

# CHAPTER 1

## INTRODUCTION

This chapter presents seven topics related to the introduction, namely background of the study, focus of the study, purpose of the study, formulation of hypothesis, significance of the study, scope of limitation of the study, and the definition of key terms.

### A. Background of the Study

Language is the way people used to communicate with each other. Language is used to create a meaningful communication among human beings. In other words, communication is the main function of language (Nurhayati, 2016). Language is an importance things that is people needed to interact with others. In communication, language plays an important role. Without language, the substance of their emotions will be hard for individuals to express. According to Pei (1966) language is a system of communication by sound, operating through the organ of speech, among members of a given community, and using vocal symbols processing arbitrary conventional meaning. According to Nurhayati (2016), communication is impossible without shared knowledge and assumptions between speakers and hearers. In language learning, especially English, we recognize four skills namely listening, speaking, writing, and reading. Living in this digitalized era, English as an international language has an essential role in all aspects of life (Nurhayati, 2018). English has been taught in the school start from kindergarten Education until University level.

Each country has a mother language. It is spoken in all parts of the country, Nurhayati, (2018). English as a foreign language should be mastered by all the people especially for the students. Each student must be able to speak and communication using English fluently and correctly. Nurhayati (2018), knowledge of English is necessity in order to recruit qualified persons especially in job opportunity in professional world. Public awareness on the importance of English as the main means of communication in this global era has been increasing, Nurhayati (2016).

Speaking is the main skills that help them to build a conversation. (Richards and Renandya, 2002), stated “speaking is one the central elements of communication”. It means that speaking is very important element that can be used by someone to communicate with other. Speaking is become part of daily activities for human. By speaking, someone can interact to other people to make good relationship inthe social life. Speaking is to express or reveal our feelings, ideas, and opinionsto others. If a person has a good skill in speaking, so they will be better able toexplain their felling or ideas and convey the information appropriately.

There are several factors that can lead to students' speaking skills failing, including the following: 1) English is not used outside the classroom or in the community as a foreign language, 2) lack of exposure to English in the community and environment, 3) learning English on

campus places less emphasis on speaking skills and more emphasis on the structure and enrichment of vocabulary, 4) English is not a primary requirement unless there is a possibility of continuing education or a tourist visit to an English-speaking country, and 5) shame and fear of making mistakes when speaking exercises.

According to Jung (2008), personality has types according to attitude of individuals, there are extrovert and introvert. Extrovert person tends to be an active, sociable, aggressive, kindly, easy-going, and talkative with others. While introvert person tends to be passive, seldom, quiet, and introspective behaves in an aggressive manner. The students with extrovert personality much talk and active in the classroom. They are brave and have high self-confidence to speak or perform in front of the class while students with introverted personality like silent. They are passive students in the classroom. They like to be alone because they not too interested making many friends. They also like study serious in quiet place. Extroverted students are more likely to prefer interactive role-plays and group work. Introverted personalities may not have so many friends, and have a preference for working in pairs or groups. They may prefer individual activity, perhaps with one clear purpose. Working in groups may well be less successful, because of a reluctance to participate in speaking activities.

Based on the experts' opinions, it is clear that introvert and extrovert students have different ability in speaking. Identifying students'

personalities will give the teachers clues to achieve the success of their teaching process that can suit the students. According to Nurhayati (2018), as an educator and teacher, English teacher are required to always develop their abilities, knowledge, thought, and attention. It can be done to match their personalities and learning styles to improve speaking skills in English classes in particular. As a teacher, they must be able to understand their student's personality to make the learning process more successful and suitable. Between teachers and students there is a close relationship between personality, learning styles, and student learning strategies to improve students' achievement especially in speaking skills.

From the theoretical explanation above, it means that in the learning process at school, speaking skill is one aspect that must be given more attention to be improved their skill in English. The researcher found that students in that school especially at the tenth graders students are weak speaking skill. It can be seen from the result of observe in teaching learning process the whole of the tenth grades at SMAN 1 Rejotangan with the English teacher at the school. When, the researcher conduct observed in SMAN 1 Rejotangan, some students are prefer to sleep in the class when the time is English class because they do not interested to study English. I am interested in taking this phenomenon. Therefore, this study was intended to investigate whether or not there is any significant correlation between students' personality and their speaking skills.

The research by Ni Kadek Indah Damayanti (2020) entitled “The Correlation Between Extrovert and Introvert Personality Toward Speaking Ability of the Eighth Grade Students in SMPN 7 MENGWI in Academic Year 2020/2021”. The similarities of this study are both study used correlational research design, and the data of these research were collected by the questionnaire and speaking test. While the difference is in the research that conducted by Ni Kadek Indah Damayanti took the eight grade students in SMPN & MENGWI as the researcher subject, while in this study, the researcher took the tenth grade students at SMAN 1 Rejotangan as the research subject. Beside that, the research that conducted by Ni Kadek Indah Damayanti used systematic sampling technique, while in this study, researcher used a cluster random sampling technique on the entire population.

Second previous study was a thesis that conducted by Nurul Ramadhani (2016), with the titled “The Correlation Between Students’ Introversion Personality and Their Speaking Skill”. Both of this study used questionnaire and test as the instruments of the research. The difference both of them is the research that conducted by Nurul Ramadhani is used descriptive study to find out the correlation between two variables. While in this study, the researcher used quantitative correlation study to discover the relationship between two variables.

The third previous study that by Deviana Sari Sinurat (2018) with the titled “The Correlation between Students’ Extrovert-Introvert

Personality and Their Achievement in Speaking.” Both of this research used by Person Product Moment Correlation to calculated the data and the data were collected through questionnaire, test, interview, and documentation. The difference both of these researchs was, if the research from this previous study, the speaking test was used interview the for students, while in this research, the researcher asked the students to introduce themselves to speaking test.

The last previous study that conducted by Dyah Sari Wulandari, (2017), Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangka Raya. The similarities both of them was the method used was quantitative research. Both of study take the variable personality and speaking skill. While, the different about the two, which are the sample in this previous study is a students of English Department at college, while in this study the researcher took the sampe the tenth grader of senior high school.

Based the previous study above, researcher get similarities study, those are two variables. The instrument was questionnaire and speaking test. But, in this research goes differently, the sample in the previous study was the second grade of junior high school, while in this study, the researcher took the senior high school. The sample of the research was 58 student in the seventh grade, while in this research the sample was 34 students at the tenth grade. The sample is also different, in the previous study cluster random sampling for two classes. But in this research, the

researcher used purposive sampling.

Based of those analysis from some gaps in previous study, the previous study above examined the correlation between student's personality and their speaking skills. It can be seen from students that can mastering speaking skills as an introvert or extrovert students who can understand themselves and their needs in order to make the learning process runs well and also, the teacher who have to recognize their students are classified as extrovert or introverted students so that the teacher can adjust the teaching method to teach their students according to their personality, so the learning process can be carried out and their success in mastered, especially in English speaking skills.

Personality factors can contribute in some ways to the success of language learning. The personalities of students are not same Each student has distinctive personality which makes them prepared for having different worldviews and behaving differently in various thing, especially in education settings. Someone who is extrovert, have strong self confidence to be in a crowd. Extroverts enjoy speaking in front of a large audience or interacting with others in a social setting. On the other hand, the introvert is the antithesis of the extrovert; they prefer a calm environment and dislike crowds. They also find it difficult to talk in front of large groups of people. Extroverts are friendly, easy going, assertive, and they reach out to other people. The opposite of an introvert is one who is more reserved. Students who are introvert are lack of their

confidence and it causes them to pull back and become uncomfortable to speak up in the front of many people.

The researcher is interested in investigating students' personality and students' speaking skills because students of the tenth grader at SMAN 1 Rejotangan has weak in English speaking skills. The researcher assumed that it can happen because the teacher does not recognize the character and learning style of students. Personality plays an important role in the learning process, especially in the English. Students who are not compatible with the learning process, prefer to follow the process without paying attention to the lesson seriously. As a result, they have nothing to learn because they are bored and not interested in learning.

From on the elaborative previous, the researcher needs to know whether is there correlation between students' personality and students' speaking skills. From this idea above, the researcher determines the topic entitled **The Correlation between Students' Personality and Students' Speaking Skills of the Tenth Grader at SMAN 1 Rejotangan.**

#### **B. Focus of the Study**

Based on the background that has stated above, the researcher formulated the research question as, "Is there any correlation between students' personality and students' speaking skills of the tenth grader at SMAN 1 Rejotangan?"



### **C. Purpose of the Study**

Based to the focus of the study, the purpose of the study as follows:

“To find out whether any correlation between students’ personality and students’ speaking skills of the tenth grader at SMAN 1 Rejotangan”

### **D. Formulation of Hypothesis.**

Based on the identification and limitation of the research, the researcher formulated the problem as follows.

- 1) Formulation of null hypothesis ( $H_0$ ) is there is no correlation between students’ personality and their speaking skills.
- 2) Formulation of alternative hypothesis ( $H_a$ ) is there is any correlation between students’ personality and their speaking skills.

### **E. Significance of the Study**

The results of this study are expected to be useful for students, teachers, and the readers. So, the researchers hope the research results can be used as an input for:

- a. For the English learners

This research expected to help the students to verified their speaking skills to understand themselves and their needs in order to make the learning process runs well as an introvert or extrovert students.

b. For the English teachers

This research expected the teacher to verified teaching method, create the learning styles according to their personality to get an enjoy activities in the classroom to achieved better the result.

c. For the researcher

This research expected to be beneficial for the next researcher to used this study as a reference to conduct next research.

**F. Scope of limitation of the study**

This study was be carried out in SMAN 1 Rejotangan with the population of the research is tenth grade students. The scope of this research is about students' personality and their speaking skills. The research limit this research problem into two variable, that is students' personality and students' speaking skills.

**G. Definition of Key Terms**

To avoid misunderstanding in terms and contents of the topic in this study, it is necessary for the researcher to define the key terms used in this study:

1. Personality

Personality is a unique characteristic distinguishing individual from one another by behavior, cognitions, and motivations, in every situations that happen.

## 2. Extrovert students

Extroverts have the following characteristics, such as social skills and impulsiveness, a sense of humor, enthusiasm, quick thinking, optimism, and other traits that indicate someone who values interpersonal relationships.

## 3. Introvert students

Introverts prefer to focus on the world within themselves. Introverts are typically quiet, peaceful, and deliberate, and they are not drawn to social interactions. Introverts prefer activities that they can do alone or with a close friend rather than activities that require a large group of people, such as reading, writing, and inventing.

## 4. Speaking skill

Speaking is a useful skill that can be observed directly and empirically. Brown (2001:267) defines language proficiency as the ability to carry on a conversation competently.