

**CORRELATION BETWEEN TEACHING LISTENING TECHNIQUES,
LISTENING ABILITY, STUDENTS' PERSONALITY AT SMPN 3
SUNGGUMINASA**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University
as Partial Requirements to Obtain Bachelor Degree in
English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

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MAKASSAR

2022

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

THESIS

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SUNGGUMINASA**

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AGREEMENT

On October 28th, 2022 the Board of Thesis Examination has kindly approved a thesis by Aulia Rahma (F041181304) entitled **“Correlation Between Teaching Listening Techniques, Listening Ability, Students’ Personality At SMPN 3 Sungguminasa”** submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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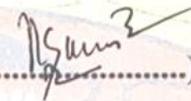
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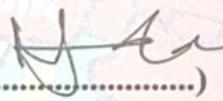
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The Thesis by Aulia Rahma (F041181304) entitled *Correlation Between Teaching Listening Techniques, Listening Ability, Students' Personality At SMPN 3 Sungguminasa* has been revised during the examination on October 28th, 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

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APPROVAL FORM

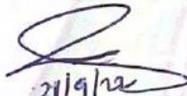
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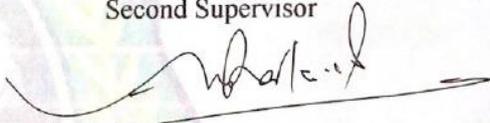
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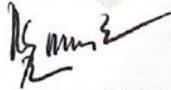

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ACKNOWLEDGEMENT

First of all, praises and thanks to Allah SWT for the guidance and blessing in giving the writer full strength to complete this thesis entitled “Teaching Listening Techniques, Listening Ability, And Their Relation With Students’ Personality At SMPN 3 Sungguminasa”. The writer has completed this thesis to fulfill one of the requirements for the undergraduate degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University. Then, shalawat and salam are upon the prophet Muhammad SAW who has guided and lightened up many people. The writer is also expressing her extremely gratefulness to all beloved people who helped, suggested, and motivated her during the process of finishing this thesis. This goes to:

1. **Dra. Nasmilah, M.Hum., Ph.D.**, the Head of English Literature Department, and **Sitti Sahraeny, S.S., M.AppLing**, the secretary of English Literature Department for their encouragement to complete the thesis.
2. **Dra. Ria Rosdiana Jubhari, M.A., Ph.D.** and **Dra. Marleiny Radjuni, M.Ed**, the writer's supervisors that had motivated her to finish the thesis by giving advice, corrections, and suggestions from the beginning.
3. The writer’s late father and beloved mom, **Alm. Sultan Padjawa** and **A. Nur Jamhuriah** for the love more than she could ask, prayers, and sacrifices for educating and preparing the writer for her future. They are role models who have given advice and accompany affectionately through the writer's ups and downs.

4. More than amazing sister and brother of the writer, **Aprilaily** and **Rafsanjani Sultan**, who have been there helping and supporting her to finish her study.
5. **All the Lecturers** of English Literature Department during the writer's academic year at Hasanuddin University, who taught and give knowledge and invaluable advice to the writer.
6. **All the Staff** who helped with the administration matters.
7. **Bernadeth Anastasia, Ditha Amalia, and Nur Khaeriyah**, the writer's weird but stunning friends ever that had accompanied her through years with laughter and joyful moments that will always be cherished and remembered.
8. **Siti Asmutianti Muhtar** for all the help and supports to finish the thesis.
9. **Hanbin, BTS, and Seventeen** for being mood booster whenever the writer had enough of academic works.
10. Last but not least, the writer special thanks to everyone who cannot be counted and mentioned one by one for staying and coloring her life.

The writer realizes that this thesis is far from perfect. Therefore, suggestions and criticisms for this thesis will be very much appreciated.

Makassar, October 28th, 2022



Aulia Rahma

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ABSTRACT

Aulia Rahma, 2022, *Correlation Between Teaching Listening Techniques, Listening Ability, Students' Personality At SMPN 3 Sungguminasa* (supervised by Ria Rosdiana Jubhari and Marleiny Radjuni)

The research aimed to find out the significant difference on listening ability between extrovert and introvert students using two different teaching listening techniques at SMPN 3 Sungguminasa.

In this research, there were 32 students as the sample chosen by using Cluster Random Sampling. In collecting the data, the researcher used Eysenck Personality Questionnaire (EPQ) to determine extrovert and introvert students and Song & Podcast for the listening test. The data were analyzed using Independent Sample T-Test through SPSS 22.00 version.

The result showed that the value of Sig. (2-tailed) of both song and podcast techniques was higher than 0.05. It signified that there was no significant difference in students' listening ability between extrovert and introvert students using song technique as well as podcast technique. It is suggested for further research to analyze students' listening ability using different teaching listening techniques.

Keywords: extrovert, introvert, listening ability, teaching listening technique

ABSTRAK

Aulia Rahma, 2022, Correlation Between Teaching Listening Techniques, Listening Ability, Students' Personality At SMPN 3 Sungguminasa (dibimbing oleh Ria Rosdiana Jubhari dan Marleiny Radjuni)

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan pada kemampuan mendengarkan antara siswa ekstrovert dan introvert dengan menggunakan dua teknik pengajaran mendengarkan yang berbeda di SMPN 3 Sungguminasa.

Sampel pada penelitian ini ditentukan menggunakan *Cluster Random Sampling* sebanyak 32 siswa. Pada pengumpulan data, peneliti menggunakan *Eysenck Personality Questionnaire (EPQ)* untuk menentukan siswa ekstrovert & introvert dan *Song & Podcast* untuk tes mendengarkan. Data dianalisis menggunakan *Independent Sample T-Test* dengan SPSS versi 22.00.

Hasil tes menunjukkan bahwa nilai *Sig. (2-tailed)* teknik lagu dan podcast lebih tinggi dari 0,05. Hal ini menunjukkan bahwa tidak terdapat perbedaan yang signifikan dalam kemampuan mendengarkan antara siswa ekstrovert dan introvert dengan menggunakan teknik lagu maupun podcast. Penelitian berikutnya disarankan untuk menganalisis kemampuan mendengarkan siswa menggunakan teknik pengajaran mendengarkan yang berbeda.

Kata kunci: ekstrovert, introvert, kemampuan mendengarkan, teknik pengajaran mendengarkan

CHAPTER I

INTRODUCTION

1.1 Background

English, nowadays, has become an important part of international communication, business, education, the internet, and media. Society must establish relations with other countries and nations to keep up with the flow of globalization. Without communication and interaction between countries and nations, they will be left behind. In Indonesia, English as a foreign language should be mastered by all people, especially students. Each student must be able to speak and communicate using English, at least basic English.

Teaching and learning English is aimed to improve students' ability to use English as a communication tool. Using English as a communication tool has four basic language skills; listening, speaking, writing, and reading. In fact, students have different achievements in those language skills. Some students perform better in certain skills while other students do better in other skills.

One of the main goals in EFL education is to train the learners to be able to understand their interlocutors. As Tyagi (2013) said, the ability that students should face and learn first is listening. If they have a good listening skill, they will be more productive. To communicate with native speakers, students must learn to fully understand real language situations to comprehend the gist of what native speakers are saying first. Therefore, listening skill is very important both in the learning process and in social

communication. But nowadays, there are still many students who have difficulties with listening skill because of the difference in teaching techniques and students' personalities. The teacher attempts to use the appropriate techniques to help the students understand more about their lesson. Teaching listening can be accomplished through a variety of techniques, such as the use of a tape recorder, answering questions based on the text, rewriting songs, watching video clips or DVDs, listening to the radio, etc. Furthermore, junior high school students are defined by their transition level, so a good learning is learning which makes them interested. This research used songs and podcasts in teaching listening skill. In order that the goal of learning to be achieved, the use of appropriate techniques of teaching and learning should be optimized. The techniques must be suitable with the personality of students.

Personality refers to individual characteristics that differ from one another. According to Gazzaniga and Heatherton (2002) personality is a person's characteristics with feelings, thoughts, and behaviors that are shaped by time and the individual's experience. Jung in Laney (2002) defines personality into two types: introversion and extroversion. Each type has its own characteristics, such as sociality, activity, expansiveness, etc.

Introversion is an individual's characteristic that orientates of ideas, emotions, and impressions (Laney, 2002). Helgoe (2008) also defines introversion as a person who prefers an inner life over a broad social life, talks with close friends to share stories and develop their ideas internally to

interactively. She also said that introverts cannot think spontaneously. Therefore, most of them feel anxious but they are good thinkers when they are still and not moving. They prefer to follow an inner guide (2008). As a student, they can be categorized as close-minded students. It means that they prefer to work independently instead of working with a group. While, extroversion is an individual's characteristic that orientates of people, activities, and things out of the individual (Laney, 2002). They have open-minded characteristics. They get energy from being around people. Therefore, they are actively involved with a group of people because they tend to be talkative in their daily life.

The researcher believed that students' ability on listening depends on the teaching techniques and students' personality types, particularly extroversion and introversion because it may influence students' motivation and the strategies they choose to learn a language. Based on the observation on some of previous research, there is no research conduct in Junior High School. Concerning the explanation above, the researcher choose to conduct a research entitled **“Correlation Between Teaching Listening Techniques, Listening Ability, Students' Personality At SMPN 3 Sungguminasa”**.

1.2 Identification of The Problems

From the researcher's observation, there are two problems found, as follows:

1. Internal factor (personality) is one of the factors that affect students learning outcomes in listening skill.
2. There are differences of students' listening scores from each personality.

1.3 Scope of The Problems

The research aims to determine the correlation between teaching listening techniques, students' personality, and listening ability at the first grade of SMPN 3 Sungguminasa. In this research, the writer focuses on two types of teaching listening techniques used in listening skill, rewriting song and listening to podcast. Songs and podcasts are appropriate learning media to be combined with listening activities because there is a relationship between strategies and materials that present information and also help students find ways to understand information from songs and podcasts. This allows students to practice the language without thinking too much, facilitates them, and reduces the atmosphere of stress and boredom in the learning process.

1.4 Research Questions

Based on the background of the research stated above, the problems that can be investigated as follows:

- a. Are there any significant differences in listening ability between extrovert and introvert students who learn using the “fill in song”?

- b. Are there any significant differences in listening ability between extrovert and introvert students who learn using the podcast?

1.5 Objectives of the Research

The objective of the research based on the research questions are:

- a. To find out the difference in listening ability between extrovert and introvert students who learn using the “fill in song”.
- b. To find out the difference in listening ability between extrovert and introvert students who learn using the podcast.

1.6 Significance of the Research

There are two significance of the research which are theoretically and practically:

- a. Theoretical Significance

The research findings are expected to give information about the correlation between teaching listening techniques, students' personality, and listening ability

- b. Practical Significance

The research is expected to be useful and valuable, especially for the students and the English teachers at SMPN 3 Sungguminasa. The students could use this research to fully understand their personality in order that they can establish appropriate learning techniques based on their personality. For the teachers, they can optimize teaching techniques for

listening skill based on the personality of the students. This research is also expected to be meaningful, especially for the researcher as a novice of learning how to conduct a research.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Research

Reviewing some previous researches is intended to keep the originality of previous research. According to Syafi'i (2018), in relevant research, the researcher is required to observe some previous research conducted by other researchers in which they are relevant to the research itself. The following are some previous research that are relevant with this research.

A research was done by Travolta, Mulyadi, and Imranuddin (2018) entitled "A Comparative Study On Introvert And Extrovert Students Personality In English Listening Scores". This study was conducted to 66 students consisting of 33 introvert students and 33 extrovert students at the fourth semester students of English education study program in Bengkulu University. A personality questionnaire as an instruments of this research was used to determine the introvert and extrovert, and TOEIC Listening simulation was used to determine the students' listening scores. The result of this research showed that there was a significant difference between introvert and extrovert students on their English listening scores. The research also showed that introvert students have better in English listening score than the extrovert students.

A research conducted by Sukinah (2010) entitled “A Correlation Between Personality Types And Listening Achievement Of The Eleventh Grade Students Of MA Patra Mandiri Plaju”. This research was categorized into correlational research. The study looked at the correlation between the personality trait extrovert-introvert and listening achievement. The data were collected using Eysenck Personality Inventory (EPI) and TOEFL Junior Standard Test Listening Comprehension Section. The finding indicated that there was no significant relationship between overall personality types (extrovert and introvert) and listening achievement; the students' level of listening achievement was average; and the extrovert personality was the most common type of personality.

Ratminingsih (2012) conducted a research to investigated the effect of teaching techniques and types of personality on English listening skill. The data were analyzed by using two types of instrument; (1) listening test which was meant to measure the effect of the teaching techniques on the students' listening skill, and (2) questionnaire which was used to determine the types of students' personality. The results of the research indicated that there was an interaction effect between the teaching techniques and types of personality on the English listening skill.

Based on all the previous research above, the variable in each research is almost the same. They took extrovert and introvert personality and listening as the variable. In line with this research, the researcher includes different teaching techniques which are song and podcast that can

be used in listening activities and relate them with students' personality. The researcher also choose to conduct this research in Junior High School students because they are defined by their transition level which personality is very influential in their learning process and there are none of the previous research above conduct a research in Junior High School students. The problem that the researcher examine is whether there is any significant differences between teaching listening techniques and students' personality on their listening ability.

2.2 Theoretical Background

2.2.1 Definition of Listening

Purdy (1997) defines listening as “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (p. 8). Mendelsohn (1994) defines listening comprehension as —the ability to understand the spoken language of native speakers. Underwood (1989) simplified the definition of listening to “the activity of paying attention to and trying to get meaning from something we hear” (p. 1).

Listeners must be able to decode the message, apply a variety of strategies and interactive processes to make meaning, and respond to what is said in a variety of ways, depending on the purpose of the communication, in order to listen well. Listening entails paying attention

to thoughts, feelings, and intentions. To summarize, listening is an active process in which the listener must process what is heard.

2.2.2 Importance of Listening

Listening has always been an important skill because it is the least researched of the four language skills. Listening can be considered an important language skill to cultivate. “Unlike reading, listening requires instantaneous processing with little or no option to access the spoken input again, making the skill arguably more complex than, for example, reading” (Walker, 2014, p. 168).

Listening as a linking function aids in the development of relationships. People form strong bonds with one another by listening to who they are and what they mean. Listening serves to meet basic human needs. Listening, in particular, serves the purposes of learning, establishing and maintaining friendships, achieving good grades, and developing relationships, as well as being essential in a variety of other important daily activities.

2.2.3 Factors Affecting Listening Ability

According to Ummah, Rabiyaniti, and Ariwidodo (2012, p.111), there were two factors that hampered students' listening achievement. Internal factors such as intelligence, motivation, concentration, and personality were the first to be considered (extrovert-introvert). External factors included methods, media, learning resources, situations, and

conditions. The majority of teachers agreed that personality, background knowledge, learning strategies, and students' needs should all be taken into consideration.

Internal factors such as motivation, intelligence, anxiety, risk-taking ability, extroversion and introversion, and external factors such as social class, first language, teachers, and an early start are also classified by Mahmoudi (2015, p. 314).

2.2.4 Problems of Listening Ability

Students may have difficulty understanding the speaker's intended messages. Goh (2000) discovered the following problems related to different stages of listening comprehension:

- a. Perception: listeners did not recognize the words they know and ignored the next section when thinking about the meaning. They were also unable to concentrate and missed the beginning of texts.
- b. Parsing: listeners are unable to form a mental representation and quickly forget what they have heard.
- c. Utilization: listeners understood the words but not the intended messages or were confused about the key terms.

2.2.5 Teaching Techniques

Teaching techniques are activities that a teacher may design for a lesson. They could include group discussions, projects, a textbook, or field

tripping. A teaching technique is an activity that influences the students' encoding process, or how the learner learns the desired information, concept, generalization, and/or skills.

There are numerous factors which can influence the success or failure of teaching techniques. The teacher must be alert of the technique's suitability for the topic of the lesson. For example, the technique should make the best use of the student's time and should be adaptable enough to accommodate unrelated topics of high interest during the lesson.

2.2.6 Definition of Personality

Personality is derived from the Latin word *persona*, which referred to a theatrical mask worn by Roman actors in Greek drama prior to the birth of Christ (Aziz, 2010, p. 13). According to Peterson (1992), as cited in Suliman (2014, p. 228), personality consists of the following characteristics:

- a. It is an integral part of a person, something that an individual is, does, or has. People bring their personality to situations and then take them when they leave.
- b. It is psychological- refers to individual actions, thoughts, and feelings rather than material things like advancement and status.
- c. It is composed of smaller units known as characteristics, and the combination of these characteristics results in a unique psychological signature.

Personality has been studied for many years, and many psychologists have looked into different types of personalities. Personality is made up of several variables that differ from one person to another. Based on the explanation, personality is a pattern of thoughts, emotions, social adaptation, and behavior that influences expectation, self-perception, values, attitudes, and how people react to others.

2.2.7 Extrovert

According to Jung cited in Sharp, D. (1987, p.38) he stated that extrovert is “characterized by interest in the external object, responsiveness, and a ready acceptance of external happenings...” Extroverts are also known for their outgoing, candid, and accommodating personalities, as well as their ability to adapt to new situations and environments. Moreover, Jalili (2015, p. 830) stated “the dimension of extrovert as sociability, likability, adjustment, prudence, and intellect.” Basically, an extrovert is a person who is energized by being around other people.

Extrovert students actually rely on their peers to make them feel better because they enjoy doing things together and are concerned about what is going on in their surroundings. Extrovert people adapt quickly to their surroundings and are distinguished by the extraordinary attention they pay to objects.

2.2.8 Introvert

According to Burruss and Kaenzing (1999), many introverts can learn to appear as extroverts when necessary. Some instruction and practice in public speaking, debate, drama, music, social skills, and so on could help them wear the extroversion mask when necessary. Introverts typically conceal their inner worlds and refuse to allow others access to them; this issue guides others in making many decisions about introverts and their needs. Also, Thompson (2012) believes that introverts are good at listening, planning, concentrating on tasks for a long period of time, uninterrupted period of time, taking time to think, focusing, and acting independently.

In this research, introverts are defined as people who are calm, quiet, and focused on what is happening in their own thoughts; they gain energy by spending time alone; and they avoid participating in group discussions.

2.2.9 The Differences Between Extrovert And Introvert

Burrus and Liza Kaenzing (1999) describe the differences between extroverts and introverts in detail, stating that extroverts enjoy and need social gatherings, engage in friendship with many people, have quick responses, try to avoid solitude, and do not like being alone, whereas introverts are usually taciturn, do not want to participate in social gatherings, prefer to do something alone, think and concentrate more before doing something (Marashi and Dibah, 2013).

The following table below explained the work style of extrovert and introvert (Andriyani, 2013, p. 19).

Table 2.1 The Students Work Style for Extrovert and Introvert

Extrovert	Introvert
- Seek for different methods to solve tasks	- Seek for quiet to concentrate
- Concentrate on both their work and what's going on around them	- Concentrate more on the work itself than on the world around them
- Look for inspiration outside themselves	- Engross in their work and do not pay attention to other things
- Bored when their work proceeds slowly and monotonous	- Irritated when they are disturbed and hurried
- Come up with different ideas during discussions	- Come up with ideas while they are alone

Source: Andriyani (2013, p. 19)

2.2.10 Teaching Techniques, Personality And Listening Ability

Several studies have been conducted to determine whether or not the extroversion/introversion personality trait plays a role in the process of language learning. In Iran, Nasrabadi (1996) studied the role of the extrovert and introvert personality in English listening comprehension.

Extroverts fared well, according to his findings. Daneshvari (1996) also concluded that extroverts used better listening strategies than introverts. Chen and Tsai (2015), on the other hand, discovered that there is no significant relationship between students' personality types (extrovert-introvert). Furthermore, some studies have found that introverts perform better in reading and writing (Zafar & Meenakshi, 2012) as well as listening skills (Alavinia & Sameei, 2012).

In short, while the relationship between extrovert-introvert and language proficiency have been examined, the findings were inconclusive. According to the explanation above, the researcher discovered an interesting case of how teaching techniques related to the relationship between personality type and students' language skill, particularly in listening.