

CHAPTER II LITERATURE REVIEW

2.1 Definition of Speaking

Speaking skill is one of the four skills in English. Speaking skill refers to the ability to communicate effectively using spoken language. It involves the capacity to convey ideas, thoughts, and information clearly and coherently, whether in casual conversations, formal presentations, discussions, or public speeches. This skill encompasses aspects such as pronunciation, fluency, intonation, vocabulary use, and overall communication confidence. According to Murni (2018) speaking is the most important part of learning, and speaking proficiency is defined by the ability to have meaningful conversations in the target language.

Tarigan in Ardhityo (2017) argues that speaking out is a useful skill. In more detail, speaking can be described as a system of signs that can be heard and that makes use of human body's muscular tissue and articulated sounds to express, state, and convey ideas, feelings and thoughts. Speaking is defined as the ability to express oneself through oral, also the skill in expressing an opinion, thoughts and feelings to communicate with others. Speaking is therefore regarded as the most crucial of the four English language abilities. Even after years of learning, students of language still struggle to communicate when speaking in real-life situations. Furthermore, they have trouble successfully expressing themselves in the foreign language. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions.

Speaking is an oral or productive ability that is used on a daily basis for interpersonal communication. It involves the systematic production of verbal utterances with the objective of conveying meaning. As stated by Thornbury in Arodijah (2020) that speaking is a part of everyday life so that we take talking informally. It indicates from a few of the definitions above that speaking is the act of expressing one's ideas and emotions through the use of language sounds. Speaking ability in this context can be defined as the capacity to articulate sounds or utter words in order to declare, express, and communicate ideas, feelings, and thoughts.

Clara Syinta (2021) defines speaking as uttering statements that include two or more individuals in order to express oneself. Speaking is another useful oral communication ability since people always speak when they interact with others. Every time someone opens their mouth, hundreds of words come out. To ensure that listeners understands what is being said, the speaker must explain concepts with clearly. Moreover, Hidayat (2021) argues that speaking is an interactive process that involves the creation, receiving, and processing of information in order to communicate a variety of thoughts and sentiments vocally and develop meaning. People's lives involve interactive procedures that involve in-person discussions and talking partners.

Speaking is a language ability that a child learns throughout their life. Speaking is taught after hearing is mastered. As a result, speaking can be understood as a language skill that includes information production, reception, and processing in order to communicate thoughts and feelings. Speaking is one of the language skills people use the most frequently internationally. The

simultaneous use of several faculties, which frequently grow at various levels, is necessary for this extremely complicated art of communication. Based on the explanation above, The researcher determines the conclusion that speaking skills are crucial in foreign language instruction, emphasizing communicative and expressive abilities. While expressive ability demonstrates that a person can acquire the language itself, communicative ability is the capacity to communicate with others after acquiring a language.

2.2 Definition of Speaking Ability

Speaking is the ability to communicate effectively and requires both the instant processing of language and information as well as an understanding of its grammatical structures. Speaking is an interactive process in which we express our thoughts, feelings, and opinions with another person by speaking clearly and fluently enough for them to comprehend us, as stated in the definition above.

According to Leong & Ahmadi (2017), speaking ability is an essential talent to have for effective communication. The development of speaking ability is one of the most difficult aspects of learning a language.

Glenn Fulcher in Mia Fadila (2022), provides another perspective, stating that speaking is the vocal use of language to communicate with others. The active use of language to communicate meaning is referred to as speaking ability.

Speaking is one of the ability students need to develop in order to communicate with people, convey and acquire information, and express thoughts, feelings, or a desire to complete a task, as stated in the description above.

2.3 Speech Learning Concept

Learning speaking is the process of a person thinking through how to interpret the sentences that are given to themselves in order to make the discussion understandable and to correctly conclude the meaning of the sentence. Speaking is a process of thinking and reasoning so that one's communication can be well accepted and understood by other people or listeners (Ramlannarie in Mohammed & Suliman, 2019). Speaking and listening are closely related abilities that are essential to the learning process.

According to Brown and Sukarno (2012), children who are learning their first language seem to listen a lot before speaking and to respond physically to what they hear (reaching, grabbing, moving, staring and so forth). This means that before they speak, children listen more through their body language such as reaching, grabbing, moving, staring, and so forth just like when they learn their mother tongue. Based on the opinion of language experts related to speaking, it can be used to get the conclusion that learning to speak is an activity that involves communicating ideas or information to other people orally. Learning will be more effective if pronunciation is regularly practiced before language use.

2.4 Aspects of Speaking Skills

According to Harris (1974), there are five components of speaking skills concerned with grammar, vocabulary, pronunciation, fluency and comprehension.

1. Grammar

Grammar, as defined by Gleason & Ratner (2009) is a set of rules that investigates the form and structure of sentences that can be used in a language. According to Eastwood (1994), grammatical units in English are the set of logical and structural rules that govern the composition of sentences, phrases, clauses, and words. Students must be able to arrange a correct sentence in conversation. It is consistent with Heaton's (1978) explanation that student's ability to manipulate structure and distinguish appropriate grammatical form from innappropriateness utility of grammar is also to learn the correct way to gain expertise in a language oral and written form.

2. Vocabulary

The Oxford Advanced dictionary (Hornby 2005) defines vocabulary as "all the words that a person knows or uses". Nunan (2005) defines vocabulary as "the collection of words that an individual knows". The appropriate diction used in communication is referred to as vocabulary. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. A limited vocabulary is another barrier that prevents learners from learning a language. Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed.

3. Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. According to Brown (2001) the stress-timed rhythm of

spoken English and its intonation patterns are important characteristics of English pronunciation. It means that the speaker must use clear language to convey a clear message to the listener. It is concerned with the phonological process, which is a component of grammar consisting of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation has two components: phonemes and suprasegmental features.

4. Fluency

The skill to read, speak, or written easily, fluently, and expressively is referred to as fluency. According to Brown (1997) speakers are able to comprehend and responds to the intended meaning and context. Many language learners strive for speaking fluency. Fluency is characterized by relatively fast rate of speech and a limited number of pauses and “umm” or “eee”. These indicators indicate that the speaker did not spend a significant amount of time searching for the language items required to express the message. Harmer (2001) stated that a person's fluency can be determined by how often they pause and remain silent during a speech. A person who gives attention to the quantity, timing, and duration of pauses when transitioning between words is considered fluent.

5. Comprehension

Comprehension is the power of the mind's action of understanding exercise aimed at improving the examiner (Hornby 1999). According to Hornby (1983) comprehension is the power of understanding that is used to improve or test one's understanding of a written or spoken language.

2.5 Speaking Assessment

Speaking assessment is a tool to measure students ability in oral production. Additionally, Nunan (1999) believed that in order to talk, a person must be linguistically competent in terms of being able to articulate sounds correctly, possessing a large enough vocabulary, and understanding structural or grammatical elements. Functional competence, or providing comprehensive and logical answers to inquiries, is another requirement for speaking. Another competence is sociolinguistic/cultural competence. Strategic competence refers to the speaker's ability to apply repairing strategies when the discussion falters. It requires speakers to adapt their words to the situation.

According to Newbrook and Wilson (2002), the following factors should be taken into account when defining a linguistic resource: lexical resource, which is the range and appropriateness of vocabulary used; discourse management, which is the relevance and coherence of language used and the capacity to connect ideas; pronunciation, which is the appropriate rhythm, intonation, and pronunciation of individual sounds and interactive communication; and linguistic resources and strategies used in information exchange and social interaction.

David P. Harris (1969) provides 5 aspects for scoring speaking ability there are pronunciation, grammar, vocabulary, fluency, and comprehension, each with its own scale and indicators. The prononunciation assessment indicator assesses how clearly and accurately the student pronounces his speech. This scale ranges from 1 to 5, where at the highest scale (5), the student's pronunciation is close to native speakers and is very easy to understand, while at the lowest scale (1), the pronunciation is so bad that it is almost unintelligible. This assessment measures

the extent to which pronunciation errors affect understanding in communication. Below is a table of speaking performance scoring criteria for the pronunciation aspect:

Table 2.5.1 “Scoring Criteria in Pronunciation Aspect”

No	Criteria	Rating Score	Comments
1.	Pronunciation	5	Has few traces of foreign accent
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
		1	Pronunciation problems so severe as to make speech virtually unintelligible

The grammar assessment indicator assesses the accuracy of students use of grammar in speaking. The scale ranges from 1 to 5, with the highest scale (5) indicating almost perfect grammar use that does not interfere with communication, while the lowest scale (1) indicates grammatical errors that are so severe that communication is unintelligible. This assessment helps measure the impact of grammatical errors on the clarity and effectiveness of communication. Below is a table of speaking performance scoring criteria for the grammar aspect:

Table 2.5.2 “Scoring Criteria in Grammar Aspect”

No	Criteria	Rating Score	Comments
2.	Grammar	5	Makes few (if any) noticeable errors of grammar or word order
		4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and or restrict himself to basic patterns
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible

The vocabulary assessment indicator assesses the extend to which students use appropriate and varied vocabulary in speaking. On the highest scale (5), students use rich and appropriate vocabulary, so that communication is smooth and clear. On the other hand, on the lowest scale (1), the vocabulary used is very limited or inappropriate, making communication difficult to understand. This assessment shows students ability to choose appropriate words to convey ideas. Below is a table of speaking performance scoring criteria for the vocabulary aspect:

Table 2.5.3 “Scoring Criteria in Vocabulary Aspect”

No	Criteria	Rating Score	Comments
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker

		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary make comprehension quite difficult
		1	Vocabulary limitations so extreme as to make conversation virtually impossible

The fluency assessment indicator assesses how fluently students speak without many pauses or errors. This scale ranges from 1 to 5, with the highest scale (5) indicating excellent fluency, where students speak naturally and without interruption. Conversely, at the lowest scale (1), students experience many interruptions, long pauses, or stops that hinder smooth communication. This assessment reflects how well students can speak continuously without interruption. Below is a table of speaking performance scoring criteria for the fluency aspect:

Table 2.5.4 “Scoring Criteria in Fluency Aspect”

No	Criteria	Rating Score	Comments
4.	Fluency	5	Speech as fluent and effortless as that of a native speaker
		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems

		2	Usually hesitant, often forced into silence by language limitations
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

The comprehension assessment indicator assesses how well students understand and respond in conversation. At the highest scale (5), students demonstrate full understanding and are able to provide appropriate and relevant responses. Conversely, at the lowest scale (1), students demonstrate very limited understanding or no understanding at all, so that communication is ineffective. This assessment measures students ability to follow and respond to conversations accurately. Below is a table of speaking performance scoring criteria for the comprehension aspect:

Table 2.5.5 “Scoring Criteria in Comprehension Aspect”

No	Criteria	Rating Score	Comments
5.	Comprehension	5	Appears to understand everything without difficulty
		4	Understands nearly everything without at normal speed although occasional repetition may be necessary
		3	Understands most of what is said at slower than normal speed without repetitions
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversational English

Source : David P. Harris (1969)

Note;

Converted Score:

5= 90-100

4= 80-89

3= 70-79

2= 60-69

1= <59

2.6 Personality Style

According to Long in Jusuf (2018), personality refers to those constant characteristics that set people different from one another and act as the foundation for their actions. It is a term commonly used to describe interpersonal behavior, for example, we would generally state that someone who is gregarious has an extrovert personality. Personality is a pattern of character and unique character, which gives consistency and individuality to one's behavior.

Personality is the set of psychological traits. Psychological traits are characteristics that describe ways in which people are different from each other. Every human being has a personality that is distinctive and a set of characteristics that set them apart from one another. An individual's traits also indicate their similarities. In some cases, shy people are similar to one another in that they experience anxiety in social settings, especially when they are being watched by others. Consider talkativeness as one more example of personality. This trait characterizes a dimension of difference between individuals and can be applied to them in a meaningful way. A talkative person usually behaves in the same way

every day, every week, and every year. Of certainly, all individuals have their quiet moments, days, or even weeks. Even the most talkative person has them. On the other hand, talkative persons eventually have a tendency to speak more frequently than non-talkative persons.

The personalities of the foreign students who arrived from various backgrounds are similarly affected. While teaching students in English as a foreign language, teachers are able to understand their personality. Jung in Erlina et al., (2023) defined personality into two parts, which are introverts and extroverts. It has been suggested that this personality type is crucial to understanding the acquisition of second languages.

2.6.1 Extrovert Personality

There are many things related to human and personality are discussed in personality psychology, so here it will be discussed more specific. That refers to the extrovert, one of the two primary personality types that represent the various traits that individuals possess. Extroverts participate actively in class and exhibit impulsive behavior. These are the characteristics that experts define as extroverts.

According to Eysenck in Fadilah *et al* (2023), an individual with an extrovert personality type will exhibit the following characteristics; they will be friendly with people who are quiet, enjoy being outdoors, have a large number of friends, and always need friends for talking. They will also be aware of what is going on around them, be alert, and have many friends. They will also be able to adjust to new situations easily and communicate what they believe to be true with new people. An further characteristic of an extrovert's personality is their open, candid, and accommodating nature,

which allows them to quickly adjust to new situations and environments. They enjoy social events, traveling, meeting new people, and exploring new places. They are usually seen as outgoing and cheerful.

According Boroujeni *et al.*, (2015) "people prefer to attain energy and focus their attention through extroverts." people refers to someone who exhibits outgoing extroverts like to get their energy from the outside world or other sources. One could argue that extroverts tend to interact with objects and people and direct their energy mostly outward. In addition, he argues that an extrovert's perception of the outside, objective world influences their behavior. In another hand, the extrovert places such a high value on their external experiences talking and acting that they frequently start activities with little preparation and finish them by trial and error. This indicates that an extrovert is someone who values outside experiences and is more inclined to socialize with others in their environment.

The characteristics of the extrovert personality used to define it. The people that enjoy being in social situations are those with outgoing personalities. In other words, an extrovert enjoys interacting and communicating with others. And those who are outgoing in social situations are considered extroverted. Nezhad *et al.*, (2014) argues that students with an extrovert personality are characterized as sociable, active, risk-taking, impulsive, expressive, and they enjoy participating in groups extroverts are seen to be better learners who typically have something to say and are more likely to be fluent.

Furthermore, according to Moini (2013), an extrovert is someone who is sociable, impulsive, carefree, seeking novelty and change, and emotionally expressive. In their general social behavior, extroverts are described as "lively, outgoing, sociable, sporty, and explorer and tend to develop cooperative skill." When asked for to work together with other students, the extrovert will be able to adjust easily because they like interacting with lots of people.

According to several of the statements mentioned above, extrovert students are those who enjoy being involved in class and talking a lot. Experts argue that extroverts are gregarious and love social situations and background noise when studying. They are also sociable, outspoken, and enjoy being in public; these qualities make them stand out among the typically out going people. Acting impulsively and willing to take chances are traits of extroverts. When encouraged to collaborate with other students, they can adjust well and enjoy starting up conversations with many of people.

2.6.2 Introvert Personality

Introvert is another kind of personality. The introvert and the extrovert are very different from one another; they have contrasting traits. Talkative people tend to be extroverts, while introverts are typically reserved and silent. Considering the two of them are unique, the introverted students have various learning styles and interests in different courses. These are descriptions of the introverted personalities in the context.

Boroujeni *et al.*, (2015) states that introverts tend to focus their energies inside and tend to think things through. The ways that people favor for focusing their attention and collecting energy. An introvert's preferred source

of energy is the inner world of ideas and cooperative activities. An introvert is someone who is introspective and observes things from the inside out. They tend to think more clearly and offer more ideas whether they are acting or conversing. In another hand, introverts tend to be more cautious about the outside world they plan ahead and think things through before acting in order to prevent mistakes. It implies that introverts have a more cautious perspective on the outside world. They are looking forward to each other. Additionally, they think best and have more ideas when left alone, unaffected by other people or situations.

Nezhad *et al.*,(2014) explained the idea that introvert is a personality trait, and that an introvert person is one who exhibits slower, more practical introvert than an extrovert. Then, he argues that introverts may learn more effectively than extroverts due to their more effective study habits, reduced distractibility, and better ability to consolidate knowledge. Introverts are more cronotically aroused than extroverts because they exhibit higher levels of activity. This indicates that introverts process information more slowly than extroverts, but they also exhibit higher levels of activity and a superior capacity for consilidate learning.

Furthermore, according to Moini (2013), introvert personalities are quiet, introspective, intellectual, well-organized, emotionally unexpressive, value-oriented, and prefer small, intimately connected groups of friends over large groups when it comes to preparing ahead. It is possible to argue that introverts are "careful, controlled, quit and withdrawn and best when alone," in contrast to extroverts. In another word, introversion is defined as a stable,

heritable personality trait that is distinguished from extrovertism by a tendency to seek solitude and quiet situations. It also emphasizes that introverts differs from shyness because it is not characterized by anxiety or a fear of social situations, which are traits that predict success in social situations. It indicates that those with introverted personalities are introspective and dislike social interaction.

2.7 The Characteristic of Extrovert and Introvert Students

(Dornyei, 2014) argue that introverts are passive, quiet, reserved, distant, sober, aloof, and constrained, whereas extroverts are talkative, gregarious, dynamic, forceful, passionate, and communicative. In addition, Furnham in (Dornyei, 2014) explains that introverts typically speak in a more formal tone with careful grammatical formulations, whereas extroverts are more conversational and hesitate less than the latter. Additionally, Eysenck in Dornyei (2014) suggests that extroverts are generally better at challenging tasks because they have greater attentional resources or capacity accessible to them than introverts.

The definition can also be use to define the extroverts and introverts students the following table displays charactersitics of extroverts and introverts:

Table 2.7.1 Characteristics of Extrovert and Introvert Students

Extroverts	Introverts
Quite comfortable working in and being part of large crowds.	Slow take action-sometimes too slow.
Have a wide base of friends, enjoy getting to know a lot of people.	Have a very small but close group of friends preferring to get to know a few people really well.

Dive in without always thinking things through.	Feel most comfortable doing things alone and prefer doing things that can be done alone.
Feel sapped when spending too much time alone.	Often likes the idea of things better than actual things.

Source: Webber (2015)

Furthermore, according to Eysenck in Dornyei (2014) states the indicators of extroverts and introverts character are as follow:

Table 2.7.2 Characteristics Extroverts and Introverts Students

Extroverts	Introverts
The students are sociable. They are easy to communicate with other people in classroom.	The students tend to be passive in teaching in learning process.
The students are gregarious. They are easy to associate with other people in classroom	The students are quite in teaching and learning process.
The students tend to be active in teaching and learning process.	The students tend to be reserved and withdrawn.
The students tend to be assertive in expressing their opinion.	The students tend to be sober in expressing their opinion.
The students are passionate in doing task or delivering a speech.	The students are aloof in the classroom because they are comfortable for being alone.
The students are talkative in certain situation of teaching and learning process.	The students are restrained in doing task or delivering a speech.

Source: Eysenck in Donyei (2014)

2.8 The Differences Between Extrovert and Introvert Students

Most people describe introverts and extroverts as being on the same continuum. As a result, for someone to be high on one, they must also be low on the other. Burrus and Liza Kaenzing (1999) describe the differences between extroverts and introverts in detail, highlighting that extroverts are those who value and enjoy social interactions, form friendships with a wide range of individuals, are fast to respond, want to avoid isolation, and detest being alone themselves, while introvert are usually taciturn, prefer to work alone, avoid social situations, and take their time to consider things through before acting or speaking (Marashi & Dibah, 2013).

Moreover, Dorney, (2005) state that Both introverts and extroverts might be advantageous depending on the specific task at question. The extrovert is more comfortable, especially in public places, while reading, writing, and creativity are more interesting to introverts than activities that need them to interact with others (Marashi & Dibah, 2013).

To understand the differences between extroverts and introverts, Eysenck & Wilson (1976) presented the following description of the behavior of a highly extrovert and a highly introvert person. Extroverts learners get their energy and attention from things and people outside of themselves. They take enjoyment in working in groups and having lots of friends. Introvert learners are most inspired by their own inner world of thoughts and feelings, while extroverts students enjoy role-plays, English conversations, and other interpersonal activities. Compared to extroverts students, they have less friendships. They would rather work in groups, either by themselves or with a friendly person. They dislike working in groups.

An extroverts individual is generally inclined toward movement, adventure, cheerfulness, and social interaction. On the other hand, an introverted person is shy, quiet, and reserved.

2.9 Factors Influencing Extrovert and Introvert students

According to Eysenck & Wilson (1976) the traits of extrovert and introvert have been found to contain seven connected components. These include being activity, sociability, risk-taking, impulsiveness, expresiveness, responsibility and reflectiveness.

1) Activity

According to Eysenck, the people with high scores for this aspect tend to be lively or active persons. They enjoy activities of all types, including hard work and exercise. They typically wake early in the morning, move quickly from one activity to the next, and follow an wide variety of interests. People with low characteristic scores tend to be passive, easily tired, and physically inactive. They take their time exploring the world and like relaxing vacations. Extroverts tend to be highly active, while introverts tend to be lowly active.

2) Sociability

A person who enjoys social events like parties and dances and seeks out other people's company is said to be sociable. This person is usually easy to get along with and comfortable in social situations. An person who finds it difficult to interact with others, enjoys solo activities like reading, and would rather have a small circle of close friends is considered unsociable. A person like that tends to avoid uncomfortable social situations. Based on this explanation Eysenck

associated introversion and high sociability to extroverts and low sociability to introverts.

3) Risk-taking

A person with a high characteristic score takes risks in life and pursues rewards without thinking about the potential adverse consequences. As Eysenck observes "characteristically, they are gamblers who feel that an element of risk adds spice to life". Low scores show an interest for stability, safety, and familiarity even at the expense of some degree of life's excitement.

4) Impulsiveness

Impulsiveness is the fourth factor of extrovert and introvert. People that score highly on this characteristic tend to be carefree, changeable, and unpredictable. They also tend to act on impulse and make hurried, and frequently incorrect decisions. They plan out their lives in advance and are systematic, orderly, and cautious. They pause to consider their words and look carefully prior to interacting.

5) Expressiveness

Expressiveness is the overall tendency to communicate one's feelings honestly and publicly; other main components of an extrovert are sadness, rage, fear, love, or hate. Eysenck states that high scores are typically sentimental, sympathetic, unstable, and demonstrative, whereas low scorers are reserved, even tempered, calm, distant, and generally regulated in how they communicate their thoughts and feelings. In contrast to other factors, a person with a high score on this one tends to be more introvert, and a low score tends to be more extrovert.

6) Responsibility

This factor is characteristic of introvert rather than extrovert. High scorers are probably serious-minded, organized, dependable, trustworthy, and little obsessive. On the other hand, those with low scores tend to be unpredictable, casual, inconsiderate of social standards, late for appointments, and possibly even irresponsible in their social interactions.

7) Reflectiveness

Reflectiveness of extrovert is when doing job they are more likely to do things than think about them. They frequently have a focused and practical approach. The introvert, on the other hand, has a theoretical mindset, a propensity for ideas and speculation, and a preference for reflection and thought.

2.10 Speaking Ability Personality

2.10.1 Speaking Ability of Extrovert Students

Lightbown and Spada in Andriyani (2016) stated that a lot of teachers in the classroom think that extrovert students are more successful than introvert students at learning a second or foreign language, especially when it comes to their communication skills. Furthermore, Crow in Andriyani (2016) stated that extroverts students typically speak well, don't worry too much, don't become embarrassed or apprehensive quickly, prefer to work in groups or in pairs, and are effective at adjusting to their environments.

According to Myers in Usmiyati (2012) extroverts want to learn in environments where they may engage with others. Extrovert students are thought to speak more loudly and fluently, though occasionally with less

accuracy, when speaking. Furthermore, extrovert character traits include sociability, interaction, external, wide, extended, multiplicity of relationships, spending on energy, interest in external events, and dependence on stimulation and contact with the outside world.

Based on the explanation above, although they are occasionally less accurate, it appears that extrovert students are superior to introvert students in terms of producing language in order to speak as a means of contact with others.

2.10.2 Speaking Ability of Introvert

An introvert is someone who prefers to focus on their own thoughts and feelings over those of others. They are frequently reserved and difficult to engage in social situations (Khodareza & Taheri, 2015). Additionally, introvert students are those that require alone time to recharge, who don't get their main energy from outside activities, and typically want some quiet time for introspection and thought before speaking. As a result, students who are introverts prefer to work alone, feel more comfortable writing than speaking, have trouble with behavior, and enjoy reading (Crow in Andriyani, 2016).

Another might argue that introverts students sometimes seem afraid to speak about their opinions, feelings, and thoughts during class activities. This could be because they require more time away from the activity to formulate what they want to convey. Otherwise, introverts students prefer not to be talkative in class and are ready to share their ideas when the class is discussing or learning something. Additionally, introverts students often

become silent and occasionally show a lack of participation. Moreover, Myers-Briggs in Hakim (2015) argue that characteristics that are classified as introverts include territoriality, introspection, depth, intense relationships, conservation of energy, and interest in an individual's inner reaction.

Helgoe in Jalili & Amiri (2015) highlights that introverts are people who view the world from the inside out; they get their strength and energy from introspection; they enjoy writing because it allows them to express themselves; they may be surrounded by a lot of people, but they go their own way; they will listen well in conversation and expect others to do the same; they think what they want to say before speaking; and they are good listeners. An introvert's greatest strength is solitude, as they prefer to spend time by themselves. Furthermore, according to Thompson (2012), "introverts have positive attributes; they are good at planning, listening, and maintaining focus on a task for extended periods of time without interruption. They can also act independently."

2.11 Previous Related Studies

A previous related study is done by Rofi'i (2017) entitled 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 reseach 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 concern, there are very limited research that examines the differences between extrovert and introvert students speaking ability in term aspect of speaking. This study differ from the previous study because the researcher want to find out the differences and aspect in speaking ability extrovert and introvert students. The researchers are interested in conducting a study on the analysis of Speaking Ability of Extrovert and Introvert Student’s of fourth semester student english education study program at Universitas Muhammadiyah Kotabumi in the 2023/2024 academic year.