The Analysis of Students' Achievement on Listening Skill Based on Introvert Personality

Aisyah [1*], Harianto II [2], Vera Marisa [3]

[1], [2] Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia
[3] Sekolah Tinggi Ilmu Tarbiyah (STIT) Al-Hikmah, Tebing Tinggi, Indonesia
E-mail: sraisyah378@email.com.id, hariantoii@umnaw.ac.id, vera_marisa@stitalhikmah-tt.ac.id
[*]Corresponding Author: sraisyah378@email.com.id

Abstract. This research aims to determine the listening skill on students introvert personality. This research was conducted in class XI IPA 1 MAN 1 Deli Serdang by conducting student personality selection by giving questionnaire to find students with introvert personality. Listening test was given after the student personality selection process is done by presenting 3 videos tests that had difference titles and stories in each test. This type of research was a qualitative descriptive research, where the research was observed as a data collection process then describe and interpret the result of the data had been collected in the form of an explanation. Data was obtained from the selection process of the students personality type with questionnaire found that there are only 15% of students who had introverted personality. The listening test result show that students introvert personality had good listening skill with an average score of 90 and the highest was 95.

Keywords: Introvert, extrovert, listening skill.

I. INTRODUCTION

In general, Human as device of the earth have the same physical and role in the world. Humans being with all of the completeness of physical, diverse potential and qualify intelligence are able to become the most perfect creatures by Allah has created. However, humans are still lack, weak, limit and have differences from one another in various aspects of life. Exactly as the theory put forward by renowned psychologist Carl Gustav Jung cited in Askani and Askari (2017: 57) or commonly called Carl Jung argues that humans are also able to be distinguished by the kind of personality extroverts and introverts. Based on the quotation above personality is divided into 2 types namely extrovert and introvert. Each of these personalities have a uniqueness in behaving and acting on a situation.

Personality is a unique aspect and unique from someone's behavior, which is could affect people's abilities in adjusting with the environment (Adisti, 2010: 19). Based on the quotation above personality is about a prediction of actions taken by someone in certain situation. The term personality is how the views, responses, behavior, attitudes, emotions of individuals in selection of the circumstances or situation that are facing it. While extroverts and introverts itself means the classification of these personality types. Extroverts are the characters of someone who prefers an interactive environment, likes new things and is easy to get along with. While introverts are the character of someone who only focuses on themselves in carrying out their daily activities.

In life, the personality of the extrovert dominates more than the introvert. Extroverts are considered more feasible and capable of carrying out various tasks and roles because they are able to communicate with others, adapting to the environment, proficient to self-invest well and have a pleasant personality. In contrast to extroverts, introverts prefer smaller scopes, less external stimulus, communicate as needed, listen more actively and enjoy working and spending time alone. This makes introverts feel eliminated and considered strange by those who create a world with extroverted standards. All things are judge from the point of view of extroverts so that they are called minorities. Even in the scope of education, extrovert personality becomes a standard or reference, both in terms of the learning process, rules, teacher teaching methods and assessment of student abilities.

Extrovert and introvert personalities certainly have advantages in their respective fields. If extroverts are able to communicate well with each other then introverts are able to be good listeners. This is a great advantage for people who have introverted personalities. Introverts deserve to be taken into account with all the potential that exists within them. Perhaps introverts are not as popular as extroverts but without them what would become of the world if only inhabited by extroverted personalities then extroverted standards would no longer apply. Many great people in the world who have introverted personalities are often considered strange because of their personalities namely Albert Einstein, Bill Gates, and Leonardo Da Vinci. They are great people who are able to prove to the world that although introverts are a minority, introverts are able to carve history with their achievements and intelligence.

Introverts with strong listening power are able to get higher grades and achievements than extroverts in English listening skills. As it is known that listening ability is a basic element that must be mastered by students before continuing to the next stage

of learning English, namely reading, speaking and writing. This is the main asset for students who have introverted personalities to understand English material well through basic skills, namely listening.

Listening ability is the most important to support in learning and mastering English. In this case introverted students are able to prove that they also have advantages in a particular field including education even though that is listening even better than extroverted students who are active in class. However, it is a big mistake if many people assume that an introvert is someone who does not have the ability and even tends to be passive in everything. Introverts can be passive in acting but not for intelligence and observation.

The sharpness of listening to the introvert's personality itself can be proven through direct interviews after listening to English listening material. Direct interview is an interview that is carried out continuously directly based on a list of questions that have been prepared in advance. Through this method, it will be found how accurate the ability of introverted students to hear from their spontaneous answers by using the direct interview.

Through this research can straighten the notion that introverted students are students who are exclude and do not have the ability in a field. As well as reopening the views of people outside the introvert personality, especially the instructors at school, all students have different talents, potentials and abilities within each individual, including introverted students.

This research is an interesting to study more deeply for every teachers involve the writer herself. The biggest reason of this problem should be used as an important research context is that I, as an introvert writer and student, felt how hard the pressure was, how much influence and how difficult the rules were created based on extroverted standards.

As in one of the quotes that the author has read is "be yourself", but on the other hand we are required to live like extrovert life. If we are a little bit different then we are easily judged as freaks. We want to be ourselves and spread our wings to achieve dreams. But again and again we are block by extroverted standards. The author herself thinks this is a worthy research and is important to study further apart because the writer herself is an introverted personality but will also become an introverted instructor so with this it will be easier to understand students who have the same character as the author herself, namely introverted personality.

II. METHODS

This research will be applied by using qualitative research. The author will be analyzed introverted students in English listening skills using the direct interview method as a process of collecting data and related information. The subject of this research addressed to introverted students of class XI IPA 1 MAN 1 Deli Serdang by providing listening material as research material and using the direct interview method as a benchmark of research success.

Qualitative research that intends to understand the phenomenon by the holistic subject research, and description in the form of words and language, in specific context that is natural and by utilizing various scientific methods (Moleong, 2007: 6). In qualitative research the researcher becomes instruments, where the process and results of research data depend on the researcher. The researcher must be armed with a lot of knowledge, information and strongly sources that support the phenomenon of the research.

In line with Sugiyono's opinion (2010: 15) stated that qualitative research is a method of research based on the philosophy of positivism, used to examine the conditions of natural objects (as opposed to experimentation) where the researcher is a key instrument, data source sampling is done purposive and snowball, techniques of collecting with triangulation, qualitative data analysis are inductive qualitative and qualitative research results emphasize meaning rather than generalization.

Through this research the author tries to narrate the research process or procedure carry out in accordance with the core problem of students' achievement of listening skill based on introvert personality.

III.RESULTS AND DISCUSSION

After the researcher was conducted research in MAN 1 Deli Serdang through the method of observations, documentation and interviews with research subject was introverted students. Therefore, the writers will be described and interpreted all the data that had been collected in the field that obtained a general and overall picture related to the research conducted.

Based on the results of the research was conducted on students of class XI IPA 1 at MAN I Deli Serdang about analysis of students' achievement on listening skill based on introvert personality data are obtained:

A. Questionnaire

The first step to start this research was selected students to know each student's personality. The selection process was carried out to select students into two personalities,

namely extrovert and introvert by using questionnaire. The main focus of this research was students with introverted personality. Below is the result of the questionnaire.

Table 1. Result Data of the Questionnaire

No.	Statement	Alternative Answer		Total
		Yes	No	
I.	I TEND TO THINK BEFORE I SPEAK	26	5	31
II.	I LIKE ATTENDING SMALL EVENTS WITH JUST A FEW PEOPLE AND FAMILY MEMBERS	20	11	31
III.	I TRY TO DO MY BEST WORK	31	-	31
IV.	OTHER PEOPLE CONSIDER ME AS A GOOD LISTENER	21	10	31
V.	I DO NOT LIKE TO SMALL TALK, BUT I LIKE TO TALK DEEPLY ABOUT TOPICS THAT ARE IMPORTANT TO ME	23	8	31
VI.	I ENJOY SOLITUDE	22	9	31
VII.	I PREFER TO EXPRESS MYSELF THROUGH WRITING	14	17	31
VIII.	I FEEL DIFFICULT TO INTRODUCE MYSELF TO OTHER PEOPLE	17	14	31
IX.	I OFTEN SINK IN THOUGHT THAT I IGNORE OR FORGET MY SURROUNDINGS	11	20	31
X.	I CANNOT START CONVERSATION	15	16	31
XI.	MY MOOD CAN CHANGE QUICKLY	22	9	31
XII.	I OFTEN FEEL JEALOUS OF OTHERS	10	21	31
XIII.	INTERESTING BOOKS OR VIDEOS GAMES ARE OFTEN BETTER THAN SOCIAL EVENTS	18	13	31
XIV.	I AM A RELATIVELY LONELY AND QUIET PERSON	10	21	31
XV.	I THINK THAT EVERYONE'S OPINIONS MUST BE RESPECTED REGARDLESS OF WHETHER THEY ARE SUPPORTED BY FACTS OR NOT	28	3	31
XVI.	I USUALLY FEEL DIFFICULT TO RELAX WHEN SPEAKING IN FRONT OF MANY PEOPLE	27	4	31

The collected data from the questionnaire will be served by using analysis statistic descriptive by using the formula:

$$P = \frac{F}{N} \times 100\%$$

The purpose of data processing above is to give detail explanation. To make it easier in analyzing data from questionnaire. Below are the tabulation data from the questionnaire and the detail explanation from the table.

Table 2. Percentage of Data from the Questionnaire

No.	Statement	Alternative Answer		Total
		Yes	No	
I.	I TEND TO THINK BEFORE I SPEAK	84%	16%	100%
II.	I LIKE ATTENDING SMALL EVENTS WITH JUST A FEW PEOPLE AND FAMILY MEMBERS	65%	35%	100%
III.	I TRY TO DO MY BEST WORK	100%	-	100%
IV.	OTHER PEOPLE CONSIDER ME AS A GOOD LISTENER	68%	32%	100%
V.	I DO NOT LIKE TO SMALL TALK, BUT I LIKE TO TALK DEEPLY ABOUT TOPICS THAT ARE IMPORTANT TO ME	74%	26%	100%
VI.	I ENJOY SOLITUDE	71%	29%	100%
VII.	I PREFER TO EXPRESS MYSELF THROUGH WRITING	45%	55%	100%
VIII.	I FEEL DIFFICULT TO INTRODUCE MYSELF TO OTHER PEOPLE	55%	45%	100%
IX.	I OFTEN SINK IN THOUGHT THAT I IGNORE OR FORGET MY SURROUNDINGS	35%	65%	100%
X.	I CANNOT START CONVERSATION	48%	52%	100%
XI.	MY MOOD CAN CHANGE QUICKLY	71%	29%	100%
XII.	I OFTEN FEEL JEALOUS OF OTHERS	32%	68%	100%
XIII.	INTERESTING BOOKS OR VIDEOS GAMES ARE OFTEN BETTER THAN SOCIAL EVENTS	58%	42%	100%
XIV.	I AM A RELATIVELY LONELY AND QUIET PERSON	32%	68%	100%

XV.	I THINK THAT EVERYONE'S OPINIONS MUST BE RESPECTED REGARDLESS OF WHETHER THEY ARE SUPPORTED BY FACTS OR NOT	90%	10%	100%
XVI.	I USUALLY FEEL DIFFICULT TO RELAX WHEN SPEAKING IN FRONT OF MANY PEOPLE	87%	13%	100%

The result of the questionnaire data above showed that the dominant student who chooses "Yes" was an introvert personality. Where of the 16 questions raised by researcher, students can be said had introvert personality by answering 14-16 yes. After the process was carried out only 5 students from total of many classes chosen yes and sure that they were introverted personality.

B. Test Listening Skill

There are 3 videos test consist of 5 questions about listening material through direct interview. Each Video had different title, namely; 1. First house, 2. No smiles today, 3. The Greatest Treasure.

Table 3. The Result of Students' Achievement on Listening Skill Based on Introvert Personality

NO.	NAME	TEST SCORE
I.	MIFTAHUL KHAIRIAH	95
II.	SELVIA HELMA	92
III.	RAUDHATUL AISYAH R.	92
IV.	ZAFIKA HABWANA	85
V.	AULIA RAHMA	95
	TOTAL	495
	AVERAGE	91,8

Annotation:
Very less = 0-30
Less = 31-50
Enough = 51-70
Good = 71-85
Excellent = 86-100

From the table above showed that higher score in listening test was 95 and average score was 91,8. It could be concluded that 4 from 5 students be able to answer the questions with correctly. Even with satisfying score. This proof that students introvert personality had good listening skills such as theories put forward by psychologists and explanation of writers in previous chapter.

Description

A. Questionnaire

The researcher give questionnaire to students as beginning process of research to found out students who had introverted personalities, after the questionnaire was given the results of the percentage of student answers can be seen in table 4.1.1.

The point 1 there are 84% answers of student said that they tend to think before they speak. Otherwise there are 16% students said that they can be speak without think before. Furthermore, the point 2 showed that student prefers to attend small events with few people and family members (65%). While, only few students prefer the opposite situation (35%). The point 3 found out the fantastic number 100% said that students agree to try to do their best work. Afterward, the point 4 students assumed that they as a good listener (68%). Follow by several students who stated oppositely (32%).

While the point 5 students agreed if they did not like to small talk, but like to talk important things deeply (74%). Then, 26% students did not agree to this point. The point 6 described that most students prefer enjoy solitude (71%) and the rest did not like solitude (29%). And next, the point 7 with a little difference in the number of choices (45%) said that students prefer like to express themselves through writing. While the higher score said that did not like to express themselves through writing (55%).

The point 8 with almost balanced score (55%) said that students feel difficult introduce in front of others. Follow 45% students did not agree to the statement. The point 9 with acquisition of a smaller amount (35%) said that students often sink in thought that ignore and forget surroundings. While with higher portion did not agree (65%). The point 10, students assumed they cannot start conversation (48%). Otherwise 52% students assumed can start conversation. The point 11, students most assumed that they mood can change quickly (71%) and 29% to the contrary. The point 12 few students agreed if they feel jealous to others (32%). While, higher portion that students feeling jealous (68%).

The point 13, students mostly agreed that book or interesting video game prefer than social events (58%) and follow 42% students did not agree (42%). The point 14 only had acquisition (32%) where students said that they are relatively lonely and quiet person. Follow with higher portion did not agree (68%). However, the point 15 reached out high portion (90%) said that students assumed that everyone's opinions must be respected regardless of whether they are supported by facts or not and the rest contradict (10%). The last point mostly students assumed that they feel difficult to relax when talk in front of people (87%). Otherwise, they can talk fluently in front of people (13%).

It can be concluded that each percentage result the students have different choices related to answered the questionnaire. Each choice the student assumed that the statement on the questionnaire reflect themselves. They was matched statement by how they were.

B. Test

The researcher was conducted the research on 14 july 2020 in class XI IPA 1 by presenting 3 different videos related to listening material. Before the test was given the writer selects student into 2 personalities namely extrovert and introvert. After the selection found 5 students with introverted personality to be given a listening test. Where each test had a different title and story. The process test was carried out in the form of direct interviews after the listening material was given. Direct interview was intended to be able to see the extent of students' listening skill through spontaneous answers. After the test was found the results were quite satisfactory as described in table 4.2. Students are able to obtain an average of 90 and the highest was 95. It can be concluded students introvert personality had ability to listen well. Therefore, students introvert personality can be trained or got guidance to improve listening skill for the better. In other words, sharp the abilities they already had. It can be seen dialogue of direct interview below to know students listening skill:

The First House:

1. Question : What is the name of the character in the story?
   Answer : Lali and Kindru.

2. Question : What is the main problem in the story?
   Answer : They want to build a house but do not know how.

3. Question : Why did they decide to build a house?
   Answer : Because they are tired of living in a dark cave and want to find a new atmosphere and a comfortable place to live.

4. What do they do to build a house?
   Answer : They asked for advice on some of the animals they meet in forest namely elephants, snakes, fish and buffalo.

5. Explain what moral message can be drawn from the story?
   Answer : The moral message is something that done by working together. Helping each other will produce something with satisfying result and create a close sense of family with one another.

No smiles today:

1. Question : What is the name of the character in the story?
   Answer : Shanti and Arun

2. Question : What happens when Shanti enters the class?
   Answer : Shanti goes to class sadly and just silent.

3. Question : What does the Shanti do when the teacher and her friend ask about her condition
   Answer : Shanti just silent and nod her head .

4. Question : What makes Shanti look so sad?
   Answer : Three front teeth are toothless.

5. Question : What made Shanti finally laugh?
   Answer : Arun accidentally throws something towards Shanti then Shanti cacthes it. It turns out that Arun threw a frog that made Shanti laugh.

The Greatest Treasure

1. Question : What is the name of the character in the story?
   Answer : Peter

2. Question : What did Peter find?
   Answer : Treasure map

3. Question : What does the Peter do to looking for treasure?
   Answer : Peter invited several animals that had met to join in the search treasure, namely lions, eagles, sheep, camel and turtle.

4. Question : Why peter invites animals to join of looking for the treasure?
   Answer : To accompany Peter and make it easier to find treasure. With these animals Peter received many suggestions to deliver them to treasure place.

5. Question : In the end what kind of treasure did Peter and animals find?
   Answer : They find the biggest treasure is friendship.

From the result of data test above showed that there was any connection between students personality in influencing listening achievement. Where after the test was found there was evidence that student introvert personality were good listeners. This is supported based on experts' theories and students' own statements. It is in line with Uzer (2018: 2), who pointed out that the introvert learners tend to enjoy listening to others talk about a topic while privately processing the information. This statement is in line with finding related to the introvert learning style. The introvert learners who are good at listening. Kayalar & Kayalar (2017: 4-10), pointed out that auditory learners are good at understanding and remembering what they listen as they learn information through auditory representation. Strong evidence was also found by obtaining a high score on listening test. Where student be able to achieve satisfy grades in the listening test with excellent results, 95. Listening test was divided into 3 sessions where each session presented a different video with a different story. In each session the introverted students were able to answer the questions posed by the researcher through the direct interview.

IV.CONCLUSIONS

Based on findings of the research result in the previous chapter, it showed the result of the test and the questionnaire on the XI IPA 1 class at MAN I Deli Serdang in Academic 2019/2020:

1. The number of introverted students was only a small amount, namely 15% of the total students in the class. This research can only examined 5 introverted students.
2. From the result found that introverted students had good listening skills as explained by psychologists and with evidence of obtaining good and satisfying test result.
3. Introverted students also support the statement that they had good listening skills due to they was more likely to be good listeners than speakers. So, it means that there is connection between students personality in influencing listening achievement.

NOMENCLATURE

P	percentage
F	the number of frequencies from each alternative answer
N	number of samples
100%	fixed number

ACKNOWLEDGEMENTS

REFERENCES

[1]   Alwisol. Psikologi Kepribadian. Malang: UMM Press. 2004.
[2]   Alwisol. Psikologi Kepribadian (Edisi Revisi). Malang: UMM Press. 2012.
[3]   Alwisol. Psikologi Kepribadian. Malang: UMM Press. 2014
[4]   Arikunto S. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: PT Rineka Cipta. Hal: 67,225. 1998. Cetakan Ke-11.
[5]   Anggraeni, Sri. Improving Students' Speaking Skill Using Direct Interview Type. Thesis of The English Education Study Program. Universitas Sebelas Maret Surakarta: Surakarta. Not Published. 2015.
[6]   Arikunto, S. Prosedur Penelitian: suatu pendekatan praktek. Jakarta: Rineka Cipta. 2002.
[7]   Arikunto, S. Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi VI. Jakarta: Rineka Cipta. 2006.
[8]   Askani, S. & Askari, A. "Personality Trait and Performance in Listening For Minimal Pairs". International journal of English Language and Translation Studies. 5(4). 57-63. 2017.
[9]   Buck, G. Assessing Listening. New York: Cambridge University Press. 2001.
[10] Cahyono, U Widiati. The teaching of English as a Foreign Language In Indonesia. State University of Malang. 2011.
[11] Chotimah, Emi. Hubungan Tipe Kepribadian dengan Intensitas Penggunaan Internet. Thesis of Faculty of Psychology. Universitas Islam Negeri Syarif Hidayatullah: Jakarta. Not Published. 2004.
[12] Dolliver, R, H. Classifying the Personality Theories and Personalities of Adler, Freud and Jung with Introversion/Extroevrsion. Individual Psychology Journal of Adlerian Theory, Research and Practice. 50 (192-202). 1994.
[13] Feist, Jess dan Gregorry J. Feist. Theories of Personality. New York: McGraw-Hill. 2006
[14] Feist, Jess & Feist, Georgy J. Teori Kepribadian: Theory of Personality. Jakarta: Salemba Humanika. 2014.
[15] Feist, J, et al. Theories of Personality (eighth). Jakarta: Salemba Humanika. 2017.
[16] Hall, Calvin S & Lindzey, Gardner. "Teori-teori Psikodinamik (klinis)".Yogyakarta: Kanisius. 1993.
[17] Helgesen, M & S. Brown. Practical English Language Teaching. London:Pearson Longman Inc. 2007.
[18] Jaenudin, Ujam. Psikologi Kepribadian. Bandung: CV Pustaka Setia. 2012.
[19] Kayalar, F., & Kayalar, F. The Effects of Auditory Leraning Strategy on Learning Skils of Language Learners (Students' views). IOSR Journal Of Humanities and Social Science (IOSR-JHSS), 22(10): 4-10. 2017
[20] Mathew, H Olson. Pengantar Teori-Teori Kepribadian. Yogyakarta: Pustaka Belajar. 2013.
[21] Moleong, Lexy. Metode Penelitian Kualitatif. PT. Remaja Rosdakarya: Bandung. 1991.
[22] Moleong, Lexy. Metode Penelitian Kualitatif. PT. Remaja Rosdakarya: Bandung. 2007.
[23] Muharrami, M.L, Et al. A Comparative Study Between Introvert and Extrovert Students Personality in Listening Achievement. Thesis of The Faculty of English Education. Universitas Lampung: Lampung. Not Publised. 2013.
[24] Ramadhika, B. Improving students' Listening Skill Using Animation Videos for the eighth grade students of SMPN 6 Magelang in academic year of 2013/2014. Undergraduate thesis on Universitas Negeri Yogyakarta: Unpublished. 2014.
[25] Saddhono, Kundharu & St. Y. Slamet. Meningkatkan Keterampilan Berbahasa Indonesia (Teori dan Aplikasi). Bandung: Karya Putra Darwi. 2012.
[26] Schultz, D & Schultz, S. Theories of Personality, (8th edition). Belmont, CA: Thomson Wadsworth. 2005.
[27] Semiun, Yustinus.. Teori-Teori Kepribadian: Psikoanalitik Kontemporer. Yogyakarta: Kanisius. 2013.
[28] Sugiyono. Metode Penelitian Kualitatif, Kuantitatif & RND. Bandung: Alfabeta. 2010.
[29] Sutopo. Metodologi Penelitian Kualitatif. Surakarta: UNS. 2006.
[30] Tarigan, Henry Guntur. Menulis (Sebagai Suatu Keterampilan Berbahasa). Bandung: Angkasa. 2008.
[31] Uzer, Y. The Influence of Students' Personality Types to Their Speaking Achievement on the Tenth Grade Students of the State Senior High School 6 Palembang. ANGLO SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris, 8(2). 2018.
[32] Nana, Syaodih. Metode Penelitian Pendidikan. Bandung: Rosdakarya. 2007.
[33] Purdy, M. Listening in Everyday Life. A personal and Professional Approach. Lanham, MD: University Press of America. 1997.
[34] Ratningsih, N.M. Teaching Techniques, Types of Personality, and Englsih Listening Skill. Thesis of The Faculty of Economics and Business. Universitas Udayana: Bali. Not Published. 2010.