

# **A STUDY OF STUDENTS' SPEAKING STRATEGIES AND THEIR ACHIEVEMENT: THE INFLUENCE OF PERSONALITY FACTORS**

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**Abstract:** Speaking strategies are one of the ways students learn English, especially in the speaking aspect. The use of appropriate speaking strategies during the learning process can affect students' speaking achievement. In addition, sometimes the speaking strategies used between students are not the same. The objectives of this study include several things; 1) to find out whether there are differences in speaking strategies between extroverted and introverted students, 2) to find out whether there are differences in speaking achievement between extroverted and introverted students, 3) to find out whether there is a relationship between speaking strategies and speaking achievement. This study uses a quantitative approach with causal-comparative and correlation research designs. This study used a sample of 39 third-semester students in the English Education department at one of the private universities in Malang using a convenience sampling technique. This study used speaking strategies questionnaires, Eysenck Personality Inventory, and speaking tests as instruments. Speaking strategies questionnaire was adopted from Zuhairi and Mistar (2023), Eysenck Personality Inventory was adopted from Sudibyo (2011). The speaking test was assessed use scoring rubric that adopted from Harris (1974). The results showed that there was no significant difference in the speaking strategies of extroverted and introverted students. In addition, there is no significant difference in their speaking achievement. It means, personality differences in students are not determining factor in the success of students' higher achievement. The same result was also obtained from the correlation between speaking strategies and speaking achievement which was not significantly correlated.

**Key Words:** speaking strategies, speaking achievement, personality factors

## **INTRODUCTION**

Speaking is one of the aspects of English that requires various strategies to be able to improve students' speaking skills (Mistar et al., 2014). Sometimes this difficulty becomes an obstacle for students to improve their language skills. Difficulty in speaking makes students feel lacking in developing their speaking ability (Maji et al., 2022). Generally, students who lack the ability to speak feel that they have lost the courage to speak in class or with people around them. On the other hand, students' fear of making mistakes makes them think too much about choosing the right words, thus hindering students from displaying good speaking skills (Saragih & Listyani, 2021). Furthermore, Afisa (2015) revealed the same thing about the speaking difficulties faced by students, including 1) low vocabulary mastery, 2) students have difficulty

pronouncing certain words in English with correct pronunciation, 3) students have difficulty composing sentences to be spoken according to the use of grammar, 4) students feel afraid and doubt in speaking English for fear of making mistakes.

Speaking strategies are needed that are appropriate to the circumstances of students. Learning strategies are an important thing that needs to be applied in the classroom because students have different problems in learning English (Ismiatun, 2019). Students will be more active in class if they use the right learning strategy because they know what they are learning, how to learn it, and how to practice what they have learned which will affect student success in the learning process in class (Syafryadin, 2020). Strategies and methods applied in class can make the learning atmosphere fun, students become more independent, time spent more efficiently, and the delivery of material is also easy for students to understand (Oxford, 1990). In addition, language learning strategies are one of the main components to improve students' independent movements in developing their communicative competence (Oxford, 1990).

Furthermore, other aspects might affect the results of the learning process from the student's perspective, such as motivation, learning strategies, and personality (Anggraeni et al., 2022). Knowing the personality of students can help teachers determine the right speaking strategies to use in class. Two kinds of personality types that have an impact on students' speaking skills are introverts and extroverts. Students who have different personality types will perform differently when speaking in public. According to Wright and Taylor (1970) character refers to a strong and attached component, that distinguishes a person from others and makes a person have regular behavior from time to time. Several studies have been conducted by Citra and Zainil (2021), and Yusuf et al. (2021) obtained similar results regarding the strategies used in extroverted and introverted students. Both studies show that students with different personalities also have differences in the use of speaking strategies.

Based on the statement from Purnomo (2019) the learning process is influenced by the students themselves, which are called internal factors, while when influenced from outside the students, they are called external factors. Furthermore, he also explained that learning strategies are included in internal factors that affect learning outcomes. This is similar to research conducted by Amiruddin and Maneba (2020) that at the high school level science classes showed that the use of English learning strategies influenced 2.57% of the variance in their English academic scores. The same results were also obtained from research conducted by Mistar and Umamah (2014) revealed that learning strategies are significantly involved in speaking proficiency. The use of speaking strategies that affect student success in understanding speaking skills should be used regularly so that students get maximum results (Khalidah et al, 2023).

Other research conducted by Marpaung and Widyantoro (2020) with quantitative methods shows that learning strategies and speaking skills do not correlate. The differences between student achievement and student personality refer to research conducted by Anggraeni et al. (2022) show that extroverted students had better achievement than introverted students. That means in this study between the two personalities students have a significant difference in their speaking achievement.

Another study conducted by Magfirah and Dollah (2022) showed that the speaking skills of extrovert and introvert students have significant differences. However, different results were obtained from research conducted by Ahmar and Sugiyanta (2021), and Ziska (2020) showing that the speaking skills of the two personalities students had no significant difference.

Based on some previous recent studies above, different results were obtained in the use of speaking strategies according to the student's personality. In this case, each student who has a

different personality also has different speaking strategies, but most of the previous studies used the strategy theory from Oxford (1990). While in this study uses a more recent theory adapted from Zuhairi and Mistar (2023) so that this topic can continue to grow. Furthermore, previous studies discuss the achievement of introverted students, and extroverted students showed inconsistent results. Some studies show differences in student achievement in introverted and extroverted personalities, but others show no significant differences. Therefore, further research is needed so that the results obtained on the topic continue to evolve. This study addresses three questions as follows:

1. Is there a significant difference in the use of speaking strategies between extroverted and introverted students?
2. Is there a significant difference in speaking achievement between extroverted and introverted students?
3. Is there a significant correlation between students' speaking strategies and speaking achievement?

## **METHOD**

This study utilizes quantitative methods with a causal-comparative design to answer research questions number one and two to look for cause-and-effect relationships between variables. Meanwhile, for research question number three, researchers chose a correlation design to understand the extent to which there is a relationship or linkage between variables without establishing direct causation. As argued by Creswell (2009), quantitative approaches are used to test certain theories by observing relationships between variables. The quantitative approach aims to infer significantly about the population by examining a sample of populations that can be considered representative (Lowhorn, 2007).

The population of this study came from two classes of third-semester students of English Education at one of the private universities in Malang with a total population of 51 students. In this study, the sample used was 39 students aged 19-20 years. A total of 22 students were taken as samples for the speaking test. The sample was taken using a convenience sampling technique. The samples taken in this study came from students who took public speaking courses in the third semester.

This study used instrument questionnaires and speaking tests. Questionnaires are used to determine students' speaking strategies and personality types. There are two parts to the questionnaire in this study. The first questionnaire to find students' speaking strategies was adopted from Zuhairi and Mistar (2023). The questionnaire consisted of 55 statements divided into six categories of speaking strategies, including interactional maintenance strategies, metacognitive evaluative strategies, compensation strategies, fluency-oriented strategies, cultural-related social strategies, and time-gaining strategies. The second questionnaire to determine the personality type of students adopted from Eysenck (1964) is the Eysenck Personality Inventory (EPI) which has been modified and translated by Sudibyo (2011). This questionnaire contains 28 statements consisting of 14 statements for extrovert personality and 14 statements for introvert personality. The two questionnaires are the close-ended questionnaire type and the Likert Scale. In addition, the speaking test is used to determine student achievement obtained from test scores. This Speaking test is in the form of a storytelling video about a

narrative story. In this speaking test, the scoring rubric used was adopted from Harris D. P (1974). This score rubric consists of five criteria, including pronunciation, grammar, vocabulary, fluency, and comprehension.

The data were collected through questionnaires and speaking tests. The data collected were obtained through a questionnaire published online using Google Forms. In data collection, the time required to fill out the questionnaire is 10 minutes. Questionnaires were distributed to third-semester English Language Education students who were carrying out speaking courses. Participants were asked to be available to fill out the questionnaire by understanding the research context, understanding the procedures for answering the questionnaire, and filling out a consent letter. After that, participants who are willing to fill out the questionnaire can fill in the identity column. Participants who submit the questionnaire are kept confidential and the answers submitted in filling out the questionnaire do not affect academic grades. In this case, it is expected that participants can fill out the questionnaire properly according to their actual situation.

In addition, the data taken in this study also came from speaking test scores. The lecturer give the speaking test to students in the form of storytelling videos about narrative stories, namely fairy tales or legends. The duration of the video depends on the story they perform about 5-10 minutes. Students were given time to make the video for about 3 weeks. Then from the video, student performance is assessed based on the assessment rubric. The video was assessed by two people who have experience as private teachers within a period of 19 years to 10 years.

In this study, data analysis was conducted based on the research questions using SPSS version 27. The First research question is to determine whether extroverted and introverted personalities have differences in their speaking strategies. It was then analyzed using an independent sample t-test. The independent sample t-test was also used to analyze the second research question to determine whether or not speaking achievement between students with introverted and extroverted personalities differed. In addition, to determine the correlation between speaking strategies and speaking achievement, data analysis through the Spearman Rank was used because the sample was only 22 students making it less than 30.

## **RESULTS**

### **The Differences in Speaking Strategies between Extroverted and Introverted Students**

The first research question stated about whether there is a difference in speaking strategies by students with extroverted personalities and students with introverted personalities. The results of the speaking strategy questionnaire with students' personalities were tested using an independent sample t-test to find out the differences in strategies between extroverts and introverts. The researcher presents Table 1 to display descriptive statistical data regarding speaking strategies and student personality. Furthermore, in Table 2 researchers present data on the results of the independent sample t-test.

**Table 1 Descriptive Statistic Speaking Strategies and Personality**

| Speaking Strategies                  | Personality | N  | Mean   | Std. Deviation | Std. Error Mean |
|--------------------------------------|-------------|----|--------|----------------|-----------------|
| Interactional Maintenance Strategies | Extrovert   | 8  | 40.13  | 8.097          | 2.836           |
|                                      | Introvert   | 31 | 42.58  | 6.587          | 1.183           |
| Metacognitive Evaluative Strategies  | Extrovert   | 8  | 40.13  | 7.680          | 2.715           |
|                                      | Introvert   | 31 | 44.13  | 7.089          | 1.273           |
| Compensation Strategies              | Extrovert   | 8  | 44.13  | 8.493          | 3.003           |
|                                      | Introvert   | 31 | 47.16  | 7.638          | 1.372           |
| Fluency Oriented Strategies          | Extrovert   | 8  | 34.63  | 4.779          | 1.690           |
|                                      | Introvert   | 31 | 34.84  | 5.292          | .950            |
| Culture Related Strategies           | Extrovert   | 8  | 12.25  | 1.669          | .590            |
|                                      | Introvert   | 31 | 11.97  | 2.152          | .387            |
| Time Gaining Strategies              | Extrovert   | 8  | 10.13  | .991           | .350            |
|                                      | Introvert   | 31 | 10.45  | 1.690          | .304            |
| Overall                              | Extrovert   | 8  | 181.38 | 28.249         | 9.987           |
|                                      | Introvert   | 31 | 191.13 | 25.452         | 4.571           |

As seen from Table 1 out of 39 second-semester students in the public speaking course, 31 of them have introverted personalities while 8 of them have extroverted personalities. In addition, each personality has a mean that is not much different in each speaking strategy. In the interactional maintenance strategy, students with extroverted personalities have (M= 40.13) while introverts have (M=42.58). In the metacognitive evaluative strategy, extroverted students have (M=40.13), while introverted students have (M = 44.13). On the compensation strategy, extroverted students produced (M=44.13) while introverts produced (M=47.16). In the fluency-oriented strategies strategy, extroverted students produce (M=34.63), while introverted students produce (M=34.84). In the culture-related strategy, extroverted students have (M=12.25), while introverted students have (Mean=11.97). Finally, in the time-gaining strategy, extroverted students have (M=10.13), while introverted students have (M=10.45). From the table, the overall mean result of extroverted personality obtained (M=181.38), and introverted obtained (M=191.13).

**Table 2 Comparison of Speaking Strategies by Extroverted and Introverted**

| Speaking Strategies                  | T      | df | Sig. (2-tailed) |
|--------------------------------------|--------|----|-----------------|
| Interactional Maintenance Strategies | -.898  | 37 | .375            |
| Metacognitive Evaluative Strategies  | -1.402 | 37 | .169            |
| Compensation Strategies              | -.981  | 37 | .333            |
| Fluency Oriented Strategies          | -.104  | 37 | .918            |
| Culture Related Strategies           | .344   | 37 | .733            |
| Time Gaining Strategies              | -.521  | 37 | .606            |
| Overall                              | -.946  | 37 | .350            |

Based on Table 2, all speaking strategies show no significant difference with details on the interactional-maintenance strategy obtained ( $t = -.898$ ,  $p = .375$ ), metacognitive-evaluative strategy obtained ( $t = -1.402$ ,  $p = .169$ ), compensation strategy obtained ( $t = -.981$ ,  $p = .333$ ), fluency-oriented strategy obtained ( $t = -.104$ ,  $p = .918$ ), culture-related strategy obtained ( $t = .344$ ,  $p = .733$ ), and time-gaining strategy obtained ( $t = -.521$ ,  $p = 0.606$ ). Based on all speaking strategies, the p-value obtained is ( $p > 0.05$ ) then, in speaking strategies by extroverted and introverted personality students do not have significant differences. While for the overall strategy obtained ( $t = -0.946$ ,  $p = 0.350$ ), which is ( $p > 0.05$ ) so, overall there is no significant difference in speaking strategies between extroverted and introverted students.

### **The Differences in Speaking Achievement between Introverted and Extroverted Students**

The second research question stated about whether there is a difference in speaking achievement by students with extroverted personalities and students with introverted personalities. To answer the second research question, the speaking test scores were compared between extroverted and introverted students using an independent sample t-test to find out whether or not students with two different personalities have a significant difference in speaking achievement. The researcher presents Table 3 which displays descriptive statistical data to determine the mean speaking achievement of extroverted and introverted students. Furthermore, the researcher also presents Table 4 which displays the results of the independent sample t-test of speaking achievement with student personality.

**Table 3 Descriptive Statistics of Speaking Achievement between Extrovert and Introvert Students**

|                | Personality | N  | Mean  | Std.Deviation |
|----------------|-------------|----|-------|---------------|
| Speaking score | Extrovert   | 4  | 70.50 | 5.260         |
|                | Introvert   | 18 | 69.78 | 4.989         |

In Table 3 it can be seen that extroverted students have ( $M=70.50$ ), while introverted students have ( $M=69.78$ ). Although with a slight difference, extroverted students have a higher average score than introverted students.

**Table 4 Comparison of Speaking Achievement by Extroverted and Introverted**

|                | t    | df | Sig. (2-tailed) |
|----------------|------|----|-----------------|
| Speaking score | .260 | 20 | .798            |

Based on the T-test results in Table 4, students' speaking achievement and personality did not show significant differences. This can be seen from ( $t = 0.260$ ,  $p = 0.798$ ). In the ( $p > 0.05$ ) the results obtained between extroverted and introverted students showed no difference in their speaking achievement.

### **Correlation between Speaking Strategies and Speaking Achievement**

The third research question asked about the correlation between speaking strategies and students' speaking achievement based on their personality. The data obtained from the speaking strategies questionnaire and speaking scores were analyzed using Spearman to determine the

relationship between the two. Spearman's analysis was used because the sample was less than 30 students. The researcher presents Table 5 to display the results of the Spearman test of speaking strategies with speaking achievement.

**Table 5 Correlation between Speaking Strategies and Speaking Achievement**

|                      |                         | Speaking Strategies | Speaking Achievement |
|----------------------|-------------------------|---------------------|----------------------|
| Speaking Strategies  | Correlation Coefficient | 1.000               | .165                 |
|                      | Sig. (2-tailed)         |                     | .463                 |
|                      | N                       | 22                  | 22                   |
| Speaking Achievement | Correlation Coefficient | .165                | 1.000                |
|                      | Sig. (2-tailed)         | .463                |                      |
|                      | N                       | 22                  | 22                   |

Based on the data from Table 5, shows that speaking strategies and speaking achievement are not significantly correlated. This can be seen from ( $r = 0.165$ ,  $p = 0.463$ ) which is ( $p > 0.05$ ) so, speaking strategies and speaking achievement are not significantly correlated.

## DISCUSSIONS

The discussion in this study explains in more detail the results of the information that has been reviewed through data analysis. In this case, the discussion of the research consists of the first discussion of the differences in speaking strategies based on students' personalities, namely extroverted and introverted. The second section discusses the differences in speaking achievement based on student's personalities, namely extroverted and introverted. The third section discusses the correlation between speaking strategies and speaking achievement.

Based on the results on speaking strategies between extroverted students and introverted students, it was found that extroverted personalities have a higher mean in culture-related. Whereas introvert personalities have a higher mean in interactional maintenance, metacognitive evaluation, compensation strategies, and time-gaining strategies. However, the mean difference between extroverts and introverts in each speaking strategy is not much different, so in the t-test of the six speaking strategies that include interactional-maintenance, metacognitive-evaluation, compensation strategies, fluency-oriented strategies, culture-related strategies, and time-gaining strategies, there were no significant differences in student personalities. Students who have different personalities do not necessarily have different speaking strategies, so personality is not one of the factors that affect students' use of speaking strategies. The first hypothesis of this study which states that the speaking strategies between extroverted students and introverted students have significant differences is rejected.

Based on research conducted by Farizah (2021) which uses mixed methods. The study also took a sample of 115 undergraduate students from Malang State Polytechnic to examine the strategies used by extroverted and introverted students. The results showed that the oral communication strategies of extroverted and introverted students were not significantly different. Extroverted and introverted students more often use message alteration and reduction strategies,

non-verbal strategies, and negotiation for meaning while speaking so the results of the study show that extroverted and introverted students tend to use the same strategies in speaking.

Another study conducted by Mazizah et al. (2021) used an experimental design by dividing 52 students of Airlines Business Career Semarang into the first experimental group taught with the team-teaching strategy and the second experimental group taught with the blended learning strategy. The study showed that the team-teaching strategy was more effective in teaching extroverted and introverted students. This that the strategies between extroverted and introverted students are not significantly different. This can happen because personality is too complex and dynamic an aspect that can change at any time and with anyone (Schultz & Schultz, 2009).

The second results of this study discusses the difference in speaking achievement between the students' extroverted and introverted personalities. Although the mean score of extroverted students was higher than introverted students, the data analysis using an independent sample t-test did not show a significant difference. Therefore, personality differences in students are not a determining factor in the success of students' higher speaking achievement. In this case, the second hypothesis which states that achievement between extroverted and introverted students has a significant difference is rejected.

This result is also similar to research conducted by Oktriani et al. (2021) who used quantitative methods by taking university students as participants. The study used a sample of 108 second-semester students majoring in English education from Universitas Bengkulu. The results of this study show that there is no significant difference in speaking achievement between students with extroverted personalities and students with introverted personalities. More than half of the students with extroverted and introverted personalities obtained A grades, so with grades that are not much different, there is no difference in speaking achievement. This shows that personality differences between students do not affect their grades, so they can compete without being influenced by personality factors.

Another study was conducted by Arniatika (2020) who used quantitative methods with a sample size of 40 class XII students in East Lampung, Indonesia. The results stated that speaking achievement between extroverted and introverted students had no significant difference so personality does not affect students' speaking achievement.

The third result in this research on the relationship between speaking strategies and student achievement was that speaking strategies in total did not correlate significantly with student achievement. Based on the results of this study, the use of speaking strategies is not a factor that affects students' speaking achievement. The third hypothesis that speaking strategies and speaking achievement are significantly correlated was rejected.

This was also conveyed in research conducted by Setiawan (2022) which used an experimental design with 40 first-semester students of LP31 Polytechnic Bekasi. Then students were divided into extroverted groups and introverted groups. The findings of the study showed that based on students' grades there was no significant difference in the use of memory and social strategies between the two groups. In this case, it means that the use of speaking strategies does not significantly improve students' speaking skills. Based on the observations from this study, it was found that the learning strategies used and personality do not always affect speaking ability. According to Taheri et al. (2019), the use of strategies depends on factors around students such as the learning atmosphere, students' abilities, and language skills. Therefore, not all strategies can be effective in the same way.

On the other hand, a study conducted by Marpaung and Widyantoro (2020) used quantitative methods with a sample size of 357 students from class XI from three state high schools in Pontianak in the 2018/2019 academic year. In this study, the results regarding learning strategies and speaking skills are that there is no significant relationship. The correlation that occurs between each type of learning strategy namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy with speaking skills is also not correlated. In this case, the learning strategy use does not necessarily affect students' speaking ability. This research shows that language learning strategies are not the only factor for understanding speaking

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been discussed, the conclusion is that the use of speaking strategies between extroverted and introverted students does not have a significant difference. Differences in student personality do not always show differences in the use of strategies because personality is dynamic so it can change at any time. In addition, on speaking achievement, it was also found that extroverted and introverted students had almost the same speaking achievement, meaning that on students' speaking achievement between students with extroverted and introverted personalities, there was no significant difference. This means that whatever personality the students have they still have the same opportunity to understand English speaking skills. Furthermore, the same result is also obtained in the relationship between speaking strategies and speaking achievement which does not show a significant correlation.

Based on some of the findings that have been obtained from this study, the researcher provides the following suggestions: First, lecturers are advised to choose the appropriate strategy to increase students' speaking achievement. In addition, the use of appropriate strategies based on personality types makes the learning atmosphere more fun.

Second, students are advised to find a way to learn English that suits their comfort. Although personality type does not always affect speaking strategies and speaking achievement, students still need to find strategies that suit their characteristics.

Third, for future researchers are recommended that they use different methods to obtain more in-depth information about speaking strategies and speaking achievement. In addition, it is expected that future researchers uses a large number of samples so that the number of extroverted and introverted samples can be balanced. Future researchers can also examine other English skills such as listening and reading.

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