

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Speaking

2.1.1. The Concept of Speaking

The experts have put forward the speaking definition. Burns & Joyce (1997) said that speaking is an interactive process of meaning construction which includes receiving, processing, and producing, information. By using speaking, we can communicate with others to make good relationship and maintain our social relationship with other. According to Lazarton (2001), the capability to communicate verbally is the same as understanding the language given because speaking is the primary means of human communication. Speaking is the essential points in human communication. By speaking, we can have interaction with other people.

Speaking enables people to exchange thought and information between speaker and listener. The form of information could be a simple question and answer or a more complicated information such as having a debate. Chaney (1998) argued that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Moreover, Harmer (2001) stated that speaking is a skill which becomes the important part of daily life that is the way for people to create relationships human being.

2.1.2. Importance of speaking

Speaking is a versatile skill which is useful in many places, such as school, job interview, even for traveling since people often say that English is a lingua franca of the world. The ability to speak English is deemed to be necessary to have by most multi-nation company and organization. Liao (2009) stated that to be the best speaker the English students have to master all of the components.

2.1.3. Good speaking criteria

There are aspects that we can use to determine how good someone speaking skill is, as well as some criteria that must be met. These criteria can be in linguistic terms, psychological terms, or social terms. A good speaker synthesizes this array

of skills and knowledge to succeed in a given speech acts. Florez (1999) highlights the following skill underlying speaking, they are:

1. Using body language
2. Using grammar structure accurately
3. Producing sounds. Stress patterns, rhythmic, structures, and intonations of the language
4. Assessing characteristic of target language including shared knowledge, status and power relations or differences in perspective
5. Applying strategies to enhance comprehensibility, such as emphasizing keywords and rephrasing, or checking for listener comprehension
6. Selecting vocabulary which is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs
7. Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar and structure to maximize listener comprehension and involvement

As cited in Kline (2004), Cattell and Kline discovered that different personality traits outperformed one another at various educational levels. Mild extraversion performed well in primary school, but nervous introversion performed best in secondary and university.

2.2. Personality Traits

The definition of personality in its simplest form is: an individual's distinctive behavior, habit, nature, and character. The success or failure of students participating in academic activities at university level depends on their personality Hakimi et al., (2011); Prakash, Singh, & Yadav (2016). Many research found a significant association between introversion and extraversion and speaking ability in language learning oral assessments, as cited in Qomarudin (2010). Qomarudin also mentioned that there are a variety of theories in learning a second language that suggest that personality variables might affect an individual's learning achievement.

2.2.1. Extroversion

Extroverts are described as having a diverse range of interests, being proactive in their work and relationships, are sociable, and have a strong sense of self-expression. According to research, extroverts enjoy events such as classroom discussions, group projects, and opportunities to engage with the teachers, and brainstorming or discussing ideas. A subject is said to be extroverted “when he gives his fundamental interest to the outer or objective world, and attributes an all-important and essential value to it according to Jung in Kaewkatorn and Lynch (2014). Extroverts tend to interact with their surroundings and focus their energy on their outward behaviors. Active experiences are so crucial to extrovert learners that they usually begin any assignment with little forethought, then become aware of their error to enhance their assignments.

2.2.2. Introversion

Introverts tend to engage in activities such as listening and reflection before responding to questions from the teachers and prefer writing as a means of communication and contemplation as a means of working out ideas. Generally, this is also their preferred way of learning and they perform best when given time to reflect and process before participating in classroom activities, while extroverts need a high degree of stimulus to stay engaged. Jung in Kaewkatorn and Lynch (2014) stated that introverts language learners spend the most of their time focusing their efforts on their internal environment; they tend to think and reflect. They are more perceptive of their surroundings and take time to think before acting in order to reduce mistakes. They are able to think clearly and generate more ideas when they are by themselves and uninhibited by other people or events.

2.2.3. Myers-Briggs Type Indicator

The researcher used MBTI test to determine the personality traits of the participants. MBTI test is widely used because its accuracy and its simplicity. MBTI test has 4 different scale to measure individual namely *extrovert vs introvert*, *sensing vs intuition*, *thinking vs feeling*, *perceiving vs judging*. Isabel Myers and Katharine C. Briggs invented this method to indicate personality trait of individual based on a book titled Personality Types by Carl Jung 1923. MBTI test does not

determine whether or not a certain personality trait is better than one another because all personality traits are unique in their own way.

2.3. Previous Study

Previous study is the result of previous researcher's research linked to this subject. Some researchers are interested in researching the "challenges and strategies" that pre-service teachers face when practicing their speaking skills.

The first researcher is Arifin (2017) titled "*Psychological Problems and Challenges in EFL Speaking Classroom*". The researcher performs qualitative research by conducting a library investigation based on personal observations of a speaking class. It tries to raise psychological issues related to classroom speaking. Less confidence, speech anxiety, and low self-esteem are prevalent problems in the classroom that affect both teachers and students. The researcher determined that the speaking class was beneficial because the lecturer truly understood the process by which the students' competence flowed.

The second researcher is Shen (2019) titled "*EFL Students English Speaking Difficulties and Strategy Use*". The quantitative instrument used by the researchers is a five-level likert-scale questionnaire. It aims to investigate the factors that contributed to EFL students' speaking challenges, as well as the strategies they employed to improve their English skill performance. The findings revealed that psychological issues are the most critical, followed by linguistic issues and environmental issues. For the methods, students practice pitch, pronunciation, and intonation, participate in English social activities, and use body language to improve communication.

The third researcher is Abrar et al (2018) titled "*“if our English isn't a language, what is it?” Indonesian EFL student teacher challenges speaking English*". A phenomenological study including demographic surveys and semi-structured interviews was used by the researchers. It attempts to capture the

experiences of Indonesian EFL students and teachers in speaking English. There are eight students among the participants. The data was categorized into themes and sub-themes by the researchers, which included language hurdles, psychological factors, learning environment, and language practice. According to the findings, all main topics and sub-themes looked to be tightly interconnected.

The similarity between the previous research and this research is the focus of the research is speaking challenges. While the difference is the subject of this research is students with different personalities and various challenges occurred by each personality trait.