

## **A COMPARATIVE STUDY BETWEEN INTROVERT AND EXTROVERT STUDENTS' PERSONALITY IN LEARNING ENGLISH SPEAKING SKILLS**

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### **ABSTRACT**

Speaking is the way of communicating to other people to exchange information. The human personality is seen as one of many factors that might affect speaking ability. Human personalities come in two varieties; introvert and extrovert. In this case, the researchers compared whether students with extroverted personalities would be more proficient in speaking than students with introverted personalities. The researcher used qualitative data with the use of a human personality questionnaire and followed by a speaking test interview with 30 respondents of Al-Chasanah Senior High School students. The findings found that there were 15 students with extroverted personalities and 15 students with introverted personalities. From that division, the researchers exposed only 3 students with extrovert personalities who got a low speaking score or below average compared with students with introvert personalities who got 7 students. It can be concluded that students with extroverted personalities are more proficient in speaking skills than students with introverted personalities.

Keywords: Speaking skills, Introvert, Extrovert

## **INTRODUCTION**

Speaking is believed as a very essential English skill to be learned by students, and it cannot be denied by them (Kadamovna, 2021). It is noticeable since having a good speaking skill will ease students to communicate with each other in a wide scale of community across the globe. Furthermore, speaking is the primary skill that allows people to communicate with others. Without speaking, students may get issue to extend communication that effects the relationship and connection with people. Thus, it is so important to have this English speaking skill.

In reality, a lot of English language learners still have difficulty speaking, which might affect their academic performance. Various factors, including the students' personalities, learning styles, and motivation may have an impact on how successfully they learn to speak English. According to Citra and Zainil (2021) for the purpose of learning to be accomplished, every learning process must adopt a strategy or approach. One of the strategies that affect the learning process is the personality types (Baker, 2006).

To be known, according to Laney (2004) cited in Travolta (2018), there are two type for personality. There are extroverts and introverts. An extrovert person is more engaged in their environment, in contrast with an introvert personality, they are more focused with their own thoughts and feelings Zhang (2009) cited in Septianah et al (2018). Also, it is supported by Sinurat (2018), he stated that extroverts tend to be energetic, risk-takers, gregarious, easy-going, friendly, talkative, and more aggressive. This is different to introverts, who are likely often quiet, timid, thoughtful, and calmer. From two kinds of this personality, it is clear that they have unlike characters that might affect the learning process.

This personality issue greatly affected the student in English speaking skills. This issue was found in students at Al-Chasanah Senior High School, Jakarta Indonesia where there were some students who were still struggle and had difficulties in speaking English. One of the factors was believed from their personality, for instance nervous, afraid, or anxiety to speak in variety context (in front of other students, or general public circumstances). Therefore, the writer would like to investigate whether there is a substantial difference between two personalities, the extrovert and the introvert students in learning English speaking skills at Al-Chasanah Senior High School, Jakarta and to find out which personality has better achievement in speaking skills. This research conducted to compare and analyze the significance difference between the extrovert and introvert students in learning English speaking skills.

## **LITERATURE REVIEW**

Many experts associate a student's personality, attitudes, and thinking with the education. Learning may be measured in order to correlate thinking and individual differences with learning styles and learning tactics (Marcela, 2015). This concept emphasized the individuality of the

person, assuming that each person has a distinct psychological constitution in terms of speaking abilities.

One factor that influences how students behave while studying is their personality. One of the crucial elements in the teaching and learning process is this behavior. Language learners must be aware of how their personality features affect their language acquisition (Oktriani et al., 2021). And it is in line with Setiawan (2022) who stated that language proficiency in speaking English is correlated with language learning strategies such as knowing their personality. In conclusion, personality may have an impact on a student's decision to learn a second language.

There are some psychologists who discuss personality in particular types. There are two different types of primary personalities in a person: introverts and extroverts and it is supported by (Hakim, 2015). An introvert is someone who prefers to focus on their own thoughts and feelings rather than those of others (Paradilla et al., 2020). They are frequently hesitant and reluctant to engage in social activities (Khodareza & Taheri, 2015). Whereas extroverts get their energy from their surroundings outside and extrovert personalities are sociable and outspoken. Introverted personalities are quiet and prefer their own world. These variations may have an influence on how well a language is learned, especially speaking skills. While an introvert is a kind of person who is contemplative and a person who think over before speaking. According to Dornyei cited in Nadzif et al (2015) extraverts talk more and responsive than introverts.

**Table 2.1 The Differences Between Extrovert and Introvert Personalities**

<b>Extrovert</b>	<b>Introvert</b>
Leadership	Calm even tempered
Carefree	Reliable
Lively	Controlled
Easy going	Peaceful
Responsive	Thoughtful
Talkative	Careful
Outgoing	Passive
Sociable	

*Source: Adapted from the Inequality of Man by H.J Eysenck 1975*

From the table above, it clearly shows that extroverts and introverts have different personalities. Extroverts enjoy socializing and are talkative in social situations. Compared to introverts who tend to be uneasy, enjoy working alone, find it challenging to communicate their thoughts, and avoid appearing in public.

In learning speaking English, the main goals of the learners are to be able to confidently speak up. There are several aspects which can influence the students in achieve speaking skill. Murray and Hunter (1935) stated that people's personality can influence the students' achievement in learning a second language. And it is supported by Wengrum et al., (2012) stated that students who have extrovert and introvert personalities have different methods to achieve speaking performance. Speaking lessons that include time for debate, discussion, or working with clarity

are ideal for extrovert person. It could be difficult for introverts to learn from a teacher who speaks rapidly without giving them a chance to process what they are saying. They could struggle with memory, find conversations uncomfortable, and struggle to speak out in class (Rahayu, 2020).

## METHOD

This research involved 30 students in tenth grade at Al-Chasanah Senior High School. For the method, the researchers selected a qualitative descriptive approach. According to expert, Qualitative descriptive research is a procedure that acquires descriptive study that does not involve statistical analysis and it is being labelled as opinions, attitude, and personality, although the study meets the requirements of a qualitative approach (Panjaitan, 2017). Based on the problem studied, using a qualitative method helps the researcher to validate the extrovert and introvert person.

The student's extrovert and introvert characteristics were determined using the questionnaire. This survey was adapted using the Eysenck Personality Questionnaire as a model (EPQ) (Asrawaty et al., 2022). The researcher asked the students to tell their experience one by one. The researcher focused and assessed the students' speaking performance as a data to analyze the influence of extrovert and introvert personality in speaking performance of the student based on the speaking scoring rubric that was proposed by David P. Harris.

## FINDINGS AND DISCUSSION

### *Findings*

The researcher sent out a personality questionnaire to the students in Al-Chasanah Senior High School, Jakarta to discover whether or not they were categorized as extroverts or introverts. In the 2021–2022 academic year, there were 30 of them. On October 11th, this instrument was distributed. Below was the table:

**Table 4.1 The Result of Questionnaire**

Respondent	Total Score Introvert	Total Score Extrovert	Category
R1	57	61	EXTROVERT
R2	74	41	INTROVERT
R3	91	64	INTROVERT
R4	87	68	INTROVERT
R5	74	58	INTROVERT
R6	67	80	EXTROVERT
R7	54	70	EXTROVERT

R8	54	66	EXTROVERT
R9	71	63	INTROVERT
R10	69	66	INTROVERT
R11	54	73	EXTROVERT
R12	60	74	EXTROVERT
R13	74	63	INTROVERT
R14	69	68	INTROVERT
R15	74	45	INTROVERT
R16	64	80	EXTROVERT
R17	54	79	EXTROVERT
R18	73	50	INTROVERT
R19	57	73	EXTROVERT
R20	73	55	INTROVERT
R21	53	69	EXTROVERT
R22	76	58	INTROVERT
R23	71	55	INTROVERT
R24	54	68	EXTROVERT
R25	74	56	INTROVERT
R26	61	78	EXTROVERT
R27	66	70	EXTROVERT
R28	71	64	INTROVERT
R29	57	74	EXTROVERT
R30	81	54	INTROVERTs

According to the results of the questionnaire table above, it can be seen that out of 30 students, 15 students had higher extrovert scores and 15 had higher introvert scores. Respondents' results from the introvert and extrovert questionnaires can be accessed [via this link](#).

In the table 4.2 and 4.3, respondents were representatives of 30 students who filled out the questionnaire, evaluator 1 is the researcher, and evaluator 2 is an English teacher at SMA Al-Chasanah, Jakarta. The total score owned was based on the results of average evaluators 1 and 2.

**Table 4.2 The Result of Speaking Test of Introvert Personality**

INTROVERT				
No.	Respondent	Evaluator 1	Evaluator 2	Total Score
1.	R 2	80	78	79
2.	R 3	80	80	80
3.	R 4	76	80	78
4.	R 5	60	54	57

5.	R 9	76	70	73
6.	R 10	44	42	43
7.	R 13	64	68	66
8.	R 14	48	46	47
9.	R 15	28	36	32
10.	R 18	84	80	82
11.	R 20	64	70	67
12.	R 22	60	58	59
13.	R 23	64	56	60
14.	R 25	36	38	37
15.	R 28	50	58	54
<b>Mean (<math>\bar{x}</math>)</b>				<b>60.93</b>

According to the table above, it can be seen that respondent 5 got a speaking score from evaluator 1 is 60, and evaluator 2 is 54, with an average score of 57. Respondent 10 got a speaking score from evaluator 1 is 44, and evaluator 2 is 42, for an average score of 43. Respondent 14 got a speaking score from evaluator 1 is 48, and evaluator 2 is 46, for an average score of 47. Respondent 15 got a speaking score from evaluator 1 is 28, and evaluator 2 is 36, with an average score of 32. Respondent 22 got a speaking score from evaluator 1 is 60, and evaluator 2 is 58, for an average score of 59. Respondent 25 got a speaking score from evaluator 1 is 36, and from evaluator 2 is 38, for an average score of 37. Respondent 28 got speaking scores from evaluator 1 is 50, and evaluator 2 is 58, for an average of 54. It can be concluded that there are 7 of 15 students who get scores below the average standard in the introvert category.

**Table 4.3 The Result of Speaking Test of Extrovert Personality**

<b>EXTROVERT</b>				
No.	Responden	Evaluator 1	Evaluator 2	Total Score
1.	R 1	84	82	83
2.	R 6	72	68	70
3.	R 7	36	38	37
4.	R 8	72	74	73
5.	R 11	76	70	73
6.	R 12	68	72	70
7.	R 16	52	54	53
8.	R 17	56	54	55
9.	R 19	64	62	63
10.	R 21	64	60	62
11.	R 24	88	84	86
12.	R 26	60	60	60

13.	R 27	76	70	73
14.	R 29	88	86	87
15.	R 30	60	64	62
<b>mean (<math>\bar{x}</math>)</b>				<b>67.13</b>

Moreover, from the table above it can be seen that respondent 7 got a speaking score from evaluator 1 is 36, and evaluator 2 is 38, with an average score of 37. Respondent 16 got a speaking score of from evaluator 1 is 52, and evaluator 2 is 54, for an average score of 53. Respondent 17 got a speaking score from evaluator 1 is 56, and evaluator 2 is 54, for an average score of 55. It can be concluded that there are 3 of 15 students who get scores below the average standard in the extrovert category.

Therefore, from the results of these data, 7 out of 15 students with introverted personalities got scores that were below the average score. While there were students with an extrovert personality who only known by 3 students, they got scores below the average score.

### ***Discussion***

The objective of this study was to analyze introvert and extrovert students' personality in speaking skill at Al-Chasanah Senior High School, Jakarta. According to the findings, out of 30 students, 15 had introverted personalities while the remaining 15 had extrovert personalities, which between the two categories had a significant difference in speaking values. The findings of this study concur with Lestari et al (2013) research entitled "*Analysis on the relationship of extrovert-introvert personality and students' speaking performance*". They conducted an analysis of the speaking interactions between extroverts and introverted personalities.

The results of this research were in line with those of a different study conducted by Khodareza and Taheri (2015). The researchers indicated a significant difference in speaking abilities between extroverts and introverted personalities, in which extroverts are often stronger speakers than introverts. It is in line with the finding of this study, 7 out of 15 students who have introverted personalities have test results that are below the average score. There are some students that have extroverted personalities, yet only 3 of them have grades that are lower than average. The study also discovered that students with good speaking scores are extroverts. Extroverts are frequently described as talkative, enjoy meeting people, outgoing, and optimistic (Wulandari et al., 2017).

In contrast, introvert person as opposed to extrovert, are typically more introspective, reclusive, shy, and less interested in social activities. It illustrated how introverts are private and quiet people even though they frequently have a tendency to get to know new people more slowly and prefer to spend their time alone or in small groups. This is the reason why introvert prefer to study alone (Rofi', 2017).

## CONCLUSION

This study showed that only 8 out of 15 students with introverted personality got a high speaking score. Thus, there were 9 out of 15 students with extroverted personality who got a high speaking score. The researchers concluded that students with extrovert personality are more proficient in speaking English compared to students with introvert personality, and it is supported by Vogel and Vogel (1986) cited in Ahmar (2021).

The personality of a student is one of several aspects that influence their ability to learn to speak English. Their learning techniques will differ according to their diverse personalities and actions. So that they may comprehend their learning style, a teacher must be able to comprehend their personality.

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