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## PERSONALITY TYPE TENDENCY TOWARD STUDENTS' SPEAKING ANXIETY

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### Abstract

Pupils at the eleventh grade of SMA N 1 Morotai have different personality types, most of whom often feel anxious when speaking. This research is aimed at finding out whether or not introvert and extrovert personality types have correlation with pupils' level of anxiety in speaking English. This research is quantitative in nature, using causal- correlative method. The population of the research was all pupils in the seventh grade of SMA N 1 Pulau Morotai. The total number of population was 140 pupils but 105 pupils were selected to participate as the sample of this research. In choosing the sample, the researchers applied Krejchic- Morgan's table with 5% error rate. In terms of data analysis, the researchers took two instrument tests; namely personality test and level of anxiety during English speaking test. To know the personality types of the pupils, the researchers utilized Eysenck Personality Inventory (EPI) test. Questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS), on the other hand, was used to know the students' level of anxiety. Result of hypothesis testing analysis shows that there was no significant difference in the level of speaking anxiety between the pupils who have introvert and extrovert personality types. The value of sig 0.264 was found to be higher than  $\alpha = 0.05$ .

**Keywords:** personality type, speaking anxiety, FLCAS

### INTRODUCTION

There is no doubt that, in learning English, pupils are required to become proficient in four language skills and several language competences. Nowadays, it is commonly argued that most pupils have better writing ability compared to their speaking skill. This is because pupils must have good language acquisition skill and good attitude to convey a message that can be easily understood by others (Wahyuni, 2014, 50). The phenomenon that occurs in the classroom during learning English process are most of the pupils feel anxious to deliver their idea directly either during discussion, asking questions, giving opinion and suggestion, or presenting the material in the classroom. (Mangampang, 2016, 13) said that public speaking anxiety is driven by apprehensive feelings, uptight, concerned, and hesitation about the possibility of something bad

happening. Those are sort of unpleasant circumstances that arise suddenly which are causing someone to become hesitant to express their idea in public. Furthermore, (Setianingrum, 2013: 2) sets out that public speaking anxiety is a type of communication apprehension, and it is the main inhibiting factors in learning process, which can distract the pupils' cognitive functions, for instance, the pupils' concentration, memory, concept forming, and problem solving. In line with Setianingrum, (Kholisin, 2015: 84) argues that both self concept and emotional intelligence affect someone's behavior. It means that what they think about themselves will affect their behavior. For good illustration, if an individual sees themselves as people who do not have the ability to speak, all of her/his behavior reflects his/her inability to speak in public. Feeling anxious during learning foreign or second language is well-known as second or foreign language anxiety.

This raise up some mentally symptoms such as apprehension, hesitate, nervousness, feeling of tension, and it is connected with the automatic nervous system. Second. Foreign language anxiety is always associated with listening and speaking competence, because both language skills are always used on interaction (Hashemi, 2018: 1812).

However, pupils at the eleventh grade of SMA N 1 Morotai have different personality types and most of them feel anxious while speaking. Aim of this research is to know whether or not introvert and extrovert personality types have correlation with pupils' speaking anxiety. This research is expected to make a scientific contribution in afford to gain understanding and methodological testing about personality type tendency toward students' speaking anxiety.

## **METHODS**

This research used quantitative research, specifically causal- correlative method. The instrument data dealt with questionnaire and was displayed by SPSS. 17.0. This research held for one month. The population of the research was all of pupils to the seventh grade of SMA N 1 Pulau Morotai. Total of population was 140 pupils but only 106 pupils participated as sample on this research. To choose the sample, the researcher applied Krejchie- Morgan's table with 5% error rate. To conduct the data, the researcher took two instrument tests; they were personality test and anxiety of speaking English test. To know personality types of pupils, the researcher utilized the Eysenck Personality Inventory (EPI) test, this test used due to cover individual personality types. Eysenck Personality Inventory (EPI) test consisted of 14 items and limited to the

introvert and extrovert dimensions. Eysenck Personality Inventory (EPI) measurement consists of seven sub-dimension such as; activity, sociability, risk-taking, impulsiveness, expressiveness, reflectiveness, and responsibility.

Table 1. Eysenck Personality Inventory (EPI) Evaluation

| Points | Yes | No |
|--------|-----|----|
| Ae     | 1   | 0  |
| Ne     | 0   | 1  |

This table displays that the subject is claimed to have an extrovert tendency if the score achieve the median value. Conversely, it is categorized to have an introvert tendency if the score were lower than median value.

Questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) was used on this test in order to know the students' level of anxiety. This test consisted of 3 indicators, namely Communication Apprehension (CA), Test of Anxiety (TA), and Fear of Negative Evaluation (FNE). Cronbach's alpha coefficient was utilized to measure the reliability of those questionnaires. Independent T- test were used for hypothesis testing analysis.

## RESULT AND DISCUSSION

This research presents the description of pupils' anxiety level, anxiety level classification, result of hypothesis testing analysis, and validity and reliability test of each variable. The validity test of personality type variable is presented on the table below;

Table 2. Validity Test of Personality Type Variable

| Scale            | Number of Items | Number of Valid Items | r-table | Validities Indexes |
|------------------|-----------------|-----------------------|---------|--------------------|
| Personality Type | 14              | 14                    | 0.1593  | 0.233- 0.704       |

The table reveals that 14 item numbers that are tested by utilizing SPSS 18 display and it showed that all of the items were valid. Degree of freedom every item was 0.233- 0.704, whereas r-critic product moment table was 0.1593 with significance level 5%. It can be said that degree of freedom on this personality type variable was higher than r-table.

Table 3. Reliability test of Personality Type Variable

| Scale            | Alpha |
|------------------|-------|
| Personality Type | 0.727 |

The data on this table shows that Cronbach's alpha coefficient was 0.727. It means that Cronbach's alpha value was higher than 0.6. Furthermore, all of item numbers on this variable were consistent or reliable and can be used as questionnaire on this research.

On the other hand, the second test was anxiety of speaking English test. Questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS) was used on this test in order to know the students' level of anxiety. Cronbach's alpha coefficient was utilized to measure the reliability with the level of strong internal consistency was 0.854 for all items.

Table 4. Validity Test of Speaking Anxiety Variable

| Scale            | Number of Items | Number of Valid Items | r-table | Validities Indexes |
|------------------|-----------------|-----------------------|---------|--------------------|
| Speaking anxiety | 29              | 28                    | 0.1593  | 0.212 - 0.695      |

The data on this variable indicates total number of valid items was 28. All of the 28 items can be utilized to measure pupils speaking anxiety. This questionnaire items have degree of freedom from 0.212 to 0.695. Total numbers of respondents (n) were 105, so r-table used in this research was 0.1593. By comparing r table and degree of freedom result, it can be concluded that every item on speaking anxiety variable was valid.

Table 5. Reliability test of Speaking Anxiety Variable

| Scale            | Alpha |
|------------------|-------|
| Speaking Anxiety | 0.854 |

This data shows that Cronbach's alpha value was higher than r-table. The level of strong internal consistency of Cronbach's alpha was 0.854 for all items. Thus, r-table was 0.6. It can be said each item of speaking anxiety variable was reliable.

Table 6. Personality Type Description

| Categorized | Frequency | Percentage |
|-------------|-----------|------------|
| Introvert   | 36        | 34.3 %     |
| Extrovert   | 69        | 65.7 %     |
| Total       | 105       | 100.0 %    |

This table reveals the total respondents on this research were 105 students. Thus, they were categorized into introvert and extrovert personality traits. There were 36 respondents (34.3%) were claimed as respondents with introverted personality and 69 respondents (65.7%) were indicated as respondents with extroverted personality type.

Table 7. Description of Students' Anxiety Level

| No    | Indicators of Anxiety             | Minimum | Maximum | Mean  | Std. Deviation |
|-------|-----------------------------------|---------|---------|-------|----------------|
| 1     | Communication Apprehension (CA)   | 19      | 37      | 28.51 | 3.836          |
| 2     | Test Anxiety (TA)                 | 21      | 40      | 29.65 | 3.525          |
| 3     | Fear of Negative Evaluation (FNE) | 6       | 23      | 16.10 | 3.149          |
| Total |                                   | 46      | 100     | 74.26 | 10.51          |

Based on the data above, mean of the test anxiety (TA) dominated than the others, then it was followed by the communication apprehension (CA) indicators, and the last was Fear of Negative Evaluation (FNE) factors. It can be concluded that test anxiety was the highest factors that can be fluency the pupils' anxious in speaking English.

Table 8. Anxiety Level Classification

| Scale          | Score Categorization |
|----------------|----------------------|
| $X \geq 130.5$ | Very high            |
| 101.5-130.5    | High                 |
| 72.5-101.5     | Medium               |
| 43.5-72.5      | Low                  |
| $X \leq 42.5$  | Very low             |

Based on the table above, it can be seen that there were 5 categories of anxiety level; most of the pupils from both introvert and extrovert were categorized into medium level. This level score fell within range from 72.5 to 101.5.

Table 9. Categorization of Speaking Anxiety to the Introvert and Extrovert Personality Type

| Category  | Speaking Anxiety |      |           |            |          | Percentage    |
|-----------|------------------|------|-----------|------------|----------|---------------|
|           | Very high        | High | Medium    | Low        | Very low |               |
| Introvert | 0                | 0    | 15(41.7%) | 21 (58.3%) | 0        | 36 (100.0 %)  |
| Extrovert | 0                | 0    | 42(60.9%) | 27 (39.1%) | 0        | 69 (100.0 %)  |
| Total     | 0                | 0    | 57(54.3%) | 48 (45.7%) | 0        | 105 (100.0 %) |

This table appoints that 36 pupils were found as introverted personality. 15 pupils (41.7%) were categorized into medium level of anxiety in speaking English. Thus, the remaining 21 pupils (58.3%) were represented as pupils who were in the low level of anxiety. On the contrary, pupils with extroverted personality were the most in this research. The result showed that 42 pupils (60.9%) had extrovert personality type. The majority of the pupils with extrovert personality were categorized into medium level of

anxiety, thus, 27 pupils (39.1%) were declared as the pupils with low level anxiety. In addition, none of the pupils both introvert and extrovert were categorized as very high, high, or very low anxiety levels.

Another step is to do independent T- test, it aims to see whether or not both introvert and extrovert personality type toward fluency to the pupils speaking anxiety. The result can be seen by this table below;

Table 10. Result of Hypothesis Testing Analysis

|                             | df     | Sig (2-tailed) | Mean difference | Std Error Difference |
|-----------------------------|--------|----------------|-----------------|----------------------|
| Equal variances assumed     | 103    | .264           | -1.998          | 1.780                |
| Equal variances not assumed | 75.720 | .254           | -1.998          | 1.740                |

Result of hypothesis testing analysis shows that there was no significance different of speaking anxiety between the pupils who were introvert and extrovert personality type. The value of sig 0.264 was found to be higher than  $\alpha = 0.05$ .

Comparing with previous study has been done by Ratminingsih (2013), her study aimed to know the effect of gender and personality type tendency on the students' speaking competence. She used an expose facto with an application of 2X2 factorial design. The data was analyzed by utilizing two-way ANOVA. She claimed there was a significance difference in speaking skill between introvert and extrovert pupils. Hence, extrovert pupils dominated in speaking than introverts one. This was undeniable that pupils with extrovert personalities were very good at speaking competence. This was because extrovert pupils were keen on talking rather than listening, they were enthusiastic to speak in public, and even they gave and received energy from the outside world such as things/object and people (Periantalo & Azwar, 2017, 195). Thus, (Karim, Nur, & Mohd, 2016, 16) who have highlighted that extroverts students were better in language acquisition skill compare with introvert students. Extrovert pupils were active to involve in social interaction, they got a lot of attention from the teacher and have no obstacles to display their proficiency.

At the same time, they are more confident to perform their ability to communicate whichever language they used, they tend to be sociable, they more likely to study in group or peer rather than learning alone. For those reasons, extrovert students were well-suited to learn speaking. In the contrary, another finding has been declared by (Prayitno, 2018), he pointed that there was no a significant difference

between extrovert and introvert personality traits towards students speaking competence. He found that the students' ability to speak were not merely affected by personality inventory but also influenced both hereditary and environmental factors. He added that there were some factors that influence pupils' speaking skill, such as motivation to learn, teaching learning system, facilities and infrastructures, learning materials, and learning environment.

Current study showed *mean* of the test anxiety (TA) had a commanding influence than both communication apprehension (CA) and fear of negative evaluation (FNE) factors. As stated by (Listiyani, 2013: 17) test anxiety level showed at the top position of anxiety level because of the classroom culture that was always obedient to teachers and classroom regulation and it also was affected by high culture of the students' shame. Based on the interview has been conducted by prior researcher, many students feel unreasonable fear doing speaking activities in front of the class, such as asking questions, answering questions, giving opinion, or presenting the material.

However, this research was conducted on the rural area, district of Pulau Morotai, sub-district of Morotai Selatan, particularly the second grade pupils at SMA Negeri 1 Morotai. This current research was similar with the research has been done by (Listiyani, 2013: 17) They said that one dominant factor that effected the pupils' anxious in speaking was environment. They pointed that the students who live in the rural area were very different attitude on speaking with the students who live in the big city. This was because rural environment was relatively smaller and homogeneous. Hence, these factors affected frequency of pupils who live in the rural area to speak. So, the result of the study indicated that the pupils who live in the rural area were higher percentage on speaking anxiety compare with the pupils who live in the city. Conversely, another result has been raised by (Mangampang, 2016: 53-54), her study used 4 indicators to measure the students' speaking anxiety such as mood, somatic, psycho motor and cognitive. On her finding, it found that the dominant factor that influences public speaking anxiety was the image of the individual's body. A person's confidence was very influential on public speaking anxiety.

Learners who enjoy socializing with others were considered more compatible to follow cooperative learning strategy. This learning strategy is required interaction and dominant communication skill. This learning strategy was suitable with extrovert learners. Introvert learners, on the other hand, were better involved into individual learning strategy. Whereas introvert learners they more likely learn alone, and thinking

through ideas. This study closely related to (Ulya, 2016: 3), Another thing that should be considered when apply learning method is personality inventory. Utilization of conventional method just promotes impact toward learning achievement of introvert learners, because characteristics of this personality are passive, and enjoy learning alone. At the same time, cooperative learning method is well-suit with extrovert learners, because, in this case, they are more active, sociable, and more cooperative.

## CONCLUSION

Based on the author's findings, it can be concluded that there was no different both introvert and extrovert personality type with students' anxious in speaking English is found. The value of sig 0.264 was proved to be higher than  $\alpha = 0.05$ . Moreover, the test anxiety (TA) leads as the first factor that was influence the pupils' anxious. then it was followed by the communication apprehension (CA) indicators, and the last was Fear of Negative Evaluation (FNE) factors.

Furthermore, the numbers of extrovert learners were higher than the number of introvert learners. For all that, 65.7 % students were known as extrovert traits and 34.3% students are categorized into introvert traits.

Even though Personality inventory does not determine the learners' language acquisition competence, but by having awareness about learners' personality will provide information to the teachers in order to help their learning strategy in the classroom. However, this result of the study will be basic information for the researcher to know the main factor that affect the pupils' anxious in speaking English. Besides, this result can contribute to another researcher who wants to conduct similar research in order they can consider another variable that is used to measure the pupils speaking anxiety or pupils' personality inventory.

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