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CONSCIENTIOUSNESS AND EMOTIONAL STABILITY ON STUDENTS' SPEAKING ABILITY THROUGH FLIPPED CLASSROOM

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Abstract

*The purpose of this study was to analyze the differences of students' speaking ability in the Flipped Classroom model by using 1) audiovisual media, 2) printed media, 3) online learning WhatsApp and Massive Open Online English Course (MOOEC) in terms of students' personality of **c**onscientiousness and emotional stability. An experimental research method was used in this study where the data taken from 56 students who enroll class eleventh at Senior High School of MAN 3 Padang. They were divided into four different treatment groups. Students' speaking ability data were collected by using Oral English Competence Test, while the personality data was measured by using questionnaires with 5-point Likert scale. The data analysis used one ways Anacova. Research findings reported that simultaneously the Flipped Classroom Model by using four different media have significant influence on students' speaking ability in terms of their conscientiousness and emotional stability, but partially was not significant differences on students' speaking ability where the conscientiousness have significant effect on students' speaking ability, but not to emotional stability. Flipped Classroom Model by using online learning WhatsApp and MOOEC highly contribute to the improvement of students' speaking ability than printed media. English teachers can take advantages of the use online learning media WhatsApp and MOOEC in the teaching of English speaking.*

***Keywords**: Conscientiousness, Emotional Stability, Flipped Classroom, Speaking Ability*

Introduction

Learning model developed for teaching speaking need to be given a lot of time. Additional allocations this time is required for learning skills of listening, reading, speaking and writing. The involvement of students in learning English is still not satisfactory where there are many high school graduates who have not been able to implement a variety of effective learning model (Buckingham, 2008)

In improving the speaking ability, required learning models that can encourage students to learn actively and independently, not limited to the allocation of time in school, but can also be done outside the classroom. One of them is a flipped classroom model. It enables to provide learning interaction between teachers and students in performing the learning process that allows it much longer, fun and supported by various media online and offline learning such as audiovisual media, printed media, on-line learning by using WhatsApp and Massive Open Online English Course (MOOEC).

Personality is one determinant of learning success. It gives highly affect to a person's success in learning English, especially in the ability of English speaking, because this

ability is heavily influenced by attitude and emotions as well as self-regulation of behavior. The positive attitudes and perceptions as well as productive habits of mind when learning, can encourage the achievement of students' learning outcomes in foreign language learning. Conversely, people who have a negative attitude towards learning English language will obviously have difficulty in speaking due to low productive mastery of students' mind to achieve their success in foreign language learning (Robert GC, 2007).

Some studies on second language learning (L2) or foreign language learning (Dörnyei, 2005, Gregersen & MacIntyre, 2014) reported the importance of recognizing the differences of individual personality in participating to the foreign language learning or second language learning (L2) in the classroom. In the foreign language learning associated with the personality and behavior of students identified there were factors of foreign language learning process associated with the study of educational psychology. Although some researchers have so far been interested in cognitive ability as one of the important determinants of academic achievement (Gottfredson, 2003), recent research showed that the individual ability factor cannot fully explain the individual differences and his or her academic achievement (Furnham, Chamorro-Premuzic, & McDougall, 2006; O'Connor & Paunonen, 2007). Indeed, there are many factors influence it such as cognitive, affective, and behavioral factors that have been found and believed that become a determinant of the learning a second language or a foreign language success. The psychology factor toward foreign language learning and personality has been the target of intensive research in foreign language learning during the last five decades (Hadlield, J., & Donnyei, 2017).

On the other hand, some important variables of students psychology of related to foreign language learning which influence the success of their foreign language, one of them is the personality factor, especially the part of personality traits of Big Five (Rhodes, 2006, Goldberg, 2001). These aspects have not been investigated in the any literature of foreign language learning to explain the differences of individual learning success in the field of English Study related to students' personality. O'Connor & Paunonen, (2007) argues that tendency of behavioral is reflected in the personality traits affect certain habits which give contribution to the students' academic achievement. This study also suggested that personality traits can be used as a predictor or affecting covariate variable to the students' success in learning a foreign language in the secondary high school, because through the measurement of cognitive ability, it is difficult to see the role of personalities that support students' success in mastering a foreign language in the higher education level (Furnham et al., 2006; O'Connor & Paunonen, 2007) Additionally, Dörnyei, (2005) asserts that consciousness and emotional stability as two variables of individual personality that can explain the whole study of the academic success of students in participating in foreign language learning.

Consciousness and emotional stability as personalities factors play an important role in the achievement of students' speaking ability. Therefore, this study sought to test the effect of consciousness and emotional stability on students' speaking ability in foreign language learning in the context of English language learning by using a Flipped classroom model. For that reason, the purpose of this study was to analyze the differences students' speaking ability

Who taught with Flipped Classroom model used four different media such as

audiovisual media, printed media, online learning WhatsApp and Massive Open Online English Course (MOOEC) associated with eleventh grade students' personality of conscientiousness and emotional stability at Senior High School of MAN 3 Padang.

Literature Review

Flipped Classroom learning model was developed as a way to help students not only inside school but also outside school. This model is applied to stimulate students in order to daily train their English speaking ability that have been taught. The application of the Flipped classroom model at least provides plenty of time for students to speaking practice in English not only in school, but also outside of school by taking advantages of their free time (Bergmann and Sams, 2012). Implementation of the flipped classroom model was guided by textbook of English language teaching.

According to Eucause (2012), Flipped Classroom is a pedagogical model where the learning begins with giving tasks and exercises to students at home prior to use a variety of instructional media. Medias that can be used as learning tools are manual, handouts, audiovisual media, video and other printed media. Students are expected to learn active first at home or asking them to carry out the task of reading before discussing of related text of reading in the classroom. Teachers can also use information technology such as the internet to convey the material through online media such as Video Online, WhatsApp, Utilizing Video YouTube or Massive Open Online Course (MOOC).

A flipped Classroom model was termed with inverted classroom learning, where students are asked to learn self first before going to class. It is unlike with the traditional model, where teachers taught materials to students first in the classroom and then to strengthen it by giving homework. In the Flipped Classroom model the condition of teaching is reversed. According to Wrigh (2015) Flipped Classroom is a strategy that can be given by educators in such a ways to minimize the amount of direct instruction in their teaching practices while maximizing interaction with one another. This strategy can be done by using technology that provides extra support for students learning materials that can be accessed online. It frees up the class from required time for learning which need a lot of time to practicing.

The Learning Environment of Flipped Classroom model is to discuss some students' ideas about their learning not only see the lessons at their own pace, but seeing the subject matter in accordance with the most comfortable conditions for them or allow them to understand the material quickly and accurately. The learning environment is more open where the subject matter is provided diverse and can be learned by the students according to their needs (Abeysekera and Dawson. 2015).

In preparation for the class, students are required to view the instructional video. According to Roehl et al (2013) students use the time in class to work finding the solution to solve any problem, concept development, and engage in collaborative learning. Meanwhile, according to Yujing, N. (2015) Flipped Classroom model can supports the many benefits. Most seem to be a reasonable profit (i.e. increase instruction time is more interesting), especially to teach students by using combination model of face-to-face and online learning.

There are many positive aspects of flipped classroom learning models, such as increased student engagement and achievement (Choi and Yang, 2010; Frederickson et al 2005;. Wu and Huang,

2007). Other research shows that students tend to have major concerns over their weakness of understanding of text given which effect to their speaking ability in the session of discussion in the class (Strayer 2007). By using flipped classroom model, students could learn independently, so that they can be motivated to learn and understand the learning situation. Therefore, the flipped classroom model can explore and understand the concept of learning independently.

In using the flipped classroom model teacher need to provide a web site as learning media, this site needs to be developed along with a set of video lessons and other resources. This website provides a reliable site where students can easily to access that, independent and asynchronous access online video, online discussion boards and links to other supporting materials. The second component of this project is a collection of lesson plans that take advantage of the revision of time schedule of learning and studying activities which enables to handle the existing problem and collaboration. Because research tends to show that some of the participants who taught by flipped classroom models, they often have difficulty in structuring the learning material in the web (Hung, H (2015), Strayer, 2007, 2012)

The learning model of flipped classroom is a learning model that supports the student centered learning, provides an opportunity for students to review their course material directly and understand the material in groups through discussions both online by using the WhatsApp media or discussion groups by meeting outside of class to discuss the matter assigned prior to be presented and discussed in the classroom (Reyna, 2015).

By using attractive teaching media students can understand the subject matter given before going into the classroom to discuss the their understanding of the material that have been learned in the class with other. Flipped classroom model allows students have a lot of time to interact with peers and teachers when the discussion take place in the classroom, and allows them to collaborate within the team. This would certainly create an exciting classroom atmosphere because teachers are not only involved in the learning process but also in the information sharing among them in discussing about the material previously learned outside the classroom.

Flipped classroom model can be carried out by an educator who wants to experiment with instructional design components. The success of this model is highly dependent on the willingness of students to participate both inside and outside the classroom and ready to learn and discuss active in the classroom (Stratostar, 2015).

Research Methodology

This study used a quantitative approach with experimental research methods and explanatory design. According to Creswell explanatory study is to test the hypothesized among variables (Creswell W John, 2014). The hypothesis of this study will be verifiable. It describe that the hypothesis have strong relationship between two variables, and how them influence students' speaking skill. Populations of sample were all eleventh grade students of Senior Secondary High School of MAN 3 Padang. Sample was taken as much as 56 students were divided into four different treatment groups. Data were collected by using Oral English Competence Test, while the personality data was measured by using questionnaires with 5-point likert scale. This research was conducted at MAN 3 Padang from December 2017 to February 2018.

Before spreading the research questioner, firstly researcher should have passed the validity and reliability test of it.

According to Creswell (2014) the validity of the test showed the extent to which a measuring device used to measure its validity. The measurement of it can be done by using product moment, the item can be considered as a valid question if it is greater than 0.30. while reliability is if all question asked of respondents trusted based on Cronbach's alpha test, when the Cronbach's alpha (α)> 60% or 0.60 then the variable namely reliable, otherwise Cronbach's alpha (α) <60%, then it is unreliable. Data collection of this research used dependent variable. It was obtained from the English speaking competency test by evaluating of students' skill in composing sociolinguistic, discourse and grammar in their speaking. The data of research was measured by using one way Anacova test by focusing to know the influence of four exogenous variables, namely Flipped Classroom model by using audiovisual media, printed media, online learning WhatsApp and Massive Open Online English Course (MOOEC) in terms of students' personality of conscientiousness and emotional stability. Data were collected by using questionnaires with 5-point likert scale measurement. The data analysis used one ways Anacova

Finding

From the results of research conducted to eleventh grade students at State Senior High School of MAN 3 Padang obtained the following the results difference of students' speaking ability based on teaching media in use Audiovisual Media, Printed Media, Online Learning WhatsApp and Massive Open Online English Course (MOOEC) after co-variable of Conscientiousness and Emotional Stability to be controlled.

Learners' Conscientiousness

Implementation of Flipped Classroom teaching model to strengthen the students'

speaking ability based on Conscientiousness and Emotional Stability to eleventh grade students of MAN 3 Padang can be reported as follows:

Table 1. Learners' Conscientiousness in Flipped Classroom Teaching Model

Treatment Type	Category of Conscientiousness			Mean	Level
	Low (1.00-2.33)	Fair (2.34-3.66)	High (3.67-5.0)		
Audiovisual	9 (16.1%)	34 (60.7%)	13 (23.2%)	3.61	Fair
Printed Media	10 (17.9%)	15 (26.8%)	31 (55.4%)	3.75	High
Online WhatsApp	12 (21.4%)	17 (30.4%)	27 (48.2%)	3.67	High
MOOEC	13 (23.2%)	11 (19.6%)	32 (57.1%)	3.72	High
Average				**3.69**	High

From the table 1 above showed that the category of Conscientiousness based on the flipped classroom teaching model to eleventh grade student of MAN 3 Padang totally in the level of high with score of 3.69. For the detail to each class were: First, Audiovisual class was 3.61. It consisted of in the high category as much as 13 students or (23.2%), in the fair category 34 students or (60.7%) and in the low category 9 students or (16.1%). Second, Printed Media Class was 3.75 in the level of high. It consisted of in the high category as much as 31 students or (55.4%), in the fair category 15 students or (26.8%) and in the low category 10 students or (17.9%). For third Online learning WhatsApp Class was 3.67 in the high level which consisted of high category as much as 27 students or (48.2%), in the fair category 17 students or (30.4%) and in the low category 12 students or (23.2%). Finally, MOOEC class was 3.72 in the high level which consisted of high category as much as 32 students or (57.1%), in the fair category 11 students or (19.6%) and in the low category 13 students or (23.2%). For variable of emotional stability in students' communication ability, the result of analysis

can be seen in the learners' emotional stability below.

Learners' Emotional Stability

In strengthening the emotional stability for eleventh grade students of Senior High School of MAN 3 Padang can be done by using flipped classroom teaching model. The finding analysis of emotional stability can be explained based on four treatment class types of flipped classroom model in use. The explanation can be seen to the table below:

Table 2. Learners' Emotional Ability in Flipped Classroom Teaching Model

Treatment Type	Category of Emotional Stability			Mean	Level
	Low (1.00-2.33)	Fair (2.34-3.66)	High (3.67-5.0)		
Audiovisual	3 (5.4%)	29 (51.8%)	20 (42.9%)	3.41	Fair
Printed Media	5 (8.9%)	15 (26.8%)	36 (64.3%)	3.83	High
Online WhatsApp	6 (10.7%)	13 (23.2%)	37 (66.1%)	3.95	High
MOOEC	9 (16.1%)	14 (25.0%)	33 (58.9%)	3.65	High
Average				3.7	High

From the table 2 above showed that the category of students' emotional stability achievement based on class type of the flipped classroom teaching model to eleventh grade student of MAN 3 Padang totally in the level of high with score of 37.0. For the detail to each class were in the first of audiovisual class was 3.41. It consisted of in the high category as much as 20 students or (42.9%), in the fair category 29 students or (51.8%) and in the low category 3 students or (5.4%). Second, Printed media class was 3.83 in the high level. It consisted 36 students or (64.3%) in high category, 15 students or (26.8%) in the fair category and 5 students or (8.9%) in the low category. For third class type of online learning WhatsApp class was 3.95 in the high level which consisted of 37 students or

(66.1%) in the high category, 13 students or (23.2%) in the fair category and 6 students or (10.7%) in the low category. Finally, MOOEC class was 3.65 in the high level which consisted of 33 students or (58.9%) in higher category, 14 students or (25.0%) in the fair category and 9 students or (16.1%) in the lower category. For variable of Students' English Speaking Ability, the result of analysis can be seen in the explanation below:

Learners' Speaking Ability

After applying the flipped classroom teaching model in teaching speaking of English by strengthening students' conscientiousness and emotional stability and after analyzing the students' speaking ability based on four different teaching media in usage those are audiovisual, printed media, online learning whatsapp and Massive Open Online English Course (MOOEC) can be explained the finding of students' English Speaking Achievement as follows:

Table 3. Students' English Speaking Ability after following English Conversation Subject By using Flipped Classroom Teaching Model

Elements of speaking performance	Stage			Min	SD
	Low (1-2.9)	Enough (3-3.9)	Good (4.0-5.0)		
Bravely	4 (7.1%)	10 (17.9%)	41 (75.0%)	3.91	0.77
Pronunciation	-	11 (23.2%)	39 (76.8%)	3.84	0.71
Vocabulary	-	7 (12.5%)	496 (87.5%)	4:25	0:57
Grammar	5 (8.9%)	32 (57.1%)	19 (33.9%)	3:22	0.87
Fluently	4 (7.1%)	29 (58.9%)	17 (33.9%)	3:47	0.89
Average				3.74	

Based on data in Table 3 above showed that the stage of eleventh grade students' speaking ability of Senior High School of MAN 3 Padang for bravely category element was 3.91 with a standard division of 0.77 was composed of 4 students or (7.1%) in the lower

stage, 7 students or (17.9%) in the fair stage and 39 students of (76.8%) in the good stage. The average value of pronunciation was 3.84 with standard division 0.71, obtained 11 students (23.1%) were in sufficient stage and 39 (76.8%) were in a good stage. Further elements of vocabulary was 4.25 with 0.57 division standard in which 5 (8.9%) were in sufficient stage and 32 (8751%) were in a good stage. The next element was 3.22 to grammar standard 0.87. This study showed 5 students or (7.1%) were in the lower stage, 32 students or (57.1%) were in sufficient stage and 19 students or (33.9%) were in good stage. For element of Fluently was obtained by the average value of 3.47 with a standard deviation of 0.89, where 4 students or (7.1%) were in the low stage, 29 students or (58.9%) were in the sufficient stage and 17 students or (33.9%) were in a good stage.

The indicators of Speaking Performance which was held on the eleventh grade students of Senior High School of MAN 3 Padang to overall items measured values obtained as follows:

Table 4. Indicators Stages of Students' English Speaking Ability after following English Conversation Subject by using Flipped Classroom

No	Speaking Ability Indicators	Mean	TCR	Stage
1	Bravely	3.91	81.2	Good
2	Pronunciation	3.84	80.8	Good
3	Vocabulary	4:25	83.8	Good
4	Grammar	3:22	79.2	Good
5	Fluently	3:47	79.5	Good
Average Score		**3.74**	**76.9**	**Good**

Based on the data in Table 6 above showed that the average value of eleventh grade students' of MAN 3 Padang in English speaking performance who taught by using

four different teaching media with flipped classroom model was in the level of 3.74 with the achievement stage of the respondents (TCR) 76.9%. This showed that the achievement of students' English speaking ability by using flipped classroom model was on a good stage

Influence of Conscientiousness and Emotional Stability on Students' Speaking Ability

To answer the hypothesis of difference results of students' speaking ability with flipped classroom model to four different treatment class based on using the media, those are 1) flipped classroom with Audiovisual Media, flipped classroom with Printed Media, flipped classroom with Online Learning WhatsApp and flipped classroom with Massive Open Online English Course (MOOEC) after two co-variable of conscientiousness and emotional stability controlled. The analysis of them can be tested by using one way Anacova with the results as shown in Table below:

Table 5
Effect of Flipped Classroom with four Difference Media on Students' Speaking Ability through Co-variable of Conscientiousness and Emotional Stability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4590.530[a]	5	918.106	27.186	.000
Intercept	585.761	1	585.761	17.345	.000
X1	20.647	1	20.647	.611	.438
X2	2.039	1	2.039	.060	.007
A	1121.020	3	373.673	11.065	.000
Error	1823.654	54	33.771		
Total	315011.000	60			
Corrected Total	6414.183	59			

a. R Squared = ,716 (Adjusted R Squared = ,689)

From the table 5 above of Anacova can be seen that effect of flipped classroom with four different media on students' speaking ability in teaching English after controlling the conscientiousness and emotional stability was founded are F-value of 27.186 with sig. = 0.00. It gave significant effect because the value less than 0.05, then All variable simultaneously has significant effect on student' speaking ability. However partially, in the column A (Flipped classroom with four different media in using) obtained F = 11,065 with significant value 0.00. It gave significant effect because the significant value less than 0.05, so it can be concluded that there is different speaking ability of student between flipped classroom with audiovisual, flipped classroom with printed media, flipped classroom with online learning WhatsApp and flipped classroom with Massive Open Online English Course (MOOEC).

In the column of X1 as conscientiousness was obtained F value as equal 0.911 with significant value 0.438, it is more than 0.005, it means that the covariate of conscientiousness did not have significant effect to student' speaking ability in the four different class of Flipped Classroom based on four different media in usage, audiovisual, printed media, online learning WhatsApp and flipped classroom with Massive Open Online English Course (MOOEC). While in the column X2 as emotional stability obtained the F value was 61.425 with significant value 0.000, it less than 0.005 reported that the co-variable of emotional stability showed had different effect to student' speaking ability by using four different media such as flipped classroom with audiovisual media, flipped classroom with printed media, flipped classroom with WhatsApp and flipped classroom with the MOOEC in Teaching Speaking.

Discussion

This study wants to explore the influence of personality factors of conscientiousness and emotional stability on the students' speaking abilities in the context of learning by using flipped classroom model. Design of this study was to differ the student speaking ability based on four different class based on media in usage, those are: 1) flipped classroom with audiovisual media, 2) flipped classroom with printed media, 3) flipped classroom with online learning whatsapp and flipped classroom with Massive Open Online English Course (MOOEC). The findings of this study indicated that personality factors of conscientiousness and emotional stability obvious influence the individual attitudes towards his or her foreign language learning. The findings reveal there is different speaking ability of student between flipped classroom with audiovisual, printed media, online learning WhatsApp and Massive Open Online English Course (MOOEC). Partially, conscientiousness variable did not have significant effect to student' speaking ability in the four different class of flipped classroom with four different media. Emotional stability had different effect to student' speaking ability either flipped classroom class with audiovisual, flipped classroom class with printed media, flipped classroom class with online learning with WhatsApp and flipped classroom class with Massive Open Online English Course (MOOEC).

The findings also indicated a positive correlation between personality traits of conscientiousness and emotional stability on Foreign Language Learning. This indicates that a higher emotional stability can lead to students' confidence in foreign speaking, bore positive attitude towards Foreign Language, and, ultimately, lead to better students' speaking ability. Conversely poor emotional stability can cause low self-confidence of students' foreign speaking ability, making a

negative attitude towards students of Foreign Language Learning, and, ultimately, lead to lower students' English speaking ability in FLL. It is evident that there is simultaneously a significant influence between conscientiousness and emotional stability on students' English speaking ability in FLL. But partially, for conscientiousness variables did not have significant effect to student 'speaking ability in the four different classes of Flipped classroom Model by using four different of teaching media, 1) flipped classroom with audiovisual media, flipped classroom with printed media, flipped classroom with online learning WhatsApp and flipped classroom with Massive Open Online English Course media.

The absence of the influence of personality traits with the students' speaking ability where friendliness, openness to experience, and the conscience do not give significant impact to build positive attitudes and assumptions among students when following English language learning in the classroom. But simultaneously, Conscientiousness and emotional stability as personality traits has significant effect on the success of student's English learning, especially the ability to English speaking as foreign language. These findings support the notion that one should not expect the overall correlation between personality traits of conscientiousness and languages achievement (Dörnyei, 2005) but somewhat different with other findings that the attitude of students' emotional stability in participating to the foreign language learning is very influential on student language academic achievement including their performance in English speaking ability in the foreign language learning. Furthermore, the findings showed that personality traits of conscientiousness and emotional stability correlated to the academic achievement of the overall foreign language learning. These findings do not support the

research Dewaele & Shan Ip, (2013) before, for example, found that students with conscientiousness personality in the higher level but lower levels in the emotional stability showed naturally affects to students' communication skills in the foreign language learning classroom. Similarly, (Pourfeiz, 2015) reported that conscientiousness has the potential to affect foreign language communication through students' attitude such as the friendliness and openness.

The friendliness and openness to experience between personality traits appear to be a predictor of students' attitudes towards foreign language learning and they accounted for 33% of the variance in attitudes to FLL. This suggests that individuals with openness behavior to the new experience and the high friendliness to be expected enable to show a more positive attitude towards students' learning a foreign language and showed a willingness to identify and interact with members of FLL community. In turn, this will encourage emotional stability, where the attitude of emotionally stability when following the flipped classroom learning with 4 different media to encourage students' foreign speaking ability in order to achieve students' more competence of English Speaking and strengthening their confidence in English speaking as a foreign language. In addition, although there is no direct connection between some personality traits of Conscientiousness and attitude of emotional stability, overall, personality traits of conscientiousness and emotional stability have the potential conscientiousness to significantly influence the success of students in their foreign languages performance, especially competence in speaking, writing, listening and reading comprehension therefore, by using the flipped classroom models with 4 different teaching media must be taken into account in designing the curriculum of a foreign language learning, especially to teacher training

programs. The finding reinforces previous research related to the personality traits and their influence on the students' success of English learning. According to MacIntyre, Clement, Dornyei, & Noels, (1998) emotional stability someone gave a high contribution to their encourage in the communication, or to be more communicative conduct as second language learners. PavičićTakač, &Požega (2011), for example, found a significant relationship between personality and emotional stability of the students' communication ability in the English language learning. Similarly, a study by Öz, (2015) revealed that there is significant influence between personality traits of conscientiousness such as hospitality and openness behavior have a willingness of students to learn English language learning hardly ultimately can achieving the high performance in English speaking ability. Babakhani, (2014) also reported that the Conscientiousness personality was predicted about 13% of the accomplishments variance of students' foreign language achievement.

The findings of this study have implications for teachers and researchers in the field of learning English. Absolutely, personality traits of conscientiousness may not directly affect the students' academic achievement of foreign speaking abilities, but simultaneously, the conscientiousness attitude and emotional stability, both of them have a significant influence on the foreign language learning achievement, especially in improving students' speaking skills to interact with various factors of media used in the context of the flipped classroom model in the FLL classroom (Dörnyei, 2005; Hadlield, J., & Donnyei, 2017) If personality factors not directly affect to the success level of individual academic in foreign language learning, at least a Conscientiousness personality factors encourage students to respond to them by developing a good learning environment in the

Flipped classroom are supported with different learning media. Therefore, no partial effect of conscientiousness personality on students' foreign language achievements, it does not mean that the personality of conscientiousness is absolutely no give positive effect toward foreign language learner or students' academic achievement, but the personality factors combine with emotional stability, both of them are capable to construct of the foreign language learning better (Dörnyei, 2005; Gregersen & MacIntyre, 2014)

From the pedagogical perspective, we can conclude that although partially personality of conscientiousness did not give significant effect to four classes of flipped classroom taught by four different media, audiovisual, printed media, online learning WhatsApp and Massive Open Online English Course (MOOEC), but simultaneously, both of them gave positive effect and different result of eleventh grade students of MAN 3 Padang between 4 experiment classes by using flipped classroom in Teaching Speaking where Massive Open Online Course English media was better than other.

Conclusion

Based on the finding and discussion mentioned above can be concluded that conscientiousness and emotional stability trough flipped classroom had significant effect on student' speaking ability. However partially, flipped classroom with four different media in the usage of teaching, those are 1) flipped classroom with audiovisual, 2) flipped classroom with printed media, 3) flipped classroom with online learning WhatsApp and flipped classroom with Massive Open Online English Course (MOOEC) did not gave significant effect on students' speaking ability, oppositely with emotional stability with the usage of four different media, those are 1) flipped classroom with audiovisual media, 2) flipped classroom with printed media, 3)

flipped classroom with WhatsApp media and flipped classroom with the MOOEC in Teaching Speaking showed had there was significant effect to student' speaking ability.

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