

## FINDINGS AND DISCUSSIONS

This Chapter Present and discuss the finding of this researcher based on the data gathered from questionnaire via Google form, the Researcher present and discussion of the study in order to answer the research question about The Influence of students' Personality on Student English Skills

### A. Findings

This research aims to determine the personality of the students. This research was conducted by taking a questionnaire and obtained the results from the epi test. The sub-variables of student personality are extrovert and introvert. The Y variable is English skill (writing). The results of the test using SPSS are as follows:

#### 1. Results of introvert and extrovert analysis

From the personality test using EPI, the following results are obtained:

<b>Table 4.1 Recapitulation of EPI Test Results</b>		
	Score	Percentage
Respondents 1	24	92.3
Respondents 2	23	88.5
Respondents 3	21	80.8
Respondents 4	10	38.5
Respondents 5	23	88.5
Respondents 6	16	61.5
Respondents 7	19	73.1
Respondents 8	16	61.5
Respondents 9	10	38.5
Respondents 10	10	38.5
Respondents 11	14	53.8
Respondents 12	14	53.8
Respondents 13	12	46.2
Respondents 14	9	34.6
Respondents 15	9	34.6
Respondents 16	21	80.8
Respondents 17	11	42.3
Respondents 18	16	61.5
Respondents 19	14	53.8
Respondents 20	12	46.2

Respondents 21	10	38.5
Respondents 22	14	53.8
Respondents 23	10	38.5
Respondents 24	22	84.6
Respondents 25	12	46.2
Respondents 26	9	34.6
Respondents 27	10	38.5
Respondents 28	15	57.7

From the table above, it can be considered that students who have results below 54% are considered extroverts, and those with results above 46% are considered extroverts. From the above calculations, there were 15 students who were classified as extrovert and 13 introvert

<b>Table 4.2</b>			
<b>Extrovert group</b>			
NO	Respondents	score	Percentage
1	Respondents 1	24	92.3
2	Respondents 2	23	88.5
3	Respondents 3	21	80.8
4	Respondents 5	23	88.5
5	Respondents 6	16	61.5
6	Respondents 7	19	73.1
7	Respondents 8	16	61.5
8	Respondents 11	14	53.8
9	Respondents 12	14	53.8
10	Respondents 16	21	80.8
11	Respondents 18	16	61.5
12	Respondents 19	14	53.8
13	Respondents 22	14	53.8
14	Respondents 24	22	84.6
15	Respondents 28	15	57.7

The table above shows the data of respondents who are in the extrovert category. it can be seen that the value of all respondents above 50%.

**Table 4.3 Introvert group**

<b>Table 4.3 Introvert group</b>			
NO	Respondents	score	Percentage
1	Respondents 4	10	38.5
2	Respondents 9	10	38.5
3	Respondents 10	10	38.5
4	Respondents 13	12	46.2
5	Respondents 14	9	34.6
6	Respondents 15	9	34.6
7	Respondents 17	11	42.3
8	Respondents 20	12	46.2
9	Respondents 21	10	38.5
10	Respondents 23	10	38.5
11	Respondents 25	12	46.2
12	Respondents 26	9	34.6
13	Respondents 27	10	38.5

The table above shows the data of respondents who are in the introvert category. it can be seen that the value of all respondents under 50%.

## **2. Descriptive Analysis**

In this study, the results of descriptive analysis were calculated using SPSS version 21 with the following results

## 1. Descriptive Extrovert

<b>Table 4.4</b>		
<b>Extrovert variable spss results</b>		
<b>Statistics</b>		
		X1
N	Valid	15
	Missing	0
Mean		61.07
Median		63.00
Mode		63 <sup>a</sup>
Std. Deviation		7.842
Variance		61.495
Kurtosis		.242
Std. Error of Kurtosis		1.121
Range		30
Minimum		47
Maximum		77
Sum		916

The table above shows the descriptive test results using SPSS version 21 with the results of 15 respondents, a minimum score of 47 and a maximum score of 77 with a mean value of 61.07.

The results of the level of assessment of the extroverted student can be seen from the high, medium and low extroverted student can be described in the research results. The categorization of extroverts student variables is as follows:

$$\text{Mean Ideal} = \frac{1}{2} (\text{max score } i + \text{min score})$$

$$= \frac{1}{2} (77+47)$$

$$M_i = 62$$

$$\text{Standart Deviation Ideal} = \frac{1}{6} (\text{max score } i - \text{min score } i)$$

$$= \frac{1}{6} (77- 47)$$

$$SD_i = 5$$

$$\text{High} = X \geq (M_i + 1.SD_i)$$

$$= X \geq (62 + 5)$$

$$= X \geq (67)$$

Middle

$$= (Mi - 1.SDi) < X < (Mi + 1.SDi)$$

$$= (62-5) < X < (62+ 5)$$

$$= (57) < X < (67)$$

$$\text{Low} = X \leq (M_i - 1.SD_i)$$

$$= X \leq (6 - 5)$$

$$= X \leq 57$$

Based on the results of the identification calculation, the results of the extrovert student category can be made as follows:

<b>No</b>	<b>Interval</b>	<b>F</b>	<b>%</b>	<b>Category</b>
1.	$X \geq (67)$	2	13	High
2.	$(57) < X < (67)$	9	60	Middle
3.	$X \leq 57$	4	27	Low
	Total	15	100	

This means that there are 2 extrovert students in the high category or 13%. There are 9 extrovert students in the middle category or 60%. The low category of extrovert students was 4 people or 27%.

From the explanation above, it can be concluded that there are 9 extroverted students (60.25%), meaning that students who are extroverted are classified as middle

## 2. Descriptive Introvert

<b>Table 4.6</b>		
<b>Introvert variable spss results</b>		
Statistics		
		X2
N	Valid	13
	Missing	2
Mean		28.62
Median		28.00
Mode		28 <sup>a</sup>
Std. Deviation		4.331
Variance		18.756
Kurtosis		-.521
Std. Error of Kurtosis		1.191
Range		15
Minimum		21
Maximum		36
Sum		372

From the table above it can be concluded that there were 13 student respondents. The range score is 15. The minimum score is 21, the maximum

is 36. The meaning of sum is the total of all tabulated results of respondent's answers. The mean score is 28.62.

The results of the assessment level of student introverts can be seen from the high, medium and low introverts student can be described in the research results. The categorization of student introverts variable is as follows:

$$\begin{aligned}
 \text{Mean Ideal} &= \frac{1}{2} (\text{max score } i + \text{min score}) \\
 &= \frac{1}{2} (36+21) \\
 \text{Mi} &= 28,5 \\
 \text{Standart Deviation Ideal} &= \frac{1}{6} (\text{max score } i - \text{min score } i) \\
 &= \frac{1}{6} (36- 21) \\
 \text{SDi} &= 2,5 \\
 \text{High} &= X \geq (\text{Mi} + 1.\text{SDi}) \\
 &= X \geq (28,5+ 2,5) \\
 &= X \geq (31) \\
 \text{Middle} &= (\text{Mi} - 1.\text{SDi}) < X < (\text{Mi} + 1.\text{SDi}) \\
 &= (28,5-2,5) < X < (28,5+ 2,5)
 \end{aligned}$$



$$= (26) < X < (31)$$

$$\text{Low} \quad = X \leq (iMi - 1.SDi)$$

$$= X \leq (28,5 - 2,5)$$

$$= X \leq 26$$

Based on the results of the identification table, the results of the introvert student category can be made as follows:

<b>Table 4.7</b>				
<b>Results of the introvert's student category</b>				
No	Interval	F	%	Kategori
1.	$X \geq (31)$	5	38.5	High
2.	$(26) < X < (31)$	4	30,75	Middle
3.	$X \leq 26$	4	30,75	Low
	Total	13	100	

This means that there are 5 introvert students in the high category or 38.5%. There were 4 introvert students in the middle category or 30.75%. There were 4 introvert students in the low category or 30.75%.

It can be concluded that most introverted students are 5 , meaning that the introverted student category is included in the high category by 38%.

### 3. Linear Regression test results

Based on the results of the linear regression test, it can be seen that

<b>Table 4.8</b>		
<b>The results of the extroverts' student linear regression test</b>		
<b>The calculation results</b>	<b>Sub Variable</b>	<b>Sub Variable</b>
	<b>Extrovert</b>	<b>Introvert</b>
Constant	35.920	52.738
Beta Coefficient Value (Variable)	0.021	0.235
T (count)	4.696	2.654
significance	0.038	0.014
R (count)	0.146	0.503
R Square ( $R^2$ )	0.021	0.116
explanation	positive effect	positive effect

From the table above, it can be seen that the correlation coefficient (rx1y) shows a positive result of 0.146, which means that the relationship between extrovert variables and English skills, namely writing, is positive.

Thus it can be said that the higher the extrovert personality level of the students, the English skills, namely writing, will be better.

The coefficient of determination ( $r^2_{x1y}$ ) of 0.021 indicates that extrovert variables have an influence on English skills, namely writing by 2.1%. Based on the results of the Simple Linear Regression Line Equation, namely

$$Y = a + bX_1$$

$$Y = 35.920 + 0.021 X_1$$

The coefficient value of the  $X_1$  variable is 0.021, which means that if the extrovert level of the student ( $X_1$ ) is increased by one unit, the ability of English skills (writing) ( $Y$ ) will increase by 0.021.

The correlation coefficient ( $r_{x1y}$ ) shows a positive result of 0.503, which means that the relationship between introvert variables and writing skills is positive. Thus it can be said that the higher the student's introvert personality, the higher the writing skills will be.

The coefficient of determination ( $r^2_{x1y}$ ) of 0.116 indicates that the introvert level of students has an influence on writing skills of 11.6%. Based on the analysis, the  $t$  significance value for introvert personality towards writing skills is  $0.038 < \alpha = 0.05$ , which means that the effect of introvert personality on writing skills is significant.

The results of the Simple Linear Regression Line Equation test are as follows:

$$Y = 52.738 + 0.235 X_2$$

The coefficient value of the  $X_2$  variable is 0.235, meaning that if the level of introvert personality increases by one unit, the writing skill will increase by 0.235.

It can be concluded that there is an effect of student personality on English language skills on students of English faculty in UIN Antasari Banjarmasin. Based on the calculation, it is known that the  $r$  count of extrovert personality is 0.146 greater than  $r$  table 0.1996 and introvert personality is 0.203 greater than  $r$  table 0.1996 so that the proposed hypothesis is accepted. Thus it can be concluded that there are influencer students personality on student English skills of English faculty in UIN Antasari Banjarmasin.

## **B. Discussion**

The present study intended to investigate the influence between two personality types, namely extroversion and introversion. The data analyses have generated some important findings. In this section, the findings are discussed as an attempt to answer the proposed research findings in turn. In regard to the statistic analysis testing, the result showed that extrovert group was 9 respondents in the middle category or 60%. Introvert group was in high category and the respondent are 5 person or 38.5%. the linear regression test result is 2,1% for extrovert group, the linear regression test result is 11,6% for introvert group.

It shows that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Thus, there is an influence between students' personality and English writing skills. However, the influence between both variables is positive. It can be seen from the score of ekstrovert (2,1%) and the score of introvert (11,6%). It means that the variables is influenced but it can be seen that very low. Therefore, it can be concluded that personality and English writing skills of the fifth semester the department of English education students in UIN Antasari Banjarmasin has a positive influence but low category.

As it was revealed, introverts outperformed their counterpart in writing and its different subsets. As Jensen and Ditiberio (1984) claim, introverts generally have less difficulty in writing than extroverts. Although researchers such as Eysenck and Eysenck (1985) and Eysenck (1979) claim that introverts mostly attend grammatical and mechanical aspects of writing due to their attentional selectivity, it was shown that introverts also pay attention to content of writing. As Jensen and Ditiberio (1984) note, introverts generally want to clarify most of their ideas before writing; they can be encouraged to develop ideas while writing and they are usually able to generate their ideas in isolation. That is, their performance in content seems to be better than extroverts', who just easily express their thoughts in writing. Introverts are usually in search of the best vocabulary choice; for this reason they probably experience more difficulty in speaking an L2 fluently than extroverts. But, the same reason has made their writing much more professional

According to Zainuddin (2016),<sup>11</sup> this study has found that there was a significant difference between extrovert EFL learners and introvert EFL learners in writing. It presents a clear answer to the previous mixed results in this area and increases the role of personality in language proficiency,

particularly writing. Therefore, the extrovert group and introvert group are not at the same level of proficiency in terms of writing skills. Such a result answers the research question and agrees with previous scholars who have reported that introvert EFL learners are slower but more precise than extrovert EFL learners in terms of writing.

particularly writing. Therefore, the extrovert group and introvert group are not