



**A CORRELATION STUDY BETWEEN EXTROVERT AND INTROVERT  
TEACHERS ON STUDENTS' ENGLISH ACHIEVEMENT AT SMPN 3  
KETANGGUNGAN**

(A Correlation Study at SMPN 3 Ketanggungan in Academic Year 2019/2020)

**RESEARCH PROJECT**

**Submitted as Partial Fulfilment of the Requirement for the Degree of *Sarjana*  
*Pendidikan* in English Education**

**By**

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**2020**


## APPROVAL

This research project entitled "A CORRELATION STUDY BETWEEN EXTROVERT AND INTROVERT TEACHERS ON STUDENTS' ENGLISH ACHIEVEMENT AT SMPN 3 KETANGGUNGAN" has been examined by the board of examiners of English Education Program of Teacher Training and Education Faculty, Pancasakti University Tegal on:

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## STATEMENT OF ORIGINALITY

I state that my research project entitled "A Correlation Study Between Extrovert and Introvert Teachers on English Students Learning Achievement at Junior High School in Brebes" is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 11<sup>th</sup> August 2020

The writer



## **MOTTO AND DEDICATION**

### **Motto**

“Keep you cold, but be bold”

### **Dedications**

This Research Project is dedicated for:

1. My beloved Dad and Mom, Mr.Tarno and Mrs. Warsinah. Especially for my step mother Mrs.Suhesti. thank you for your pure loves and your patiences that always give me hopes to keep going on.
2. All my beloved brothers and sisters, Joko Pranoto and Dwi Laras Sati. You are all of my spirits.
3. All my entire friends in class B of English Department of Pancasakti University Tegal that I can not say all of you. Thank you so much for your endless supports so far.
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5. My yellow almamater.

## PREFACE

First of all, the writer would like to praise to Allah SWT the almighty for the blessing given the writer during this study and in completing this research project.

This research project is submitted as a partial fulfillment of requirements for the Degree of Bachelor of English Department, Teacher Training and Education Faculty of Pancasakti University Tegal. Beside that this research project hopefully can be a reference for everyone who wants to improve English teaching.

The writer considers that this research project can be finished because of guidances, contributions, and advices from several parties. Therefore, in this occasion the writer would like to express his sincere thanks to:

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Tegal, January 2020

The Writer

## ABSTRACT

**NURYANTI, LILIS. 2020.1616500025.** “A Correlation Study Between Extrovert and Introvert Teachers on English Students Learning Achievement at Junior High School in Brebes (A Correlation Study at SMPN 3 Ketanggungan in Academic Year 2019/2020)”. Research project. Strata 1, Program, Faculty of Teacher Training and Education, Pancasakti University Tegal, The first Advisor is Drs. H. Masfuad ES, M.Pd and The Second Advisor is Anin Eka S, SS, M.Hum.

Keywords: extrovert and introvert teachers, English students learning achievement, personality, perception students

The objective of this Research Project is to find out whether there is correlation between English students learning achievement by extrovert and introvert English teachers at junior high school. The research hypothesis there is no correlation between extrovert and introvert teachers on English students learning achievement at junior high school in Brebes. In this research, the population is 2 teachers in SMPN 3 Ketanggungan, because there are two teachers who teach VIII class. And the researcher used total random sampling technique because all of the populations were taken as samples. The total of samples is two teachers, one extrovert teacher and one introvert teacher. The writer analysis data using t-test, score of t-test taken from final test the students of each teachers. The result of computation showed that the sig. (2-tailed) was 0.162. It meant that English students learning achievement of extrovert and introvert teachers no significantly difference since sig. (2-tailed) > a (0.162 > 0.05). According to result of data, hypothesis t-test is accepted. It means there is no correlation between extrovert and introvert teachers on English students learning achievement.

## ABSTRAK

**NURYANTI, LILIS. 2020.1616500025.** “Studi Korelasi antara Guru Ekstrovert dan Introvert terhadap Hasil Belajar Bahasa Inggris Siswa di Sekolah Menengah Pertama di Brebes (Studi Korelasi di SMPN 3 Ketanggungan Tahun Akademik 2019/2020)”. Proyek Penelitian. Strata 1, Program, Fakultas Pendidikan dan Pelatihan Guru, Universitas Pancasakti Tegal, Penasihat pertama adalah Drs. H. Masfuad ES, M.Pd dan Penasihat Kedua adalah Anin Eka S, SS, M.Hum.

Kata kunci: guru ekstrovert dan introvert, hasil belajar bahasa Inggris siswa, kepribadian, persepsi siswa.

Tujuan dari Proyek Penelitian ini adalah untuk mengetahui apakah ada hubungan antara prestasi belajar siswa bahasa Inggris dengan guru bahasa Inggris ekstrovert dan introvert di sekolah menengah pertama. Hipotesis penelitian yaitu tidak ada hubungan antara guru ekstrovert dan introvert terhadap hasil belajar siswa Bahasa Inggris di Sekolah Menengah Pertama di Brebes. Dalam penelitian ini, populasinya adalah 2 guru di SMPN 3 Ketanggungan, karena hanya ada dua guru yang mengajar kelas VIII. Dan penulis menggunakan teknik total random sampling karena semua populasi diambil sebagai sampel. Total sampel adalah dua guru, yaitu satu guru ekstrovert dan satu guru introvert. Penulis menganalisis data dengan menggunakan uji-t, skor uji-t diambil dari tes akhir para siswa dari masing-masing guru. Hasil perhitungan menunjukkan bahwa sig. (2-tailed) adalah 0,162. Itu berarti bahwa hasil belajar bahasa Inggris siswa antara guru ekstrovert dan introvert tidak ada perbedaan yang signifikan. (2-tailed) >  $\alpha$  (0,162 > 0,05). Menurut hasil data, uji-t hipotesis diterima. Ini berarti tidak ada hubungan antara guru ekstrovert dan introvert dengan hasil belajar bahasa Inggris siswa.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the research, background of the problems, identification of the problems, limitation of the problems, statement of the problems, objectives of the research, the significances of the research.

#### **A. Background of the Problems**

Learning is important for students because the student's task is learning. Learning activities are activities designed to master knowledge, gain skills, and develop good character. (Kumar, 2012) According to N.L. Gage (1962), teaching is form of interpersonal influence aimed at changing the behavior potential of another person. (Kumar, 2012) According to Tyson in Mustofa (2015), teaching is a process of interaction, the teacher does something to a student; the student does something in return.

Moreover, the successful learning is in line with the good result on student achievement. Therefore, teacher should be able to choose the good learning for students to get a good achievement. Instead, the focus of good teaching must be on what students actually produce with the knowledge, skills, character, and competencies that they obtain to get good results in teaching. (Syarif, 2010) According to Travers (1970: 447), achievement is the result of what an individual has learned from some educational experiences. (Syarif, 2010) Additionally, (De Cecco& Crawford (1977) states that achievement is the expectancy of finding satisfaction in mastering and difficult performances.

Based on the above opinion, achievement is the result of an activity that has been carried out, the level or ability, obtained by the tenacity of work methods, both individually and in groups in certain activities, progress in learning educational experiences in connection with educational learning.

(Dost et al., 2017) There is a considerable amount of research in educational literature to support the view that teachers have a significant impact on students' learning and achievement (Sadeghi & Nikou, 2012). (Nik Hashim et al., 2014) Surprisingly, however, the effects of teachers' characteristics on students' communication proficiency in the context of English learning and acquisition have not received much attention among scholars (Borg, 2007). (Nik Hashim et al., 2014) However, as Akbari and Allvar (2010) state that as far as we know, "little if any empirical evidence exists to enable us to determine which set of English as a foreign language (EFL) teachers' characteristics correlates with positive students' learning outcomes". Personality becomes an important role in acquiring foreign language both in school or college.

In addition, (Riswanto & Aryani, 2017) student achievement can describe the level of student achievement in terms of knowledge and skills formulated by the learning objectives for the school curriculum (Levpuscek & Zupancic, 2008; Nemeth & Long, 2012). The results of the tests that are followed by students reflect the extent to which students can achieve learning objectives in each subject in an educational institution, thus improving student learning achievement illustrates the quality of education that develops better. (Riswanto & Aryani, 2017) Decreased student learning achievement illustrates the low quality of

education (Joy et al., 2013; Lee et al., 2013; Levpuscek & Zupancic, 2008; Shatzer et al., 2013).

Talking about the problem of low education is inseparable from increasing teacher competency and professionalism. The teacher is most important element in the education process because qualified teachers are very important to the education system and to improve the quality of learning. Without teachers, education is only a slogan and image because all forms of policy in the education sector will ultimately determine the achievement of educational goals is the teacher. The teacher becomes the focal point and the beginning of all educational development. and then, also the personality of the teacher will be very influential in efforts to develop teacher professionalism.

The attitude and personality of the teacher is very important in carrying out their duties because the learning process tends to influence the behavior of the teacher in teaching, while the teacher's behavior in teaching will affect students in learning, the teacher's behavior will affect the behavior of students. Students will continuously react to the attitudes, values and personality of the teacher. Teaching something to students requires authority so that students want to be arranged with pleasure. Authority begins with good example, both exemplary in the scope of the school and in the sphere of society, the teacher must always maintain his authority by always being good in accordance with the norms and values that apply in the community.

## **B. Identification of the Problems**

Based on the background of the problems, the identification of the research as follow:

- a. Low education is inseparable from increasing teacher competency and professionalism.
- b. The attitude and personality of the teacher is very important in carrying out their duties because the learning process tends to influence the behavior of the teacher in teaching.

## **C. Limitation of the Problems**

Based on the background of the study there is a problem, the researcher limits the problems in this research only to find out whether there is a correlation or not between teachers personality on students' English achievement.

## **D. Statement of the Problems**

After conduct the limitation of the problems, the research problem is formulated as follow:

1. Is there any correlation between extrovert and introvert teachers on students' English achievement?
2. Is there any significant difference between extrovert and introvert teachers on students' English achievement?

### **E. The Objective of the Research**

Based on problems statement of the study, the aims of this study are as follows:

1. To find out whether there is correlation between students' English achievement by extrovert and introvert teachers at SMPN 3 Ketanggungan.
2. To find out whether there is a significant difference between extrovert and introvert teachers in students' English achievement at SMPN 3 Ketanggungan.

### **F. Significances of the Research**

The results of this research are expected to be beneficial both theoretically and practically elaborated in the following section.

### **G. Theoretical Significances**

- a. This research will help the reader to get more knowledge and information about difference Extrovert and Introvert English Teachers on Students Learning Achievement.
- b. Helping teachers to recognize the importance of their personality role in enhancing students' achievement and general English achievement. Although there are other factors (e.g., sex, attitude motivation, etc.)
- c. It could reveal some of information on the teachers' personality and teaching method and their effects on students who learn EFL. It may be helpful for formulating different teaching strategies to overcome the students' problems.



- d. Help teachers to think of their personality, achieve more skills, or succeed in teaching English as a foreign language (EFL).

#### **H. Practical Significances**

This research may have the way for future research studies in the same field. Furthermore, findings of this study would greatly benefit the Ministry of Education in primary and secondary schools. The teachers may know themselves to integrate their personality strength to make their teaching techniques more effective needed in achieving the educational development as well as achieving their own pedagogical goals.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES, FRAME OF THINKING, AND HYPOTHESIS**

This chapter presents review of related theories, frame of thinking, and hypothesis formulating. The reviewed theories related to students learning achievement, Extrovert and Introvert Teachers, and characteristics of Extrovert and Introvert Teacher.

#### **A. Previous Studies**

In compiling this study research project, the researcher refers to some previous studies which are related to the study project proposal.

First, Nik Mohd Hazrul and Nik Hashim from University Kebangsaan Malaysia (Feb, 2014). They conducted a research entitled *Relationship between Teacher's Personality, Monitoring, Learning Environment, and Students' EFL Performance*. They have investigated the effect of teacher-student personal involvement, namely the relationship between teacher monitoring and personality on the communication skills of EFL students. This study aims to predict the extent of teacher characteristics and environmental learning factors in influencing students' communication skills. and the results show that the teacher's personality is an important determinant in English proficiency of students. Monitoring efforts, however, do not have a direct influence on English language proficiency but other factors that can influence are the personality of the teacher and the tertiary facilities, the interaction effect coefficient being significant. The results also revealed that classroom conditions did not affect the

teacher's personality to improve student learning outcomes, but acted more dominantly as a predictor that could directly improve student learning outcomes in English. The first previous studies employed experimental approach and used quantitative research design to gain a better understanding of the direct (determinants) and indirect (moderators) linkages that influence students' English proficiency. And then, instrument by survey questionnaire, the procedure use random sampling technique data. The results also reveal that classroom conditions do not interact with teacher's personality to improve student learning outcomes, nonetheless acts more predominantly as a predictor that directly enhances students' learning. Important research implications and future research directions are suggested.

Second, Fatemeh Mozaffari and Zeinab Ghodratinia from University of Shahrood, Iran (Sep. 2015). They conducted a research entitled *Extroversion and Introversion: the Effect of Teacher's Personality on Elemntary EFL Learners' Achievement*. They investigate the different subconscious effects that was applied to introverted and extroverted teachers on student success in language learning. The results showed a significant difference between the success of students taught by extroverted teachers compared to introverted teachers. In addition, student learning outcomes with extroverted teachers have more homogeneity than student learning outcomes with introverted teachers. For the second previous studies employed experimental approach and used quantitative research design, and also aims at investigating different subconscious effects that introverted and extroverted teachers impose on students' success in learning a

language. The studies employed random sampling technique data, the instrument by Eysenck personality Inventory (EPI) test, and The researcher collected the learners' final scores obtained by them in their last semester (S0) in addition to Learners' final scores obtained after two fifteen-session semesters, S1 and S2 respectively taught by the introverted and the extroverted teachers. The students' achievement in each semester is compared to their previous semester. Results indicated the effectiveness of the extroverted teacher for there was a significant difference between the learners' success in S2 (the class taught by the extroverted teacher) compared to S1 (the class taught by the introverted teacher) and their success in S1 compared to S0. Moreover the students' scores with the extroverted teacher had more homogeneity compared to their scores with the introverted teacher.

The last, Ehsan Namazian Dost and Nabiallah Khash Hafshejani from Islamic Azad University, Ahvaz, Iran (Jun, 2017). They conducted a research intitled *The Impact of Teachers' Personality on Senior High school EFL Learners' General English Achievement*. They investigated the effect of the teacher's personality on the achievement of the English Language Test (GET) common among Iranian EFL high school students. The results showed a significant difference between students taught by extroverted teachers and introverted teachers in the achievement of the English Language Test (GET) common among Iranian EFL high school students. The results of this study in the future can help EFL practitioners consider the teacher's personality as an important criterion that can influence student language learning. For third

previous studies employed descriptive qualitative design, focus on the effects of teacher personality on General English Test (GET) achievement, instrument by MBTI (Myers-Briggs Type Indicator) questionnaire, use random sampling data, the results that the students with extroverted teachers are more significantly outperformed the students with introverted teachers ( $p < 0.05$ ). The results of this study may help the EFL practitioners consider the teachers' personality as vital criteria which could affect students' language learning.

To prove the originality of this study, the research compares this study with the previous studies. Undoubtedly, they have similarities and differences. The general similarities are located on the students' achievement on teachers' personality, questionnaire test, SPSS and quantitative design.

Moreover, the first previous study and this research employ the similar approach, which is correlation study. The differences are located on the second and third studies with this research. They employed experimental research, whereas this study employed correlation study. In addition, this research is also supported by the data from questionnaire and interview.

## **B. Review of Related Theories**

This chapter consists of some theories which support this study. I took some of theories related to the topic for many sources. This chapter explains about English Students' Learning Achievement, definition of Extrovert and Introvert Teacher, and characteristics of extrovert and introvert teacher.

### **a. Students' Learning Achievement**

This part describe about definition of learning, definition of students learning achievement and Factors that affect learning achievement.

#### **1) Definition of learning**

According to Slameto in (HAJRIAH, 2015) suggests that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. but, (Tegelman et al., 1990) according While Henry E. Garrett believes that learning is a process that lasts for a long time through practice and experience that leads to change and the way in responding to a certain stimulus change. Based on the above opinion, learning is the process of student interaction with educators and learning resources in a learning environment that includes teachers and students exchanging information where students can learn and dominate the content of the lesson to achieve a specified objective (cognitive aspects), can also affect changes in attitude (aspects affective), as well as the skills (psychomotor aspects) of a student.

## 2) definition of students' learning achievement

According to Nurkencana in (HAJRIAH, 2015) suggests that learning achievement is the result had been achieved or acquired form of the subject child. She added that learning achievement is a result that results in changes in individuals as a result of activities in learning.

After tracing the description above, it can be understood that learning achievement is a measurement of the results of the assessment of learning efforts assessed in the form of symbols, letters and sentences whose results have been achieved by each student in a certain period in cognitive, affective and psychomotor factors after participating in the learning process measured by the relevant test instrument.

### b. Factors that Affect Learning Achievement

There are two factors in students learning achievement is factors internal and factors external.

#### 1) Factors from within the student (internal)

Internal factors are factors that originate from within oneself or from within individuals who are learning. Internal factors are factors that are considered to affect the low student learning outcomes, because students as the main actors in learning must always be in a condition that is ready to receive lessons so that learning objectives are achieved. (HAJRIAH, 2015) In connection with these internal factors are the level that needs to be addressed by Slameto (1995: 54), namely physical factors and psychological factors.

a) Physical Factors

In these physical factors can be divided into two factors namely health and disability factors. In the first, health factors. The health factor is very influential on student learning, if the student's health is disturbed for example tired, lacking enthusiasm, dizziness, drowsiness, or in a state of wilting, then it can be ascertained that there is a decrease in student learning outcomes. The second, Disability. Disability is something that causes less good or less perfection of the body or bodies. These defects in the form of blind, partially blind, stationery, broken leg, broken arm, paralyzed, and others.

b) Psychological factors

May include intelligence, attention, talent, interest, motivation , maturity, readiness.

(1) Intelligence

According to Slameto in (HAJRIAH, 2015) suggests that intelligence or competence consists of three types of skills to cope and adapt to new situations quickly and effectively learn / use abstract concepts effectively, knowing the relationship and learn it quickly.

(2) Attention

According to Slameto in (HAJRIAH, 2015) suggests that the concern is heightened activity of soul which the soul even then aims solely to an object or thing or collection of objects.

To ensure students get effective learning, they must get attention from the material being studied. If the material is not a concern of students, then students



will feel bored, so he no longer likes learning. So that students can learn well, try using textbooks that are appropriate to the hobbies and talents of students or books that can interest students.

### (3) Talent

According to Slameto in (HAJRIAH, 2015) that talent is the capacity to learn. In other words, talent is the ability to learn. Ability will be realized after the achievement of the skills learned or trained routinely because talent is the ability or potential possessed by a person's potential from birth to achieve success in the future with continuous effort.

### (4) Interest

Students who like to read will be able to get better knowledge. Thus, insights will be expanded so that it will greatly affect student learning achievement or optimal achievement because students who do not have a serious interest in learning then there is no attraction for students to develop

### (5) Motivation

According to Slameto in (HAJRIAH, 2015) that the motivation to be intimately linked with the objectives to be achieved in the study, in determining that goal can be realized or not, but to achieve that goal needs to do, while the cause is the motivation to do it themselves as a power mover or pusher.

### (6) Maturity

According to Slameto in (HAJRIAH, 2015) that the behavior or maturity is something a person in the growth phase in which the means of his body was ready to implement new skills. Based on the opinion above, organs are said to

have matured when the creature itself has reached the ability to carry out their respective functions when ripe or it's time to come on its own, so learning will be more successful. Whether the child is ready or ripe to follow the teaching and learning process.

#### (7) Readiness

According to Slameto in (HAJRIAH, 2015) that prepares to respond or React, means a willingness to provide a response or reaction.

#### 2) Factors from within the student (external)

##### a) Family

Parents as people who are very close to children, will also determine the way / learning achievement of children. The condition of the family environment that really determines one's learning success include a harmonious relationship among family members, the availability of adequate learning places and equipment, an adequate family economic situation, a quite calm home environment, a great attention from people parents towards the development of the learning and education process of their children.

##### b) School

School is a formal institution in which there are curricula, teachers, students, learning methods, learning media, and facilities needed to conduct learning activities. the level of student learning success is higher in schools that apply good discipline / discipline than schools that have a low level of discipline. This discipline, among others, is reflected through adherence to comply with

school rules such as school hours, after school hours, doing class picket, doing homework, and so on.

c) Society

Student activities in the community will basically have a positive impact on further development, as long as these activities can be maintained in balance with learning activities. If you cannot maintain a balance between learning and activities carried out in the community, in the future it will be detrimental. Furthermore, mass media, especially radio, newspapers and television can have a positive influence and can also have a negative influence.

c. Extrovert and Introvert Teacher

Personality is a characteristic pattern or thought of someone about feelings and behavior. Personality traits are broad behaviors that describe someone's personality such as friendly, patient, etc. But according to Carl Jung, a person's personality can be separated into extroverts and introverts. (Geyer, 2012) Carl Jung's perspective on personality is quite broad; He writes that what appears to be random behavior is actually the result of differences in the way people prefer to use their mental capacities. Jung's theory of personality types shows various patterns of behavior and attitudes. He identified four important psychological functions: thinking, feeling, sensation, and intuition. Each function can be experienced by introverted or extraverted, and one of the functions is more dominant in each of us.

Extraverted Sensing: Experiencing the immediate context; taking action in the physical world; noticing changes and opportunities for action; accumulating

experiences; scanning for visible reactions and relevant data; recognizing "what is." Noticing what was available, trying on different items, and seeing how they look.

Introverted Sensing: Reviewing past experiences; "what is" evoking "what was"; seeking detailed information and links to what is known; recalling stored impressions; accumulating data; recognizing the way things have always been. Remembering the last time you wore a particular item or the last time you were at a similar event—maybe even remembering how you felt then.

Extraverted iNtuiting: Interpreting situations and relationships; picking up meanings and interconnections; being drawn to change "what is" for "what could possibly be"; noticing what is not said and threads of meaning emerging across multiple contexts. Noticing the possible meanings of what you might wear: "Wearing this might communicate..."

Introverted iNtuiting: Foreseeing implications and likely effects without external data; realizing "what will be"; conceptualizing new ways of seeing things; envisioning transformations; getting an image of profound meaning or far-reaching symbols. Envisioning yourself in an outfit or maybe envisioning yourself being a certain way.

Extraverted Thinking: Segmenting; organizing for efficiency; systematizing; applying logic; structuring; checking for consequences; monitoring for standards or specifications being met; setting boundaries, guidelines, and parameters; deciding if something is working or not. Sorting out different colors

and styles; thinking about the consequences, as in "Since I have to stand all day..."

Introverted Thinking: Analyzing; categorizing; evaluating according to principles and whether something fits the framework or model; figuring out the principles on which something works; checking for inconsistencies; clarifying definitions to get more precision. Analyzing your options using principles like comfort or "Red is a power color."

Extraverted Feeling: Connecting; considering others and the group-organizing to meet their needs and honor their values and feelings; maintaining societal, organizational, or group values; adjusting to and accommodating others; deciding if something is appropriate or acceptable to others. Considering what would be appropriate for the situation: "One should or shouldn't wear..." or "People will think..."

Introverted Feeling: Valuing; considering importance and worth; reviewing for incongruity; evaluating something based on the truths on which it is based; clarifying values to achieve accord; deciding if something is of significance and worth standing up for. Evaluating whether you like an outfit or not: "This outfit suits me and feels right."

#### d. Description ESTP

Extraverted Sensing Thinking Perceiving

ESTPs are spontaneous, active folks. Like the other SPs, ESTPs get great satisfaction from acting on their impulses. Activities involving great power, speed, thrill and risk are attractive to the ESTP. Chronic stifling of these impulses makes the ESTP feel "dead inside".

Furthermore, Gamesmanship is the calling card of the ESTP. Persons of this type have a natural drive to best the competition. Some of the most successful salespersons are ESTPs. P.T. Barnum ("Never give a sucker an even break") illustrates the unscrupulous contingent of this type.

Almost unconsciously ESTPs look for nonverbal, nearly subliminal cues as to what makes their quarry "tick". Once they know, they wait for just the right time to trump the unsuspecting victim's ace and glory in their conquest. Oddly enough, ESTPs seem to admire and respect anyone who can beat them at their own game.

#### e. ESTP Learning Style

How ESTPs acquire, memorize and recollect information

In ESTPs, interest in learning a subject is driven by the question, "Will learning this help me act more effectively?" If the answer is yes, the more thoroughly and specifically they can learn what they can do, the greater their interest in the topic, and the greater their desire to apply what they learn. Their

interest in studying something is stimulated by the desire to find practical solutions to pressing problems.

ESTPs understand learned information in a concrete, factual way and immediately grasp how it can be applied. They can learn well in both an organized educational system (e.g., an organized degree or certification program), as well as from sources not unified by a single formal learning process (e.g., individual courses or readings). They are able to learn material on their own - mostly that of practical nature.

They easily and quickly retain new material if it is presented as a practical guide for action. ESTPs are capable of remembering material built on a logical framework, as well as substantial amounts of information lacking logical cohesion. Retention is improved if the material is delivered using a variety of examples. ESTPs are able to accurately reproduce received information, including details of rapidly changing environment.

ESTPs are capable of actively using material they have learned well and understood in concrete, straightforward applications. ESTPs have a moderate level of tolerance to high levels of learning related stress. They do not always evenly distribute their efforts when learning new material.

<b>ESTP LEARNING STYLE</b>	
An ESTP's learning is improved when:	An ESTP's learning is hindered when:
<ol style="list-style-type: none"> <li>1. Material is illustrated using concrete, real-life examples</li> <li>2. Material is of a practical nature</li> </ol> <p>Logical flow is evident in the delivery of the material</p> <ol style="list-style-type: none"> <li>3. Active learning methods such as debates, brainstorming and contests are used</li> <li>4. They participate in group work with the material</li> </ol>	<ol style="list-style-type: none"> <li>1. Material is overly conceptual</li> <li>2. Material lacks practical application (strongly reduces interest)</li> <li>3. Material appeals primarily to the finer feelings</li> </ol>

Table 1.1 ESTP Learning Style

#### f. ESTP Communication Skills

ESTPs are active communicators who know how to persuade and engage others with their speech. However, some people may be offended by their straightforwardness. The more variety ESTPs have in their communication, the more energetic they are and the greater their sense of fulfillment in life. ESTPs find it easy to communicate with various personality types, although they tend to be more superficial with some of them. ESTPs sometimes find it hard to express finer feelings; such topics as love, lyric poetry, and any subtleties of emotional experience may not evoke a strong emotional response in them.



ESTPs often have many friends and acquaintances, with whom they discuss practical measures and actions that need to be taken to address certain issues.

ESTPs tend to have a large number of business contacts, and they actively and frequently interact with them. Those who work in their field are often interested in their professional opinion. An ESTP's business communication is usually focused on the exchange of opinions, as well as the discussion of concrete measures and practical solutions.

ESTP COMMUNICATION SKILLS	
What helps successful communication for an ESTP:	What hinders successful communication for an ESTP:
<ol style="list-style-type: none"> <li>1. the topic deals with aspects of practical solutions</li> <li>2. the topic requires that active measures be taken</li> <li>3. the topic mostly deals with concrete current issues</li> <li>4. the topic calls for a quick reaction (e.g. an emergency)</li> </ol>	<ol style="list-style-type: none"> <li>1. the topic relates to abstract and theoretical issues</li> <li>2. the topic heavily involves finer feelings</li> <li>3. prolonged communication with NF people</li> </ol>

Table 1.2 ESTP Communication Skills

g. Description INFJ

Introverted iNtuitive Feeling Judging

INFJs are distinguished by both their complexity of character and the unusual range and depth of their talents. Strongly humanitarian in outlook, INFJs tend to be idealists, and because of their J preference for closure and completion, they are generally "doers" as well as dreamers. This rare combination of vision and practicality often results in INFJs taking a disproportionate amount of responsibility in the various causes to which so many of them seem to be drawn.

INFJs are deeply concerned about their relations with individuals as well as the state of humanity at large. They are, in fact, sometimes mistaken for extroverts because they appear so outgoing and are so genuinely interested in people -- a product of the Feeling function they most readily show to the world. On the contrary, INFJs are true introverts, who can only be emotionally intimate and fulfilled with a chosen few from among their long-term friends, family, or obvious "soul mates." While instinctively courting the personal and organizational demands continually made upon them by others, at intervals INFJs will suddenly withdraw into themselves, sometimes shutting out even their intimates. This apparent paradox is a necessary escape valve for them, providing both time to rebuild their depleted resources and a filter to prevent the emotional overload to which they are so susceptible as inherent "givers." As a pattern of behavior, it is perhaps the most confusing aspect of the enigmatic INFJ character to outsiders,

and hence the most often misunderstood -- particularly by those who have little experience with this rare type.

Due in part to the unique perspective produced by this alternation between detachment and involvement in the lives of the people around them, INFJs may well have the clearest insights of all the types into the motivations of others, for good and for evil. The most important contributing factor to this uncanny gift, however, are the empathic abilities often found in Fs, which seem to be especially heightened in the INFJ type (possibly by the dominance of the introverted N function).

This empathy can serve as a classic example of the two-edged nature of certain INFJ talents, as it can be strong enough to cause discomfort or pain in negative or stressful situations. More explicit -inner conflicts are also not uncommon in INFJs; it is possible to speculate that the causes for some of these may lie in the specific combinations of preferences which define this complex type. For instance, there can sometimes be a "tug-of-war" between NF vision and idealism and the J practicality that urges compromise for the sake of achieving the highest priority goals. And the I and J combination, while perhaps enhancing self-awareness, may make it difficult for INFJs to articulate their deepest and most convoluted feelings.

Usually self-expression comes more easily to INFJs on paper, as they tend to have strong writing skills. Since in addition they often possess a strong personal charisma, INFJs are generally well-suited to the "inspirational" professions such

as teaching (especially in higher education) and religious leadership. Psychology and counseling are other obvious choices, but overall, INFJs can be exceptionally difficult to pigeonhole by their career paths. Perhaps the best example of this occurs in the technical fields. Many INFJs perceive themselves at a disadvantage when dealing with the mystique and formality of "hard logic", and in academic terms this may cause a tendency to gravitate towards the liberal arts rather than the sciences. However, the significant minority of INFJs who do pursue studies and careers in the latter areas tend to be as successful as their T counterparts, as it is *\*iNtuition\** -- the dominant function for the INFJ type -- which governs the ability to understand abstract theory and implement it creatively.

In their own way, INFJs are just as much "systems builders" as are INTJs; the difference lies in that most INFJ "systems" are founded on human beings and human values, rather than information and technology. Their systems may for these reasons be conceptually "blurrier" than analogous NT ones, harder to measure in strict numerical terms, and easier to take for granted -- yet it is these same underlying reasons which make the resulting contributions to society so vital and profound.

Beneath the quiet exterior, INFJs hold deep convictions about the weightier matters of life. Those who are activists - INFJs gravitate toward such a role - are there for the cause, not for personal glory or political power.

INFJs are champions of the oppressed and downtrodden. They often are found in the wake of an emergency, rescuing those who are in acute distress. INFJs

may fantasize about getting revenge on those who victimize the defenseless. The concept of 'poetic justice' is appealing to the INFJ.

"There's something rotten in Denmark." Accurately suspicious about others' motives, INFJs are not easily led. These are the people that you can rarely fool any of the time. Though affable and sympathetic to most, INFJs are selective about their friends. Such a friendship is a symbiotic bond that transcends mere words.

#### h. INFJ Learning Style

How INFJs acquire, memorize and recollect information

An INFJ's interest in learning a subject is related to the question, "Is it good for people?" The more they see a topic to be beneficial to others, the greater their interest in the topic and the greater their desire to actively engage in it. Their interest in studying the material is motivated by their desire to find solutions to people-related issues.

INFJs easily take in information when a significant part of it is devoted to the topic's relevance and connection to people. They also learn easily if the knowledge they receive significantly expands the boundaries of their understanding and opportunities for application in the given area, and appeals to their feelings or moral values. They are able to quite easily comprehend material even when it consists of information that lacks significant logical flow. For example, learning the rules of the road may be no more difficult for an INFJ than

grasping a theory. They are capable of independently learning and understanding new material.

INFJs are capable of mechanical memorization, but the amount retained this way is less than from memory based on understanding. INFJs are capable of accurately reproducing received information, especially if they associate it with any feelings.

INFJs are able to actively apply acquired knowledge and skills to their work. They can apply them in concrete assignments or further develop them in a given direction. Working with material they have learned, understood, and internalized brings them great enjoyment.

INFJs have a high level of tolerance to high levels of learning related stress, but they prefer to evenly distribute their efforts when learning new material and avoid last-minute cramming.

INFJ LEARNING STYLE	
An INFJ's learning is improved when:	An INFJ's learning is hindered when:
<ol style="list-style-type: none"> <li>1. Material is delivered on a theoretical basis, especially as it relates to the humanities and social sciences</li> <li>2. They work independently with the study material</li> <li>3. They participate in group work with</li> </ol>	<ol style="list-style-type: none"> <li>1. They do not consider the material to be of personal importance</li> <li>2. Large amounts of information lacking substantial conceptual connection are delivered at a fast pace</li> </ol>

<p>the material (can be a good supplement to independent work)</p> <p>4. The same material is repeatedly presented (improves retention)</p> <p>5. Material is delivered from different viewpoints and using varied examples (improves retention)</p> <p>6. Material is complex (often increases their drive to learn it)</p> <p>7. Learning is systematic (e.g., an organized degree or certification program)</p> <p>8. Visual aids and active learning methods are used</p> <p>9. Material is delivered at a moderate pace</p>	<p>3. The knowledge gained does not significantly broaden and deepen their understanding in the field (reduces interest)</p> <p>4. The material does not engage their feelings</p>
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Table 1.3 INFJ Learning Style

### i. INFJ Communication Skills

To help others wherever possible, and even when it seems impossible, is what fills an INFJ's life with meaning and serves as their main motivation. This is their main orientation in the world, and it defines how they relate to events and to people around them.

In communication INFJs come across as thoughtful, supportive, and caring. Communication with an INFJ is pleasant and easy, since they are inherently well-disposed towards the other party. They are attentive and empathetic to other people's feelings. Whenever one communicates with an INFJ, he or she instantly feels just how much they care about the people they know.

INFJs find it easy to communicate with people of various types and on a variety of topics. However, INFJs can occasionally come across as somewhat reserved in their communication. Yet what they do when they appear reserved is taking time to sort out their feelings and thoughts of other people or current events

An INFJ's everyday social circle is unlikely to be extensive. It mostly consists of close friends, colleagues, and family members.

However, INFJs tend to have a large number of business contacts, and their communication routine can be rather intense. Those who work in the same field (e.g. coworkers or colleagues) are often reliant on, or interested in, an INFJ's expert opinion or counsel on professional subjects. An INFJ is perfectly capable of maintaining an eventful business communication agenda involving an exchange of ideas and opinions, as well as practical solutions.



## INFJ: Strategies for Successful Communication

An INFJ finds it easy to establish a common ground with people of a mindset similar to theirs - or, in other words, the representatives of intuitive/feeling (NF) personality types such as ENFJ, INFJ, ENFP, and INFP. Since these types have similarity in the way of perceiving the world, INFJs are open to active communication with them, find it easy to talk about their feelings and views, and are likely to comprehend other party's feelings and views.

In their interaction with the representatives of intuitive/thinking types (NT), including ENTJ, INTJ, ENTP, and INTP personality types, INFJs should rely on conceptual and logical communication. And while many INFJs form their opinion based on their feelings, whereas the NT people for the most part strive to maintain an objective view of events, the parties often find common ground for compelling discussion and search of solutions.

In their communication with the representatives of sensing/feeling types (SF), including ESFJ, ISFJ, ESNP, and ISFP personality types, INFJs should try to orient their manner of communication toward feelings, facts, and actual sensations. INFJs can usually adapt to this manner of communication easily enough, although they may find prolonged or frequent contacts with the representatives of the SF group taxing.

INFJs may find it challenging to communicate with the representatives of sensing/thinking types (ST), including ESTJ, ISTJ, ESTP, and ISTP. INFJs should strive to confine their communication with ST people to facts and their direct

logical implications. However, some of the manifestly “feeling” (F) representatives of the INFJ type find it hard to maintain this sort of communication. They have to struggle to find argumentation that people from the ST group will understand, and therefore they may often resort to keeping their communication brief. In order to establish a level of discussion that both parties will find acceptable, an INFJ has to tune into the communication style compatible with the ST people in advance. On the other hand, many ST people manage to establish very trusted relationships with INFJs. The reason is that these people sometimes need a confidant, and they find someone capable of hearing them out and empathizing with their emotions in an INFJ.

<b>INFJ COMMUNICATION SKILLS</b>	
What helps successful communication for an INFJ:	What hinders successful communication for an INFJ:
<ol style="list-style-type: none"> <li>1. the matter of discussion touches the fine feelings of the soul</li> <li>2. the matter of discussion is of a conceptual nature</li> <li>3. the matter of discussion requires a creative approach</li> <li>4. there is ample time to ponder a given topic</li> </ol>	<ol style="list-style-type: none"> <li>1. the matter of discussion is of a wholly practical, mundane nature</li> <li>2. the matter of discussion does not involve feelings</li> <li>3. prolonged business communication with people from the ST group</li> </ol>

Table 1.4 INFJ Communication Skills

j. characteristic student in junior high school

- 1) Students of Junior high school students tend to get bored with activities that are just sitting or doing the same activity over a long period of time in the classroom.
- 2) Learning English with an active learning approach, game-based learning, or other activities that accommodate student kinesthetic can be developed to create a fun learning atmosphere.
- 3) Teenagers are often easy angry, his emotions tend to explode, and he doesn't try control their feelings because adolescent emotions are stronger and more controlling themselves rather than realistic behavior. That is why the teacher's personality must be balanced with the students.
- 4) To reach emotional maturity, adolescents must learn to acquire images about situations that can cause emotional reactions. The way is by discussing various personal problems with other people. Openness, feelings, and personal problems are influenced in part by a sense of security in social relationships.

### **C. Theoretical Framework**

Based on the theories above, the writer can present a frame thinking of the research. It takes the right personality also in teaching students. It means that every teacher must have a certain personality in teaching students so that learning outcomes are good.

### **D. Hypothesis**

(Syed Muhammad Sajjad Kabir, 2018) states that “a hypothesis is a tentative statement about the relationship between two or more variables. A hypothesis is a specific, testable prediction about what you expect to happen in your study”.

Based on the problems above, the hypothesis of the study stated as follows:

H0 : there is no correlation between extrovert and introvert teachers on students English achievement at SMPN 3 Ketanggungan.

H1 : there is correlation between extrovert and introvert teachers on students English achievement at SMPN 3 Ketanggungan.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents overall design of the study, research subject, data collection techniques and instrument, data collection procedures and data analysis.

#### **A. Approach, Type and Design of the Research**

In this study the researcher wants to get the information about correlation between extrovert and introvert teachers on English students learning achievement at junior high school in Brebes. In this case the researcher used the correlation approach. (Schober & Schwarte, 2018) Correlational approach is a measure of a monotonic association between 2 variables. A monotonic relationship between 2 variables is a one in which either (1) as the value of 1 variable increases, so does the value of the other variable; or (2) as the value of 1 variable increases, the other variable value decreases. Researchers often aim to study whether there is some association between 2 observed variables and to estimate the strength of this relationship.

The researcher used bivariate correlative type. (Zaid, 2015) Bivariate correlation is a measure of the relationship between the two variables; it measures the strength and direction of their relationship, the strength can range from absolute value 1 to 0. The stronger the relationship, the closer the value is to 1. Direction of The relationship can be positive (direct) or negative (inverse or contrary); correlation generally describes the effect that two or more phenomena occur together and therefore they are linked.

This method is very flexible as researchers can gather large amounts of data in very little time. However, it is subject to survey response bias and can also be affected by biased survey questions or under-representation of survey respondents or participants. These would be properly explained under data collection methods in correlational research.

The researcher used quantitative research design. According Aliaga, and Gunderson (2002) in (Apuke, 2017), describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics.

Conducting bivariate correlative research focused on the specific components of the description such as research questions, construction, size, samples, and refining and analysis methods that will be very important when designing and conducting effective survey research. Another benefit of correlational research is that it opens up a great deal of further research to other scholars. When researchers begin investigating a phenomenon or relationship for the first time, correlational research provides a good starting position. It allows researchers to determine the strength and direction of a relationship so that later studies can narrow the findings down and, if possible, determine causation experimentally.

## **B. Population, Sample and Technique of Sampling**

### a. Population

According to Sugiyono in (Muslih & Sari, 2017) suggests that population is generalization region consisting of the object or subject that has certain qualities and characteristics defined by the researchers to be learned and conclusions drawn. The population of the research was including 2 teachers in SMPN 3 Ketanggungan, because there are two teachers who teach VIII class.

### b. sample

According to (Muslih & Sari, 2017) that sample is part of the number and characteristics possessed by this population. When a large population, and researchers may learn all there is in the population, for example, because of limited funds, manpower, and time, researchers can use the sample drawn from that population, the conclusion can be applied to the population. For that samples taken from the population to be truly representative (representing). The researcher got two teachers as the sample. It consisted of extrovert teacher as A sample, and introvert teacher as B sample. After the numbers of extrovert and introvert teacher were known from the result of the questionnaire.

### c. Technique of Sampling

According to Hadi (1994: 75) in (Dian Probo Astomo, 2017) states that sampling is a technique of taking a sample out of population. The best procedure to acquire a certain kind of sample is random sampling. There is underlying random sampling which of all the part of population have same opportunity to be

include in part of sample. The researcher used total sampling technique because all of the populations were taken as samples.

### **C. Research Variable**

According to (Fraser Health Authority 2011, p 20) in (Apuke, 2017) suggest that “A variable is a property or characteristic of things and people that vary in quality and quantity”. A variable is not only something that you measure, but also something that you can manipulate and control for. Variable is also said as the characteristics of individual, object, indication, incident/event, which can be measured in quantitative or qualitative.

#### a) Variable Independent

Based on research project, that variable independent is extrovert and introvert teachers. according to (Apuke, 2017) that independent variable is a variable that is being manipulated in an experiment in order to observe the effect this has on a dependent variable (sometimes called an outcome variable). It can be symbolized by X.

#### b) Variable Dependent

Based on research project, that variable dependent is students English achievement. According to (Apuke, 2017) that the dependent variable is simply that; a variable that is dependent on an independent variable(s). It can be symbolized by Y.



#### **D. Data Collecting Technique**

The technique of data collection in this research includes documentation, test questionnaire and interview.

##### **a. Documentation**

It means that the researcher collects data from English teacher, such as students name list, student evaluation score from the first semester, Test questionnaire and the answer of interview.

##### **a) Questionnaire**

According to Goode and Hatt, in (Fox & Hunn, 2009) stated that questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by there searchers. In this case, the researcher used the questionnaire by MBTI (Myers-Briggs Type Indicator) from Ehsan Namazian Dost (Jun, 2017) journal that the respondents were asked to choose one answer that suits the characteristics of their by giving the sign (x) or a checklist (√). The researcher used questionnaire to get the data about personality of English teachers. The questionnaire consists of 64 items, involving the extrovert and introvert statements.

##### **b) Interview**

Interviews in qualitative research are in-depth explanations of central theme in the world of the subject's life. Main task interviewing is to understand the meaning of what the interviewee says. This instrument as a supporting data for questionnaire, and the question consist of 10 questions.

c) Checklist

The researcher used checklist from Ehsan Namazian Dost (Jun, 2017) journal for the students to their perception about extrovert and introvert teaching in the classroom. Here are the key areas to focus on when performing a teacher observation:

- 1) Effective Planning – This encompasses the preparedness of the instructor in the subject matter (e.g Are assignments and group work planned according to instructional needs? Does the instructor provide clearly thought out and stated directions? Are materials available and well organized?)
- 2) Teaching Techniques – This refers to the approach and delivery of the instructor to the subject matter (e.g Does the instructor: Make clear and practical demonstrations? Utilize guides and other available materials related to the lesson? Adjust their teaching method in accordance with student abilities?)
- 3) Student/ Teacher Relationships – This pertains to how the instructor interacts with their students academically. (e.g Does the instructor use positive statements to students? Does he/ she graciously accept less than “right” responses with slow students? Does he/ she work to maintain a friendly and respectful teacher-student relationship with his/ her pupils?)

### **E. Research Instrument**

According to Arikunto (2002: 136) in (Dian Probo Astomo, 2017) stated that research instrument is a device used by the researcher while collecting the data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed. The English teachers filled out a multiple choice questionnaire MBTI (Myers-Briggs Type Indicator) from Ehsan Namazian Dost (Jun, 2017) journal either in paper from paper that consist of 64 questions and select the answers. The result consisted of two personality is extrovert and introvert.

### **F. Technique of Analyzing Data**

The data analyzed after the researcher collects score of final test semester. data analysis is performed to determine the normality of the data and homogeneity of the sample. That means checking whether the research results meet the requirements of good research or not.

Data collected by questionnaire and interview. There are 4 steps for analysis data techniques in exploratory quantitative, such as validation data, editing data, coding data, and data analysis method, and compare the data with literature about the subject and it makes to conclusion.

- a. In the beginning of the research, researcher surveyed in every junior high school in Brebes to be research. And then, the researcher gave MBTI (Myers-Briggs Type Indicator) for the English teachers to determine extrovert and introvert. From school consists of 1 extrovert and 1 introvert English teachers.

- b. The second, 2 English teachers interviewed by the researcher about biodata, teaching experience, how to teach, and how to assess students.
- c. The third, the researcher collected all the results score of final tests to get the results of this correlation using descriptive statistics for mean, median, and mode.
- d. The last, is verification to make conclusion. Based on the show the data used table or transcript of questionnaire, the answer of interview, and data of descriptive statistic.

## CHAPTER IV

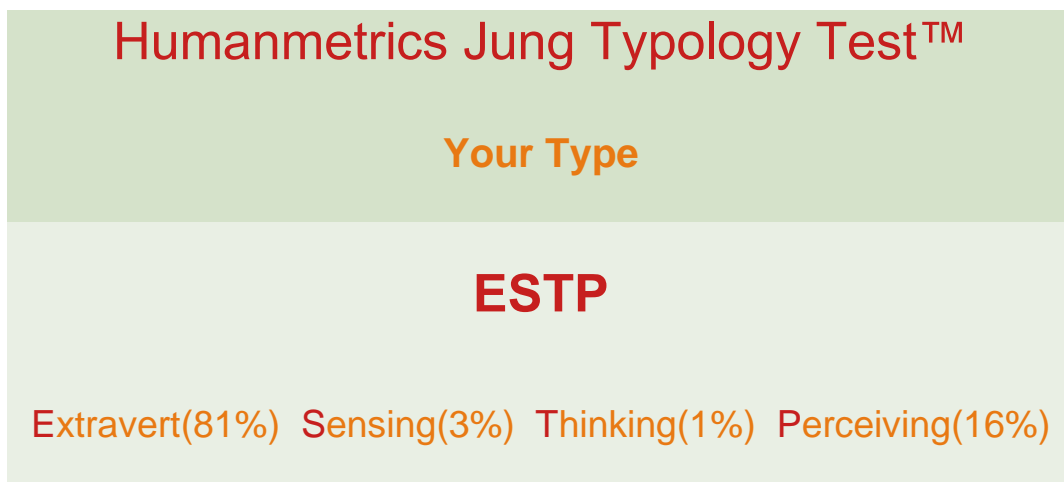
### RESEARCH RESULT AND DISCUSSION

This chapter presents research result, the result of questionnaire, the result of interview, the result of checklist perception students, and discussion.

#### A. Research Result

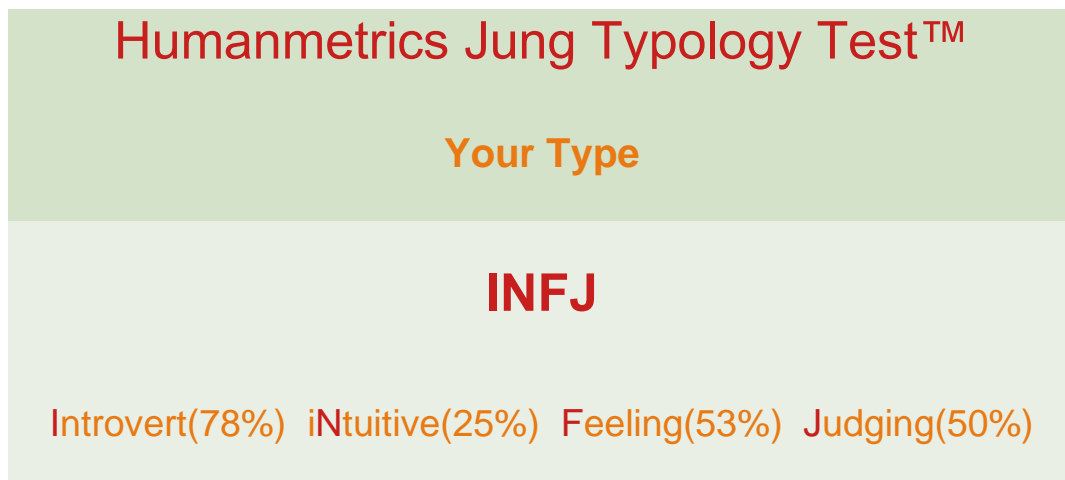
##### a. The Result of Questionnaire

The first data was taken from questionnaire. The questionnaire was conducted by the researcher to get the data for the analyze personality teachers was extrovert or introvert. Based on result of MBTI (Myers-Briggs Type Indicator) Test that who has extrovert personality is sample A and who has introvert personality is sample B.



- You have strong preference of Extraversion over Introversion (81%)
- You have marginal or no preference of Sensing over Intuition (3%)
- You have marginal or no preference of Thinking over Feeling (1%)
- You have slight preference of Perceiving over Judging (16%)

Table 1.5 result of MBTI Sample A



- You have strong preference of Introversion over Extraversion (78%)
- You have moderate preference of Intuition over Sensing (25%)
- You have moderate preference of Feeling over Thinking (53%)
- You have moderate preference of Judging over Perceiving (50%)

Table 1.6 Result of MBTI Sample B

b. The Result of Interview

The researcher gave 10 questions interview for the teachers. There are 3 kinds of the interview questions. Talk about background, talk about personality, and talk about classroom management.

For number 1, 5, 8 and 10 is questions about background. Talk about educational background, and experiences with a particular teaching strategy or technology. Because this is any correlation between English students learning achievement.

The answers about personality in the interview questions are the same as the answers in the questionnaire questions. That's in number 2, 3, 4, and 7 talk

about personality that the answer same with the questionnaire. This is just for supporting data to show the truth in the answers in the questionnaire.

But there are differences for the answer on number 6 and 9 about classroom management. It means that the personality teachers is very influential on the interaction between students and teachers, so that it will give different results on student learning outcomes, the ability of teachers to organize classroom and manage the behavior of their students is critical to achieving positive education outcomes. States that classroom management is the fundamental task of teaching for creating the condition in that productive and competent construction can happen.

Based on the result of interview above, the researcher find out similarities data from the MBTI (Myres-Briggs Type Indicator) questionnaire. It help the researcher explain, better understand, and explore research subjects' opinions, behavior, experiences, phenomenon, etc. Interview questions are usually open-ended questions so that in-depth information will be collected.

### c. Formulating Hypothesis

Based on result of MBTI (Myers-Briggs Type Indicator) Test, sample A as an extrovert English teacher, and sample B as an introvert English teacher. The researcher used SPSS for statistic t-test, and score final test as a data from VIII C and VIII H class for the participant.

#### → T-Test

[DataSet0]

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nila B. Inggris	Kelas C	32	71.0938	4.26811	.75450
	Kelas B	32	74.9688	14.89422	2.63295

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nila B. Inggris	Equal variances assumed	2.874	.095	-1.415	62	.162	-3.87500	2.73892	-9.35003	1.60003
	Equal variances not assumed			-1.415	36.057	.166	-3.87500	2.73892	-9.42949	1.67949

Table 1.7 The Result of T-Test

From the result above, the research found that sig. P was 0.95. As criteria of hypothesis is if sig. P > 0.05 so that H1 is accepted, the data is homogeneous. From the result is table above, sig. P 0.95 > 0.05 so that H1 was accepted, both of extrovert and introvert group were homogeneous.

The hypothesis testing used SPSS 21 which has been established, the independent t-test with two-tailed can be continued. With the 5% significance criteria are as follows:

Sig. (2-tailed) < 1,645 = H0 is accepted; H1 is rejected, there is no correlation between extrovert and introvert teachers on students' English achievement.



Sig. (2-tailed) > 1,645 = H0 is rejected; H1 is accepted, there is correlation between extrovert and introvert teachers on students' English achievement.

The result of computation showed that the sig. (2-tailed) was 0,162. It meant that students' English achievement of extrovert and introvert teachers no correlation since sig. (2-tailed) < a (0,162 < 1,645). To answer the first research question of this present research, based on the results, it could be concluded that the H0 is accepted since sig.  $P < 1,645$ , so that there is no significant different between extrovert and introvert teachers on students' English achievement.

d. The Result of Checklist perception students

The perception of 10 students from VIII C and VIII H about extrovert teacher and introvert teacher is same. Because the teachers follows prescribed curriculum, display evidence of teacher preparation, directions is clearly, the materials for class organized and available, uses available materials and resources, provides enrichment or remediation. For teaching techniques the extrovert or introvert teacher use demonstrates of content, makes effective use of a variety of available materials, practical demonstrations, and provides motivation. And the last, the relationship among students and extrovert or introvert teacher has several positive responses, because the teachers maintain interest or attention students, manage routine so as to avoid confusion, exhibit

poise, voice control, and tact, always use positive statements to students, makes supportive statements to students, and maintains a friendly and respectful teacher-student relationship.

## **B. Discussion**

This research discussed some interesting findings dealing with the teachers personality questionnaire, the English students learning achievement, the students scores represented by final test results, the result of interview teacher, the result checklist of perception students in teaching classroom, and the correlation between extrovert and introvert teacher on English students learning achievement at junior high school at Brebes.

The main result is about the correlation between extrovert and introvert teachers on English students learning achievement. The researcher used SPSS 21 in analyzing the data. Then, independent t-test with significant level 0.05 was used to compare the final test on VIII C and VIII H classes at SMPN 3 Ketanggungan. It revealed that there is no significant difference between extrovert and introvert teachers on English students learning achievement. From the students perception in checklist result that there is no differences about effective planning, teaching technique, and student/teacher relationship. The extrovert or introvert teacher gave the best for the students whatever their personality. It means that the teachers is very professional so it does not involve feelings or other problems related to personality in teaching students.

Personality traits cause people show similar behavior in different situations and also make the people's behavior different from the behavior of the others. So to understand personality traits we should understand and consider both the way people are different from each other and the way they are similar.

According to (Dai, 2008) in (Jalili & Mall-Amiri, 2015) stated that Personality is the “real self” of each person, and defines the way people think and behave, “Personality traits are thus organizational constructs; they influence how individuals organize their behavior to meet environmental demands and new challenges” .

According to (Chamorro-Permuzic et al, 2005) in (Jalili & Mall-Amiri, 2015) stated that we usually use the term of personality traits to explain others behaviors and also our own behaviors. It starts from a classification of fixed and observable patterns of behavior (taxonomy) to the expand to which people differ on these dimensions to predict variance in other observable behaviors, outcomes, or constructs like happiness, health, reaction time, or academic and job performance. Personality researches bring the opportunity for teacher to have better understanding about themselves and their roles in classroom communications. This understanding may cause impetus for change and adaption.

After finding that the extrovert and introvert personality was one of factors which can influence the extrovert and introvert teacher on English students learning achievement, the lecturer and teacher should consider them in teaching and learning process. The lecturer must realize that every students is unique. They have their own ways in learning English which gives strengthens and weaknesses during the proses. The educators should not expect students to have the same result on different language skills. It is because all the external and internal conditions are not the same. To get more precise assessment of the students results, the teachers psychological aspects should be taken into serious consideration in English teaching and learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter, presents conclusion and suggestions of the research. It aims to deliver some results which have been obtained in this research.

#### A. Conclusion

Based on the explanation of the previous chapter, this research is proposed for knows the correlation between extrovert and introvert teachers on students' English achievement at SMPN 3 ketanggungan. This study is proposed to answer whether or not there is a correlation between extrovert and introvert teachers on students' English achievement at SMPN 3 ketanggungan, the hypothesis were tested by using product moment formula, The result of computation showed that the sig. (2-tailed) was .162. It meant that English students learning achievement of extrovert and introvert teachers no significantly difference since sig. (2-tailed) < a (0,162 > 1,645). To answer the first research question of this present research, based on the results, it could be concluded that the H0 is accepted since sig. P < 01,645, so that there is no correlation between extrovert and introvert teachers on students' English achievement. Therefore, the hypothesis saying that "there is no correlation between extrovert and introvert teachers on students' English achievement at SMPN 3 Ketanggungan" was accepted.

Furthermore, the result of the students perception in checklist teacher observation teaching both of extrovert and introvert teacher showed that the extrovert and introvert teacher is same about effective planning, teaching technique and student/teacher relationship.

## **B. Suggestions**

The teachers can improve their method learning or communication with the students so that make the students have more motivation to learning English very well. Those following suggestion are offered:

### 1. Lecturers

Related to the result of this research, it is suggested that the English lecturers should give more attention to the personality students. Lecturers can create playful activities that involve physical and action in the English teaching class.

### 2. English Teacher

Furthermore, for the extrovert and introvert teachers who should know their personality so that they can establish the appropriate techniques or strategies in English learning. The teachers should understand themselves, especially in what skill they lack.

### 3. Students

The researcher suggests that the students should be more active in the class since this learning strategy can make the atmosphere of the class is very joyful to learn. They should more to master English skill that they are lack

off. Thus, they can improve themselves to achieve success in mastering all the English skills.

#### 4. Next Researcher

For further research, the researcher suggests to analyze why extrovert and introvert personality can influence English students learning achievement. It is because in the previous study stated that extrovert teacher were better performance in English students learning achievement. It will be a good idea to investigate why introvert teacher were not better than extrovert teacher on English students learning achievement. The researcher hopes that the another research can conducts a research about personality English teachers knows the phases of it, and the researcher believe that another data is gained in another result which are better than this research.

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# APPENDICES

NAMA : Athiroh Agustin, S.Pd

1. Apa latar belakang pendidikan anda?  
JAWAB ..... pendidikan bahasa inggris .....
2. Sebutkan lima kata sifat untuk menggambarkan diri anda?  
JAWAB ..... tempramen, ramah, realistic, optimis, rajin .....
3. Apa salah satu kelemahan anda, dan apa yang anda lakukan untuk memperbaikinya?  
JAWAB ..... suka mengerjakan sesuatu deadline, mengurangi waktu diluar agar pekerjaan lain cepat selesai .....
4. Apa minat dan hobi anda diluar kegiatan mengajar?  
JAWAB ..... tidak ada hal khusus .....
5. Mengapa anda memutuskan untuk menjadi guru?  
JAWAB ..... untuk meneruskan profesi orang tua .....
6. Bagaimana anda menangani siswa yang terus menerus mengganggu pembelajaran didalam kelas?  
JAWAB ..... dikeluarkan dari kelas sampai jam selesai .....
7. Bagaimana anda memotivasi siswa dalam pembelajaran bahasa inggris?  
JAWAB ..... memberikan pengalaman yang lebih menarik dengan pembelajaran diluar kelas .....
8. Bagaimana pengalaman anda dalam pembelajaran menggunakan teknologi?  
JAWAB ..... hanya memberikan respon positif sementara .....
9. Bagaimana anda menghadapi siswa anda yang sering membolos pada jam pembelajaran bahasa inggris?  
JAWAB ..... dialihkan ke guru bk .....
10. Kegiatan kampus seperti apa yang pernah anda ikuti ketika masih menjadi mahasiswa?  
JAWAB ..... tidak ada .....

NAMA : Iin Agustina, S.Pd

11. Apa latar belakang pendidikan anda?

JAWAB ..... pendidikan bahasa inggris .....

12. Sebutkan lima kata sifat untuk menggambarkan diri anda?

JAWAB ..... perfeksionis, integritas, jujur, pemaaf, jujur .....

13. Apa salah satu kelemahan anda, dan apa yang anda lakukan untuk memperbaikinya?

JAWAB ..... mudah marah, agar bias mengontrol emosi dengan baik lagi seperti mengingat hal-hal baik .....

14. Apa minat dan hobi anda diluar kegiatan mengajar?

JAWAB ..... membaca buku sesuai passion .....

15. Mengapa anda memutuskan untuk menjadi guru?

JAWAB ..... cita2 dari kecil .....

16. Bagaimana anda menangani siswa yang terus menerus mengganggu pembelajaran didalam kelas?

JAWAB ..... memberikan sanksi yang berat agar jera .....

17. Bagaimana anda memotivasi siswa dalam pembelajaran bahasa inggris?

JAWAB ..... membuat siswa menyukai bahasa inggris .....

18. Bagaimana pengalaman anda dalam pembelajaran menggunakan teknologi?

JAWAB ..... lebih efektif tanpa teknologi .....

19. Bagaimana anda menghadapi siswa anda yang sering membolos pada jam pembelajaran bahasa inggris?

JAWAB ..... melakukan pendekatan dengan instens .....

20. Kegiatan kampus seperti apa yang pernah anda ikuti ketika masih menjadi mahasiswa?

JAWAB ..... tidak ada .....

**Name : Athiroh Agustin, S.Pd**

1. You are almost never late for your appointments  
 YES  yes  uncertain  no  NO
2. You like to be engaged in an active and fast-paced job  
 YES  yes  uncertain  no  NO
3. You enjoy having a wide circle of acquaintances  
 YES  yes  uncertain  no  NO
4. You feel involved when watching TV soaps  
 YES  yes  uncertain  no  NO
5. You are usually the first to react to a sudden event: the telephone ringing or unexpected question  
 YES  yes  uncertain  no  NO
6. You feel that the world is founded on compassion  
 YES  yes  uncertain  no  NO
7. You think that everything in the world is relative  
 YES  yes  uncertain  no  NO
8. Strict observance of the established rules is likely to prevent attaining a good outcome  
 YES  yes  uncertain  no  NO
9. It is difficult to get you excited  
 YES  yes  uncertain  no  NO
10. When making a decision, you rely more on your feelings than on analysis of the situation  
 YES  yes  uncertain  no  NO
11. You often think about humankind and its destiny  
 YES  yes  uncertain  no  NO
12. You believe the best decision is one which can be easily changed  
 YES  yes  uncertain  no  NO

13. You often ponder the root cause of phenomena and things  
 YES  yes  uncertain  no  NO
14. You prefer to act immediately rather than speculate about various options  
 YES  yes  uncertain  no  NO
15. You trust reason rather than feelings  
 YES  yes  uncertain  no  NO
16. You are inclined to rely more on improvisation than on prior planning  
 YES  yes  uncertain  no  NO
17. You spend your leisure time actively socializing with a group of people, attending parties, shopping, etc.  
 YES  yes  uncertain  no  NO
18. You usually plan your actions in advance  
 YES  yes  uncertain  no  NO
19. Your actions are frequently influenced by your emotions  
 YES  yes  uncertain  no  NO
20. You are a person somewhat reserved and distant in communication  
 YES  yes  uncertain  no  NO
21. You know how to put every minute of your time to good purpose  
 YES  yes  uncertain  no  NO
22. You often contemplate the complexity of life  
 YES  yes  uncertain  no  NO
23. After prolonged socializing you feel you need to get away and be alone  
 YES  yes  uncertain  no  NO
24. You often do jobs in a hurry  
 YES  yes  uncertain  no  NO
25. You easily see the general principle behind specific occurrences  
 YES  yes  uncertain  no  NO

26. You frequently and easily express your feelings and emotions  
 YES  yes  uncertain  no  NO
27. You find it difficult to speak loudly  
 YES  yes  uncertain  no  NO
28. You get bored if you have to read theoretical books  
 YES  yes  uncertain  no  NO
29. You tend to sympathize with other people  
 YES  yes  uncertain  no  NO
30. You value justice higher than mercy  
 YES  yes  uncertain  no  NO
31. You rapidly get involved in the social life of a new workplace  
 YES  yes  uncertain  no  NO
32. The more people you speak to, the better you feel  
 YES  yes  uncertain  no  NO
33. You tend to rely on your experience rather than on theoretical alternatives  
 YES  yes  uncertain  no  NO
34. As a rule, you proceed only when you have a clear and detailed plan  
 YES  yes  uncertain  no  NO
35. You easily empathize with the concerns of other people  
 YES  yes  uncertain  no  NO
36. Often you prefer to read a book than go to a party  
 YES  yes  uncertain  no  NO
37. When with a group of people, you enjoy being directly involved and being at the centre of attention  
 YES  yes  uncertain  no  NO
38. You are more inclined to experiment than to follow familiar approaches  
 YES  yes  uncertain  no  NO



39. You are strongly touched by the stories about people's troubles  
 YES  yes  uncertain  no  NO
40. Deadlines seem to you to be of relative rather than absolute importance  
 YES  yes  uncertain  no  NO
41. You prefer to isolate yourself from outside noises  
 YES  yes  uncertain  no  NO
42. For you, it is easier to gain knowledge through hands-on experience than from books or manuals  
 YES  yes  uncertain  no  NO
43. You think that almost everything can be analyzed  
 YES  yes  uncertain  no  NO
44. For you, no surprises is better than surprises - bad or good ones  
 YES  yes  uncertain  no  NO
45. You take pleasure in putting things in order  
 YES  yes  uncertain  no  NO
46. You feel at ease in a crowd  
 YES  yes  uncertain  no  NO
47. You have good control over your desires and temptations  
 YES  yes  uncertain  no  NO
48. You easily understand new theoretical principles  
 YES  yes  uncertain  no  NO
49. You usually place yourself nearer to the side than in the center of the room  
 YES  yes  uncertain  no  NO
50. When solving a problem you would rather follow a familiar approach than seek a new one  
 YES  yes  uncertain  no  NO
51. A thirst for adventure is something close to your heart  
 YES  yes  uncertain  no  NO

52. When considering a situation you pay more attention to the current situation and less to a possible sequence of events

YES  yes  uncertain  no  NO

53. When solving a problem you consider the rational approach to be the best

YES  yes  uncertain  no  NO

54. You find it difficult to talk about your feelings

YES  yes  uncertain  no  NO

55. Your decisions are based more on the feeling of a moment than on the thorough planning

YES  yes  uncertain  no  NO

56. You prefer to spend your leisure time alone or relaxing in a tranquil atmosphere

YES  yes  uncertain  no  NO

57. You feel more comfortable sticking to conventional ways

YES  yes  uncertain  no  NO

58. You are easily affected by strong emotions

YES  yes  uncertain  no  NO

59. You are always looking for opportunities

YES  yes  uncertain  no  NO

60. As a rule, current preoccupations worry you more than your future plans

YES  yes  uncertain  no  NO

61. It is easy for you to communicate in social situations

YES  yes  uncertain  no  NO

62. You rarely deviate from your habits

YES  yes  uncertain  no  NO

63. You willingly involve yourself in matters which engage your sympathies

YES  yes  uncertain  no  NO

64. You easily perceive various ways in which events could develop

YES  yes  uncertain  no  NO

Score It!

**Name : lin Agustina, S.Pd**

1. You are almost never late for your appointments

YES  yes  uncertain  no  NO

2. You like to be engaged in an active and fast-paced job

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3. You enjoy having a wide circle of acquaintances

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21. You know how to put every minute of your time to good purpose  
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64. You easily perceive various ways in which events could develop

YES  yes  uncertain  no  NO

Score It!



## DOCUMENTATION



1.1 Picture of Interview Sample A



1.2 Picture of Asking about final test Students



1.2 Picture of interview sample B