

## CHAPTER 1

### INTRODUCTION

This chapter presents an overview of the study. It covers the background of the study, research questions, research purposes, research significances, research limitation, rationale, and previous studies.

#### A. Background

Speaking is an important skill for daily life (Harmer, 2007, cited in Niati, et al. 2018). It makes easier for people to create a social relationship as human being. When people speak, there are some different ways to communicate each other. Different people may interact with others differently in their language. There are several factors affecting EFL students' speaking skills such as motivation of learners, personality, environment, culture, teaching materials and techniques, and teachers. The affective factors can be from students' personality. In this case, there are two main characteristics of person in their personality: extrovert and introvert (Jung, 1923 cited in Khodareza, et al., 2015). Some studies suggest that personality traits have a major effect on the degree of success that individuals gain in learning a second language (Zhang, 2008 cited in Wulandari, et al., 2017). Personality role in obtaining a second language for second language learners to make maximum progress with their learning styles. It can be concluded that personality is one of the factors that is important in learning a second language.

Limited observation for preliminary research was carried out among second-semester class D students of English Education Department of UIN Sunan Gunung Djati Bandung on 14<sup>th</sup> of May 2019. There were thirty-seven (37) students took the subject of speaking for academic. The finding shows that speaking is one skill that they found it difficult to practice. Silent students became the majority in the classroom. When the lecturer asked them about materials, there were only some students answered and discussed, other students only listened and paid attention to the lecturer's question. This case illustrates

the problem of the research, and the researcher wants to investigate their quietness more comprehensively in the speaking class.

There are previous studies related to research on extrovert and introvert students' speaking skills. First, the study was done by Nadzif (2015) who conducted his research at English Education Department of UIN Walisongo Semarang. The researcher tried to correlate their personality traits and speaking skills. The researcher implemented the study using a quantitative approach. The results systematically measured using a Pearson product-moment correlation and collected by questionnaires, test, interviews and documentation. The findings of the research indicate that there is an enough correlation between the personality characteristics of students and the speaking ability of the basic speaking class.

Second, the study was done by Wulandari et al. (2017). This research with a purpose at exploring a significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya with use quantitative non-experiment research (ex post facto). Data presented that there was a significant difference between extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.

However, this research different from those previous research. While, Nadzif (2015) focuses on extroversion students and the questionnaire in this research used Eysenck Personality Questionnaire Revised-Short Form (EPQR-S) and Wulandari, et al. (2017) uses Eysenck Personality Questionnaire (EPQ) for the questionnaire. This study focuses on investigating the extrovert and introvert students' personality toward their speaking score through final test score with using IPIP-BFM-50 for classification of extrovert or introvert students and the use of correlation research design. Therefore, this research takes the title "THE RELATIONSHIP BETWEEN EXTROVERSION LEVEL OF STUDENTS AND THEIR SPEAKING SCORE".

The purpose of this research is to compare the speaking score of the extrovert and introvert EFL students in speaking class. This research is conducted to check into thoroughly the problem of students' speaking score which may be influenced by their personality. It also attempts to know the significant impacts of extroversion level of students on their speaking score in the classroom context.

## **B. Research Questions**

Based on the background explained above, some questions arise that the researcher tries to identify as follows:

1. What is the extroversion level score of students in speaking class at English Education Department UIN Sunan Gunung Djati Bandung?
2. What is the speaking score of students in speaking class at English Education Department UIN Sunan Gunung Djati Bandung?
3. How significant is correlation between extroversion level of students and their speaking score?

## **C. Research Objectives**

Related to the questions formulated above, the purposes of this research are as follows:

1. To find the extroversion level of students in speaking class at English Education Department UIN Sunan Gunung Djati Bandung
2. To find the speaking score of students in speaking class at English Education Department UIN Sunan Gunung Djati Bandung
3. To find the significant correlation between extroversion level of students and their speaking score

## **D. Research Significances**

The research gives several significances. In particular, for students, teachers, and other researchers. This research is attempted to give theoretical and practical significances. Theoretically, the finding of this research can enrich

information about different personality (extrovert and introvert) in learning English, especially in students' speaking skills. Practically, the results of this study are designed to extend information about different personality in learning English. So, for the students and the readers can learn speaking better even though different personality. For the teacher, this research is expected to compare and reflect their teaching style to motivate all of the students in the class to be more active in speaking.

#### **E. Limitation of the study**

To get more focus on the study, the researcher limits it on finding a correlation between English education students' speaking score related their personality especially in extrovert and introvert in English Education Department on the subject of speaking for academic at UIN Sunan Gunung Djati Bandung.

#### **F. Framework of Thinking**

The concept of personality suggest that everyone is unique. Individuals are distinguished by a different pattern of traits, temperament, and habits (Sharp, 2009a). Personality show an essential role in acquiring a second language. Every person should recognize for the second language learner to make their great progress with their different vogues in learning process. Several theories said that personality factors significantly influence the prestige that someone reach in acquiring a second language (Gass & Selinker, 1994, cited in Zhang, 2009).

There are two main characteristics of a person: extrovert and introvert (Jung, 1923 cited in Khodareza, et al. 2015). Stern (1983) said that age problems, language processing abilities and other cognitive characteristics, and personality are three categories of learning factors. He suggests that studies on personality and child education must be considered and learn more deeply through generalized personality context (cited in Khodareza, et al. 2015).

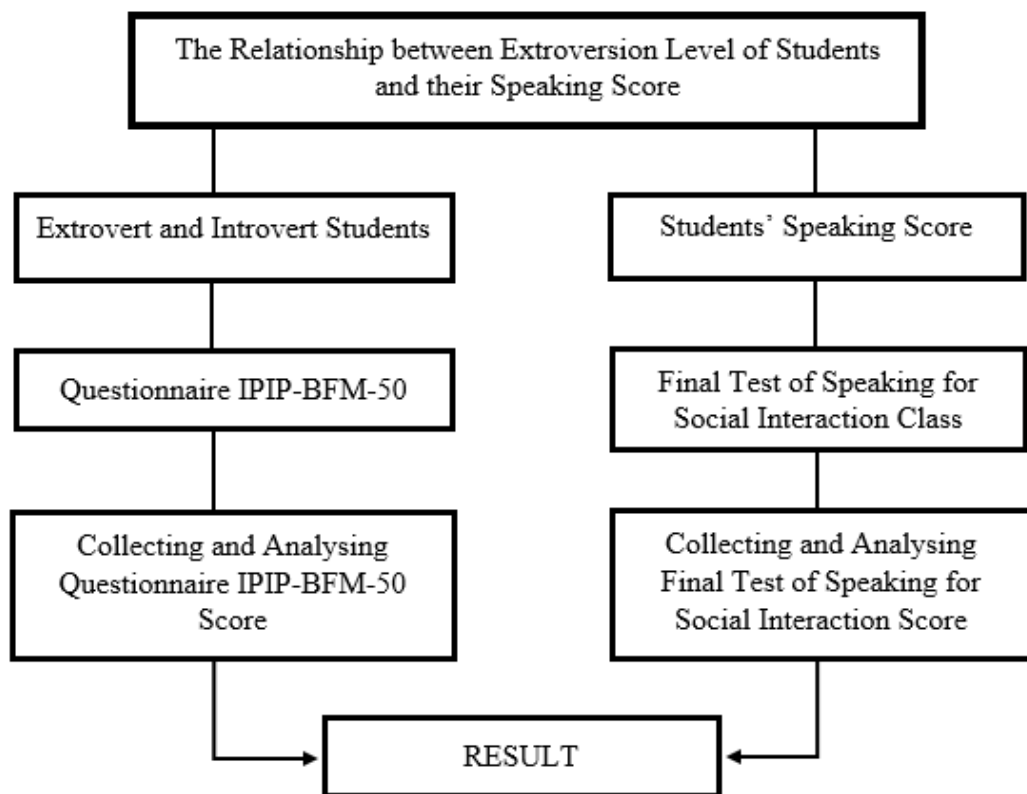
In learning a second language, since extrovert and introvert exist, is assumed to be responsible factors for learner accomplishment (Spolsky, 1989 cited in Lestari et al., n.d.). Several researchers also have suggested that the different personality of every individuals should be taken into learners or teacher as their reflection in order to develop their skills in second language learning (Rosmayanti, n.d.). Generally, speaking is about the act of transforming ideas into some meaningful expression. In EFL speaking class, a teacher usually pays attention to how confident the students deliver his ideas when they try to speak in the class (Dale, 2000 cited in Purnama, 2019).

Related to speaking, many experts explain it as a theory. Speaking as a process of create meaning in interactive way includes producing, receiving, and processing information as said by Brown (1994) (cited in Leong, 2017). As stated by Ur (1996) speaking is one part of four language skills which most important to learn by every individual. Because the speakers of a language is who learn speaking in that language (cited in Leong, et al. 2017). In both the first and the second language, speaking is ability deserving of acknowledgment. Using speaking skills is the most important part of acquiring a second or foreign language. The great progress is assessed by the ability to participate in conversations in the language (Nunan, 1995 cited in Leong et al., 2017).

Requirement for many of English as a second language learners is keep going on in learning English-speaking skills. Language learners often measure their progress in language learning on how good they developed their ability to communicate in second language. The process of human communication is a composite process. People must be contact with others when they want to deliver something and relay information. They use process communication when they contact to tell others about an information. For their own purposes in communication, they use language (Harmer, 2007, cited in Leong et al., 2017).

Davies & Pearse (2000) states that the main purpose of English language teaching is to give learners the skills to use English language

competently and accurately in communication (cited in Leong et al., 2017). Nonetheless, because language learners do not have enough knowledge in this field, they tend to be unable to communicate effectively and fluently. If a student learns the English language, his capacity to measure their English-speaking skills was effective in their results in a performance. Students who prepare well to transfer their speaking, including their ideas, feelings, and thought is deliver accurately and audience can understand their performance includes an excellent performance. But, if the students failure in convey their speeches, the audiences do not understand what they speak, it includes poor performance (Lestari et al., n.d.).



**Figure 1.1**  
**Schema of Research**

## G. Hypothesis

The quantitative research needs a prediction statement when the researcher wants to make the conclusion of the correlation between two variables. It is called hypothesis (Creswell, 2012a). In this study, the hypothesis is an alternative hypothesis (*Ha*) and the null hypothesis (*Ho*). It means the hypothesis is a provisional theory that needs to be tested

The formulated hypothesis is described as follows:

1. ***Ha***: There is a significant correlation between extroversion level of students (X) and their speaking score (Y).
2. ***Ho***: There is no significant correlation between extroversion level of students (X) and their speaking score (Y).

## H. Previous Study

In doing this research, the researcher was seeing some previous research connected to this research. First, the research was taken by Musa Ahmadian (2011) with the title “The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication”. The purpose of this research was to find out the relationship between extraversion or introversion personality using strategic competence (SC) in oral communication through the task to communication orally with a partner and his performance was tape-recorder then analyzed. The subjects of this research were 70 Iranian EFL learners who divided into two groups, introvert and extrovert. The result extrovert significantly used interactional strategies and introvert used conceptual strategies. So, there is associated between extraversion/introversion and second language learner preference in using strategic competence in oral referential communication (Ahmadian, 2011).

The second research was conducted by Samand et al., (2019) on the title “Analysis on the Relationship of Extrovert-Introvert Personality and Students’ Speaking Performance in English Study Program of Halu Oleo University” in

Kendari, Shouteast Sulawesi. The aim of this research is investigated the correlation between extrovert and introvert personality and students' speaking performance through speaking test. The sample of this research is 35 fourth semester English study program of Halu Oleo University which test personality by using Mark Parkinson Personality Questionnaire. The result is  $0.575 > 0.05$ , so there is no significant correlation between introvert and extrovert personality and their speaking performance (Samand et al., 2019).

The third research conducted by Muhammad Fikri Nadzif (2015) on the title "The Correlation between Extroversion and Speaking Skill in English Education Department Students". The purpose of this study is to find the correlation between two variables. The sample is 29 students of intermediate speaking class English department UIN Walisongo. The data were calculated statistically by Pearson Product moment correlation. The questionnaire used to find extrovert and introvert personality is Eysenck Personality Revised-Short Form (EPQR-S) and to find speaking score used oral interview. The result indicates there is enough correlation between extrovert and introvert personality toward their speaking skill with  $r$  table 5% significance level 0,367 (Nadzif, 2015).

This research is different from previous research. While the previous research investigating the students speaking skills used audio-visual, midterm test score, and strategic competence (SC) as the instrument to find out students' speaking score, and used Mark Parkinson Personality Questionnaire and Eysenck Personality Revised-Short Form (EPQR-S) to measure extrovert and introvert students' personality. This study focuses on investigating the students' speaking skills based on their personality (extrovert and introvert) through correlation research design with using IPIP-BFM-50 questionnaire for classification of extrovert or introvert students and using the final test for students' speaking score.