

PERSONALITY TRAITS, MOTIVATIONAL ORIENTATIONS AND SPEAKING ACHIEVEMENT IN THE EFL CONTEXT

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Abstract

Despite the fact that a number of studies have shown a relationship between personality traits (extrovert and introvert) with oral performance in the EFL setting, the link between extrovert and introvert personality, EFL motivational orientations, and speaking achievement is very rare. Therefore, this present study aims to find what differences are truly existed between extrovert and introvert personality regarding to their motivational orientations and speaking achievement, and how extrovert and introvert personality are inter-correlated with EFL motivational orientations and speaking achievement. In order to identify the students' personality, the researcher used The Eysenck Personality Questionnaire (EPQ) and Self-Report Questionnaire to identify the students' motivational orientations. The samples of this study are 40 students in XII grade of Senior High School in East Lampung, Indonesia. The data is further analyzed by using Independent samples T-test and Pearson product moment correlation coefficient. The results show that there is no significant difference between extrovert and introvert personality in both their motivational orientations and speaking achievement. Moreover, it is also found that there is a combination of motivational orientations that co-exists in the extrovert personality. However, both personality traits and motivational orientations are not supposed to be a strong predictor of students' speaking achievement. Therefore, this present study is largely extended to give a plausible explanation to the field under investigation.

Keywords: EFL motivational orientations, extrovert, introvert, Personality traits, speaking achievement

Introduction

More recently, studies on individual and personality differences are a central theme in psychology. In many occasions, the individual differences may contribute to the success of language learning. The term of personality traits are very interesting field to be researched since they may influence on the way on how people learn and what they decide to learn (Moody, 1988). In accordance to the students' achievement in speaking, people may assume that extroverts are

better than introverts since extroverts are identified as more sociable and talkative, while introverts remain to quiet and introspective (Eysenck, 1965).

Studies on the relationship between personality traits (extrovert and introvert) with oral performance in the EFL context have been well documented, but there are only a few studies have been conducted to find what differences are truly existed between extrovert and introvert personality regarding to their motivational orientations and speaking achievement, and how extrovert and introvert personality are inter-correlated with EFL motivational orientations and speaking achievement. To mention a few, more recent study conducted by Samand et al. (2019), which examined the relationship between extrovert-introvert students' personality and their speaking performance, shows that the insignificance correlation between those variables is caused by another factor, namely motivation. However, the study did not provide the empirical evidence of the correlation between motivation and speaking performance.

Earlier study conducted by Chen et al. (2015) also confirmed that personality types of extrovert and introvert are not necessarily considered as the decisive factor to achieve a better achievement in speaking. Since there are so many factors concerning to the individual differences, motivation is also considered as the predictor. By following the results of some previous studies, it may be assumed that extrovert-introvert personality, motivation, and speaking achievement are inter-correlated. However, there is still a need for an empirical study to investigate on how extrovert-introvert may differ in their motivational orientation and speaking achievement, and how they are inter-correlated at each other.

Based on the objectives above, the following research questions are further formulated as follows:

1. Is there any statistically significant difference between extrovert and introvert students in EFL motivational orientations?
2. Is there any statistically significant difference between extrovert and introvert students in speaking achievement?
3. How personality traits are inter-correlated with EFL motivational orientations and speaking achievement?

The contribution of this study is extended to theoretically support the expert literature of this current field under investigation. The findings of this study will be very beneficial for teachers, parents and students to lead to a decision of maintaining or changing the students' personality traits and improve their motivation in studying English as a foreign language. Even personality traits and motivational orientations are not strong predictors in the success of language learning, the great opportunities will be achieved better when the extrovert students are highly intrinsically motivated.

Literature Review

People's characteristics influence their social behaviors, orientation and interest. This leads to the notion that every person should have different behavior, orientation and interest. Therefore, it is unquestionable that when there is a different characteristic of personality, there is also possible to have different motivational orientations. Apparently, personality has long been a particular focus

of interest in education because it describes the preferences on how people learn and what they learn (McCaulley & Natter, 1974; Myres & Myres, 1980). Extroverts, for instance, have characteristics such as talk active, good at expressing face and body language, good at tasks and prefer quicker. In contrary, introverts are characterized as quiet, work independently and tend to be alone (Taylor, 1998).

Motivation represents the most significant factor of success (Dornyei, 1994). It is considered subjected to variation depending on situational factors. Some of the original research (see e.g. Maslow, 1954; Herzberg, Mausner & Synderman, 1959; Alderfer, 1972) had been conducted to identify factors underlying motivation. More recent research has further identified and grouped motivation into extrinsic and intrinsic motivation that depend greatly on the context, people involved and specific circumstances (Ehrman, Leaver, & Oxford; 2003). Another study also identified motivation, especially in EFL context, is falling into the international, extrinsic, and intrinsic (Setiyadi, et al., 2019). The terminology of having three motivational orientations is based on the hypothesis that the motivation theory of western country is irrelevant to the context where English is acquired and learnt as a foreign language. For those who acquire and learn English, particularly in Indonesia, the term of motivation becomes the reasons for their learning another language. In accordance to this, students may have more than just one reason to validate their involvement in language learning (Vallerand, et al., 2008). Therefore, beyond the extrinsic and intrinsic, the EFL students in Indonesia are oriented by international motivation since they have the reason to study English for the success of communication with other countries around the world.

Moreover, in the sense of extrovert and introvert personality with the success of language learning, Lightbown and Spada (2006) stated that many classroom teachers believe that in second or foreign language learning, extroverts are more successful than introverts especially in their communicative ability. In line with the previous research, many language teachers and learners believe that the role of extrovert and introvert personality constitutes a major factor contributing to success or failure in language learning (Naiman et al.'s, 1978). However, this finding is not a final conclusion to the belief that the success of language learning is regarded to the personality traits of extrovert and introvert. There are some possible factors that may influence the EFL students' speaking ability namely age or maturational constraints, aural medium, socio cultural factors and affective factors (Richard & Renandya, 2002). Thus, a further research is strongly needed to examine whether the extrovert is still outperforming in language learning rather than the introverts. Therefore, this present study aims to find what differences are truly existed between extrovert and introvert personality regarding to their motivational orientations and speaking achievement, and how extrovert and introvert personality are inter-correlated with EFL motivational orientations and speaking achievement.

Method

This study was a quantitative research. In order to find the difference and correlation between personality traits regarding to their EFL motivational orientations and speaking achievement, the researcher would firstly classify the students' personality types. The types of personality are categorized into extrovert and introvert. In attempting to answer the first and second research questions, the researcher would compare the means of three motivational orientations namely: international orientation, extrinsic motivation and intrinsic motivation based on extrovert and introvert personality. Another means of comparison would be also analyzed to find out the difference in speaking achievement between extrovert and introvert personality. Finally, the third research question would be analyzed by inter-correlating extrovert and introvert personality with EFL motivational orientations and speaking achievement.

Sample

A purposive sampling was used for data collection. The samples of this study were 40 students of XII grade in East Lampung, Indonesia. The samples were chosen since they have been studying English for 2 years in their school and they had higher English proficiency than other graders in the school.

Instrument

In gathering the data, the researcher used The Eysenck Personality Questionnaire (EPQ) and Self-Report questionnaire. The Eysenck Personality Questionnaire (EPQ) was employed to investigate the students' personality types into extrovert and introvert personality (Eysenck & Eysenck, 1975). The questionnaire adapted by the researcher consists of 10 items. The questionnaire was composed of two sub-scales: 5 items (Item no 1-5) were used to identify the introvert personality, while the rest items (Item no 6-10) were used to identify the extrovert personality. The validity and reliability of this questionnaire was calculated by using Cronbach's Alpha and each sub-scale of personality traits was valid and reliable. Here is the table of personality traits questionnaire scales.

Table 1.

| Personality traits questionnaire scales and internal consistency coefficients | | |
|---|-----------------|------------------|
| Scales | Number of Items | Cronbach's Alpha |
| Introvert | 5 items | .83 |
| Extrovert | 5 items | .91 |
| Personality Traits | 10 items | .73 |

Meanwhile, Self-Report questionnaire was used to identify the motivational orientations of the students. The questionnaire was adopted from Setiyadi, et al. (2019) consists of 12 items and divided into 3 sub-scales: international orientation (item 1-4), extrinsic orientation (item 5-8), and intrinsic motivation (item 9-12). The validity and reliability of the questionnaire has been calculated by using Cronbach's Alpha ($\rho=.86$).

In order to gather the data of speaking achievement, the researcher did not conduct any specific test and measurement. The data is collected based on the average mark of students speaking test in the regular teaching process conducted by the English teacher.

Data Analysis

SPSS 16.0 was used to analyze the data gathered. In order to investigate the difference between extrovert and introvert students in EFL motivational orientations, the data were analyzed by running Independent samples T-test. The same analysis was also undertaken to find out the difference between extrovert and introvert students in their speaking achievement. Finally, Pearson product moment correlation coefficient was computed to investigate how personality traits are inter-correlated with EFL motivational orientations and speaking achievement.

Result and Discussion

Result

Extrovert-introvert personality and motivational orientations

In order to attempt answering the first research question, Independent Samples T-test was used to investigate the difference between extrovert and introvert personality concerning to their motivational orientations in the EFL context.

Table 3. Difference between extrovert and introvert in motivational orientations

| Motivational Orientation | Personality Traits | N | Mean | Std. Deviation | Significance |
|---------------------------|--------------------|----|------|----------------|--------------|
| International orientation | Extrovert | 20 | 4.08 | .76 | .018 |
| | Introvert | 20 | 3.35 | 1.04 | |
| Extrinsic orientation | Extrovert | 20 | 3.91 | .93 | .499 |
| | Introvert | 20 | 3.72 | .81 | |
| Intrinsic orientation | Extrovert | 20 | 3.79 | .83 | .130 |
| | Introvert | 20 | 3.40 | .75 | |

** p < .01

Regarding to this finding, it can be concluded that there is insignificant difference between extrovert and introvert personality in their motivational orientations. The mean scores of the extrovert international orientation (M= 4.08), extrinsic motivation (M= 3.91) and intrinsic orientation (M=3.79) are higher than the introvert (M= 3.35; M= 3.72; M= 3.40). It indicates that extrovert personality may achieve outperforming motivation rather than introvert personality. However, the outperforming motivation of extrovert personality is not significantly difference with the introvert personality since the significance of each orientation is further calculated as follows: international orientation ($\rho = .018$), extrinsic motivation ($\rho = .499$) and intrinsic motivation ($\rho = .130$).

Extrovert-introvert personality and speaking achievement

Another finding attempts to answer the second research question by running Independent samples T-Test to examine whether there is any statistically

significant difference between extrovert and introvert students personality in their speaking achievement.

Table 4. Difference between extrovert and introvert in speaking achievement

| | Personality Traits | N | Mean | Std. Deviation | Significance |
|----------------------|--------------------|----|------|----------------|--------------|
| Speaking Achievement | Extrovert | 20 | 2.39 | .634 | .614 |
| | Introvert | 20 | 2.39 | .611 | |

** p < .01

As can be seen in the Table 4, there was not any statistically significant difference between extrovert and introvert students personality in their speaking achievement. The score of extrovert personality (M= 2.39, SD= .634) and introvert personality (M= 2.39, SD= .611) is insignificant (p= .614). The result suggests that extrovert and introvert personality do not have any significant effect on students' speaking achievement.

Correlation among the variables

In order to find out the answer for the third research question, the analysis of Pearson product moment correlation coefficient is used to determine how extrovert and introvert personality are inter-correlated with motivational orientation and speaking achievement.

Table 5. Correlations among the variables

| | (a1) | (a2) | (b1) | (b2) | (b3) | (c) |
|--------------------------------|--------|-------|-------|-------|------|-----|
| Introvert (a1) | - | | | | | |
| Extrovert (a2) | -.56** | - | | | | |
| International orientation (b1) | -.19 | .43** | - | | | |
| Extrinsic orientation (b2) | .30 | .34* | .48** | - | | |
| Intrinsic orientation (b3) | -.19 | .40** | .38* | .69** | - | |
| Speaking achievement (c) | -.07 | .15 | .02 | .38* | .29 | - |

** p < .01

As can be seen from Table 5, the two sub-scales of personality traits were statistically significantly correlated. It is the same as the three sub-scales of motivational orientations that indicates positive correlation. In order to figure the correlation between the extrovert and introvert personality and motivational orientations, extrovert personality is significantly inter-correlated with three motivational orientations rather than introvert personality, namely international orientation, extrinsic motivation and intrinsic motivation.

While extrovert personality shows positive and statistically significant correlation rather than introvert personality with both extrinsic and intrinsic orientations, extrovert personality seems to have the strongest linear correlation with international orientation. It suggests that extrovert personality strongly affects to the students' international orientation rather than other motivational orientations. By this finding, the inter-correlation among the personality traits and

motivational orientations may be implied that the students who are categorized as the extrovert learners may have a combination of the motivational orientations in learning English. This is not a surprising finding since many earlier studies have been documented that the combination of motivational orientation in learning English can co-exist and even associated positively to motivate the students for a greater accomplishment of task (Lepper et al., 2005; Hayenga & Corpus, 2010; Setiyadi et al., 2016). Another similar study is conducted by Zhang et al. (2013) that find out the extrovert students are more likely to be more motivated intrinsically as they are interested to always communicate with other people. This indicates that the extrovert students have stronger motivation intensity.

Discussion

The main goal of this present study was extended to theoretically give further information regarding to the influence of extrovert and introvert personality on their motivational orientations, and the influence of extrovert-introvert students' personality and motivational orientations on speaking achievement.

Students' personality and their motivational orientations

The plausible reason why both extrovert and introvert personality have no significant difference in their motivational orientation is that both of personality traits have the same motivational intensity in studying English. According to Silverman (2012), introverts try to be perfect in school. Therefore, the introvert students may have a higher motivational intensity to study English at school. In accordance to this, many good attributes are also attached to the introvert students as their effort to be motivated in achieving their goals. Thompson's (2012) reported that good at listening, planning concentration on tasks for a long time, uninterrupted period of time, taking time to think and focusing, and act independently are the characteristic of introvert students.

Meanwhile, extrovert students tend to be more motivated intrinsically as they are interested to always communicate with other people. This indicates that the extrovert students have stronger motivation intensity (Zhang et al., 2013). Besides, the motivation to always perform well in a certain situation is also characterized when the extrinsic rewards do exist (Hart et al., 2007). However, the insignificant difference between extrovert and introvert personality in their motivational orientations can be further elaborated as the impact of the English status in Indonesia. Since English in Indonesia is introduced as a foreign language, the awareness of the society to go beyond with English in entering the new millennium is also emerged. Many parents also support their children to early prepare learning English since they were in the elementary school (Lestari, 2003; Chodidjah, 2008). Thus, students who were extrovert and introvert have already fulfilled by the same awareness to learn English by the aim to have strongly preparation for the coming years.

Students' personality and their speaking achievement

The finding of this present study shows that there is insignificant difference between extrovert and introvert students according to their speaking achievement.

This finding is similar to the research conducted by Nadiyah (2010) entitled “Comparative Analysis on Choleric Students and Melancholic Students Concerning Their English Speaking Skill”. The research found that there is no statistically significant difference between the extrovert-introvert students with their English competence. The insignificant result may imply that the success of the students’ speaking achievement is not mainly regarded to their personality, but another factor such as their own learning strategy. It is already confirmed that the extrovert learners prefer to use greater number of interpersonal communication strategies or communicative strategies, while the introvert students tend to learn mostly by using metacognitive and cognitive strategy (Kayaoğlu, 2013).

The inter-correlation among extrovert-introvert personality, motivational orientations and speaking achievement

In order to investigate the inter-correlation between personality and speaking achievement, the finding reveals that there is no significant correlation. A study conducted by Chen et al. (2015) entitled “A Survey Study: The Correlation between Introversion/Extroversion and Oral English Learning Outcome” reported that there is insignificant correlation between students’ personality and their oral English learning. It suggests that personality types (extrovert and introvert) are not being a prior factor for the success of students’ oral English learning.

In line with this finding, Samand et al. (2019) also did the study regarding to the relationship between extrovert-introvert personality and students’ speaking performance in English study program of Halu Oleo University. The findings of this study indicate that both of extrovert-introvert personality was not correlated significantly with students’ speaking achievement. This may imply that students’ speaking achievement might be influenced by another factor. In this sense, the possible factor to define why there is no correlation between the students’ personality and their speaking achievement is that the students have already being strongly motivated to study speaking English. Therefore, the difference between students’ personality of extrovert and introvert is not a decisive factor for the success of students’ higher achievement in speaking.

Another similar finding is also found in the study conducted by Azis (2010) that investigates the correlation between extrovert and introvert personality with the oral performance of the EFL learners regarding to its components of fluency, accuracy, complexity, pronunciation and global impression. The study reveals that there is insignificant correlation between extrovert-introvert personality and their oral performance. The plausible reason to the extent why extrovert-introvert personality does not have any correlation with speaking achievement is further explained by Shumin in Richard & Renandya (2002). According to the explanation, some possible factors that may influence to the EFL students’ speaking ability are age or maturational constraints, aural medium, socio cultural factors and affective factors. Therefore, there is no doubt to state that students’ speaking achievement is not influenced by their extrovert-introvert personality.

However, the linear relationship of intrinsic orientation and speaking achievement shows statistically significant correlation but it is not particularly strong correlation. The plausible explanation is because intrinsic motivation is

positively correlated to predict the success of one's ability. Thus, the competence of mastering one's ability is highly achieved when the students are intrinsically motivated (Gottfried, 1985; Pintrich & de Groot, 1990). Similar to the finding, intrinsic motivation is a strong predictor to the success of learning. When the students are confident in their own abilities, the achievement of their learning success is possibly higher (Garcia & Pintrich, 1996; Greene & Miller, 1996; Walker et al., 2006). This suggests that the students who are intrinsically motivated had more positive effects on speaking achievement than any other motivational orientation. Thus, even the extrovert students may have combination of EFL motivational orientations, speaking achievement is only correlated significantly with the intrinsic orientation, while other orientations had insignificant effect.

Conclusion

This study is largely extended to investigate i) what are the differences between extrovert and introvert students' personality regarding to their EFL motivational orientations and speaking achievement, ii) how personality traits (extrovert and introvert) is inter-correlated with motivational orientations and speaking achievement in the EFL context. The findings show that in the context of EFL in Indonesia, the students who have different personality traits of extrovert and introvert have no statistically significant difference both in their motivational orientation and their speaking achievement. Meanwhile, the inter-correlation between extrovert-introvert personality, motivational orientation and speaking achievement can be described into three parts. The first correlation is between extrovert-introvert personality and three motivational orientations. The result indicates that extrovert personality is significantly inter-correlated with three motivational orientations namely international orientation, extrinsic motivation and intrinsic motivation. In addition, extrovert personality seems to have the strongest linear correlation with international orientation. While in the correlation between extrovert-introvert students' personality with students' speaking achievement, the result shows that there is insignificant correlation. However, the linear relationship of intrinsic orientation and speaking achievement shows statistically significant correlation but it is not particularly strong correlation. This suggests that the students who are intrinsically motivated had more positive effects on speaking achievement than any other motivational orientation.

Regarding to the finding, although personality traits and motivation were generally significantly correlated, the inter-correlation with speaking achievement is insignificant. Therefore, there is a need for a further research to investigate the reasons for the low coefficients of the insignificant inter-correlation to the speaking achievement.

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