A COMPARATIVE STUDY BETWEEN EXTROVERT AND INTROVERT STUDENTS ON THEIR SPEAKING SKILL IN THE ELEVENTH GRADE AT SMKN KABUH

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Abstract: This study is an attempt to discover about the extrovert and introvert students' speaking skill in eleventh grade at State Vocational High School Kabuh. The participants were from P, Q, and R class. The samples of this research were 63 students. The design of the research was comparative analysis design. The data were obtained through questionnaire of personality whether the students are introvert or extrovert after that the researcher given speaking test for students. To analyze the data's of questionnaire of extrovert and introvert students and speaking score. SPSS 20 were used. According the finding, there were 50 introvert students and 13 extrovert students. The mean of extrovert students speaking skill is 72.6 while the mean of introvert students speaking skill is 75.2. To measure students' speaking ability, the researcher needs to interpret the output in the "Independent T-test". Based on the output, it is known that the significant value Levene's Test for Equality of Variances is $0.984 > 0.00$ so it can be analyze that the variant data of extrovert and introvert is homogeny or same. While, the significant value (2-tailed) it is $0.175 > 0.05$. Therefore Ho (Zero Hypothesis) was accepted and Ha (Alternative Hypothesis) was rejected.

Key Words: Introvert, Extrovert, Speaking Skill.

INTRODUCTION

Language can be used as communicate in the human beings, as member social group or participants to express their culture. There are so many languages in the world such us Indonesian, English, Arabic, Mandarin, Javanese, Japanese,

Italian, and so on. In this research, the researcher focuses in English. Nowadays, English is international language because of globalization era. It makes English has become language that is often used in many fields of activity such as industry, business, international relation. In the era of globalization, English is a necessity that everyone must learn because English is important to our life.

In our country, Indonesia, English is foreign language and it is as subject in the school. Every school applies it for the students, starting from elementary school children, junior high school, senior high school and even students in university. All the students learn English skills that we know there are four skills in English such us listening, speaking, writing, reading skill. All the skills are very important but the most goal of many people when they learn foreign language is they have good ability in speaking because speaking is one ability to communication as said by (Pradana, 2016) that most people around the world apply English to communicate. If people who speak English fluently they get some advantages like easy communication with all people in the world and get job easily.

However, it is not always an easy thing for the students who use English as foreign language to learn English, especially in speaking skill. Many students feel difficult to speak English fluently. Before they learn about speaking skill, they must know three sub skills. They are accuracy of grammar, pronunciation, and vocabulary. All of them are problem that everyone faces especially students. (Erfiani, 2017) argue that students are less vocabulary, grammatical andhow to pronoun some words, they can't speak English effectively. Regardless, students who have well in speaking, they are going to be confidence when they speak English in every situation and everywhere. In other hand, students who are shy when they speak English, those are kinds of introvert students. From there, we know that students' personality can give impact for students' speaking ability. (Rofi'i, 2017) Stated that person understanding can be influenced by individual personality.

Many aspects can impact speaking skill. They are less vocabulary, type of the human personality, grammatical, have no idea and so on. Hartmann and Stork

(1976) stated that a fluent speaker is someone who able to use correct sentence structure while concentrating on content and use units and patterns automatically during conversation. One of them is personality, is interpreted as the characteristic sets of behaviors, cognitions, and emotional patterns of people that evolve from biological and environmental factors. Every human has different personality because they life in the different environment and from a different genetic. There are so many kinds of personality from the various aspects. For example "Extrovert and Introvert" Jung via Medina (2014) said that "there are two types of personalities based on dimensions of attitude: Extrovert and Introvert personality." Qomarudin in Kaewkatron and Lynch (2013) stated "Many studies have identified that there is a significant relationship between introversion and extraversion, and the speaking skill." Dewaele et al. via Brown (2000) said that "Extroversion may be a factor in the development of general oral communication competence which requires two people or more, but not listening, reading, and writing". However, in some ways, some introvert students are complicated to speak in the class. It makes introvert students difficult to achieve their goal of speaking. Lestari, Suha, and Suhartono (2013) stated "A lot of students is still become passive students when they are in the classroom even though the teacher has been asked them to participate on the discussion.

This research, the writer decides to find out a comparison between the speaking ability of introverted and extroverted students in eleventh grade. Eleventh grade become the target of the research because students of eleventh grade have different personality and have enough knowledge to speak English. This research will solve students' speaking problem. The researcher wants to compare the speaking skill of introvert or introvert students because the writer has own experience that people who are introvert actually can speak English just because they are shy and unconfident to speak in front all people so from that the writer does this research. This research can help teachers to find out some learning models to students who have introvert personality. This research is conducted in SMKN KABUH. Based on the reason above, the researcher decides the title for

this research : "Comparative Study Between Extrovert And Introvert Students On Their Speaking Skill".

Research Problem

Based on the information provided above, this research presents the research questions as below:

1. How is the speaking skill of extrovert students in the eleventh grade at SMKN Kabuh?
2. How is the speaking skill of introvert students in the eleventh grade at SMKN Kabuh?
3. Is there any significant differences between introvert and extrovert students English speaking skill in the eleventh grade at SMKN Kabuh?

Purpose of The Research

From problems of study above, the researcher concludes that the objectives of study are:

1. To ascertain the speaking skill of extrovert students in the eleventh grade at SMKN Kabuh.
2. To know the speaking skill of introvert students in the eleventh grade at SMKN Kabuh.
3. To prove that there is significant between extrovert and introvert students English speaking skill in the eleventh grade at SMKN Kabuh.

METHOD

This researcher in this case used a quantitative method. The purpose of this method is to solve some problems and in the end of the research, the researcher gets that suitable with the purpose. Quantitative research is a means to test objective theories by examining the relationship between variables. These variables, in turn, can be measured, usually on an instrument, so that the data can be analyzed using statistical procedures. Literature and theory, methods, result, discussion (Creswell, 2008) one of the methods used to examine a population that can be sampled randomly into small groups by using an instrument to find out

which hypothesis is correct based on the research. The writer used quantitative method to find the correlation between two variables; variable x and variable y. The x variable is student's personality; extrovert & introvert independent variable (x), and the y variable is speaking skill as dependent variable (y).

Population and sample are two important elements in this research. The sample that the writer got from three classes was 63 students from 103 students in eleventh grade at SMKN Kabuh. In this research, the researcher used two instruments. They were quesionnaire and speaking test. The researcher used t-test to analyzed . There are two types of t-test t, these are: Independent t-test and Dependent t-test. In this research, Independent T-test is used to analyzed the data.

RESULT

The researcher has given questionnaire to 63 students from three classes. The questionnaire consist 20 questions. All the questions of the questionnaire test were about the characteristic of introvert students. So**,** the more often students answered true, the more introverted students probably are. Lots of falsest suggests they are an extrovert. The table below shows the result questionnaire test

Table 4.4 Result of Extrovert and Introvert Questionnaire

No	Name	True	False
1.	MM	11	10
2	PD	15	5
3.	NP	17	3
4.	NC	16	4
5.	NE	15	5
6.	PM	8	12
7.	MA	14	6
8.	OR	3	17
9.	NF	7	13
10.	PD	18	2

11.	MK	5	15
12.	ML	14	6
13.	RR	17	3
14.	RA	6	14
15.	MF	16	4
16.	PI	15	5
17.	PV	14	6
18.	MT	7	13
19.	NM	15	5
20.	YA	17	3
21.	RP	14	6
22.	QI	4	16
23.	NH	18	2
24.	MS	16	4
25.	RV	16	4
26.	TP	18	2
27.	MG	17	3
28.	TN	10	10
29.	NU	14	6
30.	RV	13	7
31.	NF	7	13
32.	YA	16	4
33.	YD	16	4
34.	NA	18	2
35.	WS	14	6
36.	YS	16	4
37.	PE	7	13
38.	SR	15	5
39.	RG	6	14

40.	PN	14	6
41.	MS	13	7
42.	RD	16	4
43.	SA	8	12
44.	RV	16	4
45.	AI	16	4
46.	AD	15	5
47.	DP	16	4
48.	AD	13	7
49.	DA	14	6
50.	AR	14	6
51.	BA	16	4
52.	DR	17	3
53.	AN	17	3
54.	BS	16	4
55.	DW	16	4
56.	AJ	16	4
57.	EJ	14	6
58.	AZ	15	5
59.	IR	13	7
60.	DA	13	7
61.	DO	6	14
62.	ER	8	12
63.	AJ	13	7

The table 4.4 shows that the conclusion of extrovert and introvert test that students has already answered. The questionnaire consists 20 questions. All the questions of the questionnaire are about the characteristic of introvert students. Students with a lot answer true it means they are introvert. From the table above

the researcher knows that mostly students of eleventh grade are introvert. From 63 students, there are 50 students are introvert and 13 students are extrovert.

The researcher showed the mean and standard deviation in the descriptive statistic; N represents a test subject. The following table shows the result of descriptive statistics.

Table 4.5 Descriptive Statistics of Introvert And Extrovert Students on Their Speaking Ability

	Personality	N	Mean	Std. Deviation	Std. Error Mean
Speaking score	Extrovert	13	72.608	6.1174	1.6967
	Introvert	50	75.204	6.0752	.8592

Based on the table 4.5 the researcher discovered that the mean of extrovert speaking score is 72.60 while the mean of introvert speaking score is 75.20 . The standard deviation for extrovert speaking score is 6.11 and forintrovert speaking score is 6.07.

Table 4.6 Comparation of Introvert and Extrovert Speaking Skill

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking score	Equal variances assumed	.000	.984	-1.371	61	.175	-2.5963	1.8939	-6.3835	1.1909
	Equal variances not assumed			-1.365	18.643	.188	-2.5963	1.9018	-6.5820	1.3893

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Table 4.6 shows the result of Independent T-test, Based on the output above, it is known that the significant value Levene's Test for Equality of Variances is the significant shows 0.984 more than the F/T-test 0.00 so it can be analyze that the variant data of extrovert and introvert is homogeny or same. The significant value in 2-tailed is 0.175. It means 0.175 > 0.05 level in significant value (2-tailed). From that, the writer concluded that the significant value in 2-tailed is rejected. Therefore Ho (Zero Hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected. It means that there is no significant different between extrovert and introvert students on their speaking skill in eleventh grade at SMKN Kabuh.

Discussion

The data analysis has produced important finding. In this case, there is some finding are discussed. The first research question is *"How is the speaking skill of extrovert students of the eleventh grade in state vocational high school Kabuh?"* the answer of this question can be seen from the finding Descriptive Statistics (see Table 4.5). Based on the finding the mean of extrovert students score s 72.6. It means eleventh grade students who are extrovert is good in speaking because the mean is in the score 70-75 and it show "good/to be reach".

The second question is *"How is the speaking skill of introvert students of the eleventh grade in state vocational high school Kabuh?"* the answer of this question can be seen from the finding Descriptive Statistics (see Table 4.4). Based on the finding the mean of extrovert students score s 75.2. It means eleventh grade students who are extrovert is good in speaking because the mean is in the score 70-75 and it show "good/to be reach".

The last question of the writer is *"Is there any significant differences between extrovert and introvert students in their English speaking skill in the eleventh grade at state vocational high school Kabuh?"* the answer of that question can be find in Table 4.6. Based on Group Statistics output table above shows that the number of speaking scores outcomes for group extrovert 13 students, while the group of introvert is 50 students. The average value of the students speaking score outcomes or the mean of extrovert group is 72.608, while

introvert group is 75.204. Thus statistically descriptive, it can be conclude that there is difference in the average students speaking score between extrovert and introvert. Furthermore, to prove whether the difference is significant or not, the researcher needs to interpret the output in the "Independent T-test". Based on the output above, t is known that the significant value Levene's Test for Equality of Variances is $0.984 > 0.00$ so it can be analyze that the variant data of extrovert and introvert is homogeny or same. It is $0.175 > 0.05$ in significant value (2-tailed). Therefore Ho (Zero Hypothesis) is accepted and Ha (Alternative Hypothesis) is rejected. It means that personality of students is not impact in speaking ability.

CONCLUSION AND SUGGESTION

That can be concluded by the researcher. Personality of the students is introvert and extrovert**.** From the questionnaire shows that the most of students are classified as introvert which is 50 students meanwhile, 13 students are extrovert students. According to the result, a student who is introvert has good speaking skill as well as extroverted students. Furthermore, extrovert and introvert students in eleventh grade at SMKN Kabuh have no impact in speaking. It means there is no significant between introvert and extrovert students in their speaking ability. The writer creates some suggestions. First, for Students: the writer hopes her study can help students to find good learning method or strategy based on students' personality. Next, for teacher: from this research, teachers are expected to understand about their personality type where it might affect speaking fluency. Besides, teachers also have an important role in the classroom. The teachers may put more awareness on students' personality. That way the teachers treat students in appropriate way in order to achieve the purpose of teaching and learning because it would build and encourage students confident and brave while speak. The last, for the next researcher: the writer realized that any limitations in conducting this research. In this research, the researcher gets enough participants but hopefully for the next researcher, they can get more participants and make this study more specific.

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