Zooming in on the Indonesian EFL Primary School Students' Intercultural Sensitivity and Their Extroversion

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Abstract

Intercultural sensitivity and personality traits constitute eminent and inseparable elements associated with EFL learning. Nevertheless, to the best of the writers' knowledge, limited investigations in an Indonesian EFL primary school level concerning these two variables were found; therefore, the present study was intended to scrutinize the Indonesian EFL primary school students' intercultural sensitivity and personality traits. 96 students from the fourth, fifth, and sixth grades of one primary school in Bandung were involved. An embedded design of a mixed-method was employed. The data were garnered using 4-Likert scale questionnaires gauging the students' intercultural sensitivity and their personality traits focusing on extroversion, followed by some open-ended questions. The findings revealed that students' intercultural sensitivity was considered good (the mean of 80.06 and standard deviation of 8.50), and most students tended to be extroverted (the mean of 72.62 and the standard deviation of 9.89). The students' intercultural sensitivity was found to be significantly related to their extroversion at a 99% level of confidence (.000 < .01). Finally, the findings along with the previous studies explicating the intercultural sensitivity and personality traits advocate some pedagogical implications for facilitating students' English learning.

Keywords: Extroversion, intercultural sensitivity, personality traits, primary school.

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1. INTRODUCTION

The intercultural sensitivity in English learning is deemed in great demand as students attend the English class. By having intercultural sensitivity in their English learning, students are expected to gain several benefits. They will have more understanding about their own cultures and other people's cultures. Furthermore, the possession of intercultural sensitivity assists students to have good language skills and good social beings (Byram et al., 2002; Hyder, 2015). Additionally, it helps them to cope with the challenges induced by globalization, i.e., the interactions involving different countries and cultures become more prevalent (Azizah et al., 2021; The Organisation for Economic Co-operation and Development [OECD], 2018). Thereby, intercultural sensitivity is necessarily required to be taken into account in the context of English language learning and one area that is worth scrutinizing.

To begin with, to make use of intercultural sensitivity effectively, students are required to consider some aspects. One of the crucial aspects is the psychological factor realized in their personality traits. The present study focuses on personality traits in association with intercultural sensitivity. In particular, one type of personality, i.e., extroversion, was investigated with respect to intercultural sensitivity. Evidence shows that these two variables are crucially required to be explored on account of the discrepancy of the findings by previous researchers. On the one hand, extroversion was found to have an association with social support and subjective well-being (Yu et al., 2021) as well as the way individuals experience various cultures (Ahadi et al., 1993). However, on the other hand, some contradictory issues in regard to extroversion were found, for instance, it had no association with cultural diversity (Aydin & Şahİn, 2017). Also, it is considered insignificant in cross-cultural transition (Benitez-Devilbiss, 2018) and unrelated to children's attachment (Jacobsen & Hofmann, 1997). Thus, the present study constitutes an alternative to clarify the discrepancy among the previous researchers' findings.

Furthermore, studies concerning the variables explored in the present study, particularly in the context of primary school level, were still limited. The studies were mostly conducted in high schools (Wurf, 2018) and university school levels (Nadeem & Haroon, 2019). Moreover, albeit some studies were found in the children's context, they were not conducted in the EFL context, particularly in the Indonesian context (Gaias et al., 2012; Piri et al., 2018). Hence, it is considered crucial for the present study to fill the void left by the previous studies. The results are expected to provide novel insights and depictions concerning the primary school students' extroversion vis-à-vis their intercultural sensitivity, particularly in the Indonesian EFL context. These variables are crucial for they are integral parts of students' learning and communicative interactions (Shatz, 2007). In a similar vein, the communicative interactions are invariably unable to be separated from cultural values and beliefs regarding the target language (Marcellino, 2015) and the students' psychological factors, namely personality (Brown, 2000; Halonen & Santrock, 1999).

Based on the rationale above, the present study attempted to fill the gap left by the previous studies. Thereby, it aimed at finding out the students' intercultural sensitivity in relation to their personality traits, focusing on extroversion, especially in the Indonesian EFL primary school setting. In particular, this study was intended to answer the following questions:
1. To what extent is the EFL primary school students' intercultural sensitivity?

2. To what extent is the EFL primary school students' extroversion?
3. Is there a significant relationship between EFL primary school students' intercultural sensitivity and their extroversion?
4. How are the EFL primary school students' attitudes towards other cultures?

Additionally, to that end (particularly that which has to do with the purpose of quantitative study), the present study was aimed at scrutinizing and testing the null hypothesis (H_0) at the 99% confidence level. There is no significant relationship between EFL primary school students' intercultural sensitivity and their extroversion.

2. LITERATURE REVIEW

2.1 Intercultural Sensitivity in the Indonesian English Language Teaching and Learning (ELTL)

The concept of intercultural sensitivity has become the interest and research area of lots of experts recently; hence, numerous studies around the world at present try to investigate it, including Indonesia. In this regard, the concept and the term intercultural sensitivity and intercultural competence have been regarded interchangeably (Hyder, 2015); hence, it is important to delineate the meaning of intercultural competence. To begin with, Elsen and St. John (2007, pp. 23-25) elaborate intercultural competence concept into three elements: 1) *inter* which refers to 'connecting' other people's culture via rigorous understanding and effective communication; 2) *culture* which can be delineated into three angles, namely the 'essentialist and generalized view' (i.e. seeing culture as nationality, ethnicity, religion, and language), 'essentialist and diversified conceptions of culture' (i.e. not only represent the former concept but also other layers comprising gender, generation, education, social class, region or city, language community, special interest group or family and life experiences), and 'anti-essential dynamic conceptions of culture' (i.e., culture is seen as something created, shaped, and constructed through dynamic processes as a result of social or cultural interactions); 3) *competence* which refers to the aspects of knowledge, affective, and skills through which communicative goals in intercultural context are accommodated and attained.

In regard to intercultural sensitivity, some dimensions or stages can be considered as the levels of one's intercultural sensitivity. In this case, Hammer et al. (2003) point out that there are two main strands, namely ethnocentrism and ethnorelativism; the former comprises stages such as denial, defense reversal, and minimization, while the latter encompasses the stages such as acceptance, adaptation, and integration (see Figure 1).

To find out one's intercultural sensitivity, a means for measuring it is in demand. In this regard, numerous tools have already been proposed by a number of experts. In this case, Fatini and Tirmizi (2006) assert and note that there are 87 tools to assess intercultural competence. Nevertheless, the present study only used one of them, the Intercultural Sensitivity Scale developed by Chen and Starosta (2000). It has five constructs: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness that they claim based on their pilot study to be valid and reliable (Chen and Starosta, 2000, pp. 172-173).
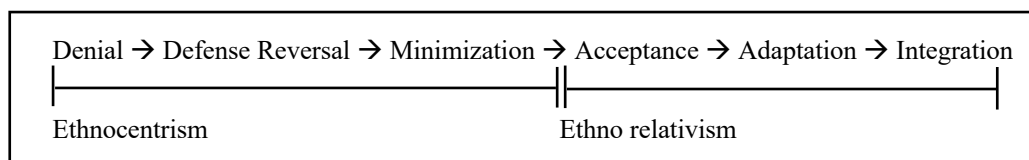
Denial → Defense Reversal → Minimization → Acceptance → Adaptation → Integration

Ethnocentrism   Ethno relativism

Figure 1. Developmental Model of Intercultural Sensitivity (p. 424).

Besides, on the one hand, intercultural sensitivity in ELTL, particularly in the context of Indonesia, is regarded to provide some benefits. These comprise fostering students' critical analysis and English skills (Haerazi & Irawan, 2020; Miftakh, 2017). On the other hand, some challenges still emerge. In this case, the matters had to do with the time constraints, the inadequacy of materials, and teachers' cultural knowledge (Abdulrahman et al., 2016; Putra et al., 2020; Rosyidi & Purwati, 2018; Silvia, 2015).

Based on the evidence above, intercultural sensitivity constitutes a beneficial entity that assists individuals in evaluating their own culture and the other people's cultures that are different from theirs. In the context of Indonesian ELTL, despite having some positive benefits and impressions for the students, intercultural sensitivity or competence should be deemed rigorously since English teachers deliver the English instructions in which some challenges may appear. For instance, English teachers are required to teach the multicultural aspects creatively and use multimodal materials to foster the students' engagement in the cultural tasks (Setyono & Widodo, 2019). Cooperative learning can be the alternative approach through which the English teachers accommodate and build their intercultural competence and sensitivity (Telaumbanua et al., 2020).

2.2 Construing the Extroversion and Intercultural Sensitivity: A Context of EFL Primary School Level

Personality constitutes one of the salient elements in EFL teaching and learning. It is because as students learn a second or foreign language, they are not only required to involve their cognition but the way they behave and feel also should be taken into account (Brown, 2000; Cummins, 1991); thus, it is crucial to include such psychological aspect, which in this case, is students' personality traits. Personality itself is defined as characteristics and attributes that belong to human beings (Dornyei, 2005). More specifically, it can be associated with the way individuals interact with other people that can be encapsulated by the way they think, feel, and behave (Halonen & Santrock, 1999).

Evidence had shown that extroversion personality was significantly correlated with general adjustment (Ramalu et al., 2010); such relationship is essential since, as Triandis (2000) asserts, it may lead to subjective well-being; therefore, individuals' mental health may be dependent upon the suitability between the personality and culture (Caldwell-Harris & Ayçiçegi, 2006; Ward & Chang, 1997). Moreover, extroversion was reported to have an association with supportive attributes that might be accommodative as individuals mingle with others during their social interactions (Barrett & Pietromonaco, 1997) and adjust to new cultures (Masgoret et al., 2000). It will be beneficial to entrench the intercultural sensitivity since some of its constructs have to do with (social or intercultural) interactions (Chen & Starosta, 2000). Based

on the aforementioned notions, extroversion is a part of the personality that constitutes one of the key facets of entrenching intercultural sensitivity.

In addition, the extroversion investigated in the present study derives from The Big Five Model. It was used because, based on the rationale, as McCrae and Costa (1989) argue, that this model is practical if used in various settings, including education. A study delineating the instance of the use of the Big Five Model in the educational context reported that the children's extroversion was found to have a significant correlation with a particular culture, namely the Islamic culture that resided at school (Aisyah et al., 2020). Similarly, the other studies (Callueng et al., 2020; Goldner & Scharf, 2013) reveal that children's extroversion was in relation to the social domain or behavior. In addition to the evidence, Draguns (2009) asserts that personality and culture comprise inseparable entities. Culture is not the only one that may relate to personality; it is still perceived to possess power and role as 'a huge class of external influence' of one's life, hence including personality traits (Allik & McCrae, 2002, p. 318). Moreover, these two variables are considered as some of the essential facets, particularly in the EFL context, through which students acquire English (Khodadady & Younesi, 2017).

Based on the related previous studies and theories above, it can be assumed that EFL students' personality traits, which in this regard are extroversion, and their intercultural sensitivity, are connected to a certain extent. Personality traits are viewed to have a crucial role in the way individuals cope with intercultural issues leading to language acquisition.

3. METHODS

The instruments used comprise the Intercultural Sensitivity Scale developed by Chen and Starosta (2000) and the Big Five Trait Taxonomy developed by Oliver and Srivastava (1999). The two questionnaires were translated into Bahasa Indonesia with a 4-point Likert scale ranging from strongly agree/*sangat setuju* (scored 4) to strongly disagree/*sangat tidak setuju* (scored 1). Besides, following the questionnaires, open-ended questions enclosed with some images containing cultural issues to find out the students' voices with respect to their intercultural sensitivity were employed. These questions were developed and adapted from the studies conducted by Kiss and Weninger (2017) and Yue (2019), as shown in Table 1.

Furthermore, a mixed-method, utilizing an embedded design, was employed. In this study, the quantitative data were corroborated by the qualitative data. This combination method was utilized to provide in-depth data and consulted based on the research questions advocated leading to robust findings (Cohen et al., 2000; Hamied, 2017; Morgan, 1998; Morse, 1991). Initially, the study was targeted to 240 students as the participants deriving from fourth, fifth, and sixth graders in one primary school in Bandung city. Nevertheless, as the instruments were disseminated, only 96 responses were returned. This study underscored the voluntary participants, so only that number of students filled it when the questionnaire was distributed. Besides, 31 out of the 96 students were involved in instruments tryout. Thereby, the number of subjects in the present study comprised 65 students participating as the main targeted subjects. As the ease of access was found, the convenient sampling technique was preferred (Taherdoost, 2016).

Table 1. Questionnaire Matrix of Intercultural Sensitivity Scale (Chen & Starosta, 2000).

Intercultural sensitivity		Personality trait	
Factor	**Item No.) ***	**Factor**	**Item No.) *,**
Interaction engagement	1, 11, 13, 21, 22R, 23, 24	Extraversion	1, 6R 11, 16, 21R, 26, 31R, 36
Respect for cultural differences	2R, 7R, 8, 16, 18R, 20R		
Interaction confidence	3, 4R, 5, 6, 10		
Interaction enjoyment	9R, 12R, 15R		
Interaction attentiveness	14, 17, 19		

)*R: reversed items;)**the numbers shown in this Table 1 were based on the original source

Regarding the data collection, a cross-sectional design was employed. The data were garnered through the questionnaires disseminated using Google Form in one shot collection (Rindfleisch et al., 2008). Next, the collated quantitative data were analyzed using descriptive statistics and correlational analysis. Moreover, some particular analyses featuring the correlational analysis were utilized; these had to do with the depiction concerning the linearity, normality distribution testing, and heteroskedasticity (Cohen et al., 2000, 2018; Hamied, 2017). Also, some systematic coding procedures were utilized to gain the main themes of the qualitative data obtained from the open-ended questions. The student's responses to the open-ended questions were checked, read thoroughly, and coded; this is what is called initial coding. Then, the initial coding was followed with axial coding in which the specific codes from the previous coding were categorized or grouped into some categories— broader related codes. Next, these categories were classified into broader related themes/concepts using selective coding. The selective codes were used to ascertain the findings based on the research question proposed.

Additionally, concerning the ethical issues, the information related to the proposed research project was informed to the school's headmaster, teachers, and students. The subjects were given informed consent, i.e., their identities would remain confidential and that they had rights whether or not they would participate in this study.
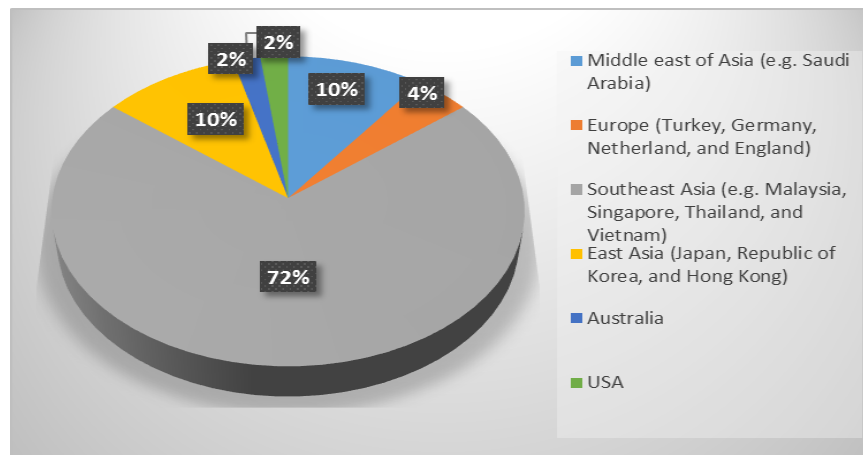
4. RESULTS

4.1 Demographic Profile of the EFL Primary School Students

Based on the demographic questionnaire disseminated to the students, some findings were found. Firstly, the subjects were dominated by 5th graders, i.e., 33 students (50.77%) with ages ranging from 11 to 12, followed by 23 students from the sixth grade (35.39%) whose age was around 11-13, and 4th graders, i.e., nine students (13.85%) around 9-11 years old. Most of the students come from some cities around West Java province, e.g., Bandung, Cimahi, Sumedang, Cianjur, Sukabumi, Bogor, and Bekasi (58 students or 89.23% of the whole population). Some students derived from other cities from different provinces, for example, three students from Jakarta and one student from Gresik (East Java province). The others were born overseas; one student was born in Saitama (Japan), and another was born in England. Moreover, the students were dominated by female students, 41 students (89.23%), whereas the number of male students participating in the present study was 24 students (36.92%).

Table 2. Demographic profile of the EFL primary school students.

Variables	4th graders	5th graders	6th graders
Age			
9 years old	2 (3.08%)		
10 years old	6 (9.23%)	9 (13.85%)	
11 years old	1 (1.54%)	24 (36.92%)	7 (10.77%)
12 years old			14 (21.54%)
13 years old			2 (3.08%)
Origins (place of birth)			
Bandung	6 (9.23%)	25 (38.46%)	21 (32.31%)
Cimahi		1 (1.54%)	
Sumedang			1 (1.54%)
Cianjur		1 (1.54%)	
Sukabumi			1 (1.54%)
Bogor	1 (1.54%)		
Bekasi	1 (1.54%)		
Jakarta	1 (1.54%)	2 (3.08%)	
Gresik		1 (1.54%)	
Denpasar		1 (1.54%)	
Saitama Higashi Omiya		1 (1.54%)	
England		1 (1.54%)	
Gender			
Female	9 (13.85%)	17 (26.15%)	15 (23.08)
Male		16 (24.62%)	8 (12.31%)

Besides, some students reported that they had visited foreign countries. In this regard, the countries from Southeast Asia were the most frequently visited countries (72%), followed respectively with middle east of Asia (10%), east of Asia (10%), Europe (4%), USA (2%), and Australia (2%) (see Figure 1 below).

Figure 2. The countries that the students ever visited.

4.1.1 Instrument reliability and validity

Based on the tryout of the instrument with 31 students, some results regarding the validity and reliability were obtained. In this regard, concerning the reliability of the intercultural sensitivity scale, it was found that the instrument was deemed to be excellent, indicated by the Cronbach's alpha value of .905. Moreover, in terms of validity, three out of twenty-four items (items numbers 2, 4, 11) were found to have a

lower validity with r counted values of .329, -.193, and .350 respectively with rt (α=.05) =.355. Therefore, the three items were excluded or dropped from the targeted subjects. Consequently, there were only twenty-one items used for the targeted subjects. Furthermore, due to the deletion of the three items, the value of Cronbach's alpha indicating the reliability of the intercultural sensitivity scale increased to .922.

In addition, in terms of the instrument assessing the extroversion, it was found that it was considered to have excellent reliability shown by the Cronbach's alpha value of .775. Furthermore, concerning the validity, some items were found to have low validity. Three out of eight items of extroversion, item no. 1, 6, and 31 were found to have a lower validity with r counted values of .191, .199, and -.144 consecutively with rt (α=.05) =.355. Therefore, the items were excluded from the targeted subjects. Consequently, there were only eighteen items concerning the personality traits used for the targeted participants.

4.1.2 Credibility, transferability, dependability, and confirmability

These four terms, i.e., credibility, transferability, dependability, and confirmability, have to do with the trustworthiness of the qualitative data. Some endeavors were conducted to ensure that the qualitative data had met trustworthiness. Concerning credibility, peer debriefing was conducted through consulting the data and findings to the professionals and colleagues. To maintain the transferability, the technique employed was 'collecting and developing thick descriptive data' to compare with the other contexts. Generating an 'audit trail' in the form of documentation constitutes the technique used regarding dependability. In the case of confirmability, the quantitative data obtained were utilized to corroborate and complement the qualitative data and vice versa (Guba, 1981, pp. 84-88).

4.2   The Students' Intercultural Sensitivity

The students' intercultural sensitivity (IS) was gained through the questionnaire disseminated to 65 students via the Google Form. In this regard, the detailed information about it is presented in Table 3 below.

Table 3. Descriptive statistics of students' Intercultural Sensitivity (IS)

	Descriptive statistics			
	Min	**Max**	**Mean**	**Std. deviation**
IS score	61.90	97.62	80.06	8.48

Based on Table 3, the quality classification concerning the students' intercultural sensitivity can be calculated using the ideal mean (IM) and the ideal standard means (ISD). The criteria with the formula are shown in Table 4.

Table 4. Guidelines for classification.

Interval scores	Criteria
x> IM + 1.5 ISD	Very good/high
IM < x < IM + 1.5 ISD	Good/high
IM – 1.5 ISD < x < IM	Moderate
X < IM – 1.5 ISD	Low

Based on the formula for each criterion shown in Table 4 above, the criteria for the final score are obtained. It is presented in Table 5 below. By taking account of the statistics below, it is clear that with a mean of 80.06 a standard deviation of 8.50, the students' intercultural sensitivity was deemed good.

Table 5. Classification of IS.

Interval scores	Criteria
x> 88.69	Very good/high
79.76 < x < 88.69	Good/high
70.84 < x < 79.76	Moderate
X < 70.84	Low

4.3 The Students' Personality Trait: Extroversion

The students' extroversion data gained from the questionnaire, which in this case is similar to the intercultural sensitivity scale, was disseminated through Google Form. Table 6 provides the descriptive statistics for the personality types concerning extroversion.

Table 6. Descriptive statistics of students' extroversion.

	Descriptive statistics			
	Min	Max	Mean	Std. deviation
Extroversion	40.00	95.00	72.62	9.89

Akin to the intercultural sensitivity data, the classification for the students' extroversion was obtained through calculating the ideal mean and standard deviation with the aforementioned formula (see Table 4). Based on the statistics represented in Table 7 below, with a mean of 72.62 and a standard deviation of 9.89, the students' personality traits, in terms of extroversion, were considered to be good/high.

Table 7. Classification of extroversion.

Interval scores	Criteria
x> 81.25	Very good/high
67.5 < x < 81.25	Good/high
53.75 < x < 67.5	Moderate
X < 53.75	Low

4.3.1 Normality distribution testing

Normality distribution was tested through a test using Shapiro Wilk and the values of skewness and kurtosis. The results are illustrated in Table 8 and Table 9.

Table 8. Test of normality distribution using Shapiro Wilk.

Variables	Shapiro Wilk		
	Statistic	df	sig
Intercultural Sensitivity	.982	65	.459
Extroversion	.946	65	.007

Table 9. Test of normality distribution using Skewness and Kurtosis.

Variable	Skewness			Kurtosis		
	Skewness	**Std. Error**	**Ratio**	**Kurtosis**	**Std. error**	**Ratio**
Intercultural Sensitivity	.133	.297	.447	-.433	.586	-.74
Extroversion	-.505	.297	-1.7	1.662	.586	2.84

Based on Table 8 above, it can be inferred that the normality distribution was only found in the data concerning the intercultural sensitivity (p>.05). Meanwhile, the data set for extroversion was not normally distributed (p<.05). Moreover, based on Table 9, the data of intercultural sensitivity was considered to be reasonably normally distributed, indicated by the values of skewness and kurtosis obtained, i.e., .447 and –1.7, respectively. The value is within accepted values ranging between -2 and 2. Nevertheless, in terms of extroversion, there was no issue found concerning the skewness ratio (1.662) because it was still within the acceptable range. The value of its kurtosis ratio (2.84) was found beyond the acceptable values (Bachman, 2004, p. 100).

Another inspection was conducted to follow up the issue concerning the normality distribution of the data set of extroversion. By using graphical plots, the box and whiskers plot and detrended normal plot, shown in Figures 3 and 4 below.
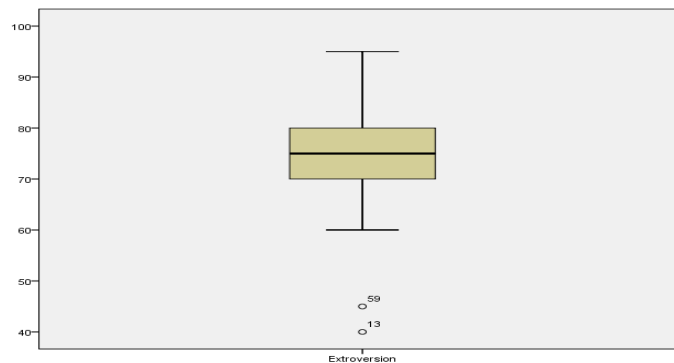

Figure 3. Box and Whisker plot of extroversion.

Based on Figure 3 and Figure 4, there were two extreme cases found. Subjects 59 and 13 scores were located far below the mean in Box and Whisker plot (see Figure 3) and were beyond three standard deviations from normal (see Figure 4) (p. 101). Thereby, based on the evidence shown by numerical and graphical inspections followed with data processing trail and scrutiny from the subjects' responses in the Google form, Subjects 59 and 13 were justified as outliers instead of facilitating cases, and these were excluded from the data analysis for testing the hypotheses. Moreover, to cope with the normality of the data, instead of using data transformation, another means to test the hypotheses concerning the scrutinized variables was set, non-parametric testing Spearman correlation coefficient (p. 100).
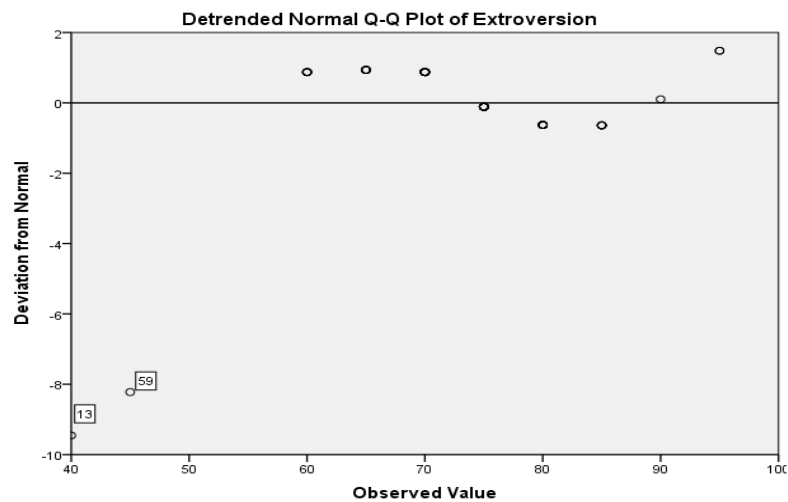
Figure 4. Detrended Normal Q-Q plot of extroversion.

4.3.2 Linearity and Heteroskedsticity testing

The linearity of the two data sets between IS and personality type of extroversion is tested through ANOVA, of which statistics are shown in Table 10.

Table 10. ANOVA for Linearity Testing.

		df	Mean Square	F	sig
Between Groups	(Combined)	7	256.26	6.132	.000
	Linearity	1	1078.38	25.805	.000
	Deviation from Linearity	6	119.27	2.853	.017
Within-group		55	41.79		
Total		62			

Based on Table 10, the p-value is higher than the 95% level of confidence (.000<.05), hence H0 is rejected, and Ha is accepted, meaning that the regression model between the two variables is considered linear.

Moreover, concerning heteroskedasticity, the verdict utilizes the Glejser test. Based on Table 11, it can be seen that the p-value obtained was higher than the 95% confidence level (.172 > .05), meaning that heteroskedasticity was not found in the regression model.

Table 11. The coefficient for Heteroskedasticity Testing.

	Unstandardized coefficients		Standardized coefficient		
	B	Std. error	Beta	t	Sig.
(Constant)	11.867	4.569		2.598	.012
Extroversion	-.085	.062	-.174	-1.383	.172

4.4 Relationship between the EFL Primary School Students' Intercultural Sensitivity and Extroversion

To answer research question 3, namely the relationship between the EFL primary school students' intercultural sensitivity and extroversion, a correlational analysis by Spearman's rho is used. The result is illustrated in Table 12.

Table 12. Coefficient Correlation Spearman rho.

			Extroversion	**IS**
Spearman's rho	Extroversion	Correlation Coefficient	1.000	.476
		Sig. (2-tailed)		.000
		N	63	-1.383

Based on the sig (2 tailed) value at 99% level of significance shown in Table 11 below, the p-value (.000) was found to be lower than the 99% level of confidence (.000 < .01). Hence it can be considered that there is a significant relationship between these two variables.

4.5 The Students' Attitudes toward Other Cultures

The students' attitudes towards other cultures were scrutinized using the open-ended questions disseminated through Google Form. The open-ended questions were developed and adapted based on the studies conducted by Kiss and Weninger (2017) and Yue (2019). In this regard, based on their responses regarding the pictures and questions given, several main themes were obtained. These comprise the figure of Mulan associated with war, movies, and preferences. As such, some of the prominent ones, for instance, as Subject 61, Subject 58, and Subject 33 point out:

1 *Mulan adalah seseorang yang berani dan sangat peduli terhadap keluarganya. Dia menggantikan ayahnya yang sedang sakit walaupun Mulan adalah perempuan tetapi ia mengikuti latihan perang sampai medan perang.* [Mulan is a person who is brave and really cares about her family. She substituted for her father who was sick, even though she was a female, she joined the war training as well as took part in the war.] (Subject 61)

2 *Mulan rela menggantikan ayahnya untuk wajib militer karena ayahnya sedang jatuh sakit. Pilihannya itu sangat hebat.* [Mulan sincerely substituted for her father who was sick to join the conscription. Her choice is very great.] (Subject 58)

3 *Sebenarnya saya tidak setuju dengan Mulan yang mengikuti latihan perang layaknya pria karena Mulan adalah perempuan tetapi jika alasannya karena ia harus menggantikan ayahnya (yang sakit) saya setuju. Mulan adalah sosok yang tidak egois, pekerja keras dan juga berani.* [Actually, I do not agree with Mulan joining the training for the war as a man because she was a girl, but if it was because she was to substitute for her father (who was sick to join the war), I would agree. She was an unselfish, hard-working, and brave person.] (Subject 33)

Such answers indicate their critical thoughts by providing a compelling and sound argument which is one of the characteristics of intercultural competence included in the cognitive aspect. Besides, they consider Mulan's choice, joining the conscription on behalf of her father positively, can be indicated as a way to respect an individual's choice which is essential in intercultural communication.

The other theme has to do with positive impressions due to some grounds, namely the plot, the characteristics of Mulan, and the moral values that can be obtained from the movie. In this case, the plot was perceived positively and Mulan was viewed as a good woman, for instance as Subject 57 and Subject 53 assert:

4   *Sangat bagus karena menceritakan seorang anak yang sangat berbakti untuk menyelamatkan nyawa sang ayah dan menjaga martabat keluarganya.* [It is great because it tells about a child who devoted herself to save her father's life and kept her family's dignity.] (Subject 57)

5   *Menurut saya film ini merupakan film yang sangat bagus, karena film ini menceritakan tentang role model seorang perempuan yang kuat dan juga memberikan contoh yang baik bagi anak anak muda di seluruh dunia.* [I think this film is very good because it talks about the role model, a woman who is strong and gives a good example for the youth in the world.] (Subject 53)

Based on the subjects' responses above, the students seem to have positive attitudes toward the main character, namely Mulan, as well as the story itself in which there are moral values given. Also, such positive attitudes are accompanied by some reasonable grounds and critical arguments which are necessarily required for intercultural communication.

5.   DISCUSSION

Based on the aforementioned findings, it was clearly seen that the students' intercultural sensitivity was deemed good, with a mean of 80.06 and a standard deviation of 8.50. Such finding seems in line with the findings obtained from the open-ended question delivered to them. Most students were found to have good impressions of the cultural product and person (Sugianto & Wirza, 2021; Yuen, 2011), the Mulan Live Action movie. They credited the movie with some moral values and viewed Mulan as having good characteristics encompassing bravery, responsibility, being passionate, and caring for her family, particularly her father, who was sick. Again, such findings conform to the findings concerning one of the constructs of the intercultural sensitivity, namely respect of cultural differences in which they were considered to have good respect of cultural differences (indicated by the quantitative data with the mean of 86.08 and standard deviation of 10.99).

The primary school students' personality trait in terms of extroversion was deemed to be good. It was indicated by the mean of 72.62 and the standard deviation of 9.89. This personality type, extroversion, is associated with positive emotions (Chamorro-Premuzic, 2016; Roccas et al., 2002) that are in line with the students' responses concerning the attitudes towards other cultures scrutinized in the open-ended questions. It was found that most of them had positive attitudes, particularly towards the cultural issue about Mulan who took part in war training and in disguise as a man; they mostly perceived positively due to Mulan's intention who did it for the sake of her father and helped her father who was sick. Based on this evidence, it can be indicated that the students were likely in the acceptance stage of intercultural sensitivity, a stage in which others' cultures are appreciated by accepting them as the parts of reality that exists (Greenholtz, 2005).

In addition, the correlational analysis shows a significant relationship between the primary school students' intercultural sensitivity and extroversion at the 99% level

of significance (.000 < .01). This finding follows a study conducted by Han and Pistole (2017), who found that extroversion has a relationship with diversity. Besides, Çivitci (2020) reports that openness can influence attitudes towards diversity. Hence, it is also related to extroversion; pertaining to Civitci's finding, most of the students in the present study were tolerant and open to the cultural products and person indicated by their positive impressions. Nevertheless, one concern that should be taken into account is, as Nadeem and Haroon (2019) assert, personality traits were found to vary in particular cultures. Thus, understanding other people's cultures become a salient component (Byram et al., 2002), and it should also consider extroversion for one of the central constructs is sociability (Olino et al., 2005). In the EFL learning context, these two variables have a significant impact on the students' learning. For instance, Jialing (2019) contends that personality traits have a significant relationship with the students' learning, and the same thing works for intercultural sensitivity.

Students are challenged with the era in which the opportunities to interact with environments with cultural diversity have registered an increase in value starting from the primary level (Gunay, 2016). Thereby, teachers are expected to introduce cultures and integrate them into their instructional practices. These can be conducted using a number of ways, for instance, either explicitly using text containing cultural values or implicitly utilizing pictures and learning activities (Afifah & Zuchdi, 2019). Also, utilizing technology can be an efficacious alternative for introducing cultures to students. By integrating cultures into their teaching practices, students can be more engaged in the learning process they experience (Sugianto, 2020). In the case of students' personality issues, collaboration with parents can be valuable to know the students' personalities and matters they face (Sugianto & Ulfah, 2020). By conducting these, any supportive atmosphere leading to students' learning outcomes is expected to be feasible (Ahmadi et al., 2015; Aybas, 1997; Dewaele & Furnham, 1999; Hakim, 2015; Hashim et al., 2014; Zafar et al., 2017; Piri et al., 2018; Zafarghandi et al., 2016); thus, academic and social involvement and integration are yearned in the classroom (Tinto, 1997).

6.   CONCLUSION

Based on the findings mentioned above, the present study reaches some conclusions. First, the EFL primary school students' intercultural sensitivity indicated by the mean of 80.06 and standard deviation of 8.50 was deemed good; albeit for a certain extent, based on the qualitative data, few students were found to be in the ethnocentrism stage. Second, most of the primary school students' personality was deemed to have good extroversion, indicated by the mean of 72.62 and the standard deviation of 9.89. Third, a significant relationship was found between the students' intercultural sensitivity and their extroversion indicated by the p-value of Spearman's rho that was lower than 99% confidence level (.000 < .01), meaning that the more students extroverted, the higher their intercultural sensitivity would be. Such findings result in pedagogical implications that English teachers should take into account. Firstly, integrating cultures into teaching practices is advocated, and these can be conducted with several fashions, either implicitly or explicitly. Secondly, teachers are required to consider the affective issue in the classroom, particularly by construing their students' personality types. Such construal of the students' personality types can

be used to foster the rapport between teachers and students as well as generate students' academic outcomes due to the supporting atmosphere that suits the students' characteristics.

Furthermore, the present study had some constraints that future researchers can follow up, namely, scrutiny involving intercultural sensitivity with respect to the other personality traits. Besides, the use of other instruments such as classroom observation is advocated to gain in-depth data concerning the way they behave, perceive, or think about other cultures.

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