

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is written for presenting some theories from the research variables that are going to apply to do the research. It describes the theories and explanations on listening comprehension, personality type concerning on introversion-extroversion, and self-efficacy.

A. Listening Comprehension

1. The Concept of Listening

Listening is one of four basic skills in learning English, it is very important to be studied especially in senior high school. It is because listening as a basic skill of the student to catch out English conversation in order to make them understand about what the speaker say and what the speaker means. This involves understanding speakers accent and pronunciation, his grammar and his vocabulary and grasping the speakers meaning.

Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. While reading the other receptive skill, involves the students in understanding and interpreting the written word.¹

In the classroom, students have to listen carefully and attentively to the lectures and classroom discussion in order to understand and retain the information for later recall. In the other hand, that listening is not only the first of the language arts skills developed, it is also the skill most frequently used both the classroom and daily life. Clearly, much of the educational process is based on skills in listening. The students have to spend most of their time in listening to what the lecture says, for instance, giving the material of English in the classroom, listening ability plays a significant role in the development of other language arts skills. Listening can also helps the students to build their vocabulary, develop their language proficiency, and improve their language usage.

According to Miller which was quoted by Stepanoviene on her English journal that more than fourth percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent in reading, and only nine percent on writing.² Yet listening remains one of the least understood processes in language learning despite the recognition of critical role it plays both in communication and in language acquisition.

Therefore, learning listening has the target great influence on students to improve their skills in learning English as English foreign learners. Despite they assumed that listening is

¹ Pollard, L. "Lucy Pollard's Guide to Teaching English" (2008). Retrieved from <https://epdf.tips/queue/lucy-pollards-guide-to-teaching-english-a-book-tohelp-you-through-your-first-tw.html>

² Stepanoviene, A. "Barries to academic listening: Research Perspective". *Journal of Sustainable Multilingualism*, 134-141(2017).

more than difficult to be learned than the other skill of English learning. However, this does not become an obstacle for the lecturers in doing their obligation to teach them for improving their skills especially in listening skills.

Despite Gilakjani mentioned on his English journal that arguing what is successful listening, “understanding is not something that happens because of what a speaker say, the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what we knows to what he hears and trying to understand what the speakers means”.³

However, skill students will not be improved best without the guidance from the lecturer. The lecturer plays such a significant in building up their skills. By each lesson, the lecturer shows the ways in each stage to the student in listening comprehension. Generally, there are three stages: pre-listening, while listening, and post-listening.

According to Brown adapted from Richard that there are micro macro skills that needed in an enable listener. The micro-skills involved in understanding what someone says to us. The listener has to: retain chunks of language in a short-term memory, discriminate among the distinctive sounds in the new language, recognize stress and rhythm patterns, tone patterns, intonation contours, recognize reduced forms of words, distinguish word boundaries, recognize typical word-order patterns, recognize vocabulary, detect key words, such as those identifying topics and ideas, guess meaning from context, and detect sentence constituents such as subject, verb, object, prepositions, and the like.⁴

The macro-skills for conversational discourse are the following: recognize cohesive devices in spoken discourse, recognize the communicative functions of utterances, according to situations, participants, and goals, infer situation, participants, goals using real-world knowledge, distinguish between literal and implied meanings, develop and use a battery of listening strategies, such as detecting key words, and guessing the meaning of words from context.

In conclusion, listening is a process of identifying and understanding what the speakers say, which includes understanding a speaker’s pronunciation, grammar and vocabulary. The macro and micro skills in listening are very essential in performing listening comprehension.

2. The Concept of Listening Comprehension

³ Gilakjani, A. P., & Ahmadi, M. R. “A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement”. *Journal of Language Teaching & Research* 2, no 5 (2011):977-988

⁴ Brown, H. D. “*Language Assessment Principles and Classroom Practices*. USA: San Francisco State University” (2004)

There are different definitions of the term “listening comprehension.”

Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.⁵ According to Hamouda, listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.⁶

O'Malley, Chamot, and Kupper as cited in Pourhossein Gilakjani & Ahmadi that said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.⁷

Listening comprehension employed to understand the native speakers' spoken language.⁸ He also points out that, in listening to spoken language, the ability to decode the speaker's intention is of required for a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres.

Listening are skill which impacts in specific ways upon the classroom context in general and upon the individual learner in particular. Listening is identifying the sounds of speech and processing into words and sentence. When process listening, it use ears to receive some words and use brain to convert the words into messages the mean something.

It has already known that ear is one of the very important of body organ, that ear is an appliance that is listening bad and good something that or listen something result text record sound or native spoken language. In teaching students comprehension as a foreign language, the people must realize that one is possible without the other. The listener in this case probably heard the actual sounds of the utterance quite clearly and oven distinguished words and

⁵ Gilakjani, A. P., & Sabouri, N. B. “Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review”. *English Language Teaching* 9 (2016):123-133. <https://doi.org/10.5539/elt.v9n6p123>

⁶ Hamouda, A. “An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom”. *International Journal of Academic Research in Progressive Education and Development* 2, no 2 (2013): 113-155

⁷ Gilakjani, A. P., & Ahmadi, M. R. “A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement”. *Journal of Language Teaching & Research* 2, no 5 (2011):977-988

⁸ Lynch, T. *Promoting EAP learner autonomy in a second language university context*. In J. Flowerdew & Peacock (Eds.), *Research perspectives on English for academic purposes*. (Cambridge: Cambridge University Press, 2012), 390-403

listening not only helps people to speak clearly to other people. Listening is an active process of constructing meaning, and that is done by applying knowledge to the incoming sound.

Based on the statement above, the researcher can conclude that listening is very important skill. Without listening we don't know what the people say or feel to us and also difficult to communicative with other. Because before we speak we listen first. Besides that, not only the proof of importance listening but also listening should be taught due to become a good listener and soon a good speaker.

3. The Importance of Listening Comprehension

Listening comprehension has played a significant role in language acquisition since the last two decades. Moghadam et.al (2016, p. 11) claims in communicative approaches to language teaching, listening has been emphasized in all levels of language learning. An appropriate level of listening proficiency affects other aspect of language such as speaking and reading.

Being able to listen well is an important part of communication for everyone (Ross, 2006). A student with good listening comprehension skills will be able to participate more effectively in communicative situations. Listening comprehension also will help EFL students in understanding the material and help them during teaching and learning process.

In relation with English language, the students need good listening comprehension to help them in acquisition the English language. If the students has good ability in listening comprehension, it can help them to improve other language skill. Masalimova, Porchesku, and Liakhnovitch (2016, p. 128) assert listening comprehension abilities influence the capacity for improvement in other language skills such as speaking, reading, and writing. Teacher must be actively explore the nature and process of listening comprehension and study the theory and methodology of listening comprehension in order to improve listening teaching outcomes and make students recognize that listening comprehension is the crucial aspect of English learning.

4. The Process of Listening Comprehension

Listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication.⁹ Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge.

In dealing with the complex process, three processing models have been developed to explain how the listening process functions. The three models occur in a manner of repetition.

⁹ Ibid, Gilakjani (2011)

It means that one processing model change in to other models and then back to the previous one again. Furthermore, the most widely known as the processing models are the bottom-up model, the top-down model, and the interactive model.¹⁰

In the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message; individual sounds or phonemes. Then, these are combined into word, which, in turn, together make up phrases, clauses and sentences. Finally, individual sentences combine to create ideas, concepts and relationships between them.¹¹ In brief, bottom-up processing is such a process in which listeners must hear words, hold them in their short term memory to link them to each other, and then interpret what has been heard before accepting a new input.

The top- down model emphasizes the use of previous knowledge in processing a text rather than relying upon the individual sounds and words to make sense of the input. For this model, subjects' levels of comprehension are considerably higher if the subjects are already familiar with the subject matter and/or text type they are presented with than if they have not previously encountered the subject matter of text type. Knowledge of the overall structure and meaning of the text at this macro- level is hypothesized, compensates for any problems in understanding micro level elements, such as sound discrimination, syntax, word and utterance level semantics.

Interactive model involves both bottom-up and top- down processing. It follows that some sort of model that synthesized the two is required. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how. An important advantage of interactive model over hierarchical model, whether they be bottom–up or top–down, is that it allows for the possibility of individual variation in linguistic processing. At the level of the group, beginners are likely to need to spend more time on developing basic bottom –up skill of decoding. For more advanced learner, however, who have mastered basic phonology and syntax, emphasis on the development of top–down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech.

5. Types of Listening Comprehension

Based on objective and manner in which the listener takes and respond to the process of Listening, Tyagi shows different types of Listening are:

¹⁰ Flowerdew, J., Miller, L. *Second Language Listening: Theory and Practice*. (New York:Cambrige University Press 2005)

¹¹ Ibid

- a. Active listening, listening in a way that demonstrates interest and encourages continued speaking.
- b. Appreciative listening, looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as to music.
- c. Attentive listening, listening obviously and carefully, showing attention.
- d. Biased listening, listening through the filter of personal bias i.e the person hears only what they want to listen.
- e. Casual listening, listening without obviously showing attention. Actual attention may vary a lot.
- f. Comprehension listening, listening to understand. Seeking meaning (but little more).
- g. Critical listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- h. Deep listening, seeking to understand the person, their personality and their real and unspoken meanings and motivators.
- i. Discriminative listening, listening for something specific but nothing else (eg. a baby crying).
- j. Empathetic listening, seeking to understand what the other person is feeling. Demonstrating this empathy.
- k. Evaluative listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- l. Inactive listening, pretending to listen but actually spending more time thinking
- m. Judgmental listening, listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
- n. Partial listening, listening most of the time but also spending some time day dreaming or thinking of a response.
- o. Reflective listening, listening, then reflecting back to the other person what they have said.
- p. Relationship listening, listening in order to support and develop a relationship with the other person
- q. Sympathetic listening, listening with concern for the well-being of the other person.
- r. Therapeutic listening, Seeking to understand what the other person is feeling. Demonstrating this empathy.
- s. Total listening, paying very close attention in active listening to what is said

and the deeper meaning found through how it is said.¹²

6. Difficulties Faced by Students during Listening Activity

Based on the study she has conducted, Machackova mention that there are some reasons cause the difficulties of listening activity in the classroom for the students. They are pronunciation, speaker's speed, inability to get things repeated, limited vocabulary, failure to concentrate and interpretation. According to him, students believe that during the listening they can miss important information and in contrast to reading they cannot relisted to it.¹³ Some students can be busy with the meaning of certain words from the first part that they miss important information from the second part or they can stop listening as they are not able to select the correct information quickly. So that, the students should be exposed to as much as natural informal speech as they are able to understand. The next common problem is the listeners who do not know all vocabulary used by the speaker, listening can be very stressful as they usually start thinking about the meaning as a result of this they miss the following information.

Machackova state that many learners believe that everything that is said on the recording is equally important to the main meaning and their efforts to understand everything lead in ineffective listening and can also cause them feel that they did not succeeded.¹⁴ Students ought not to dwell on what exactly has been said but focus on the next information and the context as they do it in their mother tongue since this strategy will help them to be more successful.

In addition, failure to concentrate also can disturb the students in listening activity. There are many factors that influence students' concentration. They can be the topic chosen is not appropriate for their interest, the recording is too long or the quality of the recording is not good. So that, the teacher should determine first whether the recording use is appropriate for the classroom activity or not.

The last problem may be face by the students is making interpretation. A listener who is not familiar with the context and background knowledge of the speaker's experience can have difficulties in listening activity. They will have a different and incorrect interpretation of the recording they are listening to.

7. Listening Assessment and Testing Technique

¹² Tyagi, B. "Listening: an important skill and its various aspects". *The Criterion An International Journal in English* 12, (2013): 0976-8165.

¹³ Machackova, E. *Teacing Listening. Masaryk University Brno* (2009). Retrivied from: http://www.is.muni.cz/th/183878/pedf_b/bachelor_thesis.p df

¹⁴ Ibid., Machackova

In the teaching and learning process of listening, there are some ways of assessing tasks and techniques in testing listening. Helgesen and Brown outline some listening assessment and testing techniques.¹⁵ They are as follows.

a. Discrete-item tests

- 1) Multiple choice questions following a listening test (responses scored
- 2) right or wrong)
- 3) True-false format(responses score right or wrong)
- 4) Open questions following presentation of a listening text(questions
- 5) scored on a scale or correctness and completeness)
- 6) Standardized test scores (e.g., TOEFL or TOIEC)

b. Integrative tests

- 1) Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)
- 2) Close summarizing of a text (scored on correct completions of blanks)
- 3) Dictation, complete or partial (score based on supplying the correct missing words)

c. Communicative tests

- 1) Written communicative tasks involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after heading a description problem).

d. Interview tests

- 1) Face to face performances with the teacher or another student(scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)
- 2) Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)

e. Self-assessment

- 1) The learner rates self on given criteria, via questionnaire
- 2) The learner provides holistic assessment of their own abilities via oral or written journal entries

f. Portfolio assessment

¹⁵ Helgesen, M. And S. Brown. *Practical English Language Teaching*. (London: Pearson Longman Inc. 2007)

- 1) The learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations maybe audio or videotaped.
- 2) Portfolios may include any or all of the above types of objective and subjective measures

8. Listening Test in TOEFL

Listening is also one of sections in the TOEFL test along with structure and reading. Listening TOEFL has a purpose to achieve the target in TOEFL score. TOEFL stands for test of English as a foreign language that is created by ETS (Educational testing service). According to Mustafa & Anwar “TOEFL scores have been used to determine the level of English proficiency for EFL learners for various purposes. However, in repeat tests some lower scores fluctuate despite no additional classroom learning, thus they cannot be used to judge the English level of those taking the test”.¹⁶

Listening score is often lower than structure and reading. The students are still difficult to choose the correct answer in answering listening TOEFL test. Thus, understanding the strategy in answering listening TOEFL test to improve listening TOEFL score is necessary. Types of Question in Listening TOEFL, there are three types of listening question, they are: Part A, Part B and Part C.¹⁷

a. TOEFL listening Part A

In part A can be found short conversation, such as, meaning question, implication, inference, suggestion, and prediction.

- Meaning question (In meaning question usually asked about main idea).
- Implication (The question that ask about the implication of the statement).
- Inference (An inference question requires to understand indirect meaning of the speech or idea).
- Suggestion (This question ask about suggestion or advice, such as what the woman suggests, what the man should do).
- Prediction (Identify the main topic or idea of short conversation).

b. TOEFL Listening Part B

In part B can be found long conversation, include topics and details.

¹⁶ Mustafa, F. & Anwar, S. Distinguishing TOEFL Score: What is the Lowest Score Considered a TOEFL Score?. *Social Sciences and Humanities*, (2018)1995 – 2008

¹⁷ Maisarah & Suciati, E. *Pengembangan silabus toefl listening untuk mahasiswa Non bahasa inggris dengan tingkat kemampuan Bahasa Inggris rendah*, 2017: 49-55.

- Topics (This question asked about what the topics of the conversation or what does the talk about).
- Details (This question usually asked following a conversation. This question related with the information of conversation. The information about what, where, when, who, how, and why)

c. TOEFL Listening Part C

In part C have a short lecture or talk, like part B asked about topics and details, but in part B have long conversation.

To summarize, types of listening TOEFL include 3 parts. There are part A (short conversation), part B (long conversation, and part C (mini talks & lectures). There are 50 questions and 4 answers options of each questions; the student should choose only one the correct answer in the questions.

B. Extroversion and Introversion Personality

The study looks into the personalities of extroverts and introverts. Following that, this section will provide an overview of the personality types of extroverts and introvert. It is divided into three primary points by the researcher. It covers personality theory, introvert and extrovert personality traits, as well as the strengths and limitations of introvert and extroversion pupils.

1. The Notion of Personality

Personality is defined in psychology as the scientific study of the entire person, including many aspects such as perception and attention, cognition and memory, and neurons and brain circuitry, with the goal of realizing and understanding an individual and scientifically constructing a reasonable account of human individuality.¹⁸ Personality argues that each person is defined by a distinct set of traits, dispositions, or personalities that remain constant over time.¹⁹ Personality, according to Schultz is a persistent and distinctive cluster of features that can change in response to specific events.²⁰

An individual's personality is formed by the interaction of his innate capacities, which have been developed genetically since he was born, and the external variables in which he lives.

¹⁸ McAdams, D. P. (2006). *The Person: a New Introduction to Personality Psychology*. Hoboken, NJ: John Wiley & Son

¹⁹ Sharp, A. (2008). *Personality and Second Language Learning*. *Asian Social Science*, 4(11), 17-22

²⁰ Schultz, D. P., & Schultz, S. E. (2005). *Theories of Personality* (9ed.). Wadsworth, USA: ICC Macmillan th

According to Pervin personality is a trait of people that causes consistency in feelings, thoughts, and conduct. It refers to a person's pattern of consistent behavior and quality, as well as the quality of the environment that influences people's personalities. Major traits, interests, drives, values, self-concept, abilities, and emotional patterns are all part of a person's unique adjustment to life, which includes personality traits, interests, drives, values, self-concept, abilities, and emotional patterns.

Personality is also defined as a collection of biological capacities such as motivation (encouragement), inclination, taste, and character that are combined with behavior and experience.²¹ According to the definition, an individual's personality is developed by an intrinsic element that exists inside him, which then combines with an experimental factor that occurred in the past. On the other hand, despite a person's natural disposition, physical dispositions can be influenced by their experiences. In the context of interaction with others, an individual's behaviors are formed by his way of living in his surroundings. Regardless, he has had a basic predictable conduct since birth. The type of interaction has no effect on this pattern; it can only influence it. It means that a person's personality is molded by the actions of others who can enjoy, be impressed, remember, and establish an incident.

2. Introversion and Extroversion

This section is intended to investigate the two personality traits, introversion and extroversion, which are the subject of this study. Extrovert characters are more sociable, whilst introvert ones are more private. Introverts are quiet, whereas extroverts are social. The full explanations may be found in the paragraph below.

b. Extrovert Personality

Extroversion is easily distinguished by the ease with which one can communicate one's feelings and the ease with which one can convey one's thoughts. When it comes to mental concentration, extroversions do not have as much as introverts. Extroversion is characterized by the turning outward of psychic energy, causing a person to be oriented toward the objective and away from the subjective. Extroverts are more impacted by their environment than by their own thoughts. Extroverts are more influenced by their surrounds than their inner world.²² The best definition of extroversion is an orientation of one's interests and efforts toward the outer world of people and things rather than the interior world of subjective experience.

²¹ Sujanto, A., Lubis, H., and Hadi, T. (2006). *Psikologi Kepribadian*. Jakarta: Bumi Aksara.

²² Vandenbos, G. R. (2006). *APA Dictionary of Psychology*. Washington DC: American Psychological Association.

Extrovert behaviors are more extroverted, social, sociable, and openly expressive about a phenomenon than introvert actions. Extroverts enjoy meeting new people, conversing with them, and seeing new places. Extrovert characters are gregarious, open, and friendly, whereas introvert ones are reserved. Extroverts are gregarious, enjoy parties, have a large social circle, and require excitement in everything they do; they are thrill seekers who are vivacious and active. Extroverts are easily diverted from learning since they have difficulty focusing on a specific issue. Introverts, on the other hand, are quiet, prefer reading over meeting people and chatting to them, have a small number of close friends, and shun excitement.²³

The following are numerous descriptions of extrovert personality traits, strengths, and weaknesses:

a) Extrovert Personality Trait

There are seven dimensions of personality, according to Eysenck, depending on the extrovert component. Activity, sociability, risk-taking, impulsivity, expressiveness, practicality, and irresponsibility are among them.²⁴ The following is their explanation:

1) Physical activity

Extrovert personalities have a high activity level, which implies they enjoy being active and energetic. Physical activities are their favorite pastime. Getting up early and completing a variety of things rapidly.

2) Compatibility

Extroverts are known for their sociability. They have a lot of friends and it's easy for them to make connections with others. They enjoy going to parties and participating in social activities.

3) Taking Risk

Extroverts are known for their great risk-taking abilities. They enjoy living in perilous situations and participating in difficult tasks. They're also looking for occupations that aren't risky. They go about their business without thinking about their own safety.

4) Irrationality

Extroverts with high impulsiveness do things on the spur of the moment without thinking about it first and make snap decisions. They're probably working swiftly and occasionally carelessly.

²³ Eysenck, H. J. & Chan. (1982). *General features of the model*. In H. J. Eysenck (Ed.), *A model for personality*. Berlin: Springer-Verlag.

²⁴ Samini. (2004). *The Correlation between Extroverts and Speaking Skills of Students at Central English Course in Gemolong Sragen*. Unpublished Research Paper. Surakarta: UMS

5) Inventiveness

Those with a strong extroversion sense are more prone to communicate their feelings and expressions. People with a high level of expressiveness are more likely to express themselves openly. They do not want to keep their sentiments to themselves, which means they prefer to express emotions like sadness, anger, fear, and pleasure.

6) Reliability

Extroverts enjoy performing practical things and do not have the patience to do abstract and imaginative pursuits.

7) Irresponsibility

Those with a high level of extraversion despise performing formal obligations. They are impulsive and irresponsible when it comes to activities with others people.

b) The Extrovert Students' Advantages

Being an extrovert appears to have a lot of advantages. The extrovert appears to be a powerful, strong, and determined personality who is focused on getting things done. by any means necessary Extroverts are also more optimistic than introverts, who are pessimistic. Very good for putting a person's perspective on life. Extroverts are successful in a variety of situations. his academic work Individuals with an active temperament experience a constant sense of stimulation. A proclivity for activity and work the extrovert's speaking ability is brief and concise. definite. This intelligent, cheerful, and forceful demeanor in speech and appearance Extroverts are in an excellent position, especially while participating in educational activities in school, such as debating and giving a speech.

c) The Extrovert Students' Weaknesses

Due to a better understanding of the personality type, Hock provides statements that provide detailed information about the vulnerabilities of the extrovert student.²⁵

1) Arrogance.

The extrovert has a lot of self-confidence. In other words, he has a high opinion of himself and his achievements, and he sees himself as a unique individual who is called upon to undertake great things. This pride leads to a high level of self-assurance. Self-confidence is a good thing, but having too much of it is dangerous. Extroverts that have this feeling prefer to work alone and refuse to accept help from others. Furthermore, it gives the impression that they are more capable than others.

²⁵ Samini. (2004). *The Correlation between Extroverts and Speaking Skills of Students at Central English Course in Gemolong Sragen*. Unpublished Research Paper. Surakarta: UMS

2) Resentment.

Anger is one of the extrovert personality type's negative characteristics. They will convey their rage to others since they are expressive. Extroverts may even have ferocious outbursts of rage. We may claim that the fact that the extrovert is quickly enraged makes matters worse. Furthermore, extroverts are obstinate. They believe they are always correct and enjoy debating, can never make mistakes in learning, and will never accept a lesser score than others.

c. **Introvert Characteristics**

Introverts, according to Jung focus on the examination of thoughts, feelings, and experiences. In contrast to extroversion, introversion, according to Jung in Feist is the inward turning of psychic activity with an orientation toward the subjective.²⁶ Introverts are aware of their inner world, including all of its prejudices. When it comes to behavior orientation, introverts prefer to focus on their own internal private world, including their inner thoughts and feelings, rather than the external world of people and things. Introversion is a personality attribute that encompasses a wide range of attitudes and behaviors. Introverts tend to be more withdrawn, retiring, reserved, silent, and deliberate; they may mute or guard positive expressions, adopt more skeptical views or viewpoints, and prefer to work alone.²⁷ As a result, introverts are quiet, prefer reading to meeting new people and conversing with them, have a small number of close friends, and shun excitement.²⁸

The following are numerous descriptions of the introvert personality's characteristics, strengths, and weaknesses:

a) An Introvert Personality Aspect

There are seven dimensions of personality that are based on the introvert dimension, similar to extroversion. Inactivity, unsociability, caution, control, inhibition, reflectiveness, and responsibility are some of them.²⁹ The following is the explanation:

1) Idleness

This factor has to do with physical activities. Introverts take their time with the task. They're also easy to get bored of and easy to sleep with.

2) Irritability

²⁶ Feist, J and Feist, G.J. (2009). *Theories of Personality*. Singapore: Mc. Graw Hill.

²⁷ Vandenbos, G. R. (2006). *APA Dictionary of Psychology*. Washington DC: American Psychological Association.

²⁸ Eysenck, H. J. & Chan. (1982). *General features of the model*. In H. J. Eysenck (Ed.), *A model for personality*. Berlin: Springer-Verlag.

²⁹ Samini. (2004). *The Correlation between Extroverts and Speaking Skills of Students at Central English Course in Gemolong Sragen*. Unpublished Research Paper. Surakarta: UMS

Introverts have a high level of unsociability. They dislike making connections with others and prefer to hang out with a small group of pals. They enjoy doing things on their own, such as reading. They get agitated out when they have to deal with others.

3) Attention to detail

It is common for people with this value to perform their tasks meticulously. They consider each and every detail attentively and give greater attention to it. They stay away from harmful situations and engage in activities that are both known and safe.

4) Constraints

Before doing anything, the person plans and organizes the program. They plan the schedule seldom to feel angry and calm.

5) Restraint

People are averse to freely expressing their emotions. It's difficult to be both angry and calm at the same time.

6) Self-awareness

The person enjoys abstracting and interpreting philosophical questions, as well as discussing and answering them.

7) Accountability

People with this personality are easily believed by others. They do well in their responsibilities and always act in accordance with their inner convictions.

b) The Introvert Student's Advantages

Introvert pupils are normally serious when interacting in school to get comprehension and as much knowledge as possible. That personality feature emerged as a result of his serious approach to life. The greatness of his desire to dominate life clashes with reality, which isn't always pleasant. The introvert pupils' strengths are based on a few key characteristics.

1) Resilient

Introverts, expend a lot of energy attempting to make sense of upsetting occurrences in order to prevent them in the future. He puts up a lot of effort. He takes longer to complete the assignment.

2) Timely and specific

The introvert, according to Warfield, is inflexible. We may say he improves his intellectual quality by training under a well-managed schedule because an introvert is a planner, or we can say he makes sure things get done, albeit they can become paralyzed by over-analysis at times. This personality type is known for making lists and "doing things the correct way." When he performs chores, the introvert student will appear neat and structured. Others may remark that

he does everything properly from the beginning to the end, and that he is accustomed to doing everything in detail.

c) Introvert Students' Weaknesses

This temperament has a lot of potential for negative characteristics. The introvert temperament is one of indifference. As a result, the individual with this temperament is not happy, quick, progressive, or energetic. He has a strong proclivity for inaction. Several types of explanations of introvert primary flaw features are written as points, including:

1) A passion for retiring

For any length of time, the introvert does not feel at ease in a crowd to learn; he prefers stillness and alone. He withdraws from the masses and forgets about his surroundings since he is prone to introspection. He is frequently distracted at school since he is preoccupied with his own thoughts.

2) Introverts are irrational.

The introvert is haunted by his or her own problem and goal without the willingness to solve it or strive for it when there are too many thoughts and too much dread of obstacles. There is a chance that his goals or works would fail, and the introvert finds it difficult to make decisions. He is hesitant to make a decision. He puts off till tomorrow what he could do today.

3) The introvert is pessimistic and fearful.

If he is asked to start a new job, complete a difficult task, or take on a new project, he feels apprehensive. He possesses a strong will, as well as talent and power, but he lacks guts and is a person who is in a bad mood. If the introvert encounters obstacles in his endeavors, he becomes disappointed and is tempted to abandon ship rather than overcome the hurdle and mend the ill success via additional effort.

Finally, the introvert is an overly emotional person. In some situations, his feelings obstruct his work, but the essential of the introvert is a sufficient importance to aid others' thought and analysis. They are extremely thoughtful and have a proclivity for being exceptionally intelligent. The extrovert, on the other hand, becomes a pioneer and a mover. Extroverts, on the other hand, are born leaders who are energetic and have a great desire to change and accomplish things, but they can be domineering, arrogant, and impatient. He makes decisions without relying heavily on his emotions.

C. Self-efficacy

1. The Concept of Self-Efficacy

Self-Efficacy is interpreted as people's beliefs about their own capabilities to organize and manage some specific tasks, events or actions required to achieve performance designated levels that affect their lives.³⁰ In short Self-Efficacy is one's beliefs in one's own ability to accomplish something successful. People only do and accomplish things that they believe they can accomplish and they won't attempt something that they believe they can't reach. Self-efficacy beliefs are the product of a complex process of self-persuasion that is based on cognitive processing of diverse sources (e.g. other people's opinion, feedback, evaluation, encouragement or reinforcement; past experience and training; observing peers; information about appropriate task strategies).³¹ Self-efficacy is the basis of human's self-confidence and motivation.³²

Self-Efficacy impacts an individual's choice of activities, effort, and persistence. Human beings who have a low feel of efficacy for conducting an undertaking may also keep away from it, folks who agree with them may be successful should take part with no trouble. Individuals who experience efficacy is hypothesized to perform tougher and persist longer after they encounter difficulties than people who doubt their skills.³³

The academic self-efficacy refers to the belief of students' ability in finishing the academic task that is given at a specific level.³⁴ The construct of self-efficacy is different from the daily term of "confidence". Confidence is a term that refers to the strength of belief but does not necessarily determine what the person is certain about. For example, the statement "I can be so confident that I will get success in some efforts". But self-efficacy is the person's belief in their capabilities in reaching a focused achievement. The confidence tends to lead to the person's motto and it is the construct which has been embedded in the theoretical system but self-efficacy leads to the attitude of the subject in reaching a focused achievement.³⁵

Students frequently receive precursory facts that they own the capabilities to perform an undertaking (e.g., "you could do that"). High quality precursory comments complement self-efficacy, however this growth will be temporary if next efforts flip out poorly. College students

³⁰ Bandura, A. Self-Efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, (1997) 84.

³¹ Dornyei, Z & Ushioda, M. Teaching and Researching Motivation. (Edinburg: Longman 2011)

³² Vandergrift, L & Goh, C. C. Teaching and Learning Second Language Listening: Metacognition in Action. (New York: Routledge 2012)

³³ Bandura, A. Social Cognitive Theory. *Annals of child development* 6 (1989), 1-60.

³⁴ Bandura, A. *Social foundation of thought and action: A social cognitive theory*. (Englewood Cliffs: NJ: Prentice-Hall 1986)

³⁵ Bandura, A. Self-Efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84 (1997).

additionally derive efficacy data from physiological indexes (e.g., heart rate and sweating). Physical signs and symptoms signaling tension is probably interpreted to suggest a lack of talents.

Records obtained from these resources do not routinely have an effect on efficacy; as an alternative, it's far cognitively appraised.³⁶ Efficacy appraisal is an inferential process in which persons weigh and combine the contributions of such personal and situational factors as their perceived ability, the difficulty of the task, amount of effort expended, amount of external assistance received, number and pattern of successes and failures, their perceived similarity to models, and persuader credibility.³⁷

Self-efficacy is not the only influence on behavior; it is not necessarily the most important. Behavior is a function of many variables. In achievement settings some other important variables are skills, outcome expectations, and the perceived value of outcomes.³⁸ High self-efficacy will not produce competent performances when requisite skills are lacking. Outcome expectations, or beliefs concerning the probable outcomes of actions, are important because individuals are not motivated to act in ways they believe will result in negative outcomes. Perceived value of outcomes refers to how much people desire certain outcomes relative to others. Given adequate skills, positive outcome expectations, and personally valued outcomes, self-efficacy is hypothesized to influence the choice and direction of much human behavior.³⁹

Related to the language learning, if people have high positive self-efficacy about learning a language they will believe that they have power and abilities to do their best effort to learn the language.⁴⁰ Self-efficacy might operate during academic learning. At the start of an activity, students differ in their beliefs about their capabilities to acquire knowledge, perform skills, master the material, and so forth. Initial self-efficacy varies as a function of aptitude (e.g., abilities and attitudes) and prior experience. Such personal factors as goal setting and information processing, along with situational factors (e.g., rewards and teacher feedback), affect students while they are working.

From these factors students derive cues signaling how well they are learning, which they use to assess efficacy for further learning. Motivation is enhanced when students perceive

³⁶ Ibid., Bandura, A. (1986)

³⁷ Schunk, D. H. Self-efficacy and cognitive skill learning. *Research on motivation in education*, (1989)13-44.

³⁸ Ibid

³⁹ Bandura, A.. Social Cognitive Theory. *Annals of child development*, 6 (1989):1-60

⁴⁰ Kazemi, M., Khodabandehlou, M., & Jahandar, S. "The Impact of Self-Efficacy on Indian". *Journal of Fundamental and Applied Life Sciences* 3, no 3 (2013): 705-715

they are making progress in learning. In turn, as students work on tasks and become more skillful, they maintain a sense of self-efficacy for performing well.⁴¹ If language learners have strong self-efficacy or confidence about language skill, they will see the difficulties they face in learning language as the challenges that should be conquered to gain success.⁴² On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, which means they are admitting failure from the start.⁴³

2. The Source of Self-Efficacy

There are four sources that can affect people's belief about self-efficacy based on Bandura's Theories⁴⁴, they are:

a. Mastery Experience

Mastery experience is one of the effective ways in strengthening the people's belief of self-efficacy. Perseverance and determination that are possessed in looking for the experience to encounter the problems yield the high level of self-efficacy. When the people obtain the difficulties, they will derive the useful command that success solely will be determined when they never give up and they always keep struggling.

b. Vicarious Experience

Vicarious experience is the way that can enhance people's self-efficacy by seeing and observing the success of the model because the effort that is conducted continuously. The observer will be assumed that they also have an ability to master the same way as done by the model in order that they will be able to get success.

c. Social Verbal Persuasion

A person persuaded verbally by the other people that she/he has an ability to master the task given, she/he is likely to mobilize all the greatest effort and always persist in it. It is different with someone persuaded that she/he does not have the capability in finishing the task, she/he tends to give up easily when dealing with the complicated problems and often avoids a challenging task that maybe able to enhance their ability.

d. Physiological State

A person's physiological state is the last source that can affect self-efficacy, some people assume that this is a condition that can give the assessment toward their capability. When

⁴¹ Ibid., Schunk (1989)

⁴² Schunk, D. H. Self-Efficacy for Reading and Writing: Influence of Modeling, Goal Setting, and Self-Evaluation. *Reading and Writing Quarterly* 19 (2003): 159-172.

⁴³ Rahimi, A. & Abedini, A. "Efficacy Concerning Listening Comprehension and Listening Proficiency". *Research on Youth and Language* 3, no 1 (2009):14-28.

⁴⁴ Bandura, A. Social Cognitive Theory. *Annals of child development*, 6 (1989): 1-60.

people encounter stress that arise in bad condition so this poses the cue that they cannot master the condition and it can lower self-efficacy. And when they are in the activity that it need a force, they assume that the pain poses the cue of weakness of physical and this can also lower the belief of their potentiality.

3. The Dimension of Self-Efficacy

Self-efficacy expectancies vary along three dimensions: magnitude, or level, generality, and strength

a. Magnitude

Level of self-efficacy is defined as the number of steps of increasing difficulty that an individual feels he/she is capable of doing task. The perceived persona efficacy may consist of accomplishing simple tasks, develop to moderately difficult tasks, or include totally hard tasks. The perceived capability for a given person is measured against levels or magnitudes of task demands that represent different degrees of challenge or obstacles to successful performance.⁴⁵

a. Generality

Self-efficacy deals with the degree to which success or failure in handling tasks affect self-efficacy hope in like situations or contexts. People have self-efficacy beliefs in different domains, and within the network of efficacy beliefs, some are greater importance than others. The most fundamental self-beliefs are those around which people structure their lives.⁴⁶ Again, Generality include to the diversity of activities or areas over which people find themselves efficacious: “Generality can vary across types of activities, the modalities in which capabilities are expressed (behavioral, cognitive, and affective), situational variations, and the types of individuals toward whom the behavior is directed”.

b. Strength

Self-efficacy refers to the resoluteness of peoples convictions that they can perform the behavior in question. Strength of efficacy beliefs is related to endurance or persistence in the face of hardships, challenges, frustrations, pain, and other barriers to performance. In this case believed that strength of perceived efficacy is measured by the amount of individuals assuring about doing a given task.

D. Previous Study

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

⁴⁵ Bandura, A. Self-Efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84(1997).

⁴⁶ Ibid., Bandura, A. (1997).

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.⁴⁷ 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 2018/2019.⁴⁸ 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 traits is limited.⁴⁹

⁴⁷ 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>

⁴⁸Bakti, 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

⁴⁹Sukainah, 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)