THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT UNIVERSITAS TEKNOKRAT INDONESIA

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Abstract

Personality types are usually divided into extrovert and introvert. Those personalities are believed to affect students' ability to master the skills they learn, especially English skills. Therefore, this research was conducted to examine the correlation between students' personality types and English proficiency ability (or results of EPT scores). In this research, the method used was the Quantitative Approach, while the research design used in this research is the Correlational Study. The sample in this research was taken from 44 students from the English Education study program, to be precise students from PI18A class. This research used online questionnaires as an instrument to obtain data about the personality types of each student and also the acquisition of EPT scores. In analyzing the data, this research uses Person Product Moment (by using SPSS) as a medium to analyze the data obtained to be examined.

Keywords: students personality, English ability, EPT scores

INTRODUCTION

According to Jusuf (2018), personality is a description of a person's character in everyday life and is included in one of the terms in psychology. Everyone in this world has a different personality, starting open-minded person, easy to get along with, and some are closed-minded, difficult to interact with, and so on. These personality types are usually divided into two, which are extroverted and introverted personalities. People with introverted personalities are known to have more closed personalities, while people with extroverted personalities tend to be more open and easy to socialize with those around them.

These two types of personality (extrovert and introvert) can be seen in the environment or daily interactions, for example in a campus environment. Rido & Sari (2018) defined interaction as a prominent style in which students and teachers interact to increase knowledge and understanding, particularly in language classes. Students with extroverted personalities are usually easier to interact with other students. Patric (2019) explained that people who enjoy interacting with others and are enthusiastic, talkative, assertive, and gregarious are rated as extroverts. Meanwhile, students with introverted personalities usually prefer to spend time with certain people or even prefer to spend time alone. Patric (2019) stated that people who have introverted personalities are usually judged to be more reserved or reflective.

These personality types are believed to have a relationship or influence with the mastery or acquisition of material learned by students in learning in the classroom and outside the classroom. Shiddiq & Oktaviani (2022) explained that individual differences must be highlighted and accounted for when learning a foreign or second language because they play a significant role in influencing students' learning. One of the subjects that become the benchmark in this research is English subject. English is a global language that everyone uses to interact and communicate (Mandasari & Wahyudin, 2021). Therefore, almost all people in the world learn English, starting from young learners until college or university level. The importance of mastery of academic English at the university level is becoming clearer than ever (Wahyudin & Sari 2018). Sinaga & Pustika (2021) also state that English is a significant topic in our educational system. It is clear from the concrete decisions made by the Indonesian government that English is being included in the curriculum. Besides, the world community require English as an international language (Mandasari & Oktaviani, 2018). According to Pustika (2021), to be globalized civilians, some people need English as an important skill.

There are four skills in English. The first English skill is listening. When mastering English as a foreign language, listening is an essential skill for students to have (Aminatun et al, 2021). Kuswoyo & Wahyudin (2017) stated in their study that the functional listening course seems to be the prerequisite for many other listening classes, including conversational listening, critical listening, and academic listening. The second English skill is speaking. Mandasari & Aminatun (2020) stated that speaking ability becomes a crucial part of language learning. Several aspects must be dealt with while learning to speak, such as vocabulary, grammar, pronunciation, topic, and fluency. The goal of developing speaking skills is for students to be able to communicate in English clearly and confidently (Mandasari & Aminatun, 2019). The third skill in English is reading. Pustika & Wiedarti (2019) state that mastering reading skills are more crucial than getting students to pass the national English examination. Reading is an important element of written statements, which also are frequently used as formal communication (Ayu, 2021). The last skill in English is writing. Writing is an essential language skill that must be taught at school. Writing is a communication skill that will not be overlooked or excluded from communicative pedagogy and studying (Ayu & Zuraida, 2020). Those skills are skills needed by learners if they want to master English.

Several previous studies have discussed the correlation or relationship between students' personality types (extrovert and introvert) and students' English skills. Noprianto (2018) has investigated the comparison of language strategies that are often used between students with introverted personalities and students with extroverted personalities in learning English. The results of his research showed that students with introverted personalities were not highly frequently used language strategies, while students with extroverted personalities used more language learning strategies highly frequently. In addition, the findings in this study also revealed that introverted students used memory strategy highly frequently, while extroverts used effective strategy in learning.

There is another study that also raises the theme of students' personality types with one skill in English. Rofi'i (2017) has investigated the comparison of speaking skills between students with extroverted and introverted personalities. The results obtained by the researcher in this study indicate that the speaking skills possessed by students with extroverted and introverted personalities are the same. In other words, the speaking skills of students with extroverted and introverted personalities don't have a difference between them. In his research results, students with extroverted and introverted personalities can both show good performance when practicing speaking.

The research results from several previous studies that have been done previously are the factors that encourage the researcher to research the correlation or relationship between student personality types and English proficiency abilities. In this study, the researcher correlated student personality types with the EPT (English Proficiency Test) scores obtained by students. Then, what exactly is the goal that the researcher wants to achieve in this research? The goal or aim of the researcher in conducting this research is to examine the correlation between students' personality types and English proficiency ability (or results of EPT scores). By conducting this research, it is hoped that we can find out whether or not there is a relationship between students' personality types and the EPT scores they get.

METHOD

Several methods are used by researchers when conducting research, starting from the qualitative method, quantitative method, and others. But, what exactly is the meaning of research itself? Kothari (2004) cited in Apuke (2017), explained the definitions of research as "a scientific and systematic search for pertinent information on a specific topic." In this research, the researcher uses Quantitative Approach as a method to conduct this research. Apuke (2017) stated that quantitative research is the study that deals with quantifying and analyzing variables to get results. While the research design used by the researcher is a Correlational Study. The reason why this research uses Correlational Study is that this research used to examine the correlation between students' personality types and English proficiency ability (or results of EPT scores).

The sample in this research was taken from English Education students in Universitas Teknokrat Indonesia. 44 students from English Education majors were being sampled in this study, more precisely students from the PI18A class. The total population of students who take the English Education major is around 187 students consisting of four batches.

The data collection technique used in this research was questionnaires. Roopa and Rani (2012) defined the questionnaire as a list of mimeographed questions that respondents used to give their opinion. The questionnaire form used to collect data in this research is an online questionnaire. The researcher used Google Form as a medium to design and share the questionnaires with all participants. In the beginning, the researcher designed what kind of questions will be included in the online questionnaires. After the designing questionnaires are finished, the questionnaires are distributed online (in the form of a link). The responses or answers from participants who contributed to filling out these questionnaires will be collected by the researcher as findings or data in the research being conducted.

After the researcher has obtained the data needed in the research, the next step taken by the researcher is to analyze the data obtained. In analyzing the data, the researcher uses an application called SPSS (Statistical

Product and Service Solutions). Gogoi (2020) defined SPSS as a combination of software used to research social science in the form of a set of statistical packages. The data that has been collected is then analyzed using the SPSS application to find out about the correlation between students' personality types and English proficiency ability (or results of EPT scores).

FINDINGS AND DISCUSSION

This is the finding of the relationship between students' personality types (extrovert and introvert) and English Proficiency Ability (EPT Scores). The explanation of the finding of this research will be discussed in the discussion part.

Findings

After surveying by using 26 item statements which use a Likert Scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) in Google Form or an online survey, data obtained from the research entitled "The Correlation between Students Personality Types and English Proficiency Ability." Those data are as follows :

Table 1. The Reliability of Instruments

Cronbach's Alpha	N of Items
.786	26

Those are the results of the Reliability Test. The results show that the data obtained from the questionnaire with the title "The Correlation between Students Personality Types and English Proficiency Ability" is very reliable. This is indicated by the results of Cronbach's Alpha which reaches a value of "0.786" or close to 1. The rules in Reliability Analysis state that if the results of Cronbach's Alpha get closer to 1, then the analyzed data will be more reliable.

Table 2. The results of students' GPA and EPT

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
GPA	39	390.00	2.00	392.00	274.9723	145.55432	21186.061
EPT	39	240.00	313.00	553.00	448.6154	56.36470	3176.980
Valid N (listwise)	39						

Descriptive Statistics Analysis is an analysis that describes the research data. Those are the results of Descriptive Statistics Analysis. The results of the Descriptive Statistics Analysis in this analysis show that the maximum GPA of the data obtained is "3.92", while the minimum GPA is "2.00." In addition, the results of this analysis also describe the maximum and minimum EPT scores. The maximum EPT score in this study was "553", while the minimum EPT score was "313."

In conducting this research, the researcher used 26 item statements from Skellett (2017) (in the journal entitled "Assessing Introversion and Extroversion in a Second Language Setting") which uses a Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) in Google Form that was distributed via online. While the data of participants who participated in filling out this questionnaire were 39 students. Questionnaires used in this study are useful for identifying student character or personalization. In this questionnaire, several statement items indicated student extroversion and student introversion. Here are the data obtained.

Table 3. Questionnaires that were used to measure the level of students' extroversion

No.	Statement	N	Mean	SD
Q1	I am bored with individual work in language class.	39	2,92	1,04
Q2	I have a lot of energy in language class.	39	3,67	0,98
Q3	I talk more than I listen in language class.	39	2,87	1,08
Q5	After language class, I like to spend time with friends or classmates.	39	3,79	1,00
Q7	I get excited by a long discussion in language class.	39	3,26	0,88
Q9	I am excited by talking to others in language class.	39	3,46	0,94
Q10	I work best in groups in language class.	39	3,31	0,73
Q11	I would rather give a speech in front of the class than listen to my classmates' speeches.	39	3,03	0,93
Q12	I find it easy to speak loudly in language class.	39	3,23	1,04
Q17	I like to discuss with others in language class.	39	3,72	0,97
Q19	I like discussing topics with others in language class.	39	3,67	0,93
Q20	I like to spend time with my classmates from language class.	39	3,72	0,94

Q25	I like giving a speech in front of my classmates in language class.	39	3,05	1,02
Q26	I enjoy group work in language class.	39	3,77	0,99
		Mean	3,39	0,96

The questionnaires above were useful for measuring the extroversion level of participants. From this data, we can know the characteristics of extroverted students while studying. The largest results in the questionnaires are coming from questionnaire number 5 (Q5) with the mean result "3.79." The statement in Q5 is "After language class, I like to spend time with friends and classmates." Another result that is no less big is the average result from questionnaire number 26 (Q26), which is "3.77" with the statement "I enjoy group work in language class." Then there is also another questionnaire result, such as questionnaire number 17 (Q17), which is "3, 72" with the statement "I like to discuss with an others language class." From the examples of the three largest mean results in these questionnaires, it can be seen the characteristics of extroverted students. Extroverted students tend to like activities related to social interactions, such as group discussions, interacting with others, and other characteristics of extrovert students, which can be seen in the table above.

Table 4. Questionnaires were used to measure the level of students' introversion

No.	Statement	N	Mean	SD
Q4	I get tired after a long discussion in language class.	39	3,21	1,13
Q6	I am calm in language class.	39	3,62	0,81
Q8	My voice is quiet in language class.	39	3,33	0,96
Q13	I work best alone in language class.	39	3,38	1,07
Q14	I find it difficult to speak loudly in language class.	39	3,41	1,09
Q15	I listen more than I talk in language class.	39	3,82	0,79
Q16	I need quiet time alone after a language class with lots of talking.	39	3,64	0,99
Q18	I don't like speaking in front of the whole class in language class.	39	3,13	1,20
Q21	I enjoy working by myself in language class.	39	3,67	0,96
Q22	I would rather listen to my classmates' speeches instead of giving one myself.	39	3,54	0,85
Q23	I would rather hear someone else's opinion than share my own in language class.	39	3,36	0,90
Q24	After language class, I like to go home and be by myself.	39	3,62	1,02
		Mean	3,48	0,98

The questionnaires above were useful for measuring the level of participants' introversion. From this data, we can know the characteristics of introverted students while studying. The largest results in the questionnaires are coming from questionnaire number 15 (Q15) with a mean result of "3, 82." The statement in Q15 is "I listen more than I talk in language class." In addition, another mean result that has a fairly large average questionnaire is questionnaire number 21 (Q21) with an average result of "3,67." The statement contained in Q21 is "I enjoy working by myself in language class." Students with this type of personality will usually match with individual work patterns of teaching-learning interaction in the classroom. Individual work interaction occurred when the teacher requested the learners to complete the book exercise. This exercise must be completed by the students on their own (Sari, 2018). There is also another result that has a fairly large average questionnaire, that is questionnaire number 16 (Q16) with an average result of "3,64." The statement contained in questionnaire number 16 is "I need quiet time alone after a language class with lots of talking." From the three largest sample questionnaires in this questionnaire, we can see that the characteristics of introverted students tend to prefer to spend time with themselves rather than interacting with their friends or with their surroundings, and there are other characteristics of introverted students can be seen from the table above.

Table 5. The result of the Correlational Analysis between students' personality types and EPT scores

		Students Personalities	EPT
StudentsPersonalities	Pearson Correlation	1	-.127
	Sig. (2-tailed)		.443
	N	39	39
EPT	Pearson Correlation	-.127	1
	Sig. (2-tailed)	.443	
	N	39	39

The results of the Correlation Analysis of the data above indicate that there is a correlation between student personality types and the result of EPT scores. How can the results of this analysis be said to be correlated? The questionnaires used in this research are used to measure student extroversion (the greater the scores of the questionnaires obtained, the more extroverted the character of the student). The results of the Pearson Correlation show a negative result, that is "-0.127." It does not indicate that there is no correlation between student personality types and EPT scores, but the results of this review show that the more introverted

students are, the greater the EPT scores they get. However, the correlation between student personality types and EPT scores is very small because the results of the Pearson Correlation are close to zero (-0,127).

Discussion

After we describe the findings we have obtained from the online survey (Google Form Survey), now we will discuss the findings we get from the research that discusses the relationship between students' personality types (extrovert and introvert) and English Proficiency Ability (or EPT scores). We can see that the data questionnaires obtained in this study are very reliable, where the results of Cronbach's Alpha reach a value of "0.786" or close to 1.

So, in this discussion, we will focus on the correlation between students' personality types (extrovert and introvert) and English Proficiency Ability. To find out the student's personality types, the researcher used online questionnaires (Google Form) as an instrument in conducting research. There are 26 questionnaires in the form of statements used in this study, which are divided into 2 types, first is a questionnaire that is used for measuring the level of participants 'extroversion (amounting to 14 statements), and the questionnaire that is used for measuring the level of participants' introversion (which amounts to 12 statements).

The results of the questionnaires that are used for measuring the level of participants' extroversion show that the basic characteristic of extrovert students is that they have a strong interest in social interactions. It can be seen by the results of the data questionnaires obtained. The results of these data show that the largest results in the questionnaires are coming from questionnaire number 5 (Q5) with the mean result "3.79." The statement in Q5 is "After language class, I like to spend time with friends and classmates." Another result that is no less big is the average result from questionnaire number 26 (Q26), which is "3.77" with the statement "I enjoy group work in language class." This is also in line with the opinion of experts. According to Rofi'i (2017), he explained that a person that has an extrovert personality is more open and easy to express opinions. Besides, Dewaele & Furnham (1999) cited in Noprianto (2018), explained that the characteristics of extravert people are sociable, like parties, having many friends, need to have people to talk to, and do not like reading or studying by themselves.

Next, we will discuss the results of the questionnaires that are used to measure the level of participants' introversion. The results of these questionnaires indicate that the basic characteristic of introverted students is that they tend to prefer to spend time with themselves rather than interacting with their friends or with their surroundings. It can be seen by the results of the questionnaires which show that the largest results in the questionnaires are coming from questionnaire number 15 (Q15) with the mean result "3, 82." The statement in Q15 is "I listen more than I talk in language class." In addition, another mean result that has a fairly large average questionnaire is questionnaire number 21 (Q21) with an average result of "3.67." The statement contained in Q21 is "I enjoy working by myself in language class." This is also in line with the opinions of experts who discuss introverted personalities. Rofi'i (2017), it is stated that the person that has an introverted personality is more closed and tends to be quiet.

We have discussed the characteristics of both extroverted and introverted students. Then, what is the relationship between students' personality types (extrovert and introvert) and the students' English Proficiency Ability (EPT scores)? To find the answer to this question, the researcher collected data on all participants' EPT (English Proficiency Ability) scores. After the data is collected, the researcher then tests the correlation between the student personality types data and the student's EPT scores in the SPSS application. It should be noted that the questionnaires used in this study were used in identifying the extroversion of participants. So, the higher the questionnaire results student gets, the more extroverted the results obtained. So, this test aims to prove the statement that students with extroverted personalities tend to get higher EPT scores than students with introverted personalities.

However, when the researcher examined the correlation between student personality types data and student's EPT scores in the SPSS application, the results of Pearson Correlation in this study show a negative result, which is "-0.127." It does not indicate that there is no correlation between student personality types and EPT scores, but the results of the correlation are not in the same way. The purpose of this statement is that students who have introverted personalities tend to have greater EPT scores than extroverted students. However, the results of the correlation between introverted students and EPT scores are a low degree or not too strong. It is because the results of the Pearson correlation are close to zero (-0,127). Due to its nature, the correlation can be a strong degree if the results of the Pearson Correlation are close to 1.

Then what factors make students with introverted personalities have higher EPT scores than extroverted students? Dewaele & Furnham (1999) cited in Noprianto (2018), stated that the characteristics of introverted people are a quiet retiring sort of person, introspective, fond of books rather than people; they are reserved and distant except to intimate friends. From this statement, it is stated that children with introverted personalities are fond of books rather than people. This is the factor why students with introverted personalities tend to have

higher EPT scores. They prefer to spend their time reading books (academic and non-academic), studying in a quiet place, and they also prefer to explore something they don't know by reading or studying it by themselves.

However, what needs to be remembered again is that the correlation results obtained in research on the correlation between students' personality types (extrovert and introvert) and English Proficiency Ability (EPT scores) are not strong (or low degree). So, it means that not only students with introverted personalities can get high EPT scores, but students with extroverted personalities can also get high EPT scores. However, overall, students 'personality types still have a relationship with students' EPT scores acquisition because the personality types that students have will determine the learning method that students use, and it can affect the results of EPT scores.

CONCLUSION

The conclusion from this correlation analysis is that there is a correlation between students' personality types (extrovert and introvert) and English Proficiency Ability (or EPT scores). In this study, it is said that students who have introverted personalities tend to have greater EPT scores than extroverted students. This is because students with introverted personalities are fond of books rather than people, and they also prefer to spend their time exploring something they don't know by reading or learning it by themselves rather than spending time interacting with others. But, the correlation between the two is very small (low degree). It is because the results of the Pearson Correlation are close to zero. As we have known before, the correlation can be said to be strongly related if the results of the Pearson Correlation are close to 1, not close to zero. So, it can be said that not always all introverted children get higher EPT scores, and it could be the other way around. Finally, the researcher is aware that there are still many shortcomings in presenting information and data in this study. Therefore, it is hoped that researchers who will study the correlation between students' personality types (extrovert and introvert) and English Proficiency Ability (or EPT scores) in the future can address those deficiencies so that researchers who will analyze this topic in the future can present a better research result than previous research.

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