

**AN ANALYSIS OF SPEAKING ABILITY OF EXTROVERT AND INTROVERT
STUDENTS AT THE FOURTH SEMESTER OF ENGLISH EDUCATION
PROGRAM UNIVERSITAS MUHAMMADIYAH KOTABUMI ACADEMIC YEAR
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¹Nadhira Prima Dhita, ²Sigit Suharjono
nadhira.primadhita2002@gmail.com, sigit.suharjono@umko.ac.id

^{1,2}Universitas Muhammadiyah Kotabumi

Abstract: Speaking ability is one of the important skills in communication which greatly influenced by a person's personality. Personality differences, such as extrovert and introvert, can have a significant impact on the way individuals express themselves verbally and interact in various communication situations. Understanding the relationship between personality type and speaking ability can help optimize the learning process and make communication strategies more effective. The objectives of this research is to find out how is the speaking ability of extrovert and introvert students and in what aspects of speaking do extrovert and introvert students differ from each other. The speaking assessment from David P. Harris were used in this study. This study used mixed method of qualitative and quantitative reseach approach that examines twenty four students in the fourth semester of Englis education study program. The design of this research is used to conclude the research questions. The instrument used was questionnaire and direct conversation. The results of this study show that the speaking ability of extrovert and introvert students at the fourth semester of Universitas Muhammadiyah Kotabumi differs in that extrovert students get better in speaking ability than introvert students, then the speaking ability of extrovert and introvert students differ in the aspects of vocabulary and fluency, where extrovert students scores in those two aspects are much higher than introvert students.

Keyword: *Speaking ability, Extrovert and Introvert, Personality*

Abstrak: Kemampuan berbicara merupakan salah satu keterampilan penting dalam komunikasi yang sangat dipengaruhi oleh kepribadian seseorang. Perbedaan kepribadian, seperti ekstrovert dan introvert, dapat berdampak signifikan pada cara individu mengekspresikan diri secara lisan dan berinteraksi dalam berbagai situasi komunikasi. Pemahaman terhadap hubungan antara tipe kepribadian dan kemampuan berbicara dapat membantu mengoptimalkan proses pembelajaran dan strategi komunikasi yang lebih efektif. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kemampuan berbicara siswa ekstrovert dan introvert dan dalam aspek berbicara apa siswa ekstrovert dan introvert berbeda satu sama lain. Penilaian berbicara dari David P. Harris digunakan dalam penelitian ini. Penelitian ini menggunakan metode gabungan dengan pendekatan penelitian kualitatif dan kuantitatif yang meneliti dua puluh empat mahasiswa program studi pendidikan bahasa Inggris semester empat. Desain metode penelitian ini digunakan untuk menyimpulkan pertanyaan penelitian. Instrumen yang digunakan adalah angket dan percakapan langsung. Hasil penelitian ini

menunjukkan bahwa kemampuan berbicara mahasiswa ekstrovert dan introvert semester empat Universitas Muhammadiyah Kotabumi berbeda, mahasiswa ekstrovert memperoleh kemampuan berbicara lebih baik dibandingkan mahasiswa introvert, kemudian kemampuan berbicara mahasiswa ekstrovert dan introvert berbeda pada aspek kosa kata dan kefasihan, dimana nilai siswa ekstrovert pada kedua aspek tersebut jauh lebih tinggi dibandingkan siswa introvert.

Kata Kunci: Kemampuan berbicara, Ekstrovert dan Introvert, Personaliti

I. INTRODUCTION

The most crucial for learning a second or foreign language are speaking abilities. Speaking is regarded as the most crucial ability to acquire when studying a foreign or second language. Speaking is the one of the four basic talents in English. According to Rokhayati, (2018), speaking is one of the ability that is linked to engagement and communication. Since learning a language is the main goal, being able to communicate effectively with people is the most important skill in learning English. Because English is used in all facets of life technology, education, politics, trade, social issues, and culture, students should be aware that speaking fluency is a crucial skill in the globalization era. It suggests that students will face intense challenges and competition in the future. When students speak, they should develop concepts in words and explain their views, feeling, and intentions as they speak, so that the listener understands what they are talking about.

One of the elements influencing a student's ability to learn a second language is their personality. Weiten *et al.*, (2014) states a personality as individual unique constellation behavioral traits is a simple definition. Personality is everything that has the ability to influence someone's characteristics, specifically their thoughts,

feelings, and behaviors. A person's behavior is referred to as their behavioral traits. A person's ability to behave in ways that are either similar to or different from others' makes them a unique individual. It implies that the way students behave during learning is influenced by their personalities. Personality is also a major component. Personality is the ultimate expression of a living being's unique characteristics. Student's can be categorized into two categories; introverts and extroverts based on their attitudes. Extrovert and introvert are the two personality types which effects on public speaking have been studied the most.

Students are categorized as extroverts or introverts depending on how actively they speak during the learning process. According to Paradilla *et al.*, (2021), these two distinct personality types will also allow for influence, particularly with regard to student speaking performances, where certain students perform well while others do not. Students who remain silent do not lack the ability to communicate in English, rather, it is because they are anxious or fear making a mistake. Some students who are confident in themselves don't worry too much about making mistakes. On the other hand, some passive students will speak up with confidence if they think their answer will be correct. Compared to extrovert learners, who will find it simpler to interact with other second language learners and

hence receive more input (Schwartz, 2008). According to Ozbay *et al.*, (2017) an extrovert is someone who doesn't mind taking chances or making blunders.

Based on observations made by researchers on June 3, 2024 in fourth semester English education program Universitas Muhammadiyah Kotabumi, researchers found some students had difficulties in speaking English. There are indicators differences of speaking ability between extrovert and introvert student, including some students who were fluent when speaking in front of the class. There were some students who were less fluent when speaking in front of the class. So that after conducting observations, this research focuses on speaking ability of extrovert and introvert students because, the researcher found there were still few findings regarding on the differences between extrovert and introvert personality in speaking English, so that researchers are interested in conducting research on the analysis of speaking ability of extrovert and introvert students at the fourth semester English education program Universitas Muhammadiyah Kotabumi academic year 2023/2024.

II. RESEARCH METHOD

This research use mixed methods of qualitative and quantitative research approach.

The data was taken from students. Participants in this study is fourth semester students of English Education Study Program who are taking speaking classes at Universitas Muhammadiyah Kotabumi academic year 2023/2024. The number of participant is 24 (twenty four) students.

In this study, the questionnaire was used to find out and clarification the student belonged to extrovert and introvert. The result showed that the 11 (eleven) students were extrovert and 13 (thirteen). students were introvert. Then, to find out the different aspect in speaking ability between Extrovert and Introvert students in speaking class, the instruments used by the researcher were direct conversation by using audio recorder.

Direct conversation was used in this study to measure the speaking ability of extrovert and introvert students, In this direct conversation, the researcher asked 9 (nine) question with follow up question to the respondents. The researcher conducted direct conversation with the 24 (twenty four) students one by one.

In this study the researcher categorized students score of speaking ability from 2 (two) raters using David P. Harris speaking assessment, which includes five main aspects such as, pronunciation, grammar, vocabulary, fluency and comprehension.

III. FINDINGS AND DISCUSSIONS

Result

After the researcher listened and analyzed the data, the researcher presented the results of the research in this chapter. The results of this study were obtained from the analyzed data (direct conversation). This data was taken from students in the fourth semester English education department Universitas Muhammadiyah Kotabumi academic year 2023/2024.

Speaking Ability of Extrovert and Introvert Students

Based on the results of the speaking assessment by David P. Harris in the fourth

semester Universitas Muhammadiyah Kotabumi, extrovert students get scored 83 from rater 1 and get scored 84 from rater 2, indicated that they have “good” category in speaking ability. While introvert students get a scored 79 from rater 1 and get 78 from rater 2, indicated that they have “enough” category for speaking ability.

The Distinguishing Aspects of Speaking between Extrovert and Introvert Students

The results of the direct conversation shows that the extrovert students get better English speaking ability than introverts. Extrovert students have “good” speaking category, while introverts students have “enough” category. The following table shows the average of direct conversation scores for extrovert and introvert students.

Table 1. The Average Scores of the Direct Conversation of the Extrovert and Introvert Students

	Pronoun	Grammar	Vocabulary	Fluency	Compre
Extrovert	4,09	4,1	4,2	4	4,3
Introvert	4,1	4,1	3,6	3,7	4,3

Based on the data in table above, it is clear that there are differences in the speaking ability between extrovert and introvert students. The results shows extrovert and introvert students have the same characteristics in the aspects of pronunciation, grammar and comprehension, it can be seen in the score results than both get the same score, while in the two aspects vocabulary and fluency are different, extrovert students get better than introvert students

Discussions

Based on the data obtained in this research, the researcher obtained two findings. Firstly, researcher found that the speaking ability of extrovert students was better than that of introvert students. Extrovert students have “good” speaking category, while introverts students have “enough” category. This case indicated that extrovert students have better than introvert students in speaking ability. Secondly,

extrovert and introvert students differ in the aspects of vocabulary and fluency.

Based on the results of the speaking assessment by David P. Harris in the fourth semester Universitas Muhammadiyah Kotabumi, extrovert students get category “good” in speaking ability. Whille introvert students get “enough” category for speaking ability. This shows a difference in speaking ability between the two personality, with extrovert students tend to be perform better in this ability.

Extrovert and introvert students in the fourth semester Universitas Muhammadiyah Kotabumi have similar characteristics in three aspects of speaking ability, namely pronunciation, grammar and comprehension. The average of the extrovert students whose speaking ability were assessed in the pronunciation aspect was 4,09 while the average of introvert students in pronunciation aspect is 4,1. In the grammar aspect, extrovert and introvert students get the same average, 4,1. Additionally, in the aspect of

comprehension, extrovert and introverts students also obtained the same average 4,3.

However, in the two aspects are vocabulary and fluency are different, extrovert students get better than introvert students. The average of extrovert students in the aspect of vocabulary is 4,2 while the average of the introverts students in the vocabulary aspect only 3,6. Meanwhile, the average of extrovert students in the aspect of fluency is 4, while the average of the introverts students in the fluency aspect only 3,7.

Regarding to the findings and the result of analyzing the data, researcher found the fact that extrovert students are better in speaking ability than introvert students. It is confirmed by Zafar & Meenakshi (2012) that many second language acquisition theorists claimed that “extrovert students are better language learners. Extroverts, who tend to be sociable, are more likely to join groups, more inclined to engaged in conversations both inside and outside classroom”.

Based on the research findings, researcher assumes that extrovert students are better in aspects vocabulary and fluency because they tend to be more active and confident in communicating, which allows them to practice speaking more often. This habit not only enriches their vocabulary, but also improves their ability to compose sentences spontaneously and fluently. In addition, the nature of extroverts who are open to social interaction makes them more often involved in conversations, thus strengthening their speaking ability. In contrast, introvert students may have less opportunity to practice new vocabulary and develop fluency in speaking because of their tendency to be more reserved in social situations.

IV. CONCLUSION

Based on the results of data analysis and findings in this research, researcher drew 2 (two) conclusions. Firstly, the speaking ability of extrovert and introvert students at the fourth semester of Universitas Muhammadiyah Kotabumi differs in that extrovert students get better in speaking ability than introvert students. Extrovert students have “good” speaking category, while introverts students have “enough” category. This case indicated that extrovert students have better than introvert students in speaking ability. Secondly, the speaking ability of extrovert and introvert students differ in the aspects of vocabulary and fluency, where extrovert students scores in those two aspects are much higher than introvert students.

The researcher assumes that this is due to the fact that extrovert students tend to be more active and confident in communicating, which allows them to practice speaking more often. Conversely, introvert students may have less opportunity to practice their speaking ability because of their tendency to be more reserved in social situations.

Suggestion

In line with the findings and conclusions in this study, the researcher would propose her suggestions to the following parties.

1. For the students

a. For introvert students

Becoming an introvert is not bad, the students only need a right time to speak. They can become better over time, and even though they are nervous. They should extend their limitations step by step that can help

them grow become more fluent when meeting new people.

b. For extrovert students

Since extrovert students are good at socializing, they should motivate and encourage their classmates, and they love working on teams. When all of that energy is properly harnessed, extroverts are sure to spark and contribute to interesting discussions, as they are at ease with verbal communication.

2. For English Lecturers

Since personality affects student's speaking ability, English lectures are advised to pay more attention to their students in terms of personality. Introvert students with lower speaking ability can be used as a basis that they need more attention in speaking. English lectures should choose the most

appropriate method in teaching speaking to improve the speaking ability of extrovert and introvert students, especially in terms of vocabulary and fluency.

3. For Next Researchers

Since this research only focuses on one of the four English language skills, other researchers can try to apply it in different skills, such as listening and reading skills, and this research only focuses on extrovert and introvert, other research can try to conduct research involving ambiverts. The fact that some introvert, in particular cases, perform better than extrovert, showed that the result of this research is not to be generalized. Therefore, there needs to be a research conducted to explain and explore the aforementioned phenomena.

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