DESCRIPTIVE STUDY OF GRAMMAR LEARNING APPLIED BY STUDENTS OF ENGLISH DIPLOMA III STUDY PROGRAM ON THEIR PERSONALITY TYPES

Deninda Dwi Putri
University of Bengkulu
dpdeninda@gmail.com

Mulyadi
University of Bengkulu
ladunimulyadi@gmail.com

Indah Damayanti
University of Bengkulu
Indah_0789@gmail.co.id

ABSTRACT

This study attempted to find out (1) the most dominant personality of students at English Diploma III Study Program, (2) the most dominant grammar learning strategies applied by Sanguine, Choleric, Melancholic and Phlegmatic students at English Diploma III Study Program. Descriptive quantitative design was used in the study. In this study, the researcher used two questionnaires as the instrument. The instrument in the research was questionnaire. The first questionnaire adapted from Yusup (2013) to identify the students personality. The second one, the researcher used SILL version 7.0 adapted from Bayou's research (2015) to know the use of grammar learning strategies at English Diploma III students.The result of present study shown that the most dominant personality was phlegmatic types. Then finding also indicate that, Sanguine students preferred to use the social strategy. Followed by the Choleric students preferred to use the memory strategy. The Melancholic students as well as the Phlegmatic students, these two types preferred to use the metacognitive strategy as their strategy when they learnt Grammar.

Keywords : *Grammar Learning Strategy, Personality Type.*

ABSTRAK

Penelitian ini bertujuan untuk (1) menemukan tipe kepribribadian yang paling dominan pada mahasiswa Diploma III Bahasa Inggris, (2) strategi belajar grammar yang paling dominan yang digunakan oleh mahasiswa Sanguinis, Koleris, Melankolis, Phlegmatis pada Program Studi Diploma III. Rancangan Deskriptif Kuantitatif digunakan dalam penelitian ini. Instrument dalam penelitian ini adalah kuisoner. Kuisoner pertama diadapsi dari penelitian Yusup (2013) untuk mengidentifikasi kepribadian mahasiswa. Kuisoner kedua, peneliti menggunakan SILL versi 7.0 yang diadapsi dari penelitian Bayou (2015) untuk mengetahui pengunaan strategi belajar grammar pada anak Diploma III Bahasa Inggris. Hasil dari penelitian ini menunjukkan bahwa tipe kepribadian yang paling dominan adalah tipe plegmatis. Kemudian, penemuan selanjutnya menunjukkan bahwa mahasiswa Sanguinis lebih suka menggunakan strategi social. Diikuti oleh mahasiswa Koleris yang lebih menyukai menggunakan strategi memori. Mahasiswa Melankolis begitu juga mahasiswa Plegmatis, kedua tipe ini lebih menyukai menggunakan strategi metakognitif sebagai strategi mereka ketika belajar Grammar.

Kata kunci : *Strategi Belajar Grammar, Tipe Kepribadian*

INTRODUCTION

Grammar is important in language learning. First, grammar is needed by the learners to correct their mistakes in writing or written well. As example, Debate (2013) said that if students are master in grammar they may improve their written work in writing and correct the mistake. Additionally, grammatical is crucial to convey the message accurately. According to Bayou (2015) the message that is conveyed is more accurately, when the opportunities of speaker to get misunderstanding in communication is less.

Moreover, especially for English Diploma III students, grammar espouses the four skills in English (Listening, Speaking, Writing and Reading). Even, the English Diploma III Program Study tries to increase the knowledge and skill of students to use the language, involving the accuracy in using grammar. The course that focus on that problem such as *English Grammar I, English Grammar II, Writing II, Academic Writing*. From those subjects, they obtain many benefits, one of them is the basic knowledge and skill to support another courses.

As we know that, over the last few decades, the perspective in the field of education has changed, from teacher-centered perspective to learners-centered perspective. It means that learners take on more responsibility for their learning so that they meet their own individual needs. The learner-centered approach puts more responsibility on the students to learn by using language learning strategies (LLSs).

However, when students learn grammar, many of them are less aware about how important of grammar learning strategies are. They are accustomed to being spoon and passive. For instance, English Diploma III students at University of Bengkulu. They only learn based on explanation and exercises from their lecturers. They use same strategies over and over without recognizing whether the strategies are effective or not for them. These attitudes and behaviors make their learning are less effective. Through grammar learning strategies, it can encourage self-directed for students. So that, their grammar learning more effective, and more self-directed for them.

Grammar learning strategies itself is described by Oxford, Rang Lee & Park (2007) as "the actions and thoughts that is used to by the learner consciously to make their language learning and or language use easier, more effective, more efficient, and more enjoyable." Furthermore, Rubin (1975: 43) defines learning strategies as "the techniques or devise which a learner may use to acquire knowledge."

There are some strategies proposed by Oxford (1990) such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, social strategies, and affective strategies which are believed able to lead the students to enjoy the process of learning and finally get the expected grammatical competence.

Nonetheless, research in this area has shown that most of learners used language learning strategies in the different fashion. Based on Pawlak (2009) the kind of grammar learning strategies that is employed by students based on their individual

differences. A number of factors may influenced the choice of language learning strategies among students. As Nikoopour (2010) said these factors have been identified as motivation, learning style, gender gender and previous experience and personality types.

In this research, the researcher is interested in personality is caused by several reasons. The first reason is personality is believed providing the motivational block impulses or the motivational blocks, it can lead the students to use or not to use certain language learning strategies (Kato, 2009). Then, another reason is everyone included students of English Diploma III Study Program have individual differences such as their temperament. Next, the research about personality and second language learning is still seldom conducted and in many ways unsatisfactory (Ellis, 2008). So that, the researcher wants to know the tendency of grammar learning strategy based on the student's personality.

The researcher conducted a study on the use of grammar learning strategies in English Diploma III students at University of Bengkulu based on several reasons. Firstly, they have already took Grammar class under subject *English Grammar I, English Grammar II, English Grammar III, English Grammar IV*. Then, another reason is although much emphasis has been given for learner-center perspective in which students are more responsible to control and make their learning quicker and effective, students are not always aware of the power of using learning strategies

consciously, especially in learning grammar. So that, they use same strategies over and over without recognizing whether the strategies are effective for them or not.

Previously, several studies about language learning strategies and personality types have been conducted by some researchers. Firstly, the study of Ehrman and Oxford (1990), used MBTI to measure the personality types of students and SILL to identify the preferred strategy choices of the participants. The second is from Wakamoto (2000), used MBTI for personalities and SILL for language learning strategies were used to gather information.

Then Sharp (2008), used MBTI to identify students' personality. Bakker (2011) also used MBTI and SILL as her instruments. The last is from Nikoopour and Farsani (2010) similar to some researchers above they used two instrument, the first is MBTI to identify students personality and the second SILL to assess the learners' strategy-use-frequency in language learning. This study is conducted by using different instruments from some previous studies above to find the students personality and the use of grammar leraning strategies. So that, the researcher would like to find out if the result in line with the previous study.

Regarding to the problem above, the researcher tries to investigate the most dominant personality types at English Diploma III Study Program. The the most dominant grammar learning strategies applied by Sanguine, Choleric, Melancholic and Phlegmatic students at English Diploma III Study

Program.

The researcher hopes that this research will have necessary contributions for lecturers, students and curriculum designers. The first, the researcher hoped the lectures as facilitator is to recognize the grammar learning strategies to their students and lead them to use the strategies based on student's personality. As example, The lecturers can share their experience how they learn grammar when they were the student. The lecturers getting should give the right treatment for their students. It means that the lecturer create a more suitable learning environment by matching the strategies for Sanguine, Choleric, Melancholic, and Phlegmatic students. So, first the lecturers should know the characteristic of their students by collect data of characteristic of students. Then, the lecturers can consider which the effective strategies that can apply in the classroom. Secondly , the also hoped from this research, the student knowing their personality themselves, because it gives more understanding about their strength and weakness. So that, they can amplify their strength and .eliminate their weakness. Finally, the researcher hoped for curriculum designers to design the curriculum from the result of this study.

METHOD
In this research, the researcher used a descriptive quantitative design. This research will describe grammar learning strategies applied by Phlegmatic, Sanguine, Choleric, and Sanguine students at English Diploma III Study Program. The population of present research is 115 students at English Diploma III Study Program. There are 30 students for each class of Class Year 2014, 2015, and 2016.). They are chosen since they have already took Grammar class. The technique for taking sample that is used simple random sampling method because taking the sample from population did randomly (Sugiyono, 2016).

In this study, the researcher used two questionnaires. The researcher used personality type tests that is adapted from Yusup (2013) in Syarif Hidayatullah State Islamic University that he taken from standardized assessment written by Florence's book (1997) based on Hippocrates' theory which contained 40 items. It divided into four personalities such as Sanguine, Phlegmatic, Choleric, Melancholic type options which the students will be chosen.

The second questionnaire is adapted from Bayou's research (2015) in Addis Ababa University that he taken from Oxford's (1990) version 7.0 ESL/EFL Strategy Inventory for Language Learners (SILL) based on Oxford's theory. SILL is selected in this study since it is the most often used instrument to assess the frequency of strategies that are present in learning. To check validity the researcher used construct validity through judgment expert. For checking reliability the instrument was tried out to 30 students who have same characteristics with the sample of study. They were eight semester students who also have attended Grammar class. The result showed that the instrument had valid after consulting with some experts and the

instrument was reliable because the score of Cronbach's Alpha was higher than 0,60.

The researcher tried to analyze the data by finding the students' personality first and then, finding students' grammar learning strategies use. the researcher followed some steps from Sarjono and Julianita (2013) to find students's personality,. The first, decide score for each alternative answer. Then, find the frequency of respondent who choose each alternative answer. Next, find total score of each alternative answer by timing the score for each alternative answer and the frequency of respondent who choose each alternative answer. After that, sum each total score of each alternative answer. Compare the sum of each personality types and choose the highest score sum to decide whether the student are included as Sanguine, Choleric Melancholic or Phlegmatic students. After findings the students personality, finally decide the sum for each group of personality types.

To find the students' grammar learning strategies use, the Weighted Mean formula is used:

To find weighted mean of score each statement. The pattern showed below:

$$W = \frac{\Sigma(F.N)}{\Sigma F}$$

where:

W : Weighted mean of score each statement.
ΣF : Total frequency of respondent who choose alternative answer.

N : Weight/score of each alternative answer.

The researcher used formula below to find the mean of the whole statements for a group (group average) :

$$Wg = \frac{\Sigma(W)}{\Sigma n}$$

Where:
Wg : The mean of the whole statements for a group (group average).
W : The mean of each statement.
Σn : Number of items (statement)

RESULTS AND DISCUSSION

The Result of Personality Test

After analyzing the data, the researcher reported that Phlegmatic types as the most frequently personality found in English Diploma III Study Program (11 students). Then, followed by Sanguine type (7 students), and total of Choleric type as well as Melancholic type has same sum. It was 6 students. The total of personality students are also presented in percentages. The highest total was found in Phlegmatic type (36.66%). The second one was Sanguine Type (23.33%), and then each of Choleric and Melancholic type was (20%).

The Result of Grammar Learning Strategies Used by Students' Personality

To answer research question 1, descriptive statistics was employed to investigate the preferences grammar learning strategies that Sanguine students used. The result of grammar. As the result showed that the avaregae of Sanguine student using

social strategy was 3.45 (Wg= 3.45), which implies social strategy was the most frequently used Grammar Learning Strategy when Sanguine student learnt and used grammar.

To address Choleric students preferences of memory strategy categories, weighted mean score pattern was used. Seven items (1-7) were included in memory strategy which refers to the strategies students use for storing and retrieving information in grammar learning. The result presented Choleric students use of memory strategy.As it can be seen in table 6. The result reported that memory strategy has the high frequency of use for the Choleric students (Wg=3.45). Then followed by metacognitive strategy (Wg=3.37) as well as social strategy (Wg=3.37), compensation strategy (Wg=3.30), affective strategy (Wg=3.18) and the last cognitive strategy (Wg=3.13). It indicated that the Choleric students used memory strategy.

Regarding the third research question, a weighted mean score analysis is used to show the grammar learning strategies used by melancholic students. The mean value of the Melancholic students of the metacognitive strategy was 4.17, (W=4.17). It was highest mean value than another strategies. it indicated that Melancholic students used metacognitive strategy.

In line with the fourth research question, weighted Mean score was used to explore Phlegmatic students' use of grammar learning stratgegies. The table below presented the result of Phlegmatic students used grammar learning strategy. The Phlegmatic

students employ the metacognitive strategy were 3.18.(W=3.18) in average score while another average score are lower than metacognitive strategy. It indicated that the Phlegmatic students preferred to used metacognitive strategy than another strategy in learning grammar.

Personality Type of English Diploma III Students

The researcher found that the Phlegmatic is known as stable introvert more dominant than another personality.

This finding similar to some findings such as Moody's (1988) study , Bakker (2011), and so forth. Actually, there are some factors affect personality. One of them the Culture. Accorrding to Chain (2012) said that the Asian people are more Introvert. Meanwhile, Western are more Extrovert. Western especially U.S.A is dominated by things a value system that is called the Extrovert Ideal—the omnipresent belief that the ideal self is gregarious, alpha, and comfortable in the spotlight. Otherwise, culture of Asian traditional is more inclined to value reticence and caution.

The last one is age, age influences the trait of people. When the people are more adult they become quiter, less in need of excitement, their emotion are stable. This condition is called by psychologist as the process "instrinsic mature".

Grammar Learning Strategies Used by English Diploma III Students based on Their Personality

Personality Type of English Diploma III Students

The first finding found that Phlegmatic type was the most favoured characteristics among another personalities. (36.66 %). Then the second highest personality was found in Sanguine type (23.33%), and both of Choleric and Melancholic had the same result (20%). Although the result of this study against the finding of Liyanage (2004), which found Choleric (25%) as the most dominant personality among other personalities. In Moody's study (1988), he found that introvert students who study languages are more dominant than extrovert students.

Similar result was found by Bakker (2011), who said that introversion was the most dominant characteristic in Chinese participants showed preference for introversion. The preference for introversion was also found in Dutch participants. Then, Yusup (2013) found that the percentage for students who prefer to Sanguine personality was 17.14% and the percentage for students who prefer to Phlegmatic personality was about 34.29%. It indicated that Phlegmatic students were more dominant personality than Sanguine students were.

The result of this study is influenced by some factors. One of factors is the differences of culture. According to Chain (2012), the Asian people are more introvert, whereas

Western are more extrovert. Western especially U.S.A is dominated by what they called "Extrovert Ideal—the belief of omnipresent that the ideal self is gregarious, show-off people, be born as a leader. However, culture of Asian traditional is more inclined and more careful in acting. Another factor was the growth of age, it also influenced the personality of people. According to Kagan's research in Chain's book (2012), when the people were more adult, they were quiter, more stable in emotion and calmer. The psychologist called this process as "instrinsic maturation". This term means personality development is determined by biological maturation, because it is not decided by life experience.

Grammar Learning Strategies Used by English Diploma III Students based on Their Personality

1. Sanguine Students

The present study showed that Sanguine students at English Diploma III Study Program preferred to social strategies than another strategies. The result of this study similar to finding of Ehrman and Oxford (1990) who found that extrovert tended to use social strategies. Moreover, Wakamoto (2000) investigated that extroversion was found significantly correlated to functional practice strategies and social/affective strategies. In contrast, The finding of Nikoopour and Farsani (2010) found that extrovert used cognitive strategies.

Based on the result of this finding, Sanguine students applied social strategy- questioning for clarification. Practically, there were

several reasons why Sanguine students preferred to this strategies. The first, Sanguine types were easier greeting people or opening conversation with anyone even the strangers, whereas other types hesitated to do it. This type was appropriate with social strategies which this strategies emphasize on asking question to anyone to help them in understanding about material they learnt. Then, Sanguine types were always curious about anything. This type wanted investigated about anything they did not already known. This characteristic similar to one aspect of this strategy which questioning for clarification to get understanding about something they don't understand yet.

Sanguine students are also used social strategy in cooperating with others. The reason why Sanguine preferred to this strategy since this personality type has similar characteristic to this strategy. Sanguine type had characteristic such as easy-going and sociable which means this personality type enjoyed the interactions with the people. According to Ehrman and Oxford (1990) when extroverts learn, they prefer to interactive learning task such as cooperation with others (group work).

The result of present study can be implemented in English Grammar teaching in classroom. The lecturer can lead the students to include in cooperative learning such as making group work to them to lead the students share their knowledge, and reduce the competition among them by making they think that they are group not rival. Students also need to learn acceptable ways to ask for clarification or verification since it is done differently in different cultures and different language. Help students learn appropriate conversational questions like the following, pardon me, I'm sorry. I don't understand and so forth.

2. Choleric Students

Based on the finding of this study, the reseacher found that the Choleric students used the memory strategies when they learnt English Grammar. The present finding is opposite to the finding of Ehrman & Oxford (1990). According to Ehrman & Oxford (1990) Extroverts reportedly use more indirect strategies than direct strategies. In addition, Wakamoto (2000) investigated that Extroversion was found significantly correlated to functional practice strategies and social/affective strategies.

Although, this result of this finding is opposite to finding Ehrman & Oxford (1990), the researcher believed that some aspects of memory strategies, such as reviewing well which reviewing the material at different intervals until the material become automatic, fits those who prefer Choleric types. Choleric students were typical who interested in achieving goals. This type had great ability to accomplish task more than anyone else. When, they looked at any task, this typical would use their strong will to reach their aims.

3. Melancholic Students

The finding of present study found that Melancholic students used the metacognitive strategy. The result

of this finding different from Bakker (2011) who found that the more introvert person is, the fewer metacognitive strategies are used. Although, the result of this finding different from finding of Bakker (2011), the finding of Ehrman and Oxford (1990) was similar to the result of this finding. According to Ehrman and Oxford (1990) Introvert learners preferred metacognitive strategies by avoiding social contact. Moreover, Sharp (2008) showed the results that Introversion was negatively related to social strategy use and positively related to metacognitive strategy use.

Melancholic students preferred to used metacognitive strategies may be caused by similarity of characteristic between this types and this strategies. Melancholic students were primarily oriented towards concepts and ideas in their inner world, organized well, planner which explains why they would prefer metacognitive strategies in language learning, such as identifying their own learning preferences and needs, as well as organizing, setting goal and objectives and planning for a language task.

The result of this study can give implementation in English grammar learning which the lecturer are able to give the exercise to students created a notebook that will help them throughout their langue learning. This notebook can be used for any following purpose, such as writing down assignment given by the instructor, recording goals and objectives for learning grammar. This was the best way to get organized and to manage students learning.

4. Phlegmatic Students

Based on the result of this study, the Phlegmatic has similar strategies to Melancholic students, they preferred to use the metacognitive strategies. The finding of this study similar to result of Sharp's research (2008) and Ehrman and Oxford' research. According to Sharp (2008), Introversion was negatively related to social strategy use and positively related to metacognitive strategy use. In addition, the finding of Ehrman and Oxford (1990) shown that Introvert learners preferred metacognitive strategies by avoiding social contact.

Based on the result of this study Phlegmatic students preferred to use metacognitive strategies- monitoring mistake. It is caused by similarities of characteristic between this type and this strategy. Phlegmatic students are known introspective people. It means that they thinking themselves deeply whether they have done something right or not. This characteristic similar to the aspect of metacognitive strategy which monitoring mistake when learning the language.

Phlegmatic students also preferred to use metacognitive strategies- gathering and organizing the materials. They have the ability of administrative. For example, they can do easily the task related to the type because they has ability in administrative. This characteristic may be the reason why they would prefer metacognitive strategy in language learning such as gathering

and organizing the material.

The implementation that can be applied by the lecturer in the classroom such as remind the students about the benefits of material that they learn explicitly. Lecturer also can use portofolio assessment to the students, both the lecturer and students can evaluate the progress of student during they learn.

CONCLUSION AND SUGGESTION

After the researcher conducted this study, the researcher could find the finding of two research questions in this study. The first finding is Phlegmatic type as the most dominant personality of student at English Diploma III Study Program among other personality types.

The researcher also found the use of grammar learning strategies used by students at English Diploma III Study Program based on their personality. Sanguine students preferred to social strategies. Then, Choleric students preferred to the memory strategies. Metacognitive strategies are used by both of Melancholic and Phlegmatic students.

This research is able to help lecturers getting more insights into the students' characteristic when they learn grammar based on their personality types differences, so the lecturers are able to give the right treatment for their students. It means that the lecturer can create a more suitable learning environment by matching the strategies for Sanguine, Choleric, Melancholic, and Phlegmatic students.

Through knowing their personality themselves, it gives more understanding about their strength and weakness. So that, they can used their potential as maximal as possible.

For further research is needed to more fully explore this area and the nature of the grammar learning strategies use and other variables such as achievement, motivation, anxiety of grammar learning. Then, this research is also used very small sample. It suggested using a larger sample to find more significant result and thus provide us with a better view on grammar learning strategies used by students based on their personality.

REFERENCES

Bakker,S. (2011). *"Personality Styles and Language Learning Strategies of Chinese and Dutch Learners".* University of Groningen.

Bayou, Y (2015). *Grammar Learning Strategies Use Of Grade 11 Students At Medhanealem Preparatory School: Gender In Focus.* Addis Ababa University.

Chain, S. (2012). Quiet*: the power of introvert in a world that cann't stop talking.* New York: Crown Publisher.

Debata, P. (2013). *The Importance of Grammar in English Language Teaching- A Reassessment.* Retrieved at: Language in India www.languageinindia.com

13(5), 482-486.

Ellis, R. (2008). The study of second language acqusition. (2nd Ed), oxford: Oxford University Press

Ehrman, M. & Oxford, R. (1988). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *Modern Language Journal, 72,* 253 – 265

Ehrman, M., & Oxford, R. (1990). Adult language learning styles and strategies in an intense training setting. *Modern Language Journal, 74*, 311 -327.

Littaure , F. (1997). *Personality Plus*, Michigan: Fleming H, Revell.

Liyanage, I. J. B. (2004). *An exploration of language leraning strategies and learner variable of srilanka learners of english as a second language with special reference to their personality,* Griffith University. Australia.

Moody, R. (1998). Personality preference and foreign language learning. *Modern Language Journal*, 72, 389-401.v

Nikoopour, J. and Farsani, M. A (2010). *"On The Relationship between Language Learning Strategies and Personality Types among Iranian EFL Learners".* Journal, 1(1),

81-101.

Oxford, R, L. (1990). *Language Learning Strategies: What Every Teacher Should Know.* New York: Newbury House Publisher.

Oxford. R. L., Rang, L. K. and Park, G. (2007). *L2 grammar strategies: The Second Cinderella and Beyond.* Pawlak, M. (2009). *Grammar Learning Strategies and Language Atteinment: Seeking a Relationship.* Research in language, 7, 43-60

Rubin, J. (1975). *What the 'Good Language Learner' can teach us.* TESOL Quarterly

Sarjono dan Julianita. (2013). *SPSS vs LISREL: Sebuah Penegantar, Aplikasi untuk Riset,* Cetakan Kedua, Salemba Empat, Jakarta

Sharp, A. (2008). *Personality and second language learning. Asian Social Science, 4(11),* 1-15.

Sugiyono (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

Wakamoto, N. (2000). *Language learning strategy and personality variables: Focusing on extroversion and introversion. International Review of Applied Linguistics, 38* (1), 71-81.

Yusuf, M (2013*). A Comparative Analysis on Sanguine and Phlegmatic Students Concerning Their English Speaking Skill (A Comparative Study At The Second Year Student Of SMP Wijayakusuma.* Syarif Hidayatullah State Islamic University Jakarta