CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter comprises of two aspects; research finding and discussion of the data that the writer collected from Thai students who have been studying at the English department in Muhammadiyah University of Surabaya.

In this study, the writer analyzed the background factors of Thai students' speaking achievement that the data were collected from observing the document of speaking scores, questionnaire and interview. These techniques are used to find out the underlying factors of Thai students' achievement in speaking aspect and to find out the different and how their background factors between student's high and low scores of speaking achievement. For answering the objectives above, the writer used the theories of personality factors that are self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion and introversion. Besides, the writer also applied other theories to answer the research question that are motivation, attitude, language exposure and social situation factors. Hence, this study used 11 factors to answer the aims of this study.

4.1 The Background Factors of Thai Students' Speaking Achievement

The finding of this study is divided into two parts. The first part is to show the background factors result of each participant from collecting the data by giving questionnaire. It consists of 51 questions for answering the research question no.1.Whereas, the second part is the different and how their background factors between students' high and low scores to answer the question no.2 and no.3. The data totally was taken from 5 students who are four females and a male who studied in English department at Muhammadiyah University of Surabaya.

This part is the recapitulation of the background factors of speaking achievement by each person results. The data were taken from the questionnaire, which contains 51 questions to answer the research question no.1. The following are the finding of the background factors of student A in speaking achievement.

Table 1 The Background Factors of Student A In Speaking Achievement

Questions	The Factors	Percentage response of background factors by student A				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
Q. 1-3	Self-esteem	67	33	0	0	0
Q. 4-9	Inhibition	0	0	0	33	67
Q. 10-15	Risk-taking	17	50	33	0	0
Q. 16-19	Anxiety	0	0	25	25	50
Q. 20-23	Empathy	75	25	0	0	0
Q. 24-26	Extroversion	33.34	33.34	33.34	0	0
Q. 27-29	Introversion	0	0	33	67	0
Q. 30-38	Motivation	67	11	22	0	0
Q. 39-41	Attitude (positive)	33	0	67	0	0
Q. 42	Attitude (negative)	0	0	0	0	100
Q. 43-45	Language exposure	0	33	67	0	0
Q. 46-51	Social situation	50	50	0	0	0

Table 1 above illustrates the background factors of student A. The first factor is self-esteem, the highest options student chose is the 'strongly agree' (67%) and 'agree' (33%) of the questions of this factor, while for the inhibition factors the student chose 67% as the 'strongly disagree' and 33% the 'disagree' options. In risk-taking factors, the student chose the options of 'agree' 50% as the highest, and then 17% for 'strongly agree' and 33% for 'natural' options. Other factor like 'anxiety' reaches 50% strongly disagree and each 25% for 'natural' and 'disagree' options. The next factor is empathy, the student mainly chose the 'strongly agree' (75%) as the highest and 'agree' (25%) options, while for the extroversion factors the student preferred each 33.34% for 'strongly agree', 'agree' and 'natural' options. On the other hand, in the introversion factors the student selected the 'disagree' (67%) as the highest and the 'natural' (33%) options of this factor. The other factor is motivation, the student mostly chose the option of 'strongly agree' 67%, and then 11% for 'agree' and 22% for 'natural' options. Other factor like 'attitude' has positive and negative factor questions, the student decided the 'natural' (67%) as the highest and 33% for 'strongly agree' of the positive attitude factors, whereas the negative attitude is totally chosen by student 100% for the option 'strongly disagree'. Then, the student preferred the highest option of 'natural' (67%) and 33% for the 'agree' of this language exposure factors. Lastly, the social situation factor the student selected the same options each 50% for the 'strongly agree' and 'agree' of this questions factor.

From the description above it can be stated that student A has high self-esteem to believe on herself to speak English. She has low inhibition and high risk-taking to be brave in taking a risk to speak English. Besides, the student has low anxiety when she speaks English and has positive empathy to be an open mind to perceive and understand others. It can be seen that she has high extroversion characteristic more than introversion factor. It means that her character may be a part of her achievement. She has very high motivation in learning and speaking English. There are two aspects of the questions on attitude factor, which are positive and negative, the student possesses positive attitude to join and participate the English speaking class and she prefers to speak English. Moreover, she experiences high language exposure factor through many listening or reading English in her daily activities. Finally, she also has positive social situation where she prefers to communicate with friends or lecturers in English that it may make her to get the good impact on speaking achievement.

Table 2 The Background Factors of Student B In Speaking Achievement

Questions	The Factors	Percentage response of background factors by student B				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
Q. 1-3	Self-esteem	0	0	67	33	0
Q. 4-9	Inhibition	17	17	66	0	0
Q. 10-15	Risk-taking	0	0	67	33	0
Q. 16-19	Anxiety	0	75	25	0	0
Q. 20-23	Empathy	50	50	0	0	0
Q. 24-26	Extroversion	0	0	100	0	0
Q. 27-29	Introversion	0	67	33	0	0
Q. 30-38	Motivation	78	22	0	0	0
Q. 39-41	Attitude (positive)	0	33	67	0	0
Q. 42	Attitude (negative)	0	100	0	0	0
Q. 43-45	Language exposure	33.34	33.34	33.34	0	0
Q. 46-51	Social situation	0	16	67	17	0

Table 2 above indicates the background factors of student B. The student chose the 'natural' (67%) as the highest and 33% for the 'disagree' options in self-esteem factors, whereas for the inhibition factor the highest options student chose is the 'natural' (66 %) and each 17% for the 'strongly agree' and 'agree' options. The student decided 67% for the 'natural' as the highest option and 33% for the 'disagree' in risk-taking. In the anxiety factor, the highest student chose is the

'agree' 75% and 15% for the 'natural' options, while the student preferred 50% for each 'strongly agree' and 'agree' options for empathy factors. On the other hand, the student are totally chosen 100% for the option 'natural' in extroversion factors, whereas the introversion factor gets the highest choice, that is 67% for the 'agree' and 33% for 'natural' options. Other factor like 'motivation' obtains 78% for the 'strongly agree' and 22% for the 'agree' options of this questions' factor. Moreover, the attitude factor has positive and negative factor questions, the student selected the 'natural' (67%) as the highest and 33% for 'agree' of the positive attitude factors, whereas the negative attitude is totally decided 100% for the option 'agree' by the student. Besides that, the student preferred each 33.34% for the 'strongly agree', 'agree', and 'natural' options in language exposure factors. While, the social situation factor the highest option is the 'natural' (67%) and then 16% for the 'agree' and 17% for the 'disagree' options.

From the description, it can be illustrated that student B possesses low self-esteem and high inhibition to believe and to be confident on himself in speaking English. Besides that, he gets low risk-taking meaning he has low courage to take a risk like trying to speak English and high anxiety when he has to speak English. Based on the table 2, he has clearly positive empathy towards others, but in contrast, he reaches balance on extroversion and high introversion factors. With these characteristics, he may prefer to keep silent and participate less actively, which may give the negative impact to his speaking achievement. On the positive and negative attitude aspects, there is the controversy phenomenon in student B where he has positive attitude on learning English but he seems less interested to speak English. Then, he possesses high exposure on listening, reading and watching the language to support on his English knowledge, but in contrast, he has negative social situation to be brave in speaking English with others.

Table 3 The Background Factors of Student C In Speaking Achievement

Questions	The Factors	Percentage response of background factors by student C				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
Q. 1-3	Self-esteem	0	0	67	33	0
Q. 4-9	Inhibition	17	33	33	17	0
Q. 10-15	Risk-taking	0	0	50	50	0
Q. 16-19	Anxiety	0	100	0	0	0
Q. 20-23	Empathy	25	50	25	0	0
Q. 24-26	Extroversion	0	0	100	0	0
Q. 27-29	Introversion	67	0	33	0	0
Q. 30-38	Motivation	0	44	56	0	0
Q. 39-41	Attitude (positive)	33	0	67	0	0
Q. 42	Attitude (negative)	0	0	0	0	100
Q. 43-45	Language exposure	0	33	67	0	0
Q. 46-51	Social situation	0	33	67	0	0

Table 3 above displays the background factors of student C. In the self-esteem factor, the student selected the option of the 'natural' (67%) as the highest and 33% for the 'disagree' option of these questions. The next factor is inhibition, the highest options student chose is each 33% for the 'agree' and 'natural' options and then each 17% for the 'strongly agree' and 'disagree' options. The student preferred each 50% for the options of natural and disagree in risk-taking factors, whereas the highest options student selected for the empathy factor is 50% for the 'agree' option and each25% for the 'strongly agree' and 'natural' options. Besides that, the student is completely selected 100% for the 'natural' option in extroversion factors, while for the introversion factor the highest student selected is the 'strongly agree' (67%), and then the 'natural' (33%) options. In motivation factor, the highest option is 56% for the 'natural', and 44% for the 'agree' options of this factor. Other factor like 'attitude' reaches 67% the 'natural' and 33% for the 'strongly agree' options of the positive attitude questions, while the student is totally decided 100% for the option of 'strongly disagree' in the negative attitude. Then, for both of language exposure and social situation factors have the same result options, the highest student preferred for these factors are the 'natural' (67%) and 33% for the 'agree' options of both these questions' factor.

The background factors of student C can be seen that the student has low self-esteem and high inhibition on speaking English. She is also in low risk-taking level illustrating that she takes a less chance to try speaking English, and what is

more, she has high anxiety when she has to speak and present in English. It means that the student is afraid to make mistake and worried on her speaking English. Yet, she attains positive empathy to open mind to talk with others in English. The extro-introversion factors are balance although the introversion is a little bit higher. She possesses high motivation to be able speaking English for getting a good chance on her achievement. Based on the positive and negative attitude aspects, she shows positive attitude in learning English and likes speaking English. It means that she believes that learning English is important and she does not reject to speak English. She has balanced language exposure with many reading, listening and others activities which support her English acquisition and she acknowledges that she has positive social situation.

Table 4 The Background Factors of Student D In Speaking Achievement

Questions	The Factors	Percentage response of background factors by student D				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
Q. 1-3	Self-esteem	33.34	33.34	33.34	0	0
Q. 4-9	Inhibition	0	17	17	66	0
Q. 10-15	Risk-taking	0	50	33	17	0
Q. 16-19	Anxiety	0	0	25	25	50
Q. 20-23	Empathy	0	50	50	0	0
Q. 24-26	Extroversion	67	0	33	0	0
Q. 27-29	Introversion	0	67	33	0	0
Q. 30-38	Motivation	67	0	33	0	0
Q. 39-41	Attitude (positive)	33	67	0	0	0
Q. 42	Attitude (negative)	0	0	0	100	0
Q. 43-45	Language exposure	0	67	33	0	0
Q. 46-51	Social situation	0	33	50	17	0

Table 4 above represents the background factors of student D. The student preferred each 33.34% for the 'strongly agree', 'agree', and 'natural' options in self-esteem factors, while for the inhibition factor, the highest options student decided is the 'disagree' (66%) and each 17% for the 'agree' and 'natural' options. The student selected the option of 'agree' as the highest, and then 33% for the 'natural' and 17% for the 'disagree' options in risk-taking factors. Other factor like 'anxiety', the highest option is the 'strongly disagree' (50%) option and then each 25% for the 'natural' and 'disagree' options for this questions' factor, whereas the student decided each 50% for the 'agree' and 'natural' options for the empathy

factor. Moreover, the highest options student chose for the extroversion factor is 67% for the 'strongly agree' and then 33% for the 'natural' options, while the highest is the option of 'agree' (67%) and 33% for the 'natural' options for the introversion factor. The other factor is motivation, the student obtained 67% for the 'strongly agree' and 33% for the 'natural' options of this factor. Besides that, the 'attitude' factor has positive and negative questions, the student selected the 'agree' (67%) as the highest and 33% for 'strongly agree' of the positive attitude factors. Whereas, the student is totally decided 100% for the option 'disagree' in negative attitude. Then, the highest options student chose is the 'agree' (67%) and 33% for the 'natural' of the language exposure factor. Lastly, the highest options is the 'natural' (50%), and then 33% for the 'agree' and 17% for the 'disagree' options in social situation factors.

From the explanation above, the student D gets high self-esteem to believe on herself but low inhibition to be worried when speaking English. She also has high risk-taking to be brave taking a risk whenever she has a chance to speak. This is completed with the low anxiety when speaking English. Besides that, she gains positive empathy towards others. She has similar high options between extroversion and introversion factors although there is slightly higher on extroversion factors. It means that the student has balance characteristic that it may inhibit the student in speaking English. She has high motivation to be able to speak English to get a good opportunity in the future. There are two aspects of attitude factor which are positive and negative, she reaches positive attitude to participate and join the speaking activities in the classroom and then she disagree to reject in speaking English. Based on the table above, it can be seen that she gets very high language exposure to expose the language on reading, listening, and watching that it encourages the student's achievement. Lastly, she attains positive social situation when speaking English.

Table 5 The Background Factors of Student E In Speaking Achievement

Questions	The Factors	Percentage response of background factors by student E				
		Strongly agree	Agree	Natural	Disagree	Strongly disagree
Q. 1-3	Self-esteem	33	67	0	0	0
Q. 4-9	Inhibition	0	0	0	50	50
Q. 10-15	Risk-taking	50	33	17	0	0
Q. 16-19	Anxiety	0	25	50	0	25
Q. 20-23	Empathy	100	0	0	0	0
Q. 24-26	Extroversion	100	0	0	0	0
Q. 27-29	Introversion	33.34	0	0	33.34	33.34
Q. 30-38	Motivation	100	0	0	0	0
Q. 39-41	Attitude (positive)	100	0	0	0	0
Q. 42	Attitude (negative)	0	0	0	0	100
Q. 43-45	Language exposure	100	0	0	0	0
Q. 46-51	Social situation	67	33	0	0	0

Table 5 above indicates the background factors of student E. The student selected the option of 'agree' (67%) as the highest and 33% for the 'strongly agree' option in self-esteem factors, while for the inhibition factor the student preferred each 50% for the 'disagree' and 'strongly disagree' options of this questions' factor. The highest options student chose is 50% for the 'strongly agree' option, and then 33% for 'agree' and 17% for 'natural options in risk-taking factors. On the other hand, the anxiety factor reaches 50% for the 'natural' option as the highest, then 25% for the 'agree' and 'strongly disagree' options. The student completely decided 100% for the 'strongly agree' option of the questions of empathy factors. Other factor like 'extroversion', the student totally got the option of 'strongly agree' (100%) as the highest, whereas the student obtained 33.34% for each the 'strongly agree', 'disagree', and 'strongly disagree' options for introversion factors. Besides, the student chose 100% for the 'strongly agree' of the motivation factors. Moreover, the attitude factor has positive and negative factor questions, the student totally liked the 'strongly agree' (100%) of the positive attitude factor, whereas the negative attitude is wholly selected 100% for the option 'strongly disagree'. Then, the student mainly decided the 'strongly agree' (100%) option as the highest of this question of the language exposure factors. Finally, the highest options student preferred of social situation factor is the 'strongly agree' (67%) and then 33% for the 'agree' options.

Based on the explanation above, the student E has high self-esteem to believe and be confident on her ability to speak English; however, she gets low inhibition to be afraid and worry when the time to speak English. She obtains high risk taking to be brave taking a risk to speak English without afraid of making mistake. Besides, she has mostly balance towards on her anxiety when speaking and slightly high anxiety when presenting assignment in English. Then, she reaches positive empathy to be an open mind to perceive and understand others. It can be seen that she has extreme high extroversion characteristic more than introversion. It means that the extroversion characteristics may give the impact to her achievement in speaking English. In addition, she attains high motivation to be able speaking to reach the goal on what she had expected. She gets positive attitude to join the speaking activities and she seems interested to speak English. Moreover, she reaches high on language exposure that she always exposes the language by listening or reading to enrich her knowledge of English. Finally, she has positive social situation where she is brave to communicate with people around her in English that it makes her getting good result on her achievement.

4.2 The Different and Their Background Factors of Student's High and Low Scores of Speaking Achievement

This part shows the different background factors of student's high and low scores. Here, student E has high scores and student B has low scores in speaking English achievement after they have learned English in Surabaya for the first year until now. Student E got the highest scores among five students because the overall average grade was 4 (four) from the total scores in speaking class which were Speaking For Daily Conversation, Speaking For Discussion, Speaking For Debate, and Public Speaking. Conversely, student B got the lowest scores among other students since the overall average grade was 2.3 (two point three) from the speaking class that were Speaking I, Speaking II, and Speaking III, and Speaking For Debate. The writer used their speaking scores to be a proof in speaking achievement. Hence, student E and student B were chosen by the writer to carry out the different background factors and their background factors of student's high and low scores of speaking achievement.

Table 6 the different background factors of student's high and low score

No.	Factors	Strongly agree		Agree		Natural		Disagree		Strongly disagree	
		E	B	E	B	E	B	E	B	E	B
Q.1-3	Self-esteem	33	-	67	-	-	67	-	33	-	-
Q.4-9	Inhibition	-	17	-	17	-	66	50	-	50	-
Q.10-15	Risk-taking	50	-	33	-	17	67	-	33	-	-
Q.16-19	Anxiety	-	-	25	75	50	25	-	-	25	-
Q.20-23	Empathy	100	50	-	50	-	-	-	-	-	-
Q.24-26	Extroversion	100	-	-	-	-	100	-	-	-	-
Q.27-29	Introversion	33.34	-	-	67	-	33	33.34	-	33.34	-
Q.30-38	Motivation	100	78	-	22	-	-	-	-	-	-
Q.39-41	Attitude (positive)	100	-	-	33	-	67	-	-	-	-
Q.42	Attitude (negative)	-	-	-	100	-	-	-	-	100	-
Q.43-45	Language exposure	100	33.34	-	33.34	-	33.34	-	-	-	-
Q.46-51	Social situation	67	-	33	16	-	67	-	17	-	-

Table 6 indicates the background factors between student E and student B in speaking achievement. In self-esteem, it refers to how the students believe and are confident in themselves capable to be successful (Coorsmith, 1967). Student E has a tendency of having higher in self-esteem character, compared to student B, he has less self-esteem. People mostly have more confident in facing others to speak English when they have high self-esteem than people who has low self-esteem. Thus, student E tends to be confident when the time to speak, while student B is less confident. Moreover, inhibition refers to the ego of people setting up to prevent themselves as defense (Brown, 2007:157). When the time to speak English, there is the obstacles to make someone avoided to speak such as afraid of making mistake or shy that it hinders students to speak. Student E tends to have a lower inhibition when speaking but student B seems to have slightly high inhibition. Hence, student E may brave to speak English because she tends to have confident and not afraid to speak, while the student B may be afraid to speak that it gives impact to his achievement. Other factor like 'risk-taking', in learning second language the risk – taking factor is important characteristics to get success by willing to take a risk and brave to make mistake (Brown, 2007:160). This is also reinforced by the fact found

that student E seems to be a risk taker because she always speaks English whenever there is a chance. In contrast, student B tends to have a lower risk-taking because he will not speak although there is a chance and he is not confident to ask or respond the lecturer's questions directly. Therefore, student E may have much chance to acquire and speak English than student B. In the anxiety factor, anxiety is as an affective disorder that if people are always getting fear in extent overtime, it can give the worse impact to them in daily activities (Scovel as cited in Brown 2007: 151). This is connected with the fact that student E has a balanced anxiety character because she feels doubt, anxious and uneasy when the time to present in English. Compared to student B, he has a tendency of higher anxiety because he feels anxious to speak English and he is afraid that his friends and lecturers will laugh of his English speaking. Hence, student E shows that there is a progress on her speaking although there is a little bit anxious when the time to present in English, whereas student B has high anxiety that he shows no progress in his achievement which may be caused by these characters.

In language learning, empathy plays an important role on language learning because it is about how someone put his/her feeling on another person or the ability to understand other person's feeling or though. This may make people good listener and good responder and leads to nice conversation. As Brown states, empathy is a process where people can understand others feeling (2007:153). This may make people to be good listener and responder that it leads to nice conversation. Both of student E and student B seem to possess the same positive empathy to perceive and understand others but student B has less positive empathy than student E. Thus, they may be ready to be open-minded for adapting with new environment or people in communication. The next factor is extroversion; an extrovert is a person who has a tendency to focus on the outer world of people and events (Erton, 2010). Student E tends to have higher extroversion than introversion characteristics because she prefers to start conversation, response actively when someone starts conversation in English and share the idea to others in English. This is shown that these characteristic tend to make her socialize and speak more with other people, conversely student B seems to have a higher introversion than extroversion

characteristics. As Zhang (2009) mentions, an introvert is a person who is more interested in or focused on his or her own thoughts and feelings than in things outside himself. Hence, student B may prefer to keep silent or keep opinion in heart and to listen to his friend's speech in the class more so it may make him a passive student in speaking class. Other factor is motivation; motivation makes someone to have inspiration in learning foreign language such as English. As M.Grass and Selinker states, motivation is the property that it gives the motive to learn the language (2008:520). Here, both of students have higher motivation to learn and speak English. Student E has a higher of all kinds of motivation such as extrinsic, intrinsic, instrument, and integrative. Whereas, student B has less high motivation than student B because he tends to have only higher extrinsic, instrumental, and integrative motivation but he is in lower motivation of intrinsic. Thus, student E has high motivation to learn and speak English while student B likes only to learn English but less interested to speak English. Besides that, the attitude to language learning can contribute the learner required to learn second language and it will help to increase second language motivation (Ortega, 2009:174). In this case, student E has higher positive attitude to join and participate the speaking activities. She also seems to be interested to speak English because she likes to speak English. Thus, student E has positive attitude to learn and speak English that it may increase her motivation as well to be capable to speak English well. On the contrary, student B who has positive attitude on learning English but he tends to be less interested to speak English. The negative attitude may guide someone to decrease the motivation (Brown, 2007:193). As a result, he may believe English is important but he may not like to speak English.

Other factor worth mentioning is the language exposure, it enriches students with the knowledge of language by listening, reading, speaking, or watching some sources. The learners have to consider in exposure in order to have more chance of any acquisition (Harmer, 2007:56). Here, both of students have high language exposure but student E tends to have a higher language exposure than student B to watch western movies, listen English song, and read English books. By this fact, language exposure may encourage and enrich their knowledge to speak English.

The last factor is social situation, it is crucial to people learning the language where people around them have positive attitude like supporting their speaking but the situation of student in learning language have different situation based on the context they have faced such as learning English as second or foreign language. As Steinberg and Sciarini states, the most crucial of social situation have three categories, which are the natural, the classroom and the community context (2006:130). In fact, both of student E and student B learn English in the context of foreign language that this context mostly learns in the classroom. The student E tends to have positive social situation because she is brave to speak with people around. Conversely, the student B seems to have slightly negative social situation where he may believe that the situation and people around him does not support him to speak English.

Based on the description above, there are some different background factors between student E and student B that are self-esteem, inhibition, risk-taking, anxiety, extroversion, introversion, attitude, and social situation factors. Student E possesses the tendency to be able speaking English well because she has a higher level of self-esteem, risk-taking, extroversion characteristic, attitude and social situation, while she gets low inhibition when speaking English and balance on her anxiety when the time to present and speak English. On the other hand, the student B has a higher level of inhibition, anxiety, and introversion, in contrast, he seems to have low self-esteem, risk-taking, extroversion, attitude, and social situation. Thus, the student B may have the obstacle to make him less speaking English and it gives the effect to his speaking achievement.

It is important to discuss this paragraph that there are some interesting psychological factor found which contradicts with the theory in their speaking achievement. Student B, student D, and student E have found that their character contrary with theories of attitude, extroversion, introversion, and anxiety. The writer has interviewed three of them to make this phenomenon understandingly. Student B has positive attitude to learn English but he tends to be less interested to speak English. Based on the interview, the learning of English was not truly his choice to continue his study in university because there was limited choice in the

scholarship requirement to study in Indonesia. Therefore, he chose English major because he believed that English was important to learn and it was a tool to communicate with others easily when in the oversea. On the other hand, he admitted that he did not prefer speaking English too much but he liked more listening and reading. He had a higher level of introversion characteristics that it tended him to keep silent and less active in the class. The environment around him was not supported to encourage him speaking English as well although he was an English major student. As he stated in the questionnaire, he was afraid to make mistake and lacking of vocabulary to speak. He also felt anxious and doubt in himself when the time to speak in English and then he was feeling frustrated that his classmates or lecturers would laugh at his speaking English. Other student shows the different phenomenon for instance student D who has the same higher level of extroversion and introversion factors. It means that she possesses balance of those characteristics. She said that she preferred to speak English when there was the situation to force her to speak for instance presenting in front class, asking-answering in class, or when there was someone started speak English she would respond in English as well. Sometimes she would keep silent if it was not necessary to speak. Although she had balance of extroversion and introversion characteristics but her speaking achievement was in a good level. As she answered in the questionnaires, it showed that she had positive in many factors to encourage her to get the good achievement in speaking. She had high motivation to be able speaking English fluently for getting a good jobs in the future. She also created the conducive situation to improve her speaking by watching a lot of western movies, listening to English music that it encourages her knowledge in English to make her having improvement to speak English. The last phenomenon that it happens to student E, she has a balanced anxiety character when speaking English especially the time to present in English. This was because she was afraid that her friends would not understand of her speaking on what she would convey to them. In fact, she had high extroversion characteristics that she preferred to talk with others because she felt socializing with a lot of people can make her getting new experiences such as sharing ideas or opinions to improve her speaking ability. Every time she spoke English, she would feel enjoy because she believed that it would contribute her

speaking to be better. This may make her try hard to practice speaking English by listening and reading a lot to enrich her knowledge. In addition, she improved her confident by chatting or talking with native speaker directly via application for example Meaw Chat, Hello Talk, Cambly and so on that it tended her having the good achievement in speaking English. As she mentioned in the questionnaire, she spoke English because she had foreigner friends, she was an English department student, and then she would feel ashamed if her English was bad. It can be seen that she had positive social situation that it tended her to speak English.

To sum up, the psychological factors of those students in speaking have different each of them to success in speaking achievement. Although there are some factors that it may hinder them to speak such as student B has positive learning English but he does not like to speak English, student D has same high of extroversion and introversion characteristics, and student E has a balanced anxiety character. It is truly known that the factors inspire students in learning English successfully but it would not achieve the success if it were without struggling to reach the goal. For instance, high motivation can make someone having inspiration to speak English or the situation is created to improve in speaking such as listening English music and reading English books, watching western movies to encourage and enrich speaking skill. The background factors of each participants of this study may give the guidance to future teacher to know deeper understanding what factors that make students to get a good or bad achievement in speaking. This may make the future teacher can develop the strategy in teaching speaking how to make students learning English successfully especially speaking English skill.