CHAPTER I

INTRODUCTION

A. Background of Study

"Speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language."[1] The most significant part of teaching English is to give students the ability to use English effectively, accurately to achieve fluently performance in communication skill. Mastering English certainly requires a lot of time and also persistent effort and extensive knowledge. In fact, after several years of learning English, not all language learners can talk clearly and perfectly because of the lack of skills and knowledge they need.

"Spoken language production is often considered as one of the most difficult aspects of language learning."[2] There are still many students who have difficulty expressing their opinions, desires, requests, and feelings in the spoken language of the target language. Students must be able to enhance their speaking performance in class, for that they are required to be able to converse with other or at least their classmates. "By using English, students are expected to be able to

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[1] Nguyen Hoang Tuan & Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School", *Asian Journal of Educational Research,* Vol. 3, No. 2, (January, 2015), 8.

[2] Gillian Brown & George Yule, *Teaching the Spoken Language,* (Cambridge: University Press, 1983), 25.

take part in social life and able to communicate to gain information provided in English."[3] In the classroom, students frequently accept the same treatment from the teacher, despite the fact that each student has different talents. As a conclusion, some students did better in specific abilities, while others also did well in other abilities. Beside from the treatment given by the teacher to the students, there are various additional aspects that are the key to their success.

Actually in English speaking class some students still struggle in English speaking classes, and personality differences are one of the issues. Each personality type has differences in obtaining and processing information as well as in comprehending the context. Finally, this is what causes the level of difference in the level of students' performance. In this study, the researchers concentrate on the variation in personality styles among students. Moreover, Zhang states that "A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language."[4] Students' personality becomes one of the key variables that determine their progress in mastering a second language.

Furthermore to the selected technique and learning approach, there are many components that may have an effect on students' success in speaking performance. talent, age, intelligence, motivation, age, gender, environment,

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[3] Citra Priski Abadi, "Developing Speaking Skill in EFL English Course", *Journal on English as a Foreign Language*, Vol. 5, No. 2, (September 2015), 133.

[4] Yan Zhang, "The Role of Personality in Second Language Acquisition", *Asian Socioal Science www.ccsenet.org/journal.html*, Vol. 4, No. 5, (May, 2008), 1.

lineage, and personality are some components that can also affect the extent of students achievement. Personality is also one of the key factors. There are varieties of personality, particularly extrovert and introvert that has been most widely studied for the effect on speaking performance.

Zhang states that, "the extrovert experiences the world more through contact with others and shared experiences than through self-examination or study."[5] Continuously use of the analysis above, it can be said that an extrovert is someone who likes to speak, easily blends in with the environment around him, and likes to discuss to solve a problem.

According to Brown, "introvert is a person who derives a sense of wholeness fulfillment apart from a reflection of the self from other people."[6] Continuously use of the analysis above, it can be said that an introvert is the opposite of an extrovert person. Where introverts are more focused on themselves than telling other people, prefer to spend their time with books or something they enjoy fully, and don't really like to be involved in group discussions.

The researcher selected Integrated Junior High School Al-Husein as the location for this study in order to know whether extrovert students outperform introvert students. Integrated Junior High School Al-Husein is one of the best a junior high school in Tigaraksa. English is a mandatory subject that is taught twice

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[5] Yan Zhang, "The Role of Personality in Second Language Acquisition", *Asian Socioal Science* *www.ccsenet.org/journal.html*, Vol. 4, No. 5, (May, 2008), 1.

[6] H. Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition*, (San Francisco State University: Longman Inc, 2000), 155.

a week for 90 minutes per session, for a total of 180 minutes per week. English is learned using a reference to the 2013 curriculum, with a passing score of 75. Based on this curriculum, speaking skills are introduced in schools with a dialogue model and speech delivery. By doing mandatory use of English while in the school environment, students are expected to be able to do well, which includes being able to participate in conversation and practice, as well as understanding expressions relevant to situations and others. Pronunciation, clarity, accuracy, performance ability, and fluency are the assessed aspects of speaking performance.

Based on the information above the researcher has found an interesting case of how extrovert-introvert personality factors might contribute to the students' success in language learning, especially in English speaking performance. The researcher is interested in conducting a research entitled: "A Comparative Study between Extrovert and Introvert Students on Speaking Performance."

B. Statement of the Problem

Based on the problem in the background above, the researcher formulates the problem in research as follow:

1. How is the extrovert and introvert students' speaking performance at Ninth Grade of Integrated Junior High School?

2. What is factors the most influence students extrovert and introvert at ninth grade Integrated Junior High School in mastering speaking performance?

C. Objectives of the Study

Based on the limitation of the problem and the statement of the study above, the objectives of the research are:

A. To find out the extrovert and introvert students' speaking performance at Ninth Grade of Integrated Junior High School Al-Husein.

B. To find out what is factor the most influence students' introvert students' speaking performance at Ninth Grade of Integrated Junior High School Al-Husein.

D. Significant of the Study

The result of this study is expected useful for English teachers, students, and other researchers:

1. The research findings are expected to be very meaningful, particularly for the writer as a beginner of learning the way to conduct a research.

2. The research findings are expected to be meaningful and also provide positive information, particularly for students and English teacher at integrated Junior High School Al-Husein.

3. The research findings are expected to be practical and theoretical statistics to increase the theories on English language teaching.

4. To fulfill one of the requirements for an undergraduate degree of English Education Department of Education and teacher training Faculty of State Islamic University of Sultan Maulana Hasanuddin Banten.

E. Limitation of Study

1. The scope of this research is limited to know students' speaking performance on extrovert and introvert students of Ninth Grade of Integrated Junior High School Al-Husein.

2. The type of speaking test chosen in this research is speech contest.

3. This research will use questionnaire to determine students personality

F. Previous Study

There are some previous studies related to the topic of Extrovert and Introvert, in this section the writer takes some previous studies as a reference that is reviewed to this study:

The first previous study of this research is "Analysis On The Relationship Of Extrovert–Introvert Personality And Students' Speaking Performance" arranged by Arie Lestari, Clarry Sada, Luwandi Suhartono. This study is an attempt to investigate the probable roles of extrovert and introvert personality towards speaking performance of the 2013 academic year students of English Education Study Program in FKIP UNTAN. To accomplish this goal, 33 students were chosen using an availability sampling approach, and their personality type was evaluated using the Mark Parkinson Personality Questionnaire. The writer then reported and assessed the midterm speaking scores of the pupils. The personality and the students score were correlated by using Pearson Product

Moment. The result of t-test revealed that there is statistically significant difference between the personality types of the participants' speaking performance. There is also a different learning style between the introvert and extrovert students, introvert students prefer to study alone while the extroverts prefer to participate and study in group. Hopefully this research can be useful for achieving more effective English teaching and learning process. The difference between this research and mine is that this study uses a qualitative method because it analyzes while in the research, I will use a comparative causal type quantitative method. To classify extrovert and introvert personalities in this study using a questionnaire from Mark Parkinson personality questionnaire, while in the research I will use the questioner from Eysenck personality inventory.

The second previous study of this research is "A Comparative Study Between Introvert and Extrovert Students Personality In Listening Achievement" arranged by Meta Listina Muharrami, Ag. Bambang Setiyadi, and Hartati Hasan. This research aims to investigate (1) whether there is a difference between the introvert and extrovert students in listening achievement, and (2) which one of the two that has better achievement in listening. The population was the first grade students of SMA Kartikatama Metro consisting of 58 students. This research is quantitative namely factorial design. The questionnaire was given to classify the students into introvert and extrovert group. The mean of the pretest of the introvert group was 65.60, while the extrovert was 72.60. Then, the mean of postest of introvert group was 64.20, while the extrovert was 69. The result showed that t-

ratio was higher than the t-table where the t-ratio was 2.076 and the t-table was 2.060. It means that the hypothesis was accepted. In conclusion, there is a difference in listening success between introvert and extrovert students, with introvert students outperforming extroverts. The difference between this study and my study is that the study uses a quantitative method with a factorial research design, while in the research that I will do, a comparative causal type of quantitative method will be used. Meta's research focuses on listening skills, while in this research I will focus on speaking performance.

The third previous study of this research is "A Comparative Study On Introverted and Extroverted Students Personality In English Listening Scores" arranged by Yessi Travolta, Mulyadi, and Imranuddin. The objectives of this research were to investigate whether there were any significant differences between introvert and extrovert students on their listening score and to find out which of the students who have better in English listening scores. This research was a descriptive comparative research. The samples of this research were 66 students consisting of 33 introvert students and 33 extrovert students at the fourth semester students of English education study program in Bengkulu University. The Laney (2002) personality questionnaire was used to assess the introvert and extrovert personalities, and the TOEIC Listening simulation was utilized to determine the students' listening scores. The researcher used SPSS Independent Group t-test with significant level 0.05. The result of the analysis indicated that Sig. P (2-tailed) was 0.003 > 0.05. Furthermore, the computation showed that the

mean score of introvert was 364.39, and the mean score of extrovert was 322.12. Therefore, the mean score of introvert group was higher than extrovert group. It could be concluded that the results of the research were: (1) There was significant difference between introvert and extrovert students on their English listening scores, (2) The introvert students have better in English listening score than the extrovert students. The difference between this research and mine is that this study uses the design of this research was a descriptive comparative research, whereas in the research that I will be use the comparative causal type quantitative method. The research focuses on the listening ability score, while in this research I will focus on speaking performance.

The fourth previous study of this research is "A Comparative Study of Writing Competence and Strategies Between Extrovert and Introvert Students at The Second Grade of SMAN 1 Terbanggi Besar" by Gilang Ramadhan. The current research was aimed to find out the better group in writing competence and strategies between introvert and extrovert students, and the correlation between writing strategies and competence. The subjects of the research were thirty-two students of SMA Negeri 1 Terbanggi Besar. Before the research was conducted, the subject was divided into two categories, introvert and extrovert, using Eysenck Personality Inventory. The data were collected by using writing strategies questionnaires and a writing test. Independent class T-Test and Pearson's Product Moment for Correlation were used to analyze the results of the writing test and writing strategies questionnaires. The results revealed that introvert students

outperformed extrovert students in terms of both writing styles and competencies. A favorable relationship was also shown to exist between writing methods and competency. As a result, this study implies that the better a student employs writing methods, the higher his or her writing competency. The difference between this research and my research is that this research focuses on competence and writing strategies, while in the research I will do, it focuses on speaking performance.

Based on all the previous study above, the variable in each research is almost same (especially in first previous study). They took extrovert and introvert personality and speaking performance and oral performance, but it is still in speaking field. The research design that will be used is also different with the researcher's research design. I know personality type was determined by using Mark Parkinson Personality Questionnaire, while in the research I will do using the questioner from Eysenck personality inventory. The second and third previous study, focused in listening there are research is quantitative namely factorial design and descriptive comparative research. The questionnaire was given to classify the students into introvert and extrovert group. There is a difference between the introvert and extrovert students' personality in listening achievement and the introvert students have better achievement and score in listening. The last previous study focused in writing competence and strategies and using quantitative design ex-post facto. Meanwhile, in this study the researcher will analyze the students' personality (extrovert & introvert) on the speaking

performance. Researchers will use a quantitative method in this research, and use 3 instruments, there are questionnaire, test, and observation. Where the adapted questionnaire uses the Eysenck Personality Inventory (EPI) to determine the student's personality, while the test is used to measure the students' ability in speaking performance, and documentation as evidence of authenticity.

G. Hypothesis

In this research, the researcher puts forward the statistical hypotheses as follow:

H_0 : $\mu = 0$

H_1 : $\mu \neq 0$

a. The Null Hypothesis (H0): There is a significant difference between extrovert and introvert students on their speaking performance.

b. The Alternative Hypothesis (Ha): There is no significant difference between extrovert and introvert students on their speaking performance.