The Influence of Students' Personality Types to Their Speaking Achievement on the Tenth Grade Students of the State Senior High School 6 Palembang

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Abstract

This research discussed the influence of students' personality types to their speaking achievement. This research used experimental method in collecting the data. The instruments utilized in the inquiry were personality questionnaire and test. The result of the questionnaire and test given to a group of students to the tenth grade students of State Senior High School 6 Palembang show that students' personality types did not influence their speaking achievement. From the result of R-square (coefficient determination) between independent variable was 0.018. It means that personality types only give little on English speaking achievement. From the study, it shows that there might be other factors that influence speaking achievement. Although personality only gives small contribution, students with extrovert type learn best by talking and physically engaging in the environment. Talking helps their thoughts to form and become clear. Introvert students learn best through quite. Therefore, extrovert students whose personality tends to be more active are better in mastering English speaking than introvert students whose personality tends to be shy, timid and quiet.

Keywords: influence, speaking achievement, personality types

INTRODUCTION

Speaking is one of the four basic skill in English. It is the crucial skill in English learning because the main purpose of learning a language is to be able to communicate effectively with others. The students should be aware that the mastery of speaking is very necessary in globalization era because English plays an important role in all aspects of life, such as technology, education, politics, trade, social, culture, etc. It means that the students' challenge and competition will be intense in the future. The students are demanded to be able to communicate well in English because the mastery of speaking skill in English is a priority for many second and foreign language learners.

In teaching and learning process especially in speaking, the teacher often finds the students' psychological problems of the students. One of the problem is personality. Personality is the sum total of the behavioural and mental characteristics that are distinctive of an individual (Colamn, 2009). Personality influences people to prefer different things, react differently, and make different decision. It also influences the way an individual learns. 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. Students who have introvert personality need to be motivated to be active in learning process because they are tend to be timid to speak. They only follow what their friends said, and they are unconfident, demotivated, and pessimistic. For students who have extrovert personality, the teachers do not need to do big effort to them because they are confident to speak. They are not affraid of making mistakes because mistakes are parts of learning process; they are enjoyable, easy going, open minded, and friendly.

Yang (2007) had proved that students' oral fluency is influenced by their personality types. He also said that personality types, introvert-extrovert, can impact oral fluency in language learning. For educational purposes, personality types may be used to identify associated learning styles or preferences. Briggs (2009) says 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. A good teacher should understand and respect to different students' personality. The teacher should be able motivate students in order to the students can be their best self, can improve their deficiencies, and increase continuously capabilities who they have.

There are many factors that may influence students' speaking achievement. However, this study does not cover all of those. It only focuses to students' personality types because this problem seems to be more popular in real situation in teaching and learning process. In teaching practice, teacher who consider students' personality types is better than teacher who does not considering about it because by consider the students' personality types, teacher can improve students' achievement in learning or make new innovation in teaching activities.

The Concept of Personality

Personality comes from the Latin word, "charm" which means mask, face shield or even a sound (personare). The purpose of this refers to the outward appearance of an individual. There are many definitions of personality that have been proposed by some expert

in psychology. According to psychologist, personality includes thoughts, perceptions, values, attitudes, character, ability, confidence, intelligence, motivation, habit and so on. In general, personality is an important aspect which represents the interior an individual. Personality refers to his character is in one of which is to know his personality; we have to reflect on the individual self. This is because there is the human personality is good, positive and constructive that is more likely to self-execution is considered as the main motive for all individual. Emphasizing this aspect of personality, can we assume that individual will control themselves if provide the right environment. Someone will develop maximum potential easily and will feel disconnect from feeling anxious and able to adapt in line with the demands of society.

Kinds of Personality

Extrovert

Extrovert tends to focus on the outer world of people, things, and activity and are energized by interaction with others. They love to talk, participate, organize, and socialize. They are people of action and therefore can be impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking (Briggs, 2009). They get energy from interacting externally and see life in terms of the externall world (Bowdon, 2007).

Extrovert types and learning

Extrovert types learn best by talking and physically engaging the environment. Talking helps their thougths to from and become clear. Their attention will naturally flow towards externall things and events.

Extrovert types in the classroom

Extrovert students work best in the classroom that allow time for discussion, talking and or working with a group. Since they are action oriented, as do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas. They will find many colleges task challenging (reading, research, writing) because they are solitary endeavours. They tend to plunge into new material, as their tendency is to act first and think later. They need to work to avoid distractions while studying. They do well studying with a friend. Extravert will learn best if they study as if they are preparing to teach someone else.

Ideal Classroom Environments for Extroverts

Extroverts thrive when they are allowed time to things through by talking, such as in classroom discussions, or when working with another student. They excel with learning activities that have visible result and involve people interaction.   .

Introvert

Introvert is an introvert, always evaluate yourself, like stay away, be careful, do not like fun, and regulate mood and anxiety. Introvert said to be the more introspective evaluate their own thoughts and feelings. They like to plan things that will come and love life in order. Moreover, they are also more organized and aggressive. Zhang (2008:3) gives another explanation about introvert, she says that introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. In other words, an introvert tends to remain in oneself.

Introvert types and learning

Introvert learn best through quiet, mental reflection. Their attention will naturally flow inward to their own thoughts, idea and impression.

Introvert types in the classroom

Introvert students tend to enjoy reading, lectures, and written over oral work. They prefer to work indepently, do well at verbal reasoning and need time for internal processing. They enjoy listening to others talk about a topic while privately processing the information. introvert may encounter difficulty with instructors who speak quickly without allowing time for mental processing. They are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

Ideal classroom environment for introverts

Introverts excel when they can work independently with their own thoughts, through listening, observing, reading, writing, and independent lab work. They need sufficient time to complete their work and to think before answering questions. They need instructors to allow a moment of silence, if necessary, for this thought process and to process their experiences at their own pace. They are more comfortable if they are not required to speak in class but are allowed to voluntarily contribute.

Concept of Speaking

Speaking comes from the word "speak", it means that saying words or sentences in order to take and give some information or to communicate with each other. On the other word, speaking is the instument of language, which is used for oral communication. Hornby

(2012:1428) stated that speaking is used to say that you are the type of person mentioned and are expressing your opinion from that point of view. It means that speaking is expressing in language correctly and appropriately both in oral and communication actively.

Students' Speaking Achievement

Speaking is as one of the language skill that should be taught to the students. The mastery of speaking skill in English is a priority for many second or foreign languages learners. in this case, the teacher should be able to help students to achieve the goal. It means that speaking achievement is a skill that students obtain during their study in speaking subject.

Personality Types toward Speaking Achievement

It is not easy job to teach spoken English for non-native speakers. Most of the student habitual to speak in their regional languages because they learn many words in their home while they are in home. It can be said that there are some problems in teaching speaking in the classroom. The problem can be form of the language itself and from the outer factors. One of them is personality types.

The Indonesian education system (or at least the system which today's teenager and adult language learners passed through) tend to produce student with preconceived notion of ways to be taught. Often this means passive learners expecting to absorb information from the teacher, who is the centre of a class, an authority figure, and someone who must not be questioned, language learning is a effective in an environment where students know that making mistake is the best way to learn, and where making a mistake doest not result in loss of face. Moreover, since the students personality is different each other, finally it could be said that although small contribution, personality does give influence on the students speaking achievement. Extrovert students whose personality tend to be more active are better in mastering speaking than introvert students whose personality tends to be quite and has their own world. Introvert students prefer learning in quite environment that allow them to assess the value of the information being presented while extrovert students' express in their desire to lead and to use talking as a mean of processing their taught and ideas.

METHODOLOGY

In this research, the writer used an experimental design. An experimental design is the traditional approach to conducting quantitative research (Creswell, 2012:294). All of the

tenth grade students of the State Senior High School 6 Palembang in Academic Year of 2016/2017 were the target population of this study. The sample was taken by using one-stage cluster random sampling. One-stage cluster random sampling is the selection of groups, or cluster, of subjects rather than in individuals (Fraenkel et al. 2012:96). Eight classes (Class A, B, C, D, E, F, G, H) and (Class H) was sample in this study.

Table 1. Target population and sample

Class	Total Students in Each Classes								Total
X	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	
	3	3	3	3	3	3	3	2	275
	8	8	5	5	4	4	4	7	
	Total of Students							275	

The data in this research took through personality inventories (personality questionnaires) and test as the research instrument. Personality inventories are designed to measure certain traits of individual or to assess their feelings about themselves (Fraenkel et al., 2012:127). In this study, the data of the learners' personality type would be taken by means of ready-made question from IPIP inventory. The questionairre consisted 0f 35 items.

The classsification of the items was as follows:

1. **Extrovert questionnare** (item No. 1, 2, 5, 7, 8, 9, 10, 14, 15, 16, 17, 23, 24, 25, 28, 29, 32, 33, 34, 35)

2. **Introvert questionnare** (item No. 3, 4, 6, 11, 12, 13, 18, 19, 20, 21, 22, 26, 27, 30, 31)

The questionnaire was constructed, on which students indicate their agreement or disagreement with various statement on five point Likert-scales (strongly disagree, disagree, slightly disagree, slightly agree, and strongly agree). Six-point scales is used to eliminate neutral responses. During the completion process, the researcher attended physically to translate the questionnaire into Indonesian language and to guide the students to response per item. The data in this research was collected by using the test. To know the students' mastery in speaking, the writer tested the students directly. Fraenkel et al. (2012:127) Test is measure an individual's knowledge or skill in a given area or subject. In giving this test, the writer asked students to deliver the speech or monologue. Here the writer asked students to describe their favourite animals in front of the class and the writer would record their speech one by one. In this test the students must describe it for one minute, and describe about the character

of animal such as colour, food, and the form of animal. In this research, the writer used content validity of the test. To make the test have a high degree of validty, the writer constructed the test based on English syllabus of Senior High School then the writer devised the test items in accordance with the table of test specification bellow:

Table 2. The specification of the test

The Objective	Indicator	Material	Test Type	Task
To measure the students' ability to express ideas, thoughts, and feeling in the form of short monologue	Students are able to make and deliver the short monologue	Descriptive	Oral Test	Student are asked to deliver the speech in front of the class

Reliability is refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an insrument to another from one set of items to another (Fraenkel et al. 2012:154). In this research, the writer used inter-rater reliabilty. To check the inter-rater reliability, the write would use rank-order correlation formula. In this study, Spearmen's rank-order correlation (Rho) would be used to estimate the internal consistency reliability. Fraenkel et al (2012:157) states that for research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher.

Here is the formula for working out the rank-order correlation coefficient, the formula of

Spearmen's rank-order correlation (Rho):

$$\rho = 1 - \frac{6\left(\sum d^2\right)}{n\left(n^2 - 1\right)}$$

Where:

ρ : Rank-order correlation
d^2 : Different score
n : Students' number

The data were analyzed based on the result of the personality questionnaire and the result of the speaking test. Then the collected data were analyzed by descriptive statistical

analysis. After having collected the data of personality score and speaking score, they would be analyzed by using coefficient regression. Coefficient regression is used to predict the effect of independent variables toward the dependent variable (Hartono, 2008). If the independent variable scores are known, so the dependent variable scores can be predicted magnitude. Therefore, the result of the data analyze can be concluded in order to to prove the hypotheses that had been formulated. The data of this research were analyzed through SPSS (Statistical Package Social Science) 16.0 program for windows.

RESULTS

To know whether or not students' personality types influence their speaking achievement, the regression analysis was applied by using Statistical Package for Social Science (SPSS) 16.0 for Windows. There were two variables involved in this study; one independent variable (Students' Personality Type) and one dependent variable (English Speaking Achievement). In thi case, the writer applied regression analysis by using SPSS 16 for Windows.

Table 3. Summary statistic of the regression of the students' personality types on their English speaking achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.133[a]	.018	-.022	10.73564
a. Predictors: (Constant), Personality				

Table 4. Regression coefficient of the students' personality type on their English speaking achievement

Coefficients[a]					
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	85.496	28.697		2.979	.006
	Personality	-.310	.464	-.133	-.669	.510
a. Dependent Variable: speaking						

From the table it can be seen that the significant was 0.510. It means that the significant was higher than 0.05. According to Wiratna (2014:148) stated that if significant

was higher than 0.05, so null hypotheses was accepted and if significant was lower than 0.05, so research hypotheses was rejected. From the result of this analysis showed that the significant was higher than 0.05, it means that the null hypotheses was accepted, so there was no influence between personality types and speaking achievement. The value of R square (R^2) or coefficient determination was needed to know the contribution of the personality variable on their speaking achievement. The result of R-square (coefficient determination) between independent variable was 0.018. It means that personality types influence on English speaking achievement only for 0.018. From two kinds of personality, extrovert students are confident and full energy. They like to talk and show their opinion while introvert students tend to be shy to show their opinion.

DISCUSSION

Based on the analyses on the data gathered during the study, it can be concluded that personality did not influence the English speaking achievement on the tenth grade students of the state Senior High School 6 Palembang in Academic year 2016/2017. From the data, it was found that the result of R-square (coefficient determination) between independent variable was 0.018. It means that personality types only give little influence on English speaking achievement. From the result, it was shown that there were other factors that can influence students' speaking achievement. Our job as a teacher is to find out other factors that the mostly influence students' speaking achievement. Although personality only gives small contribution, students with extrovert type learn best by talking and physically engaging in the environment. Talking helps their thoughts to form and become clear. Introvert students learn best through quite. Therefore, extrovert students whose personality tends to be more active are better in mastering English speaking than introvert students whose personality tends to be shy, timid and quiet.

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