

PERSONALITY TRAITS AND READING STRATEGY USE IN EFL LEARNING

Agus Budiarte^{1*}, I Wayan Putra Adi Subawa², Ida Bagus Gde Phalaguna³

UHN I Gusti Bagus Sugriwa Denpasar^{1,2,3}

(agusbudiarte43@gmail.com^{1*}, iwynputraadisubawa@gmail.com², ibphalaguna@gmail.com³)

ABSTRACT

This study investigated the relationship between personality traits and reading strategy use among early-stage EFL learners. Employing a quantitative correlational design, the study involved 21 second-semester English education students. Data were collected using the Big Five Inventory (BFI) and the Survey of Reading Strategies (SORS), and analyzed using Pearson Product–Moment correlation. The findings revealed that personality traits influence reading strategy use selectively. Among the five traits, Agreeableness emerged as the most consistent and significant predictor across global, problem-solving, and support strategies. In contrast, Conscientiousness and Neuroticism were significantly associated only with problem-solving strategies, indicating the role of both cognitive control and emotional factors in handling reading difficulties. Extraversion and Openness did not show significant relationships with any strategy type. These results suggest that social and interpersonal characteristics play a more prominent role than other personality dimensions in shaping strategic reading behavior. The study highlights the importance of considering individual differences in reading instruction and recommends integrating strategy-based and learner-centered approaches in EFL classrooms. Future research is encouraged to involve larger samples and explore additional variables to gain deeper insights into the relationship between personality and language learning strategies.

Keywords: personality traits, reading strategies, EFL learners

KEPRIBADIAN DAN PENGGUNAAN STRATEGI MEMBACA PADA PEMBELAJARAN EFL

ABSTRAK

Penelitian ini bertujuan untuk mengkaji hubungan antara kepribadian dan penggunaan strategi membaca pada pembelajar EFL tahap awal. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 21 mahasiswa semester dua program studi pendidikan bahasa Inggris. Data dikumpulkan menggunakan Big Five Inventory (BFI) dan Survey of Reading Strategies (SORS), kemudian dianalisis menggunakan korelasi Pearson Product–Moment. Hasil penelitian menunjukkan bahwa kepribadian memengaruhi penggunaan strategi membaca secara selektif. Di antara lima dimensi kepribadian, Agreeableness merupakan prediktor yang paling konsisten dan signifikan terhadap seluruh jenis strategi membaca, yaitu strategi global, problem-solving, dan support. Sementara itu, Conscientiousness dan Neuroticism hanya berhubungan signifikan dengan strategi problem-solving, yang menunjukkan peran faktor kognitif dan emosional dalam mengatasi kesulitan membaca. Extraversion dan Openness tidak menunjukkan hubungan yang signifikan dengan strategi membaca. Temuan ini mengindikasikan bahwa karakteristik sosial dan interpersonal memiliki peran yang lebih dominan dibandingkan dimensi kepribadian lainnya dalam membentuk perilaku membaca strategis. Penelitian ini menekankan pentingnya mempertimbangkan perbedaan individu dalam pembelajaran membaca serta merekomendasikan penerapan pendekatan berbasis strategi dan berpusat pada peserta didik dalam kelas EFL. Abstract.

Kata Kunci: Kepribadian, Strategi Membaca, Pelajar EFL

INTRODUCTION

Reading is widely recognized as one of the vital skills that develop a student's ability to get information, build comprehension, and acquire knowledge in different academic disciplines. It helps learners develop understanding, expand vocabulary, and develop critical thinking (Martina et al., 2023). Students connect new information with prior knowledge through reading, which improves their language proficiency. According to (Mahmood, 2022) reading has an important function in the teaching-learning processes because it supports grammatical structures, text organization, and real-life language patterns that contribute to communicative competence. The ability to develop an effective reading comprehension skill enables the learners to process texts more effectively and accurately (Abdurrahman & Maghfiroh, 2023). Reading provides the learners with meaningful exposure to vocabulary, structures, and features of discourse that enhance linguistic accuracy and fluency (Abdurrahman & Maghfiroh, 2023). Inasmuch as reading cannot be separated from other language skills (Nurdianingsih, 2021), it thus becomes an essential ingredient of language learning.

However, efficient reading comprehension does not come about of its own accord. Students need to use appropriate reading strategies if they are to make sense of texts

efficiently. Reading strategies assist learners in predicting the content, using key ideas, monitoring comprehension, and solving problems arising in the text (Ghafournia, 2023). Skimming, scanning, summarizing, making predictions, and rereading allow students to adapt their approach according to the purpose of reading and the complexity of the text. Some studies have indicated that not only does the use of effective strategies enhance comprehension, but it also promotes autonomy and motivation in learning (Al-Kalefawi & Al-Amrani, 2021). With the development of digital technologies, students also have been provided with online reading platforms that support the use of strategies and engagement (M et al., 2024). Researchers have found that successful EFL learners use various strategies like previewing, guessing, summarizing, rereading, and discussing with peers to comprehend texts better (Martina et al., 2023). Other studies present evidence that students are prone to using both bottom-up and top-down strategies, depending on the level of text difficulty (Nadea et al., 2021). Throughout many studies, high-achieving EFL learners have frequently used global, problem-solving, and support strategies. However, its frequency and flexibility vary according to proficiency level (Efendi et al., 2024; Noviabahari et al., 2023; Nuzulianti, 2023; Pratiwi et al., 2024). These studies therefore establish the fact that the use of

reading strategies is varied and multiple factors relating to learners are influential.

Among the factors that have a strong influence on learners in the choice of their strategy are personality traits. Research supports that among successful language learners, in most cases, it has been extrovert, thinking, and judging traits, which helped them plan, make decisions, and participate actively (Amalia & Aridah, 2021). Personality can influence a range of linguistic skills: for example, extroverts perform better in speaking, while introverts perform better in reading (Jialing, 2019). Other researches show that personality is important in shaping language learning strategy use, such as different personality traits corresponding to memory, cognitive, metacognitive, affective, and social strategies (Kakamad et al., 2024a). Thus, personality is connected with speaking ability, preference to translation strategy, and learning styles (Khotimah & Saputri, 2022; Navidinia et al., 2021; Thi & Thuy, 2025). Though some papers report only weak correlations (Rahmi et al., 2025), personality contributes to students' academic performance, motivation, and achievement (Safitri & Suryadi, 2024; Zaswita & Ihsan, 2020; Zhang et al., 2013).

More recently, studies have started to investigate how personality influences reading strategy use in particular. Research on personality and reading has developed gradually. For example, (Nurteteng, 2018a)

found that extroverted students leaned towards global strategies, while introverts liked problem-solving strategies. Along the same line, (Anggraini et al., 2022) found that in online reading environments, introverted learners relied more on global strategies, whereas extroverted learners used socio-affective strategies more frequently. (Kaforina et al., 2023a) reported that conscientious students demonstrated stronger reading attitudes and more consistent use of global reading strategies. Finally, most recently, (Anugrah et al., 2025) reported that introvert personality was not significantly correlated with reading comprehension, which may suggest that personality influences strategy use rather than comprehension results directly.

Although many studies have independently investigated reading strategies and personality traits, and some have even pointed out the relationships between certain personality types and the strategies students use, few studies have specifically focused on first-semester English education students. Many previous studies have targeted junior high, senior high, or university students in general, without any specific consideration of how beginning EFL learners in teacher-training programs use reading strategies and how their personality traits shape those choices. Furthermore, most of the previous studies have looked at either comprehension outcomes or general strategy use; thus, more

direct research on how personality influences the choice of reading strategies among early-stage EFL learners is still required. This study is necessary to investigate the relationship between students' personality traits and their use of reading strategies within the context of first-semester English Education students. The understanding of such a relationship will further assist educators in designing learning activities, reading instruction, and strategy training that match the individual characteristics of learners. The expected findings will contribute theoretically to the study of learner differences and practically to improving reading instruction in EFL settings.

RESEARCH METHOD

The study employed a quantitative correlational design to analyze the relationship between the students' personality traits and their reading strategies in an EFL context. This method has been chosen because it helps measure naturally occurring variation without manipulation. It also determines whether significant association exists between the two variables. The study participants were 20 second semester of the English education students of UHN I Gusti Bagus Sugriwa selected by total (or purposive) sampling through the criteria of being active students, still in the early student stage, and being willing to take part. Data were collected through two instruments; the Big Five Inventory (BFI) measuring the

personality traits (Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and Survey of Reading Strategies (SORS) measuring Global, Problem-Solving and Support Strategies. Both the instruments were administered via Google Forms using a five-point Likert scale (Joshi et al., 2015). Through the application of descriptive statistics, they were able to identify general tendencies, while the use of inferential statistics, specifically the Pearson Product-Moment correlation (or Spearman Rank for non-normal data), allowed them to examine the strength of the relationship and the significance of the relationship between variables at a significance level of $p < 0.05$.

RESULT AND DISCUSSION

Result

Table 1. Correlation between BFI Traits and Global Reading Strategies (GLOB)

BFI Trait	r (Pearson)	Sig. (2-tailed)	N	Interpretation
Extraversion	0.041	0.860	21	Not significant
Agreeableness	0.495	0.023	21	Significant (moderate)
Conscientiousness	0.283	0.213	21	Not significant
Neuroticism	0.182	0.429	21	Not significant
Openness	0.257	0.260	21	Not significant

According to the results of correlation analysis, Agreeableness is the only personality trait that is positively correlated

with GLOB ($r = 0.495$, $p < 0.05$). Hence, there is a moderately strong positive association between these variables, which implies that individuals with such personality traits as cooperativeness and empathy are likely to use global reading strategies. On the other hand, it was found out that Extraversion is not significantly correlated with GLOB ($r = 0.041$, $p = 0.860$). Thus, social activity and extroversion do not influence one's choice of global reading strategies. Consequently, it can be concluded that such personality traits as Conscientiousness ($r = 0.283$, $p = 0.213$), Neuroticism ($r = 0.182$, $p = 0.429$), and Openness ($r = 0.257$, $p = 0.260$) are not significantly correlated with GLOB, which means that they do not affect the way students choose global reading strategies.

Table 2. Correlation between BFI Traits and Problem-Solving Reading Strategies (PROB)

BFI Trait	r (Pearson)	Sig. (2-tailed)	N	Interpretation
Extraversion	-0.114	0.621	21	Not significant
Agreeableness	0.586	0.005	21	Significant (strong)
Conscientiousness	0.467	0.033	21	Significant (moderate)
Neuroticism	0.459	0.036	21	Significant (moderate)
Openness	0.301	0.185	21	Not significant

According to the correlation analysis, three personality traits – Agreeableness, Conscientiousness, and Neuroticism – display significant correlations with the variable of

interest – Problem-Solving Reading Strategies (PROB). In particular, the highest correlation coefficient ($r = 0.586$) was obtained for the variable Agreeableness. Hence, it is possible to state that students displaying cooperative and socially oriented personalities tend to be involved in problem-solving reading strategies while facing challenges. Moreover, the second variable Conscientiousness also displays significant correlation ($r = 0.467$) with the dependent variable PROB. In other words, disciplined learners tend to utilize problem-solving reading strategies to understand the texts. Finally, the third variable Neuroticism displays positive moderate correlation ($r = 0.459$) with the variable PROB. It implies that anxious students use problem-solving reading strategies to cope with challenges while understanding the texts. At the same time, the variables Extraversion ($r = -0.114$) and Openness ($r = 0.301$) do not demonstrate any significant correlations with the dependent variable PROB.

Table 3. Correlation between BFI Traits and Support Reading Strategies (SUP)

BFI Trait	r (Pearson)	Sig. (2-tailed)	N	Interpretation
Extraversion	0.167	0.470	21	Not significant
Agreeableness	0.631	0.002	21	Significant (strong)
Conscientiousness	0.118	0.610	21	Not significant
Neuroticism	0.141	0.542	21	Not significant
Openness	0.140	0.546	21	Not significant

According to the correlation analysis, it can be concluded that only Agreeableness is

significantly correlated with Support Reading Strategies (SUP) ($r = 0.631, p < 0.01$). It means that there is a strong positive correlation between the personality trait and the reading strategy under investigation. In other words, individuals who are more cooperative, helpful, and sociable will employ support reading strategies, including taking notes, referring to books or articles, and asking for help from other people.

By contrast, Extraversion ($r = 0.167, p = 0.470$), Conscientiousness ($r = 0.118, p = 0.610$), Neuroticism ($r = 0.141, p = 0.542$), and Openness ($r = 0.140, p = 0.546$) show no significance in their correlations, which indicates that these personality traits have no substantial impact on the support reading strategies in this case.

Discussion

This research focused on the link between personality traits and reading strategies used by early-level EFL learners. The study results have indicated that personality traits affect the use of reading strategies to some extent; yet, Agreeableness appears to be the most prominent factor influencing the use of global (GLOB), problem-solving (PROB), and support (SUP) strategies. These findings shed additional light on the impact of personal traits on the development of effective reading strategies within an EFL environment.

To begin with, the consistent correlation between Agreeableness and GLOB, PROB,

and SUP strategies highlights the fact that individuals, who are more cooperative, empathic, and sociable, show a higher tendency to adopt reading strategies. As shown by the previous research, e.g. by (Kakamad et al., 2024b), the use of social and cognitive learning strategies depends on various personal traits. For example, agreeable EFL learners exhibit an increased willingness to use external help during reading, apply more support strategies, and show their willingness to engage in collaborative learning activities. Therefore, it can be assumed that reading is not a purely individual cognitive process but may involve social interactions as well. Therefore, students with higher Agreeableness may benefit from environments that encourage discussion, peer support, and interactive reading tasks.

Secondly, the study results indicate that the Problem-Solving Strategies (PROB) strategy is affected by several personality factors, including Agreeableness, Conscientiousness, and Neuroticism. It implies that the application of problem-solving strategies depends significantly on personal characteristics more than global and support strategies do. The existence of a correlation between Conscientiousness and PROB implies that students who have organized, disciplined, and goal-directed personality features use well-developed strategies to solve problems with the process of reading. Such

conclusions align with those made by (Kaforina et al., 2023b).

Surprisingly, Neuroticism is also positively correlated with strategy usage, suggesting that anxious or emotionally sensitive students might utilize strategies as a tool to cope with their comprehension problems. Thus, the influence of affective factors in provoking strategic behavior may be proven since learners will try to regulate their comprehension in case of uncertainties while reading. This conclusion supports (Brown, 2000) hypothesis about the importance of affective factors in foreign language learning process.

On the contrary, GLOB strategies were found to correlate with Agreeableness only, while other personality factors did not show a statistically significant relation. This observation might imply that global reading strategies, such as previewing, predicting, and determining reading goals, are rather independent from individual personality characteristics but can be explained through the influence of instructional procedures and students' previous reading experiences. Nevertheless, this observation contradicts the findings of some previous researchers, including (Nurteteng, 2018) who stated that extroverted readers prefer global reading strategies. However, no significant correlation between GLOB strategies and Extraversion was observed in the current research.

Likewise, there was no observed association between Openness to experience and reading strategies. This finding may be surprising since openness is usually associated with curiosity and cognitive activity. However, it may be explained by the fact that the students who participated in this research still had not reached their full potential as learners and, therefore, might not show their personality traits at full strength through their reading strategy behavior. In addition, the low number of participants in this study ($n = 21$) also may be responsible for a lack of significant associations.

Thus, this study confirms the theory that personality traits can impact the choice of reading strategies used, although in a selective manner. While all five tested traits seem to be associated with some specific type of reading strategy, only three of them showed a strong correlation with one another. More precisely, Agreeableness is related to cognitive and social strategies, while Conscientiousness and Neuroticism affect problem-solving behaviors. There are clear pedagogical implications that arise from the findings presented above. Given the diversity of personality profiles among students, teachers need to employ different teaching methods based on the personality profiles of the students. Students with high levels of agreeableness can engage in group reading tasks, while students with high conscientiousness can engage in problem-

solving tasks. However, teachers should guide students to cope with the challenges of reading tasks to overcome any reading anxiety issues they may experience.

Overall, the study is significant to the extant literature given that it focuses on early EFL learners enrolled in a teacher training program. There are not many studies that focus on early EFL learners enrolled in teacher training programs. Therefore, there is a need to further investigate the influence of individual differences and other factors on the strategic reading behavior of early EFL learners.

CONCLUSIONS

The current study examined the link between personality traits and EFL learners' use of reading strategies at an early stage of learning English. According to the findings obtained during this investigation, personality traits selectively impact on the use of various reading strategies by EFL learners. Of the five main dimensions of the Big Five personality model, Agreeableness demonstrated to have the greatest influence on all types of reading strategies (global, problem-solving, and support strategies).

Moreover, problem-solving strategies seem to be determined by the interaction between different personality traits (including Agreeableness, Conscientiousness, and Neuroticism). This implies that in addition to being determined by cognitive processes,

problem-solving strategies are also affected by affective regulation. On the contrary, global and support strategies depend on Agreeableness only, but not on other personality traits considered.

In general, the findings obtained during this research indicate that although personality traits do not impact on all reading strategies equally, they play a role in the process. In particular, students with higher level of Agreeableness (which is characterized by empathy and cooperation) use various reading strategies more actively than others.

ACKNOWLEDGEMENT

The author wishes to extend his sincerest appreciation to the whole Editorial Board of *Suluh Pendidikan* (Educational Sciences Journal) for giving me the chance and valuable criticism that contributed to enhancing the quality of this paper. The author also wishes to thank my peers for their constant encouragement and support while I was writing this paper.

REFERENCES

- Abdurrahman, U., & Maghfiroh, A. (2023). Analysis of English Learners' Strategies in Improving Their Reading Comprehension: A Study of Literature. In *Ana Maghfiroh/*.
- Al-Kalefawi, Z., & Al-Amrani, S. (2021). Enhancing Reading Strategies of Arab EFL Students Using I-CARE Program: A Case Study. *CALL-EJ*, 22, 414-431.

- Amalia, P., & Aridah, A. (2021). Personality of a Good Language Learner: a Case Study in EFL Context. *Vision: Journal for Language and Foreign Language Learning*, 10, 69–82. <https://doi.org/10.21580/vjv10i18146>
- Anggraini, M., Cahyono, B., Anugerahwati, M., & Ivone, F. (2022). *EFL University Students' Reading Strategy Use across Personality Types in Understanding English Online Texts*.
- Anugrah, B., Idayani, A., & Kunci, K. (2025). The Correlation between Introvert Personality and Reading Comprehension at the Sixth Semester Students of English Language Education-FKIP UIR. *English Journal of Indragiri*, 9(1), 204–218. <https://doi.org/https://doi.org/10.61672/eji.v9i1.2892>
- Brown, H. D. (2000). Principles of Language Learning And Teaching. *TESOL Quarterly*, 14. <https://doi.org/10.2307/3586319>
- Efendi, N., Wati, A., Anggrarini, N., & Nurhayati, T. (2024). Investigating Undergraduate Students' Strategies in Reading Comprehension (A Case Study of the English Education Department at Wiralodra University). *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 8(1), 31–41. <https://doi.org/https://doi.org/10.61672/eji.v8i1.2632>
- Ghafournia, N. (2023). *The Importance of Teaching Reading Strategies in Reading Comprehension Process*.
- Jialing, W. (2019). The Relationship Between Learners' Personality Traits and EFL Learning. *Sino-US English Teaching*, 16. <https://doi.org/10.17265/1539-8072/2019.04.001>
- Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7, 396–403. <https://doi.org/10.9734/BJAST/2015/14975>
- Kaforina, M., Jaya, A., & Pgri, S. (2023a). THE STUDENTS' PERSONALITY BASED ON THEIR READING ATTITUDE. *Esteem Journal of English Education Study Programme*, 1(7), 12–23. <https://doi.org/https://doi.org/10.31851/esteem.v7i1.12654>
- Kaforina, M., Jaya, A., & Pgri, S. (2023b). THE STUDENTS' PERSONALITY BASED ON THEIR READING ATTITUDE. *Esteem Journal of English Education Study Programme*, 1(7), 12–23. <https://doi.org/https://doi.org/10.31851/esteem.v7i1.12654>
- Kakamad, K., Mawlud, K., & Hussein Mohammed, M. (2024a). *Personality Traits and Language Learning Strategies among EFL Students*. <https://doi.org/10.24271/PSR.2024.425624.1422>
- Kakamad, K., Mawlud, K., & Hussein Mohammed, M. (2024b). *Personality Traits and Language Learning Strategies among EFL Students*. <https://doi.org/10.24271/PSR.2024.425624.1422>
- Khotimah, H., & Saputri, T. (2022). Correlation Between Introvert-Extrovert Personality and Students' Speaking Ability. *Education and Human Development Journal*, 6, 61–72. <https://doi.org/10.33086/ehdj.v6i3.2416>
- M, A., Asdam, M., & Asdar, A. (2024). Investigating Students' Reading Strategies and Reading Comprehension Through Digital Literacy Environment. *AL-ISHLAH: Jurnal Pendidikan*, 16, 3370–3379. <https://doi.org/10.35445/alishlah.v16i3.5510>
- Mahmood, M. (2022). The Role of Reading in Enhancing EFL Learners' Language Proficiency. *Qalaai Zanist*

- Scientific Journal*, 7, 1230–1258.
<https://doi.org/10.25212/lfu.qzj.7.4.49>
- Martina, F., Susantri, R., Rakhmanina, L., & Martina Rama Susantri, F. (2023). Exploring The Reading Strategies Used By EFL Successful Students. *Journal of English Education and Linguistic*, 7(1), 66–72.
<https://doi.org/https://doi.org/10.32663/edu-ling.v7i1.4164>
- Nadea, A., Jumariati, J., & Nasrullah, N. (2021). Bottom-up or Top-down Reading Strategies: Reading Strategies Used by EFL Students. In *Atlantis Press* (Vol. 587). Atlantis Press.
<https://doi.org/10.2991/assehr.k.211021.005>
- Navidinia, H., Imani, P., & Mobaraki, M. (2021). Exploring the Relationship Between Translation Students' Personality Characteristics and Their Preference for Using Translation Strategies. *Indonesian Journal of Applied Linguistics*, 11.
<https://doi.org/10.17509/ijal.v11i2.23985>
- Noviabahari, J., Palupi, D., & Wulandari, R. (2023). EFL College Students' Reading Strategies for Comprehending Reading Texts. *NOBEL: Journal of Literature and Language Teaching*, 14, 72–83.
<https://doi.org/10.15642/NOBEL.2023.14.1.72-83>
- Nurdianingsih, F. (2021). Teachers' Strategies in Teaching Reading Comprehension. *Project (Professional Journal of English Education)*, 4, 285.
<https://doi.org/10.22460/project.v4i2.p285-289>
- Nurteteng, N. (2018a). “The Students Personality Based on the Reading Strategy used. *Exposure*”: *jurnal pendidikan bahasa inggris*, 7, 192–204.
<https://doi.org/10.26618/exposure.v7i2.1704>
- Nurteteng, N. (2018b). “The Students Personality Based on the Reading Strategy Used.” *Exposure: jurnal pendidikan bahasa Inggris*, 7, 192–204.
<https://doi.org/10.26618/exposure.v7i2.1704>
- Nuzulianti, N. (2023). The EFL Students' Reading Strategies Across Different Reading Academic Texts. *Journal Of Foreign Language Learning and Teaching*, 3, 64–70.
<https://doi.org/10.23971/jfltl.v3i1.6612>
- Pratiwi, I., Regina, R., Wardah, W., Susilawati, E., & Sumarni, S. (2024). Reading Strategies Used By the Students of English Language Education Study Program. *Acitya: Journal of Teaching and Education*, 6, 113–132.
<https://doi.org/10.30650/ajte.v6i1.3790>
- Rahmi, W., Shalehodin, & Edi, W. (2025). The Correlation Between Students' Personality and Students' Speaking Ability. *Didaktika: Jurnal Kependidikan*, 14, 4305–4316.
<https://doi.org/10.58230/27454312.2530>
- Safitri, D., & Suryadi, S. (2024). Effect of Personality and Learning Motivation on Students' English Reading Skills. *ETERNAL (English Teaching Journal)*, 15, 98–105.
<https://doi.org/10.26877/eternal.v15i1.350>
- Thi, N., & Thuy, B. (2025). “The Relationship of EFL Students' Personality Traits and Their Preferred Language Learning Styles.” *International Journal of Multidisciplinary Research and Growth Evaluation*, 6(3), 871–881.
www.allmultidisciplinaryjournal.com
- Zaswita, H., & Ihsan, R. (2020). “The Impact of Personality Types on Students' Writing Ability.” *JPI (Jurnal Pendidikan Indonesia)*, 9, 75.

<https://doi.org/10.23887/jpi-undiksha.v9i1.21101>

Zhang, W., Su, D., & Liu, M. (2013). Personality Traits, Motivation and Foreign Language Attainment. *Journal of Language Teaching and Research*, 4. <https://doi.org/10.4304/jltr.4.1.58-66>