The Correlation between Speaking Skills and Personality: A Study at English Literature Study Program Hasanuddin University

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Today, February 8th, 2021 the Board of Thesis Examination has kindly approved a thesis by KHINTAN (No. F21116015) entitled, **THE CORRELATION BETWEEN SPEAKING SKILLS AND PERSONALITY: A STUDY AT ENGLISH LITERATURE STUDY PROGRAM HASANUDDIN UNIVERSITY**, submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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This thesis by **KHINTAN (No. F21116015)** entitled, **"THE CORRELATION BETWEEN SPEAKING SKILLS AND PERSONALITY: A STUDY AT ENGLISH LITERATURE STUDY PROGRAM HASANUDDIN UNIVERSITY"** has been revised as advised during examination on February 8th, 2021 and approved by the Board of Undergraduate Thesis Examiners:

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Makassar, 20 Februari 2021

Yang menyatakan,

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The Writer

ABSTRACT

KHINTAN. *The Correlation between Speaking Skills and Personality: A Study at English Literature Study Program Hasanuddin University* (Supervised by **Abidin Pammu** and **Nasmilah**).

The purpose of this research is to find out the profile of the student's personality of Literature Study Program student batch 2017, the correlation between personality factors and speaking skills of the students, and which profile that has dominantly affected the speaking skills of the students. The writer uses mixed methods in this research. They are qualitative and quantitative.

In quantitative method, the writer uses Mark Parkinson Questionnaire to determine the level of the object's personality and SPSS 16 as the helping tool for calculating the number. Besides, in qualitative method, the writer conducts interview to 10 students of 30 students that become the sample of this research. Based on the result of the analysis, the writer finds out the profile of the students is introverted.

The data shows from 30 students, 26 students have an introverted personality with a percentage of 86, 6%. Meanwhile, there are only 4 students who have an extroverted personality with a percentage of 13, 3%. Then, the writer finds out that there is no significant correlation between speaking skills and personality. Other result shows that students with extroverted personality have a higher score (3, 50) than students with introverted personality (3, 38).

Keyword: Correlation, Speaking Skills, Personality

ABSTRAK

KHINTAN. *The Correlation between Speaking Skill and Personality: A Study at English Literature Study Program Hasanuddin University* (Dibimbing oleh **Abidin Pammu** and **Nasmilah**).

Tujuan penelitian ini adalah untuk mengetahui profil kepribadian mahasiswa Prodi Sastra Inggris angkatan 2017, hubungan antara faktor kepribadian dengan keterampilan berbicara mahasiswa, dan profil mana yang paling dominan mempengaruhi keterampilan berbicara mahasiswa. Penulis menggunakan metode campuran dalam penelitian ini. Metode yang digunakan adalah kualitatif dan kuantitatif.

Dalam metode kuantitatif, penulis menggunakan Kuesioner Mark untuk mengetahui tingkat kepribadian objek penelitian dan SPSS 16 sebagai alat bantu untuk menghitung angka korelasi tersebut. Selain itu, dalam metode kualitatif, penulis melakukan wawancara dengan 10 mahasiswa dari 30 mahasiswa yang menjadi sampel penelitian ini. Berdasarkan hasil analisis, penulis mengetahui bahwa profil mahasiswa Sastra Inggris angkatan 2017 adalah introvert.

Data menunjukkan dari 30 mahasiswa, 26 mahasiswa memiliki kepribadian introvert dengan persentase 86,6%. Sedangkan yang memiliki kepribadian ekstrovert hanya 4 mahasiswa dengan persentase 13,3%. Kemudian penulis menemukan bahwa tidak ada hubungan yang signifikan antara keterampilan berbicara dan kepribadian. Hasil lain menunjukkan bahwa mahasiswa dengan kepribadian ekstrovert memiliki skor yang lebih tinggi (3, 50) dibandingkan mahasiswa dengan kepribadian introvert (3, 38).

Kata Kunci: Korelasi, Kemampuan Berbicara, Kepribadian

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses an introduction that consists of background of the problem, scope of the problem, research question, the objective of the study, and the significance of the study.

1.1 Background of the Problem

The average Indonesian students have studied English since they were in elementary school until they graduated from high school. That was a long time studying process. Even though, not all the students can speak English fluently. This also happened in the English Literature Program, Hasanuddin University. Besides, speaking is one of four important skills that the students should master.

Through speaking, someone can elaborate, convey, and present their ideas. This ability would make someone has a bargaining position in every aspect whether in education life or professional life. More than that English has become an international language. Most scholarships and companies require good ability in English include excellent speaking skills. Because of that, a person who has this skill could be successful, a leader, etc.

Speaking skill also makes human beings different from other creatures and superior to the species of living beings. Speaking is a complex linguistic and cognitive skill. Interaction with other people is a common way for children to learn how to speak their native language. They grow up and being exposed to that native language. So, when they become an adult, speaking in their native language

is a natural skill. But speaking in a foreign language is not natural and it requires conscious effort throughout the whole process.

Speaking is a verbal skill that involves words and sounds. It also involves meaning such as connotation, denotation, and grammar. There is also sociality, relationship, and affect such as formal, informal, slang, and turn-taking. Speaking also involves cultural issues, for example, class, ethnicity, nationality, religion, gender, dialect. There is performance like articulation, projection, pronunciation, and sound elements such as how volume, pitch, pace, and nature of sound complement or contradict or replace words.

There are many functions of speaking in human lives every day. However, these functions can be divided into three main categories. They are interaction, transaction, and performance. The role of speaking as interaction is mostly of a social conversation. It reflects the roles and the relationships of the speaker in a social setting. For example, chatting to a fellow passenger, telling a friend about an amusing experience, etc. are the interaction that we conduct through speaking. The role of speaking as a transaction is to make someone understood the message that we want to give to him or her. The focus of this type of speaking is giving and receiving information and obtaining goods or services. For example, classroom group discussions, shopping, making a telephone call, ordering food from a menu in a restaurant, etc. use speaking as a transaction of information. The role of speaking as a performance is to transmit information before an audience. It generally incorporates public speaking. It focuses on form, accuracy, organization, and sequencing, etc. of speaking. For example, political speeches, conducting a class debate, giving a lecture, etc. use speaking as a performance.

Every third semester, English Department students have speaking classes. They are Speaking Class 1 and Speaking Class 2. All students are given the same treatment by the lecturers. But, the results are very different. Some students speak confidently, some students keep on being quiet, some students do not talk orderly, etc. The writer elaborates further about The Speaking Class 1 and Speaking Class 2 in Chapter III.

Furthermore, many possible factors affect a student's speaking skills. Shumin in Richard and Renandya (2002:202) stated that several factors affecting the students' speaking skills are age, socio-cultural factors, and affective factors. Among those factors, the affective factors influenced the student's speaking skill most. In this case, the effective factors can be the student's personality. Other research that was conducted by (Cook, 1996 in Zang (2008); Spolsky, 1989; Rod Ellis in Celder (2004)) also stated that personality is viewed to be a responsible factor for students' success in learning a second language or L2.

Many studies in the literature have discussed the relationship between personality types in general and extroversion-introversion in particular with different aspects of language learning. An increasing number of recent studies suggested that personality traits have strong validity in predicting academic success and failure (Ackerman, 1999; Ackerman Chamorro-Premuzic & Furnham, 2002, 2003 a, b; De Fruyt & Mervielde, 1996; Petrides, Chamorro-Premuzic, Frederickson, & Furnham, 2005).

Furthermore, the findings of some studies that investigate personality traits are based on the assumptions that students bring to the classroom not only their

cognitive abilities but also effective states which influence the way they acquire the language. Brown (2000:137) lists self-esteem, inhabitation, risk-taking, anxiety, empathy, and extroversion as personality factors. Many language acquisition theories claim that extroverts are the better language learners since they tend to be sociable, more likely to join groups, and more inclined to engage in conversations both inside and outside the classroom (Cook, 1991, pp.103). Likewise, Naiman, Frohlich, Stern, and Todesco (1978:70) believe that the extroverts who are sociable and open to other people are more successful in learning languages than introverts. Swain and Burnaby (1976:76); however, believe that well-organized and serious introverts are seen as better learners as far as the systematic study is concerned.

When a student of the English language speaks, their capacity to produce the English language successfully resulted in their performance. A good performance happened when the students manage to deliver the Speak where their idea, feelings, and thoughts are properly conveyed and accepted by the audience. While the poor performance happened when the students fail to deliver speeches, the audience misinterprets their messages and idea. It can be concluded that the students' performance whether in good or poor performance, shows their mastery level of the English language.

Moreover, personality can be divided into two categories, they are introvert and extrovert. Based on (Parkinson, 1997, pp. 65-66), extroverted people are open, talkative, expressive, and lively. They enjoy other people's attention and like social gatherings. Besides, introverted people are quiet and reserved. They like to keep themselves to themselves and are content with their thoughts and

feelings. They do not need the company of other people (as an extrovert would) and are unlikely to seek out activities and attend social gatherings.

Strong (1983:12) stated that from 6 out to 8 studies that employed oral language tests, extroverts performed better than introverts. Meanwhile, Dewaele and Furnham (1999:20) analyze 30 types of researches and their conclusion is extraverts were found to be generally more fluent than introverts in both the L1 and L2. They were not, however, necessarily more accurate in their L2, which reinforced the view that fluency and accuracy are separate dimensions in second language proficiency.

There have been many types of researches about the correlation between personality and language learning especially in speaking. As the writer presented above, the results were varied from one to another. Because of that, the writer tends to conduct this research of finding the correlation between speaking skill and personality of English Literature Program Hasanuddin University students.

1.2 Scope of the problem

Since there are many types of personalities that someone can have, to limit the investigation of this research, the writer is only focused on analyzing introversion and extroversion personality. Also, this research is only conducted on English Literature Study Program students who have finished their speaking classes. Thus, the writer will find out whether there is any correlation between speaking skills and the personality of the English Literature Study Program students.

1.3 Research Questions

1. What is the profile of the student's personality?
2. Is there any correlation between personality factors and the speaking skills of the students?
3. Which profile that has dominantly affected the speaking skill of the students?

1.4 Objective of the study

1. To find out the profile of the student's personality.
2. To find out any correlation between personality factors and speaking skills of the students.
3. To find out which profile that has dominantly affected the speaking skill of the students.

1.5 Significance of the study

As a practical benefit, the result of the study is expected to give more information on how personality, in this case, is introversion and extroversion, affect the ability of mastering speaking skills. So, the lecturers of L2, parents, and the learners themselves can take this study as a reference. For the lecturers, they can get a better understanding of the situation of the classrooms so that they can use this thesis as a recommendation in the way of implementing lessons that are more comfortable for students (Wakamoto, 2002:1) as they are different in characteristics. Also, it could be a great reference for a student who wants to conduct other research on a different object of study.

CHAPTER II

LITERATURE REVIEW

This chapter consists of theoretical discussion which includes of the previous study and theoretical background that consists of theories on personality and speaking skill.

2.1 Previous Study

There are nine researches have been conducted by other researchers are related to the writer's study. First, research was conducted by (Zafar, Khan, and Meenakshi, 2017, p. 687-704) in India. It was found that there is a significant relationship between extraversion-introversion and different language learning skills. The researchers have chosen 145 undergraduate Chinese students at VIT University, Vellore, India as the sample. They collected the data using the Eysenck Personality Questionnaire (EPQ), Student Information Questionnaire (SIQ), and scores from the English Bridge Course (EBC) for Chinese students. After analyzing the data using correlation coefficient and ETA values, they found that students who scored high on extraversion were likely to score better in speaking skills and reading skills, whereas introverts tended to perform better in listening skills. Writing skills did not correlate strongly with either of the personality traits. While the results refute the claim that ESL academic superiority rests solely with extroverts, as proven by the higher listening scores of introverts than their extroverted counterparts, they also refute the conclusions drawn by psychologists and support the applied linguists' argument that extraversion is a positive trait for language learning.

Second, Rossier (1976:71) in his doctoral dissertation which tittle is extroversion-introversion as a Significant Variable in the Learning of Oral English as a Second Language. He tested fifty Spanish-speaking high school students of English as a second language, evaluating only their oral English skills. He found that the extrovert was a significant variable in the development of his subjects' language proficiency.

Third, in the English as Foreign Language (EFL) context, Busch (2006:109) investigated the relationship between the extroversion-introversion tendencies of Japanese students and their proficiency. The results showed that extraversion had a significant negative correlation with pronunciation, a subcomponent of the oral interview test. Besides, introverts tended to gain higher scores on the reading and grammar components of the standardized English test.

Fourth, Gan (2008:144) has also worked on the particular personality dimension, extroversion, relation to oral performance in a second language (L2). The researcher used the Eysenck Personality Questionnaire (EPQ) to determine the object of the study's personality. The study revealed that the extravert demonstrated more active participation in the assigned assessment task, while their speech generally showed a higher level of accuracy and fluency. In other study by Chamorro Premuzic, Furnham, Dissou, and Heaven (2005), which focused on the relationship between personality traits and preference for particular assessment methods in an English as Second Language context, the results uncovered the positive correlation between extroversion and preference for oral examinations and both significant and positive correlations between extraversion and preference for group work.

Fifth, (Anjarani, Asib, & Sulistyawaty, 2012:49) investigated the correlation between extroversion personality, vocabulary mastery, and speaking skill. They found that extroversion personality has a positive correlation with vocabulary mastery and speaking skills. They used 30 students in the fourth semester as samples. The technique that they use to analyze the data are simple, multiple correlation, and regression by using Microsoft Excel.

Their data showed that from the single correlation computation of X1 and Y, the coefficient of correlation is rx1y = 0.43. Then, this value is compared to the r-table at the significance level of 5% for N = 30, it is 0.361. It means that rx1y is higher than rt. It means that the correlation is significant; so, there is a positive correlation between extroversion personality (X1) and speaking skill (Y). The effective contribution of extroversion personality toward speaking skill was 14.83 %; it means that 14.83% of speaking skill is influenced by extroversion personality factor.

Sixth, research doing by a Diponegoro University student was found a positive correlation between extraversion-introversion and writing achievement of English Literature Students batch 2006. The researcher (Qomaruddin, 2010:16) used the Eysenck Personality Questionnaire (EPQ) and the students writing achievement from the first semester until the seventh semester to collect the data. Moreover, the collected data were counted by using a Pearson product-moment. So, he found r=78 which implied a positive relation.

Seventh, the study conducted by (Samand, Sailan, & Lio, 2019:1-15) at Halu Oleo University is quite the same as the writer's study. The study was held to

analyze the relationship between extrovert-introvert personality and students' speaking performance in the English Study Program of Halu Oleo University. They used Mark Parkinson Personality Questionnaire and speaking score from the speaking test to assess 131 students. Then, they found 35 proper samples. The finding from that sample is there is no significant correlation between extrovert personality and speaking performance (0,575 > 0, 05), and also there is no correlation between introvert personality and speaking performance (0,505 > 0, 05). Then, another result shows that introverted students have better achievement in speaking than extroverted students, which means a score of introverted is 77,56 while the mean score of extroverted is 75,56.

Eighth, there is a research about The Comparison Study on Two-Types of Students' Personality: Sanguine and Phlegmatic toward Their English Speaking Ability (Rakhmanina, Martina, & Jayadi, 2020:443-452). The researcher did not use extroversion-introversion personality as the other variable to compare to student's speaking ability. Even though, this research is still in the same field as the writer's research which is in personality and speaking skills.

This could happen because personality is a huge and wide field. There are many kinds of personalities. Therefore, the researcher could choose which personality that they want to study and correlate with another variable in the language learning field especially in speaking. Nodoushan (2011:2) stated that many studies indicate that personality could be correlated with language learning and use. Zhang (2008:19) conveyed that Sanguine learn a second language more easily because they are more risk-taking; they are not afraid of embarrassing

themselves by speaking incorrectly, or by not being able to speak at all, so they do not miss the opportunities that can help their learning.

Hence, Sanguine is super Sanguine. Sanguine is cheerful, friendly, talkative, lively, restless, self-centered, sociable, and undependable. Sanguine is usually pleasure-seeking and charismatic. The heart of sanguine is very soft and they act before they think. The Sanguine side of sanguine is dominant. Sanguine is a highly confident type of person so that he or she lives in optimism. The optimistic life of the Sanguine experience also created them to be pleasure seekers. They do not feel worried; they enjoy outdoor activities.

As explained above, Sanguine has strengths. The strengths of Sanguine express the real Sanguine, which are: Sanguine and optimist. Sanguine has a great responsibility toward the lives around them. Most Sanguines love traveling, adventuring, and exploring new things. In social lives, Sanguines are nice helpers.

In the classroom, Sanguine tends to be talkative, cheerful, calm, and enthusiastic. They could become an example as they can influence the good atmosphere of learning to other students. They truly could become the star of the class. Sanguine students are fast learners. They could easily understand the materials.

Sanguine also has weaknesses. They tend to have difficulties in memorizing the learning materials. They need to reread the material several times to gain comprehension. They are forgetful since they sometimes may find things that interested them and directly forget what is in front of them. They tend to be indisciplined, messy, and easily-tempered. Sanguine dislikes being alone, they

look as having strong characters but the fact is they a little bit weak in facing the truth. As students, Sanguine mostly wants to be the best and perfectionist.

On the other hand, Phlegmatic is categorized in the Phlegmatic group or having super phlegmatic category. A phlegmatic is a typical person who likes to stay away from problems. Phlegmatic tends to calm, very hard to get angry, and has a balanced life. The phlegmatic is a peaceful person, born-follower, likes harmony and rest, loves to relax, wants to calm people down, easy to get along with everyone, needs peace and sense of worth, has little self-motivation, gets depressed over conflict, controls by procrastination (Litteaur, 2012).

Phlegmatic tends to love peace and harmony. That is why phlegmatic usually love to become a mediator or diplomat since phlegmatic can mediate people in conflict. That is the strength of phlegmatic. As mention earlier, phlegmatic is regarded as humorous. Moreover, phlegmatic has traits of being a friendly, shy, good listener, pleasant, and has a sense of humor. Most phlegmatic individuals have consistent lives.

Those two personalities have the same characteristic with extroversion and introversion which extroversion is a talkative person, besides introversion is a passive person. That research was conducted at the University of Dr. Hazairin, SH at the Faculty of Law in April 2018. The participants are the students from Law of Science Major, Faculty of Law, University of Prof. Hazairin, SH. After that, the researcher conducted the speaking test on the second-semester students which consisted of 75 participants. The researcher used 22 students for Sanguine personality and 22 students for Phlegmatic. After collecting and analyzing the

data, they found that the Sanguine students are assumed to have a good ability and better ability in speaking. In this research, their score of speaking 88, 54 in average. The Phlegmatic students are well-known as the stolid persons; they are estimated to be a person who has less ability in speaking than the Sanguine. However, the average of the Phlegmatic students is 88, 18. The data tells that the score of the Sanguine students in English speaking skills is a little bit higher than the Phlegmatic students.

Ninth, research that was conducted by (Zainuddin, 2016:1-12) found that introverted EFL learners did better than extrovert EFL learners in constructing sentences (syntax). Just like the research above, this research is not completely the same as the writer's research. The difference of the study lies in the variable of the language where the writer tends to correlate extroversion-introversion to speaking skill, besides, (Zainuddin, 2016) tends to correlate extroversion-introversion to syntax. But, those two topics are related to the language learning field.

That research was conducted at Universitas Negeri Medan. The participants were 40 English learners (20 extroverts and 20 introverts). The data were analyzed by using Statistical Package for the Social Sciences (SPSS) version 2.0. The findings of this study indicated that there was a significant difference in the scores for syntax between extrovert and introvert learners.

On the other hand, the writer’s research is to find out a correlation between extroversion-introversion and speaking skills, not a student's English proficiency or student's writing skill like some of those previous studies. Since the writer's

research is conducted to the English Literature Study Program students, the result can be different from other previous researches.

2.2 Theoretical Background

The theoretical background is a theory of structure that can lead and support this research. The theoretical background introduces and explains the theory related to the research. It explains why the problem under the research exists.

2.2.1 Theories on Personality

Personality is generally considered to be a relatively stable characteristic of an individual and has been defined as 'those aspects of an individual's behavior, attitudes, beliefs, thought, actions and feeling which are seen as typical and distinctive of that person (Richards and Schmidt, 2010: 431). There is a common framework using to conceptualize personality that is known as The Big Five Model (McCrae & John, 1992, pp.343). The Big Five factors are Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (OCEAN).

Those with an open personality are intellectually curious and enjoy the variety. Conscientious individuals are disciplined, organized, and achievement-oriented. Extroverts are sociable and talkative and enjoy interacting with others. Agreeable personalities are helpful, cooperative, friendly, and sympathetic. Neurotics display anxiety, nervousness, insecurity, and lack of confidence.

The Big Five Models is the extrovert-introvert dimension, first introduced to the literature by Jung (1921). Extroverts tend to be gregarious, interested in interacting with others, and, therefore, likely to use social strategies to learn the

language. Perhaps, unsurprisingly, extroverts have been found to score more highly on oral fluency measures (Dewaele, 2012, pp.101-105), and to be more willing communicate (WTC) a dimension of personality which has attracted considerable attention in recent years (e.g. Burgoon, 1976; Maclntyre & Charos, 1996; McCroskey & Richmond, 1987; Yashima, 2012). On the other hand, introverts tend to be less sociable, quite happy to spend time on their own, and may tend to favor cognitive strategies (such as reading for pleasure) or metacognitive strategies (such as time management).

Even though extroverted personalities are commonly believed to be the best language learners, Ehrman (2008:70) discovered that, contrary to expectations, the high-level learners in her study had introverted personalities and were overrepresented among the top learners. Ehrman (2008:73) concludes that according to the results of her research good language learners tend to be characterized by introverted personalities.

The word personality originates from the Latin persona, which means mask, a covering for all or part of the face, worn as a disguise, or to amuse or terrify other people. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character. Personality, where extrovert-introvert exist, in general, is viewed to be the responsible factors for learners' success in learning a second language or L2 (Spolsky, 1989, pp.90). Since the personality of each person varies, many scholars have pointed out that learners or teachers should take into account this aspect in the purpose of skill improvement in second language learning.

Since the beginning of the 1990s, there has been a growing interest in how personality correlates to academic performance. A scholar like Rod Ellis in The Handbook of Applied Linguistics edited by Davies, (1999: 81) describes a finding that from 6 out to 8 studies that employ oral language test extroverts performed better than introverts. While Murray and Mount stated that "an individual's personality can affect to what extent he can achieve information (1996:270).

Elliott et al. (2000:30) mention that personality is one characteristic of bio-psychosocial. Bio-psychosocial is the term used to understand individual variation consisting of three main elements, such as biological, psychological, and social which interact with one another in every individual development. Biological element refers to genetic factor, psychological element focuses on all cognitive and personality aspects, while social element concerns influences from family, schools, teachers, and friends in the development. Based on Elliot et al.'s classification, personality lies in the psychological element.

Understanding personality means the ability to understand someone`s characteristics. When somebody said, `That man is so talkative` or `she is very shy`, he or she is trying to express someone's character. The more those characters express on any individuals, the more the characters are getting more transparent. Then, it becomes their personality.

Individuals are specific and unique; they are different from one another. It also relates to their personality. Personality refers to the stable behavior of individuals. It may be observable or unobservable and conscious and unconscious. Understanding personality is a challenging task. Let the writer consider the

sentence, `She is shy`. That girl might be shy on any occasion when she is with her friends, teachers, and others. Moreover, she could be outgoing if she is with her family. It shows the difference. Personality is not static; it is more dynamic.

Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment (Hall & Lindzey, 1987, pp.30). Alport (1961:17) stated that personality is a dynamic process within individuals. Larsen and Buss (2009:73) define personality as the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intra-psychic, physical, and social environments. Well-managed traits make students getting better as they might experience a good process of adaptation and interaction.

2.2.2 Speaking Skills

According to Tarigan (1992:8), speaking is a form of human behavior that utilizes very intense physical, psychological, neurological, semantic, and linguistic factors. Speaking is about delivering messages from one speaker to other listeners orally. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994, pp.268-270). Speaking is called an interactive process as it needs students` ability to manage their thoughts, encode the ideas, and translate or transfer the code into a good response.

Based on Bueno, Madrid, and Mclaren (2006:321), "Speaking is one of the most difficult skills language learners have to face". Speaking is considered the

most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real-time situations when it is demanded. There are many reasons to overcome this. First of all, the EFL should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.

Then, speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills.

Brown (2001:271) stated that in all communication or conversation two people are exchanging information or they have a communication or conversation need. Speaking could also be called as multitasking skill. It is the final representation of the final process of learning a language. When a student could give a proper response to a conversation by using the language being learned, the speaking process reaches the need. Speaking is important as it could support the students as a language learner to communicate in the target language for many individuals` needs in the future. It could only be seen when the process of conversation among individuals happen. Speaking is also about the ability of an individual to express more about him, as it mostly happens during the personal presentation in the interview process or in introducing themselves to other people. Rakhmanina and Yuneva (2018:49-59) stated that speaking is also called a multitasking skill that requires language learners to learn: grammar, pronunciation, and vocabulary. Those aspects sometimes are neglected by

language learners. The followings are the basic speaking skills that an individual must possess (Setiawati, 2015, pp.25), including many aspects as follows.

Because of that, there are three reasons that make speaking the most important skill that students should master especially students of English Literature Study Program. First, English has already become an international language. This means that most people around the world using this language to communicate their intention and the way they express their thoughts and ideas. Second, there are plenty of job seekers looking for someone who has good communication in English. So, this world has become so competitive. Thus, we can say that the one with good speaking skills will have a great possibility to win the competition. As Brown and Yule (1983:3) said, "Speaking is the skill that the students will be judged upon most in real-life situations".