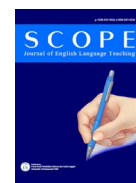




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Research Article

Does Personality Influence University Students' Public Speaking?

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KEYWORDS

Speaking;
 Personality;
 Extrovert;
 Introvert.

ABSTRACT

The point of this study is planned to research the ability of understudies in performing public speaking, in light of their personality: extrovert and introvert. This study utilized a qualitative approach where the scientist depicted the introvert and extrovert personalities of individual character of EFL students talking execution. The participants were 203 understudies from five classes of English. The data collection technique used was semi-structured. The data collected during this study was then examined using two different techniques: statistical counting for quantitative information about the introvert and extrovert traits of the students and analysis for qualitative information about the effectiveness of their public speaking. The findings show that on average, extrovert students' accomplishments in talking are better than introverts, but not significant, however not huge. The thing that matters is simply 0.02 points among 0 to 5 in scoring. Students who are introverts or extroverts have different learning methods; introverts tend to study by themselves, while extroverts enjoy interacting with others and studying in groups.

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INTRODUCTION

Speaking is assumed as one of skills that indicates someone's capability in English mastery. When someone is able to communicate in English through spoken language, it is presumed that he or she has learned the language practically. It is considered that speaking is the productive skill and the last skill that shows all skills that have been acquired very well. Being able to speak is the ultimate indication that ones have mastered a language; this does not only happen in learning first language but also in learning foreign language (Hartatik and Rahmah, 2016).

Moreover, speaking is one of the most important skills that students must master among the four language skills. Because they must be engaged orally during lessons, being able to communicate verbally is essential for academic success (Adisaputera, et. al., 2021). As productive skill, speaking is an oral process to share ideas, feelings, information to others for certain purposes. For that reason, a student needs to build an interaction when she or he speaks to others. Speaking makes someone trained to think and to rethink before producing words or sentences for other people. Through speaking, someone can find a way to maintain the social relationship with others (Tiwery, 2019).

As one of productive skills, speaking plays an important role in communication. The process of communication involves the process of constructing meanings which involves producing, receiving and processing information (Brown, 1994). It is an interactive process in which students can express their ideas or information (Tiwery, 2019). In this definition, speaking is described as the process of generating and conveying meaning in a variety of circumstances through the use of verbal and nonverbal symbols (Laisouw, 2019). To communicate effectively in a foreign language, speakers must make themselves understood by the audience, which needs accuracy in the target language (Hao, 2017).

In a foreign language frame, mastering speaking skill is needed by foreign students to build good interaction with others from abroad countries. Moreover, the ability of English skill plays an important role in facing globalization era. For that reason, students should learn and master it for education purposes (Tiwery, 2019). Speaking ability is considered as being the most important skill in any language, but it is also the most difficult to acquire (Adisaputera, et. al., 2021). Language learners find it difficult to express themselves in a second or foreign language, especially in a classroom setting. Regardless of this issue, language learners believe they have learned the target language when they can communicate fluently in it orally (Leong and Ahmadi, 2017).

Therefore, when learning a language, people should know how the language works (language use) and how to learn to use it (language use). Just like learning a musical instrument, a student who has learned a lot of grammar but cannot use the language is the same as a guitarist who has learned a lot of harmony but cannot play the guitar (Simbolon, 2015). Speaking fluency is a valuable skill that enables students to produce a language when speaking. For the majority of people, speaking a foreign language is really challenging. Along with a lack of grammatical comprehension, this problem is brought on by a lack of speaking confidence and a fear of making errors (Hanifa, 2018). Therefore, judging a student's achievement depends not only on how much he or she knows, but also on he or she performs in public (Simbolon, 2015). The ability to talk in front of an audience is a very valuable skill that may be attained once someone has passed from the fundamental to the advanced levels of speaking (Hz and Ramadhan, 2022).

According to Richard in Brown (1994) speaking must exist in linguistic rules that must be applied in a given communicative situation. In speaking, students should learn some steps in order to make the speaking itself properly and understandably, those steps are: speak clearly and expressively about their ideas and concern or

adapt the words and strategies according to various situations and audiences from one to any conversations to formal large group setting, interpret, and assess various kinds of communication, including intonation, phase gestures and body language that accompany speaking (Tiwery, 2019).

Mahripah (2014) claims that psychological factors influence English learners' speaking skills in addition to linguistic components such as Syntax and Semantics. Psychological factors differences might cause differences in speaking skills. Especially, speaking is a capability that is uttered in front of other people, or in front of many people. Personality, specifically extroversion and introversion, are mentioned as psychological factors that influence students' performance in speaking. Speaking has several practical obstacles, including psychological, physiological, physical, systematic, and attitude-related ones (Gurler, 2015). In contrast, personality, according to Pevin and John dalam Masruddin and Pratiwi (2016), is a collection of organized psychological traits and systems that people possess and that influence their interactions while allowing them to adapt to their environment.

The study of how personality is related to the achievement of students' academic in English learning has been developed since early 1990s (Travolta, 2018). Students' personality may influence their achievement in studying the second and foreign language. Furthermore, Wengrum (2013) believes that numerous achievements in speaking performance are determined by students' personality: introvert and extrovert. This fact indicates that the students' achievement in English language is determined by their introversion and extroversion personality.

Additionally, the terms 'introversion' and 'introvert personality' refer to the personality that is more likely to focus on one's inner thoughts and feelings (Khoiriyah, 2016). Because they are naturally anxious and over-aroused, introverts require peaceful environments to work at their best. When working alone or with others (if at all), an introvert will do so only after thoroughly developing their own ideas. To communicate, they would rather write than speak. People who are extroverts, on the other side, tend to be gregarious, animated, and chatty. Extrovert personality refers to the type that prefers social engagement and is curious about other people and objects in the environment. The tendency of extroverts is to look for chances to communicate with people, ideally in person. The extrovert personality favors speaking to writing as a means of communication in contrast to the introvert personality (Khoiriyah, 2016). Students who are shy and introvert are hesitant to speak in front of large crowds. Contrarily, extrovert pupils are those who are

thought to be passionate individuals who enjoy interacting with others and joining groups (Roccas, et. al., 2002)

According to several modern experts, extrovert personalities make excellent language learners. Zainuddin (2016) highlights that typical extroverts are sociable, have a lot of friends, need to meet new people, like social gatherings, and detest reading or studying alone. Thus, this study is intended to investigate the capability of students in performing public speaking, based on their personalities: introvert and extrovert.

METHOD

This study used a qualitative approach where the researchers described the introvert and extrovert personality of EFL learner’s speaking performance. By a qualitative approach, researchers try to understand social phenomena from the perspective of the participants through involvement in life. The main respondents of this study were 203 students from five classes of English education in State University of Islamic North Sumatera in semester 6 academic year 2020-2021 and then being reduced into 102, whom then divided into 51 students in introvert personality and 51 students in extrovert personality.

This study was a case study approach that was naturally qualitative. The technique for collecting the data employed was semi-structured. The data collected during this research was then examined using two different techniques: statistical counting for quantitative information about the introvert and extrovert traits of the students and analysis for qualitative information about the effectiveness of their public speaking. While for an additional technique, the researchers will ask the students to give a speech by using video in 5-7 minutes. By hearing their speech, the researchers will identify and will make some classification based on their speaking performance. Moreover, the study also investigated the strengths and the weaknesses of the introvert and extrovert personalities of EFL learner’s speaking performance through the various variables and problems between them. It could be expected that the result about the speaking performance that is produced by introvert and extrovert students in English Education Department could be a consideration for next project.

RESULTS AND DISCUSSION

Firstly, 203 students from five classes were asked to fill up a test, to determine what kind of personality they have. The students were examining their personality through www.16personalities.com. On the site, the students were asked several questions should be answered, to determine their personality. After filling up, it is achieved the number of both personality: introvert and extrovert, as shown on the table below.

Table 1. Percentage of each the classes

Class	Introvert	Ektrovert
TBI 1	18	24
TBI 2	22	16
TBI 3	24	20
TBI 4	21	22
TBI 5	19	17
Total	104	99
Total Percentage	51.23	58.77

From the table, it can be seen that the distribution of respondents’ personalities are randomly distributed. Two classes are dominated by extrovert students and three classes are dominated by introvert students, although the comparison not excessively significant. In addition, overall, most of respondents are introvert, although again, not excessively significant, where 104 students or 51.27% of them in this kind of personality. Then, only students who obtain introversion or extroversion above 60% chosen as the respondents, that is, 51 students in introvert and 51 students in extrovert then being selected as the subject of the study.

Table 2. Percentage of introvert and extrovert

Groups	Quantity	Percentage
<i>Introvert</i>	51	50%
<i>Extrovert</i>	51	50%

After that, the students were asked to perform their public speaking virtually. They were commanded to create video of their speaking performance, talking about specific topics freely. The duration of the video should not more than seven minutes, which then their performances video being assessed by the researchers. Their speaking competence being appraised by the researchers with these following scoring criteria:

Table 3. Scoring criteria

Point	Description	Definition
0	Needs to study from the basic	No expression/conversation
1	Needs much more improvment	Hardly speaking.
2	Needs more improvment	Some of expressions/ opinions/facts are expressed but there are a lot of mistakes.
3	Good	Most of expressions/ opinions/facts are expressed but there are some mistakes in the answer.
4	Very Good	All expressions/ opinions/ facts are expressed but there are a few mistakes.
5	Excellent	All expressions/opinions/ facts are expressed perfectly including his/her opinion.

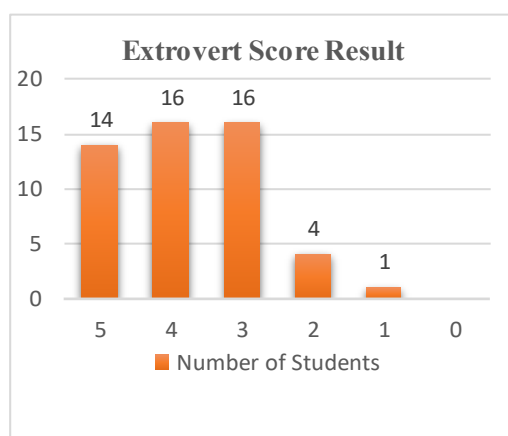
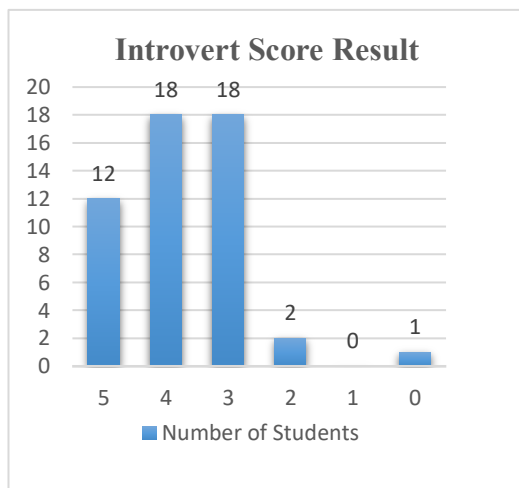


Figure 1. The result of the judgement

Moreover, the average score between introvert and extrovert is shown as:

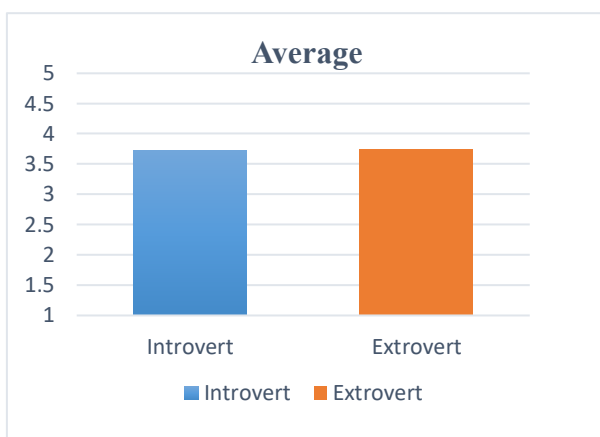


Figure 2. The average score

As the major outcome of this study, it addresses several intriguing discoveries relating to the students' personality questionnaire, their English speaking scores as reflected by their video projects, and the comparison of introvert and extrovert groups in English speaking scores.

According to the results of the questionnaire they complete on www.16personalities.com, the overall number of introvert students in the sixth semester is

higher than the total number of extrovert students, albeit the difference is not significant. In the sixth semester students in the English Study Program of the State Islamic University of North Sumatera, meaning that students with introvert personalities are more dominating than students with extrovert personalities.

Furthermore, the results indicate that there is no significant difference in English public speaking ratings between the introvert and extrovert groups. Introvert students do not substantially outperform extrovert students in the English speaking exam, based on the mean score of their video speaking performance test. This study hypothesizes that it occurs due to a variety of factors that present in both introvert and extrovert personalities.

In contrary, extrovert personalities tend to be open, and easily adapt to new situations. An active, friendly, and easy-going personality makes it easier to communicate and to speak especially in English. The extrovert personality has a trait where it is easy to share stories or to start a conversation. Easy to trust others is often the reason for being easy to depend on other people, even on the contrary prefers to share with others to do anything so that extroverts are more likely to do their work together and involve other people and open conversations to others. Trust is often the main factor to easily talk to other people, don't be ashamed if there are people who laugh at what they want to say different from the views of people in general. Excessive self-confidence tends to make them more open and easy to express in the form of speaking communication. But, in this study, introvert and extrovert students have no significant difference on their video performance. It indicates that these theories do not prevail in this case.

The manner they communicate their feelings or emotions is the other. Introverts prefer working alone rather than in groups because they dislike being the center of attention (Burrus and Kaenzig, 1999). They find it difficult to engage with a large group of people, so they prefer spending time alone, reading a book, listening to music, or composing a narrative. They like doing things on their own. Extrovert kids, on the other hand, thrive in courses that provide time for debate, chatting, and group work (Lestari, Sada and Suhartono, 2013). They enjoy being in a crowd, a group, or participating in activities that are not their own. Thus, the students with extrovert supposed to have higher score in their speaking performance. But in this case, this matter is not confirmed. The students with introvert and extrovert personalities have almost the same score in average, or almost possess the same score in their scoring distribution.

CONCLUSION

In order to conduct an effective ESP course, the students' English background should be considered first. The materials that are appropriate for the students' level can help them learn English better and faster. Based on the results of this study, the researcher can conclude that the

current situation of Sendratasik students does not meet the real needs of English for Specific Purposes which reveals between English teaching materials and their study program. Those students need more specific English materials which are English for Specific Purposes courses for Students where they consider speaking and listening as useful skills to improve as the first two priorities.

Although some students state grammar and tenses are not really important for them but those materials should be included in ESP courses to improve their English skills as well. Their need in learning English is to be able to communicate in English well in their subject areas of study and future employment. An English course designer should focus on topics related to English for Sendratasik Students that are relevant between their current situation and their target needs.

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