

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of the study.

1.1. Background

People talk everyday wherever they live. They use language as their tool to interact and communicate with another people. Amberg, and Vause (2009) state that language is important a means of communication. Thus, language is required for communication. Talking about language, there are many languages in this world. But nowadays, English is the most used in some countries in this world.

English is very popular language and it is used in every aspect. According to Brown (2001), English is international language, it is valued highly as a tool for upward mobility. Later, English also known as lingua franca that is a language used for communication by people who have different language (Harmer, 2007, p.13). In addition, Pattymahu (2012) states that as a universal language, English is used in the world of technology, education, politics, trade, and so on. So, it is not surprising, there are many countries learn about English and one of them is Indonesian.

In Indonesian, English has taught when students in Elementary school. Instead, in the kinder garden, the students have introduced about English. Also in Indonesian, according to the Ministry of Education and Culture, English has been part of the policy of Indonesian government (Mukminin et al., 2015, p.218). Since,

it's government policy that is why English has been taught even in the young learner in kinder garden.

For Indonesian, English is not their mother tongue. So, that is quite difficult to speak up in English for Indonesian. Indeed, Arifin (2017) in his study, he pointed out for EFL students speaking in English is uneasy assignment and needs a lot effort to bring out words that acceptable and utterances in English. Then, Mukminin et al. (2015) claim that learning English is a challenge subject for Indonesian students. In other words, learning English needs struggle because it difficult for Indonesian students when they learn English.

Basically, when people want to learn about English, there are four main skills that they have to mastery. According to Maxom (2009), the four cornerstone skills of English namely: writing, reading, speaking and listening. People need to understand those four skills when they learn English. In addition, Harmer (2001) divides English skills into two terms: receptive skill and productive skill. Receptive skill is a term used for skills that receive information from outside such as listening and reading skills, meanwhile productive skill is the term for skills that produce information from inside such as writing and speaking skills. In conclusion, the four skills (reading, listening, speaking and writing) are skills of English that language learner must be learn.

Among four skills of English, speaking is the most important skill. Maxom (2009) states that in language teaching, the most important skill in English is speaking. Subsequently, Afshar and Asakereh (2016) in their study, they believe that in order for EFL/ESL students to communicate effectively in different contexts,

from four macro language skills, speaking is one of skill which is need to be developed. Mostly, speaking is one of the abilities to bring out conversation because it used to communicate, deliver information, and make connection among people in the world (Sayuri, 2016, p.49). That is why speaking is really important to make understand about what people said.

Learning speaking in English is not easy. Thornbury (2005) states that the real challenge to the most language learner is speaking. Further, Al-Roud (2016) in his study, he found out the most people who learn English think that speaking skill is difficult task. In some cases, students have problems with their speaking. Afterward, Sayuri (2016) in her study, she figured out the problems that faced by student in speaking English related to pronunciation, fluency, grammar, and vocabulary. Again, Goktepe (2014) concluded her study by saying that most of the students complained about the limited of mechanic vocabulary and grammar structures in their language. In addition, Hadijah (2014) in her research, she found out the students had three difficulties in speaking namely to pronounce the English words correctly, arrange the words in good sentence grammatically, and express their ideas because of limited vocabulary. Hence, speaking has some factors that make it becomes difficult.

In learning a language skill such as speaking, people believe that personality has a role. Dornyei and Ryan (2015) state that there is perception and it is a long-standing and widespread perception about a unique personality set-up characterize the good language learners. Then, Naiman (1996) claims that there are various degree and different combination of success in language learning, those are

influenced by personality characteristics, learning environments, attitudinal aspects, learning strategies, and accidental circumstances. So, for learners, they have to aware about personality because it can help them in learning a language.

Moreover, everyone has different personality. Especially for students, they have their own personality. Personality means behavior aspect that relatively stable and important (Prakash et al., 2016, p.43). While, Akhavan et al (2015) assert that personality refers to all traits and attributes of behavior such as feelings, self-perception, point of view, styles of thinking and many habits. Moreover, personality trait is not same from sex, age, nationality, or the length of language learning which can be easily measured and judged (Noprianto, 2017, p.120). Hence, anything that related to someone's behavior and identity is personality.

Furthermore, someone's personality can be divided into some parts. Jung divided personality into two parts, they are introvert and extrovert (Sharp, 1987, p.12). Some researchers mention extrovert by another term such as Marwa and Thamrin (2016), they claim that extroversion or choleric personality is commonly called for extrovert personality. The other hand, introversion is commonly called for introvert personality. Akhavan et al (2015) define introversion is a trait that related to subjectivity of inner vision and extraversion is a trait of behavior that related to objectivity of vision and focused on external perspective. In short, characteristic of extrovert and introvert are different.

Moreover, both extrovert and introvert are unlike each other. According to Khalil (2016), both extrovert and introvert think differently and they also have different approach about various aspect in life. For example, Marwa and Thamrin

(2016) in their study, they believed that introvert is opposite to extrovert because extroverts work better under stressful situations. Afterwards, extrovert is sociable than introvert because there are advantages for extroverts in verbal information processing that support their sociability (Matthews et al., 2009, p.368). Besides, Zafar et al (2017) concluded their study by saying that compare to introverts, extroverts were better L2 speaker. In addition, Chen et al (2015), they believed that rather than introvert, extrovert learners have high possibility to involve in oral participation. So, no wonder if some people believed that extroverts are good in some aspects than introverts.

Some studies showed that extrovert people are superior in speaking. There was study conducted by Rofi'i (2017), his study to do examination about speaking skill of the extrovert and introvert students in five aspects, namely: accent, vocabulary, fluency, grammar and comprehension. The result of the study was extroverts got higher score in average than introverts. The extrovert students good in three aspects such as accent, vocabulary and fluency while the introvert students good in two aspects such as grammar and comprehension. Then, Wulandari et al (2017) also investigated speaking ability of extrovert and introvert students, they found that there was significant difference between students of extrovert and introvert in their speaking ability. The reason was both extrovert and introvert students have different way in their speaking and also the extrovert students have better ways in their speaking rather than the introverts. In addition, Zafar et al (2017) figured out in their study about tendencies of extraversion-introversion and their relationship with ESL proficiency, in speaking proficiency the introverts

(57.98) had much lower mean speaking scores than the extroverts (75.98). In brief, it seems that introvert students have difficulty in speaking because it seems that introverts have problems and also their scores are lower than extroverts.

Based on informal interviews with two lecturers at the English Education study program at the State Islamic University of Raden Fatah Palembang, they were aware of the personality of students in the classroom. Both lecturers agreed that there were two kinds of personality of the students in their classes, namely: extrovert and introvert. According to those two, they believed that introvert students were the most difficult to teach because of some reasons. One lecturer said that she needed more strategies and methods to guide introvert students in the learning and teaching process and the other lecturer said that she had to motivate the introvert students more to speak up.

Hence, based on the problem above, the researcher conducted a research about introvert students and speaking skills with the title *Speaking Challenges Faced by the Introvert Students at One State Islamic University in Palembang*.

1.2. Research Problems

Based on the general background of the study above, the research problems of this study are:

1. How was the personality of the students of English Education Study Program at State Islamic University of Raden Fatah Palembang?
2. What were the speaking challenges faced by the introvert students at English Education Study Program at State Islamic University of Raden Fatah Palembang?

1.3. Research Objectives

The research objectives of this study are:

1. To find out the personality of the students of English Education Study Program at State Islamic University of Raden Fatah Palembang.
2. To find out the speaking challenges faced by the introvert students at English Education Study Program at State Islamic University of Raden Fatah Palembang.

1.4. Significance of the Study

There are several significance that can be find from this study. Some information will help and give positive contribution and valuable information for many people especially for people in teaching and learning field.

1. For the students

The students will know about their personality and they also understand the speaking problems that the most they face in when they learn especially for introvert students.

2. For the teachers

This study gives information about their students personality and what problems that their students have in speaking. So they have to find out the solution to help for their students. It also gives the teachers some consideration in teaching their students, especially to the introvert students. Because of the introvert students have several challenges in speaking, so teachers have to consider the way of teaching, how to communicate, interact and guide with the introverts students to get involve in classroom activities.

3. For the researcher himself

This study can be knowledge for him to understand his students later on and how to teach the student who has different personality especially for the introvert students.

4. For the next researcher

Reminding study about personality especially introverts limited, so this study can be guidance and also reference especially for the researcher who wants to continue this study.