CHAPTER 1

INTRODUCTION

1.1 Background of the Study

There are a lot of phenomena that happen in the society related to psycholinguistics field of study. There are also some ideas that have been generated around it, such as the study on the relation between loudness and extravertness-introvertness (Hamida, 1998). This study has drawn a conclusion that individual differences in the degree of loudness may reflect a person's personality traits, in this case, extravertness-introvertness. Many researchers have found out that psycholinguistics major has so many variables, which influence many of its cases, such as linguistic-relativity hypothesis (Solso, 1998:339), which concerns the relations between culture, language, and thought. Benjamin Lee Whorf has been the most prominent advocate of linguistic relativity, with the hypothesis that one's language determines the nature of one's thought (Weiten, 1996:218). Whorf concluded that a thing represented by a word is conceived differently by people whose languages differ and that the nature of the language itself is the cause of those different ways of viewing reality (Solso, 1998:340)

From many ideas that have been generated, and from many case studies that have been tested around psycholinguistics fields; the writer intends to generate more the phenomena that may happen around the psycholinguistic field.

The writer is interested in relating one of the terms of psychology issue to one of the terms of linguistics issue. In this case, the writer would like to study more on the human typology of personality related to the matter of reading performance and speaking performance.

We seem depressed by things that happen in our life. This can make us easily have the negative and positive emotional reactions. These reactions are often caused by tragedy or by something enjoyable. When expressing the emotion they have, most people are unable to control their reaction. They are not aware of their senses and start doing something irrational. The reaction reflected in individuals may appear differently. The stimuli of this kind of reaction may draw judgments and inferences about the issue related to the implicit personality theory. In most cases, paralinguistic features can effectively be used to infer about the person's personality traits or states (Scherer in Scherer and Ekman, 1982 in Hamida, 1998:3).

Individuals are varied in many things. Some people have good competence in certain skills, and some others do not. For examples, the competence in reading and speaking. Many people have good competence in reading, but on the contrary, not many people who have good competence in speaking; or perhaps there are people who have good competence in both reading and speaking skills, and vice versa. In other words, each individual has his or her own pattern of communicative choice. Several people have difficulty in speech, especially when they have to present their speech in front of a forum or an audience.

In conversational discourse, the benchmark of one's successful language acquisition is most always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language (Brown, 2000:267). As Richards (1990:67) stated that the conversation is something of an enigma in language, so that the goals are extremely diverse depend on the overall context. Furthermore, Nunan (1991:47) noted that one's performance is always coloured by that of the person (interlocutor) he or she is talking with.

By the 1970s, first language reading research had been flourishing. Kenneth Goodman's seminal article, "Reading: A Psycholinguistic Guessing Game," began to tackle the unique issues and questions facing second language reading pedagogy, i.e. the concept of bottom-up and top-down processing. Further, recent research on reading pedagogy has found the combination of top-down and bottom-up processing, which called interactive reading. In short, it suggests the readers to continually shift from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says (Nuttall, 1996:17).

Here, the writer guesses that there might be a connection between human's emotional level to their reading and speaking performances. Generally, teachers or lectures often give prejudgement at the first place to the student on their performances of skills just based on the student outer performance, e.g. by their emotional outer appearance. As a result, teachers or lectures like to differentiate or place a different treatment for their students who have different emotion level.

Therefore, the writer is encouraged to do a research related to this matter. This research takes place in the English Department, the Faculty of Letters, Airlangga University.

In this research, the writer assumes whether there is a significant mean difference between different groups of emotional levels to the respondents' reading and speaking performances. If it is proven statistically that there is a significant mean difference, the writer will continue the research by doing a further hypothetical test to know which group of emotional level has the greater, average, and small scale of influence in a role.

1.2 Statement of the Problems

In relation to the background of the study, the problems discussed in this study are as follows:

1) Is there a significant mean difference in reading performance among different emotional level groups?

2) Is there a significant mean difference in speaking performance among different emotional level groups?

If there is a significant mean difference among the groups, the research will be continued to find out which group has the biggest influence and which has the smallest. The further statements of the problems are:

3) Which emotional level group has the most influence in reading performance?

4) Which emotional level group has the most influence in speaking performance?

Hypotheses:

1) **Hr 0** : $\mu_1 = \mu_2 = \mu_3$: there is **no** significant mean difference in reading performance among the emotional level groups.

Hr1 : $\mu_1 \neq \mu_2 \neq \mu_3$: there is a significant mean difference in reading performance among the emotional level groups.

2) **Hs 0** : $\mu_1 = \mu_2 = \mu_3$: there is **no** significant mean difference in speaking performance among the emotional level groups.

Hs1 : $\mu_1 \neq \mu_2 \neq \mu_3$: there is a significant mean difference in speaking performance among the emotional level groups.

Further hypotheses are:

3) **Hr 0** : $\mu_1 = \mu_2$: group 1 (one) has the same mean as group 2 (two); it means that it cannot be defined which group has the bigger or smaller influence than the other in reading performance.

Hr 1 : $\mu_1 \neq \mu_2$: group 1 (one) has bigger or smaller mean than group 2 (two); it means that group 1 (one) has bigger or smaller influence in reading performance.

4) **Hr 0** : $\mu_1 = \mu_3$: group 1 (one) has the same mean as group 3 (three); it means that it cannot be defined which group has the bigger or smaller influence than the other in reading performance.

Hr 1 : $\mu_1 \neq \mu_3$: group 1 (one) has bigger or smaller mean than group 3 (three); it means that group 1 (one) has bigger or smaller influence in reading performance.

5)   **Hr 0** : $\mu_2 = \mu_3$: group 2 (two) has the same mean as group 3 (three); it means that it cannot be defined which group has the bigger or smaller influence than the other in reading performance.

Hr 1 : $\mu_2 \neq \mu_3$: group 2 (two) has bigger or smaller mean than group 3 (three); it means that group 2 (two) has bigger or smaller influence in reading performance. .

6)   **Hs 0** : $\mu_1 = \mu_2$: group 1 (one) has the same mean as group 2 (two); it means that it cannot be defined which group has the bigger or smaller influence than the other in speaking performance.

Hs 1 : $\mu_1 \neq \mu_2$: group 1 (one) has bigger or smaller mean than group 2 (two); it means that group 1 (one) has bigger or smaller influence in speaking performance.

7)   **Hs 0** : $\mu_1 = \mu_3$: group 1 (one) has the same mean as group 3 (three); it means that it cannot be defined which group has the bigger or smaller influence than the other in speaking performance.

Hs 1 : $\mu_1 \neq \mu_3$: group 1 (one) has bigger or smaller mean than group 3 (three); it means that group 1 (one) has bigger or smaller influence in speaking performance.

8) **Hs 0** : $\mu_2 = \mu_3$: group 2 (two) has the same mean as group 3 (three); it means that it cannot be defined which group has the bigger or smaller influence than the other in speaking performance.

Hs 1 : $\mu_2 \neq \mu_3$: group 2 (two) has bigger or smaller mean than group 3 (three); it means that group 2 (two) has bigger or smaller influence in speaking performance.

1.3 Objectives of The Study

Based on the statement of the problems above, the objectives of this study are:

1) To find out whether there is a significant mean difference in reading performance among the emotional level group.

2) To find out whether there is a significant mean difference in speaking performance among the emotional level group.

3) To find out which emotional level group has the most influence in reading performance.

4) To find out which emotional level group has the most influence in speaking performance.

1.4 Significance of The Study

This study is expected to have several significances on its result. First, the writer expects that the result of this study can broaden our knowledge on the relationship between emotional level group and a student's achievement in

reading and speaking performances. And second, the writer expects that the result of this study can enrich the research on psycholinguistics, so that future researchers can use this thesis as one of their stepping-stones.

1.5   Scope and Limitation

To be more focused in analyzing the subject matter, the writer limits the thesis on:

1)   The reading and speaking performances, which in this case, both reading and speaking performances have different basic kinds of comprehension. Reading performance is a kind of receptive comprehension, while speaking performance is a kind of productive comprehension.

2)   The classification of the emotional level into three groups, based on the theory proposed by Carter and Russell (2004).

1.6   Theoretical Framework

This study is based on the theory of personality traits by Weiten (1996); the theory of personality types by Sheldon in Sobur (2003); the theory of psychometric testing proposed by Barry (1999) and also Carter and Russell (2004); the theory of reading proposed by researchers of reading, especially in a foreign language, such as Goodman (1970) and Nuttall (1996); also a theory of speaking techniques proposed by Brown (2000).

1.7 Definition of Key Terms

In this study, there are several technical terms that need to be clarified related to the object of the study:

1) *Emotion Level:* emotion is a strong feeling of any kind: love, joy, hate, fear, and jealousy. Level is a point or position on a scale of quantity, strength, value, etc. Based on those meaning, emotion level is position on scale of strong feeling that is had by everyone.

2) *Implicit Personality Theories:* concepts within a person's mental structure about the interrelationship between certain dispositions, which enable him to construct impressions or evaluation upon people.

3) *Personality Traits:* certain distinctive dispositions within person, which show consistency in behaviour over different situations.

4) *Trait Dimensions:* differences among individual's personality traits that show the degree of his qualities.

5) *Social Interaction:* the condition in which two or more people construct action and reaction. In its minimal condition, there at least be an opportunity for the receiver or listener to react the sender or speaker and it needs not be face to face or under particular span of time.

6) *Reading Competence:* the capability of readers in doing reading activity.

7) *Reading Performance:* the observable result of the competence in reading.

8) *Pattern of Communicative Choice:* a set of linguistics and paralinguistics items found and used interaction, which affect the communicative effectiveness.

9) **Speaking Competence:** the capability of speakers in doing speaking activity.

10) **Speaking Performance:** the observable result of the competence in speaking.

1.8   Method of the Study

The method applied in this study is quantitative approach since the study is aimed at gaining the generalization over the phenomenon of the influence of the degree of emotional level to speaking and reading performances. This method is applied to conceptualize a reality in terms of variables, which use such an instrument called scaling. This method is used to know whether the relation is significant or not. In this case, the writer uses one of the measurements of inferential statistics, i.e. analysis of variance (ANOVA).

1.8.1 Location and Population of the Study

This study is conducted in Surabaya. It is the city where the writer lives, so the writer can conduct the research comfortably. The population or universe here means the whole number of the objects, which its characteristics are about to be investigated (Djarwanto, 2000:107). The population comprises the students of the English Department, the Faculty of Letters, Airlangga University, male and female, who are still studying at this department. They must have passed the subjects of Reading 6 and Speaking 6 to qualify as respondents of this research. The subjects of Reading 6 and Speaking 6 are chosen because in the English

Department, those subjects are at the highest level for reading and speaking subjects. In other words, those subjects are considered to represent all of the speaking and reading theories that have been taught in the previous similar subjects.

1.8.2 Sampling and Sample Design

In order to get the data for this study, the writer takes a sample because the number of the population is too large. A sample is a part of the population, which its characteristics are about to investigate, which can be considered as the representatives of the whole population (Djarwanto, 2000:108). In this case, the writer takes 30 respondents, a common minimum number for conducting a statistical analysis.

The writer takes the sample using Quota Sampling which involves the process of seeking out respondents based on some characteristics (Djarwanto, 2000:116). Quota Sampling here means that the sample is taken based on certain considerations from the investigator (Djarwanto, 2000:119). The use of Quota Sampling by the writer is based on the considerations as follows:

1)   The total population for the research is unknown.

2)   The sample proportion of each group cannot be calculated.

The respondents of the study must meet the following criteria:

1)   Active students of English Department, Faculty of Letters, Airlangga University.

2)   Have already passed the subject of Reading 6.

3)   Have already passed the subject of Speaking 6.

1.8.3 Techniques of Data Collection

There are several steps that the writer takes in collecting the data. First, the writer asks whether the respondents have already passed the subjects of Reading 6 and Speaking 6 or not. This is one of the criteria to qualify as a respondent. Second, the writer asks the respondents to write down their scores for Reading 6 and Speaking 6. Third, the writer distributes the questionnaires which consist of the emotional level test. Fourth, the writer calculates the scores of the emotional level test. Fifth, the writer classifies the respondents into three types of emotional level. Sixth or the last one is documenting the data systematically.

1.8.4 Techniques of Data Analysis

In analyzing the data, first, the writer calculates the scores on the emotional level test, to find out the ratings perceived from the Psychometric Test of emotional level. The calculation is done by finding the total score of the ratings for each respondent. Secondly, the writer calculates the correlation between emotional level and reading ability. Third, the writer calculates the correlation between emotional level and speaking ability. These steps are done in order to know whether emotional level has a correlation with the reading ability of someone and whether emotional level has a correlation with the speaking ability of someone. Finally, the writer interprets the results of the test and the data obtained.

In addition, to analyze the mean differences in both reading and speaking performance among emotional level groups, the writer uses inferential statistics. The inferential statistics used is the analysis of variance (ANOVA), which is applied to find out whether there is a significant mean difference in both reading and speaking performances among emotional level groups. ANOVA was selected because the emotional level consist more than two groups. If the emotional level only had two groups, the method would be two means hypothetical test. The writer undergoes the variance analysis test twice. The first is a variance analysis test among emotional level groups in reading performance, and the second, is a variance analysis test among emotional level groups in speaking performance.

In short, to analyze the data, the writer follows the steps bellow:

1) Calculating the correlation between the three emotional levels and the reading scores.

2) Calculating the correlation between the three emotional levels and the speaking scores.

3) Analyzing the data.

4) Interpreting the data.

5) Drawing a conclusioh.

CHAPTER 2

LITERATURE REVIEW