

THE INFLUENCE OF EXTROVERT AND INTROVERT PERSONALITIES IN SPEAKING PERFORMANCE AT MDIA TAQWA MAKASSAR

Sartika Sari

Universitas Muslim Indonesia

ssartika663@gmail.com

Abdollah

Universitas Muslim Indonesia

abdollah@umi.ac.id

Irmawaty Hasyim

Universitas Muslim Indonesia

irmawaty.hasyim@umi.ac.id

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui kepribadian siswa kelas delapan MDIA Taqwa Makassar apakah mereka ekstrovert atau introvert, serta untuk mengetahui pengaruh masing-masing kepribadian tersebut terhadap penampilan berbicara mereka. Penelitian ini dilaksanakan di MDIA Taqwa Makassar yang berlokasi di Jl. DR. Wahidin Sudiro Husodo, LR IX, No.8, Kota Makassar. Waktu penelitian diambil pada September-Oktober 2022. Populasi dalam penelitian ini adalah siswa kelas VIII MDIA Taqwa Makassar. Peneliti menggunakan beberapa instrumen untuk mengumpulkan data yaitu kuesioner (EPQ) dan tes berbicara. Ada beberapa prosedur pengumpulan data yang diterapkan yaitu, mengambil sekitar 20 siswa dari populasi. Setelah itu, memberikan kuesioner kepribadian Eysenck kepada siswa. Selanjutnya, menyiapkan item tes untuk mengukur kemampuan berbicara siswa. Kemudian, mengumpulkan data dan menganalisis hasil kepribadian siswa dan penampilan berbicara siswa. Hasil penelitian ini mengidentifikasi kepribadian siswa yang dikategorikan dalam kepribadian ekstrovert (60%), kepribadian introvert (20%) dan kepribadian ambivert (20%). Berdasarkan hasil penelitian ditemukan bahwa skor rata-rata kinerja berbicara dari skor ekstrovert adalah 71,66 dan skor rata-rata dari seorang introvert adalah 62,5. Ditunjukkan bahwa kepribadian ekstrovert lebih dominan dalam berbicara daripada kepribadian introvert.

Kata kunci : *Kepribadian, Ekstrovert, Introvert, Kinerja Berbicara*

ABSTRACT

The aims of this research was to determine the personality of the eighth grade of MDIA Taqwa Makassar whether they are extroverts or introverts, as well as to find out the influence of each of these personalities on their speaking appearance. This research was conducted at MDIA Taqwa Makassar, located on Jl. DR. Wahidin Sudiro Husodo, LR IX, No.8, Makassar city. The researcher was take on September-October 2022. The population in this research was the eighth-grade students of MDIA Taqwa Makassar. The researcher was use some instruments to collect data are questionnaire (EPQ) and speaking test. There are some procedures of data collection was applied there are

took about 20 students from the population. After that, gave the students Eysenck Personality Questionnaires. Next, prepared the test items to measure students speaking performance. Then, collected the data and analyzed the result of students personality and students speaking performance. The result of this research identified the students' personality that categorized in extrovert personality (60%), introvert personality (20%) and ambivert personality (20%). Based on the research result found that the mean score of speaking performance of the extrovert score was 71.66 and the mean score of an introvert was 62.5. It was indicated, that extrovert personality more dominant in speaking than introvert personality.

Key words: Personality, Extrovert, Introvert, Speaking Performance

INTRODUCTION

Humans have different characters, these characters also affect them in various aspects, such as when they learn languages. All of country has own language and English has become an international language where be teach in nearly all level education in the world. In English, there are four skills in the teaching and learning process, they are reading, writing, listening, and speaking. Every student has own difficulty in speaking because they receive and obtain information differently because of several factors. The factors such as motivation, attitudes, personality, learning achievement, aptitude, intelligence, and age are the dimensions that influence the learning process (Gardner in Octavia 2017).

In reality, many students find it difficult to express themselves in spoken language of the target language. The students must be able to communicate with others to increase their speaking performance in the classroom. By using English, students are expected to be able to take part in social life and able to communicate to gain information provided in English (Abadi, 2015).

Speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Tuan and Mai, 2015). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately to achieve better performance in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack the necessary knowledge.

In addition, some English students still have difficulty in speaking, it causes those students differ in their performance levels; they receive and process information differently and there is a difference in their personality type and so is their understanding (Nazlia, 2015). In this research, the researchers focus on the difference in students' personality types. Moreover, Zhang (2008) states that "A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language..." So, the personality of the student is one of the factors that determining their success in acquiring second language.

Meanwhile, many factors influence success in speaking performance. Some of them are age, gender, intelligence, motivation, language aptitude, preferred learning styles and strategies and the learners' attitudes and beliefs. One of the main factors is also personality. Two personality traits whose impact on speaking performance has been the most frequently examined are extrovert and introvert.

According to the experience of researcher as English students there were some problems in the speaking class. The problems were faced by the students can be stated in some phenomena such as: First, several of the students were afraid of speaking English. Second, several of the students were not able to pronounce English accurately. Third, several of the students were not able to speak fluently. Last, several of the students were not able to speak grammatically. Where the personality traits were interrelated, the researcher identified there were some the students confident speak up in front of the class and some of the students feel ashamed.

Maharany (2017) the result of this research, the students' personality difference has no statistically significant difference to the students English speaking competence. Both group of students, the extrovert students, and the introvert students may perform better English speaking

ability through their own way of learning. This research also shows that the extrovert students get lower average English speaking score than the introvert students. It can be assumed that the extrovert students do not always possess higher competency of English speaking ability which is because of his natural willingness to speak than the introvert students. Sometimes the introvert students may overlap the extrovert students with their unique strengths.

According to Zhang in Qomarudin (2008) Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. In other words, the extrovert experiences the world more through contact with others and shared experience than through self-examination or study.

Introvert is a preference to focus on the world inside the self. Introverts tend to be quiet, peaceful and deliberate and are not attracted to social interactions. They prefer activities they can do alone or with one other close friend, activities such as reading, writing, thinking, and inventing. Introverts find social gatherings draining.

According to Tetala in Nazlia (2015), speaking is an essential tool for communicating. In communicating, speaking is the way to convey ideas through a message orally.

METHOD

The method of this research was quantitative research. Where the descriptive method was a method of research that attempt to describe and interpret the objects in accordance with reality. Regarding the topic of this research “The Influence of Extrovert and Introvert Personalities in Speaking Performance at MDIA Taqwa Makassar”, it was conducted at MDIA Taqwa Makassar, located on Jl. DR. Wahidin Sudiro Husodo, LR IX, No.8, Makassar city. The population of this research was all of the eight-grade students’ of MDIA Taqwa makassar. The total population are 40 students. This research took one class, thus the sample of this research consisted of 20 students. This research uses Eysenck Personality Questionnaire (EPQ) and speaking test.

FINDINGS AND DISCUSSION

The data analyzed in this research were the result of the Eysenck Personality Questionnaire (EPQ) and Speaking Test. The research description is based on the score of the test to find out students’ speaking performance based on their personality.

The researcher find the students to categorize into extrovert and introvert as in the table below.

1. The Students’ Personality

Table 1.1
Category of Students’ Personality

No.	Score	Frequency	Category
1	81-100	3	Strongly Extrovert
2	61-80	9	Extrovert
3	41-60	4	Ambivert
4	21-40	4	Introvert
5	1-20	-	Strongly Introvert
	Total		

The table above indicated there were 3 students acquired 81-100, 9 students acquired 61-80, 4 students acquired 41-60, 4 students acquired 21-40. The personality of the students was categorized into 3 categories ; there are twelve (12) of extrovert (81-100), four (4) of ambivert (41-60), and four (4) of introvert (21-40).

2. The Effect of Speaking Performance Students' Extrovert and Introvert Personality

Table 1.2
The Speaking Score of Extrovert Group

No.	Code	Speaking Score
1	S1	80
2	S2	90
3	S3	80
4	S4	70
5	S5	70
6	S6	80
7	S7	70
8	S8	60
9	S9	70
10	S10	70
11	S11	60
12	S12	60
	SUM	860
	High Score	90
	Low Score	60
	Mean	71.66

Based on the table above, it can be seen there are 12 students' of extrovert. The highest score of students extrovert was 90 and the lower score was 60 . From the data above showed the mean of student extrovert was 71.66.

Table 1.3
The Speaking Score of Introvert Group

No.	Code	Speaking Score
1	S1	70
2	S2	60
3	S3	60
4	S4	60
	SUM	250
	High Score	70
	Low Score	60
	Mean	62.5

The table above, there are 4 students' of introvert. The highest score of student introvert was 70 and the lower score was 60. From the data above showed the mean of student introvert was 62.5.

Can be concluded that the extrovert personality in eight-grade more dominant than introvert personality.

DISCUSSION

1. The Students' Personality

From the data of Eysenck Personality Questionnaire (EPQ) that consists of fifty six items from the seven aspect that describe by Eysenck in the have twenty eight item for extrovert personality and twenty eight for introvert personality, which has been distributed in eight grade of

MDIA Taqwa Makassar to twenty students, researcher summarized that three students categorized into extrovert personality, four students were introvert personality, and four students were ambivert personality. From the overall personality results of the student in the eight-grade of MDIA Taqwa Makassar, an extrovert personality was dominated and the first question has been answered that where there were three categories of student personality in the eight-grade, extrovert personality, introvert personality, and ambivert personality.

2. The Effect of Extrovert and Introvert Personality of Students Speaking Performance

To answer the second question, can be seen from the speaking performance score. The researcher gave students test and only focused in two aspects in speaking performance that were accuracy and fluency. From the table 1.2, explained about extrovert speaking performance score, that the higher score of student extrovert was ninety and the lower score was sixty which four students were excellent in speaking, five students were good, and three students were enough. For the mean score of students' extrovert was 71,66. Introvert students score showed in table 1.3, and for the higher score was seventy and the lower score was sixty which two students were good and two students were enough. The mean score of the students' introvert was 62,5. Based on the mean of the speaking performance score indicated that extrovert personality more dominant in speaking than introvert personality.

The extrovert focused on the outer world, they are more talkative and prefer to be in crowd or in a place with more people, in a quiet place. Therefore, the extrovert interested to speaking performance in front of many people, they are who had self-confidence and also better was in speaking. Extroverts outperformed than introverts because one of the characteristic of extroverts is outgoing in communication. They tend to position themselves closer to others, and direct facial posture and eye contact is more likely to be maintained. Meanwhile, the introvert was focused on the world inside the self. Tend to be quiet, peaceful and deliberate and are not attracted to social interactions. They prefer activities they can do alone with one other close friend.

CONCLUSION

Most of the students' personality in the eight-grade of MDIA Taqwa Makassar have extrovert personality (60%), introvert (20%), and ambivert (20%). The Extrovert personality more dominant than the others.

There was the effect of extrovert and introvert personality in speaking performance, the extrovert interested to speaking performance, more talkative, and they are who had self-confidence to be in crowd or in a place with more people. Meanwhile, the introvert embarrassed to speaking performance in front of many people and they are not attracted to social interactions.

REFERENSI

- Abadi, C. P. (2015). Developing Speaking Skill in EFL English Course. *Journal on English as a Foreign Language*, 5(2), 133-140.
- Maharani, Esty. 2017. *A Comparative Study between Extrovert Students and Introvert Students Concerning their English Speaking Ability at the Eight Grade of MTSN 1 Surakarta in the Academic Year 2016/2017*. Thesis. Surakarta: The State Islamic Institute of Surakarta.
- Nazlia, H. (2015). *The Students' Speaking Performance between Extrovert and Introvert Personality at IAIN Langsa*. Kala: Unpublished Thesis.
- Octavia, Hilda. 2017. *The Correlation between Personality Traits: Extraversion/Introversion and Students' Attitudes in Learning English as a Foreign Language*. Universitas Jambi, Vol, No.1. pp. 1-12. ISSN 1234 (Unpublished).
- Tuan, N and Mai, T. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*:vol. 3.
- Zhang, Y. (2008) The Role of Personality in Second Language Acquisition. *Asian Social Science*