

**THE CORRELATION BETWEEN PERSONALITY TYPES
AND LISTENING ACHIEVEMENT OF THE ELEVENTH
GRADE STUDENTS OF MA PATRA MANDIRI PLAJU**



UNDERGRADUATE THESIS

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Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi yang berjudul "**THE CORRELATION BETWEEN PERSONALITY TYPES AND LISTENING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MA PATRA MANDIRI PLAJU**", ditulis oleh saudari Syarifah Sukainah (12250139) telah dapat di ajukan untuk sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.

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STUDENTS OF MA PATRA MANDIRI PLAJU**

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
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*This Thesis is highly dedicated to:
My Late Daddy and My Beloved Mom*

My love has no edge for you

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The Writer,

SS

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7. Surat Keterangan Telah Melakukan Penelitian
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11. Hasil Ujian Komprehensif
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13. Lembar Konsultasi Revisi Skripsi

ABSTRACT

This study is aimed at finding the correlation between personality types and listening achievement and which type of personalities is the best predictor of listening achievement. The population of this study was 179 eleventh grade students of MA Patra Mandiri Plaju. 70 students were taken as the sample by using convenience sampling. The data were collected through Eysenck Personality Inventory (EPI) and TOEFL Junior Standard Test Listening Comprehension Section. The data were analyzed by using Pearson product moment correlation coefficient and multiple regression analysis. The result showed that the r -obtained (.033) was lower than r -table (.235) and the p value (.784) was higher than .05. It signified that there was no significant correlation between personality types as a whole (extravert and introvert) and listening achievement. Furthermore, there was also no correlation between each type of personality (extravert/introvert) and listening achievement. Because of those results, there was no need to conduct the regression test which the aim was to find out which personality types becoming the best predictor over the listening achievement. The results also revealed that the level of listening achievement of participants was average and the extravert personality was the most frequent type of personality. It is suggested for further research to examine the research with larger samples in order to gain results which are more conclusive.

Keywords: *extravert, introvert, personality types, listening achievement*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, (4) significance of the study.

1.1. Background

Nowadays, one of the important skills for students worldwide is English proficiency. It will provide access to create many opportunities such as educational or job opportunities. Naved (2015, para. 9) confirms that some big companies will employ their professional staffs after knowing whether they are good at English or not. As an international language, English is taught almost at all levels of education in Indonesia. English is also one of the compulsory subjects in Junior High School, Senior High School, and Vocational High School. Based on Indonesia government regulations No.32/2013 Chapter 70, English is one of the tested subjects in National Examination for Junior High School, Senior High School, and Vocational High School.

One of the scopes of teaching English in senior high school, based on 2006 Schools-Based curriculum, is to understand and/or produce oral and/or written texts in relation to four language skills (listening, speaking, reading and writing). Thus, among four language skills, listening should be mastered to communicate effectively. Lake (2015, para. 5) states that people communicate from 70% to 80% of their day, and they spend about 55% on listening.

The first thing that people do to master their native language is by listening. Among four language skills (listening, speaking, reading, and writing), listening is

determined as primary skill in the acquisition of first language (Cahyono and Widiati, 2009, p. 194). In a line with this, Flowerdew and Miller (2005, p. 22) also highlight that children learn their mother tongue by listening to it. A baby hears new items, says them next, then reads and writes them some time later.

Listening is one of the important skills in English especially for foreign language classroom. Listening is a criterion to determine whether an EFL learner is a competent language performer or not (Mianmahaleh, 2015, p. 255). Listening comprehension is also one of important parts in various English proficiency tests such as TOEFL, IELTS, etc. Furthermore, listening can be beneficial to increase other language skills. Harmer (2007, p. 135) claims that if students listen as often as and as much as possible, they will get better at listening and comprehending pronunciation.

However, despite its importance, listening is not an easy skill to master. Vandergrift (2004, p. 3) believes that out of four language skills, listening is the most difficult to learn. As reported in EF English Proficiency Index for Schools (EF EPI-s) (2015), in all of 16 countries studied (included Indonesia), after five or more years of English instruction, students are on average at the B1 or B2 level in listening skills. In addition, Common European Framework of Reference (CEFR) describes B1 and B2 as independent user. It indicates that they are still below C1 and C2 level (proficient user).

Second and foreign language students face some problems in listening skill. Listening comprehension problems may occur during the three phases of perception (phonological and lexical problems), parsing (syntactic and semantic

problems), and utilization (discourse and pragmatic problems) (Goh, 2000; Vandergrift, 2003, p. 467; Anderson, 2015, p. 313; and Nowrouzi, Tam, Zareian & Nimehchisalem, 2015, p. 263). Robertson, Nunn, Lingley, Cross (2009, p. 47) confirms that vocabulary knowledge is a text listening problem that are mostly idiomatic language, proper nouns, and low frequency words. Different accent is also one of listening problems (Hamouda, 2013, p. 136). Bloomfield et al. (2010, p. ii) affirm that familiar accents are easier to understand than unfamiliar accents.

In relation to the mentioned problems, one of the factors which can influence students' language performance is personality of the students. For instance, quiet people versus loud people have different ways in language learning. Nikoopour and Farsani (2010, p. 81) confirm that the personality of students is a major factor contributing to success or failure in language learning. Erton (2010, p. 115) also believed that there is a close relation between personality of student, style and strategy that the student develops in order to learn and success in academic performance. In line with this, Boroujeni, Roohani and Hasanimanesh (2015, p. 212) say that people's personality types affect every aspect of their lives including learning in general and language learning in particular.

Concerning this, Carl Gustav Jung is the person who first introduced the concept of extraversion-introversion and established the terms (Geyer, 2012, p. 2; and Leung, 2015, p. 16). Extraverts more likely to be impetuous, talkative, distracted, externally-motivated and impulsive at solving problems, (Hakimi, Hejazi, and Lavasani, 2011, p. 843). Extraverts focused on socializing and

generally had problems in concentration (Ali, 2012, p. 13). Bazier (2015, p. 4) defines extraverts as sociable people, they prefer interacting with others and enjoy in lively talk. Those characteristics of extravert caused them to have little time for studying meticulously (Zabihi, 2011) and got lower score in academic achievement (Hakimi, et al. 2011) especially in listening (Ali, 2012).

Considering the characteristic of introverts, they are more anxious than extraverts. In keeping with the results of Wulandari research (2010), it was revealed that the introvert learners were more anxious than the extravert learners. She also found that introvert learners were getting anxious easier than the extravert learners in doing listening tasks. Furthermore, the scheme of personality characteristics (see page 40) shows that anxiety is one of the characteristics of introvert. Tension, worry, of failure fear and lack of self-confidence were the features of anxiety which can influence listening performance. Just as many studies had proved that if individuals had high level of anxiety, they would have low listening achievement (Xu, 2011; Golchi, 2012; and Zhai, 2015).

Teachers of English should know their students personality because it can affect teaching and learning process. Mall-Amiri and Nakhaie (2013, p. 26) on his study conclude that after learning the differences between extravert-introvert and their effect on language skills such as reading and listening comprehension, teachers can know what kinds of activities, methods, and tasks students will enjoy and what their learning styles are. According to Erton's (2010, p. 115) standpoints, one of the primary objectives in foreign language learning and teaching today is certainly learning more about the students and increasing

awareness in personal differences in the language classroom. Thus, teachers should identify their students' personality individually, which can lead to better language learning process.

In addition to the problems and theories above, preliminary study was done by interviewing teachers of English and giving questionnaire to students of MA Patra Mandiri Plaju. Based on informal interview with two teachers of English in MA Patra Mandiri Plaju, they strongly agreed that listening was not an easy skill to be mastered by students. Students could not recognize speaker's idea because of limited English vocabulary and low motivation in learning. Some students were shy to ask difficult learning materials but some of them were not. Then, after giving questionnaire for students of MA Patra Mandiri Plaju, most of them regarded listening as difficult skill to be learned. Most of students could not understand a lesson if teacher taught by using English. Some of the students wanted to use English in the class, but they were shy to speak English. It can be concluded that listening was difficult for students to be mastered and their language performance was also influenced by their personalities.

Related to the described problems, there have been numerous studies that investigated personality and language skills. Sadeghi, Kasim, Tan, and Abdullah (2012, p. 119) mention, people have been interested in investigating how personality correlates with academic performance since 1990s. Sharp (2008, p. 17) says that in the last few decades, there has been some research investigating the relationship between personality and L2 learning ability. Likewise, Alavina and Sameei (2012) conducted the research about extraversion/introversion and

Iranian EFL learners' listening comprehension ability. The scores of listening ability had a positive relationship with introvert learners. It means that introvert learners have better performance on listening than extraverts. On the contrary, Chen and Tsai (2015) found no significant relationship between student's personality and English proficiency.

Considering the problems, theories, and previous related studies above, it is believed that students have their own ways in learning language and it depends on their personality types. In order to use appropriate strategies for learning and teaching language, personality should be identified by students or teacher. After knowing students' personality types, it would encourage them to enlarge their knowledge so that they can improve their English achievement, especially in listening achievement. In short, the correlation between personality types and listening achievement is investigated in this study.

1.2. Problems of the Study

Based on the background above, the problems of this study are formulated in following questions:

1. Is there any significant correlation between personality types and listening achievement of the Eleventh Grade Students of MA Patra Mandiri Plaju?
2. Which type of personality is the best predictor of their listening achievement?

1.3. Objectives of the Study

Related to the problems above, the objectives of this study were:

1. To find out if there is significant correlation between personality types and listening achievement of the Eleventh Grade Students of MA Patra Mandiri Plaju.
2. To identify which type of personality is the best predictor of their listening achievement.

1.4. Significance of the Study

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

1. For English teachers, this study hopefully will improve teachers' awareness of their students' personality. After knowing student's personality type, teachers can adjust their teaching strategy to reduce or solve some problems in teaching English, especially teaching listening. They can choose some strategies which are appropriate with students' personality.
2. For students, it is hoped that students will know the way to overcome their problems in learning English, especially listening skill. Knowing their own personality, students can choose some strategies which are suitable with their personality.
3. For other researchers, the study hopefully becomes a reference for conducting similar research and can increase their understanding of personality types and listening skill.

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories about (1) correlational research, (2) the concept of personality, (3) the concept of listening, (4) extravert-introvert personality types and listening achievement, (5) previous related studies, (6) hypotheses, (7) criteria of testing hypotheses.

2.1. Correlational Research

In this study, correlational research was conducted. Correlational research is a quantitative method of research to determine whether or not there is a relationship between two or more variables. Cohen, Manion, and Morrison (2007, p. 265) highlights, “correlation involves the collection of two sets of data, one of which will be retrospective, with a view to determining the relationship between them”. One of the best known measures of relationship is Pearson’s product moment correlation coefficient (Cohen et al., 2007, p. 530). The correlation coefficient is represented by the symbol r .

There are two types of correlation research design: explanation and prediction. In explanation research design, an investigator correlates two or more variables. Creswell (2012, p. 340) defines explanatory designs consist of a simple association between two variables or more than two. In prediction design, an investigator predicts or forecasts future performance. Creswell (2012, p. 341) mentions that in prediction design, investigators seek to anticipate outcomes by using certain variables as predictors.

Then, the interval coefficient for interpreting the correlation coefficient shows in the following table:

Table 1
The Level of Correlation

Interval Coefficient	Correlation's Level
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, Manion, and Morrison (2007, p. 536)

When correlation coefficient is found + signs, it indicates positive correlation. On the other hand, if – sign is found, it indicates negative correlation. Cohen et. al, (2007, p. 530) mention that positive correlations are prefaced with a plus sign, whereas, negative correlations are prefaced with a minus sign. Fraenkel, Wallen and Hyun (2012, p. 331) states that a positive correlation means high scores on one variable tend to be associated with high scores on the other variable, while low scores on one are associated with low scores on the others. A negative correlation means high scores on one variable are associated with low scores on the other variable, and low scores on one are associated with high scores on the others (Fraenkel et al. 2012, p. 332). Then, if the r-obtained is at or near 0, it indicted no correlation.

2.2. The Concept of Personality

2.2.1 The Definition of Personality

Every human has his own characteristics. Rabae'I (2014, p. 62) proposes that all human behavior are different because of their different personalities compare with other individuals. An individual is born with characteristics of its own. Personality, where extravert and introvert exist, originates from the Latin word *persona*, which refers to a mask used by actors in a play (Schultz & Schultz, 2005, p. 9; and Ramos, Alvarado, Posada, & Torres, 2013, p. 29).

Myers (2010, p. 553) defines personality as “an individual’s characteristic pattern of thinking, feeling, and acting”. According to Mayer’s (2007, p. 1) standpoints, personality is system of parts (motives, emotions, mental models, and the self) that is organized, develops, and is expressed in a person’s actions. Kour and Sharma (2013, p. 1668) believe that personality is connected to the psychophysical development of a person. It includes a person’s nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc.

Everybody has one personality type which is the most dominant type. Sadegi, Kasim, Tan and Abdullah (2012, p. 118) argue that each person has a type of personality which is exclusive to him/her. In the same vein, Sharp (2008, p. 18) notes that everyone is different and that individual are characterized by a unique and basically unchanging pattern of traits, dispositions or temperaments.

Schultz and Schultz (2005, p. 473) agree that the childhood years are crucial to personality formation, but it is also clear that personality continues to develop well beyond childhood, perhaps throughout the entire life span. Many personality

theorists proposed the development of personality. Every theorist has their own stages of development.

Theorists such as Cattell, Allport, Erikson, and Murray viewed childhood as important but agreed that personality could be modified in later years. Some theorists suggested that personality development is ongoing in adolescence. Jung, Maslow, Erikson, and Cattell noted middle age as a time of major personality change (Schultz & Schultz, 2005, p. 472).

Schultz and Schultz (2005, p. 10) define personality as enduring and unique characteristics. Although Schultz and Schultz recognize personality is enduring and unique characteristics, but they also assume that personality can vary with the situation. For example a friend may be calm much of the time, but he or she can become excitable, nervous, or panicky at other times. In line with this, Eysenck (1952) states personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique that determines one's unique adjustment to the environment (Kour & Sharma, 2013, p. 1667).

Thus, from those definitions it can be inferred that everyone is unique. They have their own personality. Personality is person's different styles of thinking, feeling and acting.

2.2.2. Extravert and Introvert Personality

There are several models of personality types. However, the most famous theory of personality types is Jung's Theory of Psychological Types (Abdorrezza, Hoda, & Fatemeh, 2014, p. 22). According to Gayer (2012, p. 2) and Leung (2015, p. 16), it was Carl Gustav Jung who first formulated the concepts of introversion-extraversion and established the terms. In 1916, a man is extraverted or introverted, according to Jung:

When he gives his fundamental interest to the outer or objective world and attributes an all-important and essential value to it; he is introverted, on the contrary, when the objective world suffers a sort of depreciation, or want of consideration for the sake of the individual himself, who then, monopolizing all the interest, grows to believe no one but himself worthy of consideration. (Jung, 1916, p. 288)

From social point of view, extraverts are more sociable than introverts. Darabad, Bahrebar, and Javid (2013, p. 198) maintain that extraverts take the attitude of 'live it, and then understand it'. They are active and outgoing. They enjoy interacting with people/things. On the other hand, introverts take the attitude of 'understand it, before living it'. They are reflective and inwardly directed. They are concentrated on the inner world which is thought and concepts (Darabad et al., 2013, p. 198). Another definition of extravert and introvert is given by Zafar and Meenakshi (2012, p. 34), they state that extraverts get their energy from the outside world, and they look for meaning outside of themselves, on the other hand, introverts get their energy from within rather than from the outside world. Corr and Matthews (2009, p. 528) say that extraverts tend to be sociability, activity and excitement seeking. Meanwhile introverts tend to be more socially reserved, serious and less spontaneous in their behavior.

Extraverts' characteristics are sociable and carefree. They like going out a lot. Meanwhile, introverts are quiet person. Introverts focus on their internal feelings. They have a lot of things in their mind, but they will not say anything until it is ready to say. Patrick (2011, p. 242) affirms extraverts are warm, friendly, assertive. They have excitement-seeking behaviors. They also have positive emotions. Meanwhile introverts enjoy being alone rather than with others. Introverts are more reserved and quiet than extraverts. Helgoe, L (2008, p. 8)

believes that introverts keep their best stuff inside that is, until it is ready. In line with this, Kour and Sharma (2013, p. 1670) say that introverts are more analytical before speaking. Introvert is also an anxious person. Abali (2006, p. 80) tried to conclude Eysenck's explanation, introverted learners who feel more anxious during the task completion may be having difficulties in focusing their attention on the task and finding new topics to talk about.

Another considerable contradiction between extravert and introvert personality types pertains on language learning contexts. In particular, it involves different response to the way they learn language. Chen, Jiang, and Mu (2015, p. 581) believe that extraverts who are sociable, outgoing and talkative, facilitate language learner getting more chances to practice, hence learners become more successful in language learning, whereas introverts are reserved, shy and self-restraint, and those characteristics of introversion inhibit them to participate openly in the classroom and seeking out opportunities outside classroom to practice. Based on classroom observation, it has been noticed that extravert students communicate more fluently in English than introvert students who were often shy and unwilling to speak or join collaborative activities (Suliman, 2014, p. 231). However, Corr and Matthews (2009, p. 736) claim that the effect of extravert on academic success appears in elementary school but debilitating academic success in high school and college. In line with this, according to Hjelle and Ziegler (1992, p. 284), introverts attain higher grades in college than extraverts (Mall-Amiri & Nakhae, 2013, p. 736). Erton (2010) conducted study among 102 freshman students studying at Bilkent University. He proved that each

personality type (extravert-introvert) had different learning styles. Most of introverts in his research used visual style. 19% of them were auditory, 14% were tactile and 17% used visual and tactile style together. Hence, most of the extraverts used visual and tactile styles (50%) in combination with each other and the next were auditory (40%).

The other personality type which exists between extravert and introvert is ambiversion (ambivert). Ambivert has been recognized as “mixed types”. For an ambivert, people give a proving of behavior when he or she as extravert in some situations and as introvert in other situations (Isnaini, 2010, p. 26). Kour and Sharma (2013, p. 671) also agree that ambivert is common social persons possess some traits of introverts and some of extraverts. They also claim that ambiversion is falling directly in the middle. For example, an ambivert is moderately comfortable with groups and social interaction, but they also can enjoy time alone. In line with Georgiev, Christov, and Philipova (2014, p. 66) perspective, ambiverts are defined as people who are neither introverts nor extraverts, but are in the middle between the two extremes.

Considering the theories above, it is believed that extravert is a person who enjoys interacting with other people. He is outgoing and active person. He gains energy from other people. In contrast with extravert, introvert involves himself minimally in social activity. He is likely to think before speaking or doing something. Introvert needs a lot of personal space. It can recharge their energy. The other personality type is ambivert. Ambivert is a type of personality which

exists between extravert and introvert. He has both extraverted and introverted tendencies.

2.3. The Concept of Listening

2.3.1. The Definition of Listening

Listening refers to a process of understanding and decoding meaning from an auditory message. Rost (2011, p. 2-3) writes four orientations or groupings of listening: receptive, constructive, collaborative and transformative. Receptive is receiving what the speaker actually says, constructive means constructing and representing meaning, collaborative means negotiating meaning with the speaker and responding, and transformative means creating meaning through involvement, imagination and empathy.

Listening is not passive skill. Listener need to process what is heard. They also need to engage with the speaker in order to determine the meaning. Wilson (2008, p. 21) states that listening is extremely active, but all the activity happens in the mind: listeners guess, predict, infer, criticise and, above all, interpret what is heard. According to Field (2009, p. 37) standpoints, the listener has to remake the message by trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals. Gilakjani and Ahmadi (2011) also believe that the label of passive skill applied to listening is a misnomer because it has been claimed as a number of complicated processes on the part of the learners (p. 977). It can be said that listening is an active process and the listener need to process what is heard.

2.3.2. Types of Listening

According to Rost, there are six types of listening (Rost, 2011, p. 183-200):

1. Intensive listening

Intensive listening refers to listening closely for precise sounds, words, phrases, grammatical and pragmatic units. The learning focus is on phonology, syntax, lexis. The activity focus on 1) learner pays close attention to what is actually said, and 2) teacher gives feedback on accuracy.

2. Selective listening

Selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In selective listening, the learning focus is on main ideas, pre-set tasks. The activity focus on 1) learner attempts to extract key information and construct or utilize information in a meaningful way, and 2) teacher gives intervention during task and feedback on task completion.

3. Interactive listening

Interactive listening refers to a type of conversational interaction in which the listener takes a leading role in understanding, through providing feedback, asking questions and supporting the speaker. The activity focus on 1) learner interacts verbally with others, in collaborative tasks, to discover information or negotiate solutions, and 2) teacher gives feedback on form and outcome of interaction.

4. Extensive listening

Extensive listening refers to listening for several minutes at a time, staying in the target language, usually with a long-term goal of appreciating and learning the content. Extensive listening includes academic listening, sheltered language instruction, and 'listening for pleasure'. The activity focus on 1) learner listens to longer extracts and performs meaning oriented tasks, and 2) teacher directly gives instruction on comprehension strategies; global feedback from teacher.

5. Responsive listening

Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. The listener's response in this type of activity is 'affective' – expressing an opinion or point of view – rather than 'informational' – giving back facts based on what was heard. The activity focus on 1) learner seeks opportunities to respond and convey her own opinions and ideas, and 2) teacher 'pushes output' from learner.

6. Autonomous listening

Autonomous listening refers to a self-directed listening activity in which learners choose what to listen to, seek feedback on their comprehension, respond in ways they choose, and monitor their own progress. The activity focus on 1) learner selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others, and 2) global feedback from teacher is on learning path.

2.3.3. Process of Listening

Two kinds of processes are involved in understanding spoken language. These are often referred to as bottom-up and top-down processing. According to Gilakjani & Sabouri (2016, p. 125) standpoint, bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Kurita (2012, p. 32) explains that bottom-up processing refers to use the incoming input as the basis for understanding the message. Richard (2008, p. 6) gives example of tasks that develop bottom-up processing in listening skills:

- 1) Identify the referents of pronouns in an utterance
- 2) Recognize the time reference of an utterance
- 3) Distinguish between positive and negative statements
- 4) Recognize the order in which words occurred in an utterance
- 5) Identify sequence markers
- 6) Identify key words that occurred in a spoken text
- 7) Identify which modal verbs occurred in a spoken text

Top-down processing, on the other hand, refers to the use of prior knowledge in processing and understanding the message (Flowerdew & Miller, 2005, p. 25; Richard, 2008, p. 7; Wilson, 2008, p. 15; and Kurita, 2012, p. 32). Gilakjani and Sabouri (2016, p. 125) highlight that top-down strategies involve forecasting, guessing, explaining, and visualization. In addition, Wilson (2008, p. 15) believes that if the situation is familiar, listeners can guess what they're going to hear next. The following activities develop top-down listening skills (Richard, 2008, p. 6):

- 1) Students generate a set of questions they expect to hear about a topic, then listen to see if they are answered.
- 2) Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare.
- 3) Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.
- 4) Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- 5) Students listen to part of a story, complete the story ending, then listen and compare endings.
- 6) Students read news headlines, guess what happened, then listen to the full news items and compare.

2.3.4. Importance of Listening

Listening plays a vital part in our daily life. 45% corresponds to listening, 30% to speaking, 16% to reading and 9% to writing (Garber, 2008, p. 7). Listening also can be regarded as an important language skill to develop. By listening, student can learn other language component such as pronunciation. Harmer (2007, p. 135) claims that if students listen as often as and as much as possible, they will get better at listening and comprehending pronunciation.

Listening has been an important skill since it is historically the least researched of the four language skills. "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). The student is required to "comprehend the text as they listen to it, retain information in memory, integrate it with what follows and continually adjust their understanding of what they hear in the light of prior knowledge and incoming information" (Osada, 2004, p. 60).

2.3.5. Problems of Listening

Listening is one of the most important skills in English language learning. Nevertheless, when students listen to English language, they may face some problems in comprehending the intended message of the speaker. Listening comprehension problems occur during the three phases of perception (phonological and lexical problems), parsing (syntactic and semantic problems), and utilization (discourse and pragmatic problems) (Goh, 2000; Vandergrift, 2003, p. 467; Anderson, 2015, p. 313; and Nowrouzi, Tam, Zareian & Nimehchisalem, 2015, p. 263).

Looking deeper into details, Goh (2000) found problems related to different phases of listening comprehension were as follows:

1. Perception: listeners did not recognize words they know and neglected the next part when thinking about meaning. They could not chunk streams of speech. They also missed the beginning of texts and hard to concentrate or unable to concentrate.
2. Parsing: listeners quickly forgot what is heard and unable to form a mental representation from words heard. They also did not understand subsequent parts of input because of earlier problems.
3. Utilization: listeners understood words but not the intended message. They confused about the key ideas in the message.

2.3.6. Listening Achievement

Achievement is something which people gained by efforts and skills. Cunningham (2012, p. 1) declares that student's performance in academic areas is

measured by achievement test and it was the most common indicator of achievement. According to Algarabel and Dasi (2001, p. 45), “achievement is sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool.”

Academic achievement is commonly measured by examination or assessment. A test is assessment which can be determined student achievement. Lawrence and Vimala (2012, p. 211) declare that academic achievement is measurement of knowledge which gained in formal education usually indicated by test scores, grade, grade points, average and degrees.

In this study, listening achievement refers to the result of listening test that has administrated to the sample. To obtain the data of students’ listening achievement, TOEFL Junior Standard Test Listening Comprehension Section has distributed to the sample. The TOEFL Junior Standard test is designed for in middle school and lower levels of high school ages 11+. However, the test may be appropriate for other students (Education Testing Service (ETS), 2015, p. 2).

2.3.7. Factors Affecting Listening Achievement

Generally speaking, there are two factors which can hinder the process of learning English as a foreign language (include listening), namely internal and external factors. Mahmoudi and Mahmoudi (2015, p. 314) classify internal factor as cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking ability, extraversion and introversion, and external factor such as social class, first language, teachers, early start, L2 curriculum.

Based on the results of Ummah, Rabiyyanti, and Ariwidodo's research (2012), there were two factors which hindered listening comprehension of students. The first factor was internal factors, such as intelligence, motivation, concentration, self-confident, personality characteristics (shy, irritable, grumpy). The other factor was external factors such as method, media, learning resources, situations and conditions.

Ghania (2012) also explored some factors which influenced the learners' achievement in English. The factors were internal factors which consist of intelligence, self esteem and learning styles (extravert/introvert learner) and external factors that included motivation, and attitudes towards English. As the results, 100% of participants (teachers) agreed that personality characteristics, background knowledge, learning strategies, needs of students should take into consideration. Concerning the attitude of students towards English, 90% of participants (students) convinced English As a prestigious language (get prestigious job, travel abroad, and communicate easily).

2.4. Extravert-Introvert Personality Types and Listening Achievement

This study investigated whether or not there is a correlation between personality types (extravert-introvert) and listening achievement. Therefore, it is important to discuss how these two variables have connection to each other.

Previously described in the background, personality is one of the factors which could influence student's language performance (Nikoopour & Farsani, 2010, p. 81; Erton, 2010, p. 115; and Boroujeni, Roohani & Hasanimanesh, 2015, p. 212). Kour and Sharma (2013, p. 1667) assume that students need to know the

differences between introvert and extravert personality types first, so they can comprehend their intended subjects.

Studies found inconsistent results on the relationships between personality types and language achievement. Some researchers found that extraversion is related to language achievement, indicating that extraverted language learners were more successful language learners, but others found that introverted language learners were better in some English skill. Chen, Jiang, and Mu (2015, p. 581) claim that extraverts are better language learners as they tend to be sociable, outgoing and talkative. Meanwhile, Chen and Tsei (2015) found no significant relationship between students' personality types (extravert-introvert) and TOEIC scores. Their research findings did not support the claimed that extraverts were better language learners than introverts. Moreover, some studies have also found that introversion personality had better achievement in reading and writing (Zafar & Meenakshi, 2012) and listening skills (Alavinia & Sameei, 2012; Mall-Amiri & Nakhaie, 2013; and Muharrami, Setiyadi, & Hasan 2013). The other study has found that introvert and extravert did not have any significant impacts on L2 learning in the classroom settings (Alavinia & Hassanlou, 2014) and on EFL English proficiency (Parendi, 2012).

In short, although the connections between extravert-introvert and language proficiency have been investigated, the result of the study showed inconsistent results. Based on the explanation above, the writer had found an interesting case of how personality types related to the students' language achievement especially in listening achievement.

2.5. Previous Related Studies

First, Alavina and Sameei (2012) did the research about “Potential Bonds between Extroversion/Introversion and Iranian EFL Learners’ Listening Comprehension Ability”. The scores of listening had a positive relationship with the introvert personality. The more introvert the subjects, the better their performance on listening. In the same vein, Zabihi (2011) explores the relationships between personality, English language proficiency, and achievement in foreign language classes. The results showed significant relationships between personality traits (include extraversion) and English proficiency as well as achievement scores.

However, Ali (2012) tried to explore the relationship between language skills and Big-Five factors of personality and the connection between acquisition of language skills and personality types. One of the results showed that extraversion had negative correlation with listening skills. Besides, Parendi (2012), on his research, tried to find relationships between extravert and introvert personality and English proficiency. He found that extravert/introvert personality had no connection with English proficiency.

Norvazlika (2010) investigated if introversion – extraversion factors are related to ESL proficiency (listening and speaking) level of UITM Malaka Students. She found that no significant predictive relationship existed between personality type and ESL subject proficiency.

Another study conducted by Muharrami, Setiyadi, and Hasan (2013), focused on introvert and extravert students personality in listening achievement.

She found that the introvert students have better achievement in listening. Further, Mall-Amiri and Nakhaie (2013) tried to compare the performance of extravert and introvert intermediate female EFL learners on listening and reading tasks. One of the results indicated that introverts perform significantly better in listening tasks than extraverts.

There were some differences between the previous study and present study. The present study applied Eysenck Personality Inventory (EPI) to the sample, while Sameei and Alavina applied Eysenck Personality Questionnaire to their sample. Then, Sharp and Parendi did a research to college students and he used MBTI for his questionnaire. Norvazlika focused on ESL proficiency, especially in listening and speaking). Muharrami, et. al and Mall-Amiri and Nakhaie conducted a comparative study, while the writer conducted correlation study. Ali concerned on all language skill and big five personality. Last, Zahibi collected his data through Objective Placement Test (Listening, Reading, and Language Use) and NEO Five Factor Inventory (NEO-FFI), while the present study used TOEFL Junior Standard Test and EPI questionnaire. Further, this current study was conducted in different context in which the participants were students of MA Patra Mandiri Plaju while most of the previous studies focused on college students except for Muharrami (high school student) and Alavina and Sameei (elementary, guidance school, high school and university students).

2.6. Hypotheses

The following hypotheses are formulated:

1. H_0 : There is no significant correlation between personality types and listening achievement of the Eleventh Grade Students of MA Patra Mandiri Plaju.

H_1 : There is a significant correlation between personality types and listening achievement of the Eleventh Grade Students of MA Patra Mandiri Plaju.

2. H_0 : There is no type of students' personality becoming the best predictor of their listening achievement.

H_1 : There is a type of students' personality becoming the best predictor of their listening achievement.

2.7. Criteria for Testing Hypotheses

To test the hypotheses above, these criterions was used:

1. If p-value (sig.2-tailed) is lower than 0.05, H_0 is rejected, and H_1 is accepted.
2. If p-value (sig.2-tailed) is higher than 0.05, H_0 is accepted, and H_1 is rejected.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents; (1) research design, (2) research variables, (3) operational definitions, (4) population and sample, (5) data collections, (6) data analysis.

3.1. Research Design

In this study, correlational research was conducted. Correlational research is a quantitative method of research to determine whether or not there is a relationship between two or more variables. Creswell (2012, p. 338) mentions that correlational designs gave an opportunity for a researcher to predict scores and explain the relationship among variables. In this study, the writer used two types of correlation research: explanation and prediction. In explanation research design, an investigator correlates two or more variables. In prediction design, an investigator predicts or forecasts future performance. The design of correlational research is illustrated in the following figure:



Figure 1. Research Design

X = Extravert-introvert personality

Y = Student's listening achievement

There were some procedures which had been conducted. The procedures were, first, Eysenck Personality Inventory (EPI) was distributed to classify the

sample based on their type of personality. After determining student's personality, TOEFL Junior Standard Test listening comprehension section was administrated to both extravert and introvert personality. Finally, the collected data from the test and questionnaire were analyzed quantitatively by Pearson product-moment correlation coefficient and multiple regression analysis through SPSS version 16.

3.2. Research Variables

There were two kinds of variable in this study, namely; predictor variable and criterion variable. According to Cresswell (2012, p. 341), a predictor variable is a variable used to make a forecast about an outcome in correlational research. The outcome being predicted in correlational research, however, is called the criterion variable. In this study, extravert and introvert personality were predictor variables, while student's listening achievement was criterion variable.

3.3. Operational Definitions

The title of this study is "The Correlation between Personality Types and Listening Achievement of the Eleventh Grade Students of MA Patra Mandiri Plaju". The definitions of some terms in the title are provided to avoid misinterpretation.

First, *correlation* is a quantitative method of research to determine whether or not there is a relationship between two or more variables. In this study, there were two variables that would be correlated which were personality types (extravert-introvert) and listening achievement.

Second, *personality types* refer to kinds of person's styles of thinking, feeling and acting. There were only two types of personality (extravert and

introvert) which was investigated. The personality of the students was measured by Eysenck Personality inventory questionnaire.

Next, *Listening achievement* refers to the result of listening test that have been done. Achievement is something which people gained by efforts and skills. TOEFL Junior Standard test was used as measurement for student's listening achievement.

3.4. Population and Sample

3.4.1. Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristic. The population of this study was all eleventh grade students of MA Patra Mandiri Plaju in academic years 2016 - 2017. The total numbers of the students were 179 students. It consisted of 5 classes. The classes were MIA 1, MIA 2, IPS 1, IPS 2, IPS 3. The distribution of population can be seen as follows:

Table 2
The Population of the Study

No	Class	Total
1.	XI IPA 1	40
2.	XI IPA 2	42
3.	XI IPS 1	37
4.	XI IPS 2	33
5.	XI IPS 3	27
Total		179

Source: Documentation of MA Patra Mandiri Plaju, Academic Years 2016-2017

1.4.2 Sample

The sample of this study has taken by using convenience sampling. Convenience sampling occurs when an investigator selects the sample because of availability. Fraenkel, et al. (2012, p. 99) highlight that convenience sample is a group of individuals who (conveniently) are available for study. The only available sample was students of XI IPA 1 and XI IPS 1.

Total numbers of students (XI IPA1 and IPS 1) were 77 students. 3 students did not attend when conducting this study. Out of 74 students, 22 students were classified into introvert, 48 students were classified into extravert, and 4 students were not included as a sample because their personality was ambivert. So, the total numbers of sample were 70 students. The distribution of the sample is shown as follows:

Table 3
Distribution of the Sample

Class	Numbers of Student
XI IPA 1	36
XI IPS 1	34
Total	70

In addition, 30 people are the minimum sample size for a correlation research (Fraenkel, Wallen & Hyun, 2012 p. 338; and Creswell, 2012, p. 146).

3.5. Data Collections

In collecting the data, there were two instruments in this study. Those were Eysenck Personality Inventory and TOEFL Junior Standard Test Listening Comprehension Section.

3.5.1. Questionnaire

Walliman (2011, p. 97) explains that questionnaires are particularly suitable tool for gaining quantitative data but can also be used for qualitative data. According to Myers (2010, p. 570) personality inventories are longer questionnaires which cover a wide range of feelings and behaviors. Personality inventories are designed to assess several traits at once. In this study, Eysenck Personality Inventory (EPI) was given to classify the sample based on their type of personality. The EPI was a questionnaire to assess two dimension of personality; extraversion-introversion and neuroticism-stability. EPI was created by H. J. Eysenck and Syble B. G. Eysenck in 1964 (Doyle, 2015, p. 13). It retrieved from Heinemann Educational Publishers (HEP) (2004). This test contained 57 questions. The items on EPI were listed in a Yes/No form.

Thus, Eysenck and Eysenck (1964, p. 23) convince that the EPI makes available a short, reliable and valid measure of the two most important dimension of personality (i.e. extraversion-introversion and neuroticism-stability). There were several studies which used EPI as measurement test for extraversion-introversion personality types such as Ahour and Haradasht (2014), Nehra (2014), Jalili and Mall-Amiri (2015), Baradaran and Alavi (2015), Nayak (2015), Mozaffari and Ghodratina (2015), Pathak and Aasi (2016), Jahangiri (2016).

The test provided three different scores: 1) 'E score' was out of 24 to determine the extraversion level, 2) 'N score' was out of 24 to measure neuroticism, 3) 'Lie score' was out of 9 to assess if the students responded honestly or not (HEP, 2004; Ramos, et al., 2013, p. 43). Participants who scored

high on extraversion are perceived to be extraverts, while those with low scores are perceived to be introverts (HEP, 2004; Gordon, 2012, p. 9; and Patrick, 2011, p. 242). Students with the medium score (12) are considered as neutral (ambiverts) (Dostálová, 2014, p. 22). The following is table the specification of Eysenck Personality Inventory:

Table 4
Eysenck Personality Inventory Specification

Indicator	Items in the Questionnaire
Extraversion- Introversion	1, 3, 5, 8, 10, 13, 15, 17, 20, 22, 25, 27, 29, 32, 34, 37, 39, 41, 44, 46, 49, 51, 53, and 56
Neuroticism	2, 4, 7, 9, 11, 14, 16, 19, 21, 23, 26, 28, 31, 33, 35, 38, 40, 43, 45, 47, 50, 52, 55, and 57
Lie	6, 12, 18, 24, 30, 36, 42, 48, and 54

Source: Heinemann Educational Publishers (2004)

3.5.2. Listening Test

According to Cohen, et. al (2007, p. 418) standpoint, the purposes of a test are several, for example to diagnose a student's strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program. In this study, the writer used a test to measure student listening achievement. Listening test has been distributed for all samples. TOEFL Junior Standard Test Listening Comprehension Section was used.

TOEFL Junior Standard Test is standardized English test. It consists of 126 items and administered in 40 minutes per section. As part of the TOEFL family of assessments, TOEFL Junior Standard test has been developed for young learners of English around the world. The test is intended to measure the communicative ability students need to participate in English-medium school settings (ETS, 2013, p. 3). The TOEFL Junior Standard test is multiple-choice questions, each with four answer choices. The test has three sections. Each section has 42 questions. The Listening Comprehension section is the first section in this test. It is designed to measure the test taker's ability to listen for instructional, social and academic purposes. North American, British and Australian accents are used in this section. (ETS, 2013, p. 5).

3.6. Validity and Reliability

Before contributing the instruments, the instruments should be valid and reliable. Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes (Fraenkel, et al, 2012, p. 147). Thus, Cohen, et al. (2007, p. 146) explains that reliability is a synonym for dependability, consistency and replicability on time, instruments and groups of respondents. In this research, standardized test (TOEFL Junior Standard Test) and ready-made questionnaire (Eysenck Personality Inventory) were used. Furthermore, Matters, Fox and Hunn (2009, p. 9) mention that there were some advantages to use ready-made questionnaire, including the fact that many of ready-made questionnaires have been validated and tested for reliability.

3.6.1 Validity

Eysenck and Eysenck (1964, p. 5) mention that EPI is a valid descriptive instrument of the behavioral manifestations of personality. “The EPI test of personality has a high level of validity since it is based on several previous studies about personality; also, this is well known among psychologists who use it in their efforts” (Ramos, et al., 2013, p. 46).

Further, Eysenck personality inventory was translated into Bahasa Indonesia by the writer since the sample was non-English major students. To ensure that the questionnaire had a good content, the writer asked feedback from three English lecturers to check the questionnaire translation. The criteria for those lecturers were: 1) they have got Master’s degree of English Education Study Program, 2) have score TOEFL more than 500. The validators were Beni Wijaya, M.Pd, Aisyah Shahab, M.Pd, and Jenita Norena, M.Pd. As the results, all validators accepted the questionnaire translation with some revisions based on EYD (Indonesian spelling).

The second instrument was standardized test from TOEFL Junior Standard test. It was designed on the basis of information about language tasks that middle-school students are expected to perform in English-medium secondary school contexts. It included English language standards/curricula and textbooks from countries where English is taught as a foreign language (ETS, 2015, p. 30). The TOEFL Junior Standard test was design to students in middle school and lower levels of high school. Usually these students were ages 11+.

3.6.2 Reliability

According to Creswell (2012, p. 159), scores need to be nearly the same and consistent when researchers administer the instrument multiple times at different times. Then, Creswell (2012) adds that when an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way (p. 159). In this research, Eysenck Personality inventory has considered reliable. Chapman, Weiss, Barrett, and Duberstein (2013) had conducted the reliability of Eysenck Personality Inventory. The result showed that the reliability of Eysenck Personality Inventory was adequate to good (.7 –.8) (Chapman et al., 2013, p. 481). Then, Baradaran and Alavi (2015, p. 17) claim that the reliability of the administration of the EPI questionnaire was calculated to be 0.72. then, Eysenck and Eysenck (1964, p. 15) also found the reliability scores of EPI from .84 and .94 using test-retest method and .74 to 0.91 using split-half method.

The reliability coefficients of the four TOEFL Junior Standard Test scores are estimated to be as follows:

Table 5

Reliability Score of TOEFL Junior Standard Test

Section of Test	Reliability Score
Listening	.87
Language Form & Meaning	.87
Reading	.89
Total	.95

Handbook for the TOEFL Junior Standard Test (2015, p. 29)

3.7. Data Analysis

After distributing the test and questionnaire, the writer checked and analyzed the collected data.

3.7.1. Data Descriptions

3.7.1.1. Distribution of Frequency Data

In distributions of frequency data, the scores from Eysenck Personality Inventory questionnaire and TOEFL Junior listening comprehension section test were analyzed. SPSS Statistics Program was used to get the result of analysis frequency data.

3.7.1.2. Descriptive Statistics

In descriptive statistics, number of sample, minimum, maximum, mean and standard deviation are obtained. Descriptive statistics have got from the scores of questionnaire and listening test. Then, SPSS Statistics Program was used to get the result of analysis descriptive analysis.

3.7.2. Pre-requisite Analysis

In terms of correlation and regression, it was necessary to know whether the data was normal for each variable and linear between two variables.

3.7.2.1. Normality Test

In this study, normality test was used to find out whether the collected data from Eysenck Personality Inventory and listening test was normal or not. Creswell (2012, p. 614) confirms that the distribution of data (normal or not) will determine what statistical test will be used in analyzing relationship hypotheses. The writer

used *1-Sample Kolmogorov-Smirnov* in SPSS. If p- value is higher than .05 then it was normal and vice versa.

3.7.2.2. Linearity test

Linearity test was conducted prior to know whether the collected data was linear or not. If the score was higher than 0.05, the two variables were linear. Linearity test in SPSS was used.

3.7.3. Data Analysis of Questionnaire

Firstly, to know E score, the writer checked all answers in the questionnaire and placed an 'E' by the side of any answers which matched with E score table below. If the answer did not match, the writer wrote nothing and moved to the next question. Then, the writer counted up the number of E's to know the total of E score. High E score (13-24) was indicted as extravert while low E score (under 12) was indicted as introvert. The subject who scored 12 was accepted as middle (ambivert). The E score table is shown as follows:

Table 6
E Score Table

Question	Answer	Question	Answer
1	Yes	29	No
3	Yes	32	No
5	No	34	No
8	Yes	37	No
10	Yes	39	Yes
13	Yes	41	No

Question	Answer	Question	Answer
15	No	44	Yes
17	Yes	46	Yes
20	No	49	Yes
22	Yes	51	No
25	Yes	53	Yes
27	Yes	56	Yes

Source: Heinemann Educational Publishers (2004)

Secondly, after knowing total numbers of E score, total numbers of N score are calculated. To know N score, the writer put an 'N' next to any question which matches those in the N score table below. Then, the writer counted up the number of N's to know the total of N score. The N score table is shown as follows:

Table 7
N Score Table

Question	Answer	Question	Answer
2	Yes	31	Yes
4	Yes	33	Yes
7	Yes	35	Yes
9	Yes	38	Yes
11	Yes	40	Yes
14	Yes	43	Yes
16	Yes	45	Yes

19	Yes	47	Yes
21	Yes	50	Yes
23	Yes	52	Yes
26	Yes	55	Yes
28	Yes	57	Yes

Source: Heinemann Educational Publishers (2004)

Next, to know the Lie score, the students who got 5 score or more were probably trying to make themselves look good. They were not being totally honest in their responses. The N score table is shown as follows:

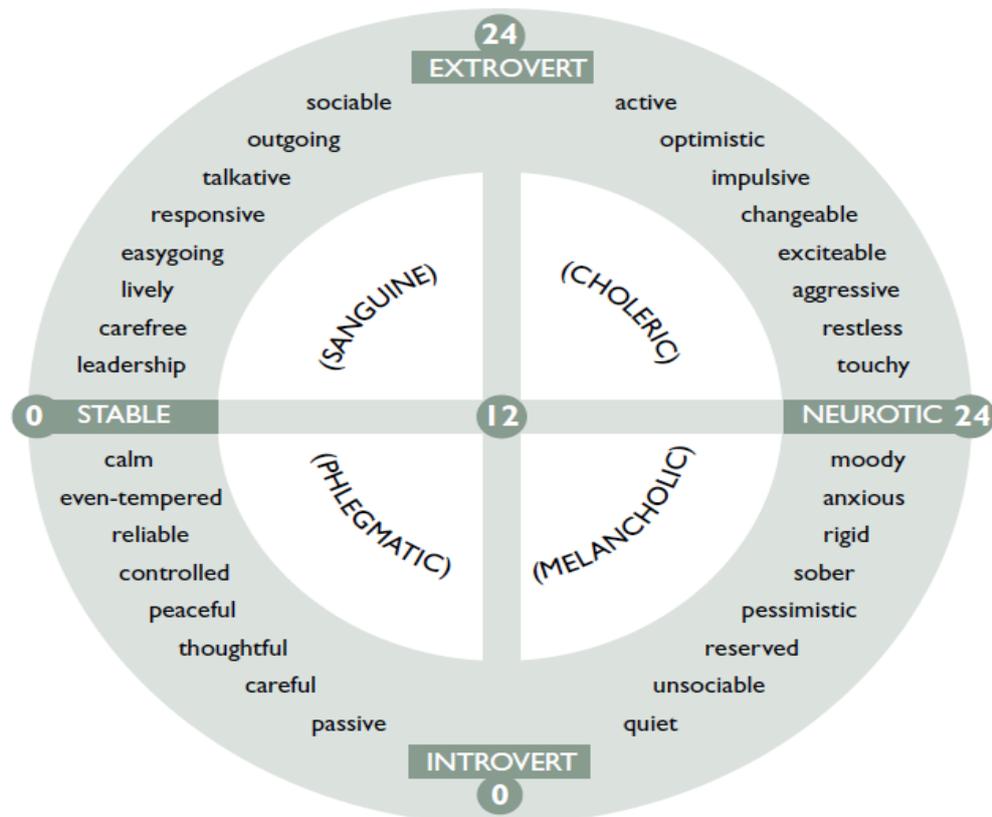
Table 8
Lie Score Table

Question	Answer
6	Yes
12	No
18	No
24	Yes
30	No
36	Yes
42	No
48	No
54	No

Source: Heinemann Educational Publishers (2004)

Finally, to interpret the scores, the E score and N score were plotted on a graph to know student's characteristics. The following is a scheme of personality characteristics:

Figure 2. Scheme of Personality Characteristics



Source: Heinemann Educational Publishers (2004)

3.7.4. Data Analysis of Listening Test

Secondly, TOEFL Junior Standard test scores are determined by the number of questions a student has answered correctly. Student got one point for each item answered correctly, while no point is earned for incorrect response or no response at all. In scoring the test, student got 100 score if student answered 42 questions correctly. The following formula is used:

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

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

Table 9
Score Category

Score Interval	Category
86 - 100	Very good
71 - 85	Good
56 - 70	Average
46 - 55	Poor
0 - 45	Very poor

Source: MA Patra Mandiri Plaju

3.7.5. Correlational Analysis

To find out whether or not there was a correlation between personality type and listening achievement, Pearson product-moment correlation coefficient was used. If p-value (sig,2-tailed) is higher than 0.05, null hypothesis (H_0) was accepted while H_1 was rejected. It also can be seen from r-obtained, no correlation was found if r-obtained was lower than r-table,

3.7.6. Multiple Regression Analysis

Multiple regression analysis was used to find which type of personality that had better achievement in listening. The best predictor could be seen from coefficient of *beta weight* of each type. The biggest coefficient *beta weight* was

considered as the best predictor of student's listening achievement. Creswell (2012, p. 351) confirms, "the coefficient of a beta weight identifies the strength of the relationship of a predictor variable of the outcomes and enables a researcher to compare (in data with a normal distribution) the strength of one predictor variable with the strength of other predictors."

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents; (1) research findings and (2) interpretations.

4.1. Research Findings

Research findings in this study were (1) results of students' personality types, (2) results of students' listening achievement, (3) results of normality test, (4) result of linearity test, (5) correlation between personality types and listening achievement.

4.1.1 Results of Students' Personality Types

The total numbers of sample were 77 students. 74 students participated in this study, and the others did not attend when conducting this study. Out of 74 students who followed the test, 22 students were classified into introvert, 48 students were classified into extravert, and 4 students were not included as a sample because their personality was ambivert. The ambivert students were not taken as the sample because it was out of the scope of the research. So, the total number of sample was 70 students.

The test provided three different scores: 1) 'E score' is out of 24 to determine the extraversion level, 2) 'N score' is out of 24 to measure neuroticism, 3) 'Lie score' is out of 9 to know if the students responded honestly or not. Students who score 5 or more on this scale are trying to make themselves look good in responding the questionnaire. The result showed that there was no student who got 5 or more scores in lie scale. It means that students responded the questionnaire honestly and objectively.

The descriptive statistical analysis of students' personality type is shown in Table 10. The maximum score is 22, and the lowest score is 5. The mean of the scores for the participants is 13.51 and the standard deviation is 3.421.

Table 10
Descriptive Statistics of Eysenck Personality Inventory

	N	Minimum	Maximum	Mean	Std. Deviation
EXT_INT	70	5	22	13.51	3.421
Valid (listwise)	N 70				

Then, it was revealed that from the questionnaire, extravert was the most perceived type of personality. The details are as follow:

Table 11
Distribution of Students' Personality Types

Category	Frequency	Percentage
Extravert	48	68.5%
Introvert	22	31.5%
Total	70	100%

The results showed that there are 48 students (68.5%) who are indicated as extravert personality. Then, there are 22 students (31.5%) who are indicated as introvert personality. In conclusion, it was revealed that from the questionnaire, extravert was the most perceived type of personality.

4.1.2 Results of Students' Listening Achievement

TOEFL junior standard test listening comprehension section was used as measurement of students' listening achievement. It consisted of 42 questions and distributed in 40 minutes. The students had 12 seconds to answer each listening question. The narrator moved to the next question after 12 seconds.

The descriptive statistical analysis of listening for the participants is shown in Table 12. The maximum score is 81, and the minimum score is 38. The mean of the listening scores for the participants is 59.84, and the standard deviation is 7.842. This mean score indicates that the level of listening achievement of participants is average.

Table 12
Descriptive Statistics of Students' Listening Achievement

	N	Minimum	Maximum	Mean	Std. Deviation
LIS	70	38	81	59.84	7.842
Valid N (listwise)	70				

For each category, 5 students had very poor listening achievement. 13 students had poor listening achievement. 48 students had average listening achievement. 4 students had good listening achievement. On the contrary, none of them had very good listening achievement. The distribution is presented in the following table:

Table 13
Distribution of Students' Listening Achievement

No	Score Interval	Number of Students	Category	Percentage
1	0 – 45	5	Very poor	7.1%
2	46 – 55	13	Poor	21.6%
3	56 – 70	48	Average	65.5%
4	71 – 85	4	Good	5.7%
5	86 – 100	0	Very good	0%

From the distribution above, it was found that “average” was the most frequent level of students' listening achievement (65.5%).

4.1.3 Results of Normality Test

Normality test were conducted prior to data analysis. In terms of correlation and regression, it was necessary to know whether the data was normal for each variable. *One-Sample Kolmogorov-Smirnov Test* was used to see the normality of the instruments. The results of normality test is shown in table 11 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients .217 for personality types and .243 for listening achievement.

Table 14
Normality of Two Variables
One-Sample Kolmogorov-Smirnov Test

		XT_INT	LIS
		70	70
Normal Parameters ^a	Mean	13.51	59.84
	Standard Deviation	3.421	7.842
Most Extreme Differences	Positive	.126	.123
	Negative	-.088	-.069
	Absolute	.126	.123
Kolmogorov-Smirnov Z		1.054	1.026
Asymp. Sig. (2-tailed)		.217	.243

test distribution is Normal.

As results, the data form each variable were all normal since the p-value were higher than 0.05. If the data form each variable were not normal, the used of statistical test would be different. The normality of each variable is also shown through the normal Q-Q plot which is illustrated in figure 2 and 3.

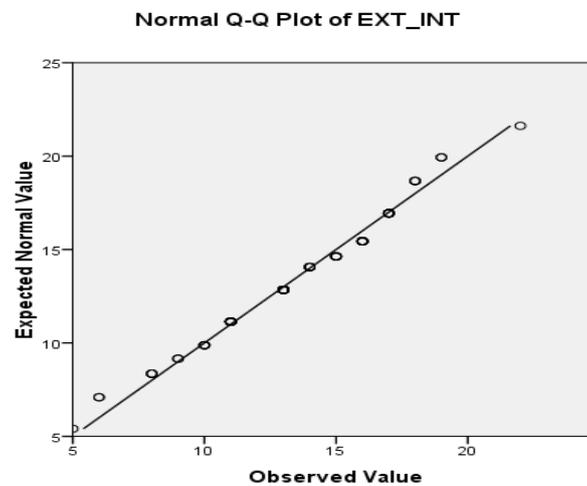


Figure 3. Data Distribution of Personality Type

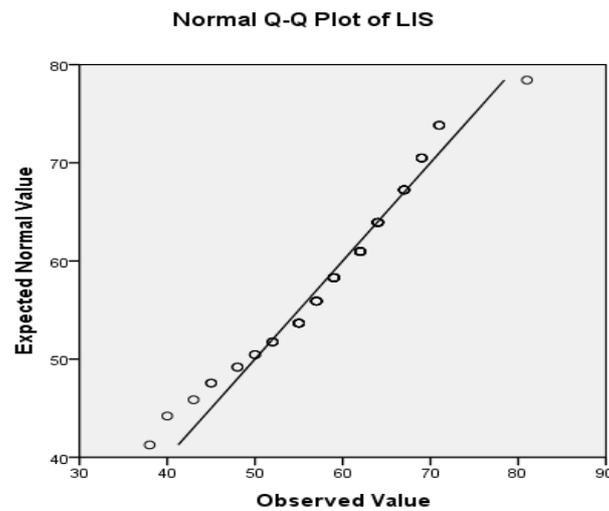


Figure 4. Data Distribution of Listening Achievement

Diagonal lines in graphs illustrate ideal situation of the data follow a normal distribution. The dots around the line are the data that has been collected. If most of the dots are very close to the line or even stick to the line, it can be concluded that the data follow a normal distribution.

4.1.4 Result of Linearity Test

Test for linearity was used to see the linearity of the instruments. In terms of correlation and regression, it was necessary to know whether the data was linear between two variables. If probability was higher than .05, the two variables were linear. The results showed that, the deviation from linearity between personality types and listening achievement was .164.

Table 15
Linearity of Two Variables
ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1019.046	13	78.388	1.361	.207
EXT_IN Groups	4.708	1	4.708	.082	.776
T	1014.338	12	84.528	1.468	.164
Within Groups	3224.225	56	57.575		
Total	4243.271	69			

4.1.5 Correlation between Personality Types and Listening Achievement

This section answer the first research problem, “Is there any correlation between personality types and listening achievement of the Eleventh Grade Students of MA Patra Mandiri Plaju?”

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of correlation between personality types and listening achievement was positive. The correlation coefficient or the r -obtained (.033) was lower than r -table (.235). Then the level of probability (p) significance (sig.2-tailed) was .784. It means that p (.784) was higher than .05. It means that H_0 was accepted and H_1 was rejected. On the other words, correlation analysis showed

there was no significant correlation between personality types and listening achievement.

Table 16
Correlation between Personality Types and Listening Achievement

	XT_INT	LIS
XT_INT	1	.033
Person Correlation (2-tailed)		.784
	70	70
LIS	.033	1
Person Correlation (2-tailed)	.784	
	70	70

In addition, since there was no correlation between personality types as whole (extravert and introvert) and listening achievement, each type of students' personality types (extravert/introvert) were analyzed and correlated with listening achievement by using Pearson Product Moment Correlation. The results showed that there was also no correlation with coefficient .195 for extravert personality and .201 for introvert. The result also indicated no significant correlation since p-output of extravert (.185) and introvert (.370) was higher than 0.05.

Table 17
Correlation between Extravert and Listening Achievement

	EXT	LIS
Person Correlation	1	.195
(2-tailed)		.185
	48	48
Person Correlation	.195	1
(2-tailed)	.185	
	48	48

Table 18
Correlation between Introvert and Listening Achievement

	INT	LIS
Person Correlation	1	.201
(2-tailed)		.370
	22	22
Person Correlation	.201	1
(2-tailed)	.370	
	22	22

Since there was no significant correlation between personality types as a whole (extravert and introvert) and each type of personality (extravert/introvert) with listening achievement, there was no need to conduct the regression test which the aim was to find out the influence of the variable, and to determine which personality type becoming the best predictor over the listening achievement.

4.2. Interpretations

Based on the analysis of the results of questionnaire and listening test, it was revealed that personality types as a whole (extravert and introvert) had no correlation with listening achievement and there was also no correlation between each type of personality (extravert/introvert) with listening achievement.

The result of Pearson product moment correlation showed the correlation scores between personality types and listening achievement was .033. It indicated that there was no correlation between two variables. The explanation to support this finding was not only personality types (extravert-introvert) of students which can guarantee them to success in learning English, but also students must good at the other personality factors (motivation, intelligence, anxiety, risk-taking ability, and etc.) and external factors (media, methods, and etc.). All English teachers in MA Patra Mandiri claimed that most of students had low motivation in learning English. One of teachers of English believed that media and facility became the factor which hindered teaching listening process. Mahmoudi and Mahmoudi (2015) concluded that people should have balance attention to both external variables (environmental and curricular) and internal variables (cognitive and affective) on learning English as foreign language. As reported by Henter (2014), learning process depends on some factors: cognitive factors (language aptitude, learning strategies), affective factors (attitudes, motivation, anxiety), metacognitive factors, and demographic factors. Henter (2014) declares that out of the affective factors motivation and anxiety were strongly linked to English performance.

Further, to look deeper into detail, based on the results of Ummah, Rabiyaniti, and Ariwidodo's research (2012), there were two factors which hindered listening comprehension of students. The first factor was internal factors, such as intelligence, motivation, concentration, self-confident, personality characteristics (shy, irritable, grumpy). The other factor was external factors such as method, media, learning resources, situations and conditions. Liu (2012) proved that personality traits, self-esteem, and language class risk-taking and sociability were the factors which affected students' performance in English. Ghania (2012) explored some factors which influenced the learners' achievement in English. The factors were internal factors which consist of intelligence, self esteem and learning styles (extravert/introvert learner) and external factors that included motivation, and attitudes towards English. As the results, 100% of participants (teachers) agreed that personality characteristics, background knowledge, learning strategies, needs of students should take into consideration. Concerning the attitude of students towards English, 90% of participants (students) convinced English As a prestigious language (get prestigious job, travel abroad, and communicate easily).

During critical review of all steps of the study, the writer noticed some uncontrolled situations and conditions which affected the results of this study. When distributing listening test, there was unexpected condition such as noise distraction which influenced students focus and emotion. The writer perceived that it also gave students' chance to do dishonesty things with their seatmate or others. The other factors such as discussing questions or responses with other

students and seriousness while responding the questionnaire should be taken into account.

The result also revealed that the level of listening achievement of the students was average. One of the reasons might be the students were not accustomed to practice listening in the class as due to lack of listening media. One of teachers of English in MA Patra Mandiri proposed that media and facility became the factor which hindered teaching listening process. Then, some of the students didn't used to listen English from native speakers. Based on the result of preliminary study, some of students were rarely watched English movie and listened English song. So, 65.5% of the students were average in listening achievement. Furthermore, Rost (2011, p. 159) gives some considerations for selecting an approach to teaching listening such as provide a lot of accessible input for learners, variety of audio, video and interactive media. Therefore, educators could assign students by using videotape, audiotape or computer-based activities either at home or in the language lab to enhance their listening skills. With those materials, students can practice hearing vocabulary words, sentence structures, and dialogues in the target language (Jones, 2003, p. 41).

Further, it was found that most of students had extravert personality type. 22 students were introvert and 48 students were extravert. It can be interpreted that most of the characteristics of extravert occurred when people were adolescent. As stated in literature, adolescence emotions are easily or frequently changed or labile (Larson, Moneta, Richards, & Wilson, 2002; Allen & Sheeber, 2009, p. 11; Somerville, Rebecca, Jones, & Casey, 2010, p. 1; and Hilt, Hanson, & Pollak,

2011, p. 162) excitable (Schultz & Schultz, 2005, p. 109) aggressive (Schultz & Schultz, 2005, p. 211) and sociable (Schultz & Schultz, 2005, p. 143). Furthermore, McCrae et al. (2002) found that adolescence showed the factor of extravert remained stable. In agreement with the result of EPI questionnaire, N score of the extraverted students were approximately above 12 (see scheme of personality characteristics page 40). It indicted that most of them were emotionally unstable or changeable, excitable and aggressive.

Furthermore, the finding of this research was in accordance with the number of previous studies. Parendi (2012) agreed that there was no correlation between extravert and introvert personality and English proficiency (include listening). Since extravert and introvert personality was not the only one factor that affected the students' English proficiency. Some other personality factor such as cognitive factors also affected students' English proficiency. The other factors affecting students' English proficiency was the experience time of learning. Probably some students have been intensively learning English since they were in senior high school and some others have been just intensively learning English since they were in university.

The results of Sharp's research (2008) indicated no significant relationship between personality and proficiency scores. One reason might be that personality preferences, as set out in the MBTI (Myers Briggs Type Indicator), gave no indication of student maturity, motivation, or of situational factors. In line with this, one of the findings in Erton's research (2010) revealed that success of the student was almost independent of the personality type he/she (introvert-extravert)

had. There was a 0.061 relationship between the personality types (introversion-extraversion) and the students' success. Besides, as reported by Chen and Tsai (2015), there was no significant relationship between students' personality types (extravert-introvert) and TOEIC scores. The research findings did not support the claimed that extraverts were better language learners than introverts.

Hakimi, Hejazi, and Lavasani (2011) found that the relationship between extraversion and academic achievement was negative. Extraverted people were more likely to be impetuous, impulsive at solving problems, talkative, distracted and externally-motivated, and thus they were got lower score in academic achievement. This study was in line with Ali's (2012) finding, extraversion and listening skills are negatively correlated. It happened because majority of the students who were extraverts were poor listeners because they focused on socializing and generally had problems in concentration. They were good readers and speakers.

Statistical analyses of Bashosh, Nejad, Rastegar, and Marzban's research (2013) showed no relationship between shyness, foreign language anxiety, willingness to communicate, gender, and foreign language proficiency. The results also revealed there was no correlation between each types of variables (shyness, foreign language anxiety, willingness to communicate, gender) and foreign language proficiency. Shyness, foreign language anxiety and willingness to communicate were the features of introvert. Oxford Placement Test is used as measurement for language proficiency. That test had two sections: Use of English and Listening.

On the contrary, the findings of this study were inconsistent with Alavina and Sameei's research (2012). His finding showed a significant relationship between listening ability of subjects and the personality characteristic (extraversion-introversion). The mean listening ability for introvert subjects is 4.70 and the standard deviation is 0.668, whereas the mean listening ability for extraverts equals 1.73, and the standard deviation is 1.024. The results further indicated that introvert subjects had a better performance on listening than extravert. The results also revealed that there was a significant relationship between the learners' listening ability and their grades of study, i.e. subjects studying in higher grades of study had a better performance over those studying in lower levels. In other word, he concluded that college students had the highest mean score on the listening test.

Zabihi (2011) explore the relationships between personality (include extraversion), English language proficiency, and achievement in foreign language classes. The results showed significant relationships between personality traits and proficiency and achievement scores. Then, the results also indicated that there was a significant but negative correlation between learners' achievement and extraversion ($r = -0.170$, $p < 0.05$). One possible interpretation was that extraverts' were engage in social relationships. It might cause them to have little time for studying meticulously. This, in turn, could have reasonably lowered their academic outcomes.

In conclusion, the major purpose of this study was to investigate if there was any connection between personality type (extravert-introvert) and listening achievement. The results showed no significant correlation existed between personality types and listening achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusions and offers suggestions.

5.1. Conclusions

After conducting the research at eleventh grade students of MA Patra Mandiri Plaju and analyzing the data, the following conclusions are drawn:

The results showed that the extravert personality was the most personality type of eleventh grade students of MA Patra Mandiri Plaju. Then, the result of TOEFL Junior standard test listening comprehension section showed that the level of listening achievement of participants was average. Correlation analyses found that there was no correlation between personality types as a whole (extravert and introvert) and listening achievement. Furthermore, there was also no correlation between each type of personality (extravert/introvert) and listening achievement. Since there was no correlation between personality types as a whole (extravert and introvert) and each type of personality (extravert/introvert) with listening achievement, there was no need to conduct the regression test which the aim was to find out which personality type becoming the best predictor over the listening achievement.

5.2. Suggestions

Based on the conclusions above, suggestions are offered as follows:

First, students with characteristics of being too anxious and focusing on social relationship will get disadvantages and hindered by their own personality in improving their listening achievement. It is suggested for them to control or manage those characteristics of personality.

Second, teachers of English should have balance attention to both external factors (media, teaching methods, and etc.) and internal factors (cognitive and affective) which can influence students' language achievement especially in listening achievement.

Third, this research focused in listening achievement. It is suggested for further research to conduct similar study to the other English skills such as reading, speaking, or writing skill. It is also recommended for further research to compare the difference between extraverts and introverts and their probable effect on language skills to predict what kinds of activities and tasks students will enjoy, what teaching methods they require and what their learning styles are. Furthermore, it would be worthwhile to examine the research among larger samples in order to gain results which are more conclusive.

APPENDIX A**EYSENCK PERSONALITY INVENTORY (EPI)**

Berilah tanda cek (√) pada kolom YES jika pertanyaan mewakili tingkah laku dan perasaan anda dan NO jika pertanyaan tidak mewakili tingkah laku dan perasaan anda. Jawab dengan cepat dan pastikan semua pertanyaan terjawab.

NO.	PERTANYAAN	YES	NO
1.	Do you often long for excitement? (Apakah anda memerlukan waktu yang lama untuk merasakan kegembiraan?)		
2.	Do you often need understanding friends to cheer you up? (Apakah anda perlu teman yang pengertian untuk menghibur anda?)		
3.	Are you usually carefree? (Apakah anda orang yang periang?)		
4.	Do you find it very hard to take no for an answer? (Apakah anda sangat sulit mengatakan 'tidak' untuk sebuah jawaban yang anda berikan?)		
5.	Do you stop and think things over before doing them? (Apakah kamu memikirkan sesuatu dengan matang terlebih dahulu sebelum melakukan hal tersebut?)		
6.	If you say you will do something do you always keep your promise, no matter how inconvenient it might be to do so? (Jika anda mengatakan akan melakukan sesuatu, apakah anda pasti melakukan hal tersebut tanpa mempedulikan betapa sulitnya hal tersebut untuk dilakukan?)		
7.	Do your moods go up and down? (Apakah suasana hati anda mudah berubah?)		
8.	Do you generally do and say things quickly without stopping to think? (Apakah anda biasanya melakukan dan mengatakan hal-hal dengan cepat tanpa berhenti sejenak untuk berpikir?)		
9.	Do you ever feel 'just miserable' for no good reason? (Apakah anda pernah merasa "tidak beruntung" tanpa ada alasan?)		
10.	Would you do almost anything for a dare? (Apakah anda melakukan apa saja untuk sebuah tantangan?)		
11.	Do you suddenly feel shy when you want to talk to an attractive		

NO.	PERTANYAAN	YES	NO
	stranger? (Apakah anda tiba-tiba merasa malu ketika ada ingin berbicara dengan orang baru yang berpenampilan menarik?)		
12.	Once in a while do you lose your temper and get angry? (Apakah sesekali anda pernah kehilangan kesabaran dan marah?)		
13.	Do you often do things on the spur of the moment? (Apakah anda sering melakukan hal-hal secara mendadak?)		
14.	Do you often worry about things you should have done or said? (Apakah anda sering mencemaskan atau memikirkan hal-hal yang telah anda lakukan atau yang telah anda katakan?)		
15.	Generally, do you prefer reading to meeting people? (Umumnya, apakah anda lebih memilih membaca daripada bertemu dengan orang-orang?)		
16.	Are your feelings rather easily hurt? (Apakah perasaan anda mudah tersakiti?)		
17.	Do you like going out a lot? (Apakah anda suka lebih suka menghabiskan waktu diluar rumah?)		
18.	Do you occasionally have thoughts and ideas that you would not like other people to know about? (Apakah anda terkadang memiliki pemikiran/ide yang lebih baik tidak diketahui orang lain?)		
19.	Are you sometimes bubbling over with energy and sometimes very sluggish? (Apakah terkadang anda membual secara berlebihan dan terkadang anda juga sangat lamban?)		
20.	Do you prefer to have few but special friends? (Apakah anda lebih suka memiliki sedikit teman tetapi mereka teman yang spesial?)		
21.	Do you daydream a lot? (Apakah anda banyak melamun?)		
22.	When people shout at you, do you shout back? (Ketika orang-orang berteriak kepada anda, apakah anda akan membalasnya?)		
23.	Are you often troubled about feelings of guilt? (Apakah perasaan bersalah sering menyulitkan Anda?)		
24.	Are all your habits good and desirable ones? (Apakah semua kebiasaan anda adalah kebiasaan yang baik dan diidamkan oleh orang-orang?)		
25.	Can you usually let yourself go and enjoy yourself a lot at a lively party?		

NO.	PERTANYAAN	YES	NO
	(Bisakah anda pergi ke sebuah pesta yang meriah dan sangat menikmati pesta tersebut?)		
26.	Would you call yourself tense or 'highly strung'? (Apakah anda termasuk orang yang tegang atau 'sangat tegang'?)		
27.	Do other people think of you as being very lively? (Apakah orang lain berfikir bahwa anda adalah orang yang sangat lincah dan bersemangat?)		
28.	After you have done something important, do you come away feeling you could have done better? (Setelah anda melakukan sesuatu yang penting, apakah ada perasaan bahwa sebenarnya anda bisa melakukan itu lebih baik lagi?)		
29.	Are you mostly quiet when you are with other people? (Apakah anda lebih banyak diam ketika anda berada didekat orang lain?)		
30.	Do you sometimes gossip? (Apakah anda terkadang bergosip?)		
31.	Do ideas run through your head so that you cannot sleep? (Apakah anda tidak bisa tidur ketika masih memikirkan sesuatu?)		
32.	If there is something you want to know about, would you rather look it up in a book than talk to someone about it? (Jika ada sesuatu hal yang ingin anda ketahui, apakah anda lebih suka mencarinya di buku daripada berbicara dengan seseorang tentang hal itu?)		
33.	Do you get palpitations or thumping in your hear? (Apakah di dalam pendengaran anda, anda dapat mendengarkan jantung anda berdebar atau bergetar dengan cepat dan kuat?)		
34.	You like the kind of work that you need to pay close attention to? (Apakah anda menyukai jenis pekerjaan yang sangat memerlukan perhatian khusus?)		
35.	Do you get attacks of shaking or trembling? (Apakah anda memiliki gangguan merasa gugup/gemeter?)		
36.	Would you always declare everything at customs, even if you knew you could never be found out? (Apakah anda selalu menyatakan suatu menurut kebiasaannya, meskipun anda tahu anda tidak pernah bisa mengkonfirmasi kebenarannya?)		
37.	Do you hate being with a crowded who plays jokes on one another? (Apakah anda tidak suka ketika bersama orang-orang yang suka bercanda satu sama lain?)		

NO.	PERTANYAAN	YES	NO
38.	Are you an irritable person? (Apakah anda orang yang mudah marah?)		
39.	Do you like doing things in which you have to act quickly? (Apakah anda suka melakukan hal-hal yang mengharuskan anda melakukannya dengan cepat?)		
40.	Do you worry about awful things that might happen? (apakah anda mengkhawatirkan hal-hal mengerikan yang mungkin terjadi?)		
41.	Are you slow and unhurried in the way you move? (Apakah anda lambat dan tidak tergesa-gesa dalam bergerak atau berjalan?)		
42.	Have you ever been late for an appointment or work? (Apakah anda pernah terlambat pada sebuah pertemuan atau kerja?)		
43.	Do you have many nightmares? (Apakah anda banyak atau sering mengalami mimpi buruk?)		
44.	Do you like talking to people so much that you never miss a chance of talking to a stranger? (Apakah anda sangat suka berbincang-bincang dengan orang bahkan dengan orang yang belum anda kenal?)		
45.	Are you troubled by aches and pains? (apakah anda mengalami masalah dengan rasa sakit dan nyeri?)		
46.	Would you be very unhappy if you could not see lots of people most of the time? (Apakah anda akan merasa sangat tidak senang jika anda seringkali tidak dapat bertemu dengan orang banyak?)		
47.	Would you call yourself a nervous person? (apakah anda termasuk orang yang sering gugup?)		
48.	Of all the people you know, are there some whom you definitely do not like? (dari semua orang yang anda kenal, apakah ada beberapa orang yang anda sangat tidak suka?)		
49.	Would you say that you were fairly self-confident? (Apakah anda termasuk tipe orang yang cukup percaya diri?)		
50.	Are you easily hurt when people find fault with you or your work? (Apakah anda termasuk orang yang mudah sakit hati ketika orang menuemukan kesalahan pada diri anda atau pada pekerjaan anda?)		
51.	Do you find it hard to really enjoy yourself to lively party? (Apakah anda sulit untuk menikmati pesta yang meriah?)		
52.	Are you troubled by feelings of inferiority?		

NO.	PERTANYAAN	YES	NO
	(Apakah anda mengalami masalah pada perasaan rendah diri?)		
53.	Can you easily get some life into a rather dull party? (Dapatkah anda membaaur dengan mudah di pesta yang sedikit membosankan?)		
54.	Do you sometimes talk about things you know nothing about? (apakah terkadang anda membicarakan sesuatu hal yang pada dasarnya anda tidak memiliki pengetahuan tentang hal tersebut?)		
55.	Do you worry about your health? (Apakah anda mencemaskan kesehatan anda?)		
56.	Do you like playing pranks on others? (Apakah anda suka bergurau dengan orang lain?)		
57.	Do you suffer from sleeplessness? (Apakah anda menderita karena kurang tidur?)		

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[Inventory-Interpretation-of-Scores](http://www.scribd.com/doc/21799155/Eysenck-Personality-Inventory-Interpretation-of-Scores)

APPENDIX B**Listening Comprehension Section****Directions**

In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example: 

What does the teacher want the students to do?

- (A) Help a new classmate
- (B) Prepare for gym class
- (C) Welcome a guest speaker
- (D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example: 

What will the students probably do next?

- (A) Sing a song
- (B) Listen to some music
- (C) Choose instruments to play
- (D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

Go on to the next page, and the test will begin with question number one.

PART 1

1. What did the principal like best about the band?
 - (A) The students wrote their own music.
 - (B) The band played several kinds of music.
 - (C) The band played during the whole festival.
 - (D) The students played many different instruments.

2. What will the class probably do next?
 - (A) Design a poster
 - (B) Color the leaves
 - (C) Eat lunch outside
 - (D) Collect fallen leaves

3. What is the purpose of the talk?
 - (A) To tell the students when they can begin working on their projects
 - (B) To request the students work with each other in pairs
 - (C) To specify the types of materials the students will use
 - (D) To inform the students they will need time to clean up

4. What is the teacher explaining?
 - (A) Why the city is located where it is
 - (B) How travel to the city has changed over time
 - (C) How the first tunnels in the city were built
 - (D) Why the river is important to the city's history

5. What does the teacher tell the students to do?
 - (A) Bring in some gardening tools
 - (B) Wear old clothes to school
 - (C) Look outside for seeds to plant
 - (D) Clean the dirt off their clothes

6. What is probably true about the dance?
 - (A) It is a very popular event.
 - (B) It is not usually held on a Friday.
 - (C) It will take place in the cafeteria.
 - (D) It is the first dance of the school year.

**GO ON TO THE NEXT PAGE****PART 1**

7. What does the teacher ask?
 - (A) For someone to turn on the lights
 - (B) For someone to close the curtains
 - (C) For someone to move the television
 - (D) For someone to turn on the television

8. What will the students probably do next?
 - (A) Read a book

9. What is the purpose of the talk?
 - (A) To help students understand the characters they are reading about
 - (B) To advise students on ways they can improve their writing
 - (C) To praise the students who wrote the best stories in class
 - (D) To describe the lives of some famous writers

PART 1

Now you will hear some conversations. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each conversation only one time.

- 11. Where is the conversation probably taking place?**
- (A) Near the entrance to the city library
 - (B) At a table in the cafeteria
 - (C) On a sidewalk at school
 - (D) Inside the art building
- 12. What did the boy lose?**
- (A) A watch
 - (B) A book bag
 - (C) A library book
 - (D) His homework assignment
- 13. According to the conversation, what has not been decided yet?**
- (A) Who is going to study for the test
 - (B) Where a group is going to meet to study
 - (C) What topic the girl will choose for her art project
 - (D) When the boy will go to the cafeteria
- 14. What are the speakers happy to see when they enter the cafeteria?**
- (A) That their friends are there
 - (B) That their favorite foods are being served today
 - (C) That there are few people in the line
 - (D) That the cafeteria will stay open longer than usual
- 15. What do the speakers say about the drinks in the cafeteria?**
- (A) They are expensive.
 - (B) There are not any hot ones.
 - (C) There are many kinds to choose from.
 - (D) The types available change every day.
- 16. What does the boy suggest the girl do?**
- (A) Try something new
 - (B) Ask if there is any soup
 - (C) Read the menu carefully
 - (D) Order the same meal that he orders
- 17. What will the boy NOT order for lunch?**
- (A) Juice
 - (B) Soup
 - (C) Salad
 - (D) Dessert

GO ON TO THE NEXT PAGE 

PART 1

18. What is the girl on her way to do?

- (A) Attend a meeting
- (B) Pick up a schedule
- (C) Return a library book
- (D) Watch a performance

19. What does the girl say about her experience with dancing?

- (A) She has tried only one style of dancing.
- (B) She has been dancing for a long time.
- (C) She sometimes teaches children how to dance.
- (D) She has never danced in front of an audience.

20. What happened because of a rainstorm?

- (A) A walkway had to be closed.
- (B) A building's roof was damaged.
- (C) A basketball game was canceled.
- (D) An assembly had to be rescheduled.

21. What does the boy say he needs to do?

- (A) Meet a teammate
- (B) Go to a music class
- (C) Return a basketball to a teacher
- (D) Make a phone call in the main office

22. What does the boy ask the girl to do?

- (A) Join a team
- (B) Help him study
- (C) Eat lunch with him
- (D) Lend him a textbook

23. What subject is the girl interested in?

- (A) Math
- (B) History
- (C) Science
- (D) Geography

24. What does the boy offer to give the girl?

- (A) A library card
- (B) The title of a book
- (C) A list of questions
- (D) The names of students

25. Where will the event be held this year?

- (A) In the gym
- (B) In the library
- (C) In the cafeteria
- (D) In the science room

GO ON TO THE NEXT PAGE 

PART 1

Now you will hear some talks and discussions about academic topics. Each talk or discussion is followed by four or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or discussion only one time.

26. What is the main topic of the talk?

- (A) Unusual foods served in castles
- (B) The training of cooks in castles
- (C) The earliest known castle kitchen
- (D) The workings of a castle's kitchen

27. What was important about the location of a castle's kitchen?

- (A) It was connected to the great hall.
- (B) It was below the chef's living area.
- (C) It allowed food to be served hot.
- (D) It protected castle residents from fires.

28. What does the teacher say about vegetables?

- (A) They were expensive.
- (B) They were grown in the castle's garden.
- (C) They were bought from nearby villages.
- (D) They were kept frozen in winter.

29. According to the teacher, what was the chef's main responsibility?

- (A) Managing the kitchen workers
- (B) Buying the ingredients for meals
- (C) Baking bread for everyone in the castle
- (D) Presenting the food to the king and queen

GO ON TO THE NEXT PAGE 

PART 1

30. What are the speakers mainly talking about?

- (A) A new road in their town
- (B) A new way to build roads
- (C) The early history of roads
- (D) The cost of building roads

31. Why does the woman talk about animals?

- (A) To explain how the first roads were created
- (B) To point out that long ago most people did not travel much
- (C) To describe an event that happened on a road nearby
- (D) To suggest that traveling on country roads can be dangerous

32. Why did people in England build ridge ways?

- (A) To connect small towns to major cities
- (B) To allow cars to drive around small towns
- (C) To create roads that water would not wash away
- (D) To create a separate road for transporting animals

33. What does the woman say about roads in ancient Greece?

- (A) They were constructed on all of Greece's islands.
- (B) They were not as good as roads built by the Romans.
- (C) They often washed away in the rain.
- (D) They connected Greece to the Roman Empire.

GO ON TO THE NEXT PAGE 

34. What is the speaker mainly talking about?

- (A) An unusual part of the Atlantic Ocean
- (B) A kind of seaweed that is eaten by most fish
- (C) The discovery of an uncommon type of seaweed
- (D) A kind of sea animal that lives only in the Atlantic Ocean

35. According to the speaker, what do certain currents in the Atlantic Ocean do?

- (A) They cause the Sargasso Sea to become smaller and smaller over time.
- (B) They keep the water in the middle of the Sargasso Sea from moving much.
- (C) They make fish from the Sargasso Sea drift to other places.
- (D) They prevent seaweed in the Sargasso Sea from being eaten by sea creatures.

36. What is the speaker explaining when he mentions sailing ships?

- (A) How the Sargasso Sea was discovered
- (B) How seaweed got into the Sargasso Sea
- (C) How unusual the water in the Sargasso Sea looks
- (D) How little wind there is in the Sargasso Sea

37. What is sargassum?

- (A) A species of fish
- (B) A kind of seaweed
- (C) A fast-moving current
- (D) A slow-moving sailing ship

38. According to the speaker, what is surprising about some animal species that live in the Sargasso Sea?

- (A) They have short life spans.
- (B) They are larger than expected.
- (C) They are usually found closer to land.
- (D) They are not native to the Atlantic Ocean.

GO ON TO THE NEXT PAGE 

PART 1

39. What is the main topic of the talk?

- (A) The eating habits of large sea animals
- (B) An animal with an unusual physical feature
- (C) An animal with a very long life
- (D) Mythical creatures of Europe

40. Why does the teacher mention unicorns?

- (A) To explain why people thought narwhals were also mythical
- (B) To discuss why it is so difficult to find narwhals
- (C) To tell the class what they will learn about next week
- (D) To describe what a narwhal's tooth looks like

41. Why did people in Europe hundreds of years ago think the narwhal was special?

- (A) They thought they could use its tooth to make medicine.
- (B) They thought it brought good luck.
- (C) They thought it was a type of mermaid.
- (D) They thought it was a highly intelligent animal.

42. Why does the teacher mention peacocks?

- (A) To demonstrate how valuable narwhals are
- (B) To describe the different colors of male narwhals
- (C) To help explain the purpose of the male narwhal's tooth
- (D) To talk about a popular animal in medieval Europe



APPENDIX C**Listening Comprehension Script****1. (Narrator):**

Listen to a school principal talking to a group of students.

(Woman): I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Student bands usually play something traditional, but you actually composed something original. That's really impressive!

(Narrator):

What did the principal like best about the band?

2. (Narrator):

Listen to a science teacher talking to her students.

(Woman): First, we are going to collect some leaves that have fallen from the trees. Then, we will compare the colors of those leaves. After that, we will use the leaves to make a poster about what happens to trees during autumn. OK, now put on your jackets and let's head outside.

(Narrator):

What will the class probably do next?

3. (Narrator):

Listen to an art teacher talking to a class.

(Man): Today we're going to begin our lesson on sculptures. Because we are going to work with clay and it can get pretty messy, I'm going to stop you all about ten minutes before class ends. Then you can start cleaning up your work stations and put away your supplies.

(Narrator): What is the purpose of the talk?

4. (Narrator):

Listen to a teacher talking to a history class.

(Woman): When we take our class trip into the city this week, we'll be driving through a tunnel that will take us under a river. It's so easy to take a train or a car into the city today by using one of the tunnels that we don't think much about the fact that we're crossing a river. But in the city's early days, the

only way to get to the city was by boat. I want you to keep this in mind as we learn more about the city's history.

(Narrator): What is the teacher explaining?

5. *(Narrator):*

Listen to a teacher talking to his class.

(Man): As you know, tomorrow we'll be planting trees in the park. A few dozen saplings will be provided, and you'll be given gardening tools to dig holes for the trees. One important thing to remember—gardening involves working with dirt, so don't come to school in nice clothes. Make sure to dress in something old—something you wouldn't mind getting dirty.

(Narrator): What does the teacher tell the students to do?

6. *(Narrator):*

Listen to a school principal speaking over the intercom.

(Man): Next Friday is the annual school dance. Tickets go on sale starting today in the school cafeteria during lunch. They will be on sale all week. Make sure you buy a ticket in advance, as we won't be selling them at the door the night of the dance. We only have 150 tickets to sell, and they usually sell out before the day of the dance. You don't want to miss this special event!

(Narrator): What is probably true about the dance?

7. *(Narrator):*

Listen to a geography teacher talking in a classroom.

(Man): Now we're going to watch a documentary program about one of the countries we've been discussing in class. But I'm afraid it's a little too bright in here. Could someone please draw the curtains while I turn on the TV? Then there won't be any glare on the screen and everyone will be able to see just fine.

(Narrator): What does the teacher ask?

8. *(Man):*

In order to understand a little more about the life of United States President Abraham Lincoln, we are going to watch a short video. I want you to take notes during the video and think about what we have learned so far. Afterward, we will have a discussion about Lincoln's life.

(Narrator):

What will the students probably do next?

9. *(Narrator):*

Listen to an English teacher speaking to her class.

(Woman): Before we start writing our stories, I want to show some ways you can make your characters more believable. You can try to give them real-life details. One thing you might want to do is base your characters on people you know in real life. This is something that even many famous writers do.

(Narrator): What is the purpose of the talk?

10. *(Narrator):*

Listen to a teacher talking in a history class.

(Man):

Throughout history, people all around the world have invented many different writing systems. One interesting alphabet is the so-called futhark [FOO-thahrk (unvoiced “th”), which was used in Norway a thousand years ago. Futhark is an exceptional system, because it is the shortest known alphabet in the world. It only had 16 letters. While some writing systems, like Chinese, can have many thousands of symbols, futhark made do with just 16 characters.

(Narrator): What point does the speaker make about the alphabet in ancient Norway?

11-13. *(Narrator):*

Listen to a conversation between two students at school.

(Girl):

Hi, Tommy. Are you on your way to the cafeteria?

(Boy): [answering, but distracted as he is looking for something]
No—I was on way to the library to return a book, but now I’m looking for my watch. It must’ve fallen off somewhere here in the grass. It was a gift from my father, so I really want to find it.

(Girl): Hmm ... I’d like to help you look for it, but I’m heading to the art building—I made an appointment with my art

teacher to talk about a homework assignment, and I don't want to keep him waiting.

(Boy): That's OK. The watch has got to be here somewhere. ... Oh, there it is. Hey, by the way, do you want to study for tomorrow's history test with me and some other people from our class after school? We haven't decided where we're going to meet yet—probably at the city library.

(Girl):

That sounds like a good idea. I'd like to join you.

(Boy): I'm having lunch with the others, so we'll know where we're meeting by the time I see you in science class.

(Girl): All right. I'll see you then.

(Narrator): Now answer the questions.

14–17. (Narrator): Listen to a conversation between two friends in a school cafeteria.

(Girl): Look—the cafeteria is almost empty! We won't have to wait in line too long.

(Boy): Good idea. Let's get something now before it gets too crowded.

(Girl): Hmm. I think I'll have one of the salads today and something to drink. But I can't make up my mind which drink to choose! It's hard to pick something when there so many different kinds to choose from.

(Boy): It's better to have too many choices than not enough! Why don't you have something you've never tried before. Maybe you can discover something new that you like!

(Girl): That's a really good idea. And what about you? Are you going to have a salad too?

(Boy): I think so. And maybe a bottle of juice ... and a cup of that soup, too. It looks really good! But I'll definitely pass on the dessert items. I've been eating way too many sweet things lately!

(Narrator):

Now answer the questions.

18–21. (Narrator): Listen to a conversation between two students at school.

(Girl):

Excuse me, is this the way to the gym?

(Boy):

Uh ... yes it is. Are you a new student here?

- (Girl):** Yes. [upspeak] I'm trying to find the meeting about the dance team? I heard that the school is starting one up. I wanted to find out more about it.
- (Boy):** Do you dance?
- (Girl):** Uh-huh. I've been taking lessons since I was little—traditional dance, ballet, jazz....
- (Boy):** Wow—then you must be pretty good. Anyway, I heard about that new dance team. I think they're going to be performing at school assemblies and stuff like that. Well, the gym's that way. But I just came from there, and I heard someone saying that the dance team was meeting in the music room.
- (Girl):** Are you sure? Because the notice I saw said the gymnasium.
- (Boy):** Well, remember that big storm we had a couple of days ago? And all that rain?
- (Girl):** Yes
- (Boy):** Well, some water got into the gym through the roof, so they're doing some work in there—you know, fixing the roof. Do you know where the music room is ... near the library?
- (Girl):** Yes. I had my first music class today, actually.
- (Boy):** Oh good. [Turning attention to other matters] Now I just have to find Mr. Harris, my gym teacher.
- (Girl):** Oh, I wish I could help you.
- (Boy):** That's OK. I just have to return a basketball I borrowed. But I think I'll just leave it for him at the main office. Good luck with the dancing!
- (Girl):** Thanks!
- (Narrator):** Now answer the questions.

22–25.

(Narrator):

Listen to a conversation between two friends from school.

- (Boy):** Maria, would you like to be on my team in next week's trivia quiz?
- (Girl):** Trivia quiz? I've heard about it, but I don't know exactly what it is.
- (Boy):** It's a general-knowledge contest. All of the teams are given a set of questions to answer questions on all kinds of topics and the team that gets the most correct answers wins.
- (Girl):** Sure, I guess I could play. But why do you want me on your team?
- (Boy):** Well, our team already has students who are interested in biology, history, and math. But we're not too good at geography. A lot of questions are about various countries,

- continents, and things like that. We need someone strong in geography—like you!
- (Girl):** Well, geography is my favorite subject. You can count me in! ... Should I study for this?
- (Boy):** Hmm ... It's hard to study for this kind of competition. But if you want, I have examples of questions that were asked in the quizzes in the past. A list like that would give you a general idea of what to expect
- (Girl):** That would be great. So will it be held in the library?
- (Boy):** Not this time. Now we'll be in the gym. A lot more teams are signing up to play this time, so they had to move it to a place with more space. Even the cafeteria wasn't big enough.
- (Girl):** Wow—the gym is pretty big.
- (Boy):** Well, that just shows you how popular the trivia quiz has become!
- (Narrator):** Now answer the questions.

26–29.

(Narrator):

Listen to a teacher talking in a history class.

- (Man):** When people think of life in Europe hundreds of years ago, they often think of castles built of stone, with huge towers. Castles were the homes of kings and queens and other powerful people. Hundreds of relatives, soldiers, and workers also lived there. The kitchen was a very important place in a castle. It was busy all day and every day. A castle's kitchen was usually located a good distance away from other castle rooms and buildings, especially the great hall, a large room where people gathered for meals and other activities. This was because of the danger of fires. The kitchen staff needed to use fire for cooking, but sometimes kitchen fires accidentally grew out of control and could spread to other parts of the castle. That's why the kitchen was usually far away. Each kitchen also had a garden where vegetables were grown. Back then, food could not be frozen or kept in refrigerators like today. Some vegetables could be stored underground, but not for long, so most vegetables were picked fresh from the castle garden as they were needed. But, of course, a king's dinner consisted of many other ingredients like bread, meat, and fish. To prepare a full meal, many cooks were needed. The castle kitchen employed a whole team of people, some of whom made bread, and others who prepared desserts or

cooked meat dishes. The chef was like a head manager who was responsible for making sure that the team of assistants did their job right. Although chefs would also be involved in the cooking of some parts of the meal, their main task was to supervise the whole team.

(Narrator): Now answer the questions.

30–33.

(Narrator):

Now you will hear part of a radio program.

(Man): Hello, listeners. Today I'll be speaking with Ms. Amanda Jones, the town director of road transportation. Thank you for joining us.

(Woman): It's my pleasure.

(Man): Ms. Jones, it seems like there are always new roads to build or old ones to fix. Let's start with new roads. How do you decide where to put in a new road?

(Woman): Well, that's an interesting question. One way to think about it is to go back in history. You know, people didn't build the first roads. Animals did. These roads were really just tracks—just paths—that animals made in the dirt as they walked to find food or water. Then people started to use them. In fact, some of the roads we drive on today were at one time paths made by wild animals.

(Man): But we humans began making roads for ourselves at some point, right?

(Woman): Yes, of course. We made them when we needed them ... which happened when we started to settle in communities, and we wanted to trade with people in other communities. Even then, the roads were pretty simple. Let me ask a question: Why would we need anything more, like paved roads?

(Man): Well, I suppose when we wanted to carry things ... when we built vehicles, like carts and wagons.

(Woman): Exactly! And that's when you start to see better roads, roads made with logs or, better yet, stone or brick. And roads made with good drainage—a good road has to have a place for water to go. Rainwater can really damage a road, or even wash it away. In England, thousands of years ago, people made roads on ridges—along the cliffs and hills beside streams and rivers. Why? Because it's drier there. "Ridge ways," they called them. Some ridge ways still exist in England—they're still used today for walking and hiking. Now road building really started to increase when nations began to grow. In ancient India, rulers created big road networks—it helped them to control a lot of land from

central cities. And the Romans became excellent road builders. After all, they had a huge empire to connect together. But the roads in ancient Greece were not as good as those of the Romans. They didn't put as much effort into road building. Why? Because Greece is full of islands, and they traveled more by boat.

(Narrator): Now answer the questions.

34–38.*(Narrator):* Now you will hear a speaker talking to a class on a trip to a marine aquarium.

(Man): Hello, everyone. Thank you for visiting the aquarium today. I hope you've enjoyed seeing the thousands of fish we have here, as well as the other sea animals. During the next hour we're going to show you some more sea creatures. They all come from a body of water called the Sargasso [sahr-GAS-so] Sea. The Sargasso Sea is actually part of the Atlantic Ocean. What I mean is—it isn't a separate body of water; it's more like a sea within an ocean. It's located off the southern half of North America, and it is very large—it covers millions of kilometers. Now, a couple of things make it distinctive. First, and probably most important, the waters there are very calm—calm and warm. There's also very little wind there. Surrounding the Sargasso Sea are water currents in the Atlantic that move in a circular motion, counterclockwise. This water swirls around the Sargasso Sea. Because of the way these currents move, the water in the middle of the Sargasso Sea doesn't move much at all. Because of the still waters and the lack of wind, sailing ships crossing the Atlantic travel much more slowly when they get to the Sargasso Sea. Without wind, sailboats can get stuck there for long periods. Something else that's unusual about the Sargasso Sea is the seaweed floating on its surface. Large amounts of a kind of seaweed called sargassum float on top of the water there. And because of the currents, the seaweed stays in the Sargasso Sea—it's kind of held in place by the rotating currents. Now this seaweed is what interests us most here at the aquarium, because it supports all kinds of sea life, like shrimp, crabs, and fish. Sargassum creates an ecosystem for them to live in. What makes this ecosystem quite remarkable is that the creatures there are ones you'd expect to find much closer to shore, much closer to land, not out in the middle of the Atlantic Ocean. Most likely, sargassum probably did not exist in the Sargasso originally. Rather, the seaweed and some of the ecosystem it supported drifted out into the Sargasso Sea long ago and became trapped

there by the currents. From there, it simply spread all over the Sargasso Sea.

(Narrator): Now answer the questions.
39–42.

(Narrator):

Listen to part of a discussion in a science class.

(Man): Since you all seemed to like our discussion last week, I thought we'd continue talking about unusual animals. Have any of you ever heard of an animal called the narwhal?

(Girl): No, but "whal" sounds kind of like "whale." Is a narwhal a kind of whale?

(Man): In fact it is! The narwhal is a species of whale that lives in the cold waters of the Arctic Ocean. Now, both male and female narwhals have teeth—but the male's teeth look very strange. This is because the male narwhal has one long, straight tooth. How long? It's about 7-10 feet long—that's longer than the height of the tallest person in the world! Since this one tooth is so long and pointy, a lot of people say it looks like the horn of a unicorn. In fact, sailors in the old days used to call the narwhal the unicorn of the sea. Some people even thought that it had magical powers!

(Boy): Why did they think it was magical? Because of the big tooth?

(Man): Precisely. Hundreds of years ago in the Middle Ages, Europeans thought that unicorn horns could cure people who were sick. Because the narwhal's tooth looks like a unicorn's horn, some people thought it could be used to cure sick people. As a result, narwhal teeth were considered quite valuable, and they were sold by merchants for a lot of money.

(Girl): So why do narwhals have this long tooth? Do they use it to protect themselves?

(Man): Well, we're not sure. But a lot of scientists agree that male narwhals probably use it to attract female mates—the way a male peacock uses his beautiful feathers to attract a mate. The female narwhal will choose the male with the longest tooth, the same way that the female peacock chooses the male with the most beautiful feathers.

(Narrator): Now answer the questions.

APPENDIX D

Validity EPI Questionnaire Translation

APPENDIX E**Answer Key**

Listening Comprehension Section	
1. A	22. A
2. D	23. D
3. D	24. C
4. B	25. A
5. B	26. D
6. A	27. D
7. B	28. B
8. C	29. A
9. B	30. C
10. A	31. A
11. C	32. C
12. A	33. B
13. B	34. A
14. C	35. B
15. C	36. D
16. A	37. B
17. D	38. C
18. A	39. B
19. B	40. D
20. B	41. A
21. C	42. C

Source: Educational Testing Service (2012)

APPENDIX F

Normality Test

1. Extravert and Listening Achievement

One-Sample Kolmogorov-Smirnov Test

		EXT	LIS
		48	48
Normal Parameters ^a	Mean	15.35	59.29
	Standard Deviation	2.139	7.765
Most Extreme Differences	Positive	.177	.157
	Negative	.177	.085
	Absolute	-.136	-.157
Kolmogorov-Smirnov Z		1.226	1.089
Asymp. Sig. (2-tailed)		.099	.186

Test distribution is Normal.

2. Introvert and Listening Achievement

One-Sample Kolmogorov-Smirnov Test

		INT	LIS
		22	22
Normal Parameters ^a	Mean	9.50	61.05
	Standard Deviation	1.896	8.056
Most Extreme Differences	Positive	.240	.116
	Negative	.214	.116
	Absolute	-.240	-.088
Kolmogorov-Smirnov Z		1.127	.545
Asymp. Sig. (2-tailed)		.157	.927

Test distribution is Normal.

APPENDIX G

Linearity Test

1.Extravert-Introvert and Listening Achievement

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
* EXT_INT	70	100.0%	0	.0%	70	100.0%

Report

T_INT	Mean	N	Std. Deviation
	62.00	1	.
	53.50	2	2.121
	54.00	3	8.544
	75.00	2	8.485
	64.25	4	5.252
	60.50	10	6.329
	58.53	15	7.615
	56.80	5	11.345
	56.50	4	6.557
	61.88	8	4.794
	58.90	10	9.916
	58.67	3	4.726
	64.50	2	3.536
	69.00	1	.
al	59.84	70	7.842

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
* between	mbined)	1019.046	13	78.388	1.361	.207
EXT_IN	Groups	4.708	1	4.708	.082	.776
T	variation from	1014.338	12	84.528	1.468	.164
	Linearity					
	within Groups	3224.225	56	57.575		
	Total	4243.271	69			

Measures of Association

	R	R Squared	Eta	Eta Squared
* EXT_INT	.033	.001	.490	.240

2.Extravert and Listening Achievement**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
* EXT	48	100.0%	0	.0%	48	100.0%

Report

T	Mean	N	Std. Deviation
	58.53	15	7.615
	56.80	5	11.345
	56.50	4	6.557
	61.88	8	4.794
	58.90	10	9.916
	58.67	3	4.726
	64.50	2	3.536
	69.00	1	.
al	59.29	48	7.765

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
* EXT ween Groups mbined)	275.442	7	39.349	.615	.740
earity	107.530	1	107.530	1.681	.202
riation from	167.912	6	27.985	.438	.849
Linearity					
hin Groups	2558.475	40	63.962		

al	2833.917	47		
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Measures of Association

	R	R Squared	Eta	Eta Squared
* EXT	.195	.038	.312	.097

3.Introvert and Listening Achievement

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
* INT	22	100.0%	0	.0%	22	100.0%

Report

	Mean	N	Std. Deviation
	62.00	1	.
	53.50	2	2.121
	54.00	3	8.544
	75.00	2	8.485

	64.25	4	5.252
	60.50	10	6.329
al	61.05	22	8.056

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
* (INT between Groups combined)	697.205	5	139.441	3.351	.029
Error	55.103	1	55.103	1.324	.267
Variation from Linearity	642.102	4	160.525	3.858	.022
Within Groups	665.750	16	41.609		
Total	1362.955	21			

APPENDIX H

APPENDIX I

APPENDIX J

Data Distributions of EPI Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXT_INT	70	5	22	13.51	3.421
Valid N (listwise)	70				

Frequency Table of EPI Questionnaire

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.4	1.4	1.4
	2	2.9	2.9	4.3
	3	4.3	4.3	8.6
	2	2.9	2.9	11.4
	4	5.7	5.7	17.1
	10	14.3	14.3	31.4
	15	21.4	21.4	52.9
	5	7.1	7.1	60.0
	4	5.7	5.7	65.7
	8	11.4	11.4	77.1
	10	14.3	14.3	91.4
	3	4.3	4.3	95.7
	2	2.9	2.9	98.6
	1	1.4	1.4	100.0
Total	70	100.0	100.0	

APPENDIX K

Data Distributions of Listening Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LIS	70	38	81	59.84	7.842
Valid N (listwise)	70				

Frequency Table of Listening Test

	Frequency	Percent	Valid Percent	Cumulative Percent
id	1	1.4	1.4	1.4
	1	1.4	1.4	2.9
	1	1.4	1.4	4.3
	2	2.9	2.9	7.1
	2	2.9	2.9	10.0
	2	2.9	2.9	12.9
	3	4.3	4.3	17.1
	6	8.6	8.6	25.7
	7	10.0	10.0	35.7
	9	12.9	12.9	48.6
	10	14.3	14.3	62.9
	10	14.3	14.3	77.1
	8	11.4	11.4	88.6
	4	5.7	5.7	94.3
	3	4.3	4.3	98.6
	1	1.4	1.4	100.0
al	70	100.0	100.0	

APPENDIX L

DOCUMENTATIONS

