# The Effect Of Student's Personality Perception And Language Learning Strategy Towards Speaking Skill
# (Survey At State Junior High School In North Jakarta)

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**Abstract**

This study aimed to examine the effects of Student's Personality Perception and language Learning Strategy towards Speaking Skill. This research is conducted at SMPN 84 and SMPN 279, North Jakarta. The method of the research was a descriptive survey using some samples from the number of the population andusing test instrument for data collection. The hypothesis test showed that: 1). There are any significant effects of the Student's Personality Perception and Language Learning Strategy towards Speaking Skill at the state of Junior High School in North Jakarta. That is proved by the score of Sig. $0.02 < 0.05$ and Fo = 2,454. Both variables have given a contribution of 75.5% to the speaking skill. 2). There is a significant effect of student's personality perception towards speaking skill at the state of junior High School in North Jakarta. That is proved by the score of Sig. $= 0.02 < 0.05$ and to = 3,182. Student's personality perception has given a contribution of 69.2% to the Speaking Skill 3). There is a significant effect of the Language learning Strategy towards speaking skill at the state junior School in North Jakarta. That was proved by the score of Sig. $= 0.01 < 0.05$ and $t_0 = 3.621$. The Language Learning Strategy had given a contribution of 64.8% to Speaking Skill. Based on the result of the research, it proves that personality perception gives higher contribution on speaking skill than Language Learning Strategy.

**Keywords:** Personality Perception, Language Learning Strategy, Speaking Skill

## INTRODUCTION

Personality is one of the psychological factors that can affect students in the developmental of their learning process. It is because of some elements such as: the way of thinking, emotion, feeling, and behavior. It is also supported by John (2008:) who says personality as characteristic of individual that describe and account for consistent pattern of feeling, cognition and behaving. All of the characteristic pattern above will automatically give great contribution for the students in achieving their knowledge when learning English. It means that the personality of students will cover the way of their learning. For instance, in doing the learning the learning assignment that is given by the

teacher and also in following classroom activities, students will do it based the way of their behavior, feeling, emotion, and thinking which characterize their own selves

Generally, the basis typical characteristics of human personality commonly prescribed for extrovert and introvert. It is added by Myers and Peter (2012) who says the basic principle of individual personality can be intended into two types, extroversion and introversion. Extroversion can be categorized as open-minded student. A student who has open-minded personality will be easy in associating with peers. It is because of they tend to be talkative in their daily life. Then, they also have probability to receive all critics to improve their weakness when communicate with peers because they are influenced by their objective world which is outer world of their selves. An extroversion is active is class atmosphere also, they are active in speaking class and they have good communicative performance.

On the other hand, such supported by Raines (2011) people who Introversion gives them access to their own inner life and to world of ideas so they can be intended to closed- minded. Closed-minded students tend to be quiet and keep independently than working together with peers. They are influenced by subjective world which is inner world of their selves. Their primary orientations come from their selves. Thinking their feeling, emotion, and action are determined by subjective factors. The adjustment for outer world is not run well, for instance they difficult in building a good relationship with peers, or an adult people from them.

Furthermore, the different characteristic of extroversion and introversion will affect the learning progress of students with extroversion and introversion to understand the material adapting by the teacher and also the activity to complete learning task differently.as known, learning is the interaction process between teachers and students within specific learning environment. It includes the process of transferring information and knowledge from teacher to students. in the process of it, the students pay attention on teachers' explanation in order to receive the information. This activity is the central element of learning process which shows a wide variation in pattern, style and quality. Then, students can absorb and respond about their personality perception in order to achieve the target language.

As known, perception is a process by which individual organize and interpret their sensory impressions to give meaning to their environment. Perception is essentially a cognitive process experienced by everyone in understanding any information about their environment either sight, hearing, appreciation, feeling, and smell in learning. The distinctive personality perception will give a great contribution on their way in choosing learning strategy because all students have their own strategy. Learning strategy is several actions which are taken by the students in order to achieve learning goals. The strategy of students in learning can be various such as there are students who store the information and knowledge in their memory after heard from teachers' lecturing. They also need to make note taking in order to make them easier in understanding learning materials. In directly way, some students also plan, organize, arrange, and evaluating their learning process due to achieve the target of learning. otherwise, they also tend to have positive self-reinforcement in order to gain emotional controlling, attitudes and

motivation to the language learning. thus, there several ways, of extroversion and introversion students do to successful in learning language weather it is spoken or written.as known, speaking is the process delivering ideas orally. In the classroom, the teacher often finds that the students who almost active in speaking is extroversion students. based on the phenomena, the writer wants to find out the effects of student's personality perception and language learning strategy used towards their speaking ability.

**METHOD**

This research was conducted by using survey method, through a quantitative approach in which researchers attempt to obtain as complete a picture as possible from observed phenomena and interviews, surveyed data, then tried to draw conclusions based on data that has been obtained that can be relied on statistically, which in the end the results of processing this data can be drawn into a conclusion.

The population of this study were all of the students in class VIII at state junior high school 84 North Jakarta and state junior high school 279 North Jakarta. The Data collection techniques are: First free variable is students' personality perception. To find out the data of students' personality perception, the writer distributed questionnaire. The number of questionnaires for students' personality perception are 20. The questionnaires are designed by the researcher. Second free variable is language learning strategy. To find out the data of language learning strategy used by the extroversion and introversion students, the researcher will distribute the questionnaire. The questionnaire will be adapted by expert and the total number of questionnaires for students' language learning strategy are 40. The third variable is the dependent variable in the form of speaking skill. To find out the data of speaking skill, the writer tests the students orally. The writer asks the students to talk about their past experience

After getting the data, the writer analyzes the data in the form of frequency distribution tables, charts / bar charts for each variable. In addition, each variable will be carried out and analyzed the size and location, such as the mean, mode, and median, and deviation measures such as range, variance, standard deviation, tenderness and kurtosis

**RESULTS AND DISCUSSION**

The writer analyzes the data from the tests given to the students of Senior High School of SMPN 84 and SMPN 279 North Jakarta. The data were taken to find student's personality perception and language learning strategy in speaking skill. The objective of questionnaires and test were given to the 54 respondents which all the data were previously found to be valid and reliable through the try outs. The aim of the analysis was to find out and gave theinformation of the research findings based on the data and variables of the research subject. Therefore, all data will be analyzed by using *Statistical Programfor Social Science (SPSS) version 22.0 for Windows* in order to get the results of the relationships among variable.

## Table .1 Description of Research Data

### Statistics

|  | Student's Personality Perception | Language Learning Strategy | Speaking Skill |
|---|---|---|---|
| *N* Valid | 54 | 54 | 54 |
| Missing | 0 | 0 | 0 |
| Median | 99.00 | 86.00 | 80.00 |
| Mode | 94a | 86 | 80 |
| Std. Deviation | 13.169 | 13.747 | 13.106 |
| Minimum | 68 | 55 | 50 |
| Maximum | 120 | 107 | 100 |

Data of student's speaking skill is taken from a test conducted by the writer. The students are asked to talk about their last experience or it is called as recount text. The theme of the test is "Last Holiday "To make it easier done by the students, the test concept also is provided the sub themes. The scores are taken from the 54 respondents. The range of the score is 50 – 100. It means that the minimum score is 50 and the maximum score is 100. The speaking skill level of the respondents is on the average 75.93 (*mean*), the standard deviation is 13.106, *median* 80.00 and *mode* 80. The score of standard deviation is 13. It shows that the disparity of speaking Test among the respondents is relatively low. It is concluded that speaking skill of the  respondents are homogenous. From the description of table .1 above, we either can see that the average score and *median* score is exactly the same, by 75,93 and 80,00. It means that data of Speaking Test level is representative.

**Testing of Hypothesis**

**Table 2. The Recapitulation Result of Multiple Correlation Coefficients of The Effects of Student's personality perception and Language Learning Strategy towards Speaking Skill**

**Table 3. The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Students Personality Perception and Language Learning Strategy towards Speaking Skill**

### Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .715a | .512 | 492 | 9.338 |

### Anova

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 4656.742 | 2 | 2328.371 | 26.703 | .000b |
| Residual | 4446.961 | 51 | 87.195 |  |  |
| Total | 9103.704 | 53 |  |  |  |

**Table 4. Recapitulation Result for Linear Regression Equality Test of the Effects of students' personality perception and Language Learning Strategy towards Speaking Skill**

**Coefficients**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 4.576 | 10.084 | | 2.454 | .002 |
| Student's Personality Perception | .376 | .118 | .378 | 3.182 | .002 |
| Language Learning Strategy | .410 | .113 | .430 | 3.621 | .001 |

**The Effects of Students' personality Perception (X1) and Language Learning Strategy (X2)altogether towards Speaking Skill (Y).**

According to the recapitulation above, we may get that coefficient correlation value is significant. In other words, there is  a significant bound effect among the independent variables: student's personality perception (X1) and language learning strategy (X2) altogether towards the dependent variable: speaking skill (Y).

Meanwhile, the coefficient of determination student's personality perception and language learning strategy variables  contribute  to  speaking skill variable  is 0.512. It indicates that the contribution of independent variables: student's personality perception and language learning strategy altogether towards the dependent variable: speaking skill is about 51.2 % and the rest (for  about 49.8.%) is determined by other factors. According to  regression  analysis which is used to test the hypothesis, we may get the set of data stated in Table3 and Table 4 above. Refer to this, we may set the regression line equality that represents the effects of independent variables: student's personality perception and language learning strategy altogether towards the dependent variable:

To test the significance of regression line, we have to look at recapitulation of Table 4. According to general criteria, the significance of regression is obtained if Significance (*Sig*) is less than 0.05, which implies $H_0$ is rejected or if $F_{observed}$ (2.454) is more than $F_{table}$ (26.703) which affects $H_0$ is rejected and coefficient of regression is stated significant or we may say that there is a significant effect of independent variables: student's personality (X1) and language learning strategy (X2) altogether towards speaking skill (Y). As we know, *Sig value* is a number which is stated in *Sig* column on Table 4.6, while $F_{observed}$ is a number which is stated in F column on Table 4.6 as well. The value for $F_{table}$ is the value of F on the distribution table in 10% real degree, with the numerator degree (k) = 2 and the denominator degree (n – k – 1) = 52, where n is the total number of respondents, whilek is the total number of independent variables.

Based on the table 4 above, we can see that *Sig value* is stated by  0.02 < 0.05 and  $F_O$ = 2.454 as  the  consequence $H_0$ is  rejected  and automatically the $H_1$ is

accepted. It means that coefficient of regression issignificant. In general, we may say that there is a significant effect of independent variables: Student's personality perception (X1) and Language learning strategy (X2) altogether towards the dependent variable: Speaking skill (Y). From the recapitulation of test result either correlation or regression, we can draw a conclusion that there are effects of Student's personality perception (X1) and Language learning strategy (X2) altogether towards Speaking skill (Y).

## CONCLUSION

Some conclusions of this research can be presented. The first, there are any significant effects of Student's Personality Perception and Language Learning Strategy altogether towards Speaking Skill at state of junior High School in North Jakarta. It is proved by the score of *Sig*. $0.02 < 0.05$ and $F_O = 2.454$. Second, there is a significant effect of Student's Personality Perception towards Speaking Skill at state of junior High School in North Jakarta. It is proved by the score of *Sig*. $0.02 < 0.05$ and $F_O = 3.182$. The last, there is a significant effect of Language Learning Strategy towards Speaking Skill at state of junior High School in North Jakarta. It is proven by the score of *Sig*. $0.01 < 0.05$ and $t_O = 3.621$.

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