



AN ANALYSIS OF STUDENTS' PERSONALITY TRAITS AND LANGUAGE LEARNING STRATEGIES

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Abstract

The purpose of this research is to analyze students' personality traits and language learning strategies at the tenth grade students of SMK N 9 Padang academic year 2016/2017. Design of this study is descriptive qualitative. There are 25 students at the tenth grade of SMK N 9 Padang was becoming the respondents of this study which were chosen by stratified random sampling technique. The data was collected by using *Big Five Inventory* and *Strategy Inventory for Language Learning version 7.0 (SILL)* questionnaires. As the result, it found that there are various characteristics of the tenth grade students of SMK N 9 Padang academic year 2016/2017 are extraversion, agreeableness, conscientiousness, neuroticism and openness. In addition, each of personality traits used different learning strategies where extraversion and agreeableness students use affective strategy, meanwhile, conscientiousness, neuroticism and openness use metacognitive strategy.

Keywords: Language Learning Strategies, Personality Traits

INTRODUCTION

One of psychological factor that can influence students in the developmental of their learning process is personality. It is because personality has some elements that involve indeed such as: the way of thinking, emotion, feeling, and behavior. According to Santrock (2008:234-235) the factors that can influence learning: enviromental factors influence behavior, behavior affects the environment, person (cognitive) factors influence behavior, and so on. Then Bandura in Santrock (2008:234-235) adds that person factors into two that are personality traits and temperament. Personality traits refer to distinctive thoughts, emotions, and behavior that characterize the way an individual adapts to the world. Moreover temperament is a person's behavioral style and characteristic ways of responding. Personality traits and temperament are shown the individual variation. Personality traits are including introvert, extrovert, active



or inactive (passive) and temperament is including calm or worry, friendly or hostile.

Personality is the characteristic of someone that influence them in some way of thinking, feeling, and behaving. Trait is how the patterns of individual's thinking, feeling and behaving that shown intensely. It can be said that personality traits are the characteristics of an individual which is often shown by him/her that influences in their way in thinking, feeling, and behaving. These differences personality traits can be seen from the way of someone in behaving in every situation. In learning, personality traits become an important factor which can support students to develop their skill.

Personality traits are factor that makes a person different one to another and makes them as a unique individual. Dörnyei in Asmali (2014:5) describes the big five personality traits which are openness (the students who are imaginative, creative, innovative) conscientiousness (the students who hard work, success-orientation, tenacity and mindfulness need for achievement), extraversion (the students who are sociable, friendly and have many friends) agreeableness (the students who reliable, straightforward, self-sacrificing, humble), and neuroticism (the students who worrying, anxious, insecure, depressed, self-conscious, moody, emotional, and unstable). The big five personality is related with the students behavior in learning. In language learning process, students do a lot of things. In doing several assignment given by the teacher, they conscious or not take several strategy to make them comprehend. By using a strategy, they can remember the learning material or can adopt, adapt, also implement their learning experience in their life. The word strategy refers to action taken by the students conscious or not in that situation.

The goal of strategy is to affect students' motivational or affective state, or the way in which the student selects acquires, organizes, or integrates new knowledge. Thus, strategy of learning will guide students to the successful of language learning in the classroom. The difference personality traits will use the different language learning strategies. Those strategies can influence them in the successful or failure in language learning activities.



According to Oxford (1990:37-146) divides language learning strategies into two main categories, direct and indirect strategies which are also subdivided into six classes. Direct strategies, which involve the new language directly, are divided into Memory, cognitive and compensation strategies. As Oxford's (1990:37) says, "all direct strategies require mental processing of the language". The classification that is called as Strategy Inventory for Language Learning (SILL).

As explained above, personality traits are the factor which contributes to the students learning. Generally, there are five main types of students personality include openness, conscientiousness, extraversion, agreeableness and neuroticism. All of the types have contrasting point of views. They have several characteristics who emphasize their attitude toward social life. The characteristics of their personality will influence them in choosing the learning strategy in language classroom. In addition, according to Oxford there are six categories of learning strategies which can be implemented by students. It can be divided into two subcategories, for instance, direct and indirect. Direct strategy involves memory strategy, cognitive strategy, and compensation strategy, whereas indirect strategy includes metacognitive strategy, affective strategy and social strategy. Based on the six strategies, the researcher want to find out which categories of learning strategy preferred by openness, conscientiousness, extraversion, agreeableness and neuroticism students.

METHODS

The design of this research was descriptive research that described the phenomenon that happened in the field. Best in Cohen, et.al (2000:169) described descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event. This case support the researcher used this design because the researcher wanted to analyze openness, conscientiousness, extraversion, agreeableness, and neuroticism students' learning strategies use at tenth grade students of SMK Negeri 9 Padang academic year 2016/2017. Then, the researcher would take the respondent by



using stratified random sampling. In this research, the subgroup or strata to be involved were openness, conscientiousness, extraversion, agreeableness, and neuroticism. Then, the research selected equal-sized random samples from openness, conscientiousness, and extraversion, agreeableness, and neuroticism subgroups. Thus, the researcher would take 25 students as samples which could be divided randomly into 5 openness students, 5 conscientiousness students, 5 extraversion students, 5 agreeableness students, and 5 neuroticism students.

The researcher used two questionnaires for collecting the data. The first questionnaire was about students' personality traits by John and Srivastava such as openness, conscientiousness, extraversion, agreeableness, and neuroticism that consisted of 44 items. The second questionnaire was about language learning strategy which is developed by Oxford that used by students which consisted of 50 items.

FINDING AND DISCUSSION

1. The Result of Students' Personality Traits

From the data above, the researcher found five classifications of personality traits at the tenth grade of SMK N 9 Padang academic year 2016/2017. From 359 personality traits questionnaires were given back, the researcher found 94 students have openness personality trait, 136 students have conscientiousness personality trait, 27 students have agreeableness personality trait, 68 students have neuroticism personality trait, and 34 students have extraversion personality trait. Among the five personality traits, it can be seen that conscientiousness is dominantly personality trait that had by the tenth grade of SMK N 9 Padang academic year 2016/2017.

2. The Result of Language Learning Strategies of Extraversion Students

From the data description, the researcher found six classifications of language learning strategies used by the extraversion students in learning English. The most language learning strategy use is affective strategy which refers to emotional controlling in learning process. Extraversion students in high they have a good controlling emotion in their learning to make them gain the target



language. The second strategy is found by the researcher appeal to metacognitive strategy which. Next, cognitive strategy is the fourth strategy that used by extraversion which refers to a strategy to produce a target language in directing way such as practicing, analyzing, and reasoning, etc. Then, Memory strategy includes the strategy of extraversion students to remember a new term in English by connecting the sounds or pictures of the term. After that, Compensation strategy is compensation for missing knowledge. It was the strategies that used by extraversion students. The last strategy that used is social strategy. the extraversion students in high score, they have a good ability to communicate with another people, and in learning they use it to improve their learning.

3. The Result of Language Learning Strategies of Agreeableness Students

From the data description, the researcher found five classifications of language learning strategies used by the agreeableness students in learning English. Mostly, agreeableness students are used affective strategy. It is how the students controlling their emotion in language learning process and the students are controlling their cognitive in order to coordinate the learning process. Agreeableness students in high score, they are so cooperative with other and trying to control themselves to make people happy. The second is strategy which also used by agreeableness is social strategy that includes students' interaction to improve their comprehension in learning language. The third is metacognitive strategy which refers to communication strategies used by the students to compensate for limitation in their language. Afterwards, memory strategy which refers to strategies that used by the students to store the information in their memory then retrieve it when it is being asked. It is done by students through asking or working together with others to improve their ability in language learning. The last is cognitive strategy is also used by agreeableness which refers to practicing, receiving, analyzing, creating and reasoning the information.

4. The Result of Language Learning Strategies of Conscientiousness Students

Based on the data description, the researcher found six classifications of



language learning strategies that developed by Oxford which used by conscientiousness students in learning English. Dominantly language learning strategy use is metacognitive strategy. It is because the conscientiousness students in high level tend to be organized and mindful of details. They will prepare the work well and do it until done. Next is affective strategy. It helps students to regulate their emotion, motivation and attitudes in language learning such as making some positive statements to make themselves to be cheer up, enjoy and relax to learn. Then, social strategy is also used by conscientiousness, which refers to how the students interact with people around in order to help them improve their knowledge in language learning. Then, strategy which is also used by conscientiousness students is cognitive strategy. In cognitive strategy, the students used several ways such as practice the sound of English, use the English words that they know in different way, try to find patterns in English, and etc. After that, they also used compensation strategies that will help them to compensate their speaking and writing skill. The last strategy is memory that used by conscientiousness students in creating mental linking, applying images and sounds, employing action, and structured reviewing, the strategies such as; remembering new English words by making a mental picture, use flashcard, use the word in sentence, use rhymes to remember the new word, physically act out, think about relationship between what they already know and new things they learn.

5. The Result of Language Learning Strategies of Neuroticism Students

Referred to data description, the researcher found five classifications of language learning strategies used by the neuroticism students in learning English. It was same with conscientiousness students mostly language learning strategy use is metacognitive strategy. It refers to centering, planning, and arranging their learning. The second is Affective strategy. It includes lowering the anxiety, encouraging self, and taking the emotional temperature. The third is memory strategy, then it followed by social strategy and cognitive strategy.

6. The Result of Language Learning strategies of Openness Students

From the data description, the researcher found six classifications of language



learning strategies used by the openness students in learning English. The highest percentage of six language learning strategies used by openness students is metacognitive strategy. Next, affective strategy is the second strategy that mostly used by openness students. After that, they tend to use social strategy which refers to their interaction with others students in learning process such as in asking question, empathizing with other and cooperating with others. Next, compensation strategy was following cognitive strategy is also mostly used. Then, there is cognitive strategy which is mostly used by openness. Last is memory strategy which refer to strategy that used by students in order to remembering the information and the knowledge.

CONCLUSION

Based on the data, the researcher concluded that extraversion used affective strategies, metacognitive strategy, cognitive strategy, memory strategy, compensation strategy and social strategy, in language learning. The mostly language learning strategy used by extraversion is affective strategy. Meanwhile, agreeableness students used affective strategy, social strategy, metacognitive strategy, memory strategy and cognitive strategy in language learning, but dominantly used is affective strategy. Then, conscientiousness students used metacognitive strategy, affective strategy, social strategy, cognitive strategy, compensation strategy, and memory strategy but mostly used is metacognitive strategy. Next, neuroticism students used metacognitive strategy, affective strategy, memory strategy, social strategy, cognitive strategy in language learning, but mostly used is metacognitive strategy. Last, openness students used affective strategies, metacognitive strategy, social strategy, compensation strategy and memory strategy in language learning but mostly used is metacognitive strategy. So, it is really important to know about personality traits because can be predicting the language learning strategies used.

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