

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition of term.

1.1 Background of the Research

As one of the basic skill of English, speaking is an important role in language learning process. It is the skill that we can see how someone is mastering English directly. According to Fulcher (2003 : 24), speaking is the verbal use of language to communicate with others. Also, Maxom (2009 : 183) stated that speaking is the most important skill in English language teaching to be mastered in school. So we can say that speaking is important part in studying English because students can express their ideas, feelings and what they want to others.

Because of its importance, the students are encouraged to speak English as much as possible they can although they make error in the grammar, pronunciation, or others. And the best practicing of speaking English is in the classroom. Harmer (2007) shows, the important of teaching speaking in the classroom and how importance it is to be practiced by the students in classroom or in the school area. Many sources effect the success of students' speaking ability like, the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities, Nguyen H T and Tran N M (2015). There are some aspects that can be influence people to succeed in learning language, especially speaking, based on Brouwer (1989), motivation of the learners, personality, environment, culture, teaching materials, and teachers' techniques, and curriculum. From his statement we can say that personality is one of main issues in learning English.

For common people, personality is not important aspect even in learning teaching process. Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behavior in specific situation (Ryckman, 2004:89). It

can be used for teacher to make decision how teaching learning will be running by seeing students' personality. As Suliman (2014) says that Recognizing the students' personality provide the teacher a gateway through which can be used to manipulate their teaching process.

When we are talking about personality, we will divide two big personalities into extrovert and introvert personality. In common, we can say that extrovert students are students who talk more or speak actively in many occasions including classroom. On the other hand introvert is the personality that shows the silence of someone. They do not speak too much but usually just talking something important to others. Friedman and Schustack (2008:134), describe the characteristics of extrovert person and introvert person. Extrovert person tends to be active, sociable, easy-going, friendly, talkative, aggressive and a risk-taker, whereas introvert person tends to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner. Those characteristics surely influence the learning style of the extroverts and the introverts. In this case, the writer is interested to put the extrovert and the introvert characteristic in a problem which is related to the speaking English.

Many people think that the extrovert students are much better than the introverts, because they tend to be active and talkative. It will probably bring them to the good interaction skills. But, according to Thornbury (2000:11), speakers know how they can speak well because of their linguistic knowledge. Linguistic knowledge is like genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary and phonology. Thornbury (2000;11) says that besides active and talkative, the extroverts also tend to be aggressive and probably ignore some of the linguistics knowledge. He also adds that introvert students have an introspective characteristic which probably can bring them to the mastery of the linguistics knowledge.

Based on the writer's observation while he is teaching, the second graders of MTs Tahfidz Yanbu'ul Qur'an Menawan Kudus have different speaking skills. In this case, the writer found some students who look talkative, but still find it hard to tell clearly about something important. Here, the writer is truly sure that

the personality factors play an important role. The talkative ones are not always good at the speaking skills.

Before conducting this research, the writer have discussed about the personalities itself with some experts of psychology. Mostly they said that, how to know the students personality is find the metode from other expert and give kind of test to the students. Actually, the writer will use some previous research as the guidelines. But, the design, method, and subject are different with this research. The previous one discussed about the correlation between students' personality in English achievement in college. This condition leads the writer to conduct a research entitled **“The Speaking Ability of Extrovert and Introvert Personality Students of Second Grade Students of MTs Tahfidz Yanbu’ul Qur’an Menawan Kudus in 2019/2020 Academic Year.”**

1.2 Statement of the Problem

Based on the background above, the researcher states the problem of the research as follows: “Is there any significance difference of the students' speaking ability with Extrovert and Introvert personality?”

1.3 Objective of the Research

Based on the statement of the problem above, the objective of the research is to find out is there any significance difference of the students' speaking ability with Extrovert and Introvert personality.

1.4 Significance of the research

The writer hopes that this research provides some significance for many people. The significance of the research is formulated as follows:

1. Theoretically
 - a. The findings can enrich the theory of the extrovert-introvert personality and the English speaking achievement.
 - b. The findings can be used as the reference for the next research about the influence of the personality towards the English speaking achievement.
2. Practically
 - a. For the lecturers/teachers

This research may give more understanding about psychology factors in speaking achievement. So, the lecturer/teacher can use the better way to improve the students' speaking achievement based on the characteristics or personalities of students.

b. For the students

This research can help the students to encourage the speaking achievement based on their characteristic or personality.

c. For the readers

This research may give a broader knowledge about the students' personality and the effect of it in teaching learning process especially in language teaching learning process.

1.5 Scope of the Research

Based on the objective of this research, the limitation of this research focuses on particular things. The writer focuses to compare speaking ability of the extrovert and the introvert students of Second Grade Students of MTs Tahfidz Yanbu'ul Qur'an Menawan Kudus. In comparing the speaking ability between the extroverts and the introverts, the writer will use retelling story of Recount Text material which is one of material in second grade of Junior High School.

1.6 Operational Definition

The writer needs to mention some terms of this research in order to avoid misinterpretation. The terms are as follows:

1. Speaking achievement is the result of learning speaking skills which is taken from the score of tour guide assessment in second grade of MTs Tahfidz Yanbu'ul Qur'an Menawan Kudus.
2. The Extrovert-Introvert personality is a personality which can construct some characteristics of the people, such as active, passive, sociable, or even unsociable.
3. Second Grade Students of MTs Tahfidz Yanbu'ul Qur'an Menawan Kudus are the active students who join English teaching learning everyday.