

ANALYSIS OF STUDENTS' PERSONALITY IN THEIR SPEAKING ABILITY AT SECOND GRADE OF SMPN 2 PAREPARE

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Abstract

The research aims is to how the students' personality and do extrovert students get better speaking scores than introvert students in speaking ability. There are many students have basic in speaking because majority of the student study English in the course but some of student still lack speaking. One of the factors is from their personalities, such as self-confidence, nervous, and has personality extrovert and introvert. This study applies quantitative which employed descriptive quantitative research design. The data is started classifying students' personality by using questionnaire and then the students' speaking score by using test. The finding reveals that extrovert students get better speaking score than introvert students in speaking ability. In addition, the result of students' speaking test showed that from the basic of determine the result by Mann Whitney This showed the Asymp.Sig> 0,05 so hypothesis accepted it can answer this second research question, which is to know do the extrovert students get better speaking score than introvert students in speaking ability.

Keywords: *Speaking, Speaking Ability, Students' Personality*

Introduction

English is an important thing in Indonesia. Students have to master all normal competencies based on each grade and the curriculum implemented. In this case, English have an impact to the learners on the future. We have considered that there are four skills in English that student must learn. Those are listening, speaking, writing and reading. The researcher focuses her attention on one skill it is speaking. Speaking is crucial part to communicate orally to each other. Through speaking students are able to express their feelings, suggestion, idea, opinion, etc. Speaking is very important element that can be used by someone to communicate to each other.

In other hand, less of the student difficult in speaking orally causes lack of the ability to speak, the problems can become barriers for learner to enhance and improve their ability to speak. They are poor and grammar, vocabulary, and pronunciation. Those problems are

belong to linguistics problems. Other problems that may become an obstacle for learners to become excellent English speakers are psychological problem. Xinghua states that psychological problems can occur consequence your emotional and physical health, student's relationships, work productivity, life adjustment such as nervous, lack of self confident and afraid to speak. The problems can influence the efficiency of learners in their speaking. The psychological problems or personality of the student can influence the speaking output of the student.

English learners still have a huge trouble in speaking. Learners' speaking leaded by their dissent level of performance, Their receive and process information differently. There is a difference in their personality type and so is their understanding. This study focuses on the student's personality type variation. Thus, the student's personality is one of the factors that determine their achievement in obtaining foreign language.

Personality is one of the extremely important effective factors to explain separate achievements among learners of foreign language. Personality is one component that impacts learners' learning behavior. This behavior is one of the key variables in the teaching and learning process. Two types of student personality influence learning behavior, i.e. extrovert and introvert. Both of terms are in contradiction. Extrovert is an individual characterized by outgoing, easier to get more friends and adapts easily to given situation. He or she gets energy from being around people. Meanwhile, introvert is individual characterized by focus on his or herself, calm, and intimate times with a few close friends and he or she gets her/his energy from spending time alone.

In spoken language, Extroverts are perceived to talk louder and more fluently, but at times less accurately. Extroverts talk more with longer texts perceived to display greater dominance. Extrovert language is more repetitious, especially in formal situations. They make a greater number of contributions, and they show a greater desire to communicate.

Teaching English in SMPN 2 Parepare, there are many students have basic in speaking because majority of the student study English in the course but some of student still lack of

speaking. Most of them face those difficulties because of some factors. One of the factors is from their personalities, such as self-confidence, nervous, and has personality extrovert and introvert. Then, the students of SMPN 2 PAREPARE in third grade are expected more capable than first and second grade in applying speaking English because they will express more their ability to speak English. They have learned more about English than first and second grade.

Usmiaty in her result research “The Difference Between Speaking Ability of Introvert and Extrovert of The Second Year Students of Senior High School 1 Tanjung Balai Karimun Tebing District in Karimun Regency” showed that there is a significant difference on the speaking ability between introvert and extrovert students. It can conclude that the extrovert students’ score is better than introvert students. It can be seen from the introvert students categorized “Enough” and the extrovert students categorized “Good”.

Method

The object of this study are 40 students from different classes of second grade at SMPN 2 Parepare who have high score in English which are chosen by using purposive sampling. The instrument is closed-type questionnaire.

Result

The data analyzed in this research are the result of the test. The research description is based on the score of test to know students speaking ability based on their personality at the second grade students of SMPN 2 Parepare.

The following two tables are the students who have been categorized to the extrovert personality and the introvert personality. They are the students who become the research object and the following are their English speaking score which was obtained from their performance. The researcher used two raters to give score then compares the rater’s mean score. The first rater researcher and the second rater is English teacher of the second grade of SMPN 2 Parepare.

The students' personality traits are determined by using questionnaire and the analysis of the questionnaire is transformed into quantitative data. The questionnaire consists of 20 questions that have 2 answer options, yes or no. To assess the questionnaire, the researcher need to calculate the question items that has checklist (✓) in option answer yes in both of the personality dimensions (extrovert and introvert dimension). The table below is a summary table for all students' questionnaires.

If many yes than no it means that the students is an introvert otherwise, if many no than yes it means that the students is an extrovert.

Table 1. Students' Personality by Using Questionnaire

NO. Urut	Class	Students' Name	Answer		Personality
			Yes	No	
1	VIII.1	AirinTenriani	9	11	Extrovert
2	VIII.2	AisyahNurasilahIlham	9	11	Extrovert
3	VIII.3	Al Fatir	12	8	Introvert
4	VIII.4	Alif Muhammad Fauzan	8	12	Extrovert
5	VIII.5	AndiHestyRamadhani	13	7	Introvert
6	VIII.6	Andi Marsha Amandana	13	7	Introvert
7	VIII.7	AndiNaufal Nabil Luthfi	8	12	Extrovert
8	VIII.8	AndiSittiSyafa'aNurAzzami	6	14	Extrovert
9	VIII.9	AtillaDaffaDewantara	15	5	Introvert
10	VIII.1	Cindy ClaudiyaGladis	11	9	Introvert
11	VIII.2	ElifHertaningsih	8	12	Extrovert
12	VIII.3	FadillahApriliani	6	14	Extrovert
13	VIII.4	Febriyanti	13	7	Introvert
14	VIII.5	HanifahHuzaifah	11	9	Introvert
15	VIII.6	IhwanTaufiq	6	14	Extrovert
16	VIII.7	IntanRamadhanHasbullah	9	11	Extrovert
17	VIII.8	NurFadillah	15	5	Introvert
18	VIII.9	KhairunnisaSalsabila	13	7	Introvert
19	VIII.1	MaulidinaAprilyaDarwis	13	7	Introvert
20	VIII.2	MarsyarotunNi'mah	13	7	Introvert
21	VIII.3	MuthiaLathifa Ibrahim	9	11	Extrovert
22	VIII.4	Nabila Tirana Ibrahim	12	8	Introvert
23	VIII.5	NauraTzabita	12	8	Introvert
24	VIII.6	NurfidyaApriliani	15	5	Introvert
25	VIII.7	NurulMaghfirah	6	14	Extrovert
26	VIII.8	NurunnahdaAzzahra	11	9	Introvert
27	VIII.9	Raja AfraddiazIrluvni Duse	12	8	Introvert
28	VIII.1	ReskiAmaliah	14	6	Introvert

29	VIII.2	Rusdiana	7	13	Extrovert
30	VIII.3	Sherli	12	8	Introvert
31	VIII.4	SuciRamadhani	15	5	Introvert
32	VIII.5	SuciRamadhaniUsman	7	13	Extrovert
33	VIII.6	TezaValiaKelore	11	9	Introvert
34	VIII.7	UmmuAuliyah	13	7	Introvert
35	VIII.8	WidyaWarapsariMansyur	13	7	Introvert
36	VIII.9	Muhammad Rehan	12	8	Introvert
37	VIII.1	Muhammad Refansyah	15	5	Introvert
38	VIII.2	AlyaVergita	13	7	Introvert
39	VIII.3	DwiAudiyaKirani	11	9	Introvert
40	VIII.4	AfdillahReski Amanda	15	5	Introvert

(Source : students' eight grade at SMPN 2 PAREPARE)

Referring to the computation, the percentage of students who exhibit each dimension of personality from the highest to the lowest; they are Introvert dimension of personality 67.5%, extrovert dimension of personality 32.2% and balanced dimension 0%.

The researcher get the extrovert and introvert students speaking score based on four components of speaking skill (pronunciation, grammar, vocabulary, fluency) by using the scale rating scores of David P. Harris

Table2. Speaking Score of Introvert Personality Students'

No	Name	Speaking Score				Total	Value	Classification
		P	G	V	F			
1	Al Fatir	2	3	3	3	11	73	Fair
2	A HestyRamadhani	3	3	3	3	12	74	Fair
3	A Marsha Manda	4	4	4	4	16	84	Good
4	AfdillaReski Amanda	2	2	3	3	10	67	Fair
5	AlyaVergita	2	2	3	2	9	60	Fair
6	AtillahDaffaDewantara	3	4	4	3	14	76	Good
7	Cindy ClaudiyaGladis	4	4	4	4	16	84	Good
8	DwiAyudiaKirani	3	2	3	2	10	67	Fair
9	Febriyanti	3	4	4	3	14	76	Good
10	HanifahHuzaifah	4	3	4	4	15	82	Good
11	NurFadillah	2	2	2	2	8	59	Bad
12	KhaerunnisaSalsabila	4	4	4	4	16	84	Good
13	MauliydinaAprilia	4	4	4	4	16	84	Good
14	MaysarotunNi'mah	4	3	3	4	14	76	Good
15	Muh .Reyfansyah	3	2	2	3	10	67	Fair
16	Muh. Rehan	3	2	3	3	11	73	Fair
17	Nabila Tirana Ibrahim	4	4	4	5	17	85	Excellent
18	NauraTsabita	3	3	3	4	14	76	Good
19	WidyaWarapsari W	3	3	3	3	11	73	Fair
20	NurfidyaApriliani	4	3	4	4	15	82	Good
21	NurunnahdaAzzahrah	3	4	4	4	15	82	Good
22	Raja AfraddiazIrluvni	4	4	4	5	17	85	Excellent
23	RezkyAmaliah	3	3	4	3	13	75	Good
24	Sherli	2	2	2	3	9	50	Fair
25	SuciRamadhani	3	4	4	4	15	82	Good
26	TezaValiaKelore	4	3	4	4	15	82	Good
27	UmmuAuliyah	4	4	5	4	17	85	Excellent

(Source : students' eight grade at SMPN 2 PAREPARE)

Based on the table above the minimum of total score was achieved by 11th despondence with 8 total score and the maximum total score 17th, 22nd, 27th with 17 total score. However, the overall students' achievement was 13.33 as the average for their speaking ability, which meant the quality all of the students' is good.

Table 3. Students Classification Score

No	Classification	Score	Value	Frequency
1	Excellent	17-20	85-100	3
2	Good	13-16	75-84	14
3	Fair	9-12	60-74	9
4	Bad	5-8	50-59	1
5	Very bad	<4	<50	-

The data on the table above showed that in students' introvert there were 3 students' got Excellent, 14 got Good score, 9 students' got Fair score, 1 students' got Bad score, and none of students' got Very bad.

Table 4. Speaking Score of Extrovert Personality Students'

No	Name	Speaking score				Total	Value	Classification
		P	G	V	F			
1	Airin Tenriani	4	3	3	4	14	76	Good
2	A Naufal Nabil Lutfi	4	4	4	4	16	84	Good
3	Alif Muhammad.F	4	3	4	3	14	76	Good
4	Fadillah Apriliani	3	3	4	4	14	76	Good
5	Muthia Latifah Ibrahim	3	3	3	4	13	75	Good
6	Andi Sitti SyafaNur	4	3	4	4	15	82	Good
7	Elif Hartaningsih	3	3	3	3	12	74	Fair
8	Aisyah Nurasilah	4	4	4	4	16	84	Good
9	Intan Ramadhani	4	4	4	4	16	84	Good
10	IhwanTaufiq	4	4	4	4	16	84	Good
11	Rusdiana	4	4	4	5	17	85	Excellent
12	Suci Ramadhani Usman	2	2	2	3	9	50	Fair
13	Nurul Magfirah	3	3	3	3	11	73	Fair

Based on the table above the minimum of total score was achieved by 12nd respondence with 9 total score and the maximum total score 11th with 17 total score. However, the overall students' achievement was 14.07 as the average for their speaking ability, which meant the quality all of the students' are good.

Table 5. Students' Classification Score

No	Classification	Score	Value	Frequency
1	Excellent	17-20	85-100	1
2	Good	13-16	75-84	10
3	Fair	9-12	60-74	3
4	Bad	5-8	50-59	-
5	Very bad	<4	<50	-

The data on the table above showed that in students' introvert there were 1 students' got Excellent, 10 got Good score, 3 students' got Fair score, none of students' got Bad score, and none of students' got Very bad.

NPar Test

Mann Whitney U

Ranks				
	Personality	N	Mean Rank	Sum of Ranks
Speaking	Introvert	27	19.63	530.00
	Extrovert	13	22.31	290.00
	Total	40		

From the data above, we can conclude that the mean score introvert students is 19.63 and the extrovert students is 22.31. Total introvert students is 27 students and the extrovert students is 13 students. The total of sample is 40 students.

Test Statistics ^a	
	Speaking
Mann-Whitney U	152.000
Wilcoxon W	530.000
Z	-.685
Asymp. Sig. (2-tailed)	.493
Exact Sig. [2*(1-tailed Sig.)]	.512 ^b

a. Grouping Variable: Personality

b. Not corrected for ties.

The basic of determine the result by Mann Whitney:

If Asymp.Sig < 0,05 so hypothesis rejected. If Asymp.Sig > 0,05 so hypothesis accepted.

According to the results of the tables above those are obtained that the extrovert better than introvert students in speaking ability because the Asymp. Sig. That the researcher found is .493 it means that > 0,05 so hypothesis accepted (H_1 accepted).

Discussions

To answer the first research question, the writer administered the personality questionnaire. Based on the questionnaire given to the students, it has been identified from the total forty students of class VIII, twenty seven students questionnaire result in introvert dimension, and thirteen students' possess the extrovert dimension. From the test result of the English class students, summarized the students score. The score ranged from students' the lowest score of 50 and the highest score of 85. From twenty seven students who possessed the introvert dimension of personality, their speaking score ranged from the lowest score of 50 until the highest 85, and the students' mean score 19.63. In addition, the extrovert

personality dimensions whom possessed by thirteen, the score ranged from the lowest score of 59 until the highest score 85, the mean score 22.31. And from the basic of determine the result by Mann Whitney This showed the $Asymp.Sig > 0,05$ so hypothesis accepted it can answer this second research question, which is to know do the extrovert students get better speaking score than introvert students in speaking ability.

1. The discussion of finding through questionnaire about students personality Students' Personality at The Second Grade of SMPN 2 PAREPARE.

Referring to The Computation, the percentage of students who exhibit each dimension of the students' personality from the highest to the lowest; they are Introvert dimension of personality 67.5%, extrovert dimension of personality 32.2%. From the result of questionnaire there were 27 introvert and 13 extrovert students.

2. The Discussion of Finding Through of Speaking Test

Through this data the writer figured out, that extrovert-introvert personality dimension had moderate effect in students speaking ability. It is proven by the data collected that the students whom possessed extrovert personality dimension, their speaking ability is almost as good as the introvert students.

Introverts can have an inner strength of trait that extroverts do not have. Unluckily, these stereotypes have effect on teachers' intuition of students. There is enough evidence that teachers are often impressed by talkative and outgoing students who take part freely in class discussions.

Educators have warned against prejudging students on the basis of perceived extroversion. 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.

The emphasis in modern communicative classes on speaking skills and neglecting the grammatical accuracy of what the EFL learners produce result in this valuing over introversion. Students' reclusiveness is not going to be considered as their inability in

language learning. From the experience researcher conducted before, the researcher also made a note based on the students' behavior in class.

The researcher tried to make match between what the student problem in speaking ability and their personality. There are few students whom relatively active in the class, they speak English without hesitation although their pronunciation was unclear and sometimes made pauses to find the appropriate word or term to explain and share their ideas to their friends and lecture. These active students are generally regarded to possess extrovert personality. According to Myers-Briggs Type Indicator, extrovert students tend to focus on the outer world of people, things, and activity and are energized by interaction with others. The extrovert students love to talk, participate, organize, and socialize. They are people of action and therefore can be impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking.

The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented, Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas. While there are also some students whom seemed passively involved, they rarely asked a question and speak only when the teacher demand them to answer the question or to participate in the class discussion. This kind of students was commonly known to posses introvert personality.

A few of the introvert students turned out to have better pronunciation than the extrovert students and they were more fluent in speaking, so they could convey ideas accurately and naturally, also speaks without excessive pauses. Myers-Briggs Type Indicator mention the introvert types as the people whom energized by the inner world of reflection, thought, and contemplation. They direct their energy and attention inward and receive energy from reflecting on their thoughts, memories and feelings. They can be sociable but need space and time alone to recharge their batteries. Introverts want to understand the world.

In other words the researcher concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy play important role in students success in acquiring second or foreign language. The implication of understanding the students' personality in the classroom will help the students to deal effectively with the classroom situation which do not match the students' learning style. The teacher should also try to accommodate and facilitate the students based on their preferred learning styles. For instance, the ideal classroom for extrovert students is a situation which allowed time to think things through by talking, such as in classroom discussions, or when working with another student. The extrovert students excel with learning activities that have visible results and involve people interaction. While the ideal classroom for the introvert students is a classroom situation which allowed the students to work independently with their own thoughts, through listening, observing, reading and writing.

The introvert students need sufficient time to complete their work and to think before answering a question. They need teachers to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own place. The introvert students are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute. By understanding students' personality, accommodating the students learning style and facilitating the students' ideal classroom situation, these three requirements will help both teacher and students to achieve success in the language learning.

Conclusion

Based on the data description, it can be concluded the introvert students are 27 students and the extrovert students are 13 students based on the recapitulation of students' answer on questionnaire and the researcher concludes that there is different result between introvert and extrovert students' ability in speaking. Extrovert students' score is better than introvert students. It can be seen from the introvert students mean score is 19.63 of 27 samples and the extrovert students mean score is 22.31 of 13 samples. It proves that there is a significant difference on the speaking ability between introvert and extrovert students of the eight grade SMPN 2 Parepare.

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