

CHAPTER I

INTRODUCTION

A. Background

English is a popular language that can be used around the world for communication. In English, there are four skills; reading, listening, writing and speaking. All of them have strong relationship one another. In this occasion, the researcher focuses on one of the skills. It is called speaking.

Speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech.¹ Through speaking, people can express ideas and maintain social relationship even convey and receive information that is happening in this life.² Without good speaking skill, communication will not be effective and it can cause misunderstanding one another. Therefore, having a good skill in speaking is needed to get a good speaking performance. Speaking performance is an oral communication requires the ability to use the language appropriately in social interaction not only verbal communication but also use gesture, body language and expression.³ However, speaking performance of every person will be different.

¹Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, vol. 3, March 20, 2017, p. 34.

²Hilda Nazlia, "the students' speaking performances between extrovert and introvert and introvert in IAIN Langsa", *Journal of Language Teaching and Research*, Vol. 6, No. 3, May 2015, p. 581-587.

³Andila Misti, The Correlation between Students' Speaking Anxiety and Their Speaking Performance at The Junior High School 3 Tambang, *studies in English language and education Universitas Islam Negeri Sultan Syarif Kasim Riau*, Indonesia 2018.

Related on this, there are several factors influence speaking performance such as age, environment, social cultural factors, aural medium and personality. Among the factors which have much the student is personality.⁴ Personality is everything characteristics which can affect characteristic especially the way of thinking, feeling even behaving of someone. Personality is the supreme realization of the innate idiosyncrasy of a living being and according attitude of individuals, there are extrovert and introvert group of students.⁵ Personality means the combination of characteristics that form an individual's character. In fact, there are some types of it, but there are two the major personality types that related with the student speaking performance. Both of them are extrovert and introvert.

Extrovert and Introvert are general personalities of the people. These are kind of personalities which refer about the unique characteristic of each person such as thinking, feeling and behaving. Related on this, these two kind of personalities have their own unique.

Commonly, Extrovert is a kind of personality who is talkative, good conversationalists, and an active person. Typical extroverts are generally depicted as sociable, like parties, have some friends, need person to talk to, and do not like studying by himself.⁶ Means that Extrovert are sociable, easy-going, prefer outdoor activities or participating in various social.

Contrary to extrovert, based on reality in around environment introvert personality is thinker, less social, seldom speak and ashamed person who involve

⁴Sri Muniarty Samand, "Analysis On The Relationship Of Extrovert-Introvert Personality And Students' Speaking Performance In English Study Program Of Halu Oleo University" *Journal of Language Education and Educational Technology*, Vol. 4, No. 1, 2019, p. 2.

⁵Howard S. Friedman and Mirriam W. Schustack, *Personality: Classic dan Riset Modern Theory, third edition*, (Jakarta: Erlangga, 2008), p. 134.

⁶Yan Chen, et al., A Survey Study: The Correlation between Introversion/Extroversion and Oral English Learning Outcome, *Journal of Language Teaching and Research*, Vol. 6, No. 3, May 2015, p. 581-587.

themselves minimally in social activities. Introverts prefer to spend time in small groups, or one-on-one, and usually like to get to know new people more slowly, but actually they are just social in different ways.⁷ It shows that Introvert are personal, closed and quiet person.

By these two kinds of different personalities, it will also enable the influence especially toward student speaking performance where there are some students do it quite good, but not with others. Students keep quiet is not because they are not able to speak English, but they are worried will do mistake or they feel anxiety.⁸ Some students who have a good self confidence do not think too much about will do mistake. Contrary, some students who are passive will speak confidently if the answer is believed will be right. One of the intuitively appealing hypotheses is extrovert learn more rapidly than introvert learners. It is because extrovert learner will be easier to make contact with other users of the second language and therefore will obtain more input.⁹

Based on the explanation above, the extrovert personality have a possibility be better in speaking because get more input are quiet easy for student. In other hand, the introvert personality may also have possibility be better in speaking because introvert will think deeper before trying to speak a lot so the performance is better in accuracy.

The researcher chooses both of these personalities between extrovert and introvert. It is caused by the researcher has a deep curiosity to do analysis which is aimed to know the influence between extrovert and introvert toward speaking

⁷Shiv Prakash et al., Personality (Introvert, And Extrovert) and Professional Commitment Effect among B.Ed Teacher Educator Students, *The International Journal of Indian Psychology*, Volume 3, No. 3, March 2016, p. 44.

⁸Merle J. Schwartz, *Effective Character Education: A Guidebook for future Educators*, (New York:McGraw Hill, 2007), p.5.

⁹Merle J. Schwartz, *Effective Character Education: A Guidebook for future Educators*, (New York:McGraw Hill, 2007), p.7.

performance. After that, the result of students speaking performance between extrovert and introvert will be described by using their own score.

When the researcher did pre- observation at MA Baytul Mukarromah Welalange, it was clearly seen that the students demonstrate style, performance and also socialize differently in class during learning.

The students' level which become the object of this research should be specific; therefore the researcher selects the students at the eleventh grade of MA Baytul Mukarromah Welalange which is consist thirteen students. The competency of the students in English speaking ability based on the researcher experience is quite good. It is caused by many students are able to engage themselves in a good speaking session. Beside that, there is a Language Course in School that emphasize the students are able to speak English and Arabic in their daily. Therefore, some of them can perform quiet good English in speaking.

Based on the reason above, the researcher is interested in conducting a research entitled: "Analyzing the Influence of Extrovert and Introvert Personality of the Students toward Speaking Performance at the Eleventh Grade of MA Baytul Mukarromah Welalange"

B. Problem Statement

Based on the background above, the researcher formulated the problem statement of the study as follows: "What are the influences of extrovert and introvert personality of the students toward speaking performance?"

C. Operational Definition

The tittle of this research is analyzing the influence of extrovert and introvert personality of students toward speaking performance at the eleventh grade of MA Baytul Mukarromah Welalange. To know definition about it, the researcher has to mention its definition each word of it follows.

Analyzing is process separate (a material or abstract entity) into constituent parts of elements; determine the elements or essential features of (opposed to synthesize).¹⁰ It means analyzing is a process for determining something in its essential features and their relations.

Influence is the power of capacity of causing an effect in indirect or intangible ways.¹¹ It means the act or power of producing an effect or an existing force of something. It could be a person even an object.

Extrovert means a person who is more concerned with what is happening around him than in his own emotions and thoughts.¹² It means extroverts are sociable, like parties, have many friends and need excitement in everything they do. Extrovert are sensation-seekers and are lively and active.

Introvert is a person who is more concerned with his own emotions and feelings than in issues outside himself. It means being too shy to join social activities. Introverts are quiet, prefer reading rather than meeting people and talking to others. Means have few but close friends and usually avoid excitement.

Personality is a very popular and wide psychological concept in the world. Personality deals with a wide range of human behavior. According to many theorists, personality includes virtually everything about a person mental, emotional, social, and physical.¹³ Means that, personality is the whole of characteristic, behaving and feeling of person that is showed in person daily.

¹⁰Dictionary.com. Accessed on 05 December 2019

¹¹ Merriam-Webster's Advanced Learner's English Dictionary, The First Edition (Merriam-Webster, 2008)

¹²Fatma Hsain Ali Suliman, The Role of Extrovert and Introvert Personality in Second Language Acquisition, *Journal of Humanities And Social Science (IOSR-JHSS)*, Volume 20, No. 5, February 2015, p. 109.

¹³Shiv Prakash, et al.,. Personality (Introvert, And Extrovert) and Professional Commitment Effect among B. Ed Teacher Educator Students, *The International Journal of Indian Psychology*, Vol. 3, No. 3, March 2016, p. 43.

Speaking is an interactive process of constructing meaning that involves producing and receiving information.¹⁴ Speaking is seen as the central skill which has desire to communicate with others, it could be face-to-face and in real time, event by using media.

Performance is the actual linguistic behavior of particular individuals on particular occasions, memory lapses, slips of the tongue or processing difficulties arising from long or complex structures.¹⁵ Means that performance is an act of process of carrying out an action which is able to show a person's personality. Therefore, speaking performance is performing or conveying information to other people.

D. Objective and Significance of the Result

Based on the problem statement above, the objective of the research is analyzing the influence of extrovert and introvert personality of the students toward speaking performance at the eleventh grade of MA Baytul Mukarromah Welalange.

The result of this study is expected to provide these following benefits:

1. Theoretically, this research is expected to be a good reference to know the influence of extrovert and introvert personality of students toward speaking performance.
2. Practically, this research is expected to be one of the sources of knowledge and information for all people:

¹⁴Yuen Chee Keong, et al., Improving Iraqi Secondary Students' Speaking Performance through Problem Based Learning Approach, *International Journal of Education and Research*, Vol. 3 No. 12, December 2015, p. 87.

¹⁵Fatma Hsain Ali Suliman, The Role of Extrovert and Introvert Personality in Second Language Acquisition, *Journal of Humanities And Social Science (IOSR-JHSS)*, Vo. 20, No. 5, February 2015, p. 110.

- a. For the teacher, this research is expected to help the lecturer to improve their methods in teaching learning process in the classroom. Hence, the lecturer can apply an appropriate method to make the teaching more interesting and enjoying for both extrovert and introvert. Hopefully it can be also useful reference for the English language teaching.
- b. For the students, this research is expected to help students to be aware about the influence of the personality. Therefore, they can get the best way to solve their problems in speaking performance.
- c. For the next researchers, this research will be as a comparative study for reference materials.

E. Previous Related Research Finding

Many researchers have been performed same as will do which is related to the method or media the researcher related to the method or media in analysis the influence of extrovert and introvert personality toward speaking performance. They are as follows:

A research was done by Marzieh Souzandehfar, Seyyed Mohammad Ali Soozandehfar, Mitra Farsi and Maryam Sharif (2014). The title of their study is “Which Personality Trait Performs better on IELTS Speaking Test? Extroverted or Introverted?” which is include 47 EFL students (13 male and 34 female learners), who had previously taken the IELTS test. The questionnaire used in this research is Eysenck’s (1973) Extroversion Questionnaire that measure the Students’ personality styles (extroversion/introversion). Using relational analysis and independent samples t-test on the performance of the extroverted and introverted groups on IELTS speaking test. The results of the study such as, there is no relationship between two these personalities, also the performance on IELTS

speaking test. Second, there is no significant difference between the performance of the extroverted and introverted groups on IELTS speaking.¹⁶

A research was done by Clarry Sada, Arie Lestari and Luwandi Suhartono, (2013). The title of their study is Analysis on The Relationship of Extrovert – Introvert Personality and Students’ Speaking Performance which include 33 students as a sample that is selected by using availability sampling procedure and determined the personality by using Mark Parkinson Personality Questionnaire. Then the researcher analyzed students’ midterm speaking scores. The personality and the students score were correlated by using Pearson Product Moment. The result of this research revealed that there is no statistically significant difference between extrovert and introvert. There is also a different learning style such as introvert students prefer to study alone while the extroverts prefer to participate and study in group.¹⁷

A research was done by Ali Sukru Ozbay, Tuncer Aydemir and Yasemin Atasoy, Extroversion - Introversion in the Context of Foreign Language Learning. The researchers administered the Myers-Briggs Type Indicator (MBTI) as a reliable instrument to determine the personality type for each subject. Thirty-two male and sixty-eight female intermediate level students studying in a middle size university in the north of Turkey participated as sample, what has selected by using purposive sampling methodology. The result of this study find that there is not a

¹⁶Marzieh Souzandehfar, Which Personality Trait Performs better on IELTS Speaking Test? Extroverted or Introverted?, Yasouj, Iran: Islamic Azad University, *AENSI Journals*, online, January 10th 2017

¹⁷Clarry Sada, et al. Analysis on The Relationship of Extrovert –Introvert Personality and Students Speaking Performance, *Jurnal of teacher training and education English study program*, vol. 4, No. 3, 2015, p. 1.

statistically significant relationship between learner personality type and success in language learning.¹⁸

A research was done by Dini Tauhida, The correlation between students' personality and English speaking fluency in English Department of AR- Raniry Islamic University. The participants were the sophomore students in English majors. Data were collected through a Five Factor Model Questionnaire (FFMQ) and speaking test. To analyze the data of students' personality, SPSS was used. According to the findings of this analysis, there were three types of students' personality identified; namely Ambivert, Extrovert and Introvert.¹⁹

A research was done by Fatma Husain ali Sulima in her research, about The role of extrovert and introvert personality in second language acquisition at Misurata University, Libya, 2015. The research methodology using mix-method (quantitative research and qualitative research) to analytical-descriptive nature of the data that were collected. The conducting the research using questionnaire and observation check list. The finding of the study is can give a great chance to acquire the language successfully. Based on the students' personality because the characteristics influence students ways of learning in the second language.²⁰

Referring to the previous researchers finding above, it is indicated that there are the variation results of extrovert and introvert personality of the student. The first researcher, Eysenck Personality Inventory (EPI) is used to test the extrovert and introvert students. The Speaking ability score of the previous study was taken

¹⁸Ali Sukru Ozbay, et al, Extroversion - Introversion in the Context of Foreign Language Learning, *Educational Research Association The International Journal of Educational Researchers*, vol. 8, No.3, 2017, p. 1.

¹⁹Dini Tauhida, The Correlation Between Students' Personality and English Speaking Fluency, *Journal of Education and Teacher Training*, University of Ar- Rainy Darussalam, Banda Aceh, 2018.

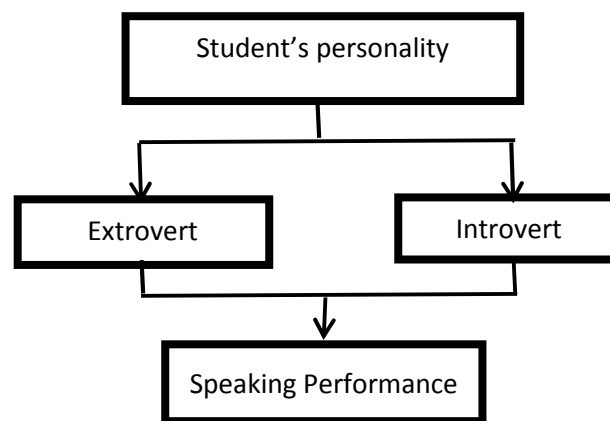
²⁰Fatma Husain ali Suliman, The Role Extrovert and Introvert Personality in Second Language Acquisition, *International Conference on Social Sciences and Humanities*, (Istanbul Turkey: 2014), Vol. 20, No. 2, p. 227.

from IELTS test. The second researcher, The questionnaire that was used is Mark Parkinson Personality Questionnaire and take the students speaking score from midterm test. The third researcher, the questionnaire of the previous study was not mention and the result is there are not any better students in speaking between both extroverted and introverted students. The fourth researcher collects data through a Five Factor Model Questionnaire (FFMQ) and speaking test to analyze the data of students' personality, SPSS was used. According to the findings of this analysis, there were three types of students' personality identified; namely ambivert, extrovert and introvert, whereas this research takes extrovert and introvert only. The researchers of the fifth research are administered the Myers-Briggs Type Indicator (MBTI) as a reliable instrument to determine the personality type for each subject. The result of this research indicated that there is not a statistically significant relationship between learner personality type and success in language learning.

Meanwhile, this research uses an Eysenck personality questionnaire and takes score of the student's speaking test by speaking directly. Each the researcher has difference, but in generally, all of the researchers want to discuss about the influence of extrovert and introvert students personality toward speaking performance.

F. Conceptual Framework

Based on the theoretical framework explained before, the conceptual framework is arranged by the researcher as follows:



On the conceptual framework above, it can be understood that the researcher will research about the influence of extrovert introvert in speaking performance.

G. Methodology

1. Research Methods

The method of this research applied descriptive qualitative with a case study approach. Qualitative research is the collection and analysis, interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest.

The central focus of qualitative research is to provide an understanding of a social setting or activity as viewed from the perspective of the research participants. Case study is a qualitative research approach to conducting research on a unit of study or bounded system (e.g., an individual teacher, a classroom, or a school can be a case).²¹

2. Location

This research took place in MA Baytul Mukarromah Welalange, Jl. Welalange, Kelurahan Bulu Tempe, Kecamatan Tanete Riattang Barat, Kabupaten Bone.

3. Subject of Research

The subject of this research took 10 students at the Eleventh grade of MA Baytul Mukarromah Welalange, where there are five extrovert and five introvert students by using questionnaire to acquire data needed. The questionnaire was used to find out and clarification the student belonged to extrovert and introvert.²² This questionnaire is taken from the source of Eysenck Personality Questionnaire (EPQ).

4. Data and Source of Data

- a. The primary data is collected by the researcher herself. Primary data includes information collected from questionnaire (for determining personality), interview and speaking test.

²¹L.R. Gay, et al., *Educational Research: Competencies for Analysis and Applications, Tenth Edition*, (New Jersey: Pearson Education Inc., 2012), p. 443.

²²Dyah Sri Wulandari, *Educational Research: Extrovert And Introvert Students In Speaking Ability Of English Department At IAIN Palangka Raya*, 2017, P.46.

- b. The secondary data referred to the data collected by someone else, some books, journals and documents that were relevant to the research.

5. Instrument

Instrument was methodological research tool used in research to collect the data. The researcher needed some instruments. The instruments which is used in this research is questionnaire, interview and speaking test.

a. Questionnaire

Questionnaire is a research tool in a form of questions list to gather information and respondent.²³ The questionnaire that is used in this research is taken from Eysenck Personality Questionnaire (EPQ) for determining the student personality between extrovert and introvert. This is developed by Hans. J Eysenck and also one of the most popular measurements in personality.

b. Interview

Interview is used to gain the information and to support data from questionnaire. In this research, researcher used structured interview. This procedure of collecting data took one meeting which is consisted of 60 minutes. In this part, the students want to be asked about their habit and obstacle while speaking.

c. Speaking Test

The researcher asked the student to tell their experience one by one in front of their friends as a speaking test by the theme that has been served by the researcher such us: unforgettable, embarrassing, scary moment.

²³Nasution, *Metode Research* (Bandung: Jemmars, 1987), The second edition, p. 165.

6. Procedure of Collecting Data

This procedure of collecting data of the research followed the procedure as follows:

a. Questionnaire

The instrument of this research used questionnaire (just for determining the student's personality between extrovert and introvert). The researcher met directly some students then gave 23 numbers of questionnaire but it is modified with the requirement which is suitable with the researchers needs and also developed base on personality theory.

b. Interview

This procedure of collecting data took one meeting which is consisted of 60 minutes. For the first time, the researcher has to know the name and the class of the students. The researcher has to meet directly and makes a good conversation with the students one by one. Before that, the researcher told the students about the types of student's personality especially extrovert and introvert to give a describing about their personality. Then, the researcher asked the students' experience in speaking and about their habit and obstacle while speaking. In doing the interview, the researcher also recorded them at that time.

c. Speaking test

The researcher asked the student to tell their experience one by one in front of their friends by using the themes that is prepared by the researcher such as: unforgettable, embarrassing, and scary moment as a speaking test. The researcher used speaking test as quantitative approach to help and make a quality data about student's speaking performance. The researcher focused and assessed the students' speaking performance as a data to analyse the influence of extrovert and introvert

personality in speaking performance of the student based on rubric that proposed by Sugiyono.

Table 1
“Speaking Performance Scoring Criteria”

No	Criteria	Excellent	Very Good	Good	Poor
1.	Self Confidence	The speaker has very good self confidence and could manage the stage and the audience well	Looks a bit nervous but still could manage the stage and the audience	The speaker has quite good self confidence	The speaker looks very nervous
2.	Eye Contact & Gesture	Stands up straight, have a good gesture and establish eye contact to everyone in the room during	Stands up straight, have a quite good gesture and establish eye contact to everyone.	Sometimes stands up straight and establish eye contact	Slouches and/or does not look at people during the performance

		performance			
3.	Voice	Speaks clearly, distinctly and have a quite good intonation	Speaks clearly and have a quite good intonation	Sometimes mumbles but can not be understood	Often mumbles or can not be understood
4.	Pronunciation	There is no pronounce.	There are mispronounce s no more than two words.	There are mispronoun ces three until five words	There are a lot of mispronoun ces
5.	Fluency	The speaker speaks very fluent in English like a native.	There are few hesitation during speaking.	There are some hesitation during speaking.	The speaker does not speak fluently English. There are a lot of hesitation during speaking.

The rubric above is used to know the student's speaking performance which each criteria has their own level. The student's criteria of speaking test above that has been converted as excellent, very good, good, poor and very poor want to be described as the result of this test. Hence, the students speaking performance is description form as a requirement of qualitative research.

7. Technique of Data Analysis

The qualitative data analysis suits this research is from Miles and Huberman. The approach was familiarly called 'transcendental realism' and the main components of their analysis are data reduction, data display, and verification data.²⁴ The explanation of the main components is explained as follows:

a. Data reduction

Data reduction occurs continually throughout the analysis. It is not something separate from the analysis, It is part of the analysis. This stage, the researcher edits and reduces the result of the student's speaking performance. Then, the researcher will assess it and analyse the influence of personality in student speaking performance.

b. Data display

Data display is a stage to display the data. In this stage, the researcher collects the data either by using tables, graphs or diagrams. The data is obtained from the results of data reduction.

²⁴Keith F. Punch, *Introduction to Research Methods in Education* (Singapore: SAGE, 2009), p. 174-175.

c. Data verification

The reasons for reducing and displaying data are to assist in drawing conclusions. The results of editing, coding and classification of students' errors without loss of information and displaying all the data that the researcher found from analyzing the students; writing. In the data verification, the researcher will conclude and verify the truth of the data that has been obtained.²⁵

²⁵Keith F. Punch, *Introduction to Research Methods in Education* (Singapore: SAGE, 2009), p. 174-175.