

## THE RELATIONSHIP BETWEEN STUDENTS' PERSONALITY AND SPEAKING PERFORMANCE

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### ABSTRACT

The purpose of this research is to find the relationship between extrovert and introvert personality and speaking performance of students in class XI Imam Bukhori SMK IT Multimedia An-Nuqthah, Tangerang, Banten. This research method is used as a quantitative correlation study. The population and sample are 21 students of SMK IT Multimedia An-Nuqthah, using simple random sampling in class. A questionnaire is used to determine the student's personality type, and a test is used to determine the student's speaking performance. The personality questionnaire and the speaking test scores are correlated by using the Pearson product moment formula. The result of  $r_{xy}$  is higher than  $rt$  in 5% ( $0,9984 > 0,4329$ ) and 1% ( $0,9984 > 0,5487$ ). The conclusion of this research there is the relationship between students' personality and speaking performance. It is hoped that this research will help achieve goals and success, and also help to be more effective in the process of English teaching.

*Keywords:* personality, extrovert, introvert, speaking

### A. INTRODUCTION

Language is an important part of our lives. Language is very important for people to communicate with others. Without language, it is impossible to communicate with society. People use language to communicate to express their feelings to others. At the same time, language is part of the community culture. Humans use language as a signal to express their identity with one cultural group, which is different from another cultural group. This language can also be used to express opinions, meanings and feelings between each other.

The most important language is English. English is a foreign language. English has become an important language in the world because we use English to communicate with other people around the world. English is also very important in education where we must learn English skills. There are four basic skills in language learning. The most important of these is speaking. With good speaking skills, people can easily understand our thoughts and ideas (Saindra & Mutiarani, 2019). The ability to learn speaking English is the most important aspect of learning a foreign language or a second language. Language learners will evaluate their success based on whether they can improve their speaking English ability.

Speaking can make people produce words and sentences in order to communicate or talk with others. Speaking language also has multiple language functions, such as how to interact, perform, and convey or convey information to others. Speaking are of great significance to

people's interactions with every day and everywhere around the world. Speaking language is a way of communicating ideas and information verbally. If we want to encourage students to communicate in English, we should use this language in real communication and ask them to do the same thing (Efrizal, 2012; Gilakjani, 2016 cited in Leong & Ahmadi, 2017).

Speaking language is the top priority for many people, and they also want to master the speaking language. The ability to speak a language is the basis for people to understand the meaning of communication. Therefore, we must produce and process words better when speaking, because speaking is an important function of people's communication in social life. If we successfully learn the language from the basic we will feel the improvement of the language level. When the speaking performance of English students is excellent, this happens because the students can manage to express themselves and feel, thoughts and ideas are accepted and conveyed to the audience, and can achieve good results. For students who cannot convey speaking and information to the audience, this may be a poor performance. Therefore, regardless of the student's speaking performance, the level of English can be displayed through the performance of the student.

Now, in modern teaching languages, individual students can provide students and teachers with further advantages to achieve their teaching methods or course goals. But before the teacher uses these methods, the teacher should understand the personality of the student. The problem that teachers often find in the teaching process, especially speaking English, is the personality of the students.

Personality comes from the Latin word *persona* which means mask. The mask is used by Greek actors to act on stage. Personality can be seen from individual traits such as ways of thinking, behaviour reaction, emotional response, and interaction. Generally, personality is seen as a unique pattern of maintaining feelings, thoughts, and actions that show the character of an individual (Yunus, Wahab, Ismail & Othman, 2018). Personality is a unique behaviour and human nature to respond to the stimuli both coming from the environment and self. Each student has unique characteristics in behaving as well as in the learning process, good learning process will result in a good learning achievement as well (Ariga, Amelia & Sari, 2018).

In this research, the personality types used are based on Gustav Jung's theory, which is divided into extrovert and introvert. Extrovert is usually outgoing, active in speaking, and willing to attract attention in a group. Extrovert also likes to meet new people. Introvert personality is a group of people who feel more at ease when socializing. Extrovert students like to study in groups rather than alone. They feel confident when they speak in class, while extrovert students will speak more in class. Then the extrovert students tend to be social and like to join groups. Introvert students feel more shy, nervous and afraid of making mistakes when speaking, and lack confidence. They tend to avoid interaction during language learning in class because they are afraid of participating in activities that many people participate in. Therefore, the speaking of extrovert students is often better than that of introvert students (Travolta, 2018).

Based on the explanation above, extrovert students are better at speaking performance than introvert students. So the personality factors can help students in the learning process especially in speaking. From the explanation above, the researcher is interesting and wants

to research about there is a relationship between students' personality and speaking performance.

## **B. LITERATURE REVIEW**

### **1. Speaking**

Speaking language is a productive skill in language learning. It involves communicative performance and other important elements such as pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to enable learners to communicate in the target language (Rizqiningsih & Hadi, 2019). Speaking language not only needs to master a large number of vocabulary and grammatical structure, but also master all the elements of speaking language. Speaking is very important because by mastering speaking skills, people can have conversations with others, propose ideas and exchange information (Sadullaevna & Safarovna, 2020). Speaking language skills are very important in human life. Humans also speak in daily activities. One can say and use this word without thinking too much. Speaking skills enable humans to produce words and sentences in order to communicate or talk with others.

Speaking is also a communication tool, which can help people express their thoughts, feelings, and thoughts through expressions, so that the listener can understand what the speaker is saying. If we are not good at speaking skills, it may be difficult to communicate and may cause misunderstandings. Speaking language means to convey and pass on our thoughtful word-of-mouth messages. As humans, we are learning to speak our mother tongue through listening and repetition. Before we learn to read and write, Allah created and programmed human, first listening than speaking before we learn how to reading and writing. Speaking language is an important skill because it is one of the abilities needed to communicate with others. Learning English is not easy. Learners can learn grammar, vocabulary, pronunciation, fluency, comprehension, etc. All aspects of learning can make learners have good speaking English skills and can communicate with others.

Speaking is a complex skill, because at least it is related to grammar, vocabulary, pronunciation and fluency. All components are very important when speaking. The first part is grammar. Students need grammar to arrange the correct sentences in the dialogue. The second is vocabulary. Vocabulary is an appropriate dictionary for communication. Without sufficient vocabulary, one cannot effectively communicate or express their thoughts, whether in oral or written form. The third is pronunciation. Pronunciation is a way for students to express clearer language when speaking. The fourth is fluency. Oral fluency is the goal of many language learners. Fluency is the freedom to express speaking English without interruption. Signs of fluency include responsible quick speaking and only a few pauses (Qoura, AlSheikh & Omar 2017).

There are some problems with the learner's speaking skill. The first problem is grammar. Learning English grammar is very difficult for learners. Most learners make grammatical errors when speaking English. Usually, learners make mistakes in tense and vocabulary when speaking in English. They sometimes use the wrong tense, for example, when they want to speak in the past tense, they speak in the present tense. They also cannot easily understand the difference between tenses and how to use tenses now and in the future. The second is the fear of making mistakes. Learning to speak English means learning how people communicate. Making mistakes is normal it is the mistakes learners should learn from and

how to overcome the mistakes of speaking English. Generally, learners are afraid of making mistakes because if they say something wrong, they will be shy, and their friends or classmates will laugh at it and be afraid of criticism. The third, confidence is one of the reasons why learners cannot speak English in public. If learners are not confident in themselves, then they cannot speak English, so self-confidence is important for speaking English. This is caused by teachers. Normally, teachers do not give them motivation in the classroom, and teachers only teach English, but they do not learn how to speak English. This is one of the biggest problems faced by learners

The students should be mastery of speaking because English plays an important role in life. Such as education, social, politics, culture, etc. If the mastery students speaking skills they can communicate well in English, and also speaking skills in English are the priority of many foreign language learners.

## **2. Personality**

Personality usually means the difference between one person and another. Personality is a unique characteristic of a person. Personality affects the way students learn. Extrovert and introvert were popularized by Swiss psychoanalyst Carl Jung. Jung described how extrovert people spread their energy outward, and introvert people focused their energy inward. Extrovert person are like external, open, and spontaneous emotional expressions, like getting to know others and being easy to connect with others. An introvert person likes to be alone to charge their energy, shy, hide their felling, and unfriendly expectations to their close friends (Ariga, Amelia & Sari, 2018).

There are several characteristics of extrovert students. Extrovert students are very friendly, they have many friends, and they are friendly. Secondly, they like group work, talkative, like talking with many people, easy going, and positive. Third, they speak first, then think, and take risks. Then there are several characteristics of introvert students. First of all, they like to work alone, avoiding noisy and crowded situations. Second, they have close friends and are passive. Third, they are closed, personal, and think very careful, and they think they will talk about it later.

Extrovert personality is active and good at conversation. People with extrovert are also more social to others. Introvert is talking less and less socially. In other words, an extrovert is a characteristic of a person, they like to do activities and become social people. At the same time, an introvert is a characteristic of a person, and most people are a person and prefer their inner world. Introvert students will remain quiet and nervous when speaking. The difference in society is the influence of speaking skills. The correlation between extrovert personalities is the success of second language learning, and extrovert students are more successful in socializing with others than introvert students.

But extrovert students still have difficulty in speaking activities. An example from another researcher found that extrovert students still pronounced incorrectly when speaking. Extrovert students find it difficult to pronounce correctly because they will still be affected by the use of their native language. Introvert students have strong speaking skills and good pronunciation, but the problem with introvert students is their low speech, low self-confidence, and low participation. Therefore, introvert students tend to become passive. Therefore, students with low self-confidence will find it difficult to change their speaking

English. Students with extrovert and introvert have different learning styles, which will affect their speaking English learning and performance.

### **C. RESEARCH METHODOLOGY**

In order to answer the research questions, in this research, the researchers used a quantitative correlation study, because this research wanted to know the correlation or relationship between extrovert personality, introvert personality and speaking performance. Correlation study is study that look for the relationship between two or more variables. When conducting research, variables are important elements for obtaining relevant research information. The author used quantitative correlation study to find the relationship between two variables. The first variable is the student's personality X and the second variable is the speaking scores Y. Therefore, this research used two variables.

The population of this research is second grade students of SMK IT Multimedia An-Nuqthah. The total population of one class is 21 students. In this research, the researchers only selected a class of second grade students as the population because they had already learned speaking English. When selecting samples, the researchers used simple random sampling. The total population and sample are 21 students. There will be students who are extrovert and introvert.

In collecting the data, the researcher used two instruments called tests and questionnaires. The test is used to know the score in speaking performance of students. Before doing the speaking test, the students must be filled with the questionnaire that the researcher gives for them to indicate the extrovert and introvert personality of students. A questionnaire is a list of questions to know people's information, opinion, and answer. In collecting the data of students' extrovert introvert personality, the researcher will use closed-ended questions. A closed-ended question is defined as question types that ask respondents to choose from a distinct set of different predefined answer, such as yes or no, or set multiple-choice questions. The researcher will give a questionnaire consisting of 20 items. The questionnaire will translate into Indonesia to avoid misunderstanding for students.

Before the test, the researcher will give them the topics for students to write their ideas. In this research, the researcher will test the students to speak in front of the class and friends for speaking performance tests and the researcher will give the students two to three minutes to prepare for speak English based on the students' topic. The research will give them a score based on their performance. Before collecting data, the researcher also watched and observed the teacher and students' activities in the classroom.

In order to analyzing the data, after the researcher scored the questionnaire and speaking test, the researcher only selected from students with extrovert and introvert personality. In the quantitative correlation study, the researcher used the Pearson Product Moment formula to investigate and calculate the correlation between students' extrovert introvert personality and students' speaking performance.

#### D. FINDINGS AND DISCUSSION

The data analyzed in this study is the result of student score data collected from the questionnaire of extroverted and introverted students and the speaking performance test. The analysis results can be seen in the following sections:

The researcher calculates question that has a checklist in option answer YES and NO in both personality that is extrovert and introvert. The table below is obtained for all students' questionnaires.

**Table 1. Table Students' Personality Questionnaires (X)**

Students	Score	Note
Students 1	14	Extrovert
Students 2	13	Introvert
Students 3	11	Introvert
Students 4	12	Introvert
Students 5	14	Extrovert
Students 6	9	Introvert
Students 7	10	Introvert
Students 8	13	Extrovert
Students 9	16	Extrovert
Students 10	11	Introvert
Students 11	12	Introvert
Students 12	15	Extrovert
Students 13	12	Extrovert
Students 14	15	Introvert
Students 15	12	Extrovert
Students 16	12	Extrovert
Students 17	16	Extrovert
Students 18	9	Extrovert
Students 19	12	Extrovert
Students 20	13	Introvert
Students 21	14	Extrovert
$\Sigma$	261	

From the results of the questionnaire, this research found that the total number of extrovert students is more than the total number of introvert students. This means that in the XI Imam Bukhori class, extrovert students are more dominant than introvert students.

The speaking performance score has five criteria, such as pronunciation, intonation, accuracy, fluency, and action. The students speaking performance score is obtained in the table below:

**Table 2. Students Speaking Performance Score (Y)**

Students	Score
Student 1	16
Student 2	15
Student 3	12
Student 4	12
Student 5	18
Student 6	13
Student 7	12
Student 8	18
Student 9	17
Student 10	12
Student 11	12
Student 12	17
Student 13	17
Student 14	12
Student 15	17
Student 16	16
Student 17	17
Student 18	16
Student 19	16
Student 20	12
Student 21	15
<b>Total Score</b>	<b>312</b>

After calculating the total score of the students' personality (X) and speaking performance (Y). The researcher used the Pearson Product Moment Formula is symbolized with  $r_{xy}$  to check the relationship between students' personality and speaking performance. The table below will show the calculating in obtaining scores.

**Table 3. The Calculating of Person Product Moment Correlation ( $r_{xy}$ )**

Students	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
Student 1	14	16	196	256	224
Student 2	13	15	169	225	195
Student 3	11	12	121	144	132
Student 4	12	12	144	144	144
Student 5	14	18	196	324	252
Student 6	9	13	81	169	117
Student 7	10	12	100	144	156
Student 8	13	18	169	324	234
Student 9	16	17	256	289	272
Student 10	11	12	121	144	132
Student 11	12	12	144	144	144
Student 12	15	17	225	289	255
Student 13	12	17	144	289	204
Student 14	11	12	121	144	132

Student 15	12	17	144	289	204
Student 16	12	16	144	256	192
Student 17	16	17	256	289	272
Student 18	9	16	81	256	144
Student 19	12	16	144	256	192
Student 20	13	12	169	144	156
Student 21	14	15	196	225	210
	$\Sigma X =$	$\Sigma Y =$	$\Sigma X^2 =$	$\Sigma Y^2 =$	$\Sigma XY =$
N= 21	261	312	3321	4744	3963

The score of  $r_{xy}$  are calculated by the Pearson Product moment correlation formula as follows:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r_{xy} = \frac{3963}{\sqrt{3321 \times 4744}}$$

$$r_{xy} = \frac{3963}{\sqrt{15754824}}$$

$$r_{xy} = \frac{3963}{3969,234}$$

$$r_{xy} = 0,9984$$

Based on the data above the researcher can answer the research question about there is the relationship between students' personality and speaking performance. From the above findings, the answer can be seen. That the coefficient of correlation  $r_{xy}$  is more than  $r$  table  $rt$  score with the degree of significance 5% is (0,9984 > 0,4329) and the coefficient of correlation  $r_{xy}$  is more than  $r$  table  $rt$  score with the degree of significance 1% (0,9984 > 0,5487). It shows that the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, there is a relationship between students' personality and speaking performance. Through this data, there are very high significance in students' personality and speaking performance.

Carl Jung used the word extrovert and introvert is to describe the preferred focus of one's energy on either the outer world or the inner world. The extrovert, they prefer their energy to the outer world, and for the introvert, they prefer their energy to the inner world. Extrovert students tend to focus on activities and interactions with others. Extrovert students like to participate, talk and socialize, and extrovert students are the best working in a group. Then introvert students will tend to the inner world like thoughts, they will get energy from thoughts, feelings and memories. They can socialize, but they need time to recharge on their own. Introvert think before speaking. It can be concluded that there are differences in strategy or learning styles between extrovert and introvert students.

The writer found that individual factors are playing important roles in the success of English learner. According to the result of this research, it can be said that some individual characteristics such as extrovert introvert personality may be related to the successful mastery of speaking English. By understanding the personality of students in the classroom, students can do well in the learning process effectively. For teacher, they should

accommodate and facilitate students to prefer their learning style. Learning style plays an important role for students to learn foreign language or second language.

## E. CONCLUSION

The conclusion of this research indicates there is a relationship between students' personality and speaking performance. According to the result, if students understand themselves and their personality it will help them successfully master speaking English and it will also help students effectively acquire their learning style. The writer wants to give the following suggestion such as. First of all, students should be aware of their personality type and its impact on speaking English. Therefore, they can know how to improve their speaking performance in class. Students should understand themselves and they should learn more and pay attention to the lack of English skills. Therefore, they can improve themselves to successfully master all English skills. Second, for the teacher, if the teacher knows and understands the relationship between students' personality and speaking performance it can make the teacher aware of students' personality and its influence on the speaking language. Therefore, teacher can use appropriate methods, and can also treat students' inappropriate ways to achieve the teaching goals and success in the teaching-learning process. Then third for other researchers, this research can also be used as a reference for other researchers. In addition, other researcher can try to apply other skills such as listening, reading, and writing. This research also only focuses on extrovert and introvert, so other researchers can try to conduct involving ambivert. The writer suggests the other researcher will do their research better.

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