

The Correlational Study Between Personality, Learning Style and Vocabulary English Achievement of Students Grade Eight SMPN 25 Makassar

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Abstract

This research is aimed at finding out the correlation between students' personality, learning style and vocabulary English achievement of the students grade eight SMPN 25 Makassar. This study applied correlation research design. The researchers used personality questionnaire from Taruna Psychology to investigate the student's personality traits, learning style questionnaire by Barsch to investigate students' learning style and vocabulary test to measure the vocabulary achievement of the students. The population of this research was all of students grade eight SMP 25 Makassar, and involving sample of one class that selected randomly consist of 30 students. After analyzing X1 Variable (Students' Personality), X2 (Students' Learning Style) and Y Variable (Students' Vocabulary Achievement) the result of this research showed that most of the students was extrovert person, most of them also prefer auditory learning style, and most of students have very poor vocabulary achievement. The result of the questionnaire and test was analyzed by multiple regression analysis in SPSS 22.00. It was found that there was no correlation between personality and vocabulary achievement, also the correlation between students' learning style and vocabulary achievement also showed that there was no correlation, and the correlation among personality, learning style and vocabulary achievement also found that there was no correlation.

Keywords: *Personality, learning Style, EFL, Vocabulary Achievement*

INTRODUCTION

The challenge that students encounter in learning English as a foreign language persists today, and many instructors and scholars are doing research to find solutions to the problem of teaching and learning English. Since the turn of the century, researchers have been more interested in how personality influences academic success, and numerous studies on personality characteristics, learning styles, and English language proficiency have been conducted in various countries. Personality characteristics and learning styles are intertwined and work on a continuum, according to Sadeghi et al (2012), hence personality is an important factor of learning styles. Many researches have established a substantial link between personality characteristics and instructional techniques. According to Busato et al. (2000), personality types

and learning styles have a substantial relationship. Some cases happen at SMP 25 Makassar, especially in English lessons, students experience difficulties in understanding English lessons caused by several internal and external factors. Internal factors such as students feel lazy to study and do their homework because they feel that there were many tasks given by the teacher and they sometimes do not know how to do it, because of less explanation of the teacher, and students shy to ask if they do not understand the lesson. External factors such as economic factors, parents of students only have one cellphone while their children were three who need to use it. Researchers wonder what actually the core of the student's problem that students face when they are learning, the researchers continue to conducted more observation of English teachers and students at UPT SPF SMP Negeri 25 Makassar to ask about do the teachers know their student's personality and learning style? and do students know their learning style? The researchers found that the majority of teachers know their students learning style in universal and most of the students do not know their personality and learning style, and that the majority of students do not know their learning personality and style. Based on the observation, the researchers believes that this is an important for students to know their personality and learning style in order to assist them in learning English online. Therefore, the researchers raised titles related to students' personality, learning styles and their vocabulary achievement to help students easier to learn English by knowing their personality and learning style, so they can learn effectively and enjoy with their style and it will help student to achieve more in their English lesson in the various limitations experienced during this covid-19 pandemic, and for the teachers, they can match their teaching style to their students learning style.

LITERATURE REVIEW

Theories of Personality

Brown (2007) mentions personality has several features as follow: (1) Self-esteem: The way a person sees himself; (2) Inhibition: to adapt the language ego; (3) Risk-taking: how to 'gamble' in learning new language; (4) Anxiety: associated with uneasiness, frustration, or worry; (5) Empathy: relation between language and society; ad (6) Extroversion: Extroversion and its counterpart, introversion are also potentially important factors in the acquisition of second language.

Extrovert Personality

Brown (2007) defines extroversion is the extent to which person has deep-seated need to receive ego enhancement, self-esteem, and sense of wholeness from other as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel "good". But extroverts are not necessarily loudmouthed and talkative. They may be relatively shy but still need the affirmation of others. Dornyei (2005) also describes the extroverts by the following adjective: extroverts are sociable, gregarious, active, assertive, passionate, and talkative. These characteristics for extrovert are also correspond to what brown (2007) states, where he says that extrovert tend to be "willing to take conversation risks and depend on outside stimulation and interaction".

Based on the description above, the researchers concludes that extroverts possibly have many friends. They speak more with people around them with enthusiasm. Moreover, extroverts

tend to be open to the strangers and get socially mixed (Myers,1962). They also more active in the classroom. They are brave and have high self-confidence to speak or perform in front of the class. They prefer working in group than individual.

Introvert Personality

Introverts are a different type of personality than extroverts, according to Dornyei (2005), the introvert is passive, quiet, reserved, withdrawn, sober, aloof, and constrained. It simply indicates that introverts are pupils who like silence. They are classroom students who are oblivious to what is going on around them. They prefer to be alone since they are uninterested in having a large number of pals. They also prefer to study in a calm environment. Introverts, according to Brown (2007), have "concentration and self-sufficiency." Introverts' need to digest ideas before speaking has resulted in linguistic risk avoidance in communication (Brown, 2007).

Based on the foregoing brief description, it can be stated that students with introvert personalities have a number of characteristics. To begin with, introvert pupils are quiet and distant, unless they are imitating their friends. Second, the term introvert students refer to pupils who prefer to work alone. Third, they have a tendency to be passive. Introverts dislike being seen in public. They avoid situations where there is a lot of noise or a lot of people. Fourth, they are intimate, serious, and personal. Fifth, they have a proclivity to ponder. They, on the other hand, ponder before they speak. Finally, they listen more than they speak and show a lack of excitement.

Learning Style

Definition of Learning Style

The phrase "learning style" comes from the field of psychology in general. According to Oxford (2003), learning style refers to the distinct ways in which people approach problem-solving. Learning style, according to Oxford, is defined as "a set of cognitive, affective, and physiological activities that serve as generally stable markers of how people perceive, interact with, and respond to their learning environment."

Types of Learning Style

Every person is different when it comes to learning; each has his or her unique method of obtaining information. As a result, each learner has an own learning style. Some experts classify learning styles in a variety of ways. Visual, auditory, and kinesthetic learning methods are the most frequent. Those learning styles, according to Brown (1980), are implicated in psychological aspects that facilitate language learning and teaching success. Essentially, learning style is the most effective strategy for people to absorb and apply knowledge in a specific way.

Each person may have a single leaning style or a combination of several leaning styles. In most circumstances, the learning style feature can be seen even at a young age. According to Oxford (2003) there are three dimension of learning style, sensory style dimension (visual/auditory/kinesthetic) is reflected in their learning styles. Dimensions of social style (extroverted/introverted) and cognitive style (global/analytic). According to Jensen and Nickelsen (2011), learning styles are categorized into three categories. There are three types of learning styles: visual, aural, and kinesthetic.

Sensory Style Dimension

Visual Learners

Visual learners, according to Jensen and Nickelsen (2011), think in pictures and learn best in pictures. They rely on nonverbal signals such as body language from the instructor or facilitator to aid understanding. Visual learners sometimes choose to sit in the front of the classroom. They also take detailed notes on the information delivered. According to Dunn (1984), visual learners prefer to read and analyze charts, drawings, and other graphic material. According to Wooldridge (1995), kids with a visual learning style are more likely to understand location, form, numerals, and color. These children have a strong visual memory. These children have a strong visual memory. These students can recall a visual of an object even if the position of the thing changes. As a result, visual students prefer to exhibit rather than present information.

There are certain characteristics to visual style. The following is an example:

1. Students frequently appear to be well-ordered in their attire.
2. They speak quickly.
3. They have excellent spelling skills.
4. They are more likely to recall what they see rather than what they hear.
5. They use visual aids to help them remember or process information.
6. They have trouble remembering visual instructions unless they are written down, and they frequently ask someone else to repeat what they say.
7. They read quickly and diligently, preferring to read for themselves rather than having someone else read for them.
8. Art is more important to them than music.
9. They always prefer to demonstrate or practice rather than provide a speech.
10. They are rarely bothered by loudness.

Auditory Learners

Auditory learning style (auditory learner) is a learning style in which students excel at listening (Jensen and Nickelsen :2011). These individuals learn by hearing and understanding information so that they can replay it later for study purposes. Auditory learners prefer to learn from lecturers and audiotapes in the classroom, according to Stenberg (2003), and may not fully comprehend information that is written. Pritcard (2009) supports Stenberg's assertion, stating that auditory learners prefer to learn by hearing. They gain from discussions, seminars, interviews, hearing stories, and listening to audio cassettes, for example, because they have high auditory memory. They enjoy order, repetition, and summary, when recalling memories, they tilt their heads and move their eyes. Auditory style has a unique personality. The following is an example:

1. Students enjoy talking a lot, debating, and explaining things in depth.
2. When they read, they move their lips and pronounce the writing in a book.
3. They enjoy reading aloud and listening to others read aloud.
4. They find it difficult to write down knowledge, but they are excellent at expressing it.
5. They enjoy imitating and repeating a tone, rhythm, or piece of music.
6. They speak in a rhythmic and patterned manner.
7. They have a good command of the English language.
8. They enjoy listening to music.

9. They find it difficult to complete an assignment or activity that requires visualization.
10. They are better at speaking loudly than they are at writing.

Kinesthetic Learners

Individuals or students who are kinesthetic learners will benefit from an active, hands-on approach. Interaction with the tangible world is preferred by these students. Demonstrations and physical activities including bodily movement will be preferred by them. Unfortunately, they struggle to stay concentrated and can easily become distracted. Kinesthetic learners prefer to learn through movement, and tying the movement to the knowledge helps them remember it. This method of gaining access to many sorts of motion and emotion was devised and maintained in mind.

Kinesthetic learner has some characteristics. As follows:

1. Kinesthetic learners are continually on the go; it is how they learn.
2. When memorizing information, they move their bodies, such as by walking around.
3. When they read, they use their fingers to point out the writing in a book.
4. They are unable to remain silent for lengthy periods of time.
5. They speak slowly and frequently stand close to the person they are speaking with.
6. They were usually practicing and physical activity oriented.
7. Practice and physical activities are preferred methods of learning for them.
8. They communicate with a lot of body language, such as nodding their heads to say "yes."
9. As learning aids, they require concrete objects.
10. They are eager to try new things and enjoy playing games.

Kinds of Vocabulary

According to Thornbury (2005: 3) in Dhanu Rahmat, there are many kinds of vocabulary. There are: Word Classes. Word classes are often calling Parts of Speech. Parts of Speech are consisting of noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

1. Noun
Noun is a part of speech that identifies a person, place, thing or idea, and parts of speech simply refer to types of words. Example: Tommy has run the company since 1993.
2. Pronoun
Pronoun is a word that takes the place of refers to a noun. Example: Janet has study in order for her to get the job that she wants.
3. Verb
Verb is one of the main parts of a sentence or question in English. The verb signals an action, an occurrence, or state to being. Example: I am drinking a tea.
4. Adjective
Adjective is a word used to quality noun or pronoun. Example of adjective: old, new, clever, smart, lazy, etc. Example in sentences: He is a clever student; My brother is lazy boy.
5. Adverb
Adverb is a word used for qualifying the meaning of verb, adjective, or another adverb. Example: Mrs. Dewi is teaching in the classroom.

6. Conjunction

Conjunction is a word to relate one word to another one, or one sentence to another one.

Example: My father like apple and banana; I want buy a doll but I have not money.

Concept of Achievement

According to Gay et al (2006: 128) state that achievement test measures the current status of individuals with respect to proficiency in given area of knowledge and skill. Standardized achievement test is carefully developed to include measurement of objective common to many school systems. They measure knowledge of fact, concepts and principle, and individual's level achievement is compared to the norm. or average score, for his or her grade or age level. Standardized achievement test typically covers a number of different curriculum areas, such as reading, vocabulary, language and mathematics.

An achievement test is related directly to the classroom lesson, units or even a total curriculum. Achievement test can also serve as indicators of feature that the students need to work on the future, but the primary role of an achievement test to determine acquisition of course objective at the end of a period of instruction (Brown 1994; 259; Brown 2001:391)

Regarding from these definitions, it can be concluded that achievement refers to individual proficiency which is grade averages in given areas of knowledge and skill. Therefore, the vocabulary English achievement refers to the students' grade score from the result in learning English.

Hypothesis

In this research, there are three major hypotheses. There are:

1. H0: There is no correlation between students' personality and learning style
H1: There is a correlation between students' personality and learning style
2. H0: There is no correlation between students' learning style and vocabulary achievement
H1: There is a correlation between students' learning style and vocabulary achievement
3. H0: There is no correlation between students' personality, learning style and vocabulary achievement
H1: There is a correlation between students' personality, learning style and vocabulary achievement

METHOD

This research used descriptive research especially in correlation research method and use quantitative approach. This research was carried out on November - December 2021 in UPT SPF SMP Negeri 25 Makassar. In this research, the population is all of grade eight students in SMPN 25 Makassar, the total students are 334 students. Cluster random sampling is used to determine the sample, based on the sample technique class 8.5 decided as the sample that consist of 30 students.

Instrument of the Research

In order to collect data regarding the purpose of this study, the following inventories will be used:

1. **Personality Questionnaire.** The personality questionnaire is used to measure only for introvert and extrovert personality traits. This Questionnaire adopted from Taruna Psychology, that consist of 16 questionnaire, 8 questionnaires for extrovert (No.1,2,3,4,5,7,8,9,13) and 8 questionnaires for introvert (No.6,9,10,11,12,14,15,16).
2. **Barsch Learning Styles Inventory Modified by E.C Davis**
 The Barsch Learning Style Inventory determines if a person is a visual, auditory, or kinesthetic learner. The Barsch scoring procedure is as follows: on the inventory, questions 2,3,7,10,14,16,20,22 test the language learner's visual preference, questions 1,5,8,11,13,18,21,24 test the language learner's auditory preference, and questions 4,6,9,12,15,17,19,23 test the language learner's kinesthetic preference. Each question is graded as follows: Almost Always 4 points, usually 3 points, sometimes 2 points, seldom 1 point, and Almost Never 0 points, depending on the learner's decision.
3. **Vocabulary test.** To identify students' vocabulary achievement, the researchers used a vocabulary test that, the researchers make a vocabulary mastery test based on student's English material in SMPN 25 Makassar. This vocabulary mastery test consisted of 30 numbers that contain vocabulary mastery test including testing 24 students understanding about noun, pronoun, verb, adjective, adverb, and conjunction.

Data Analysis Techniques

After finished the test the researchers checked the questionnaire and test score manually one by one, next for statistical computations and graphical analysis of the data, Microsoft Excel and SPSS windows 22.00 was used.

FINDINGS

After taking the data the researchers found student personality traits of class eight SMP 25 Makassar were 62% extrovert and 38% introvert. The learning style of the students were 50% auditory, 22% visual, and 28% kinesthetic, and vocabulary achievement of the students were 60% very poor, 24% poor, 4% average, 8% good and 4% got very good score. The result of hypothesis testing in measuring correlation between students' personality and their vocabulary achievement for introvert and extrovert personality the result was 0.791 and 0.929 this score was higher than 0.05 (H_0 was accepted and H_1 was rejected). It was mean that there was no correlation between students' personality and their vocabulary achievement. The result of hypothesis testing in measuring correlation between students' learning style and their vocabulary achievement for visual, auditory and kinesthetic learning style the result was 0.092, 0.653 and 0.287. this score was higher than 0.05 (H_0 was accepted and H_1 was rejected). It was mean that there was no correlation between students' learning style and their vocabulary achievement. When the researchers correlated at the same time the introvert and extrovert personality, their learning style and personality the result were 0.973 and 0.965 this result still higher than 0.05 so there was no correlation between student's personality, learning style and their vocabulary achievement. The same thing also happens when the researchers correlated learning style of the students visual, auditory and kinesthetic with their personality and vocabulary achievement. The result was 0.332, 0.581, and 0.613. This result was higher than 0.05 (H_0 was accepted and H_1 was rejected) it means that there was no correlation between students' learning style, personality and their vocabulary achievement.

DISCUSSIONS

Using the research question and framework, the following section presents the discussion and interpretation of findings. Each response area offers interpretation of findings based upon the analysis of the data sources. The findings of this research are compared with previous related researches.

The Students Personality Traits

Based on the finding most of the students were extrovert person. Brown (2007) defines extroversion is the extent to which person has deep-seated need to receive ego enhancement, self-esteem, and sense of wholeness from other as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel “good”. But extroverts are not necessarily loudmouthed and talkative. They may be relatively shy but still need the affirmation of others. (S. B. G. Eysenck & Chan 1982) also states that extroverts prefer to get energy from outside sources or outer world. Wakamoto (2009) categorized the behaviors of extrovert into five characteristics (based on Eysenck/Eysenck 1975). In terms of sociability/interaction, the extrovert like parties, need to have people to talk to. This result can give the clue to the teacher that mostly students need to practice speaking in the class, so teacher can provide activities that also suitable for students’ personality.

Learning Style of Students

Most of the students prefer auditory learning style, and some of the students prefer more than one learning style this result can give the clue to the teacher that mostly students can learn English better by listening, so the teacher can provide more listening activities when teaching English. Based on the findings presented previously, At the first time the researchers focused only in identifying the three general kinds of learning style, they were visual, auditory, and kinesthetic as Reid (1987) stated that learning style is restricted to the three general kinds of learning style namely, visual, auditory, and kinesthetic learning style. However, in this study the researchers found that there were some students with two and three combination of learning style they were visual and auditory, auditory and kinesthetic, and visual, auditory and kinesthetic. Learning style refer to the variations in your ability to accumulate as well as assimilate information. Each individual may possess a single style or could possess a combination of different learning styles (Brown, 2000).

Students Vocabulary Achievement

From the result, mostly students have very poor vocabulary achievement, the researchers believed that there were other things that researchers sound influence this result, like fewer students had a little willingness to improve their ability in English, to help students to improve their ability in English teachers should present their best method and strategy in teaching English in the classroom that suitable with their students.

Correlation between students’ personality and students’ vocabulary achievement in English

Based on the analysis of the questionnaire and vocabulary achievement of the students, personality traits and vocabulary achievement had no significant correlation of the eight grades

of SMPN 25 Makassar. According to Gass and Selinker (1994), personality variables have a major impact on the degree of success people have learning a second language. The hypothesis is based on the idea that certain aspects of a learner's personality might help or hinder second language learning. In this research the personality was not help the student's language Learning. The same line in the study from Frank Capellan (2017). A cor-relational study that personality types were not connected to second language learning. The result of this correlation also same with a study on academic achievement and personality of secondary school students by Dr. Suvarna V. D. 2015. These findings show that there was a minor positive link between secondary school students' academic achievement and personality. Yoja Fitria Mahmuda (2017) also find the same result of the correlation between personality traits and English Achievement of eleventh grade students of SMA Muhammadiyah 1 Palembang. The analysis was found out there was no significant correlation between personality traits and vocabulary English achievement, maybe there are another variable that have strong correlation with vocabulary achievement.

Correlation between students' learning style correlation with students' vocabulary achievement in English

The result of the correlation between students' learning style and vocabulary achievement. This result is same with the previous study by Meryem YILMAZ-ZOYLU 2009, The Effect of Learning Style on Achievement in Different Learning Environments, the result showed that learning style do not have effects on the achievement of students in different learning environments. This result also same with Titing Magfirah 2017 under the title Students' Reading and Listening Comprehension Based on Their Learning Styles, the result showed that there was not significant correlation between learning style with reading and listening comprehension score. Based on this result the researchers found that other things may affect the students, for example, they are not use the learning style effectively when learning English. Event they know their learning style, but they lazy to study, so the result was their vocabulary achievement still have low score.

Correlation between students' personality and learning style correlation with students' vocabulary achievement in English

The result of this analysis showed that there was no correlation between them, it was different from the previous research by Rajib Ahmed Faisal in 2019 that found there was a correlation between personality, learning style and English Achievement. The result of this research also different from Nabiollah Sadeghi at all in 2012 under the title Learning Styles, Personality Types and Reading Comprehension Performance found that that there was a relationship between personality types and/or traits of the learners, the way they establish their learning styles and their academic success in school and university both at an undergraduate and postgraduate level. According to Gass and Selinker (1994), personality variables have a major impact on the degree of success people have learning a second language. The hypothesis is based on the idea that certain aspects of a learner's personality might help or hinder second language learning. From this theory it can be conclude that personality can help or hinder the second language learning.

CONCLUSIONS

The data of students' personality was collected using questionnaire for introvert and extrovert personality, from the result above it can be concluded that most of the students of grade eight of SMPN 25 Makassar was extrovert person. Learning style of grade eight students in SMPN 25 Makassar most of them prefer auditory learning style, next students were preferring visual, and the last students were preferring kinesthetic. Students vocabulary achievement in grade eight of SMPN 25 Makassar showed that most of the students still have very poor vocabulary achievement only a few students have good and very good score.

The result of correlation between students' personality and their vocabulary achievement in grade eight of SMPN 25 Makassar was showed that there was no significant correlation between students' personality and their vocabulary achievement. The correlation between students' learning style and their vocabulary achievement showed that there was no correlation between students' learning style and their vocabulary achievement. The correlation between students' personality, learning style and their vocabulary achievement showed that there was no correlation between students' learning style and their vocabulary achievement. The researchers believe that this result was affected by other thing outside personality and learning style, for example students lazy to learn English vocabulary, and they do not have strong motivation to learn English that's why most of their vocabulary achievement also have very poor score and their teaching and learning process were disturbed because but they not use their learning style appropriately.

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