

Danti Fadiah S - Article

by Cek Turnitin

Submission date: 29-Feb-2024 10:44PM (UTC+0700)

Submission ID: 2307950385

File name: EXTROVERT_LEARNERS_SMPN_1_SUKODONO_IN_SPEAKING_PERFORMANCE.docx (185.41K)

Word count: 6135

Character count: 34340



Investigating Issues Faced by Extrovert Learners SMPN 1 Sukodono in Speaking Performance
Menginvestigasi Masalah yang Dihadapi oleh Pelajar Ekstrovert SMPN 1 Sukodono dalam Penampilan Berbicara

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Februari, 2024

Investigating Issues Faced by Extrovert Learners SMPN 1 Sukodono in Speaking Performance

[Menginvestigasi Masalah yang Dihadapi Pelajar Ekstrovert SMPN 1 Sukodono dalam Penampilan Berbicara]

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Abstract. *This study conducted with the aim to the tendency of issues faced by learners in speaking performance and find out how well learners do in speaking performance. This study is a descriptive qualitative study that used the 'Big Five Personality Traits' to determine students' personality. The information about the issues faced by the learners gained from questionnaire, interview, observation, and speaking test. Extrovert personality determined from the aspects of cognition and behavior which are the core of each individual's structure. There were 18 students indicated as extrovert. The result of this study explained that there were some issues faced by extrovert learners in linguistics factor that became the main factor. The most influential factor for speaking success were learners' readiness and managing better strategy for speaking, built immersive speaking activities approach, being opened about new topic, and gave encouraging and supportive feedback to each other.*

Keywords: Issues faced by learners, Extrovert, Speaking Performance

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Abstract. *Penelitian ini dilakukan dengan tujuan untuk mengetahui kecenderungan masalah yang dihadapi siswa dalam performa berbicara dan mengetahui seberapa baik siswa dalam performa berbicara. Penelitian ini merupakan penelitian kualitatif deskriptif yang menggunakan 'Big Five Personality Traits' untuk mengetahui kepribadian siswa. Informasi tentang masalah yang dihadapi oleh siswa diperoleh dari kuesioner, wawancara, observasi, dan tes berbicara. Kepribadian ekstrovert ditentukan dari aspek kognisi dan perilaku yang merupakan inti dari struktur setiap individu. Terdapat 18 siswa yang terindikasi ekstrovert. Hasil dari penelitian ini menjelaskan bahwa ada beberapa masalah yang dihadapi oleh pelajar ekstrovert dalam faktor linguistik yang menjadi faktor utama. Faktor yang paling berpengaruh terhadap keberhasilan berbicara adalah kesiapan pembelajar dan mengatur strategi yang lebih baik dalam berbicara, membangun pendekatan kegiatan berbicara yang mendalam, bersikap terbuka terhadap topik baru, dan saling memberikan umpan balik yang mendukung satu sama lain.*

Kata Kunci: Masalah yang dihadapi pelajar, Ekstrovert, Penampilan Berbicara

I. INTRODUCTION

One of the purposes of speaking in language learning is used as a tool to communicate with others. In one specific community, language is a tool through which people express their identity as distinct from another. In order to communicate or talk with others, speaking might cause people to develop words and sentences. In English language learning specifically, each learner has the ability to produce English words in relation to their English language abilities, both in order to written and spoken communication. An utterance is formed of one or more words that are spoken together deliberately or which express a coherent thought [1]. Gustriani stated that the learners should be able to use the English language effectively in order to perform better in terms of communication [2]. However, due to the limitations of some learners in the ability to speak and communicate, those ideas and informations are not conveyed effectively. Speakers, with their utterances ironically tend to say something false, tell a lie, and mislead their listeners [3]. This is what distinguishes one from another in perform. This is also reinforced by Santoso & Taufiq regarding the combination of the use of language and speaking ability to have an impact on the listener [4].

Despite sex, age, nationality, or the amount of time spent learning a language, personality traits cannot be quantified or evaluated in the same way because personality judge is subjective and tend to be invisible [5]. People's characteristics, particularly their way of thinking, feeling, and behaving, can be influenced by their personality [6]. Relating to language learning, personality takes a significant influence due to its value in determining how well learners in learning. According to Rahayu, students individually capture and process the information received differently and this is the determining value in understanding learning by looking at their personality type [7]. So that, personality becomes one of the success factors in creating, processing and conveying ideas especially in speaking performance.

Chen et al. pointed that extroverts are typically portrayed as being outgoing, enjoying social events, having friends, needing company, and disliking alone study [8]. While according to Paradilla et al., people with introvert personality are typically tends to be more reflective, less outgoing, shy, and involved in less social activities [6]. In dealing with a problem, Cain stated that extroverts in contrast to introverts who favor action over reflection, risk-taking over doubt [9].

Based on preliminary research conducted at SMPN 1 Sukodono, there are differences between the extroverted and introverted learners. From the interview results obtained from the English teacher at the school, it was known that learners with extrovert personality were described as talkative, enjoy to interact and socialize with classmates, friends outside the classroom and teachers. They tend to be more expressive and as they were in conveying what they want to convey, whether it was during learning activities or outside of it. While they were conducting the speaking performance, the extrovert learners were slightly confident to deliver their words into the speaking performance and giving their opinions. However, there were moments when some extrovert students sometimes had difficulty in delivering their words during the discussion class and speaking performance. It all occurred because it was based on the effect of the personality, the traits, and the attitude they had.

Related to this study, the researcher found some previous studies about speaking. Speaking, according to Bailey is a productive oral competence that takes place in the present and involves creating orderly spoken utterances to express ideas [10]. In language learning, specifically in speaking, the language should be able to be produced by the learners as well as spoken. Therefore, speaking as one of the core skills in learning English as a second or foreign language is one of the key measures of language learning. In purpose as a productive oral competence, speaking aids in maintaining social communications while delivering and receiving information. Another theory about speaking, Mohammed stated that producing and receiving information is a part of the interactive process of generating meaning that takes place when speaking [11]. Every individual must be able to apply the proper words with the proper pronunciation, create the proper utterances and choose their diction while speaking. Derakhshan et. al. said that getting the chance to speak will require a lot of organization and planning [12]. Accordingly, speaking is one of the complex skills to learn in English language learning because it requires attentiveness and specific skills. The ability to master in speaking must be mastered by the learners as it is known that English as the foreign language in language learning.

Performance refers to an outcome resulting from the behavior of an individual [13]. Performance in society today entails opportunities for practice, picking up culturally appropriate mannerisms, and adapting and carrying out one's life duties in response to social and individual contexts [14]. Individuals' varying levels impact the outcomes of their performance as they do. In the context of language, the form of performance is through verbal communication. The outcomes of speaking performance will vary depending on the performer's experience if this is correlated to a certain level of each individual. In another form, performance is seen from one's proficiency and mastery of a language. Along with this, there is also how a person utilizes the knowledge and experience to develop a particular language [15]. Due to the performance, there are some lacks and problems faced by the performer, i.e. linguistics problems, vocabulary, grammar, pronunciation, psychological issues, lack of self-confidence, and anxiety [16]. These problems are considered less able to build an individual's behavior to achieve qualified results. Regarding to speaking, it defines that speaking is a real-time productive oral skill that requires organizing spoken words to communicate ideas [10]. This means that speaking performance involves activities that are done by the oral communication in class.

Speaking is considered as one of the most important skills in English to be achieved. Through learning, students can gain an understanding of how to speak correctly and appropriately. To achieved the understanding of speaking, there are some aspects such as vocabulary, grammar, accuracy, and fluency, complexity, and pronunciation [17]. Also, according to Leong and Ahmadi, the characteristics of speaking performance are fluency and accuracy [18]. It can be said that the characteristics of speaking performance included fluency and accuracy which includes vocabulary, structures, grammatical structure, and pronunciation. In speaking performance, according to Brown, there are six categories that can be used for oral production, which are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue) [19].

Speaking can be said to be effective if the speaker fulfils several factors. According to Fitriani et. al., these linguistics and psychological factors are subset where not all individuals as speakers can fulfil one of these factors or even both of them [16]. Linguistics factor, also by Fitriani et. al., grammatical structure, vocabulary, and pronunciation (accuracy) are one of the main problems in speaking and followed with fluency. Foreign learner outside the speaking class tends not to hone their speaking skills much and this goes hand in hand with their psychological factors. The psychological factors, according to Ariyanti, become significant and crucial aspects when it comes to how learners perform second or foreign languages, particularly in the speaking domain [20]. According to Haidara, in his study he stated "The tendency of psychological problems that are often experienced by students is the fear of making mistakes, feeling embarrassed, feeling doubt, and lack of self-confidence." [21]. Hence, learners in the scope of the speaking are lacking in one of these factors. From the theories above, each of the two factor has a significant role in the success of speaking performance.

Human beings as individuals have different tendencies to act or determine things for their lives. According to Jung & Beebe, an individual's personality is formed from his basic traits that are psychologically formed. [22]. Schultz & Schultz also stated personality as the way an individual organises and makes life decisions through a series of

behavioral and emotional characteristics that are caused by environmental patterns [23]. Jung & Beebe divided personality into two types, extrovert and introvert. In Goldberg's theory of *Big Five Personality Traits*, human as individuals differentiated from one another by their opposing traits. Goldberg divided the personality traits into: (1) openness, (2) conscientiousness, (3) extraversion, (4) agreeableness, and (5) neuroticism. Numerous terms relating to personality are covered by these "Big Five". Being responsible, persistent, and well-organized are traits of conscientiousness. An individual's helpful, cooperative, and nurturing attitude is referred to as agreeableness. Unlike neuroticism, emotional stability describes a person's propensity to be tense, anxious, sensitive, and insecure. An individual's artistic ability and refined taste are reflected in their openness to new experiences. Extraversion is a personality type that characterized a person's outgoing and vivacious disposition.

Thomson defined extrovert as a personality that is interested in what is happening in the outside world and tends to participate in interacting in it [24]. In other terms, a person with extrovert personality said to be sociable, absorb their energy from interacting with many people and followed by talkative behavior. According to Witt & Dogde, the extroverts, they will speak reflectively rather than thinking first because their external source is a judgement for them on what has been stated [25]. Hence, Goldberg stated their reflective nature that makes the extroverts tends to be highly expressive [26]. From the theories above, it can be concluded that extrovert is a type of personality that tends to be more expressive, socialising well, likes to spend time with others, and tends to receive information and ideas based on the external world.

To measure the originality of this study, there are several previous studies found by the researcher. A study conducted by Emirza & Sahril entitled "An Investigation of English Speaking Skills Performance of Introvert Students in Speaking Class" [27]. This study used a qualitative approach and case study design to investigate the affect of introvert personality of students on English speaking skills performance. The researcher found that there was a tendency for students' introverted personality to influence their speaking performance, including lack of self-confidence and feel depressed (psychological factor) and several students also faced linguistics problems, such as vocabulary, grammar, and pronunciation. Another study was also conducted by Paradilla et. al. entitled "The Students' Extrovert and Introvert Personality Toward Speaking Performance" [6]. This study used a qualitative approach and case study design. It was found in the study that in speaking performance, the extrovert and introvert students faced the same difficulties in linguistics such as mumbles a lot, mispronouncing word, showing hesitation. It also found that some extrovert and introvert student were good enough in self-confidence, gesturing, and eye-contacting. The study concluded that both personalities did not affect success in speaking performances.

This study conducted by the researcher in order to investigate the speaking performance issues the learners faced and to find out between psychological factors or linguistic factors towards second grade learners in speaking performance that had a significant influence on it. This study was significant to conduct because theoretically provided information toward learners in managing better strategy to help themselves to prepare for speaking performance through the problem they faced. Through these issues, the researcher was particularly interested in undertaking a study entitled "Investigating Issues Faced by Extrovert Learners SMPN 1 Sukodono in Speaking Performance".

II. RESEARCH METHODOLOGY

Related to the title, this study used a qualitative approach with descriptive design. According to Creswell, qualitative is a method of collecting data by making observations of phenomena, behaviour, and social problems that occur [28]. Case study, also according to Creswell refers to an analysis approach that researchers use to construct a thorough examination of a case involving an event, activity, process, or one or more persons [28].

The sample was taken from second grade class of K class as many as 18 students that identified as Extrovert by taking personality questionnaire at the beginning. This class was taken as a sample for this study because the majority of students in this class actively participated in learning that involved class discussions during English language learning and based on class observations made and a brief interview with the teacher concerned, it was found that this class had the largest number of students with extroverted personality among the other classes.

Data Collection and Technique

In collecting the data, this study used questionnaires, interviews, and observation to gather the information of learners' speaking skills through speaking performance. The guidelines of the collecting data followed as follows:

Questionnaire

At the beginning of collecting the data, the learners were taken 35 numbers of personality questionnaire and it was used to find out the learners' personality, whether it was extrovert or introvert. The questionnaire was used 'Big Five Inventory' which determined how the formation of personality through the traits that each learner had. The type of questionnaire that used in collecting the data was close-ended questionnaire. Learners were asked to give a check mark between 1-5 on each item which in each scale determined the level of agreement of each statement listed, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. To calculate the questionnaire result, the researcher used reverse score for each item that was opposite, for example in Extraversion statement which said: *I have little to say* as opposed to extroverted personality and if learner chose 1, when calculated it will be reversed to

5. If learner chose 2, when calculated it will be reversed to 4. If learner chose 3, when calculated it will not be reversed because 3 was counted as neutral. If learner chose 4 or 5, when calculated it will be reversed to 2 or 1. Each item that has been ticked was averaged and referred to as the final result that determined whether learner had extroverted personality or not. While the items in Agreeableness, Conscientiousness, Neuroticism, and Openness were also totalled as many as seven items and from these obtained the average was calculated to get the final result that determined each extroverted learner's in-line behaviour in speaking performance. The questionnaire also added with Indonesian translation to avoid learners' misunderstanding when filling out the questionnaire.

Table 1. *Big Five Inventory Questionnaire*

No	Statement (Extraversion)	1	2	3	4	5
1	I easily get along.					
2	I am a big talker.		21			
3	I feel uncomfortable around people.					
4	I don't mind being the center of attention.					
5	I have little to say.					
6	I talk a lot of different people at parties.					
7	I don't talk time out of others.					
No	Statement (Agreeableness)					
1	I take care others' feeling.					
2	I have a great deal of interest in people.					
3	I belittle people.					
4	I don't like to draw attention to others.					
5	I respect others' opinions.					
6	I am not interested in others.					
7	I have no sympathy for others.					
No	Statement (Conscientiousness)					
1	I finish chores right away.					
2	I fail to put things back where they belong.					
3	I like to put off work.					
4	I make a mess of things.					
5	I do my duties structured.					
6	I am reliable in work.					
7	I can't be relied upon in any task.					
No	Statement (Neuroticism)					
1	I am easily stressed out.					
2	I am relaxed most of the time.					
3	I worry about things.					
4	I feel anxious easily.					
5	I get upset easily.					
6	I often feel insecure.					
7	I have frequent mood swings.					
No	Statement (Openness)					
1	I am insightful.					
2	I have difficulty in understanding abstract concepts.					
3	I have a favor on imagination.					
4	I do not enjoy learning new things.					
5	I don't have a good imagination.					
6	I am quick to understand things.					
7	I use difficult words.					

Interview

Interview data was collected by the researcher asked some related questions about learners' experience, obstacles, and habits in speaking. There were three main stages of the interview: (1) Speaking obstacles; (2) General topic knowledge; (3) Level of participation. Questions for the interview were adapted from related study about speaking skills problems [29].

Observation

Observation technique was used to observe speaking performance conducted to find out how well learners do in speaking performance and the tendency of speaking performance issues faced by learners. The researcher joined the speaking class to see how learners do in speaking and collected data using field notes.

Table 2. *Field notes checklist of speaking activities*

No	Activities	Yes	Partially	No
1	Learner readiness to follow the topic under discussion			
2	Identify and analyze the topic individually by the learners			
3	Class discussion about topic identification and analysis			
4	Exchange ideas between learners			
5	Present and reflect the information obtained based on the topic			
6	Closure (Scoring and giving feedback)			

Speaking Test

In order to gain more speaking data, the researcher asked the learners to tell about themselves in front of the class one by one while the researcher focused on assessing their speaking. Speaking performance scores were determined based on the range and criteria for each category which was from range 1 – 5, 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent. The scores and criteria obtained determine the ability of learners in speaking, while the analysis was used to analyse possible real-time issues that extroverted learners might have in speaking performance.

Table 3. *Scoring rubric of speaking test*

Score	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Body Language
5	Well pronounced for each word.	Has complete fluency in the language with no hesitation. Able to use the language fluently even with the minority of hesitation. Able to use the language fluently even with several hesitation. Can handle with confidence but not with the social situations hence there is a lack of fluency in speaking.	Wide range of vocabulary and idioms.	Able to use the language accurately. Errors in grammar are quite rare. There are some grammatical errors but pronunciation but can still be understood well.	Understood the language of the spoken word in speech well.	Frequently used a variety of body language. Can speak well along with body language.
4	Minor errors in pronounced words.	Can handle with confidence but not with the social situations hence there is a lack of fluency in speaking.	The scope of vocabulary and idioms used is quite broad.	Fairly good control of grammar accompanied by some errors.	Can understand the language of the spoken word in speech with minor errors.	Errors in the use of some body language, but quite acceptable.
3	Accent is understandable despite frequent errors.	Cannot handle self-confidence hence	The scope is not broad enough. Errors in the selection of appropriate vocabulary.	Being highly adept at handling simple sentences but does not confident in control the grammar.	Understanding of language is good enough with some errors considered.	Good enough in use of body language.
2	Accent is intelligible though often faulty.		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.		Not fully proficient in language comprehension.	Speech is understandable despite frequent errors in the use of body language.
1	Made many mispronunciations leaving fewer words		Speaking vocabulary inadequate to express anything.	Major errors in grammar hence the spoken words	Inadequacy in language comprehension due to very	Rarely used body language, followed by

that could be understood. causing a lack of fluency in speaking. English vocabulary is rarely used. difficult to understand. limited language experience. delayed speech.

Data Analysis

In order to analysing the data, this study used analysis technique by Miles & Huberman. This technique consists of three stages that are: data reduction, data display, and conclusion drawing [30]. The data that has been obtained went through the data reduction stage as the initial stage, which is the process of simplifying the data to suit the research needs and make it easier to obtain information. Analysis was carried out by taking all data and information through observation and questionnaires on cases in the field. After that, all data and information underwent a selection process to enter as a research need, so that it becomes simpler and more convenient to inform. In this stage, data collection related to the issues faced by extroverted learners carried out thoroughly, then the next stage applied to the limitation of data that will only be focused on the issues faced. After the reduction of data, the next stage was data display. The use of this stage was to organize and arrange the data after the reduction stage. After going through the reduction and presentation stages, at the end of the discussion on the study, the conclusion stage reached in finding and discussion section.

III. FINDING AND DISCUSSION

There were two sections in this chapter. Finding as the first section consists of the data analysis that was taken from questionnaires and observation of speaking performance to investigate the speaking skill issues faced by the Extrovert Learners and Discussion was in the second.

The questionnaire for this study was taken from *Big Five Inventory (OCEAN)* which was used to determine individual's personality based on five dimensions, which were Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. The other four traits, Agreeableness, Conscientiousness, Neuroticism, and Openness were followed to use as for academic purposes, specifically to measure the success of language learning and in this case, how extroverted learners behave in speaking was determined from the questionnaire. The result showed that from Agreeableness, extroverted learners tend to have fairly high concern to others. Related to speaking performance, they were able to accept any suggestions and criticisms that can be one of the keys to their success in speaking performance. The result of Conscientiousness trait showed that extroverted learners had lack in completing a job and tend to be unsystematic or less organized. Related to speaking performance, they took a long time to utilize the ideas and informations orally. The result of Neuroticism showed that there was a low tendency for extroverted students to exhibit anxiety and stress, recalling that their personality was extrovert. The result of Openness showed that their tendency to daydream was rated low, which means extroverted learners received information from the outside world directly and wanted to learn new things.

In the interview section, researcher was directly focused on extroverted learners' possible issues when they participated in speaking activities. In Speaking obstacles stage, the researcher addressed a specific question: *What are the common obstacles you often face?* From that question, there were several extroverted learners that shared about their inhibitions as extrovert in speaking performance, such as fear of mistakes in some specific moment in speaking, fear of being criticized by the teacher, occasionally experience nervousness, and lack fluency in pronouncing specific words. In General topic knowledge stage, the researcher addressed a specific question: *According to you, do you think that lack of knowledge is one of your difficulties in speaking? Why?* From that question, there were several extroverted learners that shared about their common problems in topical knowledge, such as less dictionary usage and lack of grammatical practice. Last, in Level of participation stage, several of extroverted learner stated for question *Do you actively participate in speaking activities in class? Why?* that sometimes they faced problem when the teacher explained in English which means several of them used mix languages (English-Indonesia) in speaking activities in class occurred, while the other said their English is kind of bad and decided not to participate in some occasions.

Observation technique was used to determine learners' speaking skill from class discussion. As said in the previous interview results, in speaking activity, specifically when the teacher began a discussion, learners might do share their opinion and ideas. In that time, there were several learners that face some problems that inhibited their speaking ability, such as in topical knowledge, lack of listening ability, lack of dictionary and words usage, lack of confidence in speaking English words, and lack of fluency in speaking.

Table 4. Observation checklist result

No	Activities	Yes	Partially	No
1	Learner readiness to follow the topic under discussion	✓		
2	Identify and analyze the topic individually by the learners	✓		

3	Class discussion about topic identification and analysis	✓
4	Exchange ideas between learners	✓
5	Present and reflect the information obtained based on the topic	✓
6	Closure (Scoring and giving feedback)	✓

Each extroverted learner performed speaking about themselves in approximately 1 minute. While they performed, the researcher assessed and analyzed every detail of learners' speaking performance and then outlined the possible problems they faced.

Based on the result, as many as five learners got score 2 which means 'Fair' with analysis: made mistake in pronouncing some words, being hesitant in speaking, often mumbles, rarely use any body language to explain, lack of words usage, not fully understand the topic, and being nervous and rarely make eye contact to the audiences. As many as thirteen learners got score 3 which means 'Good' with analysis: made mistakes in pronouncing four to six words, hesitated few times, sometimes mumbles in some words that cannot understand, sometimes used body language to explain, lack of some words usage, and quite understand the topic. As many as three learners got score 4 which means 'Very Good' with analysis: made mistake in pronouncing two to three words, confident in speaking, voice can be understood, used body language to explain, word usage was quite diverse, understood the topic, and being nervous but still can manage the performance well.

DISCUSSION

Based on the analysis, the most affected factor of learners' ability of speaking and learners often faced was from linguistics factor, such as lack in fluency, mispronouncing, less dictionary usage, lack of grammar practice and words usage, learners' readiness in speaking. The learners might be faced little issues according to their anxiety and stress when they were speaking.

Each criteria that learners has been obtained showed how well extroverted learners in speaking. Learners that obtained 'Fair' score in their speaking showed that they were considered to make many mistakes and needed practice to make their speaking performance better. Learners that obtained 'Good' score in their speaking showed that they were considered to have made some mistakes but they were good enough and still needed practice to develop the quality of their speaking performance. Learners that obtained 'Very Good' score in their speaking showed that they were considered good although there were still a few mistakes and they still need to develop their speaking performance practice to become even better. There were some relevant studies elevated same issues that could be compared. A study conducted by Paradilla et al., extroverted learners were good enough in self-confidence, eye contact, and gesture followed by only two learners that obtained 'Good' and 'Poor' score. Another study by Hasibuan et al., extroverted learners faced several inhibitions, such as lack of preparation, lack of topic knowledge, mispronunciation, and lack of vocabulary.

In this study, speaking test was used to determine and analyze the involvement of extroverted personality in affecting learners' speaking. Based on the result, personality was not the main factor and had no influence on a successful speaking. The key of successful speaking were determined from how often we do speaking practice (time), build immersive speaking activities approach, formulate some new ideas about relevant topics and engaging learners to share their ideas, give encouraging and supportive feedback to each other [31]. These were also relevant to the *Big Five Inventory* theory that included five traits of individual's behaviour in academic purposes. Beside Extraversion, the other factors that were at the root of the problem in learners' speaking performance, such as learners' readiness and preparation for speaking, and complete speaking in the allotted time which were included in Conscientiousness, learners' openness about new topic which was included in Openness, stress and anxiety when learners do speaking which was included in Neuroticism, and learners' ability to accept all forms of criticism, suggestions and feedback given by teachers and other learners which was included in Agreeableness.

IV. CONCLUSION

Based on the result in Finding and Discussion chapter, several extroverted learners faced problems in linguistics factor, such as lack in fluency, mispronouncing, less dictionary usage, lack of grammar practice and words usage, and lack of body language usage, and learners' readiness in speaking. To conclude, the issues in linguistic factor are closely related to the traits in *Big Five Inventory* which each trait has an essential role that become a key to extroverted learners' successful in speaking, such as learners' readiness and preparation for speaking, complete speaking in the allotted time, build immersive speaking activities approach, learners' openness about new topic, and give encouraging and supportive feedback to each other.

Based on the findings of this study that concern with extroverted learners' issues faced in speaking performance, the suggestions are addressed to learners with extrovert personality who face the same problems related

to speaking performance, to the teachers and to the future researchers. It is suggested to other extroverted learners who face same problems that they should found and manage better strategy to help themselves to prepare for speaking performance through the problem they faced. Whereas, suggestion for the teachers is since it is foreign language, the teacher should use Indonesian language to explain the word that extroverted learners cannot understand, the teachers should appreciate extroverted learners' speaking performances more often, give constructive criticism and suggestion, and give them more opportunities to channel their ideas so that they can enhance their speaking skills.

If there is any research relates to issues faced by extroverted learners, suggestions that could be recommended for the next researchers are: (1) Investigate issues faced by extroverted learners toward other language skill, such as listening, reading, or writing (2) Implement interactive method to achieve a successful speaking performance for extroverted learners.

V. ACKNOWLEDGEMENT

The researcher gives thanks to God Almighty for his kindness and guidance until now the researcher can complete this research. The researcher also thanks all parties for the permission and time given to the researcher to conduct research at SMPN 1 Sukodono.

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