

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Learning

Learning is a process that leads to a change, which occurs as a result of experience and increases the potential for improved performance and future learning (adapted from Mayer, 2002 in Ambrose, 2010: 3). Furthermore there are three critical components to this definition. First, learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances. Second, learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act. Third, learning is not something done to students, but rather than something students themselves do. It is the direct result of how students interpret and respond to their experiences-conscious and unconscious, past and present. Burns (1995: 99) conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions (*brookes.ac.uk.*, 2011).

In short, learning is a process of gaining knowledge and expertise and it is a necessity that cannot be avoided by all.

## B. Learning Performance

Comsky in Nunan, 1988: 32 states that performance refers to the manifestation of these internalised rules in actual language use. The terms have come to be used to refer to what a person knows about language (competence) and what a person does (performance). A further statement by Hymes (1978: 283) in Newby 2011: 20, performance takes into account the interaction between competence (knowledge, ability for use), the competence of others, and the cybernetic and emergent properties of events themselves. The necessary competence, the ability to put these competence into action/ performance and the ability to employ the strategies necessary to bring the competences into action.

Competence from Stier (2006) opinion, focused on two separate competence domains: content-competencies and processual-competencies. Content-competencies are static (knowing-that) and include elements such as language, worldviews, values, norms, tradition and “do’s and don’ts”. Processual-competencies are dynamic in that they take into account the context of situation (knowing-how) and include intrapersonal and interpersonal competencies, adapted from Odağ, et al., 2015.

An idea posed by Ali is that the Students’ academic performance plays a vital role in creating the finest quality alumnae who will become leader and manpower of a particular country, consequently responsible for the country’s social and economic development. The academic performance of the students’ has gained significant attention in past

researchers. Performance of students is affected by psychological, economic, social, personal and environment factors.

The majority of the researchs in the world applied the GPA to assess the performance of the students (Stephan & Schaban, 2002). They applied GPA(grade point average) to evaluate performance of the students in a particular semester.

### **C. Types of Personality**

Personality refers to characteristic of individual in a variety situation which different in one individual to other. There are two types of personality, namely:

#### **1. Extrovert Student**

##### **a) Definition**

Extroversion can be categorized as open-minded personality. A student who has open-minded personality will be easy in associating with peers since they tend to be talkative in their daily life. As supported by Eysenck, Eysenck, and Barrett (1985) in Sari, describe the extroverted type as those having characteristics such as sociability, liveliness, and excitability.

The typical extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is

generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change; he is carefree, easy-going, optimistic, and likes “to laugh and be merry.” He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person (Eysenck and Eysenck in Noprianto p. 122).

**b) Characteristics of extrovert**

First, extrovert students have a great deal of tolerance for noise and crowds because they find it difficult to be alone for any length of time. Second, extrovert students also talk more than listen and usually talk first and think later. Third, students with extroversion personality communicate with enthusiasm, meeting people readily and participating in many activities. Fourth, extroversion also tends to exhibit good relations with people and direct their energies to the outside world of activity and spoken words. Fifth, they depend on outside stimulation and interaction to engage in learning. Sixth, they also are willing to take risks and love excitement and change. Seventh, the students who have extrovert personality hate being idle and like to be the centre of attention most of the time. Next, they prefer oral tests to written tests and learn through concrete experience. Then, they also see the examples of how other people are doing the work. At least,

extrovert learn best when they can work with a friend and learn by trying something themselves instead of watching or listening others (Maysyaroh, 2014).

## **2. Introvert Student**

### **a) Definition**

Intraversion can be categorized as close-minded personality. Close-minded students tend to be quiet and keep independently working rather than working together with peers. However, believe that well-organized and serious introverts are seen better learners as far as the systematic study is concerned (Swain and Burnaby (1976) in Lestari, Sada & Suhartono).

The typical introvert is a quiet retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, “looks before he leaps,” and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards (Eysenck and Eysenck in Noprianto p. 122).

**b) Characteristics of introvert**

Introversion personality is the contrasting personality of extroversion. The characteristics of introvert students are the opposite of extrovert.

First, adult students who are introverts are always independent, quiet and like to be study alone. Second, they tend to be reserved, sensitive, and more comfortable in solitary pursuits. Third, students with introverts' personality are often shy, self-reliant, and value depth of experience. Fourth, they always like listening music more than to talk; if they want to say something they need to think carefully also they have ability to concentrate well. Fifth, introversions in meeting people are very cautious and participate in selected activities only. Sixth, in following the test introvert students prefer written to oral tests. Seventh, although they like to process ideas in their minds they may not be willing to express their opinion publicly. Then, students with introvert draw energies from internal worlds of ideas, emotions and expression. Next, they learn best when they can find quiet places to work and have enough time to reflect on, redraft, and improve their work. Last, they also often like to make connections between school work and their personal interest (Maysyaroh, 2014).

#### **D. Relevant Research Findings**

The researcher found some studies which are related with researcher's study. The first was done by David S. Taylor and Gary A. Baker, from Sam Houston State University. The title of their study is "The Development of a Theory of Learning Performance: A First Step", the study is about the effectiveness of face-to-face versus various computer-assisted teaching methods. Even though the researchers did not straightly discuss about the probable role of personality in their study, therefore they quoted from Matta and Kern, found that there are student personality characteristics that effect learning success with different teaching method. In particular, they found that introverted students performed better than extroverted student when utilizing computer aided instruction techniques (Taylor and Baker, 2006).

The second was done by Arie Lestari, Clarry Sada and Luwandi Suhartono, from Tanjungpura University, Pontianak. The study was an attempt to investigate whether or no there are probable roles of extrovert and introvert personality toward speaking performance. The researchers used Mark Parkinson Personality Questionnaire to differentiate students' personality. The data of speaking performance was obtained by collecting the student's midterm speaking score. All data showed that there was statistically significant difference between the personality types of the students' speaking performance. The third relevant study nearly similar

with Lestari, Sada and Suhartono, the third relevant study was done by Hilda Nazlia from IAIN Langsa.

