



The Influence of Students Personality on Their Peer Review Ability

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Abstract

This study was aimed at investigating whether there is a significant influence between extrovert and introvert students in Verbal Peer Review ability. This study belongs to ex post facto design with a quantitative approach. For the data collection, there were questionnaires and speaking tests as the instruments. The questionnaire was adapted from the Eysenck Personality Questionnaire (EPQ) which categorized the students into introvert and extrovert. The population of this study was the students of XI MIPA 2 at SMAN 1 Bone with a total of 34 students, with a sample of 20 students who had been assigned purposive sampling technique of the population. The result found that there were 13 extroverts, 5 ambivalent, and 16 introverts. The result of the peer review test is the extrovert students' achievement was 16,6 and the introvert students' achievement was 8,6 as the average for their speaking ability. Both the questionnaire and peer review test results were then analyzed by using Pearson Correlation. It found out the correlation was significant at the 0.01 level. Meanwhile, the basic determination of Pearson Correlation was if the Sig. < 0,05 so the variables were correlated. Based on the result of the study, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. In conclusion, there is a significant influence of students' personalities on the peer review ability of XI MIPA 2 at SMAN 1 Bone.

Keywords: Influence; Personality; Peer Review Ability

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INTRODUCTION

English is one of the most important international languages in the world. It is used by almost all people around the world to communicate with each other. That is why English is taught at almost every level of education in Indonesia as the first foreign language. One of the most crucial abilities in learning a foreign language, particularly English, is speaking. Especially in doing verbal peer review.

When someone speaks, they are conveying their feelings, thoughts, and ideas. They can also communicate with people by speaking. Speaking should be done regardless of the type of communication required. Speaking is usually used to introduce students to new things so that they can benefit from the teaching and learning process. Speaking will be a difficult task for beginners. Because they still do not understand basic concepts such as vocabulary, grammar, understanding, fluency, and pronunciation.

Furthermore, some English students continue to struggle with speaking, which affects their overall performance. They each absorb and process information in their unique way. One of the causes of this is the difference in personality types between individuals, as well as how they interpret the lesson (Nazlia, 2015). According to Ryckman (2004), "Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in a specific situation."

The personalities of students are not the same. According to Jung (2004), "there are two main characters of a person." They are extroverts and introverts, respectively. Both are contradictory. Extroverts are outgoing people, who easily make new acquaintances, and adapt well to new situations. Being near people gives him or her vitality. Meanwhile, Sharp (1987) stated that an introvert is a person who focuses on himself or herself, enjoys tranquil and personal times with a few close friends, and derives vitality from spending time alone.

Therefore, the researcher was interested in conducting research entitled "The Influence of Students' Personality on Their Peer Review Ability".

Research Design

According to Emzir (2013), the study of causal-comparative or ex post facto was a systematic empirical inquiry in which scientists do not control the independent variables directly because the existence of these variables has occurred, or because these variables basically cannot be manipulated.

Participant/ Population and Sample

This research was carried out at SMA Negeri 1 Bone which is located in Tanete Riattang Barat District, Bone Regency, South Sulawesi, Indonesia. This research was undertaken in July 2023. The subject of this study was the students of XI MIPA 2 in SMA Negeri 1 Bone that consisted 34 students.

Data Collection/Procedures

The researcher distributed the questionnaires to the students to find out the students' personality types. The researcher also conducted a speaking test on 20 students to assess the students' speaking ability in doing a peer review. Further, to find out whether there is a significant influence between students' personalities on their peer review ability, the researcher then analyzed the data by using the SPSS program.

The data of this research were collected through questionnaires and speaking test. The questionnaires was distributed to find out the students' personality types, while the speaking test was carried out to find out the students speaking ability in doing peer review.

Data Analysis

To analyze the data, quantitative data analysis techniques were used carefully and systematically. Data were collected from students through questionnaires and speaking tests are then analyzed through quantitative approach, with a statistical data that aims to find out whether there is significant influence of students' personality to their speaking ability in doing peer review.

FINDINGS AND DISCUSSION

This chapter, the researcher presented the data which had been collected from the research in the field of study. The data were the result of students personality (Extrovert and Introvert), the result of students speaking score, testing hypothesis using SPSS program, interpretation of the result, and discussion.

Findings

The research findings were based on the results of data analysis. Data analysis consisted of questionnaire and verbal peer review test held to answer research questions about the students personality, the students verbal peer review ability, and whether there any significant influence of students personality on their verbal peer review ability.

1. The Students Personality

The students' personality traits were determined by using questionnaire and the analysis of the questionnaire was transformed into quantitative data. The questionnaire included 20 items. The researcher put the results of the questionnaire in the table. The tables presented for the data distribution were the name of the students and the students score of personality questionnaire.

Once the students completed the questionnaire, the answer coded in numbers and each response gave a value of 1 through 4, with 4 indicating introvert were reverse code so that someone who strongly disagree with the statement and marked a '1' was coded as a '4'. Then, higher score indicated Strongly Extrovert and lower score indicated Strongly Introvert of the students.

Table 1. The Result of the Questionnaire

No	Responden	Result	Personality
1	AMRA	31	INTROVERT
2	ASAZ	39	INTROVERT
3	AKZ	38	INTROVERT
4	ANA	62	EXTROVERT
5	AK	67	EXTROVERT
6	AQ	64	EXTROVERT
7	AAM	72	EXTROVERT
8	AAIY	39	INTROVERT
9	AAD	67	EXTROVERT
10	ABCD	62	EXTROVERT

11	AEAP	64	EXTROVERT
12	AMMH	44	AMBIVALANCE
13	AMAP	44	AMBIVALANCE
14	AMIA	49	AMBIVALANCE
15	ANSR	49	AMBIVALANCE
16	ARN	47	AMBIVALANCE
17	ASR	40	INTROVERT
18	AAB	40	INTROVERT
19	EAPA	38	INTROVERT
20	FM	68	EXTROVERT
21	FA	34	INTROVERT
22	FR	62	EXTROVERT
23	FDMK	37	INTROVERT
24	GA	37	INTROVERT
25	KAA	65	EXTROVERT
26	MA	35	INTROVERT
27	ZNR	36	INTROVERT
28	MI	33	INTROVERT
29	NZ	67	EXTROVERT
30	NA	36	INTROVERT
31	NIA	69	EXTROVERT
32	NRF	38	INTROVERT
33	NF	34	INTROVERT
34	RS	61	EXTROVERT

Referring to the results of the calculation, the percentage of students who show each personality dimension from highest to lowest ; they were Introverted personality dimension was 38,2%, extroverted personality dimension was 47,1%, and ambivalence dimension was 14,7%.

The following is chart about the frequency of extrovert and introvert personality questionnaire score.

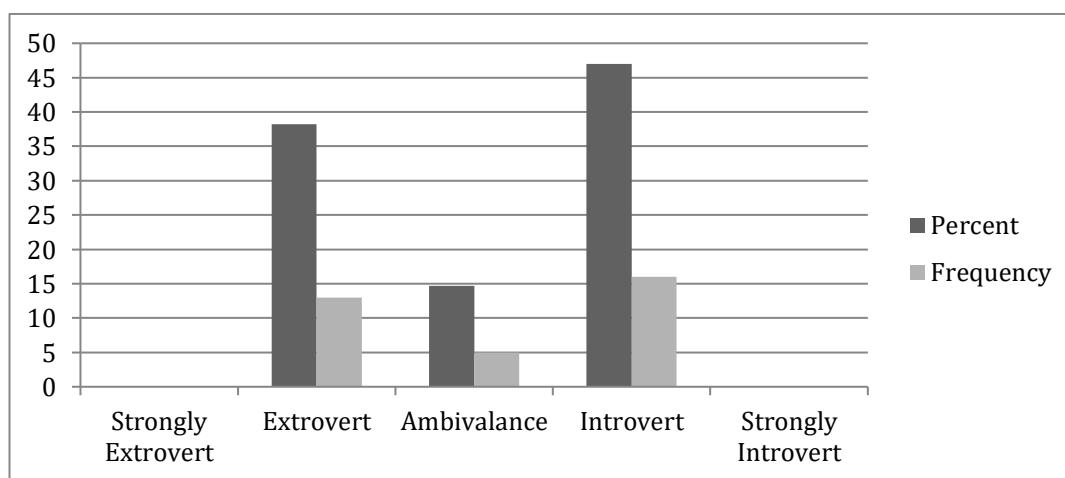


Figure 1.1 The Frequency of Questionnaire Score

2. The Students Verbal Peer Review Ability

The researcher obtained extroverted and introverted students' speaking scores based on five components of speaking skills (pronunciation, grammar, vocabulary, fluency, comprehension) using the David P. Harris scale assessment score.

Table 2. The Students Speaking Score

No	Name	Speaking Score					Total	Value	Classification
		P	G	V	F	C			
1	ANA	3	4	3	3	4	17	68	Fair
2	AKA	3	3	4	4	3	17	68	Fair
3	AQ	2	3	3	2	3	13	52	Bad
4	AAM	2	3	3	3	4	15	60	Fair
5	AAD	3	4	4	3	4	18	72	Fair
6	ABCD	4	4	3	4	4	19	72	Fair
7	AEAP	3	3	3	3	3	15	56	Bad
8	FM	4	3	3	4	4	18	72	Fair
9	FR	3	3	3	3	3	15	60	Fair
10	KAA	4	4	2	5	4	19	76	Good

Based on the table above the maximum of total score was achieved by 10th respondent with 19 total score and the minimum total score was achieved by 3rd with 13 total score. However the overall students' achievement was 16,6 as the average for their speaking ability, which meant the quality all of the students are good.

Table 3. Students Classification Score

No	Classification	Score Ranger	Value	Frequency
1	Excellent	20-25	85-100	-
2	Good	16-20	75-84	1
3	Fair	11-15	60-74	7
4	Bad	6-10	50-59	2
5	Very Bad	<5	<50	-

The data on the table above showed that in students' extrovert there were 1 student got Good, 7 students got Fair score, 2 students got Bad score, and none of students got Excellent and Very Bad.

Table 4. The Students Speaking Score

No	Name	Speaking Score					Total	Value	Classification
		P	G	V	F	C			
1	AMRA	1	1	2	1	2	7	32	Very bad
2	ASAZ	2	2	1	1	2	8	28	Very bad
3	AKZ	2	1	2	2	2	9	40	Very bad
4	AAIY	1	1	1	1	2	6	24	Very bad
5	ASR	2	1	2	2	2	9	36	Very bad
6	AAB	2	1	2	1	2	8	32	Very bad
7	EAPA	2	1	1	1	2	7	24	Very bad

8	FA	2	1	1	1	2	7	24	Very bad
9	FDMK	3	1	2	2	2	10	48	Very bad
10	GA	4	3	3	4	3	15	60	Fair

Based on the table above the maximum of total score was achieved by 10th response with 15 total score and the minimum total score was achieved by 4th with 6 total score. However the overall students' achievement was 8,6 as the average for their speaking ability, which meant the quality all of the students were bad.

Table 5. Students Classification Score

No	Classification	Score Ranger	Value	Frequency
1	Excellent	20-25	85-100	-
2	Good	16-20	75-84	-
3	Fair	11-15	60-74	1
4	Bad	6-10	50-59	-
5	Very Bad	<5	<50	9

The data on the table above showed that in students introvert there were 1 student got Fair score, 9 students got Very Bad score, and none of students got Excellent, Good, and Bad.

3. The Influence of Students Personality on Their Speaking Ability

Correlations			
		PERSONALITY	SPEAKING SCORE
PERSONALITY	Pearson Correlation	1	.873**
	Sig. (2-tailed)		<,001
	N	20	20
SPEAKING SCORE	Pearson Correlation	.873**	1
	Sig. (2-tailed)	<,001	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

The basic of determine the result by Pearson Correlation :

1. If Sig < 0,05 so the variable were correlated.
2. If Sig > 0,05 so the variable were not correlated.

The hypothesis of the research were formulated as follows:

H₀: There is not significant influence of students personality toward their verbal peer review ability

H₁: There is significant influence of students personality toward their verbal peer review ability

According to the results of the tables above those are obtained that there is significant influence of students personality on their verbal peer review ability, so the H₁ accepted.

Discussion

To answer the first research question, the researcher administered the personality questionnaire. Based on the questionnaire given to the students, it has been identified from the total 34 students of XI MIPA 2, sixteen students questionnaire result in introvert dimension, thirteen students posses the extrovert dimension, and five students posses the ambivalence dimension. From the test result of the English class students, the researcher summarized the students score. The score ranged from students' the lowest score of 24 and the highest score of 76. From ten students who possessed the introvert dimension of personality, their speaking score ranged from the lowest score of 24 until the highest 60, and the students' mean score 8,6. In addition, the extrovert personality dimensions whom possessed by ten students, the score ranged from the lowest score of 52 until the highest score 76, the mean score 16,6. And from the basic of determine the result by Pearson Correlation this showed the Sig < 0,05 so hypothesis accepted it can answer this third research question, which is to know do the influence of students personality on their verbal peer review ability.

1. The Students Personality

Referring to The Computation, the percentage of students who exhibit each dimension of the students' personality from the highest to the lowest; they are Introvert dimension of personality 47,1%, extrovert dimension of personality 38,2%, and ambivalence dimension of personality 14,7%. From the result of questionnaire there were 16 introvert, 13 extrovert, and 5 ambivalence students.

2. The Students Speaking Ability

Based on the results of students' speaking tests, it was found that the level of ability of introverted students in the speaking test was " very bad". Based on the speaking test results which show that 90% of introvert students fall into the very bad criteria. Meanwhile, extrovert students' ability level in the speaking test is " fair". Based on the speaking test results which show that 70% of extroverted students are included in the fair criteria.

Based on the results of the speaking test above, the researcher concluded that students who belong to the introvert personality type are not better in speaking ability, this relates to the theory previously presented. The theory explains that Chen (2015) Extroverts are usually considered better at learning foreign spoken languages than introverts. Zafar (2011) Extroverts seem to take full advantage of opportunities to use language because they tend to be sociable, and are more likely to join groups, more likely to engage in conversation both inside and outside the classroom, whereas introverted personalities may be better suited to in-class learning, especially reading and writing skills.

3. The Influence of Students Personality on Their Speaking Ability

The result of this research revealed that there was statistically significant difference between the personality types of the participants speaking performance. There is also a different learning style between the introvert and extrovert students, introvert students prefer to study alone while the extroverts prefer to participate and study in group. The result of the study was in line with the finding of the study conducted by Mohammad Reza Khodareza and Marzie Taheri's (2015). The result of their study showed that there is a light amount of different between extroverts and introverts in speaking ability. Their study also showed that

the extroverts are generally better at speaking than introvert, but the difference is not noteworthy. This study also was supported by Nazlia's (2015) with the finding that there is significant difference between personality type and speaking performance. She also conducted the research to find out the relationship between personality and speaking performance. The result was significant correlation between extrovert-introvert personality and students' speaking performance. In other words the researcher concluded that extrovert or introvert students have their own unique learning style or strategy. This unique learning style or strategy play important role in students success in speaking.

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, it can be concluded that the introverted students are 16 students and the extroverted students are 13 students. Based on the recapitulation of students' answers on the questionnaire the researcher concludes that there is a different result between introvert and extrovert students' ability in verbal peer review. Extrovert students' score is better than introvert students. It can be seen from the introverted student's mean score is 8,6 of 10 samples and the extroverted student's mean score is 16,6 of 10 samples.

Based on manual and statistical calculation in the findings of students' speaking ability, it has shown $<0,01$ which means there is a significant influence of students' extrovert and introvert personality on their speaking ability. The influence above is because both extroverts and introverts have different ways of speaking. Students with extrovert personalities have better ways of speaking than introverts. Their characteristics as extroverts contribute a positive effect on their speaking ability in some ways, better than the introvert ones do. In short, extrovert students are in favor in terms of speaking.

When the extrovert students learn English speaking ability, they need to learn seriously from grammar because the extrovert students sometimes do not care to the pattern. Do not let them underestimate the urgency of learning grammar because it will enhance their skill in speaking. Students should understand themselves, especially in what skill they are mastering, and what skill they don't really good at. And they should be more pay attention and also spend more time to learn and master English.

For further research, the researcher suggests to conduct about what kind of task that needed to be used to improve the students speaking ability. The researcher also suggests conducting another study by investigating the others factor in individual learners differences (age and affective filter) and students learning style or strategy.

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