

**THE COMPARATIVE STUDY OF INTROVERT AND EXTROVERT
STUDENTS IN SPEAKING ABILITY**

THESIS

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
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**THE COMPARATIVE STUDY OF INTROVERT AND EXTROVERT
STUDENTS IN SPEAKING ABILITY**

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One of
the Requirements to Obtain a Bachelor's Degree in the field of English
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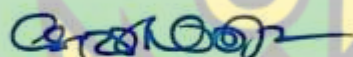
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“The Comparative Study of Introvert and Extrovert Students in Speaking Ability”

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat Pernyataan,



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AR - RANIRY

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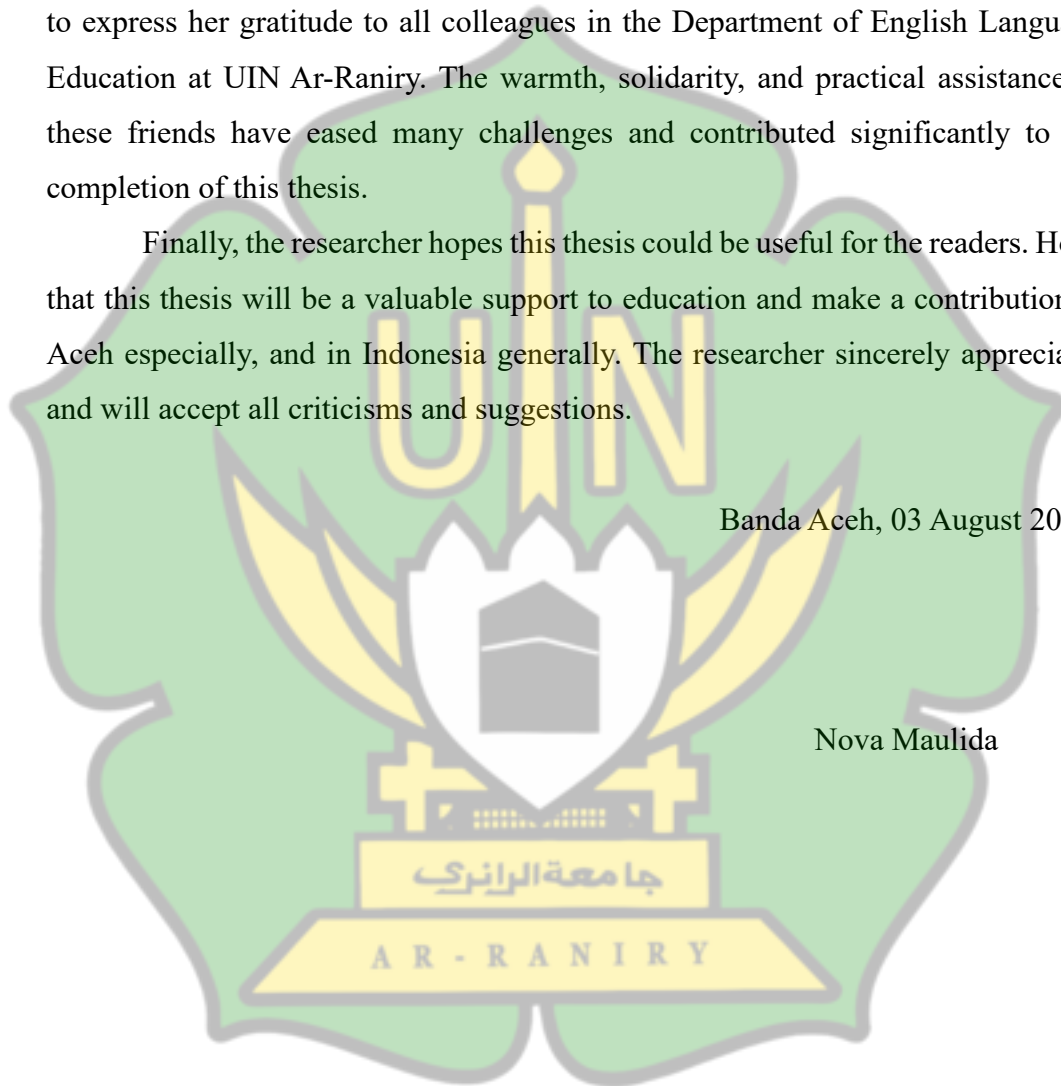
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Banda Aceh, 03 August 2026

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ABSTRACT

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Title : The Comparative Study of Introvert and Extrovert Students in Speaking Ability
Supervisor : Syarifah Dahliana, Ph.D.
Keywords : Personality, introvert, extrovert, speaking ability, speaking factor, language learning.

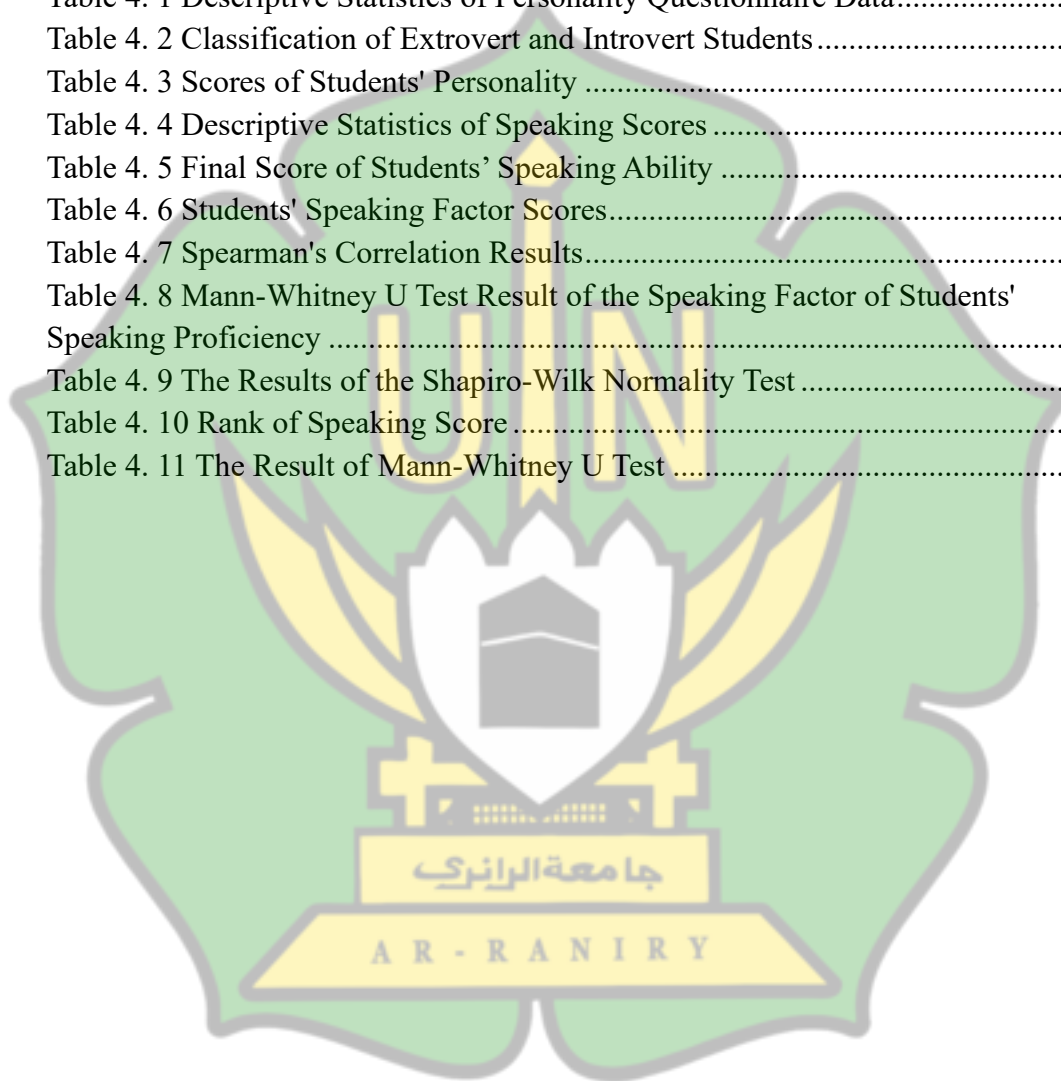
This study investigated significant differences in speaking proficiency between introverted and extroverted students and determined the factors contributing to these differences. This study employed a quantitative causal-comparative design. The data were collected through a personality questionnaire, students' speaking factors questionnaire, and students' speaking achievement. The personality questionnaire was formulated by Deci and Ryan's theory and used to classify students into introvert and extrovert types. A total of 39 students participated as respondents through purposive sampling. The data were analyzed using the Mann-Whitney U test and Spearman's Correlation. The findings showed that the alternative hypothesis (H_a) was rejected because the p-value was 0.522, which was higher than the significance level of 0.05. This means that the null hypothesis (H_0) was accepted, indicating that personality type did not significantly affect students' speaking ability between introvert and extrovert students. In addition, the result showed that introverted students obtained higher speaking scores than extroverted students. The factors contributing to this difference were confidence, motivation, speaking practice, vocabulary, grammar, and pronunciation. Therefore, these findings suggest that both introverted and extroverted students have comparable potential to succeed in speaking English.

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CHAPTER I INTRODUCTION

This chapter describes the reasons for conducting the research. It discusses the background of the study, research questions, the research aim, the hypothesis, the significance of the study, and the research terminologies. The information needed is elaborated on in the following section.

A. Background of the Study

English as an international language has a crucial role in communication, education, business, the internet, and the media. English has become a crucial element in the school curriculum, spanning from elementary to college levels. The four fundamental skills students must learn are reading, speaking, writing, and listening. One of those skills, speaking skills, plays a crucial role in communication. According to Ghafar and Raheem (2023), speaking ability is a crucial skill as it forms the foundation for effective communication. It is one of the core skills, enabling students to express ideas, participate in discussions, and participate in classroom activities.

Leong and Ahmadi (2017) stated that speaking is not only about pronouncing words, but also about communicating the idea clearly and accurately in various contexts. According to Brown (2004), five components are generally recognized in speech process analysis, namely pronunciation, grammar, vocabulary, fluency, and comprehension. These components are not only important in analyzing the speaking process, but can also be used as a guide in developing students' speaking skills.

Saputri and Hamzah (2025) stated that speaking skills not only improve students' English abilities but also build confidence. Improving students' speaking skills is a primary goal in language education, as it directly affects their confidence and success in using the language in real-life situations. Students face significant psychological challenges when speaking English, including fear and lack of confidence. Overcoming students' psychological challenges in speaking English requires effective strategies; therefore, teachers and students must be able to create an effective and supportive learning environment. Robah and Anggrisia (2023) stated that efforts can be made to create a supportive and non-judgmental classroom

environment, as a way to provide opportunities for students to practice speaking and help reduce stress and anxiety. By building social relationships between lecturers and students, students can easily develop their relationships with lecturers (Kusumaningtyas and Mukti, 2023). An effective and supportive learning environment can help overcome challenges in the classroom, as classroom conditions are often influenced by students' psychological aspects, including personality.

According to Hardi and Hakim (2021), Personality is a dynamic organization of an individual's psycho-physical system that determines their behavior and thinking distinctly and uniquely. It is a characteristic, attitude, or behavior that a person has as a manifestation of their thoughts and feelings. Siska (2022) stated that the main factor that affects the different behavior of students' learning is the extraversion and introversion personality types.

Generally, personality is categorized into extroverted and introverted. Eysenck (1981) stated that personality can be distinguished into two types: introverted and extroverted. Introverts, who are characterized by a preference for solitude, introspection, and deep thinking, often find group speaking tasks challenging (Martin, 2010). They may experience high anxiety or discomfort in social settings, especially when asked to speak spontaneously or in front of a large audience. In contrast, Extroverted students tend to have a greater willingness to interact socially, initiate conversations, and seek feedback, which can aid in their language acquisition (Sajid, 2024).

Based on the researcher's experience as a student of the Department of English Language Education, the researcher has observed the speaking abilities of extroverted and introverted students in the language classroom. Extroverted students appeared to speak more fluently than introverts because they felt confident and were able to control their anxiety. Meanwhile, introverted students tended to be shy due to a lack of confidence and fear of negative responses or rejection.

Previous studies (Gustriani, 2020; Anggraeni et al., 2022; Mustafidah, 2023; Oktriani et al., 2021) have shown inconsistent results regarding significant differences in students' English-speaking abilities. The inconsistency of these

results across various levels of education and research designs indicates that the influence of personality type on speaking ability remains unclear. Therefore, this study was conducted to statistically analyze whether there are significant differences in the speaking performance scores of students between extroverted and introverted personality types. This study is expected to provide more specific evidence by assessing the measurable speaking performance of students in the context of higher education. In this light, the researcher was interested in investigating the significant differences in students' speaking abilities between extroverts and introverts in the language classroom. This study focuses on English-speaking performance scores, which are assessed based on performance criteria such as pronunciation, grammar, vocabulary, fluency, and comprehension.

B. Research Questions

Based on the above research background, the researcher has formulated the following research questions:

1. To what extent does personality type, introverted and extroverted, influence students' speaking proficiency?
2. What factors contribute to differences in English-speaking proficiency between introverted and extroverted students?

C. Research Aim

1. To identify significant differences in speaking proficiency between introverted and extroverted students within a classroom environment.
2. To discover the factors that contribute to the differences in English-speaking proficiency between introverted and extroverted students.

D. Hypothesis

In this study, the researcher assumes that there is a significant difference in students' speaking ability between extroverted and introverted students. Students with extroverted personalities have higher speaking abilities than introverted students in terms of pronunciation, grammar, vocabulary, fluency, and comprehension.

H0: There is no significant difference in students' speaking ability between introvert and extrovert students.

Ha: There is a significant difference in the students' speaking ability between introvert and extrovert students.

E. Significance of the Study

The significance of this study for the field of language education is its investigation of significant differences in speaking ability between introverted and extroverted students. By analyzing how personality affects students' speaking ability in classroom activities in an educational context, the findings of this study have the potential to provide input for the development of more effective teaching methods. In addition, by demonstrating the influence of introversion and extroversion on students' speaking abilities, this study can provide practical strategies for educators to improve oral communication skills in the classroom.

This study is also useful in helping students understand their personality types and how those personalities affect their English-speaking abilities. By recognizing their own characteristics, students are expected to find more effective strategies to improve their confidence and fluency in speaking in an educational context.

Furthermore, for future researchers, this study can serve as a basis for conducting more in-depth studies on the relationship between personality types and English-speaking ability with different education levels, variables, or research designs.

F. Research Terminologies

The following definitions are offered to help prevent misunderstandings of the terms used in this study:

1. Extroverted Student

Students with extroverted personalities tend to be oriented towards the outside world and social interactions. They are usually active, communicative, and easy to get along with both peers and teachers (Keogh and Burstein, 1988). Extroverts tend to express their thoughts and feelings openly, making it easier for them to engage in class discussions and group activities. In the context of learning, extroverted students often show high enthusiasm and are brave in expressing their opinions (Lestari et al., 2015). However, their impulsive nature sometimes makes them less careful in giving answers or completing tasks.

2. Introvert Student

Students with introverted personalities are individuals who focus more on the inner world and tend to be quieter and reflective (Zhang, 2008). They usually take longer to think before and are more comfortable in quiet and less crowded situations. In a learning context, introverted students often show good critical and critical thinking skills, although they may be less active in group discussions (Lestari et al., 2015). Introverted students prefer to work independently and tend to be more careful in completing tasks. They prefer to express ideas in writing or in situations that allow them to think first.

3. English Speaking Ability

Speaking ability is a very important ability in the communication process. Speaking ability is an individual's skill in using language verbally to convey ideas, emotions, or information in a clear, accurate, and effective manner (Council of Europe, 2001). Aspects that affect speaking ability include pronunciation, intonation, fluency, grammar, and the vocabulary used (Brown, 2004). The aspects can be used as a guide in developing students' speaking skills. In language learning, speaking ability is the main aspect of students' success in mastering the language. Therefore, in this study, English-speaking ability refers to students' proficiency in oral communication in academic contexts.

4. Language Classroom

A language classroom is an educational environment where the target language serves as both a teaching tool and an object of study (Brown and Abeywickrama, 2019). This environment is characterized by a focus on communicative language teaching, where interaction and conversation play a crucial role in facilitating language acquisition. The focus of this study is on the intermediate language skills class, which is a class with intermediate proficiency levels in English Education students at Universitas Islam Negeri (UIN) Ar-Raniry, Banda Aceh. At this level, students already have basic skills and are able to communicate in various contexts, but still need guidance to improve their fluency and accuracy in the language.

CHAPTER II

LITERATURE REVIEW

This chapter provides several concepts, theories, and previous research results relevant to the research topic. It starts with definition of personality and continues with the topic of learning English speaking. The chapter concludes with a discussion of research on personality and English speaking.

A. An Overview of Personality

1. Definition of Personality

The word "personality" originates from the Latin word *persona*, which means mask or role, and then devolved through Old French 'personalité'. In modern psychology, this term refers to the consistent patterns of thoughts, emotions, and behaviors that distinguish one individual from another. According to Hardi and Hakim (2021), personality or individual traits are crucial elements of human existence as they influence actions, which attracts the attention of experts. Personality encompasses the variety of traits and behaviors a person exhibits. Reported personality is a unique human behavior and trait, appearing as a response that arises from the environment and oneself (Zhang, 2008). Each student has distinctive characteristics in behavior and the learning process. A good learning process tends to produce good learning achievements. This pattern greatly influences how a person interacts with their social environment, including in communication, learning, and daily activities.

According to Jung (as cited in Boeree, 2020), personality is a concept that evaluates the basic differences in the way individuals are associated to the world and themselves. Jung focused on two main attitudes in personality, namely extroversion and introversion. According to Allport (as cited in Suryabrata, 2012), personality is a dynamic organization in an individual that is formed as a psychophysical system, which functions to determine a person's characteristic way of adapting to their environment. Personality is a characteristic organization, temperament, intellect, and stable body shape that defines a unique adaptation to the environment. Therefore, personality is a basic pattern that manages specific and continuous behavior in daily life. Personality also refers to the psychological

formation of an individual as a whole. Yunus et al. (2018) argue that personality can be seen from individual traits such as thinking patterns, behavioral reactions, emotional responses, and interactions. Personality can also be identified through differences that can be observed in individuals. A person's lifestyle is the unity of a person's traits, consisting of creative opinions, life challenges, perceptions, and self-efficacy (Miseng, 2020). In other words, personality is not only seen from actions, but also from how a person views and lives their life.

According to Eysenck (1981), personality consists of behaviors and tendencies organized in a hierarchy based on the level of specificity. Eysenck suggests that personality is several patterns of behavior that are actual or potentially determined by innate and environmental factors linked through functional interaction of cognitive, affective, and conative aspects into behavior patterns. Eysenck (1981) argues that the general basis of personality traits comes from genetics, in the form of types and traits. Eysenck also argues that all behavior is learned from the environment. The behaviors exhibited by individuals with introverted and extroverted personality traits often differ and can be in opposition to one another. This personality theory elucidates how individual inclinations influence their reactions or behaviors. Eysenck (1981) demonstrated that the extrovert-introvert personality classification illustrates how distinct individuals respond to stimuli as a reflection of their personal character, temperament, physique, and intellect concerning their surroundings.

2. Types of Personality

In general, personality can be divided into several dimensions. According to Oxford (2003), there are four aspects of personality: extroverted vs. introverted, intuitive-random vs. sensing-sequential, thinking vs. feeling, and closure-oriented/judging vs. Open/perceiving. These four scores were created by Swiss psychiatrist Carl Gustav Jung, and later developed by his followers Katharine Cook Briggs and Isabel Briggs Myers based on Jung's ideas, and are known as the Myers-Briggs Type Indicator (MBTI) (Larsen and Buss, 2012).

a. Extroverted vs. Introverted

Introversion and extraversion describe how individuals direct their psychological energy. According to Zhang (2008) extroverts and introverts are different personality types in their interaction with the environment. The classification of personality into extroverts and introverts can reflect each individual's pattern of communication and social interaction (Ariga, 2018). And Nuqul (2007) also argues that people with extroverted and introverted personalities have different levels of compliance.

1) Extroverted

According to Zhang (2008), extroverts are people who are more interested in what is happening around them than in their own thoughts and feelings. This means that extroverts experience the world more through interaction with others and shared experiences than through self-reflection or study. They are social and talkative. Extroverts often feel more comfortable and expressive. Extroverts get energy from external social interactions, such as talking to other people or attending crowded events, where these kinds of activities make them feel active and alive. They also tend to seek help from others when problems arise. When communicating and socializing, individuals with extroverted personalities tend to be friendly, impulsive, and exhibit cheerful, active, and optimistic traits (Sajid, 2024).

In the context of learning, students with extroverted personalities tend to excel in communication and find it easier to express ideas verbally (Sajid, 2024). According to Eysenck (1981), extroverts are happier in social situations and perform best in front of an audience, meaning that their improved performance is due to increased levels of excitement triggered by the presence of other people. Eysenck (1981) shows that extroverts are often more expressive and confident in reporting their achievements. They may exaggerate or be more open about their academic successes, reflecting their sociable and optimistic nature. This is consistent with psychological knowledge that extroverts

derive energy from external interactions, so they prefer to share success stories to gain recognition. Feist, J., and Feist, G. J. (2014) argue that extroverts are less modest, which means they may be more arrogant or less realistic in their self-assessment. This does not mean that they are unsuccessful, but they tend to promote themselves more strongly, which can help in their social careers, but does not always reflect objective reality.

2) Introvert

According to Zhang (2008), an introvert is someone more interested in their own thoughts and feelings than in things outside themselves, and is often shy and reluctant to participate in activities with others. This means that they tend to prefer spending time alone, reflecting, or focusing on their inner world rather than the outside world. Larsen and Buss (2012) stated that introverts may be seen as quiet or avoid crowds, not because they dislike other people, but because they prefer to think internally. Introverted people tend to open a book or do some reflection to find a solution when a problem arises (Feist, J., and Feist, G. J., 2014).

Tuovinen et al. (2020) stated that individuals with an introverted personality tend to prefer an organized life and uphold ethical values. Decision-making and assumptions that do not want to be influenced by others, they only believe in their own experiences and assumptions. Also, they tend to like to be alone because they do not like crowds, do not like unexpected visits, and do not like visiting other people (Abd. Rahman et al, 2013). This is because introverts recharge their energy through alone time and internal reflection.

According to Webber (2015), who states that the characteristics of these two personality types, as described by psychologists and introvert experts, explain the differences. Extroverts tend to speak loudly to process and organize their thoughts. They freely share about themselves with others, though they may be selective about the level of intimacy. Extroverts tend to

be social and enjoy being the center of attention. They prefer to communicate by phone or in person. Extroverts tend to seek opinions and feedback from as many people as possible. Introverts tend to consider their words before speaking. They prefer to share their thoughts and feelings with people they trust. Introverts tend not to seek attention and prefer to stay behind the scenes. They prefer to communicate in writing, such as through email or text messages. Introverts prefer to have one-on-one conversations rather than large gatherings. Therefore, educators need to understand the characteristics of introverts to facilitate an optimal learning process for them.

Additionally, it is important to understand that introversion and extroversion are not objective categories, but rather a continuum. Many individuals have mixed characteristics, known as ambiverts, who can adapt to various social situations. In everyday social interactions, extroverts tend to be outgoing, welcoming, and sociable, while introverts are quieter, reserved, and self-deprecating (Sari, 2025). Understanding this dimension is very important to enhance the effectiveness of communication, learning, and social interaction in general.

b. Intuitive-random vs. sensing-sequential

According to Oxford (2003), in the learning process, individuals with an intuitive-random type tend to have abstract, creative, and big-picture oriented thinking. They enjoy freedom in exploring ideas and often experience sudden enlightenment. Larsen and Buss (2012) stated that intuitive-random individuals excel in dynamic situations that require creativity. Individuals with an intuitive-random type generally have an artistic and philosophical spirit (Boeree, 2020). On the other hand, sensing-sequential types are more focused on facts and reality, with a preference for clear and organized structures (Oxford, 2003). They seek specific guidance and clear instructions in the learning process. Sensing-sequential types are more reliable in tasks that require attention to detail and precise application of rules. Boeree (2020) stated that individuals with a sensing-sequential type are generally realistic, down-to-earth, and see things concretely.

c. Thinking vs. feeling

The students with a thinking type prioritize logic, objectivity, and analysis in decision-making, focusing on universal principles and truth, and are not overly concerned with the emotional impact on others (Boeree, 2020). According to Larsen and Buss (2012), although they desire recognition for their abilities and demonstrate rational tendencies and emotional control. When learning a language, if they learn to understand each other's needs, this type can complement the emotional type. On the other hand, emotional types prioritize personal values, empathy, and social harmony. They evaluate situations based on interpersonal influence, show genuine sympathy, and try to avoid conflict to maintain warm relationships. They want respect through personal contributions and persistent efforts. Therefore, combining these two types in a learning context can promote a better understanding of different learning styles (Oxford, 2003).

d. Closure-oriented/ judging vs. Open/ perceiving.

Students with Closure-oriented/ judging generally seek certainty, quick resolution, and immediate clarity (Oxford, 2003). They tend to be serious and disciplined, preferring schedules, deadlines, and written information (Boeree, 2020). In the learning process, they excel in structured environments. In contrast, Larsen and Buss (2012) stated that open or perceiving types prefer to keep new possibilities open, enjoy a more relaxed, game-like improvisational process, and are flexible and highly adaptive. They are more adept at developing fluency through improvisation and dislike the pressure of deadlines (Oxford, 2003). When these two types come together in the classroom, balance is achieved. While open learners absorb information indirectly, closed learners provide structure, allowing both to thrive in a supportive learning environment.

These four dimensions of Jung's psychological types discussed above, namely intuitive-random versus sensory-sequential, thinking versus feeling, and closed/judging versus open/perceiving, this study will focus specifically on the dimension of extroversion versus introversion. This dimension was chosen because

of its high relevance in understanding social interaction and communication skills, especially in the context of language learning.

B. Learning English Speaking

Speaking is a fundamental skill in language learning that enables learners to effectively convey ideas, emotions, and information through oral communication. According to Brown (2004), speaking is the ability to express thoughts, ideas, and feelings verbally in a fluent and effective manner in social interactions. It encompasses not only fluency and grammatical accuracy but also the confidence and willingness to express oneself in diverse communicative situations (Khotimah and Saputri, 2021). In classroom settings, speaking ability is widely regarded as a key indicator of students' overall communicative competence and language proficiency, reflecting their capacity to interact meaningfully in the target language.

1. Types of Speaking Ability

According to Brown and Abeywickrama (2019), there are five basic types of English-speaking ability:

a. Imitative

Imitative is the most basic form of speaking ability, where participants are only asked to accurately imitate a word, phrase, or sentence. Assessment focuses on phonetic and prosodic aspects such as intonation, rhythm, and a number of lexical and grammatical features. In this type, testing is limited to pronunciation without considering meaning comprehension or interactive communication skills. An example is repeating the sentence.

b. Intensive

Intensive involves the production of short-spoken language designed to demonstrate mastery of specific grammatical, phraseological, lexical, or phonological aspects, including prosodic elements such as word stress and intonation. Although the examiner expects semantic awareness from the speaker, interaction with the interlocutor is minimal. Examples of its application include reading aloud, sentence or dialogue completion, sentence translation, and directed response tasks.

c. Responsive

Responsive requires brief interaction and understanding of verbal stimuli, usually in the form of short conversations, greetings, simple comments, or requests. Stimuli are generally delivered through verbal prompts with one or two short responses. The examples are giving directions and instructions, and questions and answers.

d. Interactive

Interactive is characterized by more complex and lengthy interactions, involving multiple exchanges and/or more than two participants. For example, interviews, role plays, games, and discussions.

e. Extensive (Monologues)

This is a form of long oral production, such as speeches, presentations, or storytelling, that does not usually involve direct interaction with the audience. The language used tends to be more planned and formal, although there are informal monologues such as casual stories. Examples include presentations on academic research or recounting vacation experiences.

In conclusion, understanding the various types of speech provides a strong foundation for developing effective communication skills. Each type of speech reflects a different level of complexity and function in human interaction. By recognizing the unique characteristics of speech, from imitative to extensive, teachers and researchers can design more targeted learning. This also helps in measuring speaking ability more accurately according to contextual needs.

2. Methods in Teaching Speaking

According to Richard and Rodgers (2001), teaching methods for speaking have undergone significant developments in line with changes in language teaching patterns. Richards and Rodgers (2001) also state that in the early 20th century, language teaching methods focused on mastering grammatical structures through approaches such as Grammar-Translation Method and the Audiolingual Method, which emphasized repetitive

exercises and repetition of language patterns. However, these methods did not emphasize the communicative use of language in real contexts. Teaching speaking in the modern context views language more as a communication tool that must be developed through interaction and functional use. Therefore, speaking teaching methods have now shifted to an approach that involves active student participation with a focus on fluency and authenticity in language use (Richards and Rodgers, 2001). This transformation shows that teaching methods must be adaptive to the social interaction needs and communicative contexts of students.

The development of speaking-teaching methods is also related to the concept of humanism in language education. According to Fedorenko (2018), a humanistic approach to foreign language education considers learners' intellectual and emotional development, self-understanding, self-realization, and ability to communicate and interact with others. Therefore, language learning should also provide students with opportunities to develop their emotions, motivation, self-confidence, personal experiences, and social relationships in line with their linguistic competencies.

In humanistic language teaching, students are regarded as active participants who have the potential to develop their abilities and become responsible for their own learning. The teacher does not function only as a source of knowledge but also as a facilitator who creates a supportive, safe, and non-threatening learning environment (Barrantes Elizondo, 2022). This kind of environment is important in speaking instruction because students may experience anxiety, shyness, or fear of making mistakes when using English. Consequently, humanistic language teaching encourages students to express their ideas, interact with others, participate actively, and develop their speaking ability through meaningful communication.

Based on the humanistic principles described above, several teaching methods can be used to support active student participation in speaking instruction, including Total Physical Response (TPR), The Silent Way, and Community Language Learning (CLL).

a. Total Physical Response (TPR)

Total Physical Response focuses on teaching speaking by developing physical actions as responses to spoken commands, allowing students to understand the meaning and practice verbal responses naturally and more easily (Larsen-Freeman and Anderson, 2011). In teaching speaking, the teacher gives commands which are then followed by scenes or movements performed by the students, which indirectly develop listening and speaking skills in sequence. Richards and Rodgers (2001) stated that in TPR, students are directed to perform actions using the target language while the teacher guides them interactively, reducing stress and building students' confidence when they start speaking. This approach is especially effective for beginners and helps build a foundation for communicative speaking with comfort and without pressure.

b. The Silent Way

The Silent Way encourages students to develop a deep phonetic and grammatical awareness so that speaking becomes a conscious effort, rather than mere memorization (Larsen-Freeman and Anderson, 2011). This method is suitable for students who already have a basic knowledge of the language and want to improve their speaking skills in a structured and creative way. Richards and Rodgers (2001) stated that this approach develops speaking skills through observation, repetition, and self-correction, as well as minimal feedback from the teacher. So, this teaching method is effective for improving the speaking skills of students.

c. Community Language Learning (CLL)

According to Richards and Rodgers (2001), Community Language Learning is a method of teaching language use in real social situations. CLL focuses on learning to speak through social interaction in a supportive and collaborative learning group. Students in CLL speak spontaneously in a safe and comfortable environment, while the teacher

acts as a facilitator and interpreter when needed (Larsen-Freeman and Anderson, 2011). The main focus of this method is to reduce anxiety and build confidence through close interpersonal relationships between students and teachers. This method is suitable for improving the speaking skills of students who are already confident in using the language but still need improvement and practice in real social contexts.

3. Factors Contribute to Speaking Performance

Speaking is one of the language skills that students must master when learning a language. The ability to speak a second language is influenced by various complex and interacting factors. According to Brown (2004), several factors contribute to speaking performance, including pronunciation, grammar, vocabulary, fluency, and comprehension. These factors are important when speaking.

a. Pronunciation

Pronunciation includes articulation, rhythm, and intonation that make speech sound natural and understandable in the target language (Brown and Abeywickrama, 2019). Students must pronounce words clearly so that others can understand them. Brown (2004) stated that pronunciation can be affected by interference from the learner's first language. Therefore, pronunciation practice is needed to help learners pronounce words correctly.

b. Grammar

Mastering grammar rules is crucial for effective communication. Grammar rules include the conventions and structures that determine how words are combined to create clear and correct sentences (Brown, 2004). To build effective sentences, students must understand grammar and master 16 tenses.

c. Vocabulary

Vocabulary plays an important role in speaking skills. Brown (2004) stated that vocabulary includes words and phrases learned to express meanings and concepts in the target language, forming the basis of

communication. To communicate well, students need to have a wide vocabulary. Without it, they will struggle to express their ideas and communicate with others.

d. Fluency

According to Brown (2004), Fluency in a language refers to the ability to speak smoothly and continuously without hesitation, allowing learners to focus on meaning and effective interaction. Students' fluency in speaking is reflected in their ability to communicate clearly and be understood by listeners.

e. Comprehension

Comprehension is the ability to understand language and the meaning of messages in communication (Brown, 2004). Comprehension relates to how students convey information when speaking and listening. In language learning, comprehension is fundamental to interaction, as it enables learners to respond appropriately in conversation

In communication, non-native English speakers who must demonstrate proficiency in areas such as pronunciation, grammar, vocabulary, fluency, and comprehension may face difficulties when speaking English effectively (Aziz and Kassianathan, 2021).

C. Personality in Language Class

In language class, personality is one of the internal challenges students face when learning. Therefore, overcoming students' psychological challenges when speaking English in language classes requires effective strategies. Robah and Anggrisia (2023) highlight that teachers and students must be able to create an effective and supportive learning environment. By building social relationships between lecturers and students, students can easily develop their relationships with lecturers (Kusumaningtyas and Mukti, 2023). According to Keogh and Burstein (1988), language teachers need to understand students' personalities to develop effective learning strategies and create a conducive learning environment, because there is a close relationship between students' personalities, learning styles, and academic success.

According to Brown (2004), cognitive styles and learning styles are concepts related to how we process information and deal with problems, which are influenced by personality and other factors. In the context of education, cognitive styles are often referred to as learning styles. In the learning process, learning styles serve as a connection between cognitive and emotional aspects (Erton, 2010). Emotional aspects such as anxiety, self-assurance, fear of making mistakes, introversion, low motivation, and a lack of confidence can hinder a student's ability to speak in a foreign language (Gaya, 2018). This has been a contributing factor to why students often feel reluctant to speak in English during classroom sessions, influenced by elements that affect their confidence and fluency in the language.

D. Research on Personality and Speaking

Several previous studies have been conducted to examine the relationship between personality type and students' English-speaking ability. However, the results of these studies are still inconsistent. Some studies found significant differences between extroverted and introverted students in speaking ability, while other studies found no significant relationship between the two variables. Therefore, further research is needed to provide clearer evidence, especially in the context of student speaking performance as measured through statistical analysis. Therefore, we need to analyze the points of previous studies, which include research design, findings, and conclusions.

The first research was conducted by Gustriani (2020), entitled “A Comparative Study Between Extrovert and Introvert Students on Speaking Performance at State Senior High School 4 Pekanbaru”. This research used a causal-comparative design. The purpose of this research was to find out the significant difference in speaking performance between extrovert and introvert students in tenth grade science students of State Senior High School 4 Pekanbaru. The researcher used the Independent Sample T-test through SPSS 22.00 version to analyze the data. The result shows that there is a significant difference in students' speaking performance between extroverted and introvert students. It means the null hypothesis was rejected while the alternative hypothesis was accepted. In conclusion, the result

showed that extrovert students outperformed introvert students in speaking performance.

The second is a research conducted by Anggraeni et al. (2022), “A Comparative Study between Extrovert and Introvert Personality on Speaking Achievement”. This Research uses a quantitative study with a non-experimental research design. The alternative hypothesis was accepted while the null hypothesis was rejected. The result shows that there is a significant difference in speaking achievement between extrovert and introvert students in the tenth grade of SMA N 1 Pejagoan in the academic year 2020/2021.

The other study conducted by Mustafidah (2023) is entitled “The Correlation Between Extrovert-Introvert Personality and Their Speaking Performance”. The type of data used is quantitative data with a correlation design. The H_a is rejected, and H_o is accepted. Meaning that there is no correlation between students' extrovert-introvert personality and their speaking performance.

The last one was conducted by Oktiani et al. (2021) entitled “A Comparative Study Between Extrovert and Introvert Student's Achievement in English Conversation Course”. This research was causal-comparative research. The result of this research shows that there were no significant differences between introvert and extrovert personalities in English Conversation Class achievement. It was concluded that the student's personality does not affect the score achieved in the speaking class.

Based on this literature review, it can be concluded that speaking ability is a multidimensional ability that is influenced by linguistic, psychological, and social factors. A supportive learning environment and the role of the teacher are crucial in fostering students' confidence. However, various studies show that the influence of personality type on speaking ability cannot be determined consistently. Therefore, this study was conducted to provide clearer evidence through statistical analysis of the speaking performance of students with extroverted and introverted personality types.

CHAPTER III METHODOLOGY

This chapter explains the steps used in conducting this research, including the research design, research participants, the instrument for data collection, the technique of data collection, and the technique of data analysis. All these sections are intended to expose the procedure for collecting and analyzing data.

A. Research Design

This study used a quantitative research design to examine the differences in speaking ability between introverted and extroverted students. According to Muijs (2004, p. 1), “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods.” Quantitative methods are known as traditional and positivistic methods based on the philosophy of positivism (Sugiono, 2013). These methods are considered scientific because they fulfill principles such as objectivity, measurability, and systematicity. Using these methods, researchers can discover and develop new knowledge through statistical analysis of numerical data. The chosen research design is a causal-comparative design.

According to Fraenkel et al. (2019, p. 366), “In causal-comparative research, investigators attempt to determine the cause or consequences of differences that already exist between or among groups of individuals”. The researcher uses a causal-comparative design in this study because there was no required manipulation of independent variables that cannot be changed. It compares existing groups to see the cause-and-effect relationship of speaking ability. This study aimed to compare the speaking abilities and to discover the factors that contributed to differences between extroverted and introverted students in the Intermediate Language Skills class of English Language Education at UIN Ar-Raniry, Banda Aceh.

B. Research Participant

This section explains the research participants, including their characteristics and selection process. The participants in this study were English Language

Education students taking intermediate language skills courses. The sample was selected using purposive sampling.

1. Population

According to Sugiono (2013, p. 80), “Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied, and then conclusions are drawn”. The population of this research is the 2nd semester English Education students at Universitas Islam Negeri (UIN) Ar-Raniry, Banda Aceh, who are taking the intermediate language skills subject in the academic year 2025/2026.

2. Samples

The sample used by the researcher is based on students' personality types, specifically extroversion and introversion. The researcher used a purposive sampling technique. Purposive sampling is a technique for determining samples based on specific considerations, such as criteria relevant to the research objectives (Sugiono, 2013). There were five classes offered for the Intermediate Language Skills course in the Department of English Language Education at UIN Ar-Raniry. However, only two classes were selected purposively because they had completed the speaking test, and the speaking scores were available for data collection. These classes were selected because students have completed basic language skills classes, so they possess basic skills and are able to communicate in various contexts but still require guidance to improve their fluency and accuracy.

A personality questionnaire was distributed to students in the selected classes through Google Forms. A total of 50 students completed the questionnaire. However, only 39 students had available speaking scores. Therefore, the final sample consisted of 39 students who had complete data for both personality type and speaking performance and were included in the statistical analysis.

C. Research Instrument

Research instruments are tools used by researcher in data collection. In this study, the researcher uses a questionnaire. A questionnaire is a structured survey instrument that uses standard questions to collect data (Bihu, 2021). The researcher used of questionnaires in this study is to determine student personality and the second questionnaire also distributed to collect data on the speaking factor. Then, the third instrument is a speaking rubric. The researcher analyzed the speaking achievement of extroverted and introverted students.

D. Technique of Data Collection

The data collection technique in this study uses a systematic two-phase approach to classify students' personalities and measure their speaking proficiency. This approach ensures valid and reliable data by using standard instruments and existing document sources.

Effective data collection is key to uncovering the relationship between introvert-extrovert personality and students' speaking proficiency, as seen in the two structured phases that combine a modified Deci and Ryan questionnaire with document analysis of grades.

1. Questionnaire

According to Taherdoost (2022, p.8), “A questionnaire, as heart of the survey, is based on a set of questions to gather data from respondents”. Sugiono (2013) stated that a questionnaire is a way of collecting data by providing respondents with a list of questions or statements in writing for them to answer. This study employed two questionnaires, the first questionnaire employed in this study was designed to assess the personality traits of the students. While the second questionnaire was design to identify the factors contributing to the differences in English speaking ability between introverted and extroverted students.

a. Personality Questionnaire

Participants are classified as introverts or extroverts using a standardized method. To gather information about the students' extroverted (X1) and introverted (X2) personalities, the researcher used a questionnaire.

The questionnaire used in this study was developed from indicators of extroversion and introversion, with some questions formulated by Deci and Ryan (2000). The questionnaire is structured and uses closed-ended questions. It was designed to evaluate individual personality dimensions, specifically distinguishing between extroverted and introverted characteristics. The researcher provided a Google Form with 21 questions, and the questions are in English. Participants were asked to answer the questionnaire by selecting the categories: Completely True, Very True, Somewhat True, Neutral, Not True, Not Very True, or Not True at All.

Table 3. 1 Likert Scale

Categories	Extrovert
Completely True	7
Very True	6
Somewhat True	5
Neutral	4
Not True	3
Not Very True	2
Not True at All	1

This assessment system uses a reverse-scoring scheme: high scores indicate positive traits in affirmative statements. In contrast, in negative statements, the scores reflect the perceived intensity of barriers among respondents.

Data from the personality questionnaire were analyzed by calculating each respondent's total score after reverse-scoring the negative items. These total scores were then compared with the sample mean. The mean score of the whole sample was used as the cut-off point to classify the respondents into extrovert and introvert categories. Respondents who scored above the mean were categorized as extroverts, while those who scored below the mean were categorized as introverts.

Table 3. 2 Personality Questionnaires

No.	Questions item
Affirmative Statements	
1.	I feel free to decide for myself how to live my life.
2.	I really like the people I interact with.
3.	People I know tell me that I am good at what I do.
4.	I get along well with the people I meet.
5.	I feel that I can pretty much be myself in my daily situations.
6.	I generally feel free to express my ideas and opinions.
7.	I consider the people I regularly interact with to be my friends.
8.	I have recently learned some interesting new skills.
9.	The people in my life care about me.
10.	I often feel that I am not very competent
11.	People I interact with daily tend to consider my feelings.
Negative Statements	
12.	I feel pressured in my life.
13.	I pretty much keep to myself and don't have a lot of social contacts.
14.	In my daily life, I frequently have to do what I am told.
15.	On most days, I feel a sense of accomplishment from what I do.
16.	In my life, I do not get many chances to show how capable I am.
17.	There are not many people that I feel close to.
18.	The people I regularly interact with do not seem to like me very much.
19.	I often do not feel very capable.
20.	I do not have much opportunity to decide for myself how to do things in my daily life.
21.	People are generally quite friendly towards me.

Modified from Deci and Ryan (2000).

This instrument is used to measure students' personality types to categorize students based on their personality. The order of questions in Google Forms is randomized, rather than arranged by grouping all positive items first and all negative items afterward, in order to reduce response bias and prevent respondents from easily guessing the pattern.

b. Speaking Factor Questionnaire

The factor questionnaire used in this study was developed based on the theoretical framework and previous studies, which indicate that speaking ability is influenced by linguistic, psychological, and environmental factors. Items for vocabulary mastery, grammatical competence, and pronunciation were developed based on Brown (2004), while items for self-confidence were developed based on Erton (2010). Items for motivation were developed based on Saputri and Hamzah (2025), and items for speaking practice were developed based on Larsen-Freeman and Anderson (2011). Overall, the instrument consists of 18 items divided into six factors, with three items per factor, using a one-to-five Likert scale.

Table 3. 3 Likert-Scale for Speaking Factor

Categories	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

The following table presents a list of the six speaking factor items, namely vocabulary, grammar, pronunciation, self-confidence, motivation, and speaking practice, along with the item numbers used to measure each factor. The score for each factor is calculated by the sum of the scores for the three related items so that each factor has a single total score that reflects the respondent's level of proficiency or status regarding that factor. This factor questionnaire was used as supplementary data to explain the research

findings regarding differences in speaking ability between introverted and extroverted students.

Table 3. 4 Speaking Factor Questionnaire

Factor Aspects	No.	Question Items
Vocabulary mastery	1	I have a sufficient vocabulary to convey my ideas in English.
	2	I can use the right vocabulary to express my opinions clearly.
	3	My vocabulary helps me communicate more fluently in spoken situations.
grammatical competence	4	I feel confident using English grammar correctly when speaking.
	5	The grammar I use helps me construct clear and correct sentences.
	6	I rarely have trouble with sentence structure when speaking English.
pronunciation	7	My pronunciation is clear enough that the person I am talking to can easily understand me.
	8	I try to improve my pronunciation of difficult words.
	9	My pronunciation does not hinder my communication in English.
Self-confident	10	I feel confident when speaking English in front of others.
	11	My confidence encourages me to actively participate in English discussions.
	12	I'm not too afraid of making mistakes when speaking English.

motivation	13	I'm highly motivated to improve my English speaking skills.
	14	I work hard to practice speaking English because I feel it's important.
	15	I feel happy and motivated when I successfully communicate in English.
Speaking Practice	16	I often practice speaking English outside of class.
	17	I actively seek out ways to speak English.
	18	The more I practice, the more fluent I become.

Source: developed from Brown (2004), Ertan (2010), Saputri and Hamzah (2025), and Larsen-Freeman and Anderson (2011).

2. Document Analysis

According to Cardno (2018, p.625), "As a research tool, policy document analysis is a method for investigating the nature of a policy document in order to look at both what lies behind it and within it". Dalglish et al. (2021) stated that document analysis is a systematic procedure for reviewing documents to provide context, generate questions, and verify other research data.

The researcher used students' speaking proficiency in the Intermediate Language Skills class to determine the speaking score. The assessment was completed by the lecturer who teaches each class, using an assessment criterion adapted from Brown (2004), which includes pronunciation, grammar, vocabulary, fluency, and comprehension. Thus, the researcher does not take any action against the research subjects but rather takes existing data from the research location.

Table 3. 5 Speaking Rubric

Component for Assessing	Score	Criteria
Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible, though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood.
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels. Grammar errors are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most conversations.
	2	Can usually handle elementary constructions quite accurately, but does not have thorough or confident control of the grammar.
	1	Grammar errors are frequent, but the speaker can be understood by a native speaker.
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most

		conversations. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has a speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	4	Can participate in any conversation within the range of his experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations.
	1	(No specific fluency description. Refer to the other four language areas for the implied level of fluency.)
Comprehension	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversations about non-technical subjects.

	1	Can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
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Maximum score: 25

The speaking scores were obtained from the course lectures. Since the speaking assessments were recorded using different scoring systems, score standardization was conducted before data analysis. One lecturer assessed students using a speaking rubric consisting of five criteria (pronunciation, grammar, vocabulary, fluency, and comprehension), with each criterion scored on a scale of 1–5, resulting in a maximum score of 25. These scores were converted to a 100-point scale using the following formula:

Final score:

$$\frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

Meanwhile, the scores provided by the other lecturer were already recorded on a 100-point scale and therefore did not require conversion. After the standardization process, all speaking scores were expressed on the same 100-point scale and used for statistical analysis.

E. Technique of Data Analysis

Statistical data analysis in this study was used to test the research hypothesis, namely, whether there is a significant difference in the speaking performance of introverted and extroverted students in the classroom environment. The data were analyzed using the SPSS program. Descriptive analysis was used to describe the characteristics of the respondents and summarize the data, while inferential statistics were employed to test the research hypothesis regarding the difference in speaking ability between extroverted and introverted students.

After calculating the total personality scores, the respondents were classified into extrovert and introvert groups. The classification was based on the mean score of the personality questionnaire. This classification technique was employed to divide

respondents into two independent groups for comparative analysis. Prior to testing the hypothesis, a normality test was conducted using the Shapiro-Wilk test. According to Ghasemi and Zahediasl (2012), the Shapiro-Wilk test is recommended for small sample sizes and provides reliable results for assessing normality. The normality of the speaking scores was examined using the Shapiro-Wilk test because the sample size was fewer than 50 respondents.

Decision criteria:

- a. If $p > 0.05$, the data are normally distributed.
- b. If $p < 0.05$, the data are not normally distributed.

The results of the normality test indicated that the data were not normally distributed. Therefore, the Mann–Whitney U Test was employed as a non-parametric alternative to the Independent Samples t-Test. The Mann-Whitney U test is also known as the Wilcoxon rank-sum test. According to Zakirman dan Zulfa (2020), the Mann-Whitney U test is a nonparametric test used to determine differences in the medians of two independent groups when the dependent variable is ordinal or interval/ratio but not normally distributed. In this study, the test was used to determine whether there was a significant difference in speaking ability between extroverted and introverted students.

The Mann–Whitney U Test is suitable for comparing two independent groups, such as extroverted and introverted students, whose speaking scores are measured on a continuous scale. The test evaluates the null hypothesis (H_0) that there is no significant difference in speaking ability between extroverted and introverted students against the alternative hypothesis (H_a) that a significant difference exists between the two groups.

The decision criteria were as follows:

1. If the significance value (p) is less than 0.05, H_0 is rejected, and H_a is accepted, indicating a significant difference in speaking ability between extroverted and introverted students.
2. If the significance value (p) is greater than 0.05, H_0 is accepted, and H_a is rejected, indicating that there is no significant difference in speaking ability between extroverted and introverted students.

To answer the second research question, Spearman's rank correlation analysis was conducted to examine the relationship between students' speaking performance and several linguistic and psychological factors, namely vocabulary, grammar, pronunciation, self-confidence, motivation, and speaking practice. Spearman's rank correlation is a non-parametric statistical technique used to determine the strength and direction of the relationship between two variables when the data do not meet the assumption of normality (Pallant, 2020). A significance value below 0.05 indicated that a factor had a significant relationship with students' speaking performance.

Furthermore, a Mann-Whitney U test was conducted to compare the six speaking factors between introverted and extroverted students. This analysis aimed to identify whether there were significant differences in vocabulary, grammar, pronunciation, self-confidence, motivation, and speaking practice between the two personality groups. The same decision criteria were applied: a significance value below 0.05 indicated a significant difference between introverted and extroverted students, whereas a significance value above 0.05 indicated no significant difference.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the research findings and the comparative study of introverted and extroverted students' speaking ability. The findings of the analysis are discussed further as an attempt to answer the research questions proposed in the first chapter. The findings and discussion presented are based on data gathered from the questionnaire and document analysis.

A. Research Findings

This study was conducted among second-year students of the English Language Teaching program at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry, Banda Aceh, who were taking the Intermediate Language Skills course in the 2025/26 academic year. A total of 39 students were selected from two intermediate language skills classes using the purposive sampling technique.

1. Data Description

a. Personality Descriptive Data

A descriptive analysis of the personality questionnaire and spoken language assessment documentation forms the basis for the data description in this study. This description is based on personality scores obtained from the personality questionnaire and speaking scores obtained from the documentation of students' speaking ability assessments. This study was conducted among students in the English Language Education Program. Speaking scores were obtained from lecturers' assessment records and reflect students' speaking performance. The personality questionnaire was used to classify students into extrovert and introvert groups based on their total personality scores. Of the 50 students who completed the personality questionnaire, only 39 had speaking scores available in the lecturer's assessment records. Therefore, the final data analysis was conducted on the 39 students who had complete data for both variables. These variables were described using statistical measures such as mean, median, standard deviation, range, minimum value, and maximum value. In addition, frequency distributions and percentages

were used to present the classification of students into extrovert and introvert categories. All statistical calculations and analyses were performed using SPSS. Descriptive statistics of personality scores are presented in the following sections:

Table 4. 1 Descriptive Statistics of Personality Questionnaire Data

N	Valid	39
	Missing	0
Mean		90,7179
Std. Error of Mean		1,27572
Median		90,0000
Mode		81,00 ^a
Std. Deviation		7,96687
Range		30,00
Minimum		81,00
Maximum		111,00
Sum		3538,00

According to the data presented in Table 4.1, the maximum attainable score was 111, whereas the minimum attainable score was 81. The range of the students' extroverted personality scores was 30, and the standard deviation was 7.97. The mean score was 90.72, which was used as the cut-off point to classify the students into two groups: students with scores above 90.72 were categorized as extroverted, while the students with scores equal to or below 90,72 were categorized as introverted.

b. Classification of Personality Type

The researcher distributed the questionnaires to two classes of Intermediate Language Skills students who had completed the speaking test. Based on the results of the personality test using Deci and Ryan's 21-item questionnaire, the respondents were classified into two personality groups: extroverts and introverts. Responses to the questionnaire were assigned numerical codes on a scale of 1 to 7, with 7

representing the highest level of extroversion. Statements indicating introversion were reverse-coded to ensure consistency.

The results of the personality classification can be seen in the following table:

Table 4. 2 Classification of Extrovert and Introvert Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extrovert	18	46,2	46,2	46,2
	Introvert	21	53,8	53,8	100,0
	Total	39	100,0	100,0	

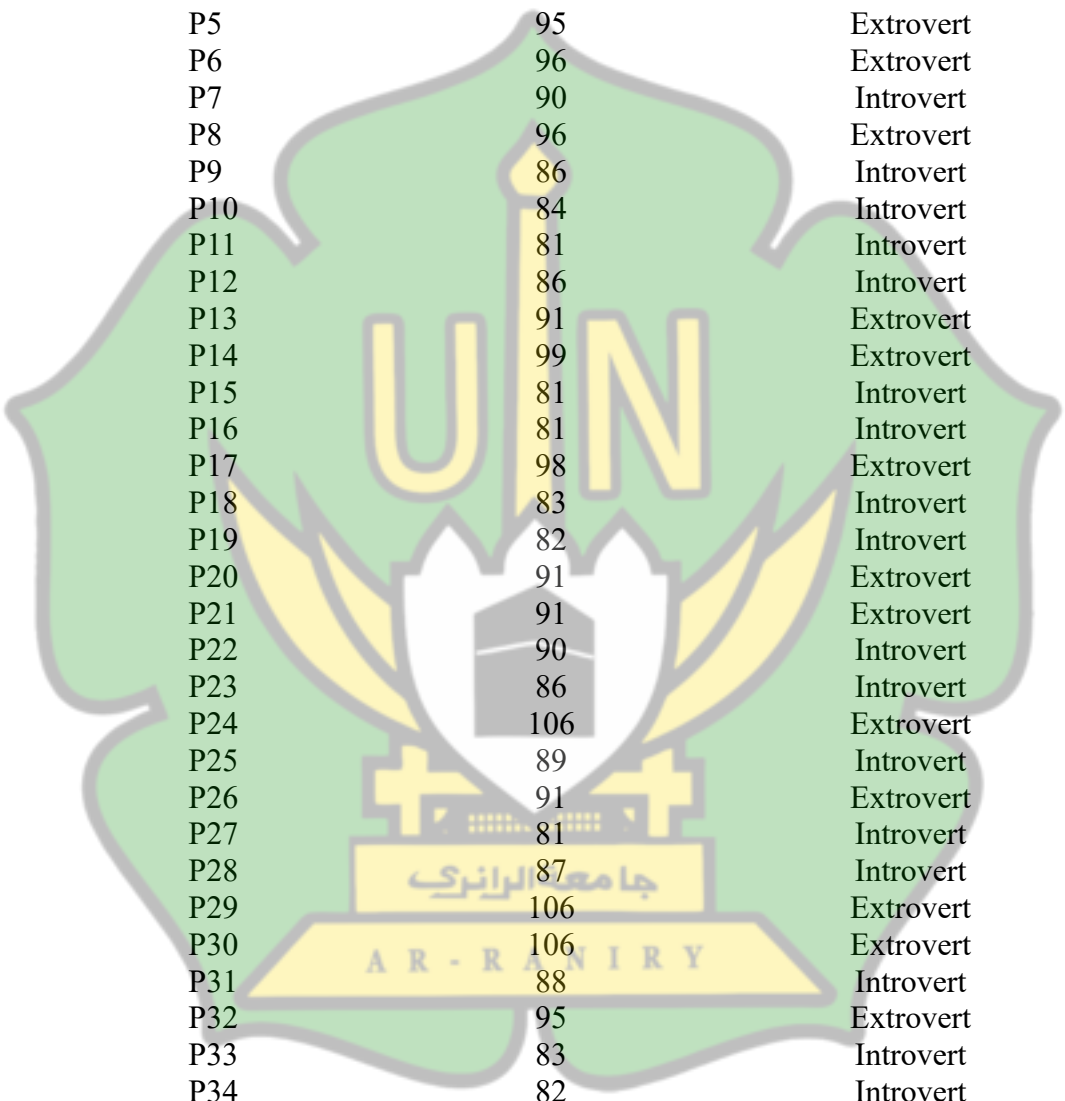
According to the data presented in Table 4.2, there were 18 students (46.2%) classified as extroverted, while 21 students (53.8%) were classified as introverted. The relatively balanced proportion of both personality types provides a suitable basis for comparing students' speaking performance between extroverted and introverted groups.

Chart 4. 1 Percentage Distribution of Students' Personality Types



For the completeness of the research data, the individual personality scores and classified personality types for all 39 respondents are presented in detail in the following table:

Table 4. 3 Scores of Students' Personality



Participants	Total Personality Score	Personality Classification
P1	111	Extrovert
P2	95	Extrovert
P3	84	Introvert
P4	93	Extrovert
P5	95	Extrovert
P6	96	Extrovert
P7	90	Introvert
P8	96	Extrovert
P9	86	Introvert
P10	84	Introvert
P11	81	Introvert
P12	86	Introvert
P13	91	Extrovert
P14	99	Extrovert
P15	81	Introvert
P16	81	Introvert
P17	98	Extrovert
P18	83	Introvert
P19	82	Introvert
P20	91	Extrovert
P21	91	Extrovert
P22	90	Introvert
P23	86	Introvert
P24	106	Extrovert
P25	89	Introvert
P26	91	Extrovert
P27	81	Introvert
P28	87	Introvert
P29	106	Extrovert
P30	106	Extrovert
P31	88	Introvert
P32	95	Extrovert
P33	83	Introvert
P34	82	Introvert
P35	84	Introvert
P36	85	Introvert
P37	103	Extrovert
P38	90	Introvert
P39	92	Extrovert

c. Speaking Score Descriptive Analysis

The speaking skill scores used in this study were obtained from lecturers' assessment documents. These scores reflect students' performance in speaking skills during classroom activities and assessments. Speaking skill scores were used as the dependent variable in this study because they reflect students' speaking ability. Before testing the hypotheses, a descriptive statistical analysis was conducted to provide an overview of students' achievement in speaking skills. The descriptive statistics for speaking skill scores are presented below:

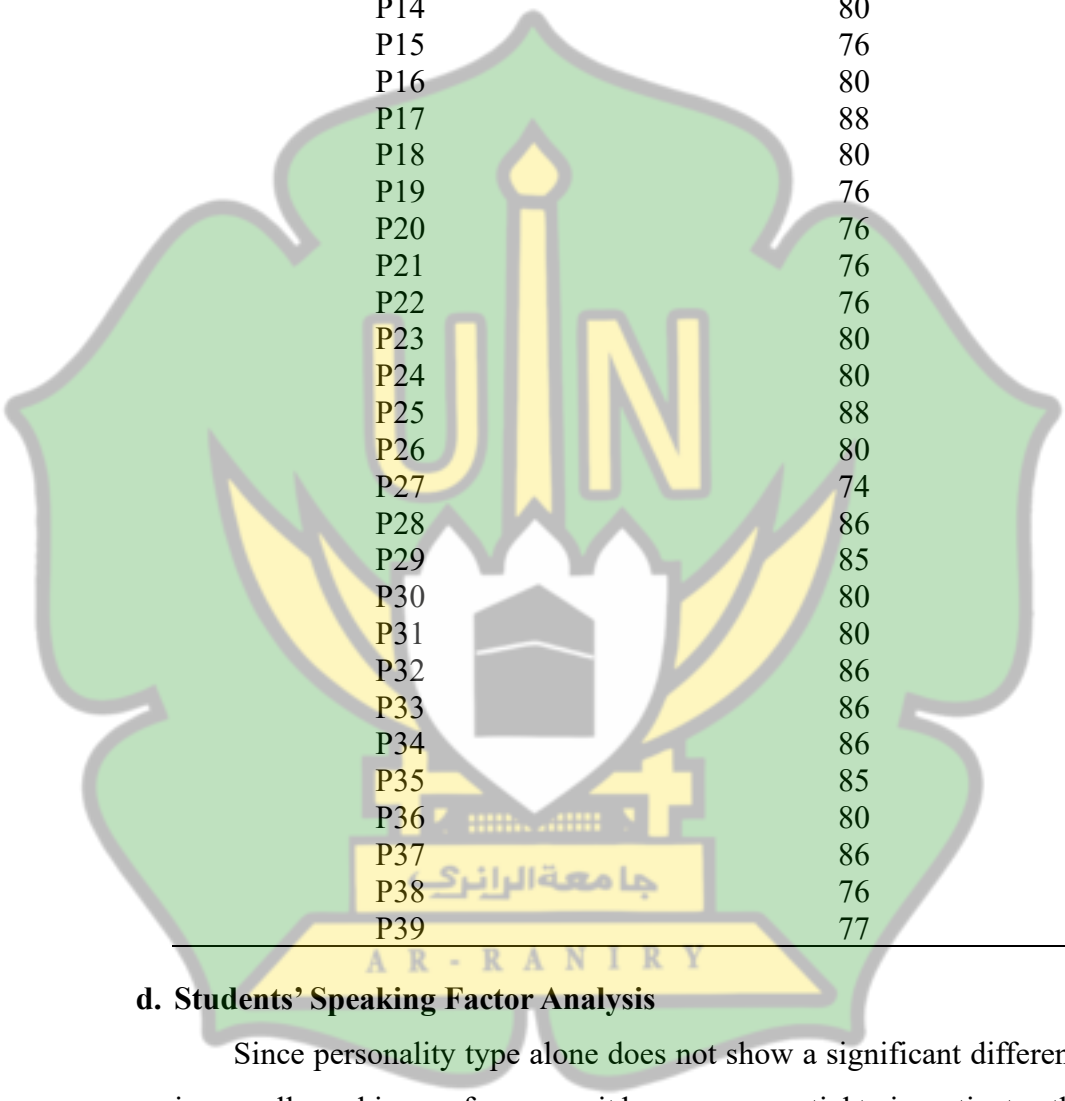
Table 4. 4 Descriptive Statistics of Speaking Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking_Score	39	74	88	80,44	4,400
Valid N (listwise)	39				

As can be seen from the table above, the highest score achieved by the students was 88, while the lowest was 74. The average speaking skill score for the respondents was 80.44. The standard deviation of 4.40 indicates that the students' speaking skill scores were relatively close to the average and did not vary greatly. This suggests that the respondents' speaking performance was relatively homogeneous. Overall, the descriptive statistics show that the students demonstrated a sufficient level of speaking ability. To provide individual data to support the analysis, the table below presents the speaking scores for each of the 39 respondents, along with their respective personality classifications.

Table 4. 5 Final Score of Students' Speaking Ability

Students	Speaking Score
P1	76
P2	76
P3	88
P4	76
P5	80
P6	76



P7	84
P8	76
P9	86
P10	80
P11	76
P12	76
P13	84
P14	80
P15	76
P16	80
P17	88
P18	80
P19	76
P20	76
P21	76
P22	76
P23	80
P24	80
P25	88
P26	80
P27	74
P28	86
P29	85
P30	80
P31	80
P32	86
P33	86
P34	86
P35	85
P36	80
P37	86
P38	76
P39	77

d. Students' Speaking Factor Analysis

Since personality type alone does not show a significant difference in overall speaking performance, it becomes essential to investigate other potential factors that might contribute to the students' speaking scores. Therefore, to provide a more detailed overview of each student's performance on each indicator, the students' speaking factor scores are presented below:

Table 4. 6 Students' Speaking Factor Scores

Students	Factors					
	Voca- bulary	Gramma- tical	Pronun- ciation	Self- confident	Motiva- tion	Speaking Practice
P1	10	7	11	13	15	15
P2	9	8	10	15	12	14
P3	12	14	12	10	12	15
P4	9	8	9	9	13	11
P5	12	11	12	14	13	14
P6	7	7	6	7	10	11
P7	8	7	12	8	11	10
P8	12	14	15	10	13	8
P9	12	14	9	12	14	13
P10	10	11	8	12	13	11
P11	8	9	12	10	9	12
P12	9	13	10	10	13	8
P13	12	10	12	13	15	13
P14	13	10	15	13	15	15
P15	11	9	10	10	11	12
P16	11	13	7	10	15	13
P17	11	14	11	14	13	15
P18	9	7	10	10	12	12
P19	9	10	9	10	8	9
P20	11	7	11	12	13	11
P21	11	9	10	11	11	9
P22	4	8	12	14	13	11
P23	8	7	11	10	12	11
P24	10	11	10	7	10	11
P25	11	11	11	13	12	15
P26	11	12	12	11	12	13
P27	9	8	9	10	8	9
P28	12	13	14	13	12	13
P29	13	12	12	12	14	13
P30	12	15	11	15	13	14
P31	12	12	11	9	12	14
P32	12	12	14	12	13	15
P33	11	13	12	11	13	14
P34	9	8	9	9	15	11
P35	10	10	11	11	15	11
P36	12	8	12	7	13	10
P37	11	11	12	11	15	13
P38	9	11	7	10	3	11
P39	10	11	13	15	15	13

A Spearman's Rank Correlation analysis was conducted to examine the relationship between the students' speaking performance and various linguistic and psychological factors, including vocabulary, grammar, pronunciation, self-confidence, motivation, and speaking practice. The summary of the correlation analysis is presented in the table below.

Table 4. 7 Spearman's Correlation Results

Factor	Correlation Coefficient	Sig. (2-tailed)	Interpretation
Total Vocabulary	0,471	0,002	Significant
Total Grammatical	0,457	0,003	Significant
Total Pronunciation	0,330	0,040	Significant
Total Self-Confidence	0,174	0,290	Not Significant
Total Motivation	0,365	0,022	Significant
Total Speaking Practice	0,536	0,000	Significant

Based on the statistical results presented in Table 4.7, Spearman's Rho correlation analysis showed how each linguistic and psychological factor contributed to students' speaking scores. Total speaking practice has the strongest positive correlation with a coefficient of 0.536 and a significance level of 0.000, indicating that speaking practice is the most dominant factor contributing to speaking performance, where more intensity of practice generates higher speaking scores. Additionally, total vocabulary and total grammar also show statistically significant positive correlations in the moderate category. Total motivation and total pronunciation also showed significant positive correlations, although they fell into the weak category. In contrast, total self-confidence yielded a correlation coefficient of 0.174 with a significance value of 0.290. This statistically proves that overall self-confidence does not significantly contribute to students' speaking performance in this sample.

Furthermore, a comparative analysis was conducted using the Mann-Whitney U test. This analysis aimed to determine whether there were

significant differences in the six speaking ability factors between the two personality groups. The statistical results are summarized in the table below:

Table 4. 8 Mann-Whitney U Test Result of the Speaking Factor of Students' Speaking Proficiency

	Total_Voc abulary	Total_Gra mmatical	Total_Pronu nciation	Total_Self Confident	Total_Mot ivation	Total_Speak ingPractice
Mann-Whitney U	162,000	148,000	136,000	145,000	171,000	148,000
Wilcoxon W	393,000	379,000	367,000	376,000	402,000	379,000
Z	-,775	-1,167	-1,522	-1,259	-,516	-1,169
Asymp. Sig. (2-tailed)	,438	,243	,128	,208	,606	,242

Based on Table 4.8 above, it was found that, of the six factors tested, only one significantly distinguished the two personality groups: the level of self-confidence (Total Self-Confident), with an Asymp. Sig. (2-tailed) value of 0.021 (< 0.05). When examined in terms of Mean Rank, the extroverted student group showed a significantly higher value (24.50) compared to the introverted student group (16.14). Meanwhile, the other five factors, vocabulary, grammar, pronunciation, motivation, and independent practice, showed significance values > 0.05 , indicating no significant differences between introverted and extroverted students in these aspects.

2. Normality Test

Normality tests were conducted to assess whether the research variables were normally distributed. Three data sets were tested in this study: speaking proficiency scores, extraversion scores, and introversion scores. Normality was assessed using SPSS 25 for Windows with the Shapiro-Wilk test at a significance level of 0.05. The results of the normality tests are presented in the following table.

Table 4. 9 The Results of the Shapiro-Wilk Normality Test

Extrovert and Introvert Classification		Shapiro-Wilk
		Sig.
Speaking_Score	Extrovert	,004
	Introvert	,017

Based on the results, the significance value of the extrovert group was 0.004, while the significance value of the introvert group was 0.017. Since both significance values were lower than 0.05, given that $0.004 < 0.005$ and $0.017 < 0.005$, the data were not normally distributed. Therefore, the assumption of normality was not fulfilled. As a result, the Mann–Whitney U Test was used as a non-parametric alternative to the Independent Samples t-Test.

3. Hypothesis Testing

Hypothesis testing in this study was conducted to determine whether there was a significant difference in speaking ability between introverted and extroverted students. Since the results of the normality test indicated that the speaking ability scores were not normally distributed, the Mann–Whitney test was used as a nonparametric alternative to the independent samples t-test. This statistical test was used to compare the speaking ability scores of two independent groups, namely extroverted and introverted students. The test was conducted using SPSS version 25 with a significance level of 0.05. The hypotheses tested in this study are formulated as follows:

H_0 : There is no significant difference in students' speaking ability between introvert and extrovert students.

H_a : There is a significant difference in the students' speaking ability between introvert and extrovert students.

Table 4. 10 Rank of Speaking Score

Speaking_Score	Extrovert and Introvert Classification	N	Mean Rank	Sum of Ranks
	Extrovert	18	18,78	338,00
	Introvert	21	21,05	442,00
	Total	39		

The data above showed that the mean rank of the introverted students was 21.05, while the mean rank of the extroverted students was 18.78. This result indicates that introvert students obtained slightly higher speaking score ranks than extrovert students. However, the difference in mean ranks alone is not sufficient to determine whether the difference is statistically significant. Therefore, further analysis using the Mann–Whitney U Test was required to determine whether there was a significant difference in speaking ability between introverted and extroverted students.

Table 4. 11 The Result of Mann-Whitney U Test

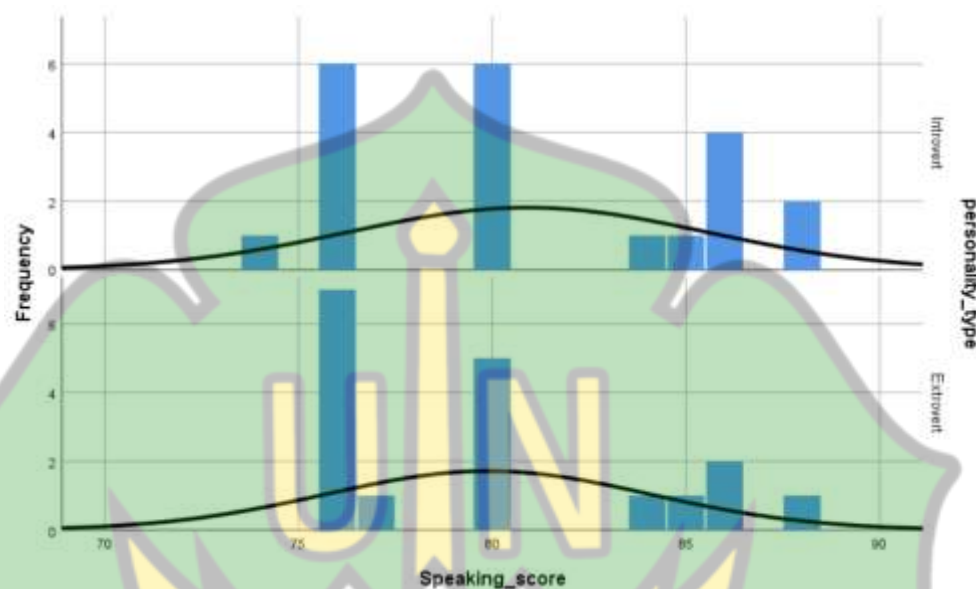
	Speaking_Score
Mann-Whitney U	167,000
Wilcoxon W	338,000
Z	-,640
Asymp. Sig. (2-tailed)	,522
Exact Sig. [2*(1-tailed Sig.)]	,549 ^b

If the significance value (Asymp. Sig. 2-tailed) is less than 0.05, the null hypothesis (H_0) is rejected. Conversely, if the significance value is greater than 0.05, the null hypothesis (H_0) is accepted.

Based on Table 4.8, the Mann–Whitney U value was 167.000 with a significance value (Asymp. Sig. 2-tailed) of 0.522. The significance value was greater than the predetermined significance level of 0.05 ($0.522 > 0.05$). Therefore, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. This finding indicates that there was no

statistically significant difference in speaking ability between introverted and extroverted students.

Chart 4. 2 Distribution of Students' Speaking Scores Based on Personality Type



The data above shows that personality type did not significantly influence students' speaking performance in this study. Although introvert students obtained a slightly higher mean rank than extrovert students, the difference was not statistically significant. Consequently, both introvert and extrovert students demonstrated comparable levels of speaking ability. Based on these findings, it can be concluded that students' speaking ability was not determined solely by their personality type.

B. Discussion

Based on the research results, the analysis results were used to answer the first research question about whether the personality type, introverted and extroverted, influences students' speaking proficiency. And the research question was answered by the Mann-Whitney U test, the p-value obtained was 0.522, which is higher than the significance level of 0.05. Therefore, the null hypothesis (H_0) is accepted, indicating that there is no significant difference in speaking ability between introverted and extroverted students. Although the mean score for introverted

students (21.05) was slightly higher than that for extroverted students (18.78), this difference was not statistically significant. These results can be seen from Table 4.5 and Table 4.6. The findings presented here are consistent with those reported by Brown (2004), which indicate that speaking ability is influenced by multiple factors and requires learners to integrate vocabulary, grammar, pronunciation, fluency, and comprehension. Therefore, success in speaking depends not only on personality traits but also on linguistic competence and learning experiences.

Furthermore, these findings suggest that introverted students are not always at a disadvantage in speaking activities. Although introverts are often described as less talkative and more reserved in social situations, they can compensate for this by thorough preparation, thoughtful responses, and more in-depth information processing. This phenomenon aligns with the critique from Larsen and Buss (2012), which indicates that introverts appear quiet or less expressive, not due to a lack of ability, but because they prefer internal thinking and reflection. Similarly, extroverted students may benefit from their willingness to communicate and actively participate in classroom interactions. As a result, both groups can successfully develop speaking skills through different learning approaches.

The results of this study are also consistent with several previous studies that found no significant relationship between personality type and speaking performance. These studies showed that speaking performance is influenced by a combination of cognitive, affective, and environmental factors, not just by personality type alone. This supports Mustafidah (2023), who reported no significant correlation between students' personality types and speaking performance. It is also in line with Oktriani et al. (2021), who found no significant difference in English conversation achievement between introverted and extroverted students.

The second research question examined the factors that contribute to the differences in English-speaking proficiency between introverted and extroverted students. Although this study did not find any statistically significant differences between introverted and extroverted students in terms of speaking ability, several factors may influence students' speaking performance. Based on the theoretical

framework and previous studies, speaking ability is influenced by linguistic, psychological, and social factors (Brown, 2004; Keogh and Burstein, 1988; Larsen-Freeman and Anderson, 2011). Several factors can contribute to students' speaking performance, including vocabulary mastery, grammatical competence, pronunciation, self-confidence, motivation, and speaking practice. Mustafidah (2023) also noted that academic achievement in English is not only influenced by psychological areas but also influenced by the difficulties of English itself. Such as a lack of vocabulary, grammar, and awareness in speaking. Therefore, the absence of significant differences in this study supports the idea that speaking ability should be viewed as a multidimensional skill.

Spearman's Rank Correlation analysis was conducted to examine the relationship between speaking performance and several linguistic and psychological factors. The results showed that speaking practice had the strongest positive correlation with speaking performance. This finding indicates that students who practice speaking more frequently tend to achieve higher speaking scores. The result supports Richards and Rodgers (2001), who argue that language proficiency develops through active communication and meaningful language use. Similarly, Larsen-Freeman and Anderson (2011) emphasize that regular practice enables learners to improve their fluency and communicative competence.

In addition, vocabulary, grammar, pronunciation, and motivation were found to have significant positive correlations with speaking performance. These findings support Brown (2004), who identifies vocabulary, grammar, and pronunciation as essential components of speaking ability. Students with broader vocabulary knowledge can express their ideas more effectively, while grammatical competence helps them produce accurate utterances. Furthermore, clear pronunciation contributes to intelligibility, making communication more successful. Motivation also plays an important role because motivated students tend to participate more actively in learning activities and make greater efforts to improve their speaking skills.

Interestingly, self-confidence was not significantly correlated with speaking performance. Although confidence is often considered an important factor in oral

communication, the findings showed that confidence alone does not guarantee better speaking achievement. Students with lower confidence may still perform well if they possess sufficient linguistic competence, while highly confident students may not necessarily obtain higher speaking scores. This result indicates that linguistic competence may have a greater influence on speaking performance than perceived confidence.

Further analysis using the Mann-Whitney U test revealed that self-confidence was the only factor that significantly differed between introverted and extroverted students. Extroverted students demonstrated significantly higher levels of self-confidence than introverted students. This finding supports Eysenck's (1981) theory that extroverts tend to feel more comfortable in social situations and gain energy from interacting with others. Similarly, Zhang (2008) explains that extroverted individuals are generally more willing to engage in communication and express their thoughts openly. However, despite this difference in self-confidence, no significant differences were found between the two personality groups in vocabulary, grammar, pronunciation, motivation, speaking practice, or overall speaking performance.

Overall, the findings indicate that personality type primarily influences students' self-confidence rather than their actual speaking achievement. While extroverted students tend to be more confident in speaking situations, speaking performance itself is more strongly associated with speaking practice, vocabulary mastery, grammatical competence, pronunciation, and motivation. Therefore, the results suggest that speaking ability is determined more by students' language competence and learning experiences than by whether they are introverted or extroverted.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes the research results, findings, and discussion from the previous chapters. The analysis and discussion are summarized here, and recommendations for future researchers are presented.

A. Conclusion

Based on the research findings and discussion, this study concluded that the participants were classified into two personality types: extroverts and introverts. Based on the results of the personality questionnaire, 18 students (46.2%) were categorized as extroverts, while 21 students (53.8%) were categorized as introverts. Furthermore, the study's findings indicate that there was no significant difference in speaking ability between introverted and extroverted students. The Mann–Whitney U test showed a p-value of 0.522, which is higher than the significance level of 0.05. Therefore, the null hypothesis was accepted, indicating that personality type does not significantly affect students' speaking performance. Although introverted students achieved a slightly higher average score (21.05) compared to extroverted students (18.78), this difference was not statistically significant. These findings suggest that both introverted and extroverted students have comparable potential to succeed in speaking English.

These findings also imply that speaking ability is not determined solely by personality type. Other factors, such as vocabulary mastery, grammatical competence, pronunciation, motivation, self-confidence, and speaking practice, may contribute more directly to students' speaking achievements. The results of Spearman's Rank Correlation analysis showed that several linguistic and psychological factors were associated with students' speaking performance. Speaking practice was identified as the strongest contributing factor, followed by vocabulary, grammar, motivation, and pronunciation. These factors showed significant positive correlations with speaking scores, indicating that students who practiced speaking more frequently and possessed stronger linguistic

competence tended to achieve better speaking performance. In contrast, self-confidence did not show a significant correlation with speaking performance.

The Mann-Whitney U analysis of the speaking factors revealed that self-confidence was the only factor that significantly differed between introverted and extroverted students. Extroverted students demonstrated higher levels of self-confidence than introverted students. However, no significant differences were found between the two personality groups in vocabulary, grammar, pronunciation, motivation, speaking practice, or overall speaking performance. These findings suggest that while personality type may influence students' confidence, speaking achievement is more strongly determined by linguistic competence, learning experiences, and opportunities for speaking practice.

B. Suggestions

Based on the findings of this study, the researcher offers several suggestions to students, teachers, and future researchers. Students are suggested to continue developing their English-speaking skills without worrying too much about their personality type. Since speaking practice was found to be the strongest factor associated with speaking performance, students are encouraged to actively participate in speaking activities, expand their vocabulary, improve their grammatical competence, and seek opportunities to practice English both inside and outside the classroom. Consistent practice and language development may contribute more significantly to speaking achievement than personality characteristics.

For teachers, it is recommended to provide a supportive learning environment and provide equal opportunities for all students to participate in speaking activities. Teachers are also encouraged to employ various methods of engaging and interactive instruction so that students with different personality traits can still develop their speaking skills to the fullest.

Future researchers are suggested to conduct studies with larger sample sizes and in different contexts to achieve more comprehensive results. Future research

may also examine other factors that may influence speaking ability, such as classroom environment, teacher feedback, exposure to native speakers, digital media usage, speaking anxiety, learning strategies, and personality traits in greater depth. In addition, qualitative or mixed-method approaches may provide deeper insights into how personality traits interact with speaking development in English language learning.



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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1697 TAHUN 2025

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Merimbang	- 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.
Meningat	- 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 482 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama; - Keputusan Menteri Keuangan Nomor 293/KM.08/2011, 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.
Menetapkan	MEMUTUSKAN Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	Menunjuk Saudara Syarifah Dahlia, S.Ag., M.Ag., M.Ed., Ph.D. Untuk membimbing Skripsi Nama : Nova Maulida NIM : 220301091 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Comparative Study of Introvert and Extrovert Students in English Speaking Ability
KEDUA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	Pembayaran akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SIP 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 : 22 Desember 2025
Dekan,


Saiful Meluk

Lampiran

- Salinan Keputusan Agama RI di Jakarta;
- Salinan Keputusan (Hukum) Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Pendidikan Agama (KPTPA) di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Badan Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Tang Beres/Kelemb.
- Aras



Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



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

Jl. Syekh Abdur Ruuf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3088/Un.08/FTK.1/TL.00/5/2026

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 : 220203091

Nama : NOVA MAULIDA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan Bahagia - Ds. Sentosa

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 COMPARATIVE STUDY OF INTROVERT AND EXTROVERT STUDENTS IN SPEAKING ABILITY*

Banda Aceh, 06 Mei 2026

Ah. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 12 Juni 2026

جامعة الرانيري

AR - RANIRY

Appendix C: Questionnaire

a. Personality Questionnaire

No.	Questions Item	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	I feel free to decide for myself how to live my life.							
2.	I really like the people I interact with.							
3.	People I know tell me that I am good at what I do.							
4.	I get along well with the people I meet.							
5.	I feel that I can pretty much be myself in my daily situations.							
6.	I generally feel free to express my ideas and opinions.							
7.	I consider the people I regularly interact with to be my friends.							
8.	I have recently learned some interesting new skills.							
9.	The people in my life care about me.							
10.	I often feel that I am not very competent							
11.	People I interact with daily tend to consider my feelings.							
12.	I feel pressured in my life.							
13.	I pretty much keep to myself and don't have a lot of social contacts.							
14.	In my daily life, I frequently have to do what I am told.							
15.	On most days, I feel a sense of accomplishment from what I do.							
16.	In my life, I do not get many chances to show how capable I am.							
17.	There are not many people that I feel close to.							

18.	The people I regularly interact with do not seem to like me very much.							
19.	I often do not feel very capable.							
20.	I do not have much opportunity to decide for myself how to do things in my daily life.							
21.	People are generally quite friendly towards me.							

b. Speaking Factor Questionnaire

No.	Question Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Disagree (5)
1.	I have a sufficient vocabulary to convey my ideas in English.					
2.	I can use the right vocabulary to express my opinions clearly.					
3.	My vocabulary helps me communicate more fluently in spoken situations.					
4.	I feel confident using English grammar correctly when speaking.					
5.	The grammar I use helps me construct clear and correct sentences.					
6.	I rarely have trouble with sentence structure when speaking English.					

7.	My pronunciation is clear enough that the person I'm talking to can easily understand me.					
8.	I try to improve my pronunciation of difficult words.					
9.	My pronunciation does not hinder my communication in English.					
10.	I feel confident when speaking English in front of others.					
11.	My confidence encourages me to actively participate in English discussions.					
12.	I'm not too afraid of making mistakes when speaking English.					
13.	I'm highly motivated to improve my English speaking skills.					
14.	I work hard to practice speaking English because I feel it's important.					
15.	I feel happy and motivated when I successfully communicate in English.					
16.	I often practice speaking English outside of class.					

17.	I actively seek out ways to speak English.					
18.	The more I practice, the more fluent I become.					



Appendix D: SPSS OUTPUT

1. Descriptive

Statistics

Total_Personality		
N	Valid	39
	Missing	0
Mean		90,7179
Std. Error of Mean		1,27572
Median		90,0000
Mode		81,00 ^a
Std. Deviation		7,96687
Range		30,00
Minimum		81,00
Maximum		111,00
Sum		3538,00

a. Multiple modes exist.
The smallest value is
shown

Total_Personality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81,00	4	10,3	10,3	10,3
	82,00	2	5,1	5,1	15,4
	83,00	2	5,1	5,1	20,5
	84,00	3	7,7	7,7	28,2
	85,00	1	2,6	2,6	30,8
	86,00	3	7,7	7,7	38,5
	87,00	1	2,6	2,6	41,0
	88,00	1	2,6	2,6	43,6
	89,00	1	2,6	2,6	46,2
	90,00	3	7,7	7,7	53,8
	91,00	4	10,3	10,3	64,1
	92,00	1	2,6	2,6	66,7
	93,00	1	2,6	2,6	69,2
	95,00	3	7,7	7,7	76,9
	96,00	2	5,1	5,1	82,1
	98,00	1	2,6	2,6	84,6
	99,00	1	2,6	2,6	87,2
	103,00	1	2,6	2,6	89,7
	106,00	3	7,7	7,7	97,4
	111,00	1	2,6	2,6	100,0
Total		39	100,0	100,0	

2. Extrovert and Introvert Classification

Statistics

Extrovert and Introvert Classification

N	Valid	39
	Missing	0
Mean		1,54
Std. Error of Mean		,081
Median		2,00
Mode		2
Std. Deviation		,505
Range		1
Minimum		1
Maximum		2
Sum		60

Extrovert and Introvert Classification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extrovert	18	46,2	46,2	46,2
	Introvert	21	53,8	53,8	100,0
Total		39	100,0	100,0	

3. Normality Test

Tests of Normality

Extrovert and Introvert Classification		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Speaking_Score	Extrovert	,212	18	,031	,830	18	,004
	Introvert	,197	21	,033	,883	21	,017

a. Lilliefors Significance Correction

4. Mann-Whitney U Test

a. Speaking Score

Mann-Whitney Test

		Ranks		
	Extrovert and Introvert Classification	N	Mean Rank	Sum of Ranks
Speaking_Score	Extrovert	18	18,78	338,00
	Introvert	21	21,05	442,00
	Total	39		

Test Statistics^a

	Speaking_Score
Mann-Whitney U	167,000
Wilcoxon W	338,000
Z	-,640
Asymp. Sig. (2-tailed)	,522
Exact Sig. [2*(1-tailed Sig.)]	,549 ^b

a. Grouping Variable: Extrovert and Introvert Classification

b. Not corrected for ties.

b. Speaking Factor

Test Statistics^a

	Total_Vocabulary	Total_Grammatical	Total_pronunciation	Total_SelfConfident	Total_motivation	Total_SpeakingPractice
Mann-Whitney U	162,000	148,000	136,000	145,000	171,000	148,000
Wilcoxon W	393,000	379,000	367,000	376,000	402,000	379,000
Z	-,775	-1,167	-1,532	-1,259	-,516	-1,169
Asymp. Sig. (2-tailed)	,438	,243	,128	,208	,606	,242
Exact Sig. [2*(1-tailed Sig.)]	,460 ^b	,257 ^b	,140 ^b	,223 ^b	,626 ^b	,257 ^b

a. Grouping Variable: personality_type

b. Not corrected for ties.

5. Spearman's Correlation

		Correlations						
		Total_vocabulary	Total_grammar	Total_pronunciation	Total_writing	Total_reading	Total_SpeakingPractices	Speaking_skills
Spearman's rho	Total_vocabulary	1.000	.811**	.484**	.324*	.385*	.418**	.471**
	Sig. (2-tailed)		.000	.002	.042	.013	.001	.002
	N	38	38	38	38	38	38	38
Total_grammar	Correlation Coefficient	.811**	1.000	.230	.262	.190	.369*	.457**
	Sig. (2-tailed)	.000		.159	.100	.233	.021	.003
	N	38	38	38	38	38	38	38
Total_pronunciation	Correlation Coefficient	.484**	.230	1.000	.362*	.289	.347*	.330*
	Sig. (2-tailed)	.002	.159		.023	.010	.000	.040
	N	38	38	38	38	38	38	38
Total_writing	Correlation Coefficient	.324*	.262	.362*	1.000	.418**	.578**	.174
	Sig. (2-tailed)	.042	.100	.023		.000	.000	.290
	N	38	38	38	38	38	38	38
Total_reading	Correlation Coefficient	.385*	.190	.289	.418**	1.000	.323*	.365*
	Sig. (2-tailed)	.013	.233	.010	.000		.043	.022
	N	38	38	38	38	38	38	38
Total_SpeakingPractices	Correlation Coefficient	.418**	.369*	.347*	.578**	.323*	1.000	.538**
	Sig. (2-tailed)	.001	.021	.000	.000	.043		.000
	N	38	38	38	38	38	38	38
Speaking_skills	Correlation Coefficient	.471**	.457**	.330*	.174	.365*	.538**	1.000
	Sig. (2-tailed)	.002	.003	.040	.290	.022	.000	
	N	38	38	38	38	38	38	38

*. Correlation is significant at the 0.05 level (2-tailed).

