

## **ABSTRACT**

Damayati, Tia Nur. "The Influence of Emotional Level Towards Reading and Speaking Performances Among the Students of English Department of Airlangga University". A thesis submitted as partial fulfillment of the requirements for the sarjana degree of the English Department, Faculty of Letters, Airlangga University, 2005.

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 skills.

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 linguistic issue. In this case, the writer would like to study more on the human typology of personality relation to the matter of reading performance and speaking performance.

The objective of this study is to find out whether there is a significant mean difference whether in reading performance and speaking performance among the emotional level group. Furthermore, this study may find out which emotional level group has the most influence whether on reading performance and speaking performance.

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).

The fact of the relationship between the group of emotional level with the reading and speaking performances is supported by the result of the ANOVA test on respondents' group of emotional level and their score on reading 6 and speaking 6 subjects. The ANOVA test shows that there is a negative relationship between the group of emotional level with the reading and speaking performances. A further statistical analysis suggests that the relationship is also not significant. It means that the relationship may occur by chance. There is may be a coincident when the reading and speaking performances are not influenced by the differences in emotional level group.

# **CHAPTER 1**

## **INTRODUCTION**