



## **Jurnal Eduscience (JES)**

Volume 9, No. 3

Desember, Tahun 2022

Submit : 10 November 2022

Accepted : 16 Desember 2022

## **AN ANALYSIS OF SPEAKING ACHIEVEMENT OF EXTROVERT AND INTROVERT STUDENTS AT THE SECOND YEAR STUDENTS OF ISLAMIC EARLY CHILDHOOD EDUCATION STUDENTS OF STITNU SAKINAH DHARMASRAYA**

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### **Abstract**

*Personality is the part that influences student learning behavior. This behavior is significant in the teaching process. Two types of student personalities affect student learning behavior: open personality and closed personality. Students with available personalities are friendly, have many friends, and love to chat and collaborate with classmates. Meanwhile, students with introverted personalities tend to be quiet, shy, and aloof. This study intends to understand the spoken language scores of students with open and closed personalities. The sample from this study is 36 second-semester students of STITNU Sakinah Dharmasraya in the 2021/2022 academic year consisting of 18 students with open personalities and 18 students with closed personalities taken using stratified random sampling techniques. In collecting data, researchers used two types of research instruments. First is the personality test. The personality test aims to find the student's personality type between open and closed. The second is the speaking test which seeks to find the student's speaking score. The study results found that students with available personalities obtained good speaking scores (71.66), and students with closed personalities received lower speech scores (49.55)*

**Keywords:** *speaking achievement; extrovert; introvert*

### **Abstrak**

Kepribadian merupakan bagian yang mempengaruhi perilaku belajar siswa. Perilaku ini penting dalam proses pengajaran. Dua jenis kepribadian siswa mempengaruhi perilaku belajar siswa: kepribadian terbuka dan kepribadian tertutup. Siswa dengan kepribadian yang tersedia ramah, memiliki banyak teman, dan suka mengobrol dan berkolaborasi dengan teman sekelas. Sementara itu, siswa dengan kepribadian introvert cenderung pendiam, pemalu, dan menyendiri. Penelitian ini bermaksud untuk memahami nilai bahasa lisan siswa dengan kepribadian terbuka dan tertutup. Sampel dari penelitian ini adalah 36 mahasiswa semester II STITNU Sakinah Dharmasraya tahun akademik 2021/2022 yang terdiri dari 18 mahasiswa berkepribadian terbuka dan 18 mahasiswa berkepribadian tertutup yang diambil menggunakan teknik stratified random sampling. Dalam mengumpulkan data, peneliti menggunakan dua jenis instrumen penelitian. Pertama adalah tes kepribadian. Tes kepribadian bertujuan untuk menemukan tipe kepribadian siswa antara terbuka dan tertutup. Kedua adalah tes berbicara yang berusaha menemukan nilai berbicara siswa. Hasil penelitian menemukan bahwa siswa dengan kepribadian yang tersedia memperoleh skor berbicara yang baik (71,66), dan siswa dengan kepribadian tertutup menerima skor bicara yang lebih rendah (49,55).

**Kata Kunci:** prestasi berbicara; ekstrovert; introvert



## INTRODUCTION

Speaking is part of the tools of communication. It supports someone use expressions to express their thoughts and feelings so that the listener can comprehend what talker is saying. Beyond have competent in oral skills, effective communication can be difficult and misunderstandings can arise. In addition, speaking is also becoming the most important skill in education, especially at the university level. Oral skills should be studied and mastered by students. Students learn spoken English so that they can speak English well. When teaching speaking, teachers should encourage students to practice speaking skills. Students should actively speak English in the learning process. It can motivate to increase their speaking skills. In additional words, a successful teaching process can support students' successful in their speaking achievement.

Based on the researcher experience when teaching English II subject at the second year students of Islamic Early Childhood Education of STITNU Sakinah Dharmasraya, the researcher found that students have two personalities in the learning process; active and passive students. The students are active in the learning process, they are liked in speaking activities, they actively answer questions from their lecturers, and they actively perform in class. On the otherwise, some students are passive in the learning process and have no interest in oral performance. They chose to remain silent and listen to the lecturers. This distinguishes the behavioral characteristics of students who are influenced by their personality. Personality is the psychological factor that impacts the way students think, feel and behave. The main personality types associated with one's behavior are extroverted and introverted.

Johnson states "Extroverts are characterized by being gregarious, talkative, and showing up in public. Next, features of introverted are shy, alone, very cautious, often planning ahead and not appearing in public. "Students who speak actively during the learning process are classified as extroverted, and those who speak passively during the studying are classified as introverted (Johnson, 2017). In conclusion, extroverted and introverted personality types become main factor that affect the different behavior of students' learning. The active and passive students have different interests in an activity. Therefore, it is important to look at how speaking achievement of extroverted and introverted students.

There several theories related to this research in explanation below. Weiten, et all (2012) states a person's unique constellation of behavioral features is their personality. The way someone behaves is referred to as their behavioral traits. The traits that make a person distinctive, whether they conduct similarly or differently from other people, can be seen in how they act. It follows that this personality affects how pupils behave when they are studying (Weiten et al., 2017).

Personality is described by Carducci as "something that does something." Here, something and does something are two separate words. Something alludes to personality content (Carducci, 2009). The psychology element is the fundamental component of personality. Besides, does something is personality process. The process dictates how a person thinks, feels, and behaves. Personality is made up of both content and process. It is reasonable to infer that psychology has an impact on personality. It can be concluded that personality is everything characteristics which influences by her/his psychology factor include the way of someone in thinking, feeling, and behaving (Suciati, 2020).

Extrovert peronality exhibit five distinct behaviors. The first trait is the way an extrovert behaves in social situations or encounters. The exuberance of an extrovert personality is the second trait. The extroverted personality wants excitement and is impulsive. The third trait is the extrovert personality's energy expenditure. The extroverts are laid back, upbeat, enjoy laughing, and all of their emotions are not under control. Planning is the fourth trait of the extrovert personality. The final trait is an intriguing extrovert action. The more outgoing students dislike reading and studying by themselves (Rusli et al., 2022).



Then, Mitchellete describes the traits of an extrovert personality (Mitchellette, 2008). The traits of an extrovert personality include the need for social interaction to recharge, the desire to be the center of attention during group activities, the tendency to think aloud with others, the willingness to share personal information, the tendency to talk more than listen, the enthusiasm for communication, and the preference for a large social circle over a small group and shallow relationships.

In addition, according to Dornyei, extroverts are friendly, gregarious, active, aggressive, enthusiastic, and chatty (Dornyei, 2005). It means, extroverted typically have a large social circle. Typically, they are friendly to those around them. In the classroom, they are also talkative. They are brave and have high self-confidence to talk or perform in front of the class.

In conclusion, students with extrovert personality tend to exhibit a number of traits. In conclusion, students with extrovert personalities typically display a number of traits. First, an extrovert student has a lot of friends and outgoing. Second, they like work in groups and sociable. Third, they enjoy social gatherings, gregarious and outspoken. Fourth, they are laid back, open to sharing personal information, and like a good joke. Fifth, they have a propensity to speak before thinking and to act on the spur of the moment. They are also impulsive, daring, and risk-takers. Finally, they talk more than they listen and are enthusiastic in their communication.

Introvert personality is another personality type. Introvert and extrovert have opposite behavior. Eysenk in Wakamoto shows that introverts have five different behaviors (Wakamoto, 2009). The first behavior of introverts in social interactions are reserved. They are quiet students who like to be alone with only one or two close friends. The second behavior of Introverts is don't like excitement and don't trust the impulses of the moment. The third behavior is the energy expenditure of the introverted personality. Introversion are dependable, take everyday things seriously, pessimistic, quiet, and introspective. The fourth behavior is the introverts' planning is generally just mental planning. The fifth is introverts like fond books than people.

In addition, Fruchter suggests that the traits of an introverted personality include the need for alone time to recharge, the desire for quality friendships over number, the avoidance of being the focus of attention, and the tendency to ponder in private. The introvert is also passive, quiet, reserved, withdrawn, sober, aloof, and restrained (Dornyei, 2005). Therefore, those who identify as introverts prefer quiet environments. In the classroom, they are apathetic learners. They don't really care to make many friends; therefore, they prefer to be by themselves. They also enjoy studying intently in a serene atmosphere.

The conclusion drawn from the statement is introverted students have several characteristics. First, introverted students are reserved and distant except with close friends. Second, the introverted student's connection to work is isolated and distant. Third, they tend to be passive, shy, dislike being in public, avoid noise and crowds, and quiet. Fourth, they are very personal, closed, and serious. Fifth, they tend to think very carefully, need time to think and talk later, and plan in their heads. After all, they listen more than speak and hide enthusiasm.

Speaking is core elements of communication (C. J. Richards & Renandya, 2002). This means speaking is a very important element that a person can use to communicate with others. When someone speaks, he or she communicates by expressing their thoughts and conveying information to others. Whatever kinds of communication need speaking skill (Millah 2019). It is impossible that the communication will run well if there is no speaking each other.



Furthermore, Nunan argues that "speaking is a productive oral skill. It involves the production of systematic verbal expressions to convey meaning (Nunan, 2003)." In other words, speaking is an oral communication that produces systematic words, making it easier for the speaker to convey the meaning and easier for the listener to understand the speaker's thoughts. Through continuous practice of speaking ability, you can get a lot of information and knowledge, so as to improve your speaking ability. Without good oral skills, it can be difficult to communicate effectively with someone and misunderstandings can arise (Haryanto et al., 2019); (Candraloka & Rosdiana, 2022).

In addition, Louma states that "speaking is an interaction, and speaking is a social and situational activity (Luoma, 2003)." It can be noted that speaking is an activity that someone uses to create social interactions with others. Furthermore, speaking becomes part of daily activities. By speaking, someone interact with other people to build good relationships in social life.

Brown divides the speaking components into five categories; grammar, vocabulary, comprehension, fluency and pronunciation (Brown, 2004). All of the above components are very important when speaking. The first component is grammar, it is necessary for students to arrange correct sentences. Sixteen tenses must master by students. The second component is vocabulary. Students must have a large vocabulary to communicate effectively. If students have a limited vocabulary, how can they express their ideas and communicate with others. The third is comprehension. Comprehension is about how students convey information when speaking. The fourth is fluency. Fluency refers to the student's ability to speak fluently and made listeners able to understand the information. Finally, is pronunciation. Students should articulate the words clearly.

In teaching speaking, the lecturer should assess students speaking achievement. The lecturer can give speaking test by asking their students to speak up in front of the class. Next, the lecturer gives speaking score by attending the components of speaking. The lecturer will assess students speaking achievement in overall components score as speaking achievement (Brown, 2004). Then, in analytically lecturer use rating scales of each component and sum them as totally speaking achievement. It means that in assessing students speaking achievement, the lecturer should be attended to components of speaking that will be assessed. Then, the lecturer should decide the scoring rubric that will be used, hostility or analytical scoring rubric. The lecturer can choose one of the scoring rubrics that more effective for assessing the students speaking score. Finally, the lecturer can give students speaking score. These students speaking score call as students speaking achievement.

## RESEARCH METHOD

The type of this research was qualitative research. Qualitative research is research that describes the phenomenon that happened in the field. Gay and Airasian state that "qualitative research determines and describes the way things are." It means that descriptive research is a way to describe the phenomena, issues or educational topic. Iskandar also says that "descriptive study is a research method that gives descriptions of phenomena that is investigated by describing the value of either one independent variable or more variables (Iskandar & Ibad, 2009)."

The population was the second years of islamic early childhood education students of STITNU Sakinah Dharmasraya in academic year 2021/2022. In selecting sample, the researcher used stratified random sampling. She used stratified random sampling because she took the sample based on subgroups or strata of the students' personality types, such as extrovert and introvert.



This research used two instruments, they are questionnaire for testing students' personality and speaking test. The researcher firstly distributed questionnaire about personality test to the all population in order to get the subgroups of extrovert and introvert students. After that, the researcher selected equal-sized random samples from the subgroups of extrovert and introvert students. According to Gay and Airasian, the sample of descriptive research is common 10 to 20% of the population (Gay et al., 2018). The researcher chose 20% samples from the total population to get the result of the study generalize and representative to the population. Thus, the researcher took 36 students as samples which could be divided randomly into 18 extrovert students and 18 introvert students.

Then, the researcher used the second instrument speaking test. The researcher gave speaking test. Finally, she analyzed their speaking achievement of extrovert and introvert students. The researcher analyzed the data by using theory from Sugiyono (2008: 245), there are three activities to analyze data in qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification.

## RESULT AND DISCUSSION

The purpose of this research was to find out the speaking achievement of extrovert and introvert students' personality. The researcher identified which students who have extrovert personality and introvert personality by giving questionnaire about personality test. Then, to know the speaking achievement of extrovert and introvert students, the researcher gave speaking test. The results of this research can be seen following table below.

Table. 1 The speaking achievement of extrovert and introvert students

No	Students Personality Types	Speaking Score	Categorizes
1	Extrovert personality	71,66	B "Good"
2	Introvert Personality	49,55	D "Less"

Based on the table above, the researcher answered two research questions of this research. First, the researcher found that the means score of speaking achievement of extrovert students personality was 71, 66. It took from the total score of extrovert students ( $\sum x_1 = 1296$ ) divided by the numbers of extrovert students ( $n_1 = 18$ ). It means that the speaking achievement of extrovert students was B "good". From data analysis, the extrovert students dominantly got score 4 in all components; grammar, vocabulary, comprehension, fluency and pronunciation. It can be said that extrovert students was good in each component of speaking.

Second, the researcher found that the means score of speaking achievement of introvert students personality was 49, 55. It took from the total score of introvert students ( $\sum x_2 = 892$ ) divided by the numbers of introvert students ( $n_1 = 18$ ). It means that the speaking achievement of introvert students was D "Less". It can be assumed that introvert students was disable in speaking achievement. From data analysis, the researcher found that the introvert students dominantly got score 2 in grammar and vocabulary. In their comprehension and pronunciation, introvert students dominantly got score 3. Then, in fluency, the researcher identified the same numbers of introvert students which got score 2 and 3.



## CONCLUSION

The result show that the extrovert students dominantly got score good in all components; grammar, vocabulary, comprehension, fluency and pronunciation. It can be said that extrovert students was good in each component of speaking. Additionally, the researcher found that the introvert students dominantly got score less in grammar and vocabulary. In their comprehension, pronunciation, and fluency introvert students dominantly got score enough. It can be concluded that the students extrovert students better in speaking English than introvert students.

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