

REFERENCES

- A. Prayogo, J. (2022). English Language Teaching in Indonesia in the 21st Century: What Needs Reinforcing and Enhancing for the Teachers. *KnE Social Sciences*, 2022, 12–22. <https://doi.org/10.18502/kss.v7i7.10645>
- Afrianti, D., & Afna, M. (2020). Who is more anxious in learning a foreign language: males or females? *INSPIRA: Indonesian Journal of Psychological Research*, 1(2), 49–56. <https://doi.org/10.32505/inspira.v1i2.2877>
- Al-Muslimawi, I. A. J., & Al-Awadi, I. H. F. A. (2020). The Effectiveness of Personality Traits on Learning English as a Foreign Language. *Journal of Education College for Women*, 27(14), 7–20.
- Alshahrani, H. (2025). The correlation between Attitudes Towards Foreign Language, Enjoyment, and Anxiety in the Foreign Language Classroom for Saudi EFL Students. *Journal of Applied Linguistics*, 17(4), 252–225. <https://doi.org/10.34120/ajh.v43i170.3115>
- Amalia, P. A., & Aridah, A. (2021). Personality of a Good Language Learner: a Case Study in EFL Context. *Vision: Journal for Language and Foreign Language Learning*, 10(1), 69–82. <https://doi.org/10.21580/vjv10i18146>
- Andini, T. M., & Prastiyowati, S. (2021). Gender differences learning strategy at English Language Education Department Students University Of Muhammadiyah Malang. *JINoP (Jurnal Inovasi Pembelajaran)*, 7(2), 217–226. <https://doi.org/10.22219/jinop.v7i2.10476>
- Ariyani, F., Rusminto, N. E., & Setiyadi, Ag. B. (2018). Language Learning Strategies Based On Gender. *Theory and Practice in Language Studies*, 8(11), 1524. <https://doi.org/10.17507/tppls.0811.19>
- Ashton, M. C., & Lee, K. (2004a). Psychometric properties of the HEXACO personality inventory. In *Multivariate Behavioral Research* (Vol. 39, Issue 2 SPEC. ISS., pp. 329–358). Lawrence Erlbaum. https://doi.org/10.1207/s15327906mbr3902_8
- Ashton, M. C., & Lee, K. (2004b). Psychometric properties of the HEXACO personality inventory. In *Multivariate Behavioral Research* (Vol. 39, Issue 2 SPEC. ISS., pp. 329–358). Lawrence Erlbaum. https://doi.org/10.1207/s15327906mbr3902_8
- Ashton, M. C., & Lee, K. (2005). Honesty-Humility, the Big Five, and the Five-Factor Model. *Journal of Personality*, 73(5), 1321–1354. <https://doi.org/10.1111/j.1467-6494.2005.00351.x>
- Ashton, M. C., & Lee, K. (2009a). The HEXACO-60: A short measure of the major dimensions of personality. *Journal of Personality Assessment*, 91(4), 340–345. <https://doi.org/10.1080/00223890902935878>

- Ashton, M. C., & Lee, K. (2009b). The HEXACO-60: A short measure of the major dimensions of personality. *Journal of Personality Assessment*, *91*(4), 340–345. <https://doi.org/10.1080/00223890902935878>
- Ashton, M. C., Lee, K., & Goldberg, L. R. (2007). The IPIP-HEXACO scales: An alternative, public-domain measure of the personality constructs in the HEXACO model. *Personality and Individual Differences*, *42*(8), 1515–1526. <https://doi.org/10.1016/j.paid.2006.10.027>
- Atifnigar, H. (2024). Teachers' and Students' Roles in Reducing Foreign Language Anxiety. *European Journal of Contemporary Education and E-Learning*, *2*(3), 90–106. [https://doi.org/10.59324/ejceel.2024.2\(3\).08](https://doi.org/10.59324/ejceel.2024.2(3).08)
- Bekleyen, N. (1966). THE INFLUENCE OF TEACHERS AND PEERS ON FOREIGN LANGUAGE CLASSROOM ANXIETY (ÖĞRETMEN VE SINIF ARKADAŞLARININ YABANCI DİL SINIF KAYGISI ÜZERİNDEKİ ETKİLERİ). *Dil Dergisi*, 49–66. https://doi.org/10.1501/dilder_0000000005
- Boyle, G. J. (1995). Myers-Briggs Type Indicator (MBTI): Some Psychometric Limitations. *Australian Psychologist*, *30*(1), 71–74. <https://doi.org/10.1111/j.1742-9544.1995.tb01750.x>
- Burgoon, M., & Doran, N. E. (Eds.). (1982). Oral communication Apprehension: A REconceptualization. In *Communication Yearbook 6* (pp. 136–169). SAGE Publications, Inc.
- Chamove, A. S., Eysenck, H. J., & Harlow, H. F. (1972). Personality in monkeys: factor analyses of rhesus social behaviour. *The Quarterly Journal of Experimental Psychology*, *24*(4), 496–504. <https://doi.org/10.1080/14640747208400309>
- Chen, Z., Zhang, P., Lin, Y., & Li, Y. (2024). Interactions of trait emotional intelligence, foreign language anxiety, and foreign language enjoyment in the foreign language speaking classroom. *Journal of Multilingual and Multicultural Development*, *45*(2), 374–394. <https://doi.org/10.1080/01434632.2021.1890754>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mix Method* (5th ed.). SAGE Publications, Inc.
- Dewaele, J. (2002). Psychological and Sociodemographic Correlates of Communicative Anxiety in L2 and L3 Production. *International Journal of Bilingualism*, *6*(1), 23–38.
- Dewaele, J. (2017a). Psychological Dimensions and Foreign Language Anxiety. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 433–450). New York: Routledge.
- Dewaele, J. (2017b). Psychological Dimensions and Foreign Language Anxiety. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 433–450). New York: Routledge.

- Dewaele, J. M. (2017). Psychological Dimensions and Foreign Language Anxiety. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition*. (p. 433450). Routledge.
- Dewaele, J.-M., Macintyre, P., Boudreau, C., & Dewaele, L. (2016). Do Girls Have All the Fun? Anxiety and Enjoyment in the Foreign Language Classroom. In *Theory and Practice of Second Language Acquisition* (Vol. 2, Issue 1).
- Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Dewaele, J.-M., & MacIntyre, P. D. (2019). The Predictive Power of Multicultural Personality Traits, Learner and Teacher Variables on Foreign Language Enjoyment and Anxiety. In M. Sato & S. Loewen (Eds.), *Evidence-Based Second Language Pedagogy: A Collection of Instructed Second Language Acquisition studies* (pp. 1–38). Routledge.
- DeYoung, C. G., Peterson, J. B., & Higgins, D. M. (2005). Sources of Openness/Intellect: Cognitive and neuropsychological correlates of the fifth factor of personality. In *Journal of Personality* (Vol. 73, Issue 4, pp. 825–858). <https://doi.org/10.1111/j.1467-6494.2005.00330.x>
- Dolean, D. D. (2016). The effects of teaching songs during foreign language classes on students' foreign language anxiety. *Language Teaching Research*, 20(5), 638–653. <https://doi.org/10.1177/1362168815606151>
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing* (2nd ed.). Routledge.
- Dumfart, B., & Neubauer, A. C. (2016). Conscientiousness is the most powerful noncognitive predictor of school achievement in adolescents. *Journal of Individual Differences*, 37(1), 8–15. <https://doi.org/10.1027/1614-0001/a000182>
- Dur Khan. (2020). Gender Differences in Personality Traits in Relation to Academic Performance. *MIER Journal of Educational Studies Trends & Practices*, May, 124–137. <https://doi.org/10.52634/mier/2020/v10/i1/1356>
- EF English Proficiency Index. (2023). EF English Proficiency Index. In *EF Education First*.
- Elian, I., Musyarofah, L., & Putranto, H. R. (2023). Perception of EFL Students on the Use of Indonesian Language in English Class. *Journal of English Language Teaching and Literature (JELITA)*, 4(2), 147–159.
- Erzhanova, A. K. H., Kharkhurin, A. V., & Koncha, V. L. (2024). THE INFLUENCE OF BIG FIVE PERSONALITY TRAITS ON FOREIGN LANGUAGE CLASSROOM ANXIETY. *Psychology, Journal of the Higher School of Economics*, 21(1), 184–201. <https://doi.org/10.17323/1813-8918-2024-1-184-201>

- Erzhanova, A. KH., Kharkhurin, A. V., & Koncha, V. L. (2024). The Influence of Big Five Personality Traits on Foreign Language Classroom. *Journal of the Higher School of Economics*, 21(1), 184–201. <https://doi.org/10.17323/1813-8918-2024-1-184-201>
- Eysenck, H. J. (1981). *A Model for Personality* (H. J. Eysenck, Ed.). Springer-Verlag Berlin Heidelberg. <https://doi.org/10.1007/978-3-642-67783-0>
- Franscy, & Ramli. (2022). PROBLEMS ENCOUNTERED BY INDONESIAN EFL LEARNERS. *Pioneer: Journal of Language and Literature*, 14(1), 1–14.
- Gargalianou, V., Muehlfeld, K., Urbig, D., & van Witteloostuijn, A. (2016). Foreign Language Anxiety in Professional Contexts. *Schmalenbach Business Review*, 17(2), 195–223. <https://doi.org/10.1007/s41464-016-0007-6>
- Gargalianou, V., Muehlfeld, K., Urbig, D., & Van-Witteloostuijn, A. (2015). The Effects of Gender and Personality on Foreign Language Anxiety among Adult Multilinguals. *Econstar*, 40.
- Gatzka, T. (2021). Aspects of openness as predictors of academic achievement. *Personality and Individual Differences*, 170(November 2020), 110422. <https://doi.org/10.1016/j.paid.2020.110422>
- Gerencheal, B. (2016). Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year English Major Students in Focus Gender Differences in Foreign Language Anxiety at an Ethiopian University : Mizan-Tepi University Third Year English. *African Journal of Education and Practice (AJEP)*, 1(1), 1–16.
- Giudice, M. Del. (2015). *Author 's personal copy Gender Differences in Personality and Social Behavior Author 's personal copy*. 9, 750–756.
- Gu, Y., & Nurul Elia Haslee Sharil, W. (2023). Study on the Effect of Personality Type on the Language Learning Strategies of Non-English Major Students Through MBTI Test. *Educational Administration: Theory and Practice*, 29(4), 1–19. <https://doi.org/10.52152/kuey.v29i4.756>
- Han, S., Li, Y., & Haider, S. A. (2022). Impact of Foreign Language Classroom Anxiety on Higher Education Students Academic Success: Mediating Role of Emotional Intelligence and Moderating Influence of Classroom Environment. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.945062>
- Hauck, M., & Hurd. (2005a). Exploring the Link Between Language Anxiety and Learner Self-Management in Open Language Learning Contexts. *European Journal of Open, Distance and e-Learning*, 2005(2).
- Hauck, M., & Hurd. (2005b). Exploring the Link Between Language Anxiety and Learner Self-Management in Open Language Learning Contexts. *European Journal of Open, Distance and e-Learning*, 2005(2).

- Henriques, G. (2011). A New Unified Theory of Psychology. *A New Unified Theory of Psychology, June 2011*. <https://doi.org/10.1007/978-1-4614-0058-5>
- Hibatullah, O. F. (2019). The Challenges of International EFL Students to Learn English in a Non-English Speaking Country. *Journal of Foreign Language Teaching and Learning*, 4(2). <https://doi.org/10.18196/ftl.4240>
- Hoomnifar, E. (2019). *Gender Socialization*. https://doi.org/10.1007/978-3-319-70060-1_13-1
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986a). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986b). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Huang, Z. (2023). *Exploring Gender Differences in Language*. Atlantis Press SARL. <https://doi.org/10.2991/978-2-38476-004-6>
- Jin, Y., Dewaele, J. M., & MacIntyre, P. D. (2021). Reducing anxiety in the foreign language classroom: A positive psychology approach. *System*, 101. <https://doi.org/10.1016/j.system.2021.102604>
- Kakamad, K., Mawlod, K. S., & Mohammed, M. H. (2024). Personality Traits and Language Learning Strategies among EFL Students. *Passer Journal of Basic and Applied Sciences*, 6(1), 185–191. <https://doi.org/10.24271/PSR.2024.425624.1422>
- Kakar, Z. U. H., Rasheed, R., Rashid, A., & Akhter, S. (2023). Criteria for Assessing and Ensuring the Trustworthiness in Qualitative Research. *International Journal of Business Reflections*, 4(2), 150–173. <https://doi.org/10.56249/ijbr.03.01.44>
- Karim, N. A., Nur, S., & Mohd, D. (2016). Personality factors and second language acquisition: An islamic viewpoint. *International Journal of Business, Economics and Law*, 11(5), 12–19.
- King, S. P., & Mason, B. A. (2020). *Myers Briggs Type Indicator*. November, 106–110.
- Kondo, D. S., & Ying-ling, Y. (2004a). *Strategies for Coping with Language Anxiety: The Case of Students of English in Japan*. 58(July), 258–265.
- Kondo, D. S., & Ying-ling, Y. (2004b). *Strategies for Coping with Language Anxiety: The Case of Students of English in Japan*. 58(July), 258–265.
- Kuśnierz, C., Rogowska, A. M., & Pavlova, I. (2020). Examining gender differences, personality traits, academic performance, and motivation in ukrainian and polish students of physical education: A cross-cultural study. *International Journal of Environmental Research and Public Health*, 17(16), 1–21. <https://doi.org/10.3390/ijerph17165729>

- Ladarević, M. N. (2021). Examining the key factors behind foreign language anxiety (FLA) in online teaching of English for Specific Purposes (ESP). *ExELL*, 9(2), 106–142. <https://doi.org/10.2478/exell-2022-0005>
- Latief, M. A. (2019). *Research Method on Language Learning An Introduction* (7th ed.). Universitas Negeri Malang.
- Laursen, B., Pulkkinen, L., & Adams, R. (2002). The Antecedents and Correlates of Agreeableness in Adulthood. *Dev Psychol*, 38(4), 591–603. <https://doi.org/10.1037//0012-1649.38.4.591>.The
- Lee, K., & Ashton, M. C. (2008). The HEXACO personality factors in the indigenous personality lexicons of English and 11 other languages. *Journal of Personality*, 76(5), 1001–1054. <https://doi.org/10.1111/j.1467-6494.2008.00512.x>
- Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2011). The psychology of education. In *Routledge* (2nd ed.). Routledge. <https://doi.org/10.1080/14748460.2012.659067>
- MacIntyre, P. D. (1999a). Language Anxiety: A Review of the Research for Language Teachers. In D. J. Young (Ed.), *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low Anxiety Classroom Atmosphere* (pp. 24–45). McGraw-Hill.
- MacIntyre, P. D. (1999b). Language Anxiety: A Review of the Research for Language Teachers. In D. J. Young (Ed.), *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low Anxiety Classroom Atmosphere* (pp. 24–45). McGraw-Hill.
- MacIntyre, P. D., & Gardner, R. C. (1991). Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages. *Language Learning*, 41(4), 513–534.
- MacIntyre, P. D., & Gardner, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44(2), 283–305. <https://doi.org/http://dx.doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- Mahendra, I. (2023). Investigating The Indonesian Senior High School's English Classroom Anxiety and Its Factors. *EFL Education Journal (EFLEJ)*, 10(03), 307–326. <https://doi.org/https://doi.org/10.19184/eej.v10i3.42124>
- Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32(1), 21–36. <https://doi.org/10.1016/j.system.2003.08.002>
- McCrae, R., & Costa, P. (1999). A five-factor theory of personality. In *Handbook of Personality: Theory and research* (2nd ed.) (Issue January, pp. 139–153).
- McCrae, R. R., & John, O. P. (1992). An Introduction to the Five-Factor Model and Its Applications. *Journal of Personality*, 60(2), 175–215.

- McCroskey, J. C. (1977). Oral Communication Apprehension: A Summary of Recent Theory and Research. *Human Communication Research*, 4(1), 78–96.
- McCroskey, J. C. (1984). The Communication Apprehension Perspective. In J. A. Daly & J. C. McCroskey (Eds.), *Avoiding Communication: Shyness, Reticence, and Communication* (pp. 13–38). SAGE Publications, Inc.
- McCroskey, J. C., & Beatty, M. J. (1986). Oral Communication Apprehension. In W. H. Jones, J. M. Cheek, & S. R. Briggs (Eds.), *Shyness: Perspectives on Research and Treatment* (pp. 279–293). Plenum Press.
- Meutia, C. I., Wiandari, F., Husaini, A. H., Pendidikan, P., & Inggris, B. (2020). *PROBLEMATIKA NON-LINGUISTIK SISWA DALAM*. 7(2).
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Method Sourcebook. In *SAGE Publication*. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regs-ciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/n/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Miranti, R. R., Swastika, P. A., & Nur, M. R. O. (2020). Exploring the Impact of Extroversion and Introversion Personality Types on EFL Learners' Preferences in Publishing Research Papers. *International Journal of Education, Language, and Religion*, 2(2), 47. <https://doi.org/10.35308/ijelr.v2i2.2376>
- Muhtar, S. N. (2014). *STUDENTS' FOREIGN LANGUAGE CLASSROOM ANXIETY (FLCA) IN EFL CLASSROOM: IT'S LEVELS, SOURCES AND COPING STRATEGIES (A Case Study in A State University In Bandung)*. Universitas Pendidikan Indonesia.
- Nurhaeni. (2019a). EDUVELOP Students ' Anxiety in Language Learning : Genders Difference. *Journal of English Education and Development*, 2(2), 81–86.
- Nurhaeni. (2019b). Students' Anxiety in Language Learning: Genders Difference. *EDUVELOP (Journal of English Education and Development)*, 2(2), 81–86.
- Nurhayati, D.A.W. (2008). *Improving Students' English Mastery Through Games*. Graduate Program University of Sebelas Maret.
- Nurhayati, D.A.W. (2014). REDESIGNING INSTRUCTIONAL MEDIA IN TEACHING ENGLISH OF ELEMENTARY SCHOOLS' STUDENTS: DEVELOPING MINIMUM CURRICULUM. *The 61th TEFLIN International Conference* (Solo). UNS Solo.
- Nurhayati, D.A.W. (2016a). Indonesian Influence in Developing Speaking Skill in Learning English: EFL Learner's Impediment. *International Seminar Prasasti III: Current Research in Linguistics*, 1 (1), 2016, 59-87.

- Nurhayati, D.A.W. (2016b). Using Local Drama in Writing and Speaking: EFL Learners' Creative Expression. *Journal of English Language Teaching and Linguistics*, 1(1), 51-77. <https://doi.org/10.21462/jeltl.v1i1.13>.
- Nurhayati, D. A. W. (2020). *Research Methodology*, ed. Saiful Mustofa, 1st ed. Tulungagung: Akademia Pustaka.
- Olowookere, E., Omonijo, D. O., Odukoya, J. A., & Anyaegbunam, M. C. (2020). *Exploring the Effect of Gender and Personality Characteristics on Educational Performance*. September. <https://doi.org/10.36941/jesr-2020-0091>
- Paneerselvam, A., & Yamat, H. (2021). Validity and Reliability Testing of the Adapted Foreign Language Classroom Anxiety Scale (FLCAS). *International Journal of Academic Research in Business and Social Sciences*, 11(4). <https://doi.org/10.6007/ijarbss/v11-i4/9027>
- Pei, X. (2021a). Managing Foreign Language Classroom Anxiety: A Case Study of Interactions between EFL Students. *International Online Journal of Education and Teaching (IOJET)*, 8(4), 2189–2203.
- Pei, X. (2021b). Managing Foreign Language Classroom Anxiety: A Case Study of Interactions between EFL Students. *International Online Journal of Education and Teaching (IOJET)*, 8(4), 2189–2203.
- Piniel, K., & Zólyomi, A. (2022). Gender Differences in Foreign Language Classroom Anxiety: Results of a Meta-Analysis. *Studies in Second Language Learning and Teaching*, 12(2), 173–203. <https://doi.org/10.14746/ssllt.2022.12.2.2>
- Pratiwi, A. W., Atmowardoyo, H., Salija, K., & Siswa, P. (2022). *The Use of Indonesian In Teaching English As the Foreign Language*. 2(3), 57–66.
- Prihatin, Y. (2019). The Practice of English Language Teaching in Indonesia. *National Seminar of PBI (English Language Education)*, 25–33.
- Raamkhumar, M. H., Kumar, S. S., & Dinesh, V. J. P. (2024). Personality Traits and Language Learning: A Scientific Approach to Intellectual Structure and Influential Constituents. *LLT Journal: A Journal on Language and Language Teaching*, 27(1), 542–556.
- Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). English language proficiency in Indonesia: Issues and prospects. *Journal of Asia TEFL*, 15(3), 618–629. <https://doi.org/10.18823/asiatefl.2018.15.3.4.618>
- Rossi, A., & Di Stefano, R. (2024). Emotional instability: terminological pitfalls and perspectives. *Journal of Psychopathology*, 30(1), 1–7. <https://doi.org/10.36148/2284-0249-N453>
- Sharma, S. (2022). Is Women ' s Personality Different From Men ' s Personality- Big Five Personality Traits And Gender Roles. *Journal of Pharmaceutical Negative Results*, 13(9), 1755–1758. <https://doi.org/10.47750/pnr.2022.13.S09.211>
- Shirvan, M. E., Taherian, T., Shahnama, M., & Yazdanmehr, E. (2021). A Longitudinal Study of Foreign Language Enjoyment and L2 Grit: A

- Latent Growth Curve Modeling. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.720326>
- Smyth, A. M., Manzanares, N. G., & Fernández-Muñoz, J. J. (2021). Anxiety and personality as indicators of academic performance in university foreign language classrooms. *Porta Linguarum*, 2021(36), 27–42. <https://doi.org/10.30827/PORTALIN.V0I36.15376>
- Soim, C. (2014). *A Study of Foreign Language Anxiety of Male and Female Elementary School Students in Learning English*. Universitas Negeri Yogyakarta.
- Stahl, N. A., & King, J. R. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research. *Journal of Development Education*, 44(1), 26–28. <https://doi.org/10.4135/9781483329574>
- Suheru, S. A. I. (2014). *English teachers' beliefs toward the use of indonesian in english class*.
- Taherdoost, H. (2022). *Data Collection Methods and Tools for Research ; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects Hamed Taherdoost To cite this version : HAL Id : hal-03741847 Data Collection Methods and Tools for Resea.*
- Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second Language Anxiety and Achievement: A Meta-Analysis. *Studies in Second Language Acquisition*, January, 1–25. <https://doi.org/10.1017/S0272263118000311>
- Theobald, M., Breitwieser, J., & Brod, G. (2022). Test Anxiety Does Not Predict Exam Performance When Knowledge Is Controlled For: Strong Evidence Against the Interference Hypothesis of Test Anxiety. *Psychological Science*, 33(12), 2073–2083. <https://doi.org/10.1177/09567976221119391>
- Tsehay, A. A., Kahsay, M. T., & Gojjam, W. (2020). Relationship of Language Learning Anxiety with Teacher and Peer Support. *Bahir Dar j Educ*, 20(2), 175–190.
- Vazire, S. (2014). PERSONALITY A Six-Day Unit Lesson Plan for. *American Psychological Foundation.*, 1(December), i–72.
- Vivek, R., Nanthagopan, Y., & Piriyaatharshan, S. (2023). Beyond Methods: Theoretical Underpinnings of Triangulation in Qualitative and Multi-Method Studies”. *SEEU Review*, 18(2), 105–122. <https://doi.org/10.2478/seeur-2023-0088>
- Wang, H., Liu, Y., Wang, Z., & Wang, T. (2023). The influences of the Big Five personality traits on academic achievements: Chain mediating effect based on major identity and self-efficacy. *Frontiers in Psychology*, 14(January), 1–21. <https://doi.org/10.3389/fpsyg.2023.1065554>
- Wang, H., & Zhang, Y. (2022). The effects of personality traits and attitudes towards the rule on academic dishonesty among university students.

- Scientific Reports*, 12(1), 1–7. <https://doi.org/10.1038/s41598-022-18394-3>
- Wang, L., Huang, J., Ye, W., & Lei, J. (2025). Profiles of Chinese primary School Students' Enjoyment and Anxiety in Foreign Language Learning: Combining Variable- and Person-Centered Analyses. *SAGE Open*, 15(1). <https://doi.org/10.1177/21582440251328125>
- Wang, Q. (2015). A Study of the Influence of Gender Differences on English Learning of Senior High School Students. *Higher Education of Social Science Vol.*, 8(6), 66–69. <https://doi.org/10.3968/7173>
- Warda, R., Rahman, A., & Jabu, B. (2020). The Effects of Students' Personality and Motivation on English Learning Achievement at SMA Negeri 12 Makassar. *Student, English Education Department, Universitas Negeri Makassar, Indonesia, 2008*.
- Weisberg, Y. J., Deyoung, C. G., Hirsh, J. B., Naumann, L. P., & State, S. (2011). *Gender differences in personality across the ten aspects of the Big Five*. 2(August), 1–11. <https://doi.org/10.3389/fpsyg.2011.00178>
- Wienclaw, R. A. (2011). Gender Roles. In *Sociology Reference Guide: Gender Roles & Equality* (pp. 33–40). Salem Press. <https://doi.org/10.4324/9781315081427-22>
- Wightman, M. (2020). Gender Differences in Second Language Learning: Why They Exist and What We Can Do About It. *Chancellor's Honors Program Projects*.
- Xethakis, L., Edwards, O., & Howarth, M. (2022). Foreign Language Enjoyment and Anxiety in the Communicative Classroom. *JALT Postconference Publication*, 2021(1), 72. <https://doi.org/10.37546/jaltpcp2021-09>
- Yifan, P., Hashim, H., & Said, N. E. M. (2024). Relationship between Extroversion Personality and Learning Strategy-based on MBTI Test. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 16(2). <https://doi.org/10.21659/rupkatha.v16n2.26g>
- Yüce, E. (2018). An investigation into the Relationship between EFL Learners' Foreign Music Listening Habits and Foreign Language Classroom Anxiety. *International Journal of Languages' Education*, 1(Volume 6 Issue 2), 471–482. <https://doi.org/10.18298/ijlet.3041>
- Zeidner, M., & Matthews, G. (2003). Test Anxiety. In *Encyclopedia of Psychological Assessment* (Issue January 2003, pp. 965–969). SAGE Publications, Inc. <https://doi.org/10.4135/9780857025753>
- Zhang, Y. (2008). The Role of Personality in Second Language Acquisition. *Asian Social Science*, 4(5), 58–59. <https://doi.org/10.5539/ass.v4n5p58>