

**SANGUINE-PHLEGMATIC PERSONALITY TYPES AND
LISTENING COMPREHENSION OF THE 6th SEMESTER
STUDENTS AT THE ENGLISH EDUCATION STUDY
PROGRAM OF SRIWIJAYA UNIVERSITY**

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2021**

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DECLARATION

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Certify that thesis entitled “Sanguine-Phlegmatic Personality Types and Listening Comprehension of the 6th Semester Students at the English Education Study Program of Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 2021

The Undersigned



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DEDICATION

I sincerely dedicated this thesis to:

Almighty God, who has given me the strength, health to finish my thesis. I also thank to my beloved parents, thank you so much for giving love and affection to me.

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The effort to finish this thesis entitled “Sanguine-Phlegmatic Personality Types and Listening Comprehension of the 6th Semester Students at English Education Study Program of Sriwijaya University” I would like to express my great-sincere gratitude to God the almighty for the blessing and mercies so that this thesis could be finished. This study was written to fulfill one of the requirements for the final assignment for S1 degree at the English Education Study Program, Faculty of Teaching and Education Sriwijaya University. This thesis would never be finished without the help of many people. Therefore, I would like to owe my enormous debt of gratitude to:

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Palembang,

The Researcher,



Verensia Melenia

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**SANGUINE-PHLEGMATIC PERSONALITY TYPES AND
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SRIWIJAYA UNIVERSITY**

ABSTRACT

This study aimed to find out the correlation between sanguine-phlegmatic personality types and listening comprehension and describe the difference between sanguine students and phlegmatic students in their achievement in the listening skill of 6th – semester students of English education. The sample of this study consisted of 36 sixth semester students chosen purposively from English education study program at Sriwijaya University Palembang. A standardized test by Florence Littauer and a listening test taken from Longman TOEFL Preparation Guide were used to collect the data. The writer used Spearman Rank and t-test of SPSS version 25 to analyze the data. The results showed that (1), there was no significant correlation between sanguine-phlegmatic personality and their listening comprehension ability ($r= 0.147$, $p\text{-value}= 0.394$), no significant correlations between sanguine-phlegmatic types and aspects of listening comprehension ($p\text{-value}= 0.597, 0.995, 0.571, 0.099$), no significant correlations between each sanguine and phlegmatic type and listening comprehension total ($r= 0.325$, $p\text{-value}= 0.175$), and (2) t-test value was lower than ttable value ($-1.427 < 2.03$). The conclusion of study were: no correlation between sanguine-phlegmatic types and listening comprehension, no significant correlations between sanguine- phlegmatic types and aspects of listening comprehension, no significant correlations between each sanguine and phlegmatic type and listening comprehension total in sixth-semester students of the English education study program at Sriwijaya University. The writer can conclude that sanguine and phlegmatic personalities did not influence students' listening comprehension, but other factors can cause listening

Keywords: *sanguine, phlegmatic, listening comprehension*

CHAPTER 1

INTRODUCTION

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

1. 1 Background of the Study

English is the most widely spoken language in most of the world. When people try to communicate with other people abroad, the language used is English. English also covers all aspects like communication, education, business, work, and others. There are two primary historical mechanisms for the expansion of the English language. The first was British colonial expansion, which resulted in English speakers settling in various world regions. These causes have provided a diaspora basis for the language and may have been an essential factor in adopting the language as a lingua franca. Second, in the twentieth century, the role of the United States became more important than Britain. It has contributed to ensuring that language is at the center of scientific and technical knowledge and influencing consumer culture (Graddol, D. 1997).

There are many reasons why people must learn English. Since the first English has been widely used among people worldwide, this language provides many benefits. Individuals must generally master four main abilities in order to comprehend how to utilize English. There are four types of skills: listening, speaking, reading, and writing. All of these abilities are intimately connected. For example, if people want to start to write something, the topic or material that has been read must be understood before and after speaking; that also happen before they know something discussed, the material must be known and understood first. It is hard for them to communicate successfully if they do not have excellent listening skills because most individuals believe that writing and speaking a second language indicates they understand the language. (Yıldırım&Yıldırım, 2016).

In terms of oral communication, listening skill is very important and needed in English as a foreign language activities, before people start a conversation, they must be able to process the information obtained with listening

comprehension. When they talk directly to a native English speaker, the situation must first be understood in using the language to understand the essentials of a native speaker. According to Morley and Rost (2001, as cited in Gilakjani (2016, p. 123), Listening is the most important skill for language acquisition since it is the most often used skill in daily life and possible improvement than other language skills, indicating that it assists in the development of other language abilities.

If we become English teachers, we play a significant role in developing several abilities, especially developing our students' listening skills. Those of them suspend obstacles in improving their listening ability. Several factors affect the performance of listening ability, which external and internal elements can cause. According to Teng (as cited in Gilakjani & Sabouri (2016)), there are four factors called listener factors, speaker factors, stimulus factors, and context factors that impact students' listening comprehension. Komarraju et al. (2011) stated the relation between learning styles, personality, and academic achievement. The researcher only focuses on the personality factor. According to Ekstrand (2015), human personalities are usually classified into four major categories (except those with severe mental disorders). These four personality types are further divided into two groups: extroverts and introverts.

Generally, the four personality categories are divided based on each individual's temperament (four temperaments), two personalities in extroverts, and two other introverts' personalities. No one personality type is better than another since each character has strengths and weaknesses and because our different traits make us unique from one person to another. Eysenck (as cited in Meta Listina et al., 2013), The extroverts and introverts are categorized as stable-unstable extroverts and stable-unstable introverts, respectively. It is divided into two groups depending on emotional stability-instability.

Stable extroverts have sanguine characteristics, whereas unstable extroverts exhibit choleric characteristics. Stable introverts are phlegmatic, whereas unstable introverts are melancholy—the stable-unstable extroverts and

stable-unstable introverts differ in terms of emotional stability. However, stable extroverts and introverts have more dominant and positive traits in terms of emotional stability than unstable extroverts and introverts. According to Young and Bradley (1998), the results confirmed of this study that unstable introverts regarded themselves as less happy and popular than other subjects. They saw themselves as less academically self-efficacious than extroverts and emotionally stable, introverted adolescents. So, the researcher only focuses on the stable extrovert (sanguine) and the stable introvert (phlegmatic).

So as is known, these four characteristics are distinguished from the emotional stability of each individual. A sanguine personality is described as a very talkative person who can socialize well. In contrast, phlegmatic personality tends to be calm, sympathetic and caring for others, but they hide their emotions. People who have phlegmatic personalities prefer to be quiet, not talk too much, and be good listeners. Travolta et al. (2018) discovered a substantial difference in English listening scores between introverted and extroverted students. The introvert group's mean score was higher than the extrovert group's. As a result, it is possible to conclude that the introvert group outperforms the extrovert group in English listening scores. Another one came from Mall-Amiri and Nakhaie (2013) entitled "Comparing the Performance of Extrovert and Introvert Intermediate Female EFL Learners on Listening and Reading Tasks." Furthermore, the results revealed that introverts have better performance than extroverts in listening activities.

However, many researchers have found no correlation between extroversion/introversion personality traits and listening. Chen and Tsai (2015), titled "A Preliminary Examination of the Relationships among Extroversion-Introversion Personality, Learning Strategies, and English Proficiency," found no significant relationship between the participants' personality and English proficiency. It means no claims can be made that extroverts are better L2 learners than introverts. Ratminingsih (2013) indicated no significant difference between students who learned using the game and song technique in the listening; it

concluded that students' listening skills with an extrovert personality were better than introvert personality.

Based on the previous research, it can be concluded that there are inconsistent results related to the extroversion-introversion impact on listening skills. Therefore, the writer is interested in conducting a research study entitled **"SANGUINE-PHLEGMATIC PERSONALITY TYPES AND LISTENING COMPREHENSION OF THE 6th SEMESTER STUDENTS AT THE ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY "**. The writer chose this title because stable extroverts possess sanguine qualities while stable introverts have phlegmatic qualities (differentiate by emotional stability). In terms of emotional stability, stable extroverts and introverts have more dominant and positive characteristics than unstable extroverts and introverts. Therefore, the writer would like to determine whether there is any correlation between English Education Study Program students' extroversion (sanguine)-introversion (phlegmatic) personality traits and their listening comprehension ability at Sriwijaya University Palembang. Also, considering that the sixth semester has learned more in-depth listening class from the first semester until the third semester, they have the ability and level of listening skills.

1.2 The problems of the Study

- 1) Which students (Sanguine or Phlegmatic) have better English listening scores?
- 2) Is there any significant difference in listening comprehension between the Sanguine and Phlegmatic students?
- 3) Is there any significant correlation between the students' Sanguine and Phlegmatic personality types and listening comprehension?

1.3 The objectives of the Study

- 1) To find out which introvert and extrovert students have better achievement in listening.
- 2) To discover out the difference between the sanguine and phlegmatic students in listening skills.

- 3) To determine whether or not there is a significant correlation between the student's personality types and listening comprehension.

1.4 The Significance of the Study

1.4.1. Teacher

This research has aimed the teachers to pay attention to students' various personalities, find solutions, and maximize students' listening skills.

1.4.2. Students

This research also reminds the students to be aware of their personalities and pay more attention to listening skills. In addition, to further develop the English language skills that they already have.

1.4.3. Institutions

This research can contribute to all educational institutions considering students' personalities and choosing the optimal method in the teaching-learning process to minimize students' gaps also improve their listening skills.

1.4.4. Further researchers

The findings of this study are meant to be used as a consideration or preview for future researchers researching the same field on the impact of sanguine - phlegmatic personality characteristics on listening comprehension ability. Therefore, in this present study, the writer wants to see the correlation between sanguine – phlegmatic personality traits and students' listening mastery so that the findings will benefit teachers, students, researchers, and others by giving helpful information about the correlation between students' personality traits and their listening comprehension.

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