

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Personality Concept**

According to Cervone & Pervin (2015) cited in Laborde et al (2016) stated all personality psychologists use the term personality to refer to psychological qualities that contribute to an individual's enduring and distinctive patterns of feeling, thinking and behaving. Moreover, personality can be said that it is a partial or complete picture of an individual which is certainly different from the others, and that picture remains or continuously does not change. Personality, where extrovert-introvert exist, in general is viewed to be responsible factors for learners' success in learning second language or L2 (Spolsky, 1989).

#### **1. Extrovert**

Extroverts are more influenced by their surroundings than by their inner world (Chen, May 2015). Typical extroverts are generally depicted as sociable, like

parties, have some friends, need a person to talk to, and do not like studying by himself. (Suryabrata, 2008). This means that Extrovert are sociable, easy-going, prefer outdoor activities, or participating in various social. An introvert is a preference to focus on the world inside the self. (Suryabrata, 2008).

Lightbown and Spada (2006) cited in Andriyani (2016, p. 16) stated that many classroom teachers believe that in second or foreign language learning, extrovert students are more successful than introvert students, especially in their communicative ability. Furthermore, Crow (1958) as it cited by Andriyani (p. 17) stated that extrovert students are usually fluent in speaking, not too feeling worry and not easily get ashamed and awkward, prefer to work together or work in group, and good in adapting with their surrounding.

Moreover, Matthews pointed out that extroverts' performance superiority is most evident on verbal tasks. Hence, extroverts may have more capacity specifically for processing verbal stimuli, but not for other types of task. research has found

that extroverts are more talkative and use fewer pauses than introverts (Dorney, 2005, p. 25). It means by its superiority in verbal task and its sociability, extroverts are more skilled in speaking than introvert.

## **2. Introvert**

An introvert is a preference to focus on the world inside the self (L.R. Gay, 2012). Introverts prefer to spend time in small groups, or one-on-one, and usually like to get to know new people more slowly, but they are just social in different ways. (al, March 2016). according to Jung, cited in Sharp, D. (1987, p.69) introverts are people that hold all of from external happenings, and dislike of large social. In a large gathering they feel lonely and lost. What they do, they do in their own way, barricading themselves against influences from outside.

Rauch (2006, p. 24) cited in Hakim (2015, p. 438) stated that “a quarter people in the world are introvert.” He also explained that the introverts“ people need to turn off and recharge themselves after doing social contact with other people.

Moreover, Richard and Schmidt (2002, p. 195) he described the characteristic of introverts are people who tend to avoid social contact with others and are often preoccupied with their feelings, thoughts, and experience. But, remember this is not mean anti-social, to be alone with their thoughts is a restorative as sleeping or as nourishing as eating

### **3. Factors of Extrovert and Introvert**

According to Eysenck (1991) there are seven related components that give to the trait extrovert and introvert have been identified. These are activity, sociability, risk-taking, impulsiveness, expresiveness, responsibility and reflectiveness (Utomo;2013, Isnaini;2010, Simukonda;2002).

#### **1) Activity**

Eysenck cited in Simukonda points out that people scoring high on this factor are generally active or energetic. They enjoy all kinds of physical activity like hard work and exercise. They tend to wake up early in the morning and quickly, move up rapidly from one activity to the other and they pursue a wide variety of different interest. Those who score low on this trait are

inclined to be physically inactive, lethargic and easily tired. They move about the world at a leisurely pace and prefer quite restful holidays. High activity is an extrovert characteristic while low activity is an introvert characteristic

## 2) Sociability

A sociable person is one who seek the company of other people like social functions such parties and dances. This person generally meets people freely and is comfortable in social situation.



An unsociable person is one who prefers to have only few special friends, enjoy solo activity like reading and has difficulty in trying to talk to other people. Such a person is inclined to withdraw from oppressive social contacts. Based on this explanation Eysenck associated high sociability with extrovert and low sociability with introvert.

### 3) Risk-taking

An individual who scores high on this trait lives dangerously and seeks reward with little concern for the possible adverse consequences. As Eysenck observes “characteristically they are gamblers who believe that an element of risk adds spice to life. Low scores indicate a preference for familiarity, safety and security even if this means sacrificing some degree of excitement in life.

### 4) Impulsiveness

Impulsiveness is the fourth factor of extrovert and introvert. Those who high score on this trait are inclined to act on

the spur of the moment, make hurriedly, often-premature decision and are usually care free, changeable and unpredictable. Those who score low in this factor consider matters very carefully before making a decision. They are systematic, orderly and cautious and plan out their life in advance. They think before they speak and look before they leap.

#### 5) Expressiveness

Expressiveness refers to the general tendency to express one's emotion outward and openly, where sorrow, anger, fear, love or hate are other primary factors that make up extrovert. According to Eysenck "high scorers tend to be sentimental, sympathetic, volatile and demonstrative, low score are reserved, even tempered, cool, detached and generally controlled as regard their expressions of their thoughts and their feelings."

Unlike other factors, the individual who scores high on this factor moves toward the introvert end and the one who score low in this factor moves towards extrovert.

#### 6) Responsibility

This factor is characteristic of introvert rather than

extrovert. High scorers are likely to be conscientious, reliable, trust-worthy and serious minded with a little bit of compulsiveness. Low score on the other hand are inclined to be casual, careless of protocol, late with commitments, unpredictable and perhaps socially irresponsible.

#### 7) Reflectiveness

Reflectiveness of extrovert is when doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset. It is opposite with the introvert that they have theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspection.

## **B. Speaking Skills**

### **1. The Concept of Speaking Ability**

In his book entitled "Speaking as a Language Skills" (Tarigan, 1983:15) suggests that speaking skills are the ability to pronounce articulation sounds or words to express, say and express thoughts, ideas, and feelings. The listener receives information through a series of tones, pressures, and joint



placement. If the communication takes place face-to-face plus hand gestures and the speaker's face water (mimic).

Another opinion states that Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

## **2. Teaching Speaking Skills for Junior High School**

Junior High School curriculum emphasises the teaching of English integrated through the three language skills. They are speaking, reading, and writing. This curriculum also emphasis that teaching English as foreign language should be based on the communication approach. This approach is based on the teaching of the language as a means of communication.

speaking skill is very important for students to be learnt. And in speaking we also think about language feature by which people know the use of language such how to modify the sound and how to use appropriate expression. In teaching speaking, there are many ways of teaching a lecturer can use in class. According to Bailey in Nunan (2003:49) who says that teaching speaking involved providing students with the components of the language in hopes that they would eventually put them all together and speak. Ur (2000:103) also delivers the idea about five principles for teaching speaking, they are: 1. Be aware of the differences between second language and foreign language learning contexts, 2. Give students practice with both fluency and accuracy, 3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, 4. Plan speaking tasks that involve negotiation for meaning, 5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. (Bailey in Nunan, 2003:54-56).

The use of design classroom activities that involve guidance and practice in both transactional and interactional

speaking can make the students easier to develop their idea and to speak in front of the class. Assessment is an on going process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown,2003:4).

### **3. Principles of Teaching Speaking**

Brown (2001, p. 275-276) concluded that principles of teachingspeaking, as follows:

#### **a. Focus fluency and accuracy**

Accuracy is the extent to which students' speech matches what people actually say when use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations orunnatural pauses, false starts, word searches, etc.

In interactive language teaching, teacher can easily slip into interactive activities that don't capitalize on grammatical pointers or pronunciation tips. Teacher need to bear in mind a

spectrum of learner needs, from language-based, interaction, meaning and fluency. When do techniques to the environmental crisis, make sure that the tasks have a language-based objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore students to death with lifeless, repetitious drills. The student cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

b. Use intrinsically motivating techniques based on students goals and interact.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.

c. Use authentic language in meaningful contexts.

This theme has been played time and again. It is not easy to keep coming up with meaningful interaction teacher all succumb to the temptation to do, say, disconnected little grammar exercises

where teacher go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done.

d. Provide appropriate feedback and correction.

In most EFL situations, students are totally depend on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback out there beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Optimize the natural link between listening and speaking

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students the opportunity to initiate oral communication

A good deal typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information and students have been conditioned only to speak when spoken to. Part of oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subject. As teacher design and use speaking technique, ask teacher self if have allowed students to initiate language.

g. Develop speaking strategy

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purpose. The classroom can be done in which students become aware of, and have a chance to practice, such strategies as:

- 1) Asking for clarification
- 2) Asking someone to repeat something
- 3) Using fillers in order to get time to process

- 4) Using conversation maintenance cues
- 5) Getting someone's attention
- 6) Using paraphrasing for structures one can't produce
- 7) Appealing for assistance from the interlocutor
- 8) Using formula expression
- 9) Using mime and non-verbal expression to convey meaning.

#### **4. The Elements of Speaking**

Harmer (2001, p. 269) identifies that the ability to speak in English needs the elements necessary for the spoken production as the following:

- a. Language features
  - 1) Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
  - 2) Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling (especially in face to face interaction).

- 3) Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing of disagreeing, expressing surprise, shock or approval.
- b. Mental/social processing
    - 1) Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their gggghassembly into syntactically and propositionally appropriate sequence .
    - 2) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.
    - 3) (On the spot) information processing: quite apart from the students response to others“ feeling, they also need to be able to process the information they tell to others at the moment we get it.



### C. Related Previous Study

First relevant study is Analysis On The Relationship Of Extrovert-Introvert Personality And Students' Speaking Performance In English Study Program Of Halu Oleo University by Sri Muniarty Samand , Zalili Sailan and Asrun Lio This present study investigates the correlation between extrovert personality and introvert personality and students' speaking performance at the students in English Study Program of Halu Oleo University in the fourth semester. Total 35 students were selected as the sample and their personality type was determined by using Mark Parkinson Personality Questionnaire and their speaking score from the speaking test. The objective of the study is to examine, whether there is correlation between extrovert-introvert personality and students' speaking performance or not and also to know which personalities have better achievement in speaking performance. This study applied descriptive quantitative design. The personality and the students score were correlated by using Pearson Product Moment Correlation. The result of correlation testing reveals that there is no significant correlation between extrovert personality and speaking performance ( $0,575 >$

0,05) and also there is no correlation between introvert personality and speaking performance ( $0,505 > 0,05$ ). Then, other result shows that introvert students have better achievement in speaking than extrovert students, which means score of introvert is 77,56 while mean score of extrovert is 75,56.

Second relevant study was done by Mohammad Reza Khodareza and Marzie Taheri (2015). The title of their research is about "The Effect of Audio-Visual Aids on Extrovert and Introvert Learners' Speaking Ability". This study was conducted to male adult intermediate learners of English language at Iran language institute (ILI). The researchers gave the Eysenck Personality Inventory (EPI) to the participants, through 60 introverts and 60 extroverts as the main subject. The researcher used a two-way ANOVA for computation the data. The result of this study show that there is a light amount of different between extroverts and introverts in being benefitted from audio-visual aids but the different isn't that prominent. The study also showed that the extroverts are generally better at speaking than introvert, but there again the differences isn't noteworthy.

Third relevant study is THE STUDENTS' EXTROVERT AND INTROVERT PERSONALITY TOWARD SPEAKING PERFORMANCE by Novita Paradilla , Muhammad Zuhri Dj., Uswatun Hasanah This research aims to analyze the influence of personality in speaking performance. The focus was an analysis of the influence of the extrovert and introvert personality of the student toward speaking performance. This research employed a descriptive qualitative research method with a case study approach. The data was collected through questionnaires, interviews, and speaking tests. The subject of this research was students at MA Baytul Mukarromah Welalange. There were 10 consisted of 5 extrovert and 5 introvert students that had been divided by using the Eysenck Personality Questionnaire to acquire the data needed. The data analysis was employed based on the procedure of data analysis suggested by Miles and Huberman that consisted of step reduction, display, and verification data. The result of this data described that there was no influence between extrovert and introvert personality toward speaking performance, but it is influenced by different levels of knowledge and frequent participation or well preparation. It

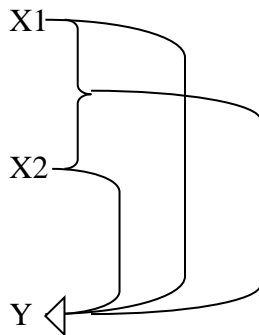
showed that personality types are not a determiner factor for the success of Speaking Performance, it can be suggested that students with different personality types may employ different kinds of strategies for learning. Consequently, whether extrovert or introvert as long as the student had enough knowledge about the topic and also was supported by frequent participation or well preparation, the speaking performance would be better

#### **D. Theoretical Framework**

In this study there are two variables: the independent variable is speaking skill as a necessary ability in English language skills and the dependent variable is the introvert and extrovert personality of the students. This study focuses on the correlation between introverted and extroverted personalities on students' speaking skills. Speaking comes from a word speak (/spi:k/) which means say words, use your voice, or have a conversation with someone. In daily activities, speaking has a big effect in human life interactions. Sending message, expressing idea, receiving information and Expressing feeling are examples of speaking's functions, this study focuses on the relationship

between introvert-extrovert personality and students' speaking ability.

### Variables



Y : Speaking Ability

X1: Extrovert Personality

X2 : Introvert Personality



### E.Hypothesis of The Study

- Direction or alternative hypothesis ( $H_a$ )

There is significant difference between Extrovert and Introvert students in speaking ability of the eighth grade students of SMPN 01 Kepahiang in the Academic year 2022/2023.

- Null hypothesis ( $H_0$ )

There is no significant difference between Extrovert and Introvert students in speaking ability of the eighth grade students of SMPN 01 Kepahiang in the Academic year 2022/2023.

