

## Introverts and Extroverts' Perception on The Use of WhatsApp Voice-note and WhatsApp Video Call as A Medium of Discussion

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### Abstract

Covid-19 outbreak has caused the shutdown of learning institutions. The situation has affected teaching and learning process, as well as the evaluation of students' performance. This is especially true for language subjects that require interaction between students. As a result, many language instructors have opted for video calls as a new medium of speaking evaluation. However, this medium of discussion may not suit introverts as they may have anxiety to participate in a live discussion. The purpose of this study is to identify students' perception on the use of WhatsApp voice-note and WhatsApp video call as the medium of speaking discussion. This paper is also intended to discover the differences of the students' feedback on the use of these two media of discussions, specifically from introverts and extroverts' perspective. 58 students participated in this study. The students were divided into groups and were asked to conduct two sessions of discussion. In the first session, the participants were asked to conduct a discussion by sending voice-notes in their WhatsApp group. In the second session, they were asked to conduct a live discussion using WhatsApp video call. Next, the students answered questionnaires to identify their personality (introvert/extrovert) and to provide feedback on the use of the two methods as a medium of discussion. Majority of the students prefer voice-note discussion over video call. When compared between introverts and extroverts, it was found that compared to a video-call, voice-note discussions benefited introverts as they reported that they were more comfortable and confident, they had more chance to participate, and they received feedback more effectively. Hence, language instructors may consider providing a medium that allow introverts to share their thoughts without having to be involved in live discussions. Given

adequate time, this may prepare and help them to build confidence to participate in real-life discussions.

**Keywords:** Extrovert, Introvert, Video Call, Voice-note, WhatsApp

### **Introduction**

The boom of online platforms for academic purpose has made it an essential element in the current pandemic situation. Millions of students and academicians all around the world have digitalised and virtualised their teaching and learning purpose through prevalent platforms such as WhatsApp, Telegram, Google Meet and Zoom. These online profiles can be the potential proxies to determine human personalities (Barash et al., 2010). Investigating the connection between different personalities and the behavioural patterns is the most popular issue during this pandemic era. Current situation has shifted the academic approach to a whole different level where lessons and assessments are done online, which bring different perceptions due to the psychological differences between individuals. Students with different personality types may have diverse psychological needs for communication and interaction; this is predominantly true of the differences between extroverts and introverts. Introverts prefer less stimulation, they like being alone or with a small number of familiar people and prefer to do one task at a time as they are less inclined to take risks as well as they like to listen more than speak (Jacobs, 2014). In contrast, extroverted students are more likely to be influenced by their peers when communicating in a virtual environment (Barkhi & Wallace, 2007).

Personality, where extrovert-introvert exist is one of the main factors for learners' success in language learning. When students with different personalities are involved in speaking activities, they might respond towards the activities differently. A research by Souzandehfar et al (2014) claims that the relationship between extroversion and introversion in language learning is that extroverted students will do better in obtaining basic interpersonal communication skills while introverted students will do better at evolving cognitive academic language ability. Both of these personalities definitely have different levels of participation in learning speaking as extroverts will be more dominant and have more learning accuracy than introverts who tend to be quiet and will be silent if they are not sure about what they want to say (Rofi'i, 2017). This is said to happen because introverts tend to be more careful in formulating their ideas, and think hard before they present their ideas (Schoenberger, 2016, Beukeboom et al., 2012). This may result in poor performance in oral discussion which requires fast response from those who participate in the discussion. However, their performance may differ if the discussion is held in an asynchronous setting such as using voice notes in WhatsApp. Using voice notes allows speakers to listen and respond when they are ready. Introverts can take their time in asynchronous discussion to think and respond to what the others say. Nevertheless, this may pose a problem in term of time limitation. Besides having a time limit in an oral assessment, delay in responding to the other speaker can also cause misattribution of the responder's personality. According to a study, the problem with delay as short as 1.2 seconds in a discourse through phone or conferencing system is that it can make the responder seem less friendly, or lack focus. (Schoenenberg et al., 2014). While oral discussion is viable through Whatsapp voice note (asynchronous) and video call (synchronous), there is lack of study on students' preference between the two based on their personality. This study will focus on introverted and

extroverted students' preference of synchronous and asynchronous oral discussion on WhatsApp according to their personality.

The purpose of this study is to identify students' perception on the use of WhatsApp voice-note and WhatsApp video call as the medium of speaking discussion. This paper is also intended to discover the differences of the students' feedback on the use of these two media of discussions, from the perspective of introverts and extroverts.

### Method

This study was conducted during Covid-19 pandemic, where classes were conducted on online platform. The participants of this study consist of 58 diploma students. The students were divided to a group of 3. Each group then underwent 3 sessions of 30-minutes WhatsApp voice-note discussions – 3 sessions were conducted as many of the participants were not familiar with voice-note discussions. A different topic is given during each session. Next, the students were given 10 minutes to discuss a topic using WhatsApp video call. The students then were asked to answer a set of questionnaires to identify their personality, as well as to provide feedback on the use of WhatsApp voice-note and WhatsApp video-call as a medium of discussions.

### Results and Discussion

Table 1

*Number of Students According to Personality Group*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Introvert	30	51.7	53.6	53.6
Valid Extrovert	26	44.8	46.4	100.0
Total	56	96.6	100.0	
Missing System	2	3.4		
Total	58	100.0		

Table 1 shows the distribution of students according to their personality. Out of 58 students that participated in this study, 30 (51.7%) were introverts and 26 (44.8%) were extroverts. There were also 2 ambiverts among the students who participated in this study.

Table 2

*Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
1. Compared to a video-call, I can express myself more effectively in a voice-note discussion.	58	1	4	3.07	.814
2. Compared to a video-call, I can present my ideas in a more organised way in a voice-note discussion.	58	1	4	3.14	.805
3. Compared to a video-call, I have more chance to participate in a voice note discussion.	58	1	4	2.97	.837
4. Compared to a video-call, Voice-note discussion makes me more comfortable to speak to others.	58	2	4	3.21	.695
5. Compared to a video-call, I tend to speak too much in a voice-note discussion.	58	1	4	2.86	.805
6. Compared to a video-call, voice-note discussion leads to misinformation.	58	1	4	2.24	.885
7. Compared to a video-call, voice-note discussion leads to misunderstanding.	58	1	4	2.14	.907
8. Compared to a video-call, voice-note discussion is more complicated.	58	1	4	1.97	.837
9. Compared to a video-call, Voice-note discussions helps me to deliver my ideas more easily.	58	1	4	3.07	.746
10. Compared to a video-call, Voice-note discussion enables me to receive feedbacks more effectively.	58	1	4	2.88	.751
11. Compared to a video-call, Voice-note discussion helps me to understand others better.	58	1	4	2.97	.725
12. I am not comfortable having to send my recorded voice in a voice-note discussion.	58	1	4	1.79	.833
13. I am not comfortable having to physically appear on a video-call.	58	1	4	2.47	.821
14. Compared to a video-call, I am more concerned on my pronunciations when participating in a voice-note group discussion.	58	1	4	2.91	.801
15. I tend to speak too little in a voice-note discussion compared to a video-call.	58	1	4	1.91	.779
16. I feel more confident to participate in a voice-note group discussion Compared to a video-call.	58	1	4	3.16	.745
17. I feel more relaxed in a voice-note discussion Compared to a video-call.	58	2	4	3.33	.632
18. Voice-note discussion is more fun Compared to a video-call.	58	1	4	2.84	.834
19. I prefer a voice-note discussion rather than a video-call.	58	1	4	2.95	.826

20. Compared to a video-call, it is not comfortable to participate a voice-note discussion because it doesn't involve eye contacts.	58	1	4	2.29	.879
21. Compared to a video-call, it is not comfortable to participate a voice-note discussion because it does not involve facial expressions.	58	1	4	2.48	.883
22. Compared to a video-call, it is not comfortable to participate a voice-note discussion because it does not involve body gestures.	58	1	4	2.40	.836
23. I prefer a video-call rather than a voice-note discussion.	58	1	4	2.43	.975
Valid N (listwise)	58				

Table 2 presents the students' feedback on the comparison between the use of WhatsApp voice-note and WhatsApp video call as a medium of oral discussion. The participants have agreed on 12 items which are (arranged from highest Mean): I feel more relaxed in a voice-note discussion compared to a video-call (M=3.33), compared to a video-call, voice-note discussion makes me more comfortable to speak to others (M=3.21), I feel more confident to participate in a voice-note group discussion compared to a video-call (M=3.16), compared to a video-call, I can present my ideas in a more organised way in a voice-note discussion (M=3.14), compared to a video-call, I can express myself more effectively in a voice-note discussion (M=3.07), compared to a video-call, Voice-note discussions helps me to deliver my ideas more easily (M=3.07), compared to a video-call, I have more chance to participate in a voice note discussion (M=2.97), compared to a video-call, Voice-note discussion helps me to understand others better (M=2.97), I prefer a voice-note discussion rather than a video-call (M=2.95), compared to a video-call, I am more concerned on my pronunciations when participating in a voice-note group discussion (M=2.91), compared to a video-call, voice-note discussion enables me to receive feedbacks more effectively (M=2.88), compared to a video-call, I tend to speak too much in a voice-note discussion (M=2.86) and voice-note discussion is more fun Compared to a video-call (M=2.84).

The results show that students preferred to send their voice-notes in a WhatsApp group for a discussion, compared to be involved in a live discussion through a video call. Psychologically, students reported that they felt more relaxed, more comfortable to speak to others and more confident to participate in a voice-note group discussion. They also agreed that voice-note discussions were more fun compared to a video-call.

Voice-note discussions also help students to contribute better in a group discussion. According to the findings of this study, the students agreed that they could present ideas in a more organised way, express themselves more effectively, deliver their ideas more easily, and compared to a video-call, they also had more chance to participate in a voice note discussion.

Besides, the findings of this study also indicate that the students had better interaction with the other group members when having a voice-note discussion. The students agreed that voice-note discussion helped them to understand others better and receive feedbacks more effectively.

However, the students also reported that they were more concerned on their pronunciations when participating in a voice-note group discussion compared to a video-call, and they tended to speak too much in a voice-note discussion. Nevertheless, the students agreed that they preferred a voice-note discussion rather than a video-call.

Examined from a different point of view, the 10 items with the lowest Mean were (arranged from highest Mean): I am not comfortable having to send my recorded voice in a voice-note discussion (M=1.79), I tend to speak too little in a voice-note discussion compared to a video-call (M=1.91), compared to a video-call, voice-note discussion is more complicated (M=1.97), compared to a video-call, voice-note discussion leads to misunderstanding (M=2.14), compared to a video-call, voice-note discussion leads to misinformation (M=2.24), compared to a video-call, it is not comfortable to participate a voice-note discussion because it doesn't involve eye contacts, (M=2.29), compared to a video-call, it is not comfortable to participate a voice-note discussion because it does not involve body gestures (M=2.40), I prefer a video-call rather than a voice-note discussion (M=2.43), I am not comfortable having to physically appear on a video-call (M=2.47), Compared to a video-call, it is not comfortable to participate a voice-note discussion because it does not involve facial expressions (M=2.48)

The findings are parallel with the first part of the discussion presented earlier, where the results indicate that the students are in favour of voice-note discussions over video call discussions. The students who participated in this study also did not think they were prone to speak too little in a voice-note discussion compared to a video call. Besides, the students also disagreed that a voice-note discussion was more complicated compared to a video call. They also disagreed that a voice-note discussion lead to misunderstanding and misinformation.

The students also did not think that they were not comfortable although a voice note discussions required them to send their recorded voice. They also did not perceive a voice-note discussion as uncomfortable though it does not involve eye contacts, body gestures and facial expressions. However, the same students reported that they also did not feel uncomfortable to physically appear on a video-call.

Table 3

Independent Samples Test Comparing Introverts and Extroverts' Responses

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
3. Compared to a video-call, I have more chance to participate in a voice note discussion.	2.267	.138	3.062	54	.003	.651	.213	.225	1.078
			3.006	46.676	.004	.651	.217	.215	1.087
4. Compared to a video-call, Voice-note discussion makes me more comfortable to speak to others.	.010	.922	2.013	54	.049	.367	.182	.001	.732
			1.984	48.504	.053	.367	.185	-.005	.738
10. Compared to a video-call, Voice-note discussion enables me to receive feedbacks more effectively.	8.879	.004	2.893	54	.005	.556	.192	.171	.942
			2.814	42.541	.007	.556	.198	.157	.955
16. I feel more confident to participate in a voice-note group discussion. Compared to a video-call.	.898	.348	2.107	54	.040	.410	.195	.020	.801
			2.079	48.779	.043	.410	.197	.014	.807



An independent sample T-Test was conducted to compare the participants' responses according to their personality (introverts/extroverts). There are 4 items with P-Value lower than 0.05 and as illustrated in Table 3. The 4 items are presented in Table 4 with the Mean of responses from introvert and extrovert group.

Table 4

*Items with P-Value < 0.05 and The Mean for Introverts and Extroverts Group*

Statement	P-Value	Mean for Introverts	Mean for Extroverts
Compared to a video-call, I have more chance to participate in a voice note discussion.	0.003	3.27	2.62
Compared to a video-call, Voice-note discussion makes me more comfortable to speak to others.	0.049	3.37	3.00
Compared to a video-call, Voice-note discussion enables me to receive feedbacks more effectively.	0.005	3.13	2.58
I feel more confident to participate in a voice-note group discussion Compared to a video-call.	0.040	3.33	2.92

Table 4 shows the items taken from the students' feedback, where the means of responses between introverts and extroverts' groups were significantly different. The means of extrovert's group were significantly higher for all the 4 items, compared to the extroverts' group. This finding indicates that compared to a video-call, voice-note discussions helped introverts to interact better in oral discussions interaction as the students in this study reported to have more chance to participate in a group discussion when using WhatsApp voice-note. Introverts were also more comfortable to speak to others, received feedback more effectively and were more confident to participate in a group WhatsApp voice-note discussion, compared to WhatsApp video call.

## Conclusion

This study has found that in general, the students who participated in this study perceived WhatsApp voice-note as a better medium of oral discussion compared to WhatsApp video call. They are psychologically more comfortable sending voice-notes during a discussion compared to getting engaged in a video call. Students also agreed that WhatsApp voice-note helped them to contribute and interact better in an oral discussion. When compared between the introvert and extrovert group, introverts appeared to benefit more from the use of WhatsApp voice-note as a medium of discussions. Introverts were more confident and comfortable in voice-note discussions. They also agreed that they could participate more, and receive feedback more effectively in a group WhatsApp voice-note discussion, compared to WhatsApp video call.

The finding of this study leads to new opportunities to explore alternative media of discussions for introverts who usually are quieter if they are not sure about what they want to say in a group discussion while their extroverts counterparts are more dominant (Rofi'i, 2017). Introverts prefer less stimulation, they are less inclined to take risks, and they prefer to listen more than speak (Jacobs, 2014). Hence, language instructors may help introverts to participate better in a group discussion by experimenting with different platforms that allow



introverts to be more comfortable. This would eventually help them converse confidently in oral discussions in the real-life situation.

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