



EXAMINING THE RISK-TAKING PERSONALITY EFFECT ON STUDENTS ENGLISH PUBLIC SPEAKING ABILITY

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Abstract:

The objective of this research was particularly to find out the correlation between the students' risk-taking and their public speaking ability. This study focused on the ILC's speaker in public speaking. This research was examined by using a quantitative method conducted at the international students' conference on students of the English Educational Department in Gorontalo Indonesia in the academic year 2016. In collecting the data were obtained from a questionnaire to measure their risk-taking and oral test to measure their speaking ability further used an adaptation of the formula conducted by Sigit (1999, as cited in Fhonna, 2014) to see the correlation between 2 variable. As the result, the hypothesis of the research was accepted. It had been proved there was a strong correlation between students' risk-taking personality and students' public speaking ability in the presenter of international students' conference. It appropriates with criteria testing the t_{count} as big as 4,3593 whereas table distribution t_{table} obtained 2,0932. The value t_{count} bigger than t_{table} ($4,3593 > 2,0932$). As a result, the hypothesis H_0 is accepted, and H_1 is rejected. While based on the result of calculation of r Pearson product-moment correlation formula between variable X and variable Y are obtained $r = 0,81$ and determination coefficient of risk-taking towards students' public speaking ability was $r^2 = 0,7768$ or 77,68%.

Keywords: correlation, risk-taking, public speaking ability

1. Introduction

Speaking ability is often disparaged or considered insignificant by some people and as a result, they regret it because of their lack of ability to speak in front of the public. Many things cannot be achieved which caused by the inability of the person in speaking.

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In the modern era, rhetorical or ability in delivering a speech is mostly known as public speaking that term related to the improvement of the communication development that grows fast and dynamic. Public speaking is the ability to speak in front of the public. This courage to speak in front of the public is the activity that is basically done due to communication.

Speaking in front of the public cannot be underestimated. After all, it can cause a problem because not all people can speak in front of others. It cannot be denied that the ability to speak in front of the public or public speaking is the ability that must exist in a student. Most of the students that are willing to do a presentation sometimes feel anxiety even the material has been prepared a very long time before or even sometimes the result is not a coincidence with what we expected.

The university students need more knowledge about how to be a good public speaker. The reason why the students need the skill is that through public speaking, students can convey ideas or thoughts to others effectively and sequentially. Moreover, it can improve the achievements because the information, messages, materials, and lessons from the communicator to the communicant are more effective and efficient. Lightfoot (2010) states that public speaking involves talking in front of a group of people, usually with some preparations, it can be inferred that this practice is also important to raise students' self-confidence.

However, in this case, the study aims to maximize their ability to present the material in front of the public and prevent problems in speaking such as anxiety, insecurity and the emergence of various obstacles, causing their appearance to be less than optimal. Therefore, the study intends to investigate the problem and discuss the significance in-depth regarding this phenomenon, specifically for the students' risk-taking in public speaking skills.

Related to the background of the study, the research question is: How is the correlation between students' risk-taking in presenting the international students' conference and their ability in public speaking ability?. In addition, the objective of this research is particularly aimed to find out the correlation between the students' risk-taking and students' public speaking ability as the presenter of international student conferences.

2. Literature Review

Hojanto (2013) explains that public speaking is the process of speaking to a group of many people that aims to inform, influence, or to entertain the audience. Generally, the presentation is also often mentioned as public speaking. Another definition of public speaking is the act or process of making a speech in public and the art of science of effective oral communication with an audience. According to Abdul (2012) Communicators (speaker), message (the content of presentation), communicant (listener/audience), medium, and effects (impact of presentation on the audience) are the basic elements of the communication model proposed by Laswell. Public speaking has

various purposes, such as conveying information, motivating people, talking to the audience, and even entertaining. One thing is effective and tactful public speaking and becoming a great

A good speaker can affect both thoughts and feelings of his audience. Today, public speaking is needed in various contexts, including in leadership, as a motivator, in the context of religion and education. Public speaking is an absolute power that any leader should have; one of the powerful leaders' public speaking skills is the first Indonesian president, Soekarno. Soekarno had exceptional public speaking skills. Public speaking is an important ability for the leaders; therefore, these abilities must be trained. The simple public speaking skills cannot possibly be a powerful influence on people. Based on the explanation above, special skills are needed for the public speaker to have more effect on the listeners.

2.1 The Components of Public Speaking

In this research, the content is important and makes one of the aspects to assess in public speaking; a speech topic is perfectly chosen and nicely organized. Choosing the right material or messages, supporting information, language and visual performance to speak to the audience can make the interesting and convincing the presentation. The second components are delivery. In this part, the study tries to assess some aspects, namely: demonstrates awareness of the listener's needs, speaks clearly with appropriate vocabulary and information, uses tone, speed, and volume as tools, demonstrates the complexity of vocabulary and thought, and appears comfortable with the audience.

Speaking in public is one of most people's biggest fears; it was because many problems cause fear to come to a public speaker. One factor that is very influential on the problem is the personality factor, or more focused on the affective domain. Talk about personality factors, H. Douglas Brown is one of the experts in this field, in his book principles of language learning and teaching (fourth edition).

2.2 The Affective Domain

The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves various personality factors, feelings both about us and about others with whom we come into contact. Language is behavior, that is, a phase of human activity which must not be treated in essence as structurally divorced from the structure of the nonverbal human activity. The activity of man constitutes a structural whole in such a way that it cannot be sub-divided into neat "parts" or "levels" or "compartments" with language in a behavioral compartment insulated in character, content, and organization from other behavior (Kenneth Pike, 1967:26).

2.3 Self-esteem

Self-esteem is a basic need of individuals who play a role in all the processes of life, the positive development of the individual, and the effort to defend the values of individual

espoused. Malinowski (1923) noted that all human beings need phatic communication defining oneself and finding acceptance in expressing that self concerning valued others. Personality development universally involves the growth of a person's concept of self, acceptance of self, and self-reflection, as seen in the interaction between self and others.

2.4 Inhibition

Inhibition is closely related to and in some cases, subsumed under the notion of self-esteem is the concept of inhibition. All human beings, in their understanding of themselves, build sets of defenses to protect the ego. The human ego encompasses what Guiora (1972a) and Ehrman (1996) refer to as language ego or the very personal, egoistic nature of second language acquisition. Meaningful language acquisition involves identity conflict as language learners take on a new identity with their newly acquired competence. An adaptive language ego enables learners to lower the inhibitions that may impede success.

2.5 Anxiety

According to Scovel (1978) intricately intertwined with self-esteem and inhibition and risk-taking, the construct of anxiety plays an important effective role in second language acquisition. Some studies have revealed that feelings of anxiousness, anxiety is still not easy to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

2.6 Empathy

The human being is a social animal, and the chief mechanism for main training the bonds of society is language. Some approaches to language teaching fail to accomplish the goal of communicatively in the learner by overlooking the social nature of language. Empathy is the process of "*putting yourself into someone else's shoes,*" of reaching beyond the self to understand what another person is feeling. According to Guiora (1972b: 142) defined empathy as "*a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another.*"

2.7 Extroversion

Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people instead of receiving that affirmation within oneself. Extroverts need other people in order to feel "good." However, extroverts are not necessarily loud-mouthed and talkative. They may be relatively shy but still need the affirmation of others.

2.8 Risk-Taking

Risk-taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. Beebe (1983: 41) cited a study that claimed

that “*persons with a high motivation to achieve are moderate, not high, risk-takers*”. These individuals like to be in control and like to depend on skill. They do not take wild, frivolous risks or enter into no-win situations. Become a good presenter is the main goal for all students who will be presenting the material. In order to be a good presenter's risks taking is one important factor in determining the success of the presenter. This is because the presenter should be able to take risks by way of to improvise when presenting the material to stimulate confidence and encourage listeners to be a more enthusiastic and positive response to the presenter, with does not rule out negative effects will arise during the presentation process.

The Cause of Risk-taking, according to Beebe (1983, p. 40), some negative factors make students fear of risk-taking both in the classroom and outside the classroom. In the classroom, are include a bad grade in the course, a fail on the exam, the reproaches from the teacher, smirk from a classmate, punishment or embarrassment imposed by the learners' self. While outside the classroom are individuals afraid of facing other negative consequences if they make mistakes, they fear looking ridiculous such as they fear the frustration coming from a listener who shows that they have failed to communicate. Also, they fear danger because not being able to take care of themselves. Moreover, the things that worst of all are they fear a loss of identity. Additionally, second language learner's perception of the risk of looking foolish is greater in the presence of peers from their own country than with native speakers of English Beebe (1983). They know they cannot compete with native speakers of English speaking, but they are afraid of being compared among their peers.

2.9 The Relationship between Risk-taking and Public speaking

Become a good presenter is the main goal for all students who will be presenting the material. In order to be a good presenter's risks taking is one important factor in determining the success of the presenter. This is because the presenter should be able to take risks by improvising when presenting the material to stimulate confidence and encourage listeners to be a more enthusiastic and positive response to the presenter. It does not rule out negative effects that will arise during the presentation process.

To prevent the situations to such fears, Dufeu (1994, p. 89-90) states that building an adequate, effective framework in order the learner feel comfortable when they start to take their self in the new world of a foreign language. To achieve this, people have to create a climate of acceptance that will stimulate self-confidence and encourage participants to experiment and express the target language, allowing themselves to take risks without feeling embarrassed. Once the students are not afraid of being blamed and humiliated when they talk, they will take part in the class willingly and do well in foreign language learning. Thus, risk-taking is one of the qualities in the affective domain of the personality factors and related to success in foreign language learning.

When the students are ready to take a chance of risk or invest the risk-taking character within them then the courage, confidence whether in attitude or act, will appear. This means that as a result, students who have risk-taking personality will be

better in speaker rather than them who have not because these students will explore the chance of speaking activity and using the language. It is because risk-taking personality will make them triumph over their anxiety and be dauntless to speak more for them to upgrade their speaking components.

3. Material and Methods

The design of this research is correlational research. This research is “*one way of describing in quantitative terms degree to which the variables are related*” (Anderson & Arsenault, 2005, p. 118). There were two variables used in this research. The risk-taking personality was as the independent variable symbolized by ‘x’ and student public speaking ability as the dependent variable symbolized by ‘y.’

The subject of this research is the presenter of international students’ conferences or students of English Educational Department academic years 2016. The object of this research is the students' risk-taking and their public speaking ability of English.

Generalization is a way to make a conclusion to a group of individuals that have the amount broader based on the data that we take from some group of individuals that have the amount narrower. A part of the individual as a representative in research is called a sample. Sampling is selecting several individuals for research that they represent the larger group from which they were selected.

It has been revealed that “*the bigger the number of samples, the smaller sampling error*” (Sugiyono, 2011, p. 97). Therefore, this research using a random sampling technique. Determination of sample taking as follows: if the total of the population less than 100 is better taken all so that his research was a population study. If the number of the subject is larger it can be taken between 10-15% or 20-55% or more. It depends a bit on the abilities of researchers in terms of time, effort and fund, narrow or wide area observed in each subject. It involves big funding, big or small risk borne by the researcher for research at great risk; of course, if the samples are large so the results will be better (Arikunto, 2008). The data of this research were collected by using an instrument. In this case, the study used a questionnaire and an oral test. A questionnaire is commonly used as an instrument of survey research. Wilson and Mclean propose a questionnaire as a widely used and useful instrument for collecting survey information, providing structured, often numerical data, administering without the presence of a researcher, and often being comparatively straightforward to analyze (as cited in Cohen, 2007, p. 317). Oral test, the study used oral test to know students’ ability in public speaking skill. In the oral (public speaking) test, the researchers played the video from international students’ conference, one by one and the presenter or the students’ ability and comprehension will be observed and assessed when they are presented in front of the audience. The aspects that will be observed in speaking skill are content and delivery or how the students/presenters understand what they are saying and comprehend it.

In this research, the data analyzing by using a statistical method. The study used the score of variable x and score of variable y. In analyzing the data collected by using a

questionnaire that used the Likert scale as the measurement and oral test the category. The maximum score of the students for both tests was 100. Firstly a normality test was needed: Normality Test, The normality analysis of the data is intended to know whether the data is normal.

The Correlation between Students' Risk-Taking and Public Speaking, Analysis data in this study is an adaptation of the formula conducted by Sigit (1999, as cited in Fhonna, 2014). It is a calculation of using r Pearson Product moment correlation. The result of students' risk-taking test is symbolized as X variable and the result of students' public speaking test in giving arguments as Y variable.

4. Results and Discussion

This research aimed to find out the correlation between students' risk-taking and their public speaking. Therefore, the study used a questionnaire adopted from Sepherd (2009) to determine the students' risk-taking and the rubric of assessing the students' public speaking. However, before the researchers went to collect the data, firstly, the researchers tested the questionnaire to find out whether it was valid or not and based on the validity test, the research found out that only 12 items were valid. The validity test, the researchers further only took 12 valid data as the instrument of the questionnaire. In this step, the researchers found out that the reliability of the test was 0,8940. Based on the table of value interpretation by Arikunto (2010, p. 319), the interpretation of the reliability of the test is high. After found out the validity and reliability of the questionnaire, the researchers then went to the field to collect the data. The validity and reliability test were needed to measure the test. Once the test is valid and reliable, then it could be used many times with the same results.

Based on the result, the students' risk-taking showed a result of the category of a high risk taker with 69,12 since they obtained a score between 61 to 80. To collect the data of students' public speaking, the study used a rubric of speaking to assess the students' speaking. Based on the rubric of speaking assessed by the students' video, the researchers processed the students' scores to explain the students regarded as good speakers because they obtained scores between 61 to 70 that is 69,62.

After getting the score of students' risk-taking and score of students' public speaking, the next step done by the researchers was the test of normality to identify whether or not the data were in a normal distribution. From the calculation, it found that the biggest score of Lcount was 0,1671 and the score of Ltable was 0,19 therefore, it proved that the data has a normal distribution.

4.1 The Correlation between Risk Taking and Public Speaking

The correlation between students' risk-taking and their public speaking ability was obtained with the value of correlation coefficient (r) as big as 0,8814. The correlation coefficient is significant after doing testing of a significant correlation coefficient with a t-test, $\alpha=0.05$, also (r^2) is 0.7768 or 77,68%. In addition, the correlation coefficient students'

risk-taking (X) public speaking ability (Y) is strong. Moreover, the hypothesis explained has a positive correlation between students' risk-taking and their speaking ability. Besides, the students who have high risk-taking would give a positive impact on their speaking ability. Based on the result of counting is obtained that to the t_{count} as big as 4,3593 whereas table distribution t_{table} obtained 2,0932. The value t_{count} bigger than t_{table} ($4,3593 > 2,0932$). Based on the criteria of testing $H_0 = p = 0$ if $t_{count} > t_{table}$ so that hypothesis is accepted. The data obtained that the hypothesis of this research "there is a strong correlation between students' risk-taking and their ability in public speaking.

The result from the finding shows that there is a high correlation between students' risk-taking and the students' ability in public speaking in international students' conference. Twenty-one participants were taken to participate in this research. The finding showed the students' risk-taking was 69,12 categorized as a high risk taker and the students' speaking ability was 69,62 categorized and public speaking.

Hojanto (2013) explains that public speaking is the process of speaking to a group of many people that aims to inform, influence or to entertain the audience. This means that public speaking is an act of speaking for plenty of purposes in front of audiences. In speaking in front of the public, this situation may become the people's biggest fears where there will be many obstacles normally faced by the speaker such as personality factors.

Low risk-taking as one factor caused the speaker's problem in performing public speaking. This statement went in line with the research finding where there is a strong correlation between students' risk-taking and the students' ability in public speaking. By improving the students' risk-taking, then the students' public speaking ability will increase as well; therefore, this statement is logically accepted. As stated by Beebe (1983: 41) risk taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

Furthermore, product-moment testing means that it fulfills strength or degree of correlation between vocabulary mastery and speaking in giving an argument. Based on the result of counting is obtained correlation coefficient 0.0814, and the determination coefficient or contribution $r^2 = 0.7768$. It contained that degree of correlation vocabulary mastery and speaking ability in giving arguments is 77,68%. The values 77,68% variable of student's risk-taking in international students' conferences correlate with variable public speaking ability. Therefore, this study got the correlation between students' risk-taking and their ability in public speaking is accepted.

5. Recommendations

Based on the result of the research from the conclusion above, the study suggests for the speakers of international students conference to dare and take the risk of speaking because the braver the students in risk-taking, the higher their ability to speak English. Dare to speak means the students will automatically produce the sentences more and more. The ability of the students in public speaking will be increasingly trained;

therefore, students with higher risk-taking would get better public speaking. Moreover, for the next study, it is wisely realized that this research still has many aspects of being developed. The next study could find the causes of the students' risk-taking or rather take a deep analysis of the correlation of students' risk-taking and the particular aspect of speaking for each indicator. There are still lots of aspects to be conducted further for better research. Therefore the researchers hoped that this study could contribute theoretically or better practices for the readers and the next study.

6. Conclusion

According to the major findings of the present study, it can be concluded that the hypothesis of this research is accepted; it has a strong correlation between students' risk-taking personality and students' public speaking ability in the presenter of international students' conference. It appropriates with criteria testing the t_{count} as big as 4,3593 whereas table distribution t_{table} obtained 2,0932. The value t_{count} bigger than t_{table} ($4,3593 > 2,0932$). As a result, the hypothesis H_0 is accepted, and H_1 is rejected. While based on the result of calculation of r Pearson product-moment correlation formula between variable X and variable Y are obtained $r = 0,81$ and determination coefficient of risk-taking towards students' public speaking ability was $r^2 = 0,7768$ or 77,68%.

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