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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking Ability

According to Harmer in Wahyudi (2013. p. 1) said that speaking is a skill involving some kinds of production on the part of language user. It means that is in an ability of producing a language orally. Second, definition from Long and Jack in Wahyudi (2013. p. 2) stated that speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language.

Dealing with some theoretical definitions above, it can be concluded that speaking is one of productive skills, which is the ability in using language orally through sound to present information, produce ideas, express meaning for interacting with another member of community which involves many components; including pronunciations, listening, grammar skills both in verbal and nonverbal of a variety context.

2. Students' Speaking Ability

For most people, the ability to speak is same as know the basic language of human communication since a baby. That can be written, spoken and just monitoring and understanding. Speaking skill is an important part of curriculum in language teaching. The goal of teaching

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speaking should improve students' communicative skills. It means that students can express themselves, and practice to explore the idea and the message by using social strategy or spoken and written communication.

According Kalayo (2007. p. 20) stated students will be motivated with the way of teacher in teaching. The students as language learners need to recognize that speaking involves three areas of knowledge: mechanics (pronunciation, grammar and vocabulary), functions (transaction and interaction) and social, cultural rules and norms (turn-taking, rate of speech and length of pauses between speakers).

3. Factors Influence Students' Speaking Ability

In mastering speaking ability, there are some components that should be considers by the students. According to Hughes (2003. p. 111) stated that speaking ability is assessed through several components. Those components are grammar, vocabulary, comprehension, fluency and pronunciation.

a. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

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b. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read and write. Its mean that, by knowledge of vocabulary the students' can express their ideas and understand about the meaning of the word that their pronounced.

c. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. According to Longman dictionary, fluency is the ability with a good but not necessarily perfect command of intonation, vocabulary and grammar.

d. Comprehension

According to Longman dictionary, comprehension refers to the identification of the intended meaning of written and spoken communication. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

e. Pronunciation

The last element of speaking ability is pronunciation. Pronunciation is the way a certain sound or sound are produce. It means that, pronunciation is the way how to pronounce the word correctly.

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Based on the explanation above, it can be concluded that students need to understand or know about grammar, vocabulary, fluency, comprehension and pronunciation.

According Brown (2010. p. 141), described five components of speaking skills area. Those five categories are as follows:

a. Imitative

This refers to speaking performance in the ability to simply parrot back (**imitate**) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interested only in pronunciation.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, and juncture). Example of **intensive** assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks.

c. Responsive

Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and

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comments and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

d. Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

e. Extensive

Extensive oral production tasks include speeches, oral presentations and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Based on the explanation above, it can be concluded that the students need to understand or know about pronunciation, vocabularies, grammar, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

4. The Nature of Personality Traits

Personality has been defined in many ways by several psycholinguistics who wrote on the concept. Personality trait is consistent

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patterns in the way individuals behave, feel and think (Pervin & Cervone, 2010. p.228). If we describe an individual with the trait term *kind*, we mean that this individual tends to act kindly over time (weeks, months, maybe years) across situations (with friends, family, strangers, etc). In addition, if we use the word *kind* we usually mean the person at least as kind as the average person. If one believed that the person was less kind than average, he or she would not be described as “kind”. According to Suzanna in Pervin & Cervon (2010. p. 226), the personality characteristics are what are known as personality *traits*. Personality traits are psychological characteristics that are stable over time across situations.

5. Students’ Personality Traits

According to Costa & McCrae in Pervin & Cervone (2010. p. 228) stated that personality traits of students described into five broad trait dimensions or domains. They are Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). In every traits dimensions or domains are factors that influenced the traits dimensions, are:

a. Neuroticism

The trait tells about how to control the emotional of people.

Here are some traits of neuroticism:

1) Anxiety

Anxiety is the recognition that the events with which one is confronted lie outside the range of convenience of one’s construct

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system. Anxious peoples are shy, moody, fearful, nervous, tense and apprehensive. The high levels more likely to have such are fear and free-floating anxiety. Low levels are calm and relaxed, they do not well on things that might go wrong.

2) Angry Hostility

Angry hostility represented the tendency to experience anger and related states such as frustration and bitterness. The scale measures the individual's readiness to experience anger, whether the anger is expressed depends on the individual's level of agreeableness. Low scorers are easy going and slow to anger.

3) Depressive aspect

The scale measures normal individual differences in the tendency to experience depressive affect. High scores are prone to feelings guilt, sadness, hopelessness and loneliness. They are easily discouraged and often dejected. Low scorers rarely experience such emotions, but they are necessarily cheerful and lighthearted-characteristics that are associated instead with extraversion.

4) Self-Consciousness

Self-consciousness is the emotion of shame and embarrassment form the core of this facet of Neuroticism. Self-conscious people are uncomfortable around others, sensitive to

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ridicule and prone to feelings of inferiority self-consciousness is a kind to shyness and social anxiety.

5) Impulsiveness

Impulsiveness refers to the inability to control cravings and urges. Desires (e.g. for food, possessions, cigarettes) are perceived as being so strong that the individual cannot resist them, although she or he may later regret the behavior. Low scores find it easier to resist such temptations, having a high tolerance for frustration.

6) Vulnerability

High scores on this scale feel unable to cope with stress, becoming dependent, hopeless or panicked when facing emergency situations. Low scorers perceive themselves as capable of handling themselves in difficult situations.

b. Extraversion

Trait of extraversion according to Brown (2000. p. 154), is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem and a sense of wholeness *from other people* as opposed to receiving that affirmation within oneself. Extroverts are not necessarily loud mouthed and talkative. They may be relatively shy but still need the affirmation of others. Other explanation of extraversion, it is nevertheless conceivable that extraversion may be a factor in the development of general oral communicative competence,

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which requires face-to-face interaction, but not in listening, reading, and writing. Here are some facets of extraversion as following:

1) Gregariousness

Gregariousness is the preference for other people's company. Gregarious people enjoy the company of others, and more the merrier. Low scorers on this scale tend to be loners who do not seek or who even actively avoid social stimulation.

2) Warmth

The second is warmth. It is the facet of extraversion that 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, reserved 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 not part of agreeableness.

3) Assertiveness

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 background and to let others do the talking.

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4) Activity

It is high activity score is seen in rapid tempo and vigorous movement, a sense of energy and need to keep busy. Low scorers are more leisurely and relaxed in tempo, although they are not necessarily sluggish or lazy.

5) Positive Emotions

The facet of extraversion assesses the tendency to experience positive emotions such as joy, love, happiness and excitement. High scorers on the positive emotions scale laugh easily and often. They are cheerful and optimism. Low scorers are not necessarily unhappy; they are merely less exuberant and high spirited.

6) Excitement Seeking

High scorers in excitement seeking 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 thrills and prefer a life that high scorers might find boring.

c. Openness to Experience

Openness to experience assesses proactive seeking and appreciation of experience for its own sake; toleration for exploration of the unfamiliar. Here are some traits of openness to experience as in the following:

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1) Fantasy

The first is fantasy. Individuals or people 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 and creative life. Low scorers are more prosaic and prefer to keep their minds on the task at hand.

2) Aesthetic

High scorers on this scale have a deep appreciation for art and beauty. They are lines by poetry, absorbed in music and intrigued by art. Low scorers are relatively insensitive to and uninterested in art and beauty.

3) Feelings

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 much importance.

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4) Ideas

Intellectual curiosity is an aspect of openness that has long been recognized. This trait is seen not only in an active pursuit of intellectual interests 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. Low scorers on this scale have limited capacity and if highly intelligent, narrowly focus their resources on limited topics.

5) Values

Openness of values means the readiness to re-examine social, political, and religious values. Closed peoples tend to accept authority and honor traditions as a consequences, this type is generally conservative, regardless of political party affiliation.

6) Action

The last is openness in actions. Openness is seen behaviorally in the willingness to try different activities, go to new places, or eat unusual foods. High scorers in 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.

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d. Agreeableness

Agreeableness trait is an individual who positions himself to others. Agreeableness assesses the quality of one's interpersonal orientation along a continuum from compassion to antagonism in thoughts, feelings, and actions. Here are some of agreeableness traits as follows;

1) Straightforwardness

Straightforwardness peoples are frank, sincere, and ingenious. Low scorers on this scale are more willing to manipulate others through flattery, craftiness, or deception. A low scorer in this scale is more likely to stretch the truth or to be guarded in expressing his or her true feelings, but this should not be interpreted to mean that he or she is a dishonest or manipulative person.

2) Trust

High scorers in this scale have a disposition to believe that others are honest and well intentioned. Low scorers in this scale tend to be cynical and skeptical and to assume that others may be dishonest or dangerous.

3) Altruism

High scorers 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 in this scale are

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somewhat more self-centered and reluctant to get involved in the problems of others.

4) Modesty

High scorers are humble and self-effacing, although they are not necessarily lacking in self-confidence or self-esteem. Low scorers believe that they are superior people and may be considered conceited or arrogant by others.

5) Tender-Mindedness

Tender-mindedness measures attitudes of sympathy and concern for others. High scorers are moved by others' need and emphasize the human side of social policies. Low scorers are more hardheaded and less moved by appeals to pity. They are considered themselves realists who make rational decision based on cold logic.

6) Compliance

This concerns characteristics reactions to interpersonal conflicts. High scorer tends to defer to others, to inhibit aggression and to forgive and forget. Compliant people are meek and mild. Low scorer is aggressive, prefers to complete rather than cooperate, and has no reluctance to express anger when necessary.

e. Conscientiousness

Conscientiousness is the personality trait of discipline, hardworking, able to relied and also regularly. Assesses the individual's degree of organization, persistence, and motivation in

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goal-directed behavior; contrast dependable, fastidious people with those who are lackadaisical and sloppy. To be clear there are some facets of this trait as follows:

1) Competence

Competence refers to the sense that one is capable, sensible, prudent, and effective. High scorer feels well prepared to deal with life. Low scorers have a lower opinion of their abilities and admit that they are often unprepared and inept.

2) Order

High scorers 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.

3) Self-Discipline

Self-discipline refers to the ability to begin task 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 are easily discouraged and eager to quit.

4) Dutifulness

In one sense, conscientious means “governed by conscience” and that aspect of conscientiousness is assessed as dutifulness. High scorers on this scale adhere strictly to their ethical principles and scrupulously fulfill their moral obligations.

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Low scorers are more casual about such matters and may be somewhat undependable or unreliable.

5) Deliberation

Deliberation the tendency to think carefully before acting.

High scorers are cautious and deliberate. Low scorers are hasty and often speak or act without considering the consequences.

6) Achievement Striving

Individuals who score high on this 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 may invest too much in their careers and become workaholics. Low scorers are lackadaisical and perhaps even lazy. They are not driven to succeed. They lack ambition and may seem aimless.

In this research, the researcher used big five theory from to Costa & McCrae (Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C)).

6. The Correlation between Students' Personality Traits and Students' Speaking Ability

In teaching and learning process, many of the students have problem and differences of characteristic or behavior. In other words, there are active students and other are passive students or not interesting and lazy in learning process.

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Furthermore, John Nye et al (2013. p. 3), stated that multiples studies have shown that academic achievement is strongly correlated with various measures of individual personality traits. Then, Yan Zhang (2008. p. 1), stated that personality factors significantly influence the degree of success that individuals achieve in learning a second language.

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. Similarly, Andres (2002. p. 2) stated that 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 are different each other. Some others are highly confident but bad when speaking on public while others are not confident but good in speaking. This indicates that speaking, affective factors or personality traits are very closed each other. On the other hand there are many theories of personality traits. One of them is Big Five Theory, neuroticism, extraversion, openness, agreeableness and conscientiousness (Costa & McCrae in Pervin & Cervone (2010. p. 228)).

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B. Relevant Research

Relevant research means some previous researchers conducted by other researchers which are relevant to the research being conducted, as shown to support the research in the same context.

First, Robab Rahimi & Saeedeh Ahanghari. (2016), entitled “The Relationship between Big Five Personality Traits and the Amount of Speaking among Iranian EFL Learners”. The result of the study showed that was a statistically significant but low correlation between Agreeableness and TNTU. However, Agreeableness could not significantly contribute to the prediction of the speaking ability of the participants because the associated t-value of Agreeableness was not significant so the b-value was not at work for this personality trait. On the one hand, the researcher believed that the mean (28.37) and the standard deviation (7.28) of the Agreeableness trait show that the participants might have held a conservative attitude towards answering the questionnaire.

Second, John Nye et al. (2013), entitled “Big Five Personality Traits and Academic Performance In Russian Universities”. The result of this research personality is a significant predictor of educational outcomes measured as the results of Unified State Examinations. The result of this research found four traits that were significant for academic success: Introversion (negative relationship), Agreeableness, Neuroticism, and Openness to experience.

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Third, Sucianik (2016), entitled “The Correlation between Students’ Personality Traits and Their Writing Ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency”. The result of this research showed positive significant correlation between extraversion, agreeableness, conscientiousness, and openness and writing ability of the eleventh grade while there was negative significant correlation between neuroticism and writing ability. Thus, it can be concluded that students’ personality traits are strongly correlated with their writing ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency.

C. Operational Concept

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the operational concept is still in abstract form, so it should be interpreted into particular words in order to make it easier to measure. There are two variables in this research:

X  Y

They are: Variable X refers to students’ personality traits

Variable Y refers to students’ speaking ability

1. The first indicators of personality traits, according to the Big Five Personality theory (Costa & McCrae in Pervin & Cervone (2010. p. 228)).
 - a. Neuroticism: students are able to control emotional adjustment and instability such as panic and pessimistic.
 - b. Extraversion: students are able to be active, explorative, and forceful during learning process in order to get knowledge.

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- c. Openness: students are able to be open minded, curious and imaginative in learning process
 - d. Agreeableness: students are able to be honest and cooperative in doing project in classroom.
 - e. Conscientiousness: students are able to be well organized and discipline in learning process.
2. The indicators of speaking performance based on components speaking and types of assessing speaking according to Hughes (2003. p. 111) are as follows:
- a. Students are able to use correct grammar in speaking.
 - b. Students are able to choose vocabulary accurately in expressing oral language.
 - c. Students are able to comprehend what the speaker says in English.
 - d. Students are able to speak fluently.
 - e. Students are able to pronounce English word well

D. Assumptions and Hypothesis**1. Assumptions**

In this research, the researcher assumes that every student has differences of personality traits and every personality influences students' speaking ability. It means between both of them has correlation. The better the students' personality traits are, the better the students' speaking ability will be.

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2. Hypothesis

- a. **Ha (alternative hypothesis)** : there is a significant correlation between students' personality traits and their speaking ability.
- b. **Ho (null hypothesis)** : there is no significant correlation between students' personality traits and their speaking ability.

