

INTROVERT VS EXTROVERT: AN ANALYSIS OF THE STUDENTS' PERSONALITY IN LEARNING SPEAKING IN SMAN 18 MAKASSAR

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ABSTRACT

The objective of the research is to know Introvert and Extrovert students in learning speaking in SMAN 18 Makassar. This research used qualitative method with phenomenology design. This research conducted in two steps such as questionnaire and interview test. The sample of this research is XII IPA-4 there are 13 students as respondents. The data collecting by using questionnaire and interview test. After conducted the research, the writer concludes that there is no effect of students' personality in learning speaking. It was proved by the result of the questionnaire and interview test which there are eight students that has introvert personality and five students that has extrovert personality, and according to the interview test that given, most of the students has the same way in learning speaking which is watching movie, reading book, and listening to the songs. Therefore, according to the result of the research, the personality of introvert and extrovert students in SMAN 18 Makassar is not affected on their way in learning speaking. In addition, after this research, students can identified their personalities based on the questionnaires that given.

Keywords: Introvert, Extrovert, Learning Speaking.

INTRODUCTION

Talking about personality is an exciting and endless topic to discuss. Personality can be defined as a group of dynamic and organized characteristic found by a person that uniquely affects cognition, motivation, and behavior in certain conditions and situations. (Rahayu, 2020) . Personality is the distinct sets of behavior, cognition, and emotional patterns that evolve form. Gulo in Gustriani (2020) explained that personality is a person's characteristic and distinctive behavior that distinguishes them from others; integration of characteristics of structures, patterns of behavior, interests, attitudes, abilities, and potential of a person, everything about a person, as known by others.

In classroom learning, factors that influence students' learning English are motivation, attitudes, personality, learning achievement, aptitude, intelligence, and age (Gardner in Taiyeb, 2019). While the factors that dominate students' have difficulty in learning speaking, namely, lack of motivation, shyness, anxiety, lack of confidence, and fear of mistakes. These factors come from psychological related to personality. In the learning process in the school, to facilitate the teacher in determining the learning model, it would be better if the teacher was able to identify each student's personality. Lestary in Rahayu (2020:14) mentioned that identifying students' personalities will provide teachers with a gateway through which to manipulate the success of their teaching process. Following Hakim (2015:48) in his journal, it is that by understanding student personalities, teachers

would find it easier to choose learning strategies that are suitable for student abilities and conditions. That's why teachers should be able to identify student personalities due to a thriving learning environment.

Jung in Rahayu (2020) stated that human personality could be divided into introvert and extrovert. An introvert is the personality of someone who prefers to spend time alone or with one or two of their closest friends rather than being in a crowd. Based on Jung's theory, someone with an introverted personality tends to withdraw and be alone. They prefer to think about themselves rather than talk to other people.

In contrast to introverts, someone who has an extroverted personality prefers an interactive environment. They are pretty enthusiastic about new things and easy to get along with. According to them, activities in the social environment, interacting with other people, exchanging information with many people, and socializing are fun things. According to Jung, extroverts are influenced by the objective world outside of themselves. The orientation is focused on the mind, and the environment mainly determines the primary feeling, both social and non-social (Wulandari, 2017). Students who have introverted personalities tend to be listeners in class compared than participating in interactions in speaking with other students. This is in stark contrast to students who have extroverted personalities, where the student with extroverted personalities is very active in expressing their opinions and thoughts when interacting in class.

English is one of the international languages commonly used in various countries. There has never been in the past a language spoken more widely in the world than English today (Zyoud, 2016). English is one of the languages used by people to communicate between countries. English is even the official language in many countries or the primary language. Reporting to the Encyclopedia Britannica (2015), English which comes from England is the dominant language in most languages. Maduwu (2016) said that English is a universal language because it used by most countries in the world as the main language. Language is one of the characters which is unique and humane to differentiate between human being and other creature. Language as a system of communication and a very important role since people first lived in community. English is one of the compulsory subjects from junior high school, senior high school to university level in Indonesia. Every student is expected to be able to master English in communicating in everyday life. English, both spoken and written, should be actively dominated by students because English has become a means of communication globally Handayani in Munish, (2021). Humans are individual creatures who often communicate with others to meet their daily needs. However, English is considered a foreign language for the Indonesian people, and this is a unique difficulty for students (Brown in Arif, 2015).

In its division, English is divided into four skills that must be mastered, namely Listening, Speaking, Writing, and Reading. Speaking is a skill that is considered a vital role in the learning process and is difficult to learn.

Speaking is the delivery of language through the mouth. We create sounds using many body parts to communicate, including the lungs, vocal tracks, vocal cords, tongue, teeth, and lips. Speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information (Bailey in Jefrizal, 2016). Speaking is a language to communicate with others (Fulcher in Jefrizal, 2016). Speaking is a productive language skill (Siahaan in Jefrizal, 2016). Speaking skills is so related to communication. Speaking is a skill of using a language appropriate to express someone's idea, opinion, or feeling to give or get information and knowledge from other people who do communication. Without good speaking skills, communication will not be effective, and it can cause misunderstanding.

After completing the internship at SMA Negeri 18 Makassar, the writer realized that personality factors strongly influenced the students' ability to learn to speak. To find out more about whether students' introvert and extrovert personalities effected to students in learning speaking, the writer is interested in conducting research entitled "Introvert VS Extrovert: An Analysis of The Students Personality In Learning Speaking"

REVIEW OF LITERATURE

Personality

Discussing personality is an interesting topic, but it is also endless. There are many aspects of personality that are interesting to study. In general, personality is defined as the nature or behavior of a person in reacting or interacting with the surrounding environment. Personality is a prominent characteristic of an individual in emotions, attitudes, thoughts, and ways of acting on something. According to Pervin and John in Jusuf (2018), personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving. Personality is the relatively stable set of psychological attributes that distinguish one person from another

(Lawrence Ervin). In other words, personality is a trait in humans that is stable, does not change, and has become the hallmark of an individual.

In short, personality is divided into two, namely introverts and extroverts. According to Long in Jusuf (2018), personality refers to those stable characteristics by which individuals differ from each other and act as the basis of what they do. It is a label generally applied to interpersonal behavior, and we would, for instance, typically say that a socially outgoing person has an extroverted personality. Someone who is shy and likes to be alone is categorized as an introvert, while someone cheerful and easy to get along with is classified as an extrovert. Cloninger in Rofi'I (2017) defines personality as the underlying causes within the person of individual behavior and experience. Schustack in Rofi'I (2017) states that personality is the supreme realization of the innate idiosyncrasy of a living being. According to the attitude of individuals, there are extrovert and introvert groups of students.

Based on the theory above, it can be concluded that personality is everything that relates to a person's character, both in the form of thoughts, actions, and emotions

to the surrounding environment. Personality is a person's character that is stable and does not change.

Salsabila (2018) in her thesis said, a person has two main characteristics. They are introverts and extroverts. The two of them have contradictory aspects.

Speaking

Speaking is one of the four skills in English, namely listening, speaking, writing, and reading. Speaking is a vital skill in mastering English. Speaking can be defined as a condition in which a person speaks using his voice and gestures to express his opinion or feelings towards others.

According to Hendri (2017:4) Speaking is a means to fostering mutual understanding, mutual communication, and using language as a medium.

This speaking activity is actually an interesting activity in the classroom but on the contrary the stuttering of speaking is not interesting, not stimulating in the situation, the atmosphere became stiff and finally stuck. But for the sake of all this depending on the teacher If the teacher can stimulate the learning situation become alive, and can choose the technique that suits the level of ability students and have creativity in developing learning strategies of course this problem can be overcome well.

Speaking is an event of bringing one's intentions, ideas, thoughts, and feelings to others by using spoken language so that other people can understand these intentions. Gani (2019,) suggests that speaking is an act that produces language to communicate as one of the basic language skills. Meanwhile, Akhmadi in Gani (2019) understands speaking as a skill in creating a stream of articulation sound systems to convey wishes, needs, feelings, and desires to others. Speaking is a natural communication tool between members of society to express thoughts and as a form of social behavior. Speaking is the process of delivering information from the speaker to the listener to change the listener's knowledge, attitudes, and skills as a result of the information received.

Based on the paragraph above, it can be said that to deliver a good speech, we should master the elements of speaking so that people can understand our idea- or what we are trying to say.

Learning English as a foreign language is not an easy thing to do for most students in Indonesia. They cannot naturally learn it as if it is their mother language. Usually, learning a new language means learning a dictionary. It is because we have to master the words, the grammar, and the sound of the system of the terms. to reach the goal of the study. Talking about speaking, sometimes students find it challenging to learn. It's because there are a lot of elements in saying that students should be mastering. Not only that, but they also must have the confidence to speak in front of others.

Learning speaking is quite challenging to do because English is not a native language in Indonesia. Talking with others in English is not something usual. We only speak English at some moment, such as in English lessons. It means that the opportunity to speak English is minor.

METHOD OF THE RESEARCH

The type of this research is qualitative research. Qualitative research methods are a type of research method that observes objects directly and interprets every phenomenon that exists in the form of narratives. The design that the writer used in this research is Phenomenology. Phenomenology is an approach started by Husserl and developed by Heidegger to understand or study human life experiences. According to Husserl, the definition of phenomenology is divided into several parts, namely, subjective or phenomenological experiences, and a study of consciousness from the basic perspective of a person. According to Alase (2017), phenomenology is a qualitative methodology that allows the writer to apply their subjectivity and interpersonal abilities in the exploratory research process. Broadly speaking, phenomenology can be defined as a method that provides an opportunity for the writer to provide interpersonal or subjective assessments of a problem or phenomenon.

FINDINGS AND DISCUSSIONS

A. Findings

This part consists of the place of the research, the schedule of the research and the result of questionnaire and interview's text.

1. Place of the Research

This research was conducted at SMAN 18 Makassar. This research also involved students in class XII IPA-4 of SMAN 18 Makassar in the academic years 2022/2023. SMAN 18 Makassar has 322 students for grade twelfth consisting five classes of IPA, and three classes for IPS. This school has facilities such as laboratories, library, basketball courts, internet, and parks.

2. Schedule of the Research

This research was conducted in July in the first semester of the 2022/2023 academic year. The process of this research was carried out by following the schedule of English subjects for class XII IPA-4 at SMAN 18 Makassar.

a. Questionnaire

After conducting the research process, the writer presented the results of the questionnaire which had been filled out by 13 students of class XII IPA-4 SMAN 18 Makassar. The results of this questionnaire were obtained students personality which is divided into introvert and extrovert. The data is presented in the form of a table containing statements of numbers and percentages. Students who score 61-100 are introverts, while students who score 60-0 are extrovert.

Table 4.1 Score Classification, Range, Frequency, Percent of students' personality.

Classification	S	F	P
Strongly Introvert	81-100	2	15,3%
Introvert	61-81	4	39,7%

Neutral	41-60	1	7,6%
Extrovert	21-40	6	46,16%
Strongly extrovert	0-20	-	-
Total		13	100%

In the first question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.2. The Percentage Of Students' Questionnaire About Students' Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	6	46,15%
2	Agree	61-80	3	23,07%
3	Neutral	41-60	4	30,76%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 1

As their first statement from the questionnaire, table 4.2 indicates that 6 (46,15%) students out of 13 selected Strongly Agree about “I am inclined to be careful in my action” , 3 (23,07%) students select Agree, and 4 (30,76%) students selected neutral.

In the second question of the questionnaire, students asked about “the way they carry out their activities.” The result can be seen on the table below.

Table 4.3. The Percentage Of Students' Questionnaire About Students' Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	4	30,76%

2	Agree	61-80	3	23,07%
3	Neutral	41-60	6	46,15% %
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 2

As their second statement from the questionnaire, table 4.3 indicates that 4 (30,76%) students out of 13 selected Strongly Agree about “I usually move about at a leisurely pace” , 3 (23,07%) students selected Agree, and 6 (46,15%) students selected Neutral

In the third question of the questionnaire, students asked about “their way of socializing”. The result can be seen on the table below.

Table 4.4.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	5	3,89%
2	Agree	61-80	3	23,07%
3	Neutral	41-60	5	3,89%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 3

As their third statement from the questionnaire, table 4.4 indicates that 5 (3,89%) students out of 13 selected Strongly Agree about “prefer to have few but special friends” , 3 (23,07%) students select Agree, and 5 (3,89%) students selected Neutral.

In the fourth question of the questionnaire, students asked about “their way of socializing”. The result can be seen on the table below.

Table 4.5.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	3	23,07%

2	Agree	61-80	7	53,84%
3	Neutral	41-60	2	15,38%
4	Disagree	21-40	1	7,69
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 4

As their fourth statement from the questionnaire, table 4.5 indicates that 3 (23,07%) students out of 13 selected Strongly Agree about “I am mostly quite when I am with new people” , 7 (53,84%) students select Agree, 2 (15,38%) students selected neutral and 1(7,69%) student selected Disagree.

In the fifth question of the questionnaire, students asked about “their way of taking risk”. The result can be seen on the table below.

Table 4.6.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	4	38,46%
3	Neutral	41-60	5	3,89%
4	Disagree	21-40	4	30,76%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 5

As their fifth statement from the questionnaire, table 4.6 indicates that 4 (38,46%) students out of 13 selected Agree about “I tend to keep in the background on social occasions” , 5 (3,89%) students select Neutral, and 4 (30,79%) students selected disagree.

In the sixth question of the questionnaire, students asked about “their way of taking a risk”. The result can be seen on the table below.

Table 4.7.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	2	15,38%

2	Agree	61-80	7	53,84%
3	Neutral	41-60	4	30,76%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 6

As their sixth statement from the questionnaire, table 4.7 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I am rather careful in my new situations” , 7 (53,84%) students select Agree, and 4 (30,76%) students selected Neutral.

In the seventh question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.8. The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	2	15,38%
2	Agree	61-80	6	46,15%
3	Neutral	41-60	4	30,37%
4	Disagree	21-40	1	7,69
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 7

As their seventh statement from the questionnaire, table 4.8 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I usually stop and think things over before I speak” , 6 (46,15%) students select Agree, 4 (30,76%) students selected Neutral and 1(7,69) student selected Disagree.

In the eight question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.9. The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	5	3,89%

2	Agree	61-80	5	3,89%
3	Neutral	41-60	3	23,07%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 8

As their eight statement from the questionnaire, table 4.9 indicates that 5 (3,39%) students out of 13 selected Strongly Agree about “I like planning things well ahead of time” , 5 (3,89%) students select Agree, and 3 (23,07%) students selected Neutral.

In the ninth question of the questionnaire, students asked about “their expressiveness”. The result can be seen on the table below.

Table 4.10.The Percentage of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	percentage
1	Strongly agree	81-100	1	7,69%
2	Agree	61-80	4	30,76% %
3	Neutral	41-60	7	53,84%
4	Disagree	21-40	1	7,69%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 9

As their ninth statement from the questionnaire, table 4.10 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “my temper is well controlled” , 4 (30,76%) students select Agree, 7 (53,84%) students selected Neutral, and 1 (7,69%) student select Disagree.

In the tenth question of the questionnaire, students asked about “their expressiveness”. The result can be seen on the table below.

Table 4.11.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	1	7,69%
2	Agree	61-80	9	69,23%

3	Neutral	41-60	3	23,07%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 10

As their tenth statement from the questionnaire, table 4.11 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “when I am angry with someone, I wait until I cooled off before tackling the incidents ”, 9 (69,23%) students selected Agree, and 3 (23,07%) students selected Neutral.

In the eleventh question of the questionnaire, students asked about “their reflectivity”. The result can be seen on the table below.

Table 4.12.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	3	23,07%
2	Agree	61-80	8	61,53%
3	Neutral	41-60	2	15,38%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 11

As their eleventh statement from the questionnaire, table 4.12 indicates that 3 (23,07%) students out of 13 selected Strongly Agree about “when I am angry with someone I wait until I cooled off before tackling the incident” , 8 (61,53%) students select Agree, and 2 (15,38%) students selected Neutral.

In the twelfth question of the questionnaire, students asked about “their reflectivity”. The result can be seen on the table below.

Table 4.13.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	2	15,38%
3	Neutral	41-60	7	53,84%
4	Disagree	21-40	4	30,76%

5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 12

As their twelfth statement from the questionnaire, table 4.13 indicates that 2 (15,38%) students out of 13 selected Agree about “I often spend an evening just reading book” , 7 (53,84%) students selected Neutral, and 4 (30,76%) students selected Disagree.

In the thirteenth question of the questionnaire, students asked about “their responsibility”. The result can be seen on the table below.

Table.4.14 The Percentage About Student’s Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	5	3,89%
2	Agree	61-80	3	23,07%
3	Neutral	41-60	5	3,89%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 13

As their thirteenth statement from the questionnaire, table 1.14 indicates that 5 (23,07%) students out of 13 selected Strongly Agree about “I usually on time for task in my school” , 3 (23,07%) students select Agree, and 5 (3,89%) students selected Neutral.

In the fourteenth question of the questionnaire, students asked about “their responsibility”. The result can be seen on the table below.

Table 4.15.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	4	38,46%
2	Agree	61-80	5	3,89%
3	Neutral	41-60	4	38,46%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 14

As their fourteenth statement from the questionnaire, table 4.15 indicates that 4 (38,46%) students out of 13 selected Strongly Agree about “If I say I will do something I always keep my promise” , 5 (3,89%) students select Agree, and 4 (38,46%) students selected neutral.

In the fifteenth question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.16.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	5	3,89%
3	Neutral	41-60	7	53,8%
4	Disagree	21-40	1	7,69
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 15

As their fifteenth statement from the questionnaire, table 4.16 indicates that 6 (3,89%) students out of 13 selected Agree about “I often take one more activities than I have time for” , 7 (53,8%) students select Neutral, and 1 (7,69%) student selected Disagree.

In the sixteenth question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.17. The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	2	15,38%
2	Agree	61-80	4	30,76%
3	Neutral	41-60	6	46,15% %
4	Disagree	21-40	1	7,69
5	Strongly disagree	0-22	-	-

Total	13	100%
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Source: Questionnaire number 16

As their sixteenth statement from the questionnaire, table 4.17 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I have many different hobbies” , 4 (30,76%) students select Agree, 6 (46,15%) student selected Neutral, and 1(7,69%) student selected Disagree.

In the seventh question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.18.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	4	30,76%
2	Agree	61-80	2	15,38%
3	Neutral	41-60	6	46,15%
4	Disagree	21-40	1	7,69%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 17

As their seventeenth statement from the questionnaire, table 4.18 indicates that 4 (30,76%) students out of 13 selected Strongly Agree about “I like plenty of bustle and excitement around myself” , 2 (15,38%) students select Agree, 6 (46,15%) students selected Neutral, and 1(7,69%) student selected Disagree.

In the eighteenth question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.19.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	2	15,38%
2	Agree	61-80	4	30,76%
3	Neutral	41-60	5	3,89%
4	Disagree	21-40	2	15,38%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 18

As their eighteenth statement from the questionnaire, table 4.19 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I am a talkative person” , 4 (30,76%) students select Agree, 5 (3,89%) students selected Neutral, and 2 (15,38%) student selected Disagree.

In the nineteenth question of the questionnaire, students asked about “the way they socialize”. The result can be seen on the table below.

Table 4.20.The Percentage Of Students' Questionnaire About Students' Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	3	23,07%
3	Neutral	41-60	6	46,15%
4	Disagree	21-40	4	30,76%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 19

As their nineteenth statement from the questionnaire, table 4.20 indicates that 3 (23,07%) students out of 13 selected Agree about “I usually let myself go and enjoy the moment in lively party of gathering” , 6 (46,15%) students select Neutral, and 4 (30,76%) student selected Disagree.

In the twentieth question of the questionnaire, students asked about “the way they socialize”. The result can be seen on the table below.

Table 4.21.The Percentage Of Students' Questionnaire About Students' Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	2	15,38%
2	Agree	61-80	4	30,76%
3	Neutral	41-60	7	53,84%
4	Disagree	21-40	-	-
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 20

As their twentieth statement from the questionnaire, table 4.21 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I enjoy meeting new people” , 4 (30,76%) students select Agree, and 7 (53,84%) students selected Neutral.

In the twenty-first question of the questionnaire, students asked about “the way they socialize”. The result can be seen on the table below.

Table 4.22.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	1	7,69%
2	Agree	61-80	1	7,69%
3	Neutral	41-60	9	69,23%
4	Disagree	21-40	2	15,38%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 21

As their twenty-first statement from the questionnaire, table 4.22 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “I usually take initiative in making new friends” , 1 (7,69%) student select Agree, 9 (69,23%) students selected Neutral, and 2 (15,38%) student selected Disagree.

In the twenty-second question of the questionnaire, students asked about “the way they carry out their activities”. The result can be seen on the table below.

Table 4.23.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	1	7,69%
2	Agree	61-80	1	7,69%
3	Neutral	41-60	3	23,07%
4	Disagree	21-40	7	53,84%
5	Strongly disagree	0-22	1	7,69
Total			13	100%

Source: Questionnaire number 22

As their twenty-second statement from the questionnaire, table 4.23 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “I can easily live up a boring party” , 1 (7,69%) student select Agree, 3 (23,07%) students selected Neutral, 7 (53,84%) student selected Disagree, and 1 (7,69%) student selected Strongly Disagree.

In the twenty-third question of the questionnaire, students asked about “the way they face the risk”. The result can be seen on the table below.

Table 4.24. The Percentage Of Students' Questionnaire About Students' Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	1	7,69%
2	Agree	61-80	2	15,38%
3	Neutral	41-60	7	53,84%
4	Disagree	21-40	3	23,07%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 23

As their twenty-third statement from the questionnaire, table 4.24 indicates that 1 (7,69%) student out of 13 selected Strongly Agree about “I called myself happy-go-lucky” , 2 (15,38%) students select Agree, 7 (53,84%) students selected Neutral, and 3 (23,07%) student selected Disagree.

In the twenty-fourth question of the questionnaire, students asked about “the way they face the risk”. The result can be seen on the table below.

Table 4.25. The Percentage Of Students' Questionnaire About Students' Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	4	30,76%
3	Neutral	41-60	7	53,84%
4	Disagree	21-40	2	15,38%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 24

As their twenty-fourth statement from the questionnaire, table 4.25 indicates that 4 (30,76%) students out of 13 selected Agree about “I am a person who brave to take a risk” , 7 (53,84%) students select Neutral, and 2 (15,38%) students selected Disagree.

In the twenty-fifth question of the questionnaire, students asked about “the way they face the risk”. The result can be seen on the table below.

Table 4.26.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	4	30,76%
3	Neutral	41-60	8	61,53%
4	Disagree	21-40	1	7,69%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 25

As their twenty-fifth statement from the questionnaire, table 4.26 indicates that 4 (30,76%) students out of 13 selected Agree about “I like doing something challenges” , 8 (61,53%) students select Neutral, 1 (7,69%) student selected Disagree.

In the twenty-sixth question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.27.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	3	23,07%
3	Neutral	41-60	6	46,15%
4	Disagree	21-40	4	30,76%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 26

As their twenty-sixth statement from the questionnaire, table 4.27 indicates that 3 (23,07%) students out of 13 selected Agree about “I often make decision on the spur of time” , 6 (46,15%) students selected Neutral, and 4 (30,76%) student selected Disagree.

In the twenty-seventh question of the questionnaire, students asked about “their impulsivity”. The result can be seen on the table below.

Table 4.28.The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	3	23,07%
3	Neutral	41-60	8	61,53%
4	Disagree	21-40	2	15,38%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 27

As their twenty-seventh statement from the questionnaire, table 4.28 indicates that 3 (23,07%) students out of 13 selected Agree about “sometimes people said that I act too rashly ” , 8 (61,53%) students select Neutral, and (46,15%) 2 (15,38%) students selected Disagree.

In the twenty-eight question of the questionnaire, students asked about “their expressiveness”. The result can be seen on the table below.

Table 4.29.the percentage of students’ questionnaire about students’ personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	-	-
2	Agree	61-80	3	23,07%
3	Neutral	41-60	5	3,89%
4	Disagree	21-40	5	3,89%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 28

As their twenty-eighth statement from the questionnaire, table 4.29 indicates that 3 (23,07%) students out of 13 selected Agree about “ I am a

person who anger quickly” , 5 (3,89%) students select Neutral, and 5 (3,89%) students selected Disagree.

In the twenty-ninth question of the questionnaire, students asked about “their reflectiveness”. The result can be seen on the table below.

Table 4.30. The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	5	3,89%
2	Agree	61-80	2	15,38%
3	Neutral	41-60	5	3,89%
4	Disagree	21-40	1	7,69%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 29

As their twenty-fifth statement from the questionnaire, table 4.30 indicates that 5 (3,89%) students out of 13 selected Strongly Agree about “I like work that involves action rather than profound thought and study” , 2 (15,38%) students select Agree, 5 (3,89%) students selected Neutral, and 1(7,69%) student selected Disagree.

In the thirtieth question of the questionnaire, students asked about “their responsibility”. The result can be seen on the table below.

Table 4.31. The Percentage Of Students’ Questionnaire About Students’ Personality

No	Classification	Range	Frequency	Percentage
1	Strongly agree	81-100	2	15,38%
2	Agree	61-80	4	30,76%
3	Neutral	41-60	6	46,15%
4	Disagree	21-40	1	7,69%
5	Strongly disagree	0-22	-	-
Total			13	100%

Source: Questionnaire number 30

As their thirtieth statement from the questionnaire, table 4.31 indicates that 2 (15,38%) students out of 13 selected Strongly Agree about “I often forget little things that I supposed to do” , 4 (30,76%) students select Agree, 6 (46,15%) students selected Neutral, and 1(7,69%) student selected Disagree.

DISCUSSION

This discussion presented the findings of the research that been conducted by the writer and the comparison from study that related. .

This research was conducted at SMAN 18 Makassar; the sample was students from XII IPA-4. This study aims to determine the students’ personality that divided into introvert and extrovert and the difference between introvert and extrovert students in learning speaking. After the writer finished the research, based on the data that has been collected from the research through the questionnaire, students were asked about their activity. According to the table “4.2. The percentage of students’ questionnaire about students’ personality”, it can be seen that 6 students selected Strongly Agree, 3 students selected Agree and 4 students selected Disagree. Based on that it can be said that 6 students are indicated as introvert and 6 students are indicated as extrovert. In the interview session out of 13 students were asked about their way in learning speaking and based on the students answer, they said that they have a several ways in learning speaking. Watching movies, practice English video conversations, listening to the songs, read some books or novels and playing game with a foreigner gamers are the students’ way in learning speaking. Based on their statement the result of this research proved that introvert and extrovert students are basically has the same way in learning speaking.

While the research conducted by Dyah Sri Wulandari (2017) with tittle Extrovert And Introvert Students In Speaking Ability Of English Department At IAIN Palangka Raya was conclude that both introvert and extrovert personality have different ways in learning speaking. Students with extrovert personality have better ways in speaking than introvert. Their characteristic as extrovert contributes a positive effect on their speaking ability in some ways, better than introvert ones.

Research conducted by Tasmaniar Taiyeb (2019) with tittle Analyzing The Extrovert Personality And Speaking Performance Of The Third Semester English Students Departments At Unismuh Makassar was conclude that extrovert personality more dominant in performing speaking than introvert personality.

Research conducted by Yolla Gustriani (2020) with tittle A Comparative Study Between Extrovert And Introvert Students On Speaking Performance At State Senior High School 4 Peakan Baru was conclude that there is a significant difference between extrovert and introvert students on their speaking performance where extrovert students outperformed than introvert students. This is because the characteristic of extrovert that so much good in communicating. Extrovert students tend to make eye contact; posture and body language that make the performance look real.

CONCLUSION

This research consist two instruments. The first is questionnaire who helps the writer to identified students personality, and the second is interview that helps the writer to identify is there any difference in students learning speaking based on their personality. There are 13 samples in this research.

Based on the overall research analysis, this research aims to know the difference between introvert and extrovert personality in speaking English. Therefore, the existence of this research is useful to prove weather students personality has a difference in speaking English or not. As the result of this research, students' personality, both introvert and extrovert students have the same ways in learning speaking. According to the result of the research that held in class XII IPA-4 in SMAN 18 Makassar, based on the result of the questionnaire, there were 8 students classified as introverts and 5 students classified as extroverts.

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