

**THE CHALLENGES AND STRATEGIES OF INTROVERT AND  
EXTROVERT EFL LEARNERS IN ACQUIRING ENGLISH**

**THESIS**

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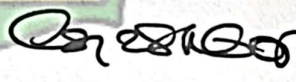
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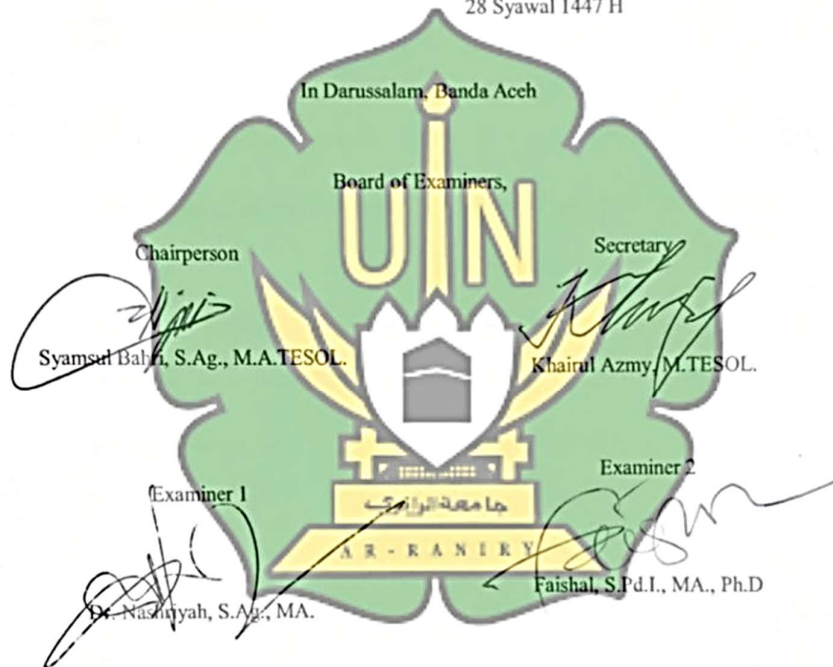


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adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruannya didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 26 April 2026

Saya yang membuat pernyataan:



Raudhatul Riannas

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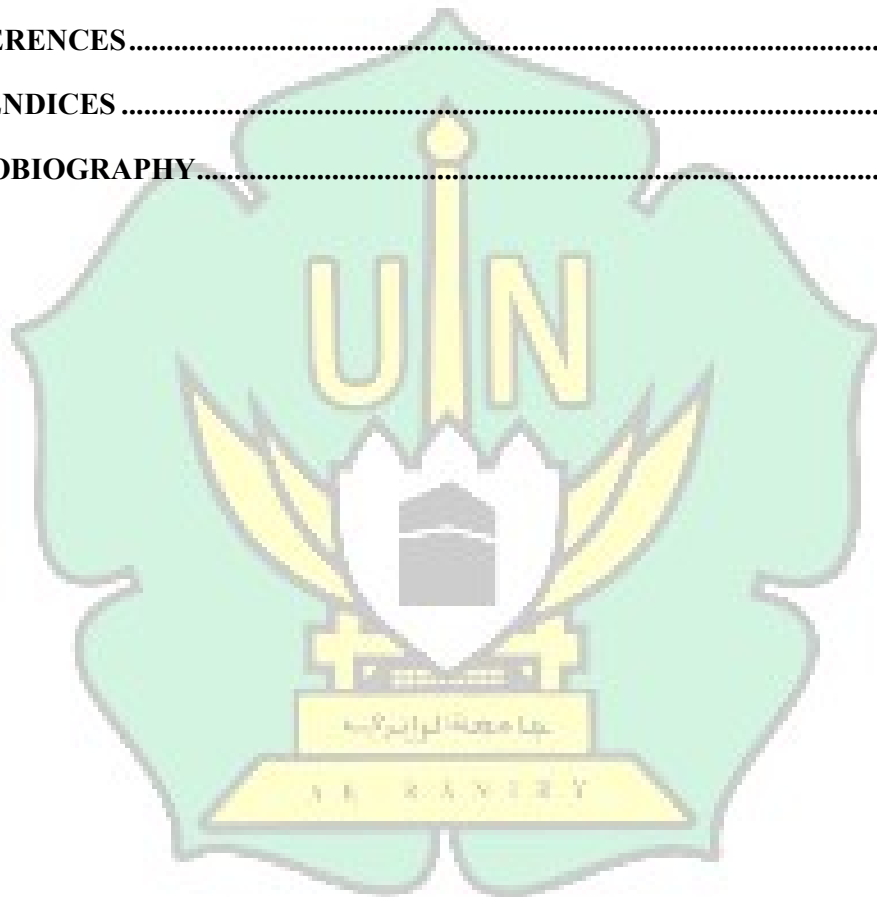
Raudhatul Riannas



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## ABSTRACT

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This study investigates the challenges faced by introvert and extrovert EFL learners in acquiring English and the strategies they use to overcome them. Using a qualitative design, data were collected through semi-structured interviews with selected students from the English Education Department at UIN Ar-Raniry. The findings reveal that both personality types experience challenges across the four main language skills: speaking, listening, reading, and writing. Introvert learners tend to struggle with anxiety, lack of confidence, and fear of making mistakes in speaking, while extrovert learners are more confident but still face issues with grammatical accuracy. In listening, both groups encounter difficulties with fast speech, unfamiliar vocabulary, and different accents. Reading challenges involve academic vocabulary and complex sentence structures, while writing difficulties relate to grammar, vocabulary choice, and idea organization. To address these challenges, both groups apply strategies such as consistent practice, self-monitoring, and the use of digital media for learning. However, their preferred approaches differ, introverts rely on independent and structured strategies like self-study and preparation, whereas extroverts prefer interactive methods such as discussions and real-life communication. Overall, the study highlights that personality traits influence language learning approaches and suggests the importance of adapting teaching strategies to meet diverse learner needs.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter introduces the background of the research on the challenges and strategies of introvert and extrovert EFL learners in acquiring English. This chapter also presents the research questions, research aims, and the significance of the study. In addition, key terms related to the research are defined to provide a clear understanding of the concepts discussed throughout the study.

#### **A. Background of study**

Learning English as a foreign language is often seen as a challenging process for many students. These challenges are commonly linked to external factors such as teaching methods, learning resources, and classroom environments. In reality, challenges in learning English also come from within the learners themselves. One important internal factor is personality, which influences how learners respond to learning situations, participate in class, and deal with difficulties. Therefore, understanding both external and internal factors is essential in explaining why learners experience different levels of success in acquiring English.

Eysenck (1981) highlights that “personality is a fundamental concept in psychology, and that no experimental or applied psychology can flourish which does not incorporate concepts related to personality, such as traits, aptitudes, attitudes, etc.”(p.9.). As stated by Hsain and Suliman (2015) learning a second language is a process influenced by various factors, including the learner's personality. This indicates that personality plays a central role in shaping learning behavior and outcomes.

Several theories suggest that individual personality traits, such as extroversion and introversion, have a significant impact on second language acquisition (Thach, 2025). Mustoip et al. (2024) further argue that both introverted and extroverted students faced challenges in learning English. Some of these challenges include difficulties in expressing oneself and finding opportunities to practice English. When an individual learns a second language, their success is shaped by multiple factors. Unlike the natural process of acquiring a first language, second language learning is

affected by elements such as age, aptitude, motivation, emotional filter, personality, learning environment, strategies, the influence of the first language, and more (Giyazova, 2022).

Personality traits play a significant role in shaping how learners approach language acquisition, Diener and Lucas (2019) defines personality traits as “Enduring dispositions in behavior that show differences across individuals, and which tend to characterize the person across varying types of situations.”(p.294). These traits are generally consistent and stable over time. The concept of extroversion and introversion originates from trait theories in psychology, which seek to identify stable characteristics within an individual’s personality that are considered to be, at least in part, innate (Zafar & Meenakshi, 2012).

Introverts tend to concentrate on their own inner thoughts and ideas, whereas extroverts are more oriented toward other people and external events (Jiang, 2024). According to Zafar and Meenakshi (2012) extroverts are outgoing and enjoy being around others. They like social activities, making friends, and trying new experiences, but they can get easily distracted from studying. In contrast, introverts are quiet and prefer spending time alone. They gain energy from being by themselves and often reflect on their thoughts and feelings, especially when they are tired or stressed.

In EFL classrooms, teachers often notice that extroverted students seem to progress more quickly in speaking activities, while introverted students excel in reading and writing. However, this assumption may oversimplify the complex relationship between personality and language learning. As stated by Wijdene (2023) there is no link between extroversion and learners’ intended effort, suggesting that being energetic, sociable, or assertive does not necessarily translate into greater commitment to learning and communicating in English.

Previous studies have shown mixed results, indicating that the relationship between personality traits and language acquisition is not fully understood and may vary depending on teaching style, and learner motivation. For instance, research by (Asl, 2024; Esmacilpour, 2025; Qanwal & Ghani, 2019; Zainuddin, 2016) indicates that students with introverted personalities tend to perform better in developing writing skills compared to their extroverted peers. In another study, (Alagić, 2022; Chen et al., 2015) found no significant correlation between introversion or

extroversion and oral English proficiency, indicating that both personality types have an equal potential to achieve success in learning spoken English.

Additional research has shown that extroverts tend to be more active, willing to take risks, and perform better in speaking due to increased practice, showing greater vocabulary and fluency. In contrast, introverts often excel in reading and writing with a stronger focus on accuracy, though their ideas may be less organized. Additionally, research indicates that while personality type can influence vocabulary acquisition, both introverts and extroverts are equally capable of achieving success in language learning (Giyazova, 2022; Jiang, 2024; Zafar & Meenakshi, 2012).

Research in Indonesia has also found that there is no significant difference in speaking abilities between students with introverted and extroverted personalities. The study concludes that personality type does not have a statistically significant impact on students' speaking performance. Although some previous studies have suggested that personality might influence speaking ability, this research revealed that other factors such as motivation, learning strategies, and teaching quality play a more crucial role in shaping students' speaking performance (Juliano et al., 2025; Mirnawati et al., 2024; Tri Astuti, 2024).

Alagić (2022) also points out that it is important to recognize that test scores are influenced by various factors beyond personality. Other individual differences may affect participants' performance, and some learners also showed signs of stress that could impact their results. Teachers should take these aspects into account when assessing students. However, these studies often emphasize skill performance rather than exploring the specific challenges learners face and the strategies they use to overcome these difficulties. Despite its importance, there is still limited research on identifying the challenges faced by each personality type and the learning strategies they find most suitable for improving their English proficiency

This study focuses on exploring how introverted and extroverted traits influence English language acquisition among EFL learners. By identifying the specific challenges each group faces and understanding their preferred learning strategies, this research aims to provide valuable insights for language teachers. Such understanding is crucial for designing effective teaching methods that cater to diverse learner personalities, especially in classrooms where students have different comfort

levels in speaking, listening, reading, and writing. So in this study the researcher interested to investigate by questioning the following research questions.

### **B. Research Questions**

1. What challenges do introverted and extroverted EFL learners face in learning English?
2. What strategies do introverted and extroverted EFL learners use to overcome these challenges?

### **C. Research Aims**

1. This research aims to identify the challenges that introverted and extroverted EFL learners face in learning English.
2. This research aims to explore the strategies that introverted and extroverted EFL learners use to overcome these challenges.

### **D. Significance of study**

The findings of this study are expected to provide several benefits:

#### **1. Teachers**

This study offers practical insights that help teachers understand how introverted and extroverted learners differ in their learning styles. It also assists teachers in selecting and designing teaching methods that align with students' personality preferences, such as reflective individual tasks for introverts and interactive group activities for extroverts. Furthermore, it enables teachers to create a balanced and inclusive classroom environment where both personality types can actively participate and thrive.

## **2. Students**

This study helps them identify their strengths and weaknesses based on their personality type. It also empowers them to choose learning strategies that work best for them. In addition, it builds their self-confidence and motivation by providing activities that match their learning style while encouraging personal growth.

## **3. Future Researchers**

This study may benefit future researchers by serving as a reference and foundation for further research on personality traits in second or foreign language learning. It also opens opportunities to investigate other factors that influence language acquisition, such as motivation, anxiety, or cultural background.

## **E. Terminology**

### **1. Challenge**

Challenge refers to the obstacles or difficulties that extrovert and introvert EFL learners face during the process of acquiring English. These challenges may arise from linguistic, psychological, or environmental factors that influence learners' ability to perform effectively in various language skills such as speaking, listening, reading, and writing. According to Erlina et al (2017) challenges commonly experienced by EFL learners include problems related to pronunciation, grammar, and fluency, as well as psychological barriers such as anxiety, lack of confidence, and hesitation to speak in front of others.

### **2. Learning strategies**

According to Dictionary of Teaching and Applied Linguistic (Richards & Schmidt, 2010) strategy refers to “procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language”. (p.559). A learning

strategy refers to an individual's way of approaching the process of learning and applying information to improve personal effectiveness and language proficiency. Learners employ these strategies to comprehend information and address problems related to language use (Paudel, 2019).

### **3. Introversion / Introverted Traits**

According to Dictionary of Teaching and Applied Linguistic (Richards & Schmidt, 2010) Introversion refers to “A person who tends to avoid social contact with others and is often preoccupied with his or her inner feelings, thought and experience.” (p.213). As stated by Hsain and Suliman (2015) Introvert students are shy and afraid of making mistakes, so they speak less. When they do speak or read, they are careful and accurate but slow. In language learning, they may excel in comprehension-based tasks but might experience anxiety or discomfort during social interactions or speaking activities. Introverts, though having stronger vocabulary, underperformed because fear limited their use of language, especially in writing. Their lower scores were linked more to anxiety than to lack of knowledge (Alagić, 2022).

### **4. Extroversion / Extroverted Traits**

According to Dictionary of Teaching and Applied Linguistic (Richards & Schmidt, 2010) Extroversion is “A person whose conscious interest and energies are more often directed towards other people and events than toward the person themselves and their own inner experience.” (p.213). Extroverted learners often enjoy collaborative activities, actively participate in class discussions, and are more willing to take risks when speaking a foreign language. Extrovert students speak English more easily and confidently, even when unsure of their answers. They talk a lot, use many words, and speak clearly (Hsain & Suliman, 2015).

### **5. English Language Acquisition**

According to Dictionary of Teaching and Applied Linguistic (Richards & Schmidt, 2010) Language Acquisition is “The learning and development of a person language. The learning of a native first language is called FIRST LANGUAGE

ACQUISITION and of a second or foreign language, SECOND LANGUAGE ACQUISITION.“ (p.312).

Language acquisition occurs naturally, much like the way children acquire their first language. It takes place unconsciously, where learners are not fully aware that they are picking up the language, but are primarily focused on communication (Krashen, 2014). First Language Acquisition occurs naturally from an early age through social interaction without formal instruction, whereas Second Language Acquisition takes place after the first language has been acquired and may occur through formal education or environmental exposure.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a review of relevant theories and previous studies related to the challenges and strategies of introvert and extrovert EFL learners in acquiring English. The purpose of this chapter is to provide a theoretical foundation that supports the analysis of the research findings.

#### **A. Language Acquisition and Language Learning**

Language learning and language acquisition are two fundamental concepts in the field of applied linguistics and second language education. While these terms are sometimes used interchangeably, they differ significantly in their processes, mechanisms, and outcomes. As defines by Richards and Schmidt (2010)

“language acquisition n also language learning the learning and development of a person's language. The learning of a native first language is called FIRST LANGUAGE ACQUISITION, and of a second or foreign language, SECOND LANGUAGE ACQUISITION. Some theorists use "learning" and "acquisition" synonymously. Others maintain a contrast between the two terms, using "learning" to mean a conscious process involving the study of explicit rules of language and MONITORING one's performance, as is often typical of classroom learning in a FOREIGN LANGUAGE context, and using "acquisition" to refer to a nonconscious process of rule internalization resulting from exposure to comprehensible input when the learner's attention is on meaning rather than form, as is more common in a SECOND LANGUAGE context. Still others use "acquisition" only with reference to the learning of one's first language” (p.312).

Krashen’s theory the acquisition-learning hypothesis explains that language ability develops through two separate processes: acquisition and learning. Acquisition is a subconscious process, often described as “picking up” a language, and can happen in both children and adults for spoken and written forms. Learning, on the other hand, is a conscious process typically associated with studying rules and grammar in school (Krashen, 2003).

Language acquisition is a natural process similar to how children learn their first language. It happens subconsciously, meaning learners are often unaware that they are acquiring the language; they simply focus on using it to communicate. The

knowledge gained through this process, known as acquired competence, is also unconscious. Instead of memorizing rules, learners develop an intuitive sense of what sounds correct or incorrect, even if they cannot explain the specific grammatical rules involved (Krashen, 2014).

Language learning refers to a conscious and deliberate process of studying a language through structured methods such as grammar exercises, vocabulary drills, and formal instruction. It requires learners to be aware that they are learning and to focus on the rules and forms of the language.

In practical terms, language learning typically takes place in a classroom setting, where students study the theoretical aspects of a language, including syntax, morphology, and phonology. When an individual learns a second language, their success is shaped by multiple factors. Unlike the natural process of acquiring a first language, second language learning is affected by elements such as age, aptitude, motivation, emotional filter, personality, learning environment, strategies, the influence of the first language, and more (Giyazova, 2022).

## **B. Theories of Language Acquisition**

Several theoretical perspectives provide a foundation for understanding how individuals acquire a second or foreign language. These theories help explain why learners adopt different strategies and why their progress may vary based on personal characteristics, including personality traits.

The Behaviorist Theory, popular in the 1940s and 1950s in the U.S., was strongly associated with B.F. Skinner's ideas on language learning, views language learning as a process of habit formation. According to this theory, learners acquire language through repetition, imitation, and reinforcement. It suggested that children learn language by imitating others, receiving positive reinforcement, and gradually forming habits. The theory emphasizes that both the environment and reinforcement play crucial roles in shaping language development (Patsy & Nina, 2006).

In contrast, the Innatist Theory by Noam Chomsky, a leading figure in linguistics, argued that language is innate, guided by universal principles, and develops naturally like other biological functions, with the environment playing only

a supportive role (Patsy & Nina, 2006). Chomsky introduced the concept of the Language Acquisition Device (LAD), a theoretical mechanism within the human mind that facilitates the natural process of understanding and producing language. This perspective emphasizes that exposure to linguistic input activates internal cognitive processes, enabling the development of linguistic competence. Consequently, with adequate exposure, learners are able to acquire complex grammatical structures without the need for explicit instruction.

The Interactionist Theory, strongly influenced by Vygotsky, highlights the central role of social interaction in language development. Vygotsky's Social Interaction Theory emphasizes the significant role of social interaction, environment, and cultural context in children's language acquisition. According to this theory, language development does not occur in isolation; rather, it emerges through meaningful communication with adults and more capable peers. This perspective contrasts with earlier theories proposed by Skinner, Chomsky, and Piaget, which, although influential, do not fully account for the social nature of language learning. (Patsy & Nina, 2006).

Building on these ideas, Krashen developed the Input Hypothesis, the input hypothesis explains that language acquisition occurs only when learners understand meaningful messages, also known as "comprehensible input." It emphasizes that input must be understood, not just received. This idea, also called the comprehension hypothesis, has roots in earlier work by scholars in second-language acquisition and literacy. Traditional methods like grammar drills or memorization are less effective because acquiring language depends solely on comprehending messages. Linked to the natural order hypothesis, the input hypothesis suggests that learners progress in language by moving from their current level (i) to the next (i+1) through understanding input at the right level (Krashen, 2003). As define by Patsy and Nina (2006) "The 'i' represents the level of language already acquired, and the '+1' is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level." (p.37)

Taken together, these theories provide a framework for understanding how different learners approach the process of acquiring English. Extrovert learners, who are naturally inclined to interact with others, may benefit greatly from interactionist

approaches that emphasize communication and collaboration. Introvert learners, on the other hand, may prefer structured and independent learning activities that allow them to process information at their own pace.

### **C. Student Personality and Language Learning**

Personality is a key factor that influences how individuals approach language learning. Eysenck (1981) highlights that “personality is a fundamental concept in psychology, and that no experimental or applied psychology can flourish which does not incorporate concepts related to personality, such as traits, aptitudes, attitudes, etc.” (p. 9). Eysenck as cited in (Griffiths, 1991) defines personality as:

“A more or less stable and enduring organization of a person's character, temperament, intellect, and physique, which determines his unique adjustment to the environment. Character denotes a person's more or less stable and enduring system of conative behaviour (will); temperament, his more or less stable and enduring system of affective behaviour (emotion); intellect, his more or less stable and enduring system of cognitive behaviour (intelligence); physique, his more or less stable and enduring system of bodily configuration and neuroendocrine endowment.” (p. 2).

More recent definitions align with this view. For instance, Diener and Lucas (2019) defines personality as “Enduring predispositions that characterize a person, such as styles of thought, feelings and behavior” (p.294). While Cervone and Pervin (2011) defines it as “psychological qualities that contribute to an individual’s enduring and distinctive patterns of feeling, thinking, and behaving.” (p. 8).

Despite its importance, research on the link between personality and language learning has been limited due to conceptual and methodological challenges, such as differences in how psychologists and linguists measure personality and speech. Early studies suggested that traits like risk-taking, sociability, and self-esteem were linked to good language learning, and teachers often viewed successful learners as having strong personality traits (Dörnyei, 2014).

Among the many dimensions of personality, extraversion–introversion is the most studied. Extroverts are sociable, lively, and outgoing, seeking stimulation and social interaction, while introverts are quiet, reserved, and more sensitive to external stimuli, preferring calm environments (Eysenck & Chan, as cited in Griffiths, 1991).

These differences, rooted in biological arousal levels, affect how learners engage with language tasks: extroverts excel in social activities, whereas introverts often prefer solitary, detail-oriented work.

#### **D. Previous Study in Challenges and Strategies Faced by Extrovert and Introvert Learners**

A number of studies have been conducted to investigate how personality traits, particularly introversion and extroversion, influence the process of acquiring English as a foreign language. Researchers have generally agreed that these two personality types differ significantly in how they interact, learn, and use language. However, despite the growing number of studies in this field, the findings remain mixed and context-dependent.

Erfiani (2024) conducted a qualitative case study at Green Lion Bali Foundation, Indonesia, focusing on six employees with different personality types to explore how introvert and extrovert learners acquire English under similar learning conditions. The results indicated that extroverts tend to learn more naturally through social interaction and exposure to communication, whereas introverts show more discipline and control in their learning process. While extroverts developed fluency and communicative competence through constant interaction, introverts relied on structured repetition and self-study to master accuracy and comprehension. This study highlights that both personality types can achieve success in English learning, yet their learning routes differ significantly.

Similarly, a study conducted by Savitri (2021) examined how extroverted and introverted students manage autonomous learning. The study employed interviews and observations to identify patterns of independent learning behavior among EFL learners. The findings showed that introverted learners preferred solitary study environments, self-reflection, and metacognitive strategies such as planning and monitoring, while extroverted learners engaged in collaborative learning through discussion, peer activities, and group projects. Interestingly, both groups made use of digital tools but in different ways extroverts for online collaboration and interaction, and introverts for personal reflection and self-paced learning.

In addition, a quantitative study by Putri et al (2024) at SMAN 4 Bengkulu, Indonesia, explored the problems encountered by introverted students in speaking English and the strategies they used to overcome them. The study revealed that introverts frequently struggled with pronunciation, limited vocabulary, and low self-confidence, which hindered their speaking performance. To address these issues, introverts used metacognitive strategies such as self-monitoring and planning, cognitive strategies including practice and repetition, and socio-affective strategies such as peer collaboration and small-group participation to build confidence.

Further research from different countries supports these findings. Zafar and Meenakshi (2012) found that extroverted learners tend to be more fluent and spontaneous in communication due to their risk-taking nature, while introverted learners are more accurate and careful in grammatical use. Hsain and Suliman (2015) at Misurata University, Libya, confirmed that extroverts perform better in speaking and listening because they enjoy group communication, whereas introverts excel in reading and writing due to their analytical and reflective tendencies. Likewise, studies by Giyazova (2022) in Uzbekistan, and Esmailpour (2025) in Iran revealed that extroverts excel in oral communication but are more prone to grammatical errors, while introverts, though less fluent, achieve higher accuracy in writing and vocabulary mastery.

Moreover, a study by Zainuddin (2016) in Universitas Negeri Medan, Indonesia, also showed that introverted students tend to make fewer syntactical errors in essay writing compared to extroverted students, who are often less careful in constructing sentences. Similarly, research conducted in China indicated that personality type based on MBTI categories significantly influences vocabulary acquisition among college students. Although both extroverts and introverts could perform well, each group displayed distinct learning patterns that reflected their individual personality tendencies (Giyazova, 2022; Jiang, 2024; Zafar & Meenakshi, 2012).

Despite these findings, not all studies have confirmed a significant relationship between personality traits and English proficiency. Several studies concluded that personality type alone does not strongly determine students' speaking abilities, and that other factors such as motivation, teaching methods, and classroom environment

often play a more influential role in shaping learning outcomes (Alagić, 2022; Chen et al., 2015; Juliano et al., 2025; Mirnawati et al., 2024; Tri Astuti, 2024)

Beyond personality-focused research, some studies have addressed the broader challenges EFL learners face in acquiring English as a second or foreign language. Siahaan et al (2025) in their study at Universitas Katolik Santo Thomas, Medan, identified both linguistic and non-linguistic challenges, such as grammar difficulties, limited vocabulary, low confidence, and lack of exposure. Similarly, Paudel (2019) from Tribhuvan University, Nepal, examined students' perceptions of English learning strategies and found that learners employed metacognitive, elaboration, and communication strategies to overcome these barriers, though many still struggled with listening and grammar accuracy.

Collectively, these studies provide valuable insights into how learners' personalities influence their approach to English acquisition and how they employ various strategies to overcome learning difficulties. Nevertheless, most research focuses primarily on skill performance such as speaking fluency, writing accuracy, or vocabulary mastery rather than examining the deeper challenges learners experience and the specific strategies they apply to address them. Additionally, studies that explore learning challenges and strategies often treat EFL learners as a homogeneous group without considering the impact of different personality types.

Therefore, this research seeks to fill that gap by examining the specific challenges and learning strategies of extroverted and introverted EFL learners in acquiring English. It aims to provide a deeper understanding of how each personality type experiences and overcomes difficulties in the English learning process, offering more personalized and effective insights for language teaching and learning.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the research methodology used to investigate the challenges and strategies of introvert and extrovert EFL learners in acquiring English. The data were collected through a semi-structured interviews involving selected participants categorized as introverts and extroverts.

#### **A. Research Design**

This study employs a qualitative research design to explore the challenges and strategies of extrovert and introvert EFL learners in acquiring English. A qualitative approach is appropriate because the aim of the research is to gain an in-depth understanding of learners' lived experiences, perceptions, and behaviors. According to Creswell (2018) qualitative research focuses on describing and interpreting participants' perspectives within their real-life context. In this study, the researcher seeks to understand how personality traits extroversion and introversion influence learners' challenges and strategies in English language acquisition.

This study adopts a descriptive qualitative approach to provide a clear and detailed description of how personality traits influence language learning. The data are analyzed using Thematic Analysis to identify and interpret patterns in participants' responses. Through this approach, the study highlights key themes related to learners' challenges and strategies. Overall, this design allows the researcher to gain meaningful insights into the role of personality in English language acquisition.

#### **B. Research Participants**

This study involved students from the English Education Department at Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh who were invited using a purposive sampling technique to ensure their relevance to the research objectives. Initially, 16 students participated in a screening test designed to identify their personality types as part of the selection criteria. However, only 10 participants who were willing to participate in the interview process were ultimately included in the study and took part in the semi-structured interviews, while the remaining six

participants were excluded due to their unwillingness to participate in the interview process, which was a crucial requirement for obtaining in-depth qualitative data. The invited participants came from different semesters and were actively engaged in learning English as a foreign language, making them suitable to provide rich and relevant insights into the challenges they face and the strategies they employ in acquiring English. (Creswell, 2018).

Prior to their participation, a personality questionnaire based on the Eysenck Personality Questionnaire (EPQ) was administered to categorize the students into introvert and extrovert personality types. Based on the results, the participants were divided into two groups consisting of five introvert students and five extrovert students in order to explore differences in their learning experiences and strategies. The participants' profiles are summarized in Table 3.1 below.

Table 3.1 Profile of Research Participants

No	Participant Code	Personality Type	Gender
1.	SI1	Introvert	Female
2.	SI2	Introvert	Female
3.	SI3	Introvert	Female
4.	SI4	Introvert	Female
5.	SI5	Introvert	Female
6	SE1	Extrovert	Female
7	SE2	Extrovert	Male
8	SE3	Extrovert	Female
9	SE4	Extrovert	Male
10.	SE5	Extrovert	Female

### **C. Data Collection**

The main data were collected through semi-structured interviews to explore participants' challenges and strategies in acquiring English. The interviews were conducted using WhatsApp voice notes, allowing participants to explain their experiences more freely and comfortably. In addition, Google Forms were used to collect written responses, particularly from introvert students who preferred to express their experiences through writing rather than speaking. This approach helped ensure that all participants could share their perspectives in a way that suited their communication preferences.

### **D. Data Analysis**

The data in this study were analyzed using thematic analysis as proposed by Braun and Clarke (2006). This approach was used to explore and interpret patterns of meaning related to the challenges and strategies of extrovert and introvert EFL learners in acquiring English.

The analysis began with the researcher transcribing and reading all interview data and Google Forms responses repeatedly to gain a deep understanding of participants' experiences. Next, the researcher conducted initial coding by highlighting significant statements from participants and assigning labels to represent their meanings. For example, statements related to nervousness and fear of being judged were coded as speaking anxiety.

After coding, the researcher grouped similar codes into broader categories. Codes related to anxiety, lack of confidence, and fear of mistakes were categorized under Affective and Psychological Challenges. Codes such as accent difficulty, fast speech, and unfamiliar vocabulary were grouped into Cognitive Processing Challenges. In addition, codes related to practice, interaction, and the use of technology were categorized into Self-Regulated Learning Strategies.

These categories were then developed into major themes that reflect the focus of this study. The themes were organized into two main aspects: challenges in acquiring English, which include speaking, listening, reading, and writing difficulties,

and strategies used to overcome these challenges, such as self-practice, social interaction, and the use of digital media.

Finally, the researcher selected representative excerpts from participants' responses to support each theme and presented them in the findings. The analysis was then interpreted in relation to the research questions to provide a comprehensive understanding of how personality differences influence EFL learners' challenges and strategies.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research on the challenges and strategies of extrovert and introvert EFL learners in acquiring English. The data were collected through in-depth interviews involving five extroverted and five introverted participants. This chapter aims to analyze the major difficulties faced by both personality types in developing their speaking, listening, reading, and writing skills, as well as the strategies they use to overcome those challenges.

#### A. Presentation of Findings

In this section, the findings are presented to highlight the challenges and strategies of introvert and extrovert EFL learners in acquiring English. Table 4.1 below provides an overview of the findings based on the research questions.

Tabel 4. 1 Summary of Research Question and Findings

Research Questions	Findings
1. What challenges do introverted and extroverted EFL learners face in learning English?	1. Affective and Psychological Challenges in Speaking 2. Cognitive Processing Challenges in Listening 3. Linguistic and Academic Challenges in Reading and Writing
2. What strategies do introverted and extroverted EFL learners use to overcome these challenges?	1. Self-Regulated Learning Strategies 2. Personality-Based Preferences for Effective Language Learning 3. Use of Digital Media for Language Learning 4. Cognitive Reading Strategies

## 1. Extrovert and Introvert Learners' Challenges in Acquiring English

### a. Affective and Psychological Challenges in Speaking

The findings indicate that speaking is the most challenging skill for both introvert and extrovert EFL learners, particularly due to issues related to anxiety and confidence. However, the nature of these challenges differs between the two personality types.

Among introverted learners, speaking is consistently identified as the most difficult skill. All introverted participants explicitly mentioned that speaking becomes their primary difficulty in learning English. Their challenge is strongly related to nervousness, fear of making mistakes, and lack of confidence in real-time communication.

*“Speaking is the most challenging English skill for me. This is because I often feel shy and afraid of making mistakes, especially when I have to speak spontaneously without preparation.”* (SI3)

Similarly, another Introvert student expressed, *“I feel insecure and nervous when speaking in front of many people. And I often feel afraid of making mistakes.”* (SI4)

These responses show that introverted learners mainly have difficulty speaking spontaneously, especially when they have to think quickly, feel confident, and speak in front of others who may judge their performance.

Interestingly, although extroverted learners are generally confident and socially active, several of them also reported speaking as a personal challenge. However, their reasons differ from introverted learners. The challenge for extroverts is not mainly about shyness, but rather about accuracy and self-awareness of mistakes.

*“Because I’m an extrovert, people notice my mistakes more. I feel like I might sound strange or make pronunciation errors.”* (SE1)

This shows that extroverted learners may feel additional social pressure to perform well because they are perceived as outspoken individuals. Their awareness of being observed increases concern about pronunciation and correctness.

Additionally, environmental factors play a significant role in shaping extroverted learners' confidence:

*“My main challenge is not the willingness to communicate, but whether the environment allows me to interact comfortably and confidently.” (SE4)*

This statement indicates that the learner's difficulty in learning English not related to motivation or willingness to communicate, but to the learning environment itself. When the learning environment is supportive and comfortable, he is more confident and willing to speak. However, in a formal or less supportive setting, his participation decreases. This finding suggests that extroverted learners' speaking performance is strongly affected by contextual and social conditions rather than internal anxiety.

This is further supported by another response:

*“When I am not very close to my classmates or when the classroom environment feels too formal, I become more quiet. When I am surrounded by close friends who know me well, I feel more relaxed. Even if I make mistakes, I am not too worried because I know they will understand and not judge me. This supportive environment makes me more confident to try speaking.” (SE4)*

This statement shows that for extroverted learners, willingness to communicate is closely tied to the classroom atmosphere. A supportive, friendly, and less judgmental environment enhances their confidence, whereas a formal or tense environment reduces their participation.

Overall, while introverted learners' challenges are primarily internal (anxiety and low confidence), extroverted learners are more influenced by external and contextual factors such as classroom atmosphere and peer dynamics.

### **b. Cognitive Processing Challenges in Listening**

Based on the interview data, listening was also identified as a significant challenge for both groups of learners. However, the type and focus of the challenges reported by each group show some differences.

Most extrovert learners reported that accent is the main difficulty in listening. Even though they are confident and enjoy speaking, they still struggle when they hear unfamiliar accents or pronunciation styles.

One Student extrovert explained:

*“The most challenging English skill for me is listening... When I hear different accents, such as British, Australian, Indian, or other regional accents, I often struggle to catch the meaning.”* (SE4)

Similarly, another Student extrovert mentioned:

*“The challenges are speed, accents, and unfamiliar vocabulary. When speakers talk fast or have a strong accent, I have to replay or slow down the audio so I catch everything.”* (SE3)

These responses show that extrovert learners mainly face problems when the pronunciation is different from what they usually hear. Although they are willing to communicate, understanding various accents requires more exposure and practice they struggle to recognize spoken language when it differs from familiar pronunciation patterns.

Introvert learners also reported accent as a challenge. However, they more frequently mentioned fast speech and unfamiliar vocabulary as additional difficulties.

*“The challenges I experience when listening to English audio or conversations are fast speech, unfamiliar vocabulary, and different accents that make it difficult to understand.”* (SI3)

Another Student introvert added:

*“Fast speech and different accents are challenging. If the speaker talks too quickly or uses slang, I need more focus to catch the meaning.”* (SI2)

These statements indicate that introvert learners experience listening difficulties in several areas. They need more time to process information, and fast speech makes it harder for them to understand the message. Limited vocabulary also prevents them from fully understanding what they hear. As a result, listening requires high concentration and can feel overwhelming.

### **c. Linguistic and Academic Challenges in Reading and Writing**

Both extroverted and introverted learners experience challenges in reading and writing, particularly when dealing with academic texts. Although their personalities influence how they approach learning, they share similar difficulties related to vocabulary, grammar, and text complexity.

Both groups reported that reading becomes more difficult when the text contains advanced, formal, or technical vocabulary that is rarely used in daily conversation. Academic texts often include complex sentence structures and subject-specific terminology, which slow down comprehension.

One extroverted learner explained:

*“Academic texts usually use more formal language, complex sentence structures, and advanced vocabulary. Sometimes one sentence is very long and contains many clauses, so I need to read it several times to understand the meaning.”* (SE4)

An introverted learner also shared a similar difficulty:

*“When reading English texts, I often face difficulties with unfamiliar vocabulary and complex sentence structures, which make it hard to understand the overall meaning.”* (SI3)

Another introverted participant added:

*“If the text is academic, I sometimes struggle with complex sentence structures and unfamiliar vocabulary. I usually understand the general idea, but I need to reread some parts to fully understand the details.”* (SI2)

These responses indicate that the main challenge in reading academic texts is not only understanding the topic but also dealing with unfamiliar vocabulary and complicated grammar structures. Since academic vocabulary is rarely used in everyday communication, learners from both personality types find it difficult to process such texts efficiently.

Similar to reading, writing academic texts is also considered challenging by both extroverted and introverted learners. The primary difficulties include grammar rules, vocabulary choice, sentence structure, and organizing ideas into a clear and coherent paragraph.

One introverted learner shared:

*“Writing is the most challenging skill for me. This is because I have to think about grammar, vocabulary, spelling, and sentence structure at the same time. I also find it difficult to organize my ideas into a clear paragraph.”* (SI1)

Another extroverted participant stated:

*“I struggle to organize my ideas clearly and use correct grammar. I often think of so many things I want to say that it’s hard to put them into a clear structure.”* (SE3)

Although both personality types face similar linguistic challenges, there are slight differences in how they experience writing difficulties.

Extroverted learners tend to struggle more with organizing and structuring ideas in written form compared to speaking. They often feel more comfortable expressing ideas verbally but find writing restrictive due to grammar rules and formal requirements. For example:

*“I love to speak... but when it comes to writing... I found it’s hard for me because there’s so much rule in it.” (SE2)*

This suggests that extroverted learners may prefer spontaneous and interactive communication, while academic writing requires careful planning and attention to form.

On the other hand, introverted learners tend to focus heavily on accuracy and naturalness. They often revise their work repeatedly to avoid mistakes and to ensure their writing sounds appropriate. As one participant stated:

*“Sometimes, I translate directly from my first language, which makes my writing sound unnatural.” (SI1)*

This indicates that introverted learners may overthink grammar and vocabulary choices, which can slow down the writing process. All the Challenges by Introvert and Extrovert group can be seen clearly in the following Table 4.1.

Table 4.2 Summary of Extrovert and Introvert Learners’ Challenges in Acquiring English

Themes	Introvert Learners	Extrovert Learner
Affective and Psychological Challenges in Speaking	Struggle with anxiety, fear of mistakes, and low confidence in spontaneous speaking.	Struggle with accuracy, pronunciation, and social pressure; confidence depends on classroom environment and peer familiarity.
Cognitive Processing Challenges in Listening	Difficulty with fast speech, in limited vocabulary, and processing speed; require more time to understand input.	Difficulty recognizing unfamiliar accents and pronunciation variations; need more exposure.

Linguistic Academic Challenges in Reading	and	Struggle with vocabulary and often need to reread for deeper comprehension.	Struggle with long, complex sentences but focus on general understanding.
Linguistic Academic Challenges in Writing	and	Struggle with accuracy, overthinking, and translation from L1, which affects naturalness.	Struggle with structuring ideas and adapting to formal writing rules; prefer speaking.

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## 2. Strategies Used to Overcome Challenges

### a. Self-Monitoring Learning and Consistent Practice

A dominant strategy reported by both extrovert and introvert learners is the implementation of consistent practice combined with self-monitoring. Participants generally acknowledged that language improvement is not achieved instantly but requires repetition, conscious correction, and continuous reflection. This finding indicates that learners, regardless of personality type, recognize the importance of sustained effort in developing English proficiency.

Several participants demonstrated the use of metacognitive strategies, particularly in writing. For instance, one of Student introvert emphasized the importance of regular writing practice and vocabulary enrichment:

*“To overcome my difficulties, I practice writing regularly, read English articles, and learn new vocabulary every day. I also check my writing using online tools.”* (S11)

This statement illustrates that the learner actively engages in self-directed learning. By practicing consistently and reviewing her work using online tools, S11 demonstrates self-monitoring behavior, which is a key component of metacognitive regulation. Her strategy reflects awareness of her weaknesses and a deliberate effort to improve accuracy and vocabulary mastery.

Similarly, extrovert learners also demonstrate awareness of the need for revision and feedback. One participant explained how he utilizes AI tools to refine his academic writing:

*“Right now AI is everywhere... you just throw your idea and you ask AI how do I write this in academic setting and the AI gonna show up and that’s helped me a lot.”* (SE2)

This statement demonstrates that AI functions as a writing assistant. Instead of replacing their ideas, learners use AI to reformulate thoughts into more academically appropriate language. The participant further described a process of revision:

*“Then I start to write it again. Then I’m gonna ask the AI again is my writing good or not? And if the AI said your writing is not good... then I’m gonna try to write it again.”* (SE2)

This response indicates that AI is not only used for generating text but also for feedback and self-correction. Extrovert learners use AI interactively, revising their drafts based on suggestions. This iterative process supports grammar improvement, vocabulary refinement, and clearer sentence construction.

Introvert learners also reported using digital applications to improve writing, but their approach appears more structured and independent. For example, one participant stated:

*“I practice writing short paragraphs, diaries, and essays. I use grammar checkers, online dictionaries, and translation apps to correct mistakes and improve my vocabulary.”* (SI1)

This shows that introvert learners use digital tools primarily for accuracy and vocabulary enhancement. Grammar checkers help them identify errors, while dictionaries support word choice improvement. Similarly, another participant mentioned:

*“Usually I correct my writing with ChatGPT and to upgrade my writing skills maybe use Grammarly.”* (SI5)

This indicates that introvert learners actively use AI platforms and grammar-checking applications to refine their drafts. Unlike extrovert learners who may focus on quick assistance for idea reformulation, introverts appear to use digital tools for careful revision and error correction.

Beyond digital tools, both personality types emphasized the importance of practice. Writing short texts, journals, essays, or academic assignments helps them apply grammar rules and vocabulary in context. This shows a common pattern: learners write their ideas on their own first, then use digital applications to check and correct their writing. So, digital media does not replace practice. Instead, it helps learners review their work and improve it more effectively.

#### **b. Personality-Based Preferences for Effective Language Learning**

The findings from the interview reveal clear differences between extrovert and introvert learners in terms of learning methods that make them feel comfortable and the ways they practice their English skill. These differences indicate that personality plays a crucial role in shaping both learning preferences and perceptions of effective language learning strategies. Personality traits influence not only their preferred learning environment but also how they build confidence in speaking English. The data show that extrovert learners feel most comfortable when learning English through interaction with friends, classmates, or other people in a supportive environment. They prefer communicative and collaborative settings where they can actively participate and practice speaking directly.

*“I practice a lot, especially with friends. I join discussions, ask questions, and use English in daily conversations so I can get more used to real communication.” (SE3)*

These statements show that extrovert learners build confidence and improve their fluency by speaking directly with other people. When they practice with others, they can get immediate feedback and become more familiar with natural, everyday conversations.

In contrast, introvert learners reported that they feel more comfortable learning independently and in quiet environments. They prefer quiet and structured environments where they can focus without feeling judged.

*“I like learning independently by practicing at home using videos, online articles, and learning apps. I also prefer studying in a quiet place where I can focus better.”* (SI1)

This statement shows that introvert learners value calm learning conditions that allow them to think carefully and organize their ideas before expressing them. In terms of speaking practice, many introvert learners prefer self-practice methods.

*“I improve my speaking skills by practicing pronunciation and speaking in front of a mirror. I prefer practicing alone first before practicing with others to build my confidence.”* (SI3)

These responses show that fear of being judged affects how introvert learners practice speaking. By talking to themselves, rehearsing sentences, or practicing in front of a mirror, they can improve their pronunciation and fluency in a safe and comfortable environment without pressure.

Additionally, introvert learners frequently use online tools and digital media to support their speaking development. They practice with AI applications, grammar checkers, learning apps, and educational videos. These tools provide structured guidance and feedback without direct social pressure.

In addition to learning preferences, the findings from the interview also reveal a clear contrast between extrovert and introvert learners regarding the most effective strategies in learning English.

The majority of extrovert participants highlighted that active communication and real-time interaction significantly enhance their English learning process. For them, learning becomes effective when it involves social participation and expressive engagement.

*“Talking and practicing English every day with friends is the most effective strategy for me.”* (SE5)

This response demonstrates that extrovert learners perceive communicative practice as the fastest way to improve fluency. Through group discussions and social conversations, they receive immediate feedback and adapt to spontaneous speech. This shows that extrovert learners do better in learning environments where they can actively share ideas, ask questions, and respond directly. Learning passively, such as only listening to lectures, is less effective for them.

Another Extrovert Student also highlighted student-centered learning:

*“The most effective strategies is like maybe the student center for me... because from that then we can learn more.”* (SE2)

This statement suggests that extrovert learners prefer learning contexts where they can dominate participation rather than remain passive listeners. The opportunity to speak frequently increases their confidence and strengthens communicative competence.

Overall, extrovert learners view effectiveness in terms of active participation, social engagement, and communicative practice. These activities enhance spontaneity, reduce hesitation, and build communicative confidence.

In contrast, introvert learners reported that independent practice and structured preparation are more effective for them. They believe that confidence develops gradually through careful planning and repeated practice.

*“For me as an introverted learner, self-practice, reading more English texts, and using online tools are the most effective strategies.”* (SI1)

This indicates that introvert learners value private practice before engaging in public interaction. They feel more confident when they have time to analyze and organize their ideas independently.

SI2 further emphasized structured preparation:

*“Structured preparation and gradual practice are the most effective for me. I learn best when I have time to think, analyze, and organize my ideas.”* (SI2)

This response highlights that introvert learners prioritize cognitive organization and step-by-step improvement. They do not seek immediate fluency but prefer steady and consistent progress.

### **c. Use of Digital Media for Language Learning**

The findings from the interviews reveal that both extrovert and introvert learners rely on digital media as an important resource for improving their English skills, particularly in listening. Digital media not only provides exposure to authentic language use but also supports general language development, including vocabulary and grammar.

The data show that extrovert learners tend to use digital media in a more interactive and dynamic way. They enjoy engaging with authentic English content that exposes them to real conversations, different accents, and natural speech speed.

*“Yes! I listen to English songs, watch movies and series, and follow podcasts. These help me get used to different accents and real conversation speed.” (SE3)*

This response highlights that extrovert learners value exposure to authentic and fast-paced speech. Listening to real conversations helps them adapt to natural communication contexts. An interesting finding appears in the case of interactive listening practice. One participant explained:

*“When I play games in English, I listen to character dialogues, mission instructions, and in game conversations.” (SE4)*

This shows that extrovert learners benefit from interactive digital environments such as online games. Unlike passive listening activities, games require immediate understanding and response. Learners must comprehend instructions, follow dialogues, and react quickly. This type of listening practice strengthens real-time processing skills and increases exposure to spontaneous speech. Overall, extrovert learners prefer listening activities that are active, social, and engaging.

Digital media is more effective for them when it feels like real-life communication and allows them to experience natural interaction.

In contrast, introvert learners also use digital media extensively, but their approach is more structured, independent, and self-paced. They prefer listening activities that allow them to pause, replay, and process information carefully.

*“Yes, I use digital media such as English songs and movies to practice listening. Songs help me learn pronunciation, while movies help me understand daily conversations.”* (S13)

These responses show that introvert learners rely on digital media to build listening comprehension gradually. Songs help them focus on pronunciation and vocabulary, while movies provide contextual understanding of conversations.

Unlike extrovert learners who emphasize interaction, introvert learners focus more on comprehension accuracy and gradual exposure. Digital media provides a safe space where they can practice without social pressure. They often replay audio to fully understand unfamiliar vocabulary or fast speech before feeling confident enough to engage in conversation.

In addition to consistent practice, another extrovert participant emphasized the importance of enjoyable and low-stress learning methods:

*“To overcome the difficulties I face in learning English, I usually practice in ways that feel enjoyable and not too stressful. One thing I often do is play Duolingo...”* (SE4)

This statement shows that motivation is very important in overcoming learning difficulties. By using a game-based application, the learner creates a fun and positive learning environment. The enjoyable design helps reduce stress and makes the learner more consistent in practicing. Even though the material is basic, it helps build important foundations like vocabulary and grammar, which are very important for overall English improvement.

#### d. Cognitive Reading Strategies

The findings from the interview data reveal that both extrovert and introvert learners apply similar cognitive strategies to improve their reading skills, particularly skimming, scanning, and taking notes. Although personality traits influence their overall learning preferences, when it comes to reading comprehension, both groups demonstrate strategic awareness in handling texts efficiently and effectively.

However, introvert learners additionally emphasize the importance of reading more texts regularly as a way to strengthen comprehension and vocabulary development. This suggests that while both personality types share similar techniques, introvert learners tend to focus more on gradual and consistent exposure to reading materials.

Skimming appears as one of the most frequently used strategies among learners. This technique helps students identify the main idea of a text quickly without reading every word.

*“Skimming is really really good... you just skim, you read, you don't really care about any details.”* (SE2)

This statement shows that extrovert learners value efficiency when reading. They use skimming to save time and grasp the general meaning before focusing on details. Skimming allows them to avoid feeling overwhelmed, especially when dealing with long passages. Similarly, introvert learners also apply skimming as an initial strategy. One participant stated:

*“I use skimming first to get the main idea, then I read more carefully.”* (SI2)

This indicates that introvert learners also recognize the importance of previewing a text before deeper analysis. However, unlike extroverts who may stop after getting the main idea, introverts often continue with more detailed reading afterward.

Scanning is another common strategy used by both groups. This technique involves searching for specific information such as keywords, dates, or answers to questions.

*“If I have to read like academic paper... I’m gonna scan for the really really important words.” (SE2)*

Taking notes and underlining key points are additional strategies used by both personality types. These strategies help learners organize information and remember important details.

An extrovert participant mentioned:

*“In class, I mostly just take notes.” (SE1)*

Meanwhile, an introvert learner stated:

*“I underline important sentences and look up unfamiliar words in a dictionary.” (SI1)*

This suggests that while both groups use note-taking, introvert learners tend to apply it more consistently and carefully. Underlining and writing notes help them process information deeply and support long-term understanding. A significant additional strategy reported by introvert learners is reading more English texts regularly.

*“Reading more English texts regularly also helps me improve my comprehension.” (SI1)*

This response highlights that introvert learners believe consistent exposure to reading materials strengthens vocabulary knowledge and overall comprehension. Instead of relying only on techniques, they emphasize habit formation and gradual improvement. Reading frequently helps learners become more familiar with sentence structures, academic vocabulary, and contextual meaning. This practice reduces difficulty when encountering complex texts in the future. All the strategies by Introvert and Extrovert group can be seen clearly in the following Table 4.2.

Table 4.3 Summary of Strategies Used by Extrovert and Introvert Learners to Overcome English Learning Challenges

Themes	Introvert Learners	Extrovert Learner
Self-Monitoring and Consistent Practice	Practice writing regularly; use grammar checkers, dictionaries, and structured correction.	Use AI tools interactively for idea reformulation and revision; engage in feedback cycles
Personality-Based Preferences for Effective Language Learning	Prefer independent, quiet environments; practice speaking through self-rehearsal before social interaction.	Prefer interactive, communicative environments; practice speaking through discussions and conversations.
Use of Digital Media for Language Learning	Use media in a structured way (replay, pause) to improve comprehension gradually.	Engage with interactive media (games, podcasts, movies) for real-time communication and spontaneous processing.
Cognitive Reading Strategies	Use skimming followed by detailed reading; emphasize note-taking and repeated reading.	Use skimming and scanning for efficiency; focus on key ideas quickly.

## B. Discussion

The findings of this study reveal that both introverted and extroverted EFL learners experience significant challenges in acquiring English, yet the nature of these challenges differs according to their personality traits. Speaking emerged as one of the most dominant difficulties for both groups. However, introverted learners primarily struggle with psychological barriers such as anxiety, fear of negative evaluation, nervousness, and lack of confidence, particularly in spontaneous communication (Erlina et al., 2017). Their preference for structured presentations rather than sudden

discussions indicates that their difficulty lies not in linguistic knowledge, but in emotional readiness and self-confidence. This finding is consistent with Azis et al. (2025) and Hanifa et al (2022) which found that introverted learners tend to feel uncomfortable in speaking situations due to fear of negative evaluation. What becomes clear from this study is that their difficulty is not a lack of ability, but rather a need for preparation and a supportive environment.

In contrast, extroverted learners, who are generally described as sociable and communicative, also reported speaking challenges, extroverted learners do not struggle with willingness to speak, but they become concerned how they are perceived by others. Their confidence can decrease when they are surrounded by more proficient speakers or when they feel that their mistakes are noticeable. Although extroverts are often characterized as risk-takers who speak more fluently (Zafar & Meenakshi, 2012), the findings show that willingness to communicate does not eliminate self-awareness of mistakes. Some extroverted participants expressed nervousness when surrounded by highly skilled classmates, suggesting that classroom atmosphere and peer dynamics significantly influence their confidence. This supports the findings of previous studies which concluded that personality type does not significantly determine speaking proficiency, as other factors such as environment and self-awareness also play important roles (Chen et al., 2015; Mirnawati et al., 2024; Tri Astuti, 2024). Therefore, both groups face speaking challenges, but for different psychological and contextual reasons.

Listening was another challenging skill reported by both groups. The primary difficulties included unfamiliar accents, fast speech, and limited vocabulary. Extroverted learners tend to focus more on difficulties with accent variation, likely because they are more exposed to real-life communication. Meanwhile, introverted learners emphasize the challenge of processing speed and vocabulary, which requires higher concentration. These findings align with Siahaan et al. (2025), who identified listening comprehension and vocabulary limitation as common obstacles among EFL learners.

In reading and writing, both introverted and extroverted learners reported difficulties with academic vocabulary, complex sentence structures, grammar rules,

and idea organization. This finding supports the results of Siahaan et al (2025) who identify grammar and vocabulary as major obstacles in English learning. Even though the challenges are similar, the way learners handle them differs. Extroverted learners tended to struggle more with structuring their ideas coherently in written form. They expressed that writing feels restrictive due to the many rules involved, Zainuddin (2016), who found that extroverted students often produce more syntactical errors because they focus less on careful sentence construction. On the other hand, Introverted learners tend to focus on accuracy and spend more time revising their work. This reflects the findings proposed by previous studies where introverts are described as more careful and detail-oriented in language use (Zafar & Meenakshi, 2012) and also supports Esmaeilpour (2025) who noted that introverts often achieve higher accuracy in writing. Introverted learners may be able to think about ideas more deeply and carefully, so they often use more thoughtful and idea-based strategies when writing.

Beyond identifying challenges, the findings also highlight the strategies learners use to overcome these difficulties. Both introverted and extroverted participants emphasized the importance of consistent practice and self-monitoring. They reported revising their writing, checking grammar, and engaging in repeated practice as essential for improvement. This aligns with Paudel (2019), who identified metacognitive strategies such as planning, monitoring, and evaluating as effective approaches in language learning

Personality differences became more evident in preferred learning environments and speaking practice strategies. Extroverted learners described interactive communication, peer discussion, and supportive classroom atmospheres as the most effective methods for improving their English. Their reliance on social interaction strongly supports Prieto (2022) which show that extroverts benefit from social and communicative strategies. Their learning process is strongly supported by interaction and active participation, which is also consistent with the Interactionist Theory proposed by Vygotsky, emphasizing that language is acquired through meaningful social interaction and communication (Patsy & Nina, 2006).

In contrast, introverted learners preferred independent practice, structured preparation, and gradual exposure before participating in public communication. They

often practiced speaking alone, rehearsed in front of a mirror, or used digital tools privately before engaging with others. A similar pattern is found in the study on autonomous learning (Savitri, 2021), which shows that introverted learners tend to engage in self-regulated and structured learning activities. These learners rely on reflection and careful planning as part of their learning process, which aligns with the Innatist Theory introduced by Chomsky, suggesting that language development is supported by internal cognitive processes that allow learners to process and acquire language independently (Patsy & Nina, 2006).

Digital media emerged as a shared strategy across both personality types, though used differently. Extroverted learners engaged with interactive content such as online games, podcasts, and conversations, while introverted learners preferred replaying songs, watching movies with subtitles, and using learning applications in a self-paced manner. This supports the previous study which noted that both personality types use digital tools but for different purposes, collaboration for extroverts and reflection for introverts (Savitri, 2021).

Another important point highlighted in this study is the role of the learning environment. Extroverted learners, in particular, are highly influenced by classroom atmosphere. They feel more confident and willing to speak in a supportive and friendly environment. In contrast, a formal or tense atmosphere can reduce their participation. This is in line with the idea presented by Zhang et al (2013), which emphasizes that motivation and environmental support are important factors in language learning success, and also reflects the principles of Behaviorist Theory associated with Skinner, where environmental reinforcement plays a key role in shaping learning behavior. This means that learning outcomes are not only shaped by personality but also by external conditions (Patsy & Nina, 2006).

Overall, the findings indicate that personality influences how learners experience challenges and select strategies, but it does not determine their ultimate success in acquiring English. This supports previous studies which concluded that personality type alone does not significantly affect English proficiency (Chen et al., 2015; Juliano et al., 2025; Mirnawati et al., 2024). Rather than creating superiority of one personality over another, personality shapes learning comfort, participation style, and strategic preferences. Both introverted and extroverted learners possess equal

potential to succeed, provided that the learning environment accommodates their psychological and cognitive needs.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusions and recommendations of the research. The conclusions are drawn based on the data analysis and findings discussed in the previous chapter, while the recommendations are intended to provide valuable insights for English teachers, students, and future researchers regarding the challenges and strategies of introvert and extrovert EFL learners in acquiring English.

#### **A. Conclusion**

This study aimed to explore the challenges and strategies of introvert and extrovert EFL learners in acquiring English. The findings reveal that both personality types experience challenges across the four main language skills: speaking, listening, reading, and writing. In speaking, introvert learners tend to struggle with anxiety, lack of confidence, and fear of making mistakes, while extrovert learners are generally more confident but still worry about grammatical accuracy. In listening, both groups encounter difficulties understanding fast speech, unfamiliar vocabulary, and different accents. Reading challenges mainly involve academic vocabulary and complex sentence structures, while writing difficulties relate to grammar accuracy, vocabulary choice, and organizing ideas effectively.

To overcome these challenges, learners apply various strategies. Both introvert and extrovert learners emphasize the importance of consistent practice and self-monitoring, such as practicing writing regularly, reviewing their work, and using digital tools for correction and improvement. Digital media also plays a significant role in supporting listening and vocabulary development through songs, movies, podcasts, and other online content.

However, the strategies preferred by each personality type show notable differences. Extrovert learners tend to rely on interactive and communicative strategies, such as discussing with friends, participating in conversations, joining English communities, and practicing English in real-life communication. These activities help them improve fluency, spontaneity, and confidence. In contrast, introvert learners prefer independent and structured learning strategies, such as

practicing speaking alone, using online learning tools, reading English texts regularly, and preparing their ideas before speaking. These strategies allow them to learn in a comfortable and low-pressure environment.

Overall, the study indicates that personality traits influence how learners approach language learning. While extrovert learners benefit from interactive and social learning environments, introvert learners tend to perform better in quiet and self-paced learning contexts. Despite these differences, both groups share similar goals of improving their English proficiency through continuous practice, digital resources, and personal learning strategies.

## **B. Recommendation**

Based on the findings of this study, several recommendations can be proposed.

First, English teachers should consider students' personality traits when designing learning activities. Teachers should create balanced classroom environments that include both interactive activities for extrovert learners and independent learning opportunities for introvert learners. For example, group discussions, presentations, and role-plays can support extrovert students, while reflective writing, individual practice, and structured tasks can benefit introvert learners.

Second, teachers are encouraged to integrate digital media and learning technologies into English instruction. Applications, AI tools, online dictionaries, and educational platforms can support learners in improving their listening, reading, and writing skills while allowing them to practice at their own pace.

Third, students should be encouraged to develop consistent language practice and self-monitoring habits. Regular exposure to English through reading texts, listening to authentic materials, and practicing writing or speaking can significantly enhance language proficiency over time.

Finally, future researchers are recommended to conduct further studies involving larger participant groups or different educational contexts. Additional research could also explore other factors influencing language learning, such as motivation, learning styles, or technological literacy, in order to gain deeper insights into effective English learning strategies.



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## APPENDICES

### *Appendix 1: Screening form to find Extrovert and Introvert learners*

# Eysenck Personality Inventory (EPI) Submission & Interview Registration

Dear students of the **English Education Department, UIN Ar-Raniry**, hello and thank you for participating in this study.

This questionnaire is part of a research project : **THE CHALLENGE AND STRATEGIES OF INTROVERT AND EXTROVERT EFL LEARNER IN ACQUIRING ENGLISH**

This Google Form is created **only to collect your personality test result** based on the **Eysenck Personality Inventory (EPI)**.

Please complete the personality test through the link below:

<https://psytests.org/eysenck/epiAen-run.html>

After completing the test, please **download or screenshot your results** and upload them in this form.

Your personality result (introvert or extrovert) will help the researcher classify participants for the next stage of the study.

At the end of this form, you will also be asked about your **phone number** and your **availability for a follow-up interview**.

All information you provide will be kept **confidential** and used only for research purposes.

Thank you for your cooperation!

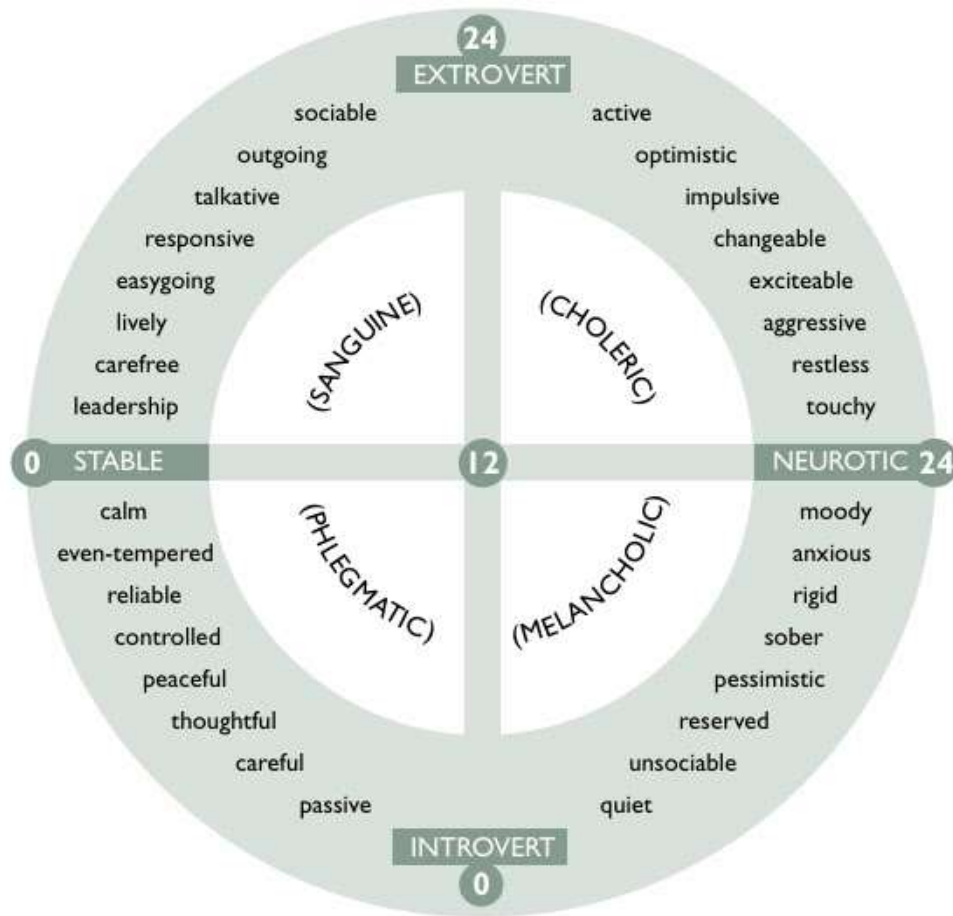
Name\*

---

Semester\*

---

Please upload your Eysenck Personality Inventory (EPI) test result (screenshot or file).



Please write your active WhatsApp number that can be contacted for the interview. \*

---

Are you willing to participate in a short follow-up interview (10–20 minutes) related to this research? \*

- Yes, I am willing

## Appendix 2: Administration



### KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 1489 TAHUN 2025

#### TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA DENGAN RAHMAT TUHAN YANG MAHA ESA

#### DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
  - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
  - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
  - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
  - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

#### MEMUTUSKAN

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :  
Syamsul Bahri, M.A  
Untuk membimbing Skripsi  
Nama : Raudhatul Riannas  
NIM : 220203013  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Challenge and Strategies of Introvert and Extrovert EFL Learner in Acquiring English
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 30 Oktober 2025  
Dekan,

  
Safril Muluk

#### Tembusan

- Selanjutnya Kementerian Agama RI di Jakarta;
- Direksi Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-9234/Un.08/FTK.1/TL.00/12/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203013

Nama : RAUDHATUL RIANNAS

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. Bakti Pemuda Lampoh Aneuh Kuta Baro Jeuram

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE CHALLENGE AND STRATEGIES OF INTROVERT AND EXTROVERT EFL LEARNER IN ACQUIRING ENGLISH***

Banda Aceh, 15 Desember 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 23 Januari 2026



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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**SURAT KETERANGAN**

Nomor: B-122/Un.08/PBI/Kp.01.2/3/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Raudhatul Riannas  
NIM : 220203013  
Prodi : Pendidikan Bahasa Inggris  
Alamat : Jl. Bakti Pemuda Lampoh Aneuh Kuta Baro Jeuram

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

***"The Challenges and Strategies of Introvert and Extrovert EFL Learner in Acquiring English"***

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 31 April 2026  
Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana

## AUTOBIOGRAPHY

Name : Raudhatul Riannas  
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Gender : Female  
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Parents

Name of Father : Nasruddin, SH  
Name of Mother : Evi SURIANTI  
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Education

Elementary : MIN 1 Nagan Raya (2010-2016)  
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Senior High School : MAN 1 Banda Aceh (2019-2022)  
University : UIN Ar-Raniry Banda Aceh (2022-2026)

