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CHAPTER I INTRODUCTION

A. Background of the Study

In Indonesia, English is the first foreign language that is taught for students from primary to high school or started from elementary school continued to high school or university level. English language teaching and learning process is increasingly conducted in order to regenerate qualified foreign language learners.

Speaking can be concluded as the process of constructing meaning of idea or feeling which is produced as a tool of oral communication in different context effectively, this definition is line with speaking performance which means the productions of the underlying process of feeling and ideas orally.

Talking about the process of English language teaching and learning, it is related to phenomena that happen nowadays. The researcher took an example that happened in Riau province especially at Senior High School 11 Pekanbaru. The students had the same class, the same teacher, the same environment, but their English proficiency was different. It indicated that various backgrounds made difference among the students.

Based on the previous study above, the researcher obtained the problems by interviewing English teacher and observation when the researcher was having teaching practice at Senior High School 11 Pekanbaru. From the interview and observation, it could be summed up that every student has his or her uniqueness. In the tenth grade class, the students might be

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hyperactive, moderately active and passive. This problem needed to be managed very well because it influences the progress of learning and causes the difference of proficiency. A student could be very active in listening to teacher's explanation but they were passive or silent in speaking performance.

It means there is something wrong in learning process of students. This problem needs solving very well because the process of learning causes the difference of proficiency. This also makes the teacher's strategy and method not touch students. That is why students' personality needs to be understood in order to solve the learning problem of the students.

In addition, there are four skills that should be mastered in English, those are speaking, writing, reading and listening. Students are required to master all of these language skills in order to acquire English proficiency. In this case, the researcher focused on speaking.

Regarding the fact, there are some factors that affect students' speaking ability and those have been investigated by linguists to help students mastering English. One of them is the affective factors.

Affective refers to emotional side of human behavior that has been researched by linguist that is has an important impact on language learning.

In Indonesia, English is studied in almost all levels of education one of is Senior High School 11 Pekanbaru. In this school, English subject is also taught based on Curriculum 13 (K-13). According to the Curriculum 13 (K-13) in Indonesia, English or speaking refers to ability to speak effectively in different contexts to give information, to express ideas and feelings as well as

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to build social relationship in the form of activities which are varied interactively and interestingly. English is taught one time a week (90 minutes) and the passing grade of English subject is 75 in tenth grade but most of them were not able to achieve the passing grade based interviewing English teacher.

Based on the previous study above, the researcher obtained the problems by interviewing English teacher and observation when the researcher was having teaching practice faced by some students it can be seen as follows:

1. Some of the students are extrovert people or easy to associate but bad speaking ability.
2. Some of the students are had high self-discipline and competence in other skill such reading but not in speaking English.
3. Some of the students are silent when ask to speak in front of class although honestly they good in speaking ability.
4. Some of the students have troubles in asking question during the question-answer session while some other seem do not know when to stop questioning teacher.
5. There are lots of fillers like mm, aa, when they present their idea or few students stammer when they present their idea.
6. Most of the students are not brave to closely audience or friends.
7. Some of the students are shy or enthusiastic (hyperactive) when they present.
8. Some of the students give full attention to the others students that present in front of class while some of them are not interested. They have chit chat and are sleepy.



Based on the problems depicted above, the researcher tried to investigate the problems into the research entitled “**The Correlation between Students’ Personality Traits and Their Speaking Ability at the Tenth Grade of Senior High School 11 Pekanbaru**”.

B. The Problem

1. Identification of the Problem

Based on the phenomena above, the problem of this research can be identified as follows:

- a. Some of the students are extrovert people or easy to associate but bad speaking ability.
- b. Some of the students are had high self-discipline and competence in other skill such reading but not in speaking English.
- c. Some of the students are silent when ask to speak in front of class although honestly they good in speaking ability.
- d. Some of the students have troubles in asking question during the question-answer session while some other seem do not know when to stop questioning teacher.
- e. There are lots of fillers like mm, aa, when they present their idea or few students stammer when they present their idea.
- f. Most of the students are not brave to closely audience or friends.
- g. Some of the students are shy or enthusiastic (hyperactive) when they present.

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- h. Some of the students give full attention to the others students that present in front of class while some of them are not interested. They have chit chat and are sleepy.

2. The Limitation of the Problem

Seeing the big case of the problem, the researcher intends to limit the problems. It focuses on students' personality traits and their speaking ability. The independent (X) variable is personality traits and the dependent (Y) variable is the speaking ability at the tenth grade of Senior High School 11 Pekanbaru.

3. The Formulation of the Problem

Referring to the explanation above, the problems of this research can be formulated in the following questions:

- a. How is students' personality trait at the tenth grade of Senior High School 11 Pekanbaru?
- b. How is students' speaking ability at the tenth grade of Senior High School 11 Pekanbaru?
- c. Is there any significant correlation between students' personality traits and their speaking ability at the tenth grade of Senior High School 11 Pekanbaru?

C. Objectives and Significance of the Research

1. Objectives of the Research

- a. To find students' personality traits at the tenth grade of Senior High School 11 Pekanbaru.



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- b. To find students' speaking ability at the tenth grade of Senior High School 11 Pekanbaru.
- c. To know whether there is a significant correlation between students' personality traits and their speaking ability at the tenth grade of Senior High School 11 Pekanbaru.

2. Significance of the Research

The research findings are also hopefully, useful and valuable especially for students and the teachers to be consideration in their teaching and learning process in the future. This research is expected to provide some significance to the following persons:

a. Students

The result of this research will give students reflection and information in term of their personality traits in relation to their speaking ability at the tenth grade of Senior High School 11 Pekanbaru.

b. Teacher

The result of this research will give teacher at the tenth grade of Senior High School consideration and concern to identify or explore the students in classroom management specially their personality traits through their speaking ability.

c. Other researcher

The result of this research will be useful for others as consideration as well as a recommendation in case they will carry out any further research in the same field.

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D. Reasons for Choosing the Tittle

There some reasons why the researcher is interested in carrying out this research.

1. Based on the problem of the research, this tittle is appropriate to solve the English language learning problem and teaching at the tenth grade of Senior High School 11 Pekanbaru.
2. The tittle of this research is relevant to the researcher's status as a student of English Education Department.
3. The tittle of this research is not yet investigated by other previous researchers.
4. The location of the research facilitates the researcher in doing the research.

E. Definition of the Term

The terms defined below are used to clarify their meaning in order to avoid misunderstanding and misinterpreting.

1. Correlation

Creswell (2012. p. 338), mentions that Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

However, in this research the term of correlation refers to the design of this research to find out the correlation between two different variables (independent and dependent variable). Independent variable refers to students' personality traits. While dependent variable refers to

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their speaking ability at the tenth grade of Senior High School 11 Pekanbaru.

2. Personality Traits

Personality trait is to consistent patterns in the way individuals behave, feel, and think (Pervin & Cervone 2010. p. 228). In this study, trait of personality refers to causes differences between students. It is a special combination of qualities in a person that makes that person different from others. This matter will be seen based on personality traits theory, they are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C).

3. Speaking Ability

Speaking ability is activities are done in oral communication ways to fulfill the task given and this definition applies on context of English course. Some English performance which is mentioned by Brown (2004. p. 266) such are: imitative, intensive, responsive, transactional (dialogue) and extensive (monologue)