

TEACHING TECHNIQUES, TYPES OF PERSONALITY, AND ENGLISH LISTENING SKILL

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Abstract: Teaching Techniques, Types of Personality, and English Listening Skill. This study investigated the effect of teaching techniques and types of personality on English listening skill. This experimental study involved 88 students under investigation, which were determined randomly through multi-stage random sampling technique. The results of the research indicate that there is an interaction effect between the teaching techniques and types of personality on the English listening skill; there is no significant difference in the listening skill between the group of students who learn using the game technique and those who learn using the song technique; the listening skill of students having extrovert personality is better than those having introvert personality; the listening skill of students having extrovert personality who learn using the game technique is lower than those who learn using the song technique; and the listening skill of students having introvert personality who learn using the game technique is higher than those who learn using the song technique.

Keywords: teaching technique, types of personality, listening skill

Abstrak: Teknik Pembelajaran, Tipe Kepribadian, dan Keterampilan Mendengarkan Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh teknik pembelajaran dan tipe kepribadian terhadap keterampilan mendengarkan bahasa Inggris. Penelitian ini melibatkan 88 orang siswa, yang ditentukan secara acak melalui *multi stage random sampling technique*. Hasil penelitian menunjukkan bahwa terdapat pengaruh interaksi antara teknik pembelajaran dan tipe kepribadian terhadap keterampilan mendengarkan bahasa Inggris; tidak terdapat perbedaan yang signifikan pada keterampilan mendengarkan antara siswa yang belajar dengan teknik pembelajaran permainan dan lagu; keterampilan mendengarkan siswa yang berkepribadian ekstroversi lebih baik daripada yang berkepribadian introversi; keterampilan mendengarkan siswa yang berkepribadian ekstroversi, yang belajar dengan teknik pembelajaran permainan lebih rendah daripada yang belajar dengan teknik pembelajaran lagu; dan keterampilan mendengarkan siswa yang berkepribadian introversi, yang belajar dengan teknik pembelajaran permainan lebih tinggi daripada yang belajar dengan teknik pembelajaran lagu.

Kata kunci: teknik pembelajaran, tipe kepribadian, keterampilan mendengarkan

English has been pervasively studied in Indonesia since 1960s and it is officially regarded as the first foreign language to be studied in schools and universities. Regarding its importance, it is obviously stated in the government document concerning the standard of contents that the purposes of English subject in the school curriculum are: (1) to develop students' communicative competence either in oral or written forms, (2) to make students aware of the nature and significance of English to increase high competitiveness in global society, and (3) to develop students' understanding of the relationship between language

and culture (BSNP, 2006). In line with this, Hamid (2003) emphasizes that improvement of quality and life status of Indonesian people is indicated by the ability to interact with other nations effectively and efficiently through English. Thus, it can generally be summarized that the objective of English language teaching in the elementary and secondary level of education is to enable students to communicate in the global society.

Specifically dealing with the policy of English instruction to young learners, the Department of National Education has recently recommended that

English can be introduced to students in elementary schools all over the country. Considering the fact that Bali is well known as one of the international tourist destinations in Indonesia, the local authority has found it necessary to introduce English in the elementary level. Nowadays, almost all elementary schools in Bali, and in particular in Singaraja (North Bali) as the place of concern of this study, offer English starting from grade four to grade six.

In order to be able to actualize the newly established curriculum, School-based Curriculum, the school should possess teachers who have adequate competence in conducting English instruction. However, the fact shows that many elementary schools in Singaraja have not had teaching qualities as expected. Teachers who are responsible for teaching English are those who do not have background education in English. They are willing to take this responsibility only because they have a vested interest in English. The most recent mini research conducted by Ratminingsih (2010) proves that among 185 teachers in 132 elementary schools in Buleleng district and Sukasada district in Buleleng regency who handle the English instruction in their schools, 105 teachers (56.75%) have English education background, while 80 of them (43.25%) do not possess it. Furthermore, among those having no English education background, 46 teachers (57.5%) are graduates of two-year diploma of elementary school teacher education (*D2 PGSD*), 26 (32.5%) are graduates of undergraduate program (*S1*) who have various educational backgrounds, such as Hindu religion studies (26.92%); social sciences comprising of economics, geography and management (19.23%); family prosperity studies (*PKK*) and hoteliers (7.69%); and the rests are law, Indonesian, and distance education. Six teachers (13.64%) even have only secondary education background (five of them are graduates of *SPG* and one is graduate of *SMA*), who are brave enough to teach English.

The less professionalism in handling English instruction has impacts on teacher's ability to teach English. In teaching, some teachers expressed to the researcher that they generally gave more emphasis on the teaching of vocabulary with its pronunciation because they thought that vocabulary and pronunciation are important aspects of English. In terms of techniques of teaching, they said that they mainly adopted the conventional teaching technique, that is, translation from English to Indonesian or vice versa. In addition to teaching vocabulary, teachers also mentioned the importance of teaching grammar. The strategy taken to teach seemed to be more deductive, in which they generally gave rules and examples of sentences. Both vocabulary and grammar are im-

portant, but more importantly these two language components must be taught integratedly with language skills, such as listening, speaking, reading, and writing.

In the early stages of learning, young learners are regarded as beginners in the foreign language learning. Hence, listening skill has to be given more emphasis rather than the other skills since the children firstly learn by comprehending adults who speak to them; in this case, their teacher is the main source of their learning. In line with this, Strickland et al. (2004: 119) convey that the development of listening skill is crucial as it gives the foundation for further communication skills. Cross (1991:244) further points out that listening skill is the most important skill among the four skills. Through engaging learners actively in listening process, they will acquire vocabulary, syntax, and pronunciation, even their fluency in speaking is not caused by the speaking practice, but their participation in various listening activities.

In order that the goal of learning is to be achieved, the use of appropriate techniques of teaching and learning should be optimized. The techniques must be suitable with the characteristics of young language learners who have not yet possessed sufficient knowledge of the language. Furthermore, young learners are characterized by their liking in play, so a good learning is learning which makes them study while playing in fun conditions.

The techniques promoted to be used in teaching listening skill in this study are games and songs. These two techniques are innovative teaching techniques which can create fun and enjoyable learning atmosphere to young learners and help them to focus and concentrate more on the lesson. In accordance with the use of game, Wright et al. (2007) convey that game is an activity which is entertaining, engaging, and often challenging. It is an activity which can make the learners play and interact with others. They further convey that games are helpful and encourage learners to maintain their interest and learning activity. Games help teachers to create a language context which makes the language useful and meaningful. Ersoz (2000) additionally affirms that games apply meaningful language and provide real context. They are encouraging and increasing cooperation among learners. Games play a very vital role in a student-centered learning, making students completely immerse in the learning process (Paul, 2003). On the other hand, Brewster et al. (2007) argue that song is an ideal way to learn a language. Shtakser (2001) additionally views that the use of music and song in the foreign language class can create a good learning atmosphere and is entertaining for the learner. Therefore, using both games and songs is one of the tech-

niques of teaching which give a lot of benefits with the essence of creating a fun learning atmosphere. Games and songs can facilitate improvement in young learners' listening skill. One thing which slightly differentiates games from songs is all normal and healthy young learners enjoy games while not all of them may enjoy singing the songs. In line with this Paul (2003) asserts that the songs are not always appropriate, and not all teachers like singing and many of them are successful in teaching young learners but seldom use songs.

Another important aspect which may affect language acquisition is personality. Personality is actually a complex area which deals with certain characteristics of a person, that differs him from others and makes him unique. Elliott et al. (2000: 30) mention that personality is one characteristic of bio-psychosocial. Bio-psychosocial is the term used to understand individual variation consisting of three main elements, such as biological, psychological, and social which interact one another in every individual development. Biological element refers to genetic factor, psychological element focuses on all cognitive and personality aspects, while social element concerns influences from family, schools, teachers, and friends in the development. On the basis of Elliot et al.'s classification, personality lies in psychological element. Kumaraivadivelu further (2006: 31-32) pinpoints that there are several individual factors which may affect L2 development. Among those factors are age, anxiety, empathy, extroversion, introversion, and risk taking.

In this study, the researcher focuses on the attitudes of extroversion and introversion. The way extrovert and introvert react can influence the process of language learning and the success they achieve. According to Cloninger (1993:65), extroversion and introversion are two fundamental attitudes. Introversion is more oriented to the inner world, while extroversion is oriented more to the external realities. Aiken (1994: 469-472) adds that the term extrovert-introvert is an individual concept firstly introduced by Jung. Extrovert is an individual who orientates his thought and social life toward external environment and others, while introvert is an individual who orientates more on his individuality, more concerned with his thought and feeling rather than the environment and others. According to Lanyon and Goodstein (1982:92), Extroversion has four reverse characteristics. They are (a) talkative - silent, (b) frank, open - secretive, (c) adventurous - cautious, and (d) sociable - reclusive. Therefore, extrovert and introvert personalities could be seen from four major characteristics which are in contradictory. Extrovert personality is more communicable, open, frank, adventurous, and

sociable; on the other hand, introvert personality is more silent (solitary), secretive, cautious, and reclusive.

This study aims at investigating (1) whether there is any interaction between the technique of teaching and types of personality on the English listening skill, (2) whether there is any significant difference in English listening skill between the group of students who learn using the game technique and those who learn using the song technique, (3) whether there is any significant difference in English listening skill between the group of students having extrovert personality and those having introvert personality, (4) whether there is any significant difference in English listening skill between the group of students having extrovert personality who learn using the game technique and those of the same group who learn using the song technique, and (5) whether there is any significant difference in English listening skill between the group of students having introvert personality who learn using the game technique and those of the same group who learn using the song technique.

METHOD

This study was mainly intended to obtain empirical findings on the effect of teaching techniques and types of personality towards the students' English listening skill. It was carried out in SD Lab UNDIK-SHA Singaraja in the first semester in the 2009/2010 academic year for six months starting from July until December 2009 with the total number of 12 effective teaching sessions.

This study used an experimental method, in which treatments were assigned to two different groups as the samples of research. The two groups were then randomly determined as either an experimental group or a control group. The experimental group was treated with the game technique, while the control group was treated with the song technique. The other independent variable to be tested in this study was personality type which focused on extroversion and introversion. Thus, the first independent variable was the teaching technique, while the second independent variable was the personality type which was regarded as the attributive or control variable. Hence, this research used a 2 x 2 factorial design.

From 438 students ranging from the first grade to sixth grade, multi stage random sampling technique was employed to select an appropriate number of samples. The result of the randomization determined class B, which consisted of 44, students as the experimental group (being taught using the game technique), while class A, which consisted of 44 students, as the control group (being taught using the song technique).

The scores gained by the students in their personality questionnaires were then used to determine either 30% high to be the extrovert group or 30% low to be the introvert group. The total number of students in either extrovert group or introvert group was 13 students respectively.

The instruments employed to collect the data were of two types: (1) listening test which was meant to measure the effect of the teaching techniques on the students' listening skill, and (2) questionnaire which was used to determine the types of students' personality. Before being executed, the instruments were tried out. For the listening test, the validity was analyzed using Coefficient Correlation Point Biserial and its reliability was measured using KR-20. Meanwhile, for the personality questionnaire, the validity was analyzed using Coefficient Correlation Product Moment and its reliability was measured using Alpha Cronbach.

The collected data were then analyzed in two ways, descriptive statistics and inferential statistics. The mean score gained from descriptive statistics analysis from each group was described and compared. The inferential statistics analysis was carried out using a two-way analysis of variance (ANOVA) at the level of significance $\alpha = 0.05$ to determine the effect of independent variables on the dependent variable. Further analysis using multiple-comparison procedure (Post Hoc Multiple Comparison) was applied to determine which pairs or combinations of mean scores differed. Based on the fact that the samples of each cell were the same, 13 students, then the technique of multiple comparisons applied was Tukey test. It was employed to find out which technique maximally affected the listening skill from the two groups, extroversion or introversion.

RESULTS AND DISCUSSION

The calculation of descriptive and inferential statistics of the data can be seen in the Table 1 and Table 2 respectively.

Descriptive statistics shows the mean scores of the students. Those students who were taught using games obtained 44.23, while those who were taught using songs gained 44.73. In terms of personality, extrovert students achieved 52.38, while introvert ones got 39.42. Specifically, the extrovert students taught using games possessed 48.69, while the introvert ones taught by the same technique acquired 56.08. On the other hand, the extrovert students taught using songs attained 44.23, while the introvert ones taught by the same technique obtained 36.62.

Table 1. Sum of the Calculation of Two-Way ANOVA

No	Source of Variance	F_o	F_t		Note
			0.05	0.01	
1	Teaching Technique (A)	0.404			Not Significant
2	Types of Personality (B)	86.705	4.04	7.19	Significant
3	Interaction (A x B)	21.805			Significant

Based on the calculation of a two-way ANOVA on Table 1, it can be seen that F_o for the interaction factor (A x B) is 21.805 higher than F_t on the level of significance $\alpha = 0.05$ ($F_o = 21.805 > F_t = 4.04$) and $\alpha = 0.01$ ($F_o = 21.805 > F_t = 7.19$). This proves that there is a significant interaction effect between teaching technique and types of personality toward listening skill. Therefore, the null hypothesis (H_o) is rejected, but the alternative hypothesis is accepted. The students having extrovert personality are more suitable being taught using the songs, while the students having introvert personality are more suitable being taught using the games. Since there is an interaction effect, it is followed by further analysis by Tukey test for two groups which were compared. The result of Tukey test can be seen in the table 3 below.

Table 2. Sum of the Calculation of Tukey Test

No	Compared Group	$Q_{observed}$	$Q_{critical value}$	Note
			(0.05)	
1	A1B1with A2B1	5.31	3.36	Significant
2	A1B2 with A2B2	4.03	3.36	Significant

It can be seen that Q_o for the effect of teaching techniques for the extrovert students is 5.31 higher than Q_t on the level of significance $\alpha = 0.05$ ($Q_o = 5.31 > Q_t = 3.36$). This means that the null hypothesis is rejected, while the alternative hypothesis is accepted. This result shows that the English listening skill of students having extrovert personality who learn using the game technique is lower than those of the same group who learn using the song technique. Additionally, the Q_o for the effect of teaching techniques for introvert students is 4.03 higher than Q_t on the level of significance $\alpha = 0.05$ ($Q_o = 4.03 > Q_t = 3.36$). This means that the null hypothesis is rejected, while the alternative hypothesis is accepted. This result shows that the listening skill of students having introvert personality who learn using the game technique is bet-

ter than those of the same group who learn using the song technique.

Dealing with the first independent variable, Table 2 shows that F_o for the effect of the teaching techniques (A) is 0.404 less than F_t on the level of significance $\alpha = 0.05$ ($F_o = 0.404 < F_t = 4.04$). This means that the null hypothesis (H_o) cannot be rejected. This proves that there is no significant difference on listening skill between the students who learn using the game technique than those who learn using the song technique. This finding proves that both techniques, games and songs, are two effective techniques to teach listening skill. Through those two ways of teaching techniques, the result of research proves that the scores of listening skill of the students who learn using the game technique are insignificantly different from the scores of students who learn using the song technique.

In connection to the second independent variable, Table 2 shows that F_o for the effect of types personality (B) is 86.705 higher than F_t on the level of significance $\alpha = 0.05$ ($F_o = 85.705 > F_t = 4.04$) and $\alpha = 0.01$ ($F_o = 85.705 > F_t = 7.19$). This means that the alternative hypothesis is accepted. This proves that there is a very significant difference on the scores of English listening skill between the students who have extrovert personality and those who have introvert personality.

In line with all the findings afore mentioned, there are some important points need to be discussed. First, the finding shows that there is an interaction between the techniques of teaching and types of personality upon the students' listening skill. This implies that a certain technique of teaching is more suitable for a certain type of personality. In this study, it was found that in teaching listening skill to young learners, the song technique is more effective than the game technique for the extrovert students; on the contrary, the game technique is more suitable than the song technique for the introvert students. The listening skill of the extrovert students who learn through the song techniques (mean score = 56.08) is better than those who learn through the game technique (mean score = 48.69). This indicates that the song can optimally help the extrovert students to achieve better listening skill compared to the game. This study thus supports the findings of previous researches (Rahmat, 1991; Eviyanti, 1998; Badran, 2001) which find out that the learners with extrovert personality is more successful in second language learning than the students with the introvert personality. This is due to the fact that they have individual characteristics which benefit them in second language

learning, such as they like to communicate, enjoy the accompaniment of others, are adventurous and sociable. In singing, which merely brings up noise in the form of performing melodious lyrics of the song, the extrovert students are able to build up their energy and keep their interest in learning. This leads them to understand the material better, which further brings about more success in the listening skill.

Meanwhile, the listening skill of the introvert students who learn using the game techniques is better than those who learn using the song technique. This indicates that the game technique can optimize the listening skill of the introvert students than the song technique. In general, the introvert students having the characteristics, such as silent, shy, cautious, and reclusive prefer the activities which do not bring much noise in the classroom, but are entertaining and relaxing. This can encourage them to participate much in the activities. In line with this, Wierus and Wierus (as quoted by Uberman, 2008:1) state that in the easy and relaxing atmosphere, the students remember things better and faster. Even, those shy students can be encouraged to increase their participation. Paul (2003:50) adds that in the playing atmosphere students are braver to take risks, make mistakes without feeling of failure. They can solve their confusion when they find new words and patterns while playing. Hence, the introvert students are able to express themselves maximally when they learn while playing either individually, in pairs and in groups in a situation which is less noisy. This can create comfortable learning atmosphere as to give them more time to concentrate to accomplish the written tasks in the form of completing the sentences with appropriate words, rearranging sentences to become a simple dialogue, matching, and doing actions.

Even though the result shows that there is an interaction between the teaching techniques and types of personality on English listening skill, the answer to the second hypothesis which hypothesizes that the game technique is better than the song technique is rejected as the result shows that the mean score of the listening skill of the students who learn using the game technique (44.23) does not differ significantly from the mean score of students who learn using the song technique (44.73). This indicates that both techniques relatively give similar effects to the students' listening skill. The reason that relates with this finding may be due to the number of students to investigate this hypothesis covers the whole members of the class (44 students in each group). Meanwhile, concerning with the analysis of the interaction, the number of students in each cell is only 13 respective-

ly, which is determined through the use of percentage on the result of questionnaire (30% above the average score for classifying extrovert students and 30% below the average score for classifying introvert students). This may be the limitation of the study which needs intensified concern in the following research.

As the result proves that the students' listening skill is not significantly different whether they are treated with the game or the song, both techniques are very useful techniques which can create fun and enjoyable learning atmosphere, increase their bravery to participate, so that they can achieve good listening skill. Being curious of this result, the informal interview with the school principal gave an elaborative explanation that coincidentally all students in grade four under investigation completed their kindergarten education before entering the elementary school. Thus, there is a tendency that the students are accustomed in learning through the games and the songs, which gives an impact to their insignificant difference in their listening skill.

Due to this result, it can be summarized that this study supports the previous research by Widiasih (2000), Budiawan (2002), Dewi (2005), Wijaya (2005), Huyen and Nga (2003), and Uberman (2008) on the use of various games which assist learners to learn English, in terms of learning spelling, word meanings, vocabulary, reading, and other language skills. Dealing with the use of songs, the result of this study supports the previous research conducted by Mitchell (2008) that songs are beneficial techniques to help students to achieve better learning outcome, especially concerning with the teaching of language, and by Nurullita (2000) who finds that the song could improve students' pronunciation. This study, therefore, gives an additional finding that games and songs are effective teaching techniques to teach young learners in order to improve their listening skill.

In accordance with the third hypothesis, which assumes that the listening skill of extrovert students is better than the introvert ones, is accepted due to the result of the study that the extrovert student's

mean score (52.38) having been analyzed inferentially is found significantly different from the introvert students' mean score (39.42). This result confirms what Brown's belief (2000) that extroversion and introversion potentially affect second language acquisition. As well, it verifies the research conducted by (1952), Rahmat (1991), Eviyanti (1998), and the most recent, Badran (2001). The difference of this research from the previous ones is that the previous ones are focused on the speaking skill and pronunciation, while this research is focused on the listening skill. Thus, it can be summarized that the types of personality (extroversion and introversion) do not only affect the success of productive skill (speaking), but also the receptive skill (listening). Due to this finding, Brown's statement (2000:156), which mentions that extroversion is an aspect which determines the development of oral communicative competence, but not listening, reading, and writing is refused.

CONCLUSION

On the basis of all the discussion above, it can be concluded that the teaching techniques and types of personality have an effect towards the elementary school students' listening skill. Both game and song are effective teaching techniques to help them achieve better listening skill. Differences in types of personality, introvert and extrovert, also affect differences in listening skill. The game is eventually more suitable for the introvert students, while the song is more appropriate for the extrovert students.

In regard to the conclusion, firstly it is strongly recommended to English teachers in the elementary school to utilize both games and songs to teach listening skill, secondly they need to have better understanding of the students' types of personality (extrovert and introvert), so that they are able to optimally accomplish listening skill. The teachers can maximize the use of song for the extrovert students, while they can take advantage of the use of game for the introvert students.

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