

# **CHAPTER I**

## **INTRODUCTION**

This chapter will discuss the introduction of the research such as background of the study, problem statement, objectives of the study, hypothesis, significance, scope and limitations, and definition of key terms.

### **1.1 Background of The Study**

English competence is absolutely necessary for students of the Department of English Education. Speaking as one of the four basic language skills has very central role, with maximum competency on speaking, surely students which is prepared to be a candidate of professional teacher can carry out tasks learning well.

Cameron (2001) states that speaking is an active process of using language to express meaning, so that the person whom the one speaks to can understand what was said. To be able to achieve these expectations, there are 3 subjects in the English curriculum related to learning to speak, namely Speaking I, Speaking II, and Speaking III. According to the essence of the lecture, then the lecturer's job is to make students maximize themselves to practice using the target language in a speaking with transactional and interactional ways in various themes and genres, which is developed in the syllabus. The effort to maximize students is a manifestation of the latest learning paradigm, which is shifted from teacher-centered into learner-centered. This latest learning paradigm has been widely applied in various

subjects, such as teaching skills: listening, speaking, reading, and writing, and other subjects.

Nevertheless, the current phenomenon that is seen in many English Department, students who have taken Speaking I until Speaking III courses still have inadequate English competence as a teacher candidate. This can be proven from their ability on speaking is still far from the accuracy of pronunciation, fluency, accuracy of the grammar rules, the vocabulary used, and limited sentences that is caused by lack understanding of certain themes (Ratminingsih, 2012). Related to this, Bailey and Savage (as quoted in Lazaraton, 2001: 103) state that speaking in English as a second language (L2) or as a foreign language (FL) is the hardest skill among others, because various subsystems are integrated in speaking activities. The statement of Bailey and Savage (as quoted in Lazaraton, 2001) is further emphasized by Pin (2010), which state that the target of learning English as a foreign language is to develop various comprehension skills such as listening, speaking, reading, writing, and translating. For Chinese students, they have problems in terms of accuracy and fluency on speaking. They just get chance to practice their speaking inside school environment, only a small part wants to practice outside.

What was described by Pin (2010) above, not far from learning English as a Foreign Language (EFL) in Indonesia. Indonesian students as EFL learners often find difficulties on speaking skills development since they have to translate their first language into English on their brain before stating

the words that they want to deliver (Ratminingsih, 2013). Written language in English is different from spoken language, so learners in Indonesia also have the same problem in speaking English, i.e. accuracy and fluency.

There are various factors that can influence the success of learning. These factors can come from inside students (internal factor) and from outside the student (external factor). From within the learner, internal factors can be in the form of gender, motivation, interests, attitude, personality, manner or learning styles, etc., while external factors can be demands from parents, schools and teachers, and the environment. Among the factors mentioned above, in this study the researcher focused on internal factors, specifically gender and personality.

Elliott, et al. (2000: 30) states that gender refers to psychosocial aspects of maleness and femaleness, whereas sex enlarge to biological maleness and femaleness. So, it is clear that gender is a psychosocial aspects of masculinity and femininity, while sex is biologically male and female.

Gender differences are considered as one of determinant aspects that can affect learning achievement (Glowka, 2014; Zeynali, 2012; Peterson & Parr, 2012; Kobayashi, 2002). Elliott, et al. (2000) confirms there are some gender differences that are indicated from several characteristics. In terms of verbal abilities, explained that women are better in a variety of verbal tasks since the beginning of their development, and have become a maintained priority, while men have more language problems than women. However, so men are better in spatial visual tasks, as well as Math and Science abilities.

Research found that females are better than males in the second language or first language acquisition (Suliman, 2015; Teh, 2009).

Beside gender factors, psychological factors, i.e. personality, also affect individual's language development (Murphy et.al., 2017). Pennebaker and King (in Nodoushan, 2011) assert that personality is a learner variable that has been associated with success in language learning and use. According to Larsen (in Nadiyah, 2010), personality is "the set of psychological traits and mechanism within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environment. Good-organized traits make students' personality shaped well form their adaptation and interaction, and after that they are ready to engage in school environment and society.

Personality has very broad terms, in this study the researcher focus on terminology from Hippocrates-Galen which was established on 420-377 B.C. This terminology classified personality into four types. They are choleric, sanguine, phlegmatic, and melancholic (Sarwono in Nadiyah, 2010). In brief, the choleric is an individual with leadership capacity and is good to be a speaker, the sanguine is the cheerful and talkative person which sometimes mixes easily, the melancholic has analytical thinking, idealistic and perfectionist principle, and for the phlegmatic, he can be understood as a person of calm and neutral, and he has consistency in learning. All of them belong to their own specialties.

There are claims that a learner's personality is a determinant of his language use or success (Nodoushan, 2011). Recent studies have identified systematic associations between personality and language use in many different situations and contexts. The previous study related to Hippocrates-Galen personality trait and speaking skills is conducted by Nadiyah (2010) which examined the comparison of speaking skill achievement between choleric and melancholic students. Another study is organized by Muntazah (2015) who compares the achievement of speaking skill between sanguine students and phlegmatic students.

Based on those background and previous studies, the researcher attempts to study the effect of gender (male and female) and type of personality (choleric, sanguine, melancholic, and phlegmatic) on EFL students' speaking skills.

## **1.2 Problem Statement**

Based on the background of study, the research problem of this study is stated as below.

- 1.2.1 Is there any significant difference in speaking skills between female and male students?
- 1.2.2 Is there any significant difference in speaking skills among choleric, sanguine, melancholic, and phlegmatic students?
- 1.2.3 Is there any interaction effect between gender and types of personality on students' speaking skills?

### **1.3 Objectives of The Study**

Based on the research problem, the objectives of the study are stated as follow:

- 1.3.1 To identify whether there are some significant differences in speaking skills between female and male students.
- 1.3.2 To identify whether there are some significant differences in speaking skills among choleric, sanguine, melancholic, and phlegmatic students.
- 1.3.3 To identify whether there is interaction effect between gender and types of personality on students' speaking skills.

### **1.4 Hypothesis**

Hypothesis 1:

Ho: There is no significant difference in speaking skills between female and male students.

Ha: There are some significant differences in speaking skills between female and male students.

Hypothesis 2:

Ho: There is no significant difference in speaking skills among choleric, sanguine, melancholic, and phlegmatic students.

Ha: There are some significant differences in speaking skills among choleric, sanguine, melancholic, and phlegmatic students.

Hypothesis 3:

Ho: There is no interaction effect between gender and types of personality on students' speaking skills.

Ha: There is interaction effect between gender and types of personality on students' speaking skills.

### **1.5 Significance of The Study**

It is important to study the effect of gender and types of personality on students' speaking skills since many teachers couldn't treat their students with the consideration of the students' characteristics. Male and female students have different characteristics in engaging their learning process, this is the reason they have to be threatened based on their own characteristics. It is not about distinguishing male and female as well as the phenomena of gender disparity, but teacher should know how to teach their students in writing class as they can understand their students well.

The study is expected to provide useful inputs for students to retrieve benefits and to practice in learning activities. It is also expected to be correction for teacher's performance so far, whether they are in line with the expectations or if there still need changes, both for strategies and methods.

### **1.6 Scope and Limitations**

This study is conducted for EFL students and teacher of speaking class in Indonesia and focuses on identifying the effect of gender and types of personality on students' speaking skills. This study is limited on two aspects that may affect students' speaking skills that are gender and types of

personality, whereas there are many more aspects that may affect students' speaking skills. Other aspects that may affect the students' ability of speaking are intelligence, learning motivation, learning style, etc. Furthermore, this study is focused on two possible aspects that influence Indonesian students' development of speaking skill.

## **1.7 Definition of Key Terms**

### **1.7.1 Gender**

The definition of gender according to Elliott, et al. (2000) refers to psychosocial aspects of maleness and femaleness, whereas sex enlarges to biological maleness and femaleness. He also states that gender is one of several factors that influence the development of each individual, which interact one another, called biopsychosocial.

### **1.7.2 Personality**

Personality according to GW. Allport (in Nadzif, 2015) is a dynamic organization of the individual psychophysical system that determines the behavior and thoughts of individuals specifically. Personality is also the sum total of innate or hereditary tendencies with various influences from the environment and education, which shape a person's mental condition and affect his attitude towards life. Hippocrates and Galenus (in Agustina, 2013), known as the Hippocrates-Galenus theory divide personality types based on the liquid that is in a person's body into four parts, namely: the dry nature found in choleric (yellow bile), the wet nature found in melancholic



(black bile), the cold nature found in phlegmatic (mucus), and heat is found in sanguine (blood).

### **1.7.3 Speaking Skills**

According to Huebner (1960: 5) speaking is a skill used by someone in daily life communication whether at school or outside. The skill is required by much repetition, it primarily neuromuscular and not an intellectual process. It contends of competence in sending and receiving message. Furthermore, it can be concluded that speaking is a process of oral activity used in daily life as a part of communication in which verbal and non-verbal symbol used in sending and receiving message.