

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the international languages that has an important role in various fields, including in the world of education. English is one of the subjects taught in schools around the world, including in Indonesia. Mastery of English is very important in the current era of globalization. English is used as an international language in various fields, such as trade, tourism, technology, and so on. Therefore, mastery of English is necessary to be able to compete in the global world. In addition, good mastery of the English language can also open students' access to a wider range of educational resources, such as books and journals written in English, so that they can improve their understanding of the subject matter.

Along with the times, the topic of personality in learning is often discussed. Because changing times or changing times make each student's character change and that becomes a challenge for a teacher because it not only follows learning that changes from time to time but also has to deal with the personality of students who are increasingly changing in every era. Personality is the human way of thinking about reality. Personality is also a tendency towards reality.

And in another sense, human personality is an aqliyah mindset and an-nafsiyah soul pattern. According to modern psychology, personality is the dynamic organization of individual psychophysical systems that determine the unique adjustment to the environment. John Milton Yinger said in Karim that personality is the overall behavior of a person with a certain system of tendencies that interact or relate to a series of situations.¹ So, it can be concluded that personality is a complete combination of attitudes, traits, mindsets, emotions, and also values that influence individuals to do something right according to their environment.

Koentjaraningrat in Usman, revealed that personality is the composition of the elements of mind and soul that determines the differences in the behavior or actions of each individual.² The term personality also means the consistent character traits of an individual, which give identity as a particular individual. personality as an organization of biological, psychological, and sociological factors that underlies individual behavior. These biological factors include physical condition, character, sexuality, nervous system, the individual's maturation process and other biological disorders.

¹ Bisyrri Abdul Karim, "Teori Kepribadian Dan Perbedaan Individu," *Education and Learning Journal* 1, no. 1 (2020): 41.

² Usman Effendi, *Psikologi Konsumen* (Jakarta: Raja Wali Persada, 2016), 286.

Psychological factors include elements of temperament, feelings, learning abilities, desires, skills and so on. Sociological factors that affect a person's personality can be in the form of socialization processes that are obtained since childhood. Whether we realize it or not, every individual has a different personality type. And what is familiar is about extrovert and introvert personalities. According to Jung, human awareness in making connections with the outside world shows two main attitudes, namely introverts and extroverts.³ Personality types according to some experts are divided into two, namely introvert and extrovert personalities. Extroverts themselves are externally oriented, tend to be active individuals, have many friends, are impulsive, adventurous, assertive, and dominant. Whereas introverts tend to be passive, quiet, cautious individuals whose behavior is more controlled, have not too many friends.

In the educational context, personality differences can affect the way students learn and absorb information. For example, students with extrovert personalities may prefer studying in groups or in social situations, while students with introvert personalities may prefer studying independently or in quiet situations. Learning achievement is composed of two words, namely "achievement" and "learning".

³ Purwa Atmaja Prawira, *Psikologi Kepribadian Dengan Perspektif Baru*, 3rd ed. (Jogjakarta: Ar-Ruzz Media, 2016), 216.

Learning achievement broadly also refers to the communicative skills and competencies (oral, reading, writing), mathematics, science, social studies, as well as English and thinking that enable a student to succeed in school and society.

According to Mas'ud Hasan Abdul Dahar "*Achievement is what has been created, the result of what has been done, the results that please the heart are obtained with the thoroughness of work.*"⁴ While learning according to Syaiful Sagala is "*A process in which an organism experiences a change in its behavior as a result of a learning experience.*" Achievement in learning according to Syaiful Sagala is "the result of measuring students which can include cognitive, affective, and psychomotor aspects after participating in the learning process which is measured through evaluation in the form of test instruments or other relevant instruments."⁵ Some students are fast in capturing lessons but there are also some students who are slow so that the learning achievements obtained are not the same. Learning achievement can be used as an indicator of a student's success. There are several factors that affect the high and low learning achievement of a student. One of the factors that influence it

⁴ Zaiful Moh Rosyid, *Prestasi Belajar* (Malang: CV Literasi Nusantara Abadi, 2019), 6.

⁵ Syaiful Sagala, *Konsep Dan Makna Pembelajaran* (Bandung: Alfabeta, CV. Bandung, 2011), 13.

is personality. According to Sumadi Suryabrata "*The existence of different personality types causes variations in the ways, abilities and activities of students in learning*". In this case, by understanding the role of personality in learning English, teachers can adjust teaching methods and provide the right support to help students achieve optimal academic performance.⁶ As in Alwisol states that recognizing students' personalities can be used to optimize educational achievement.⁷

According to the explanation above, extrovert personalities tend to be more open and confident in communicating, while introvert personalities tend to be more introvert and less confident in communicating. This can affect a person's ability to learn English and ultimately affect their learning achievement. Therefore, researchers chose the topic of extrovert and introvert personalities in Learning achievement, especially in English, this is because researchers have a deep curiosity to carry out an analysis that aims to determine potential and can provide insight into how personality influences student learning achievement the extrovert and introvert personality of students on their English learning achievement. This is what

⁶ Sumadi Suryabrata, *Psikologi Pendidikan* (jakarta: Raja Grafindo Persada, 2006), 216.

⁷ Alwisol, *Psikologi Kepribadian (Edisi Revisi)* (Malang: UMM Press., 2014). 4.

strengthens research to conduct research entitled “ **An Analysis of Extrovert and Introvert Personality on Students’ English Learning Achievement** (A Descriptive Qualitative Research At Second Grade In SMAN 1 Bandung District)”

B. Focus of Study

The problem that discussed in this study is to find out how learning achievement and potential, especially in English subjects, are students who have extrovert and introvert personalities in second grade students at SMAN 1 Bandung district. The scope of this research is that the researcher use a questionnaire to separate students who have extrovert and introvert personalities. after that the researcher interviewed the students about how their learning achievement was. Researcher focus on the score of the results of the questionnaire and interview results.

C. The Research Questions

Before conducting the research, the researcher formulated the following question:

1. How do the students with extrovert and introvert personalities perceive their learning achievement experiences?
2. What are the English learning achievement of extrovert and introvert students?

D. Objectives of Study

Based on the research questions, the researcher sets the study aim as follows:

1. To analyze students with extrovert and introvert personalities in viewing their learning achievement experiences.
2. To describe the English learning achievement of the personality of extrovert and introvert students at second grade in SMAN 1 Bandung district.

E. Significances of Study

Researchers have hope that this research can be useful. The significance of the research can be seen as follows:

1. For teachers

Assist teachers in the development of more effective learning strategies: By understanding the differences in the ways of learning and interacting between extroverts and introverts, teachers can develop more effective learning strategies that can help students achieve their academic potential.

2. For students

Increase understanding of individual differences: This research can help change common perceptions of extrovert and introvert traits and respect for individual differences in learning and

learning achievement.

3. For researchers

Provides insight into the influence of the environment on learning achievement. This research can help understand how environmental factors, such as noise and crowds, can affect the learning performance of extrovert and introvert students. Provides important information for educational policy development. Research results can provide important information for the development of educational policies that can improve learning achievement of students.

F. The Previous Studies

Several previous studies on listening comprehension have been carried out by previous researchers.

First, from Rieke A, Indah D, Mei H, (2021), *A Comparative Study Between Extrovert and Introvert Student's Achievement in English Conversation Course*. This study aims to find out whether there is a significant different between Between Extrovert and Introvert Student's Achievement in English Conversation Course. The researchers used the quantitative method, the kind of quantitative used in causal comparative research. The population of this research was students at the 2nd semester English Department Study Program

of University Bengkulu who has taken the English conversation subject in academic year 2019/2020. The total population of this research is 108 students, it consisted of A, B, and C classes. In this research, the researcher used purposive sampling. The result of this research shows that there were no significant differences between introvert and extrovert personalities in English Conversation Class achievement. It was concluded that the student's personality does not affect the score achieved in the speaking class.⁸

Second, the research by Hasanuddin J, Edi S, Adi R, (2021) *Introvert and extrovert personality: Is it correlated with learning achievement of Physical Education, Health and Recreation students at university level*. The purpose of this study is to determine whether the academic success of university students studying physical education, health, and recreation is connected with their extrovert or introvert personalities. The methodology is a quantitative descriptive correlation approach. A study to determine whether there is a relationship or correlation between two variables is known as correlation research. The results of this study show a substantial relationship between the introvert personality and the high category

⁸ Mei Hardiah. Rieke Ayu Oktriani, Indah Damayanti, "A Comparative Study Between Extrovert and Introvert Student's Achievement in English Conversation Course," *Journal of English Education and Teaching (JEET)* Vol 5, no. 4 (May 2021), 582–593.

of academic accomplishment. This relationship stems from the introvert personality type's propensity to take assignments from lecturers more seriously and to focus on completing them.⁹

Third, another research by Ahmet S and Ali G, (2021) *The Mediating Role of Metacognitive Processes in the Relationship between Personality Traits and Learning achievement of University Students*. The mediating effect of metacognition in the link between personality traits and learning achievement of university students was examined using structural equation modeling. The study employed a two-stage strategy to identify and correct potential measurement model errors in structural equation studies, which is frequently advised in the pertinent literature. A measurement model was developed in the first stage, and its validity was examined using high-level (second-level) confirmatory factor analysis. By examining the structural links between the latent variables in the measurement model, a structural model was advanced in the second stage. This study's conclusion that taking responsibility has a favorable impact on academic success is in line with previous research. The idea that metacognition mediates the relationship between personality traits in

⁹ Hasanuddin Jumareng et al., "Introvert and Extrovert Personality: Is It Correlated with Academic Achievement of Physical Education, Health and Recreation Students at University Level?," *Journal Sport Area* Vol 6, no. 2 (July 2021), 140–146.

university students and learning achievement was examined using the structural equation modeling method. The analyses carried out to evaluate the mediating role revealed that metacognition accounted for 13% of the variance in learning achievement and personality characteristics 33% of the variance in metacognition. The results showed that metacognitive processes played a mediating function in the association between personality traits and achievement, i.e., that the relationship between personality and academic success was established through metacognition. This result indicates that the research hypothesis was correct.¹⁰

In previous studies, researchers explored only at the student level and only focused on one of the skills, especially in the field of Speaking in English. All studies use quantitative methods and none have been made in qualitative form where previous research has only focused on comparisons and their relationships between extroverts and introverts in learning achievement and not in English subjects at large. In this study, researchers analyze how as well as the potential of students who have extrovert and introvert personalities on their English language achievement.

¹⁰ Ahmet Sapanci, "The Mediating Role of Metacognitive Processes in the Relationship between Personality Traits and Academic Achievement of University Students," *Sakarya University Journal of Education*, Vol. 11, no. 3 (November 2021), 501–525.

G. Organization of The Study

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I is Introduction, Introduction, it is including of Background of Study, Identification of Problem, Formulation of Problem, Objectives of Study, and Previous Research.

Chapter II Theoretical Framework, Theoretical Framework, it is including Personality, Characteristics of Personality, Extrovert and introvert personality, Learning achievement and Factors Affecting Learning Achievement

Chapter III Research Method, Research Method, it is including of Research Method and Design, The place and time research, Participant, Data Collection, and Technique of Data Analysis.

Chapter IV Research Result and Discussion, it is including result and discussion

Chapter V : Conclusion and Suggestions, it is including conclusion and suggestions