

**THE INFLUENCE OF OPENNESS PERSONALITY ON
SPEAKING PERFORMANCE OF THE SEVENTH SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

A thesis by

Dian Rahma Sari

06011181520008

English Education Study Program

Department of Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSTY

2022

THE INFLUENCE OF OPENNESS PERSONALITY ON SPEAKING
PERFORMANCE OF THE SEVENTH SEMESTER STUDENTS OF
ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER
TRAINING AND EDUCATION SRIWIJAYA UNIVERSITY

Dian Rahma Sari

Student Number: 06011181520008

This thesis was defended by the writer in the final program examination and
was approved the examination committee on:

Day : Thursday

Date : 30 Juni, 2022

- | | | |
|----------------|---------------------------------------|---|
| 1. Chairperson | : Dra. Zuaraida, M.Pd | () |
| 2. Secretary | : Dr. Margaretha Dinar Sitingak., M.A | () |
| 3. Member | : Hariswan Putera Jaya, S.Pd., M.Pd | () |



Indralaya, 30 Juni, 2022
Certified by
Coordinator of English Education
Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

**THE INFLUENCE OF OPENNESS ON SPEAKING PERFORMANCE OF
THE SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM FACULTY OF TEACHER TRAINING AND
EDUCATION SRIWIJAYA UNIVERSITY**

A thesis by

Dian Rahma Sari

06011181520008

English Education Study Program

Department of Language and Art Education

FACULTY OF TEACHER TRAINING AND EDUCATION

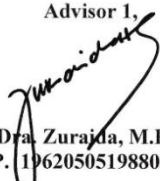
SRIWIJAYA UNIVERSITY

INDRALAYA

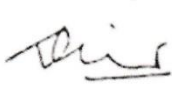
2022

Approved by

Advisor 1,


Dr. Zuraida, M.Pd.
NIP. 196205051988032004

Advisor 2,


Dr. M. Dinar Sitinjak, M.A.
NIP. 195710041988032001

Certified by

Head of English Education Study Program,




Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name : Dian Rahma Sari
Student's Number : 06011181520008
Study Program : English Education

Certify that the thesis entitled "*THE INFLUENCE OF OPENNESS PERSONALITY ON SPEAKING PERFORMANCE OF THE SEVENTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION, SRIWIJAYA UNIVERSITY*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, 30 June 2022

The Undersigned,



Dian Rahma Sari
06011181520008

DEDICATION

This thesis is dedicated to:

1. Allah SWT who has given me physically and mentally health to finish my thesis.
2. My parents who always support, prayers, patience and everything.
I know this word will never enough to express how they mean a lot to me.
3. My supervisors, Mam Zurai and Mam Dinar. Thank you for helping me through my thesis; without their assistance, my thesis would not have been completed.
4. Muhammad Ganti, who has helped and accompanied me in completing my thesis.

MOTTO

“My success can only come from Allah”

(Qur'an 11:88)

“Allah does not stress a soul beyond its capacity.”

(Qur'an 2:286)

“You will never know what you are doing until and unless you have done it.”

(Santosh Kalwar)

“Because with difficulty comes ease.”

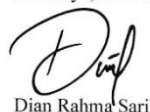
(Qur'an 94:5)

ACKNOWLEDGEMENTS

Alhamdulillah. In the name of Allah, the Most Gracious, the Most Merciful. Firstly, I would like to thank to Allah SWT because of His blessing, I able to write this thesis as a partial fulfillment of the requirements for the Undergraduate Degree of English Education Study Program, Faculty of Teacher Training and Education Sriwijaya University. Therefore, I would like to deliver whole hearted gratitude to:

1. My parents, my sister and my brother. Thank you for always supporting me, helping me, praying for me with no limit. Especially for Ayah and Bunda, word can't describe how much I am grateful to have them in my life. I present this thesis to them.
2. The researcher also would like to express the highest gratitude to my wonderful advisor, Dra. Zuraida., M.Pd. and Dr. M. Dinar Sitinjak., M.A for her advice, suggestion, guidance, patience and dedication in guiding the researcher to finish this study.
3. The researcher is also very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University (Dr. Hartono, M.A.), Head of Language and Arts Education Department, Dr. Didi Suhendi, M.Hum., and Head of English Education Study Program, Hariswan Putra Jaya, S.Pd., M.Pd. for their assistance in administrative matters. The greatest gratitude addressed to all lecturers who kindly taught me during my study.
4. The students who have participated in this research. I hope Allah will give many blessings to your life.

Indralaya, 30 June 2022



Dian Rahma Sari

TABLE OF CONTENTS

COMMITTEE APPROVAL	i
APPROVAL	ii
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
ABSTRACT	x
CHAPTER I	1
INTRODUCTION	1
1.1 Background of Study	1
1.2 Problems of the Study	3
1.3 Objectives of the Study	3
1.4 Significance of the Study	4
CHAPTER II	5
LITERATURE REVIEW	5
2.1 Speaking	5
2.1.1 Speaking Performance	Error! Bookmark not defined.
2.2 Personality Types	7
2.3 Big Five Personality Models	8
2.3.1 Openness	8

2.4 Previous Related Studies	9
CHAPTER III	12
METHODOLOGY	12
3.1 Research Design.....	12
3.2 Operational Definitions	12
3.3 Setting of the Study	13
3.4 Participants of the Study	13
3.5 Data Collection Techniques.....	14
3.5.1 Questionnaire	14
3.5.2 Speaking Test	14
3.6 Validity and Reliability	14
3.7 Techniques for Analyzing Data.....	15
CHAPTER IV	17
FINDINGS AND DISCUSSION.....	17
4.1 Findings of the Study.....	Error! Bookmark not defined.
4.1.1 Speaking Test Results	17
4.1.2 Openness Personality	19
4.2. Statistical Analysis.....	20
4.2.1. Normality Test	Error! Bookmark not defined.
4.2.2. Homogeneity Test	21
4.2.3. Correlation between Openness Personality and Speaking Performance.....	22
4.3. Discussions of the Study	22
CHAPTER V.....	27
CONCLUSIONS AND SUGGESSTIONS	27

5.1. Conclusions	27
5.2. Suggestions	27
REFERENCES	28
APPENDICES	32

LIST OF TABLES

Table 1. Participant of The Study	13
Table 2. Speaking Test Result	Error! Bookmark not defined.
Table 3. Openness Descriptive Statistics	19
Table 4. Tests of Normality	Error! Bookmark not defined.
Table 5. Test of Homogeneity of Variances	Error! Bookmark not defined.
Table 6. Correlations between Students’ Openness Personality and Students’ Speaking Performance	Error! Bookmark not defined.

LIST OF FIGURES

Figure 1. Students’ Speaking Performance Category	Error! Bookmark not defined.
Figure 2. Students’ Openness Personality Category	19

LIST OF APPENDICES

Appendix A. Openness Personality Questionnaire	32
---	-----------

Appendix B. Speaking Test Scoring From Rater 1.....	32
Appendix C. Speaking Test Scoring From Rater 2	36
Appendix D. Questionnaire Responses	38
Appendix E. Surat Usul Judul.....	39
Appendix F. SK Pembimbing Skripsi	40
Appendix G. SK Izin Penelitian	42
Appendix H. Thesis Consultation Card	43

**THE INFLUENCE OF OPENNESS PERSONALITY ON SPEAKING
PERFORMANCE OF THE SEVENTH SEMESTER STUDENTS OF ENGLISH
EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND
EDUCATION SRIWIJAYA UNIVERSITY**

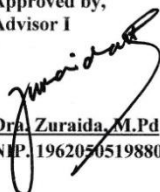
ABSTRACT

The study aimed to find out how was the speaking performance of the seventh-semester students of English Education Study Program at Sriwijaya University, and whether there was any significant correlation between their openness personality and speaking performance. The results of the speaking test showed most of the students were good at speaking performance because students had learned pronunciation and speaking interaction academically. After that, the openness personality questionnaire found that most students were included in the intermediate category. Last, there was no correlation between students' openness personalities and their speaking performances. Therefore the openness personality trait was not influenced the English speaking performance.


Keywords: *The influence of openness personality on speaking performance of the seventh semester students*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Approved by,
Advisor I



Dra. Zuraida, M.Pd
NIP. 196207051988032004

Advisor II


Dr. M. Dinar Sitinjak, M.A.
NIP. NIP. 195710041988032001

Certified by

Coordinator of English Education Study Program,


Hariwan Putera Java, S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Now it is necessary to be able to converse orally in English. Because English is utilized by over 60 nations and many international organizations, it has become the most widely used international language. English has become a worldwide language for various reasons, including (1) migration by English speakers, (2) British colonialism, and (3) the international role and impact of the United States in trade, international communications, media, films, and the dissemination of new technologies (Crystal, 2004). Indeed, the growth of globalization and the fast expansion of information technology has resulted in an explosion in global demand for English (Nunan, 1999).

Listening, speaking, reading, and writing are the four basic language abilities. Speaking is one of the features of English that must be acquired. According to Jaya et al. (2022), speaking is the most desired language ability that is used to determine whether or not someone has succeeded in learning a language. In the meanwhile, several issues have been discovered. The problems that students usually face are feeling embarrassed to talk with their friends because they don't know how to express what they want to say and lacking confidence to say anything because they are afraid of saying something wrong, such as mispronouncing words and following incorrect grammatical rules.

According to Richards (2008), acquisition of English speaking competence is a priority for many second - language or foreign - language learners. Furthermore, according to Burns and Seidlhofer (2002), accurate pronunciation is vital in oral communication. Carnie (2001) states that language is a psychological or cognitive, property of humans. Individuals who

master the capacity to communicate may converse with others, convey their views, and exchange information with people all over the world. Communicating with people from other countries, particularly those who speak English, will be easier for us. Communication may take various forms, one of which is oral communication or speaking, which implies that speaking is vital in discussion since people can express their thoughts by speaking. As a result, it is worth noting that spoken communication is the primary means through which individuals connect with others.

Grammar, vocabulary, and pronunciation are all crucial factors to consider while developing strong communication skills. Lecturers will assist students in understanding proper grammar and vocabulary. Furthermore, students should acquire pronunciation because it is critical in conveying the speaker's meaning. Students will be confused if the pronunciation is incorrect. The writer said the problems that she found during speaking subject was lack of vocabulary, the problem with grammar, she was not confident to speak in front of people.

According to Hornby (2009), speaking is the action of communicating information or expressing one's ideas and feelings through spoken language. Speaking requires students to understand not just how to generate certain elements of language such as grammar, pronunciation, or vocabulary but also why, when and how to produce the language.

Based on the previous discussion, the writer is interested in conducting a research entitled *The Influence of Openness on Speaking Performance of Seventh Semester Students of English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University* because the writer wants to know the capability of students in speaking performance and the writer wants to see their responses on openness. According to Syam (2009), the students encountered seven difficulties when learning to talk. They are low proficiency in English, fear of making mistakes, students' anxiety in English speaking classroom, incomprehensible input, fear of derision, uneven

allocation of turns, and teacher intolerance of silence. Anxiety has really occurred not only felt by the unite but also other students.

1.2 Problem of the Study

Based on the background above, the problems of this study are expressed in the following questions:

1. How was the speaking performance of the Seventh Semester Students of English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University?
2. There was any significant correlation between Openness Personality and Speaking Performance of Seventh Semester Students of English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University?

1.3 Objective of the Study

Based on the background above, the objectives of this study are to:

1. To know how was the speaking performance of the seventh semester students of English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University.
2. Find out whether or not there was any significant correlation between Openness Personality and Speaking Performance of Seventh Semester Students of English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University.

1.4 Significance of the Study

In this study, the writer wants to know students capability in speaking performance and see their responses on openness. If the results of this study show no substantial correlation, the writer is unconcerned. However, if the problem emerges throughout the English teaching and learning process, both educators and students must take action to address

it. For instructors, they can identify strategies to minimize or enhance their teaching techniques. Students can study it on their own and devise their own strategy to predict the occurrence of language anxiety throughout the learning process. The writer hopes it may give the contribution also hopes a good impact from this research, especially to give the information that can be very useful for the teaching and learning process in general development. The result of this study is expected to motivate students to improve their speaking skill and expected to provide more knowledge about openness personality on speaking performance or such another similar further study.

REFERENCES

- Abimanyu, S. (2013). Aspect of speaking performance [blog post]. Retrieved from <http://saptaabimanyu.blogspot.com/2013/02/aspects-of-speaking-performance.html>
- Arikunto, S. (2010). *Dasar-dasar evaluasi pendidikan* (Rev. Ed.). Jakarta INA: Bumi Aksara.
- Arnold, J. E. (1995). Transportation innovation and social complexity among maritime hunter-gatherer societies. *American Anthropologist*, 97(4), 733-747.
- Asdin, A. K. I., & Erlina, E. (2022). *THE FOURTH SEMESTER STUDENTS' ENGAGEMENT IN ENGLISH ONLINE LEARNING AT ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA UNIVERSITY* (Doctoral dissertation, Sriwijaya University).
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd. Ed.). San Francisco, CA: Longman Inc.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney, NSW: National Centre for English Language Teaching and Research.
- Burns, A., and Seidlhofer, B. (2002). *Speaking and Pronunciation*. In N. Schmitt (Ed.), *An Introduction to Applied Linguistics*. London: Arnold.
- Cameron, L. (2001). *Teaching language to young learners*. New York, NY: Cambridge University Press.
- Carnie, A. (2001). How to Handle Cyber-Sloth in Academe. *Chronicle of Higher Education*, 47(17), B14-B14.
- Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. *Annual Review of Psychology*, 56, 453-484.
- Chomsky, N. (1965). *Aspects of the theory of syntm*. Cambridge, MA: The MIT Press.
- Creswell, J. W. (2008). The selection of a research design. *Research Design-Qualitative, Quantitative, and Mixed Method Approaches*, 3-22.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th Ed). Boston, MA: Pearson.
- Crystal, D. (2004). *The cambridge encyclopedia of the English language*. Ernst Klett Sprachen.
- Das, K. R., & Imon, A. H. M. R. (2016). A brief review of tests for normality. *American Journal of Theoretical and Applied Statistics*, 5(1), 5-12.

- Erton, I. (2010). Relations between personality traits, language learning styles and success in foreign language achievement.
- Febriyanti, E.R. (2006). Teaching speaking of English as a foreign language: Problems and Solutions. *Teaching Journal*, I(1), 1-16. Retrieved from www.isjd.odii.go.id
- Ferguson, E. (2000). Pupils' casual attributions for difficult classroom behaviour. *British Journal of Educational Psychology*.
- Frankel, J. R., & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education*. (6. Baski) McGraw Hill.
- Glass, R., Li, S., & Pan, R. (2014). Personality, problematic social network use and academic performance in China. *Journal of Computer Information Systems*, 54(4), 88-96.
- Gosling, S. (2018). *Snoop: What your stuff says about you*. Profile Books.
- Halonen, J. S., & Santrock, J. W. (1999). *Psychology contexts & applications*.
- Harmer, J.(2001). *The practice of English language teaching* (3rd. Ed.). Harlow, UK : Longman.
- Howitt, D., & Cramer, D. (2000). *First Steps in Research and Statistics: The statistical analysis of single variables and simple surveys*. Routledge.
- Jackson, S. L., (2009). *Research Methods and Statistics: A Critical Thinking Approach*, Third Edition. Belmont, USA: Wadsworth.
- JAYA, H. P. (2016, September). AN ANALYSIS OF THE RELATIONSHIPS AMONG RELIGIOUSITY, MOTIVATION, AND ENGLISH COMPETENCE OF THE STUDENTS OF ENGLISH STUDY PROGRAM, FACULTY OF TEACHER TRAINING AND EDUCATION, SRIWIJAYA UNIVERISTY. In *Sriwijaya University Learning and Education International Conference* (Vol. 2, No. 1, pp. 435-450).
- Jaya, H. P. (2019). Learning styles used and english proficiency of the students of english education study program faculty of teacher training and education sriwijaya university. *HOLISTICS*, 11(1).
- Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022). SPEAKING PERFORMANCE AND PROBLEMS FACED BY ENGLISH MAJOR STUDENTS AT A UNIVERSITY IN SOUTH SUMATERA. *Indonesian EFL Journal*, 8(1), 105-112.
- Jaya, H. P., Wijaya, A., & Kurniawan, D. (2019). CORRELATION BETWEEN THE ABILITY OF USING ENGLISH COLLOCATION AND ACADEMIC

ACHIEVEMENTS OF STUDENTS OF FACULTY OF TEACHER TRAINING AND
EDUCATION UNIVERSITAS SRIWIJAYA. *HOLISTICS*, 11(2).

- Jaya, H., & Wijaya, A. (2021). *HOLISTICS JOURNAL* *HOLISTICS JOURNAL*
HOSPITALITY AND LINGUISTICS: An Investigation of the Students' Satisfaction
with the Academic Services Given. *HOLISTICS*, 13(1).
- John Wiley & Sons. Maeda, M. (2010). Foreign Accent Modification: Association among word
emphasis and risk-taking for adult Japanese English-Language Learners (Doctoral
dissertation, Wichita State University).
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. Belmont, Calif.:
Wadsworth.
- Larsen, R. J., & Buss, D. M. (2005). Personality psychology: domains of knowledge about
human nature. *Psicologia de la personalidad: dominios de conocimiento sobre la
naturaleza humana* (No. Sirsi) i9789701050651 Lodico, M. G., Spaulding, D. T., &
Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (Vol.
28).
- Marpaung, D. V., & Widyanotono, A. (2020). *EFL learners' big five personalities, language
learning strategies, and speaking skills*. *Indonesian Journal of EFL and Linguistics*,
5(1), 73-96.
- Mayer, J.D. (2007). Asserting the definition of personality. *The online newsletter for
personality science*, 1(1), 1-4.
- McCrae, R. R., & Costa Jr, P. T. (2008). *Empirical and theoretical status of the five-factor
model of personality traits*.
- McGraw-Hill. Hornby, A. S. (2009). *Oxford pocket learner's dictionary of current English* (5th
Ed.). New York, NY: Oxford University Press.
- Nunan, D. (1991). *Language teaching methodology. A textbook for teachers*. London,
UK:Prentice Hall.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625
Empire Dr., Florence, KY 41042-2978.
- Park, P. (2006). *Knowledge and Participatory research*. *Handbook of action research*, 2, 83-93.
- Petrus, I. (2019). *Statistics in education course materials revised*. Palembang: NoerFikri Offset.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Retrieved
from <http://cambridge-japan.org/eltteachersupport/Richards-Teaching-Listening-Speaking.pdf>

- Rivana, E. (2013). Differences Of Communication Strategies Used By Extrovert Students And Introvert Students In English Speaking Activity At The Second Grade Of Sman 10 Bandar Lampung.
- Rogers, C. R. (1959). A theory of therapy, personality, and interpersonal relationships: As developed in the client-centered framework (Vol. 3, pp. 184-256). New York: McGraw Hill.
- Sari, S. P. T. (2015). The Use of Videos to Improve The Students' Speaking Skills at Class VII B of SMPN 2 Patuk In The Academic Year of 2014/2015. *Yogyakarta State University*. Yogya.
- Stagner, R. (1965). The psychology of human conflict. *The nature of human conflict*, 45-63.
- Syafryadin, I. N. R., & Widiastuti, R. (2013). Improving grade X students' speaking performance under Round Robin technique. *International Journal on Education*, 1(1).
- Utami, H. M., Zuraida, Z., & Jaya, H. P. (2021). *FACTORS AFFECTING EFL LEARNERS' UNWILLINGNESS TO COMMUNICATE IN ENGLISH INSIDE AND OUTSIDE THE CLASSROOM IN FKIP AT SRIWIJAYA UNIVERSITY* (Doctoral dissertation, Sriwijaya University).
- Vural, H. (2019). The relationship of personality traits with English speaking anxiety. *Research in Educational Policy and Management*, 1(1), 55-74.
- Wagerman, S. A., & Funder, D. C. (2007). Acquaintance reports of personality and academic achievement: A case for conscientiousness. *Journal of Research in Personality*, 41(1), 221-229.
- Wahyuni D. (2014). The correlation between linguistic competence and speaking performance of English Education Study Program Students of Sriwijaya University (Undergraduate's Thesis). *Sriwijaya University, Indralaya-Palembang, Indonesia*.