

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an important language to learn in Indonesia. Since English is an international language, the Indonesian government is concerned with providing students with all the competencies that the English curriculum implies for each grade. Every junior and senior high school has different techniques and media for teaching English, but with the same goal of making English lessons as effective as possible and students able to communicate in English.

There are four skills to be achieved in English such as reading, listening, writing and speaking (Spratt and William, 2005) but speaking skill has long been considered as the most essential skill to master. Speaking is one of the fundamental skills utilized as a measure of whether someone succeeded in learning the language or not (Yule, 2022). People tend to think that if students are able to communicate through speaking, that means they have succeeded in English and can take the information well. That is because learning to speak requires several components, such as vocabulary, grammar, pronunciation, comprehension, and fluency (Harmer, 2007).

Among many aspects in speaking, fluency is one of the crucial aspects that have to be able to. Most people defined fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regarded speaking as the most important

skill they can acquire (Nazara, 2011). According to Richard, Platt, and Weber (1985), fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, rate of speaking, interjections and interruptions. Hartmann and Stork (1976) added that someone who can use structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed is the fluent speaker. As a result of my observation, students are often taught to improve their fluency by presenting ideas that challenge them to think fast and speak without hesitation.

However, fluency is one of the biggest challenges that students encounter in their English's speaking class. This happened because of a variety of factors. Brown (2015) stated that anxiety, anxiousness, and insecurity as factors affecting students' speaking performance. Brown also mentioned that a student's personality impacts their speaking skills. Based on Brown's theory, students' inability to practice speaking might come from worry, shyness, or a lack of ideas. Students with these kinds of problems preferred to stay silent in class. They only listened and paid attention to the teacher, without taking the chance to answer orally. They frequently considered possible negative reactions from people around them as part of their lack of self-confidence. Therefore, the responses of students, as well as their active performance in speaking English, are related to psychological factors such as personality.

In fact, students in class X E2 have learned how to describe people, things, experience and ideas through speaking, but some of them were still not able to speak fluently. When the teacher asked them to describe a particular thing or give questions about personal information, several students were interested to answer the question and the majority of them seemed to be extroverts. Based on the theory from Uzer (2007) that extrovert people love to talk, participate and socialize. Researcher observed there are some students who tend to be quiet during discussion and less active in class during the English learning process. The researcher intended to discover how personality influences students' capacity to speak.

Based on the researcher's observation of students in class X E2 MAN 1 Padang, the personality of students seems influential towards their speaking fluency. Extrovert students frequently dominated in class than introvert students in expressing ideas in speaking. They often spoke more fluently than the introverts since they had the ability to control their nervousness and anxiety. The Introvert students who are quiet and shy might have less opportunity to improve their speaking skill due to lack of self-confidence.

In other hand, MAN 1 Padang use Merdeka curriculum as guiding to teach students in class. The independent curriculum is a curriculum that give freedom of "independent learning" to the implementers of learning, teachers and principals in composing, implementing the learning process and developing the curriculum at school based on needs and potential of

students (Kemdikburistek, 2022). As researcher observed in class X E2, learning process is already based on students learning style, such as auditory, visual and kinesthetic. However, the approach is could be more appropriate if the learning process also considered personalities.

These phenomena have inspired some researchers to conduct research about personality and English' speaking learning. In a recent study, Intan & Sugiyanta (2021) investigated whether there is a significant difference between introvert and extrovert students on their speaking achievement at Cambridge School of English. Twenty three students were selected as the sample and their personality type was determined by using Eysenck Personality Questionnaire and their speaking score from the speaking test. The result of the research reveals that there is a different mean score between the extrovert and introvert students although the difference is slight.

Some studies also found that personality such as extrovert and introvert affect speaking skill (dewi et al., 2020; Lestari et al., 2015). These researchers showed different students' personalities have significantly different scores in speaking skill. These studies supported the previous theory from Brown (2015) about personality traits affecting speaking skill.

Even though some theories and studies claimed the effect of personality on speaking skill, the researcher still found some studies that showed that there is no significantly different speaking skill between extroverts and introverts. Astuti (2024) stated that personality must not

always affect speaking skill. Same result also shown by Noviana and Oktaviani (2022), the researchers stated personality must not always affect speaking skill. On the other hand, personality is not always affecting speaking skill, this issue is still being discussed until now.

Having reviewed some related studies as elaborated, the researcher has identified some gaps that enable this current research to be undertaken. To begin with, this study differs from the previous ones in terms of focus. This research is specifically focusing on speaking fluency since fluency is the obvious aspect people notice when it comes to speaking skill. Although the focus is specific, it can be a good starting point as a reference for the future researchers from the Department of English Language Education who will do the research in the correlation of psychological field and linguistic competence as well. This research also could help teachers to recognize which personality of students should give a special treatment in learning speaking skill. Different places and participants were also being the researcher's consideration to take this issue which may produce the different results.

Based on the background above, the author submitted a thesis entitled "Comparing Speaking Fluency of Extrovert and Introvert Students at Class X E2 of MAN 1 Padang".

B. Identification of the Problem

Based on the description that has been explained in the background of the problem above, various problems could be identified, such as:

1. Different personality might affect to fluency
2. Extrovert students tend to be active in conversation while introvert students seem to get trouble in communication.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher provided a limitation of the problem so that this research did not get out of the subject and the objectives to be studied. The researcher provided limitations only related to comparing speaking fluency of extrovert and introvert students at class X E2 MAN 1 Padang, this research applied to the speaking test and only measured fluency aspects avoiding the other aspects of speaking such as grammar, pronunciation, and so on.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher decided to formulate the problem such as the question “Do the extrovert students have significantly higher achievement in speaking fluency than introvert students at class X E2 of MAN 1 Padang?”

E. Purpose of the Study

The purpose of the research is to find out whether the extrovert students have significantly higher achievement in speaking fluency than introvert students at class X E2 of MAN 1 Padang.

F. Significance of the Study

By conducting this discussion, the researcher hoped that the findings of this study would be useful and function as references for future studies. Some researcher's expectations are:

1. For the research, the researcher hoped that this study could confirm the theory that students' personality affected speaking fluency.
2. For the students, the researcher hoped that this study can help students to feel more comfortable in learning English, especially in speaking.
3. For teachers, the researcher hoped that this study can be used as a guidance to teach based on students' personality so the learning process can be more effective and efficient.
4. For the researcher, as a student majoring in English education, the researcher hoped for a better understanding in teaching speaking skill and increasing awareness of students' personalities.

G. Definition of Key Terms

The definition of key terms of this research describes as follows:

1. Fluency

Fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions (Richards & Schmidt, 2013). In other ways, Tree (1995) stated the opposite of fluency is length of pauses, repeated words,

restarted sentences, and the use of fillers like uh and um, which indicate hesitancy. The writer aims to test students' speaking fluency by targeting pauses, speed rate, repetition, and correction during the test.

2. Extrovert

Extroverts are individuals who have a reduced mental process when it comes to directly observable behavior in society, and also have a tendency to make social contact (Freyd, 1924). Many language acquisition theories stated that extroverts have higher achievement in language learners since they are sociable, less afraid to join groups, and more enthusiastic to engage in conversations both inside and outside the classroom (Cook, 1991).

3. Introvert

Introverts are individuals who have a lot of thoughts about obvious social behavior and tend to avoid social contact (Freyd, 1924). Beatty et al. (1998) found that introverts tend to be more anxious when communicating with people