

CHAPTER 1

INTRODUCTION

This chapter provides an in-depth description of the study, including the background, problem formulations, operational definitions, aims of the research, and significance of the study.

1.1 Background of the Study

Speaking is one of the means of communication. It is also becoming the most important skill in education (Siska, 2022). In EFL context, students learn to speak English fluently with the help of the teacher. When teaching speaking, teachers should encourage students to practice their speaking skills. Siska (2022) stated that students should actively speak English during the learning process. In other words, a successful educational process can support a student's speaking success.

According to Rofi'i (2018) based on the attitude dimension, there are two types of personality, they are extroverts and introverts. To help students learn to speak, a teacher's knowledge of these two personalities is very important so that the teacher can find suitable teaching strategies for both types. This is consistent with the finding by Lestari et al. (2013) that recognizing the student's personality gives teachers a gateway to manipulating the educational process. This can be achieved by aligning students' personalities and learning styles to enhance their performance. In short, teachers who have a better understanding of their students' personalities tend to be more successful in learning.

Based on preliminary research on Junior High School students. The researcher finds out the difference between students' speaking strategies and their personalities. Based on the characteristics of personality adopted from Weber (2015), Some extrovert students are talkative and communicate better than others. They are willing to voice their opinions and are eager to learn in group discussions. This means that extrovert students may perform better than

introvert students. This event became interested the researcher's interest in the student's personalities and their speaking strategies. According to the above explanation, the phenomenon can be observed from the following symptoms, some students were enthusiastic and spoke in front of the class, some students liked to talk in front of the class, some students found it easy to express their opinions, some students are not confident when speaking in front of the class, some students are afraid to express their opinion, and some students are nervous when speaking in front of the class.

Research on extrovert and introvert students in the EFL class was conducted by Siska and Rahayu. Siska (2022) has researched the students in the second semester of *STITNU* Sakinah Dharmasraya. This study aims to understand the spoken language outcomes of students with extrovert and introvert personalities. This research used a qualitative approach. The findings discovered that extrovert students are better at speaking English than introvert students. The second study by Rahayu (2020) examined the extrovert and introvert students' speaking ability in the English Department at *IAIN* Langsa. This research used a qualitative approach, observations, and interviews to collect data. The result verified that students who speak actively during the learning process are classified as extroverts, and those who speak passively during the studying are classified as introverts.

Different from the two previous research, the researcher is interested in researching this personality. In any class, every student has a different character and personality. For second language learners to make maximum progress in their different learning styles, they need to recognize and adjust to their different personalities (Yusuf et al., 2021). Therefore, the researcher found an interesting case of how extrovert and introvert personality factors can contribute to students' success in language learning, especially in English speaking strategies. Therefore, with this research, the researcher hopes to find out the strategies used in learning speaking undergone by extrovert and introvert students using a Semi-Structured interview with the students to get

detailed and in-depth information entitled, **“Extrovert Versus Introvert Students: EFL Learning Strategy to Speak English”**.

1.2 Formulation of the Problem

Based on the background, the research question addressed in this present research is what strategies are used in learning to speak by extrovert and introvert students?

1.3 Operational Definitions

To avoid misunderstanding about the terms used in this research, the researcher presents some definitions related to this research, as follows:

- 1.3.1 Extrovert Students: Extrovert students prefer to work or study in a team, recover energy when in a crowd, will usually say whatever is on their mind, tend to be more outspoken, and more productive in open spaces, and are more enthusiastic about meeting new people.
- 1.3.2 Introvert Students: Introverts are shy individuals who are rarely speaking, thoughtful, unsociable, prefer to work or study alone, recover energy when they are alone, will usually think a lot before starting to speak, tend to be quieter, prefer to be in quiet places, and more productive in closed places or engage in minimal social activities.
- 1.3.3 Speaking Strategies: A speaking strategy is a specific act made by the learner to make learning easier, faster, more fun, self-directed, more successful, and transferable to different situations.

1.4 Aim of the Research

This research aims to find out what strategies are used in learning to speak English by extrovert and introvert students.

1.5 Significance of Study

The significances of this research are explained along these lines:

1.5.1 Theoretical Uses: This research is expected to be a reference for other researchers and readers who focus their research on the topic related to strategies used in learning to speak by extrovert and introvert students, especially in Junior High School.

1.5.2 Practical Uses: By examining the extrovert and introvert students' language learning strategies at SMPN 1 Tasikmalaya, hopefully, the stakeholders and teachers can be more aware to investigate the right method and suit all students, therefore students can improve their speaking skills.

1.5.3 Empirical Uses: This research will provide information about the research that has been done. This research will be beneficial for SMPN 1 Tasikmalaya to develop teaching methods for extrovert and introvert students in learning speaking strategies.