

A COMPARATIVE STUDY BETWEEN INTROVERT AND EXTROVERT STUDENTS PERSONALITY IN LISTENING ACHIEVEMENT

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ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki (1) apakah terdapat perbedaan antara siswa introvert dan ekstrovert dalam pencapaian kemampuan mendengarkan, dan (2) Tipe kepribadian siswa manakah yang memiliki pencapaian yang lebih baik dalam kemampuan mendengarkan. Populasi penelitian ini adalah siswa kelas satu di SMA Kartikatama Metro yang terdiri dari 58 siswa. Penelitian ini termasuk kuantitatif bernama desain faktorial. Kuesioner diberikan untuk mengelompokkan siswa kedalam grup introvert dan ekstrovert. Mean dari nilai pretest pada grup introvert adalah 65.60, sedangkan pada grup ekstrovert 72.60. Lalu, mean dari nilai posttest pada grup introvert adalah 64.20, sedangkan grup ekstrovert 69. Hasil penghitungan menunjukkan bahwa t-ratio lebih tinggi dari t-table dimana t-ratio 2.076 dan t-table 2.060. Hal tersebut menunjukkan bahwa hipotesis diterima. Kesimpulannya, terdapat perbedaan antara siswa introvert dan ekstrovert dalam pencapaian kemampuan mendengarkan dan siswa introvert memiliki pencapaian yang lebih baik dalam mendengarkan.

This research aims to investigate (1) whether there is a difference between the introvert and extrovert students in listening achievement, and (2) which one of the two that has better achievement in listening. The population was the first grade students of SMA Kartikatama Metro consisting of 58 students. This research is quantitative namely factorial design. The questionnaire was given to classify the students into introvert and extrovert group. The mean of the pretest of the introvert group was 65.60, while the extrovert was 72.60. Then, the mean of posttest of introvert group was 64.20, while the extrovert was 69. The result showed that t-ratio was higher than the t-table where the t-ratio was 2.076 and the t-table was 2.060. It means that the hypothesis was accepted. In conclusion, there is a difference between the introvert and extrovert students personality in listening achievement and the introvert students have better achievement in listening.

Keywords: extrovert, introvert, listening, listening achievement

INTRODUCTION

English, nowadays, has become an international language that is taught in almost all level of education in Indonesia. People realize that learning English is very important to compete in this modern era. English teaching and learning is aimed to improve students' ability in using English as a means of communication. English as a means of communication has four basic language skills, i.e. listening, speaking, reading, and writing. Those four skills are also classified into oral and written means of communication. The students have to master all the communication skills in order to communicate effectively. In the reality, the students have different achievement in those language skills. Some students have better achievement in a certain skill whereas other students are better in other skill.

There are many factors which can influence the students achievement of certain language skills. It might be caused by the teacher and the students. From the teacher's point of view, there are some factors which can influence the students' achievement in language skills, such as, the quality of the teacher, the teaching style, the performance of the teacher. From the students' side, motivation, style in language learning, and personality of the students can give the impact to the students' achievement. In this case, the focus will be only in the personality factor.

There are three general categories of personality factors which are related to second language learning, namely egocentric factors, transactional factors, and

motivational factors (Suparman, 2010:64). Furthermore, there are some variables which influence the transactional factor on language learning, such as empathy, extroversion, and aggression. Since the writer puts the focus on the personality of the students; extrovert and introvert personality, the analysis will need to be explained about extroversion.

Personality refers to psychological aspects which is defined as a dynamic organization from the psychophysics in individual, which can also determine his adaption uniquely toward his environment (Allport 1961 in Lester 1995: 131). It includes many of the concepts most important to a contemporary understanding of personality. The notion of organization indicates that personality is not just a list of traits, but there is a coherent whole. This organized whole is dynamic, in that it is goal seeking, sensitive to context, and adaptive to the environment. Allport emphasizes on the reality that an individual's personality always develops and changes even if there is a system ties and lays some components of personality. By emphasizing psychophysical system, Allport highlights the psychological nature of personality, while clearly recognizing that personality arises from biological process. In conclusions, Allport's definition stresses that personality causes people to think, behave, and feel in relatively consistent ways over time.

Eysenck (1975) divides personality into two types, they are extroversion and introversion. Each type has its own characteristics, such as sociality, activity, expansiveness, etc. The extroverts and the introverts are classified into stable-unstable extroverts and stable-unstable introverts which have its own

characteristics. It is divided based on the emotional stability-instability. The stable extroverts have sanguine qualities whereas the unstable extroverts have choleric qualities. Then, the stable introverts have phlegmatic qualities, in the other hands unstable introverts have melancholic qualities. Actually, the stable-unstable extroverts and the the stable-unstable introverts have almost the same characteristics, it only differentiate by the emotionally stability. But, based on the emotionally stability the stable extroverts and introverts have more positive and dominant characteristics than the unstable extroverts and introverts. These two factors of personality affects the students' language achievement. Listening is one of the language skill learned by these two categories of the students.

Listening is an active process requiring participation on the part of listener. According to Margareth (1988:19) listening is an active process in which the listener plays a very active part in constructing the overall message that is actually exchanged between the listener and speaker. The idea above indicates that the listeners are usually playing an active role because they should have ability to digest the message of the speaker. Nation (1992:17) adds that listening is not only the way of learning language that can give the learner information from which to build up the knowledge necessary for using the language but also the way to get information or to understand the sense of communication which will be sent in oral. The importance of listening can be seen from the statement of Adler. et al. (2001) that we spent about 9 percent of our communication time writing, 16 percent reading, 30 percent speaking, and 45 percent listening. Referring to the

statement above, it can be concluded that listening has the largest proportion in communication than another skills.

Based on the statements above, therefore, the objectives of this research are :

1. To investigate whether there is a difference between the introvert and extrovert students personality in listening achievement.
2. To find out which one of the introvert and extrovert students that has better achievement in listening.

METHOD

This research was quantitative design using factorial research design. A factor was a discrete variable used to classify experimental units. In this case, there were two factors; they were extrovert and introvert. A factorial design was the most common way to study the effect of two or more independent variables, although it would focus on designs that had only two independent variables for simplicity.

The design of this research was as follow:

Personality	Pretest	Posttest	Gain of Listening Achievement
Introvert			
Extrovert			

It compared the variable with the score which was got by the pretest and posttest.

The design was as follow:

$$T_1 \text{ X } T_2$$

Where :

T₁ : Pretest

X : Treatment

T₂ : Posttest

(Setiyadi, 2006:131)

There were two variables that were organized in this research: they were dependent and independent variables. It was a “product” as a result of interaction between variable involved in that particular research while independent variable was the variable whose function was to influence the dependent variable (Setiyadi, 2006:107).

The population of this research was the first grade students of SMA Kartikatama Metro. Two classes that have same characteristics was taken as the sample of the research. It was called purposive sample. The sample class was selected based on the purpose of study.

RESULT AND DISCUSSION

The questionnaire test was done to classify the sample into groups based on their type of personality. The test was distributed in the first meeting in each of sample class. It consisted of 20 items and was administered in 10 minutes. Based on the

result of the test, the writer analyzed the score then grouped the sample. Out of 58 students who followed the test, 25 students are classified into introvert, 25 students are classified into extrovert, and the other 8 students are put into mediocre group.

To make sure that the questionnaire was reliable, the writer used *Cronbach alpha coefficient* between 0 and 1. The result showed that the alpha is 0.668 ($\alpha > 0.5$). The introvert and extrovert group were analyzed further in the listening test section while the mediocre group were dropped out of calculation. The reason in doing this is that students who are put in mediocre group, have some qualities of the introvert and some of the extrovert. It means that if there is a factor which influence them, the personality types might be changed. In other words, the personality types of the mediocre students are changeable. When they answered the questionnaire, it could not predict what is their personality exactly. Since it was changeable, so the writer decided to dropped them off out of the calculation.

Moreover, after the writer divided the students based on their personality, the next step was analyzing the data from each group. As mentioned before, the test was in the form of pretest and posttest. The result showed that the mean score of pretest in introvert group was 65.60, while the mean score of pretest in extrovert group was 64.20. Then, the mean score of posttest in introvert group was 72.60, while the mean score of posttest in extrovert group was 69. From the data above, there was a gain from the mean score of pretest and posttest in each group. The gain of the mean score of listening achievement in introvert group was 7.0 whereas the gain

of the mean score of listening achievement in extrovert group was 4.8. See the following table.

Personality	Pretest	Posttest	Gain of Listening Achievement
Introvert	65.60	72.60	7.0
Extrovert	64.20	69.00	4.8

The table above showed that the introvert students has better achievement in listening than the extrovert ones. It is probably related more to their characteristics as an introvert. Since the introvert characteristics which are thoughtful, careful, and passive support them to have better performance in listening while the extrovert characteristics which are talkative, sociable, and active support them to have better performance in other skill, i.e., speaking. In the other hand, the extrovert people can build better communication with other people since they are sociable and open-minded whereas the introvert people who are passive and just liking solitary activity made them to be used to listen other people speaks. This statement is supported by Crow and Crow (1958: 187) that extrovert people are usually fluent in speaking, free of feeling worry and not easily get ashamed and awkward, love to work with others, and good at adapting with their surroundings. Introvert people, in contrast, tend to be serious and anxious, like working alone, often find difficulty in behaving and love to read. So, introvert people liked the activity which not involved many people, i.e., listening, writing, reading. They can enjoy the situation and focus on their own activity.

Furthermore, the mean score of pretest and posttest also analyzed based on the four aspects of macro skill listening. The table below showed the mean score of pretest and posttest in the introvert and extrovert group.

	Personality	N	Mean	Std. Deviation	Std. Error Mean
main_idea	Introvert	50	2.7000	.93131	.13171
	extrovert	50	2.6200	.92339	.13059
specific_information	Introvert	50	5.4000	1.41421	.20000
	extrovert	50	5.1800	1.27279	.18000
Inference	Introvert	50	3.2200	.61578	.08708
	extrovert	50	3.1600	.76559	.10827
Vocabulary	Introvert	50	2.4200	.60911	.08614
	extrovert	50	2.3600	.63116	.08926

From the table, it can be seen that there are difference between introvert and extrovert students in all of the aspects. The introvert students look better than the extrovert students. Among all of the aspects, the aspect of specific information has the highest score. In listening activity, what the students have to do is to pay attention to other people speak so that they can get the information which was brought by the speaker. In relation to the introvert characteristics who were careful and thoughtful, of course, they will be better in this aspects. With their characteristics, they were easier to pay attention and concentration of what other people said. In other way, the extroverts were not used to put so much attention and concentration of what the other said. This was supported by the statement of of Eysenck (1975) which said the extroverts was easy to socialize, very

comfortable in groups, does not like to read or study alone, and may be even happier as the center of attention. In contrast, the introvert like solitary activities such as reading, writing, listening music, watching movies, drawing, tinkering, and love monotonous work. This was might be the reason why the introverts were better than the extroverts.

CONCLUSION AND SUGGESTION

After conducting the research at the first grade students of SMA Kartikatama Metro and analyzing the data, the researcher draws the conclusions as follows:

1. Personality factor influences students' achievement in listening skill.
There are the difference between the introvert and extrovert students' personality in listening achievement.
2. The introvert students has better achievement in listening than the extrovert ones.

Regarding the conclusions states previously, the researcher would like to propose several suggestions as follows:

1. Every student has his own characteristics which is influence the way they learn a language. So, what the teacher should do is to help the students who face the difficulty in learning some skills without differentiate the students.
2. English teacher should give more attention to the extrovert students in teaching listening. When teaching listening, the teacher should interact

more to the extrovert students. It trains them to have more concentration, so their listening achievement will be better.

3. This research focused in one of four English skills. It is better for further research to try to apply it in different English skills.
4. This research focused on macro skill by using narrative text. For the next research, focusing on micro skill or choosing other type of text might be better. It also can be great to compare two types of the text in the research.
5. In this research, the writer used questionnaire as the instrument to measure personality. For further research, modifying or using other type of questionnaire or using other instruments can be a good idea.

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