

THE CORRELATION BETWEEN STUDENTS' PERSONALITY AND THEIR SPEAKING ABILITY

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Abstract: □ Speaking skills influence by many factors one of them is affective factors, that have a part namely personality. In this case the personality classified into two types namely extrovert and introvert. The aim of this study investigates the correlation between extrovert personality and introvert personality and students' speaking ability at the students in English Teaching Department of IAIN Batusangkar in the fourth semester. Sampling techniques used in this study is Stratified Random Sampling with total of 55 samples, and they personality was determined by using questionnaire made by researcher based on theory by Eysenck (1991) and Sharp (1980). Their speaking score based on they score in final examination at fourth semester held by the lecturer of English for Simple Speech presentation class. This study is quantitative research with Correlation design. The personality and the students score were correlated by using Pearson Product Moment Correlation. The result of correlation testing reveals that there is no significant correlation between extrovert personality and their speaking ability r table more (0.18 < 0,396), there is no correlation between introvert personality and speaking ability (-0.159 < 0.333), and there is no correlation between personality and speaking ability (-0.220 < 0,258).

Keywords: → Personality, Speaking, Introvert, Extrovert

INTRODUCTION

Speaking is one of the important skills should be mastered by student. According to Harmer (2007) speaking is a skill which becomes important part of daily life. It is the line for people to produce social relationship as human being, so it needs to be developed and practice independently in the grammar curriculum. According to Swary (2014:1 citing Baker 2003), by study speaking well students gain a helpful skill which can be useful in their life and throw in to other community and country. English plays a most important role in all aspects of life, for example technology, education, politics, trade, social, culture, etc. It

means that the students' challenge and competition will be forceful in the future.

However not all of students in the class able to deliver their speaking. Although they received in same class, same treatment, and same lecturer. They have different ability in speaking skills, it happened because there were several factors that influenced speaking ability.

Mai (2015:9) state that student's speaking skill can be affected by several factors such as those coming from performance condition (time pressure, planning, standard of performance and amount of support), listening ability and feedback during speaking activities, affective factors (such as motivation,

confidence and anxiety). Among the factors which have much influence in students' language learning are affective factors. According to Andres (2002) the importance of affective factors has been interest in the field of language learning because of their high effects on learning a foreign or a second language. In this study affective factors came from student personality.

Personality is a set of characters that supposed by someone who can describe someone behavior and habits. Briggs (2009 citing Uzer's 2017:2) claims that students have different learning style; they preferentially focus on different types of information, tend to operate on perceived information in different ways, and achieve understanding at different rates. Furthermore D. Pulford (2006:1) also explain that student academic abilities are important but may be not only influenced by student's true ability but also their personality. Supported by Uzer (2017:2) personality influences people to rather different things, react differently, and make different decision. Students who have extrovert personality and students who have introvert personality have different learning styles and automatically will influence their learning achievement especially in speaking skill.

This study focusses only two type of personality there were: extrovert and introvert personality. According to Rydman (2008:89) extrovert refers to "an outgoing, candid, and accommodating nature that adapts easily to a given situation, quickly forms attachments, and, setting aside any possible misgivings, and often ventures forth with careless confidence into an unknown situation". In current years, a more nuanced point of view on the relationship between extraversion and second language learning has emerged. Some studies reveal a positive relation between degree of extraversion and speaking skill. Afif Nur Fiqi. Ab (2017) found significant correlation between students' extroverts

and introvert personality with their speaking mastery. In this research the writer found that student with extrovert personality can be categorized that there was moderate correlation between extrovert personality and students' speaking. The other study held by Muhamad Fikri Nadzif (2015). The result of the study shows that there is a significance correlation between students' personality trait and English-speaking ability of basic speaking class.

In this research the researcher tried to do research about the correlation between students' personality (extrovert-introvert) and students' speaking ability, whether it still had positive correlation or not, although this research conduct in different place, condition, and sample.

METHOD

Type of this research was used quantitative method at the type of this research was correlation research. According to Ary (2010:39), quantitative it deals with question of relationship, cause and effect, or status that researcher can answer by gathering and statistically analyzing numeric data. It can be separated into experimental and non-experimental." In specific of quantitative the type of this research is correlation research. According to Gay (2012:222), Correlation research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relation was expressed as a correlation coefficient. In this research, the researcher used two variables. There was personality and speaking.

The population of this research is all of the students of student in fourth semester who took English for Simple speech Subject at English Teaching Department of IAIN Batusangkar. The sample was taken

by using stratified random sampling. There were 55 students as sample of this research.

There instruments of this research were administered in this study: personality questionnaire and student speaking score. Personality q questionnaire used to separate the student into two types of personality, they were extrovert and introvert. The questionnaire made based on the theory personality by Eysenck (1991) and Sharp (1980). This questionnaire had 20 questions, 10 to analyzed extrovert personality and 10 to analyzed introvert personality. Type of this questionnaire was close-ended questionnaire with the type of answer was Yes and No. The second instrument was students' final examination speaking score in English for Simple Speech Class. This instrument was valid because the examination was held by the lecturer. The researcher used Google form to collect the data by writing a few items of questionnaire in it. Then, the researcher shared the link of Google form to be answered by the respondent.

To analyzed data researcher did several steps: first researcher collecting several data from the sample of the research. Second, researcher identifying the data from the sample, the researcher identified the students score from the questionnaire that had been answered by students in Google form. Third, researcher divide the student personality based on the score of the questionnaire belong to extrovert or introvert personality. The fourth is tabulating data, the researcher put the data into table. The data of table prepare the name of students, student score in personality questionnaire and the score of speaking ability. The fifth evaluating, the researcher evaluated and analyzed the data from questionnaire and speaking score of the sample from the sample.

RESULT (S) AND DISCUSSION (S):

Result

After distributed the questionnaire, the researcher gets the data about the student personality, then the researcher categorizes them into extrovert, introvert and ambivert based on the data in table below:

Table 1. The distribution of student personality

No	Category	Frequency	Percentage
1	Extrovert	20	34,4%
2	Introvert	35	60,34%
3	Ambivert	3	6,7%
SUM		58	100 %

Data from the table showed 20 students being into extrovert, 35 students belong into introvert and 3 students belong into ambivert personality.

The result of students speaking score of extrovert personality.

The table below was the speaking score of the students who have been categorized into extrovert personality:

Table 2 Percentage of Extrovert Speaking Score

No	Score	Category	Total Student	Percentage
1	81-100	Excellent	10	50%
2	71-80	Good	9	45%
3	61-70	Average	1	5%
4	51-60	Low	0	0
5	0 - 50	Very Low	0	0
Total			20	100%

Based on the data on the table above, 10 students acquired speaking score 81-100 categorized excellent, 9 students acquired speaking score 71-80 speaking score 61-70 categorized good, and only 1 student acquired speaking score 61-70 categorized into average.

The result of students speaking score of introvert personality.

The table below was the speaking score of the students who have been categorized into introvert personality:

Table 3 Percentage of Introvert Speaking Score

No	Score	Category	Total student	Percentage
1	81-100	Excellent	18	51,4%
2	71-80	Good	15	42,8%
3	61-70	Average	1	2,8%
4	51-60	Low	0	0
5	0-50	Very Low	1	2,8%
Total			35	100%

Based on the data on the table above, 18 students acquired speaking score 81-100 categorized excellent, 15 students acquired speaking score 71-80 categorized good, 1 student acquired

into average, and 1 student acquired speaking score 0-50 categorized into very low.

Correlation between Students' Extrovert Personality and Speaking Performance.

To examine the correlation between student personality and their speaking ability, the Pearson correlation product moment was calculated using SPSS 20 as helping tool in analyzing the data. The following tables explain the correlation coefficient between extrovert and introvert personality and their speaking ability.

Table 4 Correlation analysis Extrovert

Correlations		
	personality	speaking
X ₁	Pearson Correlation	.018
	Sig. (2-tailed)	.940
	N	20
Y	Pearson Correlation	.018
	Sig. (2-tailed)	.940
	N	20

Personality (X₁) and Speaking Ability (Y₁)

Based on data shown on table the correlation coefficient r is 0,018 and $p = 0,940$ indicating that the coefficient is not significant. By consulting to the criterion for the evaluation of a coefficient, the point 0,18 is categorized as Very weak correlation (0.00 – 0.19). Since there is positive symbol on the r value, it shows positive but very weak correlation. Hence, H_0 is accepted, and H_a is rejected because the r (0.18) was lower than α (0.05) 0,396. So, it can be stated that

extrovert personality and speaking ability has no significant correlation.

Correlation between Students' Introvert Personality and Speaking Performance.

Table 5 Correlation analysis Introvert Personality (X2) and Speaking Ability (Y2)

Correlations			
	Introvert	Speaking	
X ₂	Pearson Correlation	1	-.159
	Sig. (2-tailed)		.362
	N	35	35
	Pearson Correlation	-.159	1
Y	Sig. (2-tailed)	.362	
	N	35	35

Based on data show on table the correlation coefficient r is $-0,159$ and $p = 0,362$ indicating that the coefficient is not significant. By consulting to the criterion for the evaluation of a coefficient, the point $-0,159$ is categorized as weak correlation ($0.20 - 0.399$). Since there is negative symbol on the r value, it shows negative but weak correlation. For a negative correlation coefficient means that, for any two variables X_2 and Y , an increase in X_2 (introvert personality) is associated with decrease in Y (speaking performance). Hence, H_0 is accepted, and H_a is rejected because the r ($-0,159$) was lower than α ($0,05$) $0,333$. So, it can be stated that introvert personality and speaking introvert has no significant correlation.

Correlation between Students' Personality and Speaking Performance.

Table 6 Correlation analysis Personality

(X) and speaking Ability (Y)

Correlations			
	Personal ity	Speaking	
Personalit y	Pearson Correlation	1	-.220
	Sig. (2-tailed)		.106
	N	55	55
	Pearson Correlation	-.220	1
Speaking	Sig. (2-tailed)	.106	
	N	55	55

Based on data show on table the correlation coefficient r is $-0,220$ and $p = 0,106$ indicating that the coefficient is not significant. By consulting to the criterion for the evaluation of a coefficient, the point $-0,220$ is categorized as low correlation $0.20 - 0.40$. Since there is negative symbol on the r value, it shows negative but weak correlation. For a negative correlation coefficient means that, for any two variables X and Y , an increase in X (personality) is associated with decrease in Y (speaking performance). Thus, H_0 is accepted, and H_a is rejected because the r ($-0,220$) was lower than α ($0,05$) $0,258$. So, it can be stated that personality and speaking ability has no significant correlation.

Discussion

Regarding with the data analysis above, is showed there is no significant correlation between student personality and their speaking ability. It was considered through t_0 of the data was lower than t_t . It indicates that hypothesis null of the data was

accepted.

The result of this research was in line with the research held by Damalis (2013). He found that there is no positive correlation between student extrovert personality and their speaking ability. Furthermore, Samand, Sailan, & Lio, (2019) also did the research about "analysis on the relationship of extrovert-introvert personality and student speaking performance in English Study Program of Halu Oleo University". He found there is no significant correlation between student personality and their speaking performance.

The result of the research was not in line with research conduct by Afif Nur Fiqqi (2017), also tried to find the correlation between student extrovert and introvert personality and their speaking mastery. He found that significant correlation between student extrovert and introvert personality with their speaking mastery.

Based on the discussion above, there is no significant correlation between student personality and their speaking ability. Since the coefficient correlation was found positive and weak correlation (0,18) for extrovert, negative and weak correlation (-0,59) for introvert and negative and weak correlation (- 0,220). This phenomenon occurs because of several reasons.

First, based in the theory before we know that there s several factor that influence speaking ability. According to Tuan (2015: 9) there is several factors that influencing student speaking ability they are: performance conditions, affective factors, listening ability, topical knowledge, feedback during speaking activities. So that, based on this fact it is possible that personality has no correlation with speaking ability since might be students' speaking ability correlate with other factors such as performance conditions, listening ability, topical knowledge.

Second, we besides must know that in affective factor actually

not only about personality in this case extrovert-introvert personality, but affective factors also include many things except personality. According to Bachtiar (2011: 2) three most important factors are put under the general heading of affective factors, that is motivation, attitude, and personality. as a result, it is also possible that students' speaking performance has no correlation with personality, because under the affective factors there is also motivation and attitude. Furthermore Reyes (2018:15 citing Sara's 2013), explain that the biggest single factor affecting a second language learners' success is motivation.

It implies that personality does not the one of main factors affecting student speaking ability especially for student in English for Simple Speech Presentation of English Teaching Department in IAIN Batusangkar. It happened because sometime the students with extrovert personality have better in speak in front of many people, but they were not carefully in grammar, writing and idea so it made them lose their score in speaking class. In other hand student with introvert personality may have a low confidence when speak in front of many people but, they more carefully in grammar and elaborate their idea in speaking class, it also can be plus score for them.

In discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a summary of the main scientific findings (not experimental results). The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results

consistent with what other investigators have reported (what else)? Or are there any differences?

CONCLUSION (S) AND RECOMMENDATION (S)

Conclusion

This research showed that there was not significantly correlation between the student personality and their speaking ability. The first result of data interpreted, there is no significant correlation between students' extrovert personality and their speaking ability because r (0.18) was lower than α (0.05) 0,396. The second result of the data interpreted, there is no significant correlation between student's introvert personality and their speaking ability because r (-0.159) was lower than α (0,05) 0. 333.. The third result of the data interpreted there is no significant correlation between students' personality and their speaking ability because r (-0.220) was lower than α (0.05) 0,258. Through sequence of calculation at the previous chapter the hypothesis of the research shows that the Null Hypotheses (H0) which states "there is no significant correlation between students' personality and their speaking ability" is accepted. This finding indicates that the influence of extrovert and introvert on oral English learning is not as big as it is assumed.

This research also seems to break the theory and other previous research about extrovert and introvert personality, which most of previous study said that extrovert students are better than introvert students in terms of speaking. The character of extrovert tend to active in talk, have high confidence, outgoing and easy to meet the new people indicated that extrovert better than introvert in speaking skills since introvert well-known as personality who likes to be a good listener.

Recommendation

1. Based on the result of this research researcher hope student can found the suitable learning style with their type of personality, it will make them improve their speaking skill.
2. Lecture should choose the suitable method in teaching speaking to improve students' speaking ability for both extrovert and introvert.
3. Researcher hope the next researcher can found the other factor except personality that also influences the speaking ability. It will be useful research for the future because it will help the student and lecture to solve the problem that make them get difficulty in teaching and learning English Speaking.

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