

**A STUDY ON PERSONALITY AMONG  
DIFFERENT ENGLISH PROFICIENCY STUDENTS  
(A CASE STUDY ON 8<sup>th</sup> SEMESTER STUDENTS OF  
ENGLISH STUDY PROGRAM OF  
FACULTY OF CULTURAL STUDIES)**

**THESIS**

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**ENGLISH STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2013**

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**THESIS**

**Presented to  
University of Brawijaya  
In partial fulfillment of the requirements  
For the degree of Sarjana Sastra**

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**2013**

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## ABSTRACT

Khusna, Farihanun. 2013., **A Study on Personality among Different English Proficiency Students (A Case Study on 8<sup>th</sup> Semester Students of English Study Program of Faculty of Cultural Studies)**, Study Program of English, Department of Language and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Widya Caterine Perdhani.

Keywords: Personality, Language proficiency, Language Learning

Every person has his or her unique personality. Personality is one of factors affecting language learning. There have been some studies analyzing about personality profile towards language proficiency, but no research tries to use the students of English Program as the participant. This research aims to investigate about: (1) the dominant personality profile and (2) differences and similarities on personality profile among 8th semester students of English Study Program, Faculty of Cultural Studies at Brawijaya University in each language proficiency level.

This research used questionnaire of Cognitive Style inventory© by *Ross Reinhold, INTJ* (2006) given to 60 participants. Those participants are divided into 3 groups based on their language proficiency levels. Those group classifications are 20 participants in Beginning level (with TOEFL score less than 450), 20 participants in Intermediate level (with TOEFL score around 450 to 513), and 20 participants in Advanced level (with TOEFL score more than 513).

The result of the study indicates that students with different language proficiency levels have different dominant personality profile. Beginning level has Extrovert Sensing Thinking Perceiving and Extrovert Sensing Thinking Judging as the dominant personality profiles. Then Introvert Sensing Thinking Judging becomes the dominant personality profile in Intermediate level. For advanced level, the most dominant is Extrovert Sensing Thinking Perceiving. Besides, differences are found in this research. They are located on the difference dominant of personality profile in each language proficiency types and the different percentage reached by several personality profiles in each language proficiency level. In addition, the similarity is found on Extrovert Sensing Thinking Perceiving being the dominant personality profile in beginning and advanced level. Then the similarity is also indicated on 3 personality profiles getting the lowest percentage in all language proficiency levels.

From the result of the research, it is shown that Extrovert Sensing Thinking Perceiving is the dominant personality type in all language proficiency levels. Then this research suggests that the future researcher will be able to make a research with different subject or use different aspect that could be related to personality type.

## ABSTRAK

Khusna, Farihanun. 2013. **A Study on Personality among Different English Proficiency Students (A Case Study on 8<sup>th</sup> Semester Students of English Study Program of Faculty of Cultural Studies)**. Program Studi Bahasa Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing 1: Fatimah; Pembimbing 2: Widya Caterine Perdhani.

Kata Kunci: Kepribadian, Kemampuan Berbahasa, Pembelajaran Bahasa

Setiap manusia memiliki suatu kepribadian yang unik. Kepribadian dapat digunakan sebagai salah satu faktor yang memengaruhi pembelajaran berbahasa. Ada beberapa penelitian mengenai kepribadian terhadap kemampuan berbahasa, namun penelitian yang menggunakan mahasiswa Sastra Inggris sebagai subjek belum pernah diulas. Penelitian ini bertujuan untuk mengetahui: (1) tipe kepribadian yang paling dominan serta (2) persamaan dan perbedaan dari tipe kepribadian oleh mahasiswa semester 8 Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya pada setiap tingkat dari kemampuan berbahasanya.

Penelitian ini menggunakan angket *Cognitive Style inventory*© milik Ross Reinhold, INTJ (2006) yang disebarakan kepada 60 partisipan. Partisipan tersebut sebelumnya telah dibagi menjadi tiga kelompok yakni dengan 20 partisipan pada setiap tingkatan; tingkat *Beginning* (dengan nilai TOEFL kurang dari 450), tingkat *Intermediate* (dengan nilai TOEFL antara 450 sampai 513), dan tingkat *Advanced* (dengan nilai TOEFL lebih dari 513).

Hasil dari penelitian menunjukkan bahwa setiap tingkat dari kemampuan berbahasa memiliki tipe kepribadian yang berbeda. Pada tingkat *Beginning*, tipe kepribadian yang paling dominan adalah *Extrovert Sensing Thinking Perceiving* dan *Extrovert Sensing Thinking Judging*. Kemudian di tingkat *Intermediate*, *Introvert Sensing Thinking Judging* merupakan tipe kepribadian yang paling dominan. Di tingkat *Advanced*, tipe kepribadian yang paling dominan adalah *Extrovert Sensing Thinking Perceiving*. Selain itu perbedaan ditemukan pada bedanya tipe kepribadian yang paling dominan di setiap tingkat dari kemampuan berbahasa serta perbedaan yang terjadi pada persentase dari beberapa tipe kepribadian pada tingkat kemampuan berbahasa. Sedangkan persamaan yang diperoleh terletak pada tipe kepribadian paling dominan di tingkat *Beginning* dan *Advanced* dan adanya 3 tipe kepribadian yang mendapat persentase terendah pada semua tingkat kemampuan berbahasa.

Dari hasil penelitian tersebut, dapat disimpulkan bahwa *Extrovert Sensing Thinking Perceiving* merupakan tipe paling dominan dari semua tingkatan pembelajaran berbahasa. Penelitian ini juga memberikan saran pada peneliti selanjutnya agar membuat suatu penelitian serupa dengan subjek yang berbeda atau membahas tentang faktor lain yang mampu dihubungkan dengan kemampuan berbahasa yang dimiliki oleh seseorang.

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Malang, 30 July 2013

The researcher



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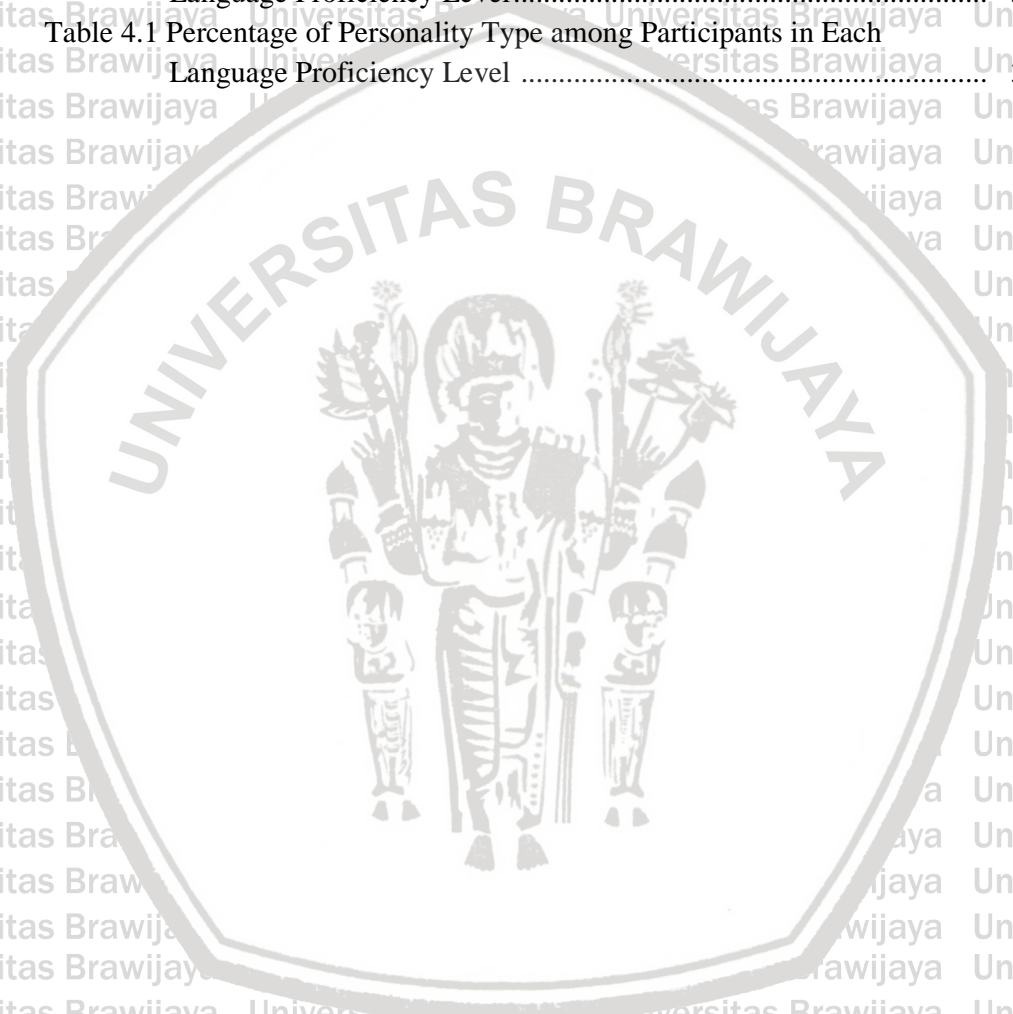
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## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, problems of the study, objectives of the study, and definition of key terms.

#### 1.1 Background of the Study

Today English is one of the most popular languages in the world. The importance of English cannot be denied. Most of the countries of the world use English for communication. Some countries use English as their mother tongue and others use it as a second language. Therefore, in making international communication, English is needed for communicating with foreign people. This importance of English is also spreading in Indonesia. Indonesia is one of countries in the world that puts English as the most priority foreign language than others.

Indonesian government decides English to be a subject given to the students from Elementary School to Senior High School. In the regulation of ministry of cultural and education No. 060/U/1993, it is said that English is taught as one of subjects in local content. It starts from fourth grade in elementary school as government recommendation. But there is a problem rising here. Although Indonesian get English subject since elementary school, there are still many people learning language like English unsuccessfully.

Pasassung (2003) in his study "Teaching English in an "Acquisition-Poor Environment": an Ethnographic Example of a Remote Indonesian EFL

Classroom' discusses some factors that impact the way EFL is taught in Southeast Sulawesi. Then the result of the study shows that the successful of language learning in Indonesia is low, one of them is in Southeast Sulawesi students in EFL classroom.

Second language acquisition (SLA) is one of studies discussing the way to be a successful in language learning. In SLA, there are some factors affecting language learning. According to Gass and Slinker (2008) there are two major factors affecting language learning. The first is linguistic factor, which includes avoidance, differential learning rates, different paths, overproduction, and predictivity/selectivity. The second factor is nonlinguistic factors; which includes anxiety, affective filter, social distance, age differences, aptitude, motivation, personality and learning style and learning strategies.

Personality, as one of factors affecting language learning, is defined as characteristics of the person that "account for consistent patterns of Feeling, Thinking, and behaving" as said by Pervin and John (2001, cited in Dörnyei 2005). It has several types reflecting a language learner's personality. One of the theories discussing personality type is Myers Briggs Type Indicator (MBTI).

According to Myers & Myers (1995, cited in Cohen 2008, p.1), the Myers-Briggs Type Indicator is a test of personality types that is most widely used. Cohen adds that in MBTI theory, there are four personality dichotomies. Each personality dichotomy has two opposing poles. Those four dichotomies are 1.) the energizing preference: Extrovert or Introvert, 2.) information gathering preferences: Sensing

or Intuiting, 3.) decision making preference: Thinking or Feeling, and 4.) achieving goal preference: Judging or Perceiving.

This theory of MBTI is mostly used by the researchers in analyzing personality type. For example, the study by Cano, Garton, and Raven (n.d.) entitled 'Learning Styles, Teaching Styles and Personality Styles of Preservice Teachers of Agricultural Education'. In the study, they use Myers-Briggs Type Indicator to measure personality style of the participants. The results of MBTI show that the majority of the participants were Extrovert Sensing Feeling Judging (ESFJ), Extrovert Sensing Thinking Judging (ESTJ), and Introvert Sensing Thinking Judging (ISTJ).

Different from that study, this research wants to analyze personality among different English proficiency 8<sup>th</sup> semester students of English Study Program of Faculty of Cultural Studies. The research attempts to find the dominant personality profile among participants in each language proficiency level. In addition, this research also explores differences and similarities on personality profiles among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level. For analyzing personality profile, the researcher uses questionnaire of Cognitive Style inventory© by *Ross Reinhold, INTJ* (2006). Besides, the researcher uses Test of English as Foreign Language (TOEFL) score of the participants taken in July 2010 to classify TOEFL level among participants.

In this research, the researcher chooses Cognitive Style inventory© by *Ross Reinhold, INTJ* (2006) because the questionnaire is referred to as Myers Briggs



Type Indicator test. Then this questionnaire would allow the readers to approximate what their MBTI preferences were. The questionnaire was published by Ross Reinhold & Reinhold Development 1997 - 2012. In addition, the researcher also uses Test of English as Foreign Language (TOEFL) to measure language proficiency of the participants. Educational Testing Service or ETS (2011) states that TOEFL are accepted by more than 8,500 colleges and licensing agencies in more than 130 countries. The test is also used by governments and scholarship and exchange programs worldwide.

Furthermore the researcher uses 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya as the participants because there is no research analyzing personality among different English proficiency 8<sup>th</sup> semester students of English Study Program of Faculty of Cultural Studies yet. Besides, those 8<sup>th</sup> semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya never have any lecture practice. They only get the theory in attending the lecture. In addition, English here is used as second language for those students. So hopefully this research can help them in language learning of the theory in the lecture, because personality as the main topic of the research is one of factors affecting language learning especially second language learning. Then, this research uses descriptive qualitative research in doing this research because the data is in the form of human personality without focusing in number of the data.

The results of this research are expected to be useful for the participants, the readers, and other researchers. For the participants, this research can help them to

know their personality type. Then the result of MBTI test can be used to choose the appropriate learning style with their personality. So hopefully it could be used to help them in learning language. The second, for the readers, the researcher expects that this research can be useful for the readers to get deeper understanding about personality among different English proficiency students. For the last, hopefully this research can also be useful for other researcher. This research can widen the other researchers' knowledge about how to analyzing personality among different English proficiency students. Besides, this research can also be reference to the next researcher with the related topic.

## **1.2 Problems of the Study**

Related to the background of the research above, the problems of the research are:

1. What are the dominant personality profiles among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level?
2. Are there any differences and similarities on personality profiles among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level?

## **1.3 Objectives of the Study**

Based on the problem of study, these objectives of the study are:

1. To figure out the dominant personality profiles among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level

2. To find differences and similarities on personality profiles among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level

#### 1.4 Definition of Key Words

1. **Personality:** Consistent patterns of Thinking, Feeling and behaving of a person that makes him or her different to other.
2. **Language proficiency:** Individual's skill in using language both in producing the language and receptive it and it is measured by taking language proficiency test such as by taking Test English as a Foreign Language (TOEFL).
3. **Language Learning:** The process of learning to use a language

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter elaborates some review of related literatures focusing on the basic notion of Second Language Acquisition, Factor Affecting Language Learning, Differences in Learner, Definition and Type of Personality, and Language Proficiency and Previous Studies.

#### 2.1 Second Language Acquisition

During early childhood, the people start to acquire a language. It normally begins before the age of three years. Here for a linguist, that language is called first language (L1). Then, from time to time, he or she will get his or her additional language. It is usually acquired from his school or his environment.

This language is called second language (L2). In this case, the acquiring of second language is the field of study for Second Language Acquisition.

According to Gass and Slinker (2008), Language Acquisition (SLA) is the study of the acquisition of non-primary language; that is the acquisition of a language beyond the native language. Additionally, Second Language Acquisition is concerned with the nature of hypotheses (whether conscious or unconscious) that learner come up with regarding the rules of second language.

In similar way, Saville and Troike (2006, p.2 ) find the following:

SLA refers both to the study of individual and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. In the process of language learning, the additional language that is called

a second language (L2) may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in naturalistic context, formal L2 learning that takes place in classroom, and L2 learning that involves a mixture of these settings and circumstances.

From the statements of Saville and Troike, it can be said that Second language acquisition is a study of learning process of additional language (L2) after learning first language (L1). The scope of SLA itself does not only include L2 learning in formal situation like in classroom, but it also includes L2 learning in informal learning situation that happens naturally and L2 learning involving a mixture of both settings and circumstances.

From the both theory above, it is concluded that Second Language Acquisition is a study about learning the additional language beyond the mother tongue. There are many subject discussed in SLA. All subjects are still related to learning the additional language. One of the subjects is the factor affecting language learning, especially second language learning.

## **2.2 Factor Affecting Language Learning**

When language learning takes place among the people, unconsciously there is a challenge happens there. Some learners are more successful than others. The psychological perspective believes that this challenge actually occurs because there are differences among the learners themselves. The individual differences here can be defined as the factor affecting language learning process.

Kellerman and Smith (1986, cited in Gass and Slinker 2008, p.137) state about cross-linguistic influence as the factor affecting language learner.

Kellerman and Smith (1986, cited in Gass and Slinker 2008, p.137) explain that cross-linguistic influence is divided into:

1. Avoidance

For example Dagut and Laufer (1985, cited in Gass and Slinker 2008, p.138) found that Hebrew-speaking learners of English in general preferred the one-word equivalent of the phrasal verbs (*enter, remove, save, stop, disappooint, confuse*).

2. Differential learning rates

For example Zobl (1982, cited in Gass and Slinker 2008, p.139) French, Arabic, and Spanish-speaking children acquisition of the *copula* (to be) in ESL

1. French : *Sa maison est vielle*
2. Spanish: *Su casa es vieja*
3. Arabic : *Baytuhu qadimun* (there is no to be)
4. English: His house is old

The Arabic child took much longer to master the copula than the French and Spanish children.

3. Different paths

For example, Zobl (1982, cited in Gass and Slinker 2008, p.141) compared Chinese and Spanish child learners of English. Chinese child started using

this as a definitizer before mastering the definite article the. The Spanish child used both this and the from the beginning.

4. Overproduction

For example, Schachter and Rutherford (1979, cited in Gass and Slinker 2008, p.143) examined compositions written in English by Chinese and Japanese speakers. They found an overproduction of sentences with *there is* or *there are*.

5. Predictivity/Selectivity

Doughty (1991, cited in Gass and Slinker 2008, p.144) says that saliency as a predictor of learning.

Beside the linguistic factor, Gass and Slinker also add factors beyond the domain of language (nonlinguistic factors). Those nonlinguistic factors are:

1. Anxiety

Dörnyei (2005, cited in Gass and Slinker 2008, p.400) stated about *Trait vs. state anxiety*: Trait anxiety refers to a stable predisposition to become anxious in a cross-section of situations; state anxiety is the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation.

2. Affective filter

Krashen (1985, cited in Gass and Slinker 2008, p.402) proposed an Affective Filter. If the Filter is up, input is prevented from passing through; if input is prevented from passing through, there can be no acquisition. If, on the other hand, the Filter is down, or low, and if the

input is comprehensible, the input will reach the acquisition device and acquisition will take place.

### 3. Social Distance

Schumann (1978, cited in Gass and Slinker 2008, p.403) says that there are two types of distances; social (group) distance and psychological (individual) distance. Here, acculturation (made up of social and affective variables) is the causal variable of SLA. That is, if learners acculturate, they will learn; if learners do not acculturate, they will not learn. Thus, acculturation initiates a chain reaction including contact in the middle and acquisition as its outcome.

### 4. Age differences

Marinova-Todd, Marshall, and Snow (2000, cited in Gass and Slinker 2008, p.405) propose that age differences may reflect more the situation of learning than a capacity for learning. It is commonly believed that children are better language learners than adults. This is reflected in what is known as the Critical Period Hypothesis (CPH). Birdsong (1999, cited in Gass and Slinker 2008, p.405) mentions that “the CPH states that there is a limited developmental period during which it is possible to acquire a language be it L1 or L2, to normal, native like levels.”

### 5. Aptitude

Aptitude, simply put, refers to one's potential for learning new knowledge or new skills. According to Carroll (1989, cited in Gass and



Slinker 2008, p.417), there are four component of language aptitude:

Phonemic coding ability, Grammatical sensitivity, Inductive language learning ability, and Memory and learning

#### 6. Motivation

Gardner (1985, cited in Gass and Slinker 2008, p.426) states that

“Motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question”.

#### 7. Personality and learning style

According to Gass and Slinker (2008), the term *personality* is often related to the term *learning style*. Both of those terms are usually used to find the stable trait of a person. Many researches use personality as focus of the research. Here Gass and Slinker (2008) also states that in personality and learning style factor, it includes extroversion introversion, risk taking, and field dependence / independence.

- Extroversion and introversion

The stereotype of an Introvert is someone who is much happier with a book than with other people. The stereotype of the Extrovert is someone happier with people than with a book. Skehan (1989, cited in Gass and Slinker 2008, p.433) stated that introversion get more academic success and engage in more talking and social activity in a second language and would thus learn the language better,

Risk Taking

According to Beebe (1983, cited in Gass and Slinker 2008, p.433), risk taking is a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure.

Learners' willingness to take risks may depend on the situation, not just on their general type.

- Field dependence / independence

Gass and Slinker (2008) voiced that the field-independent person tends to be highly analytic, ignoring potentially confusing information in the context and self-reliant. The field-dependent person, on the other hand, tends to pay great attention to context.

8. Learning strategies

Skehan (1989, cited in Gass and Slinker 2008, p.439) says that good learners may do certain things because they have the prerequisite abilities to do so. Even if poor learners tried to do these things, they may not be able to and might have to improve their second language skills before they could use these strategies. If so, the interesting claim that language-learning success causes the use of the strategy, in the sense that successful learning allows for the use of the strategy.

In similar way, Stella Hurd and Tim Lewis (2008) voice that individual difference variables are divided into two major groups:

- typically supposed to be innate, such as gender, age, language learning aptitude, personality and learning styles;
- typically supposed to be acquired, such as attitudes, motivation, beliefs, and strategy use.

From the description above about factors affecting language learning, here the researcher decides to focus on personality as one of the factors affecting language learning. Personality factor is chosen as the focus of the research because personality is a good topic to analyze but in Indonesia the number of studies about personality is limited. So the researcher decides to take personality as the main topic in the research and uses 8<sup>th</sup> semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya as the participant.

**2.3 Personality**

This subsection is divided into the definition of personality and the type of Personality.

**2.3.1 Definition of Personality**

A learner usually has a question in his or her mind like why some second language learners are more successful than other. In every day, he or she studies together with other second language learner about the same subject by the same instructor in the same place and in the same time. Then there will be some second language learners who are more successful than others as the result of this language learning process. So that question usually appears in this kind of

situation. In this case, actually there are some factors affecting the language learner to make them different each other. One of those factors is personality.

Personality is usually used to describe a person to someone another, but for explaining the definition of personality itself, it is a quiet difficult. De Raad (2000, cited in Zoltán Dörnyei 2005, p.11) points out that personality is representing the complex of all the attributes that characterize a unique individual. Then the second theory is according to Pervin and John (2001, cited in Zoltán Dörnyei 2005, p.11).

They state that the standard definition of personality represents those characteristics of the person that “account for consistent patterns of Feeling, Thinking, and behaving”. From those two theories, Dörnyei (2005) voices that personality is ‘consistent patterns’. That is certain constancy about the way in which an individual behaves, regardless of the actual situation.

All in all, personality is characteristics of a person seen in a whole. These characteristics can be seen from the way an individual’s Feeling, Thinking and behaving. This characteristic also makes a person different to each other. Then, it usually uses for explain someone’s behavior or characteristics.

**2.3.2 Personality Type**

Some people believe that personality affects their language learning. Personality here has several types whose the function is to describe characteristics of someone. One of the theories discuss about personality type is Myers Briggs Type Indicator. Myers & Myers (1995, cited in Cohen 2008, p.18) develop the MBTI assessment to place individuals in the best jobs for their personality

temperament. Cohen (2008) says that MBTI theory has four personality dichotomies and every personality dichotomies has two opposing poles. Then an individual has only one pole of each dichotomy representing her or his personality. Those dichotomies include 1.) the energizing preference: Extrovert or Introvert, 2.) information gathering preferences: Sensing or Intuiting, 3.) decision making preference: Thinking or Feeling, and 4.) achieving goal preference: Judging or Perceiving.

In the first dichotomy is about energizing preference. Individuals with an Extroverted (E) personality preference would receive energy through the outside world of people, things, and action. Individuals with an Introverted (I) personality preference will receive energy through reflection, introspection, and solitude, as Quenk (2000, cited in Cohen 2008, p.19). Furthermore, Introvert personality charges his or her energy by having private time, on other hand Extrovert personality charges the energy from social interaction.

The second dichotomy discusses information gathering preferences. Kroeger & Thuesen say that an individual with a Sensing (S) personality preferred to have information presented in detail (1988, cited in Cohen 2008, p.18) and they trust in what they knew and what could be verified, as Quenk (2000, cited in Cohen 2008, p.18). Meanwhile, a person with an Intuitive (N) personality prefers having information presented in general and ignoring the detail. Individuals with Intuitive personalities also prefer to use their imagination and inspiration.

The third is about decision making preference. According to Kroeger & Thuesen, an individual who preferred Thinking (T) judgment tends to use logic

and analysis to come to a decision (1988, cited in Cohen 2008, p.19). Quenk adds that thinker liked to keep emotions in making a decision (2000, cited in Cohen 2008, p.19). Then Quenk (2000, cited in Cohen 2008, p.19) voices that someone who favors Feeling (F) judgment made subjective decisions. Keirsey & Bates says that feelers concern about the personal impact of the decision on the people around them than the logic of the decision. (1984, cited in Cohen 2008, p.19)

The fourth dichotomy is achieving goal preference. Specifically, this dichotomy shows an individual's attitude towards deadlines, organization, and decisions. A person with a Judging preference (J) likes to plan their work first and then they do that plan. Organization, meeting deadlines, and coming to quick decisions was their preferred lifestyle. Meanwhile, an individual with a Perceiving personality (P) prefers to continue to collect information, rather than to come to a decision. They enjoy spontaneity and flexibility in their lives, as Kroeger & Thuesen (1988, cited in Cohen 2008, p.19).

Cohan (2008) also says that from those four dichotomies, they produce sixteen different combinations. Each combination has different personality description.

An individual has one of those sixteen combinations. For those sixteen combinations, Cohen uses theory by Myers & Myers (1995) and adapted by Rutledge and Kroeger (2005, cited in Cohen 2008, p.21). They are:

**Table 2.1 Sixteen Personality Types in Myers Briggs Type Indicator**

Introverted Types	Extraverted Types
Introverted Intuition with Thinking (INTJ)	Extraverted Intuition with Thinking (ENTP)
Introverted Intuition with Feeling (INFJ)	Extraverted Intuition with Feeling (ENFP)
Introverted Sensing with Thinking (ISTJ)	Extraverted Sensing with Thinking (ESTP)

**Continued Table 2.1 Sixteen Personality Types in Myers Briggs Type Indicator**

<b>Introverted Types</b>	<b>Extraverted Types</b>
Introverted Sensing with Feeling (ISFJ)	Extraverted Sensing with Feeling (ESFP)
Introverted Thinking with Intuition (INTP)	Extraverted Thinking with Intuition (ENTJ)
Introverted Thinking with Sensing (ISTP)	Extraverted Thinking with Sensing (ESTJ)
Introverted Feeling with Intuition (INFP)	Extraverted Feeling with Intuition (ENFJ)
Introverted Feeling with Sensing (ISFP)	Extraverted Feeling with Sensing (ESFJ)

The followings are the detail explanation about the categories in the Table 2.1:

- a. ISTJ people are considered natural organizers and see the world in terms of facts (Sensing), which they handle objectively (Thinking) through structure (Judging). Besides, they prefer others to talk (Introverted)
- b. ISFJ people are comfortable working quietly (Introverted) in a structured environment (Judging). They have a realistic view of the world (Sensing) and make decisions based on interpersonal factors (Feeling)
- c. INFJ people are communicating by writing (Introverted) and see life as full of possibilities (intuitive). They make subjective decisions regarding these possibilities (Feeling), which they implement in an orderly and schedule manner (Judging).
- d. INTJ people are independent thinkers, who reflect on ideas (Introverted) and see the world in endless possibilities (intuitive). They translate these ideas and possibilities into objective decisions (Thinking), which they implement through a structured order (Judging).

e. ISTP people often think - do - think (Introverted), live in the present, and perceive the world in realistic (Sensing). They make objective decisions (Thinking) on spontaneity (Perceiving)

f. ISFP people receive energy from introspection and reflection (Introverted). They focus on the present (Sensing) but make subjective decisions (Feeling). They like to keep their options open (Perceiving) rather than coming to a decision.

g. INFP people enjoy one-on-one communication (Introverted) and integrate with imagination (intuitive). They use personal values to make decisions (Feeling), and they enjoy keeping things flexible (Perceiving)

h. INTP people like to resolve problems by reflecting (Introverted) on the possibilities (intuitive), which is a basis to make objective decisions (Thinking). At the same time, they are easygoing and adaptable (Perceiving)

i. ESTP people make the most of the moment by doing and discussing (Extraverted) and looking at it in a factual (Sensing). They use this information to make objective decisions (Thinking) for whatever is happening in the immediate moment (Perceiving)

j. ESFP people enjoy fun through an outgoing nature (Extraverted) and have a realistic outlook (Sensing). They make subjective decisions (Feeling) in a spontaneous and very flexible manner (Perceiving)

k. ENFP people enjoy social interactions (Extraverted). They prefer to have information in general than in detail (intuitive). They made decisions based on



their interpersonal interactions (Feeling), while keeping their options open (Perceiving)

l. ENTP people like the external world of people (Extraverted). They believe on the endless of possibilities (intuitive). They keep emotion in making decision (Thinking) and continue to consider new options (Perceiving)

m. ESTJ people are outgoing and direct manner (Extraverted), but they see the world in a practical and realistic way (Sensing). They use this information to make analytical decisions (Thinking) and implement them in a structured manner (Judging)

n. ESFJ people interact with others easily (Extraverted). They pay close attention to personal details (Sensing), and use the information in an interpersonal way (Feeling) through a scheduled order (Judging)

o. ENFJ people seek interaction (Extraverted), consider the possibilities (intuitive), and make subjective decisions (Feeling). They use these attributes in a structured manner (Judging)

p. ENTJ people are considered outgoing and sociable (Extraverted). In seeing connections and possibilities (intuitive), they are able to analyze them objectively (Thinking) and implement them in an organized (Judging)

The theory by Myers & Myers (1995) is used as the main theory of this research. The researcher analyzes personality among different English proficiency 8<sup>th</sup> semester students of English Study Program of Faculty of Cultural Studies by finding out the dominant personality profiles among participants in each level of language proficiency. Then the researcher also analyzes the differences and the

similarities the personality profile among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level.

This research uses the questionnaire of Cognitive Style inventory© by Ross Reinhold, INTJ (2006) as the instrument for analyzing personality profile in MBTI theory. It was published by Ross Reinhold & Reinhold Development 1997 - 2012.

This questionnaire is used as the instrument for analyzing personality profile in MBTI theory. In this questionnaire there are 4 questions. Each question here represents each dichotomy in MBTI theory. Then every question has 2 optional answers. Those 2 optional answers also reflect two opposite personality type in each dichotomy in MBTI theory. So here an individual gets a combination of 4 personality types from each dichotomy. Besides, the researcher chooses Test English as a Foreign Language (TOEFL) as the indicator to measure the language proficiency of the participants in order to know the personality among different English proficiency students.

#### **2.4 Language Proficiency**

In the process of language learning such as second learning, the proficiency of someone is very needed to get his or her successful in learning. Proficiency here is defined as the common language ability of someone. The study of Gharbavi and Mousavi (2012) is one of studies using language proficiency as the focus on their study. Their study analyzes about the relationship between language learning strategies and proficiency levels. In defining language proficiency, they

state the theory of Richards (1978, cited in Gharbavi and Mousavi 2012, p.4)

“language proficiency bears semantic, discourse, and sociolinguistic elements”.

Then Richards, Platt and Platt (1992, cited in Gharbavi and Mousavi 2012, p.2)

define language proficiency as “an individual's skill in language use for a specific

purpose, and it is evaluated through the application of a proficiency test”. In

English, one of those proficiency tests is Test English as a Foreign Language

(TOEFL).

According to Educational Testing Service or ETS (2011), Test English as a

Foreign Language (TOEFL) ® is designed to measure the English-language

proficiency of people whose native language is not English. TOEFL scores are

accepted by more than 8,500 colleges, universities, and licensing agencies in more

than 130 countries. The test is also used by governments and scholarship and

exchange programs worldwide. Educational Testing Service or ETS (2012) states

that TOEFL consists of three sections, they are:

1. **Section 1** of the test, Listening Comprehension, measures the ability in spoken English. This section more stresses on the vocabulary and idiomatic expression frequently used in spoken English. The test is in oral questions uttered in American English.

2. **Section 2**, Structure and Written Expression, measures the ability in structure and grammar in Standard English. The test is in written questions about general academic nature.

3. **Section 3, Reading Comprehension**, measures the ability to read and understand a passage. The test consists of short passages and several questions about each passage.

From the TOEFL test, it will be obtained three language proficiency levels.

According to Educational Testing Service or ETS (2005), the language proficiency levels are as follows:

**1. Beginning level of English language proficiency**

Students who receive this rating are in the early stages of learning English.

These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized. The beginner's TOEFL score is less than 450.

**2. Intermediate level of English language proficiency**

Students who receive this rating are able to use common Basic English in routine academic activities. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may not comprehend all the details. The Intermediate's TOEFL score is around 450 to 513.

**3. Advanced level of English language proficiency**

Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations. These students can understand most of what they hear. The Advanced level's TOEFL score is more than 513.

This research uses Test English as a Foreign Language (TOEFL) to measure language proficiency of the participants in order to know the personality among different English proficiency students. Here the researcher uses the TOEFL to classify the participants based on the language proficiency levels and Cognitive Style as the instrument to get the personality profile in Myers Briggs Type Indicator theory. Then the researcher divides the participants into three groups of language proficiency levels. They are Beginning level, Intermediate level, and Advanced level.

**2.5 Previous Studies**

There are two previous studies that are reviewed in the study of personality. First study is created by Cano, Garton, and Raven (n.d.) entitled ‘Learning Styles, Teaching Styles and Personality Styles of Preservice Teachers of Agricultural Education’. The study is an attempt to investigate the preferred learning style, teaching style and personality style of preservice teachers was in agricultural education at Ohio State University. This study used three instruments. They used Group Embedded Figures Test to measure learning style, the Van Tilburg/Heimlich Teaching Style Preference Inventory to measure teaching style, and the Myers-Briggs Type Indicator to measure personality style. The participants here were seven female and 18 male students. In learning style, the results indicated that 11 (44%) of the subjects were field dependent learners and 14 (56%) were independent learners. For teaching style, the results indicated that one (4%) of the subjects preferred the “expert” style of teaching, five (20%) preferred the

“provider” style, five (20%) preferred the “facilitator” style, and 14 (56%) preferred the “enabler” teaching style. The MBTI results indicated that the majority of the subjects were Extrovert Sensing Feeling Judging (ESFJ), Extrovert Sensing Thinking Judging (ESTJ), or Introvert Sensing Thinking Judging (ISTJ).

The second study is conducted by Pazouki and Rastegar (2009) entitled ‘Extraversion-Introversion, Shyness, and EFL Proficiency’. The study is an attempt to investigate possible links between two personality factors (extraversion-introversion) and shyness, and EFL proficiency. Ninety three university students majoring in English at Kerman's Shahid Bahonar University were the participants of the research. The Eysenck Personality Questionnaire (EPQ), Stanford Shyness Inventory, and a Michigan test in English were used to measure extraversion-introversion, shyness, and English proficiency in this study. The results show that there is no significant relationship between the variables, namely extraversion-introversion, shyness, and EFL proficiency. In other words, it showed that there is no meaningful relationship between the measured personality traits and the students' ability of language learning.

There are some similarities found from both previous studies and this research. From the first previous study, the similarity is in the use of Myers Briggs Type Indicator (MBTI) theory to analyze participants' personality profile. Then from the second previous study, the similarity is in the use of personality profile and language proficiency as the main topic of the research. In addition, some differences are also found from both previous studies and this research. From the first previous study, the difference is located in the use of personality with

different aspect as the main topic of the research. Beside personality, they also analyze Learning Styles and Teaching Styles. Then the research is more focused on investigating personality profile among the participants.

Then for the second previous study, the difference is in the use of instrument for analyzing personality profile. In the Pazouki and Rastegar's study, they use the Eysenck Personality Questionnaire (EPQ) for analyzing personality type, while in this research; it uses questionnaire of Cognitive Style Inventory by Ross Reinhold (2006) to analyze personality profile. So the result of this research can get different result from different point of view. In addition, the difference is also found in the subject used to analyze. The first previous study uses preservice teachers was in agricultural education at Ohio State University and the second previous study uses in English at Kerman's Shahid Bahonar University while this research uses 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya as the subject of the research. In this case, this research could give benefit more for the participants of the research. It is because the participants of the research are still in the process of learning language.

**CHAPTER III**  
**RESEARCH METHOD**

In this chapter, the researcher reveals the way of conducting the study such as research design, data source, data collection and data analysis.

**3.1 Research design**

The research uses descriptive qualitative approach as the research design. According to Ary et al (2002, cited in Pratamasari 2011, p.30), “Qualitative research uses words to answer the question or problems and tries to understand human and social behavior. Then, descriptive data in qualitative research deals with the data that are in the form of words rather than numbers or statistics”.

Based on that statement, Qualitative research is appropriate for research design in this research. It is because in this research, the researcher tries to analyze personality among different English proficiency 8<sup>th</sup> semester students of English Study Program of Faculty of Cultural Studies without focusing on the numbers or statistics of the data.

This research described personality profiles among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level. After that, the researcher tried to find differences and similarities on personality profiles among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level.



The type of the research here is a case study. It is because this research is intended to find the personality among different English proficiency students.

According to Anderson (1993, cited in Putri 2011, p.31), “a case study is concerned with how and why things happen, allowing the investigation of contextual realities and the difference between what was planned and what actually occurred”.

### 3.2 Data Sources

The data sources used in this research are questionnaire of Cognitive Style adapted from Cognitive Style inventory© by *Ross Reinhold, INTJ* (2006). The data of the research are taken from the result of that questionnaire of Cognitive Style for analyzing personality profile. The questionnaire of Cognitive Style is given to the participants. This research is intended for the 8th semester students of English Department of Faculty of Cultural Study in Universitas Brawijaya.

In choosing the participants, the researcher uses purposive sampling. Sugiyono (2008, cited in Putri 2011, p.32) says that “purposive sampling is a technique of choosing data with certain consideration”. Here, the researcher considers using some characteristics in choosing the participants; therefore the researcher uses purposive sampling in this research. The characteristics that should be fulfilled by the participants are:

1. Subject of the research is 8th semester students of English Department of Faculty of Cultural Study in Universitas Brawijaya as the participants

2. They have TOEFL test in Faculty of Cultural Studies at Universitas Brawijaya

The participants who passed the criteria are divided into three groups of language proficiency levels. They are Beginning level (with TOEFL score less than 450), Intermediate level (with TOEFL score around 450 to 513), and Advanced level (with TOEFL score more than 513).

**3.3 Data Collection**

In collecting the data, the researchers used some steps, as follow:

- 1. Selecting the participants of this research.

In this step, the researcher decides to use 8th semester students of English Department of Faculty of Cultural Study in Universitas Brawijaya as the subject of the research. These students are chosen because there is there is no research analyzing personality and its relation to language proficiency among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya yet. The 8<sup>th</sup> semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya do not get any practical in getting the lecture. They only have the theory in getting the lecture. Besides, those students use English as their second language. It is because English is a language beyond mother tongue for them. So the researcher hope that this research is able to help them in language learning of the lecture theory because personality as the main topic of the research is one of factors affecting learning language especially

second language learning. The number of participants in this research is 284 students.

In choosing the participants, firstly the researcher went to academic division of Faculty of Cultural Studies to copy the 8<sup>th</sup> semester students' TOEFL score taken in July 2010. Then the participants were divided into three levels based on their TOEFL score. Those three levels are Beginning level (the score is less from 450 point), Intermediate level (the score is around 450 to 513 point), and Advanced level (the score is more than 513 point). Then the result shows that there are 103 students in Beginning level, 159 students in Intermediate level, and 22 students in Advanced level.

The researcher took 21% of the number of the participants in this research in order to get the same number in each TOEFL level. It was because there were 60 students as the participants in this research that then were divided into three TOEFL level. So each level had 20 students. Then the researcher chose randomly in choosing the participants.

## 2. B. Adapting the test or questionnaire for this research

First, the researcher searched on the internet about the instrument for analyzing personality profile with Myers Briggs Type Indicator theory. The researcher used the questionnaire of Cognitive Style inventory© by *Ross Reinhold, INTJ* (2006) that was retrieved from [www.personalitypathways.com](http://www.personalitypathways.com). That website is chosen because the questionnaire in this website describes the characteristics of each personality profile clearly. Besides although there are several unfamiliar words, the content of the questionnaire is easy to understand.

The questionnaire was published by Ross Reinhold & Reinhold Development 1997 - 2012. It is simply an introduction to personality type or psychological type.

It is also referred to as Myers Briggs Type Indicator test. Then this inventory will allow the readers to approximate what their MBTI preferences were. This inventory consists of four questions. Every question has two choices. The four questions is reflecting four dichotomy of personality type in MBTI and two choice is reflecting the opposite personality type in each dichotomy. Then the researcher adapted this test into a new test by changing some parts of the test. It was because the researcher wanted to make the questionnaire easy to understand since there are several terms which are unfamiliar to the participant. Besides the changing of the questionnaire aimed to make the participants more focus in every characteristic of personality profile. In addition, it can help the participants to know their dominant personality profile if they have some characteristics in both two personality profiles.

In the new test, the four questions were changed into twenty numbers. Every number had two choices. Each five number of the test reflects one dichotomy of MBTI. Then two choices in each number reflect two different personality types in a one dichotomy of MBTI. So from those twenty numbers of the test, it was produced four dichotomies in MBTI and each dichotomy had two different personality types that can be seen in Table 3.1

**Table 3.1 Personality Profile Based on Dominant Answer in Each Number**

Number	Personality Dichotomy	Dominant	Personality Profile
1 – 5	The energizing preference	A	Extrovert
		B	Introvert
6 – 10	Information gathering preference	A	Sensing
		B	Intuiting
11 - 15	Decision making preference	A	Thinking
		B	Feeling
16 – 20	Achieving goal preference	A	Judging
		B	Perceiving

Table 3.1 shows that number 1 to 5 was reflecting the energizing preference and their two choices were indicating Extrovert or Introvert type. For number 6 to 10, it was showing information gathering preference and their two choices were representing Sensing or Intuiting type. Then in number 11 to 15, it was referring decision making preference and their two choices were reflecting Thinking or Feeling type. Number 16 to 20 was indicating achieving goal preference and their two choices were showing Judging or Perceiving.

Then the participant had to choose a choice in every question that reflected himself or herself. For the result, the participants got four personality types in each dichotomy. The result of this test or questionnaire is in the form of letter. So there are four letters that indicates their types of Myers Briggs Type Indicator. The letters are **E** for Extrovert, **I** for Introvert, **S** for Sensing, **N** for Intuiting, **T** for Thinking, **F** for Feeling, **J** for Judging and **P** for Perceiving.

### 3. Validating the questionnaire to the expert reviewer

After adapting the questionnaire of Cognitive Style by Ross Reinhold (2006), the researcher gave the questionnaire to the expert reviewer. The expert reviewer was one of the lectures in English Study Program of Faculty of Cultural Studies at Universitas Brawijaya. The expert reviewer is chosen because he was the expert in the field of Second Language Acquisition. For the result of validating the questionnaire, there were several words that have to change because the words did not imply its meaning or because the words are unfamiliar to the participants.

### 4. Implementing test of Myers Briggs Type Indicator

The test of Cognitive Style Inventory was not held together for all the participants. The researcher contacted one by one participant to make appointment. After that, the researcher gave the questionnaire of MBTI to the participants and showed them the purpose and focus of the study, in order to get the agreement being the participant. Therefore, the researcher spent a month (15<sup>th</sup> April to 15<sup>th</sup> May 2013) to finish the test.

## 3.4 Data Analysis

The procedures carried out in this research are as follows:

### 1. Identification the personality types

In this step, the researcher tried to identify the participant's personality type from the result of Cognitive Style questionnaire. Firstly, the researcher analyzed number 1 to 5 which was representing the energizing preference and their two choices which was showing Extrovert or Introvert type. Then if the dominant

choice was A, the personality of the participant would be Extrovert (E), and if the dominant choice was B, the personality of the participant would be Introvert (I).

Then, the researcher continued analyzing number 6 to 10. These numbers was reflecting information gathering preferences and their two choices were referring Sensing or Intuiting type. If the dominant choice here was A, the personality type of the participant would be Sensing (S), and if the dominant choice was B, the personality type of the participant would be Intuiting (N). For the number 11 to 15, they focused on decision making preference. Their two choices were representing Thinking and Feeling type. If the dominant choice was A, the personality type of the participant would be Thinking (T), and if the dominant choice was B, the personality type of the participant would be Feeling (F).

For the last in number 16 to 20, they indicated on achieving goal preference. Then their choices were showing Judging and Perceiving type. If the dominant choice was A, the personality type of the participant would be Judging (J), and if the dominant choice was B, the personality type of the participant would be Perceiving (P). So for the result, each participant got one combination of personality type consisting of four personality types from all dichotomies.

2. Describing the personality profile in each language proficiency level

Here, the researcher described the result of personality profile of the participants in every levels based on those four personality type of the participant. For the description, the researcher combined the characteristic of each personality type of four personality types into the oneness of personality profile. Here the

researcher used a table to help in counting the percentage of personality types in each language proficiency level, as follows:

**Table 3.2 Percentage of Personality Type among Participants in Each Language Proficiency Level**

Personality Type **	Language Proficiency Level		
	Beginning Level	Intermediate Level	Advanced Level
1. INTJ	0 %	0 %	0 %
2. INFJ	0 %	0 %	0 %
3. ISTJ	0 %	0 %	0 %
4. ISFJ	0 %	0 %	0 %
5. INTP	0 %	0 %	0 %
6. ISTP	0 %	0 %	0 %
7. INFP	0 %	0 %	0 %
8. ISFP	0 %	0 %	0 %
9. ENTP	0 %	0 %	0 %
10. ENFP	0 %	0 %	0 %
11. ESTP	0 %	0 %	0 %
12. ESFP	0 %	0 %	0 %
13. ENTJ	0 %	0 %	0 %
14. ESTJ	0 %	0 %	0 %
15. ENFJ	0 %	0 %	0 %
16. ESFJ	0 %	0 %	0 %
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Notes:

\*) Each 5 % represents of 1 participants

\*\*\*) Abbreviation of Personality type:

- |  |  |
|--|--|
| 1. INTJ: Introverted Intuition<br>Thinking Judging | 2. ENTJ: Extraverted Thinking<br>Intuition Judging |
| 3. INFJ: Introverted Intuition<br>Feeling Judging  | 4. ENFJ: Extraverted Feeling<br>Intuition Judging  |
| 5. INTP: Introverted Thinking                      | 6. ENTP: Extraverted Intuition                     |



	Intuition Perceiving	Thinking Perceiving
7.	INFP: Introverted Feeling Intuition Perceiving	8. ENFP: Extraverted Intuition Feeling Perceiving
9.	ISTJ: Introverted Sensing Thinking Judging	10. ESTJ: Extraverted Thinking Sensing Judging
11.	ISTP: Introverted Thinking Sensing Perceiving	12. ESTP: Extraverted Sensing Thinking Perceiving
13.	ISFJ: Introverted Sensing Feeling Judging	14. ESFJ: Extraverted Feeling Sensing Judging
15.	ISFP: Introverted Feeling Sensing Perceiving	16. ESFP: Extraverted Sensing Feeling Perceiving

Table 3.2 showed the percentage of personality type among the participants in each level. In counting the percentage above, the researcher used 5% to represent 1 participant. Those 5% was obtained from:

$$\text{The percentage} = \frac{\sum \text{Participant of personality type}}{\sum \text{Participant of language proficiency level}} \times 100\%$$

The formula mean the percentage is from the number of participants of personality types that was allotted the number of participants of language proficiency level and multiplicity to 100%. After counting all percentages in the table finished, the researcher used the data of those percentages to help in describing the personality profile in each language proficiency level.

### 3. Analyzing the dominant personality profile among participants in each language proficiency level

In this step, the researcher used the data of the result of personality profile among participants in each level to get the dominant personality profile in each language proficiency level. For finding the dominant personality profile, the

researcher analyzed which one of those sixteen personality profiles had the highest percentage in each language proficiency level. After getting the personality profile that have the highest percentage, the researcher used it as the dominant personality profiles among participants in each language proficiency level.

4. Exploring differences and similarities on personality profiles in each language proficiency level

After getting the dominant personality profile in each level, the researcher tried to find the differences and similarities on personality profiles in each language proficiency level. Here the researcher compared the result of personality profile in every language proficiency level. Then the researcher found the differences and the similarities of personality profile in every language proficiency level.

5. Drawing the conclusion from all finding.

After analyzing all of the findings of the data, the researcher made conclusion about the result of the analysis.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the findings and the discussion of the research. The problems of the study are answered by detail explanation in this chapter.

#### 4.1 Findings

This research explored about personality among different English proficiency 8<sup>th</sup> semester students of English Study Program of Faculty of Cultural Studies. In this case, the researcher analyzed about the dominant personality profile and differences and similarities of personality profile in each language proficiency level. The participants in this research are 60 students from different levels of language proficiency; Beginning level (n=20), Intermediate level (n=20), and Advanced level (n=20).

To get the data, the researcher adapted questionnaire of Cognitive Style inventory© by *Ross Reinhold, INTJ* (2006). Then it was distributed to all participants in all language proficiency levels to examine their personality profile.

The questionnaire contained four dichotomies in the theory of Myers Briggs Type Indicator by Myers & Myers (1995). Those four dichotomies are 1.) the energizing preference: Extrovert or Introvert, 2.) information gathering preferences: Sensing or Intuiting, 3.) decision making preference: Thinking or Feeling, and 4.) achieving goal preference: Judging or Perceiving. From those four dichotomies, it produces 16 different combinations. Each combination has

different personality description. Each participant has one of those 16 combinations. In term of language proficiency measure, TOEFL Test score was considered to represent the students' language proficiency. Those scores were then being investigated in terms of personality among different English proficiency students.

#### 4.1.1 Students' Personality Profile among Each Level of Proficiency

The following table represents the finding of the students' personality among each level of proficiency; Beginning level, Intermediate level, and Advanced level:

**Table 4.1 Percentage of Personality Type among Participants in Each Language Proficiency Level**

Personality Type **	Language Proficiency Level		
	Beginning Level	Intermediate Level	Advanced Level
1. ESTP	20 %	15 %	30 %
2. ISTJ	5 %	25 %	20 %
3. ISTP	15 %	15 %	5 %
4. ESFP	5 %	20 %	5 %
5. ESTJ	20 %	10 %	0 %
6. ENFP	10 %	0 %	15 %
7. INTP	10 %	0 %	5 %
8. INFJ	0 %	5 %	5 %
9. INFP	5 %	0 %	5 %
10. ISFP	5 %	5 %	0 %
11. ENFJ	0 %	5 %	5 %

**Continued Table 4.1 Percentage of Personality Type among Participants in Each Language Proficiency Level**

Personality Type **	Language Proficiency Level		
	Beginning Level	Intermediate Level	Advanced Level
12. ISFJ	5 %	0 %	0 %
13. ENTP	0 %	0 %	5 %
14. INTJ	0 %	0 %	0 %
15. ENTJ	0 %	0 %	0 %
16. ESFJ	0 %	0 %	0 %
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Notes:

\*) Each 5 % represents of 1 participants

\*\*\*) Abbreviation of Personality type:

- |  |  |
|--|--|
| 1. INTJ: Introverted Thinking Judging              | 2. ENTP: Extraverted Thinking Perceiving         |
| 3. INFJ: Introverted Feeling Judging               | 4. ENFP: Extraverted Feeling Perceiving          |
| 5. ISTJ: Introverted Thinking Judging              | 6. ESTP: Extraverted Thinking Perceiving         |
| 7. ISFJ: Introverted Feeling Judging               | 8. ESFP: Extraverted Feeling Perceiving          |
| 9. INTP: Introverted Thinking Intuition Perceiving | 10. ENTJ: Extraverted Thinking Intuition Judging |
| 11. ISTP: Introverted Thinking Sensing Perceiving  | 12. ESTJ: Extraverted Thinking Sensing Judging   |
| 13. INFP: Introverted Feeling Intuition Perceiving | 14. ENFJ: Extraverted Feeling Intuition Judging  |
| 15. ISFP: Introverted Feeling Sensing Perceiving   | 16. ESFJ: Extraverted Feeling Sensing Judging    |

Table 4.1 shows that from 16 personality types in MBTI theory, there are only 13 personality types found in the result of the participants' questionnaire.

Three personality types did not reflect the participants' personality profile in all language proficiency levels because those three personality profile got the lowest percentage. It happened because there is no participant in all levels chose those three personality types. They are Introvert Intuiting Thinking Judging, Extrovert Intuiting Thinking Judging, and Extrovert Sensing Feeling Judging. Besides, it was found that there are different results in each level of language proficiency.

In the Beginning level, there are 10 personality types reflecting to students' personality. The personality type getting the highest percentage is Extrovert Sensing Thinking Perceiving (20%) and Extrovert Sensing Thinking Judging (20%). Then, Introvert Sensing Thinking Perceiving is getting the second highest percentage (15%). The next is Introvert Intuiting Thinking Perceiving (10%) and Extrovert Intuiting Feeling Perceiving (10%). After that there are Introvert Sensing Thinking Judging (5%), Introvert Sensing Feeling Judging (5%), Introvert Intuiting Feeling Perceiving (5%), Introvert Sensing Feeling Perceiving (5%), and Extrovert Sensing Feeling Perceiving (5%) is getting the same percentage.

Besides, 6 personality types did not reflect the personality among participants in Beginning level. They are Introvert Intuiting Thinking Judging, Introvert Intuiting Feeling Judging, Extrovert Intuiting Thinking Perceiving, Extrovert Intuiting Thinking Judging, Extrovert Intuiting Feeling Judging, and Extrovert Sensing Feeling Judging. From those data, it is found that the dominant personality profiles in Beginning level are Extrovert Sensing Thinking Perceiving and Extrovert Sensing Thinking Judging since those personality profiles getting the highest percentage in this level.

Secondly in Intermediate level, there are 8 personality types reflecting the participants' personality. The first personality type is Introvert Sensing Thinking Judging by getting the highest percentage (25%). The next, there is Extrovert Sensing Feeling Perceiving getting second highest percentage (20%). Then there are two personality types as the third highest percentage in Intermediate level; Introvert Sensing Thinking Perceiving (15%) and Extrovert Sensing Thinking Perceiving (15%). After that, the next is Extrovert Sensing Thinking Judging (10%). For the last, there are Introvert Intuiting Feeling Judging (5%), Introvert Sensing Feeling Perceiving (5%), and Extrovert Intuiting Feeling Judging (5%) getting the same percentage. Additionally, 8 personality types did not reflect the participants' personality in Intermediate level. They are Introvert Intuiting Thinking Judging, Introvert Sensing Feeling Judging, Introvert Intuiting Thinking Perceiving, Introvert Intuiting Feeling Perceiving, Extrovert Intuiting Thinking Perceiving, Extrovert Intuiting Feeling Perceiving, Extrovert Intuiting Thinking Judging, Extrovert Intuiting Feeling Judging, and Extrovert Sensing Feeling Judging. So, the dominant personality profile in Intermediate level is Introvert Sensing Thinking Judging because it has the highest percentage than others.

For the last in Advanced level, there are 10 personality types reflecting to students' personality. Extrovert Sensing Thinking Perceiving is the personality type with the highest percentage (30%). Then there is Introvert Sensing Thinking Judging as second highest percentage (20%) in Advanced level. After that, there is Extrovert Intuiting Feeling Perceiving getting the third highest percentage (15%). The next, there are Introvert Intuiting Feeling Judging (5%), Introvert Intuiting

Thinking Perceiving (5%), Introvert Sensing Thinking Perceiving (5%), Introvert Intuiting Feeling Perceiving (5%), Extrovert Intuiting Thinking Perceiving (5%), Extrovert Sensing Feeling Perceiving (5%), and Extrovert Intuiting Feeling Judging (5%). Besides, 6 personality types did not reflect to the participants' personality type in Advanced level. They are Introvert Intuiting Thinking Judging, Introvert Sensing Feeling Judging, Introvert Sensing Feeling Perceiving, Extrovert Intuiting Thinking Judging, Extrovert Sensing Thinking Judging, and Extrovert Sensing Feeling Judging. It means that the dominant personality type in Advanced level is Extrovert Sensing Thinking Perceiving by getting the highest percentage.

In terms of personality among different English proficiency students, this research also reveals that there are several differences and similarities found from the result of personality profile in each language proficiency level. The first difference is located on the different personality profiles as the highest percentage in each language proficiency level. In Beginning level, the most dominant personality profiles are Extrovert Sensing Thinking Perceiving (ESTP) and Extrovert Sensing Thinking Judging (ESTJ) whose percentage each 20 % each. Then in Intermediate level, Introvert Sensing Thinking Judging with reaching 25% is the most dominant personality profile than others. Then for Advanced level, the most dominant is Extrovert Sensing Thinking Perceiving by getting 30%. Then the second difference is found in the difference of some personality profile in reaching the percentage in each language proficiency level. Those differences are shown on Table 4.1. For examples the percentage of Extrovert Sensing Thinking Judging (ESTJ), in Beginning level, ESTJ has 20 %. It means it



has 4 participants. For Intermediate level, ESTJ reaches 10 % (2 participants choose this personality profile). In Advanced level, it has 0 % since no participant having this personality profile.

Beside the differences, the similarities are also found in this research. Both of Beginning and Advanced level has Extrovert Sensing Thinking Perceiving as the dominant personality profile. In addition, the similarity is also found in 3 personality types having the lowest percentage in all language proficiency level.

Those personality profiles are Introvert Intuiting Thinking Judging, Extrovert Intuiting Thinking Judging, and Extrovert Sensing Feeling Judging.

#### **4.1.2 Analysis**

This subchapter presents about personality profile among 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya in each language proficiency level.

##### **4.1.2.1 Personality Profile among Participants in Beginning Level**

Beginning level is the basic of language proficiency level. The participants in this level get TOEFL level less than 450. After giving them the questionnaire of Cognitive Style and analyzing the results, it shows that in the Beginning level, there are 10 personality types reflecting to students' personality. The personality type getting the highest percentage is Extrovert Sensing Thinking Perceiving (20%) because there are 4 participants whose the dominant choice was A (Extrovert) number 1 to 5 in (energizing preference). In number 6 to 10

(information gathering preferences), their dominant choice was A (Sensing). For the number 11 to 15 (decision making preference), they chose A as the dominant choice (Thinking). Then in number 16 to 20 (achieving goal preference) they chose A as the dominant choice (Judging).

Beside Extrovert Sensing Thinking Perceiving, Extrovert Sensing Thinking Judging (ESTJ) also gets the highest percentage (20%). It is because 4 participants' result shows ESTJ as their personality type. In number 1 to 5 in (energizing preference), those participants had A as the dominant choice (Extrovert). Then for number 6 to 10 (information gathering preferences), A was the dominant choice (Sensing). They also had A as the dominant choice (Thinking) in number 11 to 15 (decision making preference). Besides, their dominant choice was also A (Judging) in number 16 to 20 (achieving goal preference).

Then, Introvert Sensing Thinking Perceiving is getting second highest percentage (15%). There are 3 participants have ISTP as their personality profile.

It is because in number 1 to 5 in (energizing preference), the dominant choice was B (Introvert). Then A was the dominant choice (Sensing) for number 6 to 10 (information gathering preferences). They also had A for the dominant choice (Thinking) in number 11 to 15 (decision making preference). Then they chose B as the dominant choice (Perceiving) in number 16 to 20 (achieving goal preference).

The next is Introvert Intuiting Thinking Perceiving (10%). In this personality profile, there are 2 participants having INTP as their personality profile. It means

that in number 1 to 5 in (energizing preference), they chose B as the dominant choice (Introvert). For number 6 to 10 (information gathering preferences), the dominant choice was B (Intuiting). The next dominant choice for number 11 to 15 (decision making preference) was A (Thinking). Then in number 16 to 20 (achieving goal preference), their dominant choice was B (Perceiving).

Besides, Extrovert Intuiting Feeling Perceiving is also getting the same percentage with INTP (10%). There are 2 participants as Extrovert Intuiting Feeling Perceiving as their personality profile. In number 1 to 5 in (energizing preference), they had A as the dominant choice (Extrovert). They also chose B as the dominant choice (Intuiting) in number 6 to 10 (information gathering preferences). B was also their dominant choice (Feeling) in number 11 to 15 (decision making preference). Then for number 16 to 20 (achieving goal preference), their dominant choice was B (Perceiving).

After that there is Introvert Sensing Thinking Judging (5%). There is only 1 participant choosing this personality profile. That participant chose B as the dominant choice (Introvert) in number 1 to 5 in (energizing preference). For number 6 to 10 (information gathering preferences), the participant had A as the dominant choice (Sensing). Then A was also the dominant choice (Thinking) in number 11 to 15 (decision making preference). He or she also had A as the dominant choice for number 16 to 20 (achieving goal preference).

In addition, Introvert Sensing Feeling Judging is the next highest percentage (5%). Only 1 participant reflects ISFJ as their personality profile. It is because from number 1 to 5 in (energizing preference), he or she chose B as the dominant

type. Then Sensing type was found when A is the dominant choice in number 6 to 10 (information gathering preferences). For number 11 to 15 (decision making preference), B as the dominant choice made the participant having Feeling type. The participant also had A as the dominant choice (Judging) in number 16 to 20 (achieving goal preference).

Introvert Intuiting Feeling Perceiving is also getting 5% because there is 1 participant choosing this personality profiles. In number 1 to 5 in (energizing preference), the dominant choice of this participant was B (Introvert). Then he or she also had B as the dominant choice (Intuiting) in number 6 to 10 (information gathering preferences). For number 11 to 15 (decision making preference), B was the dominant choice (Feeling). Then in number 16 to 20 (achieving goal preference), he or she was dominant in B choice (Perceiving).

The next personality type getting 5% is Introvert Sensing Feeling Perceiving because the participant choosing this type is only 1. The participant had B as the dominant choice (Introvert) in number 1 to 5 in (energizing preference). Then in numbers 6 to 10 (information gathering preferences), A as the dominant choice made the participant reflecting as Sensing person. For number 11 to 15 (decision making preference), the dominant choice was B (Feeling). The participant also Perceiving person because the dominant choice in number 16 to 20 (achieving goal preference) was B.

The last personality profile getting 5% is Extrovert Sensing Feeling Perceiving (5%). There is 1 participant reflecting ESFP as their personality profile. The participant had dominant A choice in number 1 to 5 in (energizing

preference). For number 6 to 10 (information gathering preferences), his or her dominant choice was A (Sensing). Feeling type was also found from B as the dominant choice in number 11 to 15 (decision making preference). Then for number 16 to 20 (achieving goal preference), B as the dominant choice also made the participant being a Perceiving person.

Besides, there are 6 personality types not reflecting the personality among participants in Beginning level. They are Introvert Intuiting Thinking Judging, Introvert Intuiting Feeling Judging, Extrovert Intuiting Thinking Perceiving, Extrovert Intuiting Thinking Judging, Extrovert Intuiting Feeling Judging, and Extrovert Sensing Feeling Judging. It is because there is no participant having those personality profiles as their result of questionnaire. So they get the lowest percentage.

All in all, from those result of percentage of personality profile, the researcher found that the dominant personality profiles in Beginning level are Extrovert Sensing Thinking Perceiving and Extrovert Sensing Thinking Judging. This personality profile got the highest percentage (20%) in this level than other personality profile.

#### **4.1.2.2 Personality Profile among Participants in Intermediate Level**

Intermediate level is the second level in language proficiency level. The participants in this level have TOEFL score around 450 to 513. From 20 participants in this level, it is found 8 personality types reflecting the participants' personality. The first personality type is Introvert Sensing Thinking Judging

(ISTJ) by getting the highest percentage (25%). Five participants having ISTJ as their personality profile. B as the dominant choice (Introvert) was chosen by those 5 participants in number 1 to 5 in (energizing preference). For number 6 to 10 (information gathering preferences), the dominant choice was A (Sensing). Besides in number 11 to 15 (decision making preference) A was also the dominant choice in number 11 to 15 (decision making preference) that made them as Thinking people. A was also the dominant choice chosen by them for number 16 to 20 (achieving goal preference).

The next, there is Extrovert Sensing Feeling Perceiving getting second highest percentage (20%). In Intermediate level, there are 4 participants with ESFP as their personality profile. In number 1 to 5 in (energizing preference), the participants had A as the dominant choice (Introvert). They also had A as the dominant choice for number 6 to 10 (information gathering preferences). Then they are Feeling people because B was the dominant choice in number 11 to 15 (decision making preference). Perceiving type was found from B as the dominant choice for number 16 to 20 (achieving goal preference).

There are two personality types as the third highest percentage in Intermediate level. The first personality profile is Introvert Sensing Thinking Perceiving (15%). There are 3 participants' personality profiles reflected on ISTP. From number 1 to 5 in (energizing preference), B was their dominant choice (Introvert). They also had A as the dominant choice (Sensing) in number 6 to 10 (information gathering preferences). Then A as the dominant choice (Thinking)

was also obtained in number 11 to 15 (decision making preference). In number 16 to 20 (achieving goal preference) they had B as the dominant choice (Perceiving).

The second personality types as the third highest percentage here is Extrovert Sensing Thinking Perceiving (15%). Here there are 3 participants having ESTP as their personality profile. Their dominant choice was A (Extrovert) for number 1 to 5 in (energizing preference). Besides, choice as the dominant in number 6 to 10 (information gathering preferences) made them as Sensing people. Those participants also had A as the dominant choice (Thinking) for the number 11 to 15 (decision making preference). A was the dominant choice (Judging) in number 16 to 20 (achieving goal preference).

The next is Extrovert Sensing Thinking Judging (10%). In Intermediate level, 4 participants chose ESTJ as their personality type. It is because they had A as the dominant choice (Extrovert) in number 1 to 5 in (energizing preference). They also chose A as the dominant choice (Sensing) in number 6 to 10 (information gathering preferences). Then A as the dominant choice in number 11 to 15 (decision making preference) made them as Thinking people. In number 16 to 20 (achieving goal preference), their dominant choice was also A (Judging).

Introvert Intuiting Feeling Judging got 5% in Intermediate level. It is because there is only 1 participants' result of questionnaire as INFJ. The participant had B as the dominant choice in number 1 to 5 in (energizing preference). Intuiting type was found from B as the dominant choice in number 6 to 10 (information gathering preferences). From number 11 to 15 (decision making preference), B

choice was the dominant (Feeling). A as the dominant choice in number 16 to 20 (achieving goal preference) caused the participants as Judging person.

The next personality profile getting 5% is Introvert Sensing Feeling Perceiving (5%). Here there are 1 participants reflected in this personality profile.

For number 1 to 5 in (energizing preference), the participant's dominant choice was B (Introvert). He or she had A as the dominant choice (Sensing) in number 6 to 10 (information gathering preferences). Then number 11 to 15 (decision making preference) with B as the dominant choice made the participants as Feeling person. Perceiving type was found from B as the dominant choice in number 16 to 20 (achieving goal preference).

Extrovert Intuiting Feeling Judging is also getting 5% in this level. ENFJ is reflecting in 1 participant's personality profile. He or she had A as the dominant choice (Extrovert) for number 1 to 5 in (energizing preference). Then the participant got Intuiting type from B as the dominant choice in number 6 to 10 (information gathering preferences). For number 11 to 15 (decision making preference), the dominant choice was B (Feeling). Besides A as the dominant choice in number 16 to 20 (achieving goal preference) made the participant as Judging person.

In addition, 8 personality types do not show the participants' personality in this level since there is no participant having those personality profiles. Those personality profiles are Introvert Intuiting Thinking Judging, Introvert Sensing Feeling Judging, Introvert Intuiting Thinking Perceiving, Introvert Intuiting Feeling Perceiving, Extrovert Intuiting Thinking Perceiving, Extrovert Intuiting



Feeling Perceiving, Extrovert Intuiting Thinking Judging, Extrovert Intuiting Feeling Judging, and Extrovert Sensing Feeling Judging. All in all, the dominant personality profile is Introvert Sensing Thinking Judging in Intermediate level by having the highest percentage than others.

**4.1.2.3 Personality Profile among Participants in Advanced Level**

Advanced level is the last level in language proficiency level. TOEFL score in this level is high. That is more than 513. Then after getting the result, the researcher found 10 personality types reflecting to participants in Advanced level.

Extrovert Sensing Thinking Perceiving (ESTP) is the personality type by having the highest percentage (30%). Six participants reflected their personality profile as ESTP. Extrovert type was found from A the dominant choice for number 1 to 5 in (energizing preference). They had A choice as the dominant (Sensing) for number 6 to 10 (information gathering preferences). Then A was the dominant choice (Thinking) for the number 11 to 15 (decision making preference). For number 16 to 20 (achieving goal preference), their dominant choice was A (Judging).

Introvert Sensing Thinking Judging is second highest percentage (20%) here. Four participants in advances level have ISTJ type. In number 1 to 5 in (energizing preference), B choice was the dominant choice (Introvert). They had the dominant choice on A choice (Sensing) for number 6 to 10 (information gathering preferences). Then A was also the dominant choice (Thinking) in number 11 to 15 (decision making preference). In addition, they were also dominant on A choice for number 16 to 20 (achieving goal preference).

After that, there is Extrovert Intuiting Feeling Perceiving as the third highest percentage (15%). There are 3 participants as ENFP in Advanced level. Number 1 to 5 in (energizing preference) had A as the dominant choice (Extrovert). B as the dominant choice (Intuiting) was found from number 6 to 10 (information gathering preferences). Then their dominant choice in number 11 to 15 (decision making preference) was B choice (Feeling). For number 16 to 20 (achieving goal preference) they were more dominant in B choice (Perceiving).

Introvert Intuiting Feeling Judging (5%) is reflected on 1 participant here. That participant is dominant in B choice (Introvert) in number 1 to 5 in (energizing preference). B as the dominant choice in number 6 to 10 (information gathering preferences) made him or her as Intuiting person. Besides, for number 11 to 15 (decision making preference), the participant's choice was more dominant in B choice (Feeling). The participant was Judging person because he or she has A as the dominant choice.

Introvert Intuiting Thinking Perceiving in Advanced level is also getting 5%. It means that there is 1 participants having INTP here. For number 1 to 5 in (energizing preference), B as the dominant choice (Introvert) is chosen. The participant got the dominant choice on B (Intuiting). Then for number 11 to 15 (decision making preference) was A (Thinking) as the participant's dominant choice. In number 16 to 20 (achieving goal preference), the participant was dominant in B choice (Perceiving).

The next personality profile getting 5% is Introvert Sensing Thinking Perceiving because 1 participant had ISTP as the personality profile's result.

Then number 1 to 5 (energizing preference) had B as the dominant choice (Introvert). A as the dominant choice (Sensing) was found in number 6 to 10 (information gathering preferences). The participant had A as the dominant choice (Thinking) in number 11 to 15 (decision making preference). In number 16 to 20 (achieving goal preference) they had the dominant choice on B choice (Perceiving).

Introvert Intuiting Feeling Perceiving also got 5% in Advanced level. There is 1 participant having this personality profile. It means that in number 1 to 5 (energizing preference), the participant had dominant choice on B (Introvert). He or she also was dominant on B choice (Intuiting) in number 6 to 10 (information gathering preferences). Then, number 11 to 15 (decision making preference) indicated him or her as Feeling person because B was the dominant choice. In number 16 to 20 (achieving goal preference), his or her dominant choice was B (Perceiving).

Besides INFP, 5% is also found on Extrovert Intuiting Thinking Perceiving. 1 participant reflected in this personality profile. The participant is Extrovert because the dominant choice in number 1 to 5 (energizing preference) was A (Extrovert). He or she got B as the dominant choice (Intuiting) for number 6 to 10 (information gathering preferences). Then Thinking type was found from A as the dominant choice in number 11 to 15 (decision making preference). The participant was indicated as Perceiving type from B choice as the dominant for number 16 to 20 (achieving goal preference).

There is also Extrovert Sensing Feeling Perceiving getting 5% in this level. It is because 1 participant has this personality profile. The participant's result showed A as the dominant choice (Introvert) in number 1 to 5 (energizing preference). A was also the dominant choice from number 6 to 10 (information gathering preferences). Besides, the participant was Feeling people by getting B as the dominant choice in number 11 to 15 (decision making preference). B as the dominant choice for number 16 to 20 (achieving goal preference) shows the participant having Perceiving type.

Then the last personality profile getting 5% is Extrovert Intuiting Feeling Judging because it is found by 1 participant. His or her dominant choice was A (Extrovert) for number 1 to 5 in (energizing preference). The participant being Intuiting person was from B as the dominant choice in number 6 to 10 (information gathering preferences). The dominant choice was also B (Feeling) for number 11 to 15 (decision making preference), Then A as the dominant choice in number 16 to 20 (achieving goal preference) made him or her as Judging person.

In addition, 6 personality types did not show the participants' personality type in Advanced level. Those are Introvert Intuiting Thinking Judging, Introvert Sensing Feeling Judging, Introvert Sensing Feeling Perceiving, Extrovert Intuiting Thinking Judging, Extrovert Sensing Thinking Judging, and Extrovert Sensing Feeling Judging. It means that the dominant personality type in Advanced level is Extrovert Sensing Thinking Perceiving by highest percentage.

#### 4.1.2.4 Differences and Similarities of Personality Profile in Each Language Proficiency Level

From the result on analyzing the personality profile in each language proficiency level, the researcher found that several differences and similarities is found here. There are two differences and two similarities. Firstly, one of the differences is located on the different dominant of personality profiles in each language proficiency level. Beginning level has 2 personality profiles as the most dominant. They are Extrovert Sensing Thinking Perceiving (ESTP) and Extrovert Sensing Thinking Judging (ESTJ). Each personality type gets 20%. Secondly, in Intermediate level, the most dominant personality profile is found by Introvert Sensing Thinking Judging by having 25%. In Advanced level, there is Extrovert Sensing Thinking Perceiving as the dominant personality profile by getting 30%. Then the second difference is located in the difference in the percentage of several personality profiles in each language proficiency level. It can be seen on Table 4.1 that shows the difference of some personality profile in reaching the percentage.

One of the examples is the percentage of Extrovert Sensing Thinking Judging (ESTJ). In Beginning level, ESTJ has 20 %. It means it has 4 participants. Then in Intermediate level, it gains 10 % or there are 2 participants choose this personality profile. In Advanced level, there is no participant having this personality profile.

In addition, there are two similarities found in this research. One of those similarities is on getting the same personality profile with the highest percentage in two of those three language proficiency levels. The personality profile is Extrovert Sensing Thinking Perceiving. It got 20% in Beginning level and 30% in

Advanced level. Then, the similarity is also located on the same personality types having the lowest percentage in all language proficiency level. They are Introvert Intuiting Thinking Judging, Extrovert Intuiting Thinking Judging, and Extrovert Sensing Feeling Judging.

## 4.2 Discussion

In this section, the researcher highlights the important findings in previous section and relates it to the theory and previous studies.

### 4.2.1 The Dominant Personality Profile in Each Language Proficiency level

After through the process of analyzing data in finding section, it is found that there are several personality profiles as the dominant in each language proficiency level. All of language proficiency levels have different result here. In Beginning level, there are two personality profiles having the highest percentage than others. They are Extrovert Sensing Thinking Perceiving (ESTP) and Extrovert Sensing Thinking Judging (ESTJ).

Based on theory by Myers & Myers (1995), Extrovert Sensing Thinking Perceiving (ESTP) people are described the most moment of those participants used by discussing and enjoy wide communication (Extraverted). They prefer realistic and practical applications. Besides, their memory recall is rich in detail of facts and examples (Sensing). They also use this information to make objective decisions (Thinking) for whatever is happening in the immediate moment (Perceiving). So, it is suggested for ESTP people to have practice and group

project in learning language, for example, discussing ideas or topics and solving problems in learning in the part of a team. Besides it is better for ESTP people to manage the deadline of their assignment since Perceiving people like the pressure of finishing assignments at the last moment.

Extrovert Sensing Thinking Judging (ESTJ) has the different explanation from ESTP. Myers & Myers (1995) says that the people, who are Extraverted Thinking with Sensing (ESTJ), prefer active learning and group projects (Extraverted). They see the world in a practical and realistic way (Sensing). They use fact and information to make analytical decisions (Thinking). Besides, they enjoy everything in a structured manner (Judging). Based on those explanations, it is better for ESTJ people to reflect on and summarize what they have learned. Then they also need evidence in learning new things. For example in learning about grammar or tense, it is better for ESTJ people make a summary in each type of tense. Then they can give a real example to support the explanation such as by giving the example of their own daily activities.

Different from Beginning level, Intermediate level has Introvert Sensing Thinking Judging (ISTJ) as the highest percentage of personality profile. Then, if it is related to Myers & Myers (1995), ISTJ participants prefer lectures and structured tasks (Introverted). They are considered natural organizers and saw the world in terms of facts (Sensing), which they handle objectively (Thinking). Naturally they use targets, dates and standard routines to manage life (Judging). Then it is suggested for ISTJ people to study alone because they dislike distractions and disruptions such as study a subject alone in their room. Since

ISTJ people dislike disorganization, so it is better that in learning process, they make everything well-structured.

In Advanced level, the personality profile having the highest percentage is same with Beginning level. That is Extrovert Sensing Thinking Perceiving (ESTP). According to Myers & Myers (1995), ESTP people like communication to the outside world (Extraverted). Those participants prefer in the "Now" or present life (Sensing). They prefer to use logic to use Feeling in making decision (Thinking). They are also flexible with the deadline (Perceiving). So from all language proficiency levels, the dominant personality profiles are Extrovert Sensing Thinking Perceiving (ESTP), Extrovert Sensing Thinking Judging (ESTJ) and Introvert Sensing Thinking Judging (ISTJ).

It is contrast to previous study by Cano, Garton, and Raven (n.d.). The majority of the participants are Extrovert Sensing Feeling Judging (ESFJ), Extrovert Sensing Thinking Judging (ESTJ), and Introvert Sensing Thinking Judging (ISTJ). Then the result of this research is also different from the second previous study Pazouki and Rastegar (2009). The results of their research show that there is no significant relationship between the variables, namely extraversion, introversion, shyness, and EFL proficiency.

The different result between this research and both previous studies can be caused by the different participants employed in the research. Cano, Garton, and Raven (n.d.) investigate preservice teachers was in agricultural education at Ohio State University. Pazouki and Rastegar (2009) use university students majoring in English at Kerman's Shahid Bahonar University as the participant of the research.



Different from both previous studies, this research employ 8th semester students of English Study Program, Faculty of Cultural Studies at Universitas Brawijaya.

Besides, the difference can be caused by the different instrument used to analyze the personality profile among participants.

#### **4.2.2 The Differences and Similarities of Personality Profile among Participants in Each Language Proficiency Level**

From the analysis of personality profiles among participants in each language proficiency level, several differences and similarities appeared here. There are two differences of personality profile in each language proficiency level. The first difference is on the different dominant of personality profile in each language proficiency level. The first level, Beginning level, has Extrovert Sensing Thinking Perceiving (ESTP) and Extrovert Sensing Thinking Judging (ESTJ) as the personality profile getting the highest percentage. ESTP and ESTJ's percentage are 20%. It means 4 participants being ESTP people and 4 participants being ESTJ people. In Intermediate level, Introvert Sensing Thinking Judging (ISTJ) gets the highest percentage than other personality profiles. ISTJ is chosen by 5 participants so it gets 25%. Then in Advanced level, it has the same result with Beginning level. The personality type getting the highest percentage is Extrovert Sensing Thinking Perceiving (ESTP) by having 30%. In other words, there are 6 participants as ESTP person in Advanced level. Then the second difference is found in the difference in getting percentage of several personality profiles in each language proficiency level:

In addition, the result on analyzing personality profile in each language proficiency level shows some similarities. The similarity is on Extrovert Sensing Thinking Perceiving by having the highest percentage in beginning and Advanced level. In Beginning level, ESTP gets 20% and in Advanced level, ESTP gets 30%.

Besides, the similarity is found on personality profile getting the lowest percentage in all language proficiency levels. There are 3 personality profiles having the lowest percentage in all language proficiency level. It is because there are no participants having those personality types. Those personality profiles are Introvert Intuiting Thinking Judging, Extrovert Intuiting Thinking Judging, and Extrovert Sensing Feeling Judging.

In summary, this research that every language proficiency level has different dominant personality types. Here it can be seen that language proficiency is not only influenced by personality, but also there are several factors affecting language learning. The factors can be in the form of motivation, age, aptitude, avoidance, affective filter and other factor affecting language learning and those factors relates to each other in affecting language learning of someone.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter exposes the conclusions dealing the result of this research.

Additionally, this chapter contributes suggestions that can be used to gain better insight, especially for future researchers.

#### 5.1 Conclusion

As the summary of the research, the researcher would like to say that this research analyzes about personality among different English proficiency 8<sup>th</sup> semester students of English Study Program of Faculty of Cultural Studies. Then from the result of the research, it is shown that in Beginning level, the dominant personality types are Extrovert Sensing Thinking Perceiving and Extrovert Sensing Thinking Judging. For Intermediate level, the dominant personality type is Introvert Sensing Thinking Judging. Then in Advanced level, the dominant personality type is Extrovert Sensing Thinking Perceiving. From those result, it can be concluded that the most dominant personality profile in all language proficiency level is Extrovert Sensing Thinking Perceiving (ESTP).

For the conclusion of the research, it is concluded that personality is one of factors which affect language learning since the result of personality profile is used to choose what learning style is appropriate to them. But then this research also found that each language proficiency level has different dominant personality profile. It shows that the language proficiency of participants is not only affected

by personality factor since there are several other factors affecting language learning that relate to each other. So that difference in getting dominant personality profile in each language proficiency level can be caused of other factors affecting language learning beside personality such as motivation, aptitude, age, learning strategies and other factor affecting language learning.

## 5.2 Suggestion

Based on the result of the research, the researcher would like to contribute some suggestions which hopefully give useful contribution to future researchers related to personality profile as one of factors affecting learning language especially English. It is suggested to the future researchers to do a research related to factors in learning language. They could continue this research and use different subject or use different aspect that could be related to personality profile.

Besides, they could analyze different factor in learning language, such as age, motivation and learning strategies. It is because when they use a topic related to factor in learning language, their research could be useful as a reference for the reader who want to improve their success in learning language.

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## Appendix 1. Questionnaire of Cognitive Style Inventory

### Questionnaire of “*Cognitive Style Inventory*”

Farihanun Khusna (2013) – Adapted from Ross Reinhold (2006)

The questionnaire of **Cognitive Style inventory**© is adapted from *Ross Reinhold, INTJ* (2006). It was simply an introduction to personality type or psychological type. It was also referred to as Myers Briggs Type Indicator test. Then this inventory would allow participant to approximate what their MBTI preferences were. In the research entitled “A Study on Personality and towards Language Proficiency among 8th Semester Students of English Study Program of Faculty of Culture Studies”, it is an assessment instrument to know personality type using MBTI theory.

This questionnaire is given to 8th Semester Students of English Study Program of Faculty of Culture Studies. They will be divided into three group based on their language proficiency levels. Those are beginning level (the score is less from 450 point), intermediate level (the score is around 450 to 513 point), and advanced level (the score is more than 513 point).

Each number in this questionnaire has a pair of opposite statements. Choose one statement reflects to form your opinion on your more dominant preference.

#### Category: The Beginning Level

##### Participant 1

TOEFL Score: \_\_\_\_\_

1.
  - a. Act first, think/reflect later
  - b. Think/reflect first, then act
2.
  - a. Feel depressed when cut off from interaction with the outside world
  - b. Have "private time" to recharge energy
3.
  - a. Usually open to and motivated by outside world of people and things
  - b. Motivated internally and "closed" to outside world

4. a. Enjoy wide communication and relationships  
b. Prefer one-to-one communication and relationships
5. a. Prefer active learning and group projects  
b. Prefer lectures and structured tasks
6. a. Mentally live in the "Now", attending to present opportunities  
b. Mentally live in the Future, attending to future possibilities
7. a. Prefer realistic and practical applications  
b. Prefer imagination and interpretation
8. a. Memory recall is rich in detail of facts and examples  
b. Memory recall emphasizes patterns, concept and theories
9. a. Best improvise from past experience  
b. Best improvise from theoretical understanding
10. a. Like clear and concrete information; dislike guessing when facts are "fuzzy"  
b. Comfortable with ambiguous, fuzzy data and with guessing its meaning
11. a. Instinctively search for facts and logic in a decision situation  
b. Instinctively employ personal feelings and impact on people in decision situations
12. a. Naturally notices tasks and work to be accomplished  
b. Naturally sensitive to people needs and reactions
13. a. Think something objectively  
b. Think something subjectively
14. a. Accept conflict as a natural, normal part of relationships with people  
b. Uncomfortable with conflict; have almost a toxic reaction to disharmony
15. a. Prefer to analyze the problem  
b. Prefer to sympathize with the problem



16. a. Plan many of the details in advance before moving into action  
 b. Comfortable moving into action without a plan; plan on-the-go
17. a. Focus on task-related action; complete meaningful segments before moving on  
 b. Like to multitask, have variety, mix work and play
18. a. Work best and avoid stress when able to keep head of deadlines  
 b. Naturally tolerant of time pressure; work best close to the deadlines
19. a. Naturally use targets, dates and standard routines to manage life  
 b. Instinctively avoid commitments which interfere with flexibility, freedom and variety
20. a. Prefer to get things decided  
 b. Prefer to stay open to new information and opinion

### Your 4 Personality Type Letters

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\*Notes:

E: Extroversion

I: Introversion

S: Sensing

N: Intuition

T: Thinking

F: Feeling

J: Judging

P: Perceiving

## Appendix 2. Berita Acara Bimbingan Skripsi

### BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Farihanun Khusna
2. NIM : 0911110031
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : A Study on Personality among Different English Proficiency Students (A Case Study on 8<sup>th</sup> Semester Students of English Study Program of Faculty of Cultural Studies)
6. Tanggal Mengajukan : 14 Februari 2013
7. Tanggal Selesai Revisi : 29 Juli 2013
8. Nama Pembimbing : (I) Fatimah, M.Appl.Ling.  
(II) Widya Caterina Perdhani, M.Pd
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	14 Februari 2013	Pengajuan judul dan persetujuan judul	Pembimbing I	
2.	18 Februari 2013	Persetujuan judul dan persetujuan judul	Pembimbing II	
3.	21 Februari 2013	Penyerahan dan konsultasi Bab I	Pembimbing I	
4.	28 Februari 2013	Penyerahan dan konsultasi Bab I	Pembimbing II	
5.	5 Maret 2013	Penyerahan dan konsultasi Bab II dan II	Pembimbing I	
6.	22 Maret 2013	Penyerahan dan konsultasi Bab II dan II	Pembimbing II	
7.	5 April 2013	Revisi Bab I – Bab III dan ACC seminar proposal	Pembimbing I	
8.	6 April 2013	Revisi Bab I – Bab III dan ACC seminar proposal	Pembimbing II	
9.	10 April 2013	Revisi Proposal	Pembimbing I	
10.	25 April 2013	Revisi Proposal	Pembimbing II	
11.	2 Mei 2013	Penyerahan Bab IV dan Bab V	Pembimbing I	
12.	7 Juni 2013	Penyerahan Bab IV dan Bab V	Pembimbing II	
13.	13 Juni 2013	Revisi Bab IV dan V dan penyerahan abstrak	Pembimbing I	
14.	26 Juni 2013	Revisi Bab IV dan V dan penyerahan abstrak	Pembimbing II	

15.	3 Juli 2013	Revisi Bab I – Bab V, abstrak dan ACC seminar hasil	Pembimbing I
16.	4 Juli 2013	Revisi Bab I – Bab V, abstrak dan ACC seminar hasil	Pembimbing II
17.	16 Juli 2013	Revisi seminar hasil dan ACC ujian skripsi	Penguji
18.	17 Juli 2013	Revisi seminar hasil dan ACC ujian skripsi	Pembimbing I
19.	19 Juli 2013	Revisi seminar hasil dan ACC ujian skripsi	Pembimbing II
20.	25 Juli 2013	Revisi setelah ujian	Penguji
21.	26 Juli 2013	Revisi setelah ujian	Pembimbing I
22.	26 Juli 2013	Revisi setelah ujian	Pembimbing II

Telah dievaluasi dan diuji dengan nilai:

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Dosen Pembimbing II

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