A Comparative Analysis on Extrovert and Introvert Students Towards Their Speaking Skill

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Abstract

This study is an attempt to examine about the extrovert and the introvert students' speaking skill at the eleventh grade of Senior High School. The samples of this research were 44 students. The design in this research was comparative analysis design. The data were obtained through personality test whether the students are the extrovert or introvert after that the researcher used simulation and role-play technique for testing the students speaking skill. The data were analyzed by using *t*-test formula to investigate whether there are significant difference result between the extrovert and the introvert students in their speaking skill. The result of the calculation shows that there is no different result between the extrovert and the introvert students in their speaking skill. Groups, the extrovert and the introvert students can perform better English speaking skill through their own way of learning. Hopefully this research can be useful for achieving more effective English teaching and learning process.

Keywords: Comparative Analysis, Extrovert, Introvert, Speaking Skill

Introduction

In our countries, the international language that students learn in school is English. In English, there are four skills that must be mastered by the students. There is reading, speaking, writing and listening. Furthermore, based on the researcher's experience, there is another aspect that can influence in learning speaking English that is public speaking. By public speaking, students have a chance to learn more in communication with English naturally, they will recognize their mistake in pronunciation or grammar or they can get correction from their friends who mastered in English. But not every student can do this, some students will ashamed when they should speak in English. And it can minimize their opportunity to learn. Furthermore, we can conclude that there are two kinds of students in learning English, first, students that they are good in public speaking so they can speak English every time, and the second is the students who ashamed when

they should speaking English. That problem is based on the differences of their personality.

Since the beginning 0f 1990s, there has been a growing interest on how personality correlates to the academic performance. Scholar like Rod Ellis in The Handbook of Applied Linguistics edited by Davies (p.81) describes a finding that from 6 out to 8 studies that employ oral language test extroverts performed better than introverts. While Murray and Mount stated that "an individual's personality can have an effect on to what extent he is able to achieve information (p.270).

There are some experts who try to define the word of personality such as Robert B. Ewen (p.4) said that, "Personality refers to the important and relatively stable characteristics within a person that account for consistent patterns of behavior". While Cloninger (p.3) defined, "Personality as the underlying causes within the person of individual behavior and experience". From both statements, it can be conclude that personality is the characteristics which are possessed by an individual; these are the characteristics that distinguish us from other people, which are relatively

enduring and underlying causes and individual behavior.

Personality has so many terms, now we focus on terminology of Carl Gustav Jung which is established on 1921-1971. According to Jung, personality type is divided into two. They are extrovert and introvert (Wilde, p.2). Here are Jung explains that, extroverts are more influenced by their surroundings than by their inner world while introverts are tuned in to their inner world with all its biases, fantasies, dreams, and individualized perceptions (Feist, Gregory J. Feist, p.122). According to Jung, extroverts are more influenced by their surroundings than by their inner world. And the introverts are tuned in to their inner world with all its biases, fantasies, dreams, and individualized perceptions. Based on the definition above, it can be concluded that the personality of a person there are two kinds. There are the extrovert and introvert. First, the extrovert are more open and easy to express opinions, and the second one is the introvert are more closed and tend to be quiet. Both of these personalities certainly have different levels of participation in learning speaking. Extroverts will be more dominant and have more learning

accuracy than introverts who more tend to be quiet and will silent if they did not sure about what they want to say. Of course this problem should not happen. Students should have equal opportunities in learning whether extrovert or introvert. But as we all know, lot of teachers treat the students in one class with same method. This situation will not become a big problem for the extrovert because they will easily adapt in any situation, but it will be a big problem for the introverts.

The writer hopes that the findings of this research may help the speaking class lecturer to understand the personality, method (learning style and learning strategy) that the students develop for gaining success in the speaking class. Also to help the students of Speaking Class to understand themselves and their needs in order to make the learning process runs well.

Research Methodology

In order to achieve the aim of this research, it is necessary to apply a suitable method to fulfilling the needs to obtain the information of the data and variables. The appropriate method of this research is correlation research. The sample of this research was 44, sample was selected using simple random sampling. There are

two steps that used in this research as follows: the writer compares the extrovert and introvert students to their way of learning speaking. The comparison described the similarities and the differences of both students' personalities. The next was comparative analysis to the speaking score of the extrovert and introvert students. This analysis was to answer the research questions. The Implementation of the Research: (1) Give the questionnaire to the students, (2) Give the oral test to gate the students speaking score (3) Calculate the students speaking score to answer the research questions.

Discussion

This research is conducted in the science two and science three in the eleventh grade of Senior High School. 44 students were selected as the sample of the research. Students' speaking performance is assessed by oral test using simulation and role play technique. The speaking score has five criteria, such as pronunciation, vocabulary, fluency, grammar and comprehension.

The 42 students are the extrovert and the introvert students from the two classes of the eleventh grade of Senior High School which become the sample of the research namely eleventh grade of

science 2 and science 3, the researcher has conducted the personality test to classify the students into extrovert and introvert personality test. The result shows that the 22 students are extrovert and 30 students are introvert. To get the valid calculation the researcher took the equal number both the extrovert and introvert students to become the sample of the research for the speaking test. The way to find the average of the extrovert and introverts students' score is by the following calculation.

To interpret the data, the writer may have a look to the analysis of data spreading at the previous pages. The interpretation is divided into four parts:

The Frequency of the Extrovert and the Introvert Students

Based on the sample class namely the eleventh grade of SMA Negeri 1 Sukahaji, the researcher has conducted the personality test to clasify the students into extrovert or introvert personality to the 52 students and the researcher has got the result of the personality test. The result shows that the 22 students are the extrovert personality, and the 30 students are the introvert personality (see Appendix 5 and 6). It was 42,30% for the extrovert personality, and 57,70% for the introvert personality. From this percentage, we can see that the extrovert students is smaller than the introvert students.

If we want to observe in other school or other classes, we will get the same result that the introvert is higher than the extrovert personality. It is because we can rarely find this type of students who are more active and have leadership ability with the skill of speaking.

The English Speaking Skill of the Extrovert and the Introvert Students

The researcher assessed the English speaking skill of students from five points namely: accent, grammar, vocabulary, fluency, and comprehension. The researcher used simulation and role-play technique in the speaking test where an extrovert students was paired with an introvert students and they should simulate and role-play about some topics that have been prepared by the teacher. The result of the speaking test shows that the extrovert students get better English speaking score on the points of accent, vocabulary, and fluency. Meanwhile, the introvert students get better English speaking score on the point of grammar and comprehension.

**Table 1. The Five Points Average and Percentage of the Speaking Test
of the Extrovert Students**

	Accent	Gram	Vocab	Fluency	Compre
Total	110	77	113	95	85
Average	5	3,5	5,13	4,31	3,8
Percentage	23,00%	16,00%	23,50%	19,80%	17.70%

**Table 2. The Five Points Average and Percentage of the Speaking Test
of the Introvert Students**

	Accent	Gram	Vocab	Fluency	Compre
Total	80	110	89	86	110
Average	3,6	5	4,04	3,9	5
Percentage	16,85%	23,15%	18,75%	18,10%	23,15%

From two tables above, it clearly shows the differences of the extrovert and the introvert students' English speaking skill. The Extrovert students are better in aspect of accent, vocabulary, and fluency than the introvert students. The percentage of the 22 extrovert students who have been tested about their English speaking in accent aspect is 23.00% while the percentage of the 22 introvert students in the accent aspect is only 16,85% . In the vocabulary aspect, the extrovert students' percentage is 23.50% while the introvert students' percentage is 18,75%. Meanwhile, in the fluency aspect, the extrovert students' get 19,80% while the introvert students' get 18.10%.

However, the introvert students' are better in the aspect of grammar and comprehension than the extrovert students'. Those table shows that the percentage of the 22 introvert students' in the aspect of grammar is 23,15% while the extrovert students' percentage in the grammar aspect is 16.00%. Meanwhile, in the aspect of comprehension, the introvert students get 23,15% and the extrovert students get 17,70%.

The Better Ability in English Speaking Skill

The extrovert students are assumed to have a good ability and better ability in speaking. In this research, their score of speaking 72,54 in average. The introvert students are well-known as the stolid person, they are estimated to be a person who has less ability in speaking than the extrovert. However, the average of the introvert students is 71,72. the data tells that the score of the extrovert students in

English speaking skill is higher than the introvert students. The extrovert students in the eleventh grade of SMA Negeri 1 Sukahaji proved that the presumption on the theory is true even though they sometimes could be untrue along with the theory ever once in a while.

Conclusion

The first conclusion also related to the first formulation of the research that asked about how is the English speaking skill of the extrovert and the introvert students. Based on the data, the extrovert students get 72,54 in average while the introvert students get 71,72 in average. These average calculations showed that the extrovert students get higher average of English speaking score than the introvert students. Exactly, both extrovert and introvert students have the superiority. The extrovert students are better in the points of accent (23,00%), vocabulary (23,50%), and fluency (19,80%) than the introvert students who get the percentage 16,85& (accent), 18,75% (vocabulary), and 18,10% (fluency). However, the introvert students are better in aspect of grammar (23,15%) and comprehension (23,15%) than the extrovert students who get the percentage 16,00% (grammar) and

17,70% (comprehension). These data showed that the extrovert students ia better in the aspect of accent, vocabulary and fluency while the introvert students is better in the aspect of grammar and comprehension.

The second conclusion asked about how the extrovert students get better in speaking score than the introvert students in English speking skill. The data showed that the average of the extrovert students is higher from the introvert students. The causes is the extrovert students good in three aspect from the five aspect of speaking that is accent, vocabulary and fluency while the introvert students good in two aspect that is grammar and comprehension. It related with the extrovert students personality who more active in speaking. With the extrovert personality, the extrovert students easy to practice and remind the pronunciation or imitate the active speaker when they practice the English speaking in the class. Beside that, the extrovert students did not pay attention to the structure of the sentence that make they get the lower score in the aspect of grammar and less in the aspect of comprehension. However, the introvert students who are the stolid person prefer to observe than to practice.

Bacause of their personality, they are good in the aspect of grammar and comprehension. The introvert person more passive in the Speaking class but they more pay attention in the structure and try to understand to the sentence. The introvert students rarely take the opportunity to practice the English speaking so they get the lower score in the aspect of accent,vocabulary and fluency which these three aspects demand for more practice.

The third conclusion asked about whether any significant difference result between the extrovert and the introvert students in their English speaking ability. Based on the observation of the sampling that t_{table} is 2,074 and $t_{observation}$ is 0,35042 for degree of freedom (44) at significance level 0,05 (5%). T-observationis smaller than t-table 0,05 levels of significance, so the null hypothesis is accepted while the alternative hypothesis is rejected. It is showed that there is no significant difference result between the extrovert and the introvert students in their English speaking ability. It means that the students' personality has no statically significant difference to the students' English speaking score.

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