mimpi saya adalah ingin ketemu idola saya yaitu JAEWIN

1. my name is A-nur Atika Mutiah I have one sibling
2. my favorite activity is reading because saya ingin menambah pengetahuan saya
3. my dream is sekolah di luar negeri because saya ingin merasakan suasana baru



Appendix 11
Documentation



Appendix 12
Permohonan izin Penelitian

**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 8669772 Fax (0411) 8669388 Makassar 90221 E-mail: lp3mu@muhammadiyah-makassar.com

Nomor : 142/LP3M/A.2-II/VII/1446/2024
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
Kepada Yth,
Bapak/Ibu Kepala Sekolah
UPTD Smp Negeri 3 Sinjai
Makassar

06 Muharram 1446 H
18 Juli 2024 M

Berdasarkan Surat dari Pascasarjana Universitas Muhammadiyah Makassar, Nomor: 1193/A.2-II/VII/1446/2024 tanggal 4 Juli 2024 Menerangkan bahwa Mahasiswa tersebut di bawah ini:

Nama : **RAHMI**
No. Stambuk : **195071101722**
Fakultas : **Pascasarjana**
Jurusan : **Magister Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa S2**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan disertasi dengan judul:

THE INFLUENCE OF INDIVIDUAL DIFFERENCES ON STUDENT ENGLISH LANGUAGE ACHIEVEMENT IN PRODUCTIVE SKILL

Yang akan dilaksanakan dari tanggal 18 juli 2024 s/d 18 september 2024

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan, Jazakumullahu khaeran katziraa.



Ketua LRM,

Dr. Muhsin Arif Muhsin, M.Pd
NIDN 4127761

07-24

Appendix 13
Surat Keterangan Telah Meneliti



**PEMERINTAH KABUPATEN SINJAI
KECAMATAN SINJAI BARAT
UPTD SMP NEGERI 3 SINJAI**

Alamat : Jln. Persatuan No. 58 Manipi, Kec. Sinjai Barat Kode Pos: 92653

SURAT KETERANGAN PENELITIAN
Nomor : 420/04.283/SMP.1.VII/2024

Yang bertanda tangan di bawah ini kepala UPTD SMP Negeri 3 Sinjai menerangkan bahwa :

Nama : RAHMI
No. Stambuk : 105071101722
Fakultas : Pascasarjana
Jurusan : Magister Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa S2

Mahasiswa yang tersebut diatas telah melakukan penelitian pada UPTD SMP Negeri 3 Sinjai dalam rangka penulisan disertasi dengan judul :

THE INFLUENCE OF INDIVIDUAL DIFFERENCE ON STUDENT ENGLISH
LANGUAGE ACHIEVEMENT IN PRODUCIVE SKILL.

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana mestinya

Manipi, 20 Juli 2024

Kepala Sekolah,

Drs. BAHTIAR B., M.Pd

Pangkat : Pembina Tk.1

NIP. 19670429 199412 1 005

Appendix 14

Curriculum Vitae

