# The Analysis On The Relationship Between Extrovert-Introvert Students In Speaking Skills Of The Eighth Grade Students

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**Abstract.** This research aims to investigate the personality's effect of introvert and extrovert personality on speaking skills at eighth-grade students of SMP N 6 Purworejo in the academic year 2021/2022. The researcher used experimental quantitative method. This reserch can be categorized as experimental research. The population of this research was the eighth grade students of SMP N 6 Purworejo. The sample of this research was 32 students devided into 3 classes. To get the research's data, the researcher used questionnaire and test. The researcher analyzed the data using descriptive statistics. The result of the data showed that there was correlation between personality and the students' speaking skills. Personality has an impact on speaking skills, especially extrovert personality. The count showed that extrovert students have r count is higher than r table (0.460≥0.349). This correlation can be categorized as moderate correlation. Inversely with r count of introvert personality, the r count of introvert personality is lower than r table (-.383≥0, 349), it meant that there was no correlation between introvert personality with students' speaking skills.
*Key words : corellation, speaking skills, introvert personality, extrovert personality*

## 1  INTRODUCTION

Communication is the main aspect of human live interaction. Humans can use communication to express ideas, feel and desire. Communication will be never conducted when it has no meaning. Humans need language to make communication between them. Every communication needs a language as a tool for communicating. There are some kinds of language, such as spoken, gesture, symbol, written, etc. Basically, we can conclude that language is a main point of communication, and without language, communication will not be conducted.

English be the foreign language in Indonesian, after the local language and Indonesia language. English is also studied by Indonesia from Senior High School until University. English is suitable for making communication between people in different countries, states, and regions. English should be managed by learners, because this language is very functional for developing language learners, especially for second language learners where in this area English is the key to acquiring, particularly in speaking skills.

English is lured for second language learners, because learners can develop some aspects, such as grammar, pronunciation, listening, and speaking, and for social live English can be also used as a tool for developing learners' ability in social life, business, relationship, and so on. English is very famous among second language learners because there are many English competitions between schools, such as English debating, poem competition, writing competition, etc. Furthermore, English can be used as a source of livelihood for many people, creating English courses, tour guides, translators, etc. Those reasons and the global challenges make the students should master English well.

English is also included in the compulsory curriculum either at the junior high school level or the high school and vocational school level. English is taught in the curriculum of 1962, 1975, 1994 for junior high school and 1962, 1975, 1994 for senior high school, with the simple aim of equipping students with the ability to use English language skills correctly. Naturally, there are many variations in teaching English such as the grammar-translation method, direct method, oral approach, to communicative approach.

This becomes anticlimactic on the 2013 curriculum. This is marked by the disintegration of English learning time, for example in junior high school English teaching is learned 4 hours on a week, and this only learns to the language department, while the science and social studies department are studied English 2 hours lessons on a week. Even at the elementary level, English is not taught or removed from the curriculum. Critical Period Hypothesis, a theory in the domain of language acquisition and linguistics in general, states that children before 12 years, it is more difficult to study and master a language before that age. Naturally, it will disturb with mastering English for the next generation.

English has four main language skills. They are speaking, writing, and then listening. All of them have different functions, especially for speaking. The speaking activity allows the speaker to transfer the main idea of the conversation to the listener, but not only transfer idea but the idea of speaking should also be understood by the listeners. It can make the speaking does not run vertically, but there is a leading between the speakers and listeners.

Speaking is about habit and practice. In Indonesia, mastering speaking is difficult, because English is not Indonesian's native language. Not only this factor but also many factors can affect the language learner to study second language acquisition, one of them is personality. Personality includes everything, especially a person's mental, emotional, and social. Personality can be divided into two parts, they are introvert and extrovert.

The researcher researches to find the relationship between extrovert-introvert students and students' speaking skills because of some reasons. The first reason is the researcher wants to prove and understand the personality's effect on speaking skills, and the next reason is to prove a theory that said the extrovert students is better than extrovert students in speaking skill. Based on the explanation above the researcher will conduct the research entitled "The Analysis on The Relationship between Introvert-Extrovert Students in Speaking Skills of Eight Grade Students of SMP N 6 Purworejo in The Academic Year 2021/2022.

## 2. LITERATURE REVIEW

### *Speaking*

*Speaking* comes from the word *speak* (/spiːk/) which means say words, use your voice, or have a conversation with someone. In daily activities, speaking has a big effect on human life interactions. Hammer (1993) cited in Putra (2017) defined communication conducts when the hearer can understand and answer the message given [3]. It means that good communication always gives an understanding of what the speakers are spoken to both of them. There are many definitions of speaking, bassicaly speaking is an activity to produce utterances. It is clear that speaking is oral communication that requires high skills to be conducted, such as sufficient vocabulary, being able to use grammar correctly, should produce sentences directly, and so on.

## The Components of Speaking

Vanderkevent (1993) cited in Nazarova (2021) stated there are three components in speaking skills [4], they are as follow:

1) The Speakers

Speaker is a person who produces sound. He/she is gainful as the gadget to offer viewpoint or feelings to the listener. Also, in case there is no speaker, the assessment or the sentiments will not be expressed, and correspondence will not ever be led.

2) The Listeners

Audience members or listeners are individuals who get or hear the speaker's point of view or feeling. In case there are no audience members, the talking action cannot be conducted, and the speakers can likewise utilize a composing book, journal, etc to offer their viewpoint.

3) The Utterances

Utterances are words or sentences, which are delivered by utilizing the speakers to express the assessment. Besides, when there is no expression, the speaker and audience will utilize signs to be utilized in a talking action.

## Aspects of Speaking

Harris (1974) cited in Nazarova (2021) stated there are five aspects of talking ability involved with comprehension, grammar, vocabulary, pronunciation, fluency [4].

1) Comprehension

For oral correspondence, it positively requires an issue to react, to discourse as pleasantly as to start it. In addition, the speaker and audience trade thoughts overall as well as ought to have the option to plainly get what is being examined with the goal that the talking has esteem.

2) Grammar

It is needed for understudies to set up the right sentence in a discussion. It is in accordance with Heaton (1978: 5) recommended that understudies' capacity to control the design and to recognize suitable linguistic structure inappropriateness [4]. Talking will work out positively if the two speakers can communicate their thoughts utilizing the right sentences or words. It will be an issue on the off chance that they can't create sentence structure appropriately, for instance in syntax, if the speaker cannot deliver punctuation in their sentences effectively, it can make misconception of importance because of inappropriate language.

3) Vocabulary

Vocabulary implies impressive expression which is utilized in correspondence. This is by and large an extremely significant articulation, since when the speaker or author has no adequate vocabulary, they will get a few issues in talking and composing. Having limited vocabulary can be an issue in dominating a language. Without adequate sentence structure very little can be sent, less vocabulary nothing can be sent. Additionally, in light of this clarification, the scientist closed vocabulary gigantically affects talking and composing exercises.

4) Pronunciation

Pronunciation is the way for understudies to create language plainly when they talk. It manages the phonological framework that alludes to the part of sentence structure comprised of the components and thoughts that decide how are sounds change and test in a language. There are two features of pronunciations; phonemes and suprasegmental elements. From the portrayal over, the specialist inferred that articulation is the information on researching how the word is delivered in a language obviously when people talk. In talking, articulation plays out the principlal job in correspondence, it makes correspondence simple to be perceived.

5) Fluency

Fluency is the ability to peruse, talk, or compose effectively, and expressively. All in all, the speaker can peruse, perceive and react in a language plainly and briefly while concerning which means and setting. Fluency has significance as the capacity to talk fluidly and precisely. Fluency is engaged of numerous language students in leading talking. Indications of fluency incorporate a sensibly fast speed of talking and just a little amount of stops and ums or ers. These signs are a piece of information that the speaker invests a ton of energy in tracking down the best language expected to communicate the message effectively. From the thoughts over, the analyst inferred that another fundamental part is fluency. Fluency expertise implies the capacity of speakers to discover and utilize words smoothly and unequivocally with utilizing stops like and, ers, etc.

## The importance of Speaking Skills

Communication assumes a significant part to get achievement in this period. Language is utilized as an apparatus for making a communication. Without language is difficult to interface with the other. English is a worldwide language that is utilized by individuals all throughout the planet. This language is reasonable to make an association between individuals in various locales, states, and nations. Furthermore, amazing correspondence is gotten when the two communicators utilize great language highlight, this is in a line with Harmer (2001) cited in Pradana (2016) expressed students should know "language highlights" and the capacity to handle them in correspondence [5]. Moreover, a good comprehension of language highlights will help the communicator to make perfect communication.

Speaking contains elements of lexical, grammatical, and pronunciation events which function as an oral communication tool to express any ideas. Speaking is also used in a teaching-learning foreign language. Speaking ability in language learning is not the only product of language, but also speaking is a part of the teaching-learning process. Students can acquire this language skill by practicing every day, this is in line with Celce-Murica (2001) cited in Rahnama et al (2016) expressed figuring out how to talk needs a great deal of training; plus, students should utilize short discourse, and questions and answers [6]. At the point when the students are youngsters, it will be better in light of the fact that they are the most incorporated students for correspondence.

English speaking skills should be possessed by all English users in general. This language skill should be mastered by all second language learners because speaking skill is the most important aspect of second language learning. Brown and Yuke (1983) cited in Bahadorfar et al (2016) expressed talking is the expertise that the understudies will be decided upon most, all things considered, circumstances [7]. In second language learning, learning to speak should be

used as a serious event to get success in this language skill, not just remembering and repetition of a drill.

According to Bueno, Madrid, and Mclaren (2006) cited in Rao (2019) expressed talking is one of the most troublesome abilities language students need to confront [8]. Exactly this opinion is very relevant because mastering speaking skills requires hard work to get it. This skill has various aspects in its formation, such as grammar, pronunciation, vocabulary, fluency, etc. And the speaker should produce sentences on the speaking activities quickly. And the second language learner should try to learn the grammatical structures to produce sentences and have sufficient vocabulary

Speaking skills are also needed in work, both to register for a job or to work. In this modern era, some speakers are faced with various obstacles in their work, both to register or in working. A job interview is an example to describe, where good or bad the results of the job interview will affect the acceptance or rejection of their registration to a company for registers. On the other hand, salesperson certainly needs good speaking skills to offer their products.

## *Types of Speaking*

Brown (2004) cited in Taufiqulloh et al (2012) stated there are some basic types of speaking [9] in the following taxonomy:

1) Imitative

Toward one side of sorts of talking execution is the capacity to emulate a word or state or a sentence. This is a phonetic degree of spoken, prosodic, lexical, and syntactic provisions of the language that can likewise be remembered for the presentation of the models.

2) Intensive.

The second kind of talking that is normally utilized in evaluation is the creation of short stretches of oral language led to show a capability to discover linguistic, phrasal, lexical, or phonological connections

3) Responsive.

Responsive evaluation assignments cover numerous things, for example, communication and test understanding in a restricted degree of shorts discussions, standard good tidings, casual conversation, straightforward mentioning, remarks, and like.

4) Interactive.

Not the same as between responsive talking, this kind of talk has more length and intricacy in the communication, and this sort of talking now and again covers various trades and numerous members. Collaboration can take the two types of conditional language, which has the motivation behind trading explicit data which reasons for keeping a social relationship

5) Extensive (monologue)

Extensive oral creation errands incorporate addresses, oral portrayals, and narrating is either profoundly restricted (maybe to nonverbal reactions) or precluded together.

## Technologies For Improving Speaking Skills

Bahadorfar et al (2014) described technologies for improving speaking skill [19], below are the technologies can be used by students for improving their speaking skill, they are as follow :

1) Communication lab

In this modern world. Understudies can discover numerous applications to work on their talking abilities. Through this application, before the establishment interaction is done, understudies can learn and further develop their capacities naturally. However, in particular, in the quick improvement of innovation, it is required rehashing and rehearsing.

2) Speech recognition software

This instrument is exceptionally useful in working on understudies' talking abilities, particularly familiarity. This gadget changes sound over to machine-comprehensible info. This gadget likewise gives uplifting feedback or articulation for the client to rehash the elocution. This is absolutely exceptionally supportive in remedying words that understudies are expressed. Additionally, this gadget can likewise give an evaluation of the speaker's talking, other than this gadget can likewise be utilized for distance learning without the assistance of an instructor.

3) Internet

Internet is an instrument that can unquestionably associate us with every one of the elements on the planet. By learning through the web understudies can without much of a stretch work on their talking abilities. Understudies can utilize different applications, for example, Skype, MSM Messenger, Google Talk, and so forth the understudies can likewise look for the material they need from the web from different sources.

4) TELL (Technology Enhanced Language Learning)

It can be said that TELL is utilized PC innovation that covers all viewpoints like programming, equipment, and the web to further develop understudies' language abilities. With the right use, this application can create exceptional outcomes, like different sources, associated with different pieces of the world, and absolutely not exhausting.

5) Podcasting

A Podcast is a learning media in the form of audio and video on the internet that is recorded and can be downloaded as a media for teaching speaking. In podcasting students can adjust their language with the audio language. Podcasts can be used as discussion media for the students. With this media, students do not have to do face to face, but can get direct learning.

## Factors Make Difficult in Speaking

Brown (2001) cited in Herdiansyah (2012)  explained some causes that make speaking difficult [10] as follows:

1) Clustering

Familiar discourse is phrasal, not word by word. Students can likewise coordinate theirs intellectually and genuinely through such grouping.

2) Reduced forms

Compressions, elisions, diminished vowels can be issues in showing communicated in English for understudies who don't learn informal constrictions and once in a while foster an inelastic scholarly nature of talking and demonizes them.

3) Performance Variables

One of the upsides of communication in a language is that the method involved with considering youthful talk permits you to show a specific number of executions faltering, stops, backtracking, and revisions. Students can be helped how to stop and waver. One of the main contrasts among local and nonnative speakers of a language is in their wavering wonders.

4) Colloquial Language

The understudies know about the words, maxims, and expressions of conversational language and they get practice in delivering these structures.

## *Personality*

Cervone & Pervin (2015) cited in Laborde et al (2016) expressed all character analysts utilize the term character to allude to mental characteristics that add to a person's suffering and unmistakable examples of feeling, thinking, and acting [11]. Moreover, personality can be concluded that it is a partial or complete picture of an individual which is certainly different from the others, and that picture remains or continuously does not change.

## *Kinds of Personality*

Jung in Laney (2002) cited in Y Travolta et al (2018) defined personality into two types; introvert and the last is extrovert [12]. An introvert is a singular trademark that centers around thoughts, radiation feeling. Sharp (1987: 13) cited in Sutrisno et al (2019) wrote "Introvert, writes Jung, is ordinarily portrayed by a reluctant, intelligent, resigning nature that remains quiet about itself, therapists to objects (and) are in every case somewhat on edge [13]. Introvert can be ordered as a shut disapproved of character, which means that an introverted person will make a space with the other.

Different from introversion, Laney (2002) cited in Y Travolta (2018) defined an extrovert as a singular trademark that orientates of individuals, exercises, and things out of the person [12]. This characteristic is the opposite of the introversion characteristic. The other theory by Jung that is concluded by Sharp (1987: 13) cited in Garuba (2019) stated extravert is regularly described by an active, real to life, and obliging nature that adjusts effectively to a given circumstance, rapidly shapes connections, and saving any potential apprehensions, will frequently wander forward with thoughtless certainty with obscure circumstances [14]. An extrovert person can be categorized as an open-minded person, because he will adapt to any situation of life, such as joining a group of people, accepting any differences, and so on. Usually, extrovert students tend to be better speakers than introverts in speaking class.

# 3. METHOD

## *Research Design*

This research can be categorized as qualitative research, which means that this research used a number to describe the research's data. According to Creswell (2009) cited in Angadida et al (2020) stated quantitative examination is a method for testing target speculations by analyzing the relationship among factors [18].

## *Population and Sample*

Burns and Grove (1993) Sawalmeh (2013) stated a populace is characterized as all components (people, articles, and occasions) that meet the example models for consideration in a review [15]. In this research, the researcher takes all eighth-grade students of SMP N 6 Purworejo in the academic year 2021/2022 as the population.

According to Arikunto (2006) cited According to Arikunto (2006) cited in Hutasoit et al (2020) defined sample is a part of the representative which is investigated [16]. In this research, the researcher puts 3 classes as a sample, they are class B, C, and D of eighth-grade students of SMP N 6 Purworejo in the academic year 2021/2022.

# 4. FINDINGS & DISCUSSION

Extrovert Personality Qualification

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Fair (21-30) | 10 | 31.3 | 31.3 | 31.3 |
|  | High (31-40) | 18 | 56.3 | 56.3 | 87.5 |
|  | Very High (41-50) | 4 | 12.5 | 12.5 | 100.0 |
|  | Total | 32 | 100.0 | 100.0 |  |

Based on the statistical data calculation above, the researcher concludes that there are 3 categories based on the overall data obtained, and the data is divided into 3 intervals. There are 3 kinds of extrovert qualifications. They are fair, high, and very high. The fair extrovert is scored between 21-30 points, this score is obtained by 10 students. The high extrovert is scored between 31-40 points, this score is obtained by 18 students. The very high extrovert is scored between 41-50 points, this score is obtained by 4 students.

Introvert Personality Qualification

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Low (11-20) | 2 | 6.3 | 6.3 | 6.3 |
| | Fair (21-30) | 16 | 50.0 | 50.0 | 56.3 |
| | High (31-40) | 13 | 40.6 | 40.6 | 96.9 |
| | Very High (41-50) | 1 | 3.1 | 3.1 | 100.0 |
| | Total | 32 | 100.0 | 100.0 | |

There are 4 types of qualification scores in the introvert personality qualification, they are low, fair, high, and very high from the lowest to the highest. And the total score when students answer questions with answers *setuju sekali* is 50 points, and the lowest score is 10 points. The lowest interval (11-20 points) is inhabited by 2 students, fair interval (21-30 points) is acquired by 16 students with a calculation of 50% of the total students. There are 13 students who get a high score in introvert personality qualification between 31-40 points, and 1 student gets a very high score between 41-50 points.

Introvert and Extrovert Qualification Score

| student code | Extraversion Score | Introversion Score | Personality |
|---|---|---|---|
| 1 | 23 | 41 | Introvert |
| 2 | 38 | 29 | Extrovert |
| 3 | 21 | 39 | Introvert |
| 4 | 38 | 28 | Extrovert |
| 5 | 37 | 28 | Extrovert |
| 6 | 34 | 38 | Introvert |
| 7 | 36 | 29 | Extrovert |
| 8 | 30 | 32 | Introvert |
| 9 | 22 | 36 | Introvert |
| 10 | 32 | 31 | Extrovert |
| 11 | 34 | 26 | Extrovert |
| 12 | 43 | 18 | Extrovert |
| 13 | 31 | 24 | Extrovert |
| 14 | 36 | 27 | Extrovert |

| 15 | 26 | 31 | Introvert |
|---|---|---|---|
| 16 | 32 | 27 | Extrovert |
| 17 | 33 | 25 | Extrovert |
| 18 | 36 | 33 | Extrovert |
| 19 | 31 | 26 | Extrovert |
| 20 | 31 | 33 | Introvert |
| 21 | 31 | 32 | Introvert |
| 22 | 30 | 36 | Introvert |
| 23 | 29 | 31 | Introvert |
| 24 | 41 | 21 | Extrovert |
| 25 | 25 | 26 | Introvert |
| 26 | 33 | 27 | Extrovert |
| 27 | 43 | 22 | Extrovert |
| 28 | 48 | 14 | Extrovert |
| 29 | 36 | 31 | Extrovert |
| 30 | 34 | 26 | Extrovert |
| 31 | 23 | 38 | Introvert |
| 32 | 28 | 27 | Extrovert |

To make the data on extroverts-introverts easier to be calculated, the researcher calculates the percentage of students' extroverts and introverts from the total data. The results are as follows:

a. There are 20 extrovert students from the data above, the percentage below:
$$R = \frac{20}{32} \times 100\% = 62.5\%$$

b. There are 12 introvert students from the data above, the percentage below:
$$R = \frac{12}{32} \times 100\% = 37.5\%$$

Speaking skills Qualification

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | poor (5-8) | 6 | 18.8 | 18.8 | 18.8 |
| | Fair (9-12) | 13 | 40.6 | 40.6 | 59.4 |
| | Good (13-16) | 12 | 37.5 | 37.5 | 96.9 |

| | | | | |
|---|---|---|---|---|
| Very Good (17-20) | 1 | 3.1 | 3.1 | 100.0 |
| Total | 32 | 100.0 | 100.0 | |

Based on the data above the researcher concludes that there are 4 types of qualification scores in the speaking skills qualification. They are poor, fair, good, and very good from the lowest to the highest. And the total score when students can make a perfect audio speaking, they will get 20 points, and the lowest score is 5 points. The lowest interval (5-8) points are inhabited by 6 students, fair interval (9-12) points are acquired by 13 students, 12 students get a good speaking score between (13-16) points, and the remaining 1 student gets a very good speaking score between (17-20) points.

Statistics Analysis All Variables

| | | EXTROVERT Personality (X1) | Introvert Personality (X2) | Speaking skills (Y) |
|---|---|---|---|---|
| N | Valid | 32 | 32 | 32 |
| | Missing | 0 | 0 | 0 |
| Mean | | 32.656 | 29.125 | 11.719 |
| Median | | 32.500 | 28.500 | 12.000 |
| Mode | | 31.0[a] | 26.0[a] | 12.0 |
| Minimum | | 21.0 | 14.0 | 6.0 |
| Maximum | | 48.0 | 41.0 | 18.0 |
| Sum | | 1045.0 | 932.0 | 375.0 |

a. Multiple modes exist. The smallest value is shown

Based on the results of the calculation of the 32 students above, it can be concluded that there is a very clear correlation between extrovert-introvert students in their speaking skills. It can be seen from the level of significance, which is 1%. And it can also be seen that the r count of introvert personality is -.383, which is lower than r-table 0.2586, which means that there is no correlation between students with introvert personality and their speaking skills. Inversely proportional to extrovert personality which shows r count is 0.460, this score is higher than r-table 0.2586, and it means that there is a correlation between extrovert students with their speaking skills. And the calculation also shows that there is no relationship between introverted students and introverted students. Evans (1996) [1], the level of significance can be divided into some levels to describe the strength of the correlation.

## 5. CONCLUSION

Based on the results of data calculations that have been analyzed in the previous chapter. The researcher makes three conclusions on the problems that have been presented previously. It can be seen that all the extrovert questionnaire scores are higher than the scoring of the introvert item. The results of the overall assessment of the students' speaking skills can be included in the fare category that is almost close to the good category. And the result of this research can be concluded that there is a significant correlation between introverts and extroverts on their speaking skills. Especially in the case of extrovert students who have a correlation significance value of 1%, which is 0.460, and the correlation power between them can be classified as moderate correlation. While students with introverted personalities do not show a significant correlation with speaking skills, this can be seen from the significance value of -.383. While between introvert and extrovert variables, there are no correlation scores between them, this is evidenced by the correlation score between them -.748 points.

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