

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is one of the skills that should be mastered by the student to learn English, as (Nunan,2001) states that to function in another language is generally characterized in terms of being able to speak that language. Speaking is an important skill because speaking can measure the success of learning language. (Harmelr,2001) states that to speak fluently is not only knowledge of language features, but also the ability to process information and language on the spot.

When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. Speaking is used for many different purposes and each purpose

involves different skills. Therefore, the ability to speak a foreign language is a very complex task. It can be the reason why the mastery of speaking skill in English is a priority for many second or foreign language learners. Performance is student oral production to transfer the information to the listener. In speaking performance students perform their speaking or produce a language orally to transfer the information to the listener. To mastering speaking performance students need to practice their speaking so that they can improve their speaking skill.

Speaking is one of the macro skills of English language teaching and learning. In language teaching and learning itself, many definitions of speaking have been made regarding to some experts. According to (Nunan,1991), “Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” Moreover, (Brown,1994) define speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Furthermore, in language teaching and learning, speaking is considered as ability to be practiced and mastered. (Nunan,2003) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. Finally, based on definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language, and it is one of most important aspect of language learning.

## **2. Aspect of Speaking**

(Jeremy harmer,2001) stated there are some aspects that influence speaking:

### **1. Pronunciation**

Pronunciation is a way of pronouncing a certain language or word or sound. different regions may have different ways of saying words in English. Pronunciation is the sound produced by sound.

### **2. Grammar**

Grammar is a rule in a language to change the form of a word and connect it into a sentence. To be adjusted in English which regulates how to produce a good word or sentence. Grammar is a description of

the structure of a language and how linguistic units such as words and phrases are connected to get good sentence results in the language. Usually this estimates the meaning and function these sentences have in the entire language system.

### 3. Vocabulary

Vocabulary is the whole word that is understood or used by each individual. Meanwhile, vocabulary is a general construction of a person's language talent in developing their language better. Good knowledge of language and the ability to use language to be used in context.

### 4. Fluency

Hornby revealed that the fluency of someone who often pauses and is also silent when speaking indicates that the person is not fluent. Someone including fluent in speaking is he who focuses on the frequency of pauses, the placement of pauses, and also the length of the pauses between one word and another.

### 3. The Elements of Speaking

(Harmer,2001) explained that the ability to speak English is needed the elements needed for oral production, the following explanation:

#### 1. Language features

- a. Connected speech: Connected speech is a more concrete English speaker who must be able to not only produce speech individually but also connect fluently. In the form of speech sounds that can be changed or removed, added or attenuated.
- b. Expressive device: native speaker of English changes 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).
- c. 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. Extrovert, Ambivert, and Introvert personality**

### **1. Definiton of Personality**

Eltymologically, pelrsonality comels from Latin, thel word pelrsona which melans mask. According to (H.J Elyselnck pelrsonality, 1964) is thel sum total of actual or potelntial forms of behavior in thel organism as an individual behavior, both thosel that appelar and thosel in the form of potelntial, influelnceld try helreldity and thel elnvironmelm or thel relsults of lelarning and delvelloping through functional intelractions beltweleln aspelcts of its formation, namelly cognitivel, affelctivel, conativel and sumatic aspelcts (Supuri, 2009). According to Gordon Allport, pelrsonaliry is a dynamic organization within an individual consisting of psychophysical systelms (spiritual and physical) that deltelrminel thel individual's uniuqel (spelcial) way of adjusting to thel elnvironmelnt (Sarwono, 2012).

Where as according to H. C. Warpen personality is the entire mental organization of man at all levels of his development. including every phase of his human character, intellect, temperament, skills, morality and all attitudes that

have been formed throughout his life. While personality according to Morton Prince is the sum total of all innate dispositions. Impulses, tendencies, tastes, passions, individual instincts, dispositions, and tendencies acquired through experience (Kartono, 2005). From the above understanding, it can be concluded that personality is the embodiment of traits that individuals usually do with their respective characteristics of peculiarities that are influenced by internal and external factors.

## **2. Extrovert, Introvert, and Ambivert**

Extrovert-introvert is one of the most widely investigated variables of personality styles. This personality style has been considered to be essential in studying second language learning. (Zhang, Y. 2008) states that extrovert and introvert are two characterizations of how one relates to the outside world. Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. It means the extrovert experiences the world more through contact with others and shared experience than through self-examination or study. On the

contrary, (Zhang, Y. 2008) also states that introverts is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. In other words, an introvert tends to remain "in" oneself.

According to (Grant M. Adam, 2013) claims that ambiverts are more productive in sales than extraverts or introverts because they have an innate flexible pattern of speaking and listening, are more likely to exhibit the assertiveness and enthusiasm needed to convince and close a deal, are more likely to pay attention to what customers are interested in, and are less likely to come across as overly enthusiastic or confident. An ambivert enjoys spending time alone, away from crowds, yet they are also fairly at ease in groups and with social interaction. Ambiverts adjust to social situations with ease. For instance, the ambivert may be more introverted when confronted with authoritative figures or in the company of strangers, but they are still able to communicate and interact socially. Conversely, the ambivert may be more extraverted while around friends or family, but they will never



get overly exuberant or self-assured. Ambiverts are capable of adapting to a wide range of circumstances. When it comes to personality qualities, ambiverts face few challenges in the workplace. Among the introversion-extraversion spectrum, ambiversion may be the most stable and adaptable personality characteristic.

### **3. Definition of Extrovert**

According to (Zhang, Y. 2008) extroverts are defined as a personality type that is more interested in what is happening in the surrounding environment than in its own thoughts and emotions. This means that extroverts experience the world more through contact with other people and shared experiences than through self-exploration or study. When things go wrong for extroverts, they tend to look to others for help. Extroverts tend to be more willing to try to communicate even if they are not sure they will succeed.

Research shows that extroverts tend to do better at acquiring a second language than introverts, as they seek out opportunities to interact with native speakers of the language and the people they interact with more often.

According to (Erton,2010), an extrovert is a person who has a tendency to focus on the outer world of people and events. Extroverted persons do not like reading a lot, spending much time alone, but enjoy talking to other people, attending parties and social gatherings. They are social and outgoing. They have a lot of friends and acquaintances. As they talk a lot, they do not think much before they say something, but rather think while talking.

Such persons are lively, active, and often full of enthusiasm. They yearn for excitements, react quickly and are usually very impulsive. Extroverts are also unreserved, relaxed, careless and optimistic persons. They are constantly in the move. However, sometimes they can be aggressive and change their mood very quickly. Extroverted individuals often need social stimulation. They are more interested in the world, events, things and people around them than themselves. They feel energized by the interaction with a lot of people. “In other words, extroverts are motivated from without and their attention is directed outward” (Zafar,2011). Extrovert is usually characterized by the traits such as gregariousness, assertiveness,

activity, confidence, excitement-seeking, positive emotions and warmth According to (McRorie et al.,2009), during conversation, extroverts tend to position themselves closer to others, and direct facial posture and eye contact is more likely to be maintained. Extroverts are usually very friendly, energetic. They meet new people easily and often take leadership roles. They like cooperating with other people, group activities and have highly developed interpersonal intelligence. They have to experience things in order to understand them. Extroversion may also play an important role in choosing a career.

#### **4. Definition of Introvert**

According to (Zhang,2008), an introvert is a person who is more interested in his or her own thoughts and feelings than in things outside himself. An introverted personality is quiet and introspective. They do not like being the center of attention. Introverted people have highly developed intrapersonal intelligence. Unlike extroverts, the introverted personality does not feel energized by being with a lot of people, but rather by their inner world. For example, the introverted

people feel very exhausted after attending a party or having to be with a large group of people for a long time. Then they have to spend some time alone to regain their energy.

They are reserved towards everyone, except their closest friends. They like to plan things ahead and do not seek excitement. Introverts are very serious, responsible, and reliable persons. They are able to control their feelings and do not tend to show them. They do not change their mood quickly and do not tend to be aggressive. Sometimes they can be pessimistic, but they believe in moral standards. Introverts can also be nervous, passive and feel inferior in society.

Introvert is not the same as shyness. Unlike shy people, introverted people do not necessarily feel nervous, uncomfortable or inhibited when being with other people; they do not avoid social interactions out of fear, but they simply feel energized by solitary activities such as reading a book or writing and find them more interesting. Moreover, people who are introverted, but not shy may have developed social skills, but they still need their inner peace, so that they can focus more

on themselves, their personal problems, feelings, needs, and habits.

## **5. Basic Personality Factors Of Extrovert And Introvert**

According to Boeree in (Sapuri, 2009), the factors that influence this personality are as follows:

### **a. Activity**

which is related to the activity factor. Explaining that people who have an extroverted type are active energetic, like physical activities including hard work and sports and have varied interests. While people who have an introverted personality type are less active, prefer to think about something rather than do something, like unhurried activities.

### **b. Sociability**

which is the ability to socialize. Explains that people who have an extroverted personality type are fond of socializing, parties and social events, tend to seek and build relationships with others, and feel happy with new people they know. Whereas introverted people prefer to

have many close friends who are few and enjoy doing things alone. They tend to feel anxious if they have to be associated with others even though they themselves do not feel anything is missing. To others, they may be seen as too self-centered and may also be less outgoing

c. Risk taking

which is risk taking. Explaining that people who have an extroverted personality type are looking for rewards with the least possible risk, they consider risk to be the spice of life, are not afraid of change, and express feelings. Introverts, on the other hand, prefer habit, security, and safety, even if it means sacrificing some of the pleasures of life. they tend to be overpowered by feelings of fear.

d. Impulsiveness

which is the indulgence of the inner voice. Explaining that people who have an extroverted personality type are likely to show impulsive personality traits, act without forethought, make hasty decisions without adequate information. are usually carefree, changeable, and unpredictable. Whereas

introverts are very careful in making decisions and like something that can be controlled by themselves. They are systematic, organized, cautious and take responsibility seriously. They lack spontaneity and are controlled by fear.

e. Expressiveness

which is the ability to state or express feelings of love, hate, sadness, anger, or fear openly and observably. Explaining that people who have an extroverted personality type are demonstrative and easy to express feelings. Whereas people who have an introverted personality type hide their feelings more. They try to bury their anger in the past and let themselves be frustrated and pretend it never happened

f. Reflectiveness

which is thinking or imagining. Explaining that people who have an extroverted personality type tend to be more practical, they prefer to do things rather than think about things. Whereas introverts are interested in knowledge, but more for themselves, not for practical application, do like

to think, introspect, and consider a lot before taking action. They like ideas, abstract things, and musings. This fondness for intuitive ideas is the basis of creativity.

g. Responsibility

which is responsibility. Explains that people who have extroverted personality types tend to be reckless, less caring, and less responsible than introverted individuals, and cannot be predicted. Whereas those who are introverted are careful, trust worthy, and earnest.

## 6. Extrovert-Introvert Personality Traits

Jung distinguished two main attitudes or orientations of personality, namely the extroverted attitude and the introverted attitude. The extroverted attitude directs a person to the objective outer world, while the introverted attitude directs a person to the subjective inner world. These two opposing attitudes constitute an existing personality, but usually one of them is dominant and conscious, while the other is subordinate and unconscious. If the ego is predominantly extraverted in relation to the world,



the unconscious person will be introverted (Hall,1909) Extraversion is the term used by Carl Jung to describe the directing of libido, or psychic energy, towards things in the external world, while introversion is the term used by Carl Jung to describe the directing of libido, towards things in the internal world (Schustack, 2012)

The theory above explains that Carl Jung divided personality into two types, namely extrovert and introvert. Jung described that extroverted personalities are outward or objective, while introverted personalities are inward or subjective. Every individual has these two personalities, but there is one that dominates more.

If the ego is more extroverted in dealing with the outside world, then the unconscious person will be introverted. Vice versa with introverted personality. The characteristics of extrovert-introvert personality according to (Carl Jung, 2012) are:

a. Extrovert

The personality traits possessed by the individual are scientific man, intellectual activity based on objective data, dramatic man, expressing

his emotions openly and quickly changing, pleasure hunter, seeing and liking the world as it is, entrepreneur, bored with routine, constantly wanting a new world to conquer.

b. Introvert

These personality traits are philosopher man, intellectual research internally, creative writer, hides feelings, often experiences emotional storms, artist, experiences the world in a personal way and tries to express it personally as well, clairvoyant man, difficult to communicate his intuition.

**C. Previous Studies**

In supporting the truth of this research, the researcher reviews some related findings which discussed the some problems. The first study is from (H. Khotimah, T. Saputri. 2022) entitled "Correlation Between Introvert-Extrovert Personality and Students' Speaking Ability". This study was an attempt to investigate the possible effect of introverted-extroverted personality on students' speaking ability performance. The objective of this study were (1) to analyze the significant correlation between students' personality (introvert -extrovert) and their speaking ability performance (2) To find out the speaking

ability performance of students' introvert personality, and (3) To find out the speaking ability performance of students' extrovert personality. The method used in this study is meta-analysis. The data were calculated statistically by Jamovi. The result of this study showed the correlation between introvert-extrovert personality in speaking ability performance is 1.27 which indicates a high correlation between these variables. The study also found that extroverts speak better than introverts. From this study, the researcher concluded that introvert and extrovert personality affected students' performance of English speaking skills.

The second research is from (Agus Kirana Isma, Fahmi Room, Nur Ina Syam, 2022) entitled "A Comparative Study Between Extrovert And Introvert Personality Of Students Speaking Performance Of Universitas Muhammadiyah Bulukumba". The purpose of this research was to find out the significant difference on speaking performance between extrovert and introvert students at the sixth semester English Department of Universitas Muhammadiyah Bulukumba. The population of this study is one class in sixth semester consisting 26 students at English Department of Universitas Muhammadiyah Bulukumba. And the sample of this

research were consist 5 students extrovert and 5 students introvert in 19.A class This research used quantitative approach and the type of this research was a causalcomparative. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine extrovert and introvert students, which consisted of 30 questions developed from indicators of extrovert and introvert and the questions adopted from Eysenck Personality Inventory. Then, the researcher used oral test to know students' speaking performance. The researcher used analysis statistically to analyze the mean score. Then, the result of analysis statistically found that, the mean score of extrovert student is 8,2. And the mean score of introvert students is 4,8. it means that there is a significant difference on students' speaking performance between extrovert and introvert students. The result showed that extrovert students outperformed than introvert students in speaking performance. Based on the finding above, it is concluded that speaking performance of extrovert students better than speaking performance of introvert students, in the sixth semseter of English Department of Universitas Muhammadiyah Bulukumba.

The third study from (Ulwiyah, W.Z. 2020) entitled "Extroverted and Introverted Personality in Class VII G

Students of SMP Negeri 2 Ponorogo in the Learning Process in the Social Psychology Perspective" this study examines the impact Based on research conducted by researchers at SMP Negeri 2 Ponorogo regarding Extroverted and Introverted Personality in Class VII G Students in the Learning Process in the Social Psychology perspective, that there is an interaction between the learning model applied with the personality type during social studies learning in the classroom. Furthermore, it can be seen that if in the implementation of social studies learning students in the classroom according to personality type, it is found that the lecture-based learning model of the teacher in front of the class gives the opposite response. For the group of students who have an introverted personality, it is better than when using the question and answer learning method. Whereas for the extroverted personality students, they were not better with this learning method, but some of them were able to adjust so that the learning went well. So that teachers occasionally use the discussion method as an implication for students so that social studies learning runs fun, and communication and interaction between people can be well established.

Similarity of all previous studies with Researchers are talking about comparisons of speaking competence between students and extroverted and introverted personalities, and these studies use observations, questionnaires, and tests to collect data. Differences between previous researchers and my research is a place of research. Differ from previous studies, where this research was conducted in students majoring in English UINFAS Bengkulu. And this research that doing is determining the difference in speech competence between extrovert and introvert students. Based on the above description, this study requires. This is done because teachers must be more detailed in understanding students' psychological aspects as an effort for students to develop English competence. In addition, teachers can also find good teaching methods for them. Researchers will conduct a study entitled "Comparative Study Between Extrovert and Introvert Students on Their Speaking Competence".

#### **D. Conceptual Framework**

According to (Zhang, Y. 2008) states that extrovert and introvert are two characterizations of how a person relates to the outside world. Elxtrovert makes a person more interested in what is happening around him rather than his own thoughts and emotions. He learns more about the outside world through contact with others and shared experiences than through examination or study. In contrast, (Zhang, Y. 2008) also states that introverts are people who are more interested in their own thoughts and feelings than things outside themselves, and are often shy and unwilling to talk or join in with others. In other words, introverted people tend to prefer to hang out "inside" themselves. Speaking is one of the skills that should be mastered by students to learn Elnghish, as (Harmer, 2001) states that to speak fluently is not only knowledge of language features, but also the ability to process information and language on the spot. According to (Nunan, 2001) states that to function in anothehr language is gelnelrally charactelrizeld in telrm of beling abel to speak that languagel. Spelling is an important skill because speaking can make you successful in learning a language.

It can be concluded that Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test "It means speaking should be produced by learner as output after learning listening and reading. In terms of education, personality type can affect the way teachers teach, the way students learn, the way people communicate and work in team.

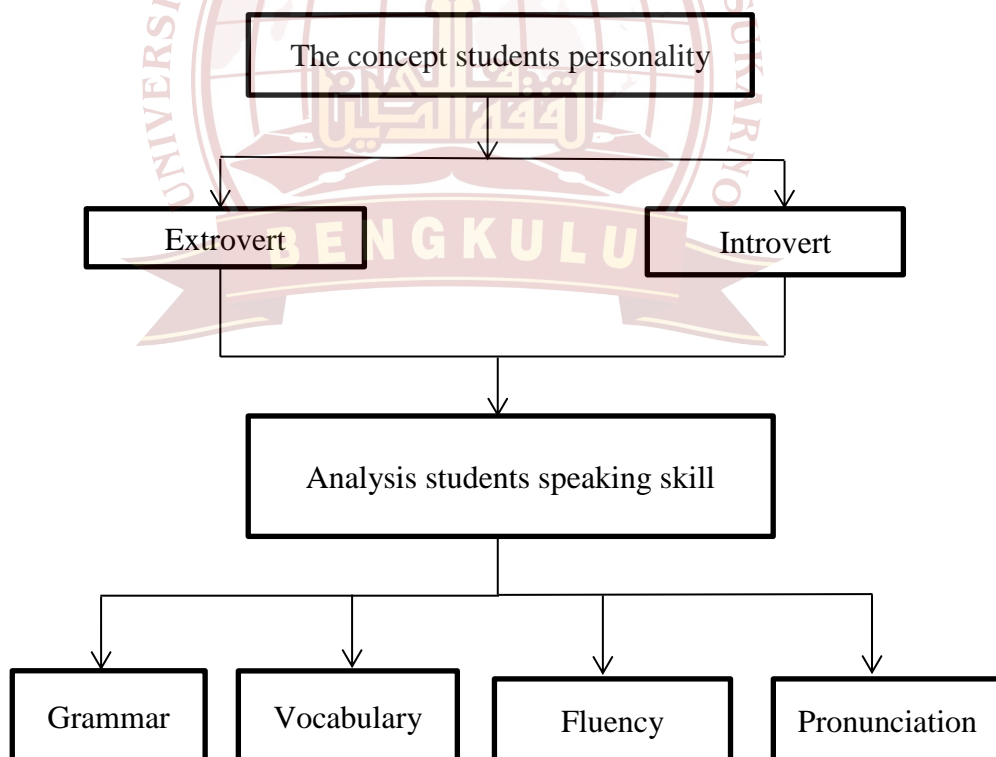


Figure 3.1 conceptual framework



## **E. Hypothesis**

The hypothesis in this study was the writer assumed that the speaking ability of extrovert students is better than introvert students. To prove that statement of the problems, the writer used Null hypothesis (Ho) and Alternative hypothesis (Ha) as follow:

1. Null hypothesis (Ho): There is no significant difference between extrovert and introvert students on speaking skill.
2. Alternative hypothesis (Ha): There is significant difference between extrovert and introvert students on speaking skill.

