

**THE CORRELATION BETWEEN NEUROTICISM AND  
SPEAKING PERFORMANCE OF THE STUDENTS OF  
ENGLISH EDUCATION STUDY PROGRAM IN SRIWIJAYA  
UNIVERSITY**

**A THESIS**

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**Faculty of Teacher Training and Education  
Sriwijaya University  
Palembang  
2021**

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**2021**

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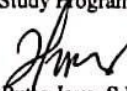
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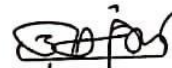
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# DECLARATION

## DECLARATION

I, the undersigned :

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Certify that the thesis entitled “The Correlation between Neuroticism and Speaking Performance of the Students of English Education Study Program in Sriwijaya University” is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Indonesia Number 17 2010 regarding the plagiarism in higher education. Therefore, I deserve to face court if I found plagiarized in this work.

Palembang, June 2021

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## **DEDICATION**

*I sincerely dedicated this thesis to:*

Almighty God, Allah SWT who has given me the strength, health to finish my thesis. I also thank to my beloved family, who always give support to me, especially for my father, mother, and my youngest sister, thank you so much for giving love and affection to me. I can't finish this thesis without the blessing of Allah SWT and motivation from my family.

Motto:

**“TALK LESS, DO MORE”**

# ACKNOWLEDGMENT

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all ", I would like to express my great-sincere gratitude to Allah SWT the almighty for blessing me to finish this thesis. This study was written to got S1 degree at the English Education Study Program, Faculty of Teaching and Education Sriwijaya University. This thesis would never be finished without the help of many people who have supported me. Therefore, I would like to owe my enormous debt of gratitude to:

1. My parents and sisters, Rudi Hartono as my father and Ros Miati as my mother and someone that I will never forget, she is my sister Irma Septiana as the only one the best sister in the world.
2. Two incredible and dedicated advisors, Eryansyah, S.Pd.,MA, Ph.D., and Lingga Agustina Suganda, S.Pd., M.Pd for their guidance, thoroughness, insightfulness, suggestions, helpful comments, and support. Their influence is strongly felt in this thesis.
3. My friends, who always accompany me during my college life until now, they are Verensia Milenia, Grace Andreani, Fadila Ayu Safitri, Nadya Maulina, Anissa luthfia, Veronica Fanisa Amri, rani, yustika, metri and yasid. Thank you for the support and help to make every single day colorful and unforgettable.
4. My Best friends at my boarding house from my hometown in Lubuklinggau: Irene novelanda, Marlansari Cantika, Vira Marmila, Nova Elysa, Opie deska, Indah pp who have supported me throughout the process from the beginning until the end.

5. My Senior from English Education Hermansyah, Daniel, Jeni and Renjun who has directed me and became the person who always listen my troubles.
6. I would like to thank to all of my classmate SEESPA UNSRI 2017 especially Class A for their support, help, memory and struggle during study in Sriwijaya University

Palembang, june, 2021

The Researcher,



Krisda Yulianti

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# THE CORRELATION BETWEEN NEUROTICISM AND SPEAKING PERFORMANCE OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN SRIWIJAYA UNIVERSITY

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## ABSTRACT

This study examined about the relationship between neuroticism and speaking performance of 6th-semester students of English education. This study found that students have negative emotion, but students' speaking performance had a good category score. The negative emotion in the context of this study is neuroticism personality which is this personality is part of Big five Personality dimensions. Therefore, it is important to develop students' awareness of this personality dimension within themselves. The purpose of this study was to determine the score of neuroticism in English education students at Sriwijaya University and it was found that neuroticism did not affect students' speaking performance. The total of participants in this study was 74 and then this study used purposive sampling. The Big Five Personality questionnaire was used to measure the level of neuroticism in students, to measure students' speaking performance, the students have to made a video. The results showed that there was no significant relationship between students' neuroticism and speaking performance (significance value  $0.522 > 0.05$ ). According to Sullivan and Feinn. (2012), statistical significance is the observable probability of 2 groups. If the P-value is smaller than the alpha level (0.05), it can be concluded that the two variables have significance, but if the p-value is more than (0.05) of the two variables, there is no correlation. The implication this study was to inform and broaden the horizons of every English education student about the existence of negative emotions or neuroticism and its effects on students' speaking performance.

**Keywords:** *Neuroticism personality, speaking performance, purposive sampling, English education students.*

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# **CHAPTER I INTRODUCTION**

This chapter presents (1) background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study

## **1.1 Background of the Study**

In the current era, English is an important language to be taught in the world of education because most people in the world use this language as an international language. According to Crystal (1997), a language can have a genuinely global status when developing a specific language recognized roles in every country. The reason why English is used as an international language because English is used as the lingua franca, which means the language of choice among speakers who come from different language backgrounds (Jenkins,2009).

In Indonesia, English is a foreign language commonly studied in every school, especially in junior and senior high schools, because English is the language used to communicate with other countries. In Indonesia, students are required to study English for at least six years while in school. According to Lauder (2010), English is a compulsory subject taught for three years in Junior High School and three years in Senior High School. But there are many problems for students when learning English even though they have learned English for a long time, in this context Thalal (2009) states there are many cases of students occur where their expectations do not match with the reality of learning outcomes, which indicate the students' English language skills are still low. It means their English proficiencies are not significant after years of study.

In Sriwijaya University at English Education Study Program, students must take 144 credits to complete the learning system in this study program (FKIP 2017-2018 Handbook). In the English study program Sriwijaya University, students are taught four important basic skills in English that include listening, reading, writing and speaking. Speaking is the subjects that must be followed by English education students to complete the credit system in this study program; there are three levels of learning in speaking in the English study program, the

first is Speaking for Informal, the second is speaking for formal interaction, and the third is speaking for academic purposes.

For the students who are learning English, there are four very important skills to master, such as listening, speaking, reading, and writing. These four skills must be mastered by students to master English well. One of the most important language skills is speaking because, basically, someone who learns English is required to be able to communicate well using this language. According to Ur (1996), Speaking in this context is an interactive process carried out by two people that constructs meaning that involves verbal reception and processing of information from a person who is verbally interacting. Meanwhile, according to Fauzan (2014) Speaking is the skill that is very important to master for someone who is learning English; It is because speaking is verbal language Verbal language allows a person to convey his or her ideas and thoughts, and speaking is one of the measures of language mastery.

In the process of learning English, speaking still be a challenge for the student. In this line Zhang (2009), also argued that speaking skill is the most difficult to master than other skill for the person who learned English, and they are still not fluency in communicating orally in English language. The thing that makes students feel difficult in mastering speaking skills is because there are many aspects that must be mastered by students as criteria to determine whether someone is good at speaking or not. These aspects include grammar, vocabulary, fluency, comprehension, pronunciation, and intonation. Meanwhile, according to Al Hosni (2014), some of the factors difficulty in speaking is caused by the students themselves; the wrong learning strategy and the environment are also a factor. If students have difficulty mastering speaking, this will certainly make students inactive in speaking.

In addition, another thing that could be used as an excuse for students not being active in the speaking class is not only their academics, environment, and learning strategy. According to Juana (2012), the factors that cause students not to speak in English class are the physiology of personality factors. A person who has a personality disorder can be characterized by a recurrent pattern of inconsistency

in the management of impulses, impulse control, interpersonal relationships, and self-image. In the context of personality, there is a theory that namely Big Five Personalities. Where this theory includes openness, conscientiousness, extraversion, agreeableness, and Neuroticism (OCEAN), in this trait Neuroticism is the only personality that has connotations negative in the big five personality models because in this trait neuroticism includes anxiety, irritability, anger, sadness, hostility, worry, self-consciousness, and vulnerability.

Student personality is very influential in the academic quality of students. Pulford and Sohal (2006) stated: "The achievement students in their academic abilities are important, but may not be effected only by students' actual abilities but also by their personalities." Personality can be said as a student characteristic if students have the characteristics of being easily anxious, shy, high emotional, and often negative self-critical. It may affect students' academic in mastery of speaking proficiencies.

Meanwhile, based on the writer experience while studying at Sriwijaya University, English Education Study Program, the writer found many students have difficulty when speaking English. Many of them show symptoms like anxiety, afraid and lack of confidence when speaking in front of many people. This condition seems the same as what had been argued by Al-Hosni (2016), many EFL students are so scared when they try to talk in a foreign language they learn. If we connected with a personality treat, a person who often feels anxious, fearful, and lacks confidence is usually categorized as a neurotic personality.

Thus, because neuroticism was the only personality in Big Five Personality that has a negative consonant because of that, the writer put high interest in taking this personality as a variable in this research. Therefore, the writer wanted to know whether the students had difficulty speaking because of this personality or not.

Based on the explanation above, the writer is interested in conducted research about neuroticism personality and Speaking in 6th-semester students. In which semester six students have completed all the series of speaking subjects

(Speaking for Informal Interactions, Speaking for Formal Interactions, and Speaking for academic purposes). Based on this, the writer interested conducted the study that has the title "The Correlation between Neuroticism and Speaking Performance of the Students of English Education Study Program at Sriwijaya University.

### **1.2 The Problem of the Study**

The problem of this study was formulated in the following question :

1. Was there any significant correlation between neuroticism and speaking performance of the student of English Education Study Program at Sriwijaya University?
2. Was there any significant contribution between neuroticism and speaking performance of the students of English Education Study Program at Sriwijaya University?

### **1.3 The Objective of the Study**

This study was aimed to find out whether or not:

1. To find out whether or not was any correlation Correlation between Neuroticism and Speaking Performance of the Students of English Education Study Program at Sriwijaya University.
2. To explore the significant contribution between Neuroticism and Speaking Performance of the Students of English Education Study Program at Sriwijaya University.

### **1.4 The Significance of the Study**

Advantages for the students who learn English, and future teacher

1. Hopefully, the results of this study can also encourage student awareness to identify their personality
2. This study's result was expected to give them information about the correlation between neuroticism and speaking Performance, and it can help them motivate their students to improve their speaking Performance with confidence.



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