



## An Analysis of The Extrovert-Introvert Personality and Speech Performance of the Second Semester English Department Students at IKIP PGRI Bojonegoro in Academic Year 2023/2024

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**Abstrak** - Kepribadian secara signifikan memengaruhi pembelajaran dan interaksi bahasa. Bahasa Inggris diajarkan di semua tingkat pendidikan, dengan keterampilan membaca, menulis, mendengarkan, dan berbicara. Salah satu kegiatan berbicara yang memberikan lebih banyak tantangan bagi mahasiswa jurusan Bahasa Inggris adalah pidato. Siswa menghadapi tantangan unik dalam komunikasi verbal berdasarkan tipe kepribadian mereka, seperti kecemasan, frustrasi, dan rendahnya partisipasi di kelas. Kepribadian didefinisikan menjadi dua jenis; yaitu ekstrovert dan introvert. Ekstrovert berfokus pada dunia luar mereka, sedangkan introvert berfokus secara internal. Kinerja pidato siswa dipengaruhi oleh lebih dari sekedar keterampilan berbicara mereka. Kepribadian mereka juga berpengaruh signifikan terhadap seberapa baik mereka berbicara. Dampak kepribadian siswa melampaui aspek dangkal dari pidato mereka. Penelitian ini merupakan penelitian kualitatif dengan desain deskriptif kuantitatif. Sampel penelitian ini adalah 33 mahasiswa Jurusan Pendidikan Bahasa Inggris di IKIP PGRI Bojonegoro. Studi tersebut menemukan bahwa 8 siswa ekstrovert, 25 siswa introvert, dan tidak ada siswa yang ambivert. Persentase mahasiswa yang mendemonstrasikan masing-masing dimensi kepribadian adalah 75% untuk dimensi introvert, 25% untuk dimensi ekstrovert, dan 0% untuk dimensi balanced. Skor kinerja berbicara ekstrovert tertinggi adalah 100, sedangkan yang terendah adalah 60 untuk introvert. Siswa ekstrovert lebih cenderung terlibat dalam partisipasi lisan, tetapi siswa introvert lebih bijaksana dan merangsang pemikiran. Baik ekstrovert maupun introvert memiliki gaya belajar yang unik, membuat mereka lebih baik dalam berbicara di depan umum. Untuk meningkatkan kinerja pidato, siswa harus memiliki pengetahuan yang cukup tentang masalah tersebut dan didorong oleh keterlibatan atau persiapan yang teratur.

**Keywords:** analisis, kepribadian ekstrovert dan introvert, penampilan berpidato

**Abstrak** - Personalities significantly impact language learning and interaction. English is taught at all educational levels, with reading, writing, listening, and speaking skills. One of speaking activities giving more challenges to English department students is speech. Students face unique challenges in verbal communication based on their type of personality, such as anxiety, frustration, and low participation in class. Personality was defined into two types; those are extrovert and introvert. Extrovert focuses on the outside of their world, while introverts are internally focused. Students' speech performance is affected by more than just their speaking skills. Their personalities also have a significant effect on how well they speak. The impact of a student's personality extends beyond the superficial aspects of their speech. This research was qualitative research with descriptive quantitative design. The sample of this research was 33 students of English Education Department at IKIP PGRI Bojonegoro. The study found that 8 students were extroverts, 25 were introverts, and no students were ambiverts. The percentage of students demonstrating each personality dimension was 75% for the introvert dimension, 25% for the extrovert dimension, and 0% for the balanced dimension. The highest speaking performance score of extroverts was 100, while the lowest was 60 for introverts. Extrovert students were more likely to engage in oral participation, but introverts were more thoughtful and thought-provoking. Both extroverts and introverts had unique learning styles, making them better in public speaking. To improve speech performance, students should have sufficient knowledge about the issue and be encouraged by regular involvement or preparation.

**Kata kunci:** extrovert, introvert, personality, speech performance

## INTRODUCTION

Personality is one of the most important factors that have an influence on foreign language learning. Extrovert and Introvert are the two out of four pairs of personality types which a prior importance in language learning studies. Different personality type can be observed in students' developing different learning style for themselves, which indicate the fact that there is a close connection between the personalities of the students. People's personalities not only influence how their learning style but also how they interact with others but also how they learn new languages. According to Prastiwi (2016), Speaking is the most natural way to communicate since it is so important in everyday conversations among individuals. People may not spend an entire day reading, writing, or listening, but they will nearly always survive by talking. People will remain isolated from everything public if they do not speak. Because speaking occurs in real time, talk naturally and freely without prior preparation. The process and outcomes of speaking naturally occur swiftly, spontaneously, and subconsciously, thus it must be earned.

Every nation has its native tongue, but English is taught at practically every educational level around the globe because of its status as an international language. Reading, writing, listening, and speech are the four cornerstones of the English language curriculum. Because of the myriad of elements, every student has a unique challenge when it comes to communicating verbally because the way they take in and process information is unique to them. The most common issue in speaking that student face first is anxiety.

Many students feel awkward when attempting to speak a foreign language in front of their peers. They are anxious about looking inept and terrified of taking any kind of criticism or risking humiliation. They do not like the spotlight that their words shine on them, Second, students frequently express frustration that they are unable to come up with anything to say and that they lack the enthusiasm to communicate their thoughts, low participation in the class by students, in conclusion, when all students or several students share the same mother language, they tend to use it because it is easier for them. (Hoang et al., 2015).

Khasinah (2014) argues that there are also varied issues in speaking since they get and receive different information owing to a variety of factors. These factors include motivation, attitude, age, intelligence, aptitude, style, and personality. As one of the influencing factors, personality defines one's thoughts, feelings, and actions. Interactions with others reveal personality, which includes moods, attitudes, and opinions. It encompasses behavioral traits, both natural and acquired, that identify people and may be seen in their relationships with the environment and social group (Holzman, 2022).

In addition, Britanica (2022), divided personality into two parts, the first is Introvert, and the second is extrovert. A person who tends to focus their attention inward, on themselves and their ideas and feelings, is said to be an introvert. In contrast to an extrovert, whose focus is external, an introvert is more internally focused. Typical introverts have trouble in social situations and are shy, introspective, and reserved. Those who are more introverted tend to daydream and reflect excessively, weigh their options carefully before making judgments, and retreat when under pressure. In contrast, the extrovert is characterized by sociability, responsiveness to others, activity, aggression, and the capacity to make snap judgments. From what has been stated above, we could infer that there are two main types of people: extroverts and introverts. One personality type, the extrovert, is known for its outgoing nature and willingness to share thoughts and feelings with others, while the other, the introvert, is more reserved and prefers to keep to themselves. Moreover, Dornyei (2005), mentions that introverts tend to have a more subjective and individualized perspective of the world, in contrast to extroverts who tend to have a more objective and depersonalized view of the world. The key features of an extrovert include their ability to socialize as well as their impulsive tendency, sense of humor, enthusiasm, fast thinking, and cheerful outlook. A student's academic success may be affected by his or her unique personality. From a psychological point of view, differences between extroverts and introverts might have implications for classroom dynamics, student engagement, language-learning methodologies, and pedagogy. The impact of one's personality extends far beyond the just superficial.

The explanation above is related to the research which is done by Taiyeb (2019), this research was analyzing the extrovert and introvert personality and speaking performance of the third semester English Department students at UNISMUH Makassar. It discovered that there was a statistically significant distinction in the speaking performance of the participants based on their personality, students who are extroverts are more dominant than introvert students. Furthermore, Salsabila (2018), this research also analyzes the extrovert - introvert and their critical thinking in speaking ability. From the research, it can be concluded that there is a distinction between extroverts and introverts toward their critical thinking in speaking ability. Both are dominated by extrovert students. This research shows that extroverts do better in school, particularly when it comes to developing their critical thinking and public speaking.

Moreover, Paradilla et al. (2020), the study looked at how the student's extrovert and introverted personalities affected their speaking performance. This study revealed that varying levels of expertise, frequent participation, and thorough preparation had no effect. It was shown that personality types are not a determining factor for the effectiveness of speaking performance; rather, students with various personality types may use different learning methodologies. It indicates that whether the students are

extroverts or introverts, as long as they have adequate information about the issue and are properly prepared, their speaking performance will be good. This result was supported by Jannah (2020), mentioned that that students with extrovert personalities do almost as well as introvert students in terms of speech performance. The possible answer stems from Brown (2008), stated that belief that claiming extroverts are smarter than introverts in language learning is deceptive. Extroverts do not have the inner power that introverts possess.

Based on the problem above, it can be summarized that extroverts and introverts of personality had moderate influence on students' capacity in speech performance. The researcher thought that the students' speech performance is affected by more than just their speaking skills. Their personalities also have a big effect on how well they speak. People's personalities have become one of the most important things about them. Whether or not a student has this trait depends on what kind of person they are.

The personality type affects how people adapt to and interact with their surroundings, as well as how they learn, especially in speech. So, personality had a big effect on how people said what they wanted to say. Personality has been thought to be the most important factor in a person's life for a long time. The researcher chooses both of these personality between extrovert and introvert, it is caused by the researcher has a deep curiosity to do analysis which is aimed to know how the extrovert and introvert speech performance. For this reason, the researcher wants to conduct research entitled **An Analysis of The Extrovert - Introvert and Speech Performance of The Second Semester of English Department Student at IKIP PGRI Bojonegoro.**

## **METHOD**

The method of this research applied descriptive qualitative with quantitative description of the main topic of this research. Qualitative research is the collection and analysis, interpretation of comprehensive narrative, and visual data to gain insight into a particular phenomenon of interest. The goal of descriptive research was to give a clear description and explanation of the things being researched. Descriptive studies are done to find out how things are right now (Arikunto, 2020).

The subject of this research took 33 students in the second semester of English department at IKIP PGRI Bojonegoro, where there are eight extrovert and twenty-five introvert students by using questionnaire to acquire data needed. The questionnaire was used to find out and clarification the students belonged to extrovert and introvert. This questionnaire was taken from Cain (2012).

This instrument was a methodological research tool used in research to collect the data. The researcher needed some instruments. The instruments are questionnaire, test, and observations. The procedure of collecting data of the research as follows:

- a. Questionnaire

The instrument of this research that used was questionnaire. This instrument was used for determining the students' personality between extrovert and introvert. The researcher met directly with students in the class then gave 20 numbers of the questionnaire which adopted from Cain (2012).

b. Test

A test is a formal, systematic technique for gathering information on a student's accomplishment or other cognitive ability (Russell & Airasian, 2012). The researcher used test for knowing how the students' speech performance in front of the audience. In this research the researcher utilizing record to assist them in assigning grades to the students. The researcher got the data of students' speech performance by administrating this test.

c. Observation Checklist

Suyadi (2013), mentions that observing and systematically recording the phenomena investigated. In this research the writer using observation checklist to observethe students' appearance while delivering their speech in front of the audience. The researcher directly met with the students simultaneously with the test. The researcher provides 8 items of observation checklist which is indicating the appearance between extrovert and introvert.

The qualitative data analysis suits this research is from Huberman Miles & Huberman. The approach was familiarly called transcendental realism and the main components of their analysis are data reduction, data display, and verification data (Flick,2009).

a) Data Reduction

Data reduction occurs continually throughout the analysis. It is part of the analysis. This stage, the researcher edits and reduces the result of the students' speech performance. Then, the researcher will assess it and analyze the students' speech performance.

b) Data Display

Data display is a stage to display the data. In this page, the researcher collects the data either by using tables, graphs, or diagrams. The data is obtained from the result of data reduction.

c) Data Verification

The reason for reducing and displaying data are to assist in drawing conclusions. The result of editing, coding and classification of students' errors without loss of information and displaying all data that the researcher found from the students. In the data verification, the researcher will conclude and verify the truth of the data that has been obtained (Flick, 2009).

## FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with data analysis through questionnaire, speech test, and observation checklist to analyze the extrovert – introvert personality and speech performance. The second section deals with the discussion.

### The Result of Questionnaire

The questionnaire was taken from Cain (2012) for determining the students’ personality between extrovert and introvert. The group of students’ personalities as the subject of the research based on the questionnaire as follow:

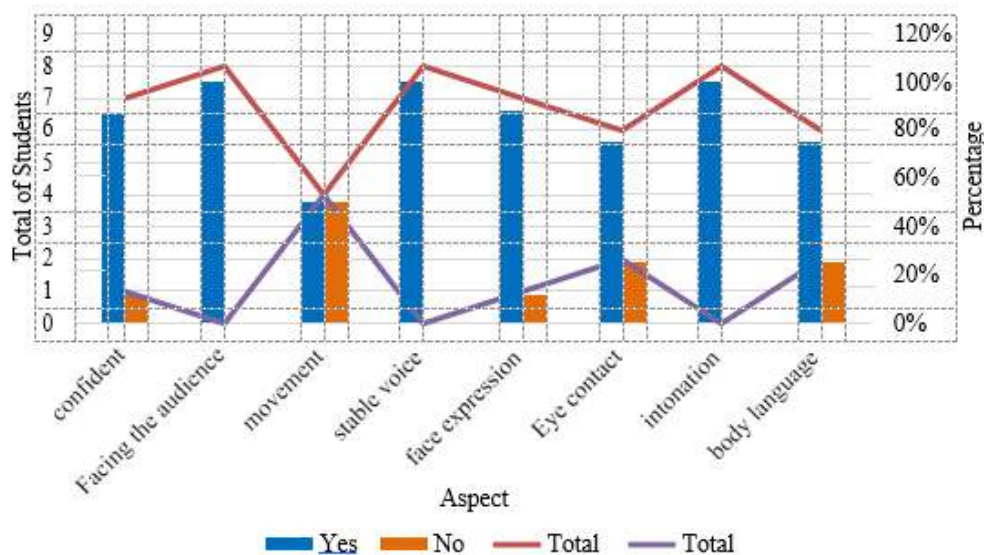
**Table 1. The result of questionnaire**

No	Personality	Frequenc y	Percent (%)
1	Introvert	25	75 %
2	Extrovert	8	25 %
	<b>Total</b>	33	100 %

The figure 4.1 indicated that from class 1-A and 1-B introverts were more dominant than extrovert. It could be seen from the answer of the introverts that there were more yeses than noes, thus it could be concluded that introverts were dominant personality in both of the classes.

Referring to the computation, the percentage of students who exhibited each dimension of personality from the highest to the lowest; they were introvert dimension

**Speech Performance of Extrovert Personality**



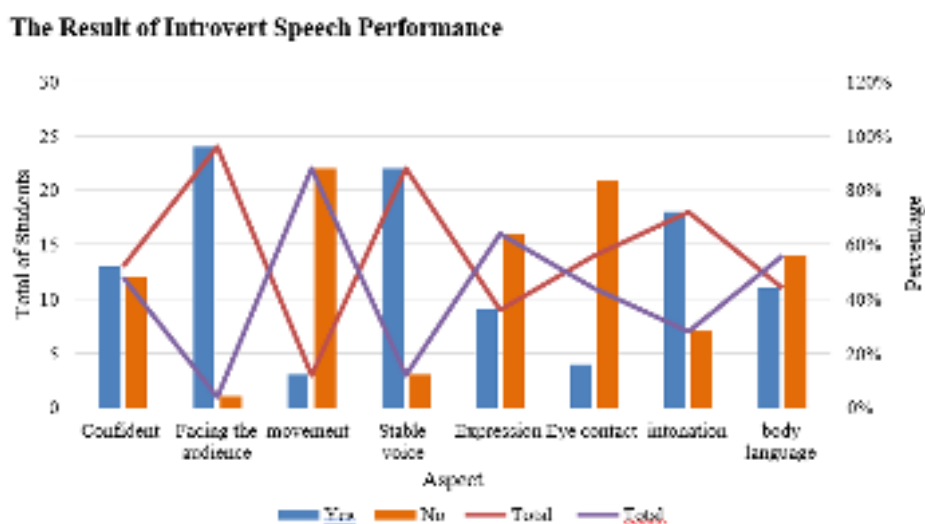
**Figure 1 The Result of Speech Performance**

of personality 75%, extrovert dimension of personality 25% and balanced dimension 0%.

According to Figure 4.2, the extrovert personality was more confident while making a speech in front of an audience. The students' confidence was seen in how they

walked into the classroom, how they acted in front of the audience, and the clothes they wore when making the speech in front of the audience. Extroverts felt more secure if they believed they were dressed appropriately for the occasion. The students' attire was significant when presenting their speeches since it was the first thing the audience notices. Next, when making a speech, extroverts faced the audience and did not glance to the sides, such as the top, right side, left side, or underside. They were intended on gazing at the audience regardless of distractions or anything else. Students used the class's space area to wander about and communicate their ideas while attempting to interact with the audience. The extrovert did not simply remain on during the speech, but also explored the classroom environment. Furthermore, the extroverts had steady voices with no vibrations that indicate fresh anxiety. When they were naive, the vibration of their voice might occur due to a lack of air support. Furthermore, the students employed facial expressions to portray their feelings regarding circumstances in order to piqued the audience's interest in the issue presented. The student's discourse employed appropriate tone and body language. Intonation was employed to emphasize the importance of the topic under discussion. Using intonation in speaking was vital because without it, the discourse would be uninteresting and flat. Furthermore, body language was used to show that the students were engaging with the audience and expressing the problem at hand. The sheer presented of body language in a discourse increases its energy and structuredness. The speech performance of extrovert students was good, it could be seen from how the students delivered the speech with the imagination to express the idea of their speech. They also looked serious while delivering the speech.

**Figure 2 The Result of Speech Performance**



**Figure 2 The Result of Speech Performance**

Based on the Figure 4.3 information gathered by the researcher, it demonstrated

that the students belonged to introverts were not too confident. They were a bit insecure and appear uneasy while making a speech in front of the audience. It was evident from the data that there were 52% who got yes and 48% students got no, also it could be seen from how the students acted in front of the audience and her companions. Furthermore, incredulity might be evident

In the clothes students wear; the clothes students wore might reveal how the students' personalities were. Because introverts had a covered, conservative nature, they would utilize basic logic. But, from the data above, it could be seen that the introverts were facing the audience. It showed that the introverts were good when they felt comfort while delivering the speech.

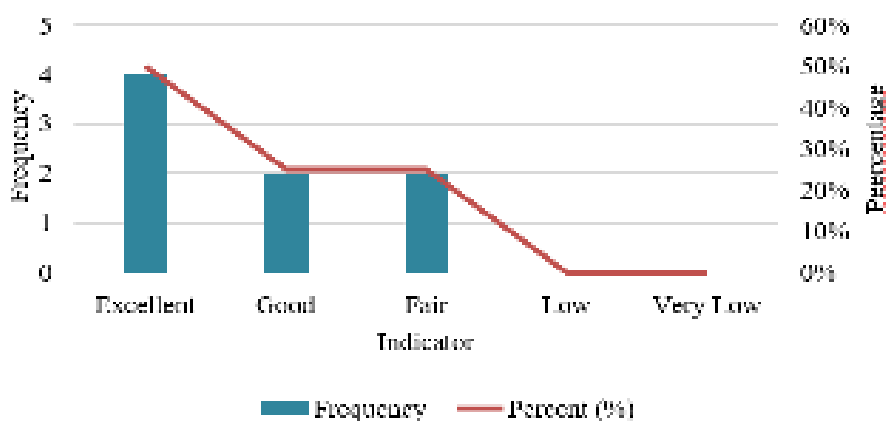
Related to the figure 4.3, introverts did not use the classroom area. They merely remained seated and did not use the available area to explain the theme of the speech. They were not only stayed, but they also appeared. They were unable to articulate their ideas in the speech, as seen by their flat, inflexible expressions. Thus, facial expression was one of the highlights of public speaking since the attention of listeners had not gone unnoticed from the tips of the hair to the tips of the toes. Humans' deepest and most buried thoughts and feelings might be expressed via gestures and expression.

Aside from the characteristics mentioned above, the absence of eye contact with the audience indicated that an introvert would be anxious while making eye contact with the audience. Their genuine eyes established contact with the audience, and they appeared to be delivering stories, making them felt part in the discussion. Although, the introverts did not do eye contact with the audience, they were using good intonation while delivering their speech. It could be seen from the data that there were more yeses checklist than noes checklist. Intonation had the ability to impact the power of persuasion; when used correctly, it might convince, influence, or persuade listeners. As a result, the accuracy of intonation had a strong influence on the attraction of speech. Students also exhibited insufficient body language when speaking in front of the audience, as seen by placing their hands near to their bodies. The lack of movement indicated of a spoken exchange.



When it came to public speaking, body language was essential for all those who like it. When used appropriately and in proper parts, body language enhanced the impact of speech. Speech was a verbal and nonverbal communication activity that occurred at the same time. The students did not employ, hand movement, or body movement when giving their speeches. Aside from that, there was no facial expression,

**Speech Performance and Extrovert Personality**



**Figure 1 The Result of Extrovert Speech Test**

nodding, or anything else.

The researcher found that eight outgoing students with an excellent speaking score had strong communication abilities, as they were eager about new experiences and socializing. They were often influenced by favorable features, situations, or habits from outside themselves. Extrovert students were also known for their enthusiasm for social activities and their ability to prepare well for speeches.

The study concluded that extrovert students who received excellent scores on the speech test had strong communication abilities, as they like to initiate conversations and are expressive. Regular practice yields good communication abilities, which are not inborn and must be learned or honed. Eysenck (1991) believed that extroverts tend to be sociable, open, and open, with a more objective and non-personalized perspective of the world.

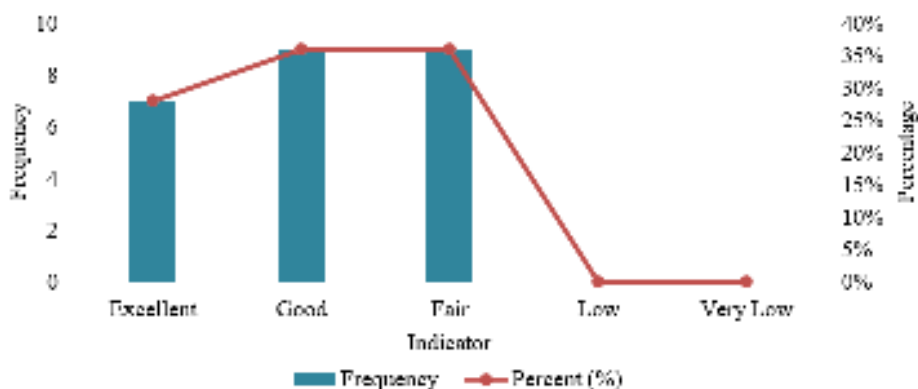
Several factors influence students' good performance in speech, including performance conditions, emotional aspects, listening skills, and feedback during speaking tasks. Performance conditions include time constraints, planning, performance quality, and quantity of assistance. Affective factors, such as feelings, interests, attitudes, emotions, and values, influence students' speaking skills. Topical knowledge is a knowledge structure in long-term memory, and both introverts and extroverts have unique capacities in critical thinking and public speaking.

Extrovert students dominate both, outperforming introverts in school, especially in developing critical thinking and public speaking skills. However, the presumption

that extrovert students were superior was not always correct, as research findings showed that extrovert students with low scores were due to factors such as lack of thorough preparation, impulsiveness, and overconfidence.

The affective factor, which includes an individual's emotions, feelings, and conduct, also significantly impacts students' speaking abilities. Students with an extrovert nature are more likely to flourish in public speaking and do better in oral

**Speech Performance and Introvert Personality**



**Figure 4 The Result of Introvert Speech Test**

presentations than their more reserved peers.

The researchers found that 7 students had excellent indicators with a percentage of 28%, 9 students had good indicators with a percentage of 36%, and 9 students had fair indicators with a percentage of 36%. These results indicate that students' speech quality was good. Introvert students had a more subjective and individual perspective of the world, with characteristics that were polar opposite to those of extroverts. Introverts were more critical, calm, quiet, and adaptable, and their test results were influenced by emotional aspects, listening ability, topical knowledge, feedback during speaking activities, and speaking issues.

Introvert students had the opposite traits of extroverts, such as being quiet, passive, unsociable, cautious, and attentive. Subject knowledge was also crucial for their speaking abilities, as it allowed them to relate language to the reality in which they lived. Speaking abilities were impacted by linguistic components of language, such as phonology, syntax, vocabulary, and semantics, as well as psychological characteristics such as motivation and personality.

Extroverts and introverts of personality had moderate influence on students' capacity in speech performance. This result supports the belief that extroverts were smarter than introverts in language learning, as extroverts do not possess the inner power that introverts possess. However, these prejudices had an impact on teachers' perceptions of students, as both chatty and extrovert students who openly participate in

class discussions impressed teachers.

## CONCLUSION

The study found that 8 students were extroverts, 25 were introverts, and no ambiverts. The percentage of students displaying each personality dimension was 75% for the introvert dimension, 25% for the extrovert dimension, and 0% for the balanced dimension. Speaking performance scores showed no significant difference between the two personalities. Extroverts had a higher score of 100 and the lowest score of 60, while introverts were more thoughtful and engaged in oral participation. Both extroverts and introverts had unique learning styles, making them better at public speaking. To improve speech performance, students should have sufficient knowledge about the issue and be encouraged by regular involvement or preparation.

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