

**A COMPARATIVE STUDY BETWEEN EXTROVERT AND INTROVERT  
PERSONALITY IN PRODUCTIVE SKILLS AT SMA PEMBANGUNAN  
LABORATORIUM UNP**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain the Bachelor of  
Education (B.Ed) in English Language Education Program*



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TAHUN 2021**

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Extrovert and Introvert Personality in Productive Skill at SMA  
Pembangunan Laboratorium UNP

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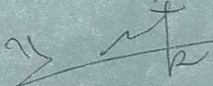
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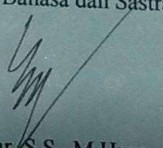
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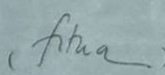
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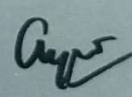
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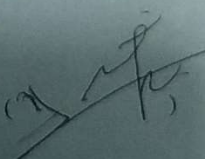
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## ABSTRACT

This study aims to determine which personality is better in productive skills in SMA Pembangunan Laboratorium UNP. This study uses a quantitative approach. Sampling was done by using non-probability sampling method. The number of samples in this study was 66 students. Data was collected by means of a questionnaire.

The results of this study indicate that there is a difference in average productive skills between students who have extrovert and introvert personalities. Students who have an extrovert personality who have an average of 75.81 are superior to students who have an introvert personality with an average of 56.47 in speaking skills. In speaking ability, extrovert students scored on each of the following aspects: fluency aspect 74.49, pronunciation aspect 81.63, accuracy aspect 73.47, clarity aspect 71.43 and skill and performance aspect 78.06. Meanwhile, introvert students scored on each of the following aspects: fluency aspect 60.3, pronunciation aspect 55.9, accuracy aspect 57.4, clarity aspect 55.9 and skill and performance aspect 52.9.

Meanwhile, introvert students are superior to extrovert students in writing skills. Introvert students get an average of 62.05 and students who have extrovert personalities get an average of 55.71. In writing ability, extrovert students scored on each of the following aspects: ideas 68.71, organizational 68.71, style 65.99 and mechanics 66.44. Meanwhile, introvert students scored on each of the following aspects: ideas 74.51, organizational 71.9, style 75.49 and mechanical 79.08.

## **Acknowledgments**

Alhamdulillahirabbil'alamin, all the praises are due to Allah SWT, the lord of the universe, giving blessings and strength for the researcher in finishing this thesis. Shalawat and Salam are also due to Rasulullah Salallahu Alaihi Wasalam. Prophet Muhammad SAW. This thesis entitled "A Comparative Study Between Extrovert and Introvert Personality in Productive Skills at SMA Pembangunan Laboratorium UNP" was submitted as a Partial Fulfillment of the Requirements to Obtain the Bachelor of Education (B.Ed).

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express her gratitude and appreciation to all of them. First, the researcher's deepest appreciation goes to her beloved parents, her mother Adma Emyulia for the endlesslove, prayers, and support, and her father Harlizon for the phone call almost everyday in order to remind me to keep going and never giving up.

The researcher presents her sincere appreciation goes to Prof. Dr. Ermanto, S.Pd., M.Hum., as the dean of the Faculty of Language and Arts. Also this thesis would not have been possible without the health, support, and patience of my advisor, Dr. Yuli Tiarina, S. Pd., M. Pd. for her supervision, advice, and guidance from the very early stage of this research as well as giving me extraordinary experiences throughout the past few months. The researcher's greatest appreciation also goes to Fitrawati, S.S., M.Pd. and Dra. Aryuliva Adnan, M. Pd., as the examiners and for her advice, supervision and crucial contribution in the improvement of the result of this thesis.

I gratefully thank the principle of SMA Pembangunan Laboratorium UNP for allowing me to conduct the research there. Also to the english teacher in SMA

Pembangunan Laboratorium UNP, Ma'am Rika and for all students's grade eleventh who have participated in the completion of this thesis.

Also to my sibling, my beloved little brother Rival Hakim who never stop asking about the completion of my study. His text messages keep me annoyed but magically give me reason to be focus to finish my study as soon as possible, for that i am really grateful to have him in my live.

I would like to say thanks to my close friends Fitri Rahayu and Veni Rozela Arfi who are always giving me support and make me believe that i can finish my studies. Also i would like to say thanks to my sisters Tika, Amik, Tari, Nisa, Feby, Erika, Sisil, and Dea who are always accompany me and encourage me when i am at the lowest point.

Finally, i would like to thank everybody who was important to the successful realization of this thesis. This thesis is far from perfect, but it is expected that it will be use full not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Padang, Nov 2022

**Researcher**

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

The success of public speaking in English cannot be separated from the success of the teaching and learning process in formal schools. Students are required to be able to speak using English as the ultimate goal of learning English skills. According to Lucantoni (2006), English as a means of communication has four basic skills, i.e. listening, speaking, reading and writing.

There are four skills in teaching and learning: listening, speaking, reading and writing. These skills are grouped into two types: productive skills and receptive skills (M. N Dermibas, 2013). Receptive skills consist of reading and listening while productive skills consist of speaking and writing (Brown, 2001). Therefore, these skills need to be developed and studied properly.

Speaking is one of the most difficult skills for language learners to master. Many students claim that they have spent years studying English but are still unable to speak it properly and understandably (Bueno et al., 2006). To realize the main goal of all English language teaching, teachers are expected to maximize their use of English effectively and accurately. It aims to achieve better performance in communication.

The ability to write in English is actually as important as the ability to speak. It will be even more targeted if we can explore and use it intelligently. However, writing skills still seem to receive very little attention. It must be

realized that writing skills are indispensable in modern life, but in reality there are still many students who have not mastered writing skills.

Writing skills can be used as a benchmark for English language skills. Someone who can write in English well and correctly often has good English skills too. Writing as a productive skill is considered more difficult because the process involves thinking skills and the rules are more stringent, namely grammar, spelling, coherence, cohesion, and writing style.

Brown, Burns & Joyce (1983), state that writing is a process of communicating with others in which a writer sends his ideas and thoughts in written form to the reader. According to Saleh Abbas (2006), writing skills is the ability to express ideas, opinions, and feelings to the other party through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and spelling use. In short, writing is a communication tool in the form of writing, because speaking and writing skills are called productive skills.

According to Tariq (2013), teaching English writing skills involves the development of students' linguistic and communicative competencies which makes it quite a challenging task. However, teachers are assumed to have professional responsibility for the development of students' writing. Meanwhile, Knapp and Watkins stated, "Learning to write is a series of difficult and complex processes that require a series of explicit teaching methodologies at all stages of learning".

The achievement of communication is found on the success of students in improving the ability to speak English fluently. In the learning process, of course the teacher gets different obstacles such as obstacles that come from the students, for example some English students still have difficulty in speaking, this is caused by students different in their performance levels; students receive and process information differently, with different personality types and with different understandings (Nazila, 2015). Moreover, Zhang (2008, p. 1) states that “ A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning second language ...” so the personality of the student is one of the factors that determining their success in acquiring second language.

In teaching and learning process, to see the achievement of good academic achievement in students, there are internal factors and external factors. Internal factors include intelligence, talent, interests, age, motivation, and personality, while external factors include friendship groups, lecture and community atmosphere, lecturer behavior and teaching time (Cassidy & Eachus in Permatasari, Prabandari & Kristina, 2016). Although there are many factors that affect academic achievement, there is a main factor that affects academic achievement, namely the personality factor. At this time, the researcher will only focus on the personality of the students. Personality in this case is extrovert and introvert. They have different abilities and understanding even though the teacher uses the same treatment and strategy. There are a number of theories that explain

personality can be more used to predict student success in school than intellectual intelligence determined by certain test standards (Australia, Okezone News, 2015).

Personality is something that describes the characteristics (uniqueness) of a person that distinguishes that person from others. According to Allport in Yusuf and Juntika (2007), personality is a dynamic organization within the individual of the psychophysical system that determines the characteristics of his behavior and thinking. There are two main characters of person. They are extrovert and introvert. Both of terms are in contradiction (Hakim, 2015). Each type has its own characteristics, such as sociality, activity, expansiveness, etc. By knowing a person's personality, it will be able to predict the behavior that these people will display in the face of a certain situation.

Extrovert personality reflects someone with a sociable relationship, good at talking, assertive and open to make new relationships. Someone who has an extrovert personality is usually more adaptable and works well together in a community or social organization. DeRaad and Perugini (2002), explain that an extroverted person has a social spirit, is easy to get along with, and has an interest in relationships with other people and events in the surrounding environment.

Introvert personality is the attitude or character of a person who has a subjective orientation mentally in living his life. They tend to like quiet conditions, like to be alone, and to reflective of what they are doing. They have a



tendency to stay away from interacting with new things. According to Sharp (2004), introvert is individual characterized by focus on his or herself, calm and intimate times with a few close friends and he or she gets energy from spending time alone.

Research on productive skills has been widely studied by previous studies with different independent variables. As research conducted by Houkos and Penick in Tarmizi (2012), it was found that the relationship between personality and achievement in the classroom shows a dynamic relationship and affects achievement. Research conducted by Tri Widiatmi in Tarmizi (2012), showed a significant difference between learning achievement and the personality type of students of the Faculty of Nursing, University of Indonesia.

Zhang et al., (2020), conducted a study that raised the effect of self-efficacy on speaking performance, then research conducted by Alibahkshi (2011), which examined the effect of strategic learning on speaking performance and many previous researchers also raised the influence of psychology in influencing speaking performance. Research on productive skills that includes speaking performance and writing skills is an important topic in its influence on English language learning. However, not many have researched the topic of speaking performance juxtaposed with the personal characteristics of extroverts and introverts.

The results of previous research, raising the topic of extrovert and introvert personal characteristics were carried out by Wulandari (2017). The

results of her research showed that there were differences in speaking performance between extroverts and introverts, where students who had extroverts personalities were able to speak better than students with introverts personalities. Thus, those teachers are advised to give more attention to introverts students so that they have more confidence. It would be better during the teaching and learning process the teacher groups introverts students with extrovert students in one group in order to create self-confidence and indirect influence from extroverts students.

Lestari et al. (2013) in their research found that introvert students actually have good skills in speaking performance, but they do not have the confidence to highlight their abilities in front of other students. This is certainly a new task for teachers to be able to instill calm and confidence in introvert students in the classroom.

Gustriani (2020), the results of her research showed that extrovert students are superior in speaking when compared to introvert students, but the other hand; introvert students are superior in terms of listening. Thus, there is a distinct advantage between these two personalities. Her research used an oral test to test students' ability to speak English. Thus, that researcher is able to know directly the ability of students in practice. In this case, it becomes a benchmark for teachers in applying the right method so that there are similarities in abilities between two extrovert and introvert personalities.

Based on the results of previous studies, researchers get interested in raising the topic of productive skills, because based on the results of literacy studies, there have not been many studies that compare the personal characteristics of individuals, namely extroverts and introverts in influencing their productive skills. The researcher believes that the results of this study can contribute as a teacher's reference in understanding students' personal characteristics.

To find out whether extrovert students perform better or not than introvert students, the researcher chose SMA Pembangunan Laboratorium UNP. At SMA Pembangunan Laboratorium UNP, there are still many students who have difficulty speaking English. Most of them face these difficulties due to several factors. One of the factors is from their personality such as confident, nervous and have extrovert and introvert personalities. Therefore, the researcher found an interesting case of how extroverted and introverted personality factors can contribute to students' success in language learning, especially in the appearance of speaking and writing English. Based on the explanation above the researcher will conduct the research entitled “A Comparative Study between Extrovert and Introvert Personality in Productive Skill at SMA Pembangunan Laboratorium UNP”

**B. Identification of the Problems**

Based on the background of the research above, many problems can be identified as follows:

1. Students lack confidence to make a speech in front of the class.
2. Students are shy in expressing their opinion.
3. Students feel insecure in writing.
4. Students feel they have obstacles in describing something in written form.

**C. Limitation of the Problem**

Based on the identification of the problems above, the researcher focused to discuss about the differences between extrovert and introvert student in productive skills at SMA Pembangunan Laboratorium UNP.

**D. Formulation of the Problem**

Based on background, this research focused on answering the question, which personality is better in productive skills at SMA Pembangunan Laboratorium UNP.

**E. Purpose of the Research**

1. To find out which personality is better in productive skills at SMA Pembangunan Laboratorium UNP.

**F. Significance of the Research**

1. Theoretically

This research is expected to provide information about the extrovert and introvert personality of students and the differences between extrovert and introvert students in their productive skills for those who are aware teaching and learning English

## 2. Practically

The researcher hope this findings can be useful and valuable , especially for me and also for English teacher to understand the personality, method learning style and learning strategy that the students develop for gaining success in the teaching learning class.

### **G. Definition of Key Terms**

To avoid misunderstanding in interpreting the terms used in this research, the researcher explained several operational definitions related to this research topic:

#### 1. Extrovert personality

Extrovert personality can be interpreted as a person who is friendly in society, has many friends and very interested in what is happening around them. They really like being in a group discussion group

#### 2. Introvert personality

Introverts personality will be interested in their own thoughts and feelings, difficult to make new relationships and selective in

choosing friends, so they only have few friends. They prefer to work individually rather than working in groups

### 3. Productive skill

Productive skills are speaking and writing, people who do this are needed to produce language. Performance speaking is the act of conveying messages from speakers to listeners through words, speech, and sentences where they are in social interactions that involve verbal communication. Writing which is the activity of putting something on paper has three steps. The first is "thinking" which involves selecting subjects, the second is "doing" which is called drafting and the last is "doing again" which means revising.