

CHAPTER I

INTRODUCTION

1.1 Research Background

Speaking is important for language learning to make a good oral interaction and establish good communication. Everyone can speak, but not everyone can speak well and communicatively. Speaking is the way person communicates to each other. The people in one country should make a relationship with people in the other country and nation to follow the globalization. Without communication and interaction between country and nation they will leave behind. Lucantoni (2006) states that English is one of the languages used for communication in the world and it is the most popular. Using the English language as a tool for communication involves the use of four language skills; listening, speaking, writing, and reading which should be mastered to express thought, feeling ideas, and opinion.

The purpose of learning English is to improve the student's ability to use English as a mean of communication. Brown (2004) states that speaking is a productive skill that can be directly and empirically observed. However, English is not the student's first language in Indonesia and English has difference in the way it written with the way it pronounces. Thus, it is not easy to be mastered, particularly speaking skill. In speaking, student needs more effort not only how to arrange the words, but also how to pronounce them well. Thus, students need more practice to speak English fluently.

However, it is not easy to be good at English speaking skill, as well as using it to communicate. Students usually find difficulties in English when they are trying

to interact with others. They still nervous to interact with their friends and their teachers by using English. For people especially students to be able to speak English, they must first want to learn and believe that they can learn. Thus, they must have the confidence in performing those practices and tasks.

Speaking skills must be developed in order to effectively learn a language. People are supposed to speak correctly and effectively in order to communicate well with one another. It is essential because misunderstandings and problems can occur if you do not speak clearly. Brown (2001) notes that from a communicative point of view, speaking has many dissimilar aspects. Two of them are: accuracy and fluency. Accuracy refers to the correct application of vocabulary, grammar, and pronunciation, whereas fluency refers to the ability to continue speaking spontaneously. As a result, English as a foreign language may have different pronunciation and grammatical forms.

There are some factors that influence individual differences in second language learning. Riadil (2019) stated problem which influences the students' speaking skill is psychological problem is psychological problems which the problems that related to the emotional and personality. Personality is the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems (Agras, 2010). It means an individual's characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms hidden or not behind those patterns or the pattern of consistent behaviour and quality in a person.

In recent years, a more nuanced perspective on the relationship between extrovert and second language learning has emerged. Some studies reveal a positive correlation between degree of extrovert and speaking skill, Damayanti (2019) concluded in her research that extrovert correlated with speaking. She states that extrovert tends to be better than introvert on several things, especially things that require divided attention or resistance to interference. For example, extrovert is not easily disturbed by the music compared to an introvert that easily loses its concentration. But in one occasion, when the researcher had a chance to observe the students of English-speaking class, the researcher found an interesting phenomenon. A student who seemed to possess introvert personality, turn to have a better speaking skill than the extrovert students (Lestari A, et al.,2013)

Based on the explanation above the researcher is interested and curious in carrying out the significant correlation between extrovert and introvert personality toward speaking skill. Therefore, the researcher conducted a study entitled The Correlation Between Extrovert and Introvert Personality toward Speaking Skill of The Eleventh Grade Students in SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2023/2024.

1.2 Research Problem

The most important aspect in conducting research is formulating the research problem. Concerning the description in the background of the study above, the researcher will hold research on the correlation between extrovert and introvert personality toward speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar. The researcher should decide on a specific and correct question to be answered. Moreover, the researcher is interested in finding out the

significant extrovert and introvert personality toward speaking skill of junior high school students. Thus, the research question of the present study can be formulated as follows: is there any significant correlation between extrovert and introvert personality toward speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024?

1.3 Objective of the Study

The most important aspect in conducting research is for the research objective to describe concisely what the research trying to achieve. So that, every research has its objective. A scientific solution to the research problem is expected to provide in a particular investigation. Furthermore, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Thus, in line with the background and research problem above, the objective of the study was to figure out whether there is any significant correlation extrovert and introvert personality toward speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024.

1.4. Limitation of the Study

To avoid overlapping and confusion, the limitation of the study will be made more specific. Considering the complexity and broadness of the problem that had been discussed above, formulating the limitation of the study is important. In the present study, the researcher will be focusing on three variables. Extrovert-introvert students as independent variable and speaking skill as dependent variable. The research subject was the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024. The data are collected by using questionnaire and test. The questionnaire is used to indicate the extrovert and

introvert students, while the test is used to collect the data of speaking scores between extrovert and introvert students. Besides, in speaking skill, the present study was limited to students' performance in monologue speaking test about their past experience. Therefore, the study is limited in investigating the significant correlation between extrovert and introvert personality toward students speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024.

1.5 Significance of the Study

The researcher concerns about investigating the correlation between extrovert and introvert personality toward students speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024. One of the principles and practical reflection which are taken into account in undertaking the present investigation is the significance of the expected research findings. The findings of the study are extended to be both theoretical and practical significance to teaching and learning English. It means that it is will not only able to use as references or sources but it can also be implemented in the real situation or context:

Theoretically, For the teachers, this research can be used as information for the teachers about the correlation between students' extrovert and introvert personality toward speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024 that was expected for enriching their knowledge. Then, for the students, this research can make them understand about their personality

Practically, the findings of this study can be used by English teachers, students, and other researchers. For English teachers, this research may help them to develop learning strategy for gaining students' speaking skill in English class and it can be used as a consideration to get better results on an alternative way of teaching in speaking English of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar. Besides, for students, the finding will be help to motivate them in speaking English, by learning and practicing which are appropriate with their personality. Moreover, this study can be used as a reference for future researchers who want to conduct research related to the correlation between student's extrovert and introvert personality toward speaking skill.

1.6. Definition of Key Terms

Key terms are important to be defined in order to give clear understanding on topic. Moreover, in order to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to give clear operational definition of key terms used in the present study. The key terms which were used in the present study were clearly and concisely clarified as follow:

1. Extrovert Personality

Extrovert personality is a pattern and unique characteristic that describe the behavior and habits of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024 which is more influenced by their surroundings than by their inner world.

2. Introvert Personality

Introvert personality is a pattern and unique characteristic that describe the behavior and habits of the eleventh-grade students in SMA (SLUA)

Saraswati 1 Denpasar in academic year 2023/2024 which is more influenced by their inner world than by their surroundings.

3. Speaking Skill

It is defined as the skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in presenting their past experience through storytelling.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories related to the study that will be used to support and build this study besides, to make the study firmer and more based on the fact. A review of a related story is an important part of scientific research because it allows the readers to understand the foundation of the research. It can help the researcher to determine the nature of the research and give a theoretical basis for the research. On the other hand, it needs the foundation to guide this study. In this chapter, the researcher presents some theories related to: General Concepts of Personality, Extrovert and Introvert Personality, and General Concepts of Speaking.

2.1.1 General Concepts of Personality

The word Personality comes from the Latin word *persona*. *Persona* refers to a theatre mask that is often used by ancient actors and actresses to show the role of a character in a story. But of course, what psychologists mean by *persona* is not that simple. Many experts express different opinions about the definition of personality. Personality as those structural and dynamic properties of an individual as they reflect themselves in characteristic responses to situations (Peck & Whitlow, 2019). Personality refers to the unique characteristics that shape the way a person acts, thinks and feels. Wright (2018) states that personality relatively stable and enduring aspects of the individual which distinguish him from other people and, at the same time, form the basis of our predictions concerning his future behaviour. However,

every individual has a unique personality and develops throughout his life. According to Jung (Routledge, 2014), personality (self) development is the result of the self-shaping its own person and is expressed through the actions and experiences of the lived life. He compared individuation in its social and collective series with the historical process of civilization. A person's personality is influenced by factors such as genetics, environment, and life experiences. Therefore, it is very important to recognize the personality that we have, because later it can determine how the pattern of interaction and reaction to everyday life. Because, someone's personality can change over time.

Carl Jung states that personality is the supreme realization of the innate idiosyncrasy of living being (Kour & Sharma, 2013). According to Sharp (1987), Jung's model is concerned with the movement of psychic energy and the way in which one habitually or preferentially orients oneself in the world. From this point of view, Jung differentiates two personality attitudes, extroversion and introversion. The researcher chose to make this theory as the basic model to understand about concept of personality.

There is no single definition acceptable to all personality theories. But we can conclude that the personality is a pattern and unique characteristics that describe the behaviour and habits of someone. Though maybe someone looks to have a personality that may be seen as similar to others, everyone has unique characteristics that are distinctive from each other (Feist & Feist, 2008).

In conclusion, there are many theories about personality. But we can conclude that personality is a unique pattern and characteristic that describes a

person's behaviour and habits. Although a person looks to have a personality that may look similar to other people, but each person also has unique characteristics that are different from each other.

2.1.2 Extrovert and Introvert

Jung (In Feist & Feist, 2008) explains that extrovert is the attitude distinguished by the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective. Extroverts are more influenced by their surroundings than by their inner world. Sharp (1987) conclude from Jung's theory that extroversion is usually characterized by being outgoing, honest, easily adapting to environment, quickly establishing attachment with others, often not hesitant in anything, and having high self-esteem. People that have these characteristics often called as extrovert.

Edinger (2018) states that the extravert is characterized by an innate tendency for the libido to flow outwards, connecting the individual with the external world. The extravert naturally and spontaneously gives greatest interest and value to the object - people, things, external accomplishments, etc. Extroverts enjoy activities that involve many people, such as party events, community events, or actively in clubs or organizations. Extroverts tend to enjoy spending time with many people and usually have little time to be alone. They tend to be energized around other people, and they tend to be bored when they are on their own (Kour & Sharma, 2013)

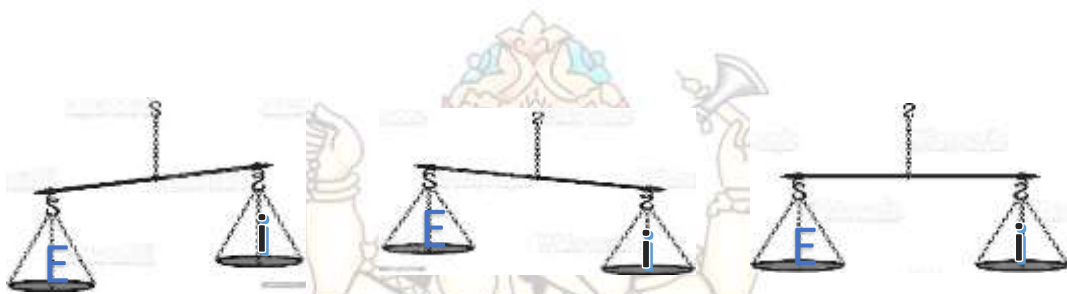
Introversion is the opposite dimension of extroversion. These two have different features and characteristics conversely. The general perception of introvert

is that they tend to be quieter and less outspoken in front of many people. They enjoy solitary activities such as reading, writing, playing computer or fishing. An introvert tends to enjoy a lot of time by spending it alone and a little time with lots of people, except for interaction with family or close friends (Kour & Sharma, 2013)

According to Jung (In Feist & Feist, 2008) introvert is the turning inward of psychic energy with an orientation toward the subjective. Introverts are turned into their inner world with all its biases, fantasies, dreams, and individualized perceptions. These people perceive the external world, of course, but they do so selectively and with their own subjective view. The introvert is characterized by a tendency for the libido to flow inwards connecting him or her with the subjective, inner world of thought, fantasies and feelings. Greatest interest and value are given to the subject - the inner reactions and images. The introvert will function most satisfactorily when free from pressure to adapt to external circumstances. He or she prefers their own company and is reserved or uncomfortable in large groups (Edinger, 2018).

Jung (In Crellin, 2014) states the introvert-extravert difference is as much about a fundamental and possibly constitutional difference of attitude and epistemological approach to the world as it is about behaviour. However, according to Edinger (2018) states that both introvert and extravert have the defects of their strengths and each tends to undervalue the other. To the extravert, the introvert appears self-centred and withholding of himself. To the introvert, the extravert appears shallow, opportunistic and hypocritical. Every individual possesses both tendencies, but one is usually more developed than the other. As a pair of opposites,

they follow the law of opposites. Thus, an excessive, one-sided emphasis on one attitude is likely to lead to the emergence of its opposite. The opposite, however, because it is undeveloped and undifferentiated, will appear in a negative, crude and unadopted form. Thus, the extreme extravert will become a victim of negative inferior introversion in the form of depressions. The extreme introvert is likely to have episodes of compulsive extraversion which are crude, ineffectual and unadopted to outer reality.



Graph 2.1 Extroversion and Introversion Illustration

From the illustration above can be concluded that people are not fully extrovert nor introvert, people have characteristics of personality in themselves. They may be extrovert, but have some features and characteristics of an introvert, and vice versa. It is just that everyone has a tendency to be either extrovert or introvert. However, psychologically healthy people attain a balance and feeling equally comfortable with their internal and external worlds (Feist & Feist, 2008)

2.1.3 General Concept of Speaking

2.1.3.1 Definition of Speaking

Brown (2007) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the

main instrument. While Thornbury (2005) states that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn. Speaking is a skill that is often used to interact with others. Thornbury (2004) emphasizes that speaking is so much part of daily life that we take it for granted. Most people rate English skill from someone through their speaking skills. However, many people are worry to practice speaking skills for several reasons, such as lack of motivation, lack of confidence and low ability in English.

According to Kayi (2006), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts. While, Torky (2006) states speaking based on interactional skills which involve making decision about communication. Speaking is an interactive process to build meaning that involves the production reception and processing information. Speaking is important skill that students need to master in learning English. This is because talking is an important factor in communicating with others.

2.1.3.2 Basic Types of Speaking

Brown (2004) made 5 basic types of speaking. They are as follows:

1. Imitative

One type of several speaking performance is the ability to reproduce or imitate a word, phrase, or sentence. In this type of speaking, the most noticed thing is pronunciation.

2. Intensive

Intensive speaking is one of speaking types that often used in speaking test performance. This type of speaking focuses on the production of a spoken

language which is designed to show the speaking competence associated with the grammatical, phrasal, lexical, or phonological relationship. They should understand the semantic properties in order to be able to respond.

3. Responsive

Responsive speaking is a kind of speaking in the form of interaction and test comprehension which is limited to short conversation, simple greetings and small talk and also simple requests and comments. Usually, the stimulus used is a spoken prompt, with only one or two questions that follow.

4. Interactive

Interactive speaking has few differences with intensive speaking. This type of speaking has the complexity and longer interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms of transactional language, which has the purpose to exchange specific information, or interpersonal. In the interaction can be used also daily language (non-formal, slang, humor, and other sociolinguistic convention).

5. Extensive

Extensive speaking performance can be speeches, oral presentations and storytelling. In this type of speaking the oral interaction between the speaker and the tester is very limited. The language used is usually more structured and planned because it is usually prepared first.

2.1.3.3 Aspect of Speaking

In speaking, there are some aspects that must be fulfilled by the students. It can be used as a measurement whether our speech is good or not. Those are fluency,

comprehension, grammar, vocabulary, and pronunciation. (Brown, 2000) The description is as follows:

1. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

2. Comprehension

Comprehension is a student competence to comprehend all the speaker says to them.

3. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

4. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

5. Pronunciation

Pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

2.2 Empirical Review

This literature review presents relevant information which is needed to understand and support this research. In this review, the researcher presents some of the previously conducted studies related to this research.

The first research held by Damayanti (2019). Her paper entitled “Extrovert and Introvert Students in Speaking Skill”. The subjects used in this study are 105 students, while she used EPQ test as the instrument in her study. According to the findings of her research paper, there was significant difference between extrovert and introvert students toward speaking skill of English Department at IAIN Palangka Raya. The difference above is due to the fact that both extroverts and introverts have different ways in speaking. Students with extrovert personality have better ways in speaking than the introvert.

The second research was done by Samand, S. M, et al. (2019). The title of the study is Analysis on The Relationship of Extrovert-Introvert Personality and Students’ Speaking Performance. The subjects used in this study are 33 students, while they used Mark Parkinson Personality Questionnaire as the instrument in their study. This study is applied a descriptive quantitative design aimed to find the correlation on extrovert and introvert personality with the English language learners’ competence in term of speaking skill. The result of the study was introvert students get higher means score and the extrovert students have lower means score.

Considering those empirical reviews, the researcher was motivated to conduct research in finding the correlation between extrovert and introvert personality of students’ and their speaking skill. The differences between this study and the previous studies are on the subject of the study and the instruments used in

this study. The subject of this study is the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024 then, for the instrument used in this study are MBTI personality questionnaire and speaking test which help the researcher to find data. The combination of the MBTI personality questionnaire and speaking test represents a comprehensive approach. This dual-method strategy is not always used in research studies, and the integration of these tools may yield a richer understanding of the relationship between personality traits and oral communication skills among eleventh grade students. What makes another differentiator were the Temporal Relevance and geographies specificity. the temporal aspect that determines the 2023/2024 academic year became crucial. This ensures that the research reflects the current educational landscape, taking into account any changes or developments that may occur in the education system, curriculum or student demographics. Then, the research conducted in Denpasar added geographic specificity that may not have been present in previous research. Regional context can influence a variety of factors, including cultural influences on personality and language use, potentially providing unique insights into that location.

2.3 Hypothesis

According to Fraenkel and Wallen in A Muri yusuf (2005) hypothesis is a tentative, reasonable, testable assertion regarding the occurrence of certain behaviors, phenomena, or event: a prediction of study outcome. Based on the theoretical and empirical above, the writer formulated the hypothesis of this research: there is a correlation between intrinsic extrovert and introvert personality toward speaking skill. The statistical hypothesis is formulated as follows:

1. Alternative Hypothesis (H_a): there is a significant correlation between extrovert and introvert personality toward speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024.
2. Null Hypothesis (H_o): there is no a significant correlation between extrovert and introvert personality toward speaking skill of the eleventh-grade students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2023/2024.

