

**PERSONALITY FACTORS AFFECTING STUDENTS' WILLINGNESS TO
SPEAK OF EFL STUDENTS OF STATE ISLAMIC UNIVERSITY OF RADEN**

FATAH PALEMBANG



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CHAPTER I

INTRODUCTION

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

1.1 Background

In this globalization era, English was becoming popular language in every corner of this world. The importance of English was that it was a means to communicate in the interconnected and interdependent world. Mastering English as a foreign language was important in this modern era. Sindik & Bozinovic (2013) stated that English as *lingua franca* of this twenty-first century for the people around the world to communicate each other. Now, English has become an international language and be kind of a must language in many countries on the globe. Consequently, people realize the importance of this language for communication.

English was one of the most important language in many aspects for example in the social and cultural, economy, and education. Cook (2003) claimed that English was now taught as the ultimate foreign language in virtually each country, and used for business, education, communication and access to information by all people in this world. It was relevant to research study conducted by Marzulina (2018) explained that English was as one of the international languages was a means of communication to connect people because it was difficult for people to communicate with others without using language. People with better English acquisition had a bigger opportunity to communicate

with other people especially for those who had a good speaking. That was why speaking become the first thing appeared on someone's performance.

Speaking was an intuitive procedure to communicate, deliver and get data.. Burns & Joyce (1997) added speaking was an interactive process of meaning construction which includes receiving, processing, and producing information (as cited in Abrar, Mukminin, Habibi, Asyrafi, Makmur & Marzulina2018). When the purpose of language teaching was to encourage students to communicate effectively, MacIntyre (2007) contended that it was very important to know why some students were reluctant spoke in language classrooms. Such reluctance made students lose their interest in learning languages. Thus, they noticed that they were not making progress in their learning.

The fact was that in an EFL environment like Iran, students were not exposed used English outside the classroom. There were not many opportunities for students to practice their language, and their practice was limited to the classroom environment. If they did not take the opportunity to speak in the classroom, there was no chance for them to practice their language. This made students unable to develop their speaking skills. Beside, people nowadays prefer to acquire speaking skills when they learned English to improve their communication skills, but they did not realize about the factors influencing in speaking such as willingness to speak the language. Swain (2015) stated that language learning was proved to be more effective when learners were willing to use the language. So, it was true that the notion of Willingness to Communicate (WTC), which was according to MacIntyre, Clement, Dornyei, & Noels (1998), it

was actually the intention and desired to initiate communication, plays a key role in learning a second or foreign language. Therefore, in learning process students need to have a desire in learning.

Furthermore, willingness to communicate was a choice made by someone to communicate with other people when his/her had a chance. It was also regarded as a situation when someone was set to use target language. Brown (2006) mentioned that willingness to communicate was the desired or inclination to initiate communication, given a choice. Moreover, learners must consider about the factors that can enhance their willingness to communicate in English. According to MacIntyre (1998), there were two types of factors that affected WTC in a second or foreign language, which was *individual* (enduring) factors included the personality aspects, the social language groups, self-confidence, and motivation to learn English. While *situational* (environmental) were identified as the desired to speak. It was related to research study conducted by Riasati and Noordin (2011) explained that some variables referred to Willingness to Communicate such as communication apprehension, self-perceived communication competence, motivation, personality, content and context, and gender and age. That was why in willingness to speak, not only linguistic factors can influence someone's desire in speaking but also non linguistic factor, for example personality.

In addition, each person was born with their own uniqueness. They existed in this world with behavior, perception, attitude, ability, even the way they interacted with each other. In the scientific field, people called it personality and it

can be a person's identity since they were born until the rest of their life. Personality was referred to distinctive thoughts, emotions, and behaviors that characterized the way an individual adapts to the world (Santrock, 2011, p.132). In brief, willingness to communicate occurs influenced by some factors and one of it was personality.

Personality was the way an individual interacted or communicated with other individuals. There were several factors that affect students' willingness to speak and one of them was personality. Richard and Schmidt (2002) asserted that self-esteem, inhibition, anxiety, risk-taking and extroversion were some factors that can contribute students' personality. Likewise, Brown (2014) regarded the following eight specific personality factors in human behavior they are self-esteem, willingness to communicate, inhibition, risk-taking, anxiety, empathy, extroversion/introversion and motivation. As mentioned above, those were several factors of personality based on the experts.

Based on this research about personality factors, expert had researched which factors of personality influenced speaking. Santrock (2011) stated The Big Five factors of personality can give you a framework for thinking about your students' personality traits. It was claimed by a recent research study conducted by Jin-Young (2015) investigated the effect of personality, situational factors, and Communication Apprehension on a Blended Communication Course. The study used The Big Five personality factors questionnaire as one of the instruments on his paper. The author concluded that according to regression analysis, the predictors among the personality factors affecting speech performance were

extraversion and openness, and among the situational factors, only the level of rehearsal was found to be a predictor.

Based on the informal interviewed with the EFL student teachers which related to the personality and willingness to communicate as the preliminary study, some students mentioned that the personality can influence their willingness while speaking such as self-confidence and extroversion but also other students told they were shy while starting to speak English. Some of students agreed to put themselves as a subject when starting the conversation while others were not. Furthermore, they said that their self-confidence was an important factor when they wanted to start speak English. In short, based on the informal interview that I did, it showed if students' willingness to speak was influenced by their personality.

Regarding the problem above, there were three related studies that already conducted about personality influencing willingness to speak English. Karim, Abidin, Ali (2016) conducted a research which title was personality factors and second language acquisition: an Islamic viewpoint. The second study was conducted by Sener (2014) investigated that self-confidence, motivation, attitude and personality showed significant correlation with Willingness to Communicate (WTC) in English. The last finding was from Mohammad Javad Riasati (2012) investigated that factors contributed to Willingness to speak. In brief, the findings of the previous studies took an important role in designing this research to conduct a research about personality factors affecting students' willingness to

speak English at English Education Study Program, State Islamic University of Raden Fatah Palembang.

1.2 Research Problem

Dealing with the above-mentioned background, the research problem was formulated in the following sentence:

1. What are personality factors that influence students' willingness to speak English in language classroom?

1.3. Research Objective

In accordance with the problem above, the objective of this study is:

1. To identify what are factors of personality that influence students' willingness to speak English in language classroom.

1.4 Significance of the Study

It was expected this study will give more beneficial information to the development of language teaching and learning process, especially understanding the human personality influencing students' willingness in speaking English. To be successful, EFL learners need to be capable of finding a context in which their potential strengths come to the fore and their weaknesses are minimalized. Hence, the study hopefully can be beneficial for lecturers, especially those who taught speaking courses, and parents to know the concept of personality as one of factors that can influence the students' success or failure in their study. Knowing about how their personality act, the students themselves would also know how to improve themselves most efficiently through using different factors of personality. They can also create their own ways to find the suitable strategies in learning

English skills, especially to improve their speaking ability. I hoped to other researcher, it will be beneficial as the reference for conducting another research especially in relation to find about personality factors in speaking. And also for me, it will develop my understanding in learning about factors affect in learning speaking especially personality and can do better research in the next research.

CHAPTER II

LITERATURE REVIEW

This chapter presents the following subtopics: 1) willingness to communicate, 2) the definition of personality, 3) personality factors, 4) speaking, 5) types of speaking, 6) related previous study.

2.1 Willingness to Communicate

One of the most important factors to improve students' speaking ability was the willingness to communicate. Brown (2007) stated where the goals of language education fit in the reality of more use of the target language which refers to the willingness to communicate (WTC). McCroskey (1992) defined WTC as to take initiative to communicate in case of certain opportunities given in a particular context. It was also called individual's orientation towards communication (McIntyre, 2000). If the students took a chance when they willing to use English in communication, it can help them to communicate with other people.

Willingness to Communicate was also strategic competence that speakers applied in communication. Then, McIntyre et al. (1998), adapted this concept in L2 communication and heuristic models that were conceptualized. They introduced certain linguistic, social and psychological variables that can affect a person's WTC at L2. Rooted in the field of speech communication, the WTC was an aspect of individual differences in mastery of a second language. As stated by MacIntyre and Doucette (2010), Willingness to Communicate was part of the fluency of a second language, which is often the final goal of L2 students.

In addition, the shaped-pyramid had explained in detail. MacIntyre et al., (1998) stated that in the development of a pyramid-shaped heuristic model of L2 WTC, shown in Figure 1, psychological-affective antecedents, the context of individual and social communication, motivational tendencies, and the influence that had been taken. Given eternal and situational variables, MacIntyre et al. (1998) defines L2 WTC as readiness to enter discourse at certain times with certain people, or people, using L2.

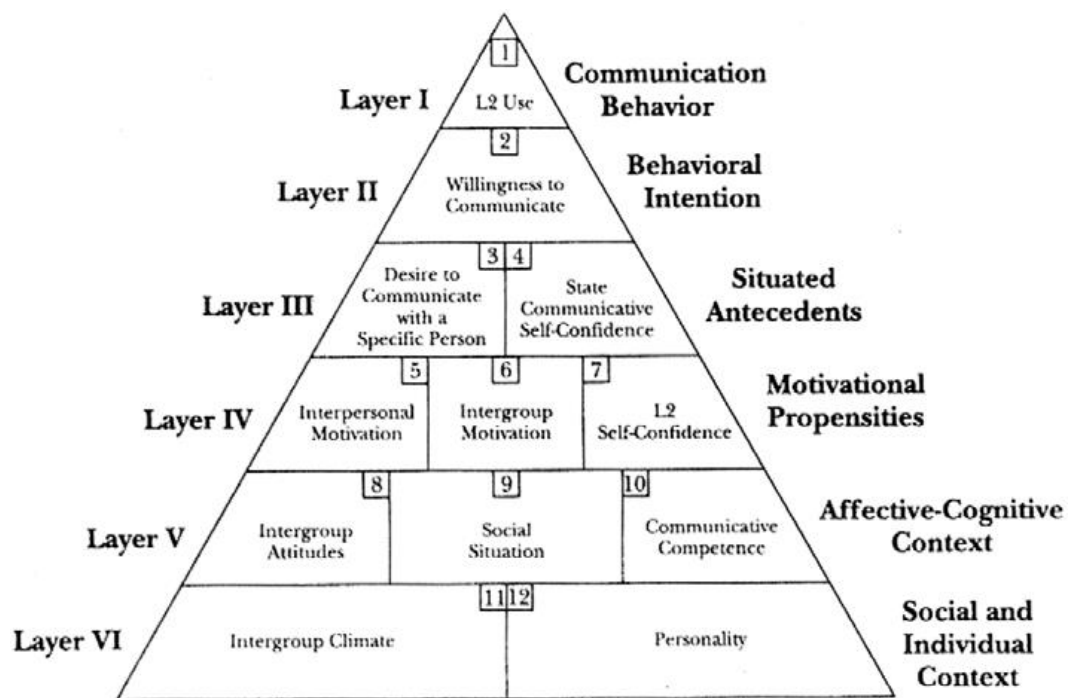


Figure 1. Heuristic Model of Variables Influencing WTC

The final layer of this model was based on social and individual contexts. This layer VI showed the relationship between individuals and society which was the communication between their groups. Clement (2003) said this showed that society provides opportunities for communication. It made sense that for interactions, an individual needed another individual or group. The next problem

was in what situations and situations, did someone communicate? In diverse social situations, various psychological factors of individual personality (linguistic competence, attitude, motivation, self-confidence, etc.) influenced learning and communication. In the past, it was thought that the ability to use L2 in social settings was called communicative competence but not so easy. Its complexity can only be understood through various types of communicative competencies (grammatical competencies, sociolinguistic competencies, discourse competencies, and strategic competency). MacIntyre et al., (2003) added these types of communicative competencies helped build self-confidence along with experience. So, to build confident in a person, requires several factors in communication for instance psychological factors.

The above two layers in the pyramid model were WTC and use of L2 in communication. WTC indicated the growing effect of those social and psychological variables that were mentioned (Clement, 2003). A person can willingly communicate without the certain specific opportunity in particular context. An individual with higher WTC was often expected to use L2 more frequently, and can mould himself according to prior set situations (McIntyre et al., 1998). In short, willingness to speak was influenced by a range factors. The classroom environmental factors identified as influencing willingness to speak such as task type, topic of discussion, interlocutor, teacher, classroom atmosphere, personality and self-percieved speaking ability.

2.2 The Definition of Personality

Personality was one of factors that influenced students' willingness to speak English in the classroom. Cetinkaya (2005) contended that personality was an important factor that determines one's degree of willingness to communicate. According to Schultz & Ellen (2005), personality marked out as an enduring and unique cluster of characteristics that may change in response to different situation. It also means that personality was the unique and relatively stable patterns of behavior, thoughts, and emotions shown by individuals.

Furthermore, other experts also gave explanations about personality. According to Santrock (2011), personality referred to distinctive thoughts, emotions, and behaviors that characterizethe way an individual adapted to the world. Then, Phares (1991) defined personality as an inborn temperament and features arising in different situations and a combination of the characteristics of a person which separate him/her from other people. According to those definitions, it concluded that personality as the character of each human which represent their psychological situation such as behavior, thoughts, and emotions as the basic of the way they act and interact in their social life with different situations.

2.3 Personality Factors

Personality was the individual features or characteristics that determined potentialities and common abilities, and that it was exclusive to an individual. Richards and Schmidt (2002) defined personality as actions and feelings which were seen as typical and distinctive of that person and recognized as such by that

person and others. Personality factors such as self-esteem, inhibition, anxiety, risk-taking and extroversion (Richards and Schmidt, 2002, p.395). Likewise, Brown (2014) regarded the following eight specific personality factors in human behavior they are self-esteem, inhibition, risk-taking, anxiety, extroversion and introversion. Then Brown (2014) also said personality factors were within a person that contributed in some way to the success of language learning. It was related to the research study conducted by Fatma (2014) that personality factor referred to a feature or a quality that is assumed to distinguish one student from another in the process of acquiring the L2 and it is considered to be a pattern of unique characteristics that give a person's behavior a kind of consistency and individuality. At last, personality was can be used to see the different characteristics of every individual in learning second language.

2.3.1 Self-esteem

Self esteem was someone's belief about themselves to do or to express their feel. A highly acceptable definition of self-esteem, according to Coopersmith (1967), as cited in Brown (2007) was the evaluation which individuals made and customarily maintain with regard to themselves, it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, to express an attitude person need self esteem in theirself.

In learning process, students' confident was needed. According to Harmer (2001), if effective learning was to take place a student's self- esteem is vitally important. Learners needed to have reasonable self confidence in themselves as

this facilitated the process of learning. Having positive self-worth of oneself was not similar to being arrogant. It was actually a good trait as the learners felt at ease with themselves. But having high self-esteem did not mean learners should be overconfident and stopped seeking help from teachers or resource materials when they face learning difficulties. Learners must believe in themselves. However, having a low self-esteem could lead to depression and doubts about their self-worth.

In addition, there were two types of self-esteem in learning like high and low. Baumeister (2005) sum up the differences between people with high self-esteem and low self-esteem. The former were more willing to start a conversation even with strangers, they were more likely to participate actively in a group discussion, were independent and were able to deal with failure positively. Low self-esteem was related to less positive self-regard of oneself. It may lead a person to being socially withdrawn and thus communicate less.

2.3.2 Inhibition

The second factor was inhibition. According to AHD (1996), inhibition in psychology referred to Conscious or unconscious restraint of a behavioral process, a desire or an impulse. It had been hypothesized that the defensiveness associated with inhibition discourages risk-taking (Ellis, 1985) by learners, but the latter was essential for good progress in SLA. Ellis further added that egocentrism causes increased self-consciousness in the pursuit of SLA. Brown (2007) defined building defenses can be a detriment. The fear of native target language speakers

ought to be minimized. Inhibition was deemed a negative factor. Reduced inhibition aids, while greater inhibition hinders the learning process.

Inhibition, though may be culture-related, has to be discouraged. Teachers helped to lower their students' sense of inhibition by identifying and conducting appropriate activities. More exposure to authentic materials in the form of interesting reading materials and visual aids could gradually help to lower their inhibition. Learners should feel relaxed in their attempts to learn and become proficient in a language which will be of much benefit to them later.

2.3.3 Anxiety

Anxiety was a feeling of unease in a person. According to Scovel (1978), as cited in Brown (2014), anxiety was associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Anxiety was one of the affective factors that may had an influence on SLA. A study by Horwitz et al., (1986) as cited in Kees de Bot et al., (2005) found that poor foreign language performance may be attributed to anxiety. Hence, why anxiety can cause someone's bad performance.

2.3.4 Risk-taking

Risk taking was an attitude that people showed when they were brave to take a chance. Risk-taking behavior referede to the development trait that consisted of moving towards something without thinking of the consequences (Alshalabi, 2003, p.22). Brown (2014) mentioned that risk taking was when learners had to be able to gamble a bit, to be willing to try out hunches about the

language and the risk of being wrong. It was relevant to the study conducted by Cervantes (2013) discovered that the risk-taking learners prefer an unplanned speech and they were more engaged in expressing ideas as to discover whether or not these ideas are acceptable in the TL, and they tend to take more risks to develop the linguistic oral proficiency. Therefore, the risk-taking learners were more willing to take mistakes and errors as part of their learning process and always being positive of criticisms.

2.3.5 Extroversion

Extroversion was a person whose conscious interests and energy were more often directed outwards towards other people and events. Oxford (2001) explained that extroverted individuals were those who like interaction with people and develop many friendships. Highly extraverted individuals tend to have more friends and dating partners, and were seen by their peers as having higher social status. They generally prefer and performed better in social and enterprising occupations, and were more likely to adopt community leadership roles. Psychologically, extraverts tend to experience greater subjective well-being than introverts, especially in terms of the frequency and intensity of positive emotions.

2.3.6 Introversion

Introversion was a person tended to be passive. Richard and Schmidt (2002) said an introvert was a person tended to avoid social contact with others and was often preoccupied with his or her inner feelings, thoughts and experiences. Mohideen (2016) added introverts may be more careful with their language use, though it may not guarantee accurate language use. While extroverts derive much

energy from the external world, introverts get theirs from the internal world tending to nurture only a few friendship, which however are often very deep.

In brief, there were six factors of personality such as self-esteem, inhibition, anxiety, risk-taking, extroversion and introversion. Several factors of personality above have effect to students' willingness in speaking.

2.4 Speaking

Speaking was one of the skills that must be mastered by EFL students in learning English. Mastering speaking skills in English was a priority for many second language students or foreign students (Richards, 2018, p.19). On the other hand, in speaking we tended to get things done, explore ideas, work on some aspects of the world, or just be together (Richard, 2018, p. 19). If students spoke English fluently, it helped them to communicate easily and also explore their ideas. Speaking English well also helped students to access the latest information in various fields including science, technology and health. Speakers of good English will be in a strong position to help their country's economic, social and development. Another definition comes from Cameron (2001), he said that speaking was to make people understand the feelings and ideas of the speaker by making communication actions using language. In brief, speaking was the way people to communicate and deliver feeling by using language.

2.4.1 Type of Speaking

Speaking as one of skills in learning English had several types to be mastered in learning second language. The mastery of speaking skills in English

was a priority for many second-language or foreign-language learners (Richards, 2008, p. 19). Oral skills had been an important subject in UIN Raden Fatah Palembang especially in ELT major. Additionally, speaking subject had biggest credit among other four skills in the first semester. Richards (2008) declare there were three major speech types, interactions, transactions, and performances. Each of these speech activities is quite distinct in terms of form and function.

1) Talk as interactions

Talk as interactions refers to what human normally mean by “conversation” and describe interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of talk as interactions can be summarized as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speaker’s identity
4. May be formal or casual
5. Use conversational convention
6. Reflects degree of politeness
7. Employs many generic words
8. Uses conventional register

9. Is jointly constructed

2) Talk as transaction

Talk as transaction refers to situation where the focus was on what was said or done. The message and making oneself understood clearly and accurately was the central focus, rather than the participants and how they interact socially with each other. The main features of talk as transactions are:

1. It has primarily information focus
2. The main focus is on the message not on the participants.
3. Participants employ communication strategies to make themselves understood.
4. There may be frequent questions, repetitions, and comprehension checks, as in the example from preceding classroom lesson.
5. There may be negotiation and digression
6. Linguistic accuracy is not always important.

3) Talk as performance

The third type of talk that can be usefully be distinguished had been called talk as performance. This refers to public talk, that is transmits information before an audience, such as, classroom presentation public announcements, and speeches. It tends to be in the form of monolog rather than dialog. The main features of talk as performance are:

1. Focus on both message and the audience

2. Predictable organization and sequencing
3. Importance of both form and accuracy
4. Language is more like written language
5. Often monologue

2.5 Previous Related Studies

I found some studies related to personality factors and Willingness to speak English. There were three studies which talking about personality factors and Willingness to speak English. The first study is from Karim, Abidin, Ali (2016) conducted a research which title is personality factors and second language acquisition: an Islamic viewpoint. This paper was an attempt to look at individual personality as importance variables in learning second language acquisition. Generally, this paper aimed at drawing attention to the role of individual personality factors.

The second study was from Sener (2014) investigated that self confidence, motivation, attitude and personality showed significant correlation with WTC in English. The paper aimed to present the willingness to communicate (WTC) in English of the English Language Teaching Department (ELT) students of Canakkale Onsekiz Mart university inside and outside class. Additionally, the relationship which existed between students' willingness to communicate to their personality. In paper found that most of students seemed to have positive attitudes toward the English language and the cultures of the English speaking countries. In this study there were also significant correlations among self-confidence and

learners' attitude and self confidence and motivation. It was also found that the most significant predictor on students' in-class WTC level was self confidence and that it provided a direct change on their WTC.

The last study was from Mohammad Javad Riasati (2012) which title was EFL learners' perception of Factor Influencing Willingness to Speak English in Language Classroom: A Qualitative study. This study seek Iranian EFL learners' perception of factors that influence their willingness to speak English in language classroom. This study investigated that factors contribute to Willingness to speak. In this study, result showed that a number of such factors contribute to willingness to speak. These factors include task type, topic of discussion, interlocutor, teacher, class atmosphere, personality and self-perceived speaking ability.

From those previous studies above, found that several kinds of factor causes willingness to speak which depended on the sample they studied. In this study, I presented personality factors affecting students' willingness to speak English of EFL students of UIN Raden Fatah Palembang.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) research design, (2) operational definition, (3) participants of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Method of The Study

This study used mixed-method research with an explanatory sequential design. This was due to the fact that it was believed both types of studies will provide a clearer understanding of what was being studied. It consisted of merging, integrating, linking, or embedding the two strands (Creswell, 2012, p. 535). Explanatory sequential designed perhaps the most common and popular design in educational research, consisted of first gathering quantitative data and then collecting qualitative data in order to help to expand and elaborate on the quantitative data (Creswell, 2012, p. 542). Therefore, the mixed method utilized in this study was to find out the Personality factors affecting EFL students' Willingness to speak at State Islamic University of Raden Fatah Palembang.

3.2 Operational Definition

The title of this study is Personality Factor Affecting Students' Willingness to Speak: A Case of Efl Students of State Islamic University of Raden Fatah Palembang. In order to avoid misunderstanding, there are some keywords that really necessary to explained.

Personality factor is recognized as the internal factors of an individual's behavior, attitude, beliefs, thoughts and feeling. Several factors of personality such as self-esteem, anxiety, inhibition, risk-taking and extroversion.

Willingness to speak is a desire of individual to speak or take a chance to speak. This is when students are willing to speak English. Willingness in this study was used to find the students who had the high score in willingness was as the participants in this research study.

3.3 Participants of Study

In order to choose the participants of the study, I chose the fifth semester students as my participants. The participants of this study were taken by using purposeful sampling technique. There were several different strategies for purposefully technique, one of them was criterion sampling. The criterion sampling was to review and study all cases that meet some predetermined criterion of importance and criterion sampling can add an important qualitative component to a management information system or an ongoing program monitoring system (Patton, 1990, p. 176). In short, purposeful sampling technique by using criterion was chosen in this research.

In this study, I chose one class of English major in fifth semester students who had the highest score of willingness. There were 35 English students in one class and I selected several of them by criterion sampling. In this case, I selected my participants based some categories I needed, such as; (1) I chose students who were willing to be interviewed. (2) students who had high score of willingness to speak English. These main points of categories were definitely important for my

study because they allocated me to obtain deep information about their views toward willingness to communicate in English.

3.4 Data Collection

3.4.1 Quantitative Data

In this study, I used two kinds of instruments to collect the data:

3.4.1.1 Questionnaire

Questionnaire was a technique for collecting data by using a set of printed or written questions with the choices or answers used for the study. In this case, I used two questionnaires. First step was Willingness to Communicate questionnaire. As well as that, there were 27 statements each of which had been assigned scores: 5 points for definitely willing, 4 points for willing, 3 point for moderately willing, 2 points for not willing, and 1 point for definitely not willing. Second step, I used Personality questionnaire. In this step, there were 6 factors of personality which each part had several statements. In this condition now on, I totally needed to conduct online questionnaire to the participants. I converted the questions to be Google-Form sheet with the set of instructions inside.

Apart from that, several steps were conducted to collect the data. First, I contacted the classroom teachers to discuss about the process of distributing the questionnaire and make sure that all students can be reached to give the response. Then, I shared the link of Google-Form to the students via chatting room. Inside of the form, there were some personal data boxes that the students needed to fill to ease me analyzed and administered the data. After that, students were provided some instructions and introduction through message that I shared related to my

study so that they understood the process and willing to response well. After accomplishing the questionnaire, they had to make sure that they already answered it and click submit-button provided. I end the section by saying thank you to the the students.

3.4.1.2 Validity and Reliability

3.4.1.2.1 Willingness Validity and Reliability

Validity was the ability of an instrument to measure what it was designed to measure. Obviously, Creswel (2012) defined that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure. The validity had been succesfully proofed from previous study and could be applied to other particular studies. The first questionnaire from Riasati Rahimi (2018) was adopted, so there was no need to conduct the validity test anymore (as cited in MacIntyre, 2018, p. 369-388). Moreover, Johnson and Cristensen (2012) affirmed that to check reliability of scores, the coefficient should be at least 0.70, preferably higher. The reliability index of the questionnaire was proved to be 0.93 which is highly reliable. Thus, the questionnaire was valid and reliable as the instrument to collect the data.

3.4.1.2.2 Personality Factors Validity and Reliability

First, Rosenberg self esteem score (RSES). Internal consistency in RSES was 0,87 and it was valid and reliable (Baldwin and Courneya, as cited in Griffin and Kirby, 2007). RSES was also adapten in Bahasa by Ariyani (2004). Ariyani

(2004), stated RSES based on cronbach alpha was 0,9024. Next, Carver and White (1994) the BIS/BAS scales appeared to be reliable was 0,74. Moreover, P. Muris et. al (2002) affirmed that the reliability index of the questionnaire was proved to be 0.78, preferably higher. Thus, the questionnaire was valid and reliable as the instrument to collect the data. Then, for anxiety and risk taking in TCU psychosocial scales, for anxiety to be reliable was 0,79 and for risk-taking to be reliable was 0.77. Simpson (1991) found the reliability of the questionnaire for anxiety was 0.84, and Knight et. Al (1994) found that 0.77 for risk-taking so the questionnaire was had higher coefficient than 0.79 and 0.77, they were considered reliable. Last, extroversion/introversion in big five inventory, the coefficient should be at least 0.70, preferably higher to be reliable. Shahab (2016) found that the reliability coefficient were .81 for extroversion/introversion. Since these instruments higher coefficient than .70, considered reliable, and, therefore, were able to used in this study.

3.4.2 Qualitative Data

3.4.2.1 Interview

Interview was another instrument used in this research to collect the data. Creswell (2012) affirmed that a qualitative interview occurred when researchers asked one or more participants general, open-ended questions and recorded their answers. The interview was conducted in this study in semi-structured interview. The interview was used to gain deeper information from the teacher professional development in English language teaching.

In addition, there were three EFL students that had highest score of willingness as the participants of interview. In this research, the interview protocol for students was made by me as the researcher and adapted the theory from Richard and Schmidt (2002), Brown (2014), and Mohideen (2016). There were several indicators in interview protocol will be questioned to the students. Such as (1) self esteem (2) Inhibition (3) Anxiety (4) Risk Taking (5) Extroversion and Introversion. Interview was in Bahasa Indonesia and the data was translated into transcription.

The process of conducting interview followed several steps. First, I prepared the interview protocol and recorder to record interview process. Then I prepared a note for writing additional information. I identified the students as an interviewee. Begin the interview, I introduced myself to interviewee then I asked their personal information or some related questions based on my interview protocol. I started asking several questions in an intent conversation as comfortable as possible. The interview questions consisted of 27 items which identified and explored students' willingness to communicate in English. Finally, I completed the interview by a final-thank you statement to acknowledge the time spent during the interview.

3.5 Data Analysis

3.5.1 Quantitative Data

3.5.1.1 Questionnaire

In analyzing data, a ready-made questionnaire was used. For willingness questionnaire, it has 27 items about the preferences in speaking English. Then, for

personality factors the questionnaire was adapted by several theories. All the items from all factors were 39 items. All calculation that students were administered by using Microsoft Excel and give five-point of scaling score above. Then I calculated the data through the SPSS in order to figure out which items that students had more tendency in speaking activities. It was in line to research study developed by Tuyen & Loan (2019) confirmed that basic statistical description such as percentages (%), means (M) and standard deviation (St. D) were used to analyze the participants' responses to address the research questions.

3.5.1.1.1 Analyze of What Extend Personality Factors Affect Students' Willingness to Communicate In English

To analyze what personality factors affecting students' willingness to communicate in English, the data was obtained through questionnaires. First of all, I analyzed and organized the data from the questionnaire, then, determined the type of score to analyze. In this case, I used summed score. The first I analyze the willingness score, the scale that had the most choice was decided as the most preference result of students' willingness. For instance, there were few students who preferred definitely willing and willing, they were a group of high willingness, and the students who chosen not willing or definitely not willing, they were in a group of low willingness, while for the rest was in fair or in the middle of them. After that, it was organized into each of group and name of students started from the students who had highest score to the lowest score by

calculating it through Excel. Thus, mean, median, mode and standard deviation were recognized after I input the data to excel as well.

In order to obtain the scale of students' willingness, it was recognized after all the data were calculated. Students grouped into some scales from highest to lowest category. By conducting it, I completely knew to what extend students' willingness to speak in English from the total score.

In addition, I analyzed the personality factors questionnaire. In this case, I analyzed the three of students that had the highest score of willingness. There were 6 factors in personality. First, students that had high score of each factor, they were in a group of the high of every factor. Then, students that got lower than the score of each factor was in a group that had low score. The last was medium score, students who in a fair group. In order to obtain the scale of personality factors, students grouped into the highest score to the lowest score. By knowing the result, then I found which personality factor that affected students' willingness to speak.

3.5.2 Qualitative Data

3.5.2.1 Interview

For the sake of analyzing the interviews, I implemented thematic analysis through following the six steps of data analysis from Creswell (2014). Firstly, I gathered the data from interview such as transcription or type notes. I organized the data into computer files and filled folder after transcribing the raw data into text. Then, I started to code data that I read all the transcription and started coding

the data concerned with the research question of this study. Lastly, I created a personal interpretation as the final summary about this study.

3.5.2.1.1 Analyze of Students' Personality Factors Affecting Students' Willingness to Speak in English

In analyzing the personality factors affecting students' willingness to speak, the data were gained through interview from the fifth semester students who had the high score of willingness. I identified and read all my data. I made some codes based on the data obtained through interview. After that, I got the themes, it meant I figured out theme that appropriate with my codes. Then, I reviewed the themes. I devised a set of candidate themes and it involved the refinement of those themes. As well as that, defining and naming the themes. In this step, I refined the themes that presented for my analysis and analyzed the data within them. The last was producing the report. For this step, I created the description of report from the themes and codes. Furthermore, the translation of interview was revised and the English transcriptions were read several times in order to get the exact meaning of what participants said. Apart from this, to gain the information of what personality factors that affected them to speak in English, I had already inserted the indicators and items in the questions of interview to ease the personality factors when I coded the data. Lastly, I built interpretation of the result of personality factors affecting students' willingness to communicate in English in EFL classroom.

3.6 Trustworthiness

Trustworthiness was used for evaluating qualitative data analysis to make sure that the findings were accurate and credible. Creswell (2012) added that validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation (p.259).

To validate the finding of interview, I used member checking to make sure the data. According to Creswell (2012), member checking was a process in which researchers ask one or more participants in the study to check the accuracy of the account. Thus, this check involved took the findings back to the participants and asked them about the accuracy of the report. In checking the accuracy of interview result, I asked my interviewees to recheck about transcripts of interview as conformity about information which had been given by them in the interview. I asked them about the transcript that has been made, such as whether it was complete and appropriate based on their answer or not. If their answer was not accordance with what they mean, I asked them again about what they mean. It was applicant to validating the data and check the correctness of trustworthiness of the data.

IV. FINDING AND DISCUSSION

This chapter presents: (1) finding of Quantitative data, (2) Finding of Qualitative data, and (3) Discussion

4.1. Finding

The finding of this study was divided into two parts, Quantitative Data and Qualitative data, it was explained as follows:

4.1.1. Quantitative Data

The research findings of this study presented two questionnaires, the first was the scale of students' willingness to communicate in English and the second was personality factors scale that affecting students to communicate in English at Islamic University of Raden Fatah Palembang. The scoring data used was Scale Likert which was usually applied to observe views, opinion, or attitude to the respondents (students). Alreck & Settle, (1995) elaborated that itemized scale ratings, namely, the Likert-type scale was applied to most of the questions in this questionnaire. The scale of scoring for willingness were (1) Definitely Unwilling (DUW), (2) Not Willing (NW), (3) Moderately Willing (MW), (4) Willing (W), and (5) Definitely Willing (DW). Next, the scoring for personality factors was adapted from several theories, each category was used likert scale.

4.1.1.1. Distribution of Participants

This aspect only consists of one item. The purpose of this item is figuring out the originality of the willingness results. The results of this aspect can be seen in the table below:

Table.1 Distribution of Participants

Participants	Frequency (F)	Precentage (P)
125 students	63 students	50%

Based on the table 1, it displayed that there were 125 English students in the fifth semester at Islamic University of Raden Fatah Palembang, then, 63 students (50%) consist of PBI A 27 students, PBI B 11 students, PBI C 12 students and PBI D 13 students who responded to the questionnaire.

4.1.1.2 The Results of Willingness' Category to Speak English

To measure students' willingness to speak English, the completion of data in the questionnaire was collected from several positive items. The score interval categories of willingness were be explained as follow:

Table.2 The Result of Score Interval of Willingness

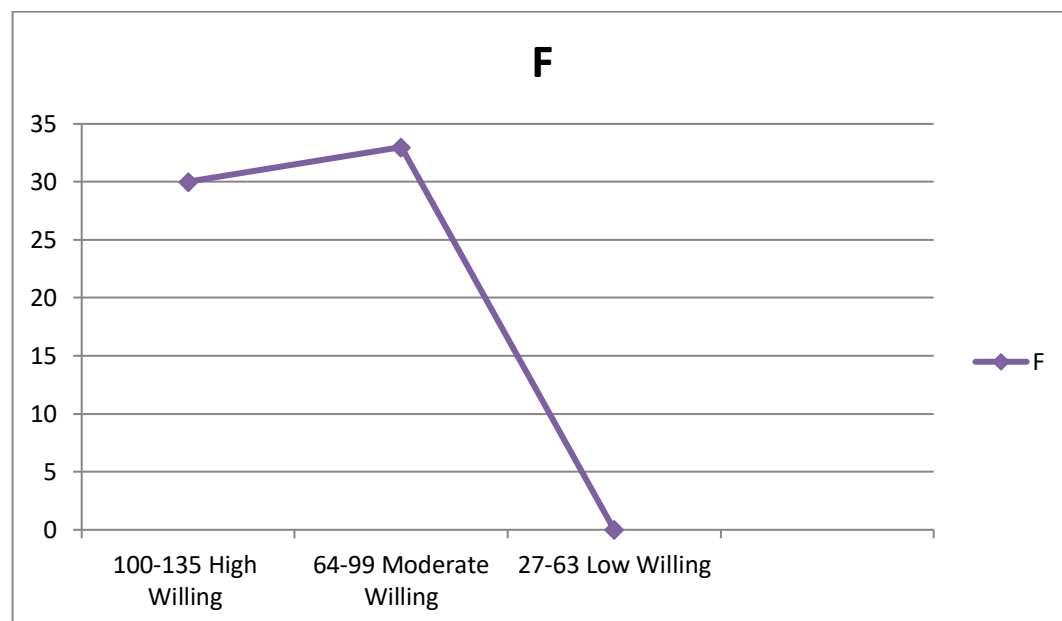
CATEGORY	SCORE INTERVAL
High Willing	100-135
Moderate Willing	64-99
Low Willing	27-63

Administered data, Novermber 2020

As displayed in the table 2 above, the scale of willingness were divided into five categories which each category had the score interval. High willing had the interval score started from 100-135, Moderate willing had the interval score ranged 64-99, then, Low willing displayed the interval score ranged 27-63. In brief, those categories and interval score were discovered and administered from total students' response to questionnaire.

Furthermore, from the result of questionnaire it was found the frequency of each category. From 63 students there were 30 students who indicated high willing to speak English, 33 students who had moderate willing, and there were 0 student who assumed Low Willing. Following graphic as shown below:

Graphic.1 Distribution of Frequency on Willingness' Category



The Graphic class

The graphic classified the distribution of frequency on willingness' categories. It could be interpreted by using percentage that there were 47.62% students had definitely willing, 52.38% showed moderately willing, then, 0. % tent to be unwilling. In short, it was concluded that most of students at UIN Raden Fatah Palembang chose or preferred willing to speak English.

After that, in the following table, it was described about the distribution of frequency and the percentage of each item. There were 27 positive items of

questionnaire that indicated students' willingness to speak English. It could be explored as follow:

Table.3. The Percentage of Students' Willingness to Speak English

NO	Statement	DW		W		MW		UW		DUW		TOTAL %
		F	%	F	%	F	%	F	%	F	%	
1	I am volunteering to answer when teacher asks a questions	7	11.1	27	42.9	24	38.1	4	6.3	1	1.6	100
2	I am talking in large group	10	15.9	28	44.4	20	31.7	4	6.3	1	1.6	100.0
3	I am talking in small group	15	23.8	38	60.3	8	12.7	2	3.2	-	-	100.0
4	I am talking in pairs	21	33.3	24	38.1	14	22.2	4	6.3	-	-	100.0
5	I am asking a questions in class	9	14.8	26	41.3	23	36.5	4	6.3	1	1.6	100.0
6	I am presenting my opinion in class	11	17.5	29	46.	17	27.	4	6.3	2	3.2	100.0
7	I am volunteering to participate in class discussion	11	17.5	27	42.9	19	30.2	6	9.5	-	-	100.0
8	I am helping other classmates answer a question	4	6.3	31	49.2	20	31.7	7	11.1	1	1.6	100.0
9	I am presenting a lecture in front of class	6	9.5	26	41.3	18	28.6	12	19.	1	1.6	100.0
10	I am trying to talk than listen during a conversation	8	12.7	25	39.7	22	34.9	8	12.7	-	-	100.0
11	I am speaking to a classmate who is of the same sex	16	25.4	28	44.4	10	15.9	8	12.7	1	1.6	100.0
12	I am speaking to a	10	15.9	22	34.9	21	33.3	9	14.3	1	1.6	100.0

	classmate who is of the opposite sex											
13	I am speaking to a classmate who is older than me	10	15.9	29	46.	17	27.	6	9.5	1	1.6	100.0
14	I am speaking to classmate who is younger than me	12	19.	32	50.8	12	19.	6	9.5	1	1.6	100.0
15	I am speaking about topic I am familiar with	18	28.6	30	47.6	12	19.	3	4.8	-	-	100.0
16	I am speaking about a topic I am interested in	24	38.1	27	42.9	8	12.7	4	6.3	-	-	100.0
17	I am volunteering to speak individually in class	5	7.9	21	33.3	19	30.2	18	28.6	-	-	100.0
18	I am speaking about a topic when I prepare	16	25.4	29	46.	18	28.6	-	-	-	-	100.0
19	I am discussing a topic with my friends when our opinions are different	11	17.5	33	52.4	16	25.4	3	4.8	-	-	100.0
20	I am speaking when I am sitting in the back of the classroom	4	6.3	23	36.5	27	42.9	9	14.3	-	-	100.0
21	I am speaking when I am sitting in front of classroom	5	7.9	20	31.7	23	36.5	14	22.2	1	1.6	100.0
22	I am speaking when I know my speaking will be graded	14	22.2	22	34.9	21	33.3	6	9.5	-	-	100.0
23	I am speaking about controversial topic	5	7.9	20	31.7	27	42.9	10	15.9	1	1.6	100.0

24	I am speaking about a topic that I am comfortable with	17	27.	30	47.6	14	22.2	2	3.2	-	-	100.0
25	I am speaking when no one else speaking	3	4.8	18	28.6	25	39.7	17	27.	-	-	100.0
26	I am speaking about a topic with my teacher when we have different view	6	9.5	20	31.7	30	47.6	7	11.1	-	-	100.0
27	I am speaking when I am sure that my answer is correct	19	30.2	25	39.7	15	23.8	4	6.3	-	-	100.0

Administered Data, November 2020

As presented in table.3 above, it displayed that participants had responded to the questionnaire with the total frequency and percentage of each item. **Statement 1** had 7 students who responded definitely willing or 11.1% students, 27 students who indicated willing which was 42.9%, 24 students or 38.1% showed moderately willing, then 4 students or 6.3% showed not willing and 1 students or 1.6% assumed definitely not willing to speak English. Next, **statement 2**, there were 10 or 15.9% students who indicated definitely willing, 28 or 44.4% students who chose willing, 20 students or 31.7% who preferred moderately willing, then, 4 students or 6.3% showed not willing, and 1 students or 1.6% assumed definitely unwilling. Completely, this item assumed that most of students had willingness to communicate in English. Next, it was **statement 3**, it had 15 students or 23.8% displayed definitely willing, 38 students or 60.3% preferred willing, there were 8 students or 12.7% assumed moderately willing, and 2 students or 3.2% showed not willing, in this statement, no one chose definitely not

willing. After that, **statement 4**, there were 21 or 33.3% students indicated definitely willing, 24 students or 38.1% preferred willing, 14 students or 22.2% showed moderately willing and there were 4 students or 6.3% assumed not willing. Furthermore, **in statement 5**, there were 9 students or 14.3% chose definitely willing, 26 students or 41.3% showed willing, 23 students or 36.5% preferred moderately willing, then 4 students assumed not willing, and only 1 student or 1.6% chose definitely not willing. **For statement 6**, there were 11 students or 17.5% responded definitely willing, 29 students or 46% showed willing, 17 students or 27% assumed moderately willing, there were 4 students or 6.3% indicated not willing, and 2 students or 3.2% who chose not willing. **Item number 7**, it showed that there were 11 students or 17.5% indicated definitely willing, 27 students or 42.9% showed willing, 19 students or 30.2% preferred moderately willing, there were 6 students or 9.5% chose not willing. In this statement no one of students chose definitely not willing. **Item number 8**, it assumed there were 4 students or 6.3% showed definitely willing, 31 students or 49.2% preferred willing, 20 students or 31.7% assumed moderately willing, there were 7 students or 11.1% displayed unwilling, and there was only 1 student or 1.6% indicated definitely not willing. **Item number 9**, it presented there were 6 students or 9.5% chose definitely willing, 26 students or 41.3% chose willing, 18 students or 28.6% showed moderately willing, there were 12 students or 19% indicated not willing, and 1 student or 1.6% chose definitely not willing.

Apart from that, **item number 10** presented there were 8 students or 12.7% displayed definitely willing, 25 students or 39.7% showed willing, 22

students or 34.9% assumed moderately willing, and there were 8 students or 12.7% displayed not willing. Completely, zero of students picked definitely not willing. **Item number 11**, it presented there were 16 students or 25.4% preferred definitely willing, 28 students or 44.4% showed willing, 10 students or 15.9% indicated moderately willing, there were 8 students or 12.7% displayed not willing, and there only 1 students or 1.6% chose definitely not willing. **Item number 12**, it showed that there were 10 students or 15.9% preferred definitely willing, 22 students or 34.9% showed willing, 21 students or 33.3% assumed moderately willing, there were 9 students or 14.3% displayed not willing, and 1 students or 1.6% assumed definitely not willing. **Item number 13**, there were 10 students or 15.9% showed definitely willing, 29 students or 46% displayed willing, 17 students or 27% presented moderately willing, there were 6 students or 9.5% chose not willing, and only 1 student or 1.6% assumed definitely not willing. **Item number 14**, it presented there were 12 students or 19% chose definitely willing, 32 students or 51% showed willing, 12 students or 19% assumed moderately willing, 6 students or 9.5% chose not willing, and 1 student or 1.6% answered definitely not willing.

As well as that, **item number 15**, it presented there were 18 students or 28.6% showed definitely willing, 30 students or 47.6% chose willing, 12 students or 19% presented moderately willing, there were 3 students who indicated not willing, and no one chose definitely not willing. **Item number 16**, it displayed that there were 24 students or 38.1% presented definitely willing, 27 students or 42.9% showed willing, 8 students or 12.7% preferred moderately willing, there

were 4 students or 6.3% displayed not willing, and for this item no one of students chose definitely not willing. **Item number 17** presented there were 5 students or 7.9% showed definitely willing, 21 students or 33.3% chose willing, 19 students or 30.2% assumed moderately willing, 18 students or 28.6% who chose not willing, and zero student assumed definitely not willing. **Item number 18** displayed that there were 16 students or 25.4% preferred definitely willing, 29 students or 46% assumed willing, 18 students or 28.6% assumed moderately willing, and no one of students indicated not willing and also definitely not willing.

Furthermore, **item number 19** presented there were 11 students or 17.5% who chose definitely willing, 33 students or 52.4% showed willing, there were 16 students or 25.4% assumed moderately willing, there were 3 students or 4.8% chose not willing, and no one chose definitely not willing. **Item number 20** showed that there were 4 students or 6.3% who answered definitely willing, 23 students or 36.5% chose willing, 27 students or 42.9% chose moderately willing, 9 students or 14.3% showed not willing, and no one indicated definitely not willing. **Item number 21** displayed that there were 5 students or 7.9% who selected definitely willing, 20 students or 31.7% who picked willing, 23 students or 36.5% who had moderately willing, 14 students or 22.2% who not willing, and there was 1 student or 1.6% who definitely not willing.

Additionally, **item number 22** presented there were 14 students or 22.2% who chose definitely willing, 22 students or 34.9% who preferred to be willing, 21 students or 33.3% who moderately willing, 6 students or 9.5% who indicated not

willing, and no one of students chose definitely not willing. **Item number 23** showed that there were 5 students or 7.9% who picked definitely willing, 20 students or 31.7% who answered willing, 27 students or 42.9% who chose moderately willing, 10 students or 15.9% who chose not willing, and only 1 student or 1.6% who definitely not willing. **Item number 24** showed there were 17 students or 27% who indicated definitely willing, 30 students or 47.6% who picked willing, 14 students or 22.2% who selected moderately willing, then 2 students or 3.2% who chose not willing, and no one selected definitely not willing. **Item number 25** presented there were 3 students or 4.8% who chose definitely willing, 18 students or 28.6% who indicated willing, 25 students or 39.7% who moderately willing, 17 students or 27% who not willing, and no one of students answered definitely not willing. **Item number 26** displayed there were 6 students or 9.5% who indicated definitely willing, 20 students or 31.7% who indicated willing, 30 students or 47.6% who selected moderately willing, then 7 students or 11.1% who preferred not willing, and zero of students picked definitely not willing. **Item number 27** presented there were 19 students or 30.2% who picked definitely willing, 25 students or 39.7% who indicated willing, 15 students or 23.8% who moderately willing, 4 students or 6.3% who not willing. For this item, no one selected definitely not willing.

Obviously, the summed score from the overall score of each student were **6194**. This total score were calculated to be several categories. Totally, the result was **98** which could be classified as **moderate willing** because it was included in interval 64-99-115 which revealed as moderate willing.

Table.4 The Result of Frequency Willingness Score Interval

Frequency	Sum Score	Average	Percentage
63	6194	98.3	9.8%

Note. *1.00-2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High

4.1.1.3 The Result of Students' Willingness Scale (Descriptive Analysis)

To measure to what extent students willingness to speak English, it could be classified into 3 mean score categories. According to Kaira (2017), Lian and Budin (2014), and Wimolmas (2013) revealed that the mean scores were divided into three categories simply by using the formula 'maximum value of mean score (5.00) – minimum value of mean score (1.00) / number categories (3). Therefore, the mean scores which were between 1.00-2.33 were classified as low WTC, those 2.34-3.67 were classified as moderate WTC, and those 3.68-5.00 were assumed to be high WTC

This part includes several aspects which are items of questionnaire (Q), the respondents (N), the total scores of each item (SUM), the average score of each item questionnaire (MEANS), score minimum (MIN), score maximum (MAX), Creswell (2012) affirms that Descriptive Statistics helps to understand of how varied the scores might be and provide into where one score stands in comparison with others. The following table showed the mean scores of each item in WTC scale. It could be explored as follow:

Table.5 Descriptive Statistics of Questionnaire

Items questionnaire	MAX	MIN	SUM	MEANS
27	5.00	1.00	6194	3.641
Valid N (listwise)				

As displayed on the table.2 above, it revealed that there were 27 items of questionnaire where consisted of the total questionnaire, minimum, maximum, mean score of each item. The minimum score was 1.00, the maximum score was 5.00. Meanwhile, the sum score was 6194, the means of all total means each item was 3.64139, and for standard deviation was .5087.

Furthermore, from the four English education classes I picked one class that had the highest score of willingness. I found that PBI A had the highest score of willingness. The result from each class would be presented in table bellow:

Table.6 Descriptive Statistics of Each Classes

GRADE	Items questionnaire	SUM	MEANS
PBI A	27 items	2714	3.7229
PBI B	27 items	984	3.3131
PBI C	27 items	1206	3.7222
PBI D	27 items	1294	3.6866

From the result of the table.6 above, it could be concluded that PBI A class had the highest score of willingness. The means score was 3.7299 which is the other classes got low means score.

In addition, I would like to put the items orderly based on the rank (the highest score to the lowest score) by using Descending means. The table.3 could be explored as follows:

Table.7 Descriptive Statistics of Descending Means Score

Items	SUM	Mean Score
I am speaking about a topic I am interested in	258	4.09
I am talking in small group	255	4.04
I am speaking about topic I am familiar with	252	4
I am talking in pairs	251	3.98
I am speaking about a topic that I am comfortable with	251	3.98
I am speaking about a topic when I am prepared	250	3.96
I am speaking when I am sure that my answer in correct	247	3.92
I am discussing a topic with my friends when our opinion are different	241	3.82
I am speaking to a classmate who is the same sex	239	3.79
I am speaking to classmate who is younger than me	237	3.76
I am presenting my opinion in class	232	3.68
I am volunteering to participate in class discussion	232	3.68
I am talking in large group	231	3.66
I am speaking to a classmate who is older than me	230	3.65
I am speaking when I know my speaking will be graded	230	3.65
I am asking a question in class	228	3.61
I am volunteering to answer when teacher asks the	224	3.55
I am trying to talk than listen during a conversation	224	3.55
I am speaking to a classmate who is of the opposite sex	220	3.49
I am helping other classmates answer a question	219	3.47
I am discussing a topic with my teacher when (s)he has	214	3.39
I am presenting a lecture in front of class	211	3.34
I am speaking when I am sitting in the front of the classroom	211	3.34
I am speaking about a controversial topic	207	3.28
I am volunteering to speak individually in class	202	3.20
I am speaking when I am sitting in back of the classroom	202	3.20
I am speaking is when no one else is speaking	196	3.11
Total WTC Score		3.64

Note. *1.00-2.33: Low; 2.34-3.67: Moderate; 3.68-5.00: High

In conclusion, from 63 students who responded to questionnaire, I got the total mean score of students' willingness to speak English. Pointedly, the participants' overall WTC in English was somewhat willing or revealed to be moderate (M = 3.64). The total score of students' willingness to speak English at

UIN Raden Fatah Palembang was 3.64 which meant students had somewhat willing but not highly willing or it could be classified as moderately willing. The result was mentioned as moderate willing or somewhat willing because it was not higher than 3.67, and it was not lower than 2.34, which means students were willing but not too willing.

4.1.1.4 The Finding of Personality Factors

The total number of five semester EFL students at UIN Raden Fatah were 125 students. 63 students (50%) who participated in willingness questionnaire, then I chose one classes that had highest score in willingness to communicate. I found that PBI A classes got the highest score, I chose 3 of them who were at top highest score. So, there were 3 students with highest score of willingness participated in this part.

To measure students' personality factor to speak English, the completion of data in the questionnaire was measured by a study involved a combination of different scales about personality factors first Rosenberg Self-esteem Scale (Self-esteem), second was TCU Psychosocial Functioning and Motivation Scales (risk taking and anxiety), next was BIS scales (inhibition), then the last was Big five scales (extroversion and introversion). The score interval categories of each factor was explained in the table below:

Table.8 The Result of Score Interval of Self Esteem

Category	Scale Ranges	Frequency	Percentage
High	≤ 30	-	-
Medium	15-25	3	100%
Low	< 15	-	-

Administered data, November 2020

Rosenberg's classification (1965) divided self-esteem into three levels: low, middle, and high self-esteem. The high self esteem interval score was ≤ 30 , the medium score was ranged 15-25, and the low score was from < 15 .

Based on the table, I found that there were 0 (0%) student that had the high of self esteem, 3 (100%) students that had medium score and 0 (0%) that had the low score of self esteem. It showed that three of students had middle self esteem because there were many students had self esteem scores (3 students, 100%).

Table.9 The Result of Score Interval of Anxiety

Category	Score Interval	Frequency	Percentage
High	18.7-28	-	-
Medium	9.3-18.6	-	-
Low	0-9.3	3	100%

Administered data, November 2020

According to table above, the anxiety scores was ranged between 0-28. The result showed that 0 (0%) student that got the high score of anxiety, and there were 3 (100%) students that had low anxiety.

Table.10 The Result of Score Interval of Risk Taking

Category	Score Interval	Frequency	Percentage
High	18.7-28	3	100%
Medium	9.3-18.6	-	-
Low	0-9.3	-	-

Administered data, November 2020

Refers to the table of risk taking interval scores, I categorized scores as high, medium, and low. The high score was ranged from 18.7-28, the medium

score was started from 9.3-18.6, and the low interval score of risk taking was 0-9.3. The table displayed that all of the students (100%) got the high score of risk taking.

Table.11 The Result of Score Interval of Inhibition

Category	Score Interval	Frequency	Percentage
High	15 – 21	-	-
Medium	8 – 14	2	66.67%
Low	0 – 7	1	33.33%

Administered data, November 2020

As reported by table above, inhibition categorized into three levels of interval scores such as high, medium and low. The high score was started from 15-21, the medium level ranged from 8-14, and for the low level of inhibition started from 0-7. There was 0 (0%) students that had the high score, 2 (66.67%) students got medium score, and there was 1 (33.33%) student that had the low score of inhibition.

Table.12 The Result of Score Interval of Extroversion/Introversion

Category	Score Interval	Frequency	Percentage
High	29.34 – 40	3	100%
Medium	18.68 – 29.33	-	-
Low	8 – 18.67	-	-

Administered data, November 2020

Refers to the table of extroversion/introversion interval scores, the writer categorized scores as high, medium, and low. Based on the table above, when the score was high it indicated as an extroversion but when the score showed low it indicated as an introversion. The high score was ranged from 29.34-40, the

medium score was started from 18.68-29.33, and the low interval score was 8-18.67. The table displayed that 3 of students (100%) student got the high score, and there was no students who got medium and low score.

4.1.2. Qualitative Research Finding

4.1.2.1. Finding of Interview

The finding of qualitative study presented the personality factors affecting students' willingness to speak in English. The data were obtained from interview to top 3 students who had high score of willingness. Through this process, I encountered several detail factors that prompted students to communicate in English. In-depth interview was conducted by using Bahasa that eased the participants and me to communicate and avoid misunderstanding. They were the fifth semester of EFL students at UIN Raden Fatah.

From the results of this study, related to personality factors affecting students' willingness to communicate, I categorized into several themes, and codes below:

Table.13 Theme and Codes of Factors affecting students' personality

Themes	Codes
Self-Esteem	- Students felt happy when they were in speaking class, and they were also confident when they participated in speaking class, so they gave the opinions in speaking class.

	<ul style="list-style-type: none"> - Students believed with their speaking ability so they showed it by answering the question and spoke when the lecturer asked to.
Risk-Taking	<ul style="list-style-type: none"> - 3 of students willing to speak so they did not afraid of trying but sometimes they were scared when they being commented. - 2 of students felt confidence but one student sometimes feels nervous when willing to speak.
	<ul style="list-style-type: none"> - Students were brave to try new vocabulary because they wanted to use it in speaking class. - Students mentioned the factors that helped them to participate in speaking class were score by lecturer, their willingness to speak and topic.
	<ul style="list-style-type: none"> - Students agreed by making mistake in speaking English can make them learned about it and can improve their speaking ability.
Extroversion	<ul style="list-style-type: none"> - Students were willing to start conversation first then being silent. - Things that can make students communicated to others were topic and someone who they can talk with

The themes and codes formulated from the qualitative data as listed in the. Table 13 were described in order to know the persoanlity factors affecting students' willingness to speak in English. The persoanlity factors affecting students' willingness to speak in English encompassed self-esteem, risk-taking, and extroversion. The descriptions were as follows.

4.1.2.1.1 Self-Esteem

Based on the data obtained from the interviews, I got the information that self-esteem was one of the personality factors which affected the students' willingness in speaking classrooms. It was because students felt confident while in speaking class. Students were happy when they studied speaking English in the classroom.

This finding was expressed by some students during the ongoing interviews. The first student initially R confirmed that *"In speaking class automatically I feel happy, like when the topic is interesting to discuss I become an active student. I also feel confident when I am in speaking class so I believe I can share my opinion when I am in speaking classroom"* (Personal communication, October 19, 2020). The second student initially RAM claimed that *"I feel happy and confident when I participate in speaking class. I like speaking so I can give my opinion and talk to my friends."* (Personal communication, October 19, 2020). The last interviewee initially RM mentioned that *"When I am in speaking class I feel challenging. When I understand the materials, I feel confident and that make me share my opinion with my friends to show my idea"*(Personal communication, October 19, 2020). Additionally, students had more willingness to communicate in English supported by self-esteem. It was the positive thing for them because they had feeling happy while in speaking class, they contributed to participate in speaking English.

4.1.2.1.2 Risk Taking

The data from the interviews showed that the students were brave to take chances in speaking English. When students willing to speak they felt confidence. Making mistake did not scare the students but they learned from it to improve their speaking ability. The students spoke with a desire within them, participated in discussion class, and brave to take a risk in speaking English. This finding was conveyed by students R, RAM and RM during the interviews. First, students initially R said that *“I am brave to take a risk in speaking class, I prefer to speak than to be quiet. When I make a mistake, I did not afraid when it is wrong but I can learn to improve my speaking ability by making mistake. I participate in discussion class with a desire within me.”* (Personal communication, October 19, 2020). The second students initially RAM mentioned *“I want to use a new vocabulary in speaking, I do not feel anxious. It is not a problem to make mistake. I think it can improve my speaking ability to be better when it is corrected.”* (Personal communication, October 19, 2020). Additionally, RM claimed that *“I am brave to take a chance of trying to use new vocabulary but sometimes I am afraid when it is missing, then because of my major is English education so I am brave to speak English. And from making mistake I can learn to fix which is wrong.”* (Personal communication, October 19, 2020).

4.1.2.1.3 Extroversion

Based on the data from interviews, I got that students mentioned when they were in speaking class they willing to communicate with their friends. Students said they would start conversation first than being silent in the

classroom. Students initially R declared that *“I will start the conversation first that just be quiet, because I am brave to speak first.”* (Personal communication, October 19, 2020). It also supported by ssecond interviewee initially RAM mentioned that *“I will to be the first to start conversation, because I do not like to be silent.”* (Personal communication, October 19, 2020). In addition, the last interviewee initially RM added that *“I see the situation first, but I am brave to start conversation because I want to know something and I am also am extrovert because I am curious.”* (Personal communication, October 19, 2020). I concluded from the three interviewees that students were not afraid to start communicating to other people.

4.2 Discussion

After analyzing the data by using descriptive analysis and thematic analysis, I encountered to what extend the scale of students’ willingness to communicate in English and the significant personality factors affecting students’ willingness to speak in English. Those personality factors consisted of (a) self-esteem, (b) inhibition, (c) anxiety, (d) risk-taking, (e) extroversion, and (f) introversion.

4.2.1 Questionnaire Discussion Result

After analyzing the data by using descriptive analysis and thematic analysis, I encountered to what extend the scale of students’ willingness to communicate in English

First aspect being discussed was about the originality of willingness result. From the data that had been presented, it displayed that students’ mean on the

willingness to speak questionnaire was 3.6 which considered that students had tendency willing to communicate in English (but not highly willing). The questionnaire measured the learners' willingness to speak on a scale of 1 to 5 from definitely not willing to definitely willing. The mean achieved in the descriptive analysis of the data revealed that they were more than moderately willing to speak English in class. It was relevant to research study of Riasati and Rahimi (2018) confirmed that students had willingness to communicate in English with the total score was (3.77) which was indicative of the fact that the students. It was also in line to research study conducted by Altiner (2018) that the evaluation of the WTC scores of Turkish students was (3.7), it revealed that the participants in this study were moderately willing to communicate in language class.

The table provided the items that showed learners' high degree of willingness to speak and moves toward those that display learners' low willingness. Starting from top the table, it could be seen that the mean of item 16 (speaking about a topic I am interested in) was the highest (4.09), which meant students preferred high degree willingness to speak about topic they were interested in, as compared to other items. Nevertheless, the item which students indicated lowest degree of willingness was item 25 (speaking when the answer is correct), whose mean was (3.11).

Several items in the willingness to speak questionnaire address the issue of task type. There items concerned learners' degree of willingness to speak individually in class, speaking in pairs and speaking in groups. The descriptive data displayed that students were less willing to speak individually in class.

However, when it came to talking in groups (either small or large) or in pairs, students had more willingness. As table showed, the mean of item 2 (talk in large group), item 3 (talk in small group), and item 4 talk in pairs) were higher than that of item 17 (speaking when answer is correct). A comparison of talking in groups (both small and large) and talking in pairs showed that the mean of talking in large groups (3.66) was less than those of talking in small groups and in pairs (4.04 and 3.98 respectively). This indicated that students were more willing to speak when they were in pairs or small groups rather than large ones. In line with this, item 9 asked students to express their degree of willingness in terms of giving a lecture in front of class. Students showed less degree of willingness in giving a lecture in front of class, in comparison with other items and other situations. This indicated that learners were not highly willing to present a lecture in front of class where everybody was watching them closely.

Furthermore, when comes to seating location, item 20 and 21 requested students to express their degree of willingness to speak when they were sitting in front of classroom as compared to sitting at the back of the classroom. The mean of item 20 (speaking when sitting in the back of classroom) was 3.20 while that of item 21 (speaking when sitting in front of the classroom) was 3.34. This means that students were more willing to speak when they were sitting in front of the classroom. Similarly to Riasati and Rahimi (2018) found that students were more willing to communicate when they were sitting in the front of classroom.

Apart from that, students were asked to express their preference to speaking based on the topic and interlocutor. Two items in the questionnaire (Q19

and Q26) expressed their willingness to speak with their classmates or their teacher when they have different opinions. The mean of item 19 (discussing a topic with friends when you have different opinion) was 3.82, which is higher than that of item 26 (discussing a topic with my teacher when he or she has different opinion) was 3.39. It indicated that students preferred speaking to their friends rather than their teacher when having different opinion.

Subsequently, coming to fear of negative evaluation, the item 22 of the questionnaire required students to evaluate their degree of willingness to speak when they knew their speaking was graded. The mean of this item was 3.65. more than 43% of the students were unwilling to speak or moderately willing to speak when they were aware their speaking performance would be graded. MacIntyre, Clement, Dornyei, and Noels (2001) showed that students' WTC unimproved if they knew they were being formally evaluated (as cited in Riasati and Rahimi, 2018, p. 9). It was in line to research study conducted by Jamshidnejad (2010), reported that students were over-concerned with making mistakes and being negatively evaluated by others, and that could build a fear for them in speaking.

Related to discussion above, after fear of negative evaluation, one of the main discussions was fear of correctness of speech. In item 27 (speaking when I am sure that my answer is correct), the mean was relative higher (3.92) which indicated that learners preferred speaking when they felt confident of the correctness of their response rather than the time they realized their speaking was being graded by teacher. At least, above 70% students tent to more willing on this item. It was relevant to research study found by Sun (2008) maintained that little

degree of WTC as a result of being too much rule-driven in their speech, which, as the researcher noted, lead to have weakness on fluency and unimproved in their willingness to communicate.

Besides discussing about the topic and interlocutor, it was discussed about the effect of topic of discussion. It consisted of item 15, 16, 18, 23, and 24. These items expressed the issue of the influence of the topic on the learners' degree of willingness to speak. Item 15 concerned topic familiarity and asked the students defined their willingness when they talk a topic that was familiar with. It tent to have low mean value which was 4.00. Contrary, item 16 had the highest mean value (4.09) which indicated willing, addressed the issue of topic interest. Students seemed to prefer speaking about a topic they were interested in. It was relevant to research study elaborated by Karnchanachari (2019) added that discussing the topic that was familiar with and interesting topic included to top 3 highest score which was 11.19. It proved that when students tent to discuss about new topic, it could trigger their willingness to communicate.

Furthermore, prepare speaking about a certain topic was the issues that was item 18 in the questionnaire. It got relatively low value 3.96. it showed that learners did not really think to prepare the topic before speaking. While coming to item 23 (speaking about controversial topic), the total mean value was definitely low than others. It was only 3.28 compared with other topic discussion. The last was the item 24 which focused on students expressed their willingness of discussing about topic that they were comfortable with. The mean value was 3.98, which was higher than the case of item 23. It was supported by MacIntyre's

(1998) WTC model (layer IV), learners of the study elaborated that they had more willingness to discuss a topic they were more familiar with and having background knowledge. It had been a factor to support students' willingness to communicate.

Related to the discussion above, beside the effect of topic discussion, there several items focused on age of interlocutor. Item 13 and 14, these two items requested students to express their degree of willingness to speak with a person who was older or younger than them. The result displayed that the mean of item 13 (speak to a classmate who is older than me) was 3.65, while the total mean of item 14 (speak to a classmate who is younger than me) was 3.76. The mean difference indicated that students were somewhat more willing to speak to younger classmates than older classmates. It was supported by research study conducted by Akdemir (2019) elaborated that age, gender, attitude, and motivation as the factors that can trigger students' willingness to communicate in English. After age of interlocutor, sex of interlocutor was also the issue that influenced students' degree of willingness. Item 11 and item 12 address the issue of the sex of interlocutor. They brought the students to show their level of willingness to speak with somebody who was opposite sex or somebody who was the same sex as them. The mean value of item 12 (speaking to a classmate who is of the opposite sex) was 3.49, while that of the item 11 (speaking to a classmate who is of the same sex) had extreme difference score than item 12 which was 3.79. It proved that students preferred to speak to their friends with the same gender.

From the table result above, students had the highest score in the item 16 which expressed students speaking about a topic they were interested in. It indicated that most of students preferred willing to speak based on the topic and interlocutor. To sum up, this finding and the previous related studies explained above had some similarities about degree of students' willingness to communicate in English which was moderately willing.

4.2.2 The Result of Personality Factors

The result of the factors of personality would be discussed in this part. The first factor was self esteem. Self esteem was consisted of 10 items. From the table.8 it explained the score were above 15. The first students got 25 score of self esteem, the second was 22 score of self esteem, and the last one was 19 score for self esteem. All of the students got the score above 15 which means they were not low at self esteem factor. In brief, because of the result above I found that self esteem was a factor that influence to speak.

The second, the result of anxiety was three of students got low score of anxiety. The first students had 8 score of anxiety, the second was zero score of anxiety and the last was 9 score of anxiety. Then, the result were low than 18.7-28, so the students indicated that not had an anxiety personality.

The third was risk taking. From the personality result, risk taking was one of factors that affected students to speak. 3 of students got high score of risk taking, the first score was 20, the second and the third students got 19 score of risk taking. All of students got score above 18.6, it means that their risk taking score was high.

Next factor was inhibition. According to the result, all of students got low score of inhibition. They got the score less than 14-21. The first students had 11 score of inhibition, then the second was only 2 score of inhibition, and the last got 13 score of the inhibition personality. So they agreed that inhibition did not affect them.

The last was extroversion/introversion. In this scale, students who had high score was indicated as extroversion and who got low was indicated as introversion. The result showed that all of students got score above 29.33 which mean they had high score in extroversion than introversion. The first was got 30 score, the second one was had 34 score, and the third score was 30. All of students score was not low than 29.33 so they can not indicate as introversion.

4.2.3 Interview Discusion Result

Based on the finding above, the result from the personality scale showed that students who had high score of willingness agreed if self-esteem, risk-taking, and extroversion were the factors that affected them to speak. It was supported by the interview result found that self-esteem, risk-taking, and extroversion were the factors that affected students' willingness to speak rather than anxiety, inhibition and introversion. The first personality factors affecting students' willingness to communicate in English was self esteem. These factors build students' willingness in the class. Three of students revealed that they preferred participated in speaking class because they were happy and confident to speak. Kanza (2015) said that self-confidence is someone's feeling of trusting and believing in their abilities to do things in successful way. It was relvant to the study conducted by

Heyde (1979) claimed that high self-confidence can be positively correlated with oral communication.

Then, the students were brave giving their opinion in speaking class. Supported by Kayi (2006) said there were many activities to promote speaking such as discussion, brainstorming, simulation, role play, information gap, story telling, interview, and so on. The indirect approach was based on the idea that speaking skill is formed through students' active participation in interactive activities such as discussion, role-play, information gaps, and problem-solving activities (Dornyei & Thurrell, 1994).

Next, personality factor that made students willing to speak was risk taking. The result of this study was showed that students agreed if risk taking as one of factor that enhanced students' willingness to speak. I found that the students were brave to take a chance in speaking English. Learners have to be able to be willing to try out hunches about the language and take the risk of being wrong (Brown, 1994). Therefore the students were not afraid of making mistake. Risk-taking behavior refers to a developmental trait that consists of moving toward something without thinking of the consequences (Alshalabi, 2003, p. 22 as cited in Cervantes, 2013). Bang (1999) added that risk-taking is a willingness of the students to make a decision involving something new and different without putting the primary focus on success or failure.

The last factor was extroversion. In accordance with the result, I found that students did not afraid to start new conversation to others even it was a stranger. As Canli (2006) infers, some people were famous for their laughter, the party was

wherever they were, they attracted people, social contact was valuable for them, they enjoy good times whenever they were with other people, even while they were in a room with strangers, they can be the best friend for them. In addition, the students did not like to be silent in the classroom, they showed that they were brave to start speaking. The typical extravert were issociable, likes parties, has many friends, needs to have people to talk to, and did not like reading or studying by himself (Eysenck and Eysenck in Dewaele & Furnham (1999, p. 513).

To sum up, this finding and the previous related studies explained above had some similarities about the personality factors affecting students' willingness to communicate in English. The result of this finding was obtained through analyzing data and descriptive analysis involved some students who had high score of willingness.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusion of all the results gathered through the findings. Then, I also presented the suggestion that were expected to be useful for teachers, students and other future researchers.

5.1. Conclusion

Based on the result of data analysis by using questionnaires and thematic analysis, I figured out the personality factors that affected the students' willingness to speak in English. The respondents who participated in this study were 63 EFL students that consisted of 4 classes. I picked 3 students of PBI A that had the highest score of willingness as participants to continue my interview. The total scale of students' willingness was 3.64 which means students had moderately willing or somewhat willing but not highly willing to speak English in the classroom. The item that had the highest score was item 16 (Q16) which expressed students' willingness to speak about the topic they were interested in, which mean was 4.09. Nevertheless, the item which students indicated the lowest degree of willingness was item 25 (Q25) that said students were speaking was when no one else was speaking, which mean was 3.11.

By personality factors result, students with the highest score of willingness agreed that self-esteem, risk-taking, and extroversion were the factors of personality that affected them in speaking English. Furthermore, no one of the students got a low score on those factors. First, self-esteem score was from 0-30,

and no one of the students got a low score. The second was risk-taking, students' score was above 18.6 which means the participants got the high score of risk-taking, and the last factor of personality affected students' willingness was extroversion. Based on the finding and discussion, no one of the students got a high score of introversion, so it concluded that they were extroverted students. In brief, anxiety, inhibition, and introversion were not the personality factors that affected students to speak.

Related to data analysis obtained from the thematic analysis, I obtained that personality factors that affected students' willingness to speak English consisted of three factors namely (a) self-esteem, this was because students agreed that they were confident to participate in speaking class and shared their opinion. (b) Risk-taking, this factor emerged because in speaking class students were not afraid of trying to speak in the English classroom and the students were brave of making mistakes and also wanted to try new vocabulary in speaking. (c) Extroversion, this factor resulted from the students that the students did not tend to be silent in speaking class and they would start the conversation first to others. Related to the result of the questionnaire, in interview result anxiety, inhibition, and introversion also not the personality factors that influenced students in willingness to speak English.

5.2 Suggestion

According to the conclusion discussed above, I would like to convey some suggestions that were important to criticize and paid much attention to personality

factors that affecting the students' willingness to speak in English classroom. In this context, my suggestions were oriented to the students, the lecturer, and other next future researchers. By knowing the personality factors affecting students' participation in the speaking classroom, I hoped the students would also know how to improve themselves most efficiently by using different factors of personality.

Next, I expected that the present study can give the lecturer some beneficial information so that they can apply some effective strategies to make the students were more brave and active in taking part in the EFL speaking classrooms. I hoped the lecturer can know about the students' personality in learning speaking, it was because their participation had a good influence in improving students' English speaking ability.

Finally, I hoped that the present study can be useful for the next future researchers who were interested to excavate more information about personality factors that affecting the students' willingness in EFL speaking classrooms.

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APPENDICES

(Interview Questions)

Adapted from: Richard and Schmidt (2002), Brown (2014), Mohideen (2016)

No	Aspects	Definitions	Indicators	Questions
1.	Self-esteem	An individual's sense of his or her value	a. Express an attitude of approval or disapproval.	1. How do you feel when you are in speaking class? 2. Do you feel confident to participate in speaking class? Why? 3. Do you give opinion in discussion class? Why?
			b. Indicates the extent to which individuals believe themselves to be capable	1. Do you believe that you can share your opinion in speaking class? Why? 2. Do you show your ability in speaking class when you are capable of speaking English? How? 3. How do you convince

				yourself when you are willing to start speaking English?
			c. Individuals believe themselves to be successful	<p>1. Do you think you are able to speak English with your speaking ability? Why?</p> <p>2. Are you satisfied with your speaking ability? why?</p>
2.	Inhibition	The ability a person has to concentrate on some things while ignoring others	a. Discourages risk-taking	<p>1. In the speaking class, do you prefer to be quite or not? Why?</p> <p>2. What are the factors that make you passive in speaking class? Why?</p>
			b. Egocentrism towards self-consciousness increased	<p>1. When do you have egocentric in yourself, does it influence you in speaking English? How?</p>

				2. Are you brave to speak English in the classroom? So, do you ignore your egocentric side?
3.	Anxiety	Subjective feeling of apprehension and fear associated	a. Feeling of Uneasiness	<p>1. When you start to speak English, do you feel anxious or not? Why?</p> <p>2. What do you do if you feel anxious to speak English?</p> <p>3. What are the things that make you feel unconfident in speaking English?</p>
			b. Worry	<p>1. Does worry detain your willingness to speak English? Why?</p> <p>2. Does worry play an important role to you while you start speaking</p>

				English? Why? 3. What will you do to overcome your worriness in speaking?
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4.	Risk-taking	The degree o which a person is willing to undertake actions that involve a significant degree of risk	<p>a. Willing to try to speak English</p> <p>b. Speak about new topic to get new experiences</p>	<p>1. are you afraid or not of trying to speak English in the classroom? Why?</p> <p>2. When are you willing to try to speak English, what do you feel?</p> <p>1. When you try out new vocabulary in speaking English, don't you feel anxious if it is wrong? Why?</p> <p>2. What are the factors that help you to participate in speaking English?</p>
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			c. Making mistake in speaking English skills	<ol style="list-style-type: none"> 1. Can making mistake improve your speaking ability? why? 2. If you like to take chances, are you afraid or not if there will be an error? Why?
5.	Extroversion	A person whose conscious interests and energies are more often directed outwards towards other people and events	a. Interact with people	<ol style="list-style-type: none"> 1. Will you start a conversation first with others? Why? 2. What things make you interested communicating to others? Explain!

6.	Introversio n	A person who tends to keep quiet.	a. More careful with their language use	1. Do you tend to be silent in speaking class? Why?
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QUESTIONNAIRE 1

Source: Riasati and Rahmini (2018)

No	Items	DW	W	MD	NW	DNW
1.	Volunteering to answer when teacher asks a question.					
2.	Talking in large groups.					
3.	Talking in small groups.					
4.	Talking in pairs.					
5.	Asking a question in class.					
6.	Presenting my opinion in class.					
7.	Volunteering to participate in class discussion.					
8.	Helping other classmates answer a question.					
9.	Presenting a lecture in front of class.					
10.	Trying to talk than listen during a conversation.					
11.	Speaking to a classmate who is of the same sex.					
12.	Speaking to a classmates who is of the opposite sex.					
13.	Speaking to a classmate who is older than me.					
14.	Speaking to a classmate who is younger than me.					
15.	Speaking about a topic I am familiar with.					
16.	Speaking about a topic I am interested in.					
17.	Volunteering to speak individually in class.					
18.	Speaking about a topic when I am prepared.					
19.	Discussing a topic with my friends when our opinions are different.					
20.	Speaking when I am sitting in the back of the classroom.					
21.	Speaking when I am sitting in the front of the classroom.					
22.	Speaking when I know my speaking will be graded.					

23.	Speaking about a controversial topic.					
24.	Speaking about a topic that I am comfortable with.					
25.	Speaking when no one else is speaking.					
26.	Discussing a topic with my friend when (s) he has a different view.					
27.	Speaking when I am sure that my answer is correct.					

QUESTIONNAIRE 2

Adapted from: Rosenberg Self Esteem Scale (Rosenberg 1965), TCU Psychosocial Functioning and Motivation Scales (Knight K., Holcom M., and Simpson D, 1994), BIS scales (Carver and White, 1994), Big five inventory (Goldberg, 1992).

Self-Esteem Scale

No.	Items	SA	A	D	SD
1.	I am satisfied with myself.				
2.	At times, I think I am no good at all.				
3.	I feel that I have a number of good qualities.				
4.	I am able to do things as well as most other people.				
5.	I feel I do not have much to be proud of.				
6.	I certainly feel useless at times.				
7.	I feel that I am a person of worth, at least on an equal plane with others.				
8.	I wish I could have more respect for myself.				
9.	All in all, I am included to feel that I am a failure.				
10.	I take a positive attitude toward myself.				

Risk-Taking Scale

No.	Items	0	1	2	3	4
1.	You like to take chances.					
2.	You like the fast life.					
3.	You like friends who are wild.					
4.	You like to do things that are strange or exciting.					
5.	You avoid anything dangerous. (R)					
6.	You only do things that feel safe. (R)					
7.	You are very careful and cautious. (R)					

Anxiety Scale

No.	Items	0	1	2	3	4
1.	You have trouble sitting still for long.					
2.	You have trouble sleeping.					
3.	You feel anxious or nervous.					
4.	You have trouble concentrating or remembering things.					

5.	You feel afraid of certain things, like elevators, crowds, or going out alone.					
6.	You feel tense or keyed-up.					
7.	You feel tightness or tension in your muscles.					

Inhibition Scale

No.	Items	0	1	2	3
1.	I usually get very tense when I think something unpleasant is going to happen.				
2.	I worry about making mistakes.				
3.	I am hurt when people scold me or tell me that I do something wrong.				
4.	I feel pretty upset when I think that someone is angry with me.				
5.	I do not become fearful or nervous, even when something bad happens to me. (R)				
6.	I feel worried when I think I have done poorly at something.				
7.	I am very fearful compared to my friends.				

Extroversion/Introversion Scale

No.	Items	1	2	3	4	5
1.	I am the life of the party.					
2.	I like to talk to a lot of people.					
3.	I start conversations.					
4.	I like to draw attention to myself.					
5.	I like to be the center of attention.					
6.	I talk a lot.					
7.	Feel at ease in a large group of people.					
8.	I am skilled at dealing with people.					