

**THE CORRELATION BETWEEN PERSONALITY
TYPES AND SPEAKING PERFORMANCE OF THE
ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF SRIWIJAYA UNIVERSITY**

A Thesis by

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Language And Arts Education Department



**Faculty of Teacher Training and Education
Sriwijaya University
Palembang
2022**

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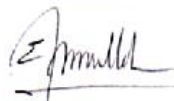
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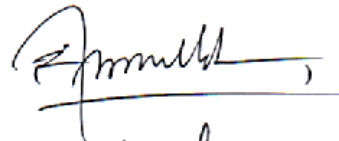
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DECLARATION

I, the undersigned,

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Certify that thesis entitled "The Correlation between Eysenck Personality Types and Speaking Performance of the English Education Study Program Students of Sriwijaya University" is my own work and I did not do plagiarism or in appropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to face the court if I am found to have plagiarized this work.

Palembang, 15 November, 2021

The Undersigned,

A handwritten signature in black ink is written over a rectangular Indonesian postage stamp. The stamp is yellow and red, featuring the Garuda Pancasila emblem and the text '10000', 'METERAN', 'TEMPEL', and the serial number '74F5EAJX284946307'.

Tiur Mauli Grace Andreani Gultom

06011381722054

DEDICATIONS

I sincerely dedicated this thesis to:

My Almighty God, Jesus Christ who has given me strength, health, and spirit to finish this thesis. I also would like to say thanks to my beloved family who always support me in any condition, especially for my mother, father, sister, and brother, thanks for all the prayers for me. The most thankful to myself who already survived and took any risk in finishing this thesis.

“With man this is impossible, but with God all things are possible ”

Matthew 19:26

Motto:

“As long as you stick to your own path, it doesn't matter what mother nature throws at you.”

ACKNOWLEDGEMENTS

This thesis would never be finished without the blessing of the Almighty God, Jesus Christ. This thesis is conducted to finish and fulfill one of requirements to acquire S-1 Degree at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

Therefore, the writer would also like to express her greatest love to:

1. My beloved and proud mother Romanti Manalu, father Anton Gultom, thanks for all your pray, support, and love, as well as my sister Carolina Jane Gultom, Charisma Tri Putri Agustin Gultom, and Christopher Paciolia Gultom as my brother who always be the best siblings. And last member of my family, Meong, my beloved cat who is already in heaven.
2. My great advisor, Amrullah, M.Ed., Ph.D., thanks for your guidance, suggestion, and support. I can't finish this thesis without you.
3. All my lecturers who have given me a lot of knowledge and motivation.
4. My family, Relisma Manalu, Lamtiar Manalu, Sangkot Sitinjak, and Cyrus Hutasoit as my aunt and uncle who always supports me and helped me in many things.
5. My best friend, Medita Dosmaria Panggabean who support me, worked thesis together, and been with me since kindergarten.
6. My classmates in Kpopers Squad, Krisda Yulianti, Verensia Melenia, Fadila Ayu Safitri, Nadya Maulina, Annisa Luthfia Dayu Rahmah, Jusamzilah, and Mulia Zalmetri, thanks for your togetherness, support, and your help in college to make every single I spent in college colorful and

unforgettable.

7. My classmates, Veronica, Farhan Yazid, M. Alif Rifqy, thanks for help, spending time with me, and worked thesis together.
8. My Layo mates, Wildarifa Aljuna Mawarni, Irsyad Tadri, Hardian Theja and Mika Larasati. Thank you for all the support and accompany me in my hardest time.
9. SEESPA UNSRI 2017, thanks for their support, help, and best memory during study at Sriwijaya University.
10. Hwang Hyunjin, Eve and TWICE who always support me and cheer me up. I'm so grateful to know you
11. My self, who've struggled and can survived in finishing this thesis.

Palembang, 15 November, 2021
The writer,



Tiur Mauli Grace Andreani
Gultom

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THE CORRELATION BETWEEN PERSONALITY TYPES AND SPEAKING PERFORMANCE OF THE ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY

ABSTRACT

This study examined the relationship between students' personality types and speaking performance. This study had seventy-three 7th-semester students of English Education Study Program of Sriwijaya University as the participants. Eysenck Personality Questionnaire Revised which is abbreviated as EPQR-A was used to collect the data. In addition to this, the data were also from the speaking test that the students did. The result of the data analysis showed that the majority of the students' personality type was Neuroticism and their speaking performance was categorized as *Good*. The result of the correlational analysis showed that there were very weak correlations between the students' personality types and their speaking performance; however, these correlations were insignificant. In conclusion, this study showed that the students' speaking performance was not impacted by their personality types.

Keywords: *students' personality types, speaking performance, EFL students*

CHAPTER I

INTRODUCTION

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

1.1 Background of the study

Language is a system or symbol that has meaning and is used for the communication process. According to Amberg and Vause (2010), language is primarily a way to communicate, and communication occurs most often within a social context. Through language, humans can express emotions, share ideas, views and what they want to convey. In addition, language is also recognized as a creative problem - solving, a system of expression that mediates the transmission of thinking between humans (Finegan, 2014). In other words, language helps communication run effectively.

English, as one of the languages in the world, is one of the international languages spoken by many people worldwide. As a foreign language, English is typically referred to as a model for TESOL, SLA and applied English linguistics (Sharifian, 2009). There are four skills in English language: writing, listening, reading, and speaking. According to Brown (2001), English language study and practice have been of the most serious concern in terms of the four skills (listening, speaking, reading, and writing), in more than six decades. One of the language skills is Speaking. Harmer (2001) adds that speaking happens when two people are talking to each other and they are sure that they are doing it for good reason. Their reason may be that they want to say something or they have some communicative purposes. It means that speaking is an interaction to producing and receiving information of the two people or more, then people can express their feeling to other people. In addition, according to Nunan (1995) speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. Chaney (1998) defines that speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different context. Ur (1996) states, from the four language skills, speaking appears for being the most important because people who know a language are considered as the “speakers”, as though speaking involved the other types of knowledge.

Learning activities that improve students’ ability to express theirselves verbally probably be a good component of a language course. Kuning (2019) defines speaking as a crucial part and one of four productive skills of foreign language learning and teaching that must be mastered in

learning foreign language. Speaking is a skill that students should be able to master. And the students' ability of any kind is demonstrated by their ability to speak English and absorb information. According to Harmer (2007), speaking is a skill that is becoming increasingly important in everyday life. Because that is the line for people to form social relations as humans, it must be developed and practiced independently in the grammar curriculum.

English is studied as a foreign language in Indonesia as a required course in secondary schools. It is also studied at the university level. The purpose of teaching English for junior high school level based on *Badan Standar Nasional Pendidikan* (2006, p.277) is to reach a functional level, namely speaking and writing to solve their problems in daily activity. The English education is to prepare students to speak about their culture in English. Gunantara (2016) states, in relation to cultural content, from junior high school to university, English is a required subject. Moreover, since reading and translation into Indonesian are the main learning objectives, sometimes writing in English is often studied. According to Nunan (2003), one of the essential aspects of foreign language learning is having good speaking performance. Speaking is becoming the main skill given to students because when students have English speaking skill, it means they can communicate with other students. According to Keong (2015), speaking is an interactive process in which meaning must be created and received. To be able to speak in English is not easy for Indonesian students since they have to know how to make sentences which based on such aspects as correct grammar and right vocabulary. In addition to the language aspect, personality can also influence the process of learning a foreign language. As Dornyei (2005) states, in a second language acquisition, personality traits play a key role. Personality also may predict the success of teaching. As described by Johnson (2000), understanding students' personality is essential to help a teacher in the teaching and learning activities. There was some factors that affect speaking skill. One of them was affective factors. Affective refers to emotional side of human behavior that has important impact to language learning. According to Andres (2002) the importance of affective factors has been an interest in the field of language learning because of their high effects on learning a foreign or a second language. This indicated that speaking and affective factors or something like personality traits are very closed each other.

Personality trait is one of the learning style dimensions. Personality is an individual organized system that expresses the collective actions of the main psychological sub-systems of that person (Agras, 2017). This refers to the distinctive patterns of thinking, emotion and behaviour of a person and the psychological mechanisms behind those patterns or the behaviour and quality pattern in an individual. The relationship between speaking and personality types has improved.

For example, Cattell et al. (1970), created an early scale based on a continuous scale which puts non assertive on one pole, shy, cool, adventurous, and dominant. In addition, Eysenck, identified dichotomies (extrovert/introvert and neurotic/stable) that represented two general characteristics.

In 1921, Carl Jung first popularized the concepts of extraversion and introversion but that concept first time were introduced by Jung in 1913 at the Psychoanalytical Congress in Munich (as cited in Geyer, 2012). According to Lightbown and Spada (1999), personality extroverted is recognized as outgoing, social, good at conversation, adventurous, active, and a willing to take a risk, while the introvert personality is frequently seemed to be less social, unwilling and looking for opportunities inside or outside of a classroom for learning the language. Krashen (1981) argued that an outgoing personality will be beneficial for the learner in using the second language more effectively.

Personality types may be used for educational purposes to determine related learning styles or preferences. Yang (2007) reported that students' speaking fluency is affected by their personality types; he also reported that personality types (introvert or extrovert personality) can affect fluency in language learning. A good teacher must understand, respect the different students' personality, and encourage students to be their best self and constantly increase their capabilities.

Based on the writer's experiences through her study at English Education Study Program in Sriwijaya University, there are different problems that student faced, feelings, styles, and ways when doing the speaking tasks, especially when they were asked to do the speaking exercises spontaneously and individually. Dunn and Dunn (1993) state that the way students start to focus on, process, comprehend, and maintain fresh, challenging knowledge is referred students to as a learning style.

Students may have different learning styles, preferably focusing on different types of knowledge, tends to use different ways of perceiving information and understanding at various rates. The personality types of students are necessary to investigate since they can affect the students' speech performance. Thus, the writer is want to take a part in conducting a study entitled "Correlation between Personality Types and Speaking Performance of the English Education Study Program Students of Sriwijaya University". This proposed study will be focused on the relationship between these two variables.

1.1.1 The Problems of the Study

The problem of this study is formulated in the following research questions:

1. Is there any significant correlation between personality types and English speaking performance of the English Education Study Program students at Sriwijaya University?

1.1.2 The Objectives of the Study

1. To find out whether or not there is a significant correlation between personality types and English speaking performance of the English Education Study Program students at Sriwijaya University?

1.1.3 The Significance of the Study

For the aim of this study, hopefully this study can help students, teachers, and other researchers, and the writer by providing useful information about the seventh semester English Education study program of Sriwijaya University students' speaking performance and personality types. The writer believes that the study will provide teachers with new insights of students' personality types and speaking performance. With this insight, lecturers can work on improving learning styles or choose the best methods of teaching, explore in classroom and understanding factors behind the student's different speaking performance. The conduct of this study is also expected to be the reference for the other researches who may be interested to conduct a similar investigation in order to seek for insightful information about students' personality types in English speaking performance. Finally, the writer also hopes that this study is intended to encourage the writer himself to positively contribute to the improvement of EFL teaching and learning in the country.

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