

A Comparative Study of Extrovert and Introvert Personalities on Speaking Achievement

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ABSTRACT

This study aims to examine whether there is a significant difference in speaking achievement between extrovert and introvert students. The research was conducted at SMA Negeri 5 Maros, involving 36 students of class XI IPA 1 selected through purposive sampling. This study employed a quantitative approach using a causal-comparative design. Data were collected using a personality questionnaire consisting of 22 items to classify students as extrovert or introvert, and an oral test to measure their speaking achievement. The collected data were analyzed using an independent sample t-test with the help of SPSS version 29. The results showed that the significance value (Sig. 2-tailed) was 0.015, which is lower than 0.05, indicating a statistically significant difference between the two groups. The findings revealed that extrovert students achieved higher speaking scores compared to introvert students. In conclusion, personality type has a significant influence on students' speaking achievement, with extrovert students demonstrating better performance. These findings suggest that teachers should consider students' personality differences when designing speaking activities to support more effective language learning.

Penelitian ini bertujuan untuk mengkaji apakah terdapat perbedaan yang signifikan dalam pencapaian berbicara antara siswa ekstrovert dan introvert. Penelitian ini dilakukan di SMA Negeri 5 Maros dengan melibatkan 36 siswa kelas XI IPA 1 yang dipilih melalui teknik purposive sampling. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kausal-komparatif. Data dikumpulkan melalui kuesioner kepribadian yang terdiri dari 22 butir untuk mengklasifikasikan siswa sebagai ekstrovert atau introvert, serta tes lisan untuk mengukur pencapaian berbicara siswa. Data yang diperoleh dianalisis menggunakan uji independent sample t-test dengan bantuan SPSS versi 29. Hasil penelitian menunjukkan bahwa nilai signifikansi (Sig. 2-tailed) sebesar 0,015 lebih kecil dari 0,05, yang menunjukkan adanya perbedaan yang signifikan secara statistik antara kedua kelompok. Temuan penelitian menunjukkan bahwa siswa ekstrovert memiliki skor berbicara yang lebih tinggi dibandingkan siswa introvert. Kesimpulannya, tipe kepribadian memiliki pengaruh yang signifikan terhadap pencapaian berbicara siswa, di mana siswa ekstrovert menunjukkan performa yang lebih baik. Temuan ini menunjukkan bahwa guru perlu mempertimbangkan perbedaan kepribadian siswa dalam merancang aktivitas berbicara guna mendukung pembelajaran bahasa yang lebih efektif.

INTRODUCTION

English is widely recognized as an international language that plays a crucial role in global communication across education, business, technology, and social interaction. Ilosovna (2020) states that English is one of the most widely used languages in the world. In language learning, English involves four essential skills—listening, speaking, reading, and writing—which must be mastered to express ideas, feelings, and opinions effectively Brantmeier, C. (2005). Among these

skills, speaking is considered the most important because it enables direct interaction and real-time communication (Tuan & Mai, 2015; Wijaya, 2016).

The primary objective of English language instruction is to develop students' communicative competence. Csikszentmihalyi, M. (2008) emphasizes that improving learners' ability to use English effectively in communication should be the central goal of instruction. However, in English as a Foreign Language (EFL) contexts, speaking remains one of the most challenging skills to master. Kurniati et al. (2015) highlight that speaking difficulties arise from the need to integrate pronunciation, vocabulary, grammar, and fluency simultaneously. Similarly, Ozbay, A. S., *et al.* (2017) found that students often struggle with speaking due to limited vocabulary and lack of confidence.

Speaking plays a vital role in meaningful communication. Egbert, J. (2004) argue that fluency in speaking allows learners to convey ideas clearly and effectively. In addition, Leong and Ahmadi (2017) emphasize that speaking reflects learners' overall language proficiency and communicative competence. Despite its importance, many students still experience difficulties in speaking due to both linguistic and non-linguistic factors.

One of the most influential non-linguistic factors is affective factors. These include emotional aspects such as anxiety, motivation, and confidence, which significantly affect language learning outcomes. According to Howard, S. F, and Mirriam W. Schustack. (2008), affective variables play a central role in second language acquisition, particularly in shaping learners' willingness to communicate. This is supported by Dewaele and MacIntyre (2016), who highlight that emotional experiences, such as anxiety and enjoyment, strongly influence learners' speaking performance. Furthermore, Gregersen, T. and Horwitz, E. K. (2002) identifies personality as one of the key individual differences influencing language learning success, alongside motivation and learning strategies.

Personality traits, particularly extroversion and introversion, have been widely examined in relation to speaking performance. Extroverted learners are generally characterized by sociability, assertiveness, and active participation in social interaction. According to Prakash, Shiv *et al.*, (2016), extroverted students tend to engage more in communication, which enhances their speaking fluency. Similarly, Dewaele and MacIntyre (2016) found that extroversion is positively associated with willingness to communicate and oral performance in a second language. These characteristics provide extroverted learners with more opportunities to practice speaking and develop communicative competence.

On the other hand, introverted learners tend to be more reflective and oriented toward internal processing. Paradilla *et al.* (2020) describe introverts as less socially active and more reserved in communication. According to MacIntyre, P. D. (2007), introverted learners often prefer individual learning and may experience anxiety in speaking situations. However, they may also demonstrate strengths in accuracy and careful language processing due to their reflective nature Dewaele and MacIntyre (2016).

Previous empirical studies have shown mixed findings regarding the relationship between personality and speaking achievement. Some studies indicate that extroverted students perform better in speaking due to their active participation and higher confidence levels (Zhang, 2018; Dewaele and MacIntyre (2016)). However, other studies suggest that introverted learners can achieve comparable or even better results in certain aspects, such as accuracy and structured language use MacIntyre, P. D. (2007). These inconsistent findings indicate the need for further investigation in specific educational contexts.

In the Indonesian context, variations in students' speaking achievement are still evident despite similar instructional conditions. Tanasy (2019) found that individual and social factors significantly influence language use and interaction patterns, which in turn affect communication outcomes. This suggests that internal characteristics such as personality may play a crucial role in shaping students' speaking ability. However, studies that specifically compare extroverted and introverted students' speaking achievement in Indonesian senior high schools are still limited.

Therefore, this study provides a scientific contribution by offering a comparative analysis of extroverted and introverted students' speaking achievement in an EFL classroom. It not only

examines whether a significant difference exists but also enriches the understanding of how personality traits influence speaking performance in a specific educational context.

Based on the explanation above, this study aims to investigate whether there is a significant difference in speaking achievement between extroverted and introverted students. Accordingly, the objective of this study is to compare the speaking achievement of students with extrovert and introvert personalities and to determine the extent to which personality traits influence their speaking performance at SMA Negeri 5 Maros.

RESEARCH METHOD

This study employed a quantitative approach with a causal-comparative design to examine differences in speaking achievement between extrovert and introvert students without manipulating variables (Sukiati, 2016). The research was conducted at SMA Negeri 5 Maros. The population consisted of 105 eleventh-grade science students (XI IPA 1–3). Using purposive sampling (Creswell & Plano Clark, 2011), 36 students from class XI IPA 1 were selected as the sample.

Data were collected using a personality questionnaire and a speaking test. The questionnaire, adapted from the Eysenck Personality Inventory (EPI), consisted of 22 items to classify students as extrovert or introvert. Its validity was established through expert judgment, while reliability was measured using Cronbach’s Alpha, with a coefficient above 0.70 indicating acceptable reliability.

The speaking test assessed students’ performance on daily activity topics using three criteria: accuracy, fluency, and comprehensibility (Arikunto, 2019). To ensure scoring consistency, inter-rater reliability was applied by involving a second rater.

Data were analyzed using SPSS version 29. Descriptive statistics (mean and standard deviation) were used to summarize the data. Prior to hypothesis testing, normality (Kolmogorov–Smirnov) and homogeneity (Levene’s test) tests were conducted. An independent samples t-test was used to determine whether there was a significant difference between the two groups, with a significance level of 0.05.

RESULTS

Tabel 1. *Category of Extrovert and Introvert Personality*

No.	Frequency	E-Score	Category
1	18	0-11	Introvert
2	18	12-22	Extrovert
Total		36	

Source: Author’s Analysis

Based on table above, There are 18 student’s categorized as Extrovert and also 18 categorized as Introvert personality. If students get 0-11 E-Score (Extrovert score) they are Introverts. If students get 12-22 E-score, they are Extroverts.

Tabel 2. *Speaking score of Extrovert and Introvert Personality*

Personality	Maximum Score	Minimum Score	Mean Score	Std. Deviation
Extrovert	89.00	61.00	74.61	10.66
Introvert	77.00	55.00	66.71	7.34

Source: Author’s Analysis

According to table above the higher speaking achievement scores of extrovert students’ is 89, the lower scores is 61, the mean and standard deviation are 74,61 and 10,66. For the introvert students’ the higher score is 77 and the lower score is 55, the mean and standard deviation are 66,77 and 7,34. It means that extrovert students has good category on speaking achievement.

Tabel 3. Test of Normality

Personality	Significance
Extrovert	0.200
Introvert	0.162

Source: Author's Analysis

Based on the normality test using the Kolmogorov semirnov test where the extrovert group obtained a significant value of 0.200 and the introvert group obtained 0.162. the significant value is more than 0.05 ($0.200 > 0.05$) and ($0.162 > 0.05$) which means that the data is normally distributed.

Tabel 4. Test Significance

Significance
0.015

Source: Author's Analysis

Based on the table above that obtaining significant is 0.015. Where $0.015 > 0.05$ which means there is a significant difference between extroverted and introverted students on speaking achievement.

DISCUSSION

This study involved 36 students who were classified into extrovert and introvert groups based on the results of a personality questionnaire. Data were collected through a questionnaire to identify students' personality types and an oral test to measure their speaking achievement. The findings revealed that extrovert students achieved higher speaking scores than introvert students. Based on the mean scores, extrovert students obtained an average score of 74.61, while introvert students obtained 66.77. Furthermore, the Independent Sample T-test showed a significance value of 0.015 ($p < 0.05$), indicating that there is a statistically significant difference between extroverted and introverted students in speaking achievement. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

These findings are consistent with previous studies. For example, research by Seligman, M. E. P., Steen, T. A., Park, N. and Peterson, C. (2005) who found that extroverted students tend to be more active in communication and demonstrate higher confidence in speaking compared to introverted students. Similarly, Rahayu (2020) reported that extroverted learners are more enthusiastic in classroom interactions and socially engaged, which contributes to better speaking performance. In addition, Clarry Sada, *et al.* (2015) revealed that individuals with higher levels of extroversion tend to be more confident and effective in performing productive skills, particularly in speaking activities that require spontaneity and social interaction.

The results of this study further indicate that extroverted students tend to be more confident, active, and willing to express their ideas in classroom settings. They are more likely to participate in discussions and engage in verbal interaction, which provides greater opportunities for practice. In contrast, introverted students tend to be more reserved, less expressive, and often limit their interaction to close peers. They may also experience anxiety in public speaking situations, which can hinder their speaking performance. These differences in interaction patterns may explain the gap in speaking achievement between the two groups.

However, the findings of this study differ from several previous studies. For instance, Suliman (2015) found that introverted students outperformed extroverted students in speaking ability. This difference may be attributed to the sample composition, as their study included a larger number of introverted participants, which influenced the overall mean score. Similarly, studies conducted by Fredrickson, B. L. (2013), Muhammad Aniq (2021), and Vandebos, G and Jason M. Winkler, (2015), reported no significant difference between extroverted and introverted students in speaking ability. These inconsistencies may be caused by differences in research

design, sample characteristics, or other uncontrolled variables such as motivation, anxiety, and teaching strategies.

In this study, the equal number of participants in both groups (18 extroverts and 18 introverts) strengthens the validity of the comparison. The findings suggest that personality significantly influences speaking achievement, particularly in terms of confidence, frequency of interaction, and willingness to communicate. Extroverted students tend to gain energy from social interaction, making them more confident and fluent in speaking. On the other hand, introverted students may have less practice in communicative situations because they tend to avoid large social interactions, which can affect their speaking development.

Nevertheless, it is important to emphasize that introverted students also possess valuable strengths, such as strong listening skills, deep thinking, and the ability to work independently. Therefore, personality differences should not be viewed as limitations but rather as diverse learning characteristics that require appropriate instructional strategies.

Thus, this study confirms that personality traits, particularly extroversion and introversion, have a significant influence on students' speaking achievement. However, both personality types have their own strengths, and effective teaching strategies should accommodate these differences to optimize students' language learning outcomes.

CONCLUSION

The findings of this study indicate that extrovert students achieved higher speaking scores than introvert students. The mean score of extrovert students was 74.61, while introvert students obtained a mean score of 66.77, demonstrating a noticeable difference in speaking achievement between the two groups. Furthermore, the result of the hypothesis testing showed a significance value of 0.015 ($p < 0.05$), which confirms that there is a statistically significant difference between extroverted and introverted students in terms of speaking achievement.

These results suggest that personality type plays an important role in influencing students' speaking performance. Extroverted students tend to perform better in speaking activities, likely due to their higher level of confidence, greater willingness to communicate, and more frequent engagement in social interaction.

However, it is important to acknowledge that introverted students also possess distinct strengths, such as reflective thinking and careful language processing, which may benefit other aspects of language learning. Therefore, personality differences should be considered in the design of instructional strategies to ensure that both extroverted and introverted learners are equally supported in developing their speaking skills.

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