The Difference in Speaking Performance between Introvert and Extrovert Personality: The Case of Indonesian EFL Students

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Abstract. This study aims to determine whether there is a substantial accomplishment gap between introverts and extroverts in the speaking performance of English Education students. This study employed causal comparative methodology. Students in the third semester of the English Department at one university in Indonesia who took Public Speaking in the academic year 2022/23 were the focus of this study. The instrument utilized by the researchers was a questionnaire and accomplishment outcomes. An adapted questionnaire was used to evaluate introvert and extrovert personalities. The researchers partnered with the public speaking course lectures in the third semester to get the students' term exam scores. This study's findings indicate no significant differences in the speaking performance of introverts and extroverts. This research concludes that the student's personality does not affect the student's speaking performance.

Keywords: students' personality, introvert, extrovert, speaking performance

1. INTRODUCTION

Language development is very rapid in the globalization era, followed by the development of various learning. This development will affect the world of education. The way we learn and teach is one of the impacts of the growth of the world of education. Brown (1985) said that speaking is a productive ability that can be observed directly and empirically. This observation is colored by the accuracy and validity of the candidate's listening skills, which influences the oral exam's reliability and validity". But in today's modern language teaching, engaging academically with one-to-one students and seeking to learn more about their profile is an additional resource for language learners and teachers to achieve program goals and objectives. The focus here is on the student's personality.

There are three reasons why individuals are interested in personality: first, to get scientific understanding; second, to gain access to people; and third, to alter people.

The first reason is the theoretical means of gaining a scientific experience of a person's personality that relates to or involves a theory of personality or a field of study rather than its practical application. The second reason is that personality is more accessible to understanding a person's behavior and attitudes than altering a person's personality. Both defenses apply to actual events (Lestari et al., 2013).

Rahmawati et al. (2016) stated that "extroversion may have a role in the development of broad verbal communication abilities that need face-to-face interaction but not listening, reading, or writing." Nevertheless, some introverted pupils typically struggle to speak in front of the class. This can be a factor in the failure to achieve the desired outcome when speaking. According to Lestari et al. (2013), some students appear to be passively interested; they seldom ask questions and only speak when lectures demand them to respond to queries. This sort of learner is referred to as an introverted personality. Teachers will struggle to motivate these kids. This assertion contributes to the disparity in the speaking abilities of extroverted and introverted students.

There has been no personality difference between introverted and extroverted pupils' speaking abilities in recent years. In this study, the authors discovered variations in the third-semester speaking performance of introverted and extroverted students (Rahmawati et al., 2016). Based on the above description, the author wishes to compare the English proficiency of introverted and extroverted pupils.

2. LITERATURE REVIEW

Speaking skills

In human life, language skills are essential. People also talk during everyday activities. They can talk and use this word without too much thinking. Language skills sustain people in generating words and phrases to communicate or speak with others. Speaking refers to verbally communicating, asking for something, or giving a presentation. Humans can communicate, engage, and even transmit and receive information about events that take place in this world. Spoken communication calls for effective language use in practice. Age, environment, sociocultural influences, listening media, and personality are only a few variables affecting his speaking ability in this situation. Individuality is one of the factors that students have (Paradilla et al., 2021).

Septianah et al. (2018) believed that if people can speak a language, it means they are reasonably competent in conversation when a message is effectively delivered and embraced by the audience. When English language learners speak, their ability to successfully deliver the English language leads to their achievement. The good performance was when the students managed to give a speech in which their ideas, feelings, and thoughts were conveyed appropriately and accepted by the audience. Poor performance occurred when the students could not speak and the audience misunderstood their messages and ideas. From this, we can conclude that the students' performance, whether good or bad, shows their command of the English language.

Some problems might be experienced by learners who have problems with speaking skills, such as grammar usage. Learning English grammar is very difficult for learners. Most learners make grammatical mistakes when speaking English. The second problem is the fear of making mistakes. Making mistakes is normal. It's about the mistakes that learners should learn when speaking English and how to overcome them. Third, one of the reasons why learners cannot speak English in public is self-confidence. Confidence is important in speaking English because a learner cannot speak English without confidence. Hardiyanti et al. (2021) stated that students need to master speaking skills to communicate and speak English fluently. Mastering English skills is the priority of many foreign language learners. For the learning process to be successful, the research may be used as a resource to assist the speaking class students in understanding who they are and what they need.

Personality

The personality comes from the Latin word "persona," which means mask or guise, which is a face covering that stage performers usually use. It describes somebody's behavior, character, or personality. To the Romans, "persona" meant how one person appears to another. According to Sujanto (2004), personality is a psychophysical totality that is complex from the individual so that it appears in unique behavior. Personality is a collection of qualities or patterns of feelings, emotions, and ideas that affect conduct, essentially the thoughts, feelings, attitudes, habits, and behavior of each individual that endure over time in response to various events and distinguish him or her from others. Meanwhile, according to psychologists, namely George Kelly's thesis, a person's personality is a unique method for each individual to interpret his life events. Meanwhile, Allport (2019) wrote that personality exists within each individual and will later guide and also give direction to all one's behavior.

The factors that support the formation of a person's personality are the elements of the body, the human soul, and the environment. The second element is usually referred to as endogenous factors and exogenous factors. These two factors determine a person's personality. Growth and development will affect the development of a person's personality. Then, human nature will be determined and influenced by the strength of these two factors. Hardiyanti et al. (2021) cited that a person's personality type is divided into two, namely, introvert and extrovert, as Swiss psychoanalyst Carl Jung popularized.

Introvert

Someone who has an introverted personality is the opposite of an extroverted personality where the attention of an introvert is more focused on himself. The traits possessed by introverts are more likely to be filled with anxiety, worry, shame, and awkwardness, and prefer to do things alone. They are more difficult to adjust and their souls are quite closed. Many studies examine the influence of personality on a person's speaking performance. The result is that students with extroverted personalities perform better than

students with introverted personalities. However, this cannot be used as a reference in research because each piece of research is different.

Extrovert

This type of personality is usually possessed by people whose attention is directed outwards. The traits and characteristics of extroverts are the ability to socialize fluently, the ability to speak in front of many people, the ability to be friendly and sociable, and the ability to adapt easily to new environments.

3. RESEARCH METHOD

Research design

In this current research, the researchers employed a quantitative research approach. Causal-comparative was a quantitative research method used in this study. In addition, the researchers created differences between groups. Then, they compared their performance (on one or more dependent variables) to determine the effect of the differences created, which was causal-comparative research. This design was essential to reach valid conclusions about differences in speaking performance between introverted and extroverted personalities. Therefore, the researchers considered to use the causal-comparative method.

Research population and sample

The participants of this present study were third-year students of English language education program. They all were taking speaking courses in the 2021/2022 academic year. After determining the population, the researchers carried out further planning, namely determining the sample, because each group selected to represent the population is a sample (Richard & Schmidt, 2010, p. 465). 30 students aged between 17-25 years were sampled in this study, and the data was taken from the questionnaire

Research instruments

This study used a questionnaire to investigate the distinction between extroverts and introverts, which was adapted from the Eysenck Personality Questionnaire (EPQ) by Eysenck, JEH, Wilson, G (1991) and then modified for this study. The questionnaire was translated into Indonesian to avoid ambiguity and has been validated by an expert. The questionnaire used in this study was Likert Scale. The questionnaire contained 30 statements divided into two kinds: 16 items for extroverts and 14 for introverts.

Data collection

To collect the data, the researchers distributed questionnaires. The questionnaires were shared online using Google Forms to identify their extroverted and introverted personality traits for one week. In addition, each participant filled out the questionnaire in around 15 minutes. The filling of the questionnaire took seven days to be able to meet the sample. Questionnaires are distributed to third-semester English Education who have experience taking speaking classes. Participants who filled out the questionnaire

had their identities confidential, and the responses sent when rolling out the question-naire did not affect academic scores. Thus, participants filled out a questionnaire based on actual circumstances.

Data analysis

Students were required to indicate their agreement or disagreement with the statements on the questionnaire based on their assumptions. Therefore, every student provided a score between 1-4, indicating whether they were more extroverted or more introverted. Every response scored 1 to 4, with 4 indicating the highest extraversion for each item after the student completed the questionnaire. The question indicating introversion was coded backward, so those who marked 4 disagreed with that statement. To reduce con-fusion among the students, the questionnaires were translated into Indonesian. A higher score indicated that students had extroverted personalities, while a lower score indi-cated introverted personalities.

4. RESULTS

In this section, researchers presented data collected from studies in the field of study. The data analyzed in this research resulted from the Personality Questionnaire, Achievement test, and testing hypothesis using the SPSS program.

Data Presentation

The purpose of the study was to compare the speaking abilities of introverted and ex-troverted students in the English Education Department for the academic year 2021/2022. The study statement is based on the test results to identify students' Speak-ing Performance based on their personality. The researchers split the sample into intro-verted and extroverted students to answer the research problems. To analyze the stu-dents' personalities, the researcher provided a questionnaire that belonged to introverted and extroverted students. The questionnaire consisted of 30 questions. The researcher also obtained the achievement scores from the students, which can help the researcher analyze the students' English speaking performance.

Students' Personality Types

The result of data analysis using SPSS showed that the students have both extrovert and extrovert personalities. The finding is presented in the table below.

Table 1. Students' personality

No.	Code	Category	Speaking Score
1.	Student 1	Extrovert	70
2.	Student 2	Extrovert	75
3.	Student 3	Extrovert	75
4.	Student 4	Extrovert	80

5.	Students 5	Extrovert	60
6.	Students 6	Extrovert	90
7.	Student 7	Extrovert	80
8.	Student 8	Extrovert	90
9.	Student 9	Extrovert	60
10.	Student 10	Extrovert	80
11.	Student 11	Extrovert	80
12.	Student 12	Extrovert	70
13.	Student 13	Introvert	65
14.	Student 14	Introvert	80
15.	Student 15	Introvert	80
16.	Student 16	Introvert	65
17.	Student 17	Introvert	70
18.	Student 18	Introvert	80
19.	Student 19	Introvert	80
20.	Student 20	Introvert	75
21.	Student 21	Introvert	75
22.	Student 22	Introvert	70
23.	Student 23	Introvert	80
24.	Student 24	Introvert	75
25.	Student 25	Introvert	70
26.	Student 26	Introvert	80
27.	Student 27	Introvert	65
28.	Student 28	Introvert	70
29.	Student 29	Introvert	60
30.	Student 30	Introvert	70

According to the data above, it can be seen the higher score of student extroverts was 90 and the lower score was 60. The higher score of introverted students was 80, and the lower score was 60. This research hypothesizes that students who have extrovert personalities have better-speaking performance than introverted students. Based on the data described, the calculation of extroverted and introverted students can be explained in the following table.

Table 2. Interpretation of Students' Personality

Score	Interpretation	
81 - 100	Very Strong	Strongly Extrovert
61 - 80	Strong	Extrovert

41 - 60	Moderately	Ambivalence
21 - 40	Low	Introvert
0 – 20	Very Low	Strongly Introvert

The more points earned, the more extroverted the students' personalities are; conversely, the fewer points earned, the more introverted the students' personalities are. SPSS also used an independent-sample t-test to measure the difference in speech between extroverted and introverted students. After all the collected data had been processed, researchers analyzed the data using an independent-sample t-test. The following statistical table can explain it.

Table 3. Statistical group

Group Statistics

	Personality	N	Mean	Std. Deviation	Std. Error Mean
Achievement_test	Extrovert	12	75.83	9.731	2.809
	Introvert	18	72.78	6.468	1.524

Extroverts and introverts have distinct scores, as can be seen from the calculation above using SPSS. The significance normality of Extroversion is 12. Then, the significance normality of introverts is 18. The mean of the extrovert group is 75.83, while the mean of the introvert group is 72.78. The standard deviation of the extrovert group is 9.731, and the standard deviation of the introvert group is 6.468. The standard error mean of the extrovert group is 2.809, and the standard error mean of the extrovert group is 1.524.

Table 4. Independent t-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Achievement_test	Equal variances assumed	1.460	.237	1.036	28	.309	3.056	2.949	-2.984	9.096
	Equal variances not assumed			.956	17.453	.352	3.056	3.196	-3.674	9.786

An analysis of the independent t-test samples using the SPSS above shows that a significant value was produced, 0.237. Thus, the significant value produced is greater than

0.05, so the hypothesis is unproven, and there is no significant difference between introverts and extroverts' personalities in their speaking performance. In conclusion, there is no significant difference in speaking personality between introverts and extroverts.

4. DISCUSSION AND CONCLUSION

This investigation confirmed the findings of a study conducted by Mohammad Reza Khodareza and Marzie Taheri (2015). The findings of their investigation indicated that extroverts and introverts varied little in their speaking abilities. Crow (1958) and Andriyani (2013) discovered that extroverted pupils are typically fluent, less apprehensive, less timid and uncomfortable, and more inclined to collaborate and work in groups.

Extroverted students learn best in a classroom where time is reserved for discussion, conversation, or group work. Because extroverted students are action-oriented, they may thrive in activities that involve some form of physical activity. With a social life, it can be challenging to stay calm, read a book, or focus on homework, and sometimes, it can be difficult to hear and feel the need to speak to resolve your thoughts.

Afterward, some students are rarely asked questions and only speak when prompted to answer questions in lectures or participate in class discussions. Posse was known to be an introverted student, which characterized this sort of student. More introverted students are likelier to like reading, giving lectures, and developing oral tasks. Prefers to work alone and requires time for processing on an internal level. It's interesting to hear other people's perspectives on a subject while also gathering knowledge for myself. Some of the more introverted students had better pronunciation, could talk more fluently, could properly and naturally explain their views, and could speak without pausing for an excessive amount of time than the more extroverted students.

Introverts can struggle with teachers who talk quickly without giving them time to process in their minds. They may also feel uncomfortable in discussion Groups, have difficulty remembering names, or hesitate to speak up in class. That unique learning style or strategy is essential to a student's success in acquiring a second or foreign language.

This research was conducted to determine whether students' personalities influence their speaking performance. The statistical analysis shows that the student's personality does not influence their speaking performance. Based on the data collected, it can be concluded that there was no significant difference in speaking performance between introverted and extroverted students.

Based on the results of this study, researchers hope to gain insight into how lectures can develop student learning strategies. To enable instructors to provide materials with optimal strategies for students with different personalities. In addition, the other researchers hope that this research can be useful as a reference for researching student

personality in speaking performance. The researcher also hopes that the other researchers will have more participants and respondents in different contexts. The other researchers can also add other instruments, namely interviews, by selecting one of the research subjects to be interviewed.

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