

CHAPTER I

INTRODUCTION

Information which outlines the conceptual framework of this research is presented in this section. It contains the background of the study, the reason for choosing the topic, the research question, the objective of the study, the hypotheses, the significance of the study, the definition of key terms, the limitation of the study, and the organization of the research report.

1.1. Background of the Study

Personality means a pattern of consistent characteristics of how a person feels, thinks, and behaves.. According to Dewaele (2013), there are two theories of personality which become the most important feature of current studies in this field. They are The Giant Three theory by Eysenck and Eysenck (1985) and The Big Five Model theory by Costa and McCrae (1992). The former consists of three dimensions of personality: psychoticism, extroversion, and neuroticism, whereas the later consists of five dimensions of personality: extroversion, neuroticism, openness to experience, agreeableness, and conscientiousness. Extroversion dimension exists in both of the theories. It also appears in several widely used instruments measuring personality: Myers-Briggs Type Indicator (Myers & Briggs, 1976), Trait Descriptive Adjectives (Golberg, 1992), Big Five Inventory (John, Donahue, & Kentle, 1991). It means extroversion is a dimension of

personality which is fundamental, acknowledged, and admitted by personality researchers.

Extroversion is a trait to which an individual prefer to enjoy their social and material world and extroverts are characterized as sociable, active, assertive, positive emotionally (John & Srivastava, 1999). The characteristics of extroverts can be specified into several habit as love hang outing with friends, feel energetic, like adventuring activities, be talkative, be cheerful, express disagreement, have numerous friends, enjoy lively party, etc. Therefore, an individual who is scored high on extroversion tend to behave as it.

There is a belief that extroversion has a positive relationship toward foreign language speaking performance. Researchers, in this field, propose their reasons of how extroversion affects foreign language speaking performance. Dewaele (2013) states that extroverts have a natural advantage in acquiring second language because they are more talkative than introverts. Moreover, Kezwer (1987) argues gregariousness, one of the features of extroversion, causes extroverts to create more interpersonal situations for themselves like engaging in a conversation in the target language. He also states the opportunity to speak the target language will enhance their proficiency in it. In addition, Ellis (1994) proposes a couple of main hypotheses about the correlation between the two variables. He thinks that extroverted learners are superior in acquiring basic interpersonal communication skills (BISC), day-to-day language that is required to do interpersonal communication in community. The reason is sociability, the essential traits of extroverts, makes them enjoying more opportunities to speak,

more input, and more success in speaking the target language. He also states that introverts are superior in developing cognitive academic language ability (CALP), academic language including four types of language skill which is concerned with field of study. The reason is introverts typically enjoy more academic success, perhaps because they spend more time reading and writing. In line with Ellis's hypotheses, Robinson, Gabriel, and Katchan (1994) states extroverts perform better in oral tasks whereas introverts perform better in written tasks. These experts' opinions strengthen that extroversion is worth variable in second language acquisition researches.

However, the findings of research in this field have often been contradictory. Some researchers show that extroversion is related positively to foreign language speaking performance. On the other hand, some researchers show that extroversion is not related to foreign language speaking performance. The problem is also recognized by some researchers for examples Kezwer (1987), Dörnyei (2005), and Dewaele (2013). Hence, it needs to be reinvestigated.

Due to these contradictory results, the researcher has conducted an investigation about *The Relationship Between Extroversion and Speaking Performance of EFL Learners (The Case of the Tenth Grade Students of Accountancy Department of SMK Cut Nya' Dien in the Academic Year of 2016/2017)*.

1.2. Reason for Choosing the Topic

The researcher chose the title “The Relationship between Extroversion and Speaking Performance of EFL Learners (The Case of the Tenth Grade Students of Accountancy Department of SMK Cut Nya’ Dien in the Academic Year of 2016/2017)” with a consideration.

Research where extroversion scores and foreign language speaking performance scores are correlated has not been in agreement so far. Some studies have shown that there is a positive correlation between them. Some studies have shown on the contrary. There is no correlation between them. Therefore, it needs to be reinvestigated in order to know what factors lead to the result.

1.3. Research Question

The principal problem that bases on the description above is:
“Is there any relationship between extroversion and speaking performance of EFL learners?”

1.4. Objective of the Study

This research intends:
“To determine whether there is a relationship between extroversion and speaking performance of EFL learners.”

1.5. Hypotheses

The researcher formulates hypotheses as follow.

1. Null hypothesis (H₀): there is no relationship between extroversion and speaking performance of EFL learners.
2. Alternative hypothesis (H_a): there is a relationship between extroversion and speaking performance of EFL learners.

1.6. Limitation of the Study

This research was limited by two aspects. First, this research focused on determining the relationship between extroversion and speaking performance of EFL learners. Second, it was conducted to the tenth grade students of Accountancy Department of SMK Cut Nyak Dien in the academic year 2016 /2017.

1.7. Significance of the Study

The researcher expects that this research can be beneficial for the following.

1. Theoretical significance

This research is expected to enrich theories in Second Language Acquisition (SLA) area especially that are related to the correlation between extroversion and speaking performance.

2. Practical significance

Practically, this research is expected to be beneficial for students, teachers, and future researchers. Below is the explanation.

For students and teachers, it may change their perception about the correlation between extroversion and foreign language speaking performance.

For future researchers, this research may give additional information about conducting a research in similar topic.

3. Pedagogical significance

Pedagogically, this research is expected to get the quality of teaching learning process in English lesson better especially in speaking skill. It may also give innovation in assessing speaking performance of vocational students.

1.8. Definition of Key Terms

The meanings of technical terms that are used in this research are stated as follow to avoid misunderstanding.

1. Extroversion is a trait to which an individual prefer to enjoy their social and material world and extroverts are characterized as sociable, active, assertive, positive emotionally (John & Srivastava, 1999).
2. Speaking performance: Performance assessments afford an opportunity to students to perform what information they have in mind and what action they can do in a real situation (Airasian & Russell, 2008). Thus, speaking performance is generally defined as demonstrating knowledge (what they

know) or skill (what they can do) by producing spoken language. For example, debate, oral presentation, and speech.

1.9. Organization of the Research Report

The researcher separates this final project into five sections. They are chapter 1 introduction, chapter 2 review of related literature, chapter 3 research method, chapter 4 finding and discussion, and chapter 5 conclusion and suggestion. Below is the explanation.

Chapter 1 presents information about introduction of this research. It comprise with the background of the study, the reason for choosing the topic, the research question, the objective of the study, the hypotheses, the significance of the study, the definition of key terms, the limitation of the study, and the organization of the research report.

Chapter 2 reports information about review of related literature. It contains theories about individual learner differences, personality, extroversion, English for foreign language learners, speaking performance, interactive speaking, relationship between extroversion and speaking performance, and the review of previous studies.

Chapter 3 deals with research method. It informs about the research design, the variables of the study, the participants of the study, the instruments of the study, the validity and reliability, the data collection, and the data analysis.

Chapter 4 gives information about the research's finding and discussion. It consists of the school's profile, the participants' profile, the validity of

instruments, the reliability of instruments, the analysis of data collection, and the discussion.

Chapter 5 is the closing chapter. It provides information about the conclusion and the suggestion.