The Impact of Personality Types on Students’ Speaking Ability: A Quasi-Experimental Study

Hermi Zaswita
STKIP Muhammadiyah Sungai Penuh, Indonesia
E-mail: zaswitahermi@gmail.com

Abstract

Personality is one of the internal characteristics that might affect a student’s capacity to acquire a language. The purpose of this study was to see how personality types affected their ability to speak English. Extrovert and introvert personalities are the two types of personalities examined. The study is based on a quasi-experiment. The study included students in grade XI SMAN 6 Kerinci, with just two classes chosen as examples (experimental class and control class). To identify their personality types, students were given a personality questionnaire. Then, in each session, a speaking exam is given to determine the student's speaking abilities. To assess the data, the t-test is employed. Because the value of t-observed 19.43 is larger than t-table 4.301, H0 is rejected and H1 is accepted, according to the results of hypothesis testing. As a result, the personalities of students have a considerable influence on their speaking ability. Students with extrovert personalities communicate more fluently than those with introvert tendencies.

Keywords: Personality, Extrovert and Introvert, Speaking Ability, Quasi-Experimental Research

Copyright (c) 2022 Hermi Zaswita

Corresponding author:
Email: zaswitahermi@gmail.com
DOI: https://doi.org/10.31004/edukatif.v4i4.3069

ISSN 2656-8063 (Media Cetak)
ISSN 2656-8071 (Media Online)
INTRODUCTION

Speaking is one of the most crucial language abilities that students are expected to develop as a receptive skill. After obtaining receptive ability such as listening and reading, students must develop productive ability such as speaking and writing. As a result, if students can communicate effectively in both spoken and written form, learning objectives will be readily met. According to the Indonesian National 2013 curriculum, students should have communicative competency in studying English by the conclusion of the class. However, not all students achieved this level of English proficiency. The majority of students in grade XI Social Science at SMAN 6 Kerinci, in particular, had difficulty speaking. In Indonesia, English is studied by students as a foreign language. It is more challenging for students to acquire English since they rarely speak or listen it in their everyday lives. Only a few dominating students actively participated in classroom discussion. Despite the fact that speaking is now an important aspect of many language curriculums, it is less usually studied and practiced in the classroom. They also got difficulties in speaking English because they did not have enough knowledge of the speaking components such as the lack of vocabulary and unstructured grammar.

The issue is occasionally influenced not just by external variables such as those mentioned above, but also by internal ones such as personality (Faisal, 2019; Fatimawati, 2015). Aspects in a person's personality influence in certain way to language learning efficiency (Brown, 2000). Each student has a distinct personality which is not replicated by other students, which makes it difficult to work with them because it results in diverse learning outcomes (Dewaele, 2005).

When it comes to students' personalities, there are two sorts of personalities that are investigated here: extrovert and introvert, as these two personality types have been studied the most in foreign language. Some researchers performed studies on the effects of extrovert and introvert personality types on speaking abilities, with mixed findings (Cahyani et al., 2020; Niati, 2018; Uzer, 2017; Vural, 2019). Extroverts are impacted by the outer world, the world outside themselves, according to (Suryasubrata, 1985; Zabihi, 2011). Outside is the desired orientation; mind. His emotions and actions are influenced by his social and non-social surroundings. Introverts, on the other contrary, are impacted by their surroundings; they are influenced by the subjective world; the world inside him. The focus is usually on the inside; ideas, feelings, and behaviors are all influenced by subjective elements. The ability to adapt to the outside world is limited, and it is difficult to form connections with others. (Machnicka, 2010) enhances that an extrovert may get along since he does more than merely think and has a goal that is guided by external factors. Extroverts are quick to adjust to new situations, are frequently motivated by individuals and engage with them, and capable of thinking clearly while discussing their views with others. Introverts, on the other side, think for themselves by digesting ideas in their thoughts.

Extrovert and introvert students both have strengths and disadvantages when it comes to language acquisition. According to (Loewen & Reinders, 2007), extroversion can impact second language learning for the reason that extroverts are more inclined to seek out probabilities to communicate with other foreign language speakers. Introverts, on the other hand, may have less chance to interact due to their personality types. Extrovert students like communicating to comprehend new facts and ideas; working in groups; and trying things first and thinking afterwards (Pritchard, 2014). Extroverts learn best when they can collaborate with others and learn by doing rather than watching or listening to others. They can discuss their views with others if they are having trouble comprehending. Introvert learners, on the other hand, like to self-study, listen to others speak, and ponder about knowledge in solitude; think about something first and attempt afterwards; listen, perceive, write, and read; and take their time to accomplish the assignment. Introverts thrive when they
can work in calm environments with plenty of opportunity to ponder, restructure, and refine their work. Introverts frequently make connections between their coursework and their own interests.

Moreover, (Laney, M. O. & Laney, 1987) state that introverts ponder before they act or talk, despite having quiet voices, seeming calm, pausing repeatedly, sounding uncertain, and hunting for words when speaking. Extroverts, on the other hand, act first and ponder afterwards. Extraverted students are gregarious, pleasant, chatty, and confident. According to (Luthans, 2011) warmth, kindness, politeness, and trustworthiness are some of the traits of extroverts. Seriousness (conscientiousness) has qualities such as trustworthiness, hard effort, organization, discipline, diligence, and responsibility. A stable emotion personality is habitually relaxed, safe, joyful, and not nervous enables those with this extrovert personality succeed in their communication ability.

The purpose of this study was to see how personality types (extrovert and introvert) influenced students' speaking abilities, particularly in brief conversations with companions. Students performed a short conversation about expression of feeling (expression of sadness) as one of the speaking materials learned in Senior High School.

RESEARCH METHOD

This research is quasi-experimental. The sample consisted of two classes from grade XI SMAN 6 Kerinci. The chosen two courses, XI Social Science 1 as an experimental class and XI Social Science 2 as a control class, aimed to measure and assure if there is a major influence of personality on students' speaking abilities or not. The research enlisted the participation of 47 students. A personality questionnaire was used to gather data on students' personalities, while a speaking exam was utilized to collect data on students' speaking ability. The International Item Pool (IIP) indicators (Mastuti, 2005) were used to create a 25-item questionnaire.

Following that, the data must be verified for normality and homogeneity. The Lilliefors test formula from (Sudjana, 2005) was used to determine whether the data received from study had a normal distribution. Homogeneity testing was used to determine whether the data from both samples had homogenous variance or not. F-test formula was used in homogeneity testing (Sudjana, 2005). The hypothesis testing was performed once the data had been confirmed to be normal and homogeneous. The significance of the mean difference was determined by using the t-test analysis method from (Sugiyono, 2012). Following are the research hypotheses:

H1: There is a significant impact of students’ personalities on students’ speaking ability.
H0: There is no significant impact of students’ personalities on students’ speaking ability.

RESULT AND DISCUSSION

Students’ personalities are divided into two types in this study: extrovert students and introvert students. To assess whether students are extrovert or introvert, (Arikunto, 2008) recommends using 27 percent of the highest questionnaire results to identify extrovert personality students and 27 percent of the lowest questionnaire scores to identify introvert personality students. As a result, four students with the highest scores were labeled as extroverts, whereas four students with the lowest scores were labeled as introverts. Because the number of students in both the control and experimental courses is the same, it applies to both. The following table contains a description of student personality data:

| Table 1 | Summary of Students’ Personality Data of Experimental and Control Class |
|---------|------------------------------------------------------------------------|
| Class   | N | Mean | Med | Max | Min | Variance | SD  | SUM |
|---------|---|------|-----|-----|-----|----------|-----|-----|
| Experimental | 22 | 82.18 | 88.5 | 114 | 52  | 407.013  | 20.59| 1807|
| Control  | 25 | 80.4 | 75  | 110 | 53  | 307.5    | 17.53| 2011|

Edukatif : Jurnal Ilmu Pendidikan Vol 4 No 4 Tahun 2022
p-ISSN 2656-8063 e-ISSN 2656-8071
Table 1 shows that the minimal personality scores of students in the control class was 53, whereas it was 52 in the experimental class. Meanwhile, in the control class, the maximum personality score was 110, whereas in the experimental class, it was 114. It consequently resulted in the experimental class's mean personality score (82, 18) being 1,78 points higher than the control class's (80, 4). The Lilliefors test was then used to see if the student personality data from the control and experimental classes were distributed normally. The assessment revealed that the personality data of both classes of students was normally distributed. Because $L_{\text{observed}}$ is less than $L_{\text{table}}$, this occurs. At a significance level of 0.05, $L_{\text{observed}} = 0.2935$ was found on $L_{\text{table}} = 0.319$

Homogeneity testing was used in this study to determine whether or not each group had the same variability. It was put to the test using the Variance Test (F-Test). The table below summarizes the results of the homogeneity testing:

| No | Variable          | F_{\text{observed}} | F_{\text{table}} | Note  |
|----|-------------------|----------------------|-------------------|-------|
| 1  | Speaking Ability  | 0.819                | 2.01              | Homogenous |
| 2  | Students' personality | 1.323                | 2.01              | Homogenous |

On the basis of the table above, it may be inferred that F-observed for students' speaking abilities and personality was lower than F-table. This indicates that both variances were homogeneous. Furthermore, student personality data is separated into two groups: extrovert personality groups and introvert personality groups. The four highest-scoring students and the four lowest-scoring students were classified according to personality, as stated at the start. Here's a rundown of the statistics on student personality groups:

| Class | Students' Personality | N | Mean | Max | Min | Variance | SD  | Sum  |
|-------|-----------------------|---|------|-----|-----|----------|-----|------|
|       | Extrovert             | 6 | 104.5| 114 | 99  | 25.9     | 5.08| 627  |
|       | Introvert             | 7 | 68   | 66  | 53  | 15.3     | 3.9 | 418  |

Table 3 above shows that the score of extrovert students in experimental class had interval 99-114, mean score 104.5 and the variance 25.9. The score of introvert students in experimental class had interval 53-66, mean score 60.8 and the variance 15.3. Meanwhile, the introvert students had the interval 53-66, mean score 60.8 and the variance 15.3.

In getting the data of students' speaking ability, a test is done which is performing short conversation in front of class with partner. Student speaking ability data can be seen in the following table:

| Class | N | Mean | SD  | Variance | Max | Min |
|-------|---|------|-----|----------|-----|-----|
|       | 22| 80.09| 13.48| 181.89   | 96  | 56  |
|       | 25| 70.82| 14.89| 221.96   | 96  | 50  |

In order to reach a score of 100, the speaking rubric score was multiplied by four. As can be seen from the table above, experimental class had 22 students. The highest score received was 96, while the lowest was 56. The data had a mean score of 80.09 and a variance of 181.89. There were 25 students in the control group. The maximum score received was 96, while the lowest score received was 50. The data had a mean score of
The Impact of Personality Types on Students’ Speaking Ability: A Quasi-Experimental Study – Hermi Zaswita
DOI: https://doi.org/10.31004/edukatif.v4i4.3069

70, 82 and a variance of 221.96. This demonstrates that there is a considerable difference in writing skill between students in the experimental and control classes. Following that, each class was divided into groups depending on the personalities of the students. It is shown as follows:

### Table 5

| No | Students with Extrovert Personality | Students with Introvert Personality |
|----|------------------------------------|------------------------------------|
|    | Scores                             | Scores                             |
|    | Personality Speaking               | Personality Speaking               |
| 1  | 114                                | 62                                 |
| 2  | 105                                | 60                                 |
| 3  | 104                                | 60                                 |
| 4  | 103                                | 57                                 |
| 5  | 102                                | 57                                 |
| 6  | 99                                 | 52                                 |
| Sum| 627                                | 348                                |
| Mean| 104,5                             | 58                                 |
| Variance| 25,9                      | 12,4                               |

According to the table above, the mean score of students with extrovert personalities in experimental class was 104,5, with a mean score of 89,67 for speaking ability, and the mean score of students with introvert personalities in experimental class was 58, with a mean score of 72,3 for speaking ability. In contrast, in the control group, students with extrovert personalities had a mean score of 101,8 and a mean score of 82,3 for speaking ability. The average score for students with an introverted personality was 60,8, with a speaking ability score of 56,67. The information is presented as follows:

### Table 6

| No | Students with Extrovert Personality | Students with Introvert Personality |
|----|------------------------------------|------------------------------------|
|    | Scores                             | Scores                             |
|    | Personality Speaking               | Personality Speaking               |
| 1  | 110                                | 66                                 |
| 2  | 106                                | 65                                 |
| 3  | 103                                | 61                                 |
| 4  | 102                                | 59                                 |
| 5  | 95                                 | 57                                 |
| 6  | 95                                 | 57                                 |
| 7  | 95                                 | 53                                 |
| Sum| 706                                | 418                                |
| Mean| 101,8                             | 60,8                               |
| Variance| 35,7                      | 56,67                              |

Hypothesis in this study are:

H1: There is a significant impact of students’ personalities on students’ speaking ability.
H0: There is no significant impact of students’ personalities on students’ speaking ability.

The hypothesis analyzed by using a t-test. From the results obtained, the value of t-observed is 19.43 which are higher than t-table 4.301, so H0 is rejected and H1 is accepted. It means there is a significant impact of students’ personality on students’ speaking ability.

According to the findings of the study, students with extrovert personalities had higher speaking scores than students with introvert personalities in both courses while completing brief conversations with partners.
The Impact of Personality Types on Students’ Speaking Ability: A Quasi-Experimental Study – Hermi Zaswita

DOI: https://doi.org/10.31004/edukatif.v4i4.3069

The extrovert students prefer to speak much, while the introverts more prefer to write better (Zaswita & Ihsan, 2020). In the aspect of vocabulary mastery, both of extroverts and introverts can be said have equal ability, because they learn better based on their productive skill. This result in line with (Shrum et al., 2010) admit that extroverts showed higher willingness to communicate that introvert when studying new L2 vocabulary words in a moderately unfamiliar situation; however, in a familiar situation, the introverts showed higher willingness to communicate that the extroverts. This theory is reinforced by study findings from (Boroujeni & Roohani, A., & Hasanimanesh, 2015), which claim that introverts are more likely than extroverts to seek out the finest vocabulary options. As a result, they may have greater difficulties speaking an L2 fluently.

In previous research (Laney, M. O. & Laney, 1987), it was shown that introverts think before they act or talk, despite having quiet voices, seeming calm, pausing frequently, sounding uncertain, and sometimes hunting for words, whereas extroverts act first and think afterwards. In addition, in term of fluency, the extroverts communicate more fluently in English than introvert students who were often shy and unwilling to speak. It makes students with introvert personality tend to have better ability in writing (Zaswita & Ihsan, 2020) but seem not in speaking. In According to (White & Gadner, 2012), people who are characterized as being more extroverted (as compared or introverted) are more fluent, allow for shorter pauses in conversation turn taking, have shorter silent pauses in their own speech, fewer hesitations, speak faster, in a louder tone and with more variable pitch. This theory is also in line with research conclusion from (Alavinia & Sameei, 2012) which assume that the extroverts had a better performance apropos verbal fluency tasks. It is because they are more talkative and like to speak. It also corresponds with (Luthans, 2011), who claims that extraverted students are outgoing, pleasant, chatty, and confident. Warmth, kindness, politeness, and trustworthiness are some of the traits of agreeableness. Seriousness (conscientiousness) has characteristics such as trustworthiness, hard work, organization, discipline, diligence, and responsibility. A personality with stabilized emotions will be peaceful, safe, cheerful, and unconcerned, which will benefit students with extroverted personalities in their communication abilities.

However, based on students' completing brief conversations with partners, the current study reveals that extroverts have a higher score in all elements of speaking, including grammar, pronunciation, fluency, vocabulary, and understanding. Despite the fact that the differences in scores in each element are not very large, extroverts consistently outperform introverts.

CONCLUSION

In language learning, students with different personalities study languages; some are extroverts, while others are introverts. It has the possibility to impede students' ability to comprehend English. The focus of this research is on speaking ability. It may be deduced from the facts that personality types have a considerable influence on students' speaking ability. In all classrooms, students with extrovert personalities have higher speaking results in all categories than those with introvert personalities (experimental and control). Consequently, when addressing a student's learning difficulties, the educator may want to explore the student's personality because the educator is expected to know not just the students' ability from exterior elements, but also from internal aspects like personality.

REFERENCES

Alavinia, P., & Sameei, A. (2012). Potential bonds between extroversion/introversion and Iranian EFL learners’ listening comprehension ability. English Language Teaching, 5(5), 19–30. https://doi.org/10.5539/elt.v5n5p19

Arikunto, S. (2008). Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi). Bumi Aksara.
5023 The Impact of Personality Types on Students’ Speaking Ability: A Quasi-Experimental Study – Hermi Zaswita
DOI: https://doi.org/10.31004/edukatif.v4i4.3069

Brown, H. D. (2000). Principles of Language Learning and Teaching (Fourth). Addison Wesley Longman, Inc.

Cahyani, K. D., Sutama, I. M., & Rasna, I. W. (2020). Effect of Personality on Speaking Skills of Language Departement in SMA Negeri 1 Sawan. Journal of Education Research and Evaluation, 4(2), 114. https://doi.org/10.23887/jere.v4i2.24663.

Dewaele, J. M. (2005). Investigating the psychological and emotional dimensions in instructed language learning: Obstacles and possibilities. Modern Language Journal, 89(3), 367–380. https://doi.org/10.1111/j.1540-4781.2005.00311.

Faisal, R. A. (2019). Influence of Personality and Learning Styles in English Language Achievement. Open Journal of Social Sciences, 7(8), 304–324. https://doi.org/10.4236/jss.2019.78022 .

Fatimawati, I. (2015). Irrelated Influence of Internal and External Factors on Malaysian Learners’ Self-concept in Academic Writing. The Journal of Asia TEFL, 12(1), 79–115.

Laney, M. O., & Laney, M. L. (1987). The introvert and Extrovert in Love: Making it Work When Opposites Attract. New Harbinger Publications, Inc.

Loewen, S., & Reinders, H. (2007). Key Concepts in Second Language. Palgrave Macmillan.

Luthans. (2011). Organizational Behavior: An Evidence-Based Approach. McGraw-Hill

Machnicka, J. (2010). The Role of Personality Variables of Introversion and Extroversion and Language Aptitude in the Proficiency of EFL. EFL Journal, 6(3).

Mastuti, E. (2005). ( Adaptasi dari IPIP ) pada Mahasiswa Suku Jawa. 7(3), 264–276.

Niati, B. (2018). Students’ Personality Traits and Their Speaking Skill. Journal of English Education, 4(2), 67–75.

Pritchard, A. (2014). Ways of Learning: Learning Theories and Learning Styles in the Classroom (Third). Routledge.

Shrum, J., Glisan, L., & W, E. (2010). Teacher’s Handbook Contextualized Language Instruction (5th Ed) (Fifth). Cengage Learning.

Sudjana. (2005). Metoda Statistika. PT. Tarsito Bandung.

Sugiyono. (2012). Statistika Untuk Penelitian. Alfabeta.

Suryasubrata, S. (1985). Psikologi Kepribadian. PT Raja Grafindo Persada.

Uzer, Y. (2017). The Influence of Students ’ Personality Types to Their Speaking Achievement on the Tenth Grade Students of the State Senior High School 6 Palembang. 8(2), 259–268.

Vural, H. (2019). The Relationship of Personality Traits with English Speaking Anxiety. Research in Educational Policy and Management, 1(1), 55–74. https://doi.org/10.46303/repam.01.01.5

White, J., & Gadner, J. (2012). The Classroom X-Factor: The Power of Body Language and Nonverbal Communication in Teaching. : Routledge.

Zabihi, R. (2011). Personality in English Proficiency and Achievement Continental. Journal of Education Research, 4(1), 1–6.

Zaswita, H., & Ihsan, R. (2020). The Impact of Personality Types on Students’ Writing Ability. JPI (Jurnal Pendidikan Indonesia), 9(1), 75. https://doi.org/10.23887/jpi-undiksha.v9i1.21101

Edukatif : Jurnal Ilmu Pendidikan Vol 4 No 4 Tahun 2022
p-ISSN 2656-8063 e-ISSN 2656-8071