A Comparative Study of Introvert and Extrovert Students on Their English Learning Achievement

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ABSTRACT
This research aims to find out the characters are owned by students and which one has a better English score between introverted and extroverted students in grade-2nd students at SMAN 1 Konawe Selatan. This research used an ex post facto research design with a descriptive quantitative approach. In collecting data, questionnaires and documentation were used as instruments. The questionnaire was adapted from the Eysenck Personality Questionnaire (EPQ) which categorizes students into introverts and extroverts. The total population in this research was all students of grade-2nd in the odd semester academic year 2021/2022 as many as 160 students. The researcher only took 50 introvert students and 70 extrovert students as respondents. To analyze the data, the researcher used technique of data collection, data identification, data classification, explanation, tabulation, and data analysis used descriptive statistical techniques which were processed in SPSS 23.0 program and drew a conclusion based on statistical results. The result of statistical data calculations shows that the maximum score of the introvert student is 83, the minimum score is 71, the mean is 75.76 and the standard deviation is 2.994 while the maximum score of the extrovert student is 85, the minimum score is 73, the mean is 78.1714 and the standard deviation is 3.30994. Then, the result from independent sample t-test shows that a probability value (sig.2-tailed) < 0.05, where to 4162 is higher than ttable 1.99 and 2.6. Based on the research results, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In conclusion, the scores of extrovert students' English achievement are better than introvert students.

Keywords: introvert, extrovert, learning achievement.

1. Introduction

Personality is behavior that describes a person as a whole. According to Hofstede (1980) as cited in Wei, Jackson, and Adam (2017), “personality is defined as the totality of interactions and personal characteristics that influence an individual's response to the environment”. Generally, a person's personality can usually be known from the activities they do every day. The personality also possessed by a person influence their cognitions, motives, and behaviors in certain situations (Ryckman 2004, p. 89). In short, personality is the way a person presents themself in responding, thinking, and doing something.

Personality is closely related to the realm of socializing. There are various kinds of personalities that influence this. According to Jung's theory of psychological type, as cited in Kodhareza and Taheri (2015, p. 1077), "there are two main characters of person, they are extroverts and introverts". These two terms contradict each other
In terms of friendship, introverts are quiet, interact, and do not feel comfortable with a large circle of friends, whereas extroverts are active, energetic, and feel comfortable having a large circle of friends. Indeed, introverts tend to dislike socializing and extroverts prefer to socialize.

Similar to the school environment, each student also has a different personality. Each student has their way of responding and following the learning process. So, the personality of a student is also the most important factor that can affect students' achievement at school (Nuprianto, 2017). According to Azwar (2008: 51), personality is included in the internal psychological factors. This psychological factor has an important role in the learning success of students which consists of motivation, interest in learning, talent, intelligence, attitude, and mental health (Husain, & Ibrahim, 2019). Overall, personality can represent the true character of the student.

Widiantari, Komang, and Yohanes (2013:132) also classify students’ personality types into two types, namely introvert and extrovert personalities. The classification of extrovert and introvert personality types is based on differences in interactions, habits, responses, and communication of each student in socializing with the surrounding environment. Characteristics of extroverts, tend to have an interest in the crowd and consider it as a driving force for the spirit of learning, and introverted characteristics, prefer a calm atmosphere when learning, and are quiet with a tendency toward a closed figure (Brown, 1999). In this case, it can be seen in the learning process, that extrovert students are more talk-active than introvert students.

According to Helgoe (2008), introverts are more passionate about ideas than exterior activities, and they can take a step back, relax, and gain perspective. She also points out that they may be surrounded by many people, but they pick their route, and that solitude is a source of strength for introverts because they choose to spend their time alone rather than with friends. In line with that, Thompson (2012) has beneficial qualities such as listening, planning, long-term concentration on a task, taking time to ponder, and ultimately acting independently. According to Silverman (2012), introverts strive to be suppressed all bad emotions, and then take and express them to people they trust. Therefore, introverts are individuals who show attitudes that tend to be closed.

Then, an extrovert is a person's tendency to direct attention outside of him or herself so that all interests, attitudes, and decisions taken are more determined by events that occur outside (Djaali, 2008). He also states people who have extroverted personality show an open attitude and is willing to accept input from outsiders, are acting like to make friends, and like to be friends courteous. Generally, extroverts are in tune with the culture and the people around them and try to make decisions that are appropriate and in harmony with the demands and expectations of the environment. As expressed, extroverts include individuals who show an open attitude to everyone.

According to Jung (1989) as cited in Purwanto (1996), initially extroverts and introverts are a child's reactions to something, but if the reaction is continuously shown it can become a habit. Habits that exist in a person will affect how a person behaves and makes decisions in life activities. Based on this, it is clear that if it is associated with learning outcomes, personality also plays a role in instilling study habits in students so that it affects the learning outcomes obtained (Habibi, 2016).
this reason, if students are accustomed to behaving and acting carefully, especially in learning and applying what is learned to overcome the problems encountered in learning, students will be able to obtain maximum learning achievement.

Students' personalities are also behind the differences in students' thinking processes in understanding the material. Two possible personalities may contribute to the success of language learners. There are emphatically different characteristics of extroverts and introverts, Hakim (2017) states that research shows that most EFL students who are extroverted in character have better English pronunciation than those who are introverted, while those who are introverted tend to have higher achievement in reading and grammar abilities. According to Tauhida (2018), this can happen because an extrovert prefers to show their abilities in public, while introverts need afield as an intermediary to show their abilities because introverted students often feel shy and talk less during class activities. Thus, each introvert and extrovert has different language learning skills.

Although the extrovert and introvert personalities of students are important, many teachers still pay little attention to them. When the teacher does not know the extrovert personality traits, it will greatly affect the students' subject scores. If the teacher only assesses students' verbal abilities, it will be very detrimental to students with introverted personalities, on the contrary, if the teacher only assesses students' writing skills it will be very detrimental to students with extroverted personalities (Habibi, 2016). As a result, each of these two personalities got less than optimal learning achievement. According to Sagala (2013) states that "an individual must be able to act and treat individuals wisely by not generalizing actions to everyone". For this reason, teachers must be smart and pay more attention to differences in students' personalities in providing a score of learning.

There have been many researches that addressed student personality in previous years. For example, research conducted by F Khodabandeh (2021) shows that the speaking class of introverted students has a better advantage in the flipped class, while extroverts have a better advantage over overtreatment in the traditional class. Another example is the research by Travolta, Mulyadi, and Imranuddin (2018) which shows that in listening there are significant results, where introvert students have better grades than extrovert students. In summary, both studies show that with different skills introvert and extrovert students get different results.

Besides, Sudarsono (2018) found the relationship between introverts and extrovert personalities. Before he did his research, he believed introvert and extrovert personalities have a positive correlation to the success of language teaching. And then the research by Zafar, Khan, and Meenakshi (2017) had the same assumption with that. Both types of research are conducted at the university level, which has the first claimed extrovert students scored well on speaking and reading skills, whereas introvert students scored well on listening and writing skills. But the result of the two types of research refutes or did not match with the claims that have been found because introvert and extrovert personalities do not affect these four skills.

Rossier (1976:71) examined just spoken English proficiency in fifty Spanish-speaking high school students in his doctoral dissertation. Extrovert was found to be a significant determinant in the development of the respondents' language abilities. Then, Tucker, Hamayan, and Genesee (1976) discovered that students who were more
adventurous in a one-year delay in a French immersion program scored higher on listening and oral tests than those who were quieter.

In another research on communication systems, researchers found that extroverted students found it easier to get a good score. This is because extrovert has a link to linguistic characteristics retrieved from complicated verbal tasks, as proven by research indicating that extrovert prefers to use common words freely while introvert prefers to avoid them (Dewaele, & Furnham, 1999). According to Valmari (2014, p. 67), extroverts and introverts use different communication tactics when it comes to executing gestures or strategic pantomimes. To this research, in solving their problems extrovert students are more likely to use "interaction methods" than introvert students.

Henceforth, the findings of several personality trait types of research are founded on the notion that students bring not only cognitive ability to the classroom, but also effective states that influence how they absorb language. Self-esteem, residence, risk-taking, anxiety, empathy, and extroversion are all listed as personality factors by Brown (2000). Extroverts, according to several language acquisition theories, are better language learners because they enjoy mingling they can follow the atmosphere inside or outside the classroom (Cook, 1991).

Although there have been many researches conducted on student personality, there is still little research on researching better score in English learning achievement based on student personality types. These personality types of students who are introverts and extroverts will not only affect social interaction but will also affect learning achievement. Therefore, the researcher wants this research to discuss the better English scores between introvert and extrovert students in their English learning achievement, especially in Senior High School 2nd -grade students at SMAN 1 Konawe Selatan.

2. Methods

This research used questionnaire and documentation as the instrument. Data collection through questionnaire was analyzed to find out students' answers. Conclusions are drawn based on students' answers to meet the research objectives. This questionnaire aims to obtain more information to measure 2 personalities - introvert and extrovert student. The questionnaire used in this research is adopted from the Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck, & Barret, 1991) of personality measurement.

The research adapted the questionnaire based on Eysenck's personality theory (about the 7 factors to consider in determining introvert and extrovert personality namely, activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, and responsibility). The questionnaire that the researcher used was 20 items. The questionnaire includes 11 items for introverts and 9 items for extroverts. This questionnaire is intended to obtained written information from respondent related to research objectives with numerical score such as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) which provided by likert’s scale. The items of questionnaire is asked about students impression and it score from 1-5.
3. Result

The result of the calculation of the students’ personality. We can see in the tables below:

<table>
<thead>
<tr>
<th>Table 1. Recapitulation of Percentage of 9 Introvert Students’ Questionnaire</th>
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<tbody>
<tr>
<td>Statements</td>
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<tr>
<td>Sum of Percentage</td>
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<tr>
<td>Mean of sum</td>
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</table>

Based on the table above, reveals that of the total of 160 students, there are 40% give the introvert answer (total of strongly agree and agree), while extrovert answer gets a high percentage of 57% (total of strongly disagree and disagree). It can be summarized that based on the students’ answers indicate that most of the students are extroverts through the 9 statements of introvert students questionnaire.

<table>
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<tr>
<th>Table 2. Recapitulation of Percentage of 11 Extrovert Students’ Questionnaire</th>
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<tbody>
<tr>
<td>Statements</td>
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<tr>
<td>Sum of Percentage</td>
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<td>Mean of sum</td>
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Based on the table above, reveals that of the total of 160 students, there are 60% give the extrovert answer (total of strongly agree and agree), while the introvert answer gets the percentage of 19% (total of strongly disagree and disagree). It can be summarized that based on the students' answers contained in the questionnaire indicate that most of the students are extroverts through the 11 statements of the extrovert students’ questionnaire.

<table>
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<th>Table 3. Comparison between Introvert and Extrovert Students in Their English Achievement</th>
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<tr>
<td>Levene’s Test of Variances</td>
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<tr>
<td>English Achieveme nt</td>
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<td>Equal variances assumed</td>
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Based on the table evaluating of independent sample t-test, it shows that Sig. (2-tailed) has value < 0.05. It means there is a significant difference between introvert students and extrovert students in their English achievement. Then, from the statistical calculation above it can be explained that to=4162 and ttable 1.99 and 2.6. By comparing the values of to=4162 and ttable 1.99 and 2.6, the data calculated with statistical results show that to is higher than ttable. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is
rejected. In conclusion, extrovert students have better scores than introvert students in their English achievement.

4. Discussion

This research presents students' English learning achievements between extroverts and introverts. This finding is presented based on the results of statistical calculations about the comparison between introverted and extroverted students in their English learning achievement. The difference can be seen from the probability value (sig.2-tailed) 0.000 < 0.05. This means that there is a significant difference between introverted and extroverted students in their English learning achievement. Additionally the value of to > ttable. It means Ha is accepted. Based on statistical data processed through SPSS using an independent t-test, it shows the value to 4.162 > t table 1.99 and 2.6. This means that there is a comparison between the two variables, namely the score of English achievement for extroverted students is better than the score for learning English for introverts.

In this research, the data obtained showed different abilities results. The data shows that extroverted students get better scores than introverted students. One of the reasons is that they feel happy when studying with many friends. On statement 8 "I feel lucky because I have many friends", 94 out of 160 students answered agree. This can show that by having many friends, extroverted students can socialize and feel lucky because they can help each other in learning English. This research is in line with Burrus and Liza Kaenzing (1999) broadly explaining the difference between extroverts and introverts by stating that extroverts are people who enjoy social gatherings and making friends with many people. While introverts based on statement 4 "I am more reserved when I with other people or new people" indicate that introverted students are usually quiet, not interested in participating in social gatherings, and prefer to do things alone (Marashi and Dibah, 2013). It means that introverted students are quieter, so when they have difficulty learning English they will be awkward to ask and ask for help from their teacher or friends, especially if it is someone they just met. In short, this research shows that students have different abilities in understanding English learning.

These results prove that there is a wide diversity among subjects regarding their personality types. It has been stated that two factors can affect students' academic achievement; external factors and internal factors (Slameto 1995). One of these internal factors is the student's personality type. Previous research conducted by Azwar (2004) revealed that internal factors have a significant role in influencing student achievement. Extroverted students are students who are talk active in line with statement 3 "I am a talk active person" so this research supports Wilt's theory (2009) which states that extroverts can be an effective factor for various individual domains such as cognitive performance in language learning.

Besides, research by Wulandari (2017), extroverted student give a positive impression of learning in a classroom that provides time to discuss, talk or work with groups. Because they are action-oriented, extroverted students do well when they are drawn into social life. But they found it difficult to remain calm either when reading (statement 15 "I often spend time reading books in the evening instead of talking to..."
other people”) or concentrating on a task (statement 16 “I usually finish my task quickly”). This means that extroverted students do not really like reading and doing their tasks so they only spend a short time doing activities that they tend to dislike. In short, they sometimes find it difficult to do monotonous things and need to talk to develop their ideas when learning a language.

The result of this research showed that there was a difference between extrovert and introvert student in their English achievement. The result showed that mean score of extrovert student was higher than mean score of introvert students (78.17<75.76). This result line with research by Khodareza and Taheri (2015), also found there was difference between extrovert and introvert student in speaking ability. Their research also shows that extroverts are generally better at speaking than introverts. In addition, other research shows that Lestari, Suha, and Suhartono (2013) stated that active students who are generally considered to have extroverted personalities are students who are relatively active in class therefore they speak English without hesitation. In the opposite direction, introverted students in Dörney’s (2005) study of introverts can feel increased pressure and hesitate more often, tend to make more mistakes, and cannot be active in learning for a long time.

However, the result of this research also contradicted with the result of previous study by Tauhida (2018) “The Correlation between Students’ Personality and English Speaking Fluency” at the English Department of AR-raniry Islamic University. She has found that introvert students have better achievement in speaking fluency. While in this thesis, research was conducted at the high school level. At the time the researcher conducted the research, the curriculum used for grade 2 at SMAN 1 Konawe Selatan was K13, where one of the factors that influenced student Rapor scores was that students must be able to be active in learning English or students as “student center” when learning process. In line with this, most extroverted students are students who are active in learning and tend to always be the center of attention compared to introverted students. Because of this comparison, extroverted students have a greater chance of getting better scores in English than introverted students. Therefore, based on the all of statements above, it can support the results of this research that extroverted students get better scores in their English achievement than introverted students.

5. Conclusion

This research shows that the personalities of 2nd-grade students at SMAN 1 Konawe Selatan are dominated by extroverted students then introverted students and ambivert students. In this research, the researcher focused on extroverted and introverted students. Based on manual calculations and statistics in chapter IV, the result shows that from the Independent sample t-test probability value (sig.2-tailed) < 0.05, it means there is a difference between extroverted and introverted students in the ability to understand English learning for 2nd-grade students at SMAN 1 Konawe Selatan. Also from the table Independent sample t-test, the values of to=4162 and ttable 1.99 and 2.6, the data calculated with statistical result shows that to is higher than ttable. It means that students with extroverted personalities get good scores in English achievement than introverted students. So alternative hypothesis is accepted and the null hypothesis is rejected. The above difference is because extroverts and
introverts have different ways of learning. In short, extroverted students have better English achievement compared to introverted students.

References


