

## CHAPTER 1

### INTRODUCTION

This chapter presents the background of the study, research problems, objectives of the study, significances of the study, scope and limitation, hypothesis, and definition of key terms

#### A. Background of The Study

As Celce-Murcia and Olshtain highlight that “listening is the most frequently used language skill in everyday life”. Research indicates that, on average, we use the listening skill twice as much as we speak, four times as much as we read and five times as much as we write. Therefore, bearing learners’ communicative aims in mind, listening is a vital component in the language classroom, regardless of the methodological approach adopted by institutions.<sup>1</sup> Listening is such a skill that people have to master it. people will easy to communicate with others when they have good ability in understanding the meaning by hearing the sound.

At very first place, when people want to master a native language, they have to recognize in listening before speaking, reading and writing, listening is the determined as important skill in acquisition of first language.<sup>2</sup> Support with this, listening is the first step by children knowing their mother tongue.<sup>3</sup> Listening is the importance factor in mastering language, it is not an easy skill to be mastered. people communicate from 70% to 80% of their day, and they spend about 55% on listening. Listening is one of fundamental skills in English for foreign language classroom. It is a factor to determine whether an EFL learner is an adequate language performance or not.<sup>4</sup> It is also needed in various English proficiency test for instance listening test in TOEFL, IELTS, etc. Moreover, listening can support and beneficial to increase other language performance. Students will get better achievement in Listening and comprehend pronunciation by listening the language as often and much possible.<sup>5</sup>

Among four language skills, the most difficult skill to be mastered is listening.<sup>6</sup> As reported in EF English Proficiency Index for School (EF EPI-s) (2019), in all of 16 countries studied (include Indonesia), after five or more years of English instruction, the average score

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<sup>1</sup> Cristiane Ruzicki Corsetti, “Strategy-Based Listening and Pragmatic Comprehension,” *BELT – Brazilian English Language Teaching Journal* 5, no. 1 (August 19, 2014): 4, <https://doi.org/10.15448/2178-3640.2014.1.18090>.

<sup>2</sup> Cahyono, Bambang., Widiati, Utami. “The Teaching of EFL Listening in the Indonesian context: The state of the Art”. *Teflin Journal* 20. No 2 (2009): 194-211, <http://dx.doi.org/10.15639/teflinjournal.v20i2/194-211>

<sup>3</sup> Flowerdew, J and Miller, L. *Second language listening: Theory and Practice*. New York: Cammbrige University press, 2005.

<sup>4</sup> Mianmahaleh, Samira. “An Investigating of the Listening Comprehension strategies Used by Iranian EFL Learners”. *International Journal of Applied Linguistic & English Literature* 4. No 1 (2015): 255-260, <http://dx.doi.org/10.7575/aiac.ijalel.v.4n.1p.255>

<sup>5</sup> Harmer, Jeremy. *The Practice of English Language Teaching, Fourth Edition*: Pearson Longman Harlow, 2007

<sup>6</sup> Vandergrift, Larry. *Listening to Learn or Learning to Listen?*:Cambrige University Press. 2004

from the students at B1 or B2 level in listening skills. Moreover, Common European Framework of Reference (CEFR) explains B1 and B2 as independent user. It indicates that they are still below C1 and C2 level (proficient user), it becomes important fact that listening skill should have more intention to be trained and developed.

Not all of students become successful as learner of English. The success and failure are influenced by many factors; context, learner (intelligence, language aptitude, past experience, age, sex, motivation, attitude, cognitive characteristic, and personality), L2 teaching and environment, learning (unconscious processes, conscious strategies and techniques, affective component).<sup>7</sup> For the extent of success an individual achieves depending on his attitude, behavior, and thoughts which are as a form of one's personality. It is important to have a positive outlook towards life that will make one's life secure, prosperous, and happy. From the statements, personality is one of factors of learner.<sup>8</sup> Therefore, personality is supposed to have a good influence in the general and language learning.

Investigating personality cannot be isolated from dealing with psychological aspects that affect learners' language acquisition. Personality is one of the individual traits that is widely acknowledged to have an impact.

on learning in general and second language acquisition (SLA) specifically Personality contributes to language acquisition and plays a significant influence. Personality is a trait of people. This leads to constancy in feelings, thoughts, and actions.

Egocentric factors, transactional factors, and motivating factors are the three broad groups of personality factors.<sup>9</sup> The two aspects of egocentric factors are self-esteem and inhibition. Empathy, extraversion, and hostility are the three types of transactional factors. Finally, motivational variables include basic needs and desires, as well as instrumental and integrative motivation. The researcher concentrates on one of the transactional factor's variables, extraversion in this example, because the researcher is interested in conducting research in this area and it is one of the most major features that shape a person's personality.

The conversation is then restricted to only the extrovert and introvert. In the personality categories of extrovert personality and introvert personality, describes

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<sup>7</sup>Alsayed, M. "Factor that contribute to success in Learning English as a Foreign Language." *Damascus University Journal*, 19, no 3 (2003): 21-44

<sup>8</sup>Kaur, "Relationship between Students' Personality Traits and Their Academic Achievement in Khyber Pakhtunkhwa, Pakistan." *Journal of Education and Social Research* 3, no 2 (2013) :437-444

<sup>9</sup> Suparman, U. 2010. *Psycholinguistic: The Theory of Second Language Acquisition*. Bandung: Afrino Raya

‘a typical extrovert as sociable, enjoys parties, has a large social circle, and despises studying alone.<sup>10</sup> Extroverts also seek thrills, seize opportunities, and are frequently impulsive. The extrovert is a type of learner that enjoys aggressively exploring new things, including studying. While an introvert is regarded as calm, cautious, contemplative, reticent, and quiet, with the exception of close friends, he or she prefers preparing ahead and distrusts the spur of the moment. Introverts, according are interested in exploring their thoughts, feelings, and experiences.

Extrovert students are more likely to speak up. He enjoys speaking and sharing his thoughts. Extroverts are more influenced by their surroundings than by their inner world. Extroversion refers to a person's interest and energies being directed toward the outside world of people and things rather than the three inner worlds of subjective experience.<sup>11</sup> Extroverts are more outgoing, social, sociable, and publicly outspoken than introverts. Extroverts enjoy traveling, meeting new people, and visiting new locations. Next, if the preceding statement is examined closely and applied to language learning, it is likely that extroverts have an edge in speaking the target language over introverts, but introverts appear to be superior in receptive skills such as listening and reading. It is backed up by Jung, who claims that extrovert personalities are better at socializing than introverts due to their capacity to communicate.

Introverts, on the other hand, are very different from extroverts. Introvert kids are more prone to be passive in the classroom and in their surroundings. Instead of speaking to others, introvert pupils frequently merely listen to the information surrounding them. This introverted disposition is linked to feelings of depression and anxiety. Some limitations that arise from within the introvert student, such as fear, shyness, and cowardice, will be reflected in order to investigate his speaking capacity. Introversion, according to Jung is the inward turning of psychic energy with a subjective orientation. Introverts are aware of their inner world, including all of its prejudices.<sup>12</sup> Introversion is defined as a preference for the inner private world of one's self, as well as one's inner thoughts and feelings, over the exterior world of people and things.

Differences amongst language learners are always discovered during the process of learning a language, especially a foreign language. Introverts and extroverts are prevalent in the language classroom when learning English for academic purposes.

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<sup>10</sup> Eysenck, H. J. (1965). *Facts and Fiction in Psychology*. London: Harmondsworth Penguin

<sup>11</sup> Vandenbos, G. R. (2006). *APA Dictionary of Psychology*. Washington DC: American Psychological Association

<sup>12</sup> Feist, J and Feist, G.J. (2009). *Theories of Personality*. Singapore: Mc. Graw Hill

Both are significant characteristics that can influence the success of language acquisition, particularly in English. In Indonesia, English as a foreign language was taught using four language skills: listening, speaking, reading, and writing. Academic success is mostly determined by an individual's listening and speaking abilities.<sup>13</sup> However, the researcher seeks to link introversion and extroversion to listening in this study. Listening is a receptive skill that does not require learners to be active in the same way that speaking does.

To be successful in academic, it is not only personality traits to be developed but also self-efficacy is also prominent to be improved, since it supports the listening comprehension. Sometimes students feel anxious and nervous in doing some tasks, Self-efficacy in oneself convinces the power to reduce anxiety and negative thoughts. When facing a difficult task, self-efficacy is able to influence the way people react to stressful situations. High individual self-efficacy can motivate more confident and focus, especially if the goals to be achieved are clear.<sup>14</sup> The study found that when students were taking the listening test given by the lecturer, some students get best score but some are not and the researcher thought that one of the problems that affect it is their self-efficacy.<sup>15</sup> It is the phenomenon that self-efficacy is important to support the listening comprehension.

In general, self-efficacy can be divided into two categories; high self-efficacy and low self-efficacy. In carrying out certain tasks, Students who have high self-efficacy tend to be more motivated to perform certain tasks, even difficult tasks. Those who fail at their jobs, they usually regain their self-efficacy quickly after experiencing failure. While those who have low self-efficacy prefer to avoid and stay away from tasks. They are not confident to do certain tasks. Students often avoid difficult assignments because they do not believe in their own abilities.<sup>16</sup> Teachers of English should know students' personality and their self-efficacy because these are really important to determine the result of subject.

Personality traits are the fundamental factors in affecting the self-efficacy of individuals.<sup>17</sup> The previous study has identified personality traits and self-efficacy beliefs as

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<sup>13</sup> Demir, S. (2017). An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy. *Universal Journal of Educational Research*, 5(9), 1457-1467

<sup>14</sup> Bakti, Anggun., Soyfan, Dedi. "The Correlation Between Students' Self-Efficacy And Their Listening Comprehension". *Journal of English Education and Teaching* 3, no 1(2019):66-78

<sup>15</sup> Anggun Bakti, Dedi Sofyan, and . Elfrida, "The Correlation Between Students' Self-Efficacy And Their Listening Comprehension," *Journal of English Education and Teaching* 3, no. 1 (August 2, 2019): 66–78, <https://doi.org/10.33369/jeet.3.1.66-78>.

<sup>16</sup> Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: Freeman

<sup>17</sup> Zhang, Guodong. "The Relationship between Big Five and Self-Control in Boxers: A Mediating Model". *Frontiers in Psychology* 10, no 1 (2019): 1-7. <https://doi.org/10.3389/fpsyg.2019.01690>

the predictors of both academic and work performance.<sup>18</sup> In short, both of factors take important place to support and develop the academic performance.

Related to the described problems, there have been numerous studies that investigated personality, self-efficacy and language skills. The study from Guodongzhang and his friend, the aim of this study was to shed some additional light on the relationship between the Big Five personality traits and self-control in boxers and investigate self-efficacy as a mediator between the two variables, and the result has found that there were significant correlations among Big-Five, self-control, and self-efficacy, in addition self-efficacy mediated the relationship between the big five personality traits and self-control.<sup>19</sup> Meaning that between personality traits and self-efficacy has correlation to each other, in other word the two cognitive skills have similar value in doing together.

Other research as aguidance by Anggun Mukti and her friends. The study revealed that there is positive is relationship between the students' self-efficacy and their listening comprehension based on the sample from Eighth Semester English Education Study Program Students of Universitas Bengkulu in the 2018/2019.<sup>20</sup> Meaning the better level of students' self-efficacy is, the better students' listening comprehension.

In contrast the other study conducted by syarifah sukainah, different result has found from this study that there is no positive correlation between personality types and listening achievement. No correlation occurred because the researcher only limits personality types in extraversion and introversion types. It might be affecting the result of the study because the definition of personality type is limited.<sup>21</sup>

Depart from the explanation above, the researcher wants to investigate the relationship and the contribution of personality type and self-efficacy toward listening comprehension. This research is entitled **“Students Personality Type and Self-Efficacy toward Listening Comprehension Ability.”**

## B. Research Problem

According to the background, the researcher formulates the research problem as follow:

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<sup>18</sup> Fosse, Thomas. “The Impact Of Personality And Self-efficacy On Academic And Military Performance: The Mediating Role Of Self-Efficacy”

<sup>19</sup> Zhang, Guodong. “The Relationship between Big Five and Self-Control in Boxers: A Mediating Model”. *Frontiers in Psychology* 10, no 1 (2019): 1-7. <https://doi.org/10.3389/fpsyg.2019.01690>

<sup>20</sup>Bakti, Anggun.,Soyfan, Dedi. “The Correlation Between Students' Self-Efficacy And Their Listening Comprehension”. *Journal of English Education and Teaching* 3, no 1(2019):66-78

<sup>21</sup>Sukainah, syarifah. “The Correlation between Personality Types and Listening Achievement of the Eleventh Grade Students of MA Patra Mandiri Plaju” (S.Pdskripsi., UIN Raden Fatah Palembang, 2016)

1. Is there any significant direct contribution of personality toward listening comprehension among the students?
2. Is there any significant direct contribution of self-efficacy toward listening comprehension among the students?
3. Is there any significant indirect contribution of personality toward listening comprehension mediate by self-efficacy among the students?

#### C. Research Objective

According to the research problem, this research is aimed as follow:

1. To investigate whether there is any significant direct contribution of personality toward listening comprehension among the students
2. To investigate whether there is any significant direct contribution of self-efficacy toward listening comprehension among the students
3. To investigate whether there is any significant indirect contribution of personality toward listening comprehension mediate by self-efficacy among the students

#### D. Hypothesis

The researcher sets up the hypothesis for this research. There are two hypotheses; they are Ho (Null Hypothesis) and Ha (Alternative Hypothesis).

Below the description of the hypothesis

1. Ho : There is no significant direct contribution of personality type toward listening comprehension among the students  
Ha : There is significant direct contribution of personality toward listening comprehension among the students
2. Ho : There is no significant direct contribution of self-efficacy toward listening comprehension among the students  
Ha : There is significant direct contribution of self-efficacy toward listening comprehension among the students
3. Ho : There is no any significant indirect contribution of personality type toward listening comprehension mediate by self-efficacy among the students  
Ha : There is any significant indirect contribution of personality type toward listening comprehension mediated by self-efficacy among the students

#### E. Significances of The Study

Hopefully, this study will give some contributions to those in field of education. They are:

1. For the English Teacher

After knowing the students' personality and self-efficacy hopefully the teacher will more aware in improving students' ability. Teachers will easier to adjust their teaching strategy to reduce or solve some problem in teaching English, especially teaching listening. They can choose some strategies based on the students' personality types and their self-efficacy which appropriate to them.

## 2. For the Students

It is hopes that students will know the way to overcome their problem in learning English, especially listening skill. Knowing their own personality and self-efficacy, students can choose some strategies which are suitable with their personality and their self-efficacy.

## 3. For Other Researchers

The study hopefully becomes a reference for conducting similar research and can increase their understanding of personality type, self-efficacy and listening skill.

## F. Scope and Limitation

The research focuses scope on the contribution of personality type and self-efficacy toward listening comprehension. Then, personality type, self-efficacy and their direct indirect contribution toward listening comprehension are investigated. Another personality such as self-esteem, empathy, anxiety, extraversion, aggression, and inhibition are not going to be discussed in this current research. Another variable is self-Efficacy with the theory from Bandura. English skill that the researcher wants to investigate is listening comprehension by using quantitative research method.

## G. Definition of Key the Terms

In this part, the researcher defines the definition of key terms consist of Personality Type, Self-efficacy, and listening comprehension.

### 1. Personality

Personality is defined as a dynamic organization based on an individual's psychological state. The personality can influence how well a person adapts to their surroundings. Introvert, extrovert, and extravert personalities are only a few examples.

### 2. Introversion Personality

The amount to which an individual receives a sense of wholeness and fulfillment apart from reflections of individual-self from other individuals is referred to as introversion personality or introvert.

### 3. Extroversion Personality

Extroversion personality refers to a person's profound desire to receive and accept ego-enhancement, self-esteem, and a sense of wholeness from others rather than receiving that reinforcement from within.

#### 4. Self-Efficacy

Self-Efficacy is the social cognitive skills, It is operationally defined as ones believe to perform a given task and is able to achieve the goal. Such persons believe about their capacities and confidently apply them in such a way that they achieve goals even highly completed tasks

#### 5. Listening Comprehension

Listening comprehension means a process skill of understanding and decoding meaning from an auditory message. This is not passive skill, listeners need to process what is heard and deciding the meaning by the audio.

#### H. Theoretical Framework

The reseacher want to present the theoritical framework here from some underlying theories relevan to the objectives. they are students listening comprehension, personality type, and self-efficacy. as said previous that personality traits and self-efficacy are very fundamental to indluance the result of listening comprehension of students. this studeny will determine the direct and indirect contribution of personality traits and self-efficacy toward listening comprehension.

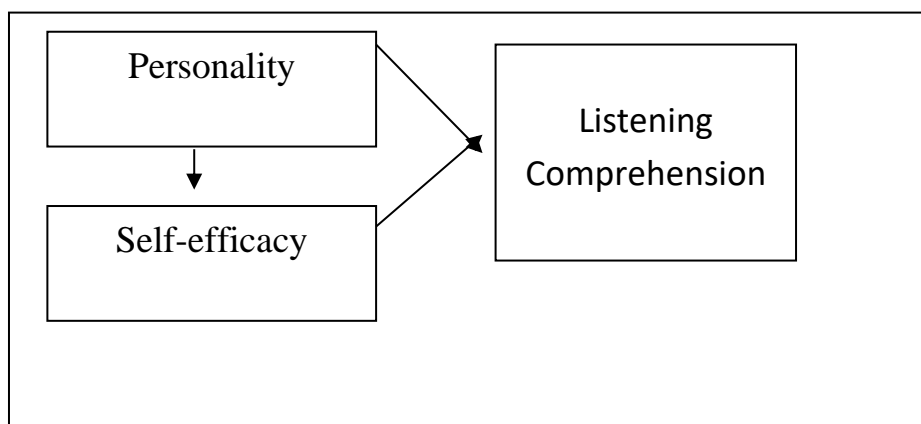


figure 1.1 The Contribution Among Personality and Self-Efficacy toward Students' Listening Comprehension

The existance personality and self-efficacy are very important to support academic performance. The previous study has identified personality traits and self-efficacy beliefs as



the predictors of both academic and work performance.<sup>22</sup> Personality type plays the important role in achieving listening comprehension. The study revealed the people who have extraverts will get lower score because they think it is bored.<sup>23</sup> Both of cognitive skill have fundamental role in listening performance.

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<sup>22</sup> Fosse, Thomas. "The Impact Of Personality And Selfefficacy On Academic And Military Performance: The Mediating Role Of Self-Efficacy"

<sup>23</sup> Fayyas, "Personality Traits and the Metacognitive Listening Skills of English as a Foreign Language in Pakistan."

