

**A COMPARATIVE STUDY BETWEEN EXTROVERT AND INTROVERT
PERSONALITY ON SPEAKING SKILL**
(A Study at 2nd Semester Students of Tadris Bahasa Inggris UIN Fatmawati
Sukarno Bengkulu in Academic Year 2023/2024)

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ABSTRACT

Speaking is a productive skill that can be directly observed. The main goal of all English language teaching is to provide students with the ability to use English effectively and accurately to achieve better communication. However, some students still have difficulty in speaking, because of their different levels of performance. They process information differently and there are differences in personality (extrovert and introvert). This research aims to find out whether there are differences in speaking competence between students with introverted and extroverted personalities. This research uses a causal-comparative design method, the research sample consists of (20) students, 10 students with introverted personalities and 10 students with extroverted personalities, with the research population being all second semester students of the English Language Education Study Program. This research uses a personality test questionnaire instrument by adopting questions from Eysenck's personality inventory. After getting the students' personality results, they continued with a speaking competency test, analysis was carried out using the Independent Sample T-Test with SPSS Version 22.0 for Windows. It can be seen that t_{count} is $-4.001 > t_{table}$ 1.7340 so that if the value of $t_{count} > t_{table}$ then getting the results of H_0 accepted and H_a rejected, which means there is no difference between extrovert and introvert students in speaking ability. The mean value of speaking competence of introverted students is 74.9 and extrovert students' speaking competence is 66.9.

Keywords: Introvert, Extrovert, and Speaking Skill

ABSTRAK

Berbicara merupakan keterampilan produktif yang dapat diamati secara langsung. Tujuan utama dari semua pengajaran bahasa Inggris adalah memberikan siswa kemampuan untuk menggunakan bahasa Inggris secara efektif dan akurat untuk mencapai komunikasi yang lebih baik. Namun, beberapa siswa masih mengalami kesulitan dalam berbicara, karena tingkat kinerja mereka yang berbeda. Mereka memproses informasi secara berbeda dan ada perbedaan kepribadian (ekstrovert dan introvert). Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan kompetensi berbicara antara siswa dengan kepribadian introvert dan ekstrovert. Penelitian ini menggunakan metode desain kausal-komparatif, sampel penelitian terdiri dari (20) siswa, 10 siswa dengan kepribadian introvert dan 10 siswa dengan kepribadian ekstrovert, dengan populasi penelitian adalah seluruh mahasiswa semester kedua Program Studi Pendidikan Bahasa Inggris. Penelitian ini menggunakan instrumen angket tes kepribadian dengan mengadopsi pertanyaan

dari inventaris kepribadian Eysenck. Setelah mendapatkan hasil kepribadian siswa, mereka melanjutkan dengan tes kompetensi berbicara, analisis dilakukan dengan menggunakan Independent Sample T-Test dengan SPSS Versi 22.0 for Windows. Dapat dilihat bahwa thitung sebesar $-4,001 > t_{tabel} 1,7340$ sehingga apabila nilai thitung $> t_{tabel}$ maka didapatkan hasil H_0 diterima dan H_a ditolak yang artinya tidak terdapat perbedaan kemampuan berbicara antara siswa ekstrovert dan introvert. Nilai rata-rata kemampuan berbicara siswa introvert sebesar 74,9 dan kemampuan berbicara siswa ekstrovert sebesar 66,9.

Kata Kunci: Introvert, Ekstrovert, dan Kemampuan Berbicara

A. INTRODUCTION

a. Speaking

Speaking is one of the skills that should be mastered by the student to learn English, as (Nunan,2001) states that to function in another language is generally characterized in terms of being able to speak that language. Speaking is an important skill because speaking can measure the success of learning language. (Harmer,2001) states that to speak fluently is not only knowledge of language features, but also the ability to process information and language on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to

give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. Speaking is used for many different purposes and each purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task. It can be the reason why the mastery of speaking skill in English is a priority for many second or foreign language learners. (Zhang, 2008) Second language acquisition may be more difficult for some people due to certain social factors. One highly studied social factor impeding language development is the issue of extraverts versus introverts. Studies have shown that extraverts (or unreserved and

outgoing people) acquire a second language better than introverts (or shy people).

b. Personality

Extrovert-introvert is one of the most widely investigated variables of personality styles. This personality style has been considered to be essential in studying second language learning. (Zhang, Y. 2008) states that extrovert and introvert are two characterizations of how one relates to the outside world. Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. It means the extrovert experiences the world more through contact with others and shared experience than through self examination or study. On the contrary, (Zhang, Y. 2008) also states that introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. In other words, an

introvert tends to remain "in" oneself.

Eysenck (1964) states that extrovert students are talkative, peevish, and outgoing in their communication, and introvert students are reserved, quiet, and peaceful. They are sociable, easy-going, have many friends, need enjoyment, and tend to be enterprising and a risk-taker, whereas a highly introverted person, is motionless, retiring, and introspective, and seldom behaves aggressively. A widely held belief in the language pedagogy community is that extroverts are more likely to perform better in second language use and communication situations.

Based on the existing theories, the objectives of this research are

1. To determine the speaking ability of extroverted and introverted students.

2. To find out if there is a significant comparative study

between extroverted and introverted personalities in speaking skills.

B. Research Method

This research was conducted at Fatmawati Sukarno University, Bengkulu, English Education Study Program students, semester 2 (May-June 2024). The aspects of speaking performance assessed were pronunciation, clarity, accuracy, performance skills, and fluency. The population of the study was all students in semester 2 of the English Education Study Program. The total number of students was 74 students from four classes. Then, the sample in this study was 20 students. The sampling technique for this research is stratified sampling. Due to the large number of students, the researcher only chose 20 students. which will be divided into 10 extroverted students and 10 introverted students. To collect data for this study, the researcher used a written test and a speaking test, but previously the researcher used a questionnaire to distribute questionnaires to

measure student personality. The questionnaire consisted of 24 questions developed from extrovert and introvert indicators, and questions adopted from the Eysenck Personality Inventory. after that The researcher also asked the students to make their own descriptive text and the topic was related to describing themselves, friends, or family after that, the writer asked the students to deliver their descriptive text about their experiences. To find out whether there is a significant difference in students' speaking ability between extrovert and introvert students, the researcher analyzed it using statistical software Statistical Product and Service Solutions (SPSS) 22.00.

C. RESULTS

a. test Eysenck Personality Inventory

The Eysenck Personality Inventory (EPI) measures two

Personality	Class				Σ	Precentage
	A	B	C	D		
Extrovert	14	12	14	15	55	75%
Introvert	4	6	5	4	19	25%
Total					74	100%

pervasive, independent standards of personality, Extraversion Introversion,

and Neuroticism-Stability, which account for most of the variance in the individuality domain. Each form contains 57 “Yes-No” items with no rehash of items. There are 24 items for measuring extrovert-introvert levels. The result of the items is interpreted using an E score in Eysenck Personality Inventory. Based on the personality measurement of the Eysenck Personality Inventory, if the respondents get 0-12 E score, they are categorized as an introvert, and if the respondents get 13- 24 E score, they are categorized as an extrovert.

After distributing the questionnaire, the researcher finally find out which students have personalities extrovert or introvert. And after that divide them into two groups extroverts and introverts based on the questionnaires they have answered. For more details, this data can be seen in table 4.1

Table 4.1
of all student questionnaires

Table 4.1 shows the scores of extrovert and introvert students in class. Students with the highest scores on the

extrovert question indicate that they are extrovert students or vice versa. The questions were related to the extrovert and introvert aspects of personality. And based on the distribution of the questionnaire, it can be seen below that the results of the questionnaire show that 75% of second semester English majors have extroverted personalities and 25% have introverted personalities.

b. Student Introvert Speaking Test

After getting the results of the personality test, the researcher will then carry out a test on the student's speaking ability. The following are detailed data on the final grades of introverted students in this class which can be seen in table 4.2 below.

Table 4.2

Speaking Competent Score of introverted
Personality Students

No	Name	Final score
1.	Sn	84
2.	Pp	70
3.	Rj	75
4.	Fdw	75
5.	li	75
6.	Md	74
7.	Dk	76

8.	Ch	76
9.	Ln	70
10.	Ima	74
Total		749

Based on the table above, the minimum score obtained by the 2nd and 9th respondents with a total score of 70 and the maximum score obtained by the 1st respondent with a total score of 84. The table above shows that the extroverted student's score is 749, to further determine the average middle score of the speaking ability test the researcher uses formula:

$$M = \frac{\sum X}{N}$$

$$M = \frac{749}{10} = 74,9$$

Based on the application results above, the total score of students with introverted personality type students is 749 out of 10 students, and the average score is 74.9.

c. Student Extrovert Speaking Test

After getting the results of the personality test, the researcher will then carry out a test on the student's speaking ability. The following

detailed data on the final grades of extrovert students in this class can be seen in table 4.4 below.

Table 4.4

Speaking Competent Score of
Extroverted Personality Students

No	Name	Final score
1.	Zf	70
2.	Rr	65
3.	Rp	70
4.	Sdm	75
5.	Mrr	59
6.	Cdd	65
7.	Frp	70
8.	Pl	60
9.	Hg	70
10	Lm	65
Total		669

The table above shows that the extroverted student's score is 669, to further determine the average middle score of the speaking ability test the researcher uses the formula:

$$M = \frac{\sum X}{N}$$

$$M = \frac{669}{10} = 66,9$$

Based on the application results above, the total score of students with introverted personality type students is 669 out of 10 students, and the average score is 66.9. The average score is 66.9.

d. The difference between extrovert and introvert student's score.

To compare the students who are extroverts and introverts on public speaking, the researchers use SPSS 22. After all the collected were processed, the writer analyzed them and concluded by using the independent sample T-test method. Before doing the independent sample t-test the researchers tested the data using normality test to assure the data is normal using SPSS 22 software.

Test of Normality One-Sample
Kolmogorov-Smirnov Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statis- tic	D f	Si- g.	Statis- tic	D f	Si- g.
skor extrov ert	.232	1 0	.13 4	.916	1 0	.32 7

skor						
introv	.288	1 0	.01 8	.826	1 0	.03 0
ert						

From the table above, the significance value of X1 is $0.327 > 0.05$, so the research data is normally distributed and X2 is normally distributed. The sign value is $0.030 > 0.05$, so the research data is normally distributed, so it can be concluded that extroverted and introverted student data is normal. After conducting the normality test,

the researcher conducted a data homogeneity test using the homogeneity test to ensure that the data was homogeneous, the results is. a significant value of $0.168 > 0.05$, it is concluded that the data variance is homogeneous, meaning that the homogeneity test assumption is met. Thus it can be concluded that the introvert and extrovert groups have the same homogeneous variant. These results show that the data is normal. and homogeneous, then the next step is to conduct independent sample t-test, and the results can be seen in the table below. the results can be seen in the following table.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Nilai Equal variances assumed	2.068	.168	4.001	18	.001	8.000	1.999	-12.201	-3.799
Equal variances not assumed			4.001	16.940	.001	8.000	1.999	-12.220	-3.780

the researcher found the tcount value of -4.001 df (degrees of freedom) in this study is 18. For normal and homogeneous data, t-test calculation can be done. Based on the calculation results obtained the value t-count of -4.001 and df (degree of freedom) is 18 and from the t-table, it can be seen that t-count seen $-4.001 < t$ table 1.7340 then if the value of t count $< t$ table then H_0 is accepted and H_a is rejected, which means there is not an average difference between speaking skill students.

D. Conclusion

Based on the results of the study on the comparative study of student personality in speaking in second semester English education students, several important conclusions can be drawn. The speaking ability of extrovert and introvert students in second semester English education students is in the sufficient category with an average value of extrovert students of 66.9 and an average value of introvert

students of 74.9. It was also found that there was no difference between extrovert and introvert students in

the class, based on the t-count value of $-4.001 < t_{table} 1.734$. The t-table value is greater than the t-count H_0 (Null Hypothesis) is accepted and H_a (Alternative Hypothesis) is rejected. It can be concluded that there is no difference between extrovert and introvert students in second semester English education students at Fatmawati Sukarno State Islamic University Bengkulu.

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