ATHESIS FINAL PROJECT PUBLICATION
(SCIENTIFIC ARTICLE)

SPEAKING DIFFICULTIES OF INTROVERT AND EXTRAVERT EFL STUDENTS: A PSYCHOLINGUISTIC ANALYSYS. THROUGH LEVELT'S MODEL

BY

REZKY MAWLANI
REG NUM. 2220203888203035

ENGLISH EDUCATION PROGRAM
UNDERGRADUATE PROGRAM
TARBIYAH FACULTY
INSTITUT AGAMA ISLAM NEGERI PAREPARE

2026

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare
in Partial Fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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Student Name	: Rezky Mawlani
Student Reg. Number	: 2220203888203035
Study Program	: Pendidikan Bahasa Inggris
Faculty	: Tarbiyah
By Virtue of Consultant Degree	: B-165/In.39/FTAR.01/PP.00.9/01/2026

Approved By:

Consultant : Kalsum, M.Pd. (.....)

EIN : 19860926 202321 2 030

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Abdir, M. Pd. I.
NIP. 19761230 200501 2 002

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Faculty	: Tarbiyah
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Approved By:

Kalsum, M.Pd.	(Chair)	(.....)
Yulie Asni, M.Pd	(Member)	(.....)
Dr. Mujahidah, M.Pd.	(Member)	(.....)

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NIP. 19761230 200501 2 002

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ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اٰلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah,The Lord of the Worlds. The writer expresses his deepest gratitude to Allah SWT, the Most High And Sovereign of the universe, for His abundant blessings, mercy, and good health that enabled Him to complete this thesis successfully. Peace and blessings be upon the Prophet Muhammad (peace be upon him), who brought humanity from the darkness of ignorance into the light of Knowledge and truth.

The writer would like to extend her heartfelt appreciation to all those who supported And encouraged her throughout the process of writing this thesis. Special thanks and boundless Gratitude are dedicated to her beloved parents, Lukman, S.E., and Idawe for their Unconditional love, constant support, wise advice, and endless prayers. In addition, the writer Would like to extend her special thanks to:

1. Prof. Dr. Hj. Darmawati, S.Ag, M.Pd., as the Rector of IAIN Parepare, who has worked Hard to manage education at IAIN Parepare.
2. Dr. Ahdar, M.Pd.I., as the Dean of the Faculty of Tarbiyah at IAIN Parepare, who has Organized positive education for the students.
3. Kalsum, M.Pd., as the academic supervisor who has dedicated time, effort, and thought to providing guidance, direction, motivation, and invaluable input throughout the process of writing this thesis.
4. Yulie Asni, M.Pd. and Dr. Mujahidah, M.Pd. as the examiners, for their valuable feedback and suggestions.
5. Yulie Asni, M.Pd., as the Chair of the English Program, for her outstanding service to the students.
6. Kalsum, M.Pd., as the personal academic lecturer (PA), who has guided the writer during the study at IAIN Parepare.
7. The Faculty of Tarbiyah staff, who have worked hard to complete the administration of this. research.
8. Dedicated to my beloved parents, Father Lukman, S.E. and Mother Idawe ,two wingless angels entrusted to me by Allah. Jazakumullahu khairan katsiran for your endless love, prayers, and sacrifices. May Allah grant you Paradise for your unmatched kindness. Your blessings have unlocked my success.
9. To Muhammad Irsyandi and Riska Amanda, my dearest and most beloved siblings. Thank you for the attention, care, and motivation provided throughout the author's studies. Your togetherness, prayers, and encouragement have been among the greatest blessings that strengthened the author to complete this thesis.

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10. To my four best friends, Lilis Hasrianti, Nurul Faqhirah, Nafisah Ainiyah, and Astrid Dwi Adianti. Thank you for your loyalty, comfort, selfless help, and endless support from the very first semester to the final stretch. From Lilis being my second home in this foreign city, Nurul staying by my side despite the distance of different countries, Nafisah always being ready to help, to Astrid as the ultimate support system—you all have made this entire journey so much easier.
11. To Uppa, my best friend who is also like a sibling to me. Thank you for walking alongside me from the very first semester to the last. Thank you for always being there whenever I needed help, support, and encouragement. Your presence has meant the world to me throughout this journey.
12. To Ela and Baim, my dear friends. Thank you for being such wonderful listeners and a safe space for me to share my thoughts. Thank you for always being there whenever I needed to be heard and strengthened. Your presence means so much, making this college journey feel so much lighter.
13. To someone who was once by my side, thank you for the heartbreak during the writing of this thesis; it became the ultimate motivation for me to prove that I can become a better person. Thank you for all the promises you couldn't keep. Thank you for being both a beautiful and painful part of my journey of growing up. Until we meet again as the best versions of ourselves, as destiny decrees.
14. Lastly, to myself. Thank you for being both the ultimate protector and the greatest warrior for yourself. Thank you for nurturing hope amidst overwhelming exhaustion, and for continuing to believe in your dreams when the outside world was so loud with doubt. Thank you for enduring the emotional storms, the anxiety-filled nights, the heavy thoughts, and the physical toll of staying awake to fulfill this responsibility. Through the pages of this thesis, the author wishes to pay the highest tribute to every wound that has now healed, every tear that has transformed into strength, and every single second of struggle that was never in vain. You are the living proof of sheer perseverance. You did incredibly well; I am immensely proud of you, and thank you for never giving up.

Finally, all praise be to Allah SWT who has enabled the author to complete this thesis to its very last page. This journey was never easy, but by His grace and the support of my loved ones, all of this has become a reality. May every exhaustion endured in this process be deemed as worship and pave the way for future success.

Parepare, 11 July 2026



Rezky Mawlani
Reg Num. 2220203888203035

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e-Journal of ELTS (English Language Teaching Society)
p-ISSN 2338-1841, e-ISSN 2721-2157
DOI: https://doi.org/10.22487/elts.v14i1.6358

Vol. 14 No. 01, April 2026
pp. 110-120

SPEAKING DIFFICULTIES OF INTROVERT AND EXTRAVERT EFL STUDENTS: A PSYCHOLINGUISTIC ANALYSIS THROUGH LEVELT'S MODEL

*** Rezky Mawlani[1], Kalsum Kalsum[2], Zulfah Fakhruddin[3], Mujahidah[4]**
[1,2,3,4]English Education program, Tarbiyah Faculty, Institut Agama Islam Negeri Parepare, Indonesia

*rezkymawlani90@gmail.com

ABSTRACT

Speaking is a crucial yet challenging productive skill for English as a Foreign Language (EFL) learners because it demands the simultaneous processing of several linguistic components in real time. Beyond linguistic limitations, personality traits such as introversion and extraversion shape how learners cope with the cognitive and affective pressure of speaking. However, most existing studies compare speaking achievement scores rather than the internal processes through which speech is produced. This study investigates the speech disfluencies and difficulties of introvert and extravert students from a psycholinguistic perspective by mapping them onto the stages of Levelt's Speech Production Model: conceptualization, formulation, and articulation. Using a qualitative descriptive-exploratory design, we involved 15 second-semester undergraduate students of Class A at IAIN Parepare, selected through purposive sampling based on the extraversion dimension of the Big Five Inventory. Data were gathered through a picture description task, a retrospective think-aloud protocol, and semi-structured interviews, then coded into six disfluency tokens and traced to specific production stages. The findings show that extravert learners lean toward communicative fluency, using filled pauses and spontaneous translanguaging as floor-holding strategies during formulation, whereas introvert learners prioritize accuracy through extended silent pauses, repetitions, and self-correction driven by intensive internal monitoring. The study contributes a stage-specific mapping of how personality modulates the internal mechanisms of L2 speech production at the tertiary level.

Keywords: extraversion; introversion; speech disfluency; Levelt's model; EFL undergraduate students

Article History

Received:

Revision:

Accepted:

Published:

How to cite: Mawlani, R., Kalsum, K., Fakhruddin, Z., & Mujahidah. (2026). Speaking difficulties of introvert and extravert EFL students: A psycholinguistic analysis through Levelt's model. *e-Journal of ELTS (English Language Teaching Society)*, 14(1), 77–87. DOI: https://doi.org/10.22487/elts.v14i1.6358

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INTRODUCTION

Speaking is widely regarded as one of the most important productive skills in learning English as a Foreign Language (EFL), and its weight increases at the university level. Through speaking, undergraduate students are expected to express complex ideas, defend academic opinions, and respond orally in a range of classroom situations. Yet for many tertiary learners, speaking remains

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The model distinguishes three broad stages: conceptualization, in which the speaker plans the pre-verbal message; formulation, in which that message is encoded grammatically and lexically, and articulation, in which the phonetic plan is executed and monitored. Kormos (2006) extended this architecture to second language users, arguing that L2 speakers must devote far more attention to formulation and self-monitoring than first language speakers do, which makes their speech more vulnerable to breakdown. Observable phenomena such as silent pauses, filled pauses, repetitions, false starts, slips of the tongue, and self-corrections can therefore be read as surface traces of where, within this internal architecture, processing has been delayed or repaired. Research on L2 fluency supports this reading: pause location and frequency are informative about whether the difficulty lies in conceptual planning or in lexical retrieval (De Jong, 2016), and disfluency is best interpreted in relation to the underlying allocation of attention rather than as simple error (Segalowitz, 2010; Skehan, 2009). Spontaneous language switching, or translanguaging, can likewise function as a strategic resource that bilingual speakers deploy to keep their message moving (García & Wei, 2014).

Within this framework, the various disfluencies that surface in spontaneous speech can be read as indicators of the production stage at which processing has been delayed or repaired. A silent pause produced before a clause has been launched points to difficulty in the conceptualization stage, where the pre-verbal message is still being planned, whereas a filled pause inserted mid-clause more often marks a lexical or grammatical search within the formulation stage (De Jong, 2016). Repetitions and self-corrections, in turn, reveal an active internal monitor operating during formulation and after articulation (Kormos, 2006), while spontaneous switches into the first language can serve as a strategic translanguaging resource that keeps the message moving rather than as a sign of failure (García & Wei, 2014). Viewed in this way, the same overall amount of disfluency may conceal two different orientations: a fluency-protecting strategy, in which the speaker externalizes processing through fillers and code-switching to hold the conversational floor, and an accuracy-protecting strategy, in which the speaker withholds output through silent planning and overt repair until grammatical criteria are met. We therefore expect personality to shape not merely how much learners hesitate, but where in the production architecture their hesitation is located and how strictly their internal monitor governs output (Oya et al., 2004; Khajavy et al., 2018). More concretely, the two traits are expected to load on different stages of this architecture. An extravert's faster, less inhibited processing and lower affective filter should concentrate strain on formulation, where the speed of lexical and grammatical encoding struggles to match the drive to keep talking, so that fillers and code-switching surface as floor-holding devices. By contrast, an introvert's more deliberate processing and higher affective filter should lengthen conceptualization and sharpen post-articulatory monitoring, so that disruption clusters around articulation as repetition and overt self-repair rather than within fluent formulation.

The Indonesian tertiary setting adds a further reason to look inside the process. Students at an Islamic higher-education institution such as IAIN Parepare typically share a strong first language and a comparable instructional history, so the variation in their speaking behaviors is unlikely to be reducible to gross differences in exposure. This relative homogeneity makes the cohort a useful site for isolating the contribution of personality to the mechanics of speech production, and it complements earlier institution-based work on learning and thinking styles in the same context (Kalsum, 2022; Priyatno et al., 2024).

Bringing these strands together exposes a clear gap. Personality has been correlated with speaking scores, and disfluency has been studied as a marker of fluency, but the two have rarely been joined so as to ask where in the speech-production architecture introvert and extravert learners differ. The present study addresses this gap. Specifically, it sets out to identify the types of speech disfluency produced by introverted and extraverted second-semester undergraduate students of Class A at IAIN Parepare, and to map those disfluencies onto the conceptualization, formulation, and articulation stages of Levelt's model. By linking each surface behavior to an internal stage and to the learner's own retrospective account, we aim to explain the cognitive and affective mechanisms behind the observed speaking behaviors of different personality types. The novelty of the study lies in this stage-specific mapping: rather than reporting that introverts and extraverts differ in how well they speak, we trace how and where their internal processing diverges, and we offer a tentative interpretive frame for that divergence.

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RESEARCH METHOD

This study employed a qualitative descriptive-exploratory design to investigate speaking difficulties and speech disfluency from a psycholinguistic perspective. The design was chosen because our concern was not to measure the size of a difference between groups but to describe, in depth, where in the speech-production process disruptions occurred and how learners experienced them. The investigation was conducted in the English Education Department of Institut Agama Islam Negeri (IAIN) Parepare, focusing on the academic speaking environment of fresh undergraduate students.

Research Participants

The participants were 15 second-semester undergraduate students enrolled in Class A at IAIN Parepare. We applied purposive sampling to obtain students with clearly distinguishable personality tendencies. To establish a personality baseline, the cohort was screened using the extraversion dimension of the Big Five Inventory (BFI), a widely used instrument for measuring traits within the Big Five framework (Soto & John, 2017). The extraversion scale consisted of eight items, including positive and reverse-scored statements, each rated on a five-point Likert scale from strongly disagree (1) to strongly agree (5). Higher composite scores indicated stronger extraversion, and lower scores indicated introversion. The screening produced two groups: eight extraverted students and seven introverted students. To protect confidentiality, each participant is referred to by a code, with E1–E8 denoting the extraverted students and I1–I7 the introverted students.

Techniques of Data Collection and Instruments

Data were collected through three interconnected techniques so that both oral performance and the internal states behind it could be captured. The primary elicitation instrument was a structured picture description task. Each participant produced a short monologue describing a designated visual prompt, and the monologues were fully audio-recorded to preserve real-time disfluency. Immediately afterwards, a retrospective think-aloud protocol was administered: while listening to the playback of their own recording, participants were prompted to recall and verbalize what they had been thinking at the precise moments of hesitation, pausing, or language switching. This think-aloud was activated within approximately two minutes of completing the speaking task, a delay short enough to minimize memory decay while still allowing the recording to be cued for playback. Finally, semi-structured interviews explored the participants' broader speaking difficulties, perceived anxiety, and situational confidence. Retrospective verbalization of this kind is an established way of accessing the cognitive processes that accompany language-based tasks (Charters, 2003).

The picture description task was selected deliberately. Because all participants described the same prompt, the cognitive demand of conceptual planning was held broadly constant, which allowed differences in disfluency to be attributed more confidently to formulation and monitoring rather than to unequal topic familiarity. The monologic format also minimized the interactional unpredictability of a dialogue, so that the disfluencies recorded reflected the speaker's own production process rather than the pressure of an interlocutor's turn. Each recording was reviewed by the researcher at least twice, and ambiguous tokens were re-checked against the audio to ensure that, for example, a hesitation that ended in a repeated word was coded as a repetition rather than as two separate events.

Data Analysis

Analysis proceeded in four steps. First, the recorded monologues were transcribed in full. Second, each transcript was examined to identify, count, and code six disfluency tokens: silent pauses (SP), filled pauses (FP), repetitions (RP), false starts (FS), slips of the tongue (ST), and self-corrections (SC). Third, the coded tokens were mapped onto Levelt's Speech Production Model to locate the processing loop in which the disruption occurred, that is, the conceptualization, formulation, or articulation stage. Fourth, the qualitative material from the think-aloud protocols and interviews was analyzed thematically to explain the underlying psycholinguistic mechanisms and affective factors, and the participants' own words were translated from Indonesian for reporting. To safeguard trustworthiness, we triangulated data sources and methods, cross-checking the observed oral behavior against the learners' internal reflections. The coding framework that guided this mapping is presented in Table 1.

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This analytic procedure was anchored in established principles of qualitative inquiry, in which meaning is built inductively from participants' situated accounts rather than imposed from a predetermined scheme (Merriam & Tisdell, 2016). The thematic interpretation of the think-aloud and interview data followed the reflexive, phase-based approach of Braun and Clarke (2021): we familiarized ourselves with the transcripts, generated initial codes close to the participants' own wording, and then consolidated those codes into the broader patterns reported below. At the coding stage, the disfluency tokens and the interview material were labelled manually using a combination of descriptive and process codes in the sense of Saldaña (2016), so that each label captured either the type of disruption observed or the cognitive action the learner reported performing. Finally, to strengthen the trustworthiness of the interpretation, we pursued credibility through the triangulation of data sources and methods and aimed for the rich, contextualized rigour that Tracy (2020) identifies as a marker of quality in qualitative research, cross-checking each analytic claim against both the recorded behaviour and the learners' retrospective reflections.

Table 1. *Coding scheme for analysing speech disfluencies based on speech production stages*

Observed disfluency	Production stage	Psycholinguistic indicator	Possible mechanism
Silent Pause (SP)	Conceptualization	Difficulty organizing ideas	Pre-verbal message planning
Filled Pause (FP)	Formulation	Hesitation during lexical search	Lexical retrieval/floor-holding
Repetition (RP)	Formulation	Monitoring grammatical structure	Syntactic formulation delay
False Start (FS)	Formulation/Articulation	Changing structural direction	Cognitive overload
Slip of the Tongue (ST)	Articulation	Phonological mis-selection	Articulatory execution slip
Self-Correction (SC)	Articulation (post-output)	High tracking of errors	Over-active monitoring system

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The first aim of the study was to establish the personality profile of the cohort. Based on the BFI extraversion scores, the 15 students fell into two groups. As presented in Table 2, eight students (53.3%) were classified as extraverts, with total scores ranging from 21 to 29 (M = 24.0), while seven students (46.7%) were classified as introverts, with total scores ranging from 13 to 20 (M = 15.9).

Table 2. *Students' personality classification based on BFI scores*

No	Participant	Total score	Category
1	E1	22	Extravert
2	E2	22	Extravert
3	E3	21	Extravert
4	E4	21	Extravert
5	E5	27	Extravert
6	E6	27	Extravert
7	E7	29	Extravert
8	E8	23	Extravert
9	I1	20	Introvert
10	I2	17	Introvert
11	I3	16	Introvert
12	I4	16	Introvert
13	I5	15	Introvert

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No	Participant	Total score	Category
14	I6	14	Introvert
15	I7	13	Introvert

With the baseline established, the recorded monologues were analysed for the six disfluency tokens. Table 3 summarizes the distribution across participants and personality groups.

Table 3. *Frequency of speech disfluency indicators across personality types*

No	Participant	Pers.	SP	FP	RP	FS	ST	SC	Total
1	E1	E	1	3	1	0	0	0	5
2	E2	E	0	0	1	0	0	0	1
3	E3	E	0	1	0	0	0	0	1
4	E4	E	0	2	1	0	0	0	3
5	E5	E	0	0	1	0	0	0	1
6	E6	E	1	1	0	0	0	0	2
7	E7	E	0	1	1	0	0	1	3
8	E8	E	2	1	2	1	0	0	6
9	I1	I	1	2	2	0	0	0	5
10	I2	I	1	1	1	0	0	0	3
11	I3	I	1	3	0	0	0	1	5
12	I4	I	0	1	1	0	0	0	2
13	I5	I	0	1	1	1	0	0	3
14	I6	I	0	0	1	1	0	1	3
15	I7	I	0	0	1	0	0	0	1
Total			7	17	14	3	0	3	44
Mean	Extravert								2.75
Mean	Introvert								3.14

A total of 44 disfluencies were observed during the task. Contrary to the common assumption that introverts simply speak less smoothly across the board, the two groups produced an identical aggregate of 22 tokens each; the difference appears only when group size is taken into account, giving introverts a slightly higher mean (M = 3.14) than extraverts (M = 2.75). Across token types, filled pauses (n = 17) and repetitions (n = 14) were by far the most frequent, while false starts (n = 3), self-corrections (n = 3), and silent pauses (n = 7) were comparatively rare, and no slips of the tongue were recorded. Crucially, the qualitative data showed that the same overall rate masked two very different ways of being disfluent.

The retrospective interviews indicated that extravert learners, although theoretically fluency-oriented, were not immune to the pressure of a formal academic task. Their disruptions clustered on filled pauses, and they explained these as a by-product of monitoring grammar while keeping the conversational floor. To avoid breaking down while searching for an English structure, they produced fillers or briefly switched into Indonesian, signaling that processing was still under way. One extravert participant, E4, described this directly (translated from Indonesian): "When I was speaking, I suddenly felt unsure whether my grammar was correct. Because I kept checking my sentence structure, I produced 'ee' or 'um' to buy time while I thought of the next words." A second extravert, E8, who produced the highest individual count, showed how the same monitoring could spill into restructuring: "I kept thinking about whether my sentence was arranged correctly, so I sometimes started, stopped, and began again with a different sentence."

Introvert learners displayed a contrasting profile. Rather than filling the silence, they tended to stop and plan, and they leaned on repetition and self-correction to secure accuracy before committing to speech. I2 put it this way: "I preferred to stop or to repeat the previous words when I felt unsure about the grammar. I needed extra time to arrange the correct English in my mind before saying it." For some introverts, the pressure was clearly affective rather than purely linguistic. I3, whose English

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was adequate, traced his disfluency to situational anxiety: "Actually I knew the words, but speaking in front of the researcher made me nervous, so I repeated words and paused to steady myself." Towards the end of the task, a few participants reported fatigue and a drop in situational motivation, which briefly relaxed their internal monitoring and produced short, unstructured disruptions.

Looking more closely at the token distribution sharpens the contrast. Filled pauses were spread across both groups but functioned differently: among extraverts they appeared mid-utterance as the floor was held, whereas among introverts they often accompanied or followed a silent pause, as if the learner had first planned in silence and then voiced a brief filler before committing. Repetitions, the second most frequent token, were notably concentrated among the accuracy-oriented introverts, several of whom repeated a word or phrase while they verified its grammatical fit. Self-corrections, though few, were produced almost entirely by participants who described themselves as fearful of error, which is consistent with their interpretation as evidence of an over-active post-output monitor. The complete absence of slips of the tongue is itself telling: in a carefully monitored, planning-heavy task, learners rarely allowed an unplanned phonological form to surface.

Within-group variation also deserves comment, because it guards against an overly deterministic reading of personality. Not every extravert was fluent and not every introvert was halting. Two extraverts, E2 and E3, produced only a single token each, while the extravert E8 produced six, the highest count in the cohort, driven by her unusually strict attention to sentence structure. Conversely, the introvert I7 produced only one token. These cases indicate that personality sets a tendency rather than a fixed outcome, and that situational state, momentary anxiety, and task fatigue interact with trait to shape the disfluency a learner actually produces on a given occasion.

Discussion

Read through Levelt's architecture, these findings tell a coherent story about where introvert and extravert learners encounter trouble. For extraverts, the dominant token, the filled pause, sits squarely in the formulation stage. The interviews suggest that extraverts did not pause because they had no idea to express; their pre-verbal message was ready but encoding it into accurate English grammar and vocabulary lagged behind their intention to keep talking. The filled pause therefore worked as a floor-holding device that bridged the gap between a fast conceptualizer and a slower formulator. This interpretation aligns with De Jong's (2016) observation that pauses within rather than between utterances reflect lexical and grammatical encoding difficulty rather than conceptual planning, and with Kormos's (2006) argument that L2 speakers must allocate disproportionate attention to formulation. The spontaneous switches into Indonesian that several extraverts produced are best understood not as failure but as translanguaging, a strategic mobilization of the learner's full linguistic repertoire to sustain communication (García & Wei, 2014).

For introverts, the Centre of gravity shifts. Their reliance on silent pauses points toward the conceptualization stage, where they took extra time to plan, while their repetitions and self-corrections belong to formulation and post-output monitoring. The recurring theme in their accounts was an accuracy-oriented stance: they were unwilling to release an utterance until they judged it grammatically safe. In Levelt's terms, this is an unusually active internal monitor, and it carries a cost. The heightened monitoring consumed working-memory resources that might otherwise have supported smooth delivery, so the very strategy that protected accuracy also generated visible disfluency. The case of I3 shows that this monitor can be amplified by anxiety, consistent with the strong negative anxiety–achievement relationship documented by Teimouri et al. (2019) and with the situated, emotionally driven nature of the decision to speak (MacIntyre et al., 1998; Khajavy et al., 2018).

Comparing the two profiles clarifies what an aggregate score would have hidden. Earlier studies that ranked personality groups by oral performance, such as Oya et al. (2004), found extraverts advantaged on global impression measures, and our data are not inconsistent with that: extraverts sounded more continuous because they kept the floor. However, our stage-level reading shows that this continuity was purchased with fillers and code-switching, not with effortless encoding, while introverts traded surface continuity for internal precision. The difference between the groups is thus qualitative and located, not merely quantitative. This refines the local literature as well. Where Basri et al. (2022) and Malota et al. (2022) documented that affective and environmental pressures depress Indonesian learners' speaking, and where Kalsum (2022), Priyatno et al. (2024), and Misbah and Kalsum (2026) established that personality and cognitive style structure EFL behaviors, the present study specifies the psycholinguistic point at which those forces act during speech production.

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Taken together, the results invite a modest theoretical proposal, which we term the Trait-Modulated Monitoring account of EFL production. The core idea is that a learner's position on the introversion–extraversion continuum does not merely set their social willingness to speak; it also shifts the threshold and the resource allocation of the internal monitor within Levelt's formulation and post-output loops. Extraverts appear to run a more permissive monitor that tolerates imperfect output in exchange for fluency, externalizing their processing through fillers and translanguaging. Introverts appear to run a stricter monitor that withholds output until accuracy criteria are met, internalizing their processing through silent planning and covert repair. Neither setting is inherently better; each optimizes a different value, fluency or accuracy, and each leaves a characteristic disfluency signature. Framed this way, speaking difficulty is not a single deficit but the visible cost of a particular monitoring strategy.

A finer point concerns the relationship between repetition and self-correction, the two repair-oriented tokens. Although both reflect monitoring, they operate at different moments. Repetition tends to be pre-emptive: the learner repeats a word to gain planning time before the rest of the clause is committed, so the monitor is acting on a plan that has not yet fully surfaced. Self-correction is reactive: an item has already been articulated, the monitor has flagged it as deviant, and the learner overtly repairs it. The introverts in this study drew on both, which suggests that their monitor was active across the formulation and post-output loops rather than at a single point. This dual engagement helps explain why their speech, though accurate in intention, was perceptibly less continuous than that of the extraverts, who tended to defer or externalize repair instead of performing it overtly.

The translanguaging observed among the extraverts also merits a less deficit-oriented reading than it often receives in EFL classrooms. When a learner momentarily switches into Indonesian to hold the floor, the switch is not necessarily a gap in competence; it can be a resourceful redeployment of the bilingual repertoire that keeps the communicative channel open while formulation catches up (García & Wei, 2014). Interpreted within Levelt's model, such switches are a formulation-stage workaround rather than a conceptual failure, because the message was already planned and only its English encoding was delayed. Recognizing this distinction matters pedagogically, because it implies that penalizing all code-switching may suppress a strategy that, used judiciously, supports rather than undermines spoken interaction.

It is also worth reflecting on what the triangulated design contributed. Had we relied on the recordings alone, the higher introvert mean might have been read simply as weaker fluency. The retrospective protocols and interviews showed that this reading would have been misleading: the same surface count concealed opposite motivations, fluency-protection among extraverts and accuracy-protection among introverts. The convergence between what learners did and what they reported they were doing strengthens confidence in the stage-level interpretation, and it illustrates why process data are indispensable when the research question concerns mechanism rather than magnitude. At the same time, the account we propose remains interpretive; the retrospective method captures what learners could recall and were willing to articulate, not a direct readout of cognition.

Positioned against existing theory, the Trait-Modulated Monitoring account is complementary too, rather than a replacement for, models of willingness to communicate. Where willingness-to-communicate research explains whether a learner chooses to speak (MacIntyre et al., 1998; Khajavy et al., 2018), the present account addresses what happens to the production process once the learner has chosen to speak. The two operate at different points in the speaking event: the decision to initiate, and the internal management of encoding and monitoring during delivery. Linking them is a promising direction, since a learner's habitual monitoring setting may itself feed back into their willingness to risk speaking on future occasions.

A further nuance concerns the temporal dynamics of the speaking task. Several participants reported that their disfluency was not constant but increased as the monologue progressed and their situational motivation waned, an observation that resonates with evidence that engagement with English is variable rather than fixed (Fitriani et al., 2024). When motivation dipped, the introverts in particular appeared to relax the strict monitor that had earlier governed their output, producing short, loosely planned stretches of speech; the protective accuracy orientation, in other words, behaved less like a permanent trait setting and more like a resource that could be depleted over the course of a single task. The prosodic dimension adds another layer to this picture. Because intonation and rhythm are assembled late, at the interface between formulation and articulation, the difficulty that some learners display in controlling English prosody (Basmala et al., 2025) is consistent with our finding that disruptions tend to cluster precisely where the phonetic plan is built and monitored. Read

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together, these observations imply that the disfluency signature of a given learner is the joint product of a relatively stable trait orientation and a set of fluctuating states — motivation, fatigue, and momentary anxiety — that determine, from one moment to the next, how tightly the internal monitor is held. This dynamic reading cautions against treating any single recording as a fixed measure of a learner's speaking competence.

The contrast also refines how we should think about the role of working memory in tertiary L2 speaking. For the introverts, the cost of withholding output until accuracy criteria were satisfied was a heavier moment-to-moment load, since holding a clause in an unspoken, fully-checked state consumes the very resources that smooth articulation requires; this is consistent with accounts in which formulation and self-monitoring compete for limited capacity in second language users (Kormos, 2006). For the extraverts, by contrast, externalizing the search through a filler effectively offloaded part of that burden onto the conversational channel, trading a small fluency blemish for sustained forward momentum — a pattern that mirrors the way mid-clause pauses index encoding difficulty rather than conceptual emptiness (De Jong, 2016). Neither route eliminates the underlying processing demand; each simply distributes it differently between covert planning and overt speech.

It is worth underscoring that this stage-sensitive view carries methodological as well as theoretical weight. A purely product-oriented analysis, focused on counting disruptions, would have flattened the two profiles into a single fluency ranking and obscured the opposite orientations that drive them. Only by pairing the behavioural record with the learners' own process accounts could the divergent functions of an apparently identical token — a pause that plans versus a pause that searches — be recovered, which is precisely the analytic move that a rich qualitative design is meant to support (Tracy, 2020). In this sense, the contribution of the study is not merely a catalogue of disfluencies but a demonstration that the same surface form can index different underlying operations depending on the speaker's personality and momentary state. For research on second language fluency, this reinforces the long-standing argument that disfluency should be interpreted in relation to the allocation of attention rather than scored as undifferentiated error (Segalowitz, 2010; Skehan, 2009).

These insights carry practical weight for the EFL classroom. If disfluency reflects where processing stalls rather than a uniform lack of ability, then instruction can be targeted. For introverted learners, lowering the affective load and providing explicit pre-task planning time should ease the conceptualization bottleneck and reduce the need for protective silence. For extraverted learners, who already keep the floor, instruction can usefully strengthen accuracy monitoring without suppressing their interactional momentum, for example through delayed, form-focused feedback. More broadly, oral assessment that counts disfluency as simple error risks penalizing introverts for the very monitoring that signals their concern for accuracy; a process-sensitive view would weigh the function of a pause, not only its presence (Segalowitz, 2010; Skehan, 2009).

CONCLUSION

This study examined the speech disfluencies and speaking difficulties of introvert and extravert EFL undergraduates at IAIN Parepare through the lens of Levelt's Speech Production Model. The evidence indicates that personality does not simply make some learners more or less fluent; it modulates how cognitive resources and internal monitoring are deployed during spontaneous speech. Extravert learners gravitated toward communicative fluency, using filled pauses and spontaneous translanguaging as floor-holding strategies to absorb lexical and syntactic delays in the formulation stage. Introvert learners prioritized accuracy, engaging an intensive internal monitor that raised cognitive load and produced extended silent pauses, repetitions, and self-corrections before articulation.

On the basis of these patterns, we proposed a Trait-Modulated Monitoring account of EFL production, which holds that the introversion–extraversion dimension alters the threshold and resource allocation of the internal monitor within Levelt's formulation and articulation loops. The contribution of the study is therefore less a new measurement than a shift of focus: from treating speaking difficulty as an observable score to reading it as a psycholinguistically traceable signature of where and why processing was delayed or repaired.

Several limitations should temper these conclusions. The design was qualitative and exploratory, the sample comprised only 15 students from a single classroom, and elicitation relied on a single picture description task; the findings should thus be read as analytically rather than statistically generalized. Future research could expand the sample, adopt a longitudinal scope, and incorporate more interactive tasks such as role-plays or argumentation, so as to test how task

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complexity interacts with personality in shaping the disfluency signatures described here, and to examine whether the monitoring account holds across proficiency levels.

ACKNOWLEDGMENT

The authors are grateful to Institut Agama Islam Negeri (IAIN) Parepare for the academic environment that made this study possible, and to the lecturers and colleagues in the English Education Department for their constructive feedback during the drafting process. We also thank the second-semester students of Class A, whose willing participation in the personality screening, the speaking task, and the retrospective interviews were indispensable to this work.

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APPENDIX I

STUDENT PERSONALITY QUESTIONNAIRE SHEET (BIG FIVE INVENTORY)

Name/Initials: .....

Class: .....

Instructions: Put a checkmark (\checkmark) in the number column (1-5) that best describes you.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree (1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	**(Positif)** Saya merasa penuh energi saat berinteraksi dengan banyak orang.					
2	**(Negatif)** Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.					
3	**(Positif)** Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.					
4	**(Negatif)** Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.					
5	**(Positif)** Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.					
6	**(Negatif)** Saya cenderung berpikir sangat					

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	lama sebelum akhirnya memutuskan untuk bicara.					
7	**(Positif)** Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.					
8	**(Negatif)** Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.					

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APPENDIX 2

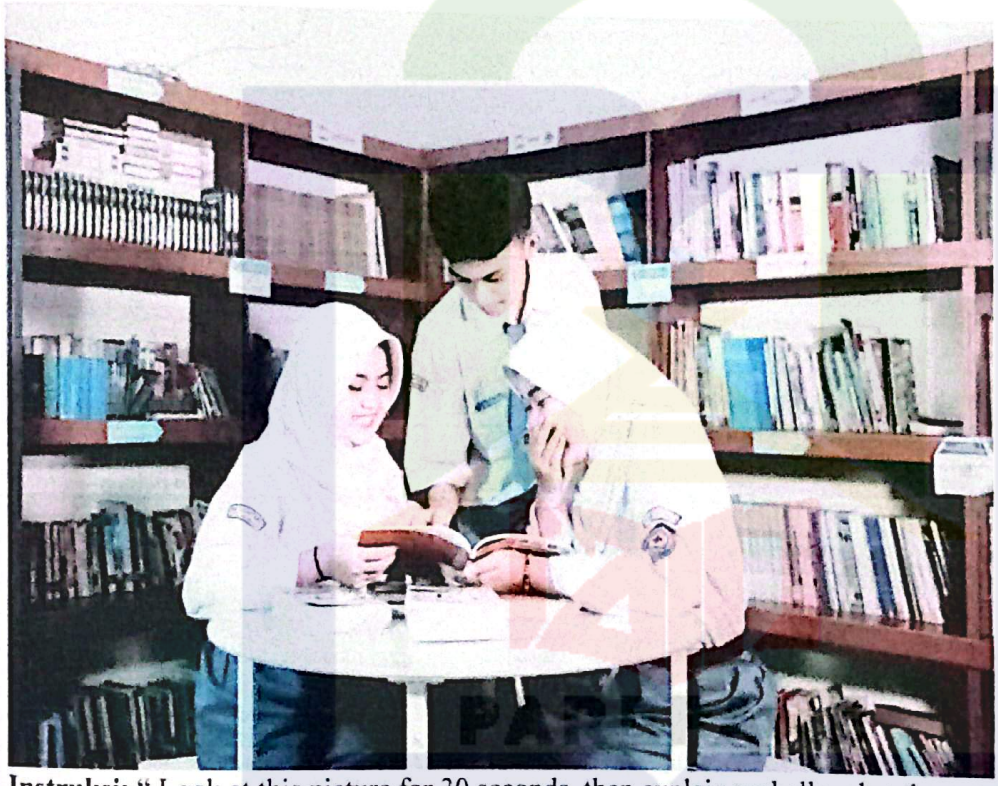
INSTRUMEN TES PERFORMA BICARA (SPEAKING PERFORMANCE TEST)

A. Purpose of the Instrument

This instrument is designed to elicit spontaneous student speaking activity through visual stimuli. Its objective is to record psycholinguistic phenomena (pauses, fillers/hesitations, repetitions) that occur while students process information from the image and their thoughts into English.

B. Task Material (Picture Description Task)

Task: Picture Description



Instruksi: " Look at this picture for 30 seconds, then explain verbally what the people in the picture are doing."

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APPENDIX 3

LEMBAR OBSERVASI PSIKOLINGUISTIK & REKAPITULASI (ANALISIS DISFLUENCY)

A. Tujuan Instrumen

Instrumen ini digunakan oleh peneliti untuk mengklasifikasikan hambatan bicara yang muncul pada rekaman seluruh siswa. Data ini bertujuan untuk membandingkan secara sistematis jenis kesulitan bicara yang mendominasi kelompok Introvert dibandingkan kelompok Ekstrovert.

B. Dasar Teori & Referensi

Analisis ketidakteraturan bicara (disfluency) merupakan indikator utama dari hambatan pada proses kognitif internal. Perbedaan durasi jeda (pauses) dan frekuensi pengulangan (repetitions) mencerminkan bagaimana tipe kepribadian dalam model Big Five mengelola beban kerja memori saat memproduksi bahasa (Prawati dkk., 2021; Wahyuni, 2022).

C. Lembar Observasi Psikolinguistik (Analisis Per-Individu)

Nama/Inisial Siswa: .....

Skor BFI (Extraversion): ..... (Kategori: Introvert / Ekstrovert)

Tahap Produksi (Levelt)	Indikator Disfluency	Tally (Frekuensi)	Total
Conceptualization	*Silent Pause* (Berhenti bicara >2 detik)		
Formulation	*Filled Pause* (Suara "uh", "um", "er", "mmm")		
Formulation	*Repetition* (Mengulang kata atau frasa)		
Formulation	*False Start* (Memulai kalimat lalu diulang)		
Articulation	*Slips of the Tongue* (Salah ucap bunyi/kata)		
Monitoring	*Self-Correction* (Memperbaiki kesalahan sendiri)		

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D. Lembar Rekapitulasi Kelas (Analisis Kelompok)

(Digunakan untuk membandingkan pola di seluruh kelas)

Kelompok Kepribadian	Rata-rata Silent Pause	Rata-rata Filled Pause	Jenis Kesulitan Dominan
Introvert (N=...)	..... kali	..... kali	(Misal: Konseptualisasi)
Ekstrovert (N=...)	..... kali	..... kali	(Misal: Artikulasi)

E. Prosedur Analisis (Hari 3)

Transkripsi: Peneliti mendengarkan rekaman Hari Kedua dan mengubahnya menjadi teks (khusus bagian yang mengalami hambatan).

Coding: Memberikan kode pada setiap jeda atau kesalahan yang muncul sesuai tabel di atas.

Penyaringan Subjek untuk Hari 4: Berdasarkan analisis ini, peneliti memilih siswa yang memiliki hambatan paling unik atau paling banyak untuk dilakukan sesi Think-Aloud Protocols (TAP) pada Hari Keempat guna menggali alasan di balik hambatan tersebut.

F. Catatan Peneliti (Memo)

(Catat hal unik yang ditemukan, misalnya: "Siswa ekstrovert cenderung lebih cepat memperbaiki kesalahan (self-correction), sedangkan siswa introvert cenderung terdiam lebih lama sebelum bicara." Atau referensi ke perilaku yang mendukung Wahyuni (2022)).

APPENDIX 4

INSTRUMEN THINK-ALOUD PROTOCOLS (TAP) & STIMULATED RECALL

A. Tujuan Instrumen

Instrumen ini bertujuan untuk mengungkap proses kognitif yang "tersembunyi" di balik ketidakteraturan bicara siswa. Dengan memutar ulang rekaman video dari Hari Ke-2, peneliti meminta siswa mengungkapkan apa yang mereka pikirkan pada saat terjadi jeda atau kesalahan bicara.

B. Dasar Teori & Referensi

Metode TAP dan Stimulated Recall sangat efektif untuk membedah hambatan pada tahap Konseptualisasi (pencarian ide) dan Formulasi (pencarian kata/tata bahasa). Penelitian terbaru menunjukkan bahwa siswa introvert cenderung memiliki proses monitoring internal yang lebih ketat dibandingkan ekstrovert, yang sering kali menyebabkan jeda diam lebih lama (Hiver & Al-Hoorie, 2020; Prawati dkk., 2021).

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C. Prosedur Pelaksanaan TAP

Pemutaran Ulang: Peneliti dan siswa duduk bersama melihat rekaman video bicara siswa (dari Hari Ke-2).

Pause & Prompt: Peneliti menghentikan video tepat saat siswa terlihat terdiam (silent pause), bergumam (filled pause), atau melakukan koreksi diri (self-correction).

Pertanyaan Pemicu: Peneliti mengajukan pertanyaan untuk memicu ingatan kognitif siswa.

D. Lembar Panduan Pertanyaan TAP

Kejadian pada Video	Pertanyaan Peneliti (Prompt)	Respon Kognitif Siswa (Verbatim)
Jeda Diam (Silent Pause)	"Di detik ini Anda terdiam cukup lama. Apa yang sedang Anda pikirkan saat itu? Apakah Anda lupa idenya atau bingung cara mengucapkannya?"	
Gumam (Filled Pause)	"Anda mengucapkan 'uhm...' berkali-kali di sini. Apakah Anda sedang mencari kata bahasa Inggris yang tepat atau sedang ragu dengan tata bahasanya?"	
Koreksi Diri (Self-Correction)	"Tadi Anda mengucap kata X lalu langsung menggantinya dengan Y. Mengapa Anda merasa kata X itu salah?"	
False Start	"Anda memulai kalimat lalu berhenti dan mengulangnya dari awal. Apa yang menghambat Anda di awal kalimat tersebut?"	

E. Klasifikasi Hasil TAP (Untuk Peneliti)

(Berdasarkan jawaban siswa, peneliti menggolongkan sumber hambatan)

Hambatan Konseptualisasi: Siswa mengaku tidak tahu harus bicara apa atau kehilangan alur cerita.

Hambatan Formulasi: Siswa tahu idenya tapi tidak tahu kosakata (vocabulary) atau rumus grammar-nya.

Hambatan Monitoring: Siswa merasa malu/takut salah sehingga terlalu banyak melakukan filter sebelum bicara.

F. Catatan Peneliti (Hari 4)

Apakah terdapat perbedaan pola antara siswa yang memiliki skor BFI Extraversion tinggi (Ekstrovert) dan rendah (Introvert) dalam menjelaskan alasan mereka terdiam?

Apakah siswa merasa terbantu saat melihat kembali video mereka sendiri

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APPENDIX 5

WAWANCARA MENDALAM & VALIDASI DATA (MEMBER CHECKING)

A. Tujuan Instrumen

Instrumen ini dirancang untuk memvalidasi temuan dari hari-hari sebelumnya dan menggali aspek afektif (perasaan/mental) siswa. Peneliti ingin mengetahui apakah hambatan bicara yang ditemukan (konseptualisasi, formulasi, artikulasi) memiliki hubungan subjektif dengan sifat kepribadian mereka menurut model *Big Five*.

B. Dasar Teori & Referensi

Wawancara kualitatif berfungsi sebagai alat triangulasi untuk memastikan bahwa interpretasi peneliti tentang *disfluency* sesuai dengan apa yang dirasakan siswa. Penelitian terbaru menekankan bahwa kecemasan berbicara (*speaking anxiety*) sering kali lebih dominan pada kelompok introvert, yang memengaruhi kelancaran bicara mereka secara psikolinguistik **(Hiver & Al-Hoorie, 2020; Zafar & Meenakshi, 2022)**.

C. Pedoman Wawancara Semi-Terstruktur

Identitas Siswa: .....

Kelompok BFI: Introvert / Ekstrovert

No	Dimensi Pertanyaan	Daftar Pertanyaan Pemicu
1	**Kaitan Kepribadian**	Menurut pendapat Anda, apakah sifat Anda yang cenderung [Pendiam/Aktif] memengaruhi keberanian Anda saat bicara bahasa Inggris?
2	**Kondisi Afektif**	Bagaimana perasaan Anda (gugup, tenang, atau tertekan) saat diminta bicara spontan di depan kelas tanpa persiapan?
3	**Proses Kognitif**	Dari hasil rekaman kemarin, Anda banyak terdiam. Apakah itu karena Anda takut salah tata bahasa (*grammar*) atau memang idenya sulit muncul?
4	**Strategi Komunikasi**	Apa yang biasanya Anda lakukan jika tiba-tiba lupa kata dalam bahasa Inggris saat sedang berbicara?
5	**Validasi Temuan**	Peneliti menemukan bahwa Anda sering mengulang kata. Apakah Anda menyadari hal itu atau terjadi secara tidak sengaja karena bingung?

D. Lembar Catatan Analisis Peneliti (Memoing)

(Diisi oleh peneliti setelah wawancara selesai untuk menarik tema utama)

- **Tema Utama:** (Misal: Dominasi hambatan pada tahap Formulasi akibat kecemasan).
- **Ringkasan Jawaban:** (Siswa merasa lebih aman terdiam daripada salah ucap).
- **Kaitan dengan Teori:** (Mendukung teori Levelt tentang *Monitoring* internal yang berlebihan pada siswa tertentu).

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E. Penutupan & Member Checking

1. **Verifikasi:** Peneliti membacakan ringkasan poin-poin penting dari jawaban siswa untuk memastikan tidak ada salah tafsir.
2. **Apresiasi:** Mengucapkan terima kasih kepada seluruh siswa di kelas atas partisipasi penuh mereka selama 5 hari penelitian.

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APPENDIX 6

HASIL DARI LEMBAR KUESIONER KEPRIBADIAN SISWA (BIG FIVE INVENTORY)

Nama: Hamsari
NIM: 2[illegible]
Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.				✓	
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.		✓			
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.				✓	
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.			✓		
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.			✓		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.				✓	
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.				✓	
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.			✓		

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Nama: Her [illegible]
NIM: 15 [illegible] 2021 20[illegible]
Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang				✓	
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru					✓
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.				✓	
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.				✓	
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.					✓
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.					✓
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.					✓

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Nama: Sri Rahmadani
NIM: 15190308[illegible]
Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Netral, 4. Setuju, 5. Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang		✓			
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru		✓			
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas					✓
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas			✓		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara					✓
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai				✓	
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama					✓

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Nama: Dwi Marlan
NIM: 2520203882030019

Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.			✓		
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.			✓		
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.				✓	
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.			✓		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.					✓
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.			✓		
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.		✓			

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Nama: Faira Nur Fajria
NIM: 1520103088203016
Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Netral, 4. Setuju, 5. Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.		✓			
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.					✓
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.			✓		
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.			✓		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.				✓	
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.		✓			
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.					✓

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Nama: [illegible]
NiM: [illegible]

Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda

(1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Netral, 4. Setuju, 5. Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang			✓		
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru					✓
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas			✓		
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas		✓			
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara		✓			
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai	✓				
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama					✓

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Nama: AHMAD UTSMAN
NIM: 25 2020 3588 20 3004

Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang		✓			
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.				✓	
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.			✓		
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.		✓			
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.			✓		
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.			✓		
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.					✓

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Nama: Syawal
NIM: 1520203088203001
Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang				✓	
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru		✓			
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas	✓				✓
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya	✓				✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.				✓	
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara			✓		
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi formal		✓			
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama		✓			

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Nama: [illegible]
NIM: [illegible]

Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.		✓			
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.				✓	
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.		✓			
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.		✓			
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.					✓
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.	✓				
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.				✓	

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Nama: [illegible]
NIM: [illegible]
Petunjuk: Berilah tanda centang (√) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.			√		
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.				√	
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.			√		
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.				√	
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.			√		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.				√	
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.				√	
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.		√			

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Nama: Khaerunnisa Rahman
NIM: 21,20103,00203006

Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.				✓	
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.		✓			
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.			✓		
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.			✓		
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.			✓		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.			✓		
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.				✓	
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.			✓		

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Nama: SALSABILAH SUKARNO
NIM: 2521020388820303
Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.			✓		
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.				✓	
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.				✓	
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.			✓		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.				✓	
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.				✓	
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.					✓

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Nama: Anisa Rasilam
NIM: 2[illegible]

Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda

(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang		✓			
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru				✓	
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas			✓		
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya					✓
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas		✓			
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara					✓
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai		✓			
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama					✓

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Nama: Resti
NIM: 1510203088103015
Petunjuk: Berilah tanda centang (✓) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1: Sangat Tidak Setuju, 2: Tidak Setuju, 3: Netral, 4: Setuju, 5: Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang.			✓		
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru.				✓	
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas.			✓		
4	Saya lebih suka menghabiskan waktu sendirian untuk mengisi kembali energi saya.				✓	
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas.			✓		
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara.			✓		
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai.				✓	
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama.				✓	

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Nama: [illegible]
NIM: [illegible]
Petunjuk: Berilah tanda centang (√) pada kolom angka (1-5) yang paling sesuai dengan diri Anda.
(1. Sangat Tidak Setuju 2. Tidak Setuju 3. Netral 4. Setuju 5. Sangat Setuju)

No	Pernyataan	1	2	3	4	5
1	Saya merasa penuh energi saat berinteraksi dengan banyak orang			√		
2	Saya cenderung menjadi orang yang pendiam saat berada di lingkungan baru					√
3	Saya merasa nyaman memulai percakapan terlebih dahulu dengan teman sekelas			√		
4	Saya lebih suka menghabiskan waktu sendiran untuk mengisi kembali energi saya					√
5	Saya merasa percaya diri saat harus berbicara secara spontan di depan kelas		√			
6	Saya cenderung berpikir sangat lama sebelum akhirnya memutuskan untuk bicara					√
7	Saya mudah mengekspresikan pendapat saya meskipun dalam situasi ramai		√			
8	Saya merasa lelah secara mental setelah berada di keramaian dalam waktu lama			√		

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APPENDIX 7

TRANSCRIPT OF SPEAKING PERFORMANCE TEST

Interviewer Name : Rezky Mawlani

Participant Name : Ahmad Utsman

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Ahmad Utsman	In the picture, I always find... [FP: um]... [SP: 3 detik]... reading the book... [SC: reading a book].

Interviewer Name : Rezky Mawlani

Participant Name : Anisa Rustam

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Anisa Rustam	In the [SC: laboratory... no, library], there are three students, two females and one child. The children seem to be looking at something, and it is somewhat funny because you can see one of the females openly showing love if you look at the other pictures.

Interviewer Name : Rezky Mawlani

Participant Name : Dwi Martan

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Dwi Martan	And in the picture, they... [FP: um]... read a book... [FP: um]... in the library. [SP: 2 detik]... [RP: In the library].

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Interviewer Name : Rezky Mawlani

Participant Name : Faira Nur Fajria

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Faira	And in the picture, they... [FP: um]... read a book... [FP: um]... in the library. [SP: 2 detik]... [RP: In the library].

Interviewer Name : Rezky Mawlani

Participant Name : Fitriani

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Fitriani	So there are three people in... [SC: maybe in] the library. They are reading book. Maybe the book. It's funny. So they are... [SP: 2 detik]... [RP: are] laughing.

Interviewer Name : Rezky Mawlani

Participant Name : Hamsari

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Hamsari	In the image, ada tiga pelajar yang sedang membaca buku. Additionally, there is one more student, dan ada satu orang yang berkata, "lihat saja buku."

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Interviewer Name : Rezky Mawlani

Participant Name : Khairunnisa Rahman

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Khairunnisa	Person... [RP: person] to reading a book... [SC: person are to reading a book].

Interviewer Name : Rezky Mawlani

Participant Name : Nur Ismi

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Nur Ismi	Gambarnya mengenai perbicaraan dengan teman-teman dan berbicara bersama.

Interviewer Name : Rezky Mawlani

Participant Name : Resti

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Resti	I think in the picture... [FP: uh]... I see there is three people... [FP: uh]... read... [FP: uh]... some book... [FP: uh]... and... [RP: and]... [FP: uh]... and they... [FP: uh]... and... [RP: and they]... [FP: uh]... anu...

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Interviewer Name : Rezky Mawlani

Participant Name : Salsabila Soekarno

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Salsabila	Sekarang... [SP: 3 detik]... kita akan berbicara tentang... [SP: 2 detik]... di perpustakaan bersama dengan friends.

Interviewer Name : Rezky Mawlani

Participant Name : Suci Ramadani

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Suci	Ada tiga orang di perpustakaan yang membaca buku.

Interviewer Name : Rezky Mawlani

Participant Name : Syawal

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Syawal	Tiga orang yang lagi baca buku. Sambil reading a book in happiness.

Interviewer Name : Rezky Mawlani

Participant Name : Zamar

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam

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	gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Zainar	Di foto ini, pelajar berdiskusi di perpustakaan.

Interviewer Name : Rezky Mawlani

Participant Name : Nabila

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Nabila	Mereka ini discussion... [FP: eee]... in the library and than... [FP: eee]... apaya... [FP: e]... focus for... [FP: ee]... the book.

Interviewer Name : Rezky Mawlani

Participant Name : Novianty

Task : Picture Description

Speaker	Transcript
Interviewer	Kita perhatikan ini gambar terus amati. Iye' kak, selesaimi kita amati? Jelaskan ki dalam bahasa Inggris apa kira-kira yang dilakukan orang di dalam gambar ini dalam bahasa Inggris nah dek. Kita combine (campur) saja kalau tidak tau.
Novianty	In the pictures there is three people anything the are discussion something and... [FP: mmm]... something in a book.

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APPENDIX 8

TRANSCRIPT OF RETROSPECTIVE INTERVIEW

KELOMPOK EKSTROVERT (E)

1. TRANSCRIPT OF RETROSPECTIVE INTERVIEW (RESTI)

Speaker	Transcript
Interviewer	Dek, waktu mendeskripsikan gambar tadi, di pertengahan kamu banyak sekali bergumam "uh" dan mengulang kata "and... and they". Kira-kira waktu itu apa yang bikin kamu terhambat?
Resti (E-1)	Sebenarnya kutau ji mau bilang apa kak, tapi saking mauku cepat bicara, jadi mendahului mulutku dari otakku. Makanya kuulang-ulang itu kata "and" supaya nda diam pas mikir kata selanjutnya.

2. TRANSCRIPT OF RETROSPECTIVE INTERVIEW (DWI MARTAN)

Speaker	Transcript
Interviewer	Dwi, di rekaman tadi kamu sempat bergumam "um" beberapa kali, dan di akhir kalimat mengulang frasa "in the library" sampai dua kali. Waktu itu apa yang lagi kamu pikirkan?
Dwi (E-2)	Refleks ji itu kak. Bergumam ka "um" sambil liat gambarnya toh. Terus kusebut "in the library" dua kali supaya jelas bilang di perpustakaan dorang, biar pas rasa berhentinya kalimatku.

3. TRANSCRIPT OF RETROSPECTIVE INTERVIEW (SUCI RAMADANI)

Speaker	Transcript
Interviewer	Suci, saat tes speaking tadi, kamu jawab full pakai bahasa Indonesia ("Ada tiga orang di perpustakaan..."). Susah cari bahasa Inggrisnya atau karena grogi?
Suci (E-3)	Nda grogi ji kak, cuman kan tadi ta'bilang boleh di-combine. Pas liat gambar yang muncul di kepalaku langsung bahasa Indonesia, jadi kusebut mi saja bahasa Indonesianya biar lancar.

4. TRANSCRIPT OF RETROSPECTIVE INTERVIEW (NUR ISMI)

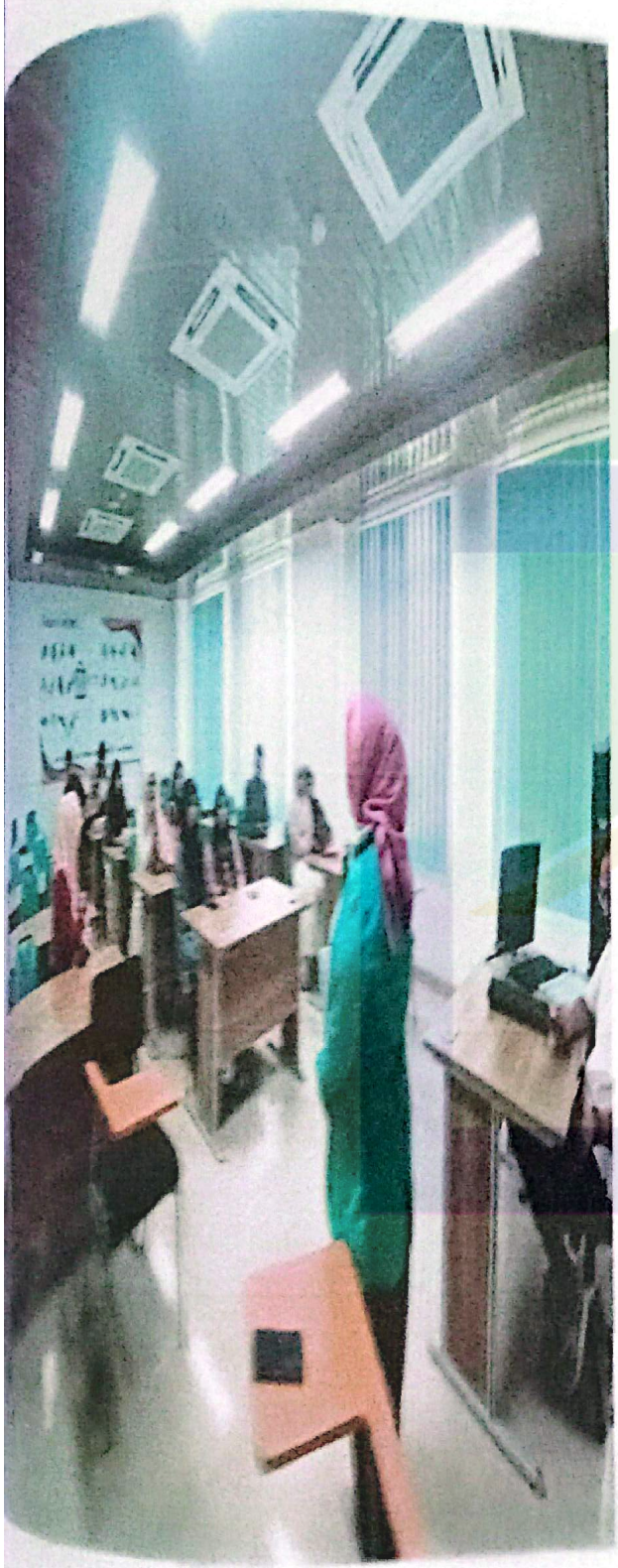
Speaker	Transcript
Interviewer	Nur Ismi, tadi kamu jelaskan gambarnya langsung pakai bahasa Indonesia secara keseluruhan. Kenapa nda dicampur sama bahasa Inggris sedikit?
Nur Ismi (E-4)	Lupaka bahasa Inggrisnya "berbicara bersama" kak. Daripada lama ka diam bapikir, mending langsung kugas pake bahasa Indonesia saja apa maksudnya itu gambar.

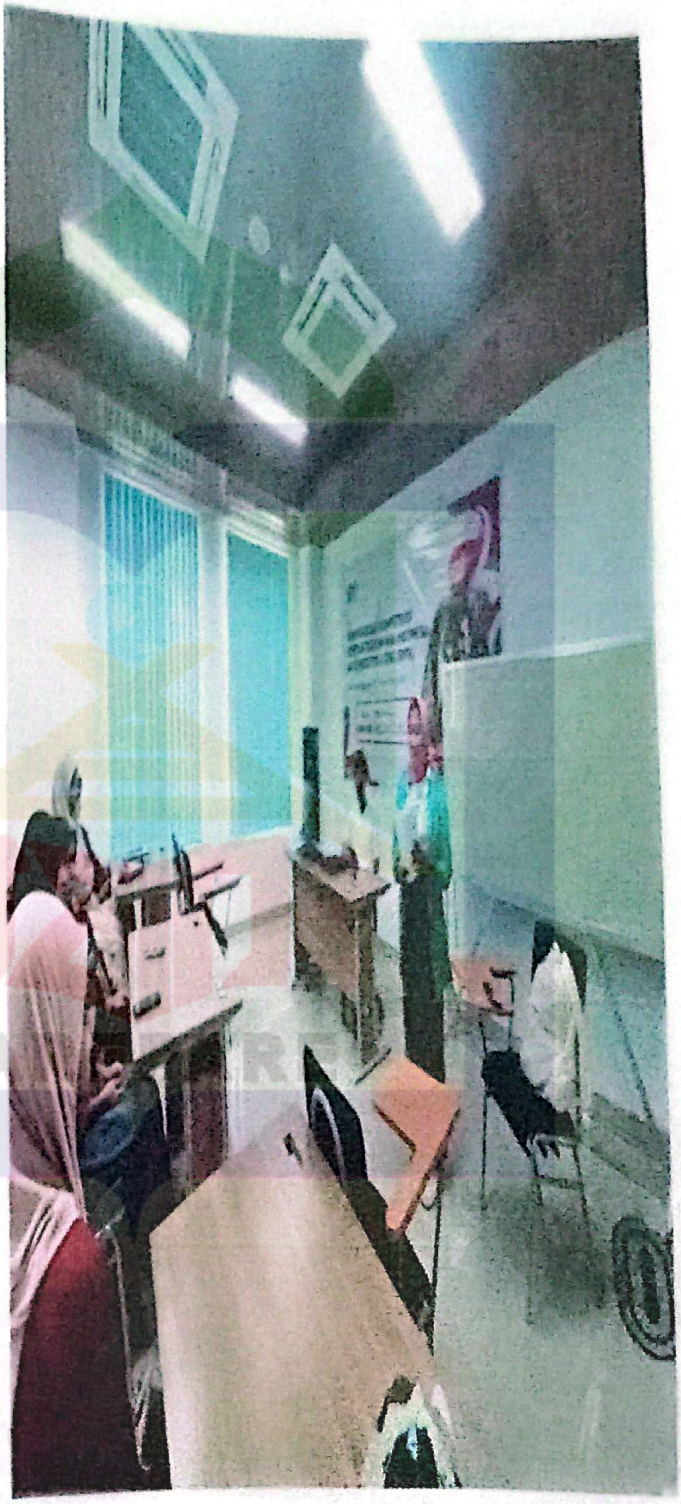
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APPENDIX 3)

DOCUMENTATION





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APPENDIX 10

Virtue of Consultant Degree

DEKAN FAKULTAS TARBIYAH
NOMOR : B-165/In.39/FTAR.01/PP.00.9/01/2026
TENTANG
PENETAPAN PEMBIMBING SKRIPSI/TUGAS AKHIR MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAEREPARE

Menimbang
a. Bahwa untuk menjamin kualitas skripsi/tugas akhir mahasiswa FAKULTAS TARBIYAH IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi/tugas akhir mahasiswa tahun 2026
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi/tugas akhir mahasiswa.

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: SP DIPA-025.04.2.307381/2025, tanggal 29 November 2024 tentang DIPA IAIN Parepare Tahun Anggaran 2026
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 74 TAHUN 2025 Tahun 2026, tanggal 21 Januari 2026 tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah;

MEMUTUSKAN

Menetapkan :
a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi/tugas akhir mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2026
b. Menunjuk saudara: **KALSUM, M.Pd.** sebagai pembimbing skripsi/tugas akhir bagi mahasiswa :

Nama Mahasiswa	: REZKY MAWLANI
NIM	: 2220203888203035
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: ANALYSIS OF SPEAKING DIFFICULTIES IN LEARNING ENGLISH IN INTROVERT AND EXTROVERT STUDENTS OF GRADE XI HIGH SCHOOL

c. Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi/tugas akhir;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
e. Surat keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan Parepare
Pada tanggal 15 Januari 2026
Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 19830420200801 2010

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APPENDIX 11

Letter of Recommendation from LP2M

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1356/In.39/FTAR.01/PP.00.9/05/2026
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

07 Mei 2026

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	REZKY MAWLANI
Tempat/Tgl. Lahir	:	TUPPU, 19 Februari 2004
NIM	:	2220203888203035
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	TUPPU

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan Skripsi yang berjudul :

SPEAKING DIFFICULIES AMONG INTROVERT AND EXTROVERT EFL STUDENTS: A PSYCHOLINGUISTIC ANALYSIS THROUGH THE SPEECH PRODUCTION MODEL

Pelaksanaan penelitian ini direncanakan pada tanggal 18 Juni 2026 sampai dengan tanggal 18 Juli 2026.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Ahdar, M.Pd.I.
NIP 197612302005012002

Tembusan :

1. Rektor IAIN Parepare

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APPENDIX 12

Permission Research from DPMPTSP

SRN IP0000667

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27519 Kode Pos 91111, Email : dpmptsp.pareparekota.go.id

IZIN PENELITIAN

Nomor : 667/IP/DPM-PTSP/6/2026

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
3. Peraturan Wali Kota Parepare Nomor 31 tahun 2025 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan Berusaha dan Nonperizinan Daerah Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA

M E N G I Z I N K A N

NAMA	: **REZKY MAWLANI**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **PENDIDIKAN BAHASA INGGRIS**
ALAMAT	: **TUPPU, KEC. LEMBANG, KAB. PINRANG**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN	: **SPEAKING DIFFICULIES AMONG INTROVERT AND EXTROVERT EFL STUDENTS : A PSYCHOLINGUISTIC ANALYSIS THROUGH THE SPEECH PRODUCTION MODEL**
LOKASI PENELITIAN	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
LAMA PENELITIAN	: **19 Juni 2026 s.d 07 Juli 2026**

a. Izin Penelitian berlaku selama penelitian berlangsung
b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **22 Juni 2026**

KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE

[redacted]

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UUITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetakannya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

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APPENDIX 13

Letter of Research Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 (0421) 24404
PO Box 909 Parepare 9110, Website : www.iainpare.ac.id email: mail.iainpare.ac.id

SURAT KETERANGAN SELESAI MENELITI
Nomor: B-2274/In.39/FTAR.01/PP.00.9/06/2026

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Nama	: Dr. Ahdar, M.Pd.I
NIP	: 197612302005012002
Pangkat / Golongan	: Pembina Tk.I / IV b
Jabatan	: Dekan
Instansi	: Institut Agama Islam Negeri Parepare

menerangkan dengan sesungguhnya bahwa :

Nama	: REZKY MAWLANI
NIM	: 2220203888203035
Alamat	: TUPPU
Fakultas	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2025-2026

Benar yang bersangkutan telah melakukan penelitian dalam rangka penyusunan skripsi pada IAIN Parepare.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya

Parepare, 24 Juni 2026
Dekan,

Dr. Ahdar, M.Pd.I.
NIP 197612302005012002

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APPENDIX 14

Letter of Acceptance from the Journal

e-Journal of ELTS (English Language Teaching Society)
Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Tadulako
Jl. Soekarno Hatta No.KM. 9, Tondo, Mantikulore, Palu, Central Sulawesi 94148
Email: eltsjournal.pbi@untad.ac.id

Ref. No : 016/LoA-ELTS/VI/2026
Date : June 19, 2026
Subject : Letter of Acceptance (LoA) for Publication

Dear
Rezky Mawlani (English Education program, Tarbiyah Faculty, Institut Agama Islam Negeri Parepare, Indonesia)
Kalsum Kalsum
Zulfah Fakhruddin
Mujahidah

We are pleased to inform you that your manuscript, **"SPEAKING DIFFICULTIES OF INTROVERT AND EXTRAVERT EFL STUDENTS: A PSYCHOLINGUISTIC ANALYSIS THROUGH LEVELT'S MODEL,"** has been officially accepted for publication in the *e-Journal of English Language Teaching Society (ELTS)*. Following a thorough peer-review and validation process, your work is scheduled to be featured in **Volume 14 Number 01**. Final publication remains subject to the submission of your definitive revised manuscript, which must strictly adhere to the journal's formatting guidelines.

On behalf of the Editorial Board, we would like to extend our appreciation for submitting your high-quality research paper to our journal. Your scientific contribution is highly valued.

Should you have any inquiries regarding the scheduling or upcoming layout adjustments, please do not hesitate to contact our editorial office.

Warmest regards,

Desrin Lebagi, M.Pd.
Editor-in-Chief, **e-Journal of ELTS**
(English Language Teaching Society)

Scan the QR-Code above to verify this document's authenticity.

This paperwork is digitally authorized and authenticated by the e-Journal of ELTS Editorial Board. For inquiries regarding physical verification, wet signatures, or institutional stamps, kindly reach out to our administration office.

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APPENDIX 15

Letter of Acceptance from the Journal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT REKOMENDASI
No. B-644/In.39/LP2M.07/PP.00.9/06/2026

Saya yang bertanda tangan di bawah ini :

Nama	:	Suhartina, M.Pd.
NIP	:	19910830 202012 2 018
Jabatan	:	Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
Intitusi	:	IAIN Parepare

Dengan ini menyatakan bahwa identitas di bawah ini :

Penulis	:	Rezky Mawlani
Email	:	rezkymawlani90@gmail.com
NIM	:	2220203888203035
Prodi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah

Benar telah menyelesaikan artikel dengan judul **"Speaking Difficulties of Introvert and Extravert EFL Students A Psycholinguistic Analysis Through Levelt's Model"** yang diterbitkan pada jurnal **"ELTS (English Language Teaching Society)"** Volume 14 Nomor 1 Tahun 2026 dan telah terakreditasi **SINTA 4**. Maka dengan ini yang bersangkutan diberikan rekomendasi untuk dapat mengikuti ujian akhir.

Demikian surat rekomendasi ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih.

Parepare, 26 Juni 2026

an. Ketua LP2M IAIN Parepare
Kepala Pusat Penerbitan & Publikasi

Suhartina, M.Pd.
NIP. 19910830 202012 2 018

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

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CURRICULUM VITAE



REZKY MAWLANI,The writer was born in Tuppu, South Sulawesi, on February 19, 2004. He is the second of three siblings. His father's name is Lukman, S.E., and his mother's name is Idawe.

He is a student of the English Education Department in the Tarbiyah Faculty at the State Islamic Institute (IAIN) Parepare.

With his educational background, he began his schooling in the 2010 academic year at Raudhatul Athfal DDI Tuppu, then continued to elementary school at SD 170 Lembang. He continued his education at SMP Negeri 1 Lembang and graduated in 2019. He then continued his studies at SMA 8 Pinrang, graduating in the 2022 academic year.

He decided to continue his education at the State Islamic Institute (IAIN) Parepare and took the English Education Study Program of the Faculty of Tarbiyah.

Finally, he completed his thesis with the title "Speaking Difficulties Of Introvert and Extravert EFL Students: A Psycholinguistic Analysis Through Levelt's Model."

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