Chapter One

Introduction

This chapter presents an introduction to the research. In this chapter, chapter discusses several important points. First, the researcher explains the background of the problem, the reason why the researcher is interested in researching the problem. Then, identify the problem and determine the scope of the research focus. This chapter also contains the research questions that are the focus of the study. The aims of the research and the benefits of the research are also explained and shown to certain people. Each point in this chapter is an overview for more specific explanations related to the research.

Background of the Study

Personality is a unique human behaviour and traits, emerges in response to stimuli both coming from the environment and oneself. Every student must be unique in both their behaviour and the learning process. Character plays and important role in learning a second language. To make the most progress in learning a second language, student must recognize their own personality traits and how they affect their language learning. Suliman (2014) believes that teacher can more effectively manage their classroom by recognizing the personalities of their student. For students, getting to know their personality gives them a greater chance of acquiring a second language successfully. Adjusting a person's personality and learning style can help improve their performance and achievement in the classroom.

Personality may be defined as a set of personally owned, dynamic and organized traits that uniquely influence cognition, motivation, and behaviour in specific situations (Ryckman, 2012). Due to the close relationship between student personality, learning style, and learning strategies that students develop in turn, to create a more meaningful understanding of leaning and a comfortable educational environment for both teachers and students. Language teachers need to look up their personality to achieve good things in order to achieve better academic performance.

Many studies and theories have been put forward by experts, one of which is the Theory of Personality Traits that is most often used is the Theory of Personality Traits "The Big-Five Personality Traits". This theory was developed by two researchers namely John and Srivastava in 1999. Big Five Personality is a personality theory which is divided into five dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Suwondo, 2021). The Big Five Personality theory is categorized as a general personality trait. Each of the five personalities represents two poles. Extraversion, for example, exhibits a continuum between extreme extraversion and introversion. In this study, researcher used The Big Five Personality as a reference in the research process.

In addition to achievement, but there are also several skills that students must have, such as speaking, listening, writing, and reading. Rifa'at (2018) state that among the four skills in English, speaking appears to be the most important skill to be acquire. English is known as a foreign language in Indonesia. There are several people who speak English as their everyday language. That is the point;

people sometimes avoid speaking English because English is a foreign language, but they are not accustomed to being spoken. Darmadi (2015) defines speaking as a directly and empirically observable capacity. This observation is always coloured by the accuracy and effectiveness of the listener's ability. This, of course, affect the reliability and validity of oral production test.

English is an important means of communication in the world. As international language, English is one of the foreign languages taught to Indonesian students. One of the skills that students must have in common is communication in English. As an effective means of communication, these abilities can be developed and improved (Morozova, 2013). Anyone wants to improve their speaking abilities should be self-aware, spontaneity, positive behaviour and avoid communication errors. However, students who have introverted personalities usually have difficulty expressing what is in their hearts and this is different from extroverted personalities (Zubaidah, 2017).

Besides that, achievements can be obtained from several kinds of skills that we have, for example reading, writing, speaking, and listening. However, of the several kinds of skills possessed by everyone, speaking skill is the most important skill. Speaking skill is an important skill that every student must have. However, as we know that every student must have a different personality. So that not all students can master speaking skills. Leong & Ahmadi (2017) say that personality is one of the factors that cause students to have problems with speaking skills. Therefore, in this study, researcher wanted to prove whether there

was a correlation between a person's personality and achievement in speaking skills.

Identification of the Problem

Speaking is crucial in second language acquisition. Despite its importance, speaking has been undervalued in schools and universities for a variety of reasons, including an emphasis on grammar and unfriendly teacher-student relations (Leong & Ahmadi, 2017). Achievement could be achieved by someone when that person dares to try. Achievements have several kinds, such as scores, awards, and others. Many factors can be related to students' achievement in English speaking skill including personality (Ferreira & Langerman, 2014).

Personality is a term that can be specifically defined as: A combination of properties or qualities that make up one Personality (Ferreira & Langerman, 2014). Personality has some very common examples, such as Extrovert and Introvert. Extroversion and introversion are two widely accepted concepts in the world. Although the terms are commonly used, no individual can be categorized as either an extrovert or an introvert because extroversion and introversion coexist in every individual in varying degrees (Sakano in Wakamoto, 2000). Extroverts are often categorized as outgoing, sociable, and friendly individuals. Introverts tend to be more reserved, do not like crowds, and shy.

Based on the experience that researcher have gained during college, researcher often find students afraid to speak or to present both in offline and online classes, even though they have been prepared for this for a long time. Some

of them stated that they had difficulty remembering words and were also afraid of mistakes in the grammar they said. On the other hand, there are also students who are very brave and do not hesitate to speak English in class. This makes the researcher have suspicion whether the personality of each student can affect their English-speaking skills.

Delimitations of the Study

Many factors are interrelated with students' personality types and students' achievement in speaking skill as mentioned above, the researcher feels that it is too broad in scope. In this study, the researcher used The Big Five Personality as the main theory to be used in this study. So, in this research, the researcher focused on the relationship between students' personality types and students' achievement in English speaking class. To make this discussion more detailed, the researcher limits the problem. First, the researcher finds out what the students' personality types is. Second, how is the students' achievement in speaking class. Third, is there a relationship between students' personality types and students' achievement in English speaking class.

Research Questions

1. How are the personality types the English language education department students at a private Islamic university in Yogyakarta?

2. How is the students' achievement in speaking class of the English language education department students at a private Islamic university in Yogyakarta?

3. What is the correlation between students' personality types and students' achievement in English speaking class at a private Islamic university in Yogyakarta?

Research Objective

There are several objectives of this research based on the formulation of the problem. Among others are:

1. To find out the personality types the English language education department students at a private Islamic university in Yogyakarta.

2. To find out the students' achievement in speaking class of the English language education department students at a private Islamic university in Yogyakarta

3. To analyse whether there is a correlation between students' personality type and students' achievement in speaking class at a private Islamic university in Yogyakarta.

Significance of the Research

This research provides positive benefits for several parties such as lecturers, students, and other researchers.

For teachers.

Through this research, lecturers could gain knowledge about the relationship between students' personality types and students' speaking achievement. So that the lecturer can determine what learning strategies are suitable for the personalities.

For students.

Based on this research, students can see whether there is a relationship between personality type and student speaking achievement. So, students can think of the best solution for them, that this problem can have an impact on them in the future.

For other researchers.

Researchers may know that there is a possible relationship between personality type and students' speaking achievement. Other researchers can also determine the appropriate strategy in dealing with the problem. This research can be used as a reference for future study.

Organisation of the Chapter

This research consists of five chapters. The first chapter contains the introduction to this research. Background, problems, scope and important information are explained in detail along with the formulation of the problem which is the reference of this research. In addition, this chapter also explains the objectives and benefits of this research.

In chapter two, there is a literature review. Discussing the theories related to the correlation between students' personality types and students' achievement in speaking class.

Chapter three contains the methodology used in the research. This chapter discuss about the methods, instruments, participants, and data collection. Finally, explain the steps of data collection.

In chapter four discuss the findings and discussion. The results of the data will be explained in this chapter. Some things will be explained. The first is related to the personality types of students. Second, about students' achievement in speaking class. Third, is there any correlation between students' personality types and students' achievement in speaking class.

Chapter five contains conclusions and suggestions. Conclusions from research results are described in chapter four. Suggestions intended for several targets such as teachers, students, and others, in the hope of perfecting other research.