

Speaking Skill: in Comparison between Extrovert and Introvert Learners

Jajang Setiawan¹

Administrasi Bisnis, Politeknik LP3I Jakarta, Bekasi, Indonesia

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Write::

Jajang Setiawan,
Administrasi Bisnis,
Politeknik LP3I Jakarta,
Bekasi, Indonesia.

Email:

fianargan@mail.com

ABSTRACT

This paper aims to find out the whether introvert students and extrovert students had significant different result in speaking skill, to find out whether the use of memory strategies and social strategies gave significant different result in speaking skill, to investigate whether there was a significant interaction between learning style differences and the use of learning strategies in speaking skill at second semester of computerized program of LP3I Polytechnic Bekasi.. Forty-four students (40) were randomly chosen to get the data of whose styles were extreme introvert and extreme extrovert. Inferential analysis was done by using a two-way ANOVA for hypotheses testing. The research findings showed that there was significant different effect of speaking test between extroverts and introvert. Extroverts performed better in speaking skill. The other finding was that there was not a significant different between using social strategies and memory strategies. As a result of insignificant of using learning strategies in improving speaking skill, it was also found that there was not a significant interaction between language learning style and language learning strategies toward students' speaking skill.

Key words: Extrovert, Introvert, Social Strategies, Memory Strategies, Speaking Skill.

1. INTRODUCTION

English is important language to master. [17] As confirmed by him, the essence of English is because it is an international language for business communication, as well as in educational field. Since such a function, it is understandable if English is considered to be language of world. It is the world's most widely spoken language. [17] What he confirmed is relatively true in the context of learning English in the Campus of Polytechnic Polytechnics of Indonesian Institute for Professional Education (LP3I) since main objective of learning English is for preparation to join with international company. [1] They support this matter with their opinion that "many firms and corporations need qualified and professional human resources to be employed in their companies and they surely want staff who can speak English in order to communicate within the international companies". In addition, people who want to have a good career in such companies in the future should have good English proficiency as their basic skills. In the case of English that is taught in Polytechnics of Indonesian Institute for Professional Education (LP3I), for this very need that English, especially oral competence, is an essential competence skill to master.

It is quite possible that learning style can strengthen or weaken the effect of using strategies to improve speaking skills. [10] With her study, she confirmed the relationship between language learning styles and the speaking skill. She confirmed that "language learning style is positively and significantly relate to language competence of English, especially speaking skill". The more the learner exhibits an individualist learning style, the higher scores for English proficiency will it be. To make the capability of speaking English fluently

achievable, Many English language teachers thrive to make great effort to make the objectives of teaching speaking achievable. The effort to improve students' speaking skill is actually not apart from the three factors that greatly influence the success of such effort, i.e.: teaching activities managed by instructor or lecture, learning style belonging to the students and learning strategy developed by students. Language learning strategies are essential for foreign language learners since they can support them to improve their speaking skill. This was proven by Oxford with her research on the effect of using strategies on speaking skill. [14] According to Oxford, students who experienced strategy instruction in speaking had significantly better oral proficiency scores than students that did not use strategies. The study showed that learners could benefit from strategies designed to improve their speaking ability. Refer to this study; it was very supporting to research the students speaking skill from the aspect of language learning strategies

[4] The nature of speaking was defined as “an interactive process of constructing meaning that involves producing, receiving and processing information”. [3] Speaking is also defined as a productive skill, it has to deal with the processing conditions. [8] In addition, according to Harmer, “to handle the matters of speaking as a productive skill, speakers need conversational strategies that include conversational rules and structure, survival and repair strategies, and real talk”. [8] Also according to Harmer, “speaking is a way to verbally communicate for mostly interpersonal and somewhat transactional purposes”. The purpose of teaching speaking in campus of LP3I as a location where researcher does a research is to make students be able to handle transactional setting of language use; for example: the use of English for job interview. The students will have to deliver the meaningful language and will have to compensate the language delivered by the interview. Transactional function is also a eference to design test how well the students convey the message to the interview and how well they able to compensate the meaning. To understand the nature of speaking skill, there should be a clear distinction between having knowledge and having skill. [2] Bygate describes the difference between knowledge and skill with his view that “there is a fundamental difference between one to another. Both of them can be understood and memorized, but only skill can be imitated and practiced”. To specify more about the nature of speaking skill, researcher should differentiate between skill and ability, from which we can have an understanding why this research focuses on more the speaking skill than speaking ability.

In order to be successful in mastering foreign language, language learning strategy plays important role that help students to be better learner in order to develop their speaking skill. Furthermore, understanding language-learning strategy will help researcher to set the comprehensive ground to study the facts in the field. Therefore, discussing definition of language learning strategy is essential to have comprehensive view about theory on language learning strategy. [14] Oxford presented the first definition of leaning strategy. She defines learning strategy as “specific actions, behaviors, steps, or techniques --such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning”. From this definition, it can be inferred that seeking out conversation partners is one of the techniques learners can apply to improve their learning. In the context of this research, which focus on how learning strategy can help learners to improve their speaking skill; this definition fits to research matter; the effect of language learning strategies toward learners' speaking skill.

[6] Lessard-Clouston in Fedderholt emphasizes “the importance of language learning strategies with his statement that language learning strategies contribute to the development of the communicative competence of the students”. The importance of learning strategies is more asserted by the fact that most successful learners employ language-learning strategies as useful toolkits to improve their skill. [7] With her view about learning strategies, Griffith supports “the view that language learning strategies are important with her words, saying that there has been awareness that language-learning strategies have potential to be an extremely powerful learning tool”. [5] The definition of learning style is presented by Dunn and Griggs in Cornet: “Learning style is biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others”. According to researcher, this definition has less relationship with this research since the point of view more focuses on the teacher who teach in classes. Meanwhile, what researcher would like to have is a definition that has strong relationship with language task. [9] Keefe defines it as: “characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment”. Emphasizing on the psychological behaviors that learner use to interact and respond to the learning environment makes researcher think about the way extraversion and introversion respond to environment in which extraverts respond more enthusiastically to environment than introvert. In spite of its controversy of the definition and the nature presented by theorists, many researchers or educators are interested in studying language learning strategies in corporation with language proficiency, especially because of its potentiality to help language learners to improve their language

proficiency. In addition, Language learning strategy plays a key role in learning a foreign language. Referring to the fact that the opportunities to use the foreign language in the classrooms are always limited because the target language is taught as a subject only and the fact that it is not used as a communication tool outside the classroom, there should be strategies employed by learners to cover this problematic situation. The answer to the problem is by utilizing social strategies. The essence of using social strategies is seeking opportunities to practice in using language and of the strategies in enhancing oral ability is finding or creating situation where English is exposed and practiced.

Learning style is a variable that is hypothesized to strengthen or to weaken the effect of social strategies on students' speaking skill. As presented previously, one of the learning style dimensions is extraversion-introversion (E-I). This research will focus on the effectiveness of applying social strategies that is experimented to the two groups of students, one group of introvert students and one other group extrovert students. Learning style is a certain style that is used to communicate with friends and instructor. Several studies and researches show the effect of learning style on speaking skill. As one of the learning style dimension, with the characteristic of outgoingness, extravert students tend to be easily to speak English although they don't do it accurately. Additionally, extravert students who are also socially active and learners are more likely to participate in oral English classes than introvert students are. Based on the theory and research, extraversion give significant effect on learners' speaking skill

2. RESEARCH METHOD

In this research, the researcher used the experimental research design since the researcher tried to find out the effect of independent variable on the dependent variable and according to the Phakiti [15] "experiment research is designed to compare research outcome (speaking skill) according to the learning strategies that learners are exposed to". Experiment is also carried out in order to find out the effect of using social strategies on introvert and extrovert students speaking skill and to find out the different effect of using social strategies on introvert and extrovert students speaking skill. A research that adopt experiment method usually uses compare one group to the other group to find the differences of treatment. [2] "The comparison can be made in one of two ways: two or more groups with different treatments; or two or more groups, one of which, the control group, receives no treatment". Researcher used factorial design and it is:

The association Between Variables (2x2 Factorial Design)

	Factor B	
Factor A	B ₁	B ₂
A ₁	A ₁ B ₁	A ₁ B ₂
A ₂	A ₂ B ₁	A ₂ B ₂

Factor A : Learning Style

A₁ : Extrovert students

A₂ : Introvert students

Factor B : Learning strategies

B₁ : Social Strategies

- B₂ : Memory Strategies
- A₁B₁ : Extrovert students using social strategies
- A₁B₂ : Extrovert students using memory strategies
- A₂B₁ : Introvert students using social strategies
- A₂B₂ : Introvert students using memory strategies

In this design, all populations were surveyed on language learning style tendency. Researcher used the result survey to group the students into extrovert group and introvert group. The two group was then given the treatment of two different language learning accordingly. Then, researcher assigned the groups of extrovert and introverts an assignment to develop speaking skill on talking about the picture that was designed in accordance with business setting and existing syllabus. After giving treatment, researcher gave posttest of speaking skill to all students. Researcher analyzed the data by using two-way Anova SPSS analysis to find out the different effect of using language learning style and language learning strategies toward students' speaking skill. The segregation of the group treatment was that the samples were divided into two groups. The groups were the introvert group and the extrovert group. The introvert group was given the same treatment, i.e.: learning English by applying the memory strategies, creating mental linkage, applying images and sound, reviewing well, employing actions, and social strategies: asking questions, cooperating with others, empathizing with others. From the segregation which is based in the learning style tendency, the researcher gained the data of result what would the result be like when the introvert group was treated memory strategies and what would the result be like when the extrovert group was treated memory strategies. The same treatment the researcher gave to the other group, the introvert group.

Population is important in the research since population is the group of interest to whom the researcher generalizes the result of study. The population of this research was First grade semester students of Polytechnics LP3I of Bekasi. Researcher chose them since they learn English and one of the skills that they have to develop. The population of this research was the diploma three of LP3I Polytechnic of Bekasi students that join with English class. The classes in Polytechnic of LP3I Campus Bekasi are divided into two kind of classes; regular and non-regular class. It is called regular class since they study on the weekday and non-regular class is usually called weekend class. The total populations were 200 students.

Sample was also important to be included since the result of the finding is gained from generalizing the sample to the population. How to determine sample varies among the theorists and one of the ways to do it is by referring to Krejcie table of determining sample. Based on the table, from the population of 200, the ideal number of sample with the margin error 5% and 95 % confidence is. The use of moderator variable, learning styles, makes researcher had to split the sample into two clusters. They were a group of introvert students and a group of extrovert students, so: the clusters had 66 each. Based on the formula of sampling fraction cluster the calculation can be done as following:

$$f_i = \frac{N_i}{N}$$

$$= \frac{33}{200}$$

$$= 0.165$$

Then we had the sample size for each cluster

$$n_i = f_i \times n$$

$$= 0.17 \times 33$$

$$= 5, 61 \text{ or equal to } 6 \text{ (At least one group had 6 students as samples).}$$

To gain more accurate result, one group were filled by 10 students. The calculation of determining minimum sample showed that the minimum number of individual in the sample was six. However, to have more

representative finding, the researcher added more samples and there were 10 participants in each group in this research. Technically, there were two classes that were divided by their learning style preferences. Researcher used both classes to be treated by learning strategies.

3. RESULT DAN ANALYSIS

The next stages of conducting the research to find out the differences between extroverts and extrovert in improving speaking skill. The data were analyzed using manual calculation and SPSS version 20.0. To get the result of the effect of language learning style differences and language learning strategies on students' speaking skill.

3.1. Result

Two ways Analysis of Variances (ANOVA) was used to find the answer for related research questions and to test the three hypotheses. To test the three hypotheses in this study, the p-value of each category must be seen whether they are higher than the p-value of α . The general assumptions of the three hypotheses are:

H_0 : If p-value is less than α (0, 05) it means that there is a significant difference/interaction within category.

H_1 : If p-value is bigger than α (0, 05) it means that there is no significant difference/interaction within category.

Table 17

Test between Subject Effects

Tests of Between-Subjects Effects

Dependent Variable: Speaking Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	511.000 ^a	3	170.333	1.753	.174
Intercept	197121.600	1	197121.600	2029.044	.000
Learning_style	435.600	1	435.600	4.484	.041
Learning_strategies	52.900	1	52.900	.545	.465
Learning_style * Learning_strategies	22.500	1	22.500	.232	.633
Error	3497.400	36	97.150		
Total	201130.000	40			
Corrected Total	4008.400	39			

a. R Squared = .127 (Adjusted R Squared = .055)

Based on the table 4.6 for the variable of learning style, the p-value is 0,041 and it is less than ($<$) α (0, 05), which means there was a significant difference of speaking score between the two groups of language learning style. The null hypothesis (H_0) is refused and the option of hypothesis (H_1) is received. So, the researcher found a significant difference result between extrovert and introvert students on their speaking skill.

For second category which is language learning strategies, the result showed that the p-value (0. 465) $>$ α (0, 05). It showed that there is no significant difference between the use of the two language learning strategies (social and memory) based on the students' speaking score. The zero hypothesis (H_0) is received, and the other hypothesis (H_1) is refused.. So, the researcher found no significant difference result between students who use social strategies with the students who use memory strategies. The next finding is interaction. The table showed that the p-value (1,000) $>$ α (0, 05). This fact tell us that there is no significant interaction between language learning style and the language learning strategies. The zero hypothesis (H_0) is received, and the other hypothesis (H_1) is refused. So, the researcher can say that there is no interaction between language learning style differences and language learning strategies differences on students' speaking skill.

Table 18

The Comparison of Mean

Learning Style	N	Mean	Std. Deviation	Std. Error Mean
Speaking_Skill Extrovert	20	73.50	7.804	1.745
Introvert	20	66.90	11.276	2.521

The table above showed that the mean of extrovert is different from the mean of introvert but statistically the difference is not significant.

3.2. Analysis

(Regarding to the finding and the result of analyzing the data, researcher found the fact that there was a significant difference of effect between groups of students who have different tendency of language learning style. [16] It is confirmed by Zapar and Meenaksi that many second language acquisition (SLA) theorists claimed that “extroverts are the better language learners. Extroverts, who tend to be sociable, are more likely to join groups, more inclined to engage in conversations both inside and outside the classroom” [16]. Based on the finding, if it is about the significance of difference, the difference is significant and it is supported by the fact that the extrovert students had higher mean of speaking skill than the introvert ones did. Research further on the frequency of language learning, based on the observation result, extrovert students are more enthusiastic in learning language, especially the usage of social strategies. This is the fact that several students who have tendency of extroversion refused to do activity of strategies belongs to memory and tend to be reluctant in doing such strategies.

The usage of both strategies by two kinds of groups (extrovert and introvert) was strictly separated in which each group has their own same styles and used the same strategies. The employment of strategies by the students was done both in classroom and outside of classroom. However, refer to the findings of the research, grouping of the students exclusively in only one style is not good idea. In addition to the fact of significance of differences, in the setting of learning language in classroom, exchanging the people in chairing EFL discussions provides introverts the chances to be as active as extroverts. Extroversion Introversion (E-I) is important to consider when teaching language because teacher can design and manipulate what to teach, what to do, and what to give for students to do and learn that fits to students strategy preferences in learning language. The finding also showed that there was not significant difference between the group of students (Introvert and extrovert) who used social strategies and the group of students who used memory strategies. Based on of findings, both strategies contributed equally to the students' speaking skill. This finding was possible to exist since it might be influenced by the fact that during the semester all students were exposed to different kind of strategies that were centralized designed by directorate of LP3I polytechnic that had to be applied in all campuses in all over Indonesia. Theoretically, the phenomena of equal effect of using strategies toward language skill was confirmed by [6] Lessard-Clouston in Fedderholt that emphasized the importance of language learning strategies with his statement that language learning strategies contribute to the development of the communicative competence of the students. The importance of learning strategies is more asserted by the fact that most successful learners employ language-learning strategies as useful tool kits to improve their skill. With her view about learning strategies, Carol Griffith (2004) supports the view that language learning strategies are important with her words, “saying that there has been awareness that language-learning strategies have potential to be an extremely powerful learning tool”. The survey of language learning strategies supported the fact that students who employed more strategies performed better on speaking skill. The survey was done to find out the frequency of using strategies before the treatment. The result showed that it didn't matter with what styles the students have, whether it was extrovert or introvert, the more students employed strategies, and the better skill of language they had. Especially, it referred to the result of speaking test. Many factors give reason why the study was failed to find the difference between effects of using different strategies. As far as the researcher observed was the anxiety, the motivation and the previous learning. Regarding to the limitation of this research, the researcher did not discuss all of the possibilities factors which might cause these failures. This is an open area

for further research. This issue can be analyzed and may be revealed for further research which discussed the use of language learning strategies in affecting speaking skill.

The last thing that was distinguished from the result of this study was the relationship between students' language learning strategies and their use of language learning strategies in obtaining their speaking score had shown no significant interaction. However, the finding of this research is in line with the previous research by Machnicka. [11] Machnika found that "extraversion had a positive effect on the oral speech production of the Polish adult FL learners". It was found that extraverts performed better on the oral component. [11] According to Machnika, extrovert students speak better than introvert and master all of language components. The ideal interaction will occur if the two independent variables differs depending one to another. The line of interaction will cut across the dependent variables as the result of the interface between two independent variables. The reason why there was no interaction between language learning strategies and language learning strategies.

4. CONCLUSION

Based on the result of the data analysis, the followings are several conclusions that answer the research questions.

The result of this research had shown that extrovert and introvert is different in particular. . It was supported with the mean comparison between extrovert students and introvert students that was different. In the context of this research, it is concluded that that extrovert students have a better result in developing speaking ability.

1. Referring to the first research questions; whether there was a significant gap of output t between extrovert students and introvert students in improving speaking skill, Researcher found significant different result between extrovert students and introvert students in improving speaking skill. Theoretically, it is understandable since extrovert is a better language learner than introvert students in the area oral performance.
2. When two kinds of strategies were compared in relation to the effect on speaking skill, researcher found no significant difference between students who used social strategies and the students who used memory strategies. This might be caused by the exposure from previous strategies that were designed by LP3I that had to be exposed to the all students of LP3I. The assumption that language-learning strategies will affect students' speaking skill is seemly to be rejected. Due to the result, the students' social strategies and memory strategies exposure does not significantly differ in their speaking test..
3. Researcher also didn't find the interaction between two independent variables. Although the activities of both strategies were different, the strategies contributed equally to the speaking skill. Significance of effect requires the difference effect of all independent variables towards dependent variable.

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