

STUDENTS' ENGLISH SPEAKING ANXIETY BASED ON PERSONALITY TRAITS AT ISLAMIC BOARDING SCHOOL

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ABSTRACT

The title of this research is "Students' English Speaking Anxiety based on Personality Traits at Islamic Boarding School". This study was carried out to investigate English speaking anxiety experienced by students based on their personality traits (extrovert-introvert dimension) in boarding school. The method used in this study was quantitative approach with descriptive design. The population were 120 students in the fifth grade students of Madrasah Ulumul Qur'an Langsa where 92 students as the sample taken by using random sampling technique. The data were collected by "Mark Parkinson (1997) Personality Questioner" that consists of 16 statements and "Foreign Language Classroom Anxiety Scale (FLCAS)" by Horwitz. et.al (1986) that consists of 33 statements. The finding indicated that the percentage of students who exhibit each dimension of personality from the highest to the lowest; they were introvert dimension (ID) of personality 67,4% and extrovert dimension (ED) of personality 32,6 %. The result of English Speaking Anxiety level divided into five categories. There were 11 students or 12 % in low level, 32 students or 34,8% in medium level, 47 students or 51,1 % in high level, 2 students or 2,2 % in very high level and there was no one in very low level of the English speaking anxiety. Based on these finding it can be concluded that English speaking anxiety of the students was high level range and introvert was the dominant personality dimension possessed by the students.

Keywords

Speaking Anxiety, Personality Traits (Extrovert-Introvert).

INTRODUCTION

English competence is very necessary and put forward in the world of education. It is evident that in its development since 1967 the minister of education and culture issued a policy that English is officially taught as a foreign language in Indonesian schools. However, in the learning process does not always run smoothly where there are obstacles that hinder the fluency of language skills. This is in line with Bailey and Savage's (1994) view that speaking English as a second language (L2) or as a foreign language (FL) is the most difficult language skill among the four other language skills. The problems that arise not only from the external aspects of less supportive of the material taught alone, but also derived from the internal aspects that comes from within the self. According to Krashen (1980) in learning English as a Foreign Language, psychological factors such as shyness, fear of wrong, lack of confidence, anxiety, and other effective factors affect the ability of one's language mastery. This fear and anxiety is termed as "language anxiety".

Floyd Allport (1924) stated that personality is the characteristic of social environment. May adds that personality is the social stimulus value of the individuals. Moreover, personality is usually studied through broad systems that attempt to explain functioning in all, at least, most areas of life and, in particular, abnormal behavior. Actually, personality is the habits and its system of social importance that are stable resistance to change. Among the factors mentioned above, researchers focused on the personalities and language anxieties in this study.

The level of anxiety in each person will vary. There are several factors that affect anxiety levels in a person include personality type, place of residence, age, and sex. Jung explains that personality is the supreme realization of the innate idiosyncrasy of a living being. He added that

personality has types of attitude of individuals, there are extroverts and introverts group of students. Extrovert person tends to be active, sociable, easy-going, friendly, talkative, aggressive and a risk-taker, whereas introvert person tends to be passive, quiet, reserved, introspective, and seldom behaves in an aggressive manner.

In psychology perspective, extrovert and introvert are types of personalities that may influence students' motivation, the strategies they choose to learn language, classroom management and teaching language. Not only that, the personality types but also describes a person's self-condition in expressing what is being felt. Through the centuries, personality has been regarded as a practical force in determining success or failure in life. Personality takes on a role in every human action, ranging from anger, jealousy, happiness, sadness, even anxiety. These feelings arise outwardly according to the personality of each person. Both are bound to each other's relationships between those that influence and influenced.

There are many factors that affect and contribute to students' English performance include psychological factors. In this regard personality traits and foreign language anxiety are both interrelated. It could be assumed that the difference of students' foreign languages anxiety is influenced by their personality differences. The writer identifies some of the most influential aspects of foreign language anxiety. The factors are: students' personalities could be different, less vocabularies to increase idea, different levels of intelligence, study habits, and interest.

Students have great difficulty in speaking, so their performance levels are different. They receive and process information differently, there are differences in their personality traits and so does their understanding. It is often argued that a blend of personality characteristics is essential for people

to succeed in their careers. Educators, researchers, and psychologists have been constantly searching for a series of abusive variables that predict patterns of student personality types and their relationship to academic performance. Personality has been recognized as the deciding factor of how people learn.

Between individual and other individuals may have a difference in the dominance of personality type especially if the individual is compared to the others in a population or social group. Of course differences in character and personality type will be more diverse. This is also the case in the fifth grade students of Madrasah Ulumul Qur'an (MUQ) Langsa community who are required to live in the school dormitory. It is a means for students in the learning process both in terms of language (English and Arabic), spiritual education, as well as objects of other studies that are Islamic. Dormitory is a means for students in the learning process both in terms of language (English and Arabic), spiritual education, as well as objects of other studies that are Islamic. This is supported also by the addition of new facilities issued by the the school Language Center that is published The Thematic Dictionary of English-Indonesian and Arab-Indonesian.

Although Madrasah Ulumul Qur'an is an Islamic Boarding School, there are some problems that are detected. In recent years the rate of use of foreign languages the school has been greatly reduced. This is based on several factors, one of the factors that come from within the students' selves that is English speaking anxiety which is also influenced by the personality traits of the students.

LITERATURE REVIEW

1. English Speaking Anxiety

Anxiety is a condition that can come in a variety in different form. Spilberger (1983) views anxiety as an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry by activation or arousal of the autonomic nervous system. He states that there are two kinds of anxiety as follows:

First, state anxiety. It means emotional conditions states that will be high on the level if it is on the dangerous condition. In state anxiety, the people feel subjectivity, and they feel afraid, worry and nervous that is related on the active of otonom neuro system. It means that the anxiety of students in speaking, especially in conveying opinions. It happened on specific condition that can be dangerous for students. Second, trait anxiety. It influences of reflection from the old experiences in some conditionthat can determine the different of individual.

Foreign language anxiety is defined by some authors as “a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language”. Horwitz et. al., (1986) discussed foreign language anxiety as a distinct complex of self-perception, beliefs, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

English speaking anxiety is a feel of nervous, afraid, doubt when she or he answers questions in English lesson. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Students that are in anxiety having low-confident,

embarrassment, shaky voice, rapid heartbeat, sweating, difficulty in speaking, dizziness, feeling weak and afraid of being laughed.

The Factors Affecting English Speaking Anxiety

Problem anxiety may be caused by a mental condition, a physical condition, and the effects of drugs or from a combination of these. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation. Environmental factors that are known to cause several types of anxiety include:

- a. Trauma from events such as abuse, victimization, or the death of a loved one
- b. Trauma Stress in a personal relationship, marriage, friendship, and divorce
- c. Stress at work
- d. Stress from school
- e. Stress finances and money
- f. Stress from a natural disaster
- g. Lack of oxygen in high altitude areas.

2. Aspects of Speaking Anxiety

Language anxiety is caused by various causes during learning process. The primary sources of language anxiety, stated by Horwitz and Cope (1986) are:

- a. communication apprehension (the fear of communicating with other people),

- b. test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance) or apprehension over academic evaluation,
- c. fear of negative evaluation (worry about how others view the speaker).

3. Communication Apprehension

Communication apprehension arises from someone's "fear and shyness" if they have to communicate with others. In communication apprehension, people usually afraid of oral communication that is about speaking and listening. They will get difficulty to understand what people are saying and to make someone understands what they purpose to say. For example, when the students have to speak English with the teacher in the class, he or she may be anxious and afraid to speak in English or he may not understand what the teacher is saying. Moreover, the students will not feel confidence when they have to say something to the others because they are too afraid to talk with English.

4. Test Anxiety

Wu and Chan (2004) argue that test anxiety can occur when students have poor performance in the previous test. The students develop a negative stereotype about tests and they have irrational perceptions in evaluative situation. It means that test anxiety is related to someone's fear of test-taking situation. The students tend to deal with test anxiety every time they got to face frequent test. Mayer states that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequence from her teacher and parents. He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Physical

symptoms includes shortness of breath, heart palpitations, chest tightening, or sore throat, stomachache, vomiting, or diarrhea, shaky limbs and trembling, headache and body aches. Those symptoms will lose students' concentration on the test material, then they are getting difficult to finish their test because accidentally they forget the material of the test that has been remembered before.

5. Fear of Negative Evaluation

Fear of negative evaluation is the apprehension about other evaluations which may include avoidance of evaluative situation and the expectations that other might evaluate them negatively. Moreover, Young argues that in his survey on students' perspective on anxiety and speaking in the foreign language, many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer. It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others.

6. Personality Traits

Mann (1959) states that personality is the most characteristic integration of an individual structure, mode of interests, behavior, capacities, abilities and attitudes. Jung (1934) adds that personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination. He added that personality has types according attitude of individuals, those are extrovert and introvert.

7. Factors Influencing of Personality

Many factors that affect development of a personality: 1. biological factors. 2. social factors. 3. cultural factors. 4. family factors. 5. situational factors.

Those factor, however, are important to know that many factors that affect development of a personality. The factors will be a significant effect for students personality which encourage the students' English speaking anxiety. Those factors can help the teacher know the different characteristic of each student in the classroom.

RESEARCH METHOD

Quantitative approach was used in this research. Quantitative approach is an approach in research where the data which is produced is in form numeral and the analysis use statistic. The design of this research is descriptive design where we are purposed to give indications, facts, or events systematically and accurately about certain population as stated by Sugiyono (2010).

The population in this research is the fifth grade students of Madrasah Ulumul Qur'an Langsa that consists of 6 classes. Meanwhile, the sample of this research will be taken by using random sampling due to the population of the research are homogenous. The writer will take sample randomly with by choosing only 92 students as the sample by using Slovin formula with margin error 5 percent.

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{120}{1 + 120(5\%^2)}$$

$$n = \frac{120}{1 + 0,30}$$

$$n = \frac{120}{1,30}$$

$$\mathbf{n = 92,30}$$

n = number of samples
N = number of population
e = limit error tolerance (1%, 5%, 10%)

To measure level of foreign language anxiety, the writer used Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986). This scale consists of 33 statements consist of three aspects, such as: *communication apprehension, test anxiety and fear of negative evaluation*. Statements of each instrumentsconsists of two kinds of statements. There are favorable and unfavorable statements. Favorable statement is a statement that support the theory while unfavorable is a statement does not support the theory. These statements are arranged randomly. It is commonly seen as a 5-points scale ranging from “Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree”. Each level in the scale is assigned a numeric value, usually started at 1 and increased by one for each level. It is important that these statements constitute a representative sample of all the possible opinions or attitudes about the object. In this research uses 4-points scale, this done to get accurate answers and to eliminate uncertain.

Table I
Aspects of measurement Foreign Language Anxiety

No.	Aspects	Number Item		Total Item
		Favourable	Unfavourable	
1.	<i>Communication Apprehension</i>	1, 4, 9, 15, 24, 27, 29, 30	14, 18, 32	11
2.	<i>Test Anxiety</i>	3, 6, 10, 12, 16, 17, 20, 21, 25, 26	5, 8, 11, 22, 28	15
3.	<i>Fear of Negative Evaluation</i>	7, 13, 19, 23, 31, 33	2	7

FINDING AND DISCUSSION

In this study, the writer found the result of students' extrovert-introvert personality and their English speaking anxiety. The result of the questionnaires in this study were presented as follow:

1. The result of Extrovert-Introvert Personality

In the total of 92 students who were participants, it was found that the highest extrovert score was (11) and the highest introvert score was (-9).

Table II
The result of Extrovert-Introvert Personality

Students' Number	ED Score	ID Score	Total Score	Qualification
S1	6	-9	-3	leaned to the introvert dimension
S2	6	-9	-3	leaned to the introvert dimension
S3	10	-5	5	leaned to the extrovert dimension

S4	11	-6	5	leaned to the extrovert dimension
S5	4	-11	-7	leaned to the introvert dimension
S6	6	-8	-2	leaned to the introvert dimension
S7	5	-10	-5	leaned to the introvert dimension
S8	5	-10	-5	leaned to the introvert dimension
S9	4	-10	-6	leaned to the introvert dimension
S10	3	-11	-8	leaned to the introvert dimension
S11	3	-10	-7	leaned to the introvert dimension
S12	8	-9	-1	leaned to the introvert dimension
S13	2	-9	-7	leaned to the introvert dimension
S14	2	-11	-9	leaned to the introvert dimension
S15	2	-7	-5	leaned to the introvert dimension
S16	2	-9	-7	leaned to the introvert dimension
S17	4	-8	-4	leaned to the introvert dimension
S18	10	-7	3	leaned to the extrovert dimension
S19	3	-10	-7	leaned to the introvert dimension
S20	5	-6	-1	leaned to the introvert dimension
S21	10	-6	4	leaned to the extrovert dimension
S22	6	-12	-6	leaned to the introvert dimension
S23	4	-10	-6	leaned to the introvert dimension
S24	9	-10	-1	leaned to the introvert dimension
S25	11	-3	8	leaned to the extrovert dimension
S26	9	-3	6	leaned to the extrovert dimension
S27	5	-11	-6	leaned to the introvert dimension
S28	12	-1	11	leaned to the extrovert dimension
S29	5	-6	-1	leaned to the introvert dimension
S30	4	-8	-4	leaned to the introvert dimension
S31	3	-5	-2	leaned to the introvert dimension
S32	8	-11	-3	leaned to the introvert dimension
S33	4	-11	-7	leaned to the introvert dimension
S34	8	-5	3	leaned to the extrovert dimension
S35	10	-4	6	leaned to the extrovert dimension
S36	6	-10	-4	leaned to the introvert dimension
S37	3	-10	-7	leaned to the introvert dimension
S38	2	-11	-9	leaned to the introvert dimension

S39	4	-8	-4	leaned to the introvert dimension
S40	9	-4	5	leaned to the extrovert dimension
S41	5	-7	-2	leaned to the introvert dimension
S42	7	-10	-3	leaned to the introvert dimension
S43	8	-6	2	leaned to the extrovert dimension
S44	11	-4	7	leaned to the extrovert dimension
S45	6	-8	-2	leaned to the introvert dimension
S46	8	-5	3	leaned to the extrovert dimension
S47	10	-6	4	leaned to the extrovert dimension
S48	5	-7	-2	leaned to the introvert dimension
S49	8	-5	3	leaned to the extrovert dimension
S50	5	-11	-6	leaned to the introvert dimension
S51	5	-11	-6	leaned to the introvert dimension
S52	13	-7	6	leaned to the extrovert dimension
S53	8	-5	3	leaned to the extrovert dimension
S54	1	-8	-7	leaned to the introvert dimension
S55	2	-9	-7	leaned to the introvert dimension
S56	5	-9	-4	leaned to the introvert dimension
S57	4	-11	-7	leaned to the introvert dimension
S58	9	-11	-2	leaned to the introvert dimension
S59	4	-10	-6	leaned to the introvert dimension
S60	2	-11	-9	leaned to the introvert dimension
S61	4	-8	-4	leaned to the introvert dimension
S62	6	-10	-4	leaned to the introvert dimension
S63	8	-3	5	leaned to the extrovert dimension
S64	4	-9	-5	leaned to the introvert dimension
S65	7	-9	-2	leaned to the introvert dimension
S66	7	-5	2	leaned to the extrovert dimension
S67	10	-2	8	leaned to the extrovert dimension
S68	8	-7	1	leaned to the extrovert dimension
S69	5	-9	-4	leaned to the introvert dimension
S70	2	-11	-9	leaned to the introvert dimension
S71	4	-10	-6	leaned to the introvert dimension
S72	6	-8	-2	leaned to the introvert dimension
S73	9	-7	2	leaned to the extrovert dimension

S74	6	-4	2	leaned to the extrovert dimension
S75	9	-5	4	leaned to the extrovert dimension
S76	10	-4	6	leaned to the extrovert dimension
S77	7	-11	-4	leaned to the introvert dimension
S78	6	-7	-1	leaned to the introvert dimension
S79	9	-5	4	leaned to the extrovert dimension
S80	5	-9	-4	leaned to the introvert dimension
S81	4	-9	-5	leaned to the introvert dimension
S82	6	-12	-6	leaned to the introvert dimension
S83	3	-11	-8	leaned to the introvert dimension
S84	6	-10	-4	leaned to the introvert dimension
S85	8	-7	1	leaned to the extrovert dimension
S86	11	-6	5	leaned to the extrovert dimension
S87	8	-6	2	leaned to the extrovert dimension
S88	5	-12	-7	leaned to the introvert dimension
S89	4	-7	-3	leaned to the introvert dimension
S90	7	-9	-2	leaned to the introvert dimension
S91	9	-6	3	leaned to the extrovert dimension
S92	4	-9	-5	leaned to the introvert dimension

*ED score: Extrovert Dimension

*ID score: Introvert Dimension

(+) score: leaned to extrovert

(-) score: leaned to introvert

2. The result of Students' English Speaking Anxiety

The total of 92 respondents who fill the English speaking anxiety questionnaire produce varied numbers. The lowest anxiety score obtained by students is 58 and the highest anxiety score is 109. So from the scores obtained by the students, the anxiety experienced by the students can be grouped into several categories including: very low, low, medium, high, and very high.

Table III
The result of Students' English Speaking Anxiety

Students' Number	Total Score	Qualification
S1	93	High
S2	103	High
S3	70	Low
S4	93	Medium
S5	97	High
S6	100	High
S7	88	Medium
S8	74	Low
S9	96	High
S10	97	High
S11	101	High
S12	97	High
S13	99	High
S14	99	High
S15	106	High
S16	90	Medium
S17	101	High
S18	72	Low
S19	63	Medium
S20	78	Medium
S21	84	Medium
S22	58	Low
S23	81	Medium
S24	91	High
S25	82	Medium
S26	101	High
S27	104	High
S28	68	Low
S29	76	Medium

S30	90	Medium
S31	82	Medium
S32	94	High
S33	78	Medium
S34	93	High
S35	79	Medium
S36	96	High
S37	97	High
S38	92	High
S39	82	Medium
S40	66	Low
S41	70	Low
S42	88	Medium
S43	103	High
S44	81	Medium
S45	92	High
S46	92	High
S47	95	High
S48	88	Medium
S49	84	Medium
S50	85	Medium
S51	96	High
S52	79	Medium
S53	92	High
S54	89	Medium
S55	98	High
S56	99	High
S57	86	Medium
S58	95	High
S59	102	High
S60	101	High
S61	86	Medium
S62	93	High
S63	61	Low
S64	95	High

S65	91	High
S66	90	Medium
S67	75	Medium
S68	75	Medium
S69	86	Medium
S70	104	High
S71	95	High
S72	109	Very High
S73	93	High
S74	68	Low
S75	76	Medium
S76	78	Medium
S77	98	High
S78	108	Very High
S79	86	Medium
S80	105	High
S81	95	High
S82	91	High
S83	100	High
S84	93	High
S85	62	Low
S86	98	High
S87	87	Medium
S88	97	High
S89	98	High
S90	94	High
S91	84	Medium
S92	70	Low

Table IV
Description of Data

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Personality	92	1.00	2.00	1.6739	.04914	.47135
Anxiety	92	2.00	5.00	3.4348	.07620	.73086
Valid N (listwise)	92					

Based on the table above, it showed that the value of mean (the average values) of the data are 1,6739 for the personality and 3,4348 for the anxiety. The value of minimum score are 1 for the personality and 2 for the anxiety. The value of maximum score are 2 for the personality and 5 for the anxiety. Then, the value of standard deviation are 0,47135 for the personality and 0,73086 for the anxiety. To describe the result of this research in detail, the writer present and analysis the data in the following steps:

1. Analysis of Extrovert and Introvert Personality

The percentage of extrovert dimension (ED) of personality, the writer used this formula:

$$P = \frac{Fx}{N} \times 100\%$$

$$P = \frac{30}{92} \times 100\%$$

$$P = 32,6\%$$

And the percentage of introvert dimension (ID) of personality used formula:

$$P = \frac{Fx}{N} \times 100\%$$

$$P = \frac{62}{92} \times 100\%$$

$$P = 67,4\%$$

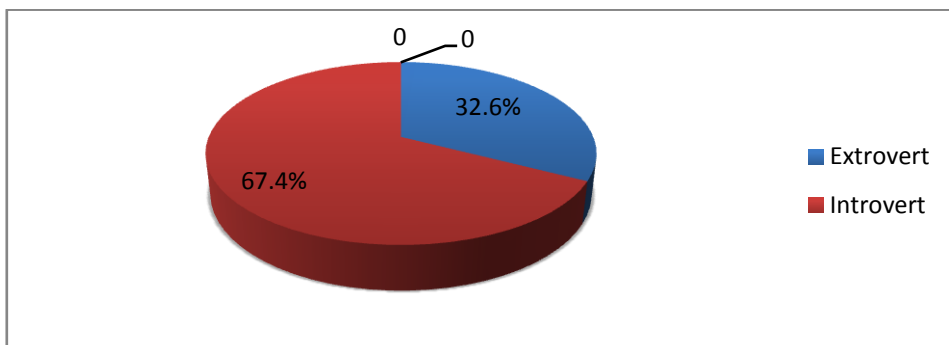
Table V

Rate Percentage and Frequency of Students' Personality

No.	Category	Frequency (f)	Percentage (%)
1.	Extrovert	30	32,6
2.	Introvert	62	67,4
Total		92	100

Figure I

The Percentage Scores of Personality



Referring to the computation, the percentage of students who exhibit each dimension of personality from the highest to the lowest; they are

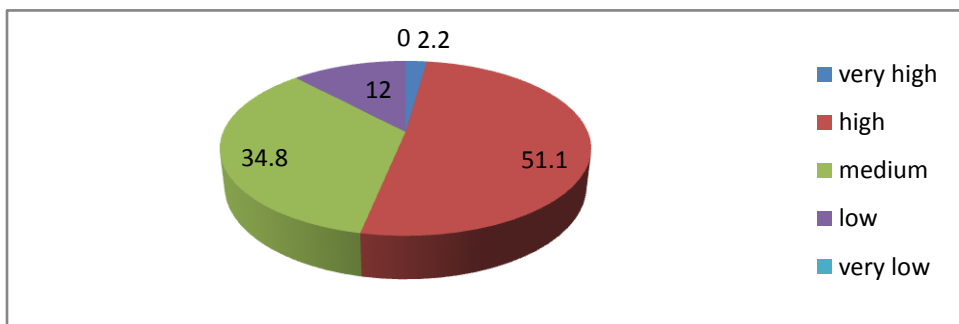
introvert dimension (ID) of personality 67,4% and extrovert dimension (ED) of personality 32,6 %.

2. Analysis of English Speaking Anxiety

The result of English Speaking Anxiety level divided into five categories. There were 11 students or 12 % in low level, 32 students or 3,8 % in medium level, 47 students or 51,1 % in high level, 2 students or 2,2 % in very high level and there is no one in very low level of the English speaking anxiety. Percentage of the data present in diagram bellow:

Figure II

The Percentage Scores of English Speaking Anxiety



Hence, it can be concluded that the level of the seventh grade students of Madrasah Aliyah Ulumul Qur'an Langsa in English speaking anxiety were high.

The finding revealed that there were eleven (12%) students in low level, thirty two (34%) students in medium level, forty seven (51,1%) students in high level , two (2,2%) students in very high level of the English speaking anxiety. Based on the result, the level of English speaking anxiety of

the seventh grade students in Madrasah Aliyah Ulumul Qur'an Langsa were high.

Based on the research statements, it had gotten additional information from the samples. Most of participants said that they were studying English since in Elementary school. Fifty one (54,34%) students said that they were never speak in large group such as speech contest. They said that they were nervous, unconfident and embarrassed. Most of the participants responded that they were very concern about having to speak in front of the class. While the other said that they started to be panic when they have to speak English as they worried about the mistake he/she made. Horwitz et. al. (1986) noted that students are very self-conscious about speaking foreign language in front of the others students, those feeling often lead to fear or even panic. Moreover, according to them, difficulty in speaking in dyads or groups in public are all manifestation of the aspect of anxiety that is communication apprehension

Relatively, from the sixty two students who possessed the introvert dimension of personality, their English speaking anxiety level ranged very high is two students, high is thirty nine students, medium is seventeen students, and low is four students. Then, the extrovert personality dimensions whom possessed by thirty students, the level of English speaking anxiety ranged high is eight students, medium is fifteen students, and low is seven students.

The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented, Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening

difficult and need to talk to work out their ideas. According to Purwanto (2007), these introvert students tended to enjoy reading, lectures, and written over oral work. They preferred to work independently and need time for internal processing. They enjoyed listening to others talk about a topic while privately processing the information. Introverts may encounter difficulty with instructors who speak quickly without allowing time for mental processing. They are often uncomfortable in discussion groups, may find it difficult to remember names, and hesitate to speak up in class.

Purwanto (2007) stated that the extrovert students love to talk, participate, organize, and socialize. They are people of action and therefore can be impatient with slow, tedious jobs and complicated procedures. They prefer to figure out things while they are talking. The extrovert students work best in classrooms that allow time for discussion, talking or working with a group. Since they are action oriented, Extrovert students do well with activities involving some type of physical activity. As they are pulled into social life, they may find it difficult to settle down, read, or concentrate on homework. They sometimes find listening difficult and need to talk to work out their ideas.

CONCLUSION

The writer would like to point out some conclusions. First, from the English speaking anxiety result, students' English speaking anxiety is high level range. Secondly, introvert is the dominant personality dimension possessed by the students. The students' English speaking anxiety based on personality traits at the fifth grade students of Madrasah Ulumul Qur'an Langsa caused by students' belief, incomprehensible input, scare to be laughed by other and speaking in front of the class, lacks of preparation for

the speaking test/lesson. The teacher or lecturer should also try to accommodate and facilitate the students based on their preferred learning styles.

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