AN ANALYSIS OF THE EXTROVERT-INTROVERT PERSONALITY AND SPEECH PERFORMANCE OF THE SECOND SEMESTER ENGLISH DEPARTMENT STUDENTS AT IKIP PGRI BOJONEGORO IN THE ACADEMIC YEAR 2023/2024

THESIS

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FACULTY OF LANGUAGES AND ARTS EDUCATION

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APPROVAL SHEET

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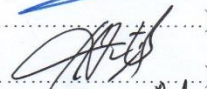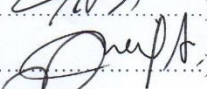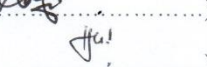Chyntia Heru Woro Prastiwi, M.Pd.
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LEGITIMATION

THESIS

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THE ACADEMIC YEAR 2023/2024**

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This is to certify that the sarjana's thesis
has been approved by the Board of Examiners
as the requirement of the degree of Sarjana in English Language Education
7th August 2023

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STATEMENT OF AUTHENTICITY

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I solemnly declare that the thesis that I have written is really my own writing and does not constitute plagiarism either in part of in whole.

If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions.

Bojonegoro, 24 July 2023

The Researcher

Muhamad Ibrohim

ABSTRACT

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.

ABSTRAK

Ibrahim, Muhamad. 2023. An Analysis of Extrovert – Introvert Personality and Speech Performance of The Second Semester English Department Student at IKIP PGRI Bojonegoro. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keyword: Extrovert, Introvert, Keperibadian, Penampilan Berpidato

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.

MOTTO

"A great man is one who has the ability to hide out adversity, so that others think he is always happy."

"IMAM SYAFI'I"

"The key to a wonderful life is to never stop wandering into wonder."

"SUZY KASEEM"

DEDICATION

Thank God I pray to the presence of Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace, I was given the opportunity to finish this thesis with all the shortcomings. I hereby dedicate this thesis to:

1. Dear to my parents. I present this thesis to you as my worthy embody to you who always struggle and never cease to pray for me, who sincerely give me affection, education, and counsel. Mom and dad, I am sorry for making things difficult for you, but may this little present will be the start of my next success. Thank you form the bottom of my heart.

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5. As well as all parties who have helped and motivated for the smooth preparation of this thesis.

6. I thank to myself, Thanks for sticking around! Life is tough, sometimes there was a day when everything doesn't go as planned. You are great because you keep pushing yourself to survive and deal with these difficult situations. Thank you for never giving up until the storm passed.

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May Allah give a good reply to all. For the sake of further improvement, suggestions and constructive criticism the authors will be happy to accept. Last but not least, only to Allah, the author, to surrender everything, may be useful, especially for writers in general and for us all.

Finally, the writer would like to express the deepest gratitude to my beloved father and mother for their love, education and also for the material and spirituals supports, my family, and all of my friends gave encouragement to finish this thesis.

Bojonegoro, 24 July 2023

The Researcher

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CHAPTER I

INTRODUCTION

This chapter covers the general account of the study. It consists of the background of the study, research questions, the research's objective, the study's significouldce, and the definition of key terms.

A. Background of the Study

People's personalities not only influence how they interact with others but also how they learn new languages. 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.

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.

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 introvert 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 extrovert nature and willingness to share thoughts and feelings with others, while the other, the introvert, is more reserved and prefers to keep to themselves. A student's academic successful 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.

There were some problems in the speaking class. Some of the problems that the students have could be seen in things like: First, some of the students were scared to speak English. Second, some of the students could not say English words the right way. Third, a few of the students could not speak in a smooth way. Lastly, some of the students could not speak correctly. Where personality traits were linked. Some students felt comforTable speaking up in front of the class, while others felt embarrassed (Taiyeb, 2019)

Based on the problem above, 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 chose both of these personalities, extrovert and introvert, since the researcher has a strong desire to do study on how extrovert and introvert speaking performance differs. 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.**

B. Research Questions

Based on the consideration above, there are two questions those are:

1. How are introvert and extrovert personalities of the second semester students of English department at IKIP PGRI Bojonegoro?

2. How are the speech performances between students' introvert and extrovert personalities in the second semester of the English Department at IKIP PGRI Bojonegoro?

C. Objectives of the Research

The objective of this research is to investigate:

1. To identify the students' personality in the second semester of the English Department at IKIP PGRI Bojonegoro.

2. To describe the speech performance between students' introvert and extrovert personalities in the second semester of the English Department at IKIP PGRI Bojonegoro.

D. Significance of the Research

The result of the research is expected to give some benefits as follows:

a. For Teacher

To give information to the English teacher or lecturer to pay attention to the students' personality (extrovert and introvert) and speech performance in the teaching and learning process.

b. For Future Researcher

To provide a reference for researchers as information on how the difference between extrovert and introvert personalities toward speech performance and increase the experience of the researcher.

E. Definition of Key Terms

1. Extrovert Personality

Individuals with extrovert personalities tend to be more impacted by external factors. The environment has a larger role in shaping one's mental state and behavioral responses. Extroverts are people who are easy to talk

to, who like being in the company of others, who enjoy engaging in social activities, and who are not easily rattled.

According to Parkinson (2004), someone who is an extrovert is likely to be extrovert, communicative, and adventurous. They would rather work in a large group than by themselves. A quiet introvert, on the other hand, is not going to shout at them. Rather than discussing issues with others, they tend to internalize everything. Zhang (2008) also offers a definition. According to him, an extrovert is someone who cares more about the people and things around him than he does about his thoughts and feelings, whereas an introvert is an opposite.

Based on the definition above, extroverts are extrovert, friendly, collaborative, confident, and outspoken. Traveling and engaging with different individuals allows them to verbalize their innermost ideas and sentiments.

2. Introvert Personality

An introvert is someone who prefers to be alone and who engages in just the barest minimum of social activity. While introverts may seem aloof at first because they prefer more intimate settings and slower pace when meeting new people, they are merely sociable in unique ways.

According to Parkinson (2004) when at work, an introvert keeps to themselves and avoids conversations. They have also done an excellent job since they give every option careful thought before making a decision

(Paradilla et al., 2020). This demonstrates that introverts are shy and reserved individuals.

From the definitions, introvert personality refers to someone who is an introvert tends to look inside rather than outward. Introverts are preferred to speak up in front of audiences, they will not speak if they think that it is not an important thing.

3. Speech Performance

Thornbury (2005) mentions that Speech is a two-way street, and effective turn-taking in a conversation requires the capacity to work. Because oral communication is a skill, it should be taught and practiced separately from grammatical lessons. Speech is more than just making noise; it is also a means of conveying thoughts and feelings, disseminating information, etc.

While Hidayat et al (2016) explains that speech actions are an action of how speakers and listeners utilize language. Speech performance is in action in verbal communication conveys a message, therefore communication is not limited to words but also includes action. In conclusion, a speech act is an utterance, while an act is an activity.

From the definition above, speech performance is the ability of act in conveying massage and transfer meaning or express ideas from one person to another using words, phrases, and sentences that conform to a standard grammatical framework.