



## Analysis of Personality Factors' in Second Language Acquisition (A Survey of Fifth Semester Students' of English Education Study Program at UIN SMDD Bukittinggi)

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### ABSTRACT

This research was carried out based on problems encountered by researcher in the fifth semester of the English language education study program at UIN SMDD Bukittinggi. First, many students do not yet recognize their personalities. Second, students still feel insecure, anxious and afraid in using their second language skills because of their personality. The aim of this research is to describe student personality which has an impact on the process of second language acquisition for students in the fifth semester and to describe how personality factors influence the second language acquisition of students in the fifth semester. This research is research with a mixed approach. The instruments of this research are questionnaires and interviews. The respondents for this research for quantitative data were 46 fifth semester students of the English language education study program. The informants for this research were 4 students who had participated and filled out the research questionnaire. Data was obtained from three classes through distributing questionnaire instruments and interviews with fifth semester students. There are two data analyzes in this research, namely descriptive statistical data analysis for quantitative data and qualitative data analysis for researcher using the theory of Miles and Huberman in Sugiyono. The findings and discussion outline the answers to the three research questions, namely students' personality types, students' level of second language acquisition, and the relationship between personality and second language acquisition. First, it was found that the personality types of fifth semester students are conscientiousness, extroversion and its opposite, neuroticism, and agreeableness. Second, more than half of the fifth semester English education students have reached the level of continuous language development/advanced fluency with 57.6%. Third, students have the view that personality can facilitate or complicate the process of language acquisition, but it can still be influenced by other factors such as one's desire and self-control.

*Personality Factors, Second Language Acquisition.*

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## INTRODUCTION

Language is an important element in human life because language is a medium for communicating with each other using signs, sounds and symbols as a means of communication. In using language as a medium of interaction there is a process called the language acquisition process. Language acquisition is a natural learning activity of the human brain in mastering life skills. According to Ellis (1985), language acquisition is considered a meaning that combines subconscious and conscious processes.

According to Gass (2013), second language acquisition generally refers to the process of learning another language after the mother tongue has been learned. Sometimes, the term even refers to learning a third or fourth language. Learning a second language and beyond refers to the acquisition of a second language in Indonesia, where in Indonesia English is the second language studied. According to Irawan (2019), the process of teaching and learning English is a second language acquisition process because it includes the entire process of learning any language after the first language, be it second, third, fourth, and so on.

In the language acquisition process there are several factors that significantly influence the success of language acquisition. According to Krashen (2009) what makes language acquisition successful is motivation, self-esteem and anxiety. These three aspects are classified as affective factors and are understood to originate from the uniqueness of an individual or a person's personality. Personality is a factor that has a big impact on the success of second language acquisition. According to Zhang (2008) stated findings that a number of studies show that personality factors significantly influence an individual's level of success in acquiring a second language.

From the many studies related to second language acquisition in various age groups, namely children, adolescents and adults. In theory, second language acquisition at the adult level is believed to have a greater chance of success due to factors of cognitive maturity and awareness of interests (learning objectives). However, on the other hand, there is a shortage of adult students related to their personality factors. In fact, in the adult phase there are several problems in the learning process that originate from the desire to learn or motivation, self-confidence, and anxiety which are elements of personality factors.

This research was conducted based on problems encountered by researchers in the fifth semester of the English language education study program at UIN SMDD Bukittinggi. First, many students do not yet recognize their personality. Second, students still feel insecure, anxious and afraid in using second language skills. The aim of this research is to describe student personality which has an impact on the second language acquisition process of students in the fifth semester of the English language education study program and to describe how personality factors influence the English language acquisition of students in the second semester of English education.

Based on the explanation above, researchers identified several problems. First, many students have not yet recognized their personality traits. Second, several students experience low confidence, fear, and anxiety when using their second language, which may be influenced by their personality. These issues are critical as they can impact the process of second language acquisition, which is essential for students pursuing language studies.

To address these concerns, the researcher limited the scope of the study to focus on the analysis of personality factors in second language acquisition, specifically among fifth-semester students in the English Education Study Program at UIN SMDD Bukittinggi. The research aimed to answer three key questions: (1) What are the personality traits of the fifth-semester English education students at UIN SMDD Bukittinggi? (2) What stage of second language acquisition are these students in? (3) What is the relationship between personality factors and second language acquisition among these students?

## RESEARCH METHODS

This research uses a mixed method of qualitative and quantitative. The population of this research were students in the fifth semester of the English language education study program at UIN SMDD Bukittinggi with 46 participants to fill in the questionnaire, 4 informants for interviews.

Analysis data

Quantitative data in this study was analyzed using descriptive statistics analysis techniques. The results of data analysis in this research are in the form of percentages, which can be determined using the formula :

$$P = \frac{f}{N} \times 100\%$$

Description :

P = Percentage

f = Respondent frequency

N = Amount of data

This descriptive analysis is used to describe the frequency of respondents grouped by types of personality dimensions. According to Sugiono (2009) Descriptive statistics provides a description of the data seen from the number of samples (n) minimum, maximum, sum, mean, standard deviation and variance. Qualitative data analysis in this research used qualitative data analysis according to Miles and Huberman (1994) as cited in Sugiyono (2009) : by doing data reduction, data display and drawing conclusion/verification.

## RESULT AND DISCUSSION

### Result

#### 1. Dimensions of Student Personality

The first finding is related to the personality of students who are dominated by introverted personalities. Three out of four respondents who were interviewed admitted to being shy and not happy with the lecture process which required them to present material in class, which is an indication of the introverted personality dimension.

The interviews with the informants above investigated the type of personality each informant possessed. The result was that among the four interviewees, three of them were introverts, one of them was an extrovert. And there are also those who explain other personality dimensions, namely agreeableness and neuroticism which show an individual's weakness in defending opinions and the anxiety felt during the learning process in the classroom.

#### 2. Level of Students Second Language Acquisition

The interview results indicate that informants have different levels in their second language acquisition process. The informants in this research are at the speech emergence level. From the four speakers who were randomly selected, they assessed themselves to be at the speech emergence level where someone is said to have reached the speech emergence level if they feel they have mastered approximately 3000 English words and are able to communicate using simple phrases and simple sentences.

#### 3. The Relationship between Personality and Second Language Acquisition

Based on the results of interviews with informants, there are quite varied views on the influence of a person's personality type and their level of second language acquisition. The first informant felt that his personality made it difficult for him in the process of acquiring his second language. A different point of view from the second informant, namely Rama, is of the view that his personality has no influence on the acquisition of his second language. Informants' three personality factors have a very big influence on their language acquisition. The last informant was of the opinion that he felt stressed by the burden of his lectures, as well as the influence of personality on the second language acquisition process which occurred based on the learner's own goals. Based on the feelings felt by the source and the statements made by the first source, a person's personality influences the process of acquiring a second language. This significantly influences the learning process which supports the process of acquiring a student's second language.

The second interviewee has a different view regarding the impact of personality factors on the second language acquisition process. The second interviewee stated that whatever type of personality a person has, the process of language acquisition depends on the person's intentions and determination. If someone is determined, regardless of

their personality type, they will look for ways to face the challenges that arise and maximize the strengths they have.

The third interviewee supports the notion that personality influences second language acquisition based on the statement that his personality influences his way of learning which directly influences his level of second language acquisition. The fourth interviewee is of the view that the acquisition of English as a second language is influenced by the person himself, regardless of personality type, if a person has the determination to acquire a language then he will adapt his efforts in a way that best suits his personality.

### **Discussions**

After describing and analyzing the data, researchers found that all personality variables based on the Big five theory by Previn et al as cited in Simanulang (2021) appeared in fifth semester students but with different variations in number. Analyzing the data using Sugiyono's formula (2009), the percentage of each personality dimension is 52.2% for extrovert, 72.8% conscientiousness, 52.2% agreeableness, 61.95% openness to experience, and 51.1% neuroticism. Supported by the results of interviews that can be concluded that students have extroverted and introverted personalities, conscientiousness, agreeableness, and neuroticism.

According to Krashen, as cited in Irawan (2019), there are five stages or phases in language acquisition. In the fifth semester, students have gone through several stages of second language acquisition. The first stage is silent / receptive, at this stage it takes several hours to several months, the process of learning vocabulary and practicing new words, although some are already at the self-talk stage. In addition, at this stage, the child is not yet able to speak fluently. According to the questionnaire findings, more than half of the students have reached the silent/receptive stage in language acquisition with a percentage of 69.6%.

**Early Production Stage.** At this stage, second language acquisition can take about six months, during which students should understand up to 1,000 words. In addition, at this stage, they also learn to pronounce some words and start with short phrases, although the grammar may not be correct. And the findings show that 83.7% of students are already at this stage.

**Measuring the speech emergence stage** At this stage, students can typically acquire a vocabulary of up to 3,000 words, and over time, they can learn to communicate by including words in short phrases, sentences and questions. This stage is a very important process because students can understand various things, such as reading and writing in the second language. Although, grammatically it is still not perfect. And the findings show that 65.25% of students identified themselves as being at this stage.

Moving on to the intermediate fluency stage, at this stage, second language acquisition can take place over a year or more after hearing or being seen speaking. Students typically have a vocabulary of 6,000 words. At this stage, students already have the ability to communicate in writing and speaking using more complex sentences. This is also the most important element because students have started to think in a second language, so it can help them gain more skills in speaking. The data shows that 47% of students have reached this stage. The findings reveal the distribution of students at different stages of language acquisition.

Calculation of students at the stage of advanced language development or advanced fluency At this stage, second language acquisition for students takes quite a long time of at least two years to reach the stage where, in the next 10 years, they can achieve full mastery of the second language with all its complexities and nuances. In order to maintain fluency in the second language, students must actively use the language in discussions and daily life. And based on the questionnaire results, 57.6% of students feel that they have reached this stage.

Based on the interview data, four personality dimensions emerged: introvert, extrovert, neuroticism and agreeableness. The interviewees mentioned that reaching the stage of speech emergence in learning English requires mastery of about 3000 words and the ability to communicate using simple phrases and sentences. They also believe that personality affects the language acquisition process, although this can be influenced by other factors such as willpower and self-control. This finding is in line with the research of Karim et al. (2016), which shows that personality factors have an indirect influence on second language acquisition.

## **CONCLUSION**

The findings and discussion outline the answers to the three research questions, namely the type of personality of students, the level of second language acquisition of students, the relationship between personality and second language acquisition. First, all the dimensions of the big five personality theory according to Previn appear but in varying percentages and tend to be high. So that it is less comprehensive, support from interview data is needed to reinforce the findings, and it is found that the personality types of fifth semester students are conscientiousness, extroversion and its opposite, neuroticism, and agreeableness. Second, the students rated themselves as being at the level of speech emergence, believing they had mastered about 3000 English words and could communicate using simple phrases and sentences. Questionnaire data related to the level of second language acquisition showed that more than half of the fifth semester English education students had reached the level of continuous language development/advanced fluency with a rate of 57.6%. Third, the relationship between the personality dimension and second language acquisition. Students have the view

that personality can facilitate or complicate the process of language acquisition, because it depends on the actions of the individual himself. Which means that personality affects the process of language acquisition, but can still be influenced by other factors such as one's desire and self-control.

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