

Analysis On The Relationship Of Extrovert-Introvert Personality And Students' Speaking Performance In English Study Program Of Halu Oleo University

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ABSTRACT

Speaking is one of the productive skills in English competence which can help us to interact with other people. However, in a class, not all the students can make equal improvement in speaking skill even though they get the same treatment from the teacher. It happens because there are many factors that influence students' speaking performance. One of the factors is affective factor that can be from students' personality. In this category, personality can be classified into two types, they are extrovert and introvert. This present study investigates the correlation between extrovert personality and introvert personality and students' speaking performance at the students in English Study Program of Halu Oleo University in the fourth semester. Total 35 students were selected as the sample and their personality type was determined by using Mark Parkinson Personality Questionnaire and their speaking score from the speaking test. The objective of the study is to examine, whether there is correlation between extrovert-introvert personality and students' speaking performance or not and also to know which personalities have better achievement in speaking performance. This study applied descriptive quantitative design. The personality and the students score were correlated by

using Pearson Product Moment Correlation. The result of correlation testing reveals that there is no significant correlation between extrovert personality and speaking performance ($0,575 > 0,05$) and also there is no correlation between introvert personality and speaking performance ($0,505 > 0,05$). Then, other result shows that introvert students have better achievement in speaking than extrovert students, which means score of introvert is 77,56 while mean score of extrovert is 75,56.

1. INTRODUCTION

Speaking is one of the productive skills in English competence that people use as a tool of communication. As the tool of communication, speaking skill becomes a more important component in language skill since speaking can help us to interact and communicate with other people. Unfortunately, even students have studied English many years not all language learners can communicate fluently and accurately since they lack necessary knowledge. In a class, not all the students can make equal improvement in all English skills included in speaking skill even though they get the same treatment from the teacher.

As Shumin in Richard & Renandya (2002), stated that there are several factors affecting EFL students' speaking ability such as age, socio cultural factors, aural medium and affective factors. Among the factors which have much influence in students' language learning are affective factors. In this case, the affective factors can be from students' personality. Allport cited in Sukmadinata (2007) stated that personality is the individual characteristic reactions to social stimuli and the quality of his adaptation to the social features of his environment.

Moreover, in this category, personality can be classified into two types, they are extrovert and introvert. Jung (1971) says that extrovert is type of people whose attention is directed outside himself. Whereas introvert type belongs to people whose attention are focused on themselves that is toward his ego. Related to second language acquisition, especially in speaking skill, many experts and research in SLA claimed that there is positive correlation between students' personality in term of extrovert personality and introvert personality and speaking skill or L2 in general only. In addition, other research also showed that extrovert are the better language learners who has proven that a person who have extrovert personality tend to have good capability in speaking skill since they tend to be sociable, more likely to join groups and more inclined to engage in conversations both inside (Cook, 1996) and outside the classroom (Swain, 1985). Strong cited in Davies & Pearse (2000) states that out of eight studies that employ oral language test, six of them show that extroverts perform better than introverts. In addition, Vogel and Vogel (1986) also found that extrovert students achieve greater fluency in an oral production task compared to introverts.

Otherwise, in this research the researcher tried to conduct research about the relationship between students' personality (extrovert-introvert) and students' speaking performance, whether it still had positive relation or not, since this research

would be conducted in different place, different participant and also different condition. Chen *et. al* (2015) did a research entitled A Survey Study: The Correlation between Introversion/Extroversion and Oral English Learning Outcome found that the two variables are not correlated (students' personality and speaking skill have no significant relationship).

The researcher also want to prove the result of some previous research who said that extrovert were better than introvert in speaking skill since according to researcher's experience, students who have introvert personality also tend to have good capability in speaking skill. As Nadiyah (2010) did a research entitled Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill. The result states that the students' English personality difference has no statistically significant difference to the students' English competence. Both group of students may perform better English speaking skill through their own way of learning. It means that students with extrovert and introvert personality tend to have good achievement in speaking performance too.

Therefore, based on these previous studies above, we still could not make a final conclusion about relationship between students' personality and speaking performance and which type of personalities had better achievement in speaking and. The main reason that engages the researcher was to prove if most of the theories that express that extroverted students have a better speaking performance than introverted ones are applicable for the participants. In other words, this current study tried to find out which type of personalities had better achievement in speaking, whether extrovert or introvert personality. Since it was possible introvert students also had better ability in speaking than extrovert students.

1.1. Research Question

The researcher formulated some of the research problems for this study, as follows:

1. What personality is commonly owned by the students?
2. Is there any significant relationship between extrovert personality and speaking performance?
3. Is there any significant relationship between introvert personality and speaking performance?
4. Which type of personalities has better achievement in speaking?

2. LITERATURE REVIEW

According to Wright and Taylor (1970), personality refers to those relatively stable and enduring aspects of the individual which distinguish him from other people, and at the same time from the basis of our predictions concerning his future behavior. In addition, they also stated that personality is considered as a very important category of individual differences since the individual is often judged depending on her/his personality.

According to Jung (1971), there are two types of personality they are extrovert personality and introvert personality. Eysenck and Eysenck (1964) described a typical extravert as someone who is sociable, likes parties, has many friends, needs to have many people to talk to craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. Meanwhile,

based on Merriam Webster dictionary cited in Wikipedia explain that introverts is kind of personality which often take pleasure in solitary activities such as reading, writing, using computers, and fishing. An introvert is likely to enjoy time spent alone and find less reward in time spent with large groups of people, though they may enjoy interactions with close friends. They are more analytical before speaking.

Speaking is one of the important skills among skill in other language learning skill. Speaking also know as productive skill (Nunan, 2003). Therefore, as a language skill, speaking becomes an important component to be mastered by the students as the main tool of verbal communication because it is a way to express ideas and opinion directly what we have in our minds. So, we can conclude that speaking is one of important skills among four skills (listening, reading, and writing) that include in productice skill which can be used as tool of communication and become important thing in our live because through speaking people can share their thought and idea to the other people; therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

3. METHODS

This study would apply a descriptive quantitative design. Trying to find the correlation on extrovert and introvert personality with the English language learners' competence in term of speaking skill, the researcher would at first measure the personality of the respondents regarding the students' personality level. The outcome would be collection of numbers. Next, the researcher would correlate them with average score on the speaking. The final result would show us how the two variables do go together positively or negatively based on r raw scores by product moment correlation formula.

3.1. Population and Sample

The population of the research was all of the students in English Study Program of Halu Oleo University in the fourth semester in academic year 2016/2017. The total number of the students was 131 students that came from two classes they were class A and B. Then, for the sample in this research was initially expected to be 35 students. As Gay (1992) stated that the minimum sample that acceptable for descriptive-correlation design is 30-35 samples.

3.2. Sampling Technique

In sampling technique, this research would use simple random sampling. In this case, the researcher unintentionally selects the students for being the sample of the research. The reason of choosing simple random sampling due to the consideration to make this research as representatively as it can since everyone share similar chance to be sample. The way of choosing the sample, the researcher would use table random of digit number.

3.3. Research Instrument

Two types of instruments that were administered in this study: personality questionnaire and speaking test.

Personality Questionnaire

The questionnaire, which used The Mind Style Questionnaire by Mark Parkinson, had 16 items, which the content of questionnaire told about what kind of personality students had whether extrovert or introvert. The students who were given the questionnaire to be answered individually.

Speaking Test

There were four criteria that would be assessed in speaking test they were fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation, those criteria were based on IELTS band score. Then, for the topic that would be used in speaking test was based on the topic that the students had got from their lecturer.

3.4. Technique of Data Analysis

The data in this study was used quantitative data. After the researcher got the data from the questionnaire of students' personality, and students' speaking test the researcher would measure the data by employing Statistical Package for the Social Sciences (SPSS) Version 20.0 and MS. Excel 2013. In analyzing the data in this study, there were some steps was conducted by the researcher before conducting correlation analysis between students' personality and speaking performance. First, the researcher calculated the mean score of students' speaking test by using Microsoft Excel 2013. Second, the researcher analyzed the questionnaire separately to get data about students' personality by using scoring system based on *The Mind Style Questionnaire* by Mark Parkinson.

4. FINDINGS AND DISCUSSION

4.1. Findings

4.1.1. Students' Personality Type

Based on the data analysis, the result of categorization of students' personality was presented in the table below:

Table 4.1. Frequency of Students' Personality Type

		Personality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extrovert	10	28,6	28,6	28,6
	Introvert	25	71,4	71,4	100,0
	Total	35	100,0	100,0	

Based on the result of data analysis in the table above found that, most of the students in English Study Program of Halu Oleo University in the fourth semester have introvert personality. It can be seen in table above from 35 (thirty five) students there were 25 students who have introvert personality with percentage 71,4%. Meanwhile, for extrovert personality only 10 students or 28,6 % of the group. Therefore, the result of this study showed that introvert personality was personality commonly owned by the students in fourth semester of English Study Program in Halu Oleo University.

4.1.2. Relationship between Students’ Personality and Speaking Performance.

To investigate whether the two variables in this study related to each other, the Pearson correlation product moment was computed using SPSS 20 as helping tool in analyzing the data. The following table shows the correlation coefficient between extrovert and introvert personality and their speaking performance.

Correlations

		Extrovert Personality	Speaking Score
Extrovert Personality	Pearson Correlation	1	,202
	Sig. (2-tailed)		,575
	N	10	10
Speaking Score	Pearson Correlation	,202	1
	Sig. (2-tailed)	,575	
	N	10	10

Preliminary analysis was performed to ensure no violation of the assumption of normality. As it shown on table 5.5 the correlation coefficient r is 0,202 and $p = 0,575$ indicating that the coefficient is not significant. By consulting to the criterion for the evaluation of a coefficient, the point 0,202 is categorized as weak correlation (0.20 – 0.399). Since there is positive symbol on the r value, it shows positive but weak correlation. Hence, H_0 is accepted and H_1 is rejected because the probability (0.575) was higher than α (0.05). So, it can be stated that extrovert personality and speaking performance has no significant correlation.

Correlations

		Speaking Score	Introvert Personality
Speaking Score	Pearson Correlation	1	-,140
	Sig. (2-tailed)		,505
	N	25	25
Introvert Personality	Pearson Correlation	-,140	1
	Sig. (2-tailed)	,505	
	N	25	25

As the previous chapter, preliminary analysis was performed to ensure no violation of the assumption of normality. As it shown on table 5.6 the correlation coefficient r is -0,140 and $p = 0,505$ indicating that the coefficient is not significant. By consulting to the criterion for the evaluation of a coefficient, the point -0,140 is categorized as weak correlation (0.20 – 0.399). Since there is negative symbol on the r value, it shows negative but weak correlation. For a negative correlation coefficient means that, for any two variables X and Y , an increase in X (introvert personality) is associated with decrease in Y (speaking performance). Hence, H_0 is accepted and H_1

is rejected because the probability (0.505) was higher than α (0.05). So, it can be stated that introvert personality and speaking performance has no significant correlation.

4.1.3. Type of Personalities.

Researcher will use descriptive statistics analysis, in this case by comparing the means score of introvert and extrovert students. The result of the analysis can be seen in the following table.

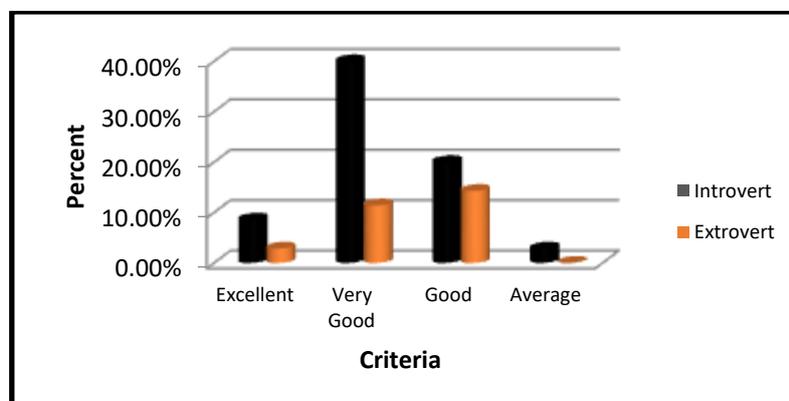
Table 4.5 Students' Means Score between Extrovert and Introvert

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Introvert	25	56,94	94,44	77,5556	8,23347
extrovert	10	66,67	90,28	75,5570	8,73887
Valid N (listwise)	10				

From the table 5.5 above showed that introvert students are assumed having a good ability and better ability in speaking performance. The introvert students were well-known as the stolid parson; they were estimated to be a person who has less ability in speaking than extrovert. However, the fact showed that in this research, introvert students have higher score than extrovert students, which mean score of introvert students were 77,56. Meanwhile, result of mean score from extrovert students only 75,56.

For more details about type of personalities who has better achievement in speaking between extrovert and introvert we will analyze the students' score based on speaking criteria which can be seen in Figure 5.5.



Based on figure 5.5 there were 3 introvert students (8,57%) were in the excellent criteria while only there was 1 extrovert students (2,85%) was in the excellent criteria. Then, there are 14 introvert students (40%) and only 4 extrovert students (11,4%) for "very good" criteria. For "good" criteria there were 7 introvert students

(20%) while for extrovert only 5 students (14,28), and for average score only 1 student (2,85%) from introvert. So, it can be generally seen that introvert dominant in every speaking criteria.

Therefore, from the all result of data analysis above have proved and shown us that the presumption on the theory who said that extrovert was better than introvert in speaking performance was not always true even though they sometimes could be true along with the theory ever once in a while. Since, we can see based on the data analysis that introvert got better achievement than extrovert students. So that, the third research question about which type of personalities has better achievement in speaking has answered.

4.2. Discussion

In term of correlation study about correlation between extrovert personality with speaking performance and also between introvert personality with speaking performance, from the results of data analysis showed that there was no significant correlation between extrovert or introvert personality and students' speaking performance. H_0 is accepted and H_1 is rejected because the probability for extrovert (0,575) and the probability for introvert (0,505) were higher than α (0.05).

The result of this study showed similar result with Chen *et. al* (2015) who did a research entitled A Survey Study: The Correlation between Introversion/Extroversion and Oral English Learning Outcome. In their research, they found that the two are not correlated in this case students' personality (extrovert-introvert personality) and speaking skill have no significant relationship. Another similar result also found on Aziz (2010) which found that there was not a significant correlation between extraversion-introversion and EFL oral performance components, fluency, accuracy, complexity, pronunciation, and global impression. Azis (2010) stated that these results may shed light on the design of oral tasks so that teachers are able to develop and apply them without concern for the student's personality types and their oral performances. That is, since there is no relationship between these two personality types and oral performance, they neither pose difficulty nor facilitate the learning process on the part of the students.

The finding of this study seemed to contradict to the past research findings. The result shows that students' personality whether extrovert or introvert personality has no significant relationship with students' speaking performance. Since the coefficient correlation was found positive and weak correlation (0,202) for extrovert and negative and weak correlation (-0,140) for introvert and not statistically significant. This phenomenon occurs because of several reasons.

Firstly, we have to know first that actually there are many factors that can influence students' speaking performance except affective factors. As Shumin in Richard & Renandya (2002), explained that there are several factors affecting EFL students' speaking ability they are age or maturational constraints, aural medium, socio cultural factors and affective factors. So that, based on this fact it is possible that personality has no relationship with speaking performance since might be students' speaking performance correlate with other factors likes age or aural medium factors.

Secondly, we also have to know that in affective factor actually not only about personality in this case extrovert-introvert personality, but affective factors also include many things except personality. According to Brown (2000) in his book said that affective factors consists of self-esteem, self-efficacy, willingness to communicate, risk taking, anxiety, and empathy and extrovert-introvert personality. Therefore, it is also possible that students' speaking performance has no correlation with personality but has correlation with those other factors. Like Brown (2000) stated that risk-taking variation seems to be a factor in a number of issues in second language acquisition and pedagogy. The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made.

Moreover, Chen *et.al* (2015) did a research about the relationship of extrovert-introvert with oral performance, where the result of present study has proved that the oral English outcome of university English majors in an inland city of China for survey is not correlated with their personality types in terms of introversion/extroversion. They argued that there were some possible factors contributing to the result the result of their study. The factors were foreign language setting, language intake and output, learners' English learning motivation, and cultural influence. In addition, the possible explanation is that the subjects chosen for the study, who are all English majors, are strongly motivated to study oral English well. And motivation propels them to find appropriate ways to improve their oral English. This finding indicates that the influence of introversion/extroversion on oral English learning is not as big as it is assumed. (Chen *et.al*, 2011).

Furthermore, as we know that, most of the previous research said that extrovert students having a good ability and better ability in speaking performance since extrovert students was a talk active person, have good self confidence, and like to talk with many people while introvert students is well-known as the stolid person; introvert person is estimated to be a person who passive, less ability in speaking performance and do not like to talk with many people. So, based on those opinion people tend to think that extrovert is better that introvert personality.

However, the result of this research also really contradicted with the result of previous study. Based on the data analysis of this study have found that introvert students has better achievement in speaking performance. The result showed that, introvert students have higher score than extrovert students, which mean score of introvert students were 77,56. Meanwhile, result of mean score from extrovert students only 75, 56. In addition, this result also have proved us that the assumption of some theory that always said that extrovert got higher score in speaking than introvert was not always true.

Brown (2000) stated that we are prone to think of an extroverted person as a humble, talk active, and optimist person. While, introverts are thought of as quiet and reserved, with tendencies toward reclusiveness. On the other hand, introverts are sometimes thought of as not being as bright as extroverts. Such a view of extroversion is misleading. Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel "good." But extroverts are not necessarily loudmouthed and talk active. They may be relatively shy but still need the

affirmation of others. Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Contrary to our stereotypes, introverts can have an inner strength of character that extroverts do not have.

Busch in Brown (2000) explored the relationship of introversion and extroversion to English proficiency in adult Japanese learners of English in Japan. She hypothesized that extroverted students (as measured by a standard personality inventory) would be more proficient than introverts. Her hypothesis was not supported by her findings. In fact, introverts were significantly better than extroverts in their fluency and pronunciation (two of four factors which were measured in an oral interview). This latter result clouded our stereotype of the extroverted language learner as a frequent and willing participant in class activities. But more appropriately, it suggested that introverts may have the patience and focus to attend to clear articulation in a foreign language.

In addition, another reason why introvert got higher score than extrovert since it is possible that introvert students had have good ability in speaking. In this case, they have ability in grammar, vocabulary, fluency or pronunciation. As Harmer (2007) said that vocabulary is a basic element in mastering language. Vocabulary is one of important parts in language learning and teaching because without having knowledge of vocabulary, we will face difficulty when we want to express our ideas and use the appropriate words in listening, reading, speaking and writing. Furthermore, Harmer (2007) also argued that, if language learner want to be able to speak English fluently so, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. Therefore, based on the arguments above so it can support the result of this study that introvert students got better achievement in speaking performance.

4.3 Implication for Teaching

The findings of this study revealed that there is no relationship exists between extrovert personality and speaking performance and also there is no relationship between introvert personalities that students have. Besides, for students' speaking performance introvert students got better achievement in speaking than extrovert, so that; this conclusion has some implication for teaching.

First of all, besides being a teacher in the classroom a teacher also have to take over the responsibility of a researcher as well as in order to identify not only their students' personality but also how to cater the needs of their learners based in students' personality. In this case, as a teacher we should choose the right way to teach our students by remembering the difference of personality those students have. Different personality means teacher should apply different approach for the students.

Moreover, as the result said that personality (extrovert or introvert personality) does not have correlation with speaking performance. So that, teacher can try to figure out other factors that may influence students' speaking performance in order students can improve their ability in speaking. In addition, teacher should be equipped with all of the teaching strategies that they will be able to propose to

students so that they can deal with difficult academic tasks in this case speaking skill.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

With refer to the statistical procedures employed and their results, it can be concluded that English department students specifically fourth semester students who become sample of the study generally has introvert personality. The data showed that from the total sample 35 students, there were 25 or 71,4% students have introvert personality and only 10 28,6 % of the students who have extrovert personality. Therefore, based on this result may can make the teacher easier to find out the way to teach students.

Then, students' personality have to relationship with students' speaking performance. The data analysis found that the correlation coefficient between extrovert personality and speaking performance r is 0,202 and $p = 0,575$ indicating that the coefficient is not significant. By consulting to the criterion for the evaluation of a coefficient, the point 0,202 is categorized as weak correlation (0.20 - 0.399). Hence, H_0 is accepted and H_1 is rejected because the probability (0.575) was higher than α (0.05).

Next, the data analysis also found that the correlation coefficient between introvert and speaking performance r is -0,140 and $p = 0.505$ indicating that the coefficient correlation was not significant. By consulting to the criterion for the evaluation of a coefficient, the point -0,140 is categorized as weak correlation (0.20 - 0.399). Since there is negative symbol on the r value, it shows negative but weak correlation. For a negative correlation coefficient means that, for any two variables X and Y , an increase in X (introvert personality) is associated with decrease in Y (speaking performance). Hence, H_0 is accepted and H_1 is rejected because the probability (0.505) was higher than α (0.05). The possible reason for this result is that the subjects chosen for the study, who are all English majors, are strongly motivated to study speaking English well. And most of them have good motivation to find appropriate ways to improve their speaking ability. This finding indicates that the influence of introversion/extroversion on oral English learning is not as big as it is assumed.

Lastly, this research seems to break the theory and other previous research about extrovert-introvert personality, which most of previous study said that extrovert students are better than introvert students in terms of speaking. The extrovert tend to talk active than introvert and it indicated that extrovert are better than introvert since introvert well-known as personality who likes to be a good listener. Otherwise, the data of this study showed different result from previous study. Introvert students get higher means score and the extrovert students have lower means score. Mean score of introvert students were 77,56. Meanwhile, result of mean score from extrovert students only 75, 56. It suggested that introverts may have the patience and focus to attend to clear articulation in a foreign language.

5.2. Recommendations

Refers to the conclusion in the previous page, the researcher makes some recommendation for this study, as follows:

1. Based on the focuss of this study, only focuss in identifying the relationship of extrovert-introvert personality and speaking performance, so the researcher recommended to the further researcher to find out other factors that may influence students' speaking performance except personality.
2. Related to one of the limitations of this study is its participanst. Since only from two classess, the findings lacks of generalizability strength to all EFL students. Thus, the next researcher is expected to employ larger participants who become from different place and environment.
3. Further researchers are recommended to apply quantitative-qualitative method (mix method) so that, the researcher will get the data from two resources they are from quantitative and qualitative data. In addition, additional variables could also be investigated, such as academic achievement, gender, length of study, age, etc.
4. Then, for the next researchers are recommended to identify first students' ability in English for example identify students' ability in grammar or vocabulary so that, the intervening variable can be avoided. Besides, they are also recommended to identify the characteristic of extrovert or introvert personality that we can observe directly.
5. The last, further researchers are recommended to develop the personality questionnaire based on the students' situation and condition in Indonesia.

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