EXTROVERT-INTROVERT STUDENTS AND THEIR ENGLISH SPEAKING PERFORMANCE

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Abstract
*This research aimed to investigate how high the correlation of Extrovert-Introvert personality towards speaking performance of the 2018 academic year students of Speaking for Academic Presentation class of English Education Study Program in Teacher Training and Education University of Tanjungpura. The sample of this research was 20 students of Speaking for Academic class which consists of 20 females and 5 males in the class. The measurement of personality and speaking performance were determined by using Mark Parkinson Personality Questionnaire (MSQ) and Monroe's motivated persuasive rubric score. The students' personality and speaking score were correlated by using Pearson Product Moment and Multiple Correlation formula. The result of this research show the correlation between extrovert-introvert personality in speaking performance is **0.5206** that indicate moderate correlation between these variables. The result for the sub-correlation between extrovert and speaking performance is **0.4183**, introvert and speaking performance is **0.4096** which both also shows moderate correlation. From this research, the researcher had conclusion that extrovert-introvert personality has the effect to the speaking performance.*

Keywords: Extrovert Personality, Introvert Personality, Speaking Performance

INTRODUCTION

Language learners are exposed to do speaking task in English learning. They are supposed to do a good communicative performance when they are in the speaking class. The good communicative speaking performance will happen if they have the mastery of speaking. Brown (1991) cited that when someone can speak a language it means that he carries on a conversation reasonably competently. On the other hand, a successful speaking performance is when they can manage their idea, feeling, and thought properly conveyed and accepted by the audience.

It needs an appropriate way for having a good speaking performance. Relating individually with the student's academic basis and trying to learn more about the student's profile are worthwhile because "In the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning, and learners consider personality factors to be important" (Ellis, 1994, p.517). Personality traits are expressed in learning styles, which are in turn reflected in learning strategies. Here, the personality of the students appears to be in the core of the issue.

Since the beginning of the 1990s, there has been a growing interest in how personality correlates to the academic performance. Rod Ellis (cited in Davies, 1999), described a finding that extroverts performed better than introverts in oral language test. While Murray and Mount (1996) stated that "An

individual'spersonality can have an effect on to what extent he is able to achieve information".

Furthermore, there are some studies about the personality and English language acquisition. For example, according to Tucker, Hamayan and Genesee (1976) found that the more outgoing adventurous students in a one-year late (grade 7) French immersion program performed better on tests of listening comprehension and oral production than the quiet students. While, Qomarudin (2010) in his thesis, he investigated the correlation between extraversion personality and English writing skills. It shows that positive correlation. He also stated that most the extraversion students have a higher score in writing

In the oral language as well, Strong (1983) stated that from six to eight studies that employ oral language test, extroverts better than introverts. Based on research data above, many language acquisition theories claimed that extroverts are better language learners since they tend to be sociable, more likely to join groups of study and more engage conversation both inside and outside the classroom (Cook, 1991). However, Swain and Burnaby (1976) believed that well-organized and serious introverts are seen as better learners as far as the systematic study is concerned.

Based on the theories, this research showed that people should take into account personality factors during studying the second language. An awareness of the personality factor in teaching students might increase the understanding of why different person approach their tasks in different ways. So that, the best learning process achievement.

The researcher found a previous research of this analysis extroverts-introverts student in their speaking performance. Aziz (2010) in his thesis entitled "Extraversion-Introversion and the Oral Performance of Koya University EFL Students". This study explored the relationship between the extraversion-introversion personality type tendencies of Iraqi college students and their oral proficiency in English as a Foreign Language (EFL).

Thus, with the reference to those researches, this present research was conducted. It studied the correlation between extrovert-introvert personality by considering that the students were assumed to have both extrovert or introvert whereas, they were also required to perform academic presentation as one of the subjects that they have to.

Dunham (1984) stated that personality distinguishes a person from other people and defines their general nature. It composed from the whole of psychological characteristics collection that determines a person's style of behavior.

Another theory about the definition of personality comes from Mathis et al. (2008) they defined personality is a unique blend of individual characteristics that affect interaction with the environment and help define a person. It also makes assumption that personality of person is different from other person.

Furthermore, Parkinson (2004) defined "Personality as the characteristic way in which someone responds to situations, or their preferred way of behaving towards particular circumstances and other people". According to him, personality forms a person as an individual; it gives a prediction of what they will do in facing any situations. It is permanent and does not change over time.

In the personality, there exists extrovert-introvert. An extrovert person often open-minded, talkative, expressive, and risk-taker (Parkinson, 2004). They prefer to working with a lot of people rather than solitary. Meanwhile, an introvert is calm and quite. They prefer to take many things personally rather than sharing with other people. Introvert also full planned person.

Parkinson (2004) stated that "the introvert is a shy people and always keeping the distance with people in work" (p.95). However, they are also done a great work as they have full of consideration before they decide anything.

Another definition comes from Zhang (2008). He states that extrovert is a person

who have more interested in their surrounding rather than his thoughts and emotions while introvert is more interested in their own thoughts and feelings. In addition, Adamopolous (2004) states that extrovert people always need other people to communicate with.

Introverts have to quality time for themselves to be alone and separate from others. It cannot be said that introvert does not have any friends but few intimate friends.

Furthermore, there are fundamental differences between the characteristic of extrovert and introvert personality, as follow;

Table 1. Extrovert and Introvert Differences

Extrovert	Introvert
Confident	Shy
Sociable	Solitary
Talkative	Reticent
Enthusiastic	Indifferent

Adapted from Brown (2000), Zhang (2008), and Rossier (1976)

Speaking performance is defined as an actual occasion ofproducing oral language in real time (McNamara, 1996).Furthermore, the academic presentation takes the same form but the purpose can be very different. It is likely a monologue with the academic talk as the ideas. It is also quite the same as the public speaking theory, but of course in the academic setting.

Adapted from Saunders (2004), he explained several the things that language learners should consider in the academic presentation, such as:
1. Understanding the topic
A topic is the core of presentation. The learners should be mastering their topic before doing the speaking performance in order to have an effective interaction for the audience.
2. Appropriate breadth and depth
A breadth of learning refers to the full span of knowledge of a subject. The depth of learning refers to the extent which specific topics are focused, amplified and explored. Both breadth and depth are important in the process of delivering the learners' knowledge during their speaking performance. argument and discussion

In the academic presentation, arguing and discussion is often a part of a larger element. Here, the language learners as the speaker are expected to present two or more point of ideas that bring two sides effect of positive and negative discussions. They also have to persuade the audience that the information or point of view that delivered are true of course is completed with the evidence.
3. A clear structure
Just like writing, a good speaking performance should have a good structure as well. The language learners should provide their speech with the beginning, a middle, and an end. This foundation will be giving a successful way of delivering their aspirations.

First, at the beginning of the speaking performance, the language learners should grab the audience's attention. After that, they should engage their interest in what you have to say in your speech.

For doing this, they probably can do thought-provoking questions, make an interesting or controversial statement, recite a relevant quotation, or even recount a joke. If this work in, the audience should move seamlessly to the middle of the speech. The speaker itself must prepared to deliver the large part after this.

Second, in the middle of delivering the speech will be the largest part. In this part, the language learners start to deliver their argument about the subject that their already told in the first of their speech. The points should be organized related to the another so the information will be easy to listen.

Last, the language learners should have the strongest point in the last of speech. They also have the opportunity to summarize the main points of the ideas, and perhaps give the positive memories to their audience.
4. Evidence
In the academic speaking context, the evidence is needed as the supporting material that the language learners will deliver. It is definitely required for every claim they make

in their speech. This evidence can be such as quotations (e.g. direct quotes, paraphrases, summaries), examples (e.g. illustrations of the points), statistics (e.g. facts, figures, diagrams).

5. Profer the time/length

Time and length also considered in academic speaking performance. The language learners neither should take a too long time or fast when delivering the material. Just try to arrange the right material with the time, and make sure the audience will understand the material.

There are some types of public speaking such as informative speech, persuasive speech and ceremonial. The type of speaking performance in this Speaking Academic Presentation class is persuasive speech.

According to O'Hair and Stewart (1999) stated that persuasive speech is "intend to influence the beliefs, attitudes, values, and acts of others" (p.337). On the other hand, persuasive speeches attempt to influence or reinforce actions.

However, the researcher chose to observe the English Speaking for Academic Presentation class at Tanjungpura University. This research used correlation study, because the researcher intended to find out how high the correlation between extrovert-introvert personality and the speaking performance that the students have in the Speaking for Academic Presentation class of English Education Study Program of Teacher Training and Education Faculty, Tanjungpura University of the Third semester in academic year 2018/2019.

The researcher hoped that the findings of this research might help both teachers and students to understand the personality in order to find the right method of teaching, learning styles and good quality in speaking performance.

METHOD

It is important to choose an appropriate method that we would used to achieve the goals of research. The researcher chose correlation study as the form of the research. This study was to find out whether there is a correlation between the extrovert-introvert personality and the speaking performance. Van (2009) stated that "correlation is a way to describe the relationship between two variables" (p.267). It refers to the study with the purpose is to found out the correlation between two or more variables.

Table 2. Classification of Correlation

Effect Size	Qualification
< 0.20	Almost Negligible
0.21 – 0.40	Low
0.41 – 0.70	Moderate
0.71 – 0.90	High
0.91 – 1.00	Very High

The population in this research is the students of Aclass in Speaking for Academic Presentation of English Education Study Program which 25 students.

Table 3. Population Data

A Class	Number of Students
Female	20
Male	5
Total Number	25

In this research, the researcher chose 20 students from the Speaking for Academic Class that divided into 10 students who possessed each medium-higher both extrovert and introvert personality in the class as a sample based on the purposive sampling technique.

The technique that applied in this research were indirect communication technique through questionnaire and speaking performance score. The speaking performance score was taken from speaking performance task.

The researcher used the Mind-Style Questionnaire (MSQ) to analyze the learners' personality traits. This questionnaire is taken from Personality Questionnaire, a book from Mark Parkinson.

The researcher modified the questionnaire to be shorter and more appropriate to be given to the target of research. It was consists of 12 questions that

divided into 6 questions for both extrovert and introvert personality dimension.

Then, the speaking performance itself was scored based on the Monroe's motivated persuasive rubric score which contains five criterias such as Attention getter, Subject Knowledge, Organization, Voice and Fluency.

The speaking performance itself was scored based on the Monroe's motivated persuasive rubric score which contains five criterias such as Attention getter, Subject Knowledge, Organization, Voice and Fluency. The score ranged from 1-5 from minimum to maximum score, because there are five criteria items, so the highest score is 25.

In this research, there are three steps of analyzing the data. First, the researcher would like to analyze the students personality traits (whether it is extrovert or introvert) based on the students' answer in the questionnaire. Second, the researcher summarized the students' score in their speaking performance task. Third, the researcher would like to analyze the correlation between three variables, students' speaking performance and the extrovert-introvert personality traits.

Thus, the result of both data would be correlated to know whether there is any correlation or not by using both Pearson Product Moment formula and Multiple correlation formula.

The Pearson Product Moment correlation (r) is a measure to correlate between two variables. A correlation coefficient indicates both direction (i.e. positive or negative) and the strength (i.e. the size or magnitude) of the relationship. The correlation coefficient is also numerical index of degree of relationship between two variables that ranges in values from -1.00 for a perfect negative correlation, while +1.00 for a perfect positive correlation.

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{}$$

$$\sqrt{\{N\,\Sigma x2 - (\Sigma x)2\}\{N\,\Sigma y2 - (\Sigma y)2\}}$$

(Van Blekorm, 2009:270)

Note :

r_{xy} = the correlation coefficient between X and Y variables
X = the extrovert-introvert personality
Y = the students' speaking performance
Σxy = the sum of the cross product of X and Y scores
Σx = the sum of X score
Σy = the sum of Y score
Σx^2 = the sum of square of X score
Σy^2 = the sum of square of Y score
Σx^2 = the sum of the square Σx score
Σy^2 = the sum of the square Σy score
N = number of the students

Pearson Product moment is used for calculating the correlation between extrovert personality and speaking performance, and introvert personality and speaking performance. Multiplr correlation used for calculating the result of both data above.

Meanwhile, Multiple correlation is used to find out how strong the correlation between two variables or more.

$$r_{x_1x_2.y} = \sqrt{\frac{r^2_{x1y} + r^2_{x2y} - 2\,(r_{x1.y})\,(r_{x2.y})\,(r_{x1x2})}{1 - r^2_{x1.x2}}}$$

RESULTS AND DISCUSSION
Results

The researcher administered the personality questionnaire. Based on the questionnaire that given to the students, from twenty five students of the speaking class, the result showed that there were eleven students possessed in extrovert personality, thirteen students possessed in introvert personality and one student possessed in ambivert (balance) personality. No one is absent when the questionnaire was administered.

The percentage of the students' personality that possessed by Speaking for Academic Presentation class is showed in the chart below:
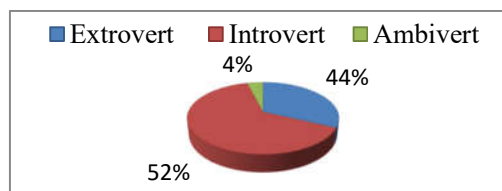
Figure 1.Students' Personality

From the chart above, it can be concluded that the introvert personality was the most dominant personality in this class.

Meanwhile, the students' speaking performance task, the researcher summarized the students score. The score ranged from the lowest score to the highest score. In this class, the lowest score was eighteen or seventy two and the highest score was twenty four or ninety six. This score showed the classification of the students speaking performance is in the average to the good scoring range.

The mean score for students speaking performance is 80.32. The researcher concluded that there were 24 students or about 88% students in the class with the Good score, 1 students or 4% in the Average score.

The findings revealed that there exists **moderate correlation** between extrovert-introvert dimension and students' speaking performance which the coefficient is 0.5206. This is answered the general question in this research. Next, the calculation showed that t-test was higher than t-table (2.4545 > 2.101). That also means the correlation is significant and the H_a is rejected and H_o is accepted.

Based on the computation above, it can be concluded that the correlation coefficient between these variables are;
1). Extrovert Personality (X_1) with Speaking Performance (Y) is 0.4183, with the contribution 17.49%.
2). Introvert Personality (X_2) with Speaking Performance (Y) is 0.4096, with the contribution 16.77%.
3). Extrovert Personality (X_1) with Introvert Personality (X_2) is -0.1092, with the contribution 1.19%.
4). Extrovert Personality (X_1) and Introvert Personality (X_2) with Speaking Performance (Y)is 0.5206, with the contribution 27.1%.

However, this research showed that whether the students are extrovert or introvert, the probably might gain the same score in speaking. Personality is one of the factor that influenced their speaking performance. Thus, there are also another factor such as motivation.

The introvert students might also have the high score in speaking if they have big motivation in learning English.
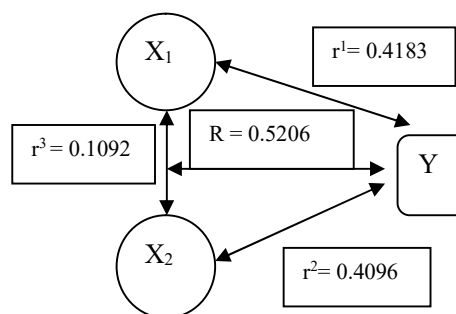
Figure 1.The Coefficient Correlation

Discussion

The finding of this research showed that the moderate correlation between both extrovert and introvert to speaking performance.

Based on the result of hypothesis, which some of theories stated that the most students who achieve the higher score is from extrovert students. Yan Zhang (2008) and Brown (1997) also stated that the most students who achieve the higher score in speaking come from extrovert students is accepted. But, we cannot said that introverts are not good in the speaking. As the theory fom Swan and Burnaby (1976) stated that introverts are seen as better learners as far as the systematic study is concerned.

Then, there are some students who possessed in introvert personality, get a good score in the speaking too. Unfortunately, these stereotypes have effect on teachers' intuition of students.

The extrovert students work best in classrooms that allow time for discussion. There are also some introvert students who seems relatively passive, they rarely ask the questions or deliver some comments of their

friends performance. They speak only when the lecture invite them to participate in the discussion.

In the other word, the researcher concluded that extrovert and introvert students also have the difference style of learning. In addition, this result also showed that not only personality that can influence the students speaking performance. There are also another causes that might influence the speaking performance like motivation. The students who have the strong motivation in learning also can have the best score in speaking no matter what personality that there are possessed.

CONCLUSION AND SUGGESTION
Conclusion

The purpose of this study is to investigate whether there is any correlation between extrovert-introvert personality and speaking performance on the Speaking for Academic Presentation class in the third semester of Tanjungpura university. After having the entire process of the research, the researcher would like to put some conclusions as follows: Based on the speaking performance task in the class, the result is within the Good and Average scoring range. Second, the dominant personality in the class is introvert. Third, the correlation between the extrovert-introvert personality and students speaking performance is 0.5206 . It showed the moderatecorrelation between two of them. extrovert and introvert student have their difference ways of deliver the speech. The introvert may ecounter difficulty with speak quickly without allowing time for mental processing meanwhile the extrovert need to talk to work out their ideas.Therefore, according to the results of this study, it can be claimed that at least some individual. the stereotypes that stated the extrovert has the better speaking performance than introvert student student is not true. Introvrt student might has the same or even the better speaking performance from extrovert students. It all depends on some influenced

factor in learning such as motivation, confidence and etc.

Furthermore, the subject of this research also influenced the quality of speaking performance that the student conducted in the class. This class has the requirement that the students must get the grade in order to pass the class. It might motivate both of extrovert and introvert student to deliver their best speaking performance.

Suggestion

Based on the result of this research, the researcher would like to deliver some suggestions as follow: (a) For teachers, an awareness of the personality factors in teaching students might increase the understanding why different person deliver their speaking performance in different ways. It is important to take the differences into account when planning the teaching, (b)For further research, the researcher suggests to conduct others factor of individual learning. It can be included motivation, age, gender and etc. Furthermore the implication of understanding the students'personality in the classroom will help the students to deal effectively with theclassroom situation which do not match the students' learning style. The teacheror lecture should also try to accommodate and facilitate the students based on theirpreferred learning style.

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