

CHAPTER I

INTRODUCTION

This chapter, the researcher presented seven points related to this study. It consisted of background of the study, formulation of research questions, purpose of the research, formulation of hypothesis, significances of the research, the scope and limitation of research, and definition of key terms.

A. Background of the Study

EFL students may found that English skills is not easy to master. EFL students refer to the student who learn English in non-English speaking country. EFL students in Indonesia experienced low English proficiency. According to English Proficiency Index (EPI) 2023 which produced by English First (EF), a great English teaching provider with branches all over the world, Indonesia fell under the ‘low proficiency’ band ¹. Indonesia was ranked 79th out of 113 contributing countries all over the world and in the 13th position amongst 23 Asian countries. Even though the EF-EPI test is not the most valid and reliable test according to the perspective of language assessment, however the data offers the world's largest ranking of English language proficiency by nation and currently been used by government, business executives, and

¹ EF English Proficiency Index, *EF English Proficiency Index, EF Education First*, 2023, <https://www.ef.com/es/epi/>; Willy A. Renandya, Fuad Abdul Hamied, and Joko Nurkamto, “English Language Proficiency in Indonesia: Issues and Prospects,” *Journal of Asia TEFL* 15, no. 3 (2018): 618–629.

foreign funding organizations, to assess the general proficiency levels of their people for a variety of reasons².

Teaching and learning method in Indonesia participated in influencing students' proficiency in English. The practice of learning English in non-English speaking country not always working well compared to learn English in English speaking country³. In non-English speaking country, learning English mostly taught by non-native English speaker. According to Indonesian English teacher, the incorporation of students' native language helped to make students understand the material⁴. The students also believe that lecturers' usage of Indonesian played a significant influence in English classes⁵. However, English education majors did not deny that they prefer more English in class to strengthen their English proficiency, especially in strengthening vocabulary and material understanding⁶. In fact, little exposure to the language which being learnt in daily discussions became the factor that affect students' progress in English proficiency, this led to the condition where, Indonesian students

² Renandya, Hamied, and Nurkamto, "English Language Proficiency in Indonesia: Issues and Prospects."

³ Oktari Firda Hibatullah, "The Challenges of International EFL Students to Learn English in a Non-English Speaking Country," *Journal of Foreign Language Teaching and Learning* 4, no. 2 (2019).

⁴ Sharon Angela Ivana Suheru, "English Teachers' Beliefs toward the Use of Indonesian in English Class," 2014.

⁵ Ivan Elian, Lailatul Musyarofah, and Henry Rio Putranto, "Perception of EFL Students on the Use of Indonesian Language in English Class," *Journal of English Language Teaching and Literature (JELITA)* 4, no. 2 (2023): 147–159.

⁶ Elian, Musyarofah, and Putranto, "Perception of EFL Students on the Use of Indonesian Language in English Class"; Andi Wiwi Pratiwi et al., "The Use of Indonesian In Teaching English As the Foreign Language" 2, no. 3 (2022): 57–66.

hardly ever use English, even for easy tasks⁷. Nurhayati (2016) further claimed on her study towards EFL learners at State Islamic Institute of Tulungagung (now UIN Sayyid Ali Rahmatullah Tulungagung) that if linguistic development given the opportunity and supportive environment it requires, then an emphasis on the speaking process is not limited to EFL learners⁸. Thus, the lack of English exposure towards EFL learners was crucial.

The lack of English practice experienced by Indonesian EFL students in communication influenced other problems that face by Indonesian EFL learners. Indonesian EFL students faced non-linguistic problems to communicate using English. The problems were including nervous to speak, no motivation, afraid of making errors, and low participation in class⁹. Recognizing that speaking is one of the things that students frequently struggle with when communicating. Among the challenges people encounter include feelings of shyness, fear of making mistakes, and fumbling when expressing their thoughts¹⁰. Which made the other problems were being anxious¹¹. Feeling anxious or anxiety had a significant emotional impact on learning a second language. Anxiety is linked to feelings of unease, frustration, self-doubt,

⁷ Yoga Prihatin, *The Practice of English Language Teaching in Indonesia, National Seminar of PBI (English Language Education)*, 2019.

⁸ Dwi Astuti Wahyu Nurhayati, "Indonesian Influence in Developing Speaking Skill in Learning English: EFL Learners' Impediments"

⁹ Franscy and Ramli, "PROBLEMS ENCOUNTERED BY INDONESIAN EFL LEARNERS," *Pioneer: Journal of Language and Literature* 14, no. 1 (2022): 1–14.

¹⁰ Dwi Astuti Wahyu Nurhayati, "Using Local Drama in Writing and Speaking: EFL Learners' Creative Expresssion," *Journal of English Language Teaching and Linguistics* 1, no. 1 (April 2016): 51, <https://doi.org/10.21462/jeltl.v1i1.13>.

¹¹ Cut Intan Meutia et al., "PROBLEMATIKA NON-LINGUISTIK SISWA DALAM," *Jurnal Pena Edukasi* 7, no. 2 (2020): 81–89, <http://jurnal.goretanpena.com/index.php/JPE>.

appreciation, or worry, according to Scovel (in Nurhayati 2008)¹². Most of the non-linguistic problems referred to the connection with students' condition of psychology. Psychology referred as the professional study of mental processes, behaviour, and the human mind¹³. Even though non-linguistic problems only accounted for little amount of the total and not all students experience those problem, these problems could get bigger at any time if it being neglected. The fact that English language teaching in Indonesia had included functional-physiological, behaviouristic, cognitive and constructive-humanistic psychological theories supports more attention to this problem¹⁴.

Practically in the field which related to the student psychological problem, the researcher found the indication of Foreign Language Classroom Anxiety (FLCA). Several studies also found that FLCA experienced by Indonesian students in the level of senior high school students as well as in university students¹⁵. FLCA, the distinct nature of the language learning process gives rise to a complex of self-perceptions, beliefs, feelings, and actions associated with language learning in the classroom or simply feeling stuck when expressing ideas in a foreign language, which was a common

¹² Dwi Astuti Wahyu Nurhayati, "Improving Students' English Mastery Through Games" (Dissertation, Graduate Program University of Sebelas Maret, 2008).

¹³ Gregg Henriques, "A New Unified Theory of Psychology," *A New Unified Theory of Psychology*, no. June 2011 (2011).

¹⁴ Johannes A. Prayogo, "English Language Teaching in Indonesia in the 21st Century: What Needs Reinforcing and Enhancing for the Teachers," *KnE Social Sciences 2022* (2022): 12–22.

¹⁵ Erika Mae and Lavarias Rodriguez, "Students' Anxiety in Learning English as a Foreign Language: A Case from Indonesia" (n.d.); Defira Afrianti and Mauloeddin Afna, "Who Is More Anxious in Learning a Foreign Language: Males or Females?," *INSPIRA: Indonesian Journal of Psychological Research* 1, no. 2 (2020): 49–56.

experience among foreign language learners¹⁶. Some indications of FLCA were increased anxiety when given the chance to speak in front of others, volunteer responses, or participate in conversations in a foreign language¹⁷. According to Horwitz et al. (1986), anxious language learners also tend to avoid more complicated verbal structures and are typically less ready to actively participate in spoken classroom activities¹⁸. Additionally, anxious learners frequently felt inferior to others¹⁹. All of the indicators were fit in the three main elements of FLCA, which were test anxiety, communication anxiety, and fear of negative evaluation²⁰. Under the previous studies, it was mentioned that Indonesian students indeed experience FLCA and falls under moderate-level of anxiety in FLCAS (Foreign Language Classroom Anxiety Scale)²¹. Many foreign language learners were impacted by FLCA, which is a widespread

¹⁶ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–132.

¹⁷ Maja Novak Ladarević, "Examining the Key Factors behind Foreign Language Anxiety (FLA) in Online Teaching of English for Specific Purposes (ESP)," *ExELL* 9, no. 2 (2021): 106–142.

¹⁸ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety."

¹⁹ Xiaoyu Pei, "Managing Foreign Language Classroom Anxiety: A Case Study of Interactions between EFL Students," *International Online Journal of Education and Teaching (IOJET)* 8, no. 4 (2021): 2189–2203.

²⁰ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety."

²¹ Isnani Mahendra, "Investigating The Indonesian Senior High School's English Classroom Anxiety and Its Factors," *EFL Education Journal (EFLEJ)* 10, no. 03 (2023): 307–326; Siti Nuraeni Muhtar, "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)" (Master Thesis, Universitas Pendidikan Indonesia, 2014), <http://repository.upi.edu/id/eprint/13487>.

phenomenon which affecting their academic performance and general learning process²².

Practically in the field, FLCA often being related to the gender in many studies. The starting point was that gender differences had role in the foreign language learning. There was general agreement that there are gender inequalities in academic achievement, with women outperforming men²³. Previous studies that incorporated FLCA and gender find out that female experience higher anxiety in learning foreign language, however was not significantly different from male level of anxiety²⁴. Those studies were proof that male and female students have different way in the learning strategy and show different result in English learning²⁵.

Gender differences also had relation to personality traits. Male and female known to be having different academic performance which related to the different personality traits²⁶. Personality was defined as individual

²² Peter D MacIntyre and R C Gardner, "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language," *Language Learning* 44, no. 2 (1994): 283–305, <http://dx.doi.org/10.1111/j.1467-1770.1994.tb01103.x>.

²³ Elizabeth Olowookere et al., "Exploring the Effect of Gender and Personality Characteristics on Educational Performance," no. September (2020).

²⁴ Defira Afrianti and Mauloeddin Afna, "Who Is More Anxious in Learning a Foreign Language: Males or Females?," *INSPIRA: Indonesian Journal of Psychological Research* 1, no. 2 (2020): 49–56; Katalin Piniel and Anna Zólyomi, "Gender Differences in Foreign Language Classroom Anxiety: Results of a Meta-Analysis," *Studies in Second Language Learning and Teaching* 12, no. 2 (2022): 173–203; Channa Soim, "A Study of Foreign Language Anxiety of Male and Female Elementary School Students in Learning English" (S1 Thesis, Universitas Negeri Yogyakarta, 2014).

²⁵ Thathit Manon Andini and Santi Prastiyowati, "Gender Differences Learning Strategy at English Language Education Department Students University Of Muhammadiyah Malang," *JINoP (Jurnal Inovasi Pembelajaran)* 7, no. 2 (2021): 217–226.

²⁶ Dur Khan, "Gender Differences in Personality Traits in Relation to Academic Performance," *MIER Journal of Educational Studies Trends & Practices*, no. May (2020): 124–137; Cezary Kuśnierz, Aleksandra M. Rogowska, and Iuliia Pavlova, "Examining Gender

variances in defining thought, feeling, and behaviour patterns²⁷. Every person was unique, and this was evident in their actions, ideas, emotions, and driving forces. Studies on the gender differences relation to personality trait, like in the Guidice (2015) and Olowookere et al. (2020)²⁸, bridged the additional focus of this study to investigate the different personality on different gender in language learning circumstance. One of the popular theories about personality traits in the field of language learning was Five Factor Model (FFM). It is including five elements, they are openness, conscientiousness, extraversion, agreeableness, and neuroticism²⁹. The current newest personality trait is HEXACO Model, which assesses more than 5 personality traits, include Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness, in which the traits dimensions were developed from the Five Factor Model³⁰. A research confirmed that, when

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, no. 16 (2020): 1–21.

²⁷ Simine Vazire, *PERSONALITY A Six-Day Unit Lesson Plan For, American Psychological Foundation.*, vol. 1, 2014.

²⁸ Marco Del Giudice, “Author ’ s Personal Copy Gender Differences in Personality and Social Behavior Author ’ s Personal Copy” 9 (2015): 750–756; Olowookere et al., “Exploring the Effect of Gender and Personality Characteristics on Educational Performance.”

²⁹ Robert McCrae and Paul Costa, “A Five-Factor Theory of Personality,” in *Handbook of Personality: Theory and Research (2nd Ed.)*, 1999, 139–153.

³⁰ Michael C. Ashton and Kibeom Lee, “Psychometric Properties of the HEXACO Personality Inventory,” *Multivariate Behavioral Research* (Lee, Kibeom: Department of Psychology, University of Calgary, Calgary, AB, Canada, T2N 1N4, kibeom@ucalgary.ca: Lawrence Erlbaum, 2004).

compared to men, women exhibited higher levels of neuroticism and agreeableness but not significantly different levels of conscientiousness³¹.

On the previous paragraphs explained that FLCA had relation to gender differences and gender differences had relation to personality traits. Personality traits had relation to FLA outside of the classroom and FLCA. Openness to experience and neuroticism were two personality qualities that have been connected to FLCA. For example, all three of the FLCA's components were positively correlated with neuroticism³². FLA outside the classroom also found to be having positive correlation to those with strong emotional³³. These finding proved that some personality traits affect FLA outside of the classroom. The studies were conducted to L2: English. This equation is taken since there is a positive relation between personality traits and FLA for one foreign language but not for another³⁴.

Aside from the concern that the relation between FLCA and personality traits had to do with gender, the researcher also concern about how FLCA can be overcome by the contribution of personality traits and gender. Until now,

³¹ Marco Del Giudice, "Author's Personal Copy Gender Differences in Personality and Social Behavior Author's Personal Copy" 9 (2015): 750–756; Olowookere et al., "Exploring the Effect of Gender and Personality Characteristics on Educational Performance."

³² A. KH. Erzhanova, A. V. Kharkhurin, and V. L. Koncha, "The Influence of Big Five Personality Traits on Foreign Language Classroom," *Journal of the Higher School of Economics* 21, no. 1 (2024): 184–201.

³³ Jean-marc Dewaele, "Psychological and Sociodemographic Correlates of Communicative Anxiety in L2 and L3 Production," *International Journal of Bilingualism* 6, no. 1 (2002): 23–38; Vasiliki Gargalianou et al., "The Effects of Gender and Personality on Foreign Language Anxiety among Adult Multilinguals," *Econstar* (2015): 40.

³⁴ Jean-marc Dewaele, "Psychological Dimensions and Foreign Language Anxiety," in *The Routledge Handbook of Instructed Second Language Acquisition*, ed. S. Loewen and M. Sato (New York: Routledge, 2017), 433–450.

studies on overcoming FLCA have primarily focused on individuals with FLCA and have not taken into account on the gender and personality traits factors. According to Pei (2021a) FLCA can be overcome by expanding vocabulary, asking for help after class, previewing the chapters, attending office hours, participating in group discussions, practicing positive thinking, getting ready for class, assembling a study group, discussing questions with good students, practicing oral activities, practicing speaking by talking to oneself, speaking slowly, approaching teaching assistants, and studying for tests³⁵. Pei's research subjects were similar in cultural background and language proficiency level. The subjects' gender and personality traits were not chosen as the criteria.

Some previous studies related to FLA or FLCA were conducted. Those study were focused on three topics: 1) FLCA relation to gender, 2) FLCA/FLA relation to personality traits, 3) personality role on FLA and gender relation, and 4) internal strategies to overcome FLCA. Firstly, several previous studies that were found in first topic are uniformly stated female experience higher anxiety in learning foreign language, however it was not significantly different from male level of anxiety³⁶. Secondly, previous studies that were found in the

³⁵ Xiaoyu Pei, "Managing Foreign Language Classroom Anxiety: A Case Study of Interactions between EFL Students," *International Online Journal of Education and Teaching (IOJET)* 8, no. 4 (2021): 2189–2203.

³⁶ Defira Afrianti and Mauloeddin Afna, "Who Is More Anxious in Learning a Foreign Language: Males or Females?," *INSPIRA: Indonesian Journal of Psychological Research* 1, no. 2 (2020): 49–56; Katalin Piniel and Anna Zólyomi, "Gender Differences in Foreign Language Classroom Anxiety: Results of a Meta-Analysis," *Studies in Second Language Learning and Teaching* 12, no. 2 (2022): 173–203; Channa Soim, "A Study of Foreign

second topic are vary. On one study all three of the FLCA's components were positively correlated with neuroticism A. K. H. Erzhanova et al. (2024) and the other studies FLA outside the classroom found to be having positive correlation to those with strong emotional³⁷. Thirdly, the researcher only found one previous study that was found in the third topic, where personality almost entirely buffer the connection between FLA and gender³⁸. Pei (2021a) found that expanding vocabulary, asking for help after class, previewing the chapters, attending office hours, participating in group discussions, practicing positive thinking, getting ready for class, assembling a study group, discussing questions with good students, practicing oral activities, practicing speaking by talking to oneself, speaking slowly, approaching teaching assistants, and studying for tests were helping students to manage their FLCA³⁹. While, Kondo & Ying-ling (2004) found that the application of the five strategies, with preparation, resignation, positive thinking, relaxation, and peer seeking, were effective to reduce FLCA⁴⁰. Additionally, Hauck & Hurd (2005b) reported that

Language Anxiety of Male and Female Elementary School Students in Learning English” (S1 Thesis, Universitas Negeri Yogyakarta, 2014).

³⁷ A. KH. Erzhanova, A. V. Kharkhurin, and V. L. Koncha, “The Influence of Big Five Personality Traits on Foreign Language Classroom,” *Journal of the Higher School of Economics* 21, no. 1 (2024): 184–201; Jean-marc Dewaele, “Psychological and Sociodemographic Correlates of Communicative Anxiety in L2 and L3 Production,” *International Journal of Bilingualism* 6, no. 1 (2002): 23–38; Vasiliki Gargalianou et al., “The Effects of Gender and Personality on Foreign Language Anxiety among Adult Multilinguals,” *Econstar* (2015): 40.

³⁸ Vasiliki Gargalianou et al., “The Effects of Gender and Personality on Foreign Language Anxiety among Adult Multilinguals,” *Econstar* (2015): 40.

³⁹ Xiaoyu Pei, “Managing Foreign Language Classroom Anxiety: A Case Study of Interactions between EFL Students,” *International Online Journal of Education and Teaching (IOJET)* 8, no. 4 (2021): 2189–2203.

⁴⁰ David Shinji Kondo and Yang Ying-ling, “Strategies for Coping with Language Anxiety : The Case of Students of English in Japan” 58, no. July (2004): 258–265.

there are three most used strategies which used by students to overcome FLCA, they were active self-encouragement to take risks, use of positive self-talk, and imagining a friendly informal chat when speaking in front of others⁴¹.

Even though there have been studies on how FLCA related to gender and personality traits, and how personality mediate the relation of FLCA and gender. It is hardly found a study that focuses on what personality traits on students with FLCA across genders, how personality traits act in overcoming the FLCA across genders, and ways to overcome FLCA based on dominant personality across gender. Even Gargalianou et al. (2015b) had already include three variables, FLA, gender, and personality traits, their study did not investigate what personality traits on students with FLA from different gender⁴². Their study focused on the availability of correlation between personality traits and FLA in gender which utilized hypothesis. Whilst, their main goal was to know whether personality traits mediate or moderate the FLA and gender relation. Moreover, the investigation of overcoming FLCA have not link the way of overcoming FLCA with the personality traits and gender of the study. For instance, Pei (2021a) study had found many strategies which are utilized

⁴¹ Mirjam Hauck and Hurd, "Exploring the Link Between Language Anxiety and Learner Self-Management in Open Language Learning Contexts," *European Journal of Open, Distance and e-Learning* 2005, no. 2 (2005).

⁴² Vasiliki Gargalianou et al., "The Effects of Gender and Personality on Foreign Language Anxiety among Adult Multilinguals," *Econstar* (2015): 40.

by the students to manage their FLCA. However, the strategies were in form of general students⁴³.

Therefore, the current study showed some significances. The first significance of investigated what dominant personality traits on students with FLCA across gender was deepening understanding of FLCA etiology. Despite the fact that FLCA had thoroughly examined, further research is necessary to determine its exact association to personality traits. Understanding the underlying psychological foundations of anxiety in particular learner populations is made easier by identifying dominant personality factors associated with FLCA. Additionally, even though some research indicates that women report higher levels of FLCA and specific personality qualities (such as neuroticism) than men ⁴⁴, findings regarding gender differences in FLCA are not always consistent ⁴⁵. Therefore, it was essential to comprehend gender-specific dominant personality features associated with FLCA in order to establish gender-sensitive teaching strategies.

Second, the significance of investigated how dominant personality traits affect students with FLCA across genders was to understanding how

⁴³ Xiaoyu Pei, "Managing Foreign Language Classroom Anxiety: A Case Study of Interactions between EFL Students," *International Online Journal of Education and Teaching (IOJET)* 8, no. 4 (2021): 2189–2203.

⁴⁴ Defira Afrianti and Mauloeddin Afna, "Who Is More Anxious in Learning a Foreign Language: Males or Females?," *INSPIRA: Indonesian Journal of Psychological Research* 1, no. 2 (2020): 49–56; A. KH. Erzhanova, A. V. Kharkhurin, and V. L. Koncha, "The Influence of Big Five Personality Traits on Foreign Language Classroom," *Journal of the Higher School of Economics* 21, no. 1 (2024): 184–201.

⁴⁵ Carol. Klee, *Faces in a Crowd: The Individual Learner in Multisection Courses* (Heinle & Heinle, 1994).

dominant personality trait function in managing anxiety. Even though, it was well recognized that personality traits affect anxiety, less research had done on how dominant features help people overcome it. For instance, *what particular coping mechanisms result from a dominant conscientiousness?* It empowered students by demonstrating how their innate qualities used to their advantage when navigating a difficult emotional condition. Teachers could create strengths-based interventions by knowing how certain personality qualities aid in overcoming FLCA rather than only addressing the negative parts of anxiety. For instance, teachers could provide more controlled opportunities for engagement if high extraversion is associated with highly reducing anxiety through more interaction.

Third, the significance on investigated how students' dominant personality trait across genders contribute to overcoming FLCA was to tailor coping strategies. This was because students with FLCA need to know how to handle their problems on certain personality trait and gender. Moreover, teachers need to be more attentive on students with FLCA and how to handle the situation on different personality traits and gender. Understanding that different personality traits might benefit from different coping mechanisms was crucial. For example, highly agreeable students might benefit from peer support groups, while highly conscientious students might find relief in detailed preparation strategies. While there were research on coping strategies

for FLCA, investigated how students' dominant personality trait across genders contribute to overcoming FLCA was giving a new crucial dimension.

Thus, the current study was primarily focused on what dominant personality traits on students with FLCA across genders, how students' dominant personality traits across genders contribute to overcome FLCA, and what are the ways that help students with dominant personality trait across gender to overcome their FLCA. This study used questionnaire, interviews, and observation to collect data and focused on the classroom anxiety with undergraduate students as the subject, especially sixth semester students of English Education in UIN Sayyid Ali Rahmatullah Tulungagung. The consideration of this chosen subject's scope was that the sixth semester course involve advanced seminar on thesis writing courses that inherently demand higher proficiency. This course was the beginning of the thesis proposal writing where students face greater pressure and performance demands on writing and presenting topic that they were going to explore, thus potentially experiencing more anxiety⁴⁶. The variables were personality traits, FLCA, and gender differences. Based on the explanation above, the researcher was interested in conducting research entitled "Personality Traits on Students with Foreign Language Classroom Anxiety across Genders". Therefore, this research must be further refined with in-depth data collection methods.

⁴⁶ Atin Kurniawati and Arief Eko Priyo Atmojo, "EFL Thesis Writing Anxiety: Causes, Effects, and Coping Strategies," *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English* 7, no. 2 (December 31, 2022): 137–151.

B. Formulation of Research Questions

Based on the research background, the research problem was formulated as follows:

1. What are the dominant personality traits on students with FLCA across genders?
2. How are the students' dominant personality trait across genders contribute to overcome their FLCA?
3. What are the ways that help students with dominant personality trait across gender to overcome their FLCA?

C. The objectiveness of the Study

Based on the research question which have formulated, the research's objectives of this study were as follows:

1. To find out what are the dominant personality traits on students with FLCA across genders;
2. To investigate how students' dominant personality trait across genders contribute to overcome their FLCA;
3. To investigate what are the ways that help students with dominant personality trait across gender to overcome their FLCA.

D. Significance of the Study

The study's significance emphasized the following ways that this research will benefit others:

1. Theoretical benefit

This study can help to develop academic research on how to overcome FLCA on students with different personality traits across genders.

2. Practical benefit

a. For students

The result of this study could help the students to better understanding on how to overcome FLCA on male and female with different personality traits.

b. For teachers

The result of this study could help the teachers to investigate students' FLCA according to their personality trait and gender. In addition, teachers could also prepare teaching strategies to help students overcome their FLCA according to their personality traits and gender.

c. For further researchers

The result of this study could act as relevant reference to further research with topics which are related to personality traits, how to overcome FLCA, and gender differences.

E. Scope and Limitation

The scope of this study is to find out the existence of personality traits effect on FLCA of male and female students. The limitation of this study is in the participants of this study, which are only in the scope of undergraduate students with FLCA in sixth semester of English Education Department of State Islamic University Sayyid Ali Rahmatullah Tulungagung. Furthermore,

this study limited on the uniformity of the social condition, economic condition, and aptitude of the students. Additionally, the number of male and female subjects were unequal which was 2 males and 5 females. Other than that, this study limited the personality traits using the HEXACO Model, which includes Honestly-Humility (H); Emotional stability (E); Extraversion (X); Agreeableness (A); Conscientiousness (C); and Openness to experience (O), personality traits by Ashton & Lee (2004) and three main elements, which includes communication apprehension; test anxiety; and fear of negative evaluation, which stated by Horwitz et al. (1986).

F. Definition of Key Terms

This section discussed about the clarity, consistency, and precision of the core concepts, ideas, or variables central of the research. The following were the definition of key terms:

1. Personality traits

Personality traits are enduring characteristics that influence an individual's consistent patterns of thoughts, feelings, and behaviors, reflecting how they typically respond to various situations across different contexts and over time.

2. Foreign Language Classroom Anxiety (FLCA)

Foreign Language Classroom Anxiety (FLCA) is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors specifically

related to anxiousness in the classroom learning environment in foreign language contexts.

3. Gender differences

Gender is the categorization of people according to their physiological, anatomical, and biological traits which then associated to social culture, traditionally categorized as male and female.