

## **THE CORRELATION BETWEEN EXTROVERT AND INTROVERT PERSONALITY TOWARD SPEAKING ABILITY OF THE EIGHTH GRADE STUDENTS IN SMPN 7 MENGWI IN ACADEMIC YEAR 2020/2021**

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### **ABSTRACT**

*The objective of this research was to find out the significant correlation between extrovert and introvert personality toward speaking ability of the eighth grade students in SMPN 7 Mengwi. In conducting this research, the researcher has collected the data using correlational research. The subjects of this research were 58 students of the eighth grade in SMPN 7 Mengwi in academic year 2020/2021. In collecting the data, the researcher used two instruments which were questionnaire for extrovert-introvert students, and speaking test for speaking ability. The result showed the student with extrovert personality will get better score in speaking ability meanwhile the students with introvert personality will get lower score in speaking ability. Furthermore, the research instruments were made in order to collect the data needed. The data were analyzed by using SPSS 25.0 that consist of Normality Test, Homogeneity Test, Pearson Product Moment, and T-Test. The alternative hypothesis was accepted. According to the result of Pearson Product Moment, it was found that was 0.649 between extrovert personality and speaking ability, meanwhile 0.626 between introvert personality and speaking ability. It shows that there is correlation between extrovert and introvert personality in students' speaking ability.*

**Keywords:** *extrovert personality, introvert personality, speaking ability*

### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui hubungan signifikan antara kepribadian ekstrovert dan introvert terhadap kemampuan berbicara siswa kelas delapan SMPN 7 Mengwi. Dalam melakukan penelitian ini, peneliti mengumpulkan data melalui penelitian korelasi. Subjek yang digunakan adalah siswa kelas delapan SMPN 7 Mengwi yang berjumlah 58 orang. Dalam mengumpulkan data, peneliti menggunakan dua instrument penelitian, yaitu kuesioner untuk mengetahui kepribadian ekstrovert dan introvert siswa dan tes berbicara untuk mengetahui kemampuan berbicara siswa. Hasilnya menunjukkan bahwa siswa yang berkepribadian ekstrovert akan mendapatkan nilai lebih tinggi dibandingkan dengan siswa dengan kepribadian introvert dalam berbicara. Selanjutnya, instrumen penelitian dibuat untuk mendapatkan data yang diperlukan. Data dianalisis menggunakan SPSS 25.0 yang terdiri dari Tes Normalitas, Tes Homogenitas, Pearson Product Moment, dan T-Tes. Alternatif hipotesis diterima. Berdasarkan hasil dari Pearson Product Moment, ditemukan bahwa korelasi antara kepribadian ekstrovert dan kemampuan berbicara siswa yaitu 0.649, sedangkan korelasi antara kepribadian introvert dan kemampuan berbicara yaitu 0.626. Ini menunjukkan bahwa ada hubungan yang signifikan antara kepribadian ekstrovert dan introvert terhadap kemampuan berbicara siswa.

**Kata kunci:** *ekstrovert, introvert, kemampuan berbicara*

## INTRODUCTION

English is an international language. It is parts in international communication, economics and business, education, and technology. Without communication among country the people will left behind, so that's why the people in one country should make a relationship with people in other country to follow globalization. Lucantoni (2006:3) states that English is one of the languages used for communication in the world and it is the most popular. Involving the use of four language skills; listening, speaking, writing, and reading that should be mastered to express thought, feeling, ideas, and opinion is used as a tool for communication using English.

The purpose of learning English is to improve the students' ability to use English as a mean of communication. Brown (2004:140) states that speaking is a productive skill that can be directly and empirically observed. However, English is considered as a foreign language in Indonesia and English has difference in the way it written with the way it pronounces. Thus, it is not easy to be mastered, particularly speaking skill. In speaking, the students do not only arrange the word but also they have to pronounce them well. Thus, students need more practice to speak English fluently. Dewi et al (2015) state that speaking requires nonverbal communication such as eye contact, gesture, and facial expression, not only knowing how to produce specific points of language such as grammar, vocabulary, sound, pronunciation, intonation, stress, lexical, and semantic features which is known as linguistic competence. It is also evident that in class the students have limited time to practice their speaking skills, and it resulted on their ability to use the target language.

Jung (1927) states that personality is the supreme realization of the innate idiosyncrasy of a living being. There is no single definition acceptable to all personality theories. But we can conclude

that the personality is a pattern and unique characteristics that describe the behavior and habits of someone. Jung differentiates two personality attitudes, extroversion and introversion. extroversion usually characterized by outgoing, honest, easily adapting to the environment, quickly establishing attachment with others, often not hesitant in anything, and having high self-esteem. People that have these characteristics often called as extrovert. Introversion is the opposite dimension of extroversion. The general perception of introvert is that they tend to be quieter and less outspoken in front of many people. They enjoy solitary activities such as reading, writing, playing computer or fishing. An introvert tends to enjoy a lot of time by spending it alone and a little time with lots of people, except for interaction with family or close friends.

In recent years, a more nuanced perspective on the relationship between extrovert and second language learning has emerged. Some studies reveal a positive correlation between degree of extrovert and speaking ability. Wulandari (2017) concluded in her research that extrovert correlated with speaking. She states that extrovert tends to be better than introverts on several things, especially things that require divided attention or resistance to interference. For example, extrovert is not easily disturbed by the music compared to an introvert that easily loses its concentration. But in one occasion, when the researcher had chance to observe the students of English speaking class, the researcher found an interesting phenomenon. A student who seemed to possessed introvert personality, turn to have a better speaking ability than the extrovert students, stated by Lestari A, et al. (2013).

## RESEARCH METHOD

The design of this research is correlational research. A correlational research is a research which aimed to detect the correlation between one variable

and others based on the variable correlation coefficient (Suryabrata, 2009:82). Margono (2006:9) states that correlative study is to find out the correlation between two variables or more. In this research, the researcher used 3 variables. The first variable was extrovert personality (X1), the second variable was introvert personality (X2), and the third was speaking ability (Y). The first step in doing this research was by giving questionnaire to the students in order to know about their personality. The researcher used questionnaire from The Myers Briggs Type Indicator, MBTI (Briggs Myers, et al, 1998). It was made based on Carl Jung's theory about personality. And the second step was by giving speaking in the form of storytelling in order to know about students' speaking ability. Barzaq (2009) defines storytelling as a knowledge management technique, a way of distributing information, targeted to audiences and a sense of information. The test was evaluated using scoring rubric of speaking skill especially in pronunciation, vocabulary, and fluency aspect that adapted from Brown (2004:172).

## **FINDING AND DISCUSSION**

This research used correlational research design in order to prove the researcher's curiosity. Moreover, in the correlational research design, the researcher could only report what has happened. To answer the research problem of the research, the researcher conducted the research on 17<sup>th</sup> November 2020. The population was the entire eighth grade students of SMPN 7 Mengwi which consisted of five classes and there were 134 students altogether. There were 58 students who were chosen as the sample on carrying out correlational research. They were chosen by applying systematic sampling technique. Moreover, the researcher used an alternative hypothesis which stated that there is a significant

correlation between extrovert and introvert personality toward speaking ability of the eighth grade students of SMPN 7 Mengwi in academic year 2020/2021. The researcher then collected the required data from the samples of the research by the prepared research instruments. The researcher constructed two research instruments. The research instruments were in the form of extrovert and introvert questionnaire and speaking test (storytelling). The use of the questionnaire was to measure whether the samples are extrovert or introvert. Meanwhile, speaking test was used to gather the data concerning the samples' speaking ability which was scored using a scoring rubric adapted from Brown (2004).

Furthermore, after the research instruments were designed, the researcher collected the data through two steps. First, the samples fulfilled the questionnaire by giving a score (1-5). Second, the samples chose one theme of their past experience, whether sad experience, creepy experience, etc. Then the samples need to record their performance in 3-5 minutes, and send the result via Google Forms. After the data that were required in the research were collected, the researcher then analyzed the data through two important steps of statistical analysis, they were pre-requisite analysis and hypothesis testing.

The finding of this research indicated that the hypothesis stating is a positive correlation between extrovert and introvert personality toward speaking ability of the eighth grade students of SMPN 7 Mengwi. In other word, the student with extrovert personality will get better score in speaking ability meanwhile the students with introvert personality will get lower score in speaking ability. It can be concluded that extrovert-introvert personality gives impact to student's speaking ability. If students have extrovert personality, they will try to do the task because they more influenced by their

surroundings. However, if the students have introvert personality, they tend to be quieter and less outspoken in front of many people that they can do the task well. Based on the calculation between extrovert-introvert personality and speaking ability in SMPN 7 Mengwi, the result of each test were very good. The result for normality test was 0.200 for extrovert students, 0.062 for introvert students, and 0.090 for speaking ability. It means that the data distribution is normal because the result is higher than 0.05. The result of homogeneity test was good because the data was homogeneous accepted. It got the result 0.289 for extrovert-speaking ability, and 0.872 for introvert-speaking ability. Furthermore, the result of pearson product moment was 0.649 between extrovert personality and speaking ability, meanwhile 0.626 between introvert personality and speaking ability. It can be concluded as high correlation. The result for t-test was significant accepted because sig (2-tailed) is lower than 0.05 ( $0.000 < 0.05$ ) and ( $0.001 < 0.05$ ). It means there is positive correlation between extrovert and introvert personality toward speaking ability of the eighth grade students of SMPN 7 Mengwi in academic year 2020/2021.

## **CONCLUSION**

### **Conclusion**

This research entitled “The Correlation between Extrovert and Introvert Personality toward Speaking Ability of the Eighth Grade Students of SMPN 7 Mengwi in Academic Year 2020/2021” was mainly intended to figure out the significant correlation between extrovert-introvert personality and speaking ability. The data of this research were collected by administering the research instruments. The required data were gathered through administering the questionnaire and speaking test (storytelling) as the research instrument to 58 samples, the eighth grade students of SMPN 7 Mengwi in academic

year 2020/2021 which were determined by using systematic sampling technique.

The samples’ speaking ability was scored by using a clear scoring rubric which were focused on vocabulary, pronunciation, and fluency. After getting the samples’ scores, the data statistically analyzed using SPSS 25 version for windows. The results of the hypothesis testing by using Pearson product moment correlation and paired samples t-test clearly confirmed that the alternative hypothesis. The hypothesis which stated that there was a significant correlation between extrovert and introvert personality toward speaking ability of the eighth grade students of SMPN 7 Mengwi in academic year 2020/2021 was finally accepted.

### **Suggestion**

Based on the findings of this research and the conclusion that has been previously stated in this research, there are some practical suggestion that the researcher would like to offer to the English teacher, the eighth grade students of SMPN 7 Mengwi, and other researcher. English teachers are suggested to pay more attention to other students in term of their personality type. It is not necessary to know all students’ personality, knowing at least those who struggle and need help in their study will definitely do. 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 limitation step by step that can help them grow become more fluent when meeting new people. Since extrovert students good in 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. This research focused in one of four English skills. Other researchers can try to apply it in different skills, especially the receptive ones;

listening and reading. This research also only focused on the extrovert and introvert, other researcher can try to conduct the research involving ambivert.

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