The Influence of Students' Personality on Their Speaking Ability in English

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Abstract. The objectives of this study are to reveal student's personality, the students' speaking ability, dan to find out if there is any specific influence of student's personality (extrovert introvert) on their speaking ability in English Education Program of Universitas Muhammadiyah Purworejo. This research was quantitative research. The instruments of this research were questionnaire and documentation. Data collection techniques used questionnaire and documentation. Data analysis used descriptive analysis and inferential analysis. This study shows that (1) the dominant students' personality was in extrovert category with the means score = 84.47. (2) The students' speaking ability was in good category with the means score = 77.55 at the interval of 70 - 79. (3) There was positive and significant influence of students' personality on speaking ability with the value of regression analysis was 0.486 and the significant level score 0.000 was lower than 0.05. The regression model (students' personality) was able to be explained its influence on speaking ability by 22.22%, while the influence of 77.78% is explained by other factors that are not used in this regression model.

Keywords: Personality, Extrovert, Introvert, Speaking

1. Introduction

English has established itself as a vital component of worldwide communication, commerce, education, science, computing, technology, the internet, and the media. To keep up with globalization, people should form bonds with other countries and nations. They will be left behind if they do not communicate and contact with other countries or nations. English, according to Lucantoni, is one of the most extensively used languages for communication across the globe[1]. The four key communication abilities essential to use English as a communication tool are listening, speaking, reading, and writing.

Speaking is one of the four basic talents in English. The ability to communicate successfully with people is the most vital skill in English acquisition because it is the primary objective of learning a language. Students should be aware that mastery of speaking is a critical talent in the globalization period because English is used in all parts of life, including technology, education, politics, trade, social issues, and culture. It signifies that in the future, the pupils' challenge and competitiveness would be fierce.

Rokhayati stated that speaking was the skill which connected with interaction and communication[2]. Many students, in fact, are unable to communicate effectively in English. According to Wulandari there are lots of reasons why they have bad ability in English speaking[3]. Few students can speak in English and respond to their lecturer's inquiries at the university level. Majority of people prefer to remain silent.

On January 21, 2021, I met and interviewed some students from Universitas Muhammadiyah Purworejo's English Education Program. Students in Universitas Muhammadiyah Purworejo's English Education Program also suffer from speaking challenges. Students frequently have difficulty communicating, as the researcher observed during the learning process, because they are doubtful of

what to say. As a side effect, they remain silent. They are shy and panicky, and if they make a mistake, they feel inadequate. They do not like being laughed at in class. Due to their unethical pronunciation and limited vocabulary, they are not accustomed to speaking in class.

When teaching and learning how to talk, the teacher frequently discovers the students' psychological issues. Personality is one of the issues. Personality, according to Colman, is the sum of an individual's distinguishing behavioral and mental qualities[4]. What students prefer, how they behave, and the decisions they make are all impacted by their personalities. It can also influence how a person or a pupil learns. The teacher ought to be familiar with the students' personalities in order to establish the best teaching tactics for teaching English speaking [5].

A good teacher should be able to recognize and respect the various personalities of his or her students. The teacher should be able to motivate students to develop their speaking abilities. There are a variety of things that can influence a student's ability to talk. This research, however, does not address all of them. It focuses solely on students' personality types because this issue appears to be more prevalent in real-life teaching and learning situations. In teaching practice, teachers who consider students' personality types are better than teachers who do not, since teachers who consider students' personality types can improve students' learning achievement or introduce new teaching activities [6].

Lestari wrote in her journal that knowing a student's personality provides a doorway for the teacher to manage the educational process[7]. This could be changed by controlling their mindset and learning approach in an attempt to improve their course speaking abilities. In his journal, Hakim also wrote that knowing a student's personality allows the teacher to select the best tactics for them[8]. As a result, the teacher should carry out research into the students' personalities in order to generate a productive environment for teaching and learning between the teacher and the students, as there is a strong relationship with both teaching styles and the pupils' personality types in terms of improving students' speaking abilities.

"There are two sorts of personality," according to Jung's theory described by Hakim, [8], "extrovert personality and introvert personality." Both of them are incompatible." Extroverts are extroverted people who find it simpler to make new friends and adjust to new situations. Meanwhile, an introvert is a person who is focused on himself or herself, enjoys quiet and private times with a few close friends, and derives vitality from spending time alone.

According to Uzer's journal, students with extrovert personalities and students with introvert personalities have distinct learning styles, which would inevitably influence their learning achievement, particularly in speaking skills. Introverted students must be encouraged to participate actively in the learning process because they are often shy to speak. They are unconfident, demotivated, and pessimistic, and they just listen to what their buddies say. Teachers do not need to exert much effort with extrovert learners since they are secure in their ability to talk[9].

The researcher is interested in doing research on the impact of students' personalities (extrovert and introverted) on their speaking ability at the Universitas Muhammadiyah Purworejo English Education Program. The reason is that the students' personality influences them to prefer different things, react differently, and make different decision. It also has an impact on how kids learn. Students with extrovert and introvert personalities have different learning patterns, which will affect their ability to talk. Extrovert and introvert pupils will be shown how to use other skills groups such as listening, reading, and writing in addition to speaking.

2. Literature Review

A. Teaching and Learning

In each country, English plays a specific role. It could be the first, second, or secondary language, or even a foreign accent. English serves as a foreign language in our country. Lesiak defines teaching as a didactic process in which both the teacher and the student engage, with the primary purpose of promoting and supporting learning. [10]. The teaching process was not separated from the learning process. It means that if a teacher teaches students about a subject, the learners must be knowledgeable about the subject. The teaching process is carried out by the instructor, and the teacher's duty is to enhance pupils in learning new material. It is not only about studying facts, but also about students' behavior and attitudes in order to prepare them for their future lives.

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Brown describes teaching as "showing or instructing someone in learning to accomplish anything," "providing instruction," "directing in the learning of something," "distributing knowledge," and "enabling someone to recognize or grasp something[11]". Teachers' roles in the process of teaching and learning include guiding students in the learning process and creating a positive learning environment. We can derive fields of research inquiry by separating the components of the definition of learning[11]:

a) The process of receiving material, or "getting it," is known as learning.
b) Education is the process of acquiring and retaining information or skills.
c) Storage mechanisms, memory, and cognitive organization are all part of retention.
d) Learning entails paying active, conscious attention to and responding to external and internal events.
e) Though learning is a long-term process, forgetfulness is a possibility.
f) Learning requires practice, maybe reinforced by repetition.
g) Learning necessitates a change in one's behavior.

B. Teaching Speaking

Speaking lessons is an excellent way to learn a native language. According to Nunan[12], Speaking is vital in children's entire language development, according to Nunan, and youngsters learning English as their first language spend time improving their speaking skills. Speaking is the primary form of language acquisition for children, it accounts for the majority of most people's daily linguistic activity, and it is the primary driver of language change[13].It means that Speaking is a vital skill for students learning English as a foreign language. They must speak in order to improve their communication skills. They can increase their capacity to communicate information and share ideas by conversing with the other person.

C. Speaking

Experts in language learning have given a variety of definitions for speaking. Effective oral communication, according to Richards and Renandya[14] necessitates the capacity to communicate properly in social interactions, which entails not only the appropriate language but also various linguistic aspects of speech such as pace, tension, and tone. When communicating directly without the use of words, nonlinguistic elements such as movements, expressions, and posture are also crucial.

Furthermore, speaking, as Cameron[15] stated, would be the active usage of language to convey ideas so that others might grasp it. To transmit information effectively, a speaker must use acceptable words and be grammatically correct. Harmer[16] said that when two people communicate with each other, they speak. It is obvious that people communicate for a variety of reasons, including the desire to speak or show something.

D. Personality

The greatest distinguishing feature of a human being is his or her personality. When it comes to the etymology of the term, Chamorro-Premuzic, as reported in Machnicka[17] claims that "personality" comes from the Latin word "persona," which means "mask." As a result, personality research might be thought of as a study of people's "masks."

According to Pervin and John, as stated from Dornyei[18] personality is the branch of psychology that most considers persons as individuals and complicated beings in their whole. Personality can be defined as psychological systems from the field of psychology that are expressed and experienced through an individual's action and experience, as well as complex entities, based on the criteria above.

a) Extroversion

As Canli also As implies in Jalili[19] some people are known for their laughter; the party follows them everywhere they go; they draw others; they value social contact; they enjoy good times anytime they are with other people; even when they are in a room with strangers, they can be their best friend.

Extraverts seek to get their energy from places other than their own bodies, according to Eysenck & Chan, cited in Jafarpour[20], introverts, on the other hand, prefer solitary actions and the inner self as sources of power. Extraverts, according to Zhang[21] are prepared to try to communicate even if they are unsure if they would succeed.

Extroverts want to direct their energy outward, interacting with people and objects. They place such a premium on outside experience that they frequently begin things with little forethought and then complete them by trial and error. They easily think and generate more ideas in activity or discussion Because they spend lots of time focusing on outward experiences rather than interior experiences

b) Introversion

Introverts are thought to be introspective, quiet, retiring, and restrained, according to Dawaele and Furnham, as reported in Zafar[22]. Introverts are more interested in the inner realm of thoughts and are more prone to engage in solo pursuits. Introverts, according to Apeh and Ezemaduka[23], are people who pull back into themselves when confronted with psychological issues or stress in their surroundings.

Introverts are shy people who shun social situations and prefer being alone. As opposed to introverts, extroverts are more concerned with the outside world. Individuals that exhibit personality traits that are difficult to categorize can be classed as ambiverts, according to Jung, who was quoted in. Extroverts and introverts exist in ambiverts.

3. Method

The sort of research used in this study was quantitative research, which was determined by the study's aims. "It deals with questions of relations, relationships between variables, or present situations that investigators can answer by obtaining and quantitatively evaluating numeric values", Donald[24] explained. It is classified into two categories: experimental and non-experimental. A quantitative non-experiment was utilized by the researcher.

The participants in this study are all students enrolled in Universitas Muhammadiyah Purworejo's English Education Program's 2nd semester speaking class for the 2020/2021 academic year. Purposive sampling was used to obtain the sample. The sample size for this study was 53 students. The 53 pupils were split into two groups of 26 and 27 students each.

The instruments of this research were questionnaire and documents. Data collection techinuqes used questionnaire and documents. In order to analyze the data, descriptive and inferential analysis were performed. According Larsen and Buss[25], the most popular strategy for measuring personal qualities is to administer a questionnaire.

This study's questionnaire was developed from the Eysenck Personality Questionnaire (EPQ). The Eysenck Personality Questionnaire (EPQ), designed by Hans J[26]. Eysenck, is one of the most well-known and commonly used methods for personality evaluation in both research and clinical contexts.

The Eysenck Personality Questionnaire (EPQ) was used. There are 30 questions in total, 16 for extroverts and 14 for introverts.

4. Findings and Discussion

A. Findings
1. Personality of the student (extrovert introvert)
   Table 1 shows the frequency and percentage of pupils' personalities (extrovert introvert) in Universitas Muhammadiyah Purworejo's English Education Program.

Table 1. The personality distribution of learners (extrovert introvert)

No	Interval	Category	Frequency	Percentage (%)
1.	82– 108	Extrovert	36	67.92%
2.	55– 81	Ambivert	16	30.19%
3.	27 – 54	Introvert	1	1.89%
Total			53	100%

Majority of students were classified as extroverts (67.92%), ambiverts (30.19%), as well as introverts (1.89%). It may be stated that the dominating students' personalities

(extrovert introvert) in Universitas Muhammadiyah Purworejo's English Education Program were in the extrovert group.

2. Speaking Ability of The Learners
Table 3 shows the distribution findings of students' communication skills based on Arikunto's classification of pupils' achievement.

Table 3. The students' speaking ability frequency distribution

Interval	Interpretation	Frequency	Percentage
80 – 100	Excellent	22	41.51%
70 – 79	Good	29	54.72%
60 – 69	Sufficient	2	3.77%
50 – 59	Fairly Sufficient	0	0%
<49	Poor	0	0%
Total		53	100%

The average score (Means) generated from the research results is 77.55. The score falls into the good group, with a range of 70 to 79. As a conclusion, it can be inferred that students in Universitas Muhammadiyah Purworejo's English Education Program have good speaking abilities.

B. Inferential Analysis

The inferential analysis consisted of normality test and linearity test. The normality test is performed to check whether the test was normal. The significance of the research variables was determined using the normality test. The researcher utilized Kolmogrov-Smirnov Z in this work. The SPSS 23.0 program was used to perform the normality test. The normality experiment was conducted to investigate whether or not the populations from which samples were chosen were normal.

Based on the SPSS 23.0 program's normality result. It was revealed that the Kolmogrov-Smirnov Z of the test score of students' personality was 0.806, with a significance score of 0.536, which is greater than 0.05, while the test score of students' speaking ability was 1.020, with a significance value of 0.249, and this is higher than of 0.05. As a result, the null hypothesis is accepted and the data was found to be normally distributed.

The SPSS 23.0 program was used to examine the linearity of the learners' personality and talking ability data, and Anova was used to present the results. Because the significance 0.106 was greater than 0.05, the data were linear.

C. Hypothesis Testing

In Universitas Muhammadiyah Purworejo's English Education Program, hypothesis testing was attempted to determine the impact of students' personalities (extrovert introvert) on their speaking ability. The hypothesis testing in this study was done with the SPSS 23 program and Pearson correlation.

As seen by statistical analysis, the r_{obs} score was 0.486, with a significance level score of 0.000, which was less than 0.05. In Universitas Muhammadiyah Purworejo's English Education Program, there was a good and considerable influence of students' personalities on speaking ability.

As established by statistical analysis, the value of the regression analysis was 0.486. It was greater than 0.40 and smaller than 0.599, so it fell into the fair-level category between 0.40 and 0.599. The 0.000 significance level was less than 0.05. In Universitas Muhammadiyah Purworejo's English Education Program, there was a good and considerable influence of students' personalities on their speaking ability.

The coefficient of determination (R^2) is a metric that indicates how well a model can explain variations in an independent variable. The higher the R^2 (near 1), the better the regression model's results and the closer to 0, the independent factors cannot describe the dependent variable as a whole.

When the modified R square is taken into account, the coefficient of determination (R^2) is 0.222, or 22.22%. It reveals that the regression model's independent variable (students' personality) can explain 22.22 percent of its influence on speaking ability, while the remaining 77.78 percent is explained by other characteristics not included in this study's regression model.

D. Discussion

1. The Students' Personality

According to the findings, the totally dominant participant's personality (extrovert introvert) in Universitas Muhammadiyah Purworejo's English Education Program was in the extrovert category, with an average score (mean) of 84.47 in the range of 82-108. According to the findings, the majority of students were in the extrovert category (67.92%), followed by the ambivert category (30.19%), and the introvert category (1.89%). It may be mentioned that individuals in Universitas Muhammadiyah Purworejo's English Education Program have an extrovert personality (extrovert introvert).

2. The Students' Speaking Ability

According to the conclusions, the learners' speaking ability in Universitas Muhammadiyah Purworejo's English Education Program was in the good category, with an aggregate rating (mean) of 77.55 in the 70-79 range. As shown in the data, the majority of students were in the good group (54.72%), followed by excellent (41.51%), and sufficient (3.77%), and there were no learners in the reasonably sufficient or poor categories (0%). It can be reported that students in Universitas Muhammadiyah Purworejo's English Education Program have good speaking abilities.

3. The Influence of Students' Personality (Extrovert Introvert) on Speaking Ability

As per the outcomes of statistical analysis, there was a positive significant effect of pupils' personality on verbal skills in Universitas Muhammadiyah Purworejo's English Education Program, with a regression analysis value of 0.486, placing it in the fair level range of 0.40–0.599. The 0.000 significance level was less than 0.05. In Universitas Muhammadiyah Purworejo's English Education Program, there was a good and considerable influence of students' personalities on their speaking ability. The regression model (students' personality) can explain 22.22% percent of the impact on speaking ability, whereas the remaining 77.78% is explained by other characteristics not covered in this regression model investigation.

5. Conclusion and Suggestion

A. Conclusion

The researcher might draw some findings that should be in line with the concerns after studying and discussing the influence of students' personalities (extroverts and introverts) on speaking ability in Universitas Muhammadiyah Purworejo's English Education Program. The following are the details:

1. The dominating learners' personality in Universitas Muhammadiyah Purworejo's English Education Program was extrovert, with a mean score of 84.47 on a scale of 82 to 108.
2. The learners' communication skills in Universitas Muhammadiyah Purworejo's English Education Program were good, with a mean score of 77.55 on a scale of 70 to 79.
3. In the English Education Program of Universitas Muhammadiyah Purworejo, there was a positive and substantial influence of learners' personality on verbal skills, with a regression analysis value of 0.486. It was greater than 0.40 and less than 0,599, so it fell into the fair level range within 0.40 and 0.599. The 0.000 significance level was less than 0.05. In Universitas Muhammadiyah Purworejo's English Education Program, there was a good and considerable influence of students' personalities on speaking ability. The regression model (students' personality) can explain 22.22% percent of the influence on speaking ability, whereas the remaining 77.78% is explained by characteristics not included in the regression model.

B. Suggestion

The advice is dedicated to English language department students, English language lecturers, and future researchers. The following are the details:

1. To the English Education Program students
   a. The findings of the research showed that students could be assisted in recognizing their personalities and minimizing their flaws.
   b. It will be better if students know their self sooner by finding out their personality thus they can find learning styles that are suitable for

2. To the English Education Program Lecturers
   a. It is suggested that they pay more attention to their pupils' personality types. It is not necessary to know every pupil's personality; but, knowing at least those who struggle and require assistance in their studies is essential.
   b. They should know that every student is different. By seeing student's personality when they are learning at the classroom, the teacher can choose the best method to treat every student to be better in language class.
   c. Introvert pupils that have a lower speaking score might be used as evidence that they require more attention when speaking. The teacher may or may not give them all of the attention they require. This is something that the teacher can encourage extrovert pupils to do. It is a good idea to pair an outgoing student with an introverted student in a group.

3. Suggestions for Further Research
   This research discussed about speaking. For the next research it would be better if discuss another English skill, such as listening, writing, or reading.

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