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CHAPTER I INTRODUCTION

A. Background of the Problem

Learning activities is never separated from human's life. Learning can be implemented anywhere, such as school environment, family and society. In formal education, students' learning activities is main activities contributing to the success or failure in achieving educational goals. Learning is a process to achieve the goal. According to Skinner as cited in Barlow (1985) cited in Syah (2013), learning is an adaptation process or progressive behavior adjustments. Hence, learning achievement is students' result of their process during learning process. Furthermore, Purwanto (1988), states that learning achievement is the result obtained in the form of impression that result in changes in the individual as a result of activities in learning.

There are several factors that influence students' English learning achievement. One of the factors is students' individual differences (IDs). The IDs variables which affect learning outcomes can be variously classified. The most common classification comprises three main groups: cognitive, affective and personality variables. In line with the statements above, Ellis as cited in Asmali (2014) points out that personality can influence second language learning and second language learning can also influence personality development. Pervin and John as cited in Dornyei (2005) state that, Personality is the part of the field of psychology that most considers people in their entity as individuals and as complex beings. In addition, Hakimi *et al*

(2011) state that students have distinctive personality characteristics which makes them prepared for having different worldviews, and thus for behaving differently in various social and educational settings.

According to Dornyei (2005), there are two taxonomies focusing on personality traits, Eysenck's three-component construct and the 'Big Five' model. Furthermore, the two models overlap considerably: Eysenck's model identifies three principal personality dimensions, contrasting (1) *extraversion* with *introversion*, (2) *neuroticism* and *emotionality* with *emotional stability*, and (3) *psychoticism* and *toughmindedness* with *tender-mindedness*. The Big Five construct retains Eysenck's first two dimensions, but replaces psychoticism with three additional dimensions of *conscientiousness*, *agreeableness*, and *openness to experience*.

Furthermore, Brown (2007) states that extraversion and introversion are important factors in second language acquisition. He defines extraversion as the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receive that affirmation within oneself. Extroverts are shy but still need the affirmation of others. On the other hand, introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Introverts can have inner strength that extroverts do not have. Busch as cited in Brown (2007) found that introverts significantly are better than extroverts in their pronunciation. In another study, Wakamoto as cited in Brown found that extroverted students were

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likely to make better use of learning strategies than introverts. Moreover, Dornyei (2005) points out that extraversion, has been found to have a negative relationship with academic success due to the introverts' greater ability to consolidate learning, lower distractibility, and better study habits.

Dewaele and Furnham cited in Dornyei (2005) have explained that the bad reputation of the extraversion variable in the second language (L2) field is the result of not distinguishing properly between written and oral language criteria, as exemplified by the influential study by Naiman et al. in 1978 just mentioned, which only examined criterion measures from written language and found no significant relationships between these and extraversion. However, Dewaele and Furnham have argued that extroverts are found to be more fluent than introverts both in L1 and L2 and particularly in formal situations or in environments characterized by interpersonal stress. Furthermore, according to Dewaele and Furnham as cited in Zafar *et al* (2012) point out that extraversion and introversion are a part of a continuum. Extroverts are considered sociable and impulsive. They seem to dislike solitude, take risks, impulsive. Whereas, introverts are believed to be introspective, quiet, retiring and reserved. An extrovert is said to receive energy from outside sources, whereas an introvert is more concerned with the inner world of ideas and is more likely to be involved with solitary activities. This trait does not just describe whether a person is outgoing or shy, but considers whether a person prefers working alone or feels energized and at home working in a team.

As Zafar *et al* (2012) say that the relationship between extraversion and learning was first studied by Eysenck who concluded that an introvert and not an extrovert would be a better language learner. Moreover, in reviewing nine studies connected with second language learning, Kiany cited in Sharp (2008) found that two detected a positive relationship with extraversion and second language success, three found a positive relationship with introversion and second language success, and three found no link. Others point to evidence that extroverted students learn foreign languages better because of their willingness to interact with others and because of their reduced inhibitions. From the explanation above, it can be concluded that extroverted or introverted learners has their own differences in the process of perceiving and understanding information in learning process and second language attainment.

Senior High School 1 Tembilahan is one of the formal schools in Tembilahan in which English is taught as a compulsory subject, which for eleventh grade is scheduled once a week. The curriculum used in this school is Curriculum 2013 (K'13). Competencies in K'13 are set forth in KI 1 (Spiritual Competencies), KI 2 (Social Competencies), KI 3 (Knowledge Competencies), and KI 4 (Skills Competencies). Language skill competencies cover the skill competencies to listen, speak, read, and write. Competencies 1 and 2 are applied to all subjects at the same level of education, while competencies 3 and 4 are different for each subject and each level. In language learning, KI 3 only covers grammar and vocabulary, while KI 4 includes skill competencies, such as listening, speaking, reading, and writing. Assessment in

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K'13 should include aspects of knowledge, skills, and attitudes as a whole and proportional, in accordance with the core competencies that have been determined. For the assessment of knowledge, teachers can assess through written tests, oral tests, and assignments. In the aspect of skills, teachers can assess through performance assessment that is the assessment that requires students to demonstrate a certain competence by using the practice test, project, and portofolio assessment. Meanwhile, the attitude aspect is divided into two, namely spiritual attitude and social attitudes. (Permen Dikbud, 2013)

Dealing with the researcher's preliminary observation by doing an interview with one of English teachers of Senior High School 1 Tembilahan, Mrs. Uma Fitria Wahyuni, S.Pd., and also with some of students in eleventh grade, when learning English the teacher taught all the four of language skills such as listening, speaking, reading, and writing by using many strategies. In giving the material, the teacher used the reference books, suitable to their level. Moreover, the teacher always gave motivation to the students in the process of teaching and learning English.

From the preliminary observation, the researcher acquired information from the teacher that some of students have low scores in their English learning achievement. The researcher found the following phenomena at Senior High School 1 Tembilahan. First, some of students more like doing individual activities, rather than group activities. Second, some of students are shy and afraid to speak English. Third, some of students are very quiet. Next, some of students are not responsive. Then, some of students are not able to do

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homeworks and exercises given by the teacher. Last, some of students are difficult to reach the minimum passing grade of English.

Based on the phenomena above, it is clear that some of the students at Senior High School 1 Tembilahan still have some difficulties in learning English. Those phenomena even influence their achievement and cause some of the students get score under the passing grade. Therefore, the researcher is interested in conducting a research entitled “**The Correlation Between Extraversion and Introversion Personality and English Learning Achievement of Eleventh Grade Students at Senior High School 1 Tembilahan Indragiri Hilir**”.

B. Problem

1. Identification of the Problem

Based on the preliminary study of the researcher at Senior High School 1 Tembilahan, it is clear that most of students are still getting difficulties in learning English. To make the problem of this research clearer, the problems of this research will be identified as follows:

- a. Why did some of students like doing more individual activities rather than group activities?
- b. Why were some of students shy and afraid to speak English?
- c. Why were some of students very quiet?
- d. Why were some of students not responsive?
- e. Why were some of students not able to do homeworks and exercises given by the teacher?

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- f. Why were some of students difficult to reach the minimum passing grade of English?

2. Limitation of the Problem

This research is only focused on the correlation between extraversion and introversion personality and English learning achievement of eleventh grade students of Senior High School 1 Tembilahan, Indragiri Hilir.

3. Formulation of the Problem

The problem of this research can be formulated in the following questions:

- a. How is the students' personality of the eleventh grade students at Senior High School 1 Tembilahan, Indragiri Hilir?
- b. How is the students' English learning achievement of the eleventh grade students at Senior High School 1 Tembilahan, Indragiri Hilir?
- c. Is there any significant correlation between extraversion and introversion personality and English learning achievement of the eleventh grade students at Senior High School 1 Tembilahan, Indragiri Hilir?

Objective and Significance of the Research**1. Objectives of the Research**

- a. To know the students' personality at Senior High School 1 Tembilahan, Indragiri Hilir.
- b. To know the students' English learning achievement at Senior High

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- c. To find out if there is a relationship between students' personality and their English learning achievement at Senior High School 1 Tembilahan, Indragiri Hilir.

2. Significance of the Research

Related to the objectives of the research above, the significances of the research are as follows:

- a. Hopefully this research is able to contribute the benefit to the writer as a novice researcher.
- b. These research findings are also expected useful and valuable for both English teachers and students of Senior High School 1 Tembilahan, and all teachers generally as an attempt to improve the students' learning English achievement.
- c. The researcher's contribution for the Education and Teachers Training Faculty of State Islamic University of SUSKA Riau dealing with data and information about students' personality and their English learning achievement.

D. Reasons for Choosing The Title

There are some reasons why the writer is interested in carrying out this research:

1. The title of the research is relevant with the writer's status as a student of English Education Department.
2. The title of this research (the problems investigated in this research) has not been investigated by other previous researchers.

3. The location of the research facilitates the writer in conducting the research.

E. Definition of Key Terms

In order to avoid misunderstanding and misinterpreting of the terms used in this research, it is necessary to define the operational definition terms consisted in this research as follows:

1. Correlation

According to Creswell (2012), correlation is a statistical test to establish the preference for two or more variables. It means that, to make certain about relationship between two or more variables. In this research, correlation means the relationship between extraversion and introversion personality and English learning achievement at Senior High School 1 Tembilahan.

2. Extraversion and Introversion

Brown (2007) says that Extraversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. On the other hand, Introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. So, it means that Extraversion is when a person need an affirmation from others, but an Introversion is when a person obtain a sense of wholeness by themselves, not from other people.

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3. Personality

The Collins Cobuild Dictionary as cited in Dornyei (2005) defines personality as one's whole character and nature. Moreover, De Raad also cited in Dornyei (2005) stated that the term personality is to representing the complex of all the attributes that characterize a unique individual. It can conclude that Personality is a complex character of each individual.

4. Learning Achievement

Purwanto (1988), states that learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of activities in learning. It means that, learning achievement is students' result of their process during learning process.