CHAPTER I
INTRODUCTION

A. Research Background

Language is a two-way communication. In learning a language there will be a second language. Acquiring a second language requires learning. In the process of learning a second language there will be differences with everyday language. Language involves interaction with other people. Psychological factors play an important role in the success of learners in acquiring and using a second language. There are many researchers stated that psychology has a prominent role in acquiring language (Haidara, 2016; Martos, 2006). When a person knows his or her personality, it will affect the acquisition of a second language. They contend that knowing one's mindset, level of confidence and character will improve one's performance when learning a language. Second language skills are influenced by human psychology.

Rekabdar, Behrouzi, and Hakhverdian (2015) cited Busch who said that personality was one of the individual differences, which was widely accepted to have an influence on both learning in general and language learning in particular. In addition, personality is a set of characters that supposed by someone who can describe someone who behavior and habits. According to Briggs (2017:2) claims that students have different focus on different types of information, tend to operate on perceived information in different ways, and achieve understanding at different rates. Supported by Uzer (2017:2) personality influences people to rather different things, react differently, and make different decision. Students who have extrovert personality and students who have introvert personality have different learning styles and automatically will influence their learning achievement especially in speaking skill.

According to Vandenbos (2006:359) "The extrovert student will speak frequently. He loves to speak and to share his ideas". Extroverts will be more

comfortable in the environmental world than the inner world or family world. Extroverts are relatively more open, sociable, gregarious and openly expressive. Extroverts love traveling, trying new things, seeing new places, and making new friends. If you look at the possibility of extroverts having an advantage in learning languages over introverts. It is supported by Jung Cited in Wengrum, Suparman, dan Simanjuntak (2013) who explain that extrovert personality has the ability to socialize better than the introvert type due to the ability to build a communication.

Moreover, introverts are the opposite of extroverts. Introverted students are students who often stay silent and away from the environment. Only listening to information from the surrounding environment rather than communicating with others. Introverts usually stay at home more often. An introvert usually has feelings of shyness, fear, and is more silent than honing speaking skills. While usually an introvert tends to explore their reading. Brown (2007) adds that the trait of introversion and it's opposite, extroversion, are regarded as the most potentially important factor in the acquisition of a second or foreign language. This indicates that introverts have faster success in learning a second language.

There will be linguistic distinctions made as one learns a foreign language. An introverted and extroverted personality is present in someone who is learning a foreign language or the English language. Each of these aspects have a significant impact on how well one learns a language, including a foreign language. English a foreign language in Indonesia had been taught with four language skill, namely: listening, speaking, reading, and writing, listening and speaking skills are fundamental determinants of an individual's academic success (Demir,2017). Speaking is one of the influential skills in learning a language that is influenced by personality. In addition, researcher like to examine the correlation between speaking and introverts-extroverts.

Speaking is one of the important skills should be mastered by student. According to Harmer (2007) speaking is a skill which becomes important part

of daily life. It is the line for people to produce social relationship as human being, so it needs to be developed and practice independently in the grammar curriculum. According to Swary (2014:1), by study speaking well students gain a helpful skill which can be useful in their life and throw in to other community and country. English plays a most important role in all aspects of life, for example technology, education, politics, trade, social, culture, etc. It means that the students' challenge and competition will be forcefull in the future.

However not all of students in the class able to deliver their speaking. Although they received in same class, same treatment, and same lecturer. They have different ability in speaking skills, it happened because there were several factors that influenced speaking ability. Mai (2015:9) state that student's speaking skill can be affected by several factors such as those coming from performance condition (time pressure, planning, standard of performance and amount of support), listening ability and feedback during speaking activities, affective factors (such as motivation, confidence and anxiety). Among the factors which have much influence in students' language learning are affective factors. In this study affective factors came from students' personality.

The intensity of the correlation between the two variables is researcher beforehand in regard to the relationship between introvert-extrovert personality and speaking ability. Some studies reveal a positive relation between degree of extraversion and speaking skill. Afif Nur Fiqqi. Ab (2017) found significant correlation between students' extroverts and introvert personality with their speaking mastery. In this research the writer found that student with extrovert personality can be categorized that there we moderate correlation between extrovert personality and student's speaking. The other study held by Zulhermindra & Rizali (2021:1) which investigated the correlation between students' personality and their speaking ability. In this study, the result of correlation testing reveals that there is no significant and their speaking ability, there is no correlation between introvert personality

and speaking ability, and there is no correlation between personality and speaking ability.

In IKIP PGRI Pontianak especially in English Education there are still many students who have difficulties in speaking English. Most on them face those difficulties because of some factors. One of the factors is from their personalities, such as self confidence, nervous, and has personality extrovert and introvert. Then, the students in the University of English Departement are expected more capable than junior and senior high school in applying speaking english. They have learned more about English than junior and senior high school. Judging from the experience in class B Morning class of 2019 until now, each person in this class has a different personality, especially many who are introverted and extroverted until now. This personality greatly affects students' learning styles, especially their speaking skills. Here I took research in the fourth semester with the aim that personality problems can be seen and can improve existing problems in students' speaking skills.

Departing from this, the researcher is interested in examining the relationship between fourth semester students of IKIP PGRI Pontianak who have introverted-extroverted personalities and the differences in the success of speaking skills between the two groups. This research is entitled "The Correlation between Students' Personality Type and Speaking Ability in English Education Study Program of IKIP PGRI Pontianak".

B. **Research Questions**

Based on statement above, the researcher state that the problem of the research as follow:

1. Is there any correlation between extrovert students and their speaking skill at fourth semester of English Education at IKIP PGRI Pontianak?

2. How significant is the correlation between extrovert students and their speaking skill at fourth semester of English Education at IKIP Pontianak?

3. Is there any correlation between introvert students and their speaking skill at fourth semester of English Education at IKIP PGRI Pontianak?

4. How significant is the correlation between introvert students and their speaking skill at fourth semester of English Education at IKIP Pontianak?

C. Research Purposes

Based on the problems above the researcher has some purpose of this research as follows:

1. To find out there is correlation between extrovert students and their speaking skill at fourth semester of English Education at IKIP PGRI Pontianak.

2. To find out the significant correlation between extrovert students and their speaking skill at fourth semester of English Education at IKIP PGRI Pontianak?

3. To find out there is correlation between introvert students and their speaking skill at fourth semester of English Education at IKIP PGRI Pontianak.

4. To find out the significant correlation between introvert students and their speaking skill at fourth semester of English Education at IKIP Pontianak.

D. Scope of The Research

This study uses two variables, namely the main variable and the affective variable. The following for the previously listed variables is as follows:

a. Research Variables

Variable research is basically everything that is determined by the researcher to study in order to get some information about the cases. A variable in research simply refers to a person, place, thing, or phenomenon that you are trying to measure in some way. The researcher used correlation design. Lodico, Spaulding, and Voegtle (2011:24) defines the variable is a characteristic or attribute that varies. Therefore, in this study it can be concluded that there are two kinds of variables in this study. The variables are the dependent variable and independent variable. Independent variable, Creswell (2012:116) defines independent variable is

an attribute or characteristic that influences of effects an outcome or dependent variable. In this study, the independent variable was personality type while the dependent variable as Cresswell (2012: 115) defines dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. In this study, the dependent variable was students' speaking skill.

b. Terminology

In this section, the researchers explain the variables used in this research.

1) Personality

Personality is the behavior of a person. Personality refers to individual's characteristic which is different from one and another. According to Gazzaniga and Heatherton (2002) personality is someone's characteristic with feelings, thoughts, and behaviors which are formed by the time and the experiences of the individual. Personality is one of the important things that affect the environment. Especially during the foreign language learning process. There are many personalities such as introverts and extroverts.

2) Introversion Personality

Introversion personality or introvert is a person's personality that is distant towards other individual and doesn't believe in oneself. Introversion is an individual's characteristic which orientates of ideas, emotions, and impressions (Laney, 2002). They can be categorized as closed-minded students.

3) Extroversion Personality

Extroversion personality or extrovert is the personality of someone who enjoys interacting with others and trying new things. They are actively involved with a group of people because they tend to be talkative in their daily life.

4) Speaking Skill

Speaking skill is a one of the most important skill in learning foreign language, including in learning English. Development of speech is directly related to cognitive development. Therefore, Vygotsky (2007) speaking is central which is important in the learning process.

E. Significance of Study

The following are some theoretical and practical perspectives on the study significance:

a. Theoretical Significances

The results of the research revealed in previous studies that discussed the correlation between students' personality type and speaking skill. It would allow new researchers to identify in previous studies by referring to it. The study findings will be helpful to readers who are interested in learning more about the correlation between IKIP PGRI Pontianak fourth-semester students' personality types and speaking skill.

b. Practical Significances

1) For the writer

The results of this research are to be able to can study and get more information to identify the problem in mastering personality type and speaking skill. Also, the writer will gain fresh knowledge and experience for her future.

2) For the teacher

This research hopes to give students information about their personality types and speaking skill. In order for teachers to assist their students when they encounter difficulties mastering both.

3) For the students'

This research will be useful for students to help them to be know about personality type of them. Furthermore, they can also increase their speaking skill.

4) For the researchers

This expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases.

F. Hypothesis

According to Arikunto (2018: 64) "Hypothesis is an answer that is through the collected data". Hypothesis testing is carried out to test the hypothesis proposed by the author. The hypothesis used is a descriptive hypothesis, which is a temporary answer or conjecture proposed by the author to a descriptive problem related to a single or independent variable. (Sugiyono, 2018: 76).

1. Null hypothesis (H_o): Null hypothesis makes predictions that of all possible people whom researcher might study, there is no relationship between independent and dependent variables or no difference between groups of an independent variable or a dependent variable (Creswell, 2012: 126).

2. Alternative hypothesis (Ha): Alternative hypothesis uses non directional alternative hypothesis, where the researcher predicts a relationship for variables in a population but does not indicate whether the direction of this prediction will be positive or negative, or greater or less (Cresswell, 2012:127

The descriptive hypothesis is made to determine students' speaking ability as follows:

1. Alternative Hypothesis (Ha)

Students' speaking skill appears in personality type

2. Null Hypothesis (Ho)

Students' speaking skill does not appear in type personality

The statistical hypotheses proposed in question number one are as follows:

1. The Alternative Hypothesis (Ha) in this study is "there is a correlation between extroverted students and their speaking skill".

2. The Null Hypothesis (Ho) in this study is "there is no correlation between extrovert students and their speaking skill".

The statistical hypothesis proposed in question number two is as follows:

1. The Alternative Hypothesis (Ha) in this study is "there is a correlation between introvert students and their speaking skill."

2. The Null Hypothesis (Ho) in this study is "there is a correlation between introvert students and their speaking skill."

To determine the correlation coefficient to be used, namely:

The real level used is a=0.05. The t_{value} is compared with the t_{table} and the conditions are as follows:

a. If $t_{value} \geq t_{table}$, it meant that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. Therefore, there is significant correlation between variables.

b. If $t_{value} \leq t_{table}$, it meant that null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. Therefore, there is no significant correlation between variables.