A Survey of Affective Skills Used in English Interactions Among the Eighth-Grade Students at SMP Islam Al Azhaar Tulungagung

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ABSTRACT :
This study aims to investigate the use of affective skills self-confidence, motivation, and introverted personality traits in English interactions among the eighth-grade students at SMP Islam Al Azhaar Tulungagung. Employing a quantitative descriptive research design, the study involved 23 randomly selected students who completed close-ended questionnaires adapted from previous validated studies. The data were analyzed using descriptive statistical techniques to determine the percentage distribution of responses related to affective skills in English-speaking activities. The results showed that students demonstrated strong motivation toward learning English, with 100% recognizing its importance and 95.7% enjoying the learning process. However, their self-confidence remained moderate, as 65.2% of students felt confident using English but only 26.1% felt relaxed when speaking in public. Meanwhile, introverted personality traits were found to limit participation, with 47.8% preferring to stay quiet and 65.2% feeling uncomfortable when classmates paid attention to them while speaking. These findings suggest that affective skills significantly influence students' willingness and readiness to participate in English interaction. Therefore, teachers are encouraged to provide supportive and low-anxiety classroom environments to help students develop stronger affective skills and engage more confidently in English communication.

Key words: *Affective skills, English interaction*

INTRODUCTION

English has experienced substantial global development and now serves as a dominant international language in numerous fields. It functions not only as a means of communication but also as a tool for accessing innovation and knowledge across disciplines. English has played a vital role in the expansion of public communication via computer networks, facilitating mutual understanding among nations and contributing to scientific and academic discourse. It empowers individuals with confidence, creativity, and the ability to innovate and engage globally[1]. English is also essential in commerce, industry, and information dissemination[2].

In the field of education, learning English as a foreign language (EFL) has been widely studied across different learner groups such as children, adolescents, and young adults. Numerous

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[1] Saja Wardat and Mohammed Akour, "EFL Instructors ' Perceptions of Integration Digital Transformation in EFL Learning Context in Higher Education" 8, no. 8 (2024): 1–29.

[2] Saleem Abdelhady et al., "Theory and Practice in Language Studies" 13, no. 8 (2023).

factors are known to influence EFL learning outcomes, particularly in speaking skills. These include learner engagement, positive emotions such as enjoyment, and negative emotions like boredom and anxiety[3]. Other influential aspects include learner autonomy, motivation, and learning strategies[4]. These affect not only the ability to acquire vocabulary and grammar but also students' performance in productive skills, especially speaking.

Speaking, in particular, is increasingly recognized as a key element of EFL education. Education is inherently collaborative, and speaking allows students to express themselves and actively participate in classroom learning. However, many learners continue to struggle with speaking fluently and confidently, often remaining silent during speaking tasks[5]. This can be attributed to limited verbal ability and poor comprehension of texts[6]. Speaking goes beyond pronunciation; it involves the ability to convey meaning clearly and effectively[7]. These challenges may reduce students' confidence and participation, which in turn impacts academic performance, social interaction, and mental well-being.

Within this context, affective skills are increasingly seen as central to second language acquisition. Although they have often been overlooked or underestimated, Arnold (2009) argues that affective skills may in fact be among the most influential in language learning. These include emotions and personality traits such as self-confidence, anxiety, motivation, and introversion or extroversion; such emotional states shape students' willingness to engage, take risks, and interact in class[8]. The affective skills include not only inner feelings but also interpersonal behaviors that affect classroom interaction. Recognizing and addressing these factors is key to fostering successful EFL speaking environments.

Given these considerations, the present study seeks to explore the affective skills that shape student-teacher interaction in English speaking classrooms, with a focus on SMP Islam Al Azhaar Tulungagung. By investigating self-confidence, motivation, and introverted personality traits, this research aims to provide insights into how emotional and psychological dimensions influence

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[3] Emylia Malik and Istiqomah Nur Rahmawati, "An Analysis of English as a Foreign Language (EFL) Learners ' Problems in Speaking Skills Based on Their Perception at Senior High School" 6, no. 1 (2025): 190–206.

[4] Missi Tri Astuti and Sitti Hadijah, "Learning English as a Foreign Language in Indonesia : Senior High School Stud Ents ' Motivation and Challenges" 14 (2022): 7001–16, https://doi.org/10.35445/alishlah.v14i4.2870.

[5] Roikestina Silaban et al., "Improving Students ' English Speaking Skills Through Collaborative Learning at Anastasya School Medan," 2025, 27–35.

[6] Ahmad Saleem, Mohamad Ahmad, and Saleem Khasawneh, "Language Skills and Their Relationship to Learning Difficulties in English Language from the Students ' Point of View," 2021.

[7] Khaled A Alghmadi, "Enhancing EFL Saudi University Students ' Speaking Proficiency through TED Talks" 8, no. 1 (2024): 159–71.

[8] Yanyan Bao and Shuzhen Liu, "The Influence of Affective Factors in Second Language Acquisition on Foreign Language Teaching," 2021, 463–70, https://doi.org/10.4236/jss.2021.93030.

learners' participation in speaking activities and how educators can create more inclusive and supportive environments.

LITERATURE REVIEWS

Affective Skills

The affective domain specifically shows the emotional elements of human behavior that are produced by various personality characteristics and feelings towards other people concerned. The affective element also includes emotions, feelings, moods, or attitudes that influence a person's behavior in certain conditions. From the definition that has been mentioned, it is related to the way individuals interact, which can be done through verbal communication. The affective skills are identified as feelings about oneself, relationships in the learning community, and emotional relationships between language and culture[9]. The researcher chose to highlight self-confidence, introvert personality, and motivation as the main aspects of the affective skills in this study, because it is closely related to the researcher's experience in the classroom. In addition, the researcher concluded that affective skills can influence students' desire to speak in class, and this is very important to study. Thus, it can be concluded that affective skills are feelings or emotions, which refer to the emotional dimensions of human behavior that originate from various personality traits as well as feelings towards other people who interact with them.

Self-confidence

Self-confidence can be defined as students' belief that they are fully capable of completing a task, where this belief contributes at least in some aspects to their success in carrying out the activity[10]. There is a significant relationship between speaking ability and self-confidence. Many students have difficulty speaking in English because they feel less confident in their verbal abilities and are afraid of making mistakes. The students who are not confident often find it difficult to interact and speak actively in a foreign language because of concerns about possible mistakes[11]. In contrast, students who have a high level of self-confidence are more comfortable speaking in front of the class or talking to their friends during the learning process[12].

[9] Qiao Peng and Li Shuhong, "Emotional Factor Matters in Language Learning ? A Meta-Analysis of Emotional Intelligence on Language Achievement," no. May (2025): 1–14, https://doi.org/10.3389/fpsyg.2025.1502112.

[10] Richard Sheldrake, "Con Fi Dence as Motivational Expressions of Interest , Utility , and Other in Fl Uences : Exploring under-Con Fi Dence and over-Con Fi Dence in Science Students at Secondary School," *International Journal of Educational Research* 76 (2016): 50–65, https://doi.org/10.1016/j.ijer.2015.12.001.

[11] Suliyati Suliyati and Indawan Syahri, "The Correlations among Motivation , Self-Confidence , and Speaking Ability of the Eighth Grade Students" 6, no. 2 (2021): 591–97.

[12] Novita Kusuma Ningrum, "ACADEMIC SPEAKING STUDENTS ' EFFORTS IN MINIMIZING THEIR LACK OF SELF- CONFIDENCE" 5, no. 2 (2022): 141–67.

In addition, one important aspect for students who are learning or speaking English is self confidence. Self-confidence refers to the ability to convince others and make self-assessments in carrying out tasks and choosing effective methods. This includes confidence in their judgments or ideas and the ability to face increasingly challenging situations. When students practice speaking English, they also need to take risks. They will show great courage and confidence. With high self confidence, students will be able to communicate more fluently[13]. Therefore, the researcher concluded that self-confidence plays an important role in student engagement in speaking classes. In conclusion, self-confidence can be explained as students' belief that they are able to complete tasks well and that this belief has at least a role in their success.

Introverted personality

Humans have various personalities. Generally, personality reflects aspects that distinguish one individual from another. A person's characteristics are elements that make them unique. Personality also influences the extent to which students can learn well. There are two main behavioral patterns: introvert and extrovert, which can be recognized by the direction of their libido energy or their specific way of dealing with things[14]. The extrovert students tend to give more fluent speeches than introverts, and their nature is more active than introverts[15]. On the other hand, introvert students often have difficulty speaking, lack confidence, and low participation, even though they have good communication skills and proper pronunciation. Therefore, introvert students are often inactive. This causes challenges for those who are less confident to improve their English speaking. The learning process and performance of introvert students with different learning styles will be affected.

Introverted personality characteristics

The introvert is generally a quiet person, prefers to be alone, meditative, and prefers to read a book rather than interact with other people; he is usually calm and keeps his distance, except with his close friends[16]. He tends to plan the future, "think before acting," and does not rely on his instincts. He does not like excitement, treats everyday problems seriously, and prefers a regular lifestyle. He is very in control of his emotions, rarely shows aggression, and is not easily provoked.

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[13] Dwi Ayu Lestari and Kuni Hikmah Hidayati, "EXPLORING THE LEVEL OF SELF-CONFIDENCE AMONG STUDENTS WITH DIFFERENT SPEAKING PERFORMANCE" 11, no. 2 (2024): 377–86, https://doi.org/10.22219/celtic.v11i2.

[14] Domina Petric, "The Introvert-Ambivert-Extrovert Spectrum," no. 1921 (2022): 103–11, https://doi.org/10.4236/ojmp.2022.113008.

[15] Thach Ngoc and Mai Ly, "The Impact of Extroversion and Introversion on EFL Students ' Second Language Acquisition" 4, no. 2 (2025): 80–93.

[16] Anna Stone et al., "The Risks of Being a Wallflower : Exploring Links Between Introversion , Aspects of Solitude , and Indices of Well-Being in Adolescence," 2025, 1–18.

He is reliable, tends to be pessimistic, and highly values moral norms. Furthermore, there are several signs of introverts which are:

1. You are not the pupil who raises their hand whenever the teacher asks a question.

   You don't crave attention. You don't need to show others how much you know about a solution; you're comfortable just knowing that you know it. This might mean staying silent during a meeting at work. Instead of sharing your ideas in front of a crowd, you'd rather talk to your boss about them privately later or send them an email. The only thing this habit teaches you is when you're really passionate about a topic. In special moments, even quiet individuals can show their abilities and be strong contenders. It all depends on how much something means to you; if you believe that speaking up will really make a difference, you might be overly enthusiastic.

2. When you are alone yourself, you can think the finest.

   You don't have to limit your time to just enjoying the hobbies you love. It's important to give your mind a break. When you're around other people, your mind can feel overloaded and not be able to function optimally. When you're alone, you can be freer to pay attention to your own conversations than to those around you. When you're alone, you may be more creative or have deeper thoughts.

3. You enjoy observing people.

   Actually, you are just satisfied with seeing things in general, both those that come from nature and those that are made by humans. An observer is basically an individual who tends to be introverted. They usually prefer to observe from a distance during meetings or events rather than get directly involved.

4. You steer clear of small talk whenever you can.

   Have you ever stepped into another room when a colleague approached you in the hallway to avoid engaging in a "Hi, how's it going?" conversation? Or have you ever delayed a casual conversation with your neighbor by waiting a few minutes in your apartment when you heard their voices in the hallway? If so, you may be an introvert, as they tend to shy away from small talk. Rather than filling the room with meaningless conversation, we prefer to discuss more meaningful topics. Because many of us find small talk awkward, we often come across as insincere.

5. Someone has said that you are "too intense."

   Your dislike of meaningless conversations is the reason behind all this. If given the chance, you will tune out any unsubstantial conversation. You value discussions about the meaning of life, or at least, an honest and open exchange of ideas. Have you ever

felt how great it is to be engaged in a deep conversation, leaving you feeling energized rather than exhausted? That's what I'm trying to say. The solution to social fatigue for an introvert is to engage in meaningful interactions.

6. Avoiding confrontation with furious people is preferable.

   According to a study by psychologist Marta Ponari and her team, introverts do not exhibit the "gaze effect." When you see a picture of someone's face on a computer screen looking in a certain direction, you automatically follow the direction of that gaze. This causes you to respond more quickly to visual objects on the side of the screen than when the person's gaze and the object are facing away from each other. Both introverts and extroverts do this, with one caveat: introverts do not exhibit the gaze effect when they see someone who appears angry. This suggests that highly introverted individuals tend to avoid looking at people who are angry. Ponari and her colleagues suggest that this is due to a heightened sensitivity to potentially negative criticism. In other words, if you sense that someone is angry with you, their gaze can feel threatening.

On the other hand, extroverts are people who tend to find happiness outside themselves[17]. Extroverts are usually highly motivated, enjoy communicating, are active, and enjoy social interactions with others. Playing with others gives them enthusiasm and growth. Large social activities such as parties, community events, rallies, and business or political organization meetings are very enjoyable for them. They also tend to perform well in groups. The advantages of being an extrovert include the ability to interact socially, work together, and present in public. Jobs that are suitable for extroverts include careers in politics, medicine, the arts, education, and other sectors that require collaboration and strong interpersonal relationships. However, the disadvantages of extroverts may lie in the difficulty of working alone and the potential for self reflection and self-understanding is lower than introverts. Extroverts usually feel the impact of social isolation more severely, while introverts tend to be able to deal with it better. The differences between introverts and extroverts can be concluded as follows in **Table 1** :

Table 1

Characteristic	Extrovert	Introvert
Social Needs	Energized by social interactions, prefers to be around people, recharges by socializing	Energized by solitude, prefers quiet time, recharges by being alone

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[17] Petric, "The Introvert-Ambivert-Extrovert Spectrum."

Communication	Talkative, enjoys expressing themselves, quick to speak, enjoys small talk	Thoughtful before speaking, may avoid small talk, prefers fewer conversations, valuable feedback
Energy Source	Gain energy from external sources, need for stimulation and interaction	Gain energy from internal sources, prefer solitude and quiet reflection
Learning Style	Thrives in group settings, enjoys collaboration, prefers active learning	Prefers individual work, enjoys independent study, may focus on details
Decision Making	Quick decisions, often relies on intuition, may be less reflective	Thorough decision-making, often reflects on choices, may be more cautious
Work Style	Enjoys team projects, comfortable with public speaking, open to feedback	Prefers independent work, may find it challenging to speak in public, prefers focused work
Strengths	Great at building relationships, strong communication skills, outgoing personality	Excellent listener, strong analytical skills, in-depth knowledge, focused on details
Weaknesses	May be easily distracted, can be overconfident, may struggle with details	May be shy or reserved, can be easily overwhelmed by social situations, may struggle to present

This table illustrates the basic differences between extrovert and introvert personalities in various aspects of life. Extroverts tend to get energy from social interactions, enjoy open communication, and feel comfortable working in groups. They tend to be quick decision-makers and excel at building relationships and communicating. However, they can be easily distracted and pay less attention to detail. In contrast, introverts feel more comfortable in solitude and tend to reflect before speaking or acting. They prefer to work alone, are thorough in making decisions, and have strong analytical skills. However, introverts can feel overwhelmed in social situations and lack confidence in public speaking. Overall, both have their own strengths and weaknesses that complement each other, depending on the context and environment they face.

Motivation

The motivation is the extent to which a person determines the goals they want to achieve and how much effort they will expend to achieve them[18]. In the context of learning a foreign language, motivation can be considered an emotional or mental condition that influences how much interest students have in mastering the language. In addition, motivation can come from within the student or from external factors around them. Speaking ability can be influenced by motivation because motivation will encourage students to try to achieve their speaking goals[19]. The opportunity for students to successfully master a second language increases with their motivation. Conversely, second language students who are less motivated will have difficulty achieving their academic success. Researchers conclude that students often have low motivation to speak, so they cannot meet their speaking targets. Thus, it can be concluded that motivation plays a very important role in determining the extent to which a person sets goals and tries to achieve them, which in turn affects the individual's interest in learning the language.

Motivation characteristic

The activities driven by internal motivation are activities whose main imbalance is the activity itself. People usually engage in these activities for their own personal reasons, not because they want to obtain an imbalance from outside. Meanwhile, activities driven by external motivation are carried out in the hope of avoiding negative consequences or getting rewards from others, not from themselves. These external rewards are often in the form of money, gifts, awards, or certain positive feedback.

In the context of education, there are various intrinsic and extrinsic motivational factors that can arise from factors within and outside the student[20], which will produce different motivational results as shown in the **Table 2** below :

Table 2

Extrinsic Pressure	Intrinsic Innovation	Motivational Results
National curriculum demands	Development of project-based learning (PBL) methods	Students are more motivated because they feel the learning is relevant

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[18] Nitza Davidovitch and Ruth Dorot, "The Effect of Motivation for Learning Among High School Students and Undergraduate Students — A Comparative Study" 16, no. 2 (2023): 117–27, https://doi.org/10.5539/ies.v16n2p117.

[19] Maya Rahmawati and Yogi Setia Samsi, "The Correlation Between Students ' Motivation in Learning English and Their Speaking Ability Among Eighth-Grade Students," no. September (2025): 621–29.

[20] Universitas Negeri Makassar, Imron Burhan, and Universitas Negeri Makassar, "Intrinsic and Extrinsic Learning Motivation of Elementary School Students : A Descriptive and Empirical Analysis" 04, no. 01 (n.d.): 298–321.

The pressure of national standardized testing	Integration of technology in learning	Increased student curiosity and engagement
Expectations from parents and society	Development of materials based on student interests	Students are more active because they learn according to their passion
Rating-based evaluation	Implementation of collaborative and reflective learning	Increase self-confidence and learning satisfaction
School graduation and accreditation targets	Teachers create flexible teaching approaches	Students' internal motivation increases due to a comfortable learning atmosphere
Competition between schools or educational institutions	Development of a differentiated curriculum	Students feel valued and motivated to develop

Students participation in learning speaking classroom

The students who speak in class by asking and answering questions, providing responses, and engaging in discussions are referred to as participating actors[21]. In addition, active participation in class is defined as the act of paying attention, completing assignments, answering questions, seeking help, making good use of class time, and respecting lecturers and classmates. To show that they are learning and paying attention in class, students generally need to interact with teachers and other classmates during activities or assignments. On the other hand, class participation highlights students' concentration on the teacher and their peers so that they can understand the questions or ideas at hand and can channel those feelings to ensure active involvement in learning and the classroom environment[22].

The participation assessment involves three aspects: quantity, dependability, and quality[23]. Quality relates to the opportunities given to students to engage in meaningful participation.

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[21] Le Xuan Mai, Le Khanh Ngoc, and Le Thanh Thao, "Factors Hindering Student Participation in English-Speaking Classes: Student and Lecturer Perceptions," no. September (2024): 1–18, https://doi.org/10.1177/21582440241266297.
[22] O M Ventista and C Brown, "Social Sciences & Humanities Open Teachers ' Professional Learning and Its Impact on Students ' Learning Outcomes : Findings from a Systematic Review," *Social Sciences & Humanities Open* 8, no. 1 (2023): 100565, https://doi.org/10.1016/j.ssaho.2023.100565.
[23] Le Khanh Ngoc, "European Journal of Education Studies FACTORS AFFECTING NON-MAJORED ENGLISH STUDENTS ' LOW PARTICIPATION IN EFL SPEAKING CLASSROOM : A CASE IN VIETNAM," 2020, 264–87, https://doi.org/10.46827/ejes.v7i11.3352.

Dependability means having students who can be counted on to contribute "relevantly, coherently, and respectfully" when needed in learning. Students who participate well in class must demonstrate their understanding of the concepts being discussed, which requires quality participation.

As explained earlier, the primary function of language is to communicate. Therefore, current language learning programs are heavily influenced by the concept of competence in communication. In a language classroom environment, communication acts as both a tool and a goal, and becomes both a target and a medium. The emotional atmosphere in which communication occurs can greatly affect students' ability to actively engage in conversation. In addition, there is a direct relationship between the level of competence and self-confidence in the language learning process when interacting. However, having self-confidence can make achieving greater competence easier, and higher competence also facilitates further improvement in competence. In addition, we need to realize that simply motivating students with positive words is not enough. In fact, addressing emotional issues such as low self-esteem and others is essential in creating a supportive atmosphere, where we can better motivate students to give their best effort and optimize their learning potential. Furthermore, how students view their ability to learn greatly influences the learning process itself[24].

Researchers found that participation in class means that students must focus, be active in discussions on the topics discussed, be aware of the need to voluntarily raise their hands when they want to ask questions or provide answers, and express their views and ideas during the learning process and follow in class. Sometimes in large groups or situations where there are several individuals, such as in class, only one person speaks while the others listen more[25]. As a result, there is a less lively dialogue. This shows that students' speaking skills are still lacking. Therefore, it can be concluded that student participation includes focusing, completing assignments, answering questions, asking for help, making good use of class time, and showing respect for teachers and classmates.

Methods

This study employed a quantitative descriptive research design to examine the affective skills of self-confidence, motivation, and introverted personality traits influencing students' participation in English-speaking activities at SMP Islam Al Azhaar Tulungagung. The participants consisted of 23 eighth-grade students selected randomly to represent the population. All students

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[24] Hairul Anwar Dalimunthe et al., "Building a Supportive Learning Environment : The Role of Psychology in Increasing Student Motivation and Engagement" 3, no. 4 (2024): 934–39.

[25] Inti Englishtina et al., "Stude Nts ' Participation on Speaking Online Class (a Case Study)" 12, no. 2 (2021).

completed three close-ended questionnaires, each using "Yes" or "No" responses to measure their affective tendencies related to English-speaking performance. The data were collected through direct questionnaire distribution and analyzed using descriptive statistical techniques by calculating the percentage of "Yes" and "No" responses for each item. The results were presented in tables to describe the overall patterns of students' self-confidence, motivation, and introverted personality traits in the context of English learning.

Result

This study investigated the affective skills influencing students' interaction and participation in English-speaking activities at SMP Islam Al Azhaar Tulungagung. The research focused on three major affective skills self-confidence, motivation, and introverted personality traits which play a central role in determining students' willingness to communicate in a foreign language classroom. Data were collected from 23 randomly selected eighth-grade students using three close-ended questionnaires adapted from previous validated studies. Each questionnaire consisted of statements requiring "Yes" or "No" responses, allowing for a quantitative description of students' emotional and behavioral tendencies during English learning. The data were analyzed using descriptive statistical methods, in which the percentage of each response was calculated and interpreted to illustrate the general affective profile of the participants.

The results indicated that students generally demonstrated moderate to high levels of self-confidence when engaging with English, but this confidence was often situational and easily affected by performance pressure. A majority of students, about 65.2%, reported that they felt confident when given the opportunity to use English in class, suggesting that most of them are willing to communicate in English when supported by a comfortable classroom atmosphere. However, only 26.1% said they felt relaxed when speaking English in front of others, showing that anxiety and nervousness still heavily influence their oral participation. Meanwhile, 56.5% of students considered their English-speaking ability to be good, but only 17.4% thought that their English skills were better than those of their peers. This pattern suggests that self-confidence among the students exists but remains fragile; it is dependent on internal perceptions and external classroom dynamics. The fear of making mistakes, being corrected in front of others, and receiving judgment from classmates likely contribute to students' limited willingness to take risks in communication. Even those who claim to be confident may still hesitate to speak spontaneously when facing an audience or formal learning situation. These findings illustrate that confidence in

English learning is not merely about linguistic competence but also deeply connected to emotional readiness and psychological comfort.

Regarding students' motivation, the findings clearly demonstrated that the respondents possessed a strong intrinsic drive to learn and use English. The survey showed that all students 100% agreed that learning English is important for their academic and personal growth, reflecting their awareness of English as a global language. Furthermore, 95.7% of the respondents stated that they enjoy the process of learning English, showing that English lessons are perceived positively and engaging by most students. In addition, 91.3% of students claimed to practice speaking whenever they have the opportunity, which indicates their willingness to apply their learning in real or simulated communication settings. However, a smaller portion, only 47.8%, expressed satisfaction with their current English-speaking ability. This discrepancy reveals that although students are highly motivated, they often feel that their proficiency level does not yet meet their expectations. This self-critical perception may stem from the awareness of their linguistic limitations or comparison with more fluent peers. The combination of high motivation and low self-satisfaction is a common phenomenon among language learners and can serve both as a challenge and as a driving force. On one hand, it may create frustration if students focus too much on their weaknesses, but on the other, it can foster perseverance and continuous improvement if guided by positive reinforcement from teachers. Therefore, maintaining students' motivation requires not only interesting learning activities but also a supportive emotional environment where students can feel safe to make mistakes and progress gradually.

The results related to introverted personality traits revealed that many students exhibited behaviors associated with introversion, such as being reserved, preferring silence, and feeling uneasy when receiving attention. About 47.8% of students stated that they preferred to remain quiet during English-speaking sessions, suggesting that nearly half of the class tends to be passive participants in verbal interactions. Meanwhile, 39.1% of students admitted that they feel scared when asked by the teacher to speak in front of the class, and 30.4% reported feeling anxious even when speaking with peers. The highest percentage, 65.2%, was found in the statement "I feel uncomfortable when my classmates' attention is drawn to me while I speak," which indicates that a large number of students experience a sense of discomfort or self-consciousness during speaking activities. These findings highlight that introverted tendencies significantly influence students' participation in English-speaking tasks. Although these students may have sufficient language ability and even motivation, their personality traits make them more cautious, less expressive, and less likely to engage in spontaneous speaking. The psychological barrier of being observed or

evaluated publicly can suppress their verbal output and prevent them from fully demonstrating their communicative potential. Such tendencies underscore the importance of affective skills in second language acquisition, as even motivated learners may underperform if emotional obstacles are not addressed. A visual summary of student responses is available in diagram form https://drive.google.com/drive/folders/1EIk5m5cNT29W69eJprbbf3663sOKxJPD?usp=drive_link, with the overall percentage of affirmative answers presented in a consolidated report https://drive.google.com/drive/folders/1pM1qhxYTX1x4k2g4wk0ofgP0J_jLYaCn?usp=drive_link.

Taken together, the overall findings suggest that affective skills are fundamental to students' success and engagement in English interaction. While motivation among the students was generally high, self-confidence varied and was often undermined by anxiety, and introverted personality traits tended to reduce participation despite positive attitudes toward learning. The interplay between these affective skills creates a dynamic but fragile learning environment in which students' willingness to communicate is shaped by both emotional and situational conditions. In practice, these findings emphasize the need for teachers to adopt pedagogical strategies that strengthen affective support alongside linguistic training. Creating a classroom atmosphere that is inclusive, encouraging, and non-threatening can significantly enhance students' readiness to interact in English. Activities that emphasize collaboration rather than competition, provide gradual exposure to speaking, and reward effort rather than perfection may help students, especially those who are introverted or less confident, to develop stronger affective skills and participate more actively in communication. Ultimately, improving students' affective readiness is not merely a complementary goal but a central aspect of developing communicative competence in English as a foreign language.

Discussion

The study shows that affective skills self-confidence, motivation, and introverted personality traits play an essential role in shaping students' participation in English-speaking activities. Based on the questionnaire data from 23 randomly selected eighth-grade students, these affective components influence students' willingness, comfort, and readiness to communicate in English in different yet interconnected ways. Each skill contributes uniquely to the way students engage in classroom interaction, creating an emotional balance that can either encourage or restrict verbal participation.

Self-confidence appears to be one of the most determining elements in students' participation. Many learners display a certain degree of confidence in using English, but this confidence tends to weaken in situations that involve public performance or evaluation. Although a majority of students stated that they were confident using English in class, only a small portion felt comfortable speaking in front of others, which shows that anxiety and fear of negative judgment still act as significant barriers. In this context, self-confidence should be understood not only as a belief in one's ability but also as emotional readiness that enables students to communicate without excessive fear of failure. Therefore, confidence-building must be supported by teaching strategies that reduce anxiety and promote a safe learning atmosphere where students can express themselves freely.

Motivation, on the other hand, emerges as a strong and positive force that sustains students' engagement in learning English. All participants recognized the importance of English, most of them enjoyed the learning process, and many practiced speaking whenever possible. This shows that students hold both intrinsic and instrumental motivation, seeing English as valuable for communication, personal growth, and future opportunities. However, the relatively low level of satisfaction with their current speaking abilities suggests that motivation does not automatically lead to confidence or proficiency. Students may remain enthusiastic but still feel uncertain about their progress. The motivation needs to be reinforced by a sense of achievement and self-efficacy; learners must see evidence of their improvement to maintain long-term engagement. Hence, teachers should design meaningful speaking activities, provide continuous feedback, and celebrate small successes so that students' motivation transforms into actual communicative performance.

The role of introverted personality traits also becomes evident in influencing students' classroom behavior. A substantial number of students indicated that they prefer to stay quiet and avoid being the center of attention during English-speaking sessions. Feelings of discomfort when others focus on them, as reported by the majority of respondents, demonstrate how introversion can restrict oral participation even among motivated learners. Such findings remind educators that participation is not merely a cognitive or linguistic issue, but also an emotional one. Students' silence should not always be interpreted as disengagement; instead, it may indicate a need for emotional safety and reassurance. Teachers can accommodate these needs by using smaller speaking groups, allowing preparation time before speaking tasks, and offering positive, non-judgmental feedback.

Taken together, the interaction among self-confidence, motivation, and introverted personality traits reveals that affective skills are deeply interconnected. Students with higher confidence and lower anxiety tend to participate more actively, while introverted students often exhibit lower self-confidence despite being highly motivated. This interplay shows that emotional readiness is just as important as linguistic knowledge in developing communicative competence. When students feel emotionally supported and valued, their affective barriers decrease, and their willingness to communicate increases naturally.

From a pedagogical perspective, these results emphasize the importance of affective awareness in English language teaching. Teachers should recognize that students' reluctance to speak may stem from anxiety or introversion rather than lack of motivation. Establishing a classroom climate that promotes empathy, cooperation, and encouragement is essential for reducing students' emotional tension. Activities that focus on collaboration rather than competition such as pair dialogues, role-plays, and small-group discussions can create more inclusive speaking opportunities. Moreover, integrating reflective practices that allow students to monitor their progress can enhance both motivation and confidence over time.

In conclusion, affective skills play a central role in shaping how students engage in English-speaking activities. Although motivation among students is consistently high, low self-confidence and introverted tendencies often limit their participation. Addressing these emotional aspects through supportive teaching, positive feedback, and anxiety-reducing classroom strategies can help students become more confident, expressive, and active users of English. When learners feel psychologically safe and appreciated, they are more likely to take communicative risks, interact spontaneously, and develop the confidence needed to succeed in language learning.

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