

## ABSTRACT

Qory, Della Octaviani. 2022. 18033006. *The Analysis of Extroverted and Introverted Student's Scores Based on Teacher's Behaviors in English Classroom: A Case Study at SMAN 1 Balen Bojonegoro*. Faculty of Teaching and Training Education of English Department. Darul Ulum Islamic University Lamongan.

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**Keywords:** *extroverted and introverted students, teacher's behavior, English class*

Teacher behavior greatly affects the learning process. English is one of the subjects in Indonesian schools. In the classroom, there are extroverted and introverted students. Therefore, this research aimed to analyze extroverted and introverted student's scores based on teacher's behaviors in English class.

This study used a case study research method in qualitative research design. The subjects in this study were English teacher and 30 students in English class of 11<sup>th</sup> grade in the academic year 2021/2022. The data collection technique in this study was survey that used a closed-ended questionnaire adapted from German Eysenck Personality Questionnaire by Francis et al., (2006), observation used observation checklist adapted from The Teacher Behaviors Inventory (TBI) developed by Murray (1983), interview guide validated by an expert in TEFL and field note were conducted to ask the teacher about the teacher's behavior and how extroverted and introverted student are in the classroom, and the document of 30 student's English score.

The result of this research was the 43 teacher's behaviors found in the research following the teacher's behavior in TBI by Murray (1987) however 17 teacher's behaviors in TBI were not found. The student's scores in this research is not in line with the previous research because the result in this research some extroverted students have good score than introverted students, even though they have the five highest score in the class, although some of them also have lowest score in the class.