

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Speaking Performance

##### a. The Nature of Speaking

One of the competencies that have to be mastered by using English learners is speaking, not only fluently but understanding the context, as Carter and Nunan states that, “to function in another language is generally characterized in term of being able to speak that language.”<sup>1</sup> To know the progress of language learning, speaking ability is an important key. Harmer states that, “to speak fluently is not only knowledge of language features, but also the ability to process information and language ‘on the spot’.”<sup>2</sup> Inside the description above, it means that it is very important with the intention to understand the context of the conversation which aims to obtain and provide information, change ideas, and convince the others to talk approximately something.

Speaking is something this is always achieved every day and whatever the conditions we constantly start by speaking, beginning from giving orders, requesting something, explaining something, it is all part of

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<sup>1</sup> Ronald Carter and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Language*, (Cambridge: University Press, 2001), 3.

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), 269.

speaking. Speaking is used for a variety of activities, which each needs a different skill. Furthermore the capability of speaking skill is a very complicated factor, because it is a top priority for foreign language learners in mastering speaking skills. Before doing speaking performances students have to practice to be able to increase their speaking skills and linguistic structure to get the right language method. Because in speaking performances students will deliver their ideas or opinions to the audience, students have to convey them correctly so that there is no miscommunication in the context to be delivered.

One of the macro capabilities of teaching and learning English is speaking. There had been many speaking concepts provided through experts regarding language teaching and learning. According to Nunan, “Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”.<sup>3</sup> Moreover, Brown state, “in defining the concept of speaking as an interactive process of building meaning which also requires being able to create, receive and process information”.<sup>4</sup>

Further, speaking is claimed as an ability that have to be practiced, developed and mastered by language learners in language teaching and

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<sup>3</sup> David Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), 39.

<sup>4</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Pearson ESL, 2001), 276.

learning classes. Bailey and Nunan put it that, “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”.<sup>5</sup> Eventually, primarily based on the definitions given through the experts above, it can be concluded that speaking is a medium for conveying critiques, ideas, suggestions, any requests that are conveyed through spoken language, and is an essential a part of language learning.

### **b. The Nature of Performance**

Richard and Schmidt say that, “performance is a person’s actual use of language. A difference is made between a person’s knowledge of a language (competence) and how a person uses this knowledge in producing and understanding sentences (performance).”<sup>6</sup> Inside the scope of English, performance is an activity that leads to effective, systemic, and dynamic communication. According to Brown, “the activities in English classroom can be divided into 5 types, such as; imitative, intensive, responsive, interactive, and extensive (monologue).”<sup>7</sup>

Richard and Schmidt also state that “there is also a somewhat different way of using the term ‘performance’.”<sup>8</sup> People sometimes make

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<sup>5</sup> Khatleen Bailey & David Nunan, *Practical English Language Teaching (PELT): Speaking*, (London: McGraw-Hill, 2004), 2.

<sup>6</sup> J. C. Richards and R. Schmidt, *Dictionary of Language Teaching & Applied Linguistics Fourth Edition*, (London: Pearson, 2010), 428.

<sup>7</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Pearson ESL, 2001), 271.

<sup>8</sup> Jack Richards and R. Schmidt, *Dictionary of Language Teaching & Applied Linguistics Fourth Edition*, (London: Pearson, 2010), 428.

mistakes while using English. Most of the reasons are nervous, unfocused, stressed, tired, not mastered or lack of understanding. The errors they make in the use of English cannot show that their competence is low. In fact on certain occasions they can do it, the errors they make are just an example of their performance at that time.

Chomsky in Carlson says that, “performance is the specific of knowledge in speech situation.”<sup>9</sup> Based on the knowledge in Chomsky’s theory can be categorized as grammar and language itself. The general public agree that correct grammar in speaking is one of the most difficult to learn and master.

According to Richard and Schmidt, “a person’s actual use of language called as performance.”<sup>10</sup> It is concerned with a people's knowledge of a language and how the language is used in the production of sentences. In English class, one of the activities carried out is speaking performance. The activity is to indicate that there is an oral communication activity. It can be concluded that speaking performance is not only a matter of verbal communication but also involve the usage of language effectively and completely, including expressions and body language.

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<sup>9</sup> Marvin Carlson, *Performance: A Critical Introduction Third Edition*, (London & New York: Routledge, 2018), 55.

<sup>10</sup> Jack Richards and R. Schmidt, *Dictionary of Language Teaching & Applied Linguistics Fourth Edition*, (London: Pearson, 2010), 428.

### c. Types of Speaking Performance

According to Brown, there are 5 basic types of classroom speaking performance, they are:

#### 1) Imitative

The main parameters that will be examined and assessed are competencies in imitating a word, phrase, and sentence pronunciation. "Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form."<sup>11</sup>

#### 2) Intensive

"Intensive speaking can be self-started or can even be part of some smaller work activity, in which the learner is "going through" certain language forms and is usually also designed to practice some phonological and grammatical aspects of the language."<sup>12</sup>

#### 3) Responsive

"A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or

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<sup>11</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Pearson ESL, 2001), 271.

<sup>12</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Pearson ESL, 2001), 273.

comments.”<sup>13</sup> Commonly like questions and answers regarding light greetings, orders, opinions and requests.

#### 4) Interactive (Dialogue)

Interactive speaking is similar to responsive, one of the variations among them is the weight and complexity of the interactions which often consist of multiple exchanges of information among students. “There are two kinds of interaction, specifically transactional language which is used to trade information through conversation, while interpersonal refers to retaining social relations instead of exploring information.”<sup>14</sup>

#### 5) Extensive (Monologues)

Subsequently, it comes to the discussion of extensive oral production such as “speeches, telling stories, singing and even poetry.”<sup>15</sup> In this case, the style of language is usually adapted to certain conditions, sometimes there is a formal one and it can also be informal.

In conclusion, teachers can practice the activities described above to further color the classroom atmosphere in growing and encouraging motivation to speak English fluently and correctly.

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<sup>13</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Pearson ESL, 2001), 273.

<sup>14</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Pearson ESL, 2001), 273-274.

<sup>15</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco: Pearson ESL, 2001), 274.

The activities described above also provide more space for students to express themselves in training the use of language. Because it needs to be considered by teachers in providing practical space for students, due to the fact while doing practice it will be more imprint for students when they encounter problems and will naturally repair it quickly.

#### **d. Aspects of Speaking Performance**

In life, speaking turns into one of the most crucial parts to be mastered, due to the fact through speaking we can easily understand or explain what is meant. After studying English in language classes inside the previous few years, students are predicted to be suitable in speaking performance because they had experience and have completed a lot of practice while studying it in language classes. However it is undeniable that there are some elements of speaking performance that are hard and they have not yet accomplished when studying it in language classes, so they have not been capable to show it optimally. Hughes states, “That accuracy, grammar, vocabulary, fluency, and comprehension are the aspects in speaking.”<sup>16</sup> Brown & Abeywickrama also states about aspects in speaking, “it includes pronunciation, fluency, vocabulary, grammar,

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<sup>16</sup> Rebecca Hughes, *Teaching and Researching Speaking Second Edition*, (London: Longman, 2011), 6.

and comprehensibility.”<sup>17</sup> Thornbury states “that grammar, vocabulary, pronunciation, speech act knowledge, and discourse knowledge are the aspects in speaking.”<sup>18</sup> Nunan states “that fluency, accuracy, grammar, complexity, and pronunciation.”<sup>19</sup> The conclusion is, aspects of speaking performance included:

### 1) Accuracy

According to Nunan, “accuracy refers to the extent to which the learners’ speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.”<sup>20</sup> Based on the definition of accuracy above, the standard of accuracy is when the other person understands exactly what we are saying.

### 2) Fluency

Nunan State, Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations. Thornbury state “Research into listener’s perception suggests that pausing is one of the factors of fluency.”<sup>21</sup> Furthermore,

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<sup>17</sup> H. Douglas Brown, & P. Abeywickrama, *Language Assessment Principles and Classroom Practices Third Edition*, (London: Pearson, 2019), 157.

<sup>18</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), 5.

<sup>19</sup> David Nunan, *Teaching English to Speakers of Other Languages An Introduction*, (New York and London: Routledge, 2015), 55.

<sup>20</sup> David Nunan, *Teaching English to Speakers of Other Languages An Introduction*, (New York and London: Routledge, 2015), 54.

<sup>21</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), 6



Thornbury states “that individuals are considered fluent speakers if they have the following characteristics:”<sup>22</sup>

- a) Pauses may be long but not frequent
- b) Pauses are usually filled
- c) Pauses occur at meaningful transition points
- d) There are long runs of syllables and words between pauses.

Based on the two definitions above concerning fluency, a person can be stated to be fluent in speaking when he rarely pauses and makes a few word errors.

### 3) Pronunciation

According to Thornbury, “pronunciation refers to the student’s ability to produce comprehensible utterances to fulfill the task requirements.”<sup>23</sup> Provides more issues related to pronunciation. Harmer state, “pitch, intonation, individual sounds, sounds and spelling, and stress.”<sup>24</sup> Based on the two conclusions above, the pronunciation standard is when capable to say a word correctly including tone, intonation, spelling, which can be understood in the equal context. For example, while you want to say (beach) not to be (bitch).

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<sup>22</sup>Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), 8.

<sup>23</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), 128-129.

<sup>24</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001),

#### 4) Grammar

According to Brown, “Grammatical rules provide an accurate translation of text, or supply a grammatically accurate word.”<sup>25</sup>

In terms of context, a speaker should consider the following:

- a) Who the speaker is.
- b) Who the audience is.
- c) Where the communication takes place.
- d) What communication takes place before and after a sentence in question?
- e) Implied versus Literal Meaning.
- f) Styles and registers.
- g) The alternative forms among which a produce can choose.

Based on the definition of grammatical rules, the function of grammatical rules it is to provide correct meaning consistent with the context, so that there is no miscommunication.

#### 5) Vocabulary

Thornbury said, “suggests three usual things used by speakers in what they are being said:”<sup>26</sup>

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<sup>25</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. (London: Longman, 2019), 262.

<sup>26</sup> Scott Thornbury, *How to Teach Speaking*, (New York: Longman, 2005), 22.

- a) When people speak, they use a large number of words and expressions to convey their attitude (stance) toward what is being said.
- b) Speakers typically use words and expressions to convey positive and negative assessment since much of speech has an interpersonal function, and by recognizing what people like and dislike, they can show unity.
- c) A speech would often typically use deictic language, which refers to words and expressions that refer to the location, time, and participants in an intermediate or more distant context.

Based at the information above, vocabulary is also an important part, because mastering or increasing vocabulary will make it easier for a person to express something consistent with their desires.

## **B. Extrovert and Introvert**

Personality style is an interesting variable to analyze, because every personality style has its own uniqueness. Personality styles also have an important role in learning a second language, the most popular personality styles are extrovert and introvert. Zhang states that, “extrovert and introvert are two

characterizations of how one relates to the outside world. Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions.”<sup>27</sup> It can be stated that extroverts commonly connect with the world through direct touch with other people around them, even though sharing experiences with each other. They prefer do it than judging themselves. On the opposite, Zhang also states, “that introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others.”<sup>28</sup> It can be stated, an introvert prefers to be in a (comfort zone), where they feel absolutely independent of themselves.

#### **a. Extrovert**

According to Erton, “an extrovert is a person who has a tendency to focus on the outer world of people and events.”<sup>29</sup> A person with an extroverted personality commonly would not really like to spend their time reading books, they are prefer to spend their time talking with other people, hanging out with many people, because basically an extrovert is friendly and easy sociable. An extrovert has many friends because of their friendly and sociable nature, they are not awkward when beginning a conversation despite new people, and they are people who think after

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<sup>27</sup> Yan Zhang, “The Role of Personality in Second Language Acquisition”, *Asian Socioal Science* [www.ccsenet.org/journal.html](http://www.ccsenet.org/journal.html), Vol. 4, No. 5, (May, 2008), 58.

<sup>28</sup> Yan Zhang, “The Role of Personality in Second Language Acquisition”, *Asian Socioal Science* [www.ccsenet.org/journal.html](http://www.ccsenet.org/journal.html), Vol. 4, No. 5, (May, 2008), 58.

<sup>29</sup> Erton, “Relationship Personality Trait Language Learning Style and Succes in Language Learning Achievement”, *H. U. Journal of Education*, Vol. 2, No. 2 (April, 2010), 117.

talking. An extrovert also likes an active and enthusiastic lifestyle, they are also frequently missing for happiness.

The hallmark of extroverts is commonly an easygoing person who always feels optimistic about what they are doing, even though sometimes they are careless. They are also generally people who easily exchange their moods and for this requires encouragement from their environment. Except that, extroverts are always enthusiastic when discussing with many people, they also like the activities that occur around them for use as chat material rather than focusing on themselves.

Extroverts are individuals who like and easy to work with other people, they also like to discuss in a group, because of their good nature in interactive and enthusiastic.in a group also typically an extrovert will be appointed as a leader because they are considered to have good interpersonal intelligence and can communicate well with a purpose to maintain the quality in the group.

## **b. Introvert**

According to Zhang, “an introvert is a person who is more interested in his or her own thoughts and feelings than in things outside himself.”<sup>30</sup>

People with introverted personalities are naturally quiet and very

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<sup>30</sup> Yan Zhang, “The Role of Personality in Second Language Acquisition”, *Asian Socioal Science* [www.ccsenet.org/journal.html](http://www.ccsenet.org/journal.html), Vol. 4, No. 5, (May, 2008), 58.

introspective, it is because they do not feel comfortable being the center of attention. Introverts also have fairly good intrapersonal intelligence, although not as good as extroverts. In contrast to extroverts, introverts are more comfortable with themselves, focus on enhancing their personal abilities, rather than having to share with other people, especially new people (they are very reserved). They are also typical people who do not really care about what is going on around them, in fact they frequently feel lazy and can be very tired if they attend a party or event. However, they will be very passionate while studying or reading books alone even for a long time, and introverts are people who prefer to plan in advance before doing something.

On the other hand, introverts are dependable people rather than careless extroverts, because commonly introverts are very serious and have a high feel of obligation for what they do. They are also consistent in maintaining their moods and they are also passive people. Frequently introverts feel pessimistic, fearful, and ashamed of themselves in society.

An introvert is different from the term shy, introverts only feel uncomfortable while with other people because they have to adjust, it does not mean avoiding social interactions, and it is just that they do not feel free. Introverts could be very passionate while doing something related to themselves including reading, writing, watching movies, and many others. In different words, an introvert can absolutely interact socially with other

people, it just requires mental readiness to adjust to other people which include emotions, desires, and behavior.

### c. Characteristics of Extrovert and Introvert

To further understand about the extraversion-introversion personality, Brown has defined it as follows:

**Extroversion** is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel “good”. **Introversion**, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Contrary to our stereotypes, introverts can have an inner strength of character that extroverts do not have.<sup>31</sup>

Furthermore, Dornyei states that, “extroverts are sociable, gregarious, active, assertive, passionate, and talkative while introverts are passive, quiet, reserved, withdrawn, sober, aloof, and restrained.”<sup>32</sup> In other words, both extroverts and introverts have their advantages and disadvantages. Extroverts are more dominant and take fewer pauses when speaking, while introverts are higher at speaking in formal situations and superior with grammar rules than extroverts.

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<sup>31</sup> H. Douglas Brown, *Principles of Language Learning & Teaching 4th Edition*, (San Francisco State University: Pearson Education, 2000) 155.

<sup>32</sup> Zoltan Dornyei, *The Psychology of The Language Learner: Individual Differences in Second Language Acquisition*. (New Jersey: Lawrence Erlbaum Associates Inc, 2005), 15.

The following characteristics of extroverts and introverts adopted from Eko Noprianto:

The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change; he is carefree, easy-going, optimistic, and likes (to laugh and be merry). He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person. The typical introvert is a quiet retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, “looks before he leaps,” and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards.<sup>33</sup>

#### **d. Extrovert-Introvert and Performance**

There will be a lot that will develop in researching the personality characteristics of extroverts and introverts related to the speaking performance of language students. Matthew said that, “participants' speaking fluency correlated considerably with extrovert and introvert, and that extrovert had a positive impact on oral English fluency.”<sup>34</sup> Consistent with the definition above, it could be stated that there is an opportunity that an extrovert has an advantage in speaking fluency in a foreign

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<sup>33</sup> Eko Noprianto, “Extrovert Versus Introverts Students: What EFL Learning Strategy do They Use?”, *Asian Tefl*, Vol. 2, No. 2, (September, 2017), 122-123.

<sup>34</sup> Gerald Matthews, Ian J. Deary, and Martha C. Whiteman, *Personality Traits Third Edition*, (Cambridge: Cambridge University Press, 2009) 368.



language. According to Eysenck and Eysenck as cited in Matthew, “extrovert and introvert can be better in performance depending on a whole range of task and contextual variables. Sometimes extroverts do better and sometimes introverts.”<sup>35</sup>

Adopted from Matthew state, cognitive patterning of extraversion–introversion effects on performance is below:

**Table 2.1**

**Cognitive Patterning of Extraversion and Introversion**

Cognitive Function	Example Study	Task	Result
Extraverts (Es) are better at...			
Divided attention	Eysenck Eysenck (1979) &	Strenberg memory search	Es better at divided attention
Short-term memory	Mangan hookway (1988) &	Free recall of video sequences	Es better at immediate recall

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<sup>35</sup> Gerald Matthews, Ian J. Deary, and Martha C. Whiteman, *Personality Traits Third Edition*, (Cambridge: Cambridge University Press, 2009) 368.

Retrieval from semantic memory	Eysenck (1974)	Retrieve semantic category instances	Es faster t retrieving low dominance
Speech production	Dewaele Furnham (2000) &	Learning a second language	Es more fluent in speech production
Introverts better at... (Is) are			
Visual vigilance	Harkins & geen (1975)	Detection of line stimulus	Is show higher detection rate
Long-term memory	Howarth Eysenck (1968) &	Paired Associate learning	Is better at delayed recall
Problem solving	Kumar & Kapila (1987)	Five insightful problem- solving tasks	Is faster and more accurate

The table above describes the assignment dependence of extraversion and introversion on its performance, which has been examined by many research. According to Eysenck in Matthew, “extroverts tend to show superior performance to introverts on some tasks, particularly relatively demanding tasks requiring divided attention, resistance to distraction or resistance to interference.”<sup>36</sup> As an example, a person with an extrovert personality would not be disturbed by music, while introverts feel very disturbed by music, especially loud music that hinders their performance. Extroverts also have a primacy at short-term memory tasks, and they can do very well. It is supported because an extrovert also has good social abilities and tends to be fluent in processing conversations they can do it effectively in constructive verbal conversation.

#### **e. Identifying Extrovert and Introvert Students**

Currently there are extrovert and introvert psychological theories introduced by the psychology community, there are many theories utilized in measuring personality levels. In this research, researchers used the Eysenck personality inventory (EPI) to classify students who were extrovert and introvert.

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<sup>36</sup> Matthews, G., Ian J. Deary and Martha C. Whiteman, *Personality Traits*, (Cambridge: Cambridge University Press, 2009) 369.

In theory Eysenck personality inventory (EPI) measures two independent aspects of personality, specifically extraversion and introversions, consisting of 24 question items that can measure the level of extroverts and introverts. Based on the theory (EPI) the assessment result used to measure is an E score, if the respondent gets an E score of 0-11 then they fall into the introvert category, whereas if the respondent gets an E score of 12-24 they are categorized as extrovert.

This research is a quantitative study which is focused on a comparative study between extrovert and introvert students on speaking performance at ninth grade Integrated Junior High School Al-Husein. This research consists of X1, X2, and Y variables, in which extrovert and introvert personality are independent variable while students' speaking performance at ninth grade Integrated Junior High School Al-Husein is dependent variable.

To conduct the variable investigation, the researcher used the following indicators:

1) Eysenck states, the indicators of variable X1

(Extrovert) character are as follows:

- a. The students are sociable. They are easy to communicate with other people in classroom.
- b. The students are gregarious. They are easy to associate with other people in classroom.

- c. The students tend to be active in teaching and learning process.
  - d. The students tend to be assertive in expressing their opinion.
  - e. The students are passionate in doing task or delivering a speech.
  - f. The students are talkative in certain situations of teaching and learning process.<sup>37</sup>
- 2) Eysenck states, “the indicators of variable X2 (Introvert) character are as follows:”
- a. The students tend to be passive in teaching and learning process.
  - b. The students are quiet in teaching and learning process.
  - c. The students tend to be reserved and withdrawn.
  - d. The students tend to be sober in expressing their opinion
  - e. The students are aloof in the classroom because they are comfortable for being alone.
  - f. The students are restrained in doing task or delivering a speech.<sup>38</sup>

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<sup>37</sup> Hans Eysenck, *Dimensions of Personality*, (New Brunswick and London: Transaction Publishers, 1998) 56-57.

<sup>38</sup> Hans Eysenck, *Dimensions of Personality*, (New Brunswick and London: Transaction Publishers, 1998) 56-57.

3) According to Hughes, “the indicators of Variable Y (Students’ speaking performance), indicators of variable Y can be seen as follows:”<sup>39</sup>

- a. The students are able to produce fluent speech without filler and pause.
- b. The students are able to use correct grammar.
- c. The students are able to use proper words or vocabularies.
- d. The students are able to express the comprehensible ideas in speaking.
- e. The students are able to produce clear pronunciation in speaking.

This research focuses on students' speaking performances with various personalities. Its goal is to discover how extrovert and introvert students speak and why they talk the way they do. This study was carried out using a quantitative method, with causal-comparative a non-experimental design.

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<sup>39</sup> Rebecca Hughes, *Teaching and Researching Speaking Second Edition*, (London: Longman, 2011), 7-8.