

CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is a productive skill in learning a language. Speaking is an easy method of communicating to convey information. According to Nunan (2003) that speaking is the ability that a person has in producing a language orally. Speaking is one of the difficulties most often faced by students in learning English, as stated by (Khairunnisa, 2018, p.548) mastering the ability to communicate in English is very important in this digital era, because students can have great opportunities to interact and experience more widely. But in reality, most Indonesian students find difficulties to communicate in English (Devy, 2016, p.143)

One of the factors that influenced students in learning a language is students' personality. It can be seen that each student has their uniqueness or characteristics, therefore the process of student' success in learning the language will be different. Pashler & Bjork (2008) discussed that students will learn more easily and achieve their learning targets if based on their personality. Because as (Dörnyei, 2005,) stated that personality has an impact on students' ability to learn. So, it can be understood that personality has a role that influences students' behavior in learning, especially in communication, so that it has an impact on their speaking performance in classroom activities.

Personality is everything related to a person's style of behavior. It refers to thought, emotions, and the way they behave. So, everyone has a different personality to explain their traits. And that is what causes each person has own uniqueness, Dörnyei (2005). According to Jung's theory cited in Medina (2014, p.1), there were two types of personalities based on dimensions of attitude, which were extrovert and introvert personality. An extrovert was known as open-minded, talkative, expressive, and risk-taker (Parkinson, 2004), an extrovert was easily connected to the surrounding environment, so they have more energy to interact and express (Zack, 2010, p.10). And those factors made them easier to interact and socialize with many people, thus making them prefer to work with a lot of people. Meanwhile, according to Jung's theory an introvert was calm and quiet, it was because the personality tends to do something alone (Eysenck, 2006, p. 293). They prefer to do many things personally rather than work with a lot of people.

In the English-speaking learning process, an extrovert was known as sociable and talkative, so it makes them more active and expressive in English-speaking activities. It was because as Adamopoulos (2004) stated that extrovert people have a tendency to always communicate, therefore extrovert learners can interact more with another learners each other, Omar (2015, p. 3). Unlike the case with introvert learners who rarely spend their time expressing themselves in front of many people, so that it makes them more often passively involved, rarely asked a question, and speak only when the teacher demands them to answer the question or participate in the class discussion. Similarly, Hakim (2017, p. 24) showed that

introverted learners often feel shy and as make them talk-less during the learning process in class.

Based on some of the points above, in the preliminary research results by an interview with the teacher, it was found that most students who were known to have an introverted personality, such as who rarely socialize with their friends, and talk less inside or outside the class were students who also looked passive when interact using English in the class.

R : *Bagaimana Ibu mengenali siswa yang introvert di kelas?*
(How do you know introvert students in the class?)

T : *..... mulai dari cara belajarnya, bergaul dengan teman-temannya di kelas ataupun luar kelas. Jadi ada memang beberapa siswa saya yang tidak terlalu sering berinteraksi dengan teman-temannya, bahkan di kelas pun juga jarang terlihat aktif. Dan bahkan ada yang memang jarang sekali berbicara, termasuk dengan saya sebagai gurunya.*

(.....from the way they learn, hanging out with their friends in class or outside the classroom. So there are some of my students who rarely interact with their friends, even in class they rarely appear to be active. And some even spoke very rarely, including with me as their teacher.)

R : *Lalu, apakah semua siswa introvert di kelas Ibu mengalami kesulitan ketika berinteraksi atau belajar bahasa Inggris, terkhusus di kelas speaking?*

(Then, do all the introvert students in your class have difficulty interacting or learning English, especially in the speaking class?)

T : *Tidak, tidak semua. Ada beberapa yang mengalami kesulitan ketika disuruh berbicara di depan kelas, namun bisa berdiskusi dengan temannya. Ada juga yang lebih senang kerja sendiri. Dan ada yang memang jarang sekali terlihat aktif, baik itu kerja kelompok atau sendiri. Cuma memang kebanyakan selama saya perhatikan, mereka lebih bisa fokus belajar sendiri, atau memang kerja kelompok yang isinya 2-3 orang saja.*

(No, not all of them. There are some who have difficulty when asked to speak in front of the class, but can discuss it with their friends. There are also those who prefer to work alone. And there are those who are rarely seen active, whether it's working in groups or alone. But, as long as I pay attention to them, they are more able focus on studying on their own, or indeed work in groups include of 2-3 people)

Based on the interview, it was also stated that some of them had difficulty in speaking English, some of them were not confident when asked to speak in front of many people. According to Afshar & Asakereh, (2016), it can happen because introverted learners did not like spontaneous situations, it triggered them for making mistakes. Same as (Hakim, 2015, p.439) stated that most of them were afraid if they have to perform in front of a lot of people. On the other hand, teachers also got confused and have difficulty with the teaching-learning process which was appropriate for introverted learners which can involve them actively, so they can achieve the target.

R : *Jadi selama Ibu mengajar di kelas speaking ini, apa kendala yang paling sering Ibu temui terhadap siswa-siswa introvert ini?*

(So while you were teaching in speaking class, what are the most frequent obstacles you encountered with these introvert students?)

T : *Berdasarkan pengalaman saya, sebenarnya saya lebih merasa bingung ya bagaimana membuat siswa-siswa ini untuk lebih terlihat aktif di kelas, karna kan pelajarannya speaking, keaktifan mereka di kelas juga akan mempengaruhi kemampuan English speaking mereka, jadi bukan hanya sekedar teori saja. Bisa karna terbiasa kan.*

(Based on my experience, I actually feel more confused about how to make these students look more active in class, because the lessons are speaking, their activity in class will also affect their English speaking skills, so it's not just theory. Practice makes perfect, right?)

Based on those statements, it can be understood some introverted students have problems in speaking English in the classroom, and it caused students to have an obstacle during the English speaking learning process, and teachers got difficulties in determining the appropriate learning so that introverted students can be involved in speaking class actively.

To strengthen the research material on introvert learners, there have been several recent studies examining that concern on introvert learners. (Lestari, Sada, & Suhartono, 2015) argued that introverted students need sufficient time to complete their work and to think before answering a question. They need teachers who allow them to think to process their thought. The introverted students will feel more comfortable if they speak moderately and were based on their desires or voluntarily. Hiouani (2016, p.2) also stated that introverted learners often having difficulties in tasks orally. They need a long time to process their ideas, so they can convey their ideas well to their friends and teachers in class. (Septianah, Susilawati, & Supardi, 2019) revealed introvert personality has very little contribution in speaking activities, more often passive, and rarely give comments or asked questions in class. They will speak if the lecture invited them to participate in the discussion. Thus, these studies showed that introverted learners need to be examined to solve their problems in speaking activities.

Based on the previous studies that explained several points about the difficulties faced by introvert learners in speaking English, so one of the solutions to overcome these problems, by analyzing the introvert learners' needs in the learning process. Need analysis was needed to identify learners' requirements or needs about which aspects that they need to develop. Kaur (2007) described needs analysis help teachers to carry out the learning process because it was based on the type of assignments, materials, and other supporting things that were appropriate to the needs of students.

Some recent studies related to need analysis in ELT. First, the study entitled Needs Analysis of Academic-English Speaking Material in Promoting 21st Century Skills by Menggo, et al (2019). The object of the research was to analyze the types of learners' target needs and learning needs for material development in the academic English-speaking course. Second, entitled Using Needs Analysis to Develop English Teaching Materials in Initial Speaking Skills for Indonesian College Students of English by Andi & Arafah (2017). This study at confirming the usefulness of a needs analysis to develop well-designed teaching materials. Third, the study entitled A Needs Analysis for English Speaking Syllabus Development by Dewi Yana (2016). The study identified the students' needs in learning English speaking to promote speaking syllabus development. From the result of those studies, the teachers can evaluate the learning process. Furthermore, English teaching-learning process will run effectively if analyzed the needs of the learners.

So it can be understood that need analysis has a very important role in language learning. It will be useful for teachers and students. Related to this study, Richards also (2001) mentioned that every student has a different character, so students have different language needs, therefore kind of teaching must also be appropriated to their needs. Therefore, the researcher decided to conduct a research need analysis related to introvert learners in English speaking activity. Within this need analysis, can find the needs which were appropriate for introverted students in speaking English, and also make it easier for teachers to determine the appropriate learning in the class.

B. The Problem of the Study

Based on the description of the background of the study stated above, the problems of the study were formulated as following:

- a. What is the target needs for introvert learner in English speaking activity?
- b. How is the learning needs for introvert learner in English speaking activity?

C. The Objective of the Study

Based on the problems study above, the objectives of the study were:

- a. To analyze out the target needs for introvert learner in English speaking activity
- b. To explain the learning needs for introvert learner in English speaking activity

D. The Scope of the Study

To get a maximum result, the researcher provided a limitation on this research. This research conducted at SMP-IT Hikmatul Fadhillah where this school has specific English purposes, such as grammar, vocabulary, reading, writing, listening, and speaking subject taught separately. To facilitate this research, this study only focused on speaking classes in grade nine. Then, based on the problem of study, this research only focused on introvert students' need analysis which were necessities, lacks, wants, and learning needs.

E. The Significance of the Study

The researcher expected the results of this research provided contributions to language teaching and learning, both theoretically and practically:

- a. Theoretically, this research can be used as a basis information about the differences of students learning needs based on students personality in English speaking activity.
- b. Practically, the findings were useful for:
 1. English teachers, can add more information about the importance of understanding students' personalities for the English speaking learning process. And it can be an overview of how to conduct English language learning based on students needs, and teach speaking with the different personalities of students in the classroom.
 2. Students, especially for introvert students to improve their courage and ability to speak English
 3. Other researchers, can be used as material for further research which has interrelated research.

THE
Character Building
UNIVERSITY