

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

Ever since English has been acknowledged as the international language, more and more people are willing to speak English. They want to be able to speak fluently in the target language. Therefore, speaking is often viewed as the most demanding among the four skills of language.

It is undeniable that being able to speak English well is the goal of every English learner. However, first of all the teachers of English are required to speak English clearly, fluently and correctly. This is because they have to be a model for their students. In other words, the teachers should be able to speak well to a certain extent and have a good communicative competence.

Savignon (1973:39) defines communicative competence simply as the ability to function in a truly communicative setting, that is, in a spontaneous transaction involving one or more other persons. She also defines that speaking as an instance of use, therefore, is a part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation.

Learning language is a complex process because it involves a lot of variables. These variables come from inside and outside the language learners, and include cognitive, affective and psychomotoric domains. The success of second language

acquisition depends on the supportive contribution of these factors (Teopilus, 2001:66).

In her best-seller book entitled *Personality Plus*, Littauer (1996:3) mentions that there are 4 types of personalities which have been introduced by Hippocrates for more than two thousand years. The personalities are: (1) Sanguine, (2) Choleric, (3) Melancholy and, (4) Phlegmatic. Each personality has its own characteristics which distinguish one type from the other types. Brown (1987:99) claims that personality as an intrinsic side of affectivity, is closely related to the language learning process. He further explains that personality factor is important in the acquisition of a second language and that someone's personality contributes in some way to the study of language learning, including the speaking achievement.

In the English Department of Widya Mandala Catholic University in Surabaya, speaking classes are given in 3 semesters, namely Speaking A, Speaking B and Speaking C. Speaking A is given in the second semester for the students who have taken Integrated Course (IC) class. Speaking B is the continuation of Speaking A and is given in the third semester. Speaking C should be taken in the fourth semester for those who have passed Speaking B.

Based on the discussion above, it seems that the students' personalities have significant effect on language learning achievement including the students' speaking achievement. To prove this, the writer conducts a study on the effect of personality types on the speaking achievement of Widya Mandala Catholic University students in the academic year of 2001-2002.

1.2 Statement of the Problem

Based on the explanation in the background, the problem investigated is formulated as follows: “Do personality types have significant effect on the English speaking achievement of English Department students of Widya Mandala Catholic University?”

1.3 Objective of the Study

The objective of this study is to find out whether personality types have any significant effect on the English speaking achievement of English Department students of Widya Mandala Catholic University.

1.4 Theoretical Framework

This thesis is planned based on what has been stated by Brown (1987:99) that personality factors within a person contribute in some way to the success of language learning. Also as has been stated in Teopilus (2001:66), extroverts (Sanguine and Choleric types) seem to be better second language learners than introverts (Melancholy and Phlegmatic types). It is because extrovert learners appear to be more active and eager using the target language in oral communication while introvert students seem to be passive in language classes.

1.5 Hypotheses of the Study

There are two hypotheses namely Null Hypothesis (Ho) and Alternative Hypothesis (Ha). The Null and Alternative Hypotheses in this thesis are:

Ho : There is no significant difference in the students' English speaking achievement among the four personality types by Hippocrates

Ha : There is a significant difference in the students' English speaking achievement among the four personality types by Hippocrates

1.6 Assumptions of the Study

Regarding the aim of this thesis which is to find out whether the students' personality types influence their English speaking achievement, the assumptions of the study are:

1. The students' speaking final grades are valid to represent their speaking performance.
2. All speaking teachers of the English Department of Widya Mandala Catholic University are qualified.
3. All speaking teachers of the English Department of Widya Mandala Catholic University test the students' speaking ability objectively.
4. The students' intelligence and aptitude variable do not significantly affect the result of this study.

1.7 Scope and Limitation of the Study

Because of the limited time, this study focuses on the four personality types by Hippocrates. It is limited to the personalities of the third semester students of Widya Mandala Catholic University in the academic year 2001-2002 and limited to the speaking achievement only.

1.8 Significance of the Study

As has been stated in the objective and the statement of the problem, this study is to figure out whether personality types have significant effect on the students' English speaking achievement. The writer hopes that the result of this thesis will give a little contribution to the success of teaching English and she also hopes that this study could give some insights concerning factors which influence the success of learning English.

1.9 Definition of the Key Terms

To avoid misinterpretation and/or misunderstanding, it is necessary to define the following terms:

a. Personality

According to The Heritage Illustrated Dictionary of the English Language (1975), personality is defined as the pattern of collective character, behavior, temperamental, emotional and mental traits of an individual.

b. Speaking

Gove (1976:453) defines speaking as a means to give oral expression to thoughts, opinions or feeling engaged in talk or conversation.

1.10 Organization of the Study

This thesis consists of five chapters. Chapter I is Introduction which deals with the background of the study, statement of the problem, objective of the study, theoretical framework, hypotheses of the study, assumption of the study, scope

and limitation of the study, significance of the study, definition of the key terms and organization of the study. Chapter II is Review of the Related Study, which deals with the theory of personality, theory of speaking, personality factors in learning speaking and the review of related study. Chapter III is Research Method, which deals with research design, subjects, instruments, procedure of data collection and the technique of data analysis. Chapter IV presents result of data analysis and discussion and Chapter V presents conclusion and suggestions.