

Correlation BGPT and OPA

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PERSONALITY TRAITS AND ORAL PRESENTATION ANXIETY AMONG ESL LEARNERS

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Abstract

Oral presentation skills are regarded as one of the most essential skills for higher education and future career development. However, many students experienced oral communication apprehension when delivering oral presentations in class. Second language scholars believe that there are many factors that could influence oral presentation anxiety. In view of this, the present study intends to investigate the role of five broad personality traits: Extraversion, Agreeableness, Openness, Conscientiousness, and Neuroticism and their relationship with Oral Presentation Anxiety. A descriptive-correlational research design was employed to investigate these relationships. Using a simple random sampling method, a total of 97 Communicative English 1 (DUE10012) students from Politeknik Sultan Idris Shah were selected as the respondents of the study. They were asked to answer a set of questionnaires comprising 55 items adapted from the Big Five Inventory by Goldberg (1993) and Oral Presentation Anxiety by Razawi, Zulkornain, & Mohd Razlan (2019). Findings from the quantitative data indicated that there was a negatively significant relationship between extraversion and oral presentation anxiety level. Furthermore, there was a positively significant relationship between neuroticism and oral presentation anxiety level. Whereas there was no significant relationship between agreeableness, conscientiousness, openness, and oral presentation anxiety level.

Keywords: Big five. Oral presentation anxiety. Personality traits. ESL

1.0 INTRODUCTION

To prepare undergraduates with the necessary skills for real work situations, they are often required to deliver oral presentations individually or in groups as their assessment. Ahmad, Rahmat, & Shahabani (2022) mentioned that students' ability to speak to an audience in their target language must be polished through oral presentations. This is done to prepare them to speak in the target language more effectively and confidently. However, delivering oral presentations might be difficult for students who need to acquire and use English in the classroom to speak or convey ideas in front of others (Arumugam, Hashim, Selvanayagam, & Krishnan, 2021).

Oral Presentation Anxiety

During oral presentations, students are expected to participate in discussing and presenting their thoughts actively. Mahmud & Osman (2017) added that lecturers expect that students will be comfortable elaborating on and defending their answers to questions. However, when lecturers assign oral presentations, they will either be met with total silence or concerns from students who find giving an oral presentation challenging. The students could become too anxious and begin to believe that they would never be able pronounce a word or deliver a

compelling presentation correctly. They will lose attention and become restless during the presentation because they worry that they won't perform well in the oral presentation. Previous scholars defined these feelings as oral presentation anxiety. Kadir@Shahar & Abdul Raof (2021) asserted that it is undeniable that oral presentations cause anxiety in ESL students regardless of their level of proficiency. A study conducted by Mohamad (2020) showed that polytechnic students are fearful of being judged since assessments focus more on speaking abilities, such as presentations, role plays, group discussions, and mock interviews. They thought that they will be evaluated by their classmates and the language lecturer when they are delivering oral presentations. Hence, they must be conscious of their speaking abilities and grammatical mistakes in order to use the language in class. In addition, anxiety is the focus of Hadi, Lidiyatul, & Mareena's (2020) study because it causes negative impacts on language learners who are likely to withdraw themselves from classroom interactions.

Big Five Personality Traits

Darmawan (2017) refers personality as a person's traits regarding their routine behaviour, attitude, and actions. The "big five personalities" are five different types of personalities namely Extraversion, conscientiousness, openness, neuroticism, and agreeableness are the personalities. People that are extroverted like interacting with and talking to others. They enjoy attracting attention and being among people (Putri, Aswadi, & Marleni, 2022).

Vural (2019) asserted that it would be wise to look at the reasons behind students' lack of enthusiasm for speaking English and their uneasiness when doing so. The foreign language speaking skills (FLSA) may be determined and influenced by student personality qualities, which could have a negative or beneficial impact on their English proficiency and communication skills. The various personalities themselves have an impact on the students' ability to communicate. Each person has a variety of characteristics that can help them learn a language, including intelligence, aptitude, learning style and techniques, personality, and anxiety. It can be inferred that a variety of factors affect students' ability to speak (Putri, Aswadi, & Marleni, 2022). Marpaung & Widyanotono (2020) believed that the personality does have relationship with educational context. Moreover, they also believed that behaviour in the language learning process can be led by personality. Numerous personality traits have been discovered to be foreign language anxiety predictors of interpersonal variation. More specifically, extraversion, neuroticism, and conscientiousness were the main topics of the investigations on the link between the Big Five personality traits and foreign language anxiety (Babakhouya, 2019).

In view with the above literatures, it seems that there is a need for an investigation to determine how personality traits can affect students' oral presentation anxiety level. Hence, the objectives of this study are as follow.

Research objective:

1. To investigate the oral presentation anxiety level among DUE10012 students.
2. To investigate the correlation between extraversion, agreeableness, conscientiousness, neuroticism, openness and oral presentation anxiety level.

2.0 METHODOLOGY

A quantitative descriptive method was employed for this study. Using a simple random sampling method, a total of 97 Communicative English 1 (DUE10012) students from Politeknik Sultan Idris Shah were selected as the respondents of the study. They were asked to answer a set of questionnaires which consists 55 items using 4 Likert-scale (1-strongly disagree, 2-disagree, 3-agree and 4-strongly agree). The instrument was divided into three sections which are;

- i. Section 1: Demographic section
- ii. Section 2: Adapted Big Five Inventory by Goldberg (1993) and
- iii. Section 3: Adapted Oral Presentation Anxiety by Razawi, Zulkornain, & Mohd Razlan (2019).

In order to suit the local setting of the study, some of the items from the original questionnaires were revised and removed. The findings were analysed using Statistical Package for Social Sciences, SPSS version 24.

3.0 RESULT AND DISCUSSION

Descriptive analysis, mean score and standard deviation were employed to interpret the overall mean score of the oral presentation anxiety level among ESL learners. Table 1 shows the overall mean score of oral presentation anxiety level among ESL learners ($M = 2.88$, $SD = .53$). Generally, the findings showed that most of the respondents responded agree upon all items and rated high level of communication apprehension in English language.

Table 1: Overall mean score Oral Presentation Anxiety level among ESL learners

	N	Mean	Std. Deviation
Oral Presentation anxiety level	97	2.8845	.52941

*1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

Correlation Statistical Test was employed to examine relationship between extraversion and oral presentation anxiety level. For the purpose of the analysis, the Pearson r value and two-tailed probability (Sig.) were used to interpret the relationship between Big Five personality traits and oral presentation anxiety level.

Table 2 shows there was a significant negative correlation ($r = -.30$) between extraversion and oral presentation anxiety level. This relationship was significant ($p = .00$) at 0.05 level. This simply means that the higher their score on extraversion, the lower their oral presentation anxiety level is.

Table 2: Correlations of Extraversion and oral presentation anxiety level among ESL learners

		Extraversion	Oral presentation anxiety level
Extraversion	Pearson Correlation	.1	-.304**
	Sig. (2-tailed)		.002
	N	97	97
Oral presentation anxiety level	Pearson Correlation	-.304**	.1
	Sig. (2-tailed)	.002	
	N	97	97

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there was no correlation ($r = -.057$) between agreeableness and oral presentation anxiety level. This relationship was not significant ($p = .59$) at 0.05 level. This indicates that the independent variable agreeableness has no relationship with the dependent variable of oral presentation anxiety level.

Table 3: Correlation between Agreeableness and oral presentation anxiety level among ESL learners

		Oral presentation anxiety level	Agreeableness
Oral presentation anxiety level	Pearson Correlation	1	-.057
	Sig. (2-tailed)		.579
	N	97	97
Agreeableness	Pearson Correlation	-.057	1
	Sig. (2-tailed)	.579	
	N	97	97

Table 4 shows there was no correlation ($r = -.129$) between conscientiousness and communication apprehension level. This relationship was not significant ($p = .209$) at 0.05 level. This indicates that the independent variable conscientiousness has no relationship with the dependent variable of oral presentation anxiety level.

Table 4: Correlation between Agreeableness and oral presentation anxiety level among ESL learners

		Conscientiousness	Oral presentation anxiety level
Conscientiousness	Pearson Correlation	1	-.129
	Sig. (2-tailed)		.209
	N	97	97
Oral presentation anxiety level	Pearson Correlation	-.129	1
	Sig. (2-tailed)	.209	
	N	97	97

Table 5 shows there was a significant positive correlation ($r = .337$) between neuroticism and oral presentation anxiety level. This relationship was significant ($p = .001$) at 0.05 level. This simply means that the higher their score on neuroticism, the higher their oral presentation anxiety level is.

Table 5: Correlation between Neuroticism and oral presentation anxiety level among ESL learners

		Neuroticism	Oral presentation anxiety level
Neuroticism	Pearson Correlation	1	.337**
	Sig. (2-tailed)		.001
	N	97	97
Oral presentation anxiety level	Pearson Correlation	.337**	1
	Sig. (2-tailed)	.001	
	N	97	97

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows there was no correlation ($r = -.044$) between agreeableness and oral presentation anxiety level. This relationship was not significant ($p = .667$) at 0.05 level. This indicates that the independent variable openness has no relationship with the dependent variable of oral presentation anxiety level.

Table 6: Correlation between Openness and oral presentation anxiety level among ESL learners

		Openness	Oral presentation anxiety level
Openness	Pearson Correlation	1	-.044
	Sig. (2-tailed)		.667
	N	97	97
Oral presentation anxiety level	Pearson Correlation	-.044	1
	Sig. (2-tailed)	.667	
	N	97	97

4.0 CONCLUSION

The main aim of this study is to investigate the relationship between Big Five personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) and oral presentation anxiety level among Semester one ESL learners in Politeknik Sultan Idris Shah. The findings showed that most of the respondents rated agree (Mean=2.88) upon oral presentation anxiety level in learning English as second language items. This indicates that they were negative towards oral presentation. This result concurs with Kadir@Shahar & Abdul Raof (2021) where there was an existence of anxiety in oral presentation among the participants of their study.

Next, in the view of the relationship between Big Five personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness), the findings showed that there was a significant negative relationship between extraversion and oral presentation anxiety level. This indicates that the higher their score on extraversion, the lower their oral presentation anxiety level is. This finding however, opposed the finding from Marpaung & Widyanotono, (2020) where there was no correlation between extraversion and speaking skills.

Further, the current study also found that there were no significant relationship between the agreeableness, conscientiousness, openness and oral presentation anxiety level. Hence, the hard work, orderliness, friendliness, respectful, artistic, imaginative and intellectual interest personality (Marpaung & Widyanotono, 20 (Placeholder1)20) were not affecting one's oral presentation anxiety level. This result was somehow similar to a study conducted by Babakhouya (2019) where the findings indicate that there was no correlation between agreeableness, conscientiousness and speaking skills. However, in a study conducted by Babakhouya (2019), there was a correlation between openness and speaking skills.

Subsequently, the findings of this study also indicate that there was a significant positive correlation between neuroticism and oral presentation anxiety. The result was in line with a study by Khouya (2018) where neuroticism showed positive correlations with both Communication Apprehension and Anxiety of English Class. Learners with high scores on neuroticism may avoid holding a conversation in the English language as they usually have extreme worry.

All in all, this study affirms that students' personality does affecting oral presentation anxiety level. Therefore, it is advised that future research focus on the relationship between English proficiency level and speaking anxiety as well as other factors that affect speaking anxiety. Focusing on pedagogical strategies for lowering speaking anxiety among ESL students is another option (Dellah, Zabidin, Nordin, Amanah, & Atan, 2020).

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