



## An Identification Of Speaking Problem Based On Students' Personality At The Second Grade of SMAN 1 Kabawo

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### ABSTRACT

This research aims to identify the personality types of class XI students at SMAN 1 Kabawo and find out what problems they face in speaking English based on their personality types and how to overcome these problems. This research used a qualitative descriptive method with 28 students as subjects. Data was collected using questionnaire (EPI) and interviews. The results of this research that were 19 students with extrovert personalities and 7 introvert students. The results of the interviews about problem of speaking extrovert students are vocabulary, and on the psychological aspect are anxiety, lack of motivation, shyness, and lack of confidence. While the results of interviews with introverted students, the speaking problems they faced included grammar, pronunciation, vocabulary and in the psychological field, namely shyness, lack of confidence and lack of motivation. The strategy for dealing with speaking problems of extrovert and introvert students is that they apply how to often talk to friends, choose friends who are agile in English as motivation, often practice speaking in public, practice speaking, watch movies, listen to music, read books and increase vocabulary memorization in English.

### *Keywords:*

*extrovert, introvert, speaking problems, strategy.*

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### 1. Introduction

In modern language teaching, as it is today, the importance of knowledge about student profiles and having individual academic relationships with each student can provide benefits for teachers to meet learning objectives. In the teaching and learning process, teachers usually find students' problems in speaking which depend on their psychology. One of the factors that affect a person's performance when speaking is personality.

Brown (1994) mentions that factors and personalities such as self- esteem, anxiety, and motivation greatly influence students in learning success. In a book entitled *The Handbook of Applied Linguistics* edited by Davies, Scholars Murray and Mount (p.270) state that "an individual's personality can influence the extent to which he is able to reach information". Therefore, personality can greatly influence the processing and way of absorbing information in each person.

Personality is an emergent quality of an individual's behavior that they adapt to the environment and the way they place theirselves in that environment (Yusuf, Syamsu, Nurihsan, 2005). Personality is closely related to the realm of socializing (Harianti, 2023). In addition, Ryckman (2004) also mentions that "Personality can be

defined as a set of dynamic and organized characteristics possessed by a person that uniquely affect his cognition, motivation, and behavior in certain situations" usually a person's personality can be seen from how he thinks, behaves, interact and their emotional response to something. Personality is the unique behavior of each human being when giving a stimulus to something he faces. This can affect the process of acquiring a second language in students. Kasmiraj (2022) also stated that personality is the character of each individual that is not owned by others so that everyone has a different character.

The theory introduced by Carl Gustav Jung (1910) stated that personality is divided into two types, namely Introverts and Extroverts. The introvert type is a personality that tends to be closed and does not like to attract the attention of others. Usually, introverts will feel shy, nervous and afraid when interacting with new people they know or when they talk in large groups. While the Extrovert personality is the opposite of the Introvert. Extroverted people tend to like to be the center of attention of many people. They have a high level of self- confidence and are easy to make friends with new people, they are also not afraid to speak in public. Jung added that introverts prioritize their inner world including fantasies, dreams and individual perceptions to keep them private.

Personality can play an important role in an individual's speaking ability. Speaking is an important skill that is used to get information by communicating. According to Pérez et al (2017), speaking is an interactive process of constructing meaning that involves producing and reccarleiving and processing information. The information obtained from the conversation process between two or more people can generate ideas, thoughts, feelings and other opinions from each speaker. Obtaining good information can depend on students' speaking skills both in class and outside of class. Each student has a different level of ability even though the teacher guides and provides the same treatment. Student learning outcomes show that some students can excel in certain skills, while others are better at other skills.

At SMAN 1 Kabawo there are still many students who have difficulty learning English, especially in communicating orally. In fact, grade 2 high school students should be fluent in expressing themselves and speaking English properly and correctly. However, when compared to other subject areas, the average score of English students at SMAN 1 Kabawo is still relatively low. Facts based on the results of interviews conducted with English teacher stated that the most difficult skill for students of SMA Negeri 1 Kabawo to master is speaking skill after listening skill. Many factors influence the low students' learning scores, one of which is personality. Personality plays an important role in student learning styles to get good results. Professional teachers must be able to know the difficulties faced by their students in learning and be able to deal with these problems.

## **2. Methods**

This research used descriptive research with a qualitative method. Qualitative descriptive research is a type of research technique that utilizes qualitative data and describes it descriptively. According to Sugiyono (2016), a qualitative research method is a method used to examine the condition of natural objects where the researcher is the key instrument. The purpose of qualitative descriptive research is to

describe and describe existing phenomena, both natural and human-made, which pay more attention to the characteristics, quality and interrelationships between activities (Sukmadinata, 2011).

This research had use interview and questionnaire of Eysenck Personality Inventory (EPI) in collecting data

Table 1. The instruments and data needed

Data Source	Instruments	Data Needed
Students	Eysenck Personality Inventory (EPI)	<ul style="list-style-type: none"> <li>• Personality of the Students</li> </ul>
Students	Interview	<ul style="list-style-type: none"> <li>• To know extrovert and introverts' problems in speaking</li> <li>• To know what strategies to solve problems in speaking of extrovert and introvert</li> </ul>

Data analysis techniques were used to process data obtained by researchers in conducting research, and the results become answers to research questions.

Data from Eysenck Personality Inventory (EPI) were analyzed using score. How to score in this EPI instrument if the subject answers YES then a score was given 1, but if the subject answers NO then the score was 0.

Table 2. Personality questionnaire key answer

Score	Personality Types
≥12	Extrovert
≤12	Introvert

Data from interviews were analyzed using a qualitative descriptive method based on the thinking model of Miles and Huberman (1992). They argue that data analysis in qualitative research is carried out based on three stages, namely: Data reduction, data display and Drawing Conclusion/Verification.

### 3. Result

- **Result of Eysenck Personality Inventory (EPI)**

Before conducting research on speaking problems, the researcher first grouped the students of class XI MIPA 2 into categories based on their personalities. In this case, the student's personality limited to extrovert and introvert only. This instrument is distributed and produces data as in the following table.

Table 3. Result from the Eysenck Personality Inventory (EPI)

No	Subject	Score		Personality
		Yes	Score	
1	Student 1	11	<12	Introvert
2	Student 2	8	<12	Introvert
3	Student 3	9	<12	Introvert
4	Student 4	10	<12	Introvert
5	Student 5	10	<12	Introvert
6	Student 6	14	>12	Extrovert
7	Student 7	13	>12	Extrovert
8	Student 8	16	>12	Extrovert
9	Student 9	14	>12	Extrovert

10	Student 10	14	>12	Extrovert
11	Student 11	13	>12	Extrovert
12	Student 12	17	>12	Extrovert
13	Student 13	14	>12	Extrovert
14	Student 14	15	>12	Extrovert
15	Student 15	8	<12	Introvert
16	Student 16	16	>12	Extrovert
17	Student 17	18	>12	Extrovert
18	Student 18	16	>12	Extrovert
19	Student 19	16	>12	Extrovert
20	Student 20	17	>12	Extrovert
21	Student 21	15	>12	Extrovert
22	Student 22	15	>12	Extrovert
23	Student 23	14	>12	Extrovert
24	Student 24	15	>12	Extrovert
25	Student 25	13	>12	Extrovert
26	Student 26	12	=12	Ambivert
27	Student 27	12	=12	Ambivert
28	Student 28	9	<12	Introvert

EPI is a personality measurement tool that has been standardized and is used to classify individuals into two personality types, namely extroverts and introverts. Based on the results of the data that has been measured, out of a total of 28 students in class XI MIPA2, it was found that 19 students were extroverts and 7 other students were introverts and 2 result were ambivert. The results can be seen in the table above. Where the personality category of extrovert students were obtained from students' Yes answers if there are >12 so that they are included in the extrovert category, whereas if students' Yes answers are <12 then they were included in the introvert category.

• **Result of Interview Problems of Speaking Extrovert and Introvert Students**

Table 4. Speaking problems and strategies to overcome the problems of extrovert and introvert based of interview in SMAN 1 Kabawo

No	Subject	Problems Speaking	Strategies to Overcome the Problems
<b>Extrovert</b>			
1	Student 1	– Lack of Motivation – Anxiety	Choose a friend who has better speaking skills as motivation and partner to practice their speaking skills.
2	Student 2	– Vocabulary – Shyness	Read books and listen to English music.
3	Student 3	– Lack of Confidence – Vocabulary	– Practice speaking in public and talking with friends. – Watch movies and read English books
4	Student 4	– Anxiety – Vocabulary	– Often communicate with friends who can speak English. – Watch videos in English and increase word memorization.
<b>Introvert</b>			
5	Student 5	– Lack of Confidence – Grammar	Watch videos, listen to English songs and pay attention to each of the lyrics.
6	Student 6	– Lack of Motivation	Practice talking with friends and make

7	Student 7	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Vocabulary</li> <li>- Shyness</li> </ul>	<ul style="list-style-type: none"> <li>them as motivation</li> <li>Watch movies, listen to music and read books.</li> </ul>
8	Student 8	<ul style="list-style-type: none"> <li>- Shyness</li> <li>- Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Often practice speaking English with friends</li> <li>- Watch movies, read books, music</li> </ul>

Based on the table presented above, it can be seen that for every subject the researcher interviewed, at least every student had two aspects of the problem they felt when speaking English. There are some students who encounter the same speaking problems even though they have different personality types. This can be seen prominently between student 2 (extrovert) and student 7 (introvert) and student 8 (introvert). The three students had problems speaking in the psychological aspect (shyness) and the language aspect, namely vocabulary. Not a few of the students interviewed mentioned the same problem when speaking English.

In summary, extrovert students have various problems that fall into the categories of psychological aspects and language aspects. In the psychological aspect, there is a lack of motivation, anxiety, shyness and lack of confidence. Whereas in the third language aspect of the interview subjects, mentioning vocabulary is a problem they often get when speaking English.

Problems speaking on psychological aspects and language aspects are also felt by introverted students. Based on the results of interviews, problems in the psychological aspect are lack of confidence, lack of motivation and shyness. It can be seen that introvert students feel less problems speaking on the psychological aspect. Extrovert students feel a lack of confidence while introvert students do not. In the aspect of language, introvert students have various speaking problems compared to extrovert students who only lack vocabulary. Introverted students have problems speaking in the fields of grammar, pronunciation and vocabulary. Furthermore, this research found 6 strategies to solve problems in speaking English which were found by extroverted and introverted students. According to the interview subjects, this one method can overcome more than one problem. The 6 strategies for solving the speaking problem are using friends who can speak English fluently as motivation, reading English books, listening to English music, practicing speaking in public, practicing speaking with friends and watching English movies.

#### **4. Discussion**

Data from the questionnaire initiated by Hans J. Eysenck found 19 students with extroverted personalities and 7 other students with introverted personalities in class XI MIPA2 SMAN 1 Kabawo. From these data, it can be concluded that students with extroverted personalities dominate and have a larger population than introverted students. According to Eysenck in Matthew and Gililand (2018), people with extroverted personalities seem to increase their passion by moving around the environment. In the same study, according to Furnham (1981), extroverts generally preferred activities that were more uplifting. Eysenck (1981), added that the optimal point of social arousal for extroverts can be exceeded at any time and will still

continue to grow, whereas individuals with introverted personalities will reject it and tend to have lower arousal for interaction with the environment.

Based on the results obtained from the speaking problems of extrovert students, it was found that the language aspect problem they faced was vocabulary. Based on the research subjects, namely students of class XI MIPA2, even though extrovert students have a high level of confidence in their ability to communicate, if they lack basic words to make sentences then they are not able to speak English. On the psychological aspect, the results shown by the interview, the researcher found problem namely anxiety, lack of motivation, shyness and lack of confidence.

Based on the results of interviews conducted by fourth introverted students, the researcher found more varied problems, namely grammar, pronunciation and vocabulary as problems in speaking English in aspects of language, while in the psychological aspect, there was shyness, lack of confidence and lack of motivation. In the psychological aspect, introverted students have problems speaking shyness, lack of confidence and lack of motivation.

Overall, based on the research results obtained, researcher found new findings in the form of research results that contradict the theories that have been put forward previously. Where, previous theory said that extrovert students did not have as many problems speaking compared to introvert students. The old theories put forward would be acceptable if the students studied were native English speakers. However, in the cases that researchers found with local students, students with extroverted and introverted personalities still had problems speaking English because English was a foreign language for them.

In the interviews conducted with extrovert students, seven strategies were obtained to solve the problems they experienced in speaking English. These strategies include practicing talking with friends, choose friends who speak fluent English as motivation, often practicing public speaking, watching movies, listening to music, reading books and increasing vocabulary memorization in English. While the results of interviews with introverted students obtained several strategies that were almost the same as the strategies for solving English speaking problems for extrovert students. The five strategies for introverted students are watching English videos frequently, listening to English song lyrics, practicing speaking, choose friends who can speak English as motivation and reading English books

## **5. Conclusion**

After having discussion in the previous chapter, the researcher summaries about the result of the discussion based on the statement of the problem follows: The researcher found 19 extrovert students and 7 introvert students who were obtained using the Eysenck Personality Inventory (EPI).

The second research objective is to investigate the problems of speaking English for extrovert and introvert students. The interview results found vocabulary problems as an aspect of language, and anxiety, lack of motivation, shyness and lack of self-confidence are problems of speaking faced by extrovert students. Almost the same as extroverts, introverted students also have problems speaking English that they experience. Based on the results of the interviews with introverted students produced a variety of speaking problems encountered. For example, in the aspect of

language, researchers get grammar, pronunciation and vocabulary. While in the psychological aspect is lack of confidence, lack of motivation and shame.

The last finding is about how to overcome the speaking problems faced by extrovert and introvert students at SMAN 1 Kabawo. These strategies are based on the experiences of extrovert students, namely the practice of speaking English with friends who speak English fluently, choose friends who can speak English as motivation, often practicing public speaking such as in front of the class, watching English films, listening to music in English, read English books and increase the memorization of English vocabulary. The strategies for solving English speaking problems for introverted students are not much different, namely by watching English videos frequently, focusing on listening to the lyrics of English songs, practicing speaking English with friends, choose friends who can speak English as motivation, and reading English books.

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