CHAPTER I
INTRODUCTION

1.1 The Background of The Study

In learning English, there are four skills that should be learned. One of them is speaking. Brown (2003, p.140) states, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test" It means speaking should be produced by learner as output after learning listening and reading.

By speaking, humans can specific their desire, opinion, gratitude, apology, and their feeling. They are also capable of make a dating amongst them. People amongst themselves ought to now no longer combat whilst troubles located round them. They can discuss, negotiate, and resolve it together. When inexperienced persons can grasp speak ability, inexperienced persons can speak properly and supply their thoughts or concept appropriately. With the coolest speak ability, the conversation could be beneficial and meaningful. As an overseas language in our country, the various four capabilities, speak is greater tough than different capabilities for a few college students. However, a few others are clean to talk the usage of English of their day by day sports or school. The gaining knowledge of technique completed with the aid of using many instructors nowadays has a tendency to reap the goal curriculum fabric and is greater involved with memorizing ideas instead of comprehension. This may be visible from the gaining knowledge of sports with inside the study room which might be usually ruled with

the aid of using instructors. In handing over fabric, typically the instructor makes use of the lecture approach wherein college students the simplest sit, take notes, and pay attention to what the instructor says and there may be little possibility for college students to invite questions. Thus, the gaining knowledge of environment isn't always conducive so that scholars turn out to be passive.

If college students aren't psychologically interested in the strategies utilized by the teacher, then routinely college students will offer mental comments this is much less supportive with inside the gaining knowledge of process. The indicators are that there may be a sense of now no longer sympathy with the teacher, now no longer being interested in gaining knowledge of materials, and steadily a detached mind-set arises. In phrases of growing pupil gaining knowledge of fulfillment, innovative instructors are wanted who could make gaining knowledge of greater thrilling and desired via way of means of college students. The schoolroom ecosystem desires to be deliberate and constructed in any such manner as to apply the proper gaining knowledge of version so that scholars can get the possibility to have interaction with every different so that during flip foremost gaining knowledge of fulfillment may be obtained.

The learning process in the Education Unit Level Curriculum requires active participation from all students. So, student-centered learning activities, teachers as motivators and facilitators in it so that the classroom atmosphere is more lively. Learning is an activity carried out by the teacher in such a way that student behavior changes for the better (Darsono, 2015: 24). Active means that in the learning process the teacher must create an atmosphere in such a way that students actively ask, question and express ideas. Learning is indeed an active process of

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students in building their knowledge, not a passive process that only accepts the teacher's lecture on knowledge, so that if learning does not provide opportunities for students to play an active role, learning is contrary to the nature of learning. An active and pleasant state is not enough if the learning process is not effective, that is, it does not produce what students must master after the learning process takes place, because learning has a number of learning objectives that must be achieved. Researchers found the phenomenon when the researcher was still in senior high school, there was a striking difference when the teaching and learning activities took place, namely that there were students who were very active and there were also students who were passive. In the class there are forty students, and if the number is taken from the average student, more than fifty percent of students are active than students who are not active. This can be seen from the many active students who often ask questions according to the material taught by the teacher compared to passive students. Passive students only listen to what the teacher says without any response.

There had been unique traits of college students' persona in coaching studying method with inside the classroom. Some scholars tended to talk English fluently and expressed their ideas, emotions and mind that may be categorized as extrovert college students, however a few others preferred to hold silent that may be categorized as introvert college students. One issue that made researcher fascinated to have a look at approximately those college students' persona became that once the instructor requested the scholars who continually saved silent at some point of the lesson to exercise English in the front of the class. It has become super phenomena that the ones college students should carry out their

English properly despite the fact that a number of them should nevertheless now no longer due to the fact they seemed frightened and shy whilst training their English in the front of classroom. Meanwhile, the scholars who commonly had excessive motivation to talk English regarded now no longer to stand any problems to carry out English speak in the front of the classroom. Extrovert is one of the persona kinds that a character have of their self.

According to Jung in Alizadeh (2015:22), "extrovert is defined as an attitude of the psyche characterized by an orientation towards the external world and other people." It can be said that extrovert as an attitude from personality type that is characterized by how an individual adaptation with other people. Then, extrovert people can be seen by how they are adaptation with other people in their environment. There are some characteristics that can describe extrovert personality according to some experts. Based on Eysenck in George Boeree (2006: 6), "a typical extrovert is a person who tends to be sociable, needs people to talk to, easy-going and optimistic." It can be assumed that the students who have extrovert personality tend to do a lot interaction because they like to socialize, communication and also connected with other people.

In addition, the scholars who have extrovert character have a tendency to be easygoing which means they have got tolerant mind-set in doing interplay with others. It may be stated that extrovert college students are positive that imply the extrovert college students have excessive motivation in studying process, in order that they are now no longer afraid or fearful once they need to face a specific situation. Another character kind is introvert character this is the alternative of

extrovert character. Introvert character is one in every of character kind that an man or woman have of their self.

According to Jung in Alizadeh (2015: 22)," introversion is an attitude of the psyche characterized by an orientation towards one's own thoughts and feelings." It can be said that introvert as an attitude from personality type that is characterized by an individual thoughts and feeling about something. Therefore, introvert is the personality types of an individual that keeps their thoughts and feelings in their mind, and then they do not like to share their thoughts and feeling to other people.

There are some characteristics of introvert personality according to some experts. Eysenck in George Boeree (2006:6) explains that "a typical introvert is quiet, reserved, plans ahead, and dislikes excitement." It means that the introvert students tend not to socialize with others because they prefer to be quiet and reserved. Then, the introvert students have detailed plan for doing something such as they think first before they speak to others. It can be said that in learning process the introvert students are not likely to be involved in a particular situation that needs them to speak up, and also they do not have enthusiasm to face a particular situation.

Speaking ability is one of four language skills that should be learned by the students. It is important to be learned by the students because speaking becomes a communication tool that is used to do interaction with others in daily life. It is supported by Huebner in Susanti (2007:6) who states that: "speaking is an ability that is used by someone in their daily life communication whether at school or outside. Furthermore, it means that speaking is important ability that it should be

mastered because people cannot be separated from speaking in their daily lives, it means that the students should be mastered speaking ability in order to do communication with other people easily.

In addition, there are some components of speaking ability that is important to be concerned by the students. According to Brown (2004:172), there are some components of speaking ability; there are pronunciation, vocabulary, grammar, fluency, and comprehension. The first thing is the pronunciation. Pronunciation way that the scholar's readability to communicate. The second thing of talking is vocabulary. The student's vocabulary which means the scholar makes use of the right phrases to communicate. The third one is grammar wherein the scholar's used to supply organized phrases orally. Then, the scholars' fluency to supply language orally which means the scholars can communicate accurately. The final thing is comprehension which means the scholars' knowledge approximately the content material of what are they stated ,or human beings say to them. It may be stated that the additives of talking capacity that scholars have may be visible whether the scholars have top talking capacity or not. Teacher gets the problem to stimulate the ones students. These statements above additionally suggest that there's distinction capacity in talking among extrovert and introvert students.

In this study, the writer decides to know the comparative of speaking ability of the second year of junior high school extrovert and introvert students. The writer wants to compare who are better in speaking English between extrovert and introvert students. So, teachers can teach speaking ability effectively and efficiently based on their personality.

1.2 The Problem of The Study

1) How are the Speaking ability between Extrovert and Introvert Personality at the second year of SMP Negeri 3 Pancur Batu?

2) Who is better between Extrovert and Introvert students in speaking ability of SMP Negeri 3 Pancur Batu?

1.3 The Objective of The Study

1) To find out the Speaking ability between Extrovert and Introvert personality at the second year of SMP Negeri 3 Pancur Batu

2) To find out who is better between Extrovert and Introvert students in speaking ability of SMP Negeri 3 Pancur Batu

1.4 The Scope Of The Study

In this study, the researcher makes the limitation of the study in this research because the writer clarifies the statement of the problem which is discussed. There are two types of personalities based on dimensions of attitude: Extrovert and Introvert personality. Speaking ability is one of four language skills that should be learned by the students. In addition, there are some components of speaking ability that is important to be concerned by the students. According to Brown (2004:172), there are some components of speaking ability; there are pronunciation, vocabulary, grammar, fluency, and comprehension.

1.5 The Significance Of The Study

The result of this study is expected to be used theoretically and practically

1. Theoretically

    a) The result of the research will give a new perspective in speaking ability

    b) The result of the research would become a new horizon in a comparative study between Extrovert and Introvert personality on speaking ability

2. Practically

    The findings of the study will be expected to be useful for :

    a) English teacher

    This research is expected to provide benefits as input for teachers to be able to find out personality in students during the learning process take place.

    b) The students

    This research is expected to maximize student personality in the speaking ability.

    c) The other researchers

    Hopefully, it can conduct further research on comparative studies of personality on speaking ability.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the researcher will explain the related materials in order to give clearer concepts and ideas for this study. It includes comparative study, personality, the understanding of personality, type of personality, speaking, technique of speaking, aspect of speaking, type of speaking ability, previous research and conceptual framework.

2.2 Comparative Study

Research the usage of the comparative have a look at method (Comparative Study) is executed via way of means of evaluating the similarities and variations as phenomena to discover what elements or conditions can reason a specific occasion to appear. This has a look at starts with gathering records approximately the elements that reason a specific symptom, then evaluating them. After understanding the similarities and variations in reasons, it's far then decided that an issue that reasons the advent of a symptom at the item below have a look at is what surely reasons the symptom to appear. Or via way of means of evaluating which elements or variables have the maximum impact at the adjustments that arise with inside the consequences of the studies this is being executed. It needs to be emphasized here, that during this study's layout there has been no remedy or intervention from the researcher at all.

According to Nazir (2005: 58) in Lestari (2013), "comparative research is a type of descriptive research that seeks to find answers fundamentally about cause

and effect, by analyzing the factors that cause the occurrence or the emergence of certain phenomena". Comparative studies are studies this is comparative in nature. This study is performed to examine the similarities and variations among or extra records and the houses of the item beneath neath examine primarily based totally on a positive framework of thinking. In this examine the variables are nevertheless unbiased however for a couple of patterns or at unique times. So, comparative studies is a sort of studies this is used to examine among companies or extra of a positive variable.

Comparative studies or general comparative studies are used by social researchers in compiling scientific research with research generalizations that cross borders and do not tend to the ethnic social culture of a particular society (Bahry, 1995) in Kinanti (2013). "Comparative studies do not focus on the micro variables that are in focus level of analysis". If the level of analysis focuses on non-systemic variables such as individuals and countries, a comparative study focuses on variables that are systemic in nature, that is, variables that are more macro. This is because the system is more general and area when compared with other variables. Comparative studies emphasize social observation that is not limited to one particular historical (Lipjhart, 1975) in Kinanti (2013). Comparative studies help the observed to connect the concepts that form theory to observable indicators, understand the expectations of the theory that are formed and explain whether the theory can be occured.

According to expectations (Hermann, 2002) in Kinanti (2013). Cases are researched and compared in case studies to be interpreted by the researcher, while in comparative studies, the generalizations made are greater because they can be

done outside the limited cases for data collection. In a case study the researcher specifies the selected cases to help explain the research data, while in a comparative study, the researcher focuses on interpretation and searching for what aspects and how in these cases Bahry (1995) in Kinanti (2013), explains that in order to conduct a comparative study a researcher is required to research with personal interpretation, after determining what question he wants to find answers to through research and determine what variables and indicators in each case want to be compared and look for equation and distinction. From these several aspects, generalization is carried out, and the research process will begin so that the researcher gets answers to what and why questions he wants to look for through comparisons of these cases.

A unique causal-comparative have a look at is ready to decide the existing dating among numerous factors, variables or dimensions to give an explanation for the connection or interdependence. For example, studies on the connection among smoking charges and health. In this case, the frequency and quantity of variables with inside the pattern populace have been studied to decide whether the extent of smoking turned into associated with health. The distinction with the correlation is that the correlation is searching out an excessive and coffee dating, even as a comparative causal is whether there's a dating (Sulistyo-Basuki, 2006). It may be concluded that a comparative have a look at beneficial in studies if the writer has targeted his studies on comparisons of comparable however unique instances. Not the use of instances as a proof of the records from the studies he did. The creator concludes that the comparative have a look at has standards

which might be broader than the extent of analysis, specifically with greater macro variables general.

2.3 Personality

2.3.1 The Understanding of Personality

According to Carl Gustav Jung (1875-1961), there are three kinds of Personality Concepts, namely Personality Function, Psyche is a combination or sum of a person's mental, emotional and spiritual contents, and self is the Total Personality both Consciously and Subconsciously. He views humans as unique because they have so many personalities from one individual to another. Jung distinguishes the term between the Threshold of Consciousness (Subconscious) and the Subconscious (Unconscious).

Psychoanalyst, Sigmud Freud, considers human behavior to be the result of unconscious conflicts. American psychologist William Moulton argues that Freud's theory has a basic weakness, namely the concept of the subconscious mind is not based on any research, and there is something odd about the dynamics of unconscious conflict. For example, the German psychologist Hans Eysenck made a direct link between introversion - extroversion and the central nervous system. Hans theory is a theory of personality which is based on human biological condition. The basic idea is that extroverts have relatively low levels of brain activity, so look for external stimulation to find anything more interesting. Meanwhile, introverts have a higher level of central nervous system activity, so they tend to avoid social environments that provide a lot of stimulation. In addition, there are other studies that use an electroencephalogram (EEG)

instrument to determine neurological conditions. The study contains a model of the nervous system, in which extroverts show less nerve activity than introverts. The research shows, personality traits or personality originate from genetics, which have a tendency to remain or not change.

The maintenance of character is found out via an extended take a look at via way of means of tracing the lives of people who've the identical aspect for numerous years. This is consistent with the opinion of Gail Sheely, a lecturer and columnist at Vanity Fair magazine. The dynamic character emerges because of the surroundings that surrounds him. According to C.G. Jung, the primary characteristic of human character is split into four types, namely: sensing characteristic, questioning characteristic, feeling characteristic, and intuiting characteristic. Ned Herman mentioned that the traits of the mind affect a way to suppose and learn. The mind is sort of a house, which has get admission to every part. Thus, the four primary features of C.G. principle Jung is consistent with the principle of innovative questioning researcher Ned Herman approximately the quadrant of the mind. The four primary features are the traits of character which might be everlasting and unchanging, which originate from the hemispheres of the mind which might be frequently used.

2.3.2 Type Of Personality

A. Extrovert

According to Jung in Alizadeh (2015:22), "extrovert is defined as an attitude of the psyche characterized by an orientation towards the external world and other people." It can be said that extrovert as an attitude from personality type that is characterized by how an individual adaptation with other people.

Then, extrovert people can be seen by how they are adaptation with other people in their environment.

There are a few traits that may describe extrovert persona consistent with a few experts. Based on Eysenck in George Boeree (2006: 6), "a standard extrovert is someone who has a tendency to be sociable, wishes human beings to speak to, easy-going and constructive." It may be assumed that the scholars who have extrovert persona have a tendency to do lots interplay due to the fact they prefer to socialize, conversation and additionally related with different human beings. In addition, the scholars who've extrovert persona have a tendency to be easygoing which means they've tolerant mindset in doing interplay with others.

It may be stated that extrovert college students are constructive that suggest the extrovert college students have excessive motivation in gaining knowledge of process, in order that they're now no longer afraid or worried once they must face a selected situation.

B. Introvert

According to Jung in Alizadeh (2015: 22)," introversion is an attitude of the psyche characterized by an orientation towards one's own thoughts and feelings." It can be said that introvert as an attitude from personality type that is characterized by an individual thoughts and feeling about something. Therefore, introvert is the personality types of an individual that keeps their thoughts and feelings in their mind, and then they do not like to share their thoughts and feeling to other people.

There are a few traits of introvert character consistent with a few experts. Eysenck in George Boeree (2006:6) explains that "an average introvert is quiet,

reserved, plans ahead, and dislikes excitement." It way that the introvert college students generally tend now no longer to social with others due to the fact they choose to be quiet and reserved. Then, the introvert college students have distinct plan for doing something along with they assume first earlier than they communicate to others. It may be stated that during studying system the introvert college students aren't possibly to be worried in a specific state of affairs that wishes them to talk up, and additionally they do now no longer have enthusiasm to stand a specific state of affairs.

2.4 Speaking

2.4.1 The Understanding of Speaking

Speaking is one of the competencies that must be mastered through the scholar to analyze English, as Nunan (2001) states that to feature in any other language is usually characterized in time period of having the ability to talk that language. Speaking is an essential ability due to the fact speaking can degree the fulfillment of mastering language. Harmer (2001, p. 269) states that to talk fluently isn't the simplest know-how of language features, however additionally the cap potential to technique records and language at the spot. When the newbies are engaged in discussions, the reason of speaking right here can be to specific opinions, to influence a person approximately something or make clear records.

Brown, Rogers, and Rogers (2004) define speaking as a productive skill that may be directly and empirically observed and colored by the accuracy and effectiveness of listening skill. Spratt, Pulverness, and Williams (2005) argue that: Speaking involves a lot more than just using grammar and vocabulary accurately

in speech. Luama (2004) comments that "speaking is additionally the foremost difficult language skill to assess reliably. A person's speaking ability is typically judged during a face to face interaction real time, between an interlocutor and a candidate". Speaking abilities are essential skills to produce the flow of articulation sound systems to convey the wants, needs, feelings, and desires to others (Iskandar warsid, 2008). Syaripuddin 2013) argue that someone who can speak will be lighter to convey ideas or ideas to others, the success of using the concept in order that it is accepted by those that listen or are invited to speak.

In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. Speaking is used for many purposes and each purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task. It can be the reason why the mastery of speaking skill in English is a priority for many second or foreign language learners. Performance is student oral production to transfer the information to the listener. To mastering speaking performance students need to practice their speaking so that they can improve their speaking skill. Speaking is one of the macro skills of English language teaching and learning.

Furthermore, in language coaching and learning, speaking is taken into consideration as capacity to be practiced and mastered. Nunan (2003) places it that "speaking is the effective oral skill. It includes generating systematic verbal utterance to bring meaning". Finally, primarily based totally on definition given with the aid of using professionals above, it may be inferred that speaking is a

technique of expressing thoughts with inside the spoken language, and it's miles one in every of maximum crucial issue of language learning.

In addition, there are some components of speaking ability that is important to be concerned by the students. According to Brown (2004:172), there are some components of speaking ability; there are pronunciation, vocabulary, grammar, fluency, and comprehension. The first component is the pronunciation. Pronunciation means that the students 'clarity to speak. The second component of speaking is vocabulary. The students' vocabulary that means the student uses the appropriate words to speak. The third one is grammar in which the students use to produce arranged words orally. Then, the students' fluency to produce language orally that means the students can speak accurately. The last component is comprehension that means the students' understanding about the content of what are they said or people say to them. It can be said that the components of speaking ability that students have can be seen whether the students have good speaking ability or not.

2.4.2   Techniques of Speaking

According Suhartini (2007), There are many techniques for teaching speaking. The following are some of the techniques for teaching speaking which can be implemented by the teacher:

a. Role-Playing

One of the methods suggested for developing speaking skill is roleplaying, that is, creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and

people in the room to prepare for an imaginative role playing (Newmar 2010:19).

b. Game

A game is one of activities which can help to crate dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on.

c. Problem-Solving

Materials which focus on problem solving offer further opportunities for the students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them.

d. Discussion

Discussion may be composed of three to five students. If such a group work is used regularly and introduced with a careful explanation of its propose, the class will soon accept it as a natural activity.

e. Song

Using song in EFL classroom, especially speaking one can be both enjoyable and educational. Song usually provides a peaceful and happy mood for the listeners. Songs can also be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns.

2.4.3 Aspects of Speaking

According to Brown (2004:172), there are some components of speaking ability; there are pronunciation, vocabulary, grammar, fluency, and comprehension.

1. Pronunciation

According to Thornbury (2005, p. 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p. 28) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2. Vocabulary

Thornbury (2005, p. 22) suggests three usual things used by speakers in what they are being said : a) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said. b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity. c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

3) Grammar

According to Brown (2001, p. 62) "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". In relation to contexts, a speaker should consider the following things:

a) Who the speaker is

b) Who the audience is

c) Where the communication takes place

d) What communication takes place before and after a sentence in question

e) Implied versus Literal Meaning

f) Styles and Registers

g) The alternative forms among which a produce can choose.

4) Fluency

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lado (1961) as cited in Husnawati (2017) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Research into listener's perception suggests that pausing is one of the factors of fluency (Thornbury, 2005, p. 6-7). Furthermore, Thornbury (2005, p. 8) states that people can be said as fluent speakers if they fulfill the following features: a) Pauses may be long but not frequent b) Pauses are usually filled c) Pauses occur at meaningful transition points d) There are long runs of syllables and words between pauses Foster and Skehan in Nunan (2004, p. 87) "propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying "um" and „ah" by subjects as they complete a task"

5) Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understand of language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what intended meaning of the speaker when he or she says something. Comprehension is also the one of components of speaking. Comprehension is the mind act power of

understanding exercise aimed in improving is testing ones. There are five components of speaking that must to attention by the students if they want to speak well.

2.4.4 Type of Speaking Ability

With the plain connection among listening and talking, six comparable classes practice to the sorts of oral manufacturing that scholars are anticipated to perform with inside the classroom. Kinds of Speaking Abilities With the plain connection among listening and talking, six comparable classes practice to the sorts of oral manufacturing that scholars are anticipated to perform with inside the classroom. Brown (2004: 271) describes six classes of talking ability area. Those six classes are as follows:

1) Imitative

Imitative is a very limited portion of classroom speaking time may legitimately be spent generating human 'tape recorder' speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

2) Intensive

Intensive is intensive speaking goes one step beyond imitative to include any speaking ability that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

Responsive is a good deal of student speech in the classroom is responsive short replies to teacher or student-initiated question or comment.

4) Transactional (dialogue)

Transactional (dialogue) is transactional language, carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

Interpersonal is the other form of conversation mentioned in the previous chapter was interpersonal dialogue

6) Extensive (monologue)

Extensive is students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries.

The Difficulties of Speaking Ability According to Brown, suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc. all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Ability Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and correlations. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as up, um, well, you, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency is one of the teacher tasks in teaching spoken English.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as would be explained below.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

2.5 Previous Research

Here are some previous research by a comparative study between extrovert and introvert on speaking ability on their research as following:

1. Gustriani,Yolla. A Comparative Study Between Extrovert And Introvert Student On Speaking Performance At State Senior High School 4 Pekan Baru. A Thesis English Department. Faculty Of Education And Teacher Training, State Islamic University Of Sultan Syarif Kasim Riau Pekan Baru. 2020. The writer took 35 students as the samples chosen by using Cluster Random Sampling. This research used quantitative approach and the type of this research was a causal-comparative. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine extrovert and introvert students, which consisted of 24 questions developed from indicators of extrovert and introvert and the questions adopted from Eysenck Personality Inventory. Then, the researcher used oral test to know students' speaking performance.

2. A Comparative Study between Extroverted and Introverted Students and Their Speaking Ability. Author: Rahmawati Silvia and Nurmayasari Eva. Source: Journal of English Education, Previous Research has demonstrated that to know the comparison of speaking ability of the sixth semester's extroverted and introverted students. The writer wants to compare who are better in speaking English between extroverted and introverted students. So, teachers can teach speaking skill effectively and efficiently based on their personality.
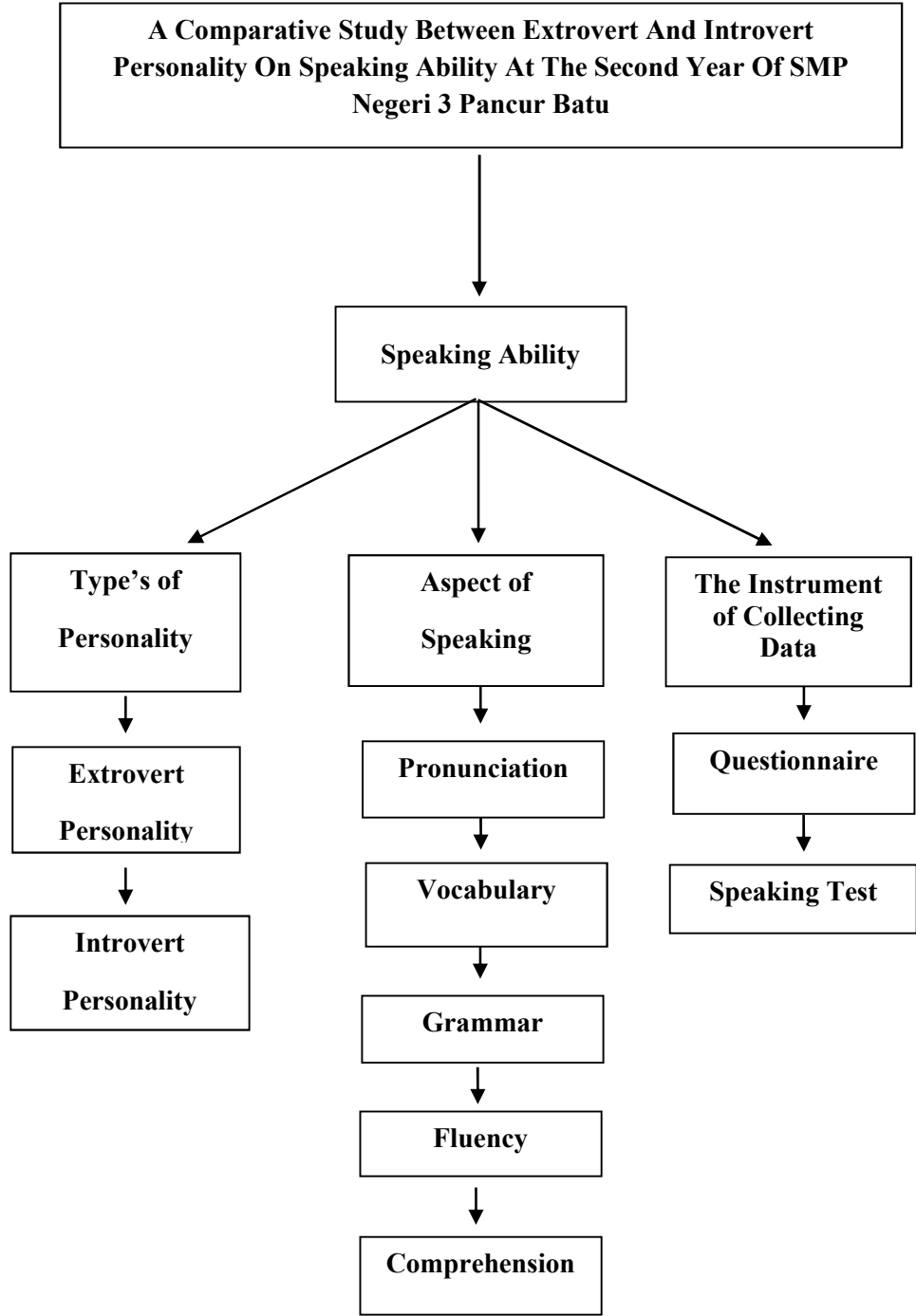
3. A Comparative Study Between Extrovert And Introvert Students On Their Speaking Ability (A Study Of English Department Students Of STKIP PGRI West Sumatra In Academic Year 2016/2017). Author: Yufebri Rahmadina, Siska, Mayuasti. Source: Journal of English Education, previous research has to determine whether there are significant differences between the speaking ability of students with extrovert personality and students who are introverted personality. This research is a comparative study, where Participation is a student majoring in English education for the academic year 2016/2017 at STKIP PGRI West Sumatra. The data collection technique is by Purposive Sampling method.

In this study, researchers took data in a way provide questionnaire sheets to students, especially in class 2016A and 2016B, amounting to 75 students to find out which students have personality extrovert and introvert. After knowing students with extrovert personality and introvert, the researcher calculates the value of the students' speaking ability.

The difference between my research and previous research is that it can be seen from the background of the study, where this research is based on an incident that I experienced directly in senior high school and this is the reason I wanted to make this research, in order to be able to answer what were the obstacles when I was in senior high school. The data I took was in the second grade of junior high school, totaling sixty students. The procedure of collecting the data and the technique of collecting data are also different from previous research.

2.6 Conceptual Framework

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test "It means speaking should be produced by learner as output after learning listening and reading. In terms of education, personality type can affect the way teachers teach, the way students learn, the way people communicate and work in team.

There are two types of personalities based on dimensions of attitude: Extrovert and Introvert personality. Students' achievement in speaking as a measurement of successful in teaching and learning process needs to know. To measure that, there are some indicators of speaking that have to achieve by the students in learning. They are pronunciation, grammar, vocabulary, function, and fluency. In order to solve this problem, the researchers use instrument of collecting data, they are questionnaire and speaking test. In addition, the writer provides the conceptual framework of this research in figure below:

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┌─────────────────────────────────────────────┐
│   A Comparative Study Between Extrovert And   │
│  Introvert Personality On Speaking Ability    │
│     At The Second Year Of SMP Negeri 3        │
│               Pancur Batu                     │
└─────────────────────────────────────────────┘
                      │
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        ┌──────────────────────────┐
        │     Speaking Ability      │
        └──────────────────────────┘
          /           │           \
         ▼            ▼            ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│   Type's of  │ │  Aspect of   │ │The Instrument│
│  Personality │ │   Speaking   │ │of Collecting │
│              │ │              │ │     Data     │
└──────────────┘ └──────────────┘ └──────────────┘
       │                │                │
       ▼                ▼                ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│   Extrovert  │ │ Pronunciation│ │Questionnaire │
│  Personality │ │              │ │              │
└──────────────┘ └──────────────┘ └──────────────┘
       │                │                │
       ▼                ▼                ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│   Introvert  │ │  Vocabulary  │ │Speaking Test │
│  Personality │ │              │ │              │
└──────────────┘ └──────────────┘ └──────────────┘
                        │
                        ▼
                 ┌──────────────┐
                 │   Grammar    │
                 └──────────────┘
                        │
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                 ┌──────────────┐
                 │   Fluency    │
                 └──────────────┘
                        │
                        ▼
                 ┌──────────────┐
                 │ Comprehension│
                 └──────────────┘
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Conceptual Framework A Comparative Study Between Extrovert And Introvert Personality On Speaking Ability At The Second Year Of SMP Negeri 3 Pancur Batu.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research used descriptive quantitative method. According to Sugiyono (2018: 15) "it is called a quantitative method because the research data is in the form of numbers and the analysis uses statistics". According to Siregar (2016: 107), the problem-solving procedure in the descriptive research method is to describe the object of research at the present time based on the facts as they are, then analyzed and interpreted. This research is a type of method for researching a population that can be randomly sampled into small groups using an instrument to find out which hypothesis is correct based on the research.

3.2 Population and Sample

3.2.1 Population

The population of this research is the second year students of SMP Negeri 3 Pancur Batu. The population consists of 180 students distributed in six parallel classes. VIII –A until VIII-F and each class consist of 30 students. The writer chooses at the second year of junior high school in academic year 2020/2021 in SMP Negeri 3 Pancur Batu.

3.2.2 Sample

The total of sample was 60 students from the population of the second year students. The researcher chose two classes. The writer will be taken sample from classes VIII-A and VIII-F. The students will be classified in two groups.

3.3 The Instrument of Collecting Data

In this research, the writer used two instruments; they are questionnaire and speaking test. The questionnaire is listed to characterize students. The function of questionnaire is to know the type of student's personality. The questionnaire consists of 20 questions.

Every question has a score in order to categorize students whether they are introvert or extrovert. The writer measured extrovert and introvert student's speaking ability using speaking test. The speaking test that writer used is the scores of extrovert and introvert speaking students in the second year of SMP Negeri 3 Pancur Batu.

3.4 The Procedure Of Collecting Data

In this study the writer used take several steps to obtain the required data.
The following is the data collection procedure:

1) Giving questionnaires to eighth grade students to categorize extrovert and introvert students.

2) Giving speaking test for used is the scores of extrovert and introvert speaking students in the second year of SMP Negeri 3 Pancur Batu

3) Test assessment by collecting questionnaires and the results of the student's speaking test documentation

3.5 Scoring The Test

This researcher used some procedures before doing the test. In the first meeting, the researcher explained the material related to recount text, such as; the grammar used in the text and structure of the text. The researcher also asked the students to make their own recount text

and the topic was related to their past experience. In the second meeting, the researcher asked the students to deliver their recount text about their experience.

Speaking Scoring Component by Douglas (2001)

No	Scoring Aspect	Scale	Criteria	Indicators
1.	Pronunciation	17 – 20	Very Good	It was few traces of the foreign accent
		13 – 16	Good	Always intelligible though one is conscious of definitive
		9 – 12	Fair	Pronunciation problems necessitate concentrated
		5 – 8	Poor	Very hard to understand because of pronunciation, must frequently is askes to repeat
		0 – 4	Very Poor	Pronunciation problem so ever as to make speech virtually unintelligible
2.	Accent	17 – 20	Very Good	Native pronunciation with no take of foreign accent
		13 – 16	Good	There is no conspicuous mispronunciation, but would not be taken from native speaker
		9 – 12	Fair	Marked foreign accent and occasionally Mispronunciation
		5-8	Poor	that do not interface with understanding foreign accent requires concentrated listening and mispronunciation lead to occasionally misunderstanding and apparent errors in grammar as vocabulary
		0 – 4	Very Poor	Frequently gross errors and very heavy accent make understanding difficult requires frequent repetition
3.	Grammar	17 – 20	Very Good	Make few (in any noticeable) errors of grammar word order

		13 – 16	Good	Occasionally make grammatically and/or word order errors, which do not, however obscure meaning
		9 – 12	Fair	Makes frequent errors of grammar word order which occasionally obscure meaning
		5 – 8	Poor	Grammar & word order errors make comprehension difficult. Most of tent rephrase sentence and/or restrict him to basic pattern
		0 – 4	Very Poor	Errors in grammar and word order as severe as to make speech virtually intelligible
4.	Vocabulary	17 – 20	Very Good	Use of vocabulary and idioms is virtually that native speaker
		13–16	Good	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequate vocabulary
		9 – 12	Fair	Frequently uses the wrong word conversation some what limited because of in adequate vocabulary
		5–8	Poor	Misuse of word and limited vocabulary make
		0 – 4	Very Poor	Vocabulary limitation so extreme as to make conversation virtually impossible
5.	Fluency	17 – 20	Very Good	Speech as fluent and effort less as that of native speaker
		13 – 16	Good	Speed of speech seem to be slightly affected by language problem
		9 – 12	Fair	Speed and fluency are rather strongly by language problem
		5 – 8	Poor	Usually hesitant often

				forced into silence by language limitation
		0 – 4	Very Poor	Speech is a halting and fragmentary as make conversation virtually impossible

Speaking Rubric

A. Fluency

1. Speaking with many pauses

2. Speaking too slowly

3. Speaking generally at normal speed.

4. Speaking fluently

B. Pronunciation

1. Speaking words incomprehensibly

2. Speaking with incorrect pronunciation but still understandable

3. Speaking with several incorrect pronunciation

4. Speaking with correct pronunciation

C. Accuracy

1. The serious errors present in speech makes the message difficult to   understand

2. The errors present in speech would frequently create confusion

3. The speech is still understood although it consist of many errors

4. The errors present in speech are less so that the message would be easily comprehended

D. Clarity

1. Often mumbles or cannot be understood, more than one mispronounced words

2. Speaks clearly and distinctly most of the time, no more than one mispronounced

3. Speaks clearly and distinctly nearly all the time, no more than one mispronounced

4. Speaks clearly and distinctly all the time, no more than one mispronounced

E. Performance Skill

1. Speaking in volume which is almost inaudible, and not communicative

2. Mumbling and less communicative

3. Speaking in soft voice, but can be understood and communicative enough

4. Speaking clearly and loudly and communicative

Quantitative Forms

Very Good	80 –100
Good	60 – 80
Fair	40 – 60
Poor	20 –40
Very Poor	0 – 20

3.6 The Validity and Reliability of the Test

The validity and reliability show how well a test is. These two factors will be fulfilled by a test before it is used to derive valid data in research. The establishment and procedure of all aspect is discussed in following part:

3.6.1 The Validity of the Test

According to Arikunto (2006:168) validity is the measurement which shows the levels of validity of instrument. In addition, Wallace (1998:36) states that validity means testing what you

are supposed to test, and not something else. It can be concluded that an instrument said to be a valid instrument if it can reveal the data of the studied variables appropriately.

It can be said that validity of a thesis to extend to which the test measures what will be intended to measure. There are three types of validity: (1) content validity, (2) criterion validity, and (3) construct validity. This study will be use content validity. Content validity refers to extent to which a test measures a representative sample of the subject or the behavioral changes under consideration. It means content validity concerns with how well the test measure the subject and learning outcomes covered during the instruction period.

3.6.2 According to Arikunto The Reliability of the Test

Reliability is one of the characteristic of good test. Arikunto (2006:178) says that reliability shows an instrument that can be trusted used as a tool of collecting the data because it is already well enough. A good instrument will not be tendentious directing the respondent answers. If the data appropriate to the fact, the result will be the same, although it is exercised many times.

Arikunto (2006:189) recommends formula in computing the reliability of instrument of research by using Kuder Richardson 21 formula (KR21).

$$KR_{21}(r) = \frac{K}{K-1}\left(1 - \frac{M\,(K-M)}{KS^2}\right)$$

Where:

r   = Reliability of test

K   = Number of item test

M   = Mean score

S   = Standard deviation of the test score

The categories of coefficient correlation are as the following;

0.00-0.20   = the reliability is very low

0.21-0.40   = the reliability is low

0.41-0.60   = the reliability is fair

0.61-0.80   = the reliability is high

0.81- above   = the reliability is very high

3.7 The Technique for Analyzing the Data

    1. Collect the data from the scoring of the mawar and melati class

    2. Identify the score of the students who are being treated and who are not

    3. Compare the score

    4. Draw the conclusion