

# CHAPTER 1

## INTRODUCTION

This chapter includes some subchapters, those are: the research background, research problem, the objective of the research, the research hypothesis, the significance of this research, scope and limitation in this research and also the definition of the key term of the research.

### A. Research Background

As we know, there are four components of English language teaching, those are: reading, listening, speaking and writing. Based on those components, one of the skills that we should be mastered is speaking. Speaking is an oral activity to communicate one another. As a state from Cameroon (2001:40) speaking is using language actively to express meaning to others orally. Then, as oral activities, Brown (2004, p. 142) stated that “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally”. So that, Speaking is about pronounce some articulations or words to express, state, deliver the opinions, ideas and feelings. It can be a form of speech, telling story, or the other that the people can understand about what we are saying.

As a foreign language learner, speaking is a fundamental essential skill. Because, many learners or people measure the student’s achieve in English by looking their speaking. It means that people take a look by how fluent they are when speak English, and how well they can speak English. Then, Parupalli (2019) explain that in world-wide all needs English to communicate commonly to each other. It is mostly needed in business, other lesson such as science, and the internet purposes, media, tourism, etc. To balance those modern era advances, of course is needed

speaking ability. That's why, as foreign language learners speaking ability is important and must be mastered nowadays.

Being a good speaker or to reach the speaking ability is needed the components of speaking itself, those are: grammar, pronunciation, fluency, vocabulary, comprehension and need the internal value of the students itself. As a stated by Jack (2002:204) that Learning English speaking of course needed the grammatical and semantic rules. This is also supported as a state by Utama et al (2013:3) that there are two aspects being successful in speaking skill, the first is linguistic aspect that are included, the grammar competencies, pronunciation, vocabulary, speech comprehension, word order, and the other. While, the non-linguistic aspect includes such as student's confidence, self-esteem, student's motivation, and extraversion. It is shown that speaking ability is not only can be influenced by knowledge but also can be influenced by the student's personality, such as extraversion.

The non-linguistic aspect in English speaking is also include the personality dimension as a state by Hans Eysenck. The dimension personality consists about three factors, those are: E factor, P factor and N factor. The E factor is as symbol for Extraversion. Extraversion personality refers to the extent to which individuals are sociable, talkative, outgoing, energetic and assertive. As a stated from Eysenck in Bullock and Gilliland (1993) states that people with high Extraversion seek happiness from social activities to get or increase their natural arousal, while people with low extraversion tend to avoid social situations or activities. This personality in socializing is affected in speaking ability especially in speaking classroom.

Hans Eysenck personality theory, especially in the context of the extraversion dimension, investigates how extrovert and introvert respond to stimuli and how it relates to brain activity. According to Eysenck, extrovert tend to have lower levels of brain arousal than introvert. The level of brain arousal refers to the extent to which the brain is prepared to receive a stimulus or activity. Eysenck argued that extroverts are looking for additional stimuli to increase their low levels of arousal., while introverts have higher levels of brain excitements that are less full of stimulation. Extrovert tend to look for new experiences and more crowded social situations to increase their level of arousal, while introvert may choose more calm environments and less filled with stimuli to avoid excessive stimulation. So, the extrovert one will interest and superior in verbal processing function such a conversation and dialog interaction. So, the extrovert one will interest and superior in verbal processing function such a conversation and dialog interaction.

By conducting the correlational between extraversion personality and student's speaking ability gives the contribution to the several aspects. The result of this research helps the educator to design the appropriate method that customized with the student's personality in the context of teaching speaking. As well as developing more appropriate intervention programs to improve their speaking abilities. By the result of this research, educator can identify student's specific need and provide more appropriate support. This can improve student speaking ability, which is essential in various aspects of academic and professional life. Additionally, this research can be the basis for self-development that help student recognize their strength and weakness in communication. So, they can find the best way to improve their speaking ability.

Meanwhile, to reveal that extraversion as the factors of affecting in speaking ability. As indicated by (Pradana, 2017) in his thesis that the extraversion personality it can be measured by the questionnaire based on the 'Test Your EQ' book that consists 25 questions. Each question there will be three possible answer, those are: a, b, c. And to measure the speaking achievement in his thesis, he uses the documentation (Arikunto: 1998) to collecting the data.

This present study aims to filling this gap by developing the other technique to measure the extraversion personality and student's speaking ability. This study will be conducted using the questionnaire from Eysenck to know the student's extraversion personality and using the speaking test to know the student's ability in speaking. This study demonstrates the most significant variable that influence in speaking ability is extraversion. Therefore, this research raises a most question that is "Is there any significant correlation between the 8<sup>th</sup> student's extraversion personality and student's speaking ability". So that, based on this literature fact and social fact that have been explained above, this study investigates the correlational study between student's extraversion personality and their speaking ability.

## **B. Research Problem**

Depending on the background of the study that have been explained above, the research problem can be formulated "Is there any significant correlation between the extraversion personality and speaking ability at MTs. Ma'arif Tulungagung?"

## **C. Objectives of the Research**

Based on the research problem above, the objective of this study is to examine the correlation between the Junior High School student's extraversion personality and their speaking ability.

## **D. Research hypothesis**

Hypothesis is a statement that related about variables in the research that have been studied or some previous study. There are two kinds of the hypothesis: null hypothesis and alternative hypothesis.

### **a. Null hypothesis ( $H_0$ )**

There is significant no any correlation between the student's extraversion personality and student's speaking ability.

### **b. Alternative hypothesis ( $H_a$ )**

There is significant correlation between the student's extraversion personality and student's speaking ability.

## **E. Significance of the Research**

There are some significances of this research which may useful theoretically and practically: for English teacher or lecturer, students, and the researcher.

### **1. Theoretically**

This research was conducted to study the extraversion personality that is very attached in student's daily live. It means, how students get along with their friends, etc. So, in this research we hope that this study can give contribute of knowledge that the student's personality, whatever the kind is it, is very important and continuous because the psychology and education are always bound each other and cannot be separated.

### **2. Practically**

#### **a. Students**

This research will prove the student's extraversion personality degree which is high or low. So, it can be beneficial for students to find out the best strategy to

master one of the skills in English, especially in speaking cases, based on the result of extraversion personality that have been tested.

b. English teachers

Based on this study, it hopes that they can get the understanding about the student's personality in facing the speaking class. So, the teachers and lecturers can apply any method or any media or some approaches when teach their student in speaking classroom which is suitable, enjoy and can reach the student's speaking ability in every character of the students.

c. The Other Researchers

For the next researcher, it hoped that this result of study can be used as the reference for the next study that related with speaking, extraversion, and any other personality.

## **F. Scope and Limitation of the Research**

To avoid the misunderstanding and deviation of the discussion, the researcher would like to give a scope and limit of the problem discussion in this research. So that, the scope in this research is focus on the correlation between the extraversion personality and the students speaking ability. Then, the limitation in this study is focus on the 8<sup>th</sup> grade students in MTs. Maarif Tulungagung.

## **G. Definition of the key term**

1. Correlational study

Correlational study is a study that is to measure the two continue variables with the statistic measurement. This study was aim to prove that the two variables, which will be conducted, are correlated or not.

## 2. Extraversion personality

Extraversion personality is the one of the personalities in Hans Eysenck theory. Extraversion personality is can be defined with someone character which reflecting how they are interacting with others socially. Generally, this extraversion personality is marked by someone who are sociable, easy going, easy to get along, and also confidence.

## 3. Speaking ability

Speaking ability is one of the important components in English. Speaking ability is one's ability to speak or to communicate using the language to each other to expressing their ideas, feelings or opinions orally. When someone is practicing speaking, they have to notice also about the speaking aspect: vocabulary, fluency, grammar, comprehension, and pronunciation.