

Investigating Students' Verbal Competencies in Relation to Their Personality Traits

Nurianti HS¹, Pebrina Nurwahyuningsih², Nana Erna³

¹Department of Management, Sekolah Tinggi Ilmu Manajemen Indonesia YAPMI, Indonesia

²Department of Management, Universitas Wira Bhakti, Indonesia

³English Education Department, Universitas Sawerigading, Indonesia

*Correspondence: nuriantih@gmail.com

ABSTRACT

Oral Communication is a crucial skill, particularly in higher education, where students must engage and articulate concepts effectively. Nonetheless, speaking proficiency can be affected by other factors, one of them is personal traits. This study seeks to examine the speaking ability of students in relation to their personality types. According to the Big Five Personality Theory, people are classified into personality types such as extrovert, conscientiousness, openness, agreeableness, and neuroticism which influence how they communicate verbally. To determine the relationship between the two variables, this study conducted a qualitative method involving questionnaires, students' speaking ability test, and interview. The findings surprisingly showed that extroverted personality turned out to have small contribution to speaking ability. This trait did not have a strong correlation with speaking skill seems contradictory because extroverts are often perceived as more communicative. On other hand, openness trait has the highest impact in communication. This type likely to participate more comfortably in discussion and construct logical arguments fluently in English. Although students with openness have fewer opportunities to talk than extrovert, their speaking components such as pronunciation and word usage were extremely accurate.

ARTICLE HISTORY

Published December 13th 2024



KEYWORDS

Openness Personality;
Personality Traits; Motivation;
Speaking ability.

ARTICLE LICENCE

© 2024 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

English plays a tremendous impact on daily life, particularly in communications and professional environments. "English is not just about being able to communicate with native English speakers, it is the most common second language in the world" (Ilyosovna, 2020). It means that English has the potential to bring the world closer. Thus, proficiency in English is crucial for success in a globalized culture (Ayuningtyas et al., 2024; Said et al., 2021; Yaumi et al., 2024; Weda et al., 2022).

The ability to communicate in English is one of the most important skills that people must develop, especially for students. In academic context, proficient speaking abilities affect students' capacity to communicate effectively both inside and outside the campus environment, along with their performance in a variety of activities that need verbal touch. Language learners can improve their skills by actively engaging in communicative activities (Fatima et al., 2020; Sukmawaty et al., 2022; Mokoginta et al., 2021). However, speaking ability is not only influenced by intelligence or knowledge of the language itself. Personality is a crucial but sometimes ignored component.

Cervone, et al. (2022) define personality as those features of a person that "account for consistent patterns of feeling, thinking, and behaving". Personality traits seek to discover and arrange various characteristics into broad personality dimensions. Most psychologists feel that a variety of things influence our personalities. Some individuals attribute personality to heredity, while others feel it is influenced by environment. Others consider learning as a factor determining personality. The notion that personality is determined by genetic is a long-held belief in the field of personality research. Costa et al. (1992) established the Big Five Personality model in 1992. The big Five Personality model has been empirically demonstrated to be valid and rather stable over time (Dörrenbächer & Perels, 2016). The first personality is openness to experience implies creative, imaginative, and intellectual interests. Conscientiousness is characterized by hard work, organization, and self-control. Third, extroversion encompasses sociability, gaiety, and activity. Fourth, kindness indicates a kind and respected demeanor. Finally, neuroticism describes unpleasant feelings.

Among those kinds of personality, self-confidence plays a crucial role faced by students in learning English but most learners are unable to speak because they lack confidence in their abilities. They are terrified of making blunders while speaking. As a result, their speaking skill does not advance significantly in the teaching and learning process. Moreover, "students' self-confidence becomes a top driver in communication skill because students with higher self-confidence can deal with their readiness to speak" (Lubis et al., 2020; Youngsun et al., 2024; Anggawirya et al., 2021). Furthermore, motivation, learning strategies can all impact student learning outcomes (Anggraeni et al., 2022; Yaumi et al., 2023; Suma et al., 2024).

In educational psychology and language development, there is a growing research on the relationship between personality traits and speaking ability. Eftiama et al., (2022) explained the specific influence of students' personality on their speaking ability. It revealed that extrovert personality has significant positive impact with the speaking ability although it is more influenced by other factors than those included in the model. Meanwhile, (Putri et al., 2023) that analyzed the students' different personalities and speaking abilities. It discovered there were no effect between different personalities and their speaking skill, as evidenced by the final speaking scores. The finding that no particular personality type predominate. Although students with neuroticism outperformed others in speaking English. In line with (Nurbaiti, 2023) described the relationship between speaking strategies and speaking achievement of personality factors. The study explained that no significant different in speaking achievements between extroverted and introverted students, demonstrating that personality differences do not predict student success. Similarly, there was no substantial relationship between speaking strategies and speaking performance. Based on the previous studies that yielded varying results, it is critical to investigate how personality factors may connect to students' speaking abilities in foreign language learning in English.

The author intended to evaluate and investigate the impact of personality on students' speaking ability by looking at numerous psychological aspect that influence their communication styles. In this research, it will be discussed at how specific personality types affect students' confidence, speaking skill, and communication tactics in both academic and informal environment.

2. Methodology

Qualitative method is a research strategy that focuses on deeply understanding social phenomena, particularly those involving human interactions, experiences, and subjective perceptions. The qualitative approach utilized to investigate the relationship between students' speaking ability and personality types, as well as how they influence one another in the context of learning English.

The author chose a qualitative approach because it allows for more rich and in-depth data about students' subjective experiences with speaking and how they relate their speaking ability to their personalities. In line with Lim, (2024) stated that qualitative research explores the complex textures of human experience and viewpoint, capturing situations and nuances that are sometimes lost in numerical translation. To acquire a typical of the current personalities, this study included 63 third-semester students from STIMI-YAPMI Makassar. Purposive sampling was used to ensure that the selected informants could provide meaningful and detailed information.

The data collection methods employed in this research through observation then distributed the questionnaire that consists 25 questions to find out the different personalities, and interview. The researcher directly observe how students interact with one another during discussion session and in small group conversation. This atmosphere promotes open communication and allows students to express themselves freely in class without hesitation (Crisianita & Mandasari, 2022). The data were obtained from in-depth interview section to dig deeper into the student personality that contained several questions whether students have more extrovert, consciousness, openness, agreeableness, or neuroticism traits. The used of assessment instruments such as Big Five Personality Test aids in those personality types of students (et al., 2020).

In addition to interviews and observations, speaking ability test used to measure students' speaking skills. This test consisted of a daily conversation and discussions. The evaluation of the speaking components (pronunciation, structure, vocabulary, fluency, and comprehension) was utilized to aggregate the speaking score. This test provided an objective assessment of students' ability which might then be compared to interview and observations.

Table 1. The Range of Score

A	Excellent	85-100
B	Very Good	70-85
C	Fair	55-74
D	Poor	<54

Source: Authentic Assessment in STIMI-YAPMI Makassar

Data triangulation, which integrates several data gathering methods (observation, speaking tests, and in-depth interview could help researcher improve the validity and reliability of the findings and conclude the results of the study.

3. Result

3.1 Students Personality Profiles

The 63 students tested were classified into five categories based on their personality types, which were established by measure utilizing the Big Five Personality Theory (extraversion, agreeableness, conscientiousness, neuroticism, and openness). The result are displayed in the following table:

Table 2. Student's Personality

No.	Types of Personality	Total Students	Percentage
1.	Extrovert	17	26.9 %
2.	Openness	22	34.9 %
3.	Agreeableness	11	17.4 %
4.	Conscientiousness	8	13 %
5.	Neuroticism	5	7.8 %
Accumulation		63	100 %

Source: Students' Questionnaire Results

Based on the table above, two major groups can be identified, with openness taking the top spot with 22 students. According to (Abu Raya et al., 2023), openness is defined as an individual's willingness to seek out new experiences and embrace ideas, values, feelings, and sensations that differ from their previous experiences or established preferences. Researcher discovered that students with high level of openness are more open mindset towards new things. Although, they prefer to study alone when learning English, they can adapt and fit in well in a classroom. Then followed 17 extroverts. Extroverted students are more open in their interactions with others, more secure in their speaking ability, and more at ease in social settings.

An extrovert is typically an individual who prioritizes external circumstances over inward emotions and thoughts (Paradilla & Hasanah, 2020). They exhibit greater confidence while speaking in a foreign language, yet they occasionally struggle with pronunciation and language structure. The third rank is agreeableness. This trait values others more. It has been demonstrated that when a discussion partner criticizes English pronunciation, the agreeable type accepts the criticism and discrepancies without imposing their own opinion. This characteristic signifies a someone who is amiable, possesses a defeatist disposition, evades confrontation, and exhibits a propensity to conform to others (Zaki et al., 2024). Thus, agreeableness personality tends to try peaceful connections with friends and prefers to compromise for the greater good. The personality with the lowest score is neuroticism. People with strong neuroticism are more likely to experience unpleasant emotions, such as worry and dread of starting. There are 5 students who fit this personality type. They frequently overthink when chatting with their pals, thus they don't have many opportunity to share their opinions. The fact that high levels of neuroticism are associated with increased 'brain noise' which contributes to cognitive, emotional, and behavioral instability (Piechurska-Kuciel, 2021).

3.2 Students' Speaking Ability

The speaking ability of students was adapted based on (Helmanda, Cut Mawar & Nisa, 2018) which measured in multiple areas in speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. The outcomes of the students' speaking skill can be stated as follows:

Table 3. Students' Speaking Score

No.	Students' Grade Score	Total Students	Percentage
1.	A	25	40 %
2.	B	19	30 %
3.	C	13	20.5 %
4.	D	6	9.5 %
Total		63	100 %

Source: Students Speaking Test Results

According to the table above, 25 students received A grades with percentage 40 % of the total. This means that most students can master all components of the speaking evaluation, including spontaneous speaking in front of class and casual discourse with small discussion groups. From the obtained explains that, the average student with a high score has a broader vocabulary and more accurate grammar. This finding aligns with a prior study of (Qureshi, 2018) that found vocabulary and morphology significantly impact word acquisition. Vocabulary knowledge significantly improves students' achievement, understanding, and metalinguistic ability. 30 % of participant gained a 'very good' grade score. Then, 13 students received a grade C with a percentage of 20.5 %. Unfortunately, there are still 6 students that have the lowest score of verbal comprehension. This is due to their limited vocabulary, which makes it difficult for them to engage in conversations. Consequently, students tend to be more passive in speaking English. This conclusion highlights the need for strategies to improve students' vocabulary (Wahyuningsih & Afandi, 2020).

After examining the students' speaking scores, the author aimed to establish which personality qualities are more suited to speaking English. Below, the score table will be explained:

Table 4. Students' Average Score Based on Personality

Types of Personality	Accumulation Score	Total Students	Average
Extrovert	754	17	44.3
Openness	1240	22	56
Agreeableness	609	11	55.3
Conscientiousness	442	8	55.2
Neuroticism	237	5	47.4

Source: Students Interview Results

The table above explains that openness has the highest average score. From the interview data shows that this traits more flexible in speaking skill. When they speak, they are more willing to use new vocabulary and unfamiliar phrase patterns for them. Although this type may not always speak perfectly, they are not scared to mispronounce a word or sentence. In line with (Ożańska-Ponikwia & Dewaele, 2012) that investigated the relationship between personality factors and frequency of using English as a second language. The linear regression analysis identified that openness was the most accurate predictors of self-perceived English L2 proficiency. The findings indicate that second language proficiency is influenced not just by immersion, but also by the user's natural desire to engage in social interactions in the language. The second position, agreeableness, it indicates a cooperative disposition when discussing with classmates. Besides being a good listener, the study discovered that this kind responds to the audience when communicating. Despite their occasionally poor pronunciation of vocabulary, they can change their body language to be more easily accepted and understood by their pairs.

The personality of conscientiousness follows closely behind the score of agreeableness. With an average of 55.2, this type is more cautious when speaking. Although the data revealed that their pronunciation is great, students of this type strive to guarantee that they frequently run out of time when forming phrases in English. The neuroticism type comes in fourth place. This type's lack of self-confidence causes them to fall behind. In situations requiring the attention of a large number of people, neuroticism is more likely to experience nervousness when speaking. That is why this individual prefers to keep mute rather than share their thoughts in front of the class. The extrovert personality type has the least impact on their English competence. Surprisingly, even though they enjoy chatting and interacting with people, their speaking ability is relatively limited. Pronunciation, grammar, vocabulary, and speaking fluency are all quite inconsistent. As a result, the researcher determined that the extrovert type discovered is a passive one, it means that they understand what their classmates are saying but struggle to communicate their opinions effectively in English. However, the study shows that not all extrovert students are good speakers. This finding is comparable to previous study by (Mustafidah, 2023) declared that extroverts are more open to expressing themselves, asking questions, and interacting with their classmates. They can create a more dynamic classroom atmosphere but lack of pronunciation aspects.

4. Discussion

The willingness to experiment with language fosters a dynamic learning environment, where the focus shifts from perfection to communication and expression. Individuals exhibiting high levels of openness tend to engage more actively in conversations, often seeking opportunities to practice their speaking skills in various contexts. This trait encourages them to practice in discussions that may involve complex topics, thereby enhancing their overall linguistic proficiency. Furthermore, the adaptability associated with openness allows these individuals to quickly adjust their speaking strategies based on the conversational context and their audience. They are more likely to inquire about unfamiliar terms, invite clarifications, or rephrase their statements, which not only demonstrates their commitment to effective communication but also contributes to their language development.

In contrast, students who score lower in openness may display a heightened reluctance to employ new vocabulary or engage in discussions that lie outside their comfort zone. This hesitancy can hinder their ability to practice and refine their speaking skills, resulting in slower language acquisition and a diminished capacity for effective expression. To cultivate greater linguistic confidence, it is essential to create supportive environments where all learners feel safe to take risks with their language use.

Ultimately, the interview data underscores the significance of openness as a critical factor in language acquisition. By fostering an attitude of curiosity and acceptance towards mistakes, learners can enhance their speaking abilities and develop a more nuanced understanding of the language. As such, educators and language practitioners are encouraged to promote a culture of openness within their teaching methodologies, thereby empowering learners to immerse themselves fully in the learning process.

Some previous research heavily relied on extrovert personality as the most influential, but in this study, it is the opposite. This phenomenon highlights a complex relationship between personality traits and language proficiency. While extroverted students may thrive in social interactions and foster a lively environment, their challenges in articulating thoughts may hinder their overall academic performance. The lack of proficiency in pronunciation can lead to misunderstandings or a reluctance to participate, which may further exacerbate their speaking difficulties. (Tri Astuti, 2024) also highlighted that extrovert trait had no significant impact on speaking skill. Conversational behavior may allow them to practice more, but it does not guarantee improved linguistic proficiency.

Moreover, fostering an inclusive classroom culture that values diverse communication styles can empower students to take risks in their speaking abilities. Group discussions where students share personal experiences or opinions can help reduce anxiety, creating a platform where they can express themselves without the fear of making mistakes. Encouraging collaborative learning environments can also contribute to increased speaking engagement, as students often feel more comfortable practicing their language skills with peers.

Finally, understanding the nuances of how personality affects language acquisition is essential for developing effective teaching approaches. Tailoring strategies to meet the needs of extroverted students and the other personality, while also acknowledging their strengths in social interaction, can lead to a more holistic educational experience. By recognizing and supporting their unique challenges, educators can help these students not only improve their communication skills but also build confidence in their ability to express themselves effectively in English.

5. Conclusion

The researcher findings and given discussion concluded that the third-semester students at STIMI-YAPMI Makassar have a beneficial influence on their speaking abilities. The openness type contributes to speaking abilities more than extroversion. The students with openness have an advantage in terms of inventiveness when speaking, as well as the capacity to adapt talks to different types of people and situations, both formal and informal. On the other hand, although an extroverted personality is associated with a tendency to talk more and enjoy social interactions, this dimension has less impact on the quality or effectiveness of speaking. Extroverts may pay less attention to structure or preparation in speaking, which can affect how their message is received. While it has an impact on social engagement and comfort in speaking, it does not fully determine how effectively someone can convey a message clearly and structured. Therefore, openness to experience plays a greater role in enhancing the quality of a person's speaking ability. It should be noted that there are various additional factors that influence students' speaking ability. However, the author also revealed that the influence of Big Five Personality on students' speaking performance varies depending on the environment and teaching method used. Other aspects such as learning motivation and environmental support can affect the extent to which traits feature influence students' speaking skill.

Understanding how personality affects speaking ability can help teacher or lecturer develop more effective teaching approaches. For example, education that accommodates different personality types such as fostering a supportive environment for introverted students or giving appropriate challenges for extroverted students can improve language learning results. Also, understanding the relationship between personality and speaking ability, teaching can be adjusted to encourage students to speak more and more confidently while taking into account existing individual types. A person's skill cannot be judged just by their personality; nonetheless, there may be multiple interwoven factors that enable someone to communicate like a native speaker. As a result, the author advises that other studies adopt a more comprehensive approach.

References

- Abu Raya, M., Ogunyemi, A. O., Broder, J., Carstensen, V. R., Illanes-Manrique, M., & Rankin, K. P. (2023). The neurobiology of openness as a personality trait. *Frontiers in Neurology*, 14(August), 1–10. <https://doi.org/10.3389/fneur.2023.1235345>
- Anggraeni, S. D., Sukarni, S., & Nugraheni, I. I. (2022). A Comparative Study Between Extrovert and Introvert Personality on Speaking Achievement. *English Department Journal*, 9(2), 137–146. <https://doi.org/10.37729/scripta.v9i2.1458>
- Anggawirya, A. M., Prihandoko, L. A., & Rahman, F. (2021, December). Teacher's role on teaching English during pandemic in a blended classroom. In *International Joined Conference on Social Science (ICSS 2021)* (pp. 458-463). Atlantis Press.
- Ayuningtyas, N., Firdaus, J., & Nugroho, D. A. (2024). *The Influence of Environment and Family on the Development of English Language Skills in Early Childhood*. 7(3), 418–425.
- Cervone, Daniel & Pervin, A. L. (2022). *Personality: Theory and Research* (5th ed.). New York: John Wiley & Sons.
- Costa, Paul J & McCrae, R. R. (1992). Four Ways Five Factors are basic. *Personality and Individual Differences*, 13(6).
- Crisianita, S., & Mandasari, B. (2022). the Use of Small-Group Discussion To Improve Students' Speaking Skill. *Journal of English Language Teaching and Learning*, 3(1), 61–66. <https://doi.org/10.33365/jeltl.v3i1.1680>
- Dörrenbächer, L., & Perels, F. (2016). Self-regulated learning profiles in college students: Their relationship to achievement, personality, and the effectiveness of an intervention to foster self-regulated learning. *Learning and Individual Differences*, 51, 229–241. <https://doi.org/10.1016/j.lindif.2016.09.015>
- Eftiama, H. A., Rokhayati, T., & Nugraeni, I. I. (2022). The Influence of Students' Personality on Their Speaking Ability in English. *English Department Journal*, 9(1), 9–16. <https://doi.org/10.37729/scripta.v9i1.1513>
- Fatima, I., Mohamed Ismail, S. A. M., Pathan, Z. H., & Memon, U. (2020). The power of openness to experience, extraversion, L2 self-confidence, classroom environment in predicting L2 willingness to communicate. *International Journal of Instruction*, 13(3), 909–924. <https://doi.org/10.29333/iji.2020.13360a>

- Helmanda, Cut Mawar & Nisa, R. (2018). *Teknik Penilaian Speaking Skill Dalam Meningkatkan Kemampuan Mahasiswa Bahasa Inggris Universitas Muhammadiyah Aceh Cut Mawar Helmanda, Rahmatun Nisa.* 625–632.
- Ilyosovna, N. A. (2020). Importance of the English Language in Today's World. *International Journal of English Learning & Teaching Skills*, 6(2), 22–24. <https://doi.org/10.15864/ijelts.6205>
- John, R., John, R., & Rao, Z.-R. (2020). the Big Five Personality Traits and Academic Performance. *Journal of Law & Social Studies*, 2(1), 10–19. <https://doi.org/10.52279/jlss.02.01.1019>
- Lim, W. M. (2024). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal.* <https://doi.org/10.1177/14413582241264619>
- Lubis, N., Lubis, A., & Br.Purba, N. (2020). Project-Based Learning Collaborated With Digital Media For Indonesian Efl Learners' Self-Confidence And Communication Skill. *Jurnal Pendidikan Dan Pembelajaran Terpadu (JPPT)*, 2(1), 10–18.
- Mokoginta, K., Arafah, B., Rahman, F., & Abbas, H. (2021). Indonesian Women as Reflected in an English Textbook Used in Indonesia. *IJASS*, 4(6), 323-337.
- Mustafidah, A. (2023). the Correlation Between Extrovert-Introvert Personality and Their Speaking Performance. *J- Langua*, 01(01), 1–11.
- Nurbaiti, L. (2023). A Study of Students' Speaking Strategies and Their Achievement: The Influence of Personality Factors. *FKIP Universitas Islam Malang*, 4(1), 1–23.
- Ożańska-Ponikwia, K., & Dewaele, J.-M. (2012). Personality and L2 use. *EUROSLA Yearbook*, 12(2012), 112–134. <https://doi.org/10.1075/eurosla.12.07oza>
- Paradilla, N., & Hasanah, U. (2020). the Students ' Extrovert and Introvert. *International Journal of Research on English Teaching and Applied Linguistics*, 1(1), 39–50.
- Piechurska-Kuciel, E. (2021). Mediation effect of self-efficacy in the relationship between neuroticism and L2 attainment. *Journal of Multilingual and Multicultural Development*, 42(3), 262–274. <https://doi.org/10.1080/01434632.2019.1684929>
- Putri, A. D., Jaya, A., & Marleni, M. (2023). Exploring the Students' Speaking Ability Based on Their Different Personalities. *Esteem Journal of English Education Study Programme*, 6(1), 10–16. <https://doi.org/10.31851/esteem.v6i1.10203>
- Said, M. M., Rita, F., Weda, S., & Rahman, F. (2021). English Language Performance Development Through Extracurricular Activities at Faculty of Teacher Training and Education Tadulako University Palu. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(08), 388-403.
- Sukmawaty, Rahman, F. F., & Andini, C. (2022). Covid-19 Pandemic and Axiology of Communication: A Study of Linguistic Phenomena. *IJISRT*, 7(4).
- Suma, M., Rahman, F., Dalyan, M., Andini, C., & Wajadi, A. M. F. (2024). Cultural Aspects of Character Education found in Comic" Pelayaran Ke Dusung": An Ecranization through the Application of Augmented Reality. *Journal of Ecohumanism*, 3(4), 739-753.
- Qureshi, M. A. (2018). Building Student Background for Specific Academic Vocabulary. *The TESOL Encyclopedia of English Language Teaching*, 1987, 1–7. <https://doi.org/10.1002/9781118784235.eelt0730>
- Tri Astuti, M. (2024). The Impact of Students' Personality Traits Toward Speaking Skills. *Journal of Applied Linguistics*, 4(1), 96–109. <https://doi.org/10.52622/joal.v4i1.240>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/EU-JER.9.3.967>

- Weda, S., Rahman, F., Samad, I. A., Gunawan, F., & Fitriani, S. S. (2022). How Millennials Can Promote Social Harmony through Intercultural Communication at Higher Education. *Randwick International of Social Science Journal*, 3(1), 231-243.
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2024). Bridging Language and Technology through Semiotic Technology. *International Journal of Social Science Research and Review*, 7(1), 52-61.
- Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.
- Zaki, F. M., Chintya, T., & Andini, S. (2024). *The relationship between the personality types of neuroticism and agreeableness with the tendency of verbal aggression behavior in high school students it al-halimiyah east jakarta*. 11(1), 64–71