

**THE CORRELATION BETWEEN PERSONALITY TRAITS,
MOTIVATION LEVELS, AND SPEAKING PERFORMANCE
AMONG PRE-SERVICE TEACHERS OF THE ENGLISH
EDUCATION PROGRAM AT SRIWIJAYA UNIVERSITY**

A THESIS

by

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2024

APPROVAL

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DECLARATION

DECLARATION

I, the undersigned:

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Hereby declare that the thesis titled "The Correlation between Personality Traits, Motivation Levels, and Speaking Performance among Pre-Service Teachers of The English Education Program at Sriwijaya University" is my work, and I have not engaged in plagiarism or improper citation practices, following the ethical standards set forth by the Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2010 concerning the Prevention and Handling of Plagiarism in Higher Education. If any violations are found in this thesis and/or any complaints are made regarding the originality of this work, I am prepared to accept any sanctions imposed on me.

This statement is made truthfully and without coercion from any party.

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DEDICATION

I devoted this work to my cherished family -my mother, father, sisters, and brother- whose boundless affection, sacrifices, and prayers have continuously fuelled my strength and determination, and also to myself for the persistence, dedication, and resilience to keep going and achieve this milestone. Your unwavering support has guided me through every challenge. Thank you all for being a part of this journey.

Motto:

“Allah does not burden a soul beyond that it can bear”

-Qur’an 2:286-

“The best of people are those who are most beneficial to others.”

-Prophet Muhammad S.A.W-

“A goal without a plan is just a wish.”

-Antoine de Saint-Exupéry-

“The further you walk, the wider view you get to see.”

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The Researcher,



Aziza Rohima

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ABSTRACT

Speaking proficiency is essential for EFL learners, impacting academic and professional success. This study examines the connection between personality traits, motivation levels, and speaking performance among 120 pre-service teachers of English Education at Sriwijaya University. It also investigates whether extroverts or introverts with their motivation levels exhibit better speaking performance. A non-experimental, quantitative correlational design was employed, with data collected via personality and motivation questionnaires and a speaking performance test. Results of correlation analysis ($p = 0.640$) and Two-way ANOVA results ($p = 0.356$ for Personality and $p = 0.774$ for Motivation) indicated no significant correlation between personality traits, motivation levels, and speaking performance. Although highly motivated extroverts (mean = 61.75) outperformed highly motivated introverts (mean = 61.68), and low-motivated extroverts (mean = 63.17) outperformed low-motivated introverts (mean = 60.96), the differences were not statistically significant. The findings suggest that linguistic competence, anxiety, and classroom dynamics may play a more significant role in speaking proficiency than personality and motivation alone. Future research should further explore these factors, and educators should focus on enhancing linguistic skills and reducing anxiety to improve speaking performance.

Keywords: *Correlation, Personality Traits, Motivation Levels, Speaking Performance, EFL learners*

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, research objectives, and significance of the study.

1.1 Background of the Study

In today's globalized world, proficiency in speaking English has become more than just a skill—it is a gate to global opportunities. With over 1.46 billion people using English as a primary communication medium, the ability to articulate thoughts clearly in English is crucial for academic, professional, and social success (Talbot, 2023). Effective communication is essential in the 21st century, where global interactions happen remarkably. It helps not only to exchange ideas but also to collaborate (Musheke and Phiri, 2021). For students, effective communication helps them understand, assess, and analyze information efficiently while expressing their ideas clearly (Singay, 2018). Additionally, it improves career opportunities and allows people to interact with people from various cultural backgrounds (Zannah and Hidayanti, 2024). For those reasons, English-speaking skills are essential for communication, career growth, and engaging with people from diverse cultures.

However, despite the importance of speaking skills, developing them remains a significant challenge for EFL learners in Indonesia. This is because speaking is not merely the act of producing speech but Brown (1994) and Burns and Joyce (1997) state that it also involves receiving and processing information. Learners must manage multiple aspects of the language simultaneously, including pronunciation, grammar, and fluency (Normawati, Dwitiya, Sahid, & Susanto, 2023). A lack of confidence and high anxiety further compound the challenge too (Milania et al., 2022). This complexity makes speaking one of the hardest skills to master, often resulting in different students' speaking competence. Among various factors influencing speaking performance, two of them that deserve closer attention are personality traits and motivation.

The first factor that may influence speaking performance is personality traits. As Krashen (1982) explained, personality traits as psychological or affective factors can significantly impact the acquisition of language, either supporting or hindering learners' progress. According to Diener (2003) and Johnson (1997), personality traits are stable patterns of emotion, emotions, and behaviors that differentiate individuals across situations. In addition, Holzman (2024) expands this definition by stating that personality traits include attitudes, perspectives, and moods in social interactions. Nowadays, personality traits are seen as the characteristics that can predict how people will behave and communicate in society. In this case, the better personality people have and how well they behave themselves in social interaction, the higher the possibility for them to be marked as good in communication skills. The extroversion and introversion spectrums are among the commonly recognized terms used to describe their personality.

The extroversion-introversion spectrum, introduced by Eysenck in 1947, is one of the personality dimensions that is characterized by their distinct behaviors. In his research, Eysenck defines introverts and extroverts as two personality types with distinct behaviors and ways of interacting with the world. Extroverted individuals are typically outgoing, sociable, and energized by social interactions and stimulating environments (Power & Pluess, 2015). They enjoy large group settings, adapt quickly to conversations, and seek excitement and external validation. Therefore, they often take advantage of opportunities to practice language, making them more likely to excel in speaking tasks (Zafar & Meenakshi, 2017). In contrast, introverted individuals are more reserved, preferring quiet environments and gaining energy from being alone or in small groups. They tend to prefer solitude or small, familiar social settings, which can limit their opportunities to practice speaking (Power & Pluess, 2015). Theoretically from these definitions, it can be concluded that extroverts might outperform introverts in speaking performance.

Although introverts are predicted to communicate less than extroverts, introverted learners can still perform well in speaking. Especially when they are well motivated, they may perform well in structured speaking activities. In their research, Marashi and Naddim (2019) found that introverts performed better in information gap tasks, which offer more structure and allow for focused communication. Additionally, they found that the high motivation of introverts can enhance their speaking performance. They may prefer less spontaneous conversation, making such structured tasks beneficial for them (Marashi and Naddim, 2019).

In addition to personality traits, motivation is the next affective factor frequently discussed in the field of language learning. According to Gardner (1985), motivation is the degree to which a person exerts effort to learn a language, driven by the enjoyment and desire for the learning process. Motivated students tend to put in more effort, demonstrate greater persistence, and are more willing to overcome obstacles in their learning journey. As Singh (2011) and Geria (2022) observe, motivation is essential, as it encourages students to remain dedicated to improving their speaking skills despite facing challenges or setbacks.

Some second language acquisition (SLA) studies support that personality traits and motivation levels significantly impact students' speaking performance. Extroverts are often more motivated to initiate conversations and perform fluently in social settings due to their comfort in engaging with others (Eysenck, 1977). Introverts, on the other hand, may excel in more structured speaking tasks. Additionally, motivated learners—whether intrinsically or extrinsically—tend to be more persistent and dedicated to improving their speaking abilities (Deci & Ryan, 2000).

A variety of findings have emerged from research studies. Phurong (2021) and Putri (2022) found that extroverted students often excel in speaking tasks due to their confidence in expressing their opinions. Similarly, Amoah and Yeboah (2021) found that extroverts tend to have stronger speaking proficiency, while Marashi and Naddim (2019) showed that motivation has a critical role in

improving introverts' performance in communication. However, some studies, such as those by Arniatika (2020) and Paradilla (2020), suggest that personality traits alone do not determine speaking performance, as knowledge and preparation also play critical roles.

Adding to the complexity, Khoiriyah (2016) quantitatively looked into the impact of attitude and motivation on extrovert and introvert students' speaking achievement. Her findings indicated that while personality traits were important, attitude and motivation had a greater influence on speaking performance. Additionally, Al Noor and Khan (2019) concluded in their qualitative study that speaking performance was influenced not only by personality traits but also by teaching methods and student engagement during class. Aljuaid (2022) also found that regardless of their personality traits or motivation levels, EFL learners can excel in oral assessment.

The need for further investigation into the relationship between personality traits, motivation levels, and speaking performance among learners with different language proficiencies is emphasized by the inconsistent findings from previous research. In Indonesia, particularly in Palembang, limited research has explored how these factors interact. Addressing the gap identified by Aljuaid (2022), who emphasized the necessity of improved speaking assessments for a more reliable evaluation of speaking performance, this study employs a structured speaking assessment modeled on the IELTS speaking format. This method evaluates speaking performance across multiple stages, ensuring a more comprehensive and reliable analysis. By focusing on these aspects, this study, titled **“The Correlation between Personality Traits, Motivation Levels, and Speaking Performance among Pre-Service Teachers of the English Education Program at Sriwijaya University”** aims at providing more insights into how personality traits and motivation influence the speaking performance of future educators.

1.2 Research Questions

This study is designed to address the three research questions that have been formulated:

1. Does a significant relationship exist between personality traits, motivation levels, and speaking performance among English education students at Sriwijaya University?
2. Do extroverts who are highly motivated outperform introverts who are highly motivated in their speaking performance?
3. Do extroverts who are lowly motivated outperform introverts who are lowly motivated in their speaking performance?

1.3 Research Objectives

This study is aimed to:

1. Determine whether a correlation exists between personality traits, motivation levels, and speaking performance among English education students at Sriwijaya University.
2. Investigate whether extroverts who are highly motivated outperform introverts who are highly motivated in their speaking performance or not.
3. Investigate whether extroverts who are lowly motivated outperform introverts who are lowly motivated in their speaking performance or not.

1.4 Significance of the Study

The study is carried out to provide several valuable insights for English lecturers and students. The researcher hopes that the findings will be positively beneficial for:

1.4.1 The Lecturers

The researcher expects that this study will be highly significant for lecturers, as it provides valuable insights into the factors influencing the speaking performance of students. By understanding the correlation between personality traits, motivation levels, and speaking proficiency, lecturers can gain a deeper understanding of how these aspects interact. This knowledge can help them tailor their teaching methods to address specific needs and preferences. Moreover, the

study can offer valuable explanations about how to integrate these aspects into differentiated instruction in higher education. Ultimately, this insight empowers lecturers to design more targeted and effective language instruction strategies, contributing to enhanced learning outcomes for their students.

1.4.2 The Students

It is hoped that the findings will foster students' self-awareness and understanding of how their personality traits, motivation levels, and speaking performance interact. The insights gained can guide students in identifying their strengths and areas for improvement, enabling them to take proactive steps to enhance their language skills. Additionally, a better understanding of how motivation and personality traits influence speaking proficiency can assist students in developing personalized learning strategies, ultimately contributing to their overall academic success and future teaching endeavors.

1.4.3 The Future Researchers

It is hoped by the researcher that this research will be valuable for future researchers in the field of language education. The study provides a foundation for further investigations into how personality traits, motivation levels, and language performance interact. Researchers can build upon these findings to explore additional variables, refine methodologies, and conduct comparative studies across different educational settings. By offering a foundation for future research, the existing body of knowledge is contributed to by this study, aiming to improve language education programs while exploring the complex factors that affects language acquisition and performance.

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