

An Analysis of Extrovert-Introvert Personality towards Young Learners' Speaking Ability

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Abstract:

Background: This study is expected to be able to give the contribution for the teacher and students in teaching and learning English to achieve the objective of learning English. It is hopefully can be used as the reference to identify the students' personality especially extroversion and introversion and their ability in speaking. Moreover, it's important for the students knowing their own personality preference and their ability in language aspects. It is also help them to understand their strengths and weaknesses in learning English and try to learn how to improve themselves. The objectives of this research were to find out the difference and correlation between young learners' speaking ability and their personality. This study was quantitative research. In order to get the data, the researcher used the questionnaire of personality type (extrovert and introvert) Eysenck Personality Questionnaire (EPQ). The questionnaire consists of 20 items adapted by the researcher. Based on the statistic computation, it showed that the coefficient (ro) was 5.77 which mean that the correlation between both variables was moderate. In relation to the research question about the correlation between the variables, it showed that how the personality factor affects the young learners' speaking ability.

Key Word: young learners, speaking ability, extrovert, and introvert

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I. Introduction

One of the purposes in teaching English is to improve the students' ability to use English as a mean of communication. EFL students must be able to communicate with others to increase their speaking ability in the classroom. By using English, students are expected to be able to take apart in social live and able to communicate to gain information provided in English (Abadi, 2015, p.133). The frequency of using the language determines the successful of foreign language learning.

Moreover, learning English is not only for the adults, it is also can be learnt by children who called as "young learners". Considering their needed to study English as one of the important subjects in the school. Studies have proved that learning English at an early age helps students grasp their mother tongue better, simultaneously enabling them to acquire remarkable proficiency in their second language. Speaking, as it relates to young learners is one way for them to play, in case, playing with words and sound. According to Cook (2000) in Linse (2005), there are many different ways that children play with words and language, beginning with the tickling rhymes and continuing with other sorts of play which involve both the form and meaning of language. Children are also good interpreters. They learn the power of their spoken words. They observe how a word can impact an adult's feeling and how they respond to that kind of words.

Further, the research about the importance of English for young learners has been conducted by some researchers, for example, Damar, Gursoy & Korkmaz, (2013). The result of their research showed that EFL teacher trainers prefer language education to start at the first stage of primary school and even earlier during pre-school, which are in line with the recent changes in the curriculum.

Unfortunately, some students who studies in the course still have difficulty in order to develop their ability in speaking. Some students get shy and the others are able to perform their best performance in speaking. They receive and process the information differently. One factor to be considered is the student's personality type. There is a difference in their personality type thus their understanding (Nazlia, 2015, p.10). Moreover, Yan Zhang (2008, p.1) cited in Qomarudin (2010, p.26) states that "A number of theories hold that personality factor significantly influences the degree of success that individuals achieve in learning a second language . . ." So that, the personality of the student is one of the factors that determining their success in acquiring second language.

Personality is a very popular psychological concept of the world. Personality refers to important and relatively stable aspects of behavior. Personality deals with a wide range of human behavior. According to many theorists, personality includes virtually everything about a person mental, emotional, social, and physical. Some aspects of personality are unobservable, such as thoughts, memories, and dreams, whereas others are observable,

such as overt actions. Personality also includes aspects that are concealed from yourself, or unconscious, as well as those that are conscious and well within your awareness. (Robert B. Ewe, 2003).

Despite the importance of speaking, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Moreover, the successful of students' communicative skills sometimes depends on many factors. One of which is their personality factors.

Studies on the effect of personality factors, especially those who have extrovert and introvert character on verbal and interactive behaviors among the university students in Ankara University have been conducted by Abali (2006), there is a correlation between those two variables. Based on the objectives above, this research will be concern on the investigation whether there is or no correlation between extrovert-introvert personality towards young learners' speaking ability.

In addition, it is also used to confirm the information to the parents about the student's personality affect the successful of their speaking ability. This study is expected to be able to give the contribution for the teacher and students in teaching and learning English to achieve the objective of learning English. It is hopefully can be used as the reference to identify the students' personality especially extroversion and introversion and their ability in speaking. Moreover, it's important for the students knowing their own personality preference and their ability in language aspects. It is also help them to understand their strengths and weaknesses in learning English and try to learn how to improve themselves.

II. Material And Methods

This study was quantitative research. In order to find the difference and correlation between young learners' speaking ability and their personality, the researcher would firstly classify the students' personality types. The types of personality are categorized into extrovert and introvert. In this research, the researcher used a purposive sampling for the data collection. The population of this study was Level 3 of Pingu's English Lampung. There were fifteen students. They were chosen since they have been studying English for 2 years in this course. In order to get the data, the researcher used the questionnaire of personality type (extrovert and introvert) **Eysenck Personality Questionnaire** (1975). There were 20 items from the questionnaire. The questionnaire was composed of two sub-scales: 5 items (Item no 1-10) were used to identify the introvert personality, meanwhile the item no 10-20 was used to identify the extrovert personality. The validity and reliability of this questionnaire was calculated by using Cronbach's Alpha and each sub-scale of personality traits was valid and reliable. Moreover, the researcher interviewed the students in order to clarify the result of their questionnaire, and to ensure the students answers were truly based on their interpretations.

III. Result and Discussion

The validity and reliability of this questionnaire was calculated by using Cronbach's Alpha and each sub-scale of personality traits was valid and reliable. Here is the table of personality traits questionnaire scales.

Table 1. Personality traits questionnaire scales and internal consistency coefficients

Scales	Number of Items	Cronbach's Alpha
Introvert	10 items	.73
Extrovert	10 items	.83

Meanwhile, in order to get the data of speaking ability, the researcher did not use any specific test and measurement. The data is collected based on the average mark of students speaking test in the regular teaching process conducted by the English teacher as the researcher.

In order to get the result as the answer of the research question, *Independent Samples T-test* was used to investigate the correlation between extrovert and introvert personality concerning to their speaking ability.

Table 2. The Correlations between personality traits and Speaking Ability

		Extrovert	Introvert	Speaking
Extrovert	Pearson Correlation	1	.443	.577**
	Sig. (2-tailed)		.050	.008
	N	15	15	15
Introvert	Pearson Correlation	.443	1	.235
	Sig. (2-tailed)	.050		.319
	N	15	15	15
Speaking	Pearson Correlation	.577**	.235	1

Sig. (2-tailed)	,008	,319	
N	15	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the statistic computation, it showed that the coefficient (ro) was 5.77 which mean that the correlation between both variables was moderate. In relation to the research question about the correlation between the variables, it showed that how the personality factor affects the young learners' speaking ability.

In case, the extrovert student had a better speaking ability because they have dominant characteristic to socialize, impulsive and quick thinking so that they can communicate well. Meanwhile, the introvert students were very careful in order to communicate or socialize with others. They have their own perception when do they need to speak up or just silent in order to avoid some mistakes in conversation. One of intuitively appealing hypotheses is that extrovert learners learn more rapidly and more successful the introvert learners. It is because extrovert learner will find their own way to interact with others (Nadzif, 2015; p.5) Eventough, introverts have less ability in speaking and communicate with others, we may not assume that they also have less performance on the other skills. It is because, during the research, the researcher found that some introvert learners showed their best ability understanding the grammatical rules in writing sentences.

IV. Conclusion

This study is extended to investigate whether there is a correlation between personality factors and young learners' speaking ability. The finding shows that the student's personality can affect their speaking ability. Extrovert students showed their best in speaking because of their natural characteristic as an extrovert. Meanwhile the introvert student may be less on the speaking. However, it can't be called that introvert students have low capability in any aspects of language. According to their personality, the teacher can also explore their best ability in language learning. In way of critical thinking skills and in speaking ability, extrovert students were more capable than introvert students. Both of these were different in relation to previous research by Fahim (2014). He explained that midtrovert personality trait is the key to promote the critical thinking level of the learners. It can be concluded that extrovert students more success in speaking, because they were talkative and active to speak although with a new situation. Yet, it is also important for the teacher to know the students' personality before choosing the appropriate method or learning strategy. Thus, extrovert and introvert students have the same opportunities in learning process although they show different result, especially in speaking.

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