

A Comparative Study Between Extrovert and Introvert Student's Achievement in English Conversation Course

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Abstract

This research aimed to find out whether there is a significant difference in achievement between extrovert and introvert students in speaking ability in the English Conversation subject for 2nd-semester students of the University of Bengkulu. This research was causal-comparative research. The subject of this research was students at the 2nd semester English Department Study Program of University Bengkulu who has taken the English conversation subject in the academic year 2019/2020. The researcher used a Questionnaire and achievement result as the instrument. The result of this research shows that there were no significant differences between introvert and extrovert personalities in English Conversation Class achievement. It was concluded that the student's personality does not affect the score achieved in the speaking class.

Keywords : Extrovert, Introvert, Speaking Ability.

Introduction

Speaking is one of the productive skills in English competence that people use as a tool of communication. As the tool of communication, speaking skill becomes a more important component in language skill since speaking can help us to interact and communicate with other people. Efrizal (2012) stated that In this global era, many people use English as a medium of communication and communication people who come from various countries have an easier time interacting and

communicating. According Hakim (2019) One way to communicate well in English is through mastery speaking skills. Many elements have an effect on speaking achievement performance. Including; age, gender, intelligence, motivation, language aptitude, and personality. There are two personalities extroverts and introverts affect the overall performance of the speakers who are often tested.

Personality is one aspect that affects student behavior in learning. This behavior is one of the important things in the teaching and learning process. Personality traits have an effect on language learning, language student have to understand their personality. There are two types of student personality that affect students' behavior in learning, namely Extrovert and Introvert personalities. The students who are active to speak in the learning process categorized as extroverted personalities and the students who are passive to speak in the learning process categorized as introverted personalities. Khalil (2016) states that the extroverts have good convincing abilities, but its introverts whose decisions have insight and are reliable. This research is important to analyze because to find out significant difference achievement between extrovert and introvert students in speaking ability

Personality must be learned by language teachers to provide a more useful learning style and a comfortable teaching environment for teachers and students because student personality has a close relationship with learning styles and learning strategies, extrovert and introvert students have different learning styles and learning strategies. Strategies are developed by students to achieve good academic achievement, especially in speaking. Rofi'I (2017) stated that Students should have equal opportunities in learning whether extrovert or introvert. Both extrovert or introvert should have equal opportunities to learning and to participate in the class.

Based on the researcher pre-observation at the 2nd semester of English Department Student of University Bengkulu, especially in *English conversation* course academic year 2019/2020, the researcher found that the students have two characters behavior in the learning process; students who are active and passive in the learning process, some students were active in the learning process, they were interested in the speaking activity, on another hand, some students were passive in the learning process and they were not interested in a speaking activity. In order to discover whether or not extrovert college students are higher or not in overall performance than introverted college students, the researcher chose 2nd-semester

students of the English Education Study Program at University of Bengkulu in the academic year 2019/2020 as a sample in this research.

Several previous studies have been conducted related to a comparison of extrovert and introvert toward speaking skill. The first researcher was conducted by Wulandari who investigated "*Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya*" (2017) the result of this research showed that there was a significant difference between extrovert and introvert students in the speaking ability of English Department at IAIN Palangka Raya. There was a difference between the mean of the extrovert group, which was (80.2) and the mean of an introvert group (71.6).

The second research was conducted by Samand who investigated "Analysis on The Relationship of Extrovert Introvert Personality and Students' Speaking Performance in English Study Program Of Halu Oleo University" (2019) the result of this research is Introvert students get higher means score and the extrovert students have lower means score. The mean score of introverted students was 77,56. Meanwhile, the result of the mean score from extrovert students only 75,56.

The third researcher conduct by Gustriani entitled "A Comparative Study Between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru" (2020) result of the research was: that extrovert students outperformed introvert students in speaking performance.

So from the previous research, this research is useful to help the writer to analyze this research. The writers found differences and similarities from the previous study. The differences from the previous study are theory, object, result, and instrument. The similarities are the variable, they took extrovert and introvert personality and speaking as the variable even in some of the research took speaking performance and speaking ability but it is still in speaking field. Hence, the differences between the previous study and this study are in theory and object, this research is use Laney theory (2002) and the object of this research is students at the 2nd semester English Department Study Program of University Bengkulu who has taken the English conversation subject in the academic year 2019/2020.

Research Methodology

The researchers used the quantitative method, the kind of quantitative used in causal-comparative research. The population of this research was students at the

2nd semester English Department Study Program of University Bengkulu who has taken the English conversation subject in academic year 2019/2020. The total population of this research is 108 students, it consisted of A, B, and C classes.. In this research, the researcher used purposive sampling. Sugiyono (2011) states that purposive sampling is a technique for determining research samples with certain considerations in order to make the data obtained more representative. The sample used by the researchers is a sample based on the student's personality type, namely extrovert and introvert personality. The researchers chose all the students who have extrovert and introverted personalities as a sample. The instrument of this research to collect the data are Laney's Personality Questionnaire adapted from Laney in Travolta (2019) and Achievement result. The researchers conducted some steps in order to get the data first, the researchers gave an online questionnaire to students, to categorize the personality of a student, extrovert, and introvert. Second, the researcher take the extrovert and introvert student's speaking scores from English conversation subjects in student's final scores in the 2nd semester in the academic year 2019/2020 from the lecturer.

The data were analyzed using SPSS 21 to find out whether the hypothesis was rejected or accepted. *Mann Whittney test* with the level of significance = 0.05 was used. The proposed hypothesis was:

H0 = There is no significant difference between introverted and extroverted students with their scores of speaking.

H1 = There is a significant difference between introvert and extrovert students with their scores of speaking.

The criteria were: H1 is accepted : ($H1 : sig. p < 0.05$) H0 is accepted : ($H0 : sig. p > 0.05$)

Findings and Discussion

Findings

1. Laney Personality Questionnaire (LPQ)

Based on the result of the average percentage of the personality questionnaire, the researchers took the highest score and then grouped the students into two groups: introvert and extrovert (see appendix 4). Out of the 108 students who followed Laney Personality Questionnaire, the researchers got the result as follows:

Table 1 Result of the Laney Personality Questionnaire

Personality	Class			Σ	Precentage
	A	B	C		
Extrovert	9	6	7	22	20%
Introvert	29	30	27	86	80%
Total				108	100%

From table 1 out of 108 students who followed the Laney Personality Questionnaire, 36 students were from class A, 36 students were from class B and 34 students were from class C. from the total number of the students class A, B, and C. Class A, there were 9 extrovert students and 29 introvert students. From class B, there were 6 extrovert students and 30 introvert students. While, from class C, there were 7 extrovert students and 27 introvert students. From this result, the researchers found that introvert students were more dominant than extrovert students from A, B, and C classes, there were 22 extrovert students and 86 introvert students.

2. The Result of English Conversation Score

The second data were obtained from the result of the achievement speaking score from the 108 students. From the class A, B and C, the results of achievement speaking score were classified into two groups: introvert and extrovert. From table 3-5, the researchers found there were various scores among the students both of introvert and extrovert group. The students' score list is shown in Table.

Table 2 Achievement speaking scores class A, B, and C of Extrovert and Introvert students

Students Scores		Number of Students based on personality		Percentage		Average		
Letter	Range	Introvert	Extrovert	Introvert	Extrovert	A	B	C
A	85-100	45	12	52%	54%	83	88	82
A-	80-84	34	7	40%	32%			
B+	75-79	6	3	7%	14%			
B	70-74	1	0	1%	0%			
TOTAL		86	22					

Based on the table above, we can see that there are more introvert students than extrovert students. The data above, show that both introvert and extrovert students have high scores. There are 45 introvert students who get an A from the total introvert population of 86 students, and there are 12 extrovert students who get an A from the total extrovert student population of 22 students. It means that introvert and extrovert students alike have high scores. The data show that 52% introvert students get an A score, and 54% extrovert students get an A score. It means more than half of the sample of introvert and extrovert get the highest score in English conversation classes. Based on the student's achievement, on the A-score, there were more introvert students who got an A-, 40% if presented, while the extrovert students who got an A- when presented were only 32%. Based on the percentage, extrovert students get more B + grades, if presented at 14%, while introvert students get B + grades with a percentage of 7%. On grade B, only introvert students got a B grade, while no extrovert students got a B grade. Meanwhile, the average score of English conversation course in each class is 83 in class A, 88 in Class B, and 82 in class C. It means there is no significant difference between introvert and extrovert students.

3. Requirements on Data Analysis Testing

Before testing the hypothesis by using a statistical analysis technique that has been determined, the analysis requirements must be met first. In this regard, the validity of the sample was tested by using the normality, Mann-Whitney Test and Test Statistics.

3.1 Normality Data Testing

According to the result of the normality analysis test which used Kolmogorov-Smirnov in SPSS 22, then the sample of normality test results was obtained as follow:

Table 3 The result of normality data testing

Category Student		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Person ality	Extrovert	,199	22	,024	,857	22	,005
	Introvert	,106	86	,018	,965	86	,020

From table 5, the researchers found the result of the normality test with Sig. (2-tailed) was 005. Thus, H1 was rejected, the data distribution is not normal.

3.2. Mann-Whitney Test

After doing the normality data, the researchers used the Mann-Whitney Test as a different test.

Table 4 The result of the Mann-Whitney Test

Category Student	N	Mean Rank
English Conversation Extrovert	22	54,48
Introvert	86	54,51
Total	108	

The table shows that the mean rank of extrovert and introvert students has no significant difference score in English Conversation course. The mean rank of Extrovert students was 54,48 and the mean rank of introvert students was 54,51.

3.3. Hypothesis Test

After the requirement of the hypothesis testing was done, the researchers found that the data was not normally distributed both in introvert and extrovert groups. Thus, the hypothesis testing using SPSS 22 has been established.

	English Conversation
Mann-Whitney U	945,500
Wilcoxon W	1198,500
Z	-,004
Asymp. Sig. (2-tailed)	,997

Sig. $P > 0.05 = H_0$ is accepted; H_1 is rejected, there is no significant difference between introvert and extrovert group in English speaking achievement scores.

Sig. $P < 0.05 = H_0$ is rejected; H_1 is accepted, there is any significant difference between introvert and extrovert group in English speaking achievement score.

In analyzing the data, the researchers arranged that there were not a significant between achievement scores extrovert and introvert students in English Conversation class. Because the data showed extrovert and introvert students have the same score.

Discussion

Based on the finding the data was not normal because, from the results of the student's achievements in the English Conversation course, many of them either extrovert or introvert students got the same score, namely 75 and the same number of students. Likewise, students who get the highest score, namely 91, are not only introvert students but also students with extrovert personalities, so there is not any significant difference in achieving the final score of the English Conversation course. Extrovert and introvert student scores are not much different. Extrovert and introvert students have score A with more than half of the students in the sample. It shows that extrovert and introvert students are able to compete without being influenced by their personalities.

Actually, from the table on the results, it can be seen that there is a difference in the score of student achievement in English conversation between extrovert and introvert students, but after going through the different testing carried out in SPSS the result was not a significant difference, because the difference is not too prominent between extrovert and introvert student scores.

There are several stages of findings based on the data presented. Firstly, the number of introvert students are more than extrovert students in the class. The scores found on students' final scores in conversational English are largely the same. It can be said there was not any significant difference between extrovert and introvert students and achievement scores in English conversation class. It may happen because the student's personality does not affect the score achieved in the speaking class. According to Nurmayasari (2016), their personalities do not affect language learning. If they do not participate in class, it may be due to learning context and methods of learning in their class.

The finding was in line with the previous study from Nurmayasari (2016) found that there were no significant differences between extrovert and introvert students with their speaking score. Similarly in the previous study from Nurzani (2017) found there were no differences between extrovert and introvert students in speaking because extrovert students' speaking scores are not much different from introvert students' scores. It can be concluded in the previous study and present study have a similar result, there were no differences significant between extrovert and introvert students with their speaking score. Based on Nurmayasari (2016) each personality

type has a unique positive character in their life that contributes to their existence when they have to master language, especially in speaking.

The finding in contrast with the previous study from Rahmadina (2011) introvert students had better speaking ability than extrovert students of English. Another previous study in contrast with the present study from Gustriani (2020) found that in this research, extroverts outperformed introverts because one of the characteristics of extroverts is outgoing in communication. The difference in subjects and instruments between previous research and this study can affect the results of the study. The subject of this research is the English Education Study Program for the even semester of the 2019/2020 academic year at Bengkulu University, while the previous research subject was SMA Negeri 4 Pekanbaru. This difference may occur because this previous study used a face-to-face speaking test instrument, so that introverted students were more nervous, which affected their speaking scores.

From the results of the study, it was found that the scores of introvert students in the English conversation subject were greater than the scores of extrovert students. Meanwhile, according to Khanwiler (2015), extrovert students talk more without preparing the material in advance, so this result in people assuming extroverted students are smarter at speaking. Maybe people think that introverts are incapable speak, but Brown denies that introverts have the ability to exist. Brown (2000) says "Introverts can have the inner strength of character from extroverts which extroverts don't have." That means that introverted students who get high scores can prepare well the material to be tested because introvert tends to think before speak. When speaking exams are conducted online, both extrovert and introvert students can prepare for their exams well so that they can get high scores. On the other hand, MacIntyre and Charos in Zafarn.K (2011, p.33) say "For academic achievement in general, introversion is usually a more desirable end of the trait dimension. But for language learning, the desired end can be either extroversion or introversion, depending on the learning context and the learning method. According Muharrami (2013) there are many factors which can influence the students achievement of certain language skills. It might be caused by the teacher and the students. In other words, both extrovert and introvert will make their efforts to learn the language. Their personalities do not affect language learning. If they do not participate in class, it may be due to the learning context and learning methods in their class.

Some of the above theories ensure that extrovert and introvert personalities are not related to language like speaking. Each personality type has unique positive traits in life which contribute to their existence when they have to master language especially in speaking. That is why the speaking ability between extrovert and introvert students in the second semester in the English Department of the University of Bengkulu is no different.

Conclusion and Suggestion

Conclusion

This chapter presents the final result of the analysis based on the research question. This study aimed to determine the significant difference scores between introvert and extrovert personality in the English Conversation course. It can be concluded that based on obtained data, in English Conversation course there were no significant differences between introvert and extrovert personality in English Conversation Class. More than half of both extrovert and introvert students could get the highest score (A). It shows that extrovert and introvert students are able to compete without being influenced by their personalities.

Suggestion

Based on the results of this study, the researchers would like to offer several suggestions to consider as follows, for English teachers who can develop student learning strategies. So that the teacher can provide material with the best strategy for students with different personalities.

In addition, for other researchers, researchers hope that this research can be useful as a reference for conducting research on students' personalities in English classes, especially in speaking subjects. Other researchers can conduct research related to students' personalities in other subjects, such as writing subjects or reading subjects. Other researchers can also examine the relationship between student personality and grades in speaking subjects using a speaking test instrument directly so that the research results are more accurate and there are differences between this study and other researchers.

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