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## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

The ability to communicate is the most important goal that recent language teaching aims to reach (Mazaheri and Yazdani, 2016). Speaking in English is not as simple as it is seen. It needs more than understanding grammatical and semantic rules; the learners need to know how the spoken language in context of interpersonal exchange happens. It will be more difficult for language learners to communicate effectively without learning to use language in proper social interaction. Tuan and Mai (2015) stated that not all language learners after many years studying English can communicate fluently and accurately because they lack of necessary knowledge. Moreover, students' success in mastering English is measured from the way they speak and deliver the message orally, and how they value their capability and worth (Gustaman, 2015).

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Florez, 1999). Speaking is mostly used to communicate, convey information and make relationship among people in the world because it is the skill of carrying out conversation (Sayuri, 2016). Thus, speaking requires students not only to know the linguistic competence (pronunciation and vocabulary), but also understand the sociolinguistic competence (when, why, and what ways to produce language).

For Indonesian, to understand English speaking is difficult because their mother tongue is not English (Sayuri, 2016). Then, to make it easy to learn



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from the students, the fact that in terms of teaching and learning process the failures or mistakes which caused the students have low speaking ability could come from the teacher could not be denied. The teacher might have chosen good techniques and strategies to attract students to involve in the speaking activity, however, the methods or techniques might not really suitable with most of the students learning style, personality types and affective preference.

Furthermore, it has been agreed by many educational practitioners that personality traits affect students' achievement in learning second language especially in the spoken language, but still there is lack of studies of how personality influence students' speech, daily conversation, and academic interaction in speaking activity (Zainal and Mohamad, 2017). In addition, self-confidence as the affective factor which has influence on students' speaking ability has also been researched and investigated by many researchers, but still few studies has gone further to investigate how to increase students' self-confidence in speaking by developing their personality and preference in learning English (Daqoruni, 2017).

The problems above indicate that not only teaching methods and strategies which influence students' speaking ability but also other factors such as personality types and self-confidence as one of the affective factors. The trait of introversion and its opposite, extroversion personality as one of the individual differences in language learning propose that some students are passive and quiet learners and they tend to seek internal stimulation, while others are vice versa. In terms of speaking skill, the stereotype of an introvert is someone happier with

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books than with other people and tend to be passive speaker, while the stereotype of an extrovert is the opposite (Gass and Selinker, 2008). The concept of these two personality traits are when it comes to communicating, extroverts have higher level of abstract interpretation compared to introverts (Beukeboom, Tanis & Vermeulen, 2012).

In terms of ESL/EFL learners, self-confidence is one of the social aspects of language teaching and part of personal attribute of the language learners which is defined as a form of self-reliance and is often linked to self-esteem and motivation (Yates and Chisari, 2013). A learner or student who is lack of self-confidence will have a negative bias which emerge feeling of fear of failure, being inadequate, fear of humiliation, anxiety towards the teacher and course during the class, and refrain from speaking and participating in classroom activities (Tuncel, 2015). Therefore, it is clear that every language learners should possessed high and controlled self-confidence because when a student has high self-confidence, he will actively involve in speaking activity done in the classroom which will lead to the better speaking ability, in contrast, when a student has low self-confidence, he will try to avoid to involve in any speaking activity in the classroom which later might cause him having low speaking ability.

Based on the explanation and problems above, it was necessary to conduct a research entitled “*The Influence of Personality Traits and Self-Confidence on Students’ Speaking Ability at Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan*”.



## 1.2 Statement of the Problem

The main goal of this study was to investigate the relationship among personality traits, self-confidence and speaking ability. Personality traits and self-confidence have been researched and proved by many studies as the factors which have strong influence on students' speaking ability (Bashir, 2011). Although this fact has been known well, the English language learners still face the problematic speaking. It is difficult for them to understand English since their mother tongue is not English language (Sayuri, 2016). Hence, the teachers should figure out the influencing factors and not to mistreat them so the students are helped to overcome their problem in speaking, otherwise, they will have insufficient speaking ability (Tuan and Mai, 2015).

Practically, some of the students' problems in speaking are identified as the students were often passive in responding the teacher although they have been usual to discuss by using English in a group, the students felt shy and nervous when they were asked to speak in front of the class, and they were unable to express and elaborate more ideas to speak up although they were familiar with the topic and felt confident about it. The problems identified above showed that there was a gap existed because when students involve in social interaction, talk a lot, and feel confident in using the language in acceptable level indicates that they have possessed a good speaking ability (Ur, 2003). While the fact that the students still could not possess a good speaking ability although they had done many speaking practice. Thus, there was no parallel found between the theories and the reality happened.

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Furthermore, the findings in the area of EFL skills especially speaking skill in relation to personality traits and self-confidence as factors that are mostly influencing are not conclusive enough and controversial. Chen, Jiang and Mu (2015) reported a result and conclusion of study of the relation between personality traits of introversion/extroversion and oral English learning outcome. They found that personality types have no influence on the outcome of learners' spoken English. In contrast, the extraversion personality was found to be strongly and positively correlated with speech fluency (Hamedi et al., 2015).

Meanwhile, the mixed results of study of self-confidence and speaking skill have been reported. Salim (2015) concluded the result of study of the self-confidence and its implication on students' achievement in spoken English, students who were highly confident were more fluently to speak and students who were less confident faced difficulty to speak in English. On the other hands, Tuan and Mai (2015) reported the result of the study of factors that affect students' speaking performance and they found that motivation played bigger role and gave bigger influence in the success of students' speaking performance rather than self-confidence.

Since there are many gaps and controversial are found in the issues of personality traits and self-confidence in speaking English, an investigation to what extent of these claims are true is needed. Previous researches on personality traits have focused on two types of personality, extroversion and introversion. Zafar and Meenakshi (2012) suggested that extrovert learner find easier to make contact with other foreign language learners, and to obtain more input of the language for



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more practice. In addition, the extroverted learners are more successful and fluent than introverted ones in oral communication (Ahmadian and Yadegari, 2009).

Beside appropriate personality, self-confidence is also a part of successful speaking activity. Al-Hebaish (2012) confirmed that where there is self-confidence then absolutely there is a good communication. It is because by being confident, the learners are in the state of being sure, not being shy, and being aggressive to involve in the social interaction where the talk is appeared (Gurler, 2015). These facts show and support why investigating the issues of personality traits and self-confidence in increasing speaking ability of English language learners is crucial and necessary.

A small number of researches have put attention on how to treat those influencing factors to improved English language learners' speaking ability and how the level of self-confidence is different between extroverts and introverts. The evidences and statements of how personality traits and self-confidence are related and influence the EFL speaking ability are only around how strong and deep the relationship is. Meanwhile, the continuation of the findings which is supposed to be helpful for teachers and students is of how to treat this affective factor in language classroom well.

Therefore, by investigating and examining the issue of the influence of personality traits and self-confidence on speaking ability, the reason behind the failure of learning English speaking can be more understood. Teachers can find and adjust the teaching techniques, strategies or methods with the students' personality traits so their level of confidence can be increased and their speaking

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ability is improved. Researchers can widen the research about these issues by exploring and figuring out another related variables and creating new solution of the problems.

### 1.3 Limitation of the Problem

By considering the time, funding and facilities, the problems of this research focused on investigating single and multiple relations between students' personality traits, self-confidence and their speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan.

### 1.4 The Purpose and the Objectives of the Research

The purpose of this research is to investigate the relationship among personality traits, self-confidence and speaking ability of the third grade students of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan. Specifically, the study was done to fulfill the objectives as follows:

- a. To find out the influence of personality traits on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan.
- b. To find out the influence of self-confidence on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan.
- c. To find out the influence of personality traits and self-confidence on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan.



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## 1.5 The Research Questions

Based on the explanation above, three problems are investigated in this research. The formulation of the problem is specified in the form of questions as follows:

- a. Is there any significant influence of personality traits on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan?
- b. Is there any significant influence of self-confidence on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan?
- c. Is there any significant influence of personality traits and self-confidence on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan?

## 1.6 The Significance of the Research

This research is expected to provide some advantages and benefits for the practitioners of education. Firstly, the valuable input is given to the English teachers of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan as an attempt to improve students' English speaking ability. Secondly, the research findings are hoped to provide both theoretical and practical benefits for teaching English as foreign language in terms of formulating the national curriculum for English subject and conducting the English teaching practice in foreign language classroom instruction, especially for those who have great concerns in teaching speaking. Thirdly, the findings are expected to enrich students' knowledge in

understanding themselves and to motivate them to enhance their proficiency in verbal and oral communication and improve their speaking ability, in order to give chance for students to master English.

### 1.7 The Rationale of the Research

In this recent demand of educational world, learning English should be focusing on mastering the communicative competence which means students should be able to use the language orally and have great speaking ability. Speaking is not only about making several sentences in English and utter it orally, but it is also about how to maximize the usage of English in delivering and communicating ideas properly to others. The development of proficiency in oral English involves acquiring, gaining and developing the component of speaking, which is in the same time also involves learning how to use the language to interact successfully with other speakers of the language.

Because of the demand in English learning, having good speaking ability is a must and becomes primary need for students in determining their language competence. To achieve great speaking ability, there are some factors that should be importantly considered such as the students' personality traits and self-confidence. Both of these factors give serious influence or impact on students' oral performance.

A number of personality characteristics have been proposed as likely to affect second language learning and its skills (Lightbown and Spada, 2006). It is because the personality within the students brings different nature toward language learning especially in speaking. The extroverts tend to speak actively

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because they like to socialize with other people, while the introverts tend to speak passively because they like the quietness and surround themselves with books rather than people. The tendency of each of the personalities will certainly influence students' performance in speaking and obtained different level of speaking ability.

The other factors which influence students' speaking ability is self-confidence. Self-confidence as the affective factor of language learners may influence the learners' language learning process, positively or negatively. It involves judgments and evaluation about one's own value and worth. Speaking requires a high level of self-confidence because it acts as the key that unlocks some important communication barriers (Gürler, 2015). Moreover, lack of self-confidence usually recognized as the dangerous barrier for effective communication. This is why students or language learners should have high self-confidence in order to push themselves to their highest capacity of using English in speaking activity. In the other words, where there is self-confidence, there will be a good communication, in contrast, where there is low self-confidence, there will be a failure communication and the worst there will be no communication occur at all.

Rationally, based on the explanation above, to get great speaking ability, it is necessary for students to know and identify their personality traits and self-confidence in speaking in order to assist them to recognize themselves and make them be able to seek and uncover their communicative competence in English. It is because through personality traits and self-confidence, the students may be able

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to find out the way to treat the factors in such way that they can access the path of speaking success in particular and language learning in general. Moreover, the students' personality traits, self-confidence and speaking ability will be tested to show how much the influence of both factors to their speaking ability will be.

### 1.8 The Definition of the Terms

This study is the study of the influence of personality traits and self-confidence on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan. It is necessary to define the terms used in order to avoid misunderstanding and misinterpreting.

a. Personality traits

Personality traits in this research are meant to the personality of extroversion and introversion. The stereotype of an introvert is the students who do not please with speaking practice such as speaking in front of the class or making conversation and dialogue with friends and prefer completing reading comprehension or writing task to speaking. Meanwhile, the stereotype of an extrovert is the students who like to speak English and involve in speaking practice and they tend to feel bored with written tasks and assignments and prefer to avoid the tasks.

b. Self-confidence

Self-confidence meant in this research is the students' feeling of assuredness and belief on their capability to perform a speaking activity or presentation and to use English in delivering their ideas to others

specifically to speak about controversial topics and give opinions about the topics.

c. Speaking ability

The students' speaking ability in this study is an ability or skill to express or communicate opinions, feelings, and ideas about controversial topics that they are able to express and speak up their opinion about the topic and give solution with correct pronunciation, correct grammar, appropriate vocabulary, acceptable fluency, and understandable comprehension.

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