CHAPTER I

INTRODUCTION

This chapter presents about the introduction of the research. It consists of backround of the research, setting of the research, limitation of the research, formulation of the research, objectiveness of the research, significance of the research and defenition of the key terms.

A. Background of the Research

Language is important thing in our life. Language is a way which people use to communicate with other and expressing their thought. The primary function is for interaction and communication. In the case of communication, the people usually use the language as the medium. Language also can be use to express the ideas, opinion, thought and feeling either written or orally. One of the most use language is English.

English is an international language used by many people in the world. By using English, people can share for each other. Talking about the process of English language teaching and learning, it is related to phenomena that happen nowadays. As an illustration, the researcher take a sample in Senior High School 1 Rambah Hilir. The students has the same class, the same teacher, the same environment, but their English proficiency is different. It indicates that various background makes difference among students.

At the school, a students may be extremely shy, somewhat shy, or not shy at all. This problem need to be manage very well because it influence the progress

of learning and causes the difference of proficiency. This also make the teachers' method and strategy in teaching cannot touch all students entirely. That is why students' personality needs to be understand in order to help teacher in solving the process of learning's problem.

A students can be very active in speaking, on the other hand he or she can be very 'silent' in writing. This happen in several years. This means that there is something wrong about the process of learning. Yan Zhang (2008) states that personality factors significantly influence the degree of success that individuals achieve in learning a second language.

In addition, there are four skills in teaching and learning process of English. They are reading, writing, listening, and speaking. But in this study the researcher focus on speaking skill. Speaking is the skill that the students should be mastered. And the proofs of the students able to do that are they can speak English and they can take the information well.

According to Harmer (2007) speaking is a skill which becomes important part of daily life, it is the line for people to create social social relationship as human being, so it needs to be developed and practice independently in the grammar curriculum. By speaking someone also can spend their time in a positive thing such as make some conversation, debating, and dialogue.

In speaking, the researcher found out some problems which could be seen, some of the students were interested in writing but not in speaking English. But, some of the students were motivated in reading and listening but they couldn't speak English well. Also, some of the students were quite good at speaking but

did not want to read text in English and some of the students were not motivated in learning English at all while other subjects were seriously learned by them.

Furthermore, some of the students were afraid of doing grammatical mistake in writing English. But, some of the students were interested in learning English while other subjects were ignored by them. Then, some of the students was excited while some others was sleepy in the learning process.

There was some factors that affect speaking skill. One of them was affective factors. Affective refers to emotional side of human behavior that has important impact to language learning. According to Andres (2002) the importance of affective factors has been interest in the field of language learning because of their high effects on learning a foreign or a second language.

So that affective factors like personality traits cause the difference in English language learning. The learners were different each other. Some others were highly confident and extrovertly speak on public while others was not confident in speaking but very good in writing.

This indicate that speaking, affective factors or something like personality traits were very closed each other. There were many theories of personality traits, one of them was Big Five Theory, extraversion, agreebleness, conscientiouness, neouroticism, and openess (Costa and McCrae, 1999).

Based on description above, it was ideal for each students to have differences in gaining the goal of learning process because of the differences of personalitytraits, especially in learning foreign language. In this case, the researcher utilized the eleventh grade students as a subject because this grades had

already studied all aspect such as pronounciation, grammar, vocabulary, fluency, and comprehension in speaking.

Based on the description above, it was important to conduct a study entitled: **"The Correlation between Students' Personality Traits and Their Speaking Skill at the Eleventh Grade of Senior High School 1 Rambah Hilir."**

B. Setting of the Research

There were many things that researcher found in the background of the problem. Such as:

1. Some of the students were interested in writing but not in speaking English.

2. Some of the students were motivated in reading and listening but cannot speak English well.

3. Some of the students were quite good at speaking but did not want to read text in English.

4. Some of the students were not motivated in learning English at all while other subjects are seriously learned by them.

5. Some of the students were afraid of doing grammatical mistake in writing English.

6. Some of the students were interested in learning English while other subjects were ignored by them.

7. Some of the students were excited while some others were sleepy in the learning process.

C. Limitation of the Research

Based on the problems above, this researchlimited into the correlation of *students' personality traits*focused on Big Five Personality Traits as follow: Extraversion, Agreeableness, Conscientiousness, Neuroticism and Opennessand *their speaking skill* at the eleventh science grade of Senior High School 1 Rambah Hilir.

D. Formulation of the Research

Referring to the explanation above, the problems in this study could be formulated in the following question:Is there any significant correlation between students' personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) and their speaking skill atthe eleventh science grade of Senior High School 1 Rambah Hilir?

E. Objectiveness of the Research

Based on problem formulated above, the objectiveness of the study was: To find out whether there is or no significant correlation between students' personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) and their speaking skill at the eleventh science grade of Senior High School 1 Rambah Hilir

F. Significance of the Research

The result of this research was important and could give good contribution to the English learning context and mightbeneficial for students, researcher, teacher and university.

1. For the students

   This study may help students to be aware about the influence of their personality trait so they could get the best way to solve their problems in speaking.

2. For the researcher

   The result of this research hopefully would be useful for the other researchers in thenext study especially for the study personality traits.

3. For the teacher

   The result of this study might help the teacher to improved their methods in teaching learning process in the classroom. Teacher could apply an appropriate method in their classroom to make the teaching more interesting and enjoying for their personality.

4. For the university

   This study could be a starting point to develop the teaching method which is applied in the education institution.

G. Definition of the Key Terms

These were several terms that were applied in this study. In order to avoid misunderstanding and misinterpreting on the terms used, it was necessary to define them, as follows:

1. **Correlation**

According to Creswell, correlationis a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In the case of only two variables, this means that two variables share common variance, or they co-vary together (2008, p. 338).

In this study, correlation is defined as the result that relates between students' personality traits and their speaking skill of the eleventh grade ofSenior High School 1Rambah Hilir.

2. **Personality Traits**

Trait means that characteristic or the content of personality itself. It is also about the dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings, and actions (McCrae and Costa :1990:23). According to Feldman (1994) personality is the sum total of the characteristic that differentiates people, or the stability of a person's behavior across different situation.

3. **Speaking Skill**

Speaking is the most important skill of language which is about expressing ideas, opinion, or feelings. Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 1994; Burn & Joyce, 1997). While, according to Harmer (2007) speaking is skill which becomes the important part of daily that is the way for people to creat social relationship as human being.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about the review of related literature of this research. It consists of review of related theories, review of related finding, conceptual framework, and hypotesis. In review of related theories, it disscusses about the nature of personality traits, the nature of speaking and the relationship between personality traits and speaking skill.

A. Review of Related Theories

1. The Nature of Personality Traits

a. Definition of Personality Traits

According to McCrae and Costa (1990:23) personality is dimensions of individual differences in tendencies to show consistent patterns of thought, feeling, and action. On the other hand Personality describes as different of characteristic of that is found in a person that influences to their action, ideas, thought, etc.

Walter Michael (1981) writes there are many people who put forward definition regarding the term personality but he agrees that is refers to the distinctive patterns of behavior (including thought and emotion) that characterize each individual's adaption to the situation of his or her life.

According to Hockenbugh (1997), trait theory of personality is one that focuses on identifying, describing and measuring individual differences. Based on

some theories above it can be concluded that personality is the sum total of the behavior and mental characterized that are distinctive of an individual that refer to difference of though, feeling, emotions, and actions, motivations and behaviors.

b. The Component of Personality Traits

In this case, personality traits cause the differences between students. For example, some students are thinking deeply, while some others are doing something spontaneously. A students may be extremely anxious, somewhat anxious, or not anxious at all. It is because the differences of component of traits. There are several theories of personality traits, such as Five Factor Models: Costa and Micrae, Three Factors Model: Eysenck, and Primary Factor of Personality: The 16PF.

1. Five Factors Models: Costa and McCrae

According Costa (1992:16-18), these are the facets of five factors models of personality traits, as follow:

a. Neuroticism

The first facet is anxiety. Anxious individuals are apprehensive, fearful, prone to worry, nervous, tense, and jittery. The scale does not measure specific, fears or phobias, but high scorers are more likely to have such fears and floating anxiety. Low scorers are calm relaxed, they do not dwell on things that might go wrong.

The second facet is related to angry hostility. It is represents the tendency to experience anger and related to states such as frustration and bitterness. This scale measures the individual's readiness to experience anger, whether the anger is expressed depends on the individual's level of agreebleness. Note, however, that disagreeable people often score high on this scale. Low scorers are easygoing and slow to anger.

The third facet is depression. High scorers are prone to feelings of guilt, sadness, hopelessness, and loneliness. They are easily discoureged and often dejected. Low scorers rarely experience such emotions, but they are necessarily cheerful and lighthearted-characteristics that are associated instead with Extraversion.

The forth facet is self-consciousness. The emotions of shame and embarrasment form the core of this facet of Neuroticism Self-conscious individuals are uncomfortable around others, sensitive to ridicule, and prone to feelings of inferiority Self-consciousness is skin to shyness and social anxiety. Low scorers do not necessarily have poise or good skills, they are simply less disturbed by awkward social situations.

The fifth facet is impulsive. It is refers to the inability to control cravings and urges. Desires (e.g, for food, cigarettes, possessions) are perceived as being so strong that the individual cannot resist them, although he or she may later regret the behavior. Low scorers find it easier to resist such temptation, having a high tolerance for frustations.

The sixth facet is vulnerability to stress. Individuals who score high on this scale feel unable to scope with stress, becoming dependent, hopeless, or panicked when facing emergency situation. Low scorers perceive as capable of handling themselves in difficult situations.

b. Extraversion

The first facet is warmth. It is most relevant to issues of interpersonal intimacy. Warm people are affectionate and friendly. They genuinely like people and easily form close attachments to others. Low scorers are neither hostile nor necessarily lacking in compassion, but they are more formal, received, and distant in manner than are high scorers. Warmth is the facet of extraversion that is closest to agreeableness in interpersonal space, but it is distinguished by a cordiality and heartiness that is part of agreeableness.

The second facet is gregariousness. It is a second aspect of Extraversion is gregariousness-the preference for other people's company. Gregarious people enjoy the company of others, and the more the merrier. Low scorers on this scale tend to be loners who do not seek-or who even actively avoid-social stimulation.

The third facet is assertiveness. High scorers on this scale are dominant, forceful, and socially ascendant. They speak without hesitation and often become group leaders. Low scorers prefer to keep in the backround and to let others do the talking.

The forth facet is Activity. High score are seen in rapid tempo and vigorous movement, a sense of energy, and a need to keep busy. Active people lead fast-

faced lives. Low scorers are more leisurely and relaxed to tempo, although they are not necessarily sluggish or lazy.

The fifth facet is excitement seeking. High scorers on this scale crave excitement and stimulation. They like bright colors and noisy environments. Excitement seeking is a kind to some aspects of sensation seeking. Low scorers feel little need for thrill and prefer a life that high scorers might find boring.

The sixth facet is positive emotions. The last facet of extraversion assesses the tendency to experience positive emotions such as joy, happiness, love, and excitement. High scorers on the positive emotions scale laugh easily and often. They are cheerful and optimistic. Low scorers are not necessarily unhappy, they are merely less exuberant and high spirited. Research show that happiness and life satisfaction are related to both neuroticism and extraversion and positive emotions is the facet of extraversion and relevant to the prediction of happiness.

c. Openness to Experience

The first facet is fantacy. Individuals who are open to fantasy have a vivid imagination and an active fantasy life. They daydream not simply as an escape but as a way of creating for themselves an interesting inner world. They elaborate and develop their fantasies and believe that imagination contributes to a rich creative life. Low scorers are more prosaic and prefer to keep their minds on the task at hand.

The second facet is aesthetic. High scorers on this scale have a deep appreciation for art and beauty. They are moved by poetry, absorbed in music, and intrigued by art. They need not have artistic talent nor even necessarily. What

most people would consider good taste , but for many of them, their interest in the arts leads them to develop a wider knowledge and appreciation than that of the average individual. Low scorers are relatively insensitive to and uninterested in art and beauty.

The third facet is feelings. Openness to feelings implies receptivity to one's own inner feelings and emotions and the evaluation of emotion as an important part of life. High scorers experience deeper and more differentiated emotional states and feel both happiness and unhappiness more intensely than do others. Low scorers have somewhat blunted affect and do not believe that feeling states are of much importance.

The forth facet is Actions. Opennes is seen behaviorally in the willingness to try different activities, go to new places, or eat unusual foods. High scorers on this scale prefer novelty and variety to familiarity. Over time, they may engage in a series of different hobbies. Low scorers find change difficult and prefer to stick with the tried-and-true.

The fifth facet is Ideas. Intellectual curiosity is an aspect of openness that has long been recognized. This traits is seen not only in an active pursuit of intellectual interest for their own sake but also in open mindedness and a willingness to consider new. Perhaps unconventional ideas. High scorers enjoy both philosophical arguments and brain teasers. Openness to ideas does not necessarily imply high intellegence, although it can contribute to the development of intellectual potential. Low scorers on this scale have limited capacity and if highly intellegent, narrowly focus their resources on limited topics.

The sixth facet is values. Openness to values means the readiness to re-examine social, political, and religious values. Closed individual tend to accept authority and honor tradition, as a consequence, this type is generally conservative, regardless of political party affiliation. Openness to value may be considered the opposite of dogmatism.

d. Agreeableness

The first facet is trust. High scorers on this scale have a disposition to believe that others are honest and well intentioned. Low scorers on this scale tend to be cynical and skeptical and to assume that others may be dishonest or dangerous.

The second facet is straight forwardness. Straight forward individual are frank, sincere, and ingenuous. Low scorers on this scale are more willing to manipulate others through flattery, craftiness, or deception. They view these tactics as necessary social skills and may regard more straight forward people as naive. When interpreting this scale (as well as other Agreeableness and Conscientiousness scales), one must recall that scorers reflect standings relative to other individuals. A low scorers on this scale is more likely to stretch the truth or to be guarded in expressing his or her true feeling, but this should not be interpreted to mean that he or she is a dishonest or manipulative person. In particular, this scale should not be regarded as alie scale, either for assesssing the validity of the test itself or for making predictions about honesty in employment or other settings.

The third facet is altruism. High scorers on this scale have an active concern for others' welfare, as shown in generosity, consideration of others, and a willingness to assist others in need of help. Low scorers on this scale are somewhat more self-centered and are reluctant to get involved in the problems of others.

The forth facet is complience. This facet of agreeableness concerns characteristic reactions to interpersonal conflict. The high scorer tends to defer to others, to inhibit aggression, and to forgive and forget. Complient people are meek and mild. The low scorer is aggressive, prefer to compete rather than cooperate, and has no reluctance to express anger when necessary.

The fifth facet is modesty. High scorers on this scale are humble and self-effacing, although they are not necessarily lacking in self-confidence or self-esteem. Low scorers believe they are superior people and may be considered conceited or arrogant by others. A pathological lack of modesty is part of the clinical conception of narcissism.

The sixth facet is tender-mindedness. This facet scale measures attitudes bof sympathy and concern for others. High scorers are moved by others' needs and amphasize the human side of social politicies. Low scorers are more hardheaded and less moved by appeals to pity. They consider themselves realists who make rational decisions based on cold logic.

e. Conscientiousness

The first facet is competence. It refes to the sense that one is capable, sensible, prudent, and affective. High scorers on this scale feel well prepared to

deal with life. Low scorers have a lower opinion of their abilities and admid that they are often unprepared and inept. Of all the conscientiousness facets, competence is most highly associated with self-esteem and internal focus of control.

The second facet is order. High scorer on this scale are neat, tidy, and well organized. They keep things in their proper places. Low scorers are unable to get organized and describe themselves as unmethodical. Carried to an extreme, high order night might contribute to a compulsive personality disorder.

The third facet is dutifulness. In one sense, conscientious means "governed by conscience," and that aspect of conscientiousness is assesed as dutifulness. High scorers on this scale adhere strictly to their ethical principles and scrupulously fulfill their moral obligation. Low scorers are more casual about such matters and may be somewhat undependable or unreliable.

The forth facet is achievement striving. Individuals who score high on this facet have high aspiration levels and work hard to achieve their goals. They are diligent and purposeful and have a sense of direction in life. Very high scorers, however, may invest are lackadaisical and perhaps even lazy. They are not driven to succeed. They lack ambition and may seem aimless, but they are often perfectly content with their levels of achievement.

The fifth facet is self-discipline. Self-discipline refers to the ability to begin tasks and carry them through to completion, despite boredom and other distractions. High scorers have the ability to motivate themselves to get the job done. Low scorers procrastinate in beginning chores and easily discouraged and

eager to quit. Low self-discipline is easily confused with impulsiveness-both are evident of poor self-control but empirically they are distinct. People high in impulsiveness cannot resist doing what they do not want themselves to do; people low in self-discipline cannot force them to do what they want themselves to do. The former rewuires an emotional stability, the latter a degree of motivation that they do not possess.

The sixth facet is deliberation. The final facet of conscientiousness is deliberation: the tendency to think carefully before acting. High scorers on this facet are cautious and deliberate. Low scorers are haty and often speak or act withoutr considering the consequences. At best, low scorers are spontaneous and able to make snap decisions when necessary.

2. Eysenck : Three Factor Model

According to the theory of Eysenck (1967,1997) there are three broad personality factors, named neuroticism, extraversion-introversion, and psychoticism. These factors are assessed using a self-repost questionnaire in which the test that is required to answer 'yes' or 'no' to number of question (Matthews, 2003:22)

Table 2.1 Eysenck theory

Domain	Description
Neuroticism	Anxious, depressed, guilt, feelings, low self-esteem, tense, irrational, shy, moody, emotional
Extraversion	Sociable, lively, active, assertive, sensation-seeking, carefree, dominant, venturesome
Psychoticism	Aggressive, cold, egocentric, impersonal, impulsive,

antisocial, unempathic, creative, tough-minded

Some of the lower level-traits captured by Eysenck's three dimensions are shown in the table 2.1. He also describes the typical extravert – a high scorer on the introversions scale – as someone who is sociable, craves excitement, takes chances, is fond of practical jokes, is not always reliable, and can at times lose his or her temper. Their characterization of the typical introvert is someone who is quiet and retiring, is fond of books rather than people, is serious, keep feelings under close control, is reliable and has high ethical standards.

The high neuroticism (N) scorer is someone who tends towards anxiety and depression, worries, has bad sleep and psychomatic disorder, allows emotions to affect judgement, and is preoccupied with things that migh go wrong. Unlike the high neuroticism scorer, the low N scorer recovers quickly after an emotionally upsetting experience and is generally calm and unworried.

A high scorer on psychoticism is solitary, often troublesome, sometimes cruel, unempathic, aggressive, and has unusual tastes. This simensions overlaps with concepts such as schizoid and antisocial personality disorders within the psychiatric sphere. However, Eysenck emphasized that both neuroticism and psychoticism are normal personality traits, even though these migh predispose to neurotic and psychotic disorder, respectively, in a very few individuals. Because of the obvious pejorative connotations of neuroticism and psychoticsm. Eysenck suggested that these migh be replaces with emotionally and thoug mindedness versus superego control, respectively.

3. Primary Factor of Personality: the 16PF

According to Matthews (2003:20), discussion of primary traits begins with the work of Raymond B. Cattell. These are the traits of Cattel project of personality, as follow:

Table2.2 Traits Theory of Raymond B Cattell

Traits	Hight Level	Low Level
A	Outgoing	Reserved
	Warmhearted	Detached
C	Unemotional	Emotional
	Calm	Changeable
E	Assertive	Humble
	Dominant	Cooperative
F	Cheerful	Sober
	Lively	Tacitum
G	Conscientious	Expedient
	Persistent	Undisciplined
H	Venturesome	Shy
	Socially bold	Retiring
I	Tough-minded	Tender-minded
	Self-relient	Sensitive
L	Suspicious	Trusting
	Sceptical	Accepting
M	Imaginative	Practical
	Bohemian	Conventional
N	Shrewd	Forthright
	Discreet	Straighforward
O	Guilt-prone	Resilient
	Worrying	Self-assured
Q1	Radical	Conservative
	Experimental	Traditional
Q2	Self-sufficient	Group-dependent
	Resourceful	Affiliative
Q3	Controlled	Undisciplined
	Compulsive	Lax
Q4	Tense	Relaxed
	Driven	Tranquil

Based on several theory about personality traits above; Five Factor Models: Costa and McCrae, Eysenck : Three Factor Models, and Primary Factor

of Personality : The 16PF, in this study the researcher uses Five Factor Models: Costa and McCrae as a instrument of the research.

2. The Nature of Speaking

a. Definition of Speaking

Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 1994; Burn & Joyce, 1997)." Harmer (2001) adds that speaking happens when two people are talking to each other and they are sure that they are doing it for good reason, their reason may be that they want to say something or they have some communicative purposes. It means that speaking is an interaction producing and receiving information of the two people or more, then people can express their feeling to other people.

According to Nunan (1995) speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. Chaney (1998) defines that speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different context. On the other hand, speaking is a way to convey message to other orally by using verbal and non-verbal symbol, for example is communicate to other people.

Based on the some theories above, it can be concluded that speaking is the most important skill and speaking skill is always related to communication. By speaking, people can make a request, speech, producing and receiving information. Speaking also about expressing our though, feeling, idea.

b. Aspects of Speaking Skills

According to Brown (2001) there are some aspects in speaking skill, such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well, Speaking has three main aspect, as follows:

1. Accuracy

As Mary Spratt and friend states, accuracy in speaking is the use of correct form of grammar, vocabulary, and prnounciation. The three parts involve together to making utterance.

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances.

Morever, Vocabulary is a foundation of a language to create meaningful uttearnce or sentences, it needs to use appropriate vocabulary to express something. Vocabulary can be defines as the words use in language, phrase, clauses, and sentences. In order words, the requirement for students who want to have a good speaking skill is mastering vocabulary.

Grammar is very important in speaking accuracy. According to Nunan (2003) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

The three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

2. Fluency

Fluency according to Marry Spratt and friends (2005) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

3. Accent

Accent is refer to dialec or way of speaking. Language accent of one speaker and other is different. This is because every person has their own way in saying words depends on the cultures the speakers have.

4. Types of Classroom Speaking Performance

There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007:271-274).

1. Imitative

   Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practicean intonation contour or to find exactly certain vowel sound.

2. Intensive

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or fair work activity (Brown, 2007).

3. Responsive

It refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' question and comments. They should participate in the classroom.

4. Transactional (dialogue)

Transactional dialogue is carried out for the purpose of conveying of exchanging specific information in a conversation. The focus on transactional dialogue is on what is said or done in some situation. It is very important to make someone understand the meaning of information in a conversation.

5. Interpersonal (dialogue)

Interpersonal dialogue is carried out for the purpose of maintaining social relationship then for the transmission of facts and information. The kind of interpersonal speaking performance is role play, where the action or process of talking about something is needed in order to reach a decision or exchange ideas.

6. Extensive (monologue)

Extensive monologue includes oral presentation, speech, and story telling, where the students have to share the ideas about their knowledge. This monologue can be planned or impromptu.

3. The Relationship between Personality Traits and Speaking Skill

Individual differences among students appear more apparently. For example, some students are thinking deeply, while some others are doing something spontaneously. A students might be extremely shy, somewhat shy, or not shy at all.. This indicates individual difference may become one factor that determines students' performance in the class.

Brown (2000) states that extraversion becomes support of barrier in the process of Acquiring Second Language (2000:155).It is supposed by Rod Ellis theory (in Davies, 2004:530) that personality is one of the factors influences the ability of students in language learning process.

Table 2.3 Factor Influence Students' Performance in Classroom

Category	Factors
Abilities	(a)intelligence
	(b)language aptitude
	(c)memory
Propensities	(a)learning style
	(b)motivation
	(c)anxiety
	(d)personality
	(e)willingness to communicate
Learner cognitions about L2learning	(a)learner beliefs
Learner actions	(a)learner strategies

It means that, several factors influence students' performance in classrom, such as factor influence students abilities are intellligence, language aptitude, and memory. Factor influence propensities category are learning style, motivation, anxiety, **personality**, and wiilingness to communicate. Factor influence learner cognition about L2 learning is learning beliefs and factor influence learner action is learner strategies.

Similarly, Erhman and Oxford conducted three studies in three different years in order to find out relation between personality traits and second language acquisition. The subjects of the research were twenty Foreign Service Institute students (Marefat, 2006).

Marefat also reported that firstly, in 1990, they found "some language advantage for introverts, intuitives, feelers, and perceiver."Secondly, in 1994, they conducted the follow up of the research and they found "introverts, intuitives, thinkers, were better readers." Thirdly, in conducted subsequent research in 1995, they found that extrovert make a lot of contact. They have more chance to be good learners in second language.

B. Review of Related Finding

There are some researches that have been conducted and they are relevant to this research paper, such as:

Firstly, Muhammad Fikri Nadzif (2015) entitled "the correlation between Extraversion and Speaking Skill in English Education Department Students at intermediate speaking class of UIN Walisongo". He found that there is significant correlation between Extraversion and Speaking Skill. The correlation is positive. It means that if the students have high score in extraversion, they will have a high score in speaking. On the contrary, if the students have low score in extraversion, they will have a low score in speaking.

Secondly,John Nye, Ekaterina Orel, Ekaterina Kochergina (2013) in National Research University of Higher School of Economics, entitled "Big Five

Personality Traits and academic Performance in Russian Universities.They are found that: positive and significant correlations on the whole samples were found between neuroticism and all educational variables. Agreeableness was positively correlated with Math and social science. Correlations of consciousness and extraversion and all academic variables were all insignificant. Openness to experience was significantly correlated only with scores in social science, and its relation with GPA is insignificant.
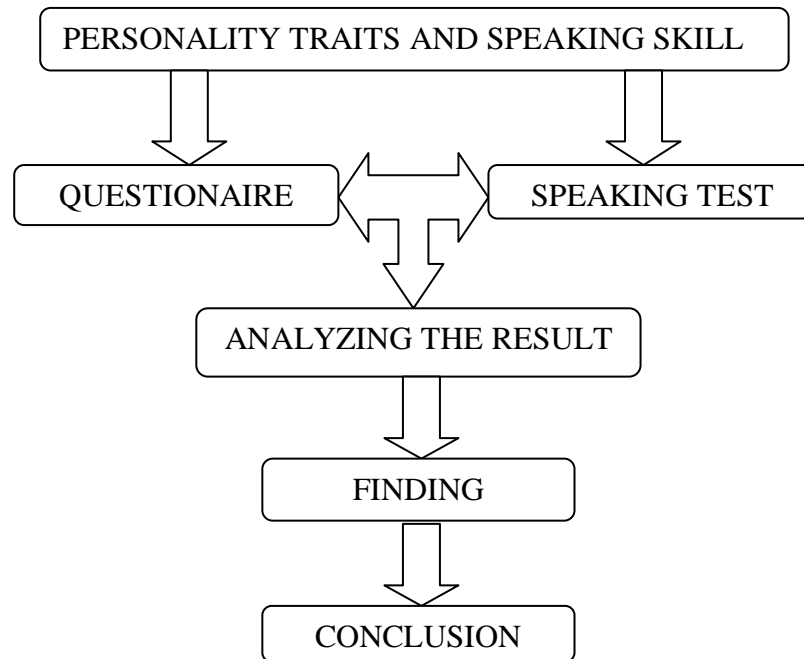
Thirdly, Achmad Qomarudin (2010) entitled "Correlation Between Extraversion Personality and English Writing Skill"(sample study at English Department Students in the 8 Semester of the 2009/2010 academic year). He found thatthere is positive significant correlation between students personality traits and their writing ability.

Meanwhile, in this research, entitles: "The Correlation Between Students' Personality Traits and Their Speaking Skills at The Eleventh Grades of Senior High School 1 Rambah Hilir", uses the big five dimensions of personality, as follow: extraversion, neuroticism, consciousness, agreeableness, and openness to experience. This research is original and never researched by other people.

C. Conceptual Framework

Conceptual framework is a diagram of the outline this research, the researcher describes the process of the research by following diagram:

Figure 1. Conceptual Framework

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        ┌──────────────────────────────────────────┐
        │  PERSONALITY TRAITS AND SPEAKING SKILL    │
        └──────────────────────────────────────────┘
               │                          │
               ▼                          ▼
    ┌────────────────┐  ⇄   ┌────────────────────┐
    │  QUESTIONAIRE  │      │   SPEAKING TEST     │
    └────────────────┘      └────────────────────┘
               │
               ▼
    ┌────────────────────────┐
    │   ANALYZING THE RESULT  │
    └────────────────────────┘
               │
               ▼
        ┌──────────────┐
        │   FINDING     │
        └──────────────┘
               │
               ▼
        ┌──────────────┐
        │  CONCLUSION   │
        └──────────────┘
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The researcher wanted to analyze students' personality traits and the correlation with their speaking skills. the researcher made a concept of the research to measure students' personality traits and speaking skills by giving a questionaire and asked the students to speaking in front of the class to find out their correlation. After that, the result of both test analized to find out whether there is or no correlation between students' personality traits and their speaking skills.

D. Hypothesis

Statistically the Hypotheses are:

H_a: there is a significantcorrelation between the students' personality traits and their speaking skill at the eleventh grade of senior high school 1 Rambah Hilir.

H_o: there is no significant correlation between the students' personality traits and their speaking skill at the eleventh grade of senior high school 1 Rambah Hilir.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented about the research methodology of this research. It consists of research design, subject and object of the research, population and sample, instrumentation, procedure of this research, technique of collecting the data and technique of analyzing the data.

A. Research Design

The design of this research was correlation. According to Cresswell (2008), correlation is a statistical test to determine the tendency of pattern for two or more variables or two sets of data to vary consistently. It has two variables, the variables shared common variance, or they co-vary together.

There were two variables used, they are variable X as the independent variable and variable Y as dependent variable. In this research, variable X referred to students' personality traits and variable Y referred to speaking skill of the students.

B. Subject and Object of the Research

The subject of the study was the eleventh science grade of Senior High School 1 Rambah Hilir in 2017/2018 academic year while the object of this study is the students' personality traits and their speaking skill.

C. Population and Sample

1. Population

According to Arikunto in Riduwan (2012:70) population is whole the subject in the research. The population in this research were students at the eleventh grades of Senior High School 1 Rambah Hilir. The spesification of the population was revealed on the following table:

Table 3.1 Population of the Study

No	Class	Students
1	Eleventh science 1	26
2	Eleventh science 2	26
Total		**52**

2. Sample

Sample is part of population which wants to be analyzed.The eleventh science grade were 52 students. In this research, the researcher used Cluster Random Sampling by using lottery. So, the sample were eleventh science 1. It was consist of 26 students.

D. Instrumentation

According to Wiyoko (2012), the instrumentation is the tool used by the researcher to collect the data in doing measurement. It means that the instrument is the media that is used by the researcher to collect the data from the respondent.The instrument of this research was defined into two kinds. They were questionaire and the result of students speaking test.

1. Questionaire of Personality traits

Table 3.2 Questionaire of personality traits

No	Indicators	Item Number
1	**Extraversion**	1, 6, 11, 16, 21, 26, 31, 36

2	**Agreeableness**	2, 7, 12, 17, 22, 27, 32, 37, 42
3	**Conscientiousness**	3, 8, 13, 18, 23, 28, 33, 38, 43
4	**Neuroticism**	4, 9, 14, 19, 24, 29, 34, 39
5	**Openness**	5, 10, 15, 20, 25, 30, 35, 40, 41, 44

There were four items in questionnaire of personality traits, as follow:

Table 3.3 The Score of Questionnaire

Positive statement	Score	Negative statement	Score
Strongly agree	5	Strongly disagree	1
Agree	4	Disagree	2
Neither agree nor disagree	3	Neither agree nor disagree	3
Disagree	2	Agree	4
Strongly disagree	1	Strongly disagree	5

For the questionaire, it was adapted by Big Five Inventory of Costa and McCrae that is created by John & Srivastava (1999:102-138). It was because the researher claimed that if she took or used the present questionaire, ithelped, effectively, and efficiently.

2. Speaking test

For speaking test the researcher asked the students to speak in front of the class and the researcher gave several topics to them, such as My Family, Social Media, Holiday, President Joko Widodo, etc.

Table 3.4 the scoring rubric of speaking

Aspect	Score	Description
Pronounciat ion	1	-Error in pronounciation are frequent but can be understood by a native speakerused to dealing with foreigners attempting to speak his language.
	2	-Accent is intelligible though often quite faulty.
	3	-Errors never interfere with understanding and rarely

31

	4 5	disturb the native speaker may be obviously foreign. -Errors in pronunciation are quite rare. -Equivalent to and fully accepted by educated native speakers.
Grammar	1	-Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	-Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
	3	-Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate affectively in most formal and informal conversation on practical, social, and professional topics.
	4	-Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	-Equivalent to that of an educated native speaker.
Vocabulary	1	-Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	-Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	-Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	-Can understand and participate in any conversation within the range of his experience of vocabulary.
	5	-Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1	-No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	-Can handle with confident but not with facility most social situation, including introduction and casual conversations about current event, as well as work, family, and autobiographical information.
	3	-Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	-Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this

	5	experience with a high degree of fluency. -Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Comprehen sion	1	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that request no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the rate of his experience.
	5	Equivalent to that of an educated native speaker.

(Brown, 2001:172-174)

E. Procedure of the Research

The procedure of the Research applied was in several steps first, Planning and preparing all the thing that needed by the researcher. Moreover, to design the steps the would be used by the researcher, such as what, where, when, and how the research would be conducted.

Second is the observation to see what the problem happen in their population or group. Third is collecting and Analyzing the Data. To take the valid data from the respondent or participant of the research continuously, analyzing that data was taken from the respondent. And the last was making conclusion about the data that has been proceed.

F. Technique of Collecting the Data

There were some steps that the researcher do to collecting the data, first to collect the data of students personality traits, the researcher make a questionnaire adapted from big five personality traits inventory. Second, the researcher explain to the students how to answer the questionnaire. Third, for speaking test, the researcher asked the students to speak in front of the class, and the researcher gave several topic and they chose one topic. Finally, they spoke in front of the class and the researcher recorded them

G. Technique of Analyzing the Data

In order to find out whether there is a significant correlation between students' personality traits and their speaking ability, the data were analyzed by using statistical formula. The researcher used the score of questionnaire of variable X and the score of variable Y. To analyze the data of the students' self-personality traits, the researcher used the formula (Anas Sudijono, 2011:43):

$$P = \frac{f}{N} \text{ x } 100\%$$

Where:

P   = Number of percentage

F = Frequency

N   = Number of sample

To analyze the correlation between students' personality traits and their speaking skill, the researcher used Pearson product-moment correlation coefficient (r) technique as follows (Riduwan, 2012):

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N.\sum Y^2 - (\sum Y)^2]}}$$

r_{xy} : The correlation coefficient between X variable and Y variable

N : The numbers of students

X : The total score of personality

Y : The total score of speaking test

To determine the correlation criteria by applying the indexes of correlation (Sudijono, 2012), as follows:

Table 3.5 Indexes of Correlation

The score of r Product Moment	Interpretation
0,00 – 0,20	Very Low Correlation
0,20 – 0,40	Low Correlation
0,40 – 0,70	Fair Correlation
0,70 – 0,90	Sufficient Correlation
0,90 – 1,00	High Correlation

Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS application. It was because the researher considerred that if she use the SPSS program, it helped, effectively, and efficiently.