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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Extraversion and Introversion Personality

a. Definition of Personality

Personality is the most individual characteristic of a human being. When looking at the etymology of this term, according to Chamorro-Premuzic as cited in Machnicka (2010) transpires that the word 'personality' derives from the Latin word 'persona,' which means 'mask'. Thus, the study of personality can be regarded as the study of 'masks' that people wear.

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 entirety as individuals and as complex beings. Moreover, Caprara, Cervone as cited in Varsic (2014) point out that scientists in the field of *personality psychology* refer to personality as the complexity of psychological systems that contribute to unity and continuity in the individual's conduct and experience, both as it is expressed and as it is perceived by that individual and others.

From the definitions above, personality can be concluded as a psychological systems from the field of psychology which is expressed and perceived the individual's conduct and experience and as complex beings.

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b. The Dimensions of Personality

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*.

Based on the theories about the dimensions of personality above, in this research the researcher only focused on Extraversion-introversion personality.

c. Extraversion and Introversion

As cited in Jalili and Mall-Amiri (2015), Jung points out that Extraversion is an attitude-type characterized by concentration of interest on the external object. As Canli also cited in Jalili (2015) infers, some people are famous for their laughter, the party is wherever they are, they attract people, social contact is valuable for them, they enjoy good times whenever they are with other people, even while they are in a room with strangers, they can be the best friend for them. These people give meaning to the concept of extroversion/extraversion.

Extraversion can be defined both in broad senses and in narrow senses. On the other hand, Introversion is an attitude-type characterized by orientation in life through subjective psychic contents. Introversion is defined as a preference and they prefer a rich inner life to a vast social life, talking with a close friend to sharing stories in a group, developing their ideas internally to interactively.

Meanwhile, Eysenck & Chan cited in Jafarpour B. (2015) state that extraversion and introversion dichotomy deals with the way people prefer to attain energy and focus their attention. 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. Furthermore, according to Dawaele 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.

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Extroverts mainly focus their energy outward and tend to interact with people and things. Outer experience is so highly important for them that they often begin performing tasks with little planning, then rely on trial and error to complete the task. Since they spend more time dealing with outer experience rather than inner experience, they think most clearly and develop more ideas in action or in conversation.

Introverts mostly focus their energy inward; they tend to consider and contemplate. More cautious about the outer world; they anticipate and reflect before becoming involved in action to avoid errors. When they are alone and uninterrupted by people and incidents, they think best and develop more ideas.

In addition, Zhang (2008) cites that extraverts will be willing to try to communicate even if they are not sure they will succeed. Introversion has the greatest chance of negatively affecting second language acquisition. Students that are afraid of embarrassing themselves by speaking incorrectly or by not being able to speak at all may try to avoid opportunities that would otherwise aid their learning.

According to Apeh & Ezemaduka (2015), introvert is a person who tends to withdraw into his/herself especially, when faced with emotional conflicts and stress in his/her environment. Introvert individually is shy, avoids people and enjoys to be alone. In contrast to the introvert type, extrovert person's orientation is towards the external

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world. He/she deals with people intelligently in social situations. He is conventional, outgoing, social, friendly, and free from worries and seeks the company of others.

Furthermore, Ewen (2003) states that the outward turning of libido toward the external world is known as extraversion, whereas the inward flow of libido toward the depths of the psyche is referred to as introversion. Extraverts are outgoing, venture forth with careless confidence into the unknown, and are particularly interested in people and events in the external world. Introversion is reflected by a keen interest in one's own psyche, and often preferring to be alone.

The extroverted learner learns more effectively through concrete experiences, contacts with the outside world, and relationships with others. They value group interaction and classwork done together with other students. They are willing to take conversational risks, but are dependent on outside stimulation and interaction. The introverted learner learns more effectively in individual, independent situations that are more involved with ideas and concepts. Their strengths are their ability to concentrate on the task in hand as well as their self-sufficiency; however, they need to process ideas before speaking which sometimes leads to avoidance of linguistic risk-taking in conversation. They will enjoy using computers for study and review.

Hogan in 1982, as cited in Jalili and Mall-Amiri (2015) expresses the dimensions of extraversion as sociability, ambition,

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likability, adjustment, prudence, and intellect. He divided extraversion into two main subcategories: sociability and ambition. So some extroverts may have tendency to experience positive effect, be sociable, and like other people's company, on the other hand some extroverts may be dominance, self-confident, and leaders.

2. Learning Achievement

a. The Concept of Learning Achievement

In formal education, students' learning activities is main activities contributing to the success or failure in achieving educational goals. Taylor as cited in Sayyadah (2014) defined learning as acquiring not only the subject matter but also acquiring habits, attitudes, perceptions, preferences, interests, and social skills of many types. Sayyadah states that learning has three important elements, first, learning is a change of behavior, for better or worse. Then, the change takes place through practice or experience with the environment. Last, acquiring not only knowledge, but also many social skills.

Scarino and Liddicoat (2009) state that learning involves a process of making connections – reorganising unrelated bits of knowledge and experience into new patterns, integrated wholes. Learning is development or changes that occur in human beings with the passage of time throughout their lives. Development is associated with achievement, so the ultimate goal of learning is achievement. According to Hornby also cited in Sayyadah (2014), achievement is

something done successfully with an effort and skill. It means that the students' effort and skill can determine their success. Then, based on the Greenwood dictionary of education, achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement. It means that the achievement of learning process is measured by the knowledge and skills that the learner has.

Learning achievement means gaining knowledge. It is a successful performance on a specific task. It is also the successful accomplishment or performance in particular subjects, areas, or courses, usually by reasons of skill, hard work and interest. 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. Achievement is typically summarized or measured in various types of grades, marks, scores designed by the teacher.

From the explanation above, the researcher concludes that English learning achievement is the students' process of receiving knowledge and at the end of the learning process, students will get scores or grades to know whether they are success achieve the goal or not.

There are four skills in Learning English that have to be achieved in school. First, Listening, Listening is an activity of hearing something in order to get information. In line with that statement,

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Underwood in Banat (2015) stated that listening is the activity of paying attention and trying to get meaning from something heard. Vandergift in Banat (2015) also states that listening skill is divided into different sub skills (actions); discriminating between sounds, understanding vocabulary and particular grammar structures, interpreting stress and intonation, then recalling and gathering all information together.

Second, Speaking, Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. In speaking activity, students need to attain some factors. Those factors are accuracy, intonation, and fluency. According to Hughes (2003), speaking ability is assessed through several elements. Those elements are grammar, vocabulary, comprehension, fluency, and accent/pronunciation.

Then, Reading, Reading means to understand the meaning of printed words or written symbols. Reading is done by three stages; recognition stage, structuring stage, and interpreting stage. Last, Writing, it can be referred to forming or producing graphic symbols on the surface of some flat thing. According to Hughes (2003), writing ability is assessed through several elements such as grammar, vocabulary, mechanics, fluency, and organization.

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b. Factors Influencing Students' English Learning Achievement

Asgar and Soheil (2015) state that there are two variables affecting foreign language learning, internal and external variables. Internal variables imply cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking ability, and also extraversion and introversion personality. Among external variables can refer to such variables as social class, first language, teachers, early start, L2 curriculum, etc.

On the other hand, Isnaini (2010) in her graduating paper states that there are two psychological factors that influenced to the students' achievement. First, individual personality that consists of vitality, temperament, character, and talent ability. Branca figures out personality refer to the manner in which the person as a whole responds to the environment. It is flexible, active, changing, but consistent organization of habits, attitudes, and inclinations, which predisposes an individual to behave in a characteristic and unique way. Second, individual dimensions that consist of knowledge, interest, emotional stability, belief and activity.

From the explanation above, the researcher concludes that students' achievement affected by several factors such as internal and external factors. Since personality is one of the internal factors, so it is clearly that extraversion and introversion can determine students' learning achievement.

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3. The Correlation between Extraversion and Introversion Personality and English Learning Achievement

McCaulley & Natter cited in Asmali (2014) state that personality makes a difference in how people learn and what they learn. Thus, it becomes an important construct in language learning together with linguistic, affective, motivational, and demographic factors. As with many constructs, Ellis as cited in Asmali (2014) points out that there is a two-way relationship between personality and language learning which means that personality can influence second language learning and second language learning can also influence personality development.

Studies have shown that extraverts acquire a second language better than introverts. Related to the extroversion/distinction are the types of social skills involved in second language acquisition. Wesche as cited in Zhang (2008) studying thirty-seven Canadian civil servants in an intensive French course, found a correlation between role-playing and proficiency in listening comprehension and speaking skills. Role-playing referred to the willingness of the student to take the part of a character in a dialogue or role-playing situation, "with speech characterized by prosodic expressions of feeling appropriate to the context and by accompanying gestures and facial expressions". This could reflect extroversion, self-confidence, and/or satisfaction with the learning situation, as well as general anxiety level.

Two scientists, Kinginger and Farrell, conducted interviews with U.S. students after their study abroad program in France in 2003. They

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found that many of the students would avoid interaction with the native speakers at all costs, while others jumped at the opportunity to speak the language. Those who avoided interaction were typically quiet, reserved people, or introverts.

According to Zafar *et al* (2012), 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.

In addition, as cited in Abali (2006), there are a number of studies (Savage, 1966, Enwistle, 1970, Kline and Gale, 1971) that have been conducted to find out the possible link between extraversion/ introversion and educational success of learners. While the results of some of the studies (Cunningham, 1968, Enwistle and Welsh, 1969) point to extroverts' tendency to underperform, the results of some others (Savage, 1966, Riddings, 1967) do not seem to provide support for introverts' superior academic success.

In other words, the results of the studies are not in line with each other. However, there are some factors which seem to contribute to this

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confusing picture. The first and most important factor which seems to be in relation with the educational success of extroverts and introverts is age.

Abali also states that Wankowski in 1973 argues that the influence of extraversion-introversion on educational success depends on the age of the learners. Wankowski has found that below puberty extraversion tends to have a positive relationship with achievement, whereas after puberty introverts are more successful. The results of a study conducted by Gordon in 1961 on sixty male university students aged between eighteen and twenty-three showed that there was a positive correlation between introversion and academic success.

Kline, is another researcher who conducted a study on academic attainment and he found that introversion was strongly related to academic success in Ghanian University students. So far, the empirical evidence seems to indicate that while extroverts do better at junior school level, introverts seem to do better as they move to secondary schools and university level.

B. Relevant Research

As a matter of fact, there are a lot of previous researchers regarding this topic, one of which was in 2014 entitled “*The Role Of Extrovert And Introvert Personality In Second Language Acquisition*” conducted by Fatma Hsain Ali Suliman from Misurata University, Faculty of Arts English Department, Libya. The participants were the fourth year students of Misurata University, Faculty of Arts, English Department. The data were collected by

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using a questionnaire and a classroom observation. The questionnaire, which uses a 4-likert scale, has 10 items, 5 of them show what kind of personality students have while the other five ones show if their personalities affect the way they acquire the language. Students, who were given the questionnaire to be answered individually, were asked about their behavior inside ESL classes to figure out the effect of their personalities on language progress.

At the end of her research, she concludes that extroverted learners, who use the second language to interact without inhibition, talk more fluently, tend to take actions with less reflection, work better in groups and excel during classes with high levels of activity. It is to accommodate their need to communicate outside of class time without the pressure of the classroom. Extroverted students easily communicate in the second language even though they might not produce accurate output. These characteristics influence their ways of learning in the second language so it is believed that extraverts are more successful in communication. On the other hand, introverts tend to be exterts talk less and reflect more before acting, like to be quiet, like to work independently or with one or two other people. They tend to be more passive rather than actively social. In addition, many introverted students have an obsession with producing accurate grammatically sentences with native-like accent.

The second research was in 2015 entitled “*Extroversion-Introversion and Subject Preference as Factors of Academic Performance among Secondary School Students in FCT, Abuja*” conducted by Hosea Abalaka Apeh (Ph.D) and Tochukwu Theresa Ezemaduka from Department of

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Counseling And Educational Psychology, Faculty of Education University of Abuja, Abuja. The participants of this research were the students of Senior Secondary Schools. Three different instruments were used for this study. The first instrument titled, The Students' Personality Questionnaire (SPQ) was adapted from the Adolescent Personality Identification Scale by Abubakar 2007 which is used in identifying personality type dimensions of adolescents. The SPQ is a 30-item instrument structured along a four-point likert scale. Responses were scored using 4,3,2,1 for positive items and 1,2,3,4 for negative items. The responses were set out as strongly agree, agree, disagree and strongly disagree. The second instrument is the Junior Secondary School Certificate Examinations results. It is student's academic reports for English Language, Mathematics, Integrated Science and Social Studies. The School Subject Preference Indicator (SSPI) is a 20-item indicator designed to elicit information on student's subject preferences. Questions were structured along a four-point likert scale. The responses were set out as very much, much, little, very little were scored using 4,3,2,1 respectively. Both descriptive (mean, frequency counts and percentages) and inferential statistics (t-test) were used in the analysis of data that were collected.

In this research, they conclude that personality type affects subject preference as well as academic performances of students in the FCT thus providing in-depth understanding of the relationship between personality and career path choices. At the end of the research, they recommend that the

defining characteristics of one's personality should not be negatively construed to the end that the individual is embarrassed by the reaction of teachers and parents.

C. Operational Concept

The researcher would briefly explain about variables in this research. It is important to clarify the theories used in this research. This research was correlational research which is focused on correlation between extraversion and introversion personality and students' English learning achievement. Therefore, in analyzing the problem in this research, there were two variables. The first was Extraversion and Introversion personality as variable X and the second was students' English learning achievement as variable Y.

According to Eysenck in Dornyei (2005), the indicators of variable X (Extraversion and Introversion personality) are as follows:

1. Extraversion
 - a. Students tend to be active.
 - b. Students are sociable in classroom.
 - c. Students have optimistic in doing task.
 - d. Students have the energy from other people.
 - e. Students prefer social gathering than individual activities.
2. Introversion
 - a. Students tend to be passive.
 - b. Students are unsociable in classroom.
 - c. Students are hopeless in doing task.

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- d. Students need time to be alone to recharge their energy.
- e. Students prefer individual activities than social gathering.

While the indicators of variable Y (students' English learning achievement) are based on documented data of tenth grade at second semester which consists of:

1. Score assessment aspects of knowledge (written tests, oral tests, and assignments).
2. Score assessment aspects of skills (practice tests, projects, and portofolio).

D. Assumption and Hypothesis**1. The Assumption**

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the researcher would like to presents some assumptions as follows:

- a. Every student has different types of personality.
- b. Every student has different achievement in learning English.
- c. Personality has an important role in students' English learning achievement.

2. The Hypothesis

- a. The Alternative Hypothesis (H_a)

There is a significant correlation between students' personality and English learning achivement of the eleventh grade students at Senior High School 1 Tembilahan.

b. The Null Hypothesis (H_0)

There is no significant correlation between students' personality English learning achievement of the eleventh grade students at Senior High School 1 Tembilahan.



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