

Introverted and Extroverted Students' Learning Attitude in Chinese Speaking Class

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Abstract— In communicating, personality is divided into two major types: introvert and extrovert. Each type of personality has its own learning attitude. Speaking class requires each student to participate actively in class activities so that each student dares to speak. However, because the learners' personality is different, there will be differences in learning attitudes and learning outcomes. Therefore, in order to understand the introverted and extroverted Chinese learners in the speaking class, we studied the Chinese speaking class of Universitas Sebelas Maret. The data were analyzed by using the theory of MBTI. This paper introduces the situation of introverted and extroverted students in the Chinese speaking class, the problems of each personality, learning outcomes, and teaching suggestions. At present, the research results of the introverted and extroverted students in the speaking class are relatively few. This study is expected to give some inspirations for the researchers in the future, and to give information for the teachers who speak Chinese to understand introverted and extroverted personality.

Keywords— *introvert; extrovert; oral class; chinese language; learning attitude*

I. INTRODUCTION

The Myers–Briggs Type Indicator (MBTI) is an introspective self-report questionnaire with the purpose of indicating different psychological preferences in how people perceive the world around them, and make decisions. The MBTI was constructed by Katharine Cook Briggs, and her daughter, Isabel Briggs Myers. It is based on the conceptual theory proposed by Carl Jung, who had speculated that humans experience the world using four principal psychological functions – sensation, intuition, feeling, and thinking – and that one of these four functions is dominant in a person for most of the time.

The MBTI was constructed for normal populations, and emphasizes the value of naturally occurring differences. "The underlying assumption of the MBTI is that we all have specific preferences in the way we construe our experiences. Therefore these preferences underlie our interests, needs, values, and motivation."

Although the MBTI has been popular in the business sector, it exhibits significant scientific (psychometric) deficiencies, notably including: 1) poor validity, for example: i.e. it does not measure what it purports to measure, and it does not have predictive power, or items that can be generalized, 2) poor reliability, which means giving different results for the same person on different occasions, 3) measuring categories that are not independent, in which some dichotomous traits have been noted to correlate with each other), and 4) not being comprehensive due to missing neuroticism). The four scales used in the MBTI have some correlation with four of the Big Five personality traits, which are more commonly accepted framework.

In a communication process, there are two human personalities, which are: extrovert, and introvert. Those personalities might influence the way students get involved while taking certain classes. Speaking class demands the students to participate actively. The different traits between extroverted students and introverted students give impacts to how they perceive knowledge during the learning, and their learning result. Thus, the ways to deliver the materials should be varied according to the personalities, so that the extroverted, and introverted students are able to understand the materials well. This research aims to describe how extrovert and introvert students were taking part in Chinese speaking class. Furthermore, the author also explains how the materials were delivered in the classroom. In the future, it is hoped that this study can contribute as one of standards in teaching Chinese speaking class.

II. METHOD

This research employed a case study method. Case study is a research method with a purpose of learning intensively the background of current situations, and the interaction of any objects. With the previous theory, the author observed directly what happened in the field, which includes observing the students' personalities in the classroom, and classifying them into extroverted, and introverted students. Then, the author observed their manners during the class. After getting sufficient data, the author used descriptive research method. It is a method that intends to create accurate, factual, and systematic descriptions

according to the facts. By giving clear explanations related to the situations in the field, it is hoped that the readers will be able to understand well the ways extroverted students, and introverted students learn in the classroom.

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III. RESULT AND DISCUSSION

A. *Personalities and Classroom Condition*

1) *Personalities*

Personalities are the culmination of many keys inherited and learned, from many factors, such as: agendas, culture, human nature, and knowledge. These combinations create a personality that is relatively specific to each of us. In the communication process, there are two human personalities, which are: extrovert, and introvert. According to MBTI (Myers-Briggs Type Indicators), Extraversion refers to extroverted people who mainly direct energy toward the outer world of people and things. Furthermore, they appear to be energized by interacting with other people. When discussing by using MBTI framework, the single letter 'E' is used to signify. On another hand, Introversion is the opposite of Extraversion. People with introverted personality tend to direct their energy toward the inner world of experiences, and ideas. These people often pursue solitary activities. However, this does not mean that they do not like to be around people. It simply means that they tend to lose energy from social interactions. Interacting with other people can somehow tire them out. The single letter 'I' denotes Introversion. Moreover, each of personalities might have their own characteristics. The main issue of being introverted students is that they do not have enough bravery to express themselves. Unlike the introverted students, extroverted students usually bring the classroom situation more alive, dominate the classroom, and follow teachers' instruction better. In summary, it can be concluded that extroverted students usually excel more. Referring to the mentioned characteristics, it is argued that extroverted students generally comprehend the materials better that lead them to be better learners.

Students' personalities might affect the way they learn so that their result might differ. Wang Xuemei (2000) highlighted that extroverted, and introverted students in English course were slightly different in terms of their characters, comprehensive skill. However, when it came to dictation activity, introverted students had a tendency to achieve higher scores. Meanwhile, extroverted students are more convenient in speaking classes, as they can bring the situation more alive.

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2) *Classroom Condition*

Speaking courses demand students to train their speaking ability by encouraging them to be brave while speaking, especially in expressing themselves, and uttering sentences. The majority of the students were actively involved, yet some of them were passive during the learning. These active, and passive students might indicate that they belong to extroverted students, and introverted students. Due to lively classroom environment, we believe that most of the students were extroverted students.

By analyzing an interview result between the researcher and the participants, students' gestures, their reaction during the learning process, we conclude that there were nine introverted students, and 20 extroverted students. The result showed that the extroverted students could cooperate well with their teacher. They were actively answering questions by using their initiatives and raising their hand up. They also liked to read texts and vocabularies out loud.

On the contrary, during the learning process, the introverted students did not cooperate with the teacher as good as the extroverted students did. They tended to be passive, in a sense of they preferred to only listen to the teacher's explanation, and read their handout. When the teacher asked questions, the introverted students did not have an initiative to answer the questions. They simply answered the questions right after the teacher called their names, as if they were waiting to be pointed out.

Due to the fact that there were the greater amount of extrovert students rather than introverted students, the classroom situation was more lively. It was because of the extroverted students were confident to talk. This is actually the kind of classroom condition which can support the students to learn foreign language better. The extroverted students were freely to express their opinions in the classroom. This impacts to a more alive classroom situation in which it can promote a natural setting to practice the foreign language. As a result, the students' do not merely rely on their handout for practicing. Swain (1985) argued that the students need opportunities to channel their foreign language practice naturally by using correct grammar.

3) *Correlation between students' personalities and classroom situation*

Students' characters might influence their learning attitude in the classroom. The teacher of the Chinese speaking class said that an alive classroom atmosphere is the best situation to practice speaking. Therefore, teachers should encourage students' to be active in any speaking activities. Due to the necessity of actively speaking in the classroom, teachers will likely think that the

extroverted students are better than the introverted one. However, the teacher should not discriminate the students. They still have to ask questions to all students. Whenever the teacher raised a question, the introverted students did not answer it directly. Even if they answered it, they would do it with less facial expressions, as if they were not so confident.

Each personality can contribute to the response of teaching and learning activity. In Chinese speaking course, in order to enhance the students' speaking ability, the teacher usually raised a question like: "Have he/she ever visited a zoo?" Various responses were coming from extroverted, and introverted students. The introverted students did not simply answering the question, yet pretending to read a textbook to avoid giving an answer. In contrast, the extroverted students spoke out loud, and directly said, "Yes, he/she have." They immediately answered the questions with no doubt. The same thing happened repeatedly. Because the extroverted students participated actively, the learning process could be more alive. Furthermore, students' speaking test scores were also analyzed. The average test score was 81. The introverted students' score were mostly less than 81. Meanwhile, an extroverted student could achieve the highest score, which was 91. This high score might be triggered by their activeness in taking part on speaking activities. That habits led them to be confident when it came to a speaking test. As a consequence, they could achieve the better score.

The extroverted students prefer more alive learning activity, yet tend to dislike learning only from the handout, and lecturing. To gain their interest, the teachers should have interesting teaching method. By doing so, the researcher hopes that students' speaking ability can improve. However, as the extroverted students might think that the activities should be created into more alive, the introvert will think that it does not suit them well. They also might feel uncomfortable during the learning process. The huge gap between their characteristics should contribute to the teachers' consideration in designing the activities. It is because to accomplish a goal which is to gain the best result for all students.

B. Extroverted and Introverted Students' Attitude inside the Classroom

This research was conducted in the Diploma Program of Chinese Language, Faculty of Humanities, Universitas Sebelas Maret. The participants were 29 students coming from the third semester, in year 2017/2018. Their Chinese language skill was intermediate, as they have already learned Chinese language for more than one year. After analyzing 29 students, it can be concluded that the ratio between extroverted, and introverted students is 1:3. There were nine introverted students, while the extroverted ones were 20 students. Because there were more extroverted students than the introverted ones, the learning atmosphere turned into more alive. The analysis of these two different characteristics toward their learning attitude were as follows:

1) Outside Classroom Activities

Baranov (a Soviet scientist) argued that outside classroom activities are all teaching and learning activities conducted outside the classroom. Extroverted students usually adore this kind of activity. In order to analyze the students' traits toward the activities, there were two projects given, which were writing a conversation, and making a video in group.

The first part is examining the students' writing task. It was found that the introverted students had a better writing skill. They used good diction and grammar. Furthermore, the task was written neatly. It seemed that they considered the task more seriously. However, the majority of the extroverted students were vice versa. Their task was not finished really well.

The second part is checking the video project. It was crystal clear that the introverted students did not perform really well on that video, regarding their confidence, inaudible voices, and pronunciation. On the other side, the extroverted students performed better. They could play their role very well with audible voices, natural body movements, and rich facial expressions. Based on the video, it can be assumed that introverted students were not interested in outside classroom activity as much as extroverted students were. For the foreign language learners, this sort of activity actually can increase their interests to express themselves. To strengthen this argument, we have done another survey. The survey revealed that out of nine introverted students, there were six of them who disliked the video project. Meanwhile, out of 20 extroverted students, all of them enjoyed making the video.

2) Answering Questions

The teacher frequently asked questions to students in an attempt to test their understanding toward the material. Every time the teacher raised a question, students' enthusiasm were diversified. Extroverted students would be active, while students with introverted personality were willing to answer after the teacher called their names out.

The teaching method being applied was that the teacher used lots of questions which could help them digging their knowledge deeper, invite students to be active, and stimulate their critical thinking. Through this method, students could improve their problem solving skill, by actively answering questions. Extroverted students was passionate in working with their classmates, and the teacher. When there was a question: "Have he/she ever visited a zoo?", they certainly answered by saying: "Yes, he/she has." Due to incomplete answer, the teacher asked them to repeat but using a complete one by saying: "He/she has ever visited a zoo." Despite the fact that they had to revise their mistake, they still enjoyed the learning by laughing at their mistake, then answering the question altogether with loud voices. Unlike extroverted students who were so energetic, introverted students used low voices to answer the questions.

3) *Interests*

Extraversion have broad interests, such as swimming, dancing, singing, etc. Students who own this characteristic are usually get bored easily if they consider the lesson as something unattractive. They usually cannot deal with reading books, and merely listening to the teacher. In contrast, introversion usually do not own as many passion as extraversion. They enjoy their own world. On one hand, when the teacher employed lots of lecturing activities, extroverted students were less convenient to get engaged during the learning process. It could be seen from the students' faces, and gestures. On another hand, introverted students were more comfortable and less stressful. The teacher also prepared the other activities, such as dancing and singing with a song taken from their textbook. Based on my observation, extroverts tend to enjoy them. However, these activities did not work well to the introversion, as they were less convenient.

In conclusion, it can be inferred that introverted students tended to enjoy lecturing activity. However, extroverted students demanded more various learning activities which can accommodate their interests well.

4) *Self-Confidence*

Particularly, making mistakes in learning a language is unavoidable. One exact way to improve Chinese proficiency is through oral practice using the target language. The applied teaching method in the context of the study was being questioned. This method requires students' understanding on the material that has been taught and learned. For this reason, students should be encouraged to answer the questions delivered by the teacher. Students who put more effort to learn should not worry about their mistake in expressing their idea, even if they did not answer correctly or made mistakes.

Extroverted students had positive learning manners. Mostly, when the teacher asked questions, they actively engaged in answering the questions. Furthermore, when the teacher asked the students to share about certain opinions and/or experiences, the extroverted students showed their confidence and willingness to try. Despite the fact that they had problem to speak fluently and did not have advanced vocabulary and grammatical mastery, they made some efforts to practice. On top of that, it is teachers' role to provide opportunities for practicing the target language so that the students can have high self-esteem to answer the delivered questions during the teaching and learning process.

Meanwhile, to answer questions, introverted students waited for the teacher's instructions until s/he directly called their names. In answering the questions, they tended to speak in a quiet gentle voice and performed poor eye contact. The current study revealed that the students experienced feeling fear of teacher and fear of expressing ideas or delivering answers. Yet, there were several students with introverted personalities who performed well. Thus, teachers should encourage them for their improvement in learning.

5) *Initiative Aspect*

Students with extroverted preferences were actively engaged and showed their high self-esteem to try during their learning process. They always be willing to answer questions that their teacher gave without being called by the teacher. Their positive attitudes created an encouraging environment. Conversely, introverted students did not seem to show their initiative to answer questions actively since they always waited for the teacher to call their names.

With regard to the speaking course, students are required to take every opportunity to practice the target language, particularly Chinese. Therefore, teacher gives tasks and manage the classroom so that the students have opportunities to speak in the classroom activities. The teacher asked, "Do you often go to Paragon Square?", most of the students answered, "Yes, I do!", some said, "No, I don't." Then the teacher gave followed up question to a student, "Why do you often go there? Are the sold items cheap?" By giving such questions that stimulate their memory, the classroom activities went well. In this situation, extroverted students voluntarily shared their experiences when they went to Paragon. On the contrary, the introverted ones showed their low initiative and interest to participate in the classroom activities.

C. *How to deal with extroverted and introverted students in Chinese class*

Teachers always hope for having a fun teaching and learning process in a speaking course. In order to improve students' speaking skills, students need to have enough opportunities to practice Chinese orally. For those who have extraversion characters, speaking is a course that suitable with their personality as this course requires high self-esteem to try and express students' ideas actively. These students do not have any difficulties in participating classroom activities. They are willing to be active in front of their teacher and peers. In contrast, introverted students are inconvenience with such active course since they feel anxious if the teacher asks them to speak. For this reason, teachers' teaching methods in dealing with extroverted and introverted students became an essential factor affecting the learning and teaching process. Thus, teachers should apply effective teaching approaches, methods, and techniques to make introverts and extroverts thrive in the classroom.

1) *Selecting effective learning activities*

Concerning the students' improvement of Chinese skills, teachers could implement more various learning activities. There are plenty of classroom activities such as collecting a data of a case and retelling the details, visiting and promoting tourist attractions, creating news report videos, and/or any other outside class assignments. Regarding those activities, the researcher expected that it

is possible for teachers to encourage students and engage the teaching and learning process. Knowing the students' productions in completing their assignments, it could be concluded that they were well prepared and did the assignments thoroughly. Further, it appeared that the students were highly interested in such kind of learning activities.

Aiming to go into details in understanding the students' opinion on activities mentioned before, the researcher implemented interview. The data obtained from the interview sessions showed that most of the students had a high interest on those outside class activities. In addition, having more variety on outdoor activities is expected to provide students with more opportunities to showcase their practical use of the language. As students usually write Chinese characters, sentences, and dialogues in the class, the interview participants conveyed that doing those extracurricular activities was a favorite new learning strategy for them.

Regarding the students' activity outside the class, introverted and extroverted students have different point of views. The extroverts did not have any problems to carry out the given assignments. However, for the students with introversion personality, they did not find it exciting to work in groups. Instead, they enjoyed working individually. Thus, in order to observe the introverted students' performance, students were required to film themselves individually to complete the news report assignment. The result of the observation appeared to prove that they performed better in the videos. This occurred because when the introverts worked in groups, they tended to feel uncomfortable and show their reluctance to express themselves.

Learning a foreign language in our native countries may result in lack of language exposure and unsupportive environment. Owing to that, having cooperative teaching and learning within the context to create a language-rich environment. In terms of language knowledge, activities outside the classroom could reinforce students' creativity. By doing the activities, they could create a new positive environment on their language learning. It is possible that the students can be encouraged to practice and develop the target language skills outside the classroom naturally. It could be said that the extracurricular activities created positive impact on the students' language learning process.

With reference to the observation on the outdoor activities, it was concluded that sort of activities was effective to stimulate and support the students' learning interest. Yet, it is necessary for teachers to take into special consideration on the students' personalities in selecting the activities.

2) Applying questioning approach

Extroverted students are likely to have a high enthusiasm, and dominate the class. They are very active and responsive on the teacher's instructions, and questions. Through teachers' extensive questioning, it was expected that the students would show positive attitudes by participating in the activity, and practicing their communication skills. Students with extroversion personality seemed to be stand out in the class because of their ability to express themselves and create positive atmosphere in the classroom. Having students with such personality helped the teacher to encourage all students to learn with higher level of interest. Relatively, introverted students were considered as passive students who easily got uncomfortable if being asked by the teacher. They were likely to speak with a very gentle voice in answering questions.

Teachers apply questions-answer method in their teaching and learning process. After reading a text, students were required to answer several questions delivered by the teacher, such as:

Who is the dialogue between? How long has Mary been in China? In which city was Mary staying? What did Mary want to see? Apart from taxi, what car did Mary use to get to her destination? Could there be more cars at the school gate? What bus was there? Why were you afraid to take a bus? If you do not know what car to take, what should we do? Could Mary read a map? and any other questions. It was expected that if there were many questions arose, students would answer the questions actively and could develop their speaking skills. Because of this, a student with extroversion personality made a positive statement suggesting the teacher to maintain the teaching method in the classroom. Concerning the introverted students' low performance, teachers should modify their way of giving questions by calling their names, asking students to give written answers, making group discussions, etc. After implementing different method to propose questions, the teacher hoped to make introverted students to be more relax and comfortable in participating the learning activities. Making group discussion by classifying the students' personalities would encourage students to be willing and participate in conversations more actively.

3) Using various media to enhance teaching and learning

To increase students' interests, the teacher can utilize various medias to enhance teaching, and learning activities. Extroverted students have many interests which cannot be covered by only relying on a textbook. Teaching by using technology might be a solution. However, introverted students have stabil interests. They can deal with a textbook as a learning source. It is necessary for a teacher to use various medias in teaching to gain more students' interests.

In order to analyze students' attitude toward a learning process using various medias, the researcher gave some treatments: 1) in the first meeting, the teacher used demonstration while teaching, 2) in the second meeting, the teacher employed the other teaching materials, 3) in the third meeting, videos, songs, and powerpoint slides were also used. From students' facial expression, the researcher assumed that learning process without varios medias could not gain students' interest. Even if the teacher delivered the lessons well, yet students' were not too comfortable due to monotonous activities. At the time when the teacher used videos, thr whole students watch them, even dancing, and singing altogether. It promoted the classroom to be more active. According to students' response, these teaching methods seemed to be interesting ways for extroverted students. On the contrary, students with introverted personality could not really enjoy those activities. When it comes to singing activity, only extroverted students sang the song loudly. Even in dancing activity, the introversion did not really follow the dancing.

Besides analyzing students' attitudes, and expressions, we also interviewed the participants. Both Extraversion and Introversion enjoyed learning with technology. Introversion sometimes worried because of the dancing and singing activities. The researcher recommend to do dancing, and singing activities in the same time with the videos aid. The technology could bring more relaxed situation. Furthermore, the researcher believes that it is fascinating way to learn Chinese language.

4) *Appreciating students' performance*

Chinese speaking class is inseparable from tasks, and class activities, such as questions being raised in the classroom, home works, asking for any events, or things, etc. The researcher wish that those tasks can improve students' speaking ability because they get more space to train their speaking.

The main characteristics of Extraversion are they are brave enough to try something new, and to answer teachers' questions. Although they have a limitation in term of speaking fluency, they are still confident to practice speaking. This is absolutely a good manner. Thus, a teacher should appreciate students' result. Even though they do not answer questions correctly, and precisely, it is better to encourage them by praising their performance. For the introversion, although they are not actively engaged in the activities, a teacher should motivate them to be more confident, and appreciate their courage. The researcher also hopes that compliments can boost students' confidence to speak more during the speaking classes. One of examples is they are more confident to answer teachers' questions. Giving a praise does not only contribute to a more convenient learning atmosphere, but also improving students' Chinese speaking.

IV. CONCLUSION

The present study aims to investigate, and compare the attitudes on extroverted and introverted students in a Chinese speaking course. The researcher summarized major findings that students with extroversion personality showed they actively participated in the course activities. The second findings to emerge from this study is that students with introversion personality performed constant inhibition problem to communicate. Speaking course in this department requires students to be able to participate actively in every classroom activity, brave to make sentences, and confident so that they can enhance and develop their competence in speaking Chinese. The researcher analyzed the condition of students with two different personalities who enrolled Chinese speaking course, summed up that having outdoor activities was the main factor affecting the students' interest, participation, and their language performance in answering questions. Students who considered as extroverts were actively involved in the course activities and boldly expressing themselves. In order to gain an effective language teaching on introverts and extroverts, this study served to suggest some pedagogical implications. Teachers should provide classroom activities which engage both students' personalities and various methods to propose questions. Also, for teachers, it is important to vary their teaching media in enhancing the teaching and learning process. Additionally, teachers should always appreciate students' works and efforts. Considering the language teaching and learning aspects, this study hopes to serve insights for language teachers and students in increasing learning interest and students' classroom participation. Thus, the whole class will perform better in the speaking course, improve their ability in oral communication, and gain academic achievement as a result.

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