

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is acknowledged as a basic linguistic ability required for successful social and academic communication (Sausan Salsabila, Purwanto Purwanto, & Laili Syarifah, 2024). One of the fundamental language skills required to foster successful communication in social and academic settings is speaking. This ability is essential to everyday interactions and education since it allows for the direct communication of ideas, feelings, and emotions. Strong speakers are able to participate fully in debates and discussions, which enhances their educational experience (Jean & Perse, 2024). Strong speakers are able to participate actively in debates and discussions, which enhances their educational experience. These skills allow students to communicate, listen to others, and apply critical thinking to understand and respond to a variety of topics. This facilitates group learning and aids in gaining more in-depth understanding.

Speaking is a helpful communication skill that people use when speaking English. Since speaking is a means of communication, it becomes an increasingly important component of language competency since it makes interacting and conversing with others easier. Since English is a commonly used communication language in the modern world, it is easier for people from

different countries to interact and communicate by Efrizal in (Oktriani, Damayanti, & Hardiah, 2021). It is a widely spoken language that makes it easier for individuals from different countries to interact and communicate with one another. Speaking fluently helps students express themselves and gain confidence, both of which are essential for success in both the personal and professional spheres (Sausan Salsabila et al., 2024). Students that have strong communication skills will be better able to express themselves and grow in self-esteem. A keterampilan like this has important ramifications for one's development on the personal and professional levels.

Speaking is a challenge for many pupils because of things like shyness, insufficient practice, and a lack of learning materials (Kurniawan, Awiria, & Fitriani, 2022). Many students find it difficult to speak foreign languages for a number of reasons, such as shyness, a lack of practice chances, and a lack of useful learning resources. These factors prevent students from developing their speaking skills because they make them insecure and unaccustomed to using the language in everyday situations. The necessity of engaging and varied activities is stressed because speaking skills development may not be sufficiently supported by traditional techniques (Indriyani, 2023). Since traditional approaches are frequently less efficient in fostering the development of speaking abilities, this idea highlights the necessity of variety and activity in learning activities. Students who are taught in a repetitive manner are more likely to become passive, which limits their opportunity for active speaking

practice. Therefore, in order to increase student motivation and involvement in the learning process and enable them to improve their speaking skills to the fullest extent possible, more creative, interactive, and engaging activities are required.

Students' speaking skills have significantly improved when cooperative learning strategies are used, encouraging teamwork and peer evaluation (Ilmi, 2023). It has been demonstrated that using cooperative learning strategies greatly enhances students' speaking skills. This approach promotes student cooperation and offers chances for reciprocal evaluation. Students improve their communication skills, gain peer knowledge, and gain confidence in speaking through group projects and active engagement. Students' public speaking abilities can be successfully improved by employing particular instructional strategies, such as the drill method (Sausan Salsabila et al., 2024). Students' public speaking abilities have been shown to improve with the use of specific instructional strategies, such as the drill method. By emphasizing regular repetitive practice, the drill approach helps students improve their oral communication skills, fluency, and confidence. In addition to mastering the content, students who practice regularly also develop the ability to control their tone, articulation, and appropriate body language all of which are critical components of public speaking.

Speaking skills are necessary for effective communication in any language, including English. Being able to communicate well allows for simple

self-expression. Speaking is one of the four language skills that must be mastered. Speaking is seen to be the most crucial of the several abilities. As a result, students use their improved spoken language skills to evaluate the effectiveness of their language study as well as the worth of their English course. It is true that the goal of language study is to become proficient in the language.

It is also implied in the Al-Qur'an surah Al-Isra' verse 53:

وَقُلْ لِّعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّا الشَّيْطَانُ كَانَ
لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

Which means, “ and tell my servants to say that which is best”. From that surah, Allah asks people to speak best to each other which means, people should learn about speaking in order people are able to communicate with each other, which means people should learn about speaking so that they are able to communicate effectively with one another.

The implied meaning of the verse above can be broadly interpreted as follows: students' speaking abilities and personality analysis can help teachers better understand students with different personalities; and a person's personality can have a significant impact on their communication style, especially when speaking. Extroverts tend to be more self-assured and outgoing when speaking, while introverts could be more restrained and thoughtful. Understanding how these personality traits impact students' speaking abilities

is crucial in an educational context. Nonetheless, research shows a strong correlation between speaking ability and motivation, suggesting that driven students are more likely to participate in and do well in speaking exercises (Heriyanto, 2024). contrary to this hypothesis, motivation has a greater impact on a person's speaking skills than personality variables like introversion and extrovertism. Research indicates that both introverts and extroverts with high motivation can attain comparable speaking performance, despite the fact that personality is frequently thought to affect speaking ability. Therefore, regardless of individual character differences, motivation becomes the key to improve speaking skills. Analysis of speaking data from college students who are extroverted and introverted can reveal trends or patterns that shed light on the ways in which these personality qualities affect speaking abilities. More adaptive cardiovascular responses and reduced stress levels are reported by extraverted people, which may improve general health (O’Riordan, Young, Tyra, & Ginty, 2023). contrary to this hypothesis, motivation has a greater impact on a person's speaking skills than personality variables like introversion and extrovertism. Research indicates that both introverts and extroverts with high motivation can attain comparable speaking performance, despite the fact that personality is frequently thought to affect speaking ability. Therefore, regardless of individual character differences, motivation becomes the key to improve speaking skills. Analysis of speaking data from college students who are extroverted and introverted can reveal trends or patterns that shed light on

the ways in which these personality qualities affect speaking abilities. More adaptive cardiovascular responses and reduced stress levels are reported by extraverted people, which may improve general health.

Creative intelligence and the capacity to put ideas into action are influenced by personality factors (de Villiers, 2022). A person's capacity to translate ideas into concrete acts and their level of creative intelligence are significantly influenced by their personality. Personality qualities including tenacity, risk-taking propensity, and openness to new experiences can maximize the potential for innovation and foster the creative thought process. To put it another way, a person's personality affects both how they come up with ideas and how they carry them out in their personal or professional lives.

Speaking English fluently is one way to converse successfully. A number of elements affect how effective speech is, including Hakim's personality, linguistic skills, age, gender, drive, and intelligence in (Oktriani et al., 2021). The personalities of introverts and extroverts differ, and this may be evident in the general test scores of speakers. Students' personalities are one element that affects how they behave when they are learning. One of the most crucial aspects of the teaching and learning process is this conduct. Since personality qualities have an impact on language learning, it is crucial for language learners to understand themselves. Extroverts and introverts are the two student personality types that affect how they behave in the classroom. Students who exhibit extroverted personalities actively engage in the learning

process, whereas those who exhibit introverted personalities participate passively. Khalil asserts that while extroverts are adept at persuading, introverts are the ones that make informed and reliable decisions (Oktriani et al., 2021). According to this notion, introverts are excellent at making sensible and reliable decisions, while extroverts are skilled in influencing or persuading people. This demonstrates a basic distinction between the two personalities: introverts are better at introspection and mature judgment, whilst extroverts are more likely to concentrate on social interactions and communication abilities.

Since they were in the language center program, UIN Antasari Banjarmasin had placed a growing emphasis on developing students' speaking skills. The differences between extroverted and introverted personality types might influence their social life and academic performance. Therefore, it was important to examine the relationship between extrovert and introvert personality types and students' speaking skill proficiency at UIN Antasari Banjarmasin.

The main purpose of this research was to understand how students' personality types (extrovert or introvert) affected their speaking skill proficiency. The participants were fourth-semester students of the English Education Study Program at UIN Antasari Banjarmasin. The data were gathered through a validated personality questionnaire and a structured speaking skill assessment. Thus, this study focused on "Extrovert and Introvert on Speaking Skill Proficiency: A Causal–Comparative Study."

B. Definition of Key Terms

To aid in understanding and avoid misunderstandings, the researcher defines important terminologies used in this study. The definitions of important terminology thought necessary for a thorough comprehension of the subject are provided in the section that follows.

1. Extrovert

An objective perspective, openness to their surroundings, activity, friendliness, and ease of interacting with people are characteristics of extroverts. A theory by Carl Jung's theory, the ego, personal unconscious are interconnected systems that influence personality (Saraswati, Ramadhan, Rahman, & Bakhrudin All Habsy, 2024). Extroverts are people who enjoy interacting with others and are socially active. Extroverts are skilled at presenting themselves in front of others, and social interactions usually provide them a boost in energy.

2. Introvert

A theory by Carl Jung, people with introverted personalities typically have a subjective viewpoint and are more preoccupied with their inner lives. (Saraswati et al., 2024). People with an introverted personality tend to be more reserved and show a fun side while interacting with others. When they participate in social encounters, introverts frequently feel depleted of energy and need time to recover.

3. Speaking Skill Proficiency

Speaking skill proficiency refers to the students' ability to communicate effectively and appropriately in spoken English. This proficiency covers several important aspects, including the correct use of grammar, clear and accurate pronunciation, fluency in delivering ideas without unnecessary pauses, a sufficient range of vocabulary, and the ability to comprehend and respond to others in conversation. Students who are proficient in speaking are able to express their thoughts clearly, interact confidently, and take part in both academic and daily communication situations (Raj Sharma, 2024).

4. Causal-Comparative Study

By comparing groups that differ on a certain trait, causal-comparative research aims to discover and comprehend the links between variables (Azalea, 2022). In causal-comparative research, groups are compared in order to investigate the links between variables, with an emphasis on how variations in one attribute may affect results. This approach is useful in domains such as education, where it aids in evaluating how different strategies, including instructional techniques, affect student performance.

C. Research Questions

The following is how the study's questions were formulated in light of the background information provided above:

1. How do extroverted and introverted individuals differ in terms of speaking skill proficiency?
2. Is there a significant difference in students' speaking skill proficiency based on their dominant personality type (extrovert or introvert)?

D. Objectives of Study

In this study, the researcher has the following research objectives:

1. To analyze the extroverted and introverted individuals differ in terms of speaking skill proficiency.
2. To evaluate the significant difference in students skill proficiency based on their dominant personality type (extrovert or introvert).

E. Significance of Study

This study is significant because it has the potential to improve our knowledge of how students' speaking ability competency is influenced by personality factors, particularly extroversion and introversion. The research can help teachers customize instructional tactics that take individual differences into account by analyzing the association between these personality factors and students' speaking ability. A more inclusive learning environment can be promoted by developing more individualized and effective teaching strategies

based on an understanding of whether extroverted or introverted students do better on speaking activities. By illuminating the part personality plays in language learning and communication, this study also advances the science of language acquisition, which may have long-term effects on success in school and the workplace.

F. Hypothesis

A hypothesis, often known as an educated guess, is a provisional response to a research topic. In the framework of statistical hypothesis testing, it provides a basis for more research and testing (Aityan, 2022).

- (H0): There is no significant difference in students' speaking skill proficiency based on their dominant personality type.
- (H1): There is significant difference in students' speaking skill proficiency based on their dominant personality type.

G. Assumption of Study

This study makes the assumption that students' speaking competency is influenced by their personality qualities, particularly their extroversion and introversion. Additionally, it is considered that a structured speaking test can objectively evaluate students' speaking abilities and that a standardized questionnaire can accurately measure these personality qualities. Additionally, it is believed that the test-takers' performance accurately represents their

speaking abilities and that other influences like motivation, anxiety, or transient emotional or physical states have little bearing on the outcomes