

PERSONALITY AND PROFICIENCY: INVESTIGATING HOW EXTROVERT-INTROVERT TRAITS RELATE TO ENGLISH SPEAKING PERFORMANCE

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ABSTRACT

This study examines the correlation between extrovert-introvert personality types and speaking performance among tenth-grade students at a private high school in Manado, North Sulawesi during the 2024/2025 academic year. Using a quantitative approach, this research employed both correlational and comparative designs to explore whether personality traits impact speaking performance. A sample of 104 students completed the Eysenck Personality Questionnaire (EPQ), categorizing them into extrovert, introvert, and ambivert groups. Speaking performance was measured through mid-test scores in English-speaking class. The results indicate no significant correlation between personality type (extrovert and introvert) and speaking performance, with Pearson correlation coefficients of 0.232 (extrovert) and 0.231 (introvert) showing weak, non-significant relationships. However, comparative analysis via t-tests revealed a significant difference in performance between personality types, with introverted students achieving higher mean scores ($M = 86.93$, $SD = 10.13$) than extroverted students ($M = 81.73$, $SD = 14.32$), suggesting greater performance consistency among introverts.

Keywords: English, Extrovert, Introvert, Personality, Speaking Performance

INTRODUCTION

Personality is a characteristic of a person that influences the way they think, feel, and behave in their social environment. Jung, cited in Bhandari (2025) conveyed that personality can be classified into two parts, namely introvert and extrovert. Extroverts are the type of people who seek attention by socializing outside. Meanwhile, the introvert type refers to individuals who tend to seek attention and focus on themselves for their own ego (Jung, 1971). In addition, according to Lestari et al. (2015), these two personalities exhibit different learning styles, with extroverts preferring to study in groups and introverts preferring to study individually. From that explanation, extroverts can speak more effectively because they have a lot of experience interacting with people. On the other hand, introverts can be better at speaking because they tend to think more thoroughly beforehand when they are going to speak, and the likelihood of mistakes in speaking is lower.

Speaking is one of the competencies in English competence that people use as a means of communication. As a means of communication, speaking skills become a more critical

component of language skills because speaking enables individuals to relate to and interact with others. People can easily understand one's intentions and notions if the person has good speaking skills (Zaitun & Mutiarani, 2015). Unfortunately, especially for students who have studied English for years, not all language learners can speak easily and accurately because they lack the required knowledge. Not all students develop English speaking skills at the same rate in a class, even though they receive the same treatment from the teacher. According to Zayed and Al-Ghamdi (2019), several factors influence the speaking skills of EFL students, including cognitive, metacognitive, social, and affective factors. Besides, the factors that have a lot of influence on students' language learning are affective factors. Affective relates to emotions or feelings. Several affective factors include self-esteem, barriers, anxiety, personality, motivation, attitudes, and others (Bao & Liu, 2021). It can be concluded that personality is a factor that influences speaking skills and certainly has a relationship.

Personality is one of the affective factors for students in improving their speaking performance. Several studies discuss these two variables. A study at Tanjungpura University by Lestari et al. (2015) found a significant difference between students' personality types and their speaking abilities. The researchers stated that specific individual characteristics, such as introversion and extroversion, may influence how effectively students learn to speak. Several studies have obtained significant results between student personality and speaking performance, such as research by Wulandari et al. (2017), who conducted research at IAIN Palangkaraya, a study by Sinurat (2018) conducted at SMPN 1 Barampu, and research conducted by Hardiyanti et al. (2021) at SMK IT Multimedia An-Nuqthah. In contrast, a study in Kendari at Halu Oleo University by Samand et al. (2019) has found no significant correlation between the two variables. They argued that "it is possible that personality has no relationship with speaking performance since some students' speaking performance correlates with other factors like age or aural medium factors" (p. 8). Due to some conflicting results from previous studies, the researchers were interested in examining these two variables further: students' personality, specifically introversion and extroversion, and their English-speaking performance.

In addition, the researchers have found differences in results from previous research on which personality type, introvert or extrovert, performs better in speaking performance. Several studies have found that introverts are more effective than extroverts (Istigfaroh, 2021; Samand et al., 2019), while others have found the opposite (Wulandari et al., 2017; Gustriani, 2020). Likewise, some researchers have found that both introverted and extroverted personalities are good at speaking performances (Lestari et al., 2015.; Rahmawati & Nurmayasari, 2014). The conflicting results from previous studies have prompted the researchers to investigate these two variables in different populations further.

Moreover, the researchers have conducted a preliminary investigation at a private high school in Manado. After interviewing the English teacher in the speaking and listening class to determine whether there is a difference in the speaking performance of extroverted and introverted students, the teacher reported that most extroverted students had a good speaking performance. However, there would still be some extroverted students who had poor speaking performance. On the other hand, some students appeared quiet in class, or in

other words, introverted students, but when the teacher assigned them to speak in front of the class, their speaking performance was very good. Additionally, some introverted students still struggle with speaking performance. Therefore, the researchers were intrigued by the prospect of conducting a study on students' personality and their speaking performance to investigate whether their personality correlates with their speaking performance and whether there is a significant difference between introverted and extroverted students regarding their speaking performance. This study specifically aimed to explore the relationship between personality types and students' speaking performance. It sought to determine whether there is a significant correlation between an extroverted personality and speaking performance, as well as whether a similar correlation exists for individuals with an introverted personality. Additionally, the study investigated whether students' speaking performance significantly differs based on their personality type.

METHODS

This study employed a quantitative approach to examine the relationship between extroverted personality and speaking performance, the relationship between introverted personality and speaking performance, and to determine whether there was a significant difference in speaking performance based on students' personality types. This study used correlation and comparative research designs. A correlational study is a statistical method used to examine and evaluate the relationships between two or more variables (Cooksey, 2020). The comparative method was used to determine whether there is a significant difference between the speaking performance of introverted and extroverted students. Harvey (2012) stated that the comparative method compares situations, groups, cultures, or any other similar but distinct entities. Therefore, the researchers employed correlational and comparative approaches to facilitate the analysis and answer the research questions.

The researchers selected grade 10A Science, 10B Science, 10C1 Science, 10 C2 Science, and 10C3 Science students as the research sample from the research population of all grades 10 at a private high school in North Sulawesi who were enrolled in the first semester of the 2024/2025 academic year with specific characteristics as the respondents. The total respondents were 104 grade 10 students. However, only 53 respondents were selected in the study because 51 students who were Ambiverts were omitted. The sampling technique used was purposive sampling. According to Etikan et al. (2016), purposive sampling is a non-random sampling technique in which the researcher deliberately selects individuals or groups considered to have relevant information for research purposes. This technique is used when researchers focus on cases that can provide in-depth data. This sampling technique was used since only the results of the students who were either introverts or extroverts were included in the study. Those results of ambivert students were excluded from the study.

The instruments used in this research were a questionnaire and documentation, specifically the students' English mid-term grades in their speaking class. This research used a questionnaire to measure the students' personality. The questionnaire used in this study was from the Eysenck Personality Questionnaire (EPQ). One of the most well-known and most widely used instruments for measuring personality in research and clinical practice is

the Eysenck Personality Questionnaire (EPQ) developed by Hans J. Eysenck. Originally, there were 24 questions; however, to suit the researchers' needs and based on recommendations from the validators, the questionnaire was modified. The questionnaire in this study was adapted from Wulandari et al. (2017) based on the Eysenck Personality Questionnaire. The questionnaire used a 5-point Likert scale. The questionnaire consisted of 16 items for extroverts and 14 items for introverts. Respondents completed questionnaires based on how strongly they agreed or disagreed. Respondents chose a scale from 1 to 5, where '1' indicated 'strongly disagree' and '5' indicated 'strongly agree', and this scale applied to extroverted items. However, when respondents filled in the scale for introverted items, the scale was reversed, with '1' indicating 'strongly agree' and '5' indicating 'strongly disagree'. On the other hand, to measure the speaking performance of the participants, the researchers relied solely on documentation. The researchers asked the homeroom teacher for the students' English mid-test scores in their speaking class.

To analyze the questionnaire data, the researchers used a statistical tool. In answering research questions one and two, the researchers used the Pearson Correlation Coefficient to measure the relationship between students' personalities and speaking performance. In addition, the researchers identified a significant difference by examining the t-test score to determine whether there was a significant difference in speaking performance based on their personality types.

RESULTS

The Correlation between Extroverted Personality and Speaking Performance

The table below shows a Pearson correlation coefficient of 0.232 and a p-value of 0.313. The *p*-value indicates a weak positive correlation between extroverted personality (*x*₁) and speaking performance (*y*). The *p*-value is greater than 0.05, which means that the relationship between the two variables is not statistically significant. In other words, an extroverted personality has no significant relationship with speaking performance.

Table 1. Correlation Between Extroverted Personality and Speaking Performance

Variable	Speaking Performance
Extrovert	Pearson's <i>r</i> .232 <i>p</i> -value .313

In a statistical context, the correlation above shows a *p*-value greater than the significance level (.05). Thus, the null hypothesis cannot be rejected. The low correlation results suggest that an extroverted personality may not be the main factor in determining speaking ability.

The Correlation between Introvert Personality and Speaking Performance

A p-value of 0.203 and a Pearson correlation coefficient of 0.231 are displayed in the table below. There is a weak positive correlation between speaking performance (y) and extroverted personality (x1), as indicated by the Pearson correlation coefficient. Since the p-value is higher than 0.05, there is no statistically significant relationship between the two variables. Stated differently, speaking performance is not significantly impacted by an introverted personality.

Table 2. Correlation Between Introvert Personality and Speaking Performance

Variable	Speaking Performance
Introvert	Pearson's <i>r</i> .231 <i>p</i> -value .203

Since the null hypothesis cannot be rejected in a statistical context, the above correlation indicates that the p-value is greater than the significance level (.05). This suggests that an introvert personality may not be a major factor in speaking ability, based on the low correlation results, which are insignificant.

The Difference in Students' Speaking Performance Based on Their Personality

In this question, the researcher presented the study's results, comparing the speaking performance of extroverted and introverted students. Tables 3 and 4 show the results.

Table 3. One-Sample t-test

	t	df	p
Grade Extrovert	26.15	20	<.001
Grade Introvert	48.55	31	<.001

The p-value was recorded as < 0.001 for both personality types, indicating a statistically significant difference from a mean of zero. This suggests that there is a significant difference in speaking performance based on the students' personality. In addition, the null hypothesis was rejected in this study because a significant difference was found in students' speaking performance based on their personality.

Table 4. Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Grade Extrovert	32	0	86.93	10.13	65.15	99.01
Grade Introvert	21	11	81.73	14.32	57.58	99.10

Based on Table 4, the mean score of the Introvert grade is 86.93 with a standard deviation of 10.13, and the mean score of the Extrovert grade is 81.73 with a larger standard deviation of 14.32. Thus, the Extrovert grade shows a lower average performance than the Introverted grade. On the other hand, the variability of the Extrovert grade is higher than the Introvert grade.

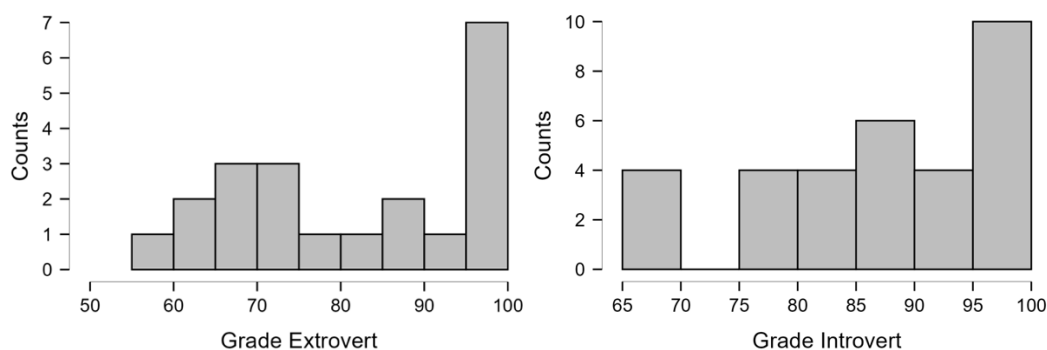


Figure. 1 Distribution Plots

The distribution plot suggests that many introverts have scores between 85 and 100, indicating a tendency towards higher scores. Extrovert scores are more spread out, with a broader range of values, indicating that extrovert performance is more variable. The results of this study, as shown in Figure 1, indicate a significant difference in students' speaking performance based on their personality, with introverted students exhibiting higher mean scores and lower variation compared to extroverted students. This suggests that introverts may be more consistent and perform better in speaking tasks.

DISCUSSION

The Correlation between Extroverted and Introverted Personalities and Speaking Performance

This study aimed to investigate the relationship between students extroverted-introverted personality traits and their English-speaking performance. The findings are both insightful and somewhat counterintuitive, challenging common assumptions about the advantages of extroversion in oral communication. The Pearson correlation coefficients for both personality types (extrovert and introvert) and speaking performance were weak and statistically nonsignificant. Specifically, extroversion showed a correlation of $r = 0.232$, $p = 0.313$, while introversion had a correlation of $r = .231$, $p = .203$. Although both correlations suggest a slight positive relationship with speaking performance, the high p-values ($> .05$) indicate that these relationships are not statistically significant. This implies that personality traits alone—whether extroverted or introverted—are not strong predictors of speaking ability.

The inability to reject the null hypothesis in both correlation tests suggests that factors beyond personality, such as language proficiency, anxiety levels, speaking practice, or

instructional strategies, likely play a more substantial role in influencing students' speaking performance. The results align with some prior studies that have suggested personality may be only one of many variables affecting language performance, rather than a determining factor. Some supporting research, such as that conducted by Nurulhikma et al. (2024), shows that the p -value was calculated to be 0.379, which is greater than 0.05 ($p > 0.05$). In other words, the result shows that there is no significant correlation between student' extroverted personality and their speaking performance. Thus, the null hypothesis stating that there is no significant correlation between extroverted personality and speaking performance is accepted. Similarly, they found that the p -value was 0.379 for the comparison between introverted personality and speaking performance. The p -value of both this study and the present study is more than 0.05. In other words, there is no significant correlation between the two variables. Therefore, the researchers' null hypothesis, which says that there is no significant correlation between introvert personality and speaking performance, can be accepted because the p -value is greater than 0.05.

The Difference in Students' Speaking Performance Based on Their Personality

In contrast to the weak correlations, the t-test and descriptive statistics revealed significant differences in the mean speaking performance scores between introverted and extroverted students. Both groups showed statistically significant scores ($p < .001$) when tested against a hypothetical mean of zero, suggesting that they performed well overall. However, introverted students had a higher average score ($M = 86.93$) compared to extroverted students ($M = 81.73$). This finding challenges the widely held belief that extroverted learners naturally excel in speaking tasks due to their sociability and verbal expressiveness. Interestingly, introverted students not only outperformed extroverts on average but also showed less variability in scores, suggesting more consistent performance across the group. This could indicate that introverts, although less outwardly expressive, may engage in more thorough preparation or exhibit greater focus and self-monitoring during speaking tasks.

The distribution plots further support this: introvert scores clustered more tightly around higher values, while extrovert scores were more widely dispersed, including lower-performing outliers. This suggests that although some extroverted students perform very well, their group includes a broader range of performance levels, potentially due to overconfidence, reduced preparation, or varying levels of anxiety management.

Moreover, the data suggest a non-significant relationship between personality and speaking performance. While personality type does not strongly correlate with individual speaking outcomes, group-level differences indicate that personality might still influence overall patterns of performance, particularly in terms of consistency and mean achievement. Educators should avoid assuming that extroverted students will naturally perform better in oral tasks. Instead, teaching strategies should be inclusive, providing both introverted and extroverted students with supportive environments that account for different communication styles. For introverts, offering preparation time and one-on-one speaking opportunities may play to their strengths. For extroverts, encouraging structured responses and reflection may help increase focus and reduce variability.

This study aligns with several previous studies that demonstrate how personality can impact speaking performance. In Wulandari et al.'s (2017) *research, a significant difference was found in English language ability between extroverted and introverted students, with introverted students performing better. Similarly, Dewaele and Furnham (2000) found that introverted students are often more thorough and careful in speaking, which can result in better speaking quality. In contrast, a study by Septianah et al. (2019) found that extroverted students outperformed introverted students in speaking performance. These results show inconsistent results regarding students' personality types and their speaking abilities. Thus, this present study strengthens the existing literature and adds evidence that introverts tend to achieve more consistent and higher performance in speaking skills compared to extroverts.*

CONCLUSION

Based on the findings of this research, the researchers found that whether the students are introverts or extroverts, their personality does not have any significant relationship with their speaking performance. Moreover, it was found that certain personality types may tend to perform better in the aspect of speaking, with introvert students performing slightly higher in their speaking compared to extrovert students. However, it cannot be concluded that there is a consistent direct correlation. This means that other factors, such as motivation, learning methods, environment, or social support, may also play a role in shaping students' speaking performance, and these factors require further attention in future research.

One limitation of the study is the relatively small sample size, which may affect the generalizability of the findings. Future research could explore mediating variables, such as language anxiety, self-efficacy, or classroom participation, to better understand the mechanisms through which personality influences speaking performance. Moreover, longitudinal studies could reveal whether these personality-performance relationships persist over time or change as students gain more language experience and confidence.

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