

EXTROVERT STUDENTS BY MALE AND FEMALE ON THE STUDENTS' SPEAKING ABILITY

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Abstract: This research is aimed to find the comparison of students' speaking ability between male and female in second semester of University of Islam Malang. The specific of this research were to find out whether there is a significant difference between male and female students' speaking skill in second semester of English Department in University of Islam Malang. The population of this study were 48 students and the sample were 33 students; 15 male students and 18 female students. In collecting the data, the researcher used speaking test and the topic was describing someone. To determine the comparison between two variables researched, the researcher used independent sample t-test formula and analysed by using SPSS version 20.0. The findings showed that the Sig. (2-tailed) is .974. it can be concluded the Sig. (2-tailed) $\geq .05$. It means that null hypothesis (H_0) is accepted, therefore the alternative hypothesis (H_1) is rejected. in conclusion, there is no significant difference between male and female students' speaking ability in second semester of University of Islam Malang although the result of mean score of female students was higher than male students, even it is only slightly different.

Key words: Speaking ability, Extrovert personality

INTRODUCTION

In language learning, some factors affect the ability to speak. One is personality. Personality is the human features or characteristics that define potentialities and specific skills and is exclusive to an individual. Richards and Schmidth (2002;275) described personality as those aspects of the behavior, attitude, beliefs, thoughts, actions, and feelings that are regarded as characteristic and recognizable with this individual and remembered by that person and others. Jung (2014;1) stated that there are two types of personalities that are based on attitude dimensions, namely extrovert and introvert personality. Eysenck (1957; 18) said that "quick accumulation" and "slow dissipation" of reactive inhibition are partially identified with Extroversion. That is to say, extroverts are more readily distracted mentally, which means they are more suspected of mental diversion and thus have less mental attention than introverts do.

Extroverts more affected by their environment than from their inner life (Vandenbos (in Esty (2006; 12)). Extroversion is the focus of interests and energies toward people and things from outside, rather than the inner life of the subjective experience. Eysenck (in Samini, 2004; 13) said seven-character components are based on the extrovert dimension. They are Activity, Sociability, Risk Taking, Impulsiveness, Expressiveness, Practicality, and Irresponsibility. Thompson said the extrovert is a popular, powerful, and determined character focuses on whatever means it takes to do. The extrovert is also a kind of optimism. On the other hands, the extrovert is very argumentative and self-confident. Furthermore, speaking abilities is the main target of studying a language in second target language teaching. Speaking is ability for oral contact (Thornbury, 2002; 5). This not only applying the grammatically in the right sentences, but also knowing when and where to use those sentences, and to whom.

Five aspects that should be recognized in speech. They are Accent/ pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. In the learning achievement, the difference in genders between males and females appear to be some variations. Girls generally do better than boys to assess verbal fluency. They use a higher variety of words, a little faster than boys. They also talk more clearly, read quicker, and consistently better in spelling and grammar tests than boys. The newest study was done by Syamsul (2017). The research is intended to identify the distinctions in English speaking skills between male and female at the first-grade students of SMA Lab School, Banda Aceh. The sample of this research was selected random sampling of 20 students from X-IPA 2 class. The results from the spoken test showed fairly similar mean scores for male and female students.

The second research was Silpia (2016). The research aims are to investigate the male and female students' speaking ability at SMAN 1 Bantarujeg. The research is presented in a qualitative approach and comparative method to identify the male and female students' speaking ability. In collecting data, the researcher used a spoken test and observation. Based on the result, there was a significant difference between male and female students' speaking skills. The distinctions between the previous study and this research concern the topic and the design of the analysis, the previous study carried out at SMA Lab School, Banda Aceh, and SMAN 1 Bantarujeg which used the qualitative method and testing speaking and observation in the collection of data. According to the research question, the purpose of this study is to find out whether extrovert female students achieve better than male students in their speaking ability.

METHOD

Ex-post facto research design is the method of this study. It is also referred to as a causal-comparative study that seeks to establish the causes or effects of various studies already taking place within the individual group (Ary, 2010;39). The population of this research is students of English Department in the second semester at University of Islam Malang. Stratified random sampling was used to take the sample. The questionnaire and speaking score were the instruments of this research. The writer used the questionnaire to get the students extrovert personality data. A questionnaire is a list of questions for the view of the respondents. This questionnaire contains of 12 items. It is adapted from Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) by Eysenck and Barrett. In this study, a closed-type questionnaire was used by the researcher to collect student's information extrovert personality.

The second instrument is Speaking test. According to Brown (2003:3), he stated that test is a way to measure the ability, knowledge, or performance of an individual in a particular domain. The method that the writer used to get speaking score ability in this research was an oral test. However, the researcher firstly gave the students a topic to help them develop their ideas. The topic is describing someone. The students were released to describe someone as they wanted, whether they were a friend, an idol, or a family. The researcher provided about five minutes to the students to speak in English based on the topic. The writer scored the students speaking ability according to categories by Harris. He said there are some components that should be considered to score speaking ability; they are pronunciation, grammar, vocabulary, fluency, and comprehension.

The researcher took some steps in this research to get the necessary data. The first day, the researcher gave the students questionnaire to categorize extrovert and introvert students. It took for about 15 minutes to fill it up. Soon the researcher analyzed the data and selected only the extrovert students. Then, the researcher divided the students into two groups to become male and female students. The last step is the researcher ask the score of middle test to speaking lecturer. The writer began using statistical calculation after all the scoring steps had been completed. The two groups; the extrovert students and the introvert students and each English speaking test score were divided into two tables as the single distribution of data. The researcher then counted the mean score of the speaking test score of extrovert students. Furthermore, to understand the hypothesis of this study and to determine whether females of extrovert students can speak better than male students, the researcher compared both of the means scores by using the T-test formula.

FINDING AND DISCUSSION

This study recruited 33 students out of 48 which classified into 15 males and 18 females with the similar personality. After that, the test was carried out to determine the students' ability in speaking ability by counting their mean scores. From the table of extrovert students' personality score, the highest score is 11 and the lowest score is 3 where the students with the lower scores included introvert students. The researcher also found 1 student who is ambivert. With some kinds of personality which is obtained from the data, the researcher only took 1 kind of personality, it is extrovert personality and divided by gender.

The Result of Independent T-Test

Group Statistics										
		Gender	N	Mean	Std. Deviation	Std. Error Mean				
Score Speaking					4.131	1.067				
			Male	15	77.07					
			Female	18	77.11	3.579	.844			

Independent Samples Test										
		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	
Score Speaking	Equal variances assumed	.067	.798	-.033	31	.974	-.044	1.342	-2.781	2.692
	Equal variances not assumed			-.033	27.977	.974	-.044	1.360	-2.830	2.741

Based on the first table which is output table Group Statistics above, it showed that the total of male students is fifteen, while the total of female students is eighteen. For male students the mean score is 77.07 while for female students it is 77.11. Thus, the statistical data can be concluded that the average speaking score is different for both male and female students. Furthermore, based on the output data of the Independent Sample Test showed that the score of Equality of Variances is $.798 > 0.05$ so it means that both male and female

students are homogeneous or same. The interpretation of the output table Independent Sample Test above can be seen by the score in Equal variances assumed table. Based on the Equal variances assumed showed that the score of Sig. (2-tailed) is $.974 > 0.05$, so the result of the independent sample t-test can be concluded that H_0 is accepted and H_1 is rejected. Accordingly, it can be concluded that there is no significant difference between the mean score of speaking by male and female of extrovert students. Then, from the table of output above, it showed the score of Mean Difference is $-.044$. This score indicated the differences in the mean score from extrovert male students with the mean speaking score in extrovert female students.

On the other side, there are some strategies in teaching and learning speaking to reduce different gender biases for classroom teachers: First is to make sure that school activities and exercises are non-gender-based. The second is to analyze the classroom seating to assess whether there are any gender segregations. While working in groups, the teacher can control the students whether the groups are gender-balanced. The last is knowing the differences in speaking can help students' males and females better understand each other and establish meaningful gender-specific communication.

Here, the discussion showed the relevant studies also with the same result in this research. The study was conducted by Nira (2017). This study showed that there are differences in English speaking skills between male and female students, even if it is only slightly different. Based on the researchers' findings, the study was carried out at the first-grade students of SMA Lab School, Banda Aceh.

The speaking test's results shows that the mean scores of male and female students are relatively similar. The second study was done by Saldaria (2019). Based on the research, the researchers concluded that there are no differences in the speaking skill of male and female students. This is proved by the average speaking skill scores of both two groups in a sufficient category. Male students, nevertheless, performed better and more relax than female students in mutual conversations. Moreover, male students are not able to do sufficient oral narration. The research above is also supported by the research done by Yolanda (2019). The purpose of this study is to find a comparison of the speaking skills of students between males and females at senior high school 1 Kuantar Hilir. The study analyzed 8 male students and 16 female students. The results showed that there is no a significant difference between the speaking skills of male and female at 11th saint grade of senior high school 1 Kuantar Hilir

CONCLUSION AND SUGGESTIONS

Based on the result of the data analyses and discussion, it can be concluded that there is no significant difference between extrovert male and female students in the students' speaking ability in second semester of University of Islam Malang. Although the mean score of female students is higher than male students, the differences is trivial. The researcher found the significant value was $.974 > 0.05$. The result showed the extrovert female students cannot achieve better than male students in students' speaking ability. The H_0 is accepted because $t_{\text{value}} (-.033) < t_{\text{table}} (2.3556)$. In conclusion, the result of speaking ability from the two groups may have several factors that influenced the result. Based on the result of the study, the researcher had some suggestions for English teacher and the next researchers.

1. Teacher

English teacher should pay attention to the gender difference. So that, the teacher can make an appropriate method to treat the extrovert female and male students especially in teaching speaking.

2. Future researchers

For the next researchers, this study can be a references when they will make a research about speaking ability to personality. This study also conducted only for English students, so the next researcher can be modified with new subject besides English students. Then, it is important to pay attention to manage the time while research carried out in order to get the maximum result.

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