

# STUDENTS' PERSONALITY TRAITS AND THEIR SPEAKING SKILL

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## ABSTRACT

The purpose of this research was to determine whether there is significant correlation between students' personality traits and their speaking skill based on Big Five Personality theory: Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness (Costa and McCrae: 1999). The correlation research was needed to analyze deeply. The instruments of this research were questionnaire and speaking test. The data were analyzed with Pearson Product-Moment. The result of this research was personality traits and speaking skills had correlated each other. It means that the higher extraversion, agreeableness, conscientiousness, and openness are the higher speaking skill is. However, the higher neuroticism is the lower speaking skill will be.

**Keywords:** *Personality Traits, Speaking Skill*

## INTRODUCTION

Speaking is the skill that the students should be mastered. And the proofs of the students able to do that are they can speak English and they can take the information well. According to Harmer (2007) speaking is a skill which becomes important part of daily life. It is the line for people to create social relationship as human being, so it needs to be developed and practice independently in the grammar curriculum. By speaking someone also

can spend their time in a positive thing such as making a conversation, debating, and dialogue.

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. There are many theories of personality traits. One of them was Big Five Theory by Costa and McCrae, 1999; extraversion, agreeableness, conscientiousness, neuroticism, and openness

The formulation of the Research can be formulated as: “Is there any significant correlation between students’ personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) and their speaking skill at the eleventh grade of Senior High School 1 Rambah Hilir?”

This research was conducted to find out whether there is or no significant correlation between students’ personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) and their speaking skill at the eleventh grade of Senior High School 1 Rambah Hilir.

## **REVIEW OF RELATED THEORIES**

Personality is dimensions of individual differences in tendencies to show consistent patterns of thought, feeling, and action (McCrae and Costa, 1990:23). It means that Personality describes as different of characteristic of that is found in a person that influences to their action, ideas, thought, etc. Furthermore, Walter Michael (1981) writes there are many people who put forward definition regarding the term personality but he

agrees that is refers to the distinctive patterns of behavior (including thought and emotion) that characterize each individual’s adaption to the situation of his or her life. Then, according to Hockenbugh (1997), trait theory of personality is one that focuses on identifying, describing and measuring individual differences. Based on some theories above it can be concluded that personality is the sum total of the behavior and mental characterized that are distinctive of an individual that refer to difference of though, feeling, emotions, and actions, motivations and behaviors.

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 1994; Burn & Joyce, 1997). 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. On the other hand, speaking is a way to convey message to other orally by using verbal and non-verbal symbol, for example is communicate to other

people. Next, according to Brown (2001) there are some aspects in speaking skill, such as pronunciation, vocabulary, fluency, accent, and grammar that should be mastered in order to be able to speak well. There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007:271-274) imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), extensive (monologue).

Based on some theories above, it can be concluded that speaking is the most important skill and speaking skill is always related to communication. By speaking, people can make a request, speech, producing and receiving information. Speaking also about expressing our thought, feeling, idea.

## **RESEARCH METHODOLOGY**

The design of this research was correlation. According to Creswell (2008), correlation is a statistical test to determine the tendency of pattern for two or more variables or two sets of data to vary consistently. It has two variables, the variables shared common variance, or they co-vary together. There were two variables used, they are variable X as the independent variable and variable Y as dependent variable. In this research, variable X refers to students' personality traits and variable Y refers to speaking skill of the students.

The population in this research were 52 students. They are eleventh grades of Senior High School 1 Rambah Hilir. In this research, the researcher

used Cluster Random Sampling by using lottery. So, the sample are eleventh science 1. It consists of 26 students. The instrument of this research was defined into two kinds. They were questionnaire and the result of students' speaking test.

There were some steps that the researcher did in collecting the data. Firstly, to collect the data of students personality traits, the researcher make a questionnaire adapted from big five personality traits inventory. Secondly, the researcher explained to the students how to answer the questionnaire. Thirdly, for speaking test, the researcher asked the students to speak in front of the class, and the researcher gave several topics and they chose one topic. Finally, they spoke in front of the class and the researcher recorded them.

## **FINDING AND DISCUSSION**

The data were presented based on five items. In this research the five items in questionnaire of personality traits, such as strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The students answered based on their own personality traits.

**Table 1**  
**The Recapitulation of Students' Personality Traits**

No	Questions:	SD		D		NAND		A		SA		Total	
		F	%	F	%	f	%	F	%	F	%	N	%
1	1	0	0%	3	11.5%	5	19.2%	9	34.6%	9	34.6%	26	100%
2	2	9	34.6%	8	30.7%	9	34.6%	0	0%	0	0%	26	100%
3	3	0	0%	1	3.8%	5	19.2%	10	38.4%	10	38.4%	26	100%
4	4	0	0%	3	11.5%	6	23.0%	9	34.6%	8	30.7%	26	100%
5	5	0	0%	3	11.5%	6	23.0%	9	34.6%	9	34.6%	26	100%
6	6	7	26.9%	7	26.9%	12	46.1%	0	0%	0	0%	26	100%
7	7	0	0%	4	15.3%	5	19.2%	8	30.7%	9	34.6%	26	100%
8	8	12	46.1%	10	38.4%	4	15.3%	0	0%	0	0%	26	100%
9	9	10	38.4%	9	34.6%	7	26.9%	0	0%	0	0%	26	100%
10	10	0	0%	4	15.3%	6	23.0%	8	30.7%	8	30.7%	26	100%
11	11	0	0%	4	15.3%	6	23.0%	8	30.7%	8	30.7%	26	100%
12	12	11	42.3%	10	38.4%	5	19.2%	0	0%	0	0%	26	100%
13	13	0	0%	5	19.2%	5	19.2%	8	30.7%	8	30.7%	26	100%
14	14	0	0%	4	15.3%	5	19.2%	11	42.3%	6	23.0%	26	100%
15	15	1	3.8%	3	11.5%	6	23.0%	8	30.7%	8	30.7%	26	100%
16	16	0	0%	4	15.3%	5	19.2%	8	30.7%	9	34.6%	26	100%
17	17	0	0%	4	15.3%	5	19.2%	9	34.6%	8	30.7%	26	100%
18	18	12	46.1%	9	34.6%	5	19.2%	0	0%	0	0%	26	100%
19	19	0	0%	4	15.3%	6	23.0%	6	23.0%	10	38.4%	26	100%
20	20	1	3.8%	2	7.6%	6	23.0%	6	23.0%	11	42.3%	26	100%
21	21	10	38.4%	9	34.6%	7	26.9%	0	0%	0	0%	26	100%
22	22	11	42.3%	8	30.7%	7	26.9%	0	0%	0	0%	26	100%
23	23	10	38.4%	10	38.4%	6	23.0%	0	0%	0	0%	26	100%
24	24	10	38.4%	12	46.1%	4	15.3%	0	0%	0	0%	26	100%
25	25	0	0%	3	11.5%	5	19.2%	8	30.7%	10	38.4%	26	100%
26	26	0	0%	4	15.3%	5	19.2%	9	34.6%	8	30.7%	26	100%
27	27	9	34.6%	9	34.6%	8	30.7%	0	0%	0	0%	26	100%
28	28	0	0%	4	15.3%	5	19.2%	10	38.4%	7	26.9%	26	100%
29	29	0	0%	4	15.3%	5	19.2%	9	34.6%	8	30.7%	26	100%
30	30	0	0%	5	19.2%	5	19.2%	8	30.7%	8	30.7%	26	100%
31	31	11	43.3%	9	34.6%	6	23.0%	0	0%	0	0%	26	100%
32	32	0	0%	4	15.3%	5	19.2%	0	0%	0	0%	26	100%
33	33	0	0%	4	15.3%	5	19.2%	8	30.7%	9	34.6%	26	100%
34	34	10	38.4%	11	42.3%	5	19.2%	0	0%	0	0%	26	100%
35	35	9	34.6%	8	30.7%	9	34.6%	0	0%	0	0%	26	100%
36	36	0	0%	3	11.5%	5	19.2%	7	26.9%	11	42.3%	26	100%
37	37	11	42.3%	10	38.4%	5	19.2%	0	0%	0	0%	26	100%
38	38	0	0%	3	11.5%	5	19.2%	6	23.0%	12	46.1%	26	100%
39	39	0	0%	4	15.3%	5	19.2%	5	19.2%	12	46.1%	26	100%
40	40	0	0%	4	15.3%	6	23.0%	8	30.7%	8	30.7%	26	100%
41	41	9	34.6%	9	34.6%	8	30.7%	0	0%	0	0%	26	100%
42	42	0	0%	4	15.3%	5	19.2%	9	34.6%	8	30.7%	26	100%
43	43	9	34.6%	10	38.4%	7	26.9%	0	0%	0	0%	26	100%
44	44	9	34.6%	9	34.6%	8	30.7%	0	0%	0	0%	26	100%
<b>Total</b>		<b>172</b>		<b>261</b>		<b>260</b>		<b>212</b>		<b>231</b>		<b>26</b>	<b>100%</b>

Based on recapitulation above, personality traits were analyzed by giving score and percentage as follow:

- Strongly Disagree (SD)  
 $172 \times 1 = 172$
- Disagree (D)  
 $261 \times 2 = 522$
- Neither Agree Nor Disagree (NAND)  
 $260 \times 3 = 780$
- Agree (A)  
 $212 \times 4 = 848$
- Strongly Agree (SA)  
 $231 \times 5 = 1155$

The totality  $172+522+780+848+1155=3477$  (F)

$172+261+260+212+231= 1136$  (N)

It can be concluded by using the formula below:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100: \\
 &= \frac{3477}{1136} \times 100:5 \\
 &= 3,06 \times 100:5 \\
 &= 61,2\%
 \end{aligned}$$

### Data presentation of students' speaking skill

The researcher presented the data of students' speaking skill in the table 2. the data were taken from the test that given to the students.

**Table 2**  
**Data presentation of students' speaking skill**

No	Students	Score	Criteria
1	1	55	Poor
2	2	53	Poor
3	3	70	Average
4	4	55	Poor
5	5	60	Average
6	6	48	Poor
7	7	60	Average
8	8	63	Average
9	9	82	Very good
10	10	72	Good
11	11	77	Good
12	12	50	Poor
13	13	73	Good
14	14	43	Poor
15	15	73	Good
16	16	60	Average
17	17	80	Very good
18	18	50	Poor
19	19	50	Poor
20	20	90	Very good
21	21	60	Average
22	22	57	Poor
23	23	60	Average
24	24	63	Average
25	25	48	Poor
26	26	60	Average

Based on total score above, the researcher found the mean of speaking score was 60,9. Then, the researcher

presents the score of each students to the table interpretation, as follow:

**Table 3**  
**the interpretation of data analysis of speaking skill**

Proficiency	Category level	Frequency	Percentage (%)
10-39	Very poor	-	-
40-59	Poor	10	38,46%
60-70	Average	9	34,61%
71-79	Good	4	15,38%
80-100	Very good	3	11,53%
<b>Total</b>		<b>26</b>	<b>100%</b>

Based on the table above, the researcher found that, there were many kind of level that the students stand in the speaking skill at the eleventh science 1 students in Senior High School 1 Rambah Hilir. The students got different score each other. It because of their ability in speaking have a different level.

The result were 10 students or 38,46% in the poor level, 9 students or 34,61% in the average level, 4 Or 15,38% in the

good level, 3 or 11,53% in the very good level and there were no one in the very poor level.

It has been mentioned before, the data gained from the students' score of personality traits questionnaire and their speaking skill of the eleventh science 1 at Senior High School 1 Rambah Hilir. The researcher used the pearson product moment correlation coefficient because the variable are interval and ratio.

**Table 4**  
**Result of Correlations**

TRAITS	EXTRAVERSION	AGREEABLENESS	CONSCIENTIOUSNESS	NEUROTICISM	OPENNESSES	SPEAKING SKILL
EXTRAVERSION	Pearson Correlation Sig. (2-tailed) N	1 .979** .000 26	.509** .008 26	-.159 .438 26	.959** .000 26	.729** .000 26
AGREEABLENESS	Pearson Correlation Sig. (2-tailed) N	.979** .000 26	1 .431* .028 26	-.195 .340 26	.946** .000 26	.669** .000 26
CONSCIENTIOUSNESS	Pearson Correlation Sig. (2-tailed) N	.509** .008 26	.431* .028 26	1 .959 26	.486* .012 26	.566** .003 26
	Pearson Correlation	-.159	-.195	.011	1	-.110

NEUROTICISM	Sig. (2-tailed)	.438	.340	.959		.382	.594
M	N	26	26	26	26	26	26
OPENNESS	Pearson Correlation	.959**	.946**	.486*	-.179	1	.640**
	Sig. (2-tailed)	.000	.000	.012	.382		.000
	N	26	26	26	26	26	26
SPEAKING SKILL	Pearson Correlation	.729**	.669**	.566**	-.110	.640**	1
	Sig. (2-tailed)	.000	.000	.003	.594	.000	
	N	26	26	26	26	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the data analysis, the percentage obtained for students' personality traits is 61.2%. Based on the data analysis, the mean students' Speaking score was 61,9. The result of this research was detailed based on five factors, as follow: extraversion = 0.729, Agreeableness = 0.669, conscientiousness = 0.566, neuroticism = 0.110, and openness = 0.640, bigger than  $r_{table}$  at level 5% (0.388) and 1% (0.495). So, alternative hypothesis ( $H_a$ ) is accepted. It means that, there was significant correlation between student's personality traits and speaking skill at the eleventh science grade of Senior High School 1 Rambah Hilir.

The finding showed that, there was a positive significant correlation between extraversion of personality traits and their speaking skill. It supported a study by Eysenk (2003) that the extraversion tends to full of enthusiasm, Sociable, lively, active, assertive, sensation-seeking, carefree, dominant, and venturesome. Then, it was supported by Mount, Barrick, and Stewart (1998) who argued that although agreeableness is generally

preferred and can be an asset in most situations, disagreeableness has its obvious advantages especially in situations requiring tough decision-making and absolute objectivity. There was a positive significant correlation between conscientiousness of personality traits and their speaking skill.

Next, McCrae, Costa and Busch (1986) believe that highly conscientiousness people tend to be more successful in the education and their work. It is in line with the findings of Duff, et al (2004) who reported that conscientiousness showed the large correlation coefficient between the big five factors and academic performance. The research also found, positive significant correlation between openness of personality traits and their speaking skill. Openness was often characterized by learners' studiousness and innovative and creative performance (Diseth, 2003). The learners that have high level of openness and previous experiences from their English classroom have more speaking-competency which will lead to

higher speaking confidence (MacIntyre&Charos, 1996; Apple, 2011:607). Especially in neuroticism, the result has negative correlation. It was supported by Eysenck (2003:2) the high neuroticism (N) scorer is someone who tends towards anxiety and depression, worries, has bad sleep and psychometric disorder, allows emotions to affect judgment, and is preoccupied with things that might go wrong.

## CONCLUSION

Based on the data analysis and discussion, it could be concluded that personality traits and speaking correlate each other. The findings showed that extraversion was in Sufficient Correlation. Agreeableness, conscientiousness, and openness was in Fair Correlation. It means that extraversion, agreeableness, conscientiousness and openness has positive correlation, while neuroticism has negative correlation. Then, the higher traits extraversion, agreeableness, conscientiousness, openness, the higher speaking skill. The higher neuroticism the lower speaking skill. It means that, the research question of the research was answered already.

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