

CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

The most crucial for learning a second or foreign language are speaking abilities. Speaking is regarded as the most crucial ability to acquire when studying a foreign or second language. Speaking is the one of the four basic talents in English. According to Rokhayati, (2018), speaking is one of the ability that is linked to engagement and communication. Since learning a language is the main goal, being able to communicate effectively with people is the most important skill in learning English. Because English is used in all facets of life technology, education, politics, trade, social issues, and culture, students should be aware that speaking fluency is a crucial skill in the globalization era. It suggests that students will face intense challenges and competition in the future. When students speak, they should develop concepts in words and explain their views, feeling, and intentions as they speak, so that the listener understands what they are talking about.

Speaking performance is a type of oral communication that calls for the capacity to use language correctly via gesture, body language, and expression in addition to verbal communication in social situations (Misti, 2018). Speaking performance success influenced by numerous things. A few of these are the learner's attitudes and beliefs, prefer learning techniques and strategies, age, gender, IQ, motivation, and language aptitude. Furthermore students have several problem in their speaking such as, unconfident, anxiety, and problems of linguistic such as grammar, vocabulary and pronunciation (Fitriani &

Apriliawati, 2015). Students have various factors that effect in learning, some objective factors that affect students learning is, learning objectives, physical and psychological characteristics, and most importantly, their own personalities, are examples of subjectives elements (Phuong, 2021). Some English language learners still struggle with speaking, which results in differences in their performance levels; they process and receive information differently, and their personality types and degrees of understanding vary as well (Nazlia, 2015).

One of the elements influencing a student's ability to learn a second language is their personality. Weiten *et al.*, (2014) states a personality as individual unique constellation behavioral traits is a simple definition. Personality is everything that has the ability to influence someone's characteristics, specifically their thoughts, feelings, and behaviors. A person's behavior is referred to as their behavioral traits. A person's ability to behave in ways that are either similar to or different from others' makes them a unique individual. It implies that the way students behave during learning is influenced by their personalities. Personality is also a major component. Personality is the ultimate expression of a living being's unique characteristics. Student's can be categorized into two categories; introverts and extroverts based on their attitudes. Extrovert and introvert are the two personality types which effects on public speaking have been studied the most.

According to Johnson (2017), extroverts are one of personality that have several characteristic such as public personalities, talkativeness, and sociability. Someone with an extrovert personality tends to be easy to associate with their environment. Generally, an extrovert is someone who is more focused on the world around them than on their own feelings and ideas (F. H. A. Suliman, 2014).

Conventional perceptions of extroverts include their sociability, liking of parties, friendships, need for company, and dislike of studying alone (Chen *et al.*, 2015). This indicates that extroverts are friendly, laid back, and they enjoy being outside or taking part in different social.

The next characteristics of an introvert are shyness, loneliness, extreme caution, premeditation, and avoidance of public spaces. In other hand, an introvert is a thinker who is less social, speaks infrequently, feels humiliated, and participates in very few social activities. Though they are sociable beings in different ways, introverts prefer to spend time in small groups or one-on-one and generally tend to get to know new people more slowly. It demonstrates that introverts are private, reticent, and quiet individuals (Paradilla *et al.*, 2021).

Students are categorized as extroverts or introverts depending on how actively they speak during the learning process. According to Paradilla *et al.*, (2021), these two distinct personality types will also allow for influence, particularly with regard to student speaking performances, where certain students perform well while others do not. Students who remain silent do not lack the ability to communicate in English, rather, it is because they are anxious or fear making a mistake. Some students who are confident in themselves don't worry too much about making mistakes. On the other hand, some passive students will speak up with confidence if they think their answer will be correct. Compared to extrovert learners, who will find it simpler to interact with other second language learners and hence receive more input (Schwartz, 2008). According to Ozbay *et al.*, (2017) an extrovert is someone who doesn't mind taking chances or making blunders.

The extrovert personality can communicate more effectively because it is easier for them to gain more input from students, according to the reasoning above. On the other hand, the introvert personality may also have the ability to talk more accurately because they tend to reflect more deeply before expressing a lot. In summary, personality types extroverts and introverts become primary determinants of how differently students behave in the classroom. When it comes to an activity, the interest of the active and passive students differ. As a result, it's critical to examine how extroverts and introverts students perform when speaking (Johnson, 2017).

Based on observations made by researchers on June 3, 2024 in fourth semester English education program Universitas Muhammadiyah Kotabumi, researchers found some students had difficulties in speaking English. There are indicators differences of speaking ability between extrovert and introvert student, including some students who were fluent when speaking in front of the class. There were some students who were less fluent when speaking in front of the class. So that after conducting observations, this research focuses on speaking ability of extrovert and introvert students because, the researcher found there were still few findings regarding on the differences between extrovert and introvert personality in speaking English, so that researchers are interested in conducting research on the analysis of speaking ability of extrovert and introvert students at the fourth semester English education program Universitas Muhammadiyah Kotabumi academic year 2023/2024.

A previous related study is done by Rofi'i (2017) entitle A Comparative Analysis on Extrovert and Introvert Students toward their Speaking Skill. The

comparative analysis design was adopted in this study. This study aimed to investigate the speaking abilities of both introverted and extrovert eleventh-grade senior high school students. In order to determine whether there are any significant differences in speaking skills between extrovert and introvert students, the data were examined using the t-test technique. The computation's result indicates that there is no difference in the speaking abilities of the extrovert and introverted students, supporting the null hypothesis and rejecting the alternative.

In the other hand, Analysis on the Relationship of Extrovert-Introvert Personality and Student's Speaking Performance was carried out by Lestari *et al.*, (2013). The purpose of this study was to look into the potential influences of extrovert and introvert personality types on the speaking abilities of FKIP UNTAN students enrolled in the English Education Study Program for the 2013 academic year. The t-test result showed that the personality types of the participants' speaking performance differed statistically significantly. Additionally, there is a difference in learning styles between introverted and extrovert students. Introverts want to study alone, whereas extroverts like to work in groups.

Furthermore previous research was conducted by Aziz (2010), with entitle Extraversion-Introversion and the Oral Performance of Koya University EFL Students. Correlational research is the category under which this study falls. In an effort to reconsider the conflicting findings on extraversion/introversion and oral performance components like fluency, accuracy, complexity, pronunciation, and global impression, the study examined the relationship between the personality traits extraversion and introversion and oral performance. The findings indicated

that there was no significant relationship between the extraversion-introversion personality type and the fluency, correctness, complexity, pronunciation, and overall impression of EFL oral performance. Furthermore, there is no association between the two variables, as indicated by the correlation coefficient values.

Another study by Cahya Komara (2022) did a research with title “A Comparative Study Between Introvert and Extrovert Students’ Personality In Learning English Speaking Skills”. The objective of this study was to determine whether or not extroverted students would talk more fluently than introverted students. This study collected qualitative data using a human personality questionnaire. This study used qualitative data with the use of human personality questionnaire and followed by a speaking test interview with 30 respondents of Al-Chasanah Senior High School students. According to the data, there were 15 students who identified as extroverted and 15 who identified as introverted. Out of that group, only 3 extrovert students were found to have low speaking scores or below average, while 7 introvert students were found to have similar results. It is clear that extroverted students are better speakers than introverted students when it comes to speaking ability.

As far as the researcher are concerned, there are very limited research that examines the differences between extrovert and introvert students in speaking ability in terms of aspects of speaking. This study differ from the previous study because the researcher want to find out the differences and aspect in speaking ability of extrovert and introvert students. The researcher are interested in conducting a study on the analysis of speaking ability of Extrovert and Introvert

students at the fourth semester English education program Universitas Muhammadiyah Kotabumi academic year 2023/2024.

1.2 Research Focus

Based on the background of the problem above, this research focus on Speaking Ability of Extrovert and Introvert in Student's Speaking Ability of fourth semester student English education study program at Universitas Muhammadiyah Kotabumi in the 2023/2024 academic year.

1.3 Formulation of the Problem

Based on the background of the problems above, the formulation of the problem in this study is as follows:

1. How is the speaking ability of extrovert and introvert students at the fourth semester in english education at Universitas Muhammadiyah Kotabumi for the 2023/2024 academic year?
2. In what aspects of speaking do extrovert and introvert students differ from each other at the fourth semester in english education at Universitas Muhammadiyah Kotabumi for the 2023/2024 academic year?

1.4 Objective of the Research

Based on the research focus and research problem formulation, the purpose of this research is to find out:

1. To describe the differences between extrovert and introvert students in speaking ability at the fourth semester in English education at Universitas Muhammadiyah Kotabumi for the 2023/2024 academic year.

2. To explain the different aspects in speaking ability of extrovert and introvert at the fourth semester in English education at Universitas Muhammadiyah Kotabumi for the 2023/2024 academic year.

1.5 Usage of the Research

The researcher hoped that the results of this study will be useful for the some of the following parties:

1. Theoretical

By doing the research, the researcher expects the result of this research to give contribution to the science development to be better. This research is also expected to give reference to student especially in Universitas Muhammadiyah Kotabumi.

2. Practical

a. For students of English Education, it is hoped that the results of this research will enhance students' knowledge about the Extrovert and Introvert Personality in Student's speaking ability in their learning process.

b. For English teachers the results of this research can give a worthwhile contribution to the English teacher as an information that can be taken into account when the teacher is going to apply a strategy in teaching speaking.

c. For future researchers as a reference source that can be used in further research and gets a valuable experience which can contribute for doing a research further and better.