

**THE CORRELATION BETWEEN EXTROVERSION-INTROVERSION
PERSONALITY TRAITS AND LISTENING COMPREHENSION ABILITY
OF STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT
UNIVERSITY OF MUHAMMADIYAH PALEMBANG**

A Thesis by

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**FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA
UNIVERSITY
PALEMBANG**

2018

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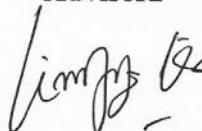
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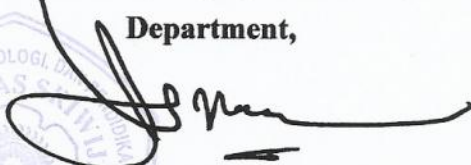


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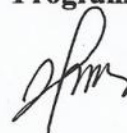
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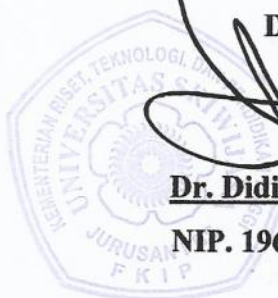
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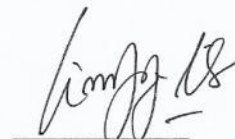
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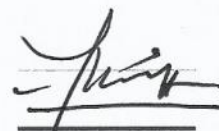
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By the gracious of Allah SWT, the writer could finish writing this thesis. This thesis was written in order to fulfill one of the requirements for the Strata 1 Degree (S-1) at English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education of Sriwijaya University Palembang. The title of this thesis is “The Correlation between Extroversion-Introversion Personality Traits and Listening Comprehension Ability of Students of English Education Study Program at University of Muhammadiyah Palembang”.

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**The Correlation between Extroversion-Introversion Personality Traits and
Listening Comprehension Ability of Students of English Education Study
Program at University of Muhammadiyah Palembang**

ABSTRACT

This study aimed to find out: (1) the correlation between English Education Study Program students' extroversion-introversion personality traits and their listening comprehension ability, and (2) the contribution of English education study program students' extroversion-introversion personality traits on their listening comprehension ability. The sample of this study consisted of 33 fifth semester students chosen purposively from English education study program at University of Muhammadiyah Palembang. Eysenck's Personality Inventory questionnaire and listening test taken from Longman TOEFL Preparation Guide were used in order to collect the data. The writer used Pearson Product Moment Coefficient Correlation of SPSS version 22 to analyze the data. The results showed that students were divided into both extroverted and introverted personality traits. However, the results of their listening comprehension were categorized as failed, low and moderate. The results showed that (1), there was a significant correlation between students' extroversion-introversion personality traits and their listening comprehension ability (p-value 0.005), and (2), there was 37.2% contribution of English education study program students' extroversion personality trait on their listening comprehension ability, and 64.4% contribution of English education study program students' introversion personality trait on their listening comprehension ability. The rest of the contributions might be followed by the other factors such as motivation, facilitations, situations, and other factors.

Keywords: *Correlation, English Education Study Program Students, Extroversion-Introversion Personality Traits, Listening Comprehension.*

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems, (3) objectives, and (4) significance of the study.

1.1 Background of the Study

Many studies in foreign language learning field have found that listening skill is believed to be the main key for students to get succeeded in their foreign language proficiency. A major difference between more successful and less successful learners is related to their ability to use listening as an instrument of learning (Kurita, 2012). Listening is very important in language learning because it provides input for learners and it also has an important role in the development of learners' language knowledge (Rost, 1994). He further agrees that listening plays a key role in the language classroom because it can be considered a source of input for the learner. When students first start learning a new language, they generally have to hear the words of that language very frequently before they are able to recognize and then verbalize those words. It is a fact that listening is highly necessary in language learning in that it supplies the learner with the required input and learners cannot acquire anything without the comprehension of the specific input (Hamouda, 2013). Indeed, listening is an input skill that plays a crucial role in students' language development.

Further, listening is also believed to have an important role in communication where it can help students to communicate with the target language effectively. According to Hamouda (2013), this skill is vital both in language learning and in daily communication. Listening plays an important role in communication as it is said that, of the total time spent on communication, listening takes up 40-50%; speaking, 25-30%, reading, 11-16%; and writing, about 9% (Gilakjani & Ahmadi, 2011). They further claim that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice. Thus, listening is an important skill for students of a second language (L2) to master as part of learning to effectively communicate in that language (Rost, 2002).

In order to communicate effectively in English, listening comprehension is said to be the ability that must be mastered by every EFL student. Since learners' self-reliance in listening comprehension will be increased, they will be motivated to have

access to spoken English such as conversations with native speakers (Kurita, 2012). Students usually have the fear to converse with native speakers since they are not confident enough with their listening ability and may mistake what they have heard. Therefore, the aim of listening comprehension is to understand the native conversation at normal rate in a spontaneous condition (Chastain, 1971). Hence, listening comprehension may seem relatively straightforward to native language (L1) speakers but it is often a source of frustration for second and foreign language (L2) learners (Graham, 2006).

As reported in EF English Proficiency Index for Schools (EF EPI-s) (2015), in all of 16 countries studied (included Indonesia), after five or more years of English instruction, students are on average at the B1 or B2 level in listening skills. In addition, Common European Framework of Reference (CEFR) identifies B1 and B2 as independent user. It indicates that they are still below C1 and C2 level (proficient user). It appears that listening skill cannot be avoided in foreign language learning for its important role but it is also the main source of frustration for the EFL students. Vandergrift (2004) believes that out of four language skills, listening is not an easy skill to master. It appears that students generally view listening as a complex skill and they are less aware for its importance in the language development. Furthermore, Osada (2004) expresses that listening skill didn't receive sufficient acceptance in its own right but rather has been considered as a passive skill that will develop without help. In fact, listening is an active mental ability (Rost, 2009). This clearly shows that the difficulty of listening also comes from the students since listening is a complex mental process that involves perception, attention, cognition, and memory.

The process of learning a foreign language is believed to be influenced by many factors including personality. Personality is believed to be one of the affective factors that have important roles in learning a foreign language. Myers and Myers (1980) say that personality makes a difference in how people learn and what they learn. Furthermore, personality traits can predict how a person behaves in certain ways in a specified situation (Cattell, 1965) because traits are both physical and behavioral features that can be examined across the people (Eysenck & Eysenck, 1985). Therefore, a great deal of attention has been devoted to the relationship between learners' personality and learning processes (Boekaerts, Pintrich, & Zeidner, 2000).

Personality consists of many variables or traits and one of them is the extroversion-introversion. According to Ellis (2008), the most researched personality aspect in language studies has been extroversion-introversion dimension. It is the first dimension of Jung's system identified a person's general orientation toward life (Jensen & Ditiberio, 1984). To sum it up, researchers usually define extroverts as people with extroversion personality trait and introverts as people with introversion personality trait. Extroverts prefer to get energy from outside sources or outer world, but introverts prefer solitary activities and the inner world of ideas as the source of their energy (Eysenck & Chan, 1982). Extroversion is thought to have a positive effect on the development of second language (L2) skills because of extroverts' possible high interaction with other individuals. This valid assumption is based on the fact that extroverts tend to be sociable and more likely to join groups and engage in conversations both inside (Cook, 2013) and outside the classroom (Swain, 1985). On the other hand, introverts may study the target language with more ease and thus develop higher levels of cognitive academic language proficiency (Zafar & Meenakshi, 2011).

Some studies found that extroversion positively affects foreign language learning (Busch, 2006; Naiman, 2008; Zafar; 2011). On the other hand, some other studies found that introversion positively affects foreign language learning (Sharp, 2008; Zhang, 2009; Alavina & Sameei, 2012). However, the other studies found that there is no significant, relationship between extroversion/introversion and foreign language achievement (Suter, 1977; Kezwer, 1987; and Erton, 2010). Based on the mentioned statements above, it can be concluded that there are inconsistent results related to the extroversion-introversion impact on foreign language learning. Therefore, the writer is interested in conducting a research study entitled **“The Correlation between Extroversion-Introversion Personality Traits and Listening Comprehension Ability of Students of English Education Study Program at University of Muhammadiyah Palembang”**. The reason for the writer to choose this title because the writer would like to figure out whether there is any correlation between English Education Study Program students' extroversion-introversion personality traits and their listening comprehension ability at University of Muhammadiyah Palembang.

1.2 The Problems of the Study

The problems of the study were formulated in the following questions:

- 1) Was there any significant correlation between students' extroversion-introversion personality traits and their listening comprehension ability?
- 2) Was there any significant contribution of extroversion-introversion personality traits to listening comprehension ability?
- 3) Was there any contribution given between extroversion-introversion personality traits to listening comprehension ability?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study were to find out whether or not:

- 1) There was a significant correlation between students' extroversion-introversion personality traits and their listening comprehension ability.
- 2) There was a significant contribution of extroversion-introversion personality traits to listening comprehension ability.
- 3) There was any contribution given between extroversion-introversion personality traits to listening comprehension ability.

1.4 The Significant of the Study

It is hoped that the results of this study will give information to the students, educators of English as a foreign language, and future researchers on the influence of extroversion-introversion personality traits towards listening comprehension ability. The writer also hopes that this study will encourage the students to be aware of their own personality and to pay more attention on listening skill in order to succeed in their English language proficiency.

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