

I. INTRODUCTION

This chapter covers the reason of choosing the topic, formulation of the problem, objectives of the research, uses of the research, scopes of the research, and definition of terms; clarified as followings.

1.1 Background of the Problem

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. They are classified into oral and written communication. The students have to master all the communication skills in order to communicate effectively. Yet, 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.

Based on the writer's experience during PPL program, there are many reasons which can influence the students achievement of certain language skills. It might be caused by the teacher and the students. The quality of the teacher, the teaching

style, the performance of the teacher can give an impact on the students' achievement. From the students' side, there are some factors which influence the result of learning process, such as motivation, learning strategy, and personality of the students. Though, the focus of this research concerns only on personality factor.

There are a number of theories explaining that personality factors significantly influence the degree of success that individuals achieve in learning a second language (Gass & Selinker, 1994). This statement was based on the assumption that some features of the learner's personality might encourage or inhibit second language learning (Cook, 1996). In language learning, the factors which give impact most are cognitive and affective factors. Those two factors are very important in determining students' learning achievement. The cognitive factor is related to the intellegency aspect of the students while the affective factor is related to psychological aspect of the students. According to Hilgard (1963:267), purely cognitive theories of learning will be rejected unless a role is assigned to affectivity. Brown in Rosita (1997:1) says that success in second language learning cannot be separated from individual psychological factors, i.e. affectivity. This factor has the equal influence as cognitive factor toward students' achievement in second language learning.

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. Extroversion itself actually represents the similiar item that are extrovert and introvert (Brown, 2000: 142-154).

Suparman (2010:68) says that in the western society, the extrovert people who are friendly, sociable, talkative tends to be held up as axiomatically desirable and ideal. This judgement applies also in the language classroom, even in Indonesia. Because of their open-minded characteristics, the extrovert people can build the communication better than the introvert ones. So, it can be concluded that the extrovert people is better than the introvert in oral communication, especially in speaking. They dominates the introvert people in this skill. This statement is supported by Kezwer (1987:49) that extrovert student best respond to reflect about the outer world. As one might expect, they are better talkers than writers and so do not go for keeping journal or preparing portofolios, where metacognitive processes are involved. But, not all of English skills are dominated by extrovert people. According to Herdawan (2012) some skills like writing skills are dominated by introvert people, they are good at it. This might be related to the characteristics of the introverts themselves who are better thinkers than better speaker.

Therefore, the writer investigates whether there is a significant differeces between the extrovert and introvert people in listening achievement at the first grade of senior high school. The writer chooses senior high school students because they

have more capability in understanding their own personality so the research is more reliable. Furthermore, the teacher is also hoped to be able to make positive effort to prevent or reduce the students' problem which is related to the personality traits especially in mastering listening subject.

1.2 Formulation of the Problem

1. Is there any differences between the students who are introvert and extrovert in their listening achievement?
2. Do the students with introvert personality have better achievement in listening than the extrovert ones?

1.3 Objective of the Research

Based on the formulation of the problems above, the objectives of the research are:

- a. To compare the differences between the students who are introvert and extrovert in their listening achievement.
- b. To find out which type of personality has better achievement in listening.

1.4 The Uses of the Research

The uses of the research are :

- a. Theoretically, this research may verify the previous theories and research.

- b. Practically, The result of this research may give information of students' type in language learning, especially listening learning process. It also may help the teacher to decide the techniques or method which are appropriate for the students and hopefully the teacher are able to make positive effort to prevent or reduce the students' problem which is related to the personality traits especially in mastering listening subject.

1.5 Scope of the Research

In language learning, there are some variables which influence the students' achievement. One of the variables is personality. Personality itself has several features which are different from one person to another, they are : self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion. But, the writer will put the focus on the extroversion only.

The writer conducted the research at SMA Kartikatama Metro for the first grade students as the population. The writer chose the senior high school students at the first grade because they have more capability in understanding their own personality so the research will be more reliable. The writer used Eysenck Personality Inventory which is the instrument to measure personality, then compares extrovert and introvert listening achievement.

1.6 Definition of Terms

Personality

It refers to a factor consists of thought and emotion that is different from one person to another which make them unique.

Extrovert

It refers to a person who has the focus on the outer world.

Introvert

It refers to a person who has the focus on their own activity.

Listening

It refers to a process which make a person try to catch a message or information from other people orally.

Achievement

It refers to the measurement of the learner performance in learning some skills by giving them a test.