

The Difference between Introvert and Extrovert Students Personality in Listening Achievement

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Abstract: This research was conducted to know the significant difference between introvert and extrovert students in their listening achievement at first semester of English Department at UNISMA. The researcher tried to investigate who have better ability at listening. The method that used in this study was ex-post facto research design. The participants of this study were students of class A and B from first semester English department that consist of 50 students, including male and female students. The data were collected using a questionnaire and listening score. The result of the this research identified that extrovert students has higher score than introvert students in their listening achievement it can be showed the mean scores of introvert students was 48.04 while the mean scores of extrovert students was 50.64 and the p. value is .627 that is higher than critical value (.05). Based on the result of the study the Alternative Hypothesis (H_a) was rejected and the Null hypothesis (H_0) was accepted. It can be concluded that students' personalities were not influenced by students' listening score, and every students' have difference various types techniques for learning. The researcher tried to recommend: first, teacher should give the students same attention while teaching. Second, for further researcher it is better if conduct the study at big scale so the result highly varied. And the last, for the students they have to enjoy the study without worried about their differences at their personality.

Key Words: Introvert, Extrovert, Listening Achievement.

INTRODUCTION

Listening is one of the important skills that need to be mastered in

English since it has a significant role in learning English as a foreign language. According to Yildirim & Yildirim (2016) in daily life and academic contexts listening is has a significant role for people to have effective communication. There are so many strategies that can influence students listening achievement such as cognitive and affective strategies. Cognitive strategies related to students' intelligence while the affective related to their psychologies. Brown (2004) says that psychology is a factor that important thing to influence students' success in second language learning. Liu and Chang (2013) stated that effective strategies used to knowing the learners' problem and how to solve them, for example, cut down anxiety.

To be successful in English teaching and learning, the teacher should choose a technique and material that are suitable for students. But, in fact, students' listening skill is low because the teachers do not have good technique. In choosing techniques, there are some aspects that teachers must be aware of, such as understanding the character of the students, teaching style, and quality of the teacher. Alavinia & Sameei (2012, as cited in Shackleton and Fletcher, 1984) assumed that understanding the difference in character and abilities of the student to apply it in the teaching process can help students enjoying listening and get a better listening ability.

Consider the fact above personality is needed because every individual has different characteristics and learning styles. By understanding the students' personalities can help the teacher teach better. Gass and Selinker (1994) state that there are some factors that affect students to improve their listening skills, such as motivation, learning style, and students' personality. Related to that, introvert and extrovert are aspects that influence listening skills. It is identified by different characteristics, a temperament that unchanging.

Personality is one of the topics in psychology, many people who expert have been purposed the definition of personality. According to Feist & Feist (2005) Personality is human behavior that relates to individual persistent traits and unique characteristics. Another opinion is from Abalaka & Theresa (2015) personality is identified through individual differences that affect the intelligence and performance that he can do with special abilities which facilitate understanding and learning with certain traits. Every students' have a different personality, such as introvert and extrovert sometimes some students are easily delivered their though meanwhile other students' only keep their though. By understanding student's personality teacher will easy to create a suitable learning process so the students' can enjoy learning and getting better achievement. Zafar & Meenaski (2012) stated that to create a good atmosphere and suitable instruction for learning, it's important to understand students' personalities.

Some people think that an introvert is someone's who taciturn and closes from the crowd. Chow (2008) stated that Introverts prefer to spend time alone by writing or reading than attend a party, they are more comfortable interacting with small groups, they tend to be quiet, humble and conscientious. An extrovert's personality is the opposite of introverts, if introvert personality usually a quiet person while an extrovert is someone who is talkative. Chow (2008) stated that extrovert like to interact with other people, they are energetic, easy-going, empathic and talkative.

Listening is a key role in learning English. The important to learning a listening skill is to increase our comprehension. The other reason to learn this course is to increase learners' comprehension, they can make conversation with other people, and they will easily get information. Gilakjani and Ahmadi (2011) "listening is used as the primary learning medium when learning because it is very important for someone who is

learning a foreign language”. Brown (2004) defined listening into four types such as: intensive listening responsive listening, selective listening, and extensive listening.

To measure the students’ listening ability about what they have been learned and mastered can be seen from in how high the achievement that they have been got, to know whether the students already understand or not about the material that has been given the teacher must do an evaluated at the end of the learning process. According to Agarabel and Dasi (2001) Achievement is a person's capability to mastering knowledge. On the other hand achievement is an accomplishment that has been achieved by the student while learning.

Alavinia & Sameei (2012) the study was done to investigate listening ability intermediate students based on their personality, the total subject were 120 students (62 males and 58 females) at Shokoh-e-Andishe Language Institute in Shardasht, the researcher used Eysenck personality questionnaire to subsumed into introvert and extrovert. The result showed that there was a significant relationship between personalities and listening ability, introvert students have a better aptitude to learn listening than extrovert personality.

The other was done by Chen, Jiang, and Mu (2015) the researcher tried to explore which was better among students introvert and extrovert in learning English especially speaking, the subjects in this study were 117 students, 93 females 24 males university students in Chongqing China. The instrument used was Eysenck Introversion-extroversion Scale questionnaire made by Gong Yaoxian for Chinese and test oral communicative ability in English with the format is CET (College English Test) spoken English test which shows that there is no significant correlation between personality and speaking ability.

This study is conducted to find out the difference between introvert

and extrovert students personality who is better in their listening achievement. Based on the background above, the research problem of this study can be formulated as follow:

Is there any significant difference between introvert and extrovert students in their listening achievement?

METHOD

This study was used ex-post facto research design. The ex-post facto was used to compare two variables without manipulated. According to Lord (1973), ex post facto research design seeks to determine the cause and effect of the occurrence and condition. The participants of this study were all first semester students of English Department of the academic year 2018/2019 of University of Islam Malang. There were four classes of first semester 1A, 1B, 1C, 1D that consist of 120 students. The researcher used simple random sampling a technique so that the participants chosen were representative of the research. Out of four classes the researcher chose two classes as the subject of the current study, the selected classes were classes A and B with a total 65 students but there were several students who did not came to the pre-test so they did not have a listening score. Because of the reason the researcher only took 50 students as the participant of the study.

The data of the research were obtained through a questionnaire and field note. The questionnaire was adapted from an English thesis by Jannah (2009) entitled “The Effect of Personality Traits on English Reading Achievement”. The Personality Questionnaire was used to find out the learner’s personality in order to help the researcher categorize the learner’s personality into two groups that are extrovert and introvert. The question of the personality questionnaire consisted of 104 statements and is a closed-ended questionnaire; the students only answered Yes or No for each

questions.

The researcher did not take a listening test to find out the students' achievement but it took students' achievement based on their listening test score. The writer field notes the students' scores based on their listening achievement of listening 1 which acquired from the lecture of listening 1. The score is purely based on their performance in their pre-test score that conduct before the teaching and learning process without adding additional scores such as daily assignments, attendance assessment and, etc.

The researcher asked the students to complete the personality questionnaire divided students' personality. The next was analyzed the students listening score based on the document that have been got form the listening lecture, the score was from listening pre-test. The last is to analyze the get the answer about the research hypothesis of the study. The statistics used in this computation was an independent T-test. independent T-test was used to compare the main score of two groups.

RESULT AND DISCUSSIONS

The result of the statistical analysis showed that the higher score of introvert students was 90 while the extrovert students are the same (90) and the lower score of Introvert students was 29 whereas the lower score of Extrovert students was 19. The mean of introvert group was 48.04 though extrovert group was 50.64. The standard deviation of introvert was 17.976 and the standard deviation extrovert was 19.530. From the result above it can be concluded that extrovert has a better achievement in listening skill than introvert group.

Table 4.3 Statistic Descriptive of Listening Achievement of Introvert and Extrovert Students

Group Statistics

	Personality	N	Mean	Std. Deviation	Std. Error Mean
Listening_Achievement	Introvert	25	48.04	17.976	3.595
	Extrovert	25	50.64	19.530	3.906

The independent sample-test calculates the comparison between introvert and extrovert students in their listening achievement. The output shows that extrovert student has a better achievement ($M = 50.64$) than introvert students (48.04). Furthermore, the mean difference between introvert and extrovert students was -2.6000 and the p. value is $.627$ which is higher than the critical value ($.05$).

Table 4.4 Statistic of Independent Sample T-test

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means	
			95% Confidence Interval of

								the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening Achievement	,111	,740	-,490	48	,627	-2,600	5,309	-13,274	8,074
			-,490	47,674	,627	-2,600	5,309	-13,276	8,076

Is there any significant difference between introvert and extrovert students in their listening achievement?

The finding showed that there is a mean difference (-2.600) between introvert and extrovert in their belief of listening achievement. In addition, the value (.627) is higher than the significant value (.05). It can be concluded that there is no significant difference between introvert and extrovert students in their listening achievement. It means personality is not a factor that can influence student listening skills. The result of this study in line with Chen, Jiang, and Mu (2015) reported that there is no significant correlation between personality and speaking ability on Chinese students. It can be said that there is a significant relationship between Chinese and Indonesian students' belief that personality cannot influence their skills in English. While on listening achievement extrovert students' have the highest score and the introvert students have the lowest score. But the

differences were minimal. It means that personality types are not important at language learning than the other strategies. Interestingly, the previous study was conducted in China had the same result as the current study that carries out in Indonesia.

Indonesian and Chinese students have different background cultures, but both these countries have similar in the role of English as a foreign language. This statement supported by Moody (1988) “characteristic has any kind of effect on how individuals learn and what they learn”. Abalaka (2015) stated that personality is identified through individual differences that affect the intelligence and performance that he can do with special abilities that facilitate understanding and learning with certain traits. As the outcome of the investigation shows that character types is certainly not a factor for the achievement of English learning. It may be proposed that various character types may utilize various types of techniques for learning.

However, the result of this research is in contrast with Alavinia & Sameei (2012) who found that there is a significant relationship between personalities and listening ability. Alavinia & Sameei (2012) analyses the relationship between introvert and extrovert and their listening skill by considering their gender, age, and grades of the study. The different results may be caused by different levels of English. The participant of this current study was a freshman and the participant of the previous study was intermediate level. The result shows that introvert students have better achievement in listening nevertheless there is no significant between gender and personality, however, there is a significant relationship between personality at participant age and grades.

In conclusion, the alternative hypothesis of the research is rejected and this result may be caused by some factors. One of them it cause by the students to fill the questionnaire. The participant did not fill the

questionnaire according to their real condition it will affect their score.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the independent T-test that calculate ($.627 \geq .05$) indicated that there is no significant relationship between introvert and extrovert in listening ability because of the several conditions such as time, age, and range of the students. The data was collected from 50 students of English department in UNISMA. The result showed that the p. value was higher than the significant value that means the analysis indicated that introvert and extrovert were not related to listening ability. There are some suggestions from the researcher such as: English teacher should not view all the students have some ability to learn English, the teacher should help the students to deal with their problem without differentiating the students. As noted in chapter one the limitation of the study the participant was small, it better for the future researcher to conduct research in a large number of participant. Both introvert and extrovert should study hard by themselves to learning English without being worried about having different personality

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