

CHAPTER I INTRODUCTION

In this chapter, the researcher presents the background, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background

This research aims to find out the correlation between students' perfectionism and their speaking achievement. Perfectionism has defined and measured by several researchers with different views. It is generally showed in performance at work or school (Khatibi, Mina & Fouladchang, Mahboobeh, 2016). American Psychological Association in 2018 finds that perfectionist tendency among today's college students have significantly increase, specifically in physical appearance, career, and academic performance.

Perfectionism is a multidimensional personality trait marked by striving for flawlessness, setting excessively high personal standards of performance, and having an overly critical evaluation of one's behavior. It appears in various forms and aspects (Stoeber, 2018). Perfectionism appeared when we expected to get something that we want by our self or do everything perfectly that may make us feel motivated, exhausted, or even worried.

A study conducted by Curran in 2017 found that college students are expecting to get a perfect grade point average. It is showed that college students have perfectionist tendency in their academic performance. To support Curran's research, the researcher conducted a brief observation in the 5th semester of English Education students in UIN Sunan Gunung Djati Bandung on December 2020 by using google form questionnaire. It is found that 94.6% of students are expecting to get a perfect GPA and 97.3% of them are expecting to have a perfect grade in speaking class. Then 74.3 % of students expect to have a perfect speaking performance and 59% of students are afraid to make any mistakes in speaking class. The researcher then conclude that students always want to show perfect performance, expecting to get an excellent score and they are afraid of making any

mistakes in the learning process.

According to the researcher's personal experience in learning speaking in English Education Department of UIN Sunan Gunung Djati Bandung, many students expect a high speaking score yet some of them are showing less speaking performance since they are afraid of making any mistakes when they speak in speaking class. They only speak if they are concerned that they know how to pronounce some words, construct those words correctly. Students need more pressure to speak in the class as if when they are doing a speaking activity that they have practice it before the performance which planned by the lecturer. Out of that, many students are less actively speaking in English during speaking class.

Numerous research studied perfectionism and its effects on students' language learning anxiety in general but less research examined its correlation with students' achievements in the classroom. Thus, the present research intends to find out the correlation between EFL students' perfectionism and their speaking achievements.

B. Research Questions

There are several research questions regarding the problem mentioned in the background as follow:

1. What is the perfectionism level of EFL students of English Education Department in UIN Sunan Gunung Djati Bandung?
2. What is the speaking achievement of EFL students of English Education Department in UIN Sunan Gunung Djati Bandung?
3. How is the correlation between EFL students' perfectionism and their speaking achievements in English Education Department in UIN Sunan Gunung Djati Bandung?

C. Research Purposes

Regarding the research problem above, the purposes of this research are:

1. to find out the perfectionism level of EFL students of English Education Department in UIN Sunan Gunung Djati Bandung

2. to identify the speaking achievement of EFL students of English Education Department in UIN Sunan Gunung Djati Bandung
3. to examine the correlation between EFL students' perfectionism and their speaking achievements in English Education Department in UIN Sunan Gunung Djati Bandung.

D. Research Significances

This research is expected to give several significances:

1. Theoretically, the research is expected as the source of information to add the reference about the correlation between students' perfectionism in speaking achievements.
2. Practically, the research can be a reference in choosing the effective teaching method with a good competitive class to help students achieve their goals and can help students know themselves more also that they can deal with their perfectionism as a motivation to reach their goals.

E. Conceptual Framework

Perfectionism research had its beginnings in psychodynamic theory, particularly in the writing of two influential psychoanalytic theorists: Alfred Adler (1870-1937) and Karen Horney (1885 - 1952). Horney describes perfectionism as a highly neurotic personality disposition that cancels out the positive aspects. Adler is regarded as the first who have a multidimensional view of perfectionism that recognizes both adaptive and maladaptive aspects. By the time many research was conducted, then researchers defines perfectionism as a multidimensional personality trait marked by striving for flawlessness, setting personal performance standards that are too high, and having an overly critical evaluation of a person's behavior that appears in various forms and aspects (Stoeber, 2018). It is commonly related to putting high personal standards, too much concern over making mistakes, perceiving high parental expectations, worrying about high parental criticism, doubting the quality of an action, and a high preference for order and organization (Frost, Marten, Lahart, and Rosenblate, 1990).

In academic settings, perfectionism is associated with grades, academic self-efficacy, academic motivation, academic performance, behaviors, motivation, commitment to academic pursuits, and career decision-making (Rice, Richards, and Ray, 2016). Align with the purpose of this research, the grades and academic performance is used as the perfectionism association. According to Yurtseven (2018), perfectionism has a relationship with academic achievement. Students' perfectionism has a role in the language learning process as well, especially in speaking class activities. In the field of English as a Foreign Language (EFL) teaching and learning, the acclaimed stage of "perfect" performance is that when the learner is expected to use the language perfectly, manipulate syntactic structures with easiness, speak eloquently, and write coherently and accurately (Mabrouk, 2019).

Based on Nunan (1991) speaking is the essential aspect of the second language or foreign language learning. Since the goal of language learning is to be able to communicate both verbally and written, speaking is considered an important skill for students to be able to build a conversation in the language. When students' knowledge, ability, and experience meet the curriculum's target of speaking class learning objectives, it is defined as speaking class achievements (Lestari, Leoneto, and Ihsan, 2019). Schneider and Preckel (2017) also stated that academic achievements can be measured in several ways including individual test results (midterm or end term test), class performance scores (grades), and performance across classes (GPA). The research measured students' academic achievement by utilized their speaking class performance scores.

F. Previous Studies

There are several studies on students' perfectionism in language learning that have conducted. Researchers mostly studied the relation between perfectionism and students' language learning anxiety while the rest are studied the influence of perfectionism with students' language skill and performance. The studies showed different results on how students' perfectionism relate and influence their academic behaviors in language learning.

Gregersen and Horwitz (2002) studied the relationship between perfectionism and foreign language anxiety in 2002. The research involved 8 of 78 second-year English Education students at the Universidad de Atacama in Chile. The Foreign Language Classroom Anxiety Scale (FLCAS) was selected as the instrument to identify students' language anxiety and the videotaped conversations were used to obtain students' possible feelings of perfectionism. The research used the oral interview method for examining learners' reaction towards their actual speaking performance from the interview, then analyzing learners' perfectionism in personal performance standards, procrastination, fear of evaluation, and concern over errors from their reaction transcription. The findings of this study revealed a relation between perfectionism and language anxiety, with anxious students have higher standards for their English performance, a greater tendency toward procrastination, greater worry about other people's opinions, and a higher level of concern about errors than the non-anxious students.

Rastegar, Khabir, and Kermani (2017) explored the relationship between perfectionism and language proficiency in intermediate, upper-intermediate and advanced students of Kerman Institute, Iran. The research used the Frost Multidimensional Perfectionism Scale as the instrument to measure students' level of perfectionism and the short version of the Michigan Test to obtain students' language proficiency. The researcher was randomly selected 98 Persian speaker students as the participants using probability sampling from three branches of Language House Institute. The MPS questionnaire was administered during class time and the Michigan test was given at the end of the term then the SPSS was selected to analyze and interpret the data. The results find that students' perfectionism and language proficiency have a high relationship with each other.

Wang, Permyakova, Sheveleva, and Camp in Russia (2018) to examine perfectionism as a multidimensional personality factor that influences foreign language learning and classroom anxiety. The research involved 183 third-year Russian university students from 4 different majors that take six hours of English per week during their first two years and four hours a week in their third year. The

research used the Short Almost Perfect Scale (SAPS) to measure students' perfectionism level and Foreign Language Classroom Anxiety Scale (FLCAS) to measure students' anxiety level. The data is analyzed using the hierarchical regression which shows that students' two dimensions of perfectionism (adaptive and maladaptive) affect their foreign language classroom anxiety.

Farang examined the relationship between students' English self-efficacy and the three types of perfectionism; adaptive, maladaptive, and non-perfectionists. The research took a sample of 114 ESL university students in Missouri State, USA. The Revised Almost Perfect Scale (APS-R) is selected as the instrument to distinguish students' level of adaptive perfectionism and maladaptive perfectionism whilst the Questionnaire of English Self-Efficacy Scale (QESE) is used to measure students' English self-efficacy in reading, listening, speaking, and writing skills. The researcher used the Pearson correlation to utilize the correlation between the subscales of the APS-R and the overall QESE and it shows that the subscales of the APS-R were correlated with each other, validating the construction of the APS-R and the overall QESE were also correlated. In short, the results of the research show that there was a significant effect of perfectionism on students' English self-efficacy (Farang, 2020).

Another research is conducted by Lin in 2020 to investigate the relationship between the level of perfectionism and EFL students' writing performance among Chinese EFL college students. The research adopted the Frost Multidimensional Perfectionism Scale (FMPS) that has six dimensions of perfectionism to measure students' perfectionism and an argumentative writing task was used to evaluate students' writing performance. The data was obtained from 40 second-year English majors at Guangdong University of Foreign Studies, and the acquired data was processed and analyzed using SPSS 25. The results showed that Personal Standards, Parental Expectations, and Parental Criticism have a significant relationship with students' writing performance (Lin, 2020).

Concerning several research above, few research examined perfectionism and its impacts on students' language learning anxiety in common but less research

investigated its relationship with students' English skill achievement. Hence, this research intends to investigate the correlation between EFL students' perfectionism and their speaking achievements.

