EXTROVERSION AND INTROVERSION PERSONALITY TYPES AND THEIR IMPACTS ON LEARNERS LISTENING SKILLS

THESIS
Submited to Fulfill Requirement for Gaining the Bachelor Degree
in English Language Education

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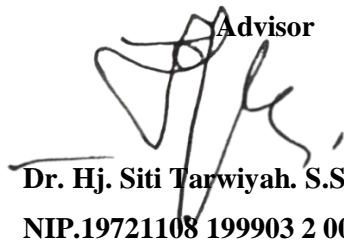
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DEDICATION

This thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisongo Semarang, especially Education and Teacher Training faculty and English Education Department.
2. My respectable and beloved parents, Mr. K.H Abdul Ghofur S.Pd.I and Mrs. Hj. Nailis Sa'adah.
3. My beloved sibling, AH. Alamul Yaqin, Ulya Fauziyah and Muhammad Al-Fatih.
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ABSTRACT

Title	**: EXTROVERSION AND INTROVERSION PERSONALITY TYPES AND THEIR IMPACTS ON LEARNERS LISTENING SKILLS**
Name	**: Muhammad Syihab Adda**
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The way we learn is very much affected by our personality. Practitioners have claimed that perception of personality type can help teachers to understand the reason why students perform differently in class activities. Regarding the significant role of different personality types in language learning in general and in mastering listening in particular, the objectives of this research were: (1) to identify the students' personality types. (2) To identify the listening skills of students' with different personality types of the ninth grade of MTs NU 01 Cepiring. (3) To find out the impact of students personality on their listening skills. The design of this research was quantitative. This research used two instruments: Eysenck Personality Questionnaire (EPQ) and listening test. The subjects of this research were student of ninth grade of MTs NU 01 Cepiring. This research used simple random sampling technique. The sample of this research consisted 27 taken out from 105 students as the total population. The result of this research identified the students" personality that was categorized in extrovert personality (48,1%) introvert (22,2%) and ambivert (29,6%).The highest score of extrovert student was 84 and the lowest score was 44, the mean score of extrovert stuent was 62,76. The highest score of Introvert students score was 88 and the lowest score was 52, the mean score of extrovert stuent was 76,66. It indicated that introvert personality was more dominant in listening than extrovert personality. The result of IBM SPSS shown that there is an impact of students' personality types on their listening skill. The output of (R) then determined the value of coefficient of determination (R square) as 0,200,

which means the impact of independent variable (personality) on dependent variable (listening skill) is 20%. Based on value of coefficient, the researcher got the value of significant $0.019 < 0.05$, it means that variable personality (X) has impacts on variable listening skill (Y).

Keywords: Personality, introvert, extrovert, listening skill

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Alhamdulillah, finally the researcher has finished in writing this final project

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MOTTO

"Weak people revenge
Strong people forgive
Intelligent people ignore"
-Albert Einstein

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CHAPTER I

In this section, the researcher inspects the introduction of the thesis. This chapter consists of four parts. There arebackground of the research, the research question, the reasearch objective, and the significance of the research.

A. BACKGROUND OF THE RESEARCH

Human have various qualities that influence their life; even the manner in which they learn is impacted by these individual attributes. One justification for having these unique and stable attributes is connected with the character of people. [1]As per Freguson (2000), the principal suspicion behind character type is that individuals contrast from each other in their style of conduct which is generally predictable across overall setting. Numerous definitions are recommended for character by clinicians. As Funder (2007) states, character alludes to "a singular's trademark examples of thought, feeling, and conduct, along with the mental components, covered up or not, behind those examples". It is characterized as "the coordinated, creating framework inside the person that addresses the aggregate activity of that singular's major mental subsystems" (Mayer, 2007). Accordingly, from this definition it is derived that people groups' character types are

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[1] Brown, H. Doughlas. 2004. Laguange Assessment: Principles Classrom Practices. United States of America: Longman.com.

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selective to them and stable over the long haul which would impact each part of their lifes learning for general and language learning specifically.

[2]As one of the influencing factors, personality is defined as a dynamic organization of an individual psychophysical system that determines its adjustment to the environment (Allport in Octavia 2017). This includes how people can adapt to the environment, which can be seen from the habit of thinking, attitudes, and interests, as well as a typical life view, to have a balanced life. [3]Robert B. Ewen in Prakash, et.al (2016) said that "Personality refers to the important and relatively stable characteristics within a person that account for consistent patterns of behavior"

[4]On the other hand, Jung in Prakash, et.al (2016) divided personality into two parts, one Introvert and second is Extrovert. He added that personality based on individual behavior. An extrovert person tends to be active, talkative, easygoing, risk-

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[2] Octavia, Hilda. 2017. The Correlation between Personality Traits: Extraversion/Introversion and Students' Attitudes in Learning English as a Foreign Language. Universitas Jambi, Vol, No.1. pp. 1-12. ISSN 1234 (Unpublished).

[3] Oxford Learner"s Pocket Dictionary. 2000. Oxford: Oxford University Press. Prakash, S., Singh, A., Yadav, K,S. 2016. Personality (Introvert, and Extrovert) and Professional Commitment Effect among B.Ed Teacher Educator Students. Indian Psychology. Vol. 3, Issue 2, No. 3.

[4] Ibid; 2

taker and friendly, while introvert person tends to be passive, quiet and introspective. Based on the explanation above, it can be concluded that there are two kinds of human personalities, namely extrovert and introvert. Extrovert is a type of personality that is easily open and easy to express opinions, the second is introvert where this personality is more closed and tends to be quiet. It can be assumed that differences personality of students can influence the performance of students in the class. In psychology perspective, extrovert and introvert are types of personalities that may influence students' motivation, the strategies they choose to learn a language, classroom management, and teaching language. Personality is of great significance in all near aspects of our life.

There were some previous researches who analyzed the extrovert and introvert personality in some aspects, the first from [5]Ali, et.al (2015) found that there was statistically significant difference between the personality types of the participants" writing performance. Analysis of the results revealed that introverts significantly outperformed extroverts in all subsets except organization. This may be due to some of the introverts' personal characteristics that the extroverts lack, such as being careful, having more concentration in their solitude, and ability to

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[5] Boroujeni, A. Akbar Jafarpour, Ali Roohani, Asiyeh Hasanimanesh. Theory and Practice in Language Studies, Vol. 5, No o. 1, pp. 212-218, January 2015

generate much more ideas alone. Having knowledge of learners' personality types enables writing teachers to adjust their expectations with writers' abilities. For instance, realizing that extroverts are not apt for writing causes teachers to reduce their expectations and affects the scores they assign to students. Being informed of learners' personality types, teachers are able to choose appropriate writing prompts.

[6]Rahayu (2020) found out that extroverts' student enjoy speaking class more than introvert' students. It because the extrovert students are type of personality preferred to practice speaking and share their opinions more often. While introvert' students are more silent, they only speak if it is necessary, introvert students do not want to express theirselves and they were afraid to share their opinions.

[7]Sumaira (2019) reveal that a significant difference exists between the writing achievement of introvert and extrovert learner groups. However, no difference is found between the writing performance of neurotic and introvert learner groups or between neurotic and extrovert learner groups. The results also

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[6] Rahayu, Selvianita.2020. The Extrovert and Introvert Students' in Speaking Ability of English Department at IAIN Langsa. Journal of Academia in English EducationVolume 1.No 2, Dec2020,(p.13-23)

[7] Qonwal, Sumaira; Mamuna, Ghani. 2019. Relationship Between Introversion/Extroversion Personality Trait and Proficiency in ESL Writing Skills. International Journal of English Linguistics; Vol. 9, No. 4; 2019 ISSN 1923-869X E-ISSN 1923-8703

reveal that introverts are better learners of ESL writing skills as compared to the extroverts.

[8]Zaswita (2020) found that there is a significant impact on students' personalities to their writing ability. Students with introvert personalities have better writing scores than students with extrovert personality.

[9]In Ririt (2020), there are more extroverts of English as Foreign Language Learners than the introvert one. They could give wide perspectives about publishing their papers. Their perspectives on their preferences depend on any reason that supports the result. Massive effects were given to the English as Foreign Language learners' preference in publishing their research papers by those two types of personality aspects. English as Foreign Language learners with extroversion personalities prefer to publish and submit their papers to any international or national journals. They also want some appreciation categories for their work. Published papers in reputable journals are the most important rewards for them. On the other hand, English as Foreign Language learners with introversion personality prefers to keep their paper trough their files. They do not need any

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[8] Hermi Zaswita*, Rodiyal Ihsan.2020. The Impact of Personality Types on Students' Writing Ability. JPI, Vol. 9 No. 1, March 2020

[9] Miranti, R. Rahma; Putri Aulia Swastika 2, Muhammad Rauuf Oktavian Nur. 2020. The Impact of Extroversion and Introversion Personality Types on EFL Learners' Preferences in Publishing Research Papers. Jurnal Studi Guru dan Pembelajaran, Vol. 3, No. 3, December 2020

specific appreciation. Finishing and submitting their paper to their lecturers are more than enough for them.

For over 60 years, research and practice in English language teaching have identified four skills (listening, speaking, reading and writing) as being most important (Brown, 2001). Nevertheless, listening is often neglected by these four skills, even though listening is a core stage that students must have before learning anything. Huei-Chun (1998) states that listening to EFL, rather than theory, has long been neglected. It has even been called a neglected "Cinderella skill" in language learning (Solak & Altay, 2014). According to Nunan (1997), listening is difficult to master and has been neglected in both research and practice compared to other language skills (Ghaderpanahi, 2012).

To date, few (if any) research has examined the impact of students' personality types on their listening skill. Research done by Ali jabar "the impact of extroversion and introversion personality types on EFL learners' writing ability" was analyzing the possible impact of extroversion and introversion of Iranian EFL learner on their writing skills. Study from selviania rahayu "the extrovert and introvert students' in speaking ability of english department at IAIN Langsa" examines about extrovert and introvert student in speaking ability of English department at IAIN Langsa. Ririt analyzethe study "the impact of extroversions and introversion personality types on EFL Learners' preference in publishing research paper" examins about the impact of

extroversions and introversion personality types on EFL Learners' preference in publishing research paper. Particularly little is known about the impact of students' personality types on learners' listening skill. Based on the article that researcher look for, there is none that focus on listening skill.

Therefore, the purpose of this study is to determine personality types of the students' and their impacts on learners' listening skill. The research will be entitled "Extroversion and Introversion personality types and their impacts on learners listening skills."

B. RESEARCH QUESTIONS

The research question of the study is formulated in question forms as follow:

1. What are the students'personalities at ninth grade of MTs NU 01 Cepiring?
2. How are the listening skillsof students with extrovert and introvert personality at ninth grade of MTs NU 01 Cepiring?
3. How is the impact of students' personality on their listening skills?

C. RESEARCH OBJETCIVES

The objective of this research is to investigate:

1. To identify the students" personality extrovert or introvert at ninth grade of MTs NU 01 Cepiring.
2. To find out the listening skills of students with extrovert and introvert personality at ninth grade of MTs NU 01 Cepiring.
3. To find out the impact of students personality on their listening skills.

D. SIGNIFICANCE OF THE STUDY

The result of the research is expected to give some benefits as follows:

1. Theoretically for students, to help and to improvelistnening skills based on their characteristic or personality in order to get a good achievement in listening test.
2. Practically
   a. To give information to the English teachers or lecturers in order to pay attention to the students" personality (extrovert and introvert) and that effect toward listening performance in teaching and learning process.
   b. For researchers, as an information on how the difference between extrovert and introvert personality toward listening skills and increase the experience of the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents Previous Research and the Review of Related Literature. Previous research helps the researcher find the weakness in earlier research related to this study so that the researcher can improve and complete it to make it more useful for education. The survey of related writing can assist the analyst with further developing their examination.

A. PREVIOUS RESEARCH[10]

The first research has been conducted by Ali Akbar Jafarpour Boroujeni; Ali Roohani; Asiyeh Hasanimanesh. They directed an exploration entitled "The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability". Which examines "The possible impact of extrovert or introvert personality types of Iranian EFL learners on their writing performance in terms of its different subjects (i.e., content, organization, language, mechanics, and vocabulary)".

The technique utilized by the analyst is quantitative exploration. The information source is taken from the 50 undergraduate Iranian university students majoring in English Translation and English Teaching at Shahrekord and Yasuj

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[10] Ibid; 3

Universities. They were both female and male EFL students with the age range of 19-26, passing at least three semesters in order to ensure that they have passed or are passing the Writing course.

In order to homogenize the participants in terms of their language proficiency, the Michigan Test of English Language Proficiency (MTELP) was used. It consists of 100 items with three independent subtests, 40 multiple-choice structure items, 40 multiple-choice vocabulary items, and 20 multiple-choice reading comprehension items. To identify their personality types, the researchers administered the MBTI, a 94-item paper-and-pencil inventory with two options for each item. The Persian version of the questionnaire, which was translated and validated by Hoseini (2003), was used in this study. The third instrument was a free writing test; the participants were asked to write one paragraph about 250 words on the topic "Do You Prefer Team Sports or Individual Sports?" because the researchers thought it was a general topic which made it possible for almost all of the Iranian EFL learners to write about it.

The researchers administered the MTELP to participants to homogenize them in terms of proficiency. Among the participants who took the test, only those whose scores was above 50% of the total possible score were selected as the sample for the study. Then, the MBTI was administered to them to identify their personality type. Finally, they were asked to submit a writing sample on the determined topic to assess their writing ability.

The results of this study are in line with the findings of a study conducted by Carrell, Prince, and Astika, (1996) in which they found that introverts obtained better scores than extroverts in writing course during both the first and second semesters. Likewise, these results confirm Jahanbazi's (2007) investigation in Iran in which he found out that introverts were more successful than their extrovert counterparts in the overall writing quality

[11]The second research has been conducted by Sumaira Qanwal; Mamuna Ghani. They directed an exploration entitled "Relationship Between Introversion/Extroversion Personality Trait and Proficiency in ESL Writing Skills" Which examines "The role of extroversion or introversion personality traits in learning writing skills of English as a second language".

The selected sample for the research consisted of 57 participants who undertook instruction on 'Essay Writing and Presentation' for six months as a formal course of study in their MA English Program. The research tools consisted of a questionnaire and an achievement test on writing skills. The questionnaire consisted of 30 items all adopted from Eysenck's Personality Questionnaire to measure the introversion / extroversion traits of students' personality. After identifying their personality trait (i.e., introvert, extrovert and neurotic), the participants were given an achievement test on writing skills. The participants' scores in the achievement test were submitted to

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[11] Ibid; 4

SPSS and independent sample t-test was applied. The findings reveal that a significant difference exists between the writing achievement of introvert and extrovert learner groups. However, no difference is found between the writing performance of neurotic and introvert learner groups or between neurotic and extrovert learner groups. The results also reveal that introverts are better learners of ESL writing skills as compared to the extroverts.

[12]The third research has been conducted by Selvianita Rahayu. They directed an exploration entitled "The Extrovert and Introvert Students' in Speaking Ability of English Department at IAIN Langsa" Which examines about Extrovert and Introvert students in speaking ability of English Department at IAIN Langsa.

The aim of study investigated about whether significant difference between Extrovert and introvert students in speaking ability. The research method of study used qualitative method with descriptive research. The subject of research consisted 10 students who are 3 extrovert students and 7 introvert students. the instrument that used in this research was observation and interview. Based on the result of research, students with extrovert type more active, friendly, and responsively in speaking class. Based on the observation and interview result students' extrovert they more enjoyed in speaking class and brave to give comments

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[12] Ibid; 4

or speak in class meeting. They were type personality who are preferring to practice speaking and share their opinions more often. While, students of their introverted personality are more silent, they only speak as necessary. The introvert students do not more to express themselves and they were afraid to share their opinions. It can be concluded that students extrovert personality more active in speaking ability and their interest in speaking class.

[13]The fourth research has been conducted by Hermi Zaswita; Rodiyal Ihsan. They directed an exploration entitled "The Impact of Personality Types on Students' Writing Ability" Which examines about the impact of personality types on their ability in writing English. The research is quasi-experiment. Students at grade XI Vocational School 1 Sungai Penuh engage in the study, whereas only two classes selected as samples (experimental class and control class). Students were given a personality questionnaire to recognize their personality types. Then, the writing test carries out in each class in order to know the student's ability in writing. The data are analyzed by using t-test. The finding of hypotheses testing proves that the p-score is 0,00. Thus, the p-score is lower than 0,05 (0,00<0,05) which means H0 is rejected and H1 is accepted. Hence, there is a significant impact on students' personalities to their writing ability. Students with

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[13] Ibid; 5

introvert personalities have better writing scores than students with extrovert personality.

[14]The fifth research has been conducted by Ririt Rachma Miranti; Putri Aulia Mustika; Muhammad Rauuf Oktavian Nur. They directed an exploration entitled "The Impact of Extroversion and Introversion Personality Types on EFL Learners' Preferences in Publishing Research Papers" Which examines about the impact of extroversion and introversion personality on English as Foreign Language learners' preferences in publishing research papers.

The researcher uses descriptive qualitative method to get the result. By giving a questionnaire to all of the participants to find out their personality types and then asking about their preferences in publishing research papers. Based on the findings, the researcher gets the main result, there are more extroverts of English as Foreign Language Learners than the introvert one. They could give wide perspectives about publishing their papers. Their perspectives on their preferences depend on any reason that supports the result.

The sixth research has been conducted by Ni Made Ratminingsih. She directed an exploration entitled "The Effect of Teaching Techniques and Types of Personality on English Listening Skill" Which examines about the impact of teaching techniques and personality types on their English listening skills.

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[14] Ibid; 5

This research aims to know the effects of learning technique and personality. This research is an experimental research with factorial program 2 x 2 which is conducted in primary school laboratoris of UNDIKSHA Singaraja. Eighty eight students are involved in this research, which were chosen randomly by multi stage random sampling technique. This research shows that (1) no significant difference in listening english skills between students using games for learning and students using song for learning. 2) listening skills on english for students who have extroversion personality are better than controversy. 3) there are interaction effects between learning technique and personality type to listening skills in english. 4) listening english skill for extroversion students who are learning by playing is lower than who learning by song, and 5) listening skills in english students who are controversy by playing learning is higher than students who learning by song.

B. LITERATURE REVIEW

1. Personality Theories

In this world, character turns into a fundamental and renowned in mental idea. Where the character is a depiction of the way an individual acts towards his environmental elements, which should be visible from his ongoing reasoning, perspectives, and interests as well as his extraordinary point of view. The expression "character" is

gotten from the Latin word persona signifies "veil." For the Romans, persona implies "how somebody takes a gander at others," not the genuine self.

[15](Eysenck, 1982) divided personality in three characteristic, they are extraversion, neuroticism, and psychoticism. Eysenck's theory focused on temperament—innate, genetically based personality differences. He believed personality is largely governed by biology, and he viewed people as having two specific personality dimensions: extroversion vs. introversion and neuroticism vs. stability. After collaborating with his wife and fellow personality theorist Sybil Eysenck, he added a third dimension to this model: psychoticism vs. socialization.

An **extravert** is commonly described as an outgoing, expressive person, but the technical definition described by Eysenck is more complex. Extraversion is a combination of sociability, impulsiveness, frivolity, general activity, and overt sexuality. The complex nature of each higher order factor may lead to some of the differences in personality theory. According to Eysenck, the impulsiveness associated with extraversion is most likely hereditary (a temperamental trait), whereas the sociability aspect of extraversion is more

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[15] Francis, L. J., Lewis, C. A., Ziebertz, H. G. 2006. „The short-form revised Eysenck personality Questionnaire (EPQ-S): A German edition". Social Behavior and Personality, 34(2), 197-204.

likely to be influenced by one's environment. Thus, perhaps, it is not surprising that Eysenck finds support for hereditary influences on personality whereas others, like Cattell, find support for environmental influences. Depending on how one designs their questions and experiments, the component traits within a higher order factor can support different perspectives (Eysenck, 1982). According to his theory, people high on the trait of extroversion are sociable and outgoing and readily connect with others, whereas people high on the trait of introversion have a higher need to be alone, engage in solitary behaviors, and limit their interactions with others.

Neuroticism refers to one's emotional stability, or lack thereof. It incorporates mood swings, poor emotional adjustment, feelings of inferiority, a lack of social responsibility, a lack of persistence, issues of trust vs. suspiciousness, social shyness, hypochondria, and the lack of relaxed composure. Neuroticism raises the intensity of emotional reactions. Since it is a function of the reactivity of the autonomic nervous system, it is an inherited characteristic. Individuals who measure high in neuroticism are more likely to suffer from neuroses, but high neuroticism is not necessarily less desirable than low levels of neuroticism. For example, aesthetic appreciation and creativity can benefit from an individual being highly

emotional. On the clearly negative side, high levels of neuroticism have routinely been found in criminals, perhaps because whenever an individual has antisocial tendencies, a high level of neuroticism enhances their fear/anxiety responses and functions as a powerful, albeit dysfunctional, drive (Eysenck, 1977, 1982; Kendrick, 1981). In the neuroticism/stability dimension, people high on neuroticism tend to be anxious; they tend to have an overactive sympathetic nervous system with low stress, their bodies and emotional state tend to go in into a flight-or-fight reaction. In contrast, people high on stability tend to need more stimulation to activate their flight-or-fight reaction and are therefore considered more emotionally stable.

Psychoticism was added to Eysenck's theory well after identifying extraversion and neuroticism, and it is the least clearly defined or heritable of the three superfactors. It incorporates traits of dominance-leadership, dominance-submission, sensation seeking, and the lack of a superego. Children who score high on a measure of psychoticism tend to have behavior problems and learning difficulties, they become loners, skip school, commit crimes, and are generally disliked by teachers and peers. Whether as children or as adults, they do not typically benefit from traditional psychotherapies or counseling, as there tends to be a paranoid, suspicious barrier. There is some evidence,

however, for successful treatment with intensive behavioral techniques. Interestingly, whether or not these children become criminals as adults seems to depend on how they score on the other two superfactors. High neuroticism seems to be the factor which makes juvenile delinquency a habit that persists into a life of crime (S. Eysenck, 1997). In the psychoticism/socialization dimension, people who are high on psychoticism tend to be independent thinkers, cold, nonconformist, impulsive, antisocial, and hostile. People who are high on socialization (often referred to as superego control) tend to have high impulse control—they are more altruistic, empathetic, cooperative, and conventional.

Cloninger in Rofi'i (2017) characterizes, "Character as the fundamental causes inside the individual of individual way of behaving and experience". It implies that character is a trademark moved by an individual, where this character recognizes from one another, and this is a basic reason for the way of behaving. Comparability Hollander in Qomaruddin (2010), character is the aggregate of an individual's attributes which make him extraordinary.

[16]The Longman Dictionary of Contemporary English define character as the entire nature or character of a

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[16] Brown, H. Doughlas. 2004. Laguange Assessment: Principles Classrom Practices. United States of America: Longman.com.

person." How somebody is acting, feels and thinks which an individual's way of behaving is to a still up in the air by his perspective. Character can be deciphered as a bunch of qualities that are dynamic and coordinated that somebody has impacts their mental, inspiration, and conduct in specific circumstances (Ryckman in Lestari, et.al. 2013: 2)

From the hypotheses above, it tends to be reasoned that character is the entire of the manner in which an individual responds and connects with others depicted as far as qualities that can be estimated by somebody including apparent way of behaving (outside conduct) and considerations that shouldn't be visible (interior way of behaving).

2. Extrovert Personality & Its Aspect

[17]Eysenck in Maharani (2017: 12) expresses that Extroversion is part of the way related to "quick gathering" and "slow dissemination" of receptive restraint. As such, extroversion is aspect of conduct framed by heredity factors. Each individual has that aspect. This implies that extroversion have existed since somebody was conceived and keep on existing alongside human development. As per

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[17] Maharani, Esty. 2017. A Comparative Study between Extrovert Students and Introvert Students Concerning their English Speaking Ability at the Eight Grade of MTSN 1 Surakarta in the Academic Year 2016/2017. Thesis. Surakarta: The State Islamic Institute of Surakarta.

Zhang in Qomarudin (2008: 1) Extrovert means an individual are keen on what's going on around him than in his own contemplations and feelings. At the end of the day, the extrovert individual encounters the world more through contact with others and shared insight than through self-assessment or study.

[18]In view of Vandenbos in Maharany (2017), extrovert people are more impacted by their encompassing than by their internal world. Extrovert people appreciate social connections and will generally be energetic, emphatic, and energized. They appreciate enormous get-togethers, like gatherings and any sort of gathering action. Extrovert individuals are probably going to appreciate investing energy with individuals and wind up empowered by friendly connection.

The extrovert individuals are center around the external world, in this way the individuals who have social butterfly character nature favors themselves to outside life. They are individuals who have more exercises and think less. They are likewise individuals who like to be in a group or in a spot with additional individuals, in a peaceful spot.

Extrovert individual are relatively gregarious, amiable, appreciates bunch work, appreciates being at the focal point of consideration and straightforwardly expressive. They like

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[18] Ibid; 19

to see new places, meet new individual, to they can communicate their sentiments and contemplations however associating.

Eysenck [19](in Maharani, 2017:13) expressed that there are seven parts of character which depend on extrovert person aspect. They are action, amiability, risk-taking, imprudence, expressiveness, common sense, and unreliability. Their clarification as follows:

1.   Activity

The individual who has high movement will in general be dynamic, vigorous, and likes to do proactive tasks. An individual get up early, does the exercises rapidly and various types of errands.

2.   Sociability

A man having high extroversion usually also has a high friendliness. They make friends easily, as to show up at a party, to do social movement, to meet new companions, and feel blissful in well new circumstance.

3.   Risk Taking

Person having high-risk taking likes to live in perilous circumstance and look for occupations that overlook the gamble. They do the positions without focusing on their own safety.

4.   Impulsiveness

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[19] Ibid;19

The individual who has extrovert characteristics likes to accomplish something immediately without thinking first and foremost.

5.   Expressiveness

Individuals having high expressiveness keep an eye on their inclination unreservedly. They typically prefer to show their feelings, for example, miserable, irate, apprehensive, and wonderful. They show that they have high extroversion.

6.   Practically

Individuals who have this worth typically are lovely to do commonsense things and not patient to do extract and innovative exercises.

7.   Irresponsibility

The man having high worth on this angle detests carrying out proper responsibility. Extrovert person individual is dynamic and untrustworthy in doing exercises that connect with social aspect.

3.   Introvert Personality & Its Aspects

[20]Introvert people are most of the time described by their ability for internal reflection and a need to comprehend the world before they experience it (Tieger and BarronTieger in Prakash, et.al 2016).

Introvert person is an inclination to zero in on the world inside oneself. Loners will more often than not hush

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up, serene and conscious, also are not drawn to social associations. They favor exercises they can do alone or with another dear companion, exercises like perusing, composing, thinking, and creating. Self observers find get-togethers depleting.

The introvert people could be ordered as close-disapproved of character. Closeminded understudies will generally be tranquil and keep freely working as opposed to cooperating in a gathering. Nonetheless, accept that efficient and serious introvert people are seen better students, taking everything into account. In short, loner is an individual who has the emphasis on their own action.

[21]Eysenck (in Maharani, 2017:17) states that there are seven aspects of personality which are based on extrovert dimension. They are inactivity, unsociability, carefulness, controlled, inhibition, reflectiveness and responsibility. Their explanation as follows:

1. Inactivity

It connects with the proactive tasks. Individual having this worth does the assignment gradually. He is additionally drained and simple to rest.

2. Unsociability

Individuals having unsociability will more often than not have a couple of dear companions and like doing free

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[21] Ibid; 19

exercises like perusing. They here and there feel worried in cooperating with others.

3. Carefulness

It is common that individual who has this worth does the exercises cautiously. Self observer individual dodges from hazardous things and accomplishes something natural and safe.

4. Controlled

The individual plans and orchestrates the program prior to following through with something. Loner individual plans have brilliant future and thinks prior to acting.

5. Inhibition

Individuals can refrain from freely sharing their feelings. It's hard to get angry or calm down.

6. Reflectiveness

The individual likes to make modified works and translation, talks about, and addresses the philosophical inquiry.

7. Responsibility

This angle recognizes people in light of liability regarding activities and their obligations and work. Individuals who have this character will be accepted by others without any problem.

4.   The concept of listening skills

Anderson and Krathwohl (2001: 274) generally define skill as follows: Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems.. the abilities and skill objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose.

Nunan (1998) mentioned that listening involves the process of deciphering and constructing both verbal and non-verbal meanings, followed by two cognitive processes: bottom-up (data-driven) and top-down (concept-driven). A bottom-up process took place as the listening activity began from the smallest unit of linguistics to the largest. Top-down processing, on the other hand, refers to using the learner's existing background knowledge to obtain new information.

According to the Council of Chief State Officer (CCSSO, U.S., 2009), Listening is the ability to understand instructions, read key and abstract information, and follow training modules. Hearing is an integral activity that involves identifying, understanding, and interpreting spoken language (Harrowoth, 1966). Mendelsohn (1994) defined listening as the ability to understand the spoken language of his native speaker. This requires the ability to process linguistic forms, manage interactions, comprehend and comprehend messages, as well as the ability to recognize any genre.

Based on the definition above, listening can be defined as a complex and integrated process of identifying and understanding sounds in the form of spoken words. Both teachers and students are expected to find the best ways to overcome obstacles and maximize strategies in the teaching and learning process.

5. The impact of personality on students' listening skills

Studies found inconsistent results on the relationships between personality types and language achievement. Some researchers found that extraversion is related to language achievement, indicating that extraverted language learners were more successful language learners, but others found that introverted language learners were better in some English skill. Chen, Jiang, and Mu (2015, p. 581) claim that extraverts are better language learners as they tend to be sociable, outgoing and talkative. Meanwhile, Chen and Tsei (2015) found no significant relationship between students' personality types (extravert-introvert) and TOEIC scores. Their research findings did not support the claimed that extraverts were better language learners than introverts. Moreover, some studies have also found that introversion personality had better achievement in reading and writing (Zafar & Meenakshi, 2012) and listening skills (Alavinia & Sameei, 2012; Mall-Amiri & Nakhaie, 2013; and Muharrami, Setiyadi, & Hasan 2013). The other study has found that introvert and extrovert did not have any significant impacts on L2 learning

in the classroom settings (Alavinia & Hassanlou, 2014) and on EFL English proficiency (Parendi, 2012).

C. THEORETICAL FRAMEWORK

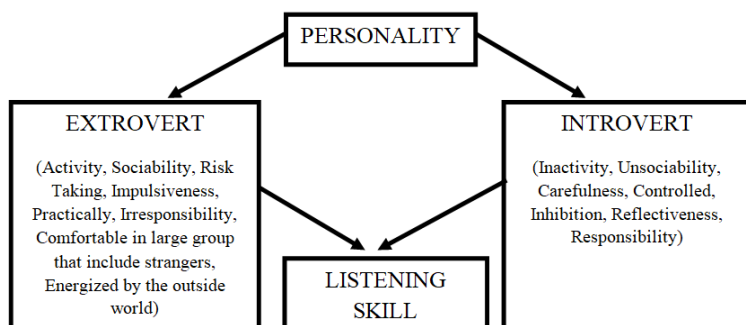The conceptual framework underlying this research is shown in the following figure:

Figure 2. 1 Theoritical Framework

The conceptual framework above mean that the researcher was focused to analyzed the students' personality, extrovert and introvert in listeningskills. The purpose of this research was to identified students personality extrovert (Activity, Sociability, Risk Taking, Impulsiveness, Practically, Irresponsibility, Comfortable in large group that include strangers, Energized by the outside world) introvert (Inactivity, Unsociability, Carefulness, Controlled, Inhibition, Reflectiveness, Responsibility), listeningskills and to found out the difference

between extrovert and introvert personality in their listening performance.

D. HYPOTHESIS

The hypothesis of this examination is a fundamental presumption of how this exploration will be. To form a hypothesis, the scientist should guarantee that the theory is genuine or given current realities. There are two kinds of hypotheses:

1. Working hypothesis (HI): students' personality types significantly impacts on stuents' listening skills.
2. Zero hypothesis (H0)   : students' personality types does not significantly impact on stuents' listening skills.

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

The method of this research wasquantitative research. According to Aliaga and Gunderson in Apuke (2017), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In brief, quantitative research aims to collect numerical data to explain a particular phenomenon. This research used quantitative method because researchers want to get accurate data, based on empirical and measurable phenomena.

B. RESEARCH SETTING

1. The place of the research

The research was conducted in MTS NU 01 Cepiring which located in Karang Suno, Karangsuno, Kecamatan Cepiring, Kabupaten Kendal, Provinsi Jawa Tengah

2. The time of the research

This research was conducted during 2021-2022. The schedule of the research was on 14th-27th November 2022.

C. SAMPLE

In this research, the researcher used a non-probability sampling because the researcher does not choose the sample randomly but had determined it in a place for research at MTs Karangsuno with a sample of students from IX-D MTs NU 01 Cepiring 2021/2022. The non-probability sampling that was used is convenience sampling method. Convenience sampling is a non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access. There were 27 out of 97

D. VARIABLE & INDICATORS

[22]Agravante (2018) said that variables represent the measurable traits that can change over the course of a scientific experiment. In all there are two basic variable types: dependent, independent variable. According of the statement means that variable is one of essential part of the research. Where there are two variable, independent and dependent variable.

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[22] Agravante, Mariecor. 2018. What is the Meaning of Variables in Research. Retrieved from https://sciencing.com/meaning-variables-research6164255.html Accessed on August, 3 2019.

1. Independent Variable

In this research independent variable are extrovert and introvert personality. [23]According to Sugiyono in Nadzif (2015) independent variable can be called stimulus, predictor, or antecedent. Independent variable is variable which can give influence to dependent variable. Based on the independent variable, researchers can get the indicators as follows:

Table 3. 1 indicators of Independent variable

Sub concept	Extrovert	Introvert
Activity	Generally active of energetic. They are get up early, does the activities quickly and different kinds of tasks.	They are inactive, doing their task slowly. They are also tired and easy to sleep
Sociability	They have many friends easily, like to	They prefer to have only a few special friends,

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[23] Nadzif, Muhamad Fikri. 2015. The Correlation between Extroversion and Speaking Skill in English Education Department Students. Thesis. Semarang: Walisongo State Islamic University.

	go to a party, like to do social activity, like to meet new friends, and feel happy in friendly situation.	enjoy solo activity like reading and has difficulty in trying to talk to other people.
Risk taking	They are likes to live in dangerous situation and seek jobs that ignore the risk. They do the jobs without paying attention on their own safety.	They are preffered for familiarity, safety and security even if this means sacrificing some degree of excitement in life
Impulsiveness	They having high expressiveness tend to their feeling freely. They usually like to show	They have theoretical mindest, tend to be interested in ideas, speculation and they like to think

	their emotions such as sad, angry, afraid, and pleasant.	and intropection
Expresiveness	They having high expressiveness tend to their feeling freely. They usually like to show their emotions such as sad, angry, afraid, and pleasant.	They have theoretical mindest, tend to be interested in ideas, speculation and they like to think and intropection.
Practically	They usually pleasant to do practical things and not patient to do abstract and imaginative activities.	They have theoritical mindset, tend to be interested in ideas, spectulation and they like to think and introspection.
Responsibility	They are dynamic and irresponsible in	They are likely to be when doing job, they are

	doing activities that relate to	more likely to do things than think about them. They tend to have a directional and practical mindset. Conscientious, reliable, trustworthy and serious minded with a little bit of compulsiveness.

2. Dependent Variable

Dependent of this research is listening skills. [24]According to Sugiyono in Nadzif (2015) dependent variable is variable which is influenced or became effect of the independent variable.

The indicators of listening skills as dependent variable are as follow:

a. Students are able toidentify the sound of words and the meaning.

b. Students are able to respond to basic conversation

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[24] Ibid; 29

E. METHOD OF COLLECTING DATA

Data is a crucial component that must be examined to obtain a result. The researcher used questionnaires and tests to collect data.

1. Questionnaire

Questionnaire is one of tools to collecting data or necessary information from respondents. It included diversity of tools which subjects answer the questions related to the way they behave, feel, think et cetera. This research uses Eysenck Personality Questionna (EPQ).

The questionnaire was given after the researcher gave the students several explanations about the purpose of the research. This questionnaire was adapted from yes/no format which answering with 5 point likers scale. The questionnaire consists of 56 items that have 28 for extrovert and 28 for an introvert. In filled out the questionnaire students needed to express they strongly agree, agree, undecided, disagreement, and strongly disagree. Students answering the statements based on their personal opinions. Thus, every student gave checklist 5 categories indicated his or her agree or degree of extroversion statement. Once the students completed the questionnaire with a checklist the statement based on the 5 categories statement. Each response gave a value of 1 through 5, with 5 indicating the highest level of extrovert in every item of the extrovert. The questions indicated introvert

was reverse code; hence that someone who strongly disagrees with the statement then mark a '1' was coded as a '5'. When the higher score obtains, it means the students have personality extrovert and conversely the lower score means the students have the personality introvert.

2. **Listening Test**

The researcher used tests to collect data. According to Arikunto, the test is a progression of inquiries or practices and different apparatuses used to gauge expertise, information, knowledge, capacity, or ability moved by people or gatherings.

The listening test was carried out after the student had completed the Personality questionnaire. The listening test is consiste of 25 questions. The researcher play the audio while the students need to answer the listening test. The test need for about 30 minutes to ended.

Table 3. 2 Table Instrument of Listening Test

Variable	Indicators	Number of items
Listening skill	1. Students are able to identify the sound and the meaning.	A.1, A.2, A.3, A.4, A.5, A.6, B.1, B.2, B.3, B.4, D.1, D.2, D.3, D.4, D.5, D.6, D.7, D.8, D.9, D.10

			C.1, C.2, C. 3, C.4, C.5
	2.	Students are able to determine the false or truth of the sound they listen to	

F. METHOD OF ANALYZING DATA

Data analysis is the way to simplify the data in order to makes easy to read and to know the result. Hence, the researcher was analyzed the data used questionnaire and listening test. The kinds of data as follows:

1. Analyzing data of questionnaire

Table 3. 3Interpretation of Student Personality

SCORE	Interpretation	
81-100	Very Strong	Strongly Extrovert
61-80	Strong	Extrovert
41-60	Moderately	Ambivalence
21-40	Low	Introvert
0-20	Very Low	Strongly Introvert

Source: Adapted from Velicier and Stevenson in

Wulandary (2017)

To calculate the percentage of the student in answering from the questionnaire will be used formula:

$$\text{Score} = \frac{\text{The result of score}}{280} \text{ x } 100$$

Note: Maximun score was 280

2. **Analyzing data of Listening test**

After the students have taken the listening test, the researchers will measure the result of the test with the formula below:

$$\text{Listening score} = \frac{Total\ number\ of\ correct\ answer}{\text{Total number of test items}} \ x\ 100$$

Then, the scores were put into category to know the level of students' listening achievement. The students' scores are categorized as follows:

Table 3. 4 Interpretation of listening score

ScoreInterval	Category
86 -100	Verygood
71 – 85	Good

56 – 70	Average
46 – 55	Poor
0 – 45	Verypoor

3. **Analyzing the data of the impact of students' personality on their listening skills:**

   After working on the result on students' personality and the result of the listening test, the researcher will analyze the impact of student's personality on student's listening skill by using simple linear regresion. According to Supardi (2013;156) "simple linear regresion is used to know the pattern of dependent variable that can be predicted through independent variable." The formula is as follow:

   $Y = a + bX$

   Y = dependent variable

   a = the value of contant which is the value of Y if X=0

   b = coefficient regresion

   X = independent variable

   To know the value of constant (a), the formula is as followed:

   $$a = \frac{(\Sigma y)\,(\Sigma x^2) - (\Sigma x)\,(\Sigma xy)}{n(\Sigma x^2) - (\Sigma x)^2}$$

While to found out the value of coefficient (b), the formula is as followed:

$$b = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{n(\Sigma x^2) - (\Sigma x)^2}$$

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. RESEARCH FINDING

The data analyzed in this research were the result of the Eysenck Personality Questionnaire (EPQ) and Listening Test. The research description is based on the score of the test to find out students" listening will based on their personality at the ninth grade of MTs NU 01 Cepiring.

1. The students' personality

After the researcher distributed the Eysenck Personality Questionnaire (EPQ), the researcher identified the students to categorize into extrovert and introvert as in the table below.

Table 4. 1 Result of Personality Test

No.	Score	Frequency	Category
1.	81-100	-	Strongly Extrovert
2.	61-80	13	Extrovert
3.	41-60	8	Ambivert
4.	21-40	6	Introvert
5.	1-20	-	Strongly Introvert

	Total	27	

The table above indicated there were 13 students acquired 61-80, 8 students acquired 41-60, 6 students acquired 21-40. The personality of the students was categorized into 3 categories; those are extrovert (81-100), ambivert (41-60) and introvert (21-40).

Table 4. 2 Precentages of Students Personality

No.	Score	Frequency	Category	Percent (%)
1.	81-100	-	Strongly Extrovert	
2.	61-80	13	Extrovert	48,1%
3.	41-60	8	Ambivert	29,6%
4.	21-40	6	Introvert	22,2%
5.	1-20	-	Strongly Introvert	
	Total	27		

Based on the table above, it can be concluded that 13 students (48,1%) were extrovert, 8 students (29,6%) were ambivert, and 6 students (22,2%) were introvert. This research only focused on students" extrovert and introvert personality. Hence, ambivert students were ignored.

2. **The listening skills between Students' Extrovert and Introvert Personality**

> The researcher found out the speaking performance that described in the table

Table 4. 3The Listening Test of extrovert students

No.	Code.	Listening Score (X1)
1.	X1	84
2.	X2	60
3.	X4	80
4.	X5	68
5.	X10	40
6.	X11	72
7.	X14	68
8.	X16	80
9.	X17	48
10.	X18	44
11.	X19	48
12.	X20	48
13.	X26	76
SUM		816
High score		84
Low score		40
Mean		62,76

Based on the table above, it can be seen the higher score of student extrovert was 84 and the lower score was 44. From the data above showed the mean of student extrovert was 62,76.

Next is the score of introvert students in listening skills test.

Table 4. 4 The Listening Test of extrovert students

No.	Code.	Listening Score (X1)
1.	X6	84
2.	X7	84
3.	X9	52
4.	X12	80
5.	X15	80
6.	X25	80
SUM		**460**
High score		**84**
Low score		**52**
Mean		**76,66**

Based on the table above, it can be seen the higher score of student introvert was 84 and the lower score was 52. From the data above showed the mean of student extrovert was 76,66.

3. **The impact of students' personality on their listening skills.**

    To find out the impact of students' personality on their listening skills, researcher use IBM SPSS to analyze the data.

Table 4. 5 Data Result

No.	Code	Personality (X)	Listening (Y)
1	X1	60,71	84
2	X2	76	60
3	X3	60,35	80
4	X4	60,71	80
5	X5	65,35	68
6	X6	37,5	84
7	X7	35	88
8	X8	58,92	36
9	X9	39,64	52
10	X10	68,21	40
11	X11	70,35	72
12	X12	35	80
13	X13	60	52
14	X14	62,85	68
15	X15	37,1	80
16	X16	62,5	80
17	X17	69,64	48
18	X18	61,07	44

19	X19	65,35	48
20	X20	61,42	48
21	X21	58,92	64
22	X22	57,5	44
23	X23	58,57	48
24	X24	58,21	64
25	X25	37,5	84
26	X26	61,42	76
27	X27	57	80

The data in the table above have been input into IBM SPSS, and the result can be seen as below:

Table 4. 6 Method of Entered Data

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	PERSONALIT Y[b]	.	Enter
a. Dependent Variable: LIST SKILL			
b. All requested variables entered.			

The table above explained about the entered variable and the method.in this case, the entered variable is personality as

independent variable, and Listening skill as dependent variable. The used method is entered method.

Table 4. 7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447ª	.200	.168	14.98920
a. Predictors: (Constant), PERSONALITY				

The table above indicated the value of correlation (R) with the value of 0.447. The output of (R) then determined the value of coefficient of determination (R square) as 0,200, which means the impact of independent variable (personality) on dependent variable (listening skill) is 20%.

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	100.450	14.526		6.915	.000
PERSONALITY	-.626	.251	-.447	-2.498	.019
a. Dependent Variable: LIST SKILL					

Table 4. 8 Coefficients

The value of constant (a) is 100.450, while the value of personality is -0,626, based on the known value of (a) and (b) the regression equation can be written as:

Y = a + bX

Y = 100.450 + -0,626X

The equation held two meanings:

1. The value of (a) 100.450 mean the the value of variables' consistency participation is 100.450.

2. Coefficient regression X is -0,626. It means the impact of variable X on variable Y is negative.

Based on value of coefficient, the researcher got the value of significant 0.019 < 0.05, it means that variable personality (X) has impacts on variable listening skill (Y).

B. DISCUSSION

Based on the data in the findings, this section is to answer the problem statement in this research. First, to identify the students" personality extrovert or introvert at ninth grade of MTs NU 01 Cepiring. Second, to find out the listening skills of students with extrovert and introvert personality at ninth grade of MTs NU 01 Cepiring. Third, to find out the impact of students personality on their listening skills.

Data analysis that collected through questionnaire was used to identify students" personality and listening test to find out students' listeningskills that categorized in extrovert personality and introvert personality.

1. Student Personality

From the data of Esyenck Personality Questionnaire that consists of fifty six items from the seven aspects that described by Esyenck in that have twenty eight item for extrovert personality and twenty eight for introvert personality, which has been distributed at ninth grade of MTs NU 01 Cepiring twenty seven students in 9-D, researcher summarized that thirteen students categorized into extrovert personality, six students were introvert personality and eight students were ambivert. From the overal personality results of students at9-Dof MTs NU 01 Cepiring, an extrovert personality was dominated and the first question has been answered that there were three categories of student

personality at 9-D Class, they ate extrovet personality, introvet personality, and ambivert personality.

2. **The listening skills between Students' Extrovert and Introvert Personality**

To answer the second question, can be seen from the speaking performace score. The researcher gave students test and only focused in two aspect of speaking performance that were accuracy and fluency. From the table 4.3, expalined about extrovert speaking performance score, that the higher score of student extrovert was eighty four and the lower score was fourty, which five students were good in listening, three students were average and three students were poor, and two students were very poor in listening skills. For the mean score of student extrovert was 62,76. Introvert students score showed in table 4.4, and for the higher score was eighty four and the lower was fifty two, which five students were good and one student waspoor. The mean score of the students introvert was 76.66. Based on the mean of the listeningtest score indicated that introvert personality is more dominant in listening than extrovert personality.

This finding was supported by the theorities in chapter II for example, Vandenbos in Maharany (2017) said that, the extrovert personality more influenced by their surrounding than by their inner world. Extroverts enjoy social interactions and tend to be enthusiastic, assertive, and excited. They more

enjoy large social gatherings, such as parties and any kind of group activity. Extrovert personality was likely to enjoy spending time with people and find them energized by social interaction.

The extrovert focused on the outer world, thus people who have extrovert personality nature prefers themselves to outside life. Extrovert personality talk ative and prefer to be in a crowd or in a place with more people, in a quiet place. Meanwhile, introvert personality was focused on the world inside the self. Tend to be quiet, peaceful and deliberate and are not attracted to social interactions. They prefer activities they can do alone or with one other close friend, activities such as reading, listening, thinking, and inventing. Introverts find social gatherings draining (Vandenbos in Maharany 2017).

The results of this research is contradict with the previous research of Ni Made (2021) that found out the extrovert student have better listening skill than the introvert student, while this research found that the introvert student have better listening skill than the extrovert student.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the whole results that described in findings and discussion, it canbe concluded that:

1. Most of the students personality in the 9-D grade of MTs NU 01 Cepiring have extrovert personality (48,1%) introvert (22,2%) and ambivert (29,6%).

2. There was a difference in listening skill between extrovert and introvert students' personality in the 9-D grade of MTs NU 01 Cepiring. The highest score of extrovert student was 84 and the lowest score was 44, the mean score of extrovert stuent was 62,76. The highest score of Introvert students score was 88 and the lowest score was 52, the mean score of extrovert stuent was 76,66.

3. The result of IBM SPSS shown that there is an impact of students' personality types on their listening skill. The output of (R) then determined the value of coefficient of determination (R square) as 0,200, which means the impact of independent variable (personality) on dependent variable (listening skill) is 20%. Based on value of coefficient, the researcher got the value of significant $0.019 < 0.05$, it means

that variable personality (X) has impacts on variable listening skill (Y).

B. SUGGESTION

1. For students, it will be better if students know theirself sooner by finding out their personality thus they can find learning styles that are suitable for themself, and then they can help get satisfying achivement in their listening skill.

2. For the teacher, they should know that every student is different. By seeing students' personality when they are learning at the classroom, the teacher can choose the best method to treat every student so the student can improved in language class.

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APPENDICES

Appendix 1: List of Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof.Hamka Km.2 Semarang 50185 Telepon
024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor : 5848/Un.10.3/D1/TA.00.01/12/2022   Semarang,13 Desember 2022
Lamp   : -
Hal   : Mohon Izin Riset
a.n.   : M. Syihab Adda
NIM   : 1803046080

Yth.
Kepala Sekolah
MTs NU 01 Karangsuno
di tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : M. Syihab Adda
NIM   : 1803046080
Alamat   : Desa Tenggeles Kecamatan Kota Kabupaten Kudus
Judul skripsi : EXTROVERSION AND INTROVERSION PERSONALITY
                TYPES AND THEIR IMPACTS ON LEARNERS LISTENING
                SKILLS
Pembimbing   : Dr. Siti Tarwiyah, M. Hum.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas selama 1
minggu mulai tanggal 13 Desember 2022 sampai dengan tanggal 21 Desember 2022.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

H. Ahmad Muthohar, M.Ag.

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

Appendix 1. 1 Research Letter

Appendix 2: List of Students

Appendix 2. 1 List of Student

Variable	Indicators	Number of item		Sangat tidak setuju	Tidak setuju	Netral	Setuju	Sangat setuju

Appendix 3: Questionnaire Personality

NAME / CLASS:

Isilah dengan tanda cheklist (√) pada kolom yang sudah disediakan

Extrovert	Activity	1. Saya sering menyibukkan diri dengan aktivitas yang banyak				
		2. saya punya beberapa hobi				
		3. saya suka keramaian di sekelilin saya				
		4. saya orang yang suka berbicara				
	Sociability	5. Saya suka menikmati suasana pesta				
		6. Saya suka bertemu oran baru				
		7. Saya biasanya mengambil inisiasi dalam membuat teman baru				
		8. Saya bisa membuat suasana pesta menjadi meriah				
	Risk taking	9. Saya menggagap diri saya orang yang selalu bahagia				
		10. Saya orang yang berani mengambil resiko				
		11. Saya suka mengambil tantangan				

		12. Saya jarang memikirkan resiko apa yang sudah saya perbuat					
	Impulsiveness	13. Saya suka menambil keputusan seara spontan					
		14. Orang- orang bilang saya adalah orang yang ceroboh					
		15. Saya sering terburu-buru dalam melakukan tindakan					
		16. Kadang-kadang saya melupakan sesuatu					
	Expresiveness	17. Saya gampang marah					
		18. Saya orang yang cepat sedih					
		19. Saya orang yang cepat takut					
		20. Saya suka mengekspresik an diri saya					
	Practically	21. Saya suka aktivitas yang berhubungan dengan fisik daripada berhubungan dengan fikiran					

		dan belajar					
		22. Saya mempunyai kesulitan dalam kegiatan yang membutuhkan konsentrasi seara terus menerus					
		23. Saya sering bereaksi dengan ide baru dengan cara menganalisa					
		24. Saya bosan ketika kegiatan cuman memerlukan sedikit aktivitas					
		25. Saya sering lupa tentang hal kecil yang harus saya lakukan					
	Responsibility	26. Saya sering menunda pekerjaan sampai batas waktu					
		27. Saya perlu waktu untuk memulai sesuatu atau melakukan aktivtas					
		28. Saya biasanya lupa sesuatu yang harus Saya lakukan					
Int	A c	29. Saya lebih suka					

		untuk bersantai dan berhati-hati dalam tindakan saya				
		30. Saya tidak biasanya bergerak secara santai				
		31. Saya tidak butuh banyak waktu untuk menyelesaikan tugas atau melakukan sesuatu				
		32. Saya tidak gampang capek dan ngantuk				
	Sociability	33. Saya tidak suka punya beberapa teman spesial				
		34. Saya tidak pendiam ketika saya berasma orang lain				
		35. Saya merasa nyaman jika ada orang-orang sangat dekat dengan saya secara fisik				
		36. Saya tidak menghindari orang lain				
	Risk taking	37. Saya suka ambil bagian dalam kegiatan sosial				
		38. Saya tidak				

		berhati-hati di situasi yang baru				
		39. Saya adalah orang yang berani mengambil resiko				
		40. Saya tidak suka melakukan sesuatu yang biasa saya karena saya tidak suka main aman				
	Impulsiveness	41. Saya tidk berfikir sebelum berbicara				
		42. Saya tidak suka merencakan sesuatu				
		43. Saya tidak berfikir secara hati-hati sebelum mengambil keputusan				
		44. Saya sering tidak memikirkan apa yang akan terjadi nanti				
	Expresiveness	45. Emoi saya tidak terkontrol.				
		46. Ketika Saya marah dengan seseorang, Saya tidak pernah				

		menunggu sampai saya tenang untuk membahas tentang hal yang membuat saya marah				
		47. Saya tidak suka ketika saya punya pendapat yang berbeda dengan teman saya				
		48. Saya orang yang gampang menunjukkan emosi saya				
	Practically	49. Saya tidak suka sendirian dengan pikiran saya				
		50. Saya tidak sering menghabiskan malam aya dengan membaca buku				
		51. Saya lebih suka bertemu dengan seseorang daripada membaca buku				
		52. Saya orang yang tidak suka bermimpi				
	Responsibility	53. Saya tidak pernah tepat waktu mengumpulkan tugas				

		54. Saya jarang memenuhi janji					
		55. Saya hipup dengan motto yaitu pekerjaan yang dimulai harus diselesaikan					
		56. Saya suka bersenang-senang terlebih					
		57. dahulu sebelum mengerjakan tugas					

Appendix 4: Sample of Students' Questionnaire

Appendix 4. 1Sample of Students' Questionnaire

Appendix 4. 2 Sample of Students' Questionnaire

	mengekspresikan diri saya		✓		
Positively	21. Saya suka aktivitas yang berhubungan dengan fisik daripada berhubungan dengan fikiran dan belajar		✓		
	22. Saya mempunyai kesulitan dalam kegiatan yang membutuhkan konsistensi secara terus menerus		✓		
	23. Saya sering bereaksi dengan ide baru dengan cara menginisialisa		✓		
	24. Saya bosan ketika kegiatan rutinitas memerlukan sedikit aktivitas		✓		
Responsibility	25. Saya sering lupa tentang hal kecil yang harus saya lakukan	✓			
	26. Saya sering menunda pekerjaan sampai batas waktu	✓			
	27. Saya patuh waktu				

Appendix 4. 3 Sample of Students' Questionnaire

Appendix 4. 4 Sample of Students' Questionnaire

Appendix 4. 5 Sample of Students' Questionnaire

	45. Karea saya tidak perkontrol				✓
Experiences	46. Ketika Saya marah dengan seseorang, Saya tidak pernah menunggu waktu saya tenang untuk membahas tentang hal yang membuat saya marah				✓
	47. Saya tidak suka ketika saya punya pendapat yang berbeda dengan orang lain				✓
	48. Saya orang yang gampang menunjukkan emosi saya				✓
Practicality	49. Saya tidak suka sendirian dengan pikiran saya				✓
	50. Saya tidak sering menghabiskan malam aya dengan membaca buku			✓	
	51. Saya lebih suka bertemu dengan seseorang daripada		✓		

Appendix 4. 6 Sample of Students' Questionnaire

Appendix 4. 7Sample of Students' Questionnaire

Appendix 5: Listening Test

Here is the listening test according to the indicator above:

A. Introducing friend

Check your undertanding: gap fill

Complete the blank spaces while you listen to the audio.

Greta	Sumi	Pablo

1.   _____introduces greta to pablo

2.   _____is german

3.   _____is argentinian

Check your understanding: gap fill

Do the exercise while you listen to the audio. Write the correct answer to fill the gaps.

Sumi: Hi, Pablo. How are you?

Pablo: Hi, Sumi. 4. _____, thanks.

Sumi: Pablo, this is Greta.

Greta: Hi, how are you?

Pablo: I'm fine, thanks. 5_____from, Greta

Greta: I'm from Germany. Where are you from?

Pablo: I'm from Argentina. 6._____meet you.

Greta: Nice to meet you too.

B. Describing People

Choose the correct option to complete the senteces

1.   Aurelia is asking about hannahs'….?

a.   Boyfriend

b.   Brother

c.   Friend

2.   Hannahs' brother, jem, has…..?

a.   Long brown hair

b.   A girlfriend

c.   A twin sister

3.   Hannah has…..?

a.   One brother

b.   Two brothers

c.   A brother and a sisters

4.   Alex and jem….?

a.   Look different

b.   Look the same

c.   have the same hair but different eyes

C.   **A good nights sleep**

Determine the truth of the sentence by chosing between answer a and b.

1.   The guest in the studio is a teacher

a.   True

b.   False

2.   Some people can sleep well with a television on

a.   True

b.   False

3.   it is bad to think a lot before going to bed

a.   true

b.   false

4.   it is good to play viedo games before bed

a.   true

b.   galse

5.   it is good to turn your mobile off when you go to bed

a.   true

b.   false

D.   Spelling Colors

Write the collor that you hear from the audio correctly.

1. _____

2. _____
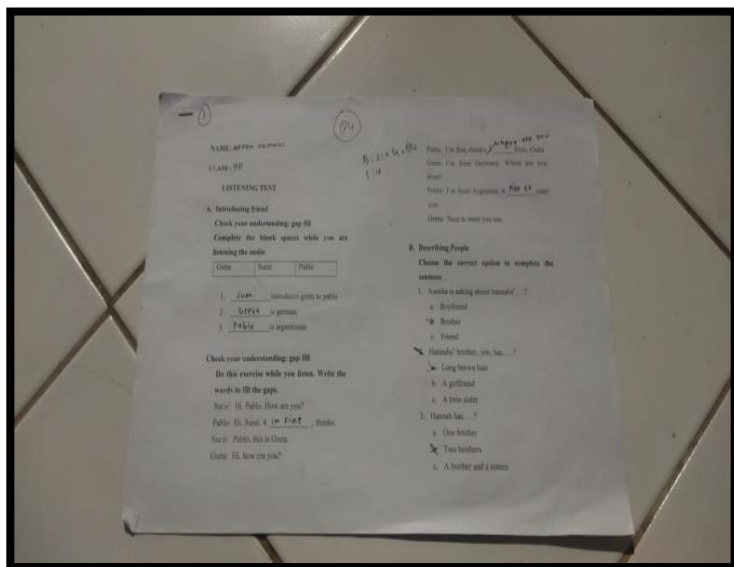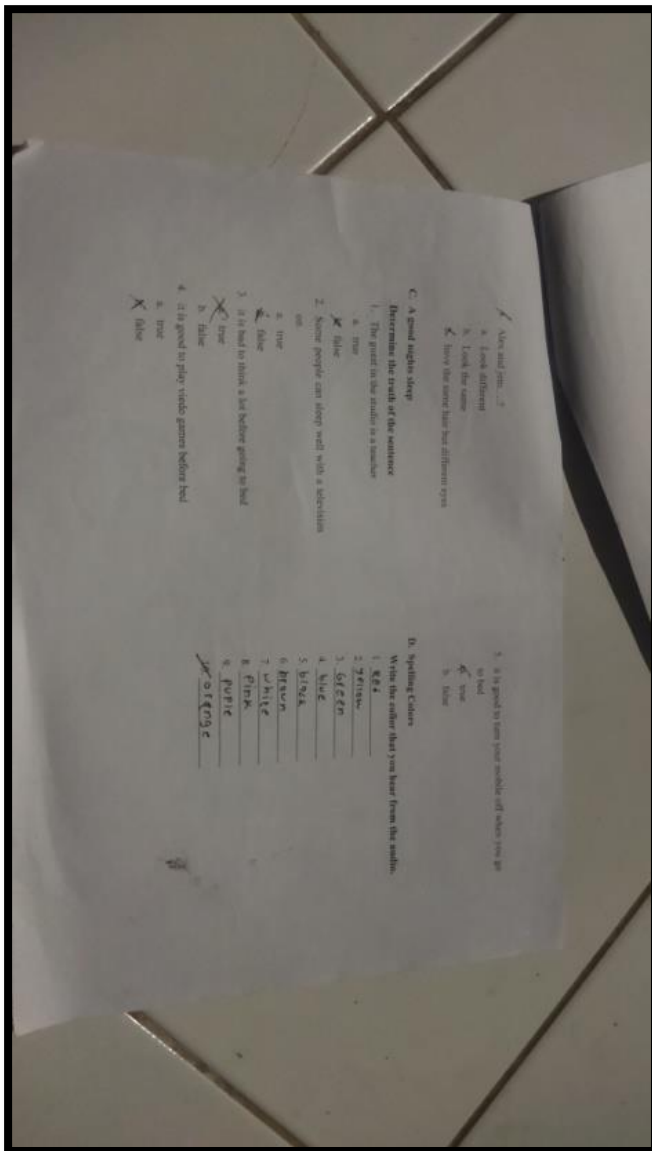
3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Appendix 6: Sample of Students' Listening Test

Appendix 6. 1 Sample of Students' Listening Test

Also and see...?

a. Look different
b. Look the same
c. have that same hair but different eyes

C. A good nights sleep
Determine the truth of the sentence

1. The point in the studio is a teacher
   a. true
   b. false

2. Some people can sleep well with a television on
   a. true
   b. false

3. it is bad to think a lot before going to bed
   a. true
   b. false

4. it is good to play video games before bed
   a. true
   b. false

5. it is good to turn your mobile off when you go to bed
   a. true
   b. false

D. Spelling Colors
Write the color that you hear from the audio.

1. RED
2. Yellow
3. GREEN
4. blue
5. black
6. Brown
7. white
8. Pink
9. Purple
10. orange

Appendix 6. 2 Sample of Students' Listening Test

Appendix7: First meeting with the Headmaster of MTs NU 01 Cepiring

Appendix 7. 1 First meeting with the Headmaster

Appendix 8: First meeting with English teacher of 9-D

Appendix 8. 1 First meeting with English teacher of 9-D

Appendix 9: First Visit to Class 9-D

Appendix 9. 1 First Visit to Class 9-D

Appendix 10: Questionnaire Activity

Appendix 10. 1 Questionnaire Activity

Appendix 10. 2 Questionnaire Activity

Appendix 11: Listening Test Activity

Appendix 11. 1 Listening Test Activity

Appendix 11. 2 Listening Test Activity

CURICULUM VITAE

A. Personal Data
1. Nama   : Muhammad Syihab Adda
2. Place and Date of Birth   : Kudus, 30 Agustus 1999
3. Address   : Rau Tenggeles Mejobo Kudus
   RT 003/ RW 004
4. E-mail   : addasyihab@gmail.com
5. Phone Number   : +62895421190102

B. Educational Background
1. Formal Education   :
   a. SD Negeri 1 Jekulo
   b. MTS NU TBS KUDUS
   c. MA NU TBS KUDUS
   d. UIN Walisongo Semarang
2. Non-formal Education   :
   a. Balai Latihan Kerja (20 Agustus – 18 Desember 2021)
   b. Kresna Institue (5 Desember 2019 – 5 Januari 2020)
   c. Elfast Institute (10 Desember 2021 – 10 Januari 2022)