

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents about the background of this research, research question, research objectives, research significance, definition key term are discussed in this chapter.

### **A. Background Study**

It is cannot be denied that the use of English today plays an important role as a global language. English is spoken all over the world for many reasons. Since English is a global language, it is undoubtedly a language of communication for individuals from many ethnicities. English is a communication language used to communicate with people from one country to another so that interactions are carried out more easily and efficiently. Apart from that, English also has an important role in the world of education, literature, technology, business and mass media. In education English plays a crucial role, especially as a medium of instruction in various subjects and as a global language of communication. English serves as a common language for international communication, enabling individuals from different linguistic backgrounds to connect and exchange ideas in academic and professional settings. Teaching English is usually inseparable from oral communication that occurs in the classroom which aims to develop language proficiency and effective communication skills among students. Therefore, the use of English in the world of educational and other things is very important in improving communication skills.

One of the useful abilities in English performance that people utilize as a medium of communication is speaking. Speaking becomes a more crucial part of language proficiency as the means of communication because it enables us to interact and communicate with others. Therefore, it is important to have good speaking skills which will be required for us to achieve good speaking performance. Speaking is one of the most important skills of the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. Speaking is an oral communication skill that calls for the capacity to use the language effectively in social interactions, where gesture, body language, and expression are all used in addition to verbal communication (Misti, 2018). Meanwhile, according to Celce-Murcia, M., Brinton, D.M., & Snow, M.A. (2014) speaking as the ability to pronounce words and sentences correctly and fluently, as well as participate in communication interactions effectively. From this it can be a reference that speaking is very important when used in the world of education. Students must know how to speak English well and correctly so that communication can be created between two individuals so that the meaning to be conveyed can be well received. Besides that, many developments in the era make it easier for us to learn a lot about various languages and use our speaking skills to do many common things, such as establishing a business or teaching. The ability to speak English itself will also have several factors that influence it such as: age, gender, motivation, intelligence, language aptitude, and personality (Gustriani, 2020).

Speaking language production is often considered one of the most difficult aspects of language learning (Brown & Yule, 1983, p.25). The difficulties in speaking English can arise for various reasons, especially for non-native speakers. One factor that often arises is pronunciation. English has complex pronunciation rules and a variety of sounds that may not be present in the learner's native language. Different accents and dialects can further complicate the process of mastering pronunciation. Vocabulary Building a strong vocabulary in English can be a challenge, especially for beginners. Understanding the meaning and use of words, idioms, and expressions in different contexts can pose difficulties for language learners. Another thing that makes it difficult to speak English is grammar. English grammar can be complex, with varying rules for tenses, sentence structures, and word order. Learners may struggle with verb conjugations, articles, prepositions, and other grammatical elements that differ from their native language. Apart from the two things above, there are also difficulties that are usually faced, such as: fluency, comprehension, confidence and cultural context. This is what makes speaking English more difficult to learn. Especially, when speaking lessons are carried out in class. In the class, students have different abilities in receiving the information that the teacher has conveyed. That's why this happens because there are factors that influence learning outcomes other than the treatment given by the teacher, be it character, personality, age or external factors.

The individual personality characteristics can influence language learning and communication skills. Certain personality traits may play a role

in how individuals approach language learning and their ability to communicate effectively in English. Based on this, humans usually have two main personalities, namely extroverts and introverts.. Extrovert and introvert are the two personality qualities that have been most extensively studied for their effects on speaking ability. According to Eysenk in a journal written by Dominika and Virlia in 2018, introverted and extroverted personalities describe the uniqueness of individuals in behaving towards a stimulus as a manifestation of individual character, temperament, physical and intellectual in adapting to the environment. The two personality types do have very different characteristics. It's just that, please note that no one is truly introverted or extroverted. People who are extroverts derive their energy from the outside world, while introverts obtain their energy from the inside. In other words, extrovert personality refers to the traits that a person possesses who enjoys their exterior environment, which implies they enjoy engaging in activities and being social. In contrast, an introvert personality is characterized by a person's propensity for shyness and a need for their personal space. The quiet and uneasy kids with speaking likely to be introverts.

Some examples of previous research that will included as a guide in this research related to a comparison of extrovert and introvert toward speaking skill. The researcher was conducted by Yolla Gustriani (2020); A. K. Isma, Fahmi Room, & N. I. Syam : (2022) & Selvianita Rahayu (2020) The results of this research show that extrovert students outperformed than introvert students in speaking performance. For the research show the

extrovert type more active, friendly, and responsively in speaking class. And the introverted personality are more silent, they only speak as necessary. Meanwhile, according to research from R. A. Oktriani, Damayanti, & M. Hardiah (2021) and I. N. Ahmar & Sugiyanta (2021) tell that this research there is no significant differences between introvert and extrovert personalities in English speaking class. This means that these two studies have different results from previous studies.

The research mentioned above resulted in the finding that extrovert and introvert personalities differ significantly in their English speaking performance. On the other hand, there is research which states that there is no significant difference between introverted and extroverted personalities in English speaking classes. Due to these inconsistent results, researcher set out to determine for themselves what aspects of extroverted and introverted personalities would support students' language learning proficiency, particularly in speaking English performance. As a result, the researcher is interested to carry out the research known as: "**The Correlation Between The Students' Personalities And Their English Speaking Performance At SMPN 02 Kademang**". From this research, it is hoped that research can find more accurate results regarding a person's extroverted and introverted personality which can influence students' speaking performance.

**B. Research Question**

Is there a significant correlation between the students' personalities extroverted-introverted and their English speaking performance of Grade 8 at SMPN 02 Kademangan?

**C. Research Objectives**

To determine the Significant correlation between the students' personalities extroverted-introverted and their English speaking performance of Grade 8 at SMPN 02 Kademangan.

**D. Significance of the Research**

The significance of the research consisted of three significances:

a. For the Teachers

The result of this research expected to be useful information for English teachers who was directly involved the teaching and learning process in order to develop the teacher's ability to anticipate those problems in their teaching, the teacher also would get effective way and efficient in teaching English speaking at SMPN 02 Kademangan.

b. For the Students

It is hoped that the study's findings will help and motivations students to study English as a second language by offering knowledge on the subject so that student have good ability to speaking english. Apart from that, it is hoped that with this research students can find out more about their personalities (extroverts and

introverts) which can help what learning methods they will use to make it easier to accept learning English.

c. For the other Researchers

It is hoped that the findings of this research will greatly improve writing skills in conducting research, especially for those who are just starting out. Apart from that, it is hoped that this research can help other researchers to assume several strategies or techniques in teaching English, especially in speaking. Apart from that, this research is a reference for other researchers.

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

To avoid misunderstandings and deviations in discussions in this research, the researcher will provide the scope and limits of the problems contained in this research. The focus of this research is on correlation between the students' personalities extroverted-introverted and their English speaking performance of Grade 8 at SMPN 02 Kademangan.

## **F. Definition of KeyTerm**

a. Correlation Study

Correlation research designs utilize statistical tests to describe and measure the degree of association between two or more variables.

The correlation coefficient is a numerical index that indicates both the strength and direction of this relationship. Ranging from -1 to 1, a coefficient of zero signifies no correlation between the variables.

A positive correlation is indicated by a coefficient greater than zero,

while a negative correlation is indicated by a coefficient less than zero. A perfect correlation is represented by a coefficient of +1.00 or -1.00, signifying a complete, direct relationship between the variables.

b. Extrovert

Extrovert personality type According to Suryabrata (1993), extroverted people are primarily influenced by their objective world, namely the world outside themselves. Its orientation is mainly directed outward. His thoughts, feelings and actions are primarily determined by his environment, both social and non-social. So in this study what is meant by an extrovert is someone who is active and interested in the world around him rather than thinking about his own thoughts and feelings. Extroverts prefer to socialize with other people to get energy from the people around them so they are usually more active in discussion groups.

c. Introvert

According to Jung (in Suryabrata, 2003: 162) This personality is quite unique. Introvert means diverting psychic energy into yourself which is subjective in looking at the world. In this case, the introverted personality prefers to place his attention and the world within himself. In this study introverted are people who have or are in their own thoughts and world, quiet, more focused on their own thoughts, loners and those who get energy by spending time alone and don't want to join a group too often.



#### d. Speaking Ability

Speaking is an interactive process of constructing meaning that involves producing and receiving information. (Brown, 1994; Burns & Joyce, 1997). In this case the form and meaning depend on the context in which it occurs, including the participants themselves, their collective experience, the physical environment, and the purpose of speaking. In this study what is meant by speaking ability is someone who can communicate well orally or verbally using good language in social interaction. There are 4 ways to assess students' speaking skills in this study, namely: fluency, grammar, pronunciation and vocabulary.