

Student's personalities on speaking achievement in English education department: A comparative study between extroverted and introverted.

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Abstract

The aim of this research is to find out if there is a significant difference between students with extrovert and introvert personalities speaking achievement in English Education Department. The design of this study was quantitative comparative research method. The population of this research was the English Students Department at Universitas Muhammadiyah Cirebon, and the sample of this research was the Fourth and Second Semesters. The instruments of the study were questionnaire and assignment in analyzing the data of the study, the researchers used independent sample T-test in SPSS 26.0 for windows. In this study, the Independent Sample T-test showed the value of Sig.(2-tailed) = 0.133 > 0.05. This means that the sig (2-tailed) value is higher than 0.05. And the result of the T-table was t value is 1,603 < the table t value is 2,228. This means the t value is lower than the t table. Based on the T-test and T-table, it can be concluded that there are no significant differences between students with extroverted and introverted personality in speaking achievement. This study showed that there is no significant difference in speaking achievement between students with extroverted and introverted personalities.

Keywords: Comparative study; extrovert; introvert; speaking achievement

INTRODUCTION

Speaking is one of the skills in English that must be mastered. People can convey their desire, opinion, thanks, apologies, and feelings via speaking (Rahmawati and Nurmayasari, 2016). They can also form friendships among themselves. When troubles arise, people must not fight amongst themselves. They can work together to debate, negotiate, and solve problems. Good speaking skills are extremely beneficial at school, at work, and in our personal life. Speaking skills can prevent misconceptions from others if students explain the aim of our communication clearly. Based on the preliminary study, some students frequently struggle to talk. On the other hand, other students are quite vocal in their classroom. One of the reasons for these issues is a personality type (Rahmawati and Nurmayasari, 2016). Samand supports Rahmawati's argumentation that age, social influences, auditory medium, and emotional factors all influence students' speaking abilities, (Samand, Sailan, and Lio, 2019). Affective factors are among those

that have a substantial influence on students' language learning. The emotional factors in this situation might be taken from the students' personalities.

Students' speaking abilities differ since each person's personality influences their capacity to talk. Some students struggle to talk or explain their ideas, while others excel at it. In this scenario, personality plays a significant role in communicating and influencing a person's capacity to speak. Personality traits characterize a person's typical patterns of cognitions, feelings, and behaviors in a range of situations and contexts. The five-factor model, sometimes known as the "Big Five," is the most widely used model for expressing personality traits. It is comprised of five major domains: openness, conscientiousness, extraversion, agreeableness, and emotional stability, (Westphal, Vock, and Kretschmann, 2021).

Personality types are divided into two categories: extroversion and introversion, which refer to how much a person's basic orientation is focused on the outside (outside world) or the inside (within oneself), (Septiana, Kusmayati, and Fitriana, 2018). Extroverts are impacted more by their environment than by their inner life. Typical extroverts are gregarious, enjoy parties, have some friends, require someone to chat to, and dislike studying independently, (Paradilla, Zuhri Dj, and Hasanah, 2020). Introverted pupils are more focused on their thoughts or feelings than on issues outside themselves, (Amalia & Husna, 2020). Introverted students are often shy and hesitant to speak in front of the class and do not feel confident to express their opinion. In this case, students with extroverts seem superior in speaking because they are friends and like communication. While students with introverted personalities struggle to master their speaking ability because of their shy personalities.

Some researchers have researched comparative studies between extroverted and introverted personalities on speaking, they are Agus Rofi'I (University of Majalengka, 2017) and Nurzani (Halu Oleo University, 2019). The first research has been conducted by Agus Rofi'I (University of Majalengka, 2017). He conducted research entitled, "A Comparative Analysis on Extrovert and Introvert Students Towards Their Speaking Skill". This study aims to look at the speaking abilities of extrovert and introvert students in the eleventh grade of Senior High School. The design that the writer used was a comparative analysis design. The participants in this study were 44 pupils. Personality tests were used to determine if the pupils were extroverts or introverts. The researchers then utilized simulation and role-playing techniques to assess the pupils' speaking abilities. The conclusion of the research is, those extrovert students get a higher average English speaking score than introvert students. The extrovert students are better in the aspect of accent, vocabulary, and fluency while the introvert students are better in the aspect of grammar and comprehension. The student's personality has no statically significant difference from the students' speaking scores.

The second research has been conducted by Nurzani (Halu Oleo University, 2019). She conducted research entitled, "A Comparative Study of Extroverted And Introverted Students' Speaking Achievement At English Department of Halu Oleo University". This study aims to explore whether there was a substantial difference in speaking achievement between extroverted and introverted pupils in a class of the English Education Department in Halu Oleo University academic year 2016/2017. The design that the writer used was a quantitative comparative study. The population of this study was the complete speaking I class at Halu Oleo University in the 2016/2017 academic year, which consisted of two classes with a total of 112 students. The sample for this study was randomly picked from the entire population using the Eysenck Personality Inventory Questionnaire. The study's instruments were a questionnaire and a final speaking 1 topic score. The conclusion of the research is Students' personalities, whether extrovert or introvert, have no effect on their speaking success, and personality traits have no effect on students' speaking achievement.

Based on the background above, then the researchers is interested in taking the title "A Comparative Study Between Extroverted and Introverted Personalities On Speaking Achievement In Fourth Semester English Students At Universitas Muhammadiyah Cirebon"

In connection with the above background, the formulation of the research problem can be formulated in the following questions:

1. How are students with extroverted and introverted personalities toward speaking achievements?
2. Are there any differences between the extroverted and introverted students' in their speaking achievement?

METHOD

This research was used Quantitative Comparative Method. This research is focused to compare introverted and extroverted student personalities on their speaking ability. The population of this research was the English Students Department at Universitas Muhammadiyah Cirebon, And the sample of this research was the Fourth and Second Semester.

Respondent

The population of this research was the English Students Department at Universitas Muhammadiyah Cirebon, And the sample of this research was the Fourth and Second Semesters.

Instruments

There are two research instruments in this research, they are questionnaire and assignments.

1. Questionnaire

The questionnaire was used to find out and clarification the student belonged to extroverts or introverts. This research uses Eysenck Personality Questionnaire (EPQ).

2. Assignments

The students are suggested to make speech videos, and the topic for generating video assignments will be chosen by the lecturer who teaches speaking courses. The task is evaluated using Oral proficiency scoring categories proposed H. Douglas Brown (1999).

Procedures and data analysis

In this research, data had been collected by giving questionnaires and conducting documentation.

1. The researchers took fourth-semester English students as the sample
2. The researchers gives Eysenck Personality Questionnaire (EPQ) with 20 questions to know the student's personality
3. The researchers made two groups as two different personalities
4. The last is the researchers reviewing the students' speaking score document from the lecturer in the speaking class and students' speaking activity from the speaking video assignment.

To find out if there was a difference in speaking skills between students with extroverted and introverted personalities, researchers conducted data analysis using statistical software, Statistical Product and Service Solutions (SPSS) 26.00 version. And the results obtained from the software are independent sample t-test analyses.

RESULTS AND DISCUSSION

Students with extroverted and introverted personalities in speaking achievement

The researchers identified to categorize into extroverts and introverts. As in the table below:

Table 1
Category of student's personality

No	Score	Frequency	Category
1.	81-100	-	Strongly Extrovert
2.	61-80	8	Extrovert
3.	41-60	3	Ambivalence
4.	21-40	4	Introvert
5.	1-20	-	Strongly Introvert
	Total	15	

The table above indicated that 8 students acquired 61-80, 4 students acquired 41-60, and 3 students acquired 21-40. The personality of the students was categorized into 3 categories; those are extrovert (61-80), ambivert (41-60), and introvert (21-40).

The table below shows their speaking score as determined by the English Education Department.

Table 2
Speaking Score of Extroverted Group

Name	Speaking Score
Student 1	86
Student 2	79
Student 3	83
Student 4	86
Student 5	87
Student 6	76
Student 7	82
Student 8	85
Sum	658
High Score	86
Low Score	76
Mean	83

Based on the table above, the higher score of introverted students was 86 and the lower score was 76. The data show the mean of the student's score was 83.

The differences between extroverted and introverted students on their speaking achievement.

Table 3. The Differences in Speaking Score Between Extroverted and Introverted Students

No	Extroverted Students		Introverted Students	
	Students	Speaking Score	Students	Speaking Score
1	Student 1	86	Student 9	85
2	Student 2	79	Student 10	77
3	Student 3	83	Student 11	80
4	Student 4	86	Student 12	76
5	Student 5	87		
6	Student 6	76		
7	Student 7	82		
8	Student 8	85		
	N=8	Σ 83	N=4	Σ 79.5

Extroverts and introverts scored differently, as can be seen in the accompanying table. The extrovert group scored the highest at 86, while the introvert group scored the highest at 81. The lowest score for both the introvert and extrovert groups is 76, respectively. The average for the extrovert group is 83, compared to 79.5 for the

introvert group. Extroverts have stronger speaking abilities than introverts, however, the difference is not significant.

Table 4.10
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
SCORE	Equal variances assumed	1.656	0.221	1.603	13	0.133	3.25	2.02746	-1.13005	7.63005
	Equal variances not assumed			1.637	12.711	0.126	3.25	1.98581	-1.05001	7.55001

Based on the "Independent Samples Test" output table in the Equality of Variances section, it is found that the sig (2-tailed) value is 0.133 > 0.05, then as the basis for decision-making in the independent sample t-test, it can be concluded that Ho is accepted and Ha rejected. Thus, it can be concluded that there is no significant (noticeable) difference between extrovert and introverted students in their speaking achievement.

DISCUSSION

The result of the research data showed the student's personalities in English language education had an extroverted personality of 8 students (53.3%), an ambivert personality of 3 students (20%), and students with an introverted personality of 4 students (26.6%). Based on the data above, the speaking achievement between extrovert and introvert personalities the higher score for extroverted students was 86 and the lower score was 76. There were 6 (7%) extroverted students that acquired speaking scores of 80-100 categorized as excellent, and 2 (25%) extroverted students that acquired 70-79 categorized as good. And, the higher score for introverted students was 81 and the lower score was 76.

The result of the T-test found the sig (2-tailed) value is 0.133 > 0.05. This means that the sig (2-tailed) value is higher than 0.05, can be concluded that there is no significant

differences between students with extroverted and introverted personality in speaking achievement.

CONCLUSION

There is a different score between students with extrovert and introvert personalities in their speaking achievement. Extroverted students got a higher mean than introverted students, but the difference is not significant because the differences between the two values are not too high. And the results show that the T-test and T-table reveal that there are no significant differences between students with extroverted and introverted personalities on speaking achievement in the English education department at Universitas Muhammadiyah Cirebon. Both extrovert and introvert students have different aspects and characteristics in speaking.

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