I. INTRODUCTION

This chapter illustrates the reason for conducting the research. It also includes formulation of problem, objectives of the research, uses of the research, scopes of the research, and definition of term; clarified as the followings.

1.1 Background of the Problem

The main purpose of learning foreign language is to use it in communication both in oral or written form. However, different students may have different achievement especially in speaking. They also may have different problems while they are speaking. It may be caused by some different factors, such as teacher’s strategy in teaching language, students’ learning strategy, different needs, preference, and so on.

Some researchers have dealt with the assumption that different factors in language learning tend to produce different outcomes of language achievement. Yufrizal (2008) notes some factors in second language learning namely motivation and attitudes, anxiety, age differences, and personality factors. Those factors may influence the success or failure in second language learning. Furthermore, he stated that personality factors consist of extroversion and introversion, risk taking, and field independence. However, among these factors, this study focused on extrovert and introvert.
Jung (1971) says that extrovert is type of people whose attention is directed outside himself. Whereas introvert type belongs to people whose attention are focused on themselves that is toward his ego. Yufrizal (2008) argues that the stereotype of an introvert is someone who is much happier with a book than with other people. The stereotype of extrovert is the opposite: someone happier with people than with a book. Jung also emphasized that extroversion tends to be manifested in outgoing, talkative, energetic behavior, whereas introversion is manifested in more reserved, quiet, shy behavior. Therefore, some researchers agree that extroversion has better communication than someone with introvert personality.

Based on practical teaching experience done by the researcher at SMPN 3 Kedondong, it was found that the students who were active in speaking tended to dislike writing. When the teacher asked them to write, they prefer talking to their friends while the writing activity was denied. Conversely, those students who did not like speaking activity very much were more interested in writing activity. Based on these characteristic, it is concluded that the former students are extrovert while the others are introvert.

In order to prove that the extrovert students have better achievement in speaking, Davies (2004: 541) states that out of eight studies that employ oral language test, six of them show that extroverts perform better than introverts. Meanwhile, Dewaele and Furnham (1999) analyze 30 researchers’ study and the result shows that extroverts have been found to be generally more fluent than introverts in both the L1 and L2.
They are more accurate in their L2, which reinforced the view that fluency and accuracy are separate dimensions in second language proficiency.

Communication seems to be an interesting topic to discuss. Sometime, we face some problems in communication. In addition, most of students in senior high school still have difficulties to use English for communication although they have studied English for three years in junior high school. Thus, they need communication strategy to overcome these problems. Therefore, this study has been developed in order to get deeper information about communication strategy.

According to Bialystok (1990) the familiar ease and fluency with which we sail from one idea to the next in our first language is constantly shattered by some gap in our knowledge of a second language. The forms of these gaps can be a word, a structure, a phrase, a tense marker or an idiom. The attempts to overcome these gaps are described as communication strategies. Wenden and Rubin (1987) state that learners who emphasize the importance of using the language often utilize communication strategies. Besides, O’Malley and Chamot (1990) assert that communication strategies are particularly important “in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language”. For this reason, a communication strategy has given greatly contribution to the foreign language learning.

Moreover, Tarone (1977) stated that personality has a very close relation with the choice of communication strategies. Dealing with the extrovert and introvert
personality in which they have different characteristic in some aspects, it may be assumed that they have different choice of CSs while they are speaking. It also assumed that different characteristic of them can influence the number of using CSs.

Those assumptions make the researcher interested in finding the result about which CSs are frequently used by extrovert and introvert students. Thus, the researcher entitles the script “Differences of Communication Strategies Used by Extrovert Students and Introvert Students in English Speaking Activity at the Second Grade of SMAN 10 Bandar Lampung”.

1.2 Identification of the Problems

The researcher assumed that students have some difficulties in communication while they are talking in English. Moreover, English is not first language for them so they do not use it every time. It is little bit difficult for them to speak as well as native speakers. Thus, the researcher tried to identify several problems of communication as follow:

a. Students get difficulties to distinguish the sound of words in English.

b. Students get difficulties to use appropriate words, phrases, or even sentences in English.

c. Students get difficulties to pronounce the words as well as native speakers do.

d. Students lack of vocabulary.

e. Students sometimes use the structure of Bahasa Indonesia when they speak in English.
f. Students may face communication problem while they are speaking.

g. There are no findings which show CSs used by extrovert students and introvert students.

Those problems above may appear in communication. It also may create some information gaps of interlocutors. Thus, they may use CSs in order to overcome those problems above.

1.3 Limitation of the Problem

Based on the problems above, the researcher limits the problem about communication strategy that may be used by students. It is due to the fact that the problems may create some information gaps in communication. So, they may overcome this by using any particular communication strategy. Further, it is focused on CSs used by extrovert students and introvert students who have different ability in communication.

1.4 Formulation of the Problems

Based on the background of the problem above, the formulation of the problems is:

1. Which communication strategies are frequently used by extrovert students and introvert students?

1.5 Objective of the Research

The objective of this research is to analyze which communication strategies are frequently used by extrovert students and introvert students.
1.6 Uses of the Research

There are two uses of the research, they are as follows:

1. Theoretically, this research will contribute in term of verifying the previous researches and theories. Moreover, this research can be used as logical consideration for the next research.

2. Practically, the result of this research will give some information about understanding of communication strategies of extrovert students and introvert students. Furthermore, the result probably can be used by the teacher in order to teach appropriate communication strategy for the students.

1.7 Scope of the Research

Students may have some aspect within their personality, such as motivation, anxiety, self-esteem, etc. Some students may be categorized into extrovert and introvert. Besides, there are students who have low anxiety and high anxiety in using the language. However, this study focuses on analyzing extrovert and introvert students.

The research was conducted at SMAN 10 Bandar Lampung consisting of 26 classes. Meanwhile, the researcher chose the students at the second grade; class XI science 1, as the population. The researcher took this school because mostly the teacher taught conversation in speaking class. However, it always becomes a place in which other researchers conducted their research related to speaking activity. It is due to the fact that they are active in following English competition and got many achievements. It means that the students are active in speaking activity. Thus, the researcher assumed that this school is appropriate as a place to conduct the research.
In this research, the students were divided into two groups; extroversion and introversion based on an instrument to measure their personality called Eysenck Personality Inventory. Each group was asked to have a conversation in which they had to make dialog in pair directly based on the situation given. Extrovert student had a partner from extrovert group and introvert students had a partner from introvert group.

1.8 Definition of the Terms

- **Communication strategy** is utilized to compensate for the blank between learners’ native language and the target language. Its main characteristic is “negotiation of an agreement on meaning” (Tarone, 1981).

- **Personality** is a dynamic organization from the psychophysics in individual, which can also determine his adaptation uniquely toward his environment (Allport in Lester, 1995)

- **Extrovert** is the extent to which a person has a deep-seated to receive ego enhancement, self esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself (Brown, 2000).

- **Introvert** is the extent to which a person derives a sense of wholeness and fulfillment apart from reflection of himself/herself from other people (Brown, 2000).

- **Communicative Competence** is not only as an inherent grammatical competence but also as the ability to use grammatical competence (Hymes, 1972).