
The Impact of Students' Personality Traits Toward Speaking Skills

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Abstract

This study aimed to examine the effect of personality traits, extroversion and introversion, on students' speaking skills. This study used a correlational method with a quantitative design with 64 sample students of semester four, English Education Program of Universitas Islam Riau. Utilizing the Eysenck Personality Questionnaire (EPQ), students were classified into extroverted and introverted groups, and their speaking skills were evaluated based on pronunciation, grammar, vocabulary, fluency, and understanding. The results indicated that 71.88% of students were extroverted and 28.12% were introverted. Introverted students got a higher average speaking score (56.67) compared to extroverted students (51.41), statistical analysis showed that neither personality trait significantly affected speaking skills. The distribution of speaking skills affected personality traits for only 1% of extroverted and 0.9% of introverted, with both results statistically insignificant. The study concluded that educational strategies should not focus solely on personality traits but consider other factors such as motivation, learning strategies, and instructional quality.

INTRODUCTION

The proficiency of speaking skills in English is a critical component of language learning, particularly for students in higher education (Saptiany & Prabowo, 2024). Each learner has a distinct learning style. They employ their preferred learning approach to develop their knowledge and skills while studying English. They acquire knowledge by doing, hearing, or watching something (Jannatul Jannah & Kasyulita, 2023). This is especially pertinent for those enrolled in English education programs, where the ability to communicate effectively in English is both a goal and a measure of their academic success. It demonstrates that English is utilized not only to communicate but also to compete globally. In terms of science, English is one of the courses used throughout the education system, such as in senior high school, where it is a required subject. On the other hand, it is also used as local material, particularly in elementary schools (Syaripuddin, 2022).

Personality plays a significant role in language acquisition and proficiency (Ramadhani et al., 2023). Theories of personality such as the Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism) offer a framework for understanding how different personality dimensions can impact learning behaviors and outcomes. For instance, extraversion is often associated with greater verbal communication, risk-taking in conversation, and higher levels of classroom participation, all of which can enhance speaking skills. Conversely, introverted students might face more challenges in speaking due to anxiety or reluctance to engage in verbal interactions

(Rothmann & Coetzer, 2023). Additionally, openness can influence a student's willingness to embrace new learning experiences and linguistic challenges, thereby impacting their speaking abilities (Bakhtiar & Suwandi, 2022).

Research on the relationship between personality traits and language learning has produced varied results, highlighting the complex dynamics at play (Erton, 2010), (Gu, 2023). Some studies suggest that certain personality traits can either facilitate or hinder language learning, including speaking proficiency. In the context of Universitas Islam Riau, this relationship warrants exploration to tailor pedagogical approaches that can accommodate diverse student personalities and maximize their speaking capabilities. Understanding these dynamics is crucial for educators aiming to foster a supportive learning environment that nurtures the speaking skills of all students, regardless of their personality types.

Speaking skills in a second language are influenced by multiple factors including psychological, social, and linguistic elements. Psychological factors such as self-confidence, anxiety, and motivation significantly impact speaking performance (Bakhtiar & Suwandi, 2022). Social factors like peer interactions, classroom environment, and teacher support also play a crucial role. Linguistic factors, including vocabulary knowledge, pronunciation, and grammatical accuracy, are fundamental indicators of speaking proficiency (Ghafar & Raheem, 2023), (Al Awlaqi & Ghozali, 2023). Effective speaking involves the ability to express thoughts clearly and coherently, respond appropriately in conversations, and use language fluently and accurately (Leong et al., 2017), (Derakhshan et al., 2016a). This study, however, limited its analysis to the impact of students' personality trait toward students' speaking performance.

According to (K. Kusumarasyati, 2022) extroverts replenish energy by mingling and conversing with others. They believe that chatting to people is more stimulating, which is why they appear to speak frequently. In contrast, introverts find chatting with a group of people exhausting their energy. They can refuel by separating from others and reflecting alone. Extroverted personalities can behave in large groups, exhibit more open emotional states, prefer direct action over daydreaming, take chances, act without much thought, and be inconsistent (Nuralfiah & Suwanti, 2021).

There are seven components of the extroversion dimension of personality as stated by Eysenck in (Maharani, Esty, 2017) as they are activity, sociability, risk-taking, impulsiveness, expressiveness, pragmatism, and irresponsibility. People that are very active are gregarious and fast to get started on several chores. High sociability people are easy to get along with, enjoy going to social gatherings, and do well in welcoming settings. Extreme risk-takers look for hazardous circumstances and take on hazardous tasks without thinking about their safety. Impulsive people behave impulsively and make snap decisions without careful consideration. People who are expressive openly display their feelings, including joy, sorrow, rage, and terror. Practicality-oriented people are impatient with abstract pursuits and prefer concrete work. Lastly, irresponsible people detest having formal responsibilities and are typically lively yet negligent in social situations.

An introvert is a person who finds their energy in spending time by themselves, focusing on themselves, and enjoying quiet, private moments with a select group of friends (Selvianita Rahayu, 2020). According to (Taiyeb, 2019) introversion is the inclination to concentrate on one's inner world. People who are introverted are typically quiet, thoughtful, and uninterested in social situations. They like to read, write, ponder, and create. These are hobbies that they can do by themselves or with one other close friend.

According to Eysenck in (Maharani, Esty, 2017), the extrovert dimension serves as the foundation for seven different characteristics of personality. They are unsociable behavior, inaction, caution, inhibition, controlled behavior, introspection, and responsibility.

To speak is to participate in the act of creating and transmitting meaning using a context-

specific lexical and symbolic toolbox. Speaking is the most effective form of oral and aural communication (Ardian et al., 2023). According to Derakhshan et al., (2016) Speaking is a production skill classified into two categories: accuracy and fluency. Accuracy is the use of vocabulary, grammar, and pronunciation through various tasks, but fluency is "the ability to keep going when speaking spontaneously.

Speaking skills has several indicators to be assessed. Speaking skill can be assessed through a rubric assessment called The Competent Speaker.(Mega & Sugiarto, 2020). According to Dunbar et al., (2006) identified eight criteria for evaluating a competent speaker: selecting and focusing topics, delivering specific purposes, providing supporting materials, utilizing appropriate drafting patterns, using proper language, varying levels, tone, and vocal intensity, using appropriate fluency, grammar, and pronunciation, and maintaining a supportive physical attitude.

The fourth-semester students at the English Education Department of Universitas Islam Riau face several challenges as they transition from foundational language skills to more advanced and nuanced forms of communication. One major problem is anxiety, which can significantly hinder their ability to speak confidently in front of peers and instructors. This anxiety is often exacerbated by fear of making mistakes or being judged, which can lead to reluctance in participating in speaking activities. Another issue is the variability in students' prior exposure to English, resulting in differing levels of vocabulary, pronunciation, and overall fluency. Students with less exposure may struggle more with advanced speaking tasks compared to their peers.

Furthermore, the classroom environment and peer dynamics can either support or impede speaking practice. In a highly competitive or unsupportive atmosphere, students might feel intimidated or reluctant to engage in speaking activities. Additionally, insufficient feedback or lack of encouragement from instructors can leave students uncertain about their speaking abilities and unsure of how to improve. Lastly, limited opportunities for real-life practice outside the classroom can restrict students' ability to apply their speaking skills in diverse contexts, further inhibiting their progress.

This study addressed the gap in understanding how personality traits influence speaking skills among English education students. It seeks to contribute to the body of knowledge in language education by providing empirical evidence from the specific context of Universitas Islam Riau. By identifying the ways in which personality affects language performance, educators can better support students in overcoming challenges and leveraging their strengths, leading to more effective and personalized teaching strategies. Understanding the factors and indicators of speaking skills, along with the impact of personality traits, will enable the development of more tailored and effective pedagogical approaches.

The aim of this study was to analyze if there was any effect of students' personality traits of extroversion and introversion on students' speaking skills and if there were any differences effect of those two personality traits.

METHOD

This study used a correlational method with a quantitative design. Correlational approach employs the correlation statistical test to define and quantify the link between two or more variables. In other words, it is utilized to determine the correlation between two or more variables (Senthilnathan, 2019). This study looks at the link between two factors. The independent variable was students' students' personality traits, while the dependent variable was their speaking skill.

The population of this study was all students of the English Education Department of Universitas Islam Riau. The population was 64 students of the fourth-semester which were taken by using a purposive sampling technique.

This study used the Eysenck Personality Questionnaire (EPQ) to measure students' personality traits (introverted and extroverted) through a closed questionnaire format, where respondents selected answers from provided options) (Caruso, J. C., Witkiewitz, K., Belcourt-Dittloff, A., & Gottlieb, J. D, 2001). The EPQ, consisting of 56 items of questions, assesses various traits such as activity level, sociability, risk-taking, impulsiveness, expressiveness, practicality, and responsibility. Extroverts are generally active, sociable, risk-taking, impulsive, expressive, practical, and dynamic, while introverts tend to be inactive, prefer solitude, prioritize safety, think carefully before acting, and are introspective, theoretical, and conscientious.

The questionnaires were assessed using a Likert scale rating, which included five response options: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1), based on the scoring system outlined by (Sugiyono, 2012)

A series of speaking tests designed to assess the students' speaking skills including pronunciation, grammar, vocabulary, fluency, and comprehension. The oral test was administered once after students completed the questionnaires and involved a conversational exchange situation where students developed sentences based on a given pattern. The test was evaluated based on five criteria: pronunciation, grammar, vocabulary, fluency, and understanding (Lazaraton, A, 2001). Each scored on a scale from 1 to 5 as follows: Pronunciation (5: few traces of foreign accent, 1: unintelligible speech), Grammar (5: few errors, 1: severe errors), Vocabulary (5: native-like use, 1: extremely limited), Fluency (5: native-like fluency, 1: halting and fragmentary), and Understanding (5: complete understanding, 1: does not understand simple conversation).

The data analysis technique in this study aimed to examine the hypotheses by using correlation techniques to determine the relationship strength between variables. Correlation assesses the pattern for two or more variables to vary consistently (John W. Creswell, 2008). To determine the correlation between introverted and extroverted personalities and students' speaking achievement, the researcher collected data from personality questionnaires, arranged the scores using Excel, calculated mean scores, classified students into personality groups, analyzed test results, and used Spearman Rank Correlation with SPSS 25.0, interpreting the findings and drawing conclusions. The correlation coefficients were interpreted as very low to very high.

FINDINGS

Descriptive Data Analysis

The results of the Introversion Personality test, acquired using the Eysenck Personality Questionnaire (EPQ), divided the students into extroverted and introverted groups as follows ;

Table 1 Category of Students' Personality

No	Resp	Score	Category	
			Extroverted	Introverted
1	Student 1	3.20	√	
2	Student 2	2.52		√
3	Student 3	2.00		√
4	Student 4	3.34	√	
5	Student 5	2.23		√
6	Student 6	3.34	√	
7	Student 7	2.57		√
8	Student 8	1.98		√
9	Student 9	3.39	√	
10	Student 10	3.54	√	

11	Student 11	3.50	√	
12	Student 12	2.23		√
13	Student 13	3.50	√	
14	Student 14	3.54	√	
15	Student 15	3.41	√	
16	Student 16	3.86	√	
17	Student 17	3.45	√	
18	Student 18	3.30	√	
19	Student 19	3.36	√	
20	Student 20	3.30	√	
21	Student 21	3.07	√	
22	Student 22	3.46	√	
23	Student 23	2.16		√
24	Student 24	3.46	√	
25	Student 25	3.91	√	
26	Student 26	2.57		√
27	Student 27	2.02		√
28	Student 28	3.25	√	
29	Student 29	2.77		√
30	Student 30	3.16	√	
31	Student 31	3.48	√	
32	Student 32	3.39	√	
33	Student 33	3.20	√	
34	Student 34	3.05	√	
35	Student 35	3.77	√	
36	Student 36	3.34	√	
37	Student 37	3.46	√	
38	Student 38	3.23	√	
39	Student 39	2.00		√
40	Student 40	3.50	√	
41	Student 41	2.55		√
42	Student 42	2.00		√
43	Student 43	3.63	√	
44	Student 44	3.23	√	
45	Student 45	3.50	√	
46	Student 46	1.86		√
47	Student 47	3.41	√	
48	Student 48	3.86	√	
49	Student 49	2.32		√
50	Student 50	3.30	√	
51	Student 51	3.36	√	
52	Student 52	2.50		√
53	Student 53	3.07	√	
54	Student 54	3.46	√	
55	Student 55	3.59	√	
56	Student 56	3.46	√	

57	Student 57	2.11		√
58	Student 58	3.63	√	
59	Student 59	3.25	√	
60	Student 60	3.25	√	
61	Student 61	2.77		√
62	Student 62	3.16	√	
63	Student 63	3.48	√	
64	Student 64	3.39	√	
Total			46	18

The table above stated that 46 students or 71,88% were extroverted while 18 students or 28,12% were introverted. Each student's score determined their category, with a higher score indicating extroversion and a lower score indicating introversion. These categorizations were used to analyze their speaking skills, which were evaluated based on pronunciation, grammar, vocabulary, fluency, and understanding. The distribution of personality types was then analyzed to determine any correlation between personality traits and speaking achievements.

The Students' Speaking Scores of Extroverted and Introverted

Table 2 The Speaking Score of Extroverted Students

No	Students	Speaking Score
1	Student 1	30
2	Student 4	80
3	Student 6	70
4	Student 9	55
5	Student 10	35
6	Student 11	35
7	Student 13	35
8	Student 14	40
9	Student 15	75
10	Student 16	40
11	Student 17	30
12	Student 18	30
13	Student 19	60
14	Student 20	75
15	Student 21	55
16	Student 22	80
17	Student 24	55
18	Student 25	35
19	Student 28	80
20	Student 30	30
21	Student 31	40
22	Student 32	95

23	Student 33	35
24	Student 34	30
25	Student 35	55
26	Student 36	80
27	Student 37	40
28	Student 38	70
29	Student 40	75
30	Student 43	35
31	Student 44	35
32	Student 45	80
33	Student 47	30
34	Student 48	40
35	Student 50	35
36	Student 51	30
37	Student 53	55
38	Student 54	35
39	Student 55	40
40	Student 56	75
41	Student 58	30
42	Student 59	30
43	Student 60	60
44	Student 62	55
45	Student 63	80
46	Student 64	75
Total		2365
Mean		51.41

The speaking scores of extroverted students were recorded and analyzed, revealing a total score of 2365 points across 46 students. The individual scores ranged from 30 to 95. The mean speaking score for the extroverted students was calculated to be 51.41. This average score provides an insight into the general speaking performance of extroverted students, which will be further analyzed in relation to their personality traits to determine any significant correlations with speaking achievements.

Table 2 The Speaking Score of Extroverted Students

No	Students	Speaking Score
1	Student 2	30
2	Student 3	55
3	Student 5	40
4	Student 7	70
5	Student 8	75
6	Student 12	55
7	Student 23	75

8	Student 26	35
9	Student 27	35
10	Student 29	55
11	Student 39	70
12	Student 41	55
13	Student 42	35
14	Student 46	55
15	Student 49	95
16	Student 52	70
17	Student 57	40
18	Student 61	75
Total		1020
Mean		56.67

The speaking scores of introverted students were recorded and analyzed, resulting in a total score of 1020 points for 18 individuals. The individual ratings varied from 30 to 95. The mean speaking score for the introverted students was calculated to be 56.67. This average score provides insight into the general speaking performance of introverted students, which will be contrasted with the extroverted students' scores to assess any significant links between personality traits and speaking successes.

The mean speaking score for introverted students (56.67) was higher than that for extroverted students (51.41), implying that introverted students scored better on average in the speaking test. This comparison will be further investigated to see whether there are any significant relationships between personality factors and speaking abilities.

Students Speaking Ability

The following are the distribution findings of students' speaking skills based on (Lazaraton, A, 2001) classification of students' speaking achievement.

Tabel 3. Students Speaking Ability

Score	Category	Frequency	Percentage
< 49	Poor	30	46,9
50 - 59	Fair	11	17,2
60.00 - 69	Good	2	3,1
70.00 – 79,00	Very Good	13	20,3
80.00 - 100	Excellent	8	12,5
Total		64	100.0

Overall, the data above indicated a wide range of speaking abilities among the students, with the majority scoring in the Poor category, but a significant number also performing at Very Good and Excellent levels. This distribution highlights the variability in speaking skills within the student population.

The Results of Hypothesis Testing

The hypothesis testing aimed to analyze whether there was any effect of students' personality traits of extroversion and introversion on students' speaking skills and whether there were any

differences effect of those two personality traits. The results of the paired sample t-test are presented below.

The Effect of Extroverted Students on Speaking Skill

Table 4. Coefficient Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.098 ^a	.010	-.013	20.03505	.010	.427	1	44	.517

a. Predictors: (Constant), Extroverted

b. Dependent Variable: Speaking Skill

The regression analysis suggests that extroverted personality has a very weak and statistically insignificant relationship with students' speaking scores. The model explains only 1% of the variance in speaking scores, indicating that other factors likely play a more significant role in determining speaking proficiency. To know the influence of extroversion on speaking skills T-test was conducted as the following :

Table 5. Paired Sample T-Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.894	51.319		1.654	.105
	Extroverted	-9.823	15.031	-.098	-.653	.517

a. Dependent Variable: Speaking Skill

The regression analysis above revealed that extroversion had no significant effect on speaking abilities. The extroversion coefficient is negative, indicating a modest negative association, but it is not statistically significant ($p = .517 > 0.05$). This implied that differences in extroversion ratings did not significantly predict differences in speaking competence scores among students. Other factors not included in this model could be more important predictors of speaking proficiency.

The Effect of Introverted Students on Speaking Skill

Table 6. Coefficient Correlation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.094 ^a	.009	-.053	18.79067	.009	.143	1	16	.710

a. Predictors: (Constant), Introverted

b. Dependent Variable: Speaking Skill

The regression analysis above showed that introversion has no substantial effect on speaking ability. The link between introversion and speaking ability is very weak and statistically insignificant ($R = .094, p = .710$). The model accounts for only a small proportion (0.9%) of the variance in speaking skills, and the modified R Square value indicates that the model did not fit the data well. Overall, the findings indicated that introversion is not a reliable predictor of speaking ability performance among

the students in this study. To know the influence of introversion on speaking skills T-test was conducted as follows:

Table 7. Paired Sample T-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	43.142	36.011	1.198	.248
	Introverted	5.914	15.629	.094	.378

a. Dependent Variable: Speaking Skill

The paired sample t-test revealed that introverted personality qualities do not substantially predict speaking ability. The coefficient for introverted personality ($B = 5.914$) is not statistically significant ($p = .710 > 0.05$), indicating that there is insufficient evidence to imply that introversion has a substantial impact on students' speaking skills performance. This is consistent with the prior analysis, demonstrating that introversion is not an effective predictor of speaking skills in this study.

From the findings above it was found that the coefficients (B values) for extroversion and introversion are -9.823 and 5.914 , respectively. However, these values do not reach statistical significance ($p > 0.05$), indicating that neither personality trait has a significant impact on speaking skills. The t-values for extroversion (-0.653) and introversion (0.378) further confirm the lack of statistical significance, as both are well below the critical value needed to establish a significant difference.

It could be said that there is no statistically significant difference in the impact of extroversion and introversion on speaking skills. Both personality traits showed non-significant p-values in the regression analyses, indicating that neither extroversion nor introversion significantly predicts speaking skill performance in this sample. This suggested that other factors beyond personality traits are likely more influential in determining students' speaking abilities.

DISCUSSION

The purpose of this study was to examine the effect of personality qualities, notably extroversion and introversion, on students' speaking abilities. The study used the Eysenck Personality Questionnaire (EPQ) to divide students into extroverted and introverted groups and evaluated their speaking abilities using ratings based on pronunciation, grammar, vocabulary, fluency, and understanding.

The results showed that 71.88% of the students were extroverted, whereas 28.12% were introverted. The average speaking score for extroverted students was 51.41, while introverted students had a mean score of 56.67. Although introverted students had a better average score, statistical analysis demonstrated that neither extroversion nor introversion substantially predicted speaking ability performance (Anggraeni et al., 2022).

The distribution of students' speaking abilities showed that 46.9% were categorized as Poor, 17.2% as Fair, 3.1% as Good, 20.3% as Very Good, and 12.5% as Excellent. This distribution indicates a wide range of speaking abilities within the student population, highlighting the variability and suggesting that factors other than personality traits might be influencing speaking skills (Eftiama et al., 2022).

The coefficient correlation and regression analysis for extroverted students revealed an R-value of 0.098 and an R Square of 0.010, showing that extroversion accounted for only 1% of the variance in speaking scores. The p-value of 0.517 indicated that the connection was not statistically

significant. Similarly, the t-test indicated that extroversion had no significant effect on speaking ability ($p = 0.517 > 0.05$).

These findings are similar to prior research by (Mustafidah, 2023) who found that while extroverts may be more likely to communicate due to their gregarious personality, this does not always translate into greater speaking skills. Extroverts' conversational conduct may allow them to practice more, but it does not necessarily increase their linguistic ability when compared to introverts.

The study for introverted students yielded poor and inconsequential results, with an R-value of 0.094 and an R Square of 0.009, indicating that introversion explained only 0.9% of the variance in speaking scores. The p-value (0.710) revealed no significant connection. The paired sample t-test confirmed this finding, revealing no significant effect of introversion on speaking abilities ($p = 0.710 > 0.05$).

This finding is consistent with research by (Mustafidah, 2023) and (Selvianita Rahayu, 2020) indicating that introverts, despite being less communicative in social situations, can do equally well or better in structured speaking tasks due to their introspective nature and careful use of language. Introverts may benefit from their proclivity to think deeply and prepare thoroughly, which can be useful in language learning.

The findings suggested that personality traits such as extroversion and introversion do not significantly impact students' speaking skills, implying that teaching strategies should not rely solely on these traits but should consider other influential factors like motivation, learning strategies, and the quality of instruction. Future research could explore the interaction of personality traits with variables such as anxiety, motivation, and specific language learning strategies to gain a more comprehensive understanding of what influences speaking skills. Additionally, longitudinal studies could provide insights into how personality traits and speaking skills evolve over time.

CONCLUSION

Based on the findings and discussions the conclusions could be drawn as follows :

1. Introverted students obtained higher average speaking scores (56.67) than extroverted (51.41). The distribution of speaking abilities among students, which ranges from poor to excellent, shows significant variability, implying that factors other than personality traits are likely to influence speaking skills. This means that teaching strategies should take into account elements such as motivation, learning strategies, and instructional quality rather than depending exclusively on personality attributes.
2. Personality traits, extroversion, and introversion did not significantly affect students' speaking skills. While introverted students had a higher average speaking score compared to extroverted students, statistical analyses revealed that neither personality trait had a significant impact on speaking skills. Extroversion affected only 1% of speaking skills, and introversion affected just 0.9%, with both results being statistically insignificant which means there was no different effect of extroverted and introverted on students' speaking skills. The implications of these findings emphasized that educational strategies should not focus solely on students' personality traits. Instead, educators should consider other critical factors such as motivation, learning strategies, and the quality of instruction. Future research is recommended to investigate the interaction between personality traits and variables like anxiety and motivation, as well as to conduct longitudinal studies to observe the evolution of personality traits and speaking skills over time.

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