I. INTRODUCTION

This chapter describes background of the problem, formulation of the problems, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding, definition or terms are provided in the last part of this chapter.

A. Background of the Problem

English becomes the most essential language in the world. Many people from many different countries use it to communicate. It can be said that language is primary instrument of communication among human being community. Every normal man, where he comes from and what level he comes from, is guaranteed to be able to communicate in a certain language (Lado, 1961). The area of English has become a special interest. It is because of the importance of English in any scope of our lives. So, it is quite reasonable to learn this international language in order to communicate to a larger community all over the world.

Since English is an international language, it is important to master it in order to participate in that international relationship. The importance of English speaking ability in short is to be able to get in participation in the wider world. By speaking we can convey information, ideas, and maintain social relationship. This reality makes people realize that speaking ability is important and should be mastered. Based on

that reason, English language teaching has focused on how to use English rather than teaching about English itself.

In learning speaking skill, the students often find some problems. The problem frequently found is that their first language causes them to get difficulty in using the second language. They are also too shy to take a part in the conversation. Some of them also have difficulty in expressing their idea. This problem might be occurred because of several factors. Some of them are students' less of motivation, their psychological factors, and teacher unsuitable methodology in teaching, etc.

There are two factors that influence student's success and failure in learning a foreign language that are intrinsic and extrinsic factor. The extrinsic factors come from the outside of the learners. It could be the teacher ability in giving the material, the environment where they are learning and the complete of books source etc. Besides that, the intrinsic factors, the factors that might come from the inside of the learners itself such as their motivation in learning that language, students personality factor, feeling anxiety when learning and etc.

The way we learn is very much affected by our personality. If the teacher know and realize that his or her students have different way in learning and the teacher of second language know how to overcome this problems, certainly the students will get success in learning a language. Since people may learn in different ways and different rates, it is important that the teacher know about and use information from linguistics, psychology, and other relating sciences for guidance in selecting, grading, and developing elements of language to be learnt and in developing the skill to be acquired.

Many researchers have proposed that an understanding of personality type can help teachers explain why students approach tasks differently: some are successful, while some fail to participate in class activities (Oxford & Ehrman, 1990; Wilz, 2000). Jung's work, introduces four different character types: Introvert/Extrovert, Sensitive/Intuitive, Thinking/Feeling, and Judging/Perceiving. The current study aims at discovering the relationship, if any, between learner personality type and his speaking ability in the first place.

People differ from one another depending on the way they perceive the world. In fact, our personality affects the way we learn. Researchers have proposed an understanding of personality type (how we interact with the world and where we direct our energy, the kind of information we naturally notice, how we make decisions) can help explain why we learn differently (Ehrman & Oxford, 1990). Also Wilz (2000) expresses the dire need for personality type understanding on the part of the teacher to have a better understanding of the classroom dynamics and to be better able to determine what kinds of classroom activities and strategies would be most effective with a majority of students in the class.

In line with the statement above, Suparman (2010) in his book states that "in western society, it is a common belief among the teachers in general that introversion is undesirable behavior. The outgoing, friendly, sociable, and talkative personality tends to be held up as axiomatically desirable and ideal. By contrast, quite reserved personalities are treated as a problems and language teacher search for ways of encouraging extroversion". In learning a language, we not only need intelligence but also a bravery and confidence to present our English ability as good as possible.

There's no need to argue that speaking skill is vital in the English language mastery, besides listening, reading, and writing. It's been also the demand of national curriculum that speaking skill be taught at schools. The teaching-learning process in the classroom, in turn, should consider the learners' characteristics, one of which is students' personality type. And so, that is why the writer wants to try to verify the two types of personality by having a research to know the effect of the two personality type (extravert and introvert) on the speaking ability.

B. Formulation of the Problem

There are two problems that the writer would conduct to search, they are:

1. Is there any significant difference on speaking ability between extravert and introvert type of personality at the second grade students of SMA Negeri 1 Kalirejo Lampung Tengah?

2. Which one of the two personality types is better in English speaking ability at the second grade students of SMA Negeri 1 Kalirejo Lampung Tengah?

C. Objective of the Research

In relation to the formulation of the problems above, the objectives of this research are:

1. To find out the significant different between students' personality type (extravert and introvert) and their English speaking ability at the second grade students of SMA Negeri 1 Kalirejo Lampung Tengah.

2. To see whether extravert personality type is better than introvert type in English speaking ability.

D. Uses of the Research

The uses of the research are:

1. Theoretically, this research will try to give the contribution in teaching learning process and also verifying the previous theory. This research also gives some information about the understanding of language learning process. Moreover, the finding of this research hopefully became as a logical consideration for the next research.

2. Practically, the finding of this research can be made as an input for English teachers' to make an improvement to the students' ability in speaking by understanding their type in learning language, and for the students to minimize their weaknesses in English in order to make their English better.

E. Scope of the Research

This research had been conducted at SMA N 1 Kalirejo Lampung Tengah while the subject of the research was students of second of year. In that school there were six classes for each grade from 1 – 6. The writer had chosen one class randomly. One class consisted of 31- 36 students. The chosen class was XI IPS 1 which consisted of

32 students. The class had been divided into two groups according to their personality type, namely extravert students and introvert students. Then, those two groups had been analyzed in the result of their speaking ability difference.

F. Definition of Terms

In order to avoid misunderstanding, definition or terms are provided as follows:

1. **Speaking** is two processes between a listener and a speaker, and involved the productive skills and understanding (or listening with understanding).
2. **Speaking ability** is an ability that learners have which is use to communicate, to convey meaning, and to have meaningful conversation in English.
3. **Personality** is a dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.
4. **Extravert** is the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self.
5. **Introvert** is the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life.