

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the most widely used international languages in all corners of the world. It is parts in international communication, economics and business, education, and technology. 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 (2006:3) 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 (2004:140) 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.

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important Skill in learning a foreign or second language. According Brown

and Yule (1983) “Speaking is the skill that the students will be judged upon most in real life situations”. 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 (2001:268) 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. Personality is the organized, developing system within the individual that represents the collective action of that individual’s major psychological subsystems (Agras, 2010). In addition, Raba'ah (2005:15) pointed out that many factors cause difficulties in speaking english. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. It means an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms hidden or not behind those patterns or the pattern of consistent behavior 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 ability, Wulandari (2017) 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 ability 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 ability. Therefore, the researcher conducted a study entitled The Correlation Between Extrovert and Introvert toward Speaking Skill of the Eighth-Grade Students in SMPN 1 Kediri in Academic Year 2022/2023.

1.2 Research Problem

Based on the background of the study, the research problem can be formulated as follow: is there any significant correlation between extrovert and introvert toward speaking skill of the eighth-grade students in SMPN 1 Kediri in academic year 2022/2023?

1.3 Objective of the Study

Based on the research problem, the objective of the research is to find out whether there is a significant correlation between extrovert and introvert toward speaking skill of the eighth-grade students in SMPN 1 Kediri in academic year 2022/2023.

1.4 Limitation of the Study

This research focuses on three variables. Extrovert-introvert students as independent variable and speaking skill as dependent variable. The research subject is the eighth grade-students of SMPN 1 Kediri in Academic Year 2022/2023. 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 performed in monologue speaking test about their past experience. Therefore, the study is limited in investigating the significant correlation between extrovert and introvert toward students speaking skill of the eighth-grade students in SMPN 1 Kediri in academic year 2022/2023.

1.5 Significance of the Study

Based on the result of the research, the researcher expects this research to have significance as follows:

1. Theoretically
 - a. 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 eighth-grade students of SMPN 1 Kediri in academic year 2022/2023 that is expected for enriching their knowledge.

- b. For the students, this research can make them understand about their personality.

2. Practically

- a. For the 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 eighth-grade students of SMPN 1 Kediri.
- b. For the students, this research may help to motivate them in speaking English, by learning and practicing which are appropriate with their personality.

1.6 Definition of Key Term

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. Personality

Personality is operationally defined as a pattern and unique characteristic that describe the behavior and habits of the eighth-grade students of SMPN 1 Kediri in academic year 2022/2023.

2. Extrovert and Introvert Personality

Extrovert are the eighth-grade students of SMPN 1 Kediri in academic year 2022/2023 which is more influenced by their surroundings than by their inner world. While Introvert are those who are turned into their inner world with all its biases, fantasies, dreams, and individualized perceptions.

3. Speaking

It is defined as the skill of the eighth-grade students of SMPN 1 Kediri in presenting their past experience through storytelling.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

To contribute a practical significance is intended in every scientific investigation. Therefore, to emphasize and avoid misunderstanding the practical must be conducted with the basis of theory, it is also in concern to the concepts and theories which will be used as the standard in every research. In consequence, to substantiate the theoretical framework of this research study, the researcher should criticize some relevant theories from some experts which are related to the 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 actress 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. Their opinions are influenced by experience, religion (some experts), and their own thoughts (Feist & Feist, 2008:3).

Carl Jung states that personality is the supreme realization of the innate idiosyncrasy of living being (Kour & Sharma, 2013:203). According to Sharp (1987:12), 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 behavior 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, 2008:3).

In conclusion, there was many theories about personality. But we can conclude that personality is a unique pattern and characteristic that describes a person's behavior 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

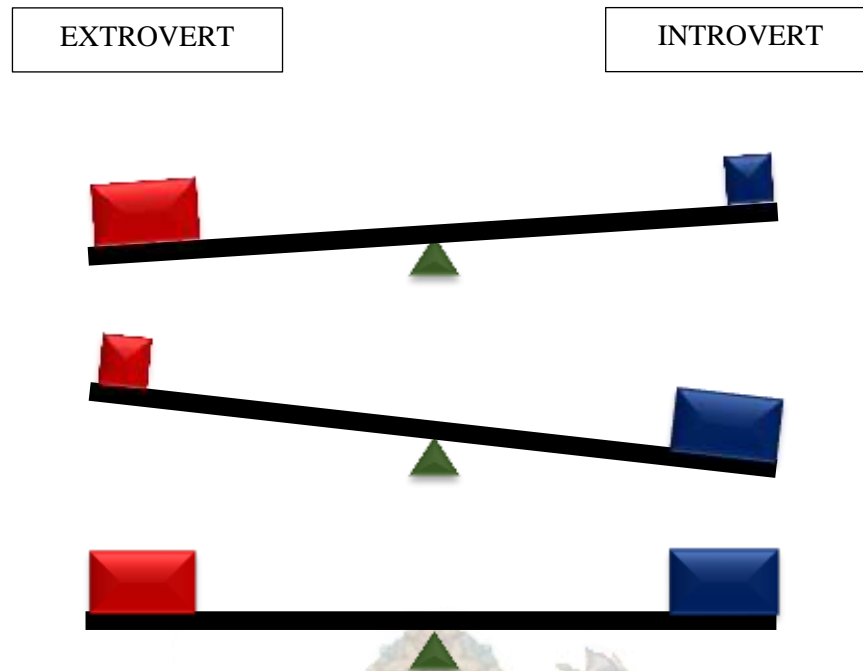
Feist & Feist (2008:116) list in their book about Jung's opinion about extroversion. Jung explains that extrovert is the attitude distinguished by the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective. Extroverts are more influenced by their surroundings than by their inner world.

Sharp (1987:13) 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.

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, 2013:7). The characteristic of extrovert is they are expressive, outgoing personalities with appropriate abilities to interact socially. Extroverts are warm, active, excited, positive, assertive, gregarious, energized, communicative, and attractive.

Introversion is the opposite dimension of extroversion. These two have different features and characteristics conversely. According to Jung as it cited in Feist & Feist (2008:116) 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 characteristic 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, 2013:7)



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 they may be extrovert, but have some features and characteristics of an introvert, on the other side they may introvert but they have some characteristics of an extrovert. 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, 2008:116-117).

2.1.3 General Concept of Speaking

2.1.3.1 Definition of Speaking

Speaking is a skill that is often used to interact with others. Most people rate English skill from someone through their speaking skills. However many people

are worry to practice speaking skills for sveral 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. 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 (2004:141) 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. The 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 aspect 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, 2000:406-407) 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 Wulandari (2017). Her paper entitled “Extrovert and Introvert Students in Speaking Ability”. The subjects used in this study are 107 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 ability 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 terms of speaking skill. The result of the study was introvert students get higher means scores and the extrovert students have lower means scores.

Considering those empirical reviews, the researcher was motivated to conduct a 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 eighth-grade students of SMPN 1 Kediri in academic year 2022/2023 then, for the instrument used in this study are MBTI personality questionnaire and speaking test which help the researcher to find data. The Myers-Briggs Personality Type Indicator (MBTI) is a self-report inventory designed to identify a person's personality type, strengths, and preferences. The questionnaire was developed by Isabel Myers and her mother Katherine Briggs based on their work with Carl Jung's theory of personality types. Thus, from the

explanation above it can be seen the difference between this study with both previous studies.

2.3 Hypothesis

Singh (2006:54) states that hypothesis is solution of the problem that is uncertain. Then, it can be stated that hypothesis is a prediction of the outcome of a research project considering to the relationship between two variables in the research. Moreover, the previous relevant theories are taken as the consideration to take the hypothesis (Singh, 2006:57). Next, based on the empirical above and to answer the research problem in this study, the researcher assumes that there is significant correlation between extrovert and introvert toward speaking skill of the eighth-grade students in SMPN 1 Kediri in academic year 2022/2023.

