

A Comparative Study between Extroverted and Introverted Students and Their Speaking Ability

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Abstract

Speaking is one of abilities in English learning which is required to communicate one another. Some students usually get the difficulties to speak. On the other hand some other students are active in speaking in their classroom. One of causes of those problems relates to the personality. Based on dimensions of attitude, there are two types of personalities, such as extrovert and introvert personality. This study is limited to find out the comparison between extroverted and introverted students in their speaking ability. This comparative research uses quantitative method; therefore t-test. Questionnaire is used to classify who has extrovert and introvert personality. To measure the speaking ability, this research uses speaking score of speaking in professional context II and speaking for academic purposes. The correct formula of t-test can be chosen toward F-test. The total of two uncorrelated samples are not same, but homogenous, thus this research uses pooled variance of t-test formula. From this research, the t-test shows that t-observed is 0,72, while the t-table which α 5% is 2,021. t-table is higher than t-observed. This result proves that H_0 is accepted; there is no difference between extroverted and introverted students toward their speaking ability. It means, there are not any better students in speaking between both extroverted and introverted students.

Keywords: Speaking, Personality, Extrovert, Introvert.

INTRODUCTION

English is an International language. English becomes a foreign language in our country. It could be one of important elements in our life. Therefore, it is required in many fields such as in academic world, in occupation area, and etc. English develops into an essential part in curriculum of school, starting at elementary to college

In learning English, there are four skills that should be learned. One of them is speaking. Brown (2003, p.140) states, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test" It means speaking should be produced by learner

as output after learning listening and reading.

By speaking, people can express their desire, opinion, gratitude, apology, and their feeling. They also are able to make a relationship among them. People among themselves must not fight when problems found around them. They can discuss, negotiate, and solve it together. When learners can master speaking ability, learners can communicate well and deliver their ideas or thought appropriately. With the good speaking ability, the communication will be useful and meaningful.

As a foreign language in our country, among the four skills, speaking is more difficult than other skills for some students. However some others are easy to speak using English in their daily activities or school. Qomarudin in Kaewkatron and Lynch according to

Elias and Stewart in Kaewkatron and Lynch (2013, p.94) "In terms of education, personality type can affect the way teachers teach, the way students learn, the way people communicate and work in team."

Jung via Medina (2014, p.1) says "There are two types of personalities based on dimensions of attitude: Extrovert and Introvert personality." Qomarudin in Kaewkatron and Lynch (2013, p.96) states "Many studies have identified that there is a significant relationship between introversion and extraversion, and the speaking skill." Dewaele et al. via Brown (2000, p.156) say "Extroversion may be a factor in the development of general oral communication competence which requires face to face interaction, but not listening, reading, and writing." However, in some cases, some introverted students are usually difficult to speak in front of the class. It will make a gap for achieving the speaking goal. Lestari, Suha and Suhartono (2013, p.11) states ".there are also some students whom seemed passively involved, they rarely asked a question and speak only when the lecture demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to possess introvert personality. "Teacher will get the difficulty to stimulate those students. These statements above also mean that there is difference ability in speaking between extroverted and introverted students.

In this study, the writer decides to know the comparison of speaking ability of the sixth semester's extroverted and introverted students. The writer wants to compare who are better in speaking English between extroverted and introverted students. So, teachers can teach speaking skill effectively and efficiently based on their personality.

Based on the background above, the statement of the problems are: 1) How is the speaking ability of extroverted students?, 2) How is the speaking ability of introverted students?, 3) Who is better between extroverted and introverted students in speaking ability? This research uses comparative hypotheses. The hypotheses that can be taken from this research are:

Ho: There is no difference between extroverted and introverted students toward their speaking ability

H₁: There is a difference between extroverted and introverted students toward their speaking ability.

RESEARCH METHODOLOGY

This research uses quantitative method. It is a kind of method to research a population that can be sampled randomly into a small group using an instrument in order to know which hypotheses is true based on the research.

The kind of quantitative method that used is causal comparative research. Fraenkel and Wallen (2008, p.363) say "In causal comparative research, investigators attempt to determine the cause or consequence of differences that *already exist* between or among group of individuals."

Population and Sample

The population of the study is the college students. The college students are chosen, because they have more opportunity to speak in speaking lesson than senior high school students. The writer chooses the six semester's students in English Education Program Faculty of Teacher Training and Education Bogor Ibn Khaldun University. They have got all speaking materials, starting from speaking for

general communication to speaking for specific purposes. The total of population is 60 students.

The writer sampled the six semester's students who are categorized as extroverted and introverted students using an instrument. The extroverted students which has been taken are 35 students, while the total of introverted students are 21 students.

Instruments

In this research, the writer uses two instruments; they are questionnaire and document analysis. The questionnaire is listed to characterize students. The questionnaire contains several questions. Every question has a score in order to categorize students whether they are introvert or extrovert. The writer measured extroverted and introverted students' speaking ability using document analysis. The document analysis that writer used is the scores of extroverted and introverted speaking students in the third and fourth semesters.

The Procedure of Data Collection

In this research, the writer conducted some steps in order to get the data needed. Here are the procedures of data collection:

- a. Giving questionnaire to students to categorize the extroverted and introverted students.
- b. Taking the extroverted and introverted students' speaking scores from third and fourth semesters

The Procedure of Data Analysis

The writer makes statistical calculation using t-test. T-test that consists of t-observed and t-table will be counted toward F-test.

F observed

Sugiyono (2012, p. 140) says “*untuk menentukan rumus t-test, akan dipilih untuk pengujian hipotesis, maka perlu diuji dulu varians ke dua sample homogen atau tidak. Pengujian homogenitas varians digunakan dengan rumus F.*”

$$S^2 = \frac{\sum(x - \bar{x})^2}{(n-1)}$$

Where :

S^2 = variance of sample

Σ = sigma

\bar{x} = average of sample

n = total of sample

F = $\frac{\text{The maximum variance}}{\text{The minimum variance}}$

F table

F table is needed to be compared with F-observed. If F-observed is higher than F table, H_0 is rejected and H_1 is accepted. It means the varianses are not homogeneous. F-table uses denominator n-1 and numerator n-1.

The hypotheses that can be taken from F-test are:

H_0 : homogenous

H_1 : Non homogenous

$F_n \leq F_t$; H_0 is accepted ; homogenous

t-test

Mackey and Gass (2005, p.272) state, “The t-test are used when one wants to determine if the means of two groups are significantly different from one another.”

t-observed

Sugiyono, (2012, p. 137) states “*Menguji hipotesis dua sample adalah*

menguji kemampuan generalisasi rata-rata data dua sample yang tidak berkorelasi. “ He explains further (2012, p.138) “ Terdapat dua rumus t-test yang dapat digunakan untuk

menguji hipotesis komparatif dua sample independen.”

This reserach uses t-formula with polled varians. t-observed is needed to prove the hypotheses.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t = t observed

\bar{x}_1 = average of sample 1

\bar{x}_2 = average of sample 2

n_1 = total of sample 1

n_2 = total of sample 2

S_1^2 = variance of sample 1

S_2^2 = variance of sample 2

It can be written as :

Ho: $\mu_1 = \mu_2$

H₁: $\mu_1 \neq \mu_2$

If t-observed is higher than t table; Ho is rejected, and H₁ is accepted.

If t-table is higher than t-observed; H₁ is rejected, and Ho is accepted.

t-table

t-table is needed to be compared with t-observed.

t table can be seen using

$$df = n_1 + n_2 - 2$$

where :

df = degree of freedom

n_1 = total of sample 1

n_2 = total of sample 2

The hypotheses that can be taken from this research are:

Ho: There is no difference between extroverted and introverted students toward their speaking ability

H₁: There is a difference between extroverted and introverted students toward their speaking ability.

DATA PRESENTATION AND RESEARCH FINDINGS

The result of counting the questionnaire is 35 extroverted students, while the total of introverted students is 21 students. There are 4 other students are ambivert. Ambivert is a kind of personality which nor extrovert or introvert. In this research, students who have ambivert personality are eliminated

The speaking ability of the extroverted and introverted students that has been measured from the score of the speaking in professional context II and speaking for academic purposes are divided into one score. The table below shows the speaking scores of extroverted and introverted students.

Table 1
Speaking Score of Extroverted and Introverted Students

No	Student	The Speaking Score	
		Extroverted Students	Introverted Students
1	Student1	78,00	76,25
2	Student2	76,13	76,88
3	Student3	73,38	80,50
4	Student4	81,63	74,75
5	Student5	77,25	71,53
6	Student6	77,98	79,03
7	Student7	80,75	83,78
8	Student8	85,00	78,73
9	Student9	83,15	72,25
10	Student10	80,98	73,30
11	Student11	76,23	72,38
12	Student12	76,23	70,30
13	Student13	70,68	77,65
14	Student14	72,58	72,93
15	Student15	74,48	77,98
16	Student16	62,70	82,88
17	Student17	76,50	80,25
18	Student18	78,75	63,70
19	Student19	78,10	71,33
20	Student20	80,03	77,38
21	Student21	80,23	81,15
22	Student22	79,78	
23	Student23	85,28	
24	Student24	72,53	
25	Student25	71,35	
26	Student26	69,80	
27	Student27	79,25	
28	Student28	77,68	

29	Student29	73,25	
30	Student30	70,25	
31	Student31	80,50	
32	Student32	79,68	
33	Student33	72,18	
34	Student34	73,05	
35	Student35	79,63	
	n	35	21
	Σ	2684,88	1594,88
	\bar{x}	76,71	75,95

Data Analysis

Based on the data presentation above, the total of extroverted students speaking score is 2684.88, while the total of introverted students speaking score is 1594.88. If these total scores are divided by the total sample will be the average score. The average score of extroverted students is 76.71, while the average score of introverted students is 75.95.

The analysis of comparison of extroverted and introverted students toward their speaking ability uses t-test. The correct of t- test formula can be chosen if the total of two samples and the homogenous of the samples are known. The total sample of extroverted students is 35 samples while the total of introverted students is 21 samples. The two samples are different. It means $n_1 \neq n_2$. The homogenous of the samples can be measured using F-test that consists of F-observed and F-table. F-observed are used to know the maximum variance and minimum variance. The calculation of the variance of two samples is:

$$S^2 = \frac{\sum(x - \bar{x})^2}{(n-1)}$$

Where: S_1^2 is the variance of extroverted students and S_2^2 is the variance of introverted students.

$$S_1^2 = \frac{772.08}{35-1}$$

$$S_1^2 = 22.7$$

$$S_2^2 = \frac{469.58}{21-1}$$

The variance of extroverted students is 22,7, while the variance of introverted students is

$$S_2^2 = 23.52$$

$$S_2^2 = 23.52$$

$$S_2^2 = 23.52$$

The maximum variance belong to introverted students, on the other hand the minimum variance belongs to extroverted students.

$$F\text{-observed} = \frac{\text{The maximum variance}}{\text{The minimum variance}}$$

$$F\text{-observed} = \frac{23.52}{22.7}$$

$$F\text{-observed} = 1.036$$

$$F\text{-observed} = 1.036$$

F-observed = 1.04

$F_n < F_t$; Ho is accepted

F-table which the denominator is 21-1 = 20, while the numerator is 35-1 = 34

It means the samples are homogenous, it can be mentioned as $\check{D}_1 = \check{D}_2$

F-table which α 5% is 2.04.

The hypotheses of F-test are:

This research compares between two uncorrelated samples that has different of total of first and second sample. The two samples are homogenous each other. This comparative research which characteristics $n_1 \neq n_2$ and $\check{D}_1 = \check{D}_2$ uses the pooled variance.

Ho: homogenous

H₁: Non homogenous

F-test shows that F-table is higher than F-observed.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{76,71 - 75,95}{\sqrt{\frac{(35 - 1)22,7 + (21 - 1)23,52}{35 + 21 - 2} \left(\frac{1}{35} + \frac{1}{21} \right)}}$$

$$t = \frac{0,76}{\sqrt{\frac{317,8 + 470,4}{54} \left(\frac{1}{35} + \frac{1}{21} \right)}}$$

t = 0.72

t-observed is 0.72

t table which df= n₁ + n₂ - 2

df = 35 + 21 - 2 = 54

t-table which α 5% is 2.021

It means t-table is higher than t-observed.

it can be meant as, t-observed < t-table ; Ho is accepted

Research Findings

Ho: There is no difference between extroverted and introverted students toward their speaking ability

The writer hypothesizes of this comparative research:

H₁: There is a difference between extroverted and introverted students toward their speaking ability.

It can be written as:

$$H_0: \mu_1 = \mu_2, \text{ while } H_1: \mu_1 \neq \mu_2$$

It can be meant, H_1 is rejected, and H_0 is accepted; therefore, there is no difference between extroverted and introverted students toward their speaking ability. There are not any better students in speaking ability between extroverted and introverted students.

The theories mentioned in introduction above were contradictory with the result of this research. According to Elias and Stewart in Kaewkatron and Lynch (2013, p.94) "In terms of education, personality type can affect the way teachers teach, the way students learn, the way people communicate and work in team. In addition, Qomarudin in Kaewkatron and Lynch (2013, p.96) states "Many studies have identified that there is a significant relationship between introversion and extraversion, and the speaking skill.". They may get the difficulties to learn caused by their personality. These statements believe that personality such as extrovert and introvert affect students when they learn especially in speaking.

Besides that, Dewaele et al. via Brown (2000, p.156) says "Extroversion may be a factor in the development of general oral communication competence which requires face to face interaction, but not listening, reading, and writing." Lestari, Suha and Suhartono (2013, p.11) sates ".there are also some students whom seemed passively involved, they rarely asked a question and speak only when the lecture demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to posses introvert personality.They also explain "Students whom relatively active in the class, they speak English without hesitation. These active students are generally regarded to possess extrovert personality."

The analysis of the data shows that t-table is higher than t-observed. It means:

$$H_0: \mu_1 = \mu_2$$

Some theories above show extrovert are better in speaking; they always contribute in class, prefer to discuss and are sociable. However, this research finds the new result that argues those theories. From the result of this research, extroverts are not better than introverts in speaking. Their ability in speaking is no difference between both of them. This is supported by, Chastain in Lestari, Suha and Suhartono (2013, p.10) states "Extroverts can control classroom communicative activities with less fear of risk-taking comparing to their introvert peers; however, introverts are probably more conscientious and devoted to their task. These personality differences cannot represent the priority of extroverts to introverts in learning reading, speaking, and writing skills. The findings of this study seem to coincide with the above mentioned opinions."

Chastain has proved, students who have extrovert personality are aware of some students who are not too active speaking than them. Some experts also contribute some theories found of their research which support the result of this research; introverts do not less participate in classroom. People may think that introverts are not able to speak, but Brown argues this, that introvert has capability to exist. Brown (2000, p.155) says "Introverts can have an inner strength of character than extroverts do not have." In line with that, Skehan in Zafar n.K (2011, p.34) states "The global trait of introversion contributes to both communication apprehension the perception of communication competence." Introvert has something strength that people may not see it. Extrovert may express their feelings through talking, they also

participate much in class, speak fast as fast they can, but introvert tends to think before speak. Introverts also participate in communication.

Furthermore, besides the theories above, there are also some other similar terms, such as Granneman (2015, p.1) points out “One reason why introverts struggle with speaking is, that we process information deeply.” It means that introverts can be able to speak, they only prefer to think the information they get deeply, then they speak. Meanwhile, MacIntyre and Charos in Zafar n.K (2011, p.33) say “For academic achievement in general, introversion is usually the more desirable end of the trait dimension. But for language learning, the desirable end may be either extroversion or introversion, depending on the learning context and instructional methods.” In other words, both extroverts and introverts will do their efforts for language learning. Their personality does not affect to language learning. If they do not participate in class, it may be caused the learning context and instructional methods in their classroom.

In addition, Skehan in Zafar n.K (2011, p.40) indicates, “Extroversion and introversion have their positive features and that an extreme way is likely to work against some aspects of target language development.” Some theories above make sure that personality of extrovert and introvert are not related to language such as speaking. Every type of personality has unique character that is positive in their life which contributes to their existence when they should master language especially in speaking. So that is why the ability in speaking between extroverted and introverted students at sixth semester in Ibn Khaldun is not different.

CONCLUSION

Based on the elaboration on the research findings above, it can be concluded that the students' personality, either introvert or extrovert, does not give significant correlation on the achievement of their speaking skill. The theories, however, provide different point of view in seeing this phenomenon. Therefore, further research needs to be conducted. This future research should involve large number of respondents in order that the results can be used to make the generalization on the phenomenon.

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