REFERENCES

- Abbasi, S. G., Alaghbari, M. A., Abbas, M., Beshr, B., & Al-Ghazali, B. M. (2023). Openness to Experience and Creativity: The Role of Promotion Focus. *Cogent Business and Management*, 10(3). https://doi.org/10.1080/23311975.2023.2238390
- Ali, R. M., & Juwita, M. (2020). Enhancing EFL Students' Soft and Hard Skills through Blended Learning Activities.
- Ariana, S. M. (2009). *SOME THOUGHTS ON WRITING SKILLS*. http://people.uncw.edu/tanp/writingwell.html
- Arrichzy, M. I. (2024). THE LANGUAGE LEARNING STRATEGIES IN INTERNATIONAL CLASS BATCH 2021 AT ENGLISH EDUCATION STUDY PROGRAM JAMBI UNIVERSITY A THESIS ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION.
- Banisaeid, M., & Huang, J. (2015). The role of motivation in self-regulated learning and language learning strategy: In the case of Chinese EFL learners. *International Journal of Applied Linguistics and English Literature*, 4(5), 36–43. https://doi.org/10.7575/aiac.ijalel.v.4n.5p.36
- Bates, T. C., Enkhbat, T., Gray, E., Lee, J., & Zakharin, M. (2023). How to get things done: Tight linkage of conscientiousness with twelve mechanisms of Goal Setting Theory. *Personality and Individual Differences*, 214, 112331. https://doi.org/10.1016/J.PAID.2023.112331
- Baylon, G., Orge, L. L., & Galigao, R. P. (n.d.). The Impact of Personality Traits on Academic Success: A Comparative Study Across Educational Contexts.
- Boroujeni, A. A. J., Roohani, A., & Hasanimanesh, A. (2015). The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing Ability. *Theory and Practice in Language Studies*, 5(1), 212. https://doi.org/10.17507/tpls.0501.29
- Byrne, J., & Humble, A. M. (2007). An Introduction to Mixed Method Research.
- Creswell, J. W., & Creswell, D. J. (2018). Research Design: Qualitative, Quantitative, Mixed Method Approaches. In *Writing Center Talk over Time:* A Mixed-Method Study. https://doi.org/10.4324/9780429469237
- De Raad, B. (2000). *The Big Five Personality Factors: The psycholexical approach to personality*. https://www.researchgate.net/publication/232576768
- 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., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. In *Frontiers in Psychology* (Vol. 10, Issue SEP). Frontiers Media S.A. https://doi.org/10.3389/fpsyg.2019.02128
- Dewaele, J. M., & Furnham, A. (2000). Personality and speech production: a pilot

- study of second language learners. *Personality and Individual Differences*, 28(2), 355–365. https://doi.org/10.1016/S0191-8869(99)00106-3
- Diener, E., & Lucas, E. R. (2025). Personality Traits. In *Noba Textbook Series: Psychology* (pp. 278–296). DEF Publishers / Noba Project. https://nobaproject.com/modules/personality-traits
- Eysenck, H. J. (1963). Biological Basis of Personality.
- Eysenck, H. J. ., & Eysenck, H. (2017). *Dimensions of personality*. Routledge, Taylor & Francis Group.
- Furnham, A., Chamorro-Premuzic, T., & McDougall, F. (2003). Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance. *Learning and Individual Differences*, 14(1), 47–64. https://doi.org/10.1016/J.LINDIF.2003.08.002
- Ghanpachi, Z., Khajavy, G. H., & Asadpour, S. F. (2011). L2 Motivation and Personality as Predictors of the Second Language Proficiency: Role of the Big Five Traits and L2 Motivational Self System L2 Motivation and Personality as Predictors of the Second Language Proficiency: Role of the Big Five Traits and L. 7(6), 1–9. https://doi.org/10.3968/j.css.1923669720110706.030
- Hadiyanto, Fajaryani, N., Wulandari, B. A., Volya, D., & Fadlaini. (2023). Developing EFL Students' 21st Century Skills Through Flipped Learning and Field Study (pp. 131–137). https://doi.org/10.2991/978-2-38476-020-6 14
- Hadiyanto, H. (2019). Enhancing Students' Core Competencies by Applying Blended Cooperative E-learning (BCeL) in Teaching and Learning Process.
- Hasan, S., & Yulianti, N. (2018). *Introversion Personality and Students' Reading Comprehension* (Vol. 4, Issue 2).
- Jacob, C. (1988). Statistical Power Analysis for the Behavorial Science (Vol. 17).
- John, O., & Srivastava, S. (1999). The Big Five Trait taxonomy: History, measurement, and theoretical perspectives.
- Kafryawan, W. (2020). The Influence of Extroversion Personality towards EFL Learners' Writing Skills ARTICLE HISTORY (Vol. 2, Issue 3). https://journal.unilak.ac.id/index.php/UTAMAX/
- Kendra, C. (2013). What Is Personality? 6751342.
- Khabooshan, H. S., & Saeedirad, M. A. (n.d.). Exploring the Relationship between EFL Learners' Personality Types and Writing Anxiety 1. In *MEXTESOL Journal* (Vol. 46, Issue 3).
- Khairunnisa, S. (2021). CORRELATION AMONG BIG FIVE PERSONALITY TRAITS, READING HABIT, AND WRITING SKILL OF THE 5 th SEMESTER STUDENTS OF ENGLISH EDUCATION SRIWIJAYA.
- Khodaverdian Dehkordi, M., Jabbari, A. A., & Mazdayasna, G. (2021). Examining the Association of Grit Profiles With Big Five Personality and Achievement Among Iranian Foreign Language Learners. *Frontiers in Psychology*,

- 12(December), 1–9. https://doi.org/10.3389/fpsyg.2021.801844
- Komarraju, M., Karau, S. J., Schmeck, R. R., & Avdic, A. (2011). The Big Five personality traits, learning styles, and academic achievement. *Personality and Individual Differences*, 51(4), 472–477. https://doi.org/10.1016/J.PAID.2011.04.019
- Landis, J. R., & Koch, G. G. (1977). The Measurement of Observer Agreement for Categorical Data (Vol. 33, Issue 1).
- Lee Wright, L. (2008). A Comparison of Big Five and Narrow Personality Traits In A Comparison of Big Five and Narrow Personality Traits In Relation to Academic Performance Relation to Academic Performance. https://trace.tennessee.edu/utk_graddiss
- MacIntyre, P. D., & Blackie, R. A. (2012). Action control, motivated strategies, and integrative motivation as predictors of language learning affect and the intention to continue learning French. *System*, 40(4), 533–543. https://doi.org/10.1016/j.system.2012.10.014
- Maghsoudi, M. (2013). Investigating the Effect of Big Five Personality Traits in Iranian EFL Bilingual Learners. *International Journal of Language and Linguistics*, *I*(1), 26. https://doi.org/10.11648/j.ijll.s.20130101.15
- McCrae, R. R., Costa, P. T., & Martin, T. A. (2005). The NEO-PI-3: A more readable Revised NEO Personality Inventory. *Journal of Personality Assessment*, 84(3), 261–270. https://doi.org/10.1207/s15327752jpa8403 05
- Natasha, H. (2018). THE CORRELATION BETWEEN STUDENTS' PERSONALITY TRAITS AND THEIR WRITING ABILITY (Vol. 4, Issue 1).
- Nurtamami, I., Wahidah, F. R., & Na'imah, T. (2023). Conscientiousness and academic stress among thesis-writing students. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 4(2), 78–90. https://doi.org/10.21831/progcouns.v4i2.65330
- Primis, H. (1976). Psychology. http://www.primisonline.com
- Qanwal, S., & Ghani, M. (2019). Relationship Between Introversion/Extroversion Personality Trait and Proficiency in ESL Writing Skills. *International Journal of English Linguistics*, 9(4), 107. https://doi.org/10.5539/ijel.v9n4p107
- Revola, Y. (n.d.). An Analysis of Writing Achievement Among Personality Type At The Third Semester Students of English Department IAIN Bengkulu.
- Rizqi, I. A. (2024). THE INFLUENCE OF PERSONALITY ON STUDENTS' ORAL PRESENTATION ABILITY IN SPEAKING CLASS.
- Šafranj, J., & Zivlak, J. (2019). Effects of big five personality traits and fear of negative evaluation on foreign language anxiety. *Croatian Journal of Education*, 21(1), 275–306. https://doi.org/10.15516/cje.v21i1.2942
- Salih, G. (n.d.). Survey as a Quantitative Research Method.
- Sitorus, J., Anas, N., & Waruhu, E. (2019). Creative thinking ability and cognitive knowledge: Big Five personality. *REID (Research and Evaluation in*

- Education), 5(2), 85–94. https://doi.org/10.21831/reid.v5i2.22848
- Staller, N., Randler, C., Weigel, M., & Schredl, M. (2023). Chronotype and sensory-processing sensitivity: A cross-sectional survey. *Chronobiology International*, 40(6), 725–733. https://doi.org/10.1080/07420528.2023.2204158
- Thabran, Y., Efriza, D., & Heryanti, R. (2021). Making Sense of Collaborative Writing: A Student-Experience-Based Perspective. *Scope: Journal of English Language Teaching*, 5(2), 113. https://doi.org/10.30998/scope.v5i2.8549
- 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. https://doi.org/10.3389/fpsyg.2023.1065554
- Watson, R. (2015). Nursing Standfard Quantitative research.
- Wiyaka, W. (2020). Online backchannel as a formative assessment in improving writing skills.
- WRITTEN COMMUNICATION RUBRIC. (n.d.).
- Yelia, Y., & Efriza, D. (2021). The Effectiveness of Online Game on Students Vocabulary Enrichment. http://sites.google.com/view/mkduengunja/home/vocab
- Yu, Y., Zhao, Y., Li, D., Zhang, J., & Li, J. (2021). The Relationship Between Big Five Personality and Social Well-Being of Chinese Residents: The Mediating Effect of Social Support. *Frontiers in Psychology*, 11. https://doi.org/10.3389/fpsyg.2020.613659
- Zaswita, H., & Ihsan, R. (2020). The Impact of Personality Types on Students' Writing Ability. *JPI (Jurnal Pendidikan Indonesia)*, 9(1), 75. https://doi.org/10.23887/jpi-undiksha.v9i1.21101
- Zoltan, D. (n.d.). The Psychology of the Language LearnerIndividual Differences in Second Language Acquisition.
- Zoltán, D., & Stephen, R. (2013). The psychology of the infant. In *The Psychology of the Infant*. https://doi.org/10.4324/9781315009483