

Personality Types and Speaking Performance: A Study on Postgraduate Students

Elika Felicia Tunliu, Elisathusilawani

Universitas Kristen Satya Wacana

Abstract (English)

This study investigates the relationship between personality types and speaking performance in second language acquisition (SLA) among postgraduate students enrolled in a Master of English Education program. The rise of technology and increased individualism in daily life has raised questions about how personality traits may impact language learning, particularly speaking skills. Extroverts, often seen as more social and talkative, are typically believed to perform better in spoken language tasks, while introverts, who are more reflective and analytical, might excel in reading and writing. However, existing research on the connection between personality and SLA performance is inconclusive.

The study involved eight participants (five female and three male students) who had taken a Second Language Acquisition course. Participants' personalities were assessed using the Eysenck Personality Inventory (EPI), and their speaking abilities were evaluated by lecturers through a rubric focused on vocabulary, grammar, pronunciation, fluency, and content. Contrary to expectations, the findings revealed no significant correlation between personality traits and speaking performance. Interestingly, an extreme introvert outperformed the other participants in speaking tasks, suggesting that personality may not be a determining factor in language proficiency. The study's small sample size and limited regional scope were noted as limitations, and further research with a larger and more diverse sample is recommended. Longitudinal studies could also offer deeper insights into how personality affects language learning over time. This research highlights the complexity of language acquisition and challenges the assumption that extroverts always outperform introverts in speaking tasks.

Article History

Submitted: 4 January 2025

Accepted: 13 January 2025

Published: 14 January 2025

Key Words

personality types, speaking performance, SLA, EPI

A. Introduction

In this era of technological development, most people are dependent on technology. Many people feel more at home staring at the screen of their cell phone or laptop. This causes people to spend more time on their own. While in learning, especially learning a second language, we need other people to practice with. To improve our speaking skills, we need friends to practice our speaking skills. Usually the more often we practice the more fluent we speak in the second language. In this study, the researchers want to find out with the development of technology that makes people more often live individually whether it will have an impact on their second language learning. Researchers believe that our personalities greatly impact our lives and can impact how well we pick up new languages. Extroverts frequently succeed in speaking when learning a second language, whereas introverts may do better in writing and reading. The connection between personality and speaking abilities is still up for discussion, though, as some research indicates there is little to no difference between the two groups.

According to research, empathy and comprehension of others' emotional and mental states are essential for good communication. This is where personality comes into play, as our various personality types may influence our linguistic aptitude and learning style. For example, because they are more talkative and social, extroverts are typically thought to be better language learners. However, introverts are typically more reflective and analytical, so they might have an advantage when writing and reading. Personality has an impact on language acquisition in areas other than speaking abilities. Extroverts are superior to

introverts, and vice versa, according to studies on personality traits and virtual reality-enhanced education. This implies a complicated and multifaceted relationship between personality and language acquisition, and more study is necessary to comprehend it properly. This study will focus on Master of English Education (MPBI) students, especially the second batch at one of the universities in Central Java. The participants are chosen because previous studies have mostly examined low-level students such as middle school and undergraduate students. Most of the assignments of Postgraduate students were presentations that required them to speak in front of the class. Some of these students were also teachers who teach in schools. The researchers wanted to see if their personality played an important role and affected their performance in speaking a second language

Personality is a significant factor in learning a second language, especially regarding speaking abilities. Introverts may be better at writing and reading than extroverts are at speaking. However, there is still much to learn about the association between speaking abilities and personality, and different studies have produced differing conclusions, and most people believe extroverts perform better speaking in a second language. This research is expected to answer the question:

1. Do personality types affect speaking performance in SLA?

This research needs to be done to see if personality has an impact on the speaking performance of students, some of whom work as teachers in schools. If personality affects students' speaking performance then lecturers need to find appropriate speaking methods and activities. Lecturers can find activities that are good and interesting for extrovert and introvert students. If the activity is interesting then students are excited to follow it and can perform better in class. Students performing better in class will have a good impact on the students they teach in school context. Because school teachers need speaking skills in order to teach second language skills to students well.

B. Literature review

Personality Types

The Eysenck Personality Inventory (EPI) is a tool created in 1963 by Hans and Sybil Eysenck to measure certain personality traits. It focuses on three main factors: neuroticism (emotional stability), extraversion (outgoingness), and psychoticism (related to qualities like aggression and lack of empathy). The EPI builds upon earlier personality assessments and is used to understand individual differences in how people behave and feel. This research focused on extraversion personality and the student's personality can be seen after they did the EPI test. The Big Five personality theory lists extraversion as one of the five personality traits. People who are extroverts are more engaged in the world around them than in their own feelings and ideas (Rajik, 2020). According to Brown (2000), an individual's level of extraversion is determined by their innate desire for ego enhancement, respect for oneself and a feeling of completion from others as opposed to getting that confirmation inside by oneself. The extrovert learns more about the world through interactions with other people and shared experiences than through introspection or academic research (Kafryawan, 2020). Introverted individuals tend to be more engaged in their own feelings and thoughts than in things outside of them (Rajik, 2020). According to Kafryawan 2020, an introverted person tends to be hesitant and reluctant to interact socially, preferring to focus on their own thoughts and emotions rather than those of others.

Influences of Students' Personalities on Their Speaking Performance

There was no correlation between EFL learners' personality and speaking skills. Thus, this present study found that there is no correlation between the EFL learners' Big Five personalities and speaking skills (Marpaung, 2020). Extroverted children are more excited about interacting and ask questions more often (Rajik, 2020). The research conducted by

Paradilla & Hasanah (2021) divided participants into 2 groups, extroverts, and introverts, obtained from the results of the Eysenck Personality test. The results showed no relationship between personality and speaking performance in class. However, speaking performance in class can be seen from students' knowledge of the topic and how often the student participates in class. Arniatika's (2020) research also conducted an Eysenck Personality test to determine student personality. The results showed no statistically significant difference between personality and students' speaking achievement in class and student motivation. Another study that discussed the same thing was conducted by Baraketi (2019), who gave the Eysenck Personality test and then gave an oral task. The results showed no significant correlation between personality and 12 oral performance. In contrast to previous research, Khoiriyah (2016) conducted a study showing a relationship between personality and students' speaking achievement. Extroverted students do not hesitate to speak and are very enthusiastic about taking the test, so their score shows good performance.

Postgraduate Students

A postgraduate student is a person who is pursuing advanced studies for which they must first earn an undergraduate degree. This includes PhD, MPhil, and master's programs, which are generally more intense and self-driven than undergraduate coursework. Postgraduate students have the option of studying full-time, part-time, or online. They frequently have a lot of expertise with research and academic work, and they dedicate a large percentage of their time to independent study projects. Qualities including critical thinking, adaptability, attention to detail, and the capacity to operate with little supervision are expected of these students.

Postgraduate students may have difficulties when it comes to speaking skills and may use a variety of techniques to strengthen their communication skills. Studies have indicated that personality qualities including conscientiousness, agreeableness, and extraversion can affect students' speaking abilities. Teachers can also adapt their teaching strategies to accommodate a variety of learners by knowing how personality characteristics, such as extroversion and introversion, affect speaking ability.

Additionally, postgraduate students—especially those pursuing a PhD—need to possess traits like desire, diligence, and strength in order to succeed. Postgraduate students need to be proficient communicators since they are frequently expected to discuss their research findings and participate in scholarly conversation. As a result, improving their public speaking abilities is essential to their growth as professionals and academics. Postgraduate students can improve their public speaking abilities and thrive in their advanced coursework and future employment by acknowledging the impact of personality factors, capitalizing on their strengths, and implementing focused techniques.

C. Methodology

In this study, the researchers distributed Eysenck Personality to the participants. The Eysenck Personality Inventory (EPI) is a tool created in 1963 by Hans and Sybil Eysenck to measure certain personality traits. This study also uses a quantitative study conducted by researchers to obtain the desired results. Quantitative research uses a systematic method of investigation with statistical or numerical data that involves measuring social phenomena that occur (Watson, 2015).

Research Participants

The participants of this study were batch 2 students of the master of English education. The students chosen are students who have taken the Second Language Acquisition course. The eight (8) participants as 2nd batch students. They were the main participants in this study. There were 5 female and 3 male participants in this study. 7 participants are Indonesian, and 1 participant is Korean.

Table 1 : Data of Participants

No	Name	Gender	Nationality
1.	P1	Female	Indonesia
2.	P2	Female	Indonesia
3.	P3	Female	Indonesia
4.	P4	Female	Indonesia
5.	P5	Male	Indonesia
6.	P6	Female	Indonesia
7.	P7	Male	Indonesia
8.	P8	Male	Korean

Data collection methods

This study is a quantitative study conducted by researchers to obtain the desired results. In this study, the researchers distributed Eysenck Personality to the participants, followed by distribution of a Google form for the lecturers to assess the participants' speaking skills in class. Participants were selected directly by the researcher using the criterion sampling method. The researcher will select participants who match the criteria to become participants. Sampling is the process of selecting subjects from a larger population to include in a study (Guest, 2014). This research uses criterion sampling which is a method of selecting participants in accordance with the criteria determined by the researcher (Dawson, (2009)). The criteria chosen by the researcher were the second batch of Master of English Education students who had taken Second Language Acquisition (SLA) classes at one of the private universities in Central Java.

Data collection instruments

This research used a personality test by Eysenck (<https://psyttests.org/eysenck/epqRen.html>) after getting the results on whether the participant was an extrovert or introvert. Then the researchers would share a Google form to the lecturers to get the rating of speaking performance. This Google Form contains a rubric to assess the speaking ability of each student participating in this study. The rubric contains vocabulary, grammatical structure, pronunciation, fluency, and content/ideas. The scoring rubric shared by the researcher was adapted from Vercellotti and McCormick's (2021) scoring rubric.

Data collection procedures

The researcher contacted the participants using WhatsApp or in person. Then the researcher sent the personality test link. In doing the test, they were given 48 questions that they had to answer individually, ultimately determining their test results, namely extrovert or introvert, in the form of a score. In collecting the data, the researchers took about 1 week to get all the results from the eight participants. After getting the results of personality research, researchers contacted the lecturers to fill in the Google Form containing a rubric for speaking test. The researchers gave the grading rubric to the lectures for them to assess the participants' speaking skill. After getting all the results of the personality and speaking test, the researcher summarized the results using Microsoft Excel and made some tables.

Data Analysis

After getting the results of the personality and speaking tests, the researcher summarizes them in the personality test results table and speaking test table. Then the researcher analyses these results by making certain codes. From the codes created, researchers collect the same codes and combine them to form a theme. Then the researcher uses the thematic analysis method to analyze the data that has been obtained.

D. Finding*Student Personality Type*

This section shows the results of the Eysenck test that has been carried out by the participants. Participants are given the initials P to maintain the privacy of each participant. The data that has been collected by the researcher shows the extrovert and introvert results of the participants and their personality levels. There are 48 questions that they have to answer and the results show the extrovert and introvert levels of the participants. Score 0-12 is categorized as introvert and 13-24 is categorized as extrovert. Then their personality test's results are shown in table 2.

Table 2 : Test Result

NO	SUBJECT	TOTAL OF E SCORE	PERSONALITY	PERSONALITY LEVEL
1	P1	15	Extrovert	Fairly
2	P2	20	Extrovert	Extreme
3	P3	13	Extrovert	Fairly
4	P4	11	Introvert	Fairly
5	P5	8	Introvert	Fairly
6	P6	9	Introvert	Fairly
7	P7	7	Introvert	Fairly
8	P8	5	Introvert	Extreme

Based on the test results above, there are 8 participants who have different E scores. 3 participants, namely P1, P2 and P3 are categorized as Extroverts. The data shows that the highest extrovert score is 20, where this level is included in the extreme category. Then 5 participants namely P4, P5, P6, P7 and P8 showed introvert data with a score of 5 which is an extreme introvert level.

Assessing Speaking Performance by Lecturers

The assessment of speaking postgraduate students was conducted by three lecturers. The following are the average results of each lecturer's assessment of the postgraduate students.

Table 3: Assessing Speaking

Subject	Vocabulary	Grammar Structure	Pronunciation	Fluency	Content	Total
P1	14	14	15	15	14,5	72,5
P2	14	14	14,5	15	14,5	72
P3	14	14	14	14	14,5	70,5
P4	14,5	13	14	14,5	14	70
P5	14,5	14,5	14	14,5	14	71,5
P6	14,5	14	14,5	15	14,5	72,5
P7	15	14	14,5	15	14,5	73
P8	13	13,5	12,5	13	14	66

E. Discussion*Personality Traits and Speaking Scores*

Assessments conducted by three speaking lecturers showed the total average speaking performance of the postgraduate students. The assessment results showed no significant correlation between personality and speaking performance of the postgraduate students. For example, P2 is an extreme extrovert but the assessment results do not show that his average speaking score is the highest. Instead, P7 who is an introvert obtained the highest average result of all postgraduate students. However, if P2 extreme extrovert is compared with P8 who is an extreme introvert, it shows a considerable difference of 6 points. Then P1 who is

moderately extroverted and P6 who is moderately introverted show the same average results. Similarly, P3 who is moderately extroverted with P4 who is moderately introverted shows almost the same average value. Then P3 who is moderately extroverted actually gets a lower number of average scores than P5, P6 and P7 where they are moderately introverted. So it can be said that personality does not fully affect the speaking performance of post graduates. However, if post graduates have extreme introverted and extreme extroverted personalities, it can be said to have a considerable difference.

Personality Types and Speaking Performance

The relationship between personality traits and speaking performance is indeed intricate. While extroverts are often viewed as more adept at language learning due to their sociable nature, evidence suggests that this correlation is not straightforward. Research has yielded mixed results regarding the impact of personality on language skills. For instance, some studies indicate no significant difference in speaking performance based on personality type. This aligns with findings that challenge the notion that extroverts consistently excel in speaking; actual performance metrics do not always support this belief.

Several studies have explored this dynamic further. One research project examined the correlation between students' personality traits, specifically the Big Five Personality Theory (extraversion, sociability, conscientiousness, neuroticism, and openness), and their speaking skills. The results showed that higher levels of extraversion, sociability, conscientiousness, and openness correlated with better speaking skills, while higher neuroticism correlated with lower speaking skills (Niati, et al., 2018). Another study by Oktriani, et al., (2021) showed that there was no significant difference between the results of speaking performance and student personality. Therefore, personality has nothing to do with the value obtained in speaking performance. These findings collectively indicate that while extroversion may provide advantages in social interactions and opportunities for practice, it does not guarantee superior speaking performance. Furthermore in their article said that factors such as preparation, self-esteem, and individual learning styles also play significant roles in determining language proficiency.

F. Conclusion

The study aimed to investigate the relationship between personality types and speaking performance among postgraduate students in a Master of English Education program. The findings revealed no significant correlation between personality traits, as measured by the Eysenck Personality Inventory, and speaking performance. Notably, an extreme extrovert did not achieve the highest speaking score; instead, an extreme introvert outperformed all participants. This suggests that while personality may influence individual experiences in language learning, it does not deterministically dictate speaking proficiency. This study has several limitations that should be acknowledged. First, the sample size was relatively small (only eight participants), which may limit the generalizability of the findings. Additionally, the study focused solely on postgraduate students from a single institution in Central Java, potentially introducing regional biases. Future research should consider expanding the sample size and including participants from diverse educational backgrounds and regions to enhance generalizability. Longitudinal studies could provide insights into how personality influences language acquisition over time.

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