Communicative Language Teaching (CLT) Approach Effect on Extrovert and Introvert Students' Speaking Achievement at SMKN 9 Konawe Selatan

Susila[1], Mursalim[2], Desy Liliani Husain [3]
Susilakolaka@gmail.com
[1,2,3]*Halu Oleo University, Indonesia*

ABSTRACT

The study is aimed at getting information on the effect of CLT approach on extrovert and introvert student's speaking achievement at SMKN 9 Konawe Selatan. Design of this study was comparative research design which involved one class with two personality; extrovert and introvert personality. Participants in this study were students from class XI TKJ 2. The instrument of this study was questionnaire and test. Technique of data analysis was descriptive analysis and inferential analysis with t-test. The result of the study showed that there is a significant difference of CLT approach effect on extrovert and introvert student's speaking achievement. It is proven by paired sample t-test in which the mean score of pretest and posttest of extrovert students namely 34,0 and the mean score pretest and posttest of Introvert students namely 32,1 It means the speaking achievement of extrovert students are better than introverts student. Furthermore, the value of sig (2-tailed) was 0,000 which smaller than 0,05, means that H0 is rejected and H1 is accepted. Therefore, it can be inferred that there is a significant difference of CLT approach effect on extrovert and introvert student's speaking achievement.

Key words: *Communicative Language Teaching , Extrovert and introvert personality, Speaking Achievement*
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1. Introduction

Speaking is the ability to speak and understand a language by using oral communication. According to (Brown, 2017) speaking is a productive ability that can be directly and empirically assessed by the accuracy and effectiveness of the test takers' listening skills, which have an impact on the reliability and validity of oral production tests. Kürüm (2016) claims that speaking is the skill of speaking fluently, which indirectly involves teaching grammar, vocabulary, pronunciation, and involves certain skills and some types of knowledge.

Speaking is language skill that students should master as one of the English subject. Isaacs (2016) said that speaking ability is a fundamental aspect of the language learning curriculum. In speaking class, the main aim is to develop a student's ability to use English in an effective manner for expressing student's views or messages to listeners to achieve better communication in the class. Therefore, students must communicate clearly to transmit their thoughts or ideas to the listeners. Speaking skills can also predict a student's potential to

recite English vocabulary, language structure, and others (Ishak, 2017).

Speaking abilities can be influenced by a variety of factors. They lack vocabulary, personality types, grammar, and other skills. According to Erfiani (2017) students cannot successfully speak English due to lack vocabulary, grammar, and an understanding of how to pronounce certain words. Students who are competent at speaking will feel confident while speaking English in any situation and at any moment. Meanwhile, students that are shy when speaking English are introverted. In conclusion, personality traits can influence students' speaking skills. Rofi'i (2018) said that an individual's understanding can be impacted by the individual's personality.

Ryckman in Lestari et al (2013) defined personality as person's unique combination of qualities that shape their cognitions, motives, and behaviors in different situations . Furtherrnore, Shiv Prakash et al (2016) said that Personality encompasses a broad variety of human behavior and encompasses almost everything about a person, including their mental, emotional, social, and physical characteristics. Some parts of personality, such as thoughts, memories, and dreams, cannot be seen, although others, such as overt acts. In addition, Nurzani (2019) state that personality refers to what distinguishes one individual from another and sets them apart. Therefore, many experts divide personality types into two types, namely extrovert and introvert. Zhang in Uzer (2017) divided personality into two categories, extrovert and introvert.

Preliminary interviews with one of the English teachers at SMKN 9 Konawe Selatan to examine the differences between students' speaking ability and their personality types indicated that there are some common problems experienced by students in speaking class. Some of these problems include: First, some students are afraid to speak English. Second, some students are not able to pronounce English with the correct pronunciation. Third, some students are not able to speak fluently. Last, some students were unable to use proper grammar in speaking. Some problems in speaking were highly correlated with personality. Judging from the personality aspect correlated with learning to speak, some students were confident to speak in front of the class and some students felt shy. The Students that are interactive and enthusiastic when speaking outperform others. They are excited to express ideas and willing to participate in group discussions.

Based on the problem above, the researcher is interested to conduct a research entitled " The CLT Approach Effect on Extrovert and Introvert Students Speaking Achievement at SMKN 9 Konawe Selatan".

2. Methods

The design of this study was pre-experimental research design. The researcher was conducting this research in the class and the researcher was given students pre- test and post-test. The pre-test was given to students to assess their speaking skill before the treatment. After that, they received treatment at the learning process. During the treatment, the researcher taught speaking skill five times using a Communicative Language Teaching (CLT) approach. At the end of treatment, students were giving the posttest to examine the students speaking achievement after the treatment. The population of this study is involved all

eleventh grade TKJ students at SMKN 9 Konawe Selatan. The populations consist of three classes which 100 students. The sample is XI TKJ 2 consisting of 32 students. Based on the result of questionnaire was distributed, show that there were 16 students with extrovert personalities and 16 students with introvert personalities.

The research instrument was questionnaire and test. The researcher was distributing questionnaires to determine student personality before carrying out an oral test.The oral test was conducted to know students speaking skill before and after the treatment using Comunicative Language Teaching (CLT) approach.

3. Result

Table 1. The result of Pretest on Extrovert

No	Score	Category	Frequency	Percentage
1	85-100	Very high	0	0%
2	70-85	High	3	18.7%
3	56-69	Average	13	81.3%
4	36-55	Low	0	0%
5	0-35	Very low	0	0%
	Total		16	100%

As can be seen from the table above, it shows that the majority students obtained average score in which it was about 13 students (81,3%), next there were 3 students get high score (18,7%), a same percentage was in category very low, low and very high score it shows that there is no students got the score (0%). From the table above it can be concluded that students speaking achievement in this pretest the majority achievement was average to high.

Table 2. The result of Pretest on Introvert Students

No	Score	Category	Frequency	Percentage
1	85-100	Very high	0	0%
2	70-85	High	0	0%
3	56-69	Average	10	62.5%
4	36-55	Low	6	37.5%
5	0-35	Very low	0	0%
	Total		16	100%

As can be seen from the table above, it shows that the majority students high obtained average score in which it was about 10 students (62,5%), next there were 6 students got low score (37, 5 %), a same percentage was in category very high, hight and very low score it shows that there is no students got the score (0%). From the table above it can be concluded that students speaking achievement in this pretest was ranging from low to high.

Table 3. The Result of Post-test in Extrovert Student

No	Score	Category	Frequency	Percentage
1	85-100	Very high	3	18.7%
2	70-85	High	13	81.3%
3	56-69	Average	0	0%

No	Score	Category	Frequency	Percentage
4	36-55	Low	0	0%
5	0-35	Very low	0	0%
	Total		**16**	**100%**

As can be seen from the table above, it shows that the majority students obtained high score in which it was about 13 students (81,3%), next there were 3 students get very high score (18,7%), and there is no students got average, low and very low score. By the above table, it may be inferred that there was an improvement after the treatment. In this post-test, student's achievement was ranging from high to very high.

Table 4. The Result of Post-test in Introvert student

No	Score	Category	Frequency	Percentage
1	85-100	Very high	0	0%
2	70-85	High	13	81.3%
3	56-69	Average	3	18.7%
4	36-55	Low	0	0%
5	0-35	Very low	0	0%
	Total		**16**	**100%**

As can be seen from the table above, it shows that the majority students obtained high score in which it was about 13 students (81,3%), next there were 3 students get average score (18,7 %), and there is no students got, low, very low and very high score. By the above table, it may be inferred that there was an improvement after the treatment. In this posttest, student's achievements were ranging from average to high.

4. Discussion

The result of this study shows that there is a significant effect of using CLT approach on extrovert and introvert student's 'speaking achievement at SMKN 9 Konawe Selatan. Before given treatment, the data of the result means the pre-test of extrovert students was 65, 1, after given treatment using CLT approach, the result means of post-test was 80,5. Meanwhile the mean score pretest of introvert student was 56,3 and became 73,6 on posttest. It means that there is a significant improvement in students' speaking achievement before and after the CLT approach treatment for both extrovert and introvert students. Extrovert students speaking achievement is categorized as good level and introvert students speaking is also categorized as good level but it is lower than extrovert students speaking achievement. The mean score of extrovert student more improved than introvert student. Based on the mean score of speaking achievement pretest and posttest extrovert personalities more dominant in speaking than introvert personalities.

This finding was supported by the theories in chapter II for example, Eysenck in Zainuddin (2016) said that, the extrovert personality more influenced by their surrounding than by their inner world. Extroverts enjoy social interactions and tend to be enthusiastic, assertive, and excited. They more enjoy large social gatherings, such as parties and any kind of group activity. Extrovert personality was likely to enjoy spending time with people and find them energized by social

interaction. Meanwhile, Goma & Moneva (2020) says that introverted personality types are individuals who are "quiet, introspective, disciplined, intellectual, and emotionally attached to values and have fewer groups and friends.

Based on the statement that, the researcher found that when apply the treatment namely Communicative Language Teaching (CLT) in SMKN 9 Konawe Selatan, students who had good participation, active, enjoy and social gathering in speaking class are extrovert students, they have main characteristic like social and impulsive nature, sense of humor, passionate, quick thinking, optimistic that indicated who people appreciated their relationship with other. While student with introvert personality also participate in speaking class but tend to be passively and shy, they rarely asked a question and speak only when the teacher demand them to answer the question or to participate in the class discussion. The result of study was the extrovert students work best in speaking classroom that allow time for discussion, talking or working with clearly.

All theories showed that the differences in speaking between extrovert and introvert. This research was also in line with previous research in Rahayu, S. (2020) that found there was a statistically significant difference between the personality types of the participants speaking performance. There was also had different learning styles between introvert and extrovert students, introvert students prefer to study alone while extroverts prefer to participate and study in a group. The result of this study was also the same line with Gustriani (2020) that found extrovert students outperformed better than introvert students in speaking performance. Furthermore, Harianti et al (2023) said that extroverts and introverts learn differently, causing for the above difference. In short, extroverted students do better in English than introverted students.

The researcher assumes that there are some factors related to this issue of using CLT approach on extrovert and introvert student at learning process. One of the factors is about the advantages of the CLT approach itself. All CLT approach activities make students the center and orientation in the learning process so that students are not passive. This is will balance the introverted nature which tends to be passive so that it can be interactive in the learning process. The teacher's approach focuses on developing learning activities by correlating with the environment students are in various situations. With an emphasis on using language directly in various learning situations, it will significantly improve students' speaking skills.

Beside the above factors which support this study, there are also some factors which hinder the process of conducting this study. This is in line with the advantages of the CLT approach activities which is made students the center and orientation in the learning process. This causes students with introverted personalities to tend to be difficult to direct and guide because they tend to be passive and shy, which is very contradictory to the CLT approach activities like role play, debate and group discussion, jigsaw activities which makes students the center of the learning process. Also, there is a lack of learning tools prepared by schools such as in focus, which actually plays an important role in this study as media visual such us using picture as a part of CLT approach. Besides, the learning styles of

students vary, as well as students' different understanding abilities, some are quick to understand the material and some are slow to understand the material provided.

5. Conclusion

Based on the findings and discussion, the researcher draws the following conclusions:

1. Using CLT approach was effective to improve students speaking achievement both extrovert and introvert students but there is a different improvement. It is proven the result of paired sample t-test which is the mean score of extrovert student higher than introvert student. It can be concluded that there is a significant different of the CLT approach effect on extrovert and introvert student's speaking achievement at SMKN 9 Konawe Selatan.

2. Using CLT approach is one of a good approach in teaching speaking especially related to student personality namely extrovert and introvert. It was proven by the result of effect size test that shows d > 0,8 it means effect was in high level. So, it could be concluded that the using of CLT approach on extrovert and introvert students at SMKN 9 Konawe Selatan was effective to improve students' speaking achievement.

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