

II. FRAME OF THEORIES

This chapter presents theories underlying personality in general, on second language learning and listening skill. Since relation between personality and language learning has become interest for so many years, this chapter mentions some research and their findings as well.

2.1 Theory of Personality

Personality is one of the main topics in psychology. There have been many experts who propose the definition of the personality. However, there is no single definition agreed by all experts as the standard definition to explain the meaning of personality and each of them has his or her own different point of view.

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 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, the definition stresses that personality causes people to think, behave, and feel in relatively consistent ways over time.

Personality is one of the factors that influence second language learning. Gass & Selinker (1994) points out that a number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language. 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 order to be successful in learning, students need to figure out his own style.

Personality is also defined as the sum total of an individual's characteristics which make him unique (Qomaruddin:2010). From the definition above, it can be said that every individual is an unique creature. There is no one who has the same way to adapt himself toward his environment. Their individual personality consists of psycho and physics which represent body's movement and soul that are united. Personality is called a factor which has determinant tendencies and play active roles in behavior of an individual.

Gazzaniga and Heatherton (2002) state that personality refers to an individual's characteristics, emotional responses, thoughts, and behaviors that are relatively stable over time and across circumstances. In the daily life, Layman sometimes

call personality as a particular character which is classified to the particular typed person, patient, aloof, emotional, etc. There are also some psychologist who discuss personality in particular types. This method is known as classification through their thought of personality.

Eysenck divided personality of an individual through classification or typology. According to Eysenck, there are two types of personality, they are extraversion and introversion. Eysenck saw an individual's behavior as a simple thing, but he realized that an individual is not like an engine because he has uniqueness.

Brown (2000: 142-154) says that personality has several features which are different from one person to another; they are :

1. Self esteem : the way a person sees himself
2. Inhibition : to adapt the language ego
3. Risk-taking : how to 'gamble' in learning new language
4. Anxiety : associated with uneasiness, frustration, or worry
5. Empathy : relation between language and society
6. Extroversion

Since the extroversion exists in personality, extrovert and introvert become one of the important factors which indicates individual uniqueness. This uniqueness influences individual in learning language and makes the extrovert way in

learning language is different with the introvert ones. It is necessary to know how the extrovert differs from the introvert in relation to their ability in language learning. By knowing personality, it can help the teacher to decide technique and method which are suitable for teaching listening.

2.2 The Role of Personality in Language Learning

Personality is considered as very important category of individual differences since the individual is often judged depending on her/his personality. Personality refers to the partially stable and long-lasting facets of an individual which distinguish him from other people, and form the basis of our predictions concerning his future behavior (Wright et al., 1970). According to Gass & Slinker (1994), there are number of theories holding that personality factors significantly influence the degree of success that individuals achieve in learning a second language. This statement was based on the assumption that some features of the learner's personality might encourage or inhibit second language learning (Cook, 1996). It was by enhancing certain facets of language learning while impeding others (Larsen-Freeman & Long, 1991).

Language is a human phenomenon that cannot be separated from the whole person. As it was mentioned by Pike in Purwati (1997:9) who states that language is behavior that is a phase of human activity which must not be treated in essence as structurally divorced from the structure of non verbal human activity. The activity of a person constitutes a structural whole in such a way that it cannot be

divided into “neat” parts, or level or “compartment” with language in behavioral compartment insulated in character, content, and organization from other behavior.

In second language learning, we have to see the domain which is important and has a big role in second language learning. It is called the affective domain (emotional). The affective domain includes many factors: empathy, self-esteem, extroversion, inhibition, anxiety, and attitudes. The development of affective or feeling involves a variety of personality factors, feeling about ourselves and about others with whom we come into contact (Brown cited in Purwati, 1997:8).

Moreover, it is very important to understand how human beings feel and respond. It is the aspect of the second language learning. Suparman (2010:64) states that there are three general categories of personality factors which are related to second language learning. The categories are as the following:

1. Egocentric factor : it is based on one view of self and its relevance to language learning.
2. Transactional factor : it is the self transacted to others.
3. Motivational factor : it is commonly thought as an inner drive, impulse, emotion, or desire that moves one to particular action.

In this case, the writer focuses on transactional factor because this personality factor is more related to the topic of extroversion. There are some variables which influence the transactional factor on language learning, such as empathy, extroversion, and aggression. But, the writer put the focus only on the extroversion. Extroversion itself actually represents the similiar item that are

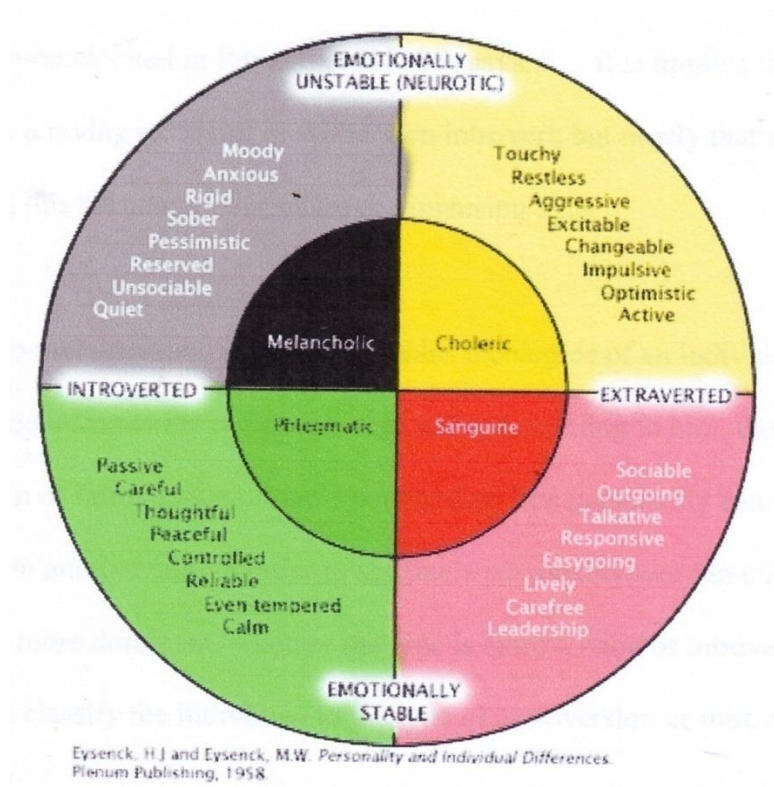
extrovert and introvert (Brown, 2000: 142-154). So, extroversion become one of factor which indicates the degree of success in language learning. In western society, the extrovert becomes the most desirable attitude, but it is not always the case that extrovert people are the best learner, in some cases the introvert people can be better in mastering certain skills.

2.3 Extraversion/Introversion and Its Characteristics

Extroversion/introversion is one factor which influence second language learning. It represents the similiar item that extrovert and introvert. Jung (1923) in his book "Psychological Types" states that extraversion refers to an attitude of interest outer world of people and things. The extravert is outgoing, talkative, friendly, and focused on the thing out side of the self, while introversion signifies a pre-occupation with the internal world of one's own thought, feelings, and the experiences. The introvert is more likely to be contemplative, aloof, reserved and focuses on self. One qualitative study in 1990 by Ehrman and Oxford worked with 20 Foreign Services Institute (FSI) students showed that some language learning advantage for introverts, intuitives, feelers, and perceivers (p.323). In a follow-up study in 1994 on 831 FSI students, Ehrman found that introverts, intuitives, and thinkers were better readers. Sensing types were disadvantaged for both reading and speaking. A subsequent study by Ehrman and Oxford (1995) suggested that extraverts are good candidates for good language learners as they speak out and interact.

Eysenck divides personality into two types, they are extroversion and introversion. Each type has its own indication, such as sociality, activity, expansiveness, etc. Types of personality according to Eysenck are as follows:

Figure 2.1 Types of Personality



The two dimensions, extroversion-introversion, and emotional stability-instability, define those four quadrants. These are made up of:

1. Stable extroverts (sanguine qualities such as – outgoing, talkative, responsive, easygoing, lively, carefree, leadership)
2. Unstable extroverts (choleric qualities such as – touchy, restless, excitable, changeable, impulsive, irresponsible)
3. Stable introverts (phlegmatic qualities such as – calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive)

4. Unstable introverts (melancholic qualities such as – quiet, reserved, pessimistic, sober, rigid, anxious, and moody).

Based on the chart above, 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. As mentioned on the previous paragraph, stable extroverts have sanguine qualities whereas the unstable extroverts have choleric qualities. Then, 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.

Then Eysenck expresses that the four personality types are separated based on the continuum scale. Thus, the division always plays every individual to extreme position. Eysenck said that: "...it is implied that everyone must either a raving extrovert or withdrawn introvert, but nearly that away one can find on this particular continuum or dimension..."

Reffering to Eysenck's statement, the degree of an individual in behaving is divided according to his position in that scale. There is no pure extraversion or introversion of one's personality. It can move from one pole into another one. We

can only see what type is more dominant in the individual, whether the type is extroversion or introversion, so that we can classify the individual to the type of extraversion or introversion. Eysenck point out the characteristics of extravert and introvert on the table as follow:

Tabel 2.1 Characteristics of Extrovert and Introvert Personality

| Extrovert | Introvert |
|------------------|--------------------|
| Leadership | Calm even tempered |
| Carefree | Reliable |
| Lively | Controlled |
| Easy going | Peaceful |
| Responsive | Thoughtful |
| Talkative | Careful |
| Outgoing | Passive |
| Sociable | |

Source: Adapted from the Inequality of Man by H.J Eysenck 1975

From the table above, it can be seen that extraversion is the act , state or habit of being predominantly concerned with and obtaining gratification from what is outside the self. Extraverts tend to enjoy human interactions and are generally enthusiastic, talkative, assertive, and gregarious in social situations. Eysenck stated that the character of someone who is extraversion is 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.

On the other hand, introversion is the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life. The character of a person who is introvert tends to be more reserved and less outspoken in larger groups. They like solitary activities such as reading, writing, listening music, watching movies, drawing, tinkering, and love monotonous work.

Moreover, Crow and Crow (1958: 187) state 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, are more fluent in writing than speaking, tend to be serious and anxious, like working alone, often find difficulty in behaving and love to read.

However, there is no scholar who mention about 'good' or 'better' attitude. In case of social life, perhaps extrovert people are considered more desirable because of their open minded characteristics to communicate with many people; in parties, offices, neighborhood, etc. But, this does not signify that introvert people tend to be least person to converse with, since they are bad people for instance. It just the way they express themselves differ from the extrovert people.

Based on the previous statements, that kind of personality; extrovert and introvert has their own advantages and disadvantages. Each of them has special characteristics which influence the way they learn a language. The extroverts who are easy going might be good in some skills like speaking because of their ability to build communication with other people. In contrast, the introvert who tend to

be more analytical are good in another skills like listening because of their capability to concentrate and pay attention to other people. So, there is no the best or the worst attitude since both of that kind of personality have their own superiority.

2.4 Concept of Listening

Listening is an active process requiring participation on the part of listener. According to Margaret (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. Underwood (1985:1) states that listening is the activity of paying attention to and trying to get meaning from something we hear, also states that the essence of listening is the listener; the listener should be encouraged to engage in active process of listening for meaning.

Moreover, Nation (1985:17) 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.

According to Brown (2007: 308) there are two skills required in listening process, they are; macro and micro skills. Macro skills would be directly related to candidates needs or to course objective, and might include: (1) listening for specific information, (2) obtaining gist of what is being said, (3) following directions. Micro skills might include: (1) interpretation of intonation patterns (*recognition of sarcasm, etc*), (2) recognition of function of structures (*such as interrogative as request, for example, Could you pass the salt?*).

As mentioned on the paragraph above, there are some types of macro skill in listening. Listening for specific information means that the students try to find a clear information from the source. For example, the students try to get information about weather from the weather forecast in the television. Then, listening of gist refers to understanding what the speaker said in a general way. For example, the students try to find the main topic of what the speaker had said. Listening by following directions means that the students should listen spoken direction from the source. For example, the students listen to the native speaker then they should do the activity based on the direction from the native speaker. Moreover, there are also some types of micro skill in listening. Interpretation of intonation patterns means that the students try to understand the meaning of the speaker said based on the intonation whether it is normal conversation or it is a sarcasm. Then, recognition of function structures means that the students have to identify what

the speaker said based on the function of structures. In this case, the writer choose to put more focus on macro skill since it is not really difficult to understand and it also more appropriate for the level of senior high school students.

Concerning the explanation above it reveals that listening in main skills is not easy since the listener should seriously pay attention, interpret, and able to understand what the speaker said. Listening effectively to others can be the most fundamental and powerful communication tool of all. When someone is willing to stop talking or thinking and begin truly listening to others, all of their interactions become easier, and communication problem can be eliminated.

2.5 Theoretical Assumption

Listening has the largest proportion in communication than another skills. This is supported by the findings of the research by Adler. et al. (2001) that we spent 45 percent of our communication for listening compared to 30% speaking, 16% reading and 9% writing. While personality is the sum total of an individual's characteristics which make him unique (Hollander, 1971) and those relatively stable and enduring aspects of individuals which distinguish them from other people, making them unique, but which at the same time allow people to be compared with each other (Gross, 1996). From the statement above, it can be seen that every individual is unique. They are different from one another depending on the way they perceive the world. In fact, personality also affects the way individual learn. Researchers have proposed an understanding personality type (how we interact with the world and where we direct our energy, the kind of

information we naturally notice, how we make decisions) can help explain why we learn differently (Erhman & Oxford, 1990).

On the basis of previous paragraph, the writer assumes that analyzing students' personality in learning must be given a great emphasized by the English teacher in teaching learning process in the purposes of learning. By knowing the possible way experienced by the students, the teacher is hoped to be able to make a possible effort to prevent or to reduce the students' problem which is related to the personality traits especially in mastering the listening subject.

Listening seems to be one of those skills that needs so much concentration and attention. This is might be the reason why the introverts are so good at it. They tend to be more comfortable in listening than speaking. It is also suggested by the statement of Eysenck (1975) who said that introverts characteristics are thoughtful, careful, and peaceful. While the extroverts characteristics are talkative, lively, and easy going.

From the previous definition and theory, the writer draws the assumption that the introvert students will be better and comprehensible in listening skill. On the other hand, the extrovert students tend to less than the introvert but still comprehensible while the process of learning.

2.6 Hypothesis

Referring to related literature presented earlier, the writer stated the hypothesis as follows:

“There is significant differences between students’ personality type (extrovert and introvert) and English listening ability of the first grade students of SMA Kartikatama Metro”.

“Introvert students’ personality is better in listening ability than extrovert students’ personality of the first grade students of SMA Kartikatama Metro”.