

**EFL STUDENTS' PERFORMANCE IN SPEAKING CLASS
(A Descriptive Qualitative Study at the 3th Semester Student of
TBI IAIN Bengkulu in Academic Year 2017/ 2018).**

THESIS

Submitted as a Partial Requirement For Sarjana Degree (S.Pd) In English Study Program



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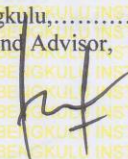
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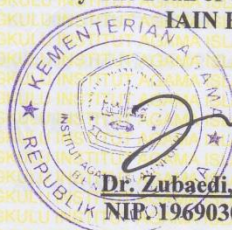
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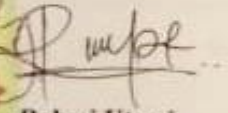
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ABSTRACT

Rahmi Utami, (1416232850) 2019,
“EFL Students’ Performance in Speaking Class”. (A Descriptive Qualitative Study at the 3th Semester Student of TBI IAIN Bengkulu in Academic Year 2017/2018)

Thesis, English education study program, Tarbiyah and Tadris , State Institute of Islamic Studies (IAIN) Bengkulu

Advisors : 1. Dr. H. Ali Akbarjono, M. Pd, 2. Feny Martina, M. Pd

keyword : Speaking, Extrovert Students Performance.

Understanding students’ personalities is a necessary step towards creating a good teaching/learning experience. The objectives of this research was to find out the extrovert students performance of EFL in speaking class at the third semester of IAIN Bengkulu. The study focuse on TBI 3A. This research was descriptive quantitative method. In collecting the data, this research used some kinds of instruments. First, observation checklist and field notes as the instrument of performance data. The observation checklist has five part, each part consist of 4 until 5 point. Second, the researcher was use interview sheet to know the obstacles of extrovert students in speaking class. The last, the resarcher used the result of interview sheet to find the suitable solution for the extrovert students in class. After do observation in every meeting in speaking class, the researcher found that the students of TBI 3A is an active students, there are not too much obstacles of the class, and easy solution can resolve the obstacles extrovert student in class. The findings reveal that the students of TBI 3A is an active and smart students it is cause they are is a select students and TBI 3A is an International class in IAIN Bengkulu. The teachers should care about such a fact to create a better classroom environment that caters for all students and can fairly evaluate them according to their personality type.

ABSTRACT

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kata kunci: Kelas Berbicara dan Kinerja Siswa Extrovert

Memahami kepribadian siswa adalah langkah penting untuk menciptakan pengalaman belajar-mengajar yang baik. Tujuan dari penelitian ini adalah untuk mengetahui kinerja siswa ekstrovert EFL di kelas berbicara pada semester ketiga IAIN Bengkulu. Studi ini memfokuskan pada TBI 3A. Penelitian ini adalah metode deskriptif kuantitatif. Dalam mengumpulkan data, penelitian menggunakan beberapa jenis instrumen. Pertama, lembar pengamatan dan catatan lapangan sebagai instrumen data kinerja siswa. Lembar pengamatan memiliki lima bagian, masing-masing bagian terdiri dari 4 sampai 5 poin. Kedua, peneliti menggunakan lembar wawancara untuk mengetahui hambatan siswa ekstrovert di kelas berbicara. Yang terakhir, peneliti menggunakan hasil lembar wawancara untuk menemukan solusi yang cocok untuk siswa ekstrovert di kelas. Setelah melakukan observasi di setiap pertemuan di kelas berbicara, peneliti menemukan bahwa siswa TBI 3A adalah siswa yang aktif, tidak ada terlalu banyak hambatan di kelas, dan solusi yang mudah dapat membantu menyelesaikan hambatan siswa ekstrovert di kelas. Temuan mengungkapkan bahwa siswa TBI 3A adalah siswa yang aktif dan pintar karena mereka adalah siswa terpilih dan TBI 3A adalah kelas internasional di IAIN Bengkulu. Para guru harus peduli dengan fakta semacam itu untuk menciptakan lingkungan kelas yang lebih baik yang melayani semua siswa dan dapat dengan adil mengevaluasi mereka sesuai dengan tipe kepribadian mereka.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language has important role in our life. People use language to communicate with one another constitutes a society. Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the hand.¹

There are four skills in teaching learning process of English, they are reading, writing, listening, and speaking. The mastery of speaking skills in English seems to be the priority for many second-language or foreign-language learners. As a result, learners often evaluate their success in language learning as well as the effectiveness of their English learning on the basis of how much they feel they have improved in their spoken language skills.

For most people, ability to speak a language is synonymous with knowing the language because speech is the most basic means of human communication. Nevertheless, “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”.²

Speaking is the central skill. The desire to communicate with others, often face-to-face and in real time, drives us to attempt to speak fluently and

¹ Charles W. Kreidler. *Introducing English Semantics*. London: Routledge. (1998)

² Marianne Celce-Murcia. *Teaching English as a Second or Foreign Language*. United States of America: Heinle & Heinle. (2001)

correctly.³ Learning to speak foreign language needs more than understanding grammatical rules but learners also need to know how native speaker use the spoken language in context of interpersonal exchange. It is difficult for language learner to communicate effectively because requires the ability to use language in proper social interaction.⁴

There are factors which influence speaking ability. One of the factor is personality. In the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning. A number of personality characteristics have been proposed as likely to affect second language learning.⁵ Extroversion is one of personality. Extrovert Personality is social, practical, appear affectionate, good conversationalists and active. They are prefer outdoor activities, tend to be essentially social, participating in various social.

Difference in sociability is can affects to speaking ability. Extrovert learners learn more successful. This is because extroverted learner will find it easy to make contact with other users of the second language.

The data was conducted with the students in speaking class of the 3th smester of English Program TBI 3A at IAIN Bengkulu. There are 18 girls and 2 boys in the class. They came from various regions and were graduated from

³ Kathleen M. Bailey and Lance Savage. *New Ways in Teaching Speaking*. Teacher of English to Speakers of Other Languages. (1994)

⁴ Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. United States of America: Cambridge University Press. (2002).

⁵ Patsy M. Lightbown and Nina Spada. *How Language Are Learned*. New York: Oxford University Press. (2006).

different senior high school, so that they have different ability in English especially in speaking ability.

In getting primary data, the researcher did some obstacles based on observation of the 3th semester of TBI 3A at IAIN Bengkulu in May 13th 2018. The researcher get some obstacles that can reduced performance the extrovert students in speaking class. The obstacles in the 3th semester of TBI 3A such us, the extrovert students can't focus study in the afternoon and extrovert students girl can't focus on the study and feel too sensitive when menstruation, extrovert students can't explore them self with friends that has diffrence personality, extrovert students too fast if explaint the opinion and make other people miss understanding.⁶ Diffrence personality and all of the obstacles can reduced the performance of extrovert students in speaking class.

Based on interview with lecturer of speaking. The lecturer have some difficulties to manage the clasroom. It is difficult for lecturer in creating the situation and condition of the classroom that support the teaching and learning process. The lecturer said that the students is has diffrent personality and diffrent learning style. The students didn't have any confidence to speak English. They had been afraid to have any mistakes in speaking English. The problem is because lack vocabularies or feeling ashamed with their friend and some factor external or internal from students that can reduce performance in class.⁷

⁶ Observation of the third semester of TBI 3A at IAIN Bengkulu, on May 13th 2018.

⁷ *Lecturer of speaking class at 3th semester of TBI 3A at IAIN Bengkulu*, interview on May 13th 2018.

Based on interview with students, the students have some obstacles in speaking class. The atmosphere of the class is noisy and too hot. In the class lecturer not use media to teaching learning process. No group project and challanging activities in the class. All of that can reduced the performance of extrovert students in speaking class.⁸

Considering from what have been explained above, the researcher attempts to conduct investigation of performance related personality trait in speaking class and the obstacles in the speaking class. Therefore, the researcher was very interested in doing research entitled “*EFL Students’ performance in Speaking Class. (A Descriptive Qualitative Study at the 3th Semester Students of TBI IAIN Bengkulu in Academic Year 2017/2018)*”.

B. Identifications of the problem

Based on the background above it is necessary to conduct the study of analysis an extrovert students performance in speaking class and the obstacles in the class. This study focuses on analys how performance the extrovert students in the speaking class and what are the obstacles the extrovert students in speaking class. After the researchers conducted observation and interviews with some extrovert students of the 3th semester TBI 3A on the 11th to 15st of May, researcher get the same results for extrovert students the students more active in the speaking class during the lesson.

The researcher get obstacles that can reduced the performance of extrovert students in speaking class.

⁸ A student of TBI 3A at IAIN Bengkulu, interview on May 13th 2018.

1. The extrovert students feel not comfortable with the class when too noisy
2. The extrovert students has the problem lack of vocabulary or feeling ashamed with their friend.
3. The extrovert students can't focus study in the afternoon
4. The extrovert students girl can't focus on the study and feel too sensitive when menstruation
5. The extrovert students can't focus with atmosphere in class is too hot
6. The extrovert students can't explore them self with friends that has difference personality
7. The extrovert students too fast if explain the opinion and make other people miss understanding
8. The extrovert student not too excited in the class when there is no group project in the speaking class
9. The lecturers not use media to teaching learning process.
10. The lecturers did't make challanging activities in the class

C. Limitation of the Problem

The study is limited only on extrovert students performance and look at the obstacles of the extrovert students in speaking class at the 3th semester of TBI 3A at IAIN Bengkulu. The researcher do the primary test, observation and interview to know students extrovert in speaking class of TBI 3A at IAIN Bengkulu.

D. Research Question

Based on the background above, the formulation of the problem is:

- 1) How is extrovert students performance of EFL in speaking class ?
- 2) What the obstacles of the extrovert students of EFL in speaking class?
- 3) What are the suitable solution for the extrovert students of EFL in speaking class?

E. The objective of the study

The objective of this research is :

- 1) To know how is extrovert students performance of EFL in speaking class.
- 2) To know the obstacles of the extrovert students of EFL in speaking class.
- 3) To know what are suitable solution for the extrovert students of EFL in speaking class.

F. Significant of the study

The study is significant from teorytical and practical perspective. First, theoritically, this study is to know about the students personality and performance especially extrovert students in speaking class. Second, to know what the obstacles the extrovert students in the speaking class. The last is, to

know the suitable solution for the problem of extrovert students in the speaking class.

G. Operational Definition of Key Terms

Based on the detail explain above, it is important to define some key terms that become center of this research; they are :

1. Extrovert students is the people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences. This facet is also part of the Big Five model⁹. Extrovert students can open attitude to the teacher or friends. They do not hesitate to express their opinions in front of many people, they prefer the crowded conditions and meet many people in an event. Extrovert also known as individuals who are quicker to talk than listen. They will get used to spontaneously talking without thinking first.
2. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In this study, speaking is process of communicating and sharing among students and their environment in English.
3. Performared is that act usually involves some combination of work that attempts to imitate the kinds of work actual use. Sometimes performance is expressed for each of several different situation.

⁹ Dornyei. *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*. New Jersey: Lawrence Erlbaum Associates. (2005).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Personality Trait

Personality is usually discussed in terms of what makes a person different from others, what makes it unique compared to the others. This aspects of personality are called “individual differences”¹⁰. The term “personality” is derived from the Latin word *persona* means “mask.” For the Romans, *persona* means “how someone looks at others,” not the actual self.¹¹

Personal experience suggests that there is a certain constancy about the way in which an individual behaves, regardless of the actual situation. Indeed, every language contains a wide array of adjectives to describe these patterns, ranging from aggressive to kind or from lazy to sociable, and there seems to be a fair deal of agreement among people about such categorizations this suggests that these adjectives represent underlying personality trait. Personality theories, then, attempt to identify these trait and organize them into broad personality dimensions.

“psychophysical” means that personality is not only emphasize in the psychological aspect but also in physical aspect of personality.¹²

¹⁰ George C. Boeree, *Personality Theories: Melacak Kepribadian Anda Bersama Psikolog Dunia*. Jogjakarta: Prismsophie. (2010).

¹¹ Elizabeth B. Hurlock, *Perkembangan anak*, trans. Meitasari Tjandrasa. Jakarta: Penerbit Erlangga. (1993).

¹² Jess Feist and Gregory J. Feist. *Teori Kepribadian*. Smita Prathita Sjahputri. Jakarta: Salemba Humanika (2011).

Psychophysical system is a psychological habits, attitudes, values, beliefs, emotional states, feelings and motives but have a physical basis in the glands, nerves, and the physical state of a person in general. This psychophysical system is the one which determines someone's types of adjustments. Since everyone has a different experience, the kind of adjustment that would appear is unique, in the sense that no one will do exactly the same adjustments, even though they are identical twins. This denies the traditional assumption that the trait is a characteristic of personality.

2. Extroversion

a. Definition

Extroversion is a dimension of temperament which is an aspect of personality that is formed due to hereditary factors. This dimension can be found within every human being. It means extroversion is there since someone born and continues to survive along with human growth. In his research, Eysenck found three super factor in temperament dimensions, they are neuroticism, extroversion, and psychoticism¹³. This term of extroversion then we often match with ideas such as diffident or uncommunicative and the ability to get along or cheerful. This is due to the tendency of an introvert who are diffident and extrovert who tend to be more communicative.

¹³ Jess Feist and Gregory J. Feist. *Teori Kepribadian*. Jakarta: Salemba Humanika. (2011).

Extraversion refers to where people prefer to focus their attention and get their energy from the outer world of people and activity or their inner world of ideas and experiences. This facet is also part of the Big Five model by Costa and McCrae¹⁴. In other words, Extraversion means whether someone is often put forward persona and prefer dealing with external reality or more often faced with the collective unconscious.

According to Eysenk in Wakamoto, there are five characteristic behavior of extrovert. The first is sociability or interaction. The second is the excitement of extrovert personality. The third is the expenditure of energies of extrovert personality. The fourth is the planning of extrovert personality. The last is an interesting activity of extrovert.¹⁵

¹⁴ Dormyei. *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*. New Jersey: Lawrence Erlbaum Associates. (2005).

¹⁵ Wakamoto, Natsumi. *Extroversion/ Introversion in Foreign Language Learning*. Germany: British Library. (2003).

Table 2. 1
Aspects of Extroversion

Aspect	Extroversion
Sociability/interaction	Like parties, need to have people to talk to.
Excitement	Crave excitement; act on the spur of the moment.
Expenditure of energies	Carefree, easygoing, optimistic, like to laugh and the merry, altogether their feelings are not kept under tight control.
Risk-taking/planning	Take chances generally like change.
Interests in external events	Do not like reading or studying alone.

Extrovert personality have an objective and not personalized view of the world, while introverts essentially have subjective and individualized view in seeing things in the world. Extrovert has the main characteristics, namely the ability to socialize and impulsive nature, sense of humor, passionate, quick thinking, optimistic, and other

characteristics that indicate a people who appreciate their relationships with others.

In conclusion, there are several type of extrovert students personality. First, extrovert students are sociable, friendly, and have many friends. Second, extrovert students like work in group and gregarious. Third, extrovert students active, talkative, like parties and like to talk with many people. Fourth, they are like to laugh and share personal information freely. Fifth, they tends to talk first ad think later, brave takr a risk and implusive. Last, they are communicate with enthusiasm and speaking more than listen.

The following table by Greenstreet to identify extroverts in their classroom:¹⁶

Table 2. 2

Extrovert students in the Clsroom.

The Extrovert Students
<ul style="list-style-type: none"> • An extrovert jumps right into the conversation and thinks while he/she speaks.
<ul style="list-style-type: none"> • An extrovert students may enjoy additional social time with the group after the official group meeting ends.
<ul style="list-style-type: none"> • An extrovert will appear energiezd by being in the group situation.
<ul style="list-style-type: none"> • An extrovert students may prefer to talk with $\frac{3}{4}$ people during breaks.
<ul style="list-style-type: none"> • An extrovert students will interact with everyone in the group, even in the beginning because he/she loves to meet new people.

¹⁶ Greenstreet, k. *Self Employed Success*. (2015)

b. Cause of extroversion

According to Eysenck, the main cause of extrovert is the chronical stimulation level. It is a physiological condition which is largely genetically inherited rather than learned¹⁷. Therefore, extroverts have lower chronical stimulation levels, they have a higher sensory threshold so that it will react less than the sensory stimulation.

Extroverts need a high sensory stimulation to maintain an optimal level of stimulation, because they usually have a low level of arousal chronical. Therefore, the extrovert participates in various activities, such as mountain climbing and driving a car at high speed.

Extraverts students direct their energy out wards. Factors cause a person to be more extravert such as, close relatives, raised in the same environment by the same parents, will be extraverted and the extraversion trait inherited from our parents. Extraverts gain pleasure from the attention and stimulation of social interactions with friends, family, colleagues and even strangers. Furthermore, extraverts' enthusiasm for social activities and their engagement with their environment has been found to lead them to actively seek out more of these enjoyable experiences.

¹⁷ Feist. *Teori Kepribadian*. Jakarta: Salemba Humanika. (2011).

c. The relationship of extroversion and speaking skills

If we connect the extroversion with learning a second language, extroverts will have advantages in different aspects. Kawczynski has suggested that extroversion promote success in second language learning but in different types of language programmers.¹⁸

Extrovert tend to show superior performance on some tasks, particularly relatively demanding tasks requiring divided attention, resistance to distraction or resistance to interference. For example, extroverts are less easily distracted by music, especially when it is complex, and presumably more attentionally demanding to process. Extroverts may also have advantages in verbal information-processing that support their sociability. For example, extraverts are more fluent in speech production, and more effective in constructive verbal communication.¹⁹

Matthews pointed out that extraverts' performance superiority is most evident on verbal tasks. Hence, extraverts may have more capacity specifically for processing verbal stimuli, but not for other types of task. research has found that extraverts are more talkative and use fewer pauses than introverts²⁰. It means by its superiority in verbal task and its sociability, extroverts are more skilled in speaking.

¹⁸ Robert C. Gardner. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Maryland: Edward Arnold. (1985).

¹⁹ Gerald Matthews, and friends. *Personality Traits, 2nd Ed.* New York: Cambridge University Press. (2003).

²⁰ Dornyei. *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*. New Jersey: Lawrence Erlbaum Associates. (2005).

According to Matthews and Gilliland, Extraversion effects may also be moderated by motivational factors, such as whether performance influences rewards or punishments, although reliable results are hard to obtain²¹. The complexity of extroversion effects suggests that there may be several independent mechanisms that are influenced by this personality trait.

d. The extrovert personality in gender

Personality has an important role in student academic achievement. Extrovert personality is superior than other personality types. Cognitive intelligence in students is often associated with extrovert personality such, socializing, expressing opinion, friendly and creative.

There are many researchers that research about the different extrovert personality in gender. Male students generally seen as more aggressive compared to female students. This is according Eysenck research that, children 7-16 years show male students are more extrovert than female students.²²

There is significant difference in the personality openness based on gender. Personality openness of female students is higher than male students. This show female students prefer to imagine, sensitive to beauty (aesthetics), pay attention to feelings, like diversity, intellectual,

²¹ Dornyei. *The Psychology Of The Language Learner Individual Differences In Second Language Acquisition*. New Jersey: Lawrence Erlbaum Associates. (2005).

²² Eysenck, H. J. A new scale for personality measurement in children. *British Journal of Educational Psychology*. (1965). P. 362-367

and do not depend on the judgment of others. Social and cultural factors affect female students' personality.

Female students always think more about the needs and virtues of others than the needs and virtues of themselves, do good, be careful, be willing to help, be flexible, do not prejudge and sympathize. The statement supports research from Larson, Maifen, Tsui, Borgen and Bailey that female students agreeable than male students.²³

Based on the statement of the research above, the researchers conclude that the extrovert personality has different personality in gender boy and girl.

In language learning, there is an idea that females are more adept at languages than males. Females excel in their native tongue and also foreign language study.

Male students are generally seen as more aggressive compared to female students. Personality openness of female students is higher than male students. This shows female students prefer to imagine, sensitive to beauty (aesthetics), and pay attention to feelings.

²³ Larson, L.M, Wei, M., Wu, T.F, Borgen, F.H & Bailey, D.C. Discriminating among educational majors and career aspirations in Taiwanese undergraduates: the contribution of personality and self-efficacy. *Journal of Counseling Psychology* . (2007). P. 395-408

There are four reasons why females might be stronger language learners than males :

1) They process language differently

For males, the effective way to study language is to learn visually (illustration), as orally (through listening and repetition). While, females can process a piece of language more efficiently.

2) They use more study strategies

Female language learners use more varied study methods than males. Female learners use more skills (like: speaking and listening), than male learners tend with only a handful of study methods.

3) They converse more

Females are socially and make connections through talk. They more use to asking questions and propelling conversation. Making connections can help learners practise listening and speaking skills, improve pronunciation, reinforce grammar and vocabulary. That is how we can describe the habits of males and females.

4) They are more motivated in school

Males and female students perceive language study as a female domain. Language teachers are typically women, girls in the classroom can connect to their teacher as a role model.

1. Speaking Skills

a. Definition

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information²⁴ Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

Speaking is an activity requiring the integration of many subsystems, all these factors combine to make speaking a second or foreign language a formidable task for language learners, yet for many people, speaking is seen as the central skill.²⁵

When people hear someone speaks, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/non-

²⁴ Mary Ann Cunningham Florez. Improving Adult English Language Learners' Speaking Skills. *National Center for ESL Literacy Education*. (2009). P. 92-96.

²⁵ Celce-Murcia. *Teaching English as a Secound or Foeign Language*. United States of America: Heinle & Heinle. (2001).

native speaker status. As a speakers, consciously or unconsciously, people use their speech to create an image of themselves to others

b. Components Underlying Speaking

To be able to use the target language well, knowing about the language itself is not enough, but there are some other things that must be mastered a foreign language learner. Such things as knowledge about how to choose the appropriate sentence in accordance with the social circumstances surrounding it, how to start, respond to, and end a conversation, and how to drain a good conversation with. The following are the competencies that underlie speaking skill:

1) Discourse Competence

Discourse competence is relating to the way speaker manage the conversation which is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way.

In communication, both the production and the comprehension of the language utterance require one's ability to perceive and process stretches fo discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause,

contrast, and emphasis. With these, all sentences in the conversation will be well connected and convey a clear meaning.

2) Grammatical Competence

Grammatical competence is a whole concept of the sentence pattern that includes morphology, syntax, vocabulary, and mechanics. It increases the expertise in grammar. In the case of speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

In order to convey meaning, English foreign language learners must have the knowledge of words and sentences: that is they must understand how words are arranged into good sentence or segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency.

3) Strategic Competence

Strategic competence, is perhaps the most important of all the communicative competence elements. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate

the conversation, and how to clear up communication breakdown as well as comprehension problems.²⁶

4) Sociolinguistics Competence

Knowledge of language alone does not adequately prepare learners for affective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.

c. Assessment Criteria of Speaking

In assessing speaking ability, there are two main ways: either giving it a single score on the basis of an overall impression which is called as holistic scoring, or giving a separate score for different aspects of the task which is called as analytic scoring. The advantage of holistic scoring is that it can assess speaking ability quickly, and probably adequate for informal testing of progress.

Analytic scoring takes longer, but compels tasters to take a variety of factors into account and, if these factors are well chosen, is

²⁶ Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press. (2008).

probably both fairer and more reliable. According to Brown in his oral proficiency scoring categories, there are six categories that should be assessed in speaking, they are grammar, vocabulary, comprehension, fluency, pronunciation, and task.²⁷

2. Previous Research

In making this research, the writer was considering some previous research which related to this research, they are:

The first study by Musa Ahmadian and Hamid Reza Yadgari with the title *The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication*. The study was investigating about relationship between extraversion/introversion personality dimension and the use of strategic competence (SC) in oral referential communication by Iranian EFL learners. The subjects of this research were divided into two groups of extravert and introvert. Each individual in the groups was given communicative tasks to communicate orally with a partner while his/her performance was tape-recorded and transcribed for later analyses.

Then, the oral performance of the extravert group was compared. The results revealed that, as far as total performance is concerned, extravert participants used interactional strategies and a subtype of linguistic strategies like transliteration significantly more than introvert ones whereas introvert participants used conceptual strategies significantly

²⁷ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education. (2004).

more than extravert ones. Thus, it can be concluded that the personality trait of extraversion/introversion is associated with second language learners' preference in using, at least, some types of compensatory strategies (CS) in oral referential communication.²⁸

Widya Uswatun Nihayah also has a research with title *The Correlation Between Students' Academic Self Concept and Motivation for English Speaking Ability* in academic year of 2013/2014. The objectives of the study were to describe the correlation between academic self-concept of the tenth and eleventh grade students in Madrasah Aliyah Sunan Muria Karangasari Cluwak Pati and their motivation for English speaking ability. This study was done in quantitative correlative method. The researcher found that the highest score of academic selfconcept is 62, the total of score 1718 and the average was 49. The average of students speaking test was 18.6 with the highest score was 186 and the total score was 651. It found that there was a correlation between these two variables.²⁹

The difference between the first previous research and this research is in the dependent variable of the research. Musa Ahmadian and Hamid Reza Yadgari correlate extroversion/introversion to the Use of Strategic Competence in Oral Referential Communication while researcher connect

²⁸ Musa Ahmadian and Hamid Reza Yadgari. *The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication. Journal of English Language Teaching and Learning. Vol. 53, No. 222. (2011).*

²⁹ Widya Uswatun Nihayah. *The Correlation Between Students' Academic Self Concept and Motivation for English Speaking Ability. Semarang. (2014).*

it to speaking skill. While from the second previous research, this research is different in the independent variable of the research.

CHAPTER III

THEOROTICAL FRAMEWORK

A. Research Method

This reseach will apply descriptive qualitative method. According to sugiyono “Descriptive research is a research to describe data with describing or drawing the data, to make a conclusion for general or particularly for incident or event in this moment”. In other hand, it takes the problem only focus on the actual problems when we do research³⁰. The descriptive research is non-experiment research. The research is drawing of condition as fact in a situation.

According to Lofland in Moleong, the primary of data source in qualitative research is words and action, and rest is just additions such as documents and other³¹. In this research, the researcher obtains data from various sources. Meleong, suggests that as the recoding of primary data sources through interviews or participants observations is the result of combined effort of viewing, listening, and questioning.³²

Related to those theories above, it can be concluded that descriptive qualitative research use the existing phenomena. In addition, descriptive research does not manipulation or alteration of the variables studied, but rather describes a real condition.

³⁰ Sugiyono. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. (2012).

³¹ Lexy. J. Moleong. *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya. (2007).

³² Ibid.,

In this reseach, the reseacher focus on Extrovert students performance in speaking class at the 3th semester students of English education program of State Institute for Islamic Student (IAIN) Bengkulu in academic year 2017/2018. In this reseach, the reseacher will try to explore in detail about the students' of their character and performance in speaking class in their educational process through in-depth data collection that involves sources of information in rich context in the classroom investigation.

B. Source of Data

Source of data in this research will be result of extrovert students performance of EFL in speaking class and their obstacles in the class. The students will be in 3th semester of TBI IAIN Bengkulu in academic year 2017/2018. The students will be in 3th semester in Class 3A of TBI IAIN Bengkulu in academic year 2017/2018. Then, it is also important to investigation related personality trait in speaking class, the performance of extrovert students and their obstacles in the class.

C. Data Collection Technique and Instrument

In collection data, the researcher will *use non participant observation* and do some following instruments:

a. Observation

Observation is watching what the people do in real life this method match for research in psychology or personality. In observation the researcher use observation checklist and field notes. The Field notes are the primary way of capturing the data that is collected from participant

observation. The researcher will follow the teaching learning activities in the class and make some observation about extrovert students performance with record in form of video all students-lecturer interactions during the process of teaching and learning activities in EFL speaking class. Then, the researcher will make important notes to observe extrovert students' performance in EFL speaking class and report every meets in the class.

b. Interview

In this research, the researcher interview. The purpose of interview in this research will be (1) to complete documentations that will be gather as source of data (2) learn where documentation may reside, (3) to check accuracy and verify the impression gained through observation. The researcher will design a series of open question to elicit specific answer from respondents that are used to obtain information from respondents. The questions in the interview will be related to the research about extrovert students' performance of EFL speaking class. The questions can be seen in appendix 3. The questions in interview can be raise based on the phenomenon on the field.

c. Documentation

Documentation will be used to obtain data from all document, Arikunto said that documentation is observed in form of notes, books and other sources besides human beings.³³ In this reseach the documentation data could be photograp during the teaching and learning process especially student and teachers' interaction, observation sheet and notes recording and video. The documentation data above a could be use to support to describe autenticity of the data in the reseach.

D. Data Triangulation

Triangulation was a multimethode approach to analyze data and collect data did by researcher. Then,³⁴ measurement tehniqe often used by surveyors to locate an object in space by relying on two known points in order to “triangulate” on an unknown fixed point in that same space. Early on, social scientist borrowed the concept of triangulation to argue for its use in the validation process in assessing the veracity of social science research result. Norman K. Denkin defined triangulation as a set or combination some methods that using to process the related fenomenom from the research, the researcher used combination technic of triangulation source data and triangulation method such as circle that began from the data from many source and then made cross-check with other source with other method or instrument. It did until the researcher got complete data and found saturated

³³ Arikunto, S. *Prosedure Penelitian*. Jakarta: PT Rineka Cipta. (2008).

³⁴ Mudjia Raharjo. *Triangulasi dalam penelitian kualitatif*. (2010). Retrieved from <http://MudjiaRaharjo.UIN-Malang.ac.id/materi-kuliah/270-triangulasi-dalam-penelitian-kualitatif.html> (retrieved on 2018, december 26th)

data also validation from the source. So, could be source to found the result and conclusion. The researcher expected that with this technique collected data can be fulfills the conclusions construct. The triangulation combination carried out together with activities with activitied in the fiend.

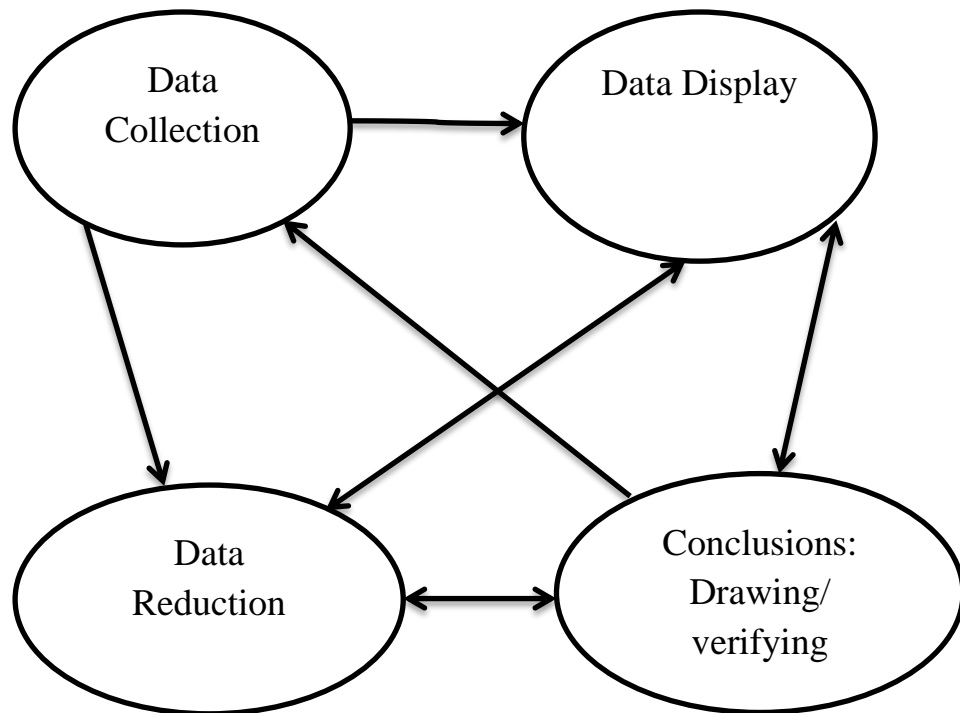
E. Data Analysis

The important part of the reseach is how the reseachers analyze the data after collecting them. In the reseach, the data analyze will use interactive model of data analyze proposed by Miles and Huberman (1994). The data analyzed procedure can be describe as the folowing figure.³⁵ Components Of Data Analysis Interactive Model Miles And Huberman

³⁵Matthew B. Miles and A. Micheal Huberman. *Alternative Data Analyze A Severed Third Edition*. USA: Sage Publishing. (1994).

Figure 3. 1

Data Analyzed Procedure by Miles and Huberman



The figure above can be explained that :

1. Data reduction: Data reduction occurs continually through out the analysis. In early stages, it happen through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and meaning, and associated activities such as finding themes, cluters, and patterns. In the latter stages it happens through conceptualizing snd explaining, since developing abstract concept is also a way of reducting the data.

2. Data Display: Data display organize, compress and assemble information. The activities in this stage are: Making summary, descriptively and systematically in order to know about the central idea easily and interpreted them critically.
3. Drawing and Verifying conclusion: reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify. The activities in drawing and verifying the conclusion, the researcher will conduct the following activities.³⁶

F. Research Procedures

In this reseach the researcher will conduct the following activities to do the research in class:

1. The first step, the researcher will prepare to investigate the extrovert students' in EFL speaking class by observation checklist, video recording and field note, it is important to know how is extrovert students performance in EFL speaking class.
2. The second, researchers will observe what the obstacles of extrovert students in speaking class by using data field note. The researcher will observe and capture the teaching learning activities in speaking class.
3. The last, researchers will find the suitable solution from the obstacles of extrovert students in speaking class based on result by using

³⁶Miles, M.B., and Huberman, A.M. *Qualitative Data Analysis*. Newbury Park, CA: Sage. (1987).

observation, documentation and field note. The researcher will describe and conclude the result of the data from observation in the field.

CHAPTER IV

RESULT AND DISCUSSION

A. Profile of IAIN Begkulu

IAIN Bengkulu is a campus located in the city of Bengkulu, not too far from Fatmawati Soekarno Airport. The address on Raden Fatah Pagar Dewa Street, Air Sebakul, Bengkulu City, Indonesia. IAIN Bengkulu was established on April 25th, 2012 with No SK PT PP No. 51 2012 and the date SK PT April 25th, 2012. STAIN Bengkulu transformed into IAIN Bengkulu at 2012 based on Republic of Indonesia Presidential Regulation No. 51 April 25th, 2012.

At now IAIN Bengkulu has four faculties with a total 12 majors. The intended faculties are: Syariah and Ekonomi Islam, FEBI, TARBIYAH and Tadris, Ushuludin, Dakwah and Adab. IAIN Bengkulu is currently one of many universities in the Bengkulu city that has many interested people.

B. Result of the Research

1. A Brief Review of Speaking Class (The Context of Present Study)

Speaking is one of the important lesson that was taught in English Program of IAIN Bengkulu. This lesson is offered in at the thirth semester of English program. Speaking class is one of subjects that apply great understanding in speaing learning process and increase the students' interests toward speak because in this subject students are required to speak up. Teaching speaking during a semester, it spend about 16 meetings included Mid-Test and Final Test. It divided about

two parts; meeting 1 till to meeting 7 is about theories, and meeting 8 is for Mid-term. Then, 8 meeting after Mid-term for practice, it covers from meeting 9 to meeting 15, and the last meeting is for Final-test. In this lesson the lecturer want make the students understand about theories before they practices it in speak up and disscusin in front of the class.

For the data need of the research, the reseacrher will explore the lecturer's and students's activities in the class room that covers: the lecturer's roles, teaching materials and procedures, the students and lecturer interrraction in the class, students practices of lesson. The details explanation for each point above can be describe as follows:

a. The lecturer's rules in the class

In the process of teaching and learning speaking class, the lecturer divided into three phases of learning in every meeting, they are: (1) group discussion. in this section, students will discuss each material that has been shared with each group at the beginning of the meeting. they discussed the material with a guide to the existing syllabus; (2) question and answer between students. in this section is the opportunity to ask questions after the discussion session is finished, the students will ask questions to the group that presents the paper and then the speaker will answer the questions that have been given previously; (3) explanation of lesson and correction in this section it is the turn of the lecturer to give an explanation of the

material that has been discussed by the student who presented the paper, and at this session the lecturer will also provide corrections to the material discussed until the paper that has been made to be improved for the next meeting.

During the lesson, the lecturer played some roles in the classroom, such as: the first, the students and lecturers, both are models and learning resources. The students will present the material according to the source given by the lecturer then, at the end of the meeting the lecturer will give a detailed explanation again so that students are more aware of the material discussed by the group that presentation that day. This is intended so that students have prior basic knowledge of the material to be discussed, so that they will more easily understand. After that, the lecturer will explain again in depth and provide examples that are easily understood and students familiar, this is so that students have deeper understanding of the material discussed.

The second, the lecturer was a mediator. He encouraged the students to engage and participate actively in the class. The students were very active participate because they were enjoyed the class. Some of them asked question in order to getting information about learning materials. Evenmore, among them scrambled to give questions or objections to the answers given because they were interested in the discussion that day, and other students actively

discuss about the topic with their friends. As the result, students to be more curious in exploring the materials and made some analyzing.

The third, the lecturer was assessor. The lecturer did not only asked the students to discussed and present the material that they were learning but also checked and assessed the students presentation and gave comments for improvement. The students read the material that gave by lecturer and they asked the question based on the material presentation. The last part, lecturer asked them about the material that they have learned and how applied their knowledge in presentation and discussion.

From the analysis above, it can be conclude that the lecturer played important roles in the classroom activities in order to reach the lesson objectives that consisted: as a model and source of knowledge, as a mediator, as a assessor.

b. Teaching Materials and procedures in speaking

During teaching-learning process in the speaking class, lecturers provided material that will be discussed on a weekly basis by each students, they must discuss the material clearly and then apply it with presentation. The syllabus consists of learning material during a semester. So, the group of speakers will discuss the material suited with the material that recommended at syllabus, then applied the material with presentation and discussion.

In teaching speaking class in the classroom, the lecturer conducted by doing opening activities, main activities, and closing activities. The procedures of learning speaking in the classroom were: the first opening activities, the lecturer did some activities namely: asking the students condition, telling the topic, explaining the purposes of the lesson. Before come to the main activities, the lecturer asked some main terms to the students. These activities aimed to know about the student basic knowledge about the materials that the lecturer wanted to explain. If most of the students did not actively answer the questions, the lecturer knew that the students did not have a good basic knowledge about the topic. The lecturer would explain in detail from the basic of the topic.

The second is main activities. In this stage, the lecture explained the materials in detail to the students. In each meeting, the lecturer explained different topics that would be helpful for the students. Therefore, the lecturer explanation the most important aspect for the students successful in teaching learning activities of speaking class.

The third is closing activities. In closing activities, the lecturer and students did a discussion to discuss about the material of the day. The lecturer asked some questions to make sure that students understand about the explanation before, he began discuss with gave the students an example for example he explaint about the

potential in he's hometown and what the planning if he's become a ambassador of the area. They would discuss it until the students understand, and could answer the questions that given by the lecturer.

c. The Interaction of Students-Lecturer in the Classroom

One aspect that very important teaching learning activity is students' actively response in classroom. In speaking class , the lecturer seemed to encourage students to involve in teaching and learning process. It can be seen at the opening activities of the lesson. The lecturer asked the students about the preparation of the material of the day, before the students presented their material. In this session, the lecturer asked some students to express their knowledge about the materials, it is important for the lecturer to made students actively involved in his class to know about the students' basic knowledge of the topic.

At the second phases learning activities, the teacher was only as the mediator of the classroom. In this stage students actively participate in class discussion, some students would present their materials in front of the class. After they presented the materials, other students also active in digging information that they have not understood by asking some question the lecturer.

At the last activities the lecturer re-explained about the material, he gave some example of topic that students known to

make them understood. He also assessed the group of students performed and then give a comment them for the presentation and paper to know their progress. Before closing the class, he gave a chance for students to asking question. Then, he asked some question made sure about students understanding of the topic. He would give appreciation for student who could answer the question as well. These can be important method to encourage students to study more seriously in the classroom.

d. The Lecturer' Assessments

The first assessment took when the process of teaching learning in the class. The lecturer assess the students' performance and paper when they presented their material in front of class. Then, the lecturer asked the students to do exercise after he explained the material in every meeting. It aimed to check the students understanding about the material, he want to know about the students ability in applying the material into object of presentation and discussion, in this context was a potential in our hometown. The lecturer asked some question after they discuss the potential in our hometown, if the student success in answer the question it means that the students understanding the material.

The next assessment is Mid-Term and Final-Term. The lecturer took the main assessment from Mid-Test and Final-Test, in this assessing he gave the students some objects to presentation and

asked them to prepare from a long time before test. The students should made paper about their material of the object in this case was a potential in our hometown. They should made an individual paper based on the material they has. After that their presentation the paper in front of the class. Then, the lecturer would asked them about their material based on their paper by oral test.

2. Extrovert students performance of EFL in speaking class.

a. Observation checklist

To know about how is the extrovert students performance of EFL in speaking class, it was important to know about teaching learning activities and implementation of 5 part based on aspect of extroversion there are, sociability/interaction, excitement, expenditure of energee, risk-taking/ planning, interest in external events.

The researcher have followed some meetings of speaking class to checked about the performance of extrovert students in speaking class. In this research, the researcher used observation checklist and got the data bellow:

1) Sociability/ interaction

NO	Questions	YES	NO
1.	When discussion lesson, the students dominated the talks.	√	
2.	In the class, the students were always able to answer questions because the extrover was confident speaking in front of the class.	√	
3.	When discussion lesson, the students loved to seek recognition and appreciation in class.	√	
4.	During the lesson, the students looked very enthusiastic to share knowledge with friends.	√	
5.	In class, the students were more enthusiastic when talking to their friends rather than paying attention seriously to the lesson.		√

2) Excitement

NO	Questions	YES	NO
1.	At the class, the students did any thing without planning.		√
2.	Sometimes the students made a joke in the class when they were studying.	√	
3.	During the lesson, the students answerd the question spontaneously.	√	
4.	When discussion the lesson, the students gave an idea but they couldn't give the clearly reason.	√	

3) Expenditure of energies

NO	Questions	YES	NO
1.	The students were able to speak what they thought in front of a group.	√	
2.	The students always optimistic in answering the question.	√	
3.	The students liked to talk to friends during the lessons.	√	
4.	The students expressed ther feelings under control.		√

4) Risk-talking/ planning

NO	Questions	YES	NO
1.	The students liked to do the challenging activities in the class.	√	
2.	The students were quite enjoyable taking risks in the lesson.	√	
3.	When discussion, the students were able to capture the situation that was beneficial for them.	√	
4.	The students raised hand spontaneously when the lecturer gave the questions, but actually they didn't know the answers.	√	

5) Interest in external events

NO	Questions	YES	NO
1.	The students always enjoyed studying in group.	√	
2.	In the class, the students were more interactive with the teacher questions.	√	
3.	The students very active were in discussing about non-academic material than academic study.	√	
4.	When studying, the students were able to focus still even in the crowded and noisy situation.		√
5.	The students looked more excited when they were assigned to do discussion rather than to do writing tasks	√	

Table 1. Observation checklist of extrovert students performance in Speaking class.

The table above showed the activities of the extrovert students in the speaking class during the lesson. The observation checklist has 5 part, there are sociability/ interaction, excitement, expenditure of energies, risk-talking/ planning, interest in external activities. In each part has 4 until 5 point.

The observation checklist is made based on Eysenk in Wakarmoto, there are five characteristic behavior of extrovert. The first is sociability or interaction. The second is the excitement of extrovert personality. The third is the expenditure of energies of extrovert personality. The fourth is the

planning of extrovert personality. The last is an interesting activity of extrovert³⁷.

- a) The first, researcher observe in sociability or interaction of extrovert students.

Point-1 of aspect sociability is *when discussion lesson, the students dominated the talk*. Speaking is one of study that aplayed discussion method. In speaking class the researcher was found the point-1 in the class. Because in discussion section in class students present the result they had from discuss in speaking class. The extrovert students dominated the talk cause they are indeed trained so that their speaking is smooth. In speaking class the lecturer given each students topic to presentation and discussion in every meeting. The lecturer only plays a role at the end of lesson when students difficulties in the discussion.

Point-2 is *in the class, the students were always able to answer questions because the extrovert students was confident speaking in front of the class*. Extrovert students always can answer question from lecturer because extrovert students is a confidance person. Because the class that was research by researcher is different class from other class includes an international class. The students is required to speaking English in class. When discussion this class more active than students from other class because the class includes selected students.

³⁷ Wakamoto, Natsumi. *Extroversion/ Introversion in Foreign Language Learning*. Germany: British Library. (2003)

Point-3 is *when discussion lesson, the students loved to seek recognition and appreciation in class*. During discussion section the extrovert students dominated the talk. The extrovert students always confidence and active to answer the question from lecturer. In TBI 3A, after presentation and discussion the lecturer clap and given praise. Appreciation is important to extrovert students because can increase learning motivation. That is can look from expression the students.

Point-4 is *during the lesson, the students looked very enthusiastic to share knowledge with friends*. In TBI 3A lecturer given each students material for presentation about what the potential in our hometown. The students must to prepare the material for presentation. The extrovert students looked enthusiastic discuss the material. After presentation the students discussion about what the result of presentation with their friends. This point aplied in the class, it can look during presentation and discussion section.

Point-5 is *in class, the students were more enthusiastic when talking to their friends rather than paying attention seriously to the lesson*. Extrovert students is an active personality and they like to share their knowledge to their friends. But, this point not aplayed in this class. During in every meeting researcher looked the students excited study in speaking class. They paying attention seriously to the lesson. Because, lecturer give the topic that does not make the extrovert students bored. The extrovert students can express and explore what they want to share.

- b) The second, researcher observe in excitement aspect of extrovert students in speaking class.

Point-1 of aspect excitement is *at the class, the students did any thing without planning*. Discussion is one of method that implemented in the speaking class. An extrovert students like discussion method, because with discussion they can express and explore what they want to share. The lecturer give material to discussion before presentation. The students made a paper about their material at home. In campus, the students can present the paper maximal. Because of that this point not implemented in this class, the researcher looked the extrovert students do the presentation well and the students prepare to presentation.

Point-2 is *sometimes the students made a joke in the class when they were studying*. Speaking class is a class that requires the student active and use English language well. The extrovert students dominated in the class. The students has lack vocabulary. It is can be looked if the students answer the question spontaneously. Because that problem, some extrovert students can made a joke. This point was applied in this class, because researcher looked the extrovert students is a fun and like to laugh.

Point-3 is *during the lesson, the students answer the question spontaneously*. This point was applied in speaking class of TBI 3A, because in speaking class after the students doing presentation the students discussion about their material in presentation. The extrovert

students enthusiastic answer the question and don't think about answered before. That is because, extrovert students is an optimistic people.

Point-4 is *when discussion the lesson, the students gave an idea but they couldn't give the clearly reason*. This point was aplayed in this class, because in discussion section the extrovert students always want too looked more than other students. The extrovert students answered the question that they know. The extrovert student will give their opinion even though they are not sure of the answered.

- c) The third, researcher observe in expenditure of energies aspect of extrovert students in speaking class.

Point-1 in expenditure of energiest *the students were able to speak what they thought in front of a group*. Discussion is one of method that match to extrovert students. This point aplayed in this class, because with discussion the students can look more active and share their opinion with friend. The extrovert students will comfortable to study in group. The students can talk to reveal what they thought in front of group to presentation.

Point-2 is *the students always optimistic in answering the question. This point was aplayed in the class*. This point can be looked in during teaching learning process in speaking class. After finished dicussion lecturer give the students question related to the material. The extrovert students always can answer the question and explain the question clearly. Because, the students optimist about their answered.

Point-3 is *the students liked to talk to friends during the lessons.* This point was applied in the class, it can be seen during presentation. The student busy to talk with their friends and share their knowledge. The students back to focus in lessons when discussion. The extrovert students feel too bored if only listen the material and they can't explore their opinion.

Point-4 is *the students expressed their feelings under control.* In learning in speaking class the extrovert students very enthusiastic, active, like to share their knowledge, like to talk and fun. This point was not applied in the class, because the researcher found the students keep to control their laugh in teaching learning process in speaking class. The students only clap and laugh if that has something great and fun in the class.

- d) The second, researcher observe in risk- talking/ planning aspect of extrovert students in speaking class.

Point-1 is *the students liked to do the challenging activities in the class.* In learning process in speaking class the extrovert students not too excited study without challenging activities. The lecturer will give a challenge to students. The lecturer give a reward for students that can presentation paper well it is a high score. The point was implemented in this class, because the researcher can look the challenge from the lecture can increase learning motivated in speaking class.

Point-2 is *the students were quite enjoyable taking risks in the lesson*. This point also found in the speaking class at TBI 3A . the students were enjoy to taking risks during a lesson. For example, when discussion the extrovert students heands up spontaneously to answer the question although they don't know or not sure abaot the answer.

Point-3 is *when discussion, the students were able to capture the situation that was beneficial for them*. This point was found by researcher in meeting during the presentation. The extrovert students was able to capture situation that benefical for them. In qustion ans answer section also a benecifal situation for xtrovert students, because they can dominated the class and answer all of the questin from lecturer.

Point-4 is *the students raised hand spontaneously when the lecturer gave the questions, but actually they didn't know the answers*. This point was aplayed in the class, it tcan be looked in meeting in class. The students rised hand before they know about the answer of the question by lecturer. The students will rise hand and after that think about the answered.

- e) The second, researcher observe in interest in external activities aspect of extrovert students in speaking class.

Point-1 is *the students always enjoyed studying in group*. This point was implemented in class. The lecture make a some group in this class. Each group has some material to presentation. An extrovert

students looked very excited to discuss the material with their friends in group presentation.

Point-2 is *in the class, the students were more interactive with the teacher questions*. In the speaking class, after the students do the presentation the lecturer ask the students to discuss the result of presentation. The lecturer give some question related to the material for students after presentation and discussion section. The students was looked competing to answer and give opinions on question from lecturer.

Point-3 is *the students very active were in discussing about non-academic material than academic study*. This Point was found in class, it can looked from the material or topic that given from the lecturer is what is the potential in our hometown. The students rreally active discuss about the topic.

Point-4 is *when studying, the students were able to focus still even in the crowded and noisy situation*. An extrovert students is a active people, but he also can focuse study in class even the class to noisy. This point was not found in speaking class of TBI 3A. During the discussion about the material extrovert students want to share their knowladge with another people and answer the question from lecturer. So, if the class too noisy it is make the student can't focuse to study.

Point-5 is *the students looked more excited when they were assigned to do discussion rather than to do writing tasks*. This point

was found in the class. The researcher found based on observation in every meeting in the speaking class. The lecturer gives the students material for presentation and discussion. The students must make a paper presentation. But, in fact the students are more excited and focus on preparing presentation and discussion sections that require a paper.

In conclusion, in 5 parts of characteristics of extroverted students in observation checklist, just 3 points that were not implemented in the class. It is because the researcher did the research in TBI 3A. TBI 3A is a class that includes an international class and includes selected students. So, no wonder all of the aspects in each point can be checked in this class.

b. Field note

Field notes are used to support the results of research obtained by researchers from each meeting in speaking class. The researchers made field notes in speaking class that were used to support the results obtained from the observation checklist. The researcher found that the field answers obtained by the researchers were the same as those in the observation checklist. To know more details see appendix 2, results of field notes.

3. Obstacles of the extroverted students of EFL in speaking class.

Based on interview sheet data, the researchers found the obstacles of the extroverted students' performance in speaking class at the 3rd semester of IAIN Bengkulu. The results obtained from the interview with 3 students about the obstacles of the extroverted students

performance showed that: The students feel not comfortable study in class if too noisy, it is can make the students can focus to study. When study in noisy situation the students can't to concentration to the lesson when hear the other people talk out of the material.

They has the problem lack of vocabulary in discussion. The students an active person, they optimistic to talk but they just has a little vocabulary. They know if knowladge of vocabulary is important. But, they as an extrovert student more like practise than remamber about the vocabulary.

The students feel not comfortable study at noon. Speaking class star from 1pm. They feel hot in class at the noon and this class there are no facilities like fan to support study at noon. The student more like to study at the morning because in the morning they can more contration to study.

They that has extrovert personality feel not enjoy if talk with passive person. The students can't explore and express their self with friend with that has diffrence personality. As an active person they are like to talk and share their knowladge with the friend and the passive student more seriously during learning activities in the class.

In class, the extrovert students not too excited study with lecturer method. Lecturer method is a bored method for active person or people that has extrovert personality. During the class, the student

more interesting if study with fun method. Like use media or discussion method.

There is nothing challenging activity in class also make the students not too excited study in class. Challenging activity in class can improve brain performance and increase enthusiasm for learning. That is also the best way to improve motivated to study. But, the lecturer rarely give challenges in class and just discuss the material presentation.

The extrovert students can't study alone. They more enjoy to study with group, because the extrovert students as an active person they like to talk and share their knowladge with their friends. So if study alone, it is not match with their personality and make the student not too interest to study.

In discussion the topic, the student not comfortable if the topic for presentation choose by lecturer. The students need too choose the material by them self. Study with the topic by the lecturer make the extrovert students can't explore them self and they not too understand bout the topic, because they don't like the topic.

The last obstacles that was found in the speaking class is the extrovert student need apreciation in every action they do in the class. Appreciation is important for students because can increase the learning motivation. The students need it from the lecturer, because sometimes the lecturer ignore the students oppinion.

That is the obstacle that was found by researcher in the class. The result based on interview with 3 students of TBI 3A in speaking class. To know more detail see the appendix 3 result of interview sheet.

4. Suitable solution for the extrovert students of EFL in speaking class

Based on analysis that researcher was found in interview extrovert students about the obstacles in speaking class. The researcher can find the suitable solution for the extrovert students in speaking class. The solution is taken based on observation, interview was conducted by the researcher. Before know about the obstacles of the students teacher must know about the personality of the students. Then, know about their various strengths and weaknesses and the challenges of the extrovert personality during class discussion.

The main focus is to give the students a non-normative tool for understanding the experiences of students in speaking class. Dweck state that this can help students especially, academically-oriented avoid seeing the difficulties they encounter in the classroom because of their personality type as a sign of their general academic inadequacy. The resulting blow to their selfconfidence can further reduce their willingness to participate and take risks.

One of the role of the lecturer is to make the class keep condusif and efisien. As we know the extrovert student especially at the third semester 3A is an active person. They like to talk, laugh, share

their knowledge and enthusiastic with the topic of presentation. But the lecturer must to control the class. The class if too noisy make the students can't focus in learning material. It is a role of lecturer to make the class keep condusif.

The students more enthusiastic if study, they opimist to answer the question from the speaker or from the lecturer. Some times they can't to answer the question cause they has lack of vocabularies when discussion in the class. For this obstacles is the students must be given an understanding of the importance of vocabularies. In speaking class the lecturer must to told them to not only required to be good at speaking but must be directed to good vocabulary knowledge so that the discussion can run better.

The speaking class stared from 13.00 ot at the noon. The extrovert students feel enjoy with the material but they ffeel not comfortable because the class is being so hot. So, from the obstacles the lecturer can change study at morning. Because, it is make the students can enjoy in learning process at the class. If the lecturer can't change time to study the solution is in the class can add a fan so the students keep can focuse at the material.

The extrovert students really like activity in out door or talking about the external activities. The students not excited in presentation if the topic of presentation choose by the lecturer and the material is match for the extrovert students is material that orianted in

external activities. From the obstacles the researcher find the suitable solution is lecturers allow students to determine their own discussion topics. The topic can make the student excited is about what the potential in our hometown. It is can make students more enthusiastic study speaking.

The student of TBI 3A is an international class, they are an extrovert personality. They like to share their knowledge, they need to presentation one by one. So, lecturer method is too bored for extrovert students. From the obstacles, the solution for the students is the lecturer can make a group discussion for the students. Discussion is a best choice for teach the extrovert students. Discussion method can make the students express and explore their self in discussion.

The extrovert students like an challanging activities in class. But, usully the lecturer just give the group presentation. That is make the student feel bored during the learning activities. So the solution of thet obstacle is the lecturer can give a simple challange for students for example, if they can answer the question well they has hight score. So, the students will feel challenged by the challenges that the lecturer gives. This is important for the extrovert student as an active students in the class.

In during learning activities the extrovert students look more enthusiastic to answer the question from the lecturer. Extrovert students like praise and appreciation. But, the lecturer ignore about their want.

From the obstacles the researcher find the suitable solution is the lecturer must give praise and recognition to the students every time they finish doing something or can answer the questions that are asked well. Appreciation that can be done is to be able to clap or just say excellent, good job. It is important to the student because can increase the learning motivation.

There are is an obstacles the researcher found of the students speaking class and the solution of the problem based on result that was observation and interview by researcher.

C. Discussion

In this section, the researcher would like to describe each parts of analysis above. The result of this research divided into three topics: how the extrovert students performance of EFL in speaking class, what the obstacles of the extrovert students of EFL in speaking class, what are the suitable solution for the extrovert students of EFL in speaking class.

The first point, the researcher will describe *extrovert students performance of EFL in speaking class*. There are 5 aspect of characteristic of extrovert students it is sociability/interaction, excitement, expenditure of energee, risk-taking/ planning, interest in external events. In aspect of sociability the students characteristic can we looked in observation the students dominated the talk during the lesson because the extrovert peronality is an active person, when discussion the students were always able to answer questions because the extrovert was confident speaking in

front of the class, the students enthusiastic to answer the question and need appreciation in the class, the students also enthusiastic in discussion and share the knowledge with their friends.

In aspect excitement the students looked prepare the paper for presentation the material. During the lesson an extrovert students like to make a joke, the students also answer the question and give an idea spontaneously.

In aspect expenditure of energies the extrovert students as a fun personality like to laugh in during lesson, they always optimistic answer the question, than the students like to talk with their friends and express what they know with their friends.

In aspect of risk-taking/ planning the students prepare for discussion, the students rise in challenging activities in class. Then, the extrovert students can be able look the benefit situation for their self in the class.

In aspect of interest in external events, the students more excited study at group. After presentation the students interactive with lecturer question, the students looked focus during the discussion. The students more excited prepare the presentation than make a paper.

From the details analysis above, we can conclude that the results of the first analysis of the teaching and learning process in the speaking showed that the students is active in speaking class, the lecturer was not only a role models of learners but also oriented and guided the students in

the classroom; the systems and procedures applied by lecturers in the classroom are also very innovative so that students have a good interest in this study; the interaction between the lecturer and the rest in the class is also very active, as evidenced by the many students who are interested in asking after the discussion session is over; student assessment conducted by lecturers in this study also makes students more motivated to actively study. So, they would active in every meeting of the study. In the firts research showed that the students of TBI 3A is an extrovert students. This is match because TBI 3A is an international class

The second point is *obstacles of the extrovert students of EFL in speaking class*. The researcher was found the obstacles in speaking class. The obstecles found during the learning process. The researcher gave interview sheet to students of English education program in TBI 3A. In the interview that has 10 question for every participants in this interview will be asked. This interview is structured interview and use the close question interview. The interview is based on five indicator type of extrovert. There are sociability/ interaction, excitement, expenditure of energies, risk-taking/ planning, interest in external events. The result of the interview sheet can seen the appendix. So it makes the researcher easier to know the obstacles of extrovert students in speaking class.

The thirth point is *suitable solution for the extrovert students of EFL in speaking class*. The last point will be answered based the result of the observation checklist and interview sheet that researcher was found in

speaking class. The obstacles found during the learning process and from the obstacles the researcher tried to give a suitable solution from the obstacles of extrovert students in speaking class. The result the obstacles above makes the researcher easier to find the suitable solution of extrovert students in speaking class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data research result of EFL speaking class at TBI 3A in IAIN Bengkulu in academic year 2017/2018. The researcher going to describe the conclusion about extrovert student's performance of EFL speaking class is the students of TBI 3A is an active and smart people. It can be looked from observation that followed in each every meeting. In the class, the researcher was found the obstacles not too much of extrovert students based on the result of interview sheet. The researcher also found the suitable solution from the obstacles the students in speaking class. In conclusion, the researcher concluded that the students of TBI 3A has extrovert personality and good attitude in every meeting in class. The result match because TBI 3A is one of an International class in English education of IAIN Bengkulu.

B. Suggestion

After completing the analysis, the researcher would like to suggest to teacher and the next researcher:

1. For the teachers
 - a. As a professional, the teachers should know that every student is different. Also the language ability of every student is different. Than, to treat one student and another in language learning is not the same.
 - b. Personality trait is a given. The student who get high score on personality trait, they will actively do all the activities of the speaking

class. It is because those activities can support their sociability. But for students who get low score in personality trait, they will only active in some activities which involve less student or speaking activities with their close friend. Therefore, teachers should arrange activities based on both characteristics.

2. For the next researchers
 - a. This research was discussed about speaking in general. So, to the next researcher, it would be useful to specify the variable of speaking in order to get the more specific result.
 - b. The sample has to enlarge to make the research more valid.

C. Closing

Alhamdulillah, the true praising is only belonging to Allah who gives faith, strength and health until this final project can be finished. The researcher is sure that this research is far from the perfection. Therefore, constructive criticism and advices are really expected.

Finally, the researcher hopes that this research can give good contribution for the teachers, learners especially for educational institution.

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