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CHAPTER I INTRODUCTION

I.1. BACKGROUND OF THE STUDY

Nowadays English is very important in our life. English is used in every field of study. To get better jobs, English is also needed very much. For students, English is an obligatory subject that must be studied and it cannot be ignored. Therefore, someone's ability in English is very necessary to support his/her life either job or also study.

It is agreed that one of the most important things in English is speaking. For most people, speaking is assumed as the most influential skill in English. Speaking is a skill that requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary. For the beginner, speaking practice is difficult to try. Naturally, they feel confused on the rules, like: grammar, vocabulary, and pronunciation.

To get good speaking ability is not easy. Many students face some struggles, especially in practicing their English, so that majority of students do not get good outcome even after studying English for several years. Being afraid of making mistakes in practicing English, unconfident in spelling, English words and uncreative in the class are several general factors cause student unsuccessfulness in acquiring speaking ability.

Luoma (2004) says that personality, self-image, knowledge of the world and the ability to reason and express thoughts are all reflected in our spoken

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performance. Speaking ability is nearly the same as spoken performance, which will be influenced by personality. This theory is also supported by Spolsky (1989), he says that personality is including in several aspects which support one's SLA learning. It can be said that, someone who has "A" personality will be different in how the way the speak, how the way they get the ability or in choosing a topic of speaking from another who has "B" personality.

Besides, learning strategies also deal with all aspects of the subject which is learned in all levels of education, and become one of aspect in getting the achievement. Include English proficiency and achievement. Language learning strategies research has consistently established a positive link between language proficiency and strategy use (e.g., Khalil, 2005; Magogwe & Oliver, 2007; Park, 1997; Shmais, 2003). Then (Kim, 2000; Lee, 2000; Lee & Oh, 2001; J. Park, 2001; Y. Park, 1999; Yoon, Won, & Kang, 2001) stated that language learning strategy also showed strong, positive correlations between strategy use and EFL proficiency.

Based on preliminary study on Tuesday 25 October 2015, it was found various problems faced by students. The problems were known after asking the lecturers about their students' speaking performance and factors that students might face on teaching and learning process. They expressed that student hard to get good speaking ability because being passive in the class. It could be seen when the lecturer gives students time to discuss about the topic, they did not give a good response, and then, students were always being silent when the lecturer gave them a chance to participate in the class.

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Then, the majority of students also did not show their creativity. It could be seen when the lecturer encouraged them to try to guess the meaning of difficult words in the text. More students opened a dictionary and tried to find the meaning of the words, but most of them just wait their lecturer translate it. Because of those problems, the students got different speaking ability in English, some of them got good ability, and others in other hands.

In addition, several problems also came out of the students' testimony. The majority of students stated that they were ashamed to practice their speaking. Being laughed after making mistakes in practicing English is admitted as a big problem for them to keep practicing.

Another problem faced by the students was unconfident in learning English. It was caused by their weaknesses in pronounce words or sentence in English, especially in speaking. Therefore, when the lecturer gave them the opportunity to speak, only a few of them were brave to take this opportunity. In giving ideas, or asking about something, they preferred to do it using Bahasa to English. They argued that mispronouncing English words will decrease their intention to speak more.

Then, they added, because of their in-confident, it affected their speaking intensity. It made them seldom to practice and to show up their English. They always got nervous and even got sweat, if someone asked them to speak in English. Consequently, it badly affected their fluency in speaking English. In other words, the more seldom they speak the more influence their speaking ability will be.

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By the explanation of problems stated before, there is a tendency that students' speaking ability might not only be influenced by linguistics factor such as: accent, vocabulary, and grammar, but it can also be influenced by non-linguistic factors. Personality can be a reason of factor influenced students' because there have been many studies have tried to find out its relation.

Another importance of factors that can improve students' speaking ability is students' strategies in learning English. It is supported by Suwanarak that language learning strategies are what learners do to learn a language and relate to learners' characteristics, learning styles and learning achievement.

Learning strategies have essential part in learning process for students who wants to reach their objectives in learning. In learning strategies, students have some technique, an approach used during learning. These have some advantages for students, they are; learning strategies make students easier, faster, more enjoyable, more effective in the learning process, and then, learning strategies also make students more self-directed, more transferable to new situations.

These statements are supported by Oxford. Oxford, R (1990) stated that learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Learner strategies are defined as systematic plans, design, procedure or maneuvers used during learning.

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Based on these problems, it is interested in conducting a research entitled *“The Influence of Personality Traits and Language Learning Strategies toward Speaking Ability at Language Development Center UIN SUSKA Riau”*.

I.2. STATEMENT OF THE PROBLEM

In learning English, the majority of students always faced some problems which made them get difficult in the class. One of the biggest problems of the students was speaking ability. Speaking ability for many people was the evidence of English proficiency. The speaking ability of students indicated their successfulness in learning English. Even though they have studied English for 12 years started from elementary to senior high school, the majority of students was still unable to speak in English fluently.

Based on the problems mentioned, some questions are needed to be addressed; they are; what factors cause the students became passive in the class? What factors causes the students were not creative in learning English? What factors made the students unconfident in the class? What factor causing the students could not pronounce words well? Furthermore, what factors causing some the students always use Bahasa in asking questions and giving ideas in the teaching and learning process?

These questions are really important to give a general description what would observe in this study. Moreover, these questions also can be answered in the data presentation and also to lead before coming to research questions. Speaking is one of the language skills that should be mastered by the students.

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The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard, 2008:19). Focusing on speaking ability which based on the syllabus for the second level student of language development center, the students are able to understand, straightforward information within a known area, complete forms and write short, simple letters or postcards related to personal information. Understand simple questions and instructions an express simple opinions or requirements in a familiar context.

Furthermore, a language learning strategy According to O'Malley, J. & Chamot, A (1990), learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Oxford, R. (1990) explained that learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.

Personality makes a difference in how people learn and what they learn (McCaulley & Natter, 1980). Thus, it becomes an important construct in language learning together with linguistic, affective, motivational, and demographic factors (Carrell et al., 1996). As with many constructs, there is a two-way relationship between personality and language learning which means that personality can influence second language learning and second language learning can also influence personality development (Ellis, 1985). Although traditionally known as

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1.4. THE PURPOSE AND OBJECTIVE OF THE STUDY

This study aimed to investigate about the influence of personality traits and language learning strategy toward speaking ability at the second level student of Language Development Center UIN SUSKA Riau.

Then, the objectives of this study are listed as follows:

- a. To find out the most dominant personality traits students have.
- b. To find out the influence of personality traits toward students' speaking ability.
- c. To find out the most frequent strategy used by students
- d. To find out the influence of language learning strategies toward speaking ability.
- e. To find out the level of students' speaking ability
- f. To find out the influence of personality traits and language learning strategy toward students' speaking ability.

1.5. RESEARCH QUESTIONS

- a. What is the most dominant personality trait of the second level students of Language Development Center UIN SUSKA Riau?
- b. Is there any significant influence of personality traits on their speaking ability at the second level students of Language Development Center UIN SUSKA Riau?

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- c. What language learning strategy is the most frequently used by the second level students of Language Development Center UIN SUSKA Riau?
- d. Is there any significant influence of learning strategies in learning English on their speaking ability at the second level students of Language Development Center UIN SUSKA Riau?
- e. What is the level of students' speaking ability?
- f. Is there any significant influence of students' personality trait and language learning strategies on their speaking ability at the second level students of Language Development Center UIN SUSKA Riau?

1.6. SIGNIFICANCE OF THE STUDY

Knowledge about language learning strategies is something important to be known not only for the students but also for the lecturer. By using strategy, learning will be easier, faster, enjoyable, and more effective. So that, through this study, the researcher wants to give more information about language learning strategies, especially to Language Development Center UIN SUSKA Riau students. The other one is personality type. Personality becomes one of the important aspects to be successful in learning. Knowing earlier about students' personality will be pilot for the learning in arranging their teaching, so that, the target language can be reached by the students.

Furthermore, this study also wants to investigate about the influence of personality types and language learning strategies toward speaking ability so that,

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through this study will be known the best strategies in learning English which give advantages for all stakeholders in the education system, especially for the students who use the strategies in learning process.

The next, the last important thing about this study is helping the researcher in accomplishing the regulation for the study of the graduate program at the State Islamic University of Sultan Syarif Kasim Riau.

1.7. RATIONAL OF THE STUDY

This study was conducted because some changes happen in teaching and learning process in the class, such as, the increasing the standard of passed, the increased score of standard passed by the lecturer is one of the effort to make student more diligent in learning, and it has also become a challenge for the students to be active, creative and innovative in learning through some strategies in learning.

Then, the changes of lecturer's role in the class lectures are not as a transporter anymore, but they are as a facilitator in the class. Because of the change, some problems appear especially for the students. Students must have a good strategy in learning to get good result in gaining the best speaking ability in English. Because of that, the significant of knowing personality types and language learning strategy are important to be known, as an effort form to get a fact about language learning strategy.

Furthermore, in the 2013 curriculum, the lecturers should give many chances to the students as object of education to develop their selves in learning

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process, including learning in the class and learning outclass. The lecturers give the student opportunities to analyze something that the lecturers give to be solved. And then the lecturers also give student chance to be creative in solving the problems about the taught subject. So that, by knowing good strategy and personality type through this study is very important not only to the students as object of education, but also for lecturers and all stakeholders of school in increase students' achievement, especially in English achievement.

I.8. DEFINITIONS OF THE TERMS

a. Correlational

Correlational design is procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. (Creswell, 2008, p. 338).

a. Personality

Personality is an organizing force within the individual that determines the characteristic pattern of behavior. In this research, personality means the character of students mentally. (Ewen, 2003, p.110).

b. Learning strategy

Oxford. R stated that Learning strategies are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. In this

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case, a learning strategy is a language learning strategy. (Oxford, 2003, p. 232)

c. Language learning strategies

Language learning strategies (LLS) are defined as the conscious thoughts and actions that learners take in order to achieve a learning goal. In this context, the writer takes a language learning strategy which is classified by Rebecca Oxford. (Chamot, 2004, p. 14).

d. Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In this study, speaking is the process of communicating and sharing among students and their environment in English. (Chaney in Susanti, 2007, p.16)

e. Ability

Ability is the capacity or power to do something physically or mentally. In this research, ability means the ability of students physically or mentally to speak. (Hornby, 1974, p.3).