

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. Data Description**

The descriptive analysis of the research questionnaire and speaking test documentation provided the data description for this investigation. The description is based on the speaking competency scores obtained from speaking tests employing interview methodologies, as well as the extroverted and introverted personality scores obtained from MBTI-based personality surveys. The study was carried out during the fourth semester of the academic year 2024–2025 at the English Education Study Program, Faculty of Tarbiyah and Keguruan, UIN Antasari Banjarmasin. A systematic rubric that evaluated important components such grammar, vocabulary, pronunciation, fluency, and comprehension was used to record speaking test results. The kids' speaking ability is shown by these scores. Frequency tables that incorporate statistical measurements like mean, median, mode, standard deviation, range, minimum value, and maximum value are used to describe the variables. SPSS 27 for Windows was used for all computations and analysis. The data for both variables are summarized in the sections that follow:

a. The Data of Students' Extrovert Personality

Researchers used an extroverted and introverted personality questionnaire with 25 statements to collect data for this description. 42 pupils served as the study's overall sample size. 23 pupils were classified as having extroverted personalities based on the findings of the questionnaire score analysis. The following is the data derived from students' outgoing personalities:

Table 4. 1 The Descriptive Statistic of Students' Extrovert Personality (X1)

<b>Statistics</b>		
Skor extrovert		
N	Valid	23
	Missing	0
Mean		69,96
Std. Error of Mean		1,032
Median		69,00
Mode		65
Std. Deviation		4,950
Range		18
Minimum		63
Maximum		81
Sum		1609

Based on the information in Table 4.1 above, the highest possible score was 81, while the lowest possible score was 63. The students' extrovert personality range was 18, and their standard deviation was

4.950. With a mean of 69.96, a median of 69.00, and a mode of 65, the total was 1609. The following table displays the scores' frequency distribution:

Table 4. 2 Frequency Distribution Score of Students' Extrovert Personality

No	Classification	Result
1	The highest score	81
2	The lowest score	63
3	Score range	$81 - 63 = 18$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 23$ $= 1 + (3.3) 1.36$ $= 5.5$ $= 6 \text{ (rounded)}$
5	The length of the interval	Range : $18 \div 6 = 3 \text{ (rounded)}$

It could be inferred that fourth semester English Education Study Program students at Antasari State Islamic University Banjarmasin had a range of abilities when it came to responding to the extroverted personality questionnaire. The following was how the frequency distribution table was displayed:

Table 4. 3 The frequency distribution of Students' Extrovert Personality (X1)

Interval Score	Midpoint	Frequency	Relative Frequency	Cumulative Frequency
79 – 81	80	2	8.7%	23
76 – 78	77	1	4.3%	21
73 – 75	74	3	13.0%	20
70 – 72	71	5	21.7%	17
67 – 69	68	5	21.7%	12
63 – 66	64.5	7	30.4%	7
Total		23	100%	

The frequency distribution of students with extrovert personality traits

(X1) according to their questionnaire results was shown in Table 4.3.

Score intervals with matching midpoints, frequencies, relative frequencies, and cumulative frequencies were separated out in the table.

The largest percentage of students (30.4%) received scores in the 63–66 range, followed by 21.7% in the 70–72 and 67–69 ranges. In contrast, fewer students received scores in the higher intervals, including 76–78 (4.3%) and 79–81 (8.7%). By showing that the majority of extrovert respondents often scored in the lower extrovert range rather than the extreme upper levels, these data aided in illuminating the distribution of extrovert personality levels among the sampled students.

Table 4. 4 The Frequency Score of Students' Extrovert Personality (X1)

Extrovert personality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	4,3	4,3	4,3
	64	1	4,3	4,3	8,7
	65	4	17,4	17,4	26,1
	66	1	4,3	4,3	30,4
	67	1	4,3	4,3	34,8
	68	1	4,3	4,3	39,1
	69	3	13,0	13,0	52,2
	70	2	8,7	8,7	60,9
	71	2	8,7	8,7	69,6
	72	1	4,3	4,3	73,9
	73	1	4,3	4,3	78,3
	74	1	4,3	4,3	82,6
	75	1	4,3	4,3	87,0
	78	1	4,3	4,3	91,3
	79	1	4,3	4,3	95,7
	81	1	4,3	4,3	100,0
	Total	23	100,0	100,0	

The table above showed that 4 students received a score of 65 (17.4%), 1 student received a score of 66 (4.3%), 1 student received a score of 67 (4.3%), 1 student received a score of 68 (4.3%), 3 students received a score of 69 (13.0%), 2 students received a score of 70 (8.7%), and 2 students received a score of 71 (8.7%). One student received a score of 72 (4.3%), one received a score of 73 (4.3%), one received a score of 74 (4.3%), one received a score of 75 (4.3%), one received a score of 78 (4.3%), one received a score of 79 (4.3%), and one received a score of 81 (4.3%).

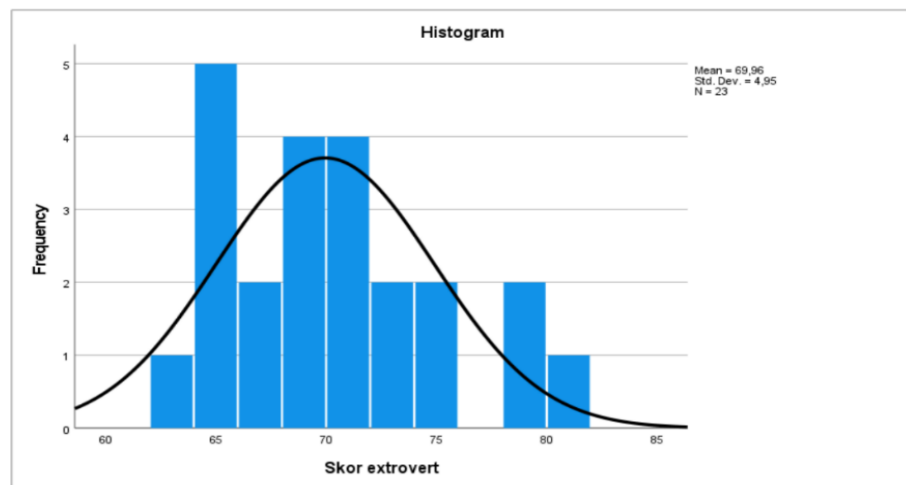


Chart 4. 1 Histogram of Extrovert Scores

b. The Data of Students' Introvert Personality

Researchers used an extroverted and introverted personality questionnaire with 19 statements to collect data for this description. 42 students served as the study's overall sample size. 23 students were

classified as having extroverted personalities based on the findings of the questionnaire score analysis. The following are the findings from the students' outgoing personality:

Table 4. 5 The Descriptive Statistic of Students' Introvert Personality (X2)

N	Valid	19
	Missing	0
Mean		54,32
Std. Error of Mean		1,604
Median		56,00
Mode		61
Std. Deviation		6,992
Range		22
Minimum		40
Maximum		62
Sum		1032

According to the information in the above table, students' introverted personality scores ranged from 40 to 62, with 62 being the highest possible score. The standard deviation was 6.992, while the range of students' introverted personality scores was 22. With a mean of 54.32, the total scores added up to 1032. The mode was 61, and the median was 56.00.

The students' scores, which ranged from 40 to 62, were classified as belonging to the introvert personality category. While students who scored close to 62 were still introverted but on the verge of being

extroverts, those who scored closer to 40 were classified as severely introverted. The following table displayed the scores' frequency distribution.

Table 4. 6 Frequency Distribution Score of Students' Introvert Personality

No	Classification	Result
1	The highest score	62
2	The lowest score	40
3	Score range	$62 - 40 = 22$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 19$ $= 1 + (3.3) 1.28$ $= 5.52$ $= 5 \text{ rounded}$
5	The length of the interval	Range : $22 \div 5 = 4.4 = 5 \text{ (rounded)}$

The fourth semester English Education Study Program students at Antasari State Islamic University Banjarmasin showed a range of abilities in responding to the introverted personality questionnaire. The following was how the frequency distribution table was displayed:

Table 4. 7 The frequency distribution of Students' Introvert Personality (X2)

Interval Score	Midpoint	Frequency	Relative Frequency	Cumulative Frequency
40 - 44	42.0	2	10.5%	2
45 - 49	47.0	2	10.5%	4
50 - 54	52.0	4	21.1%	8
55 - 59	57.0	4	21.1%	12
60 - 64	62.0	7	36.6%	19
Total		19	100%	

The frequency distribution of students' introvert personality ratings (X2) was shown in Table 4.7. The majority of respondents (36.6%) had relatively high introvert qualities, as seen by the largest percentage of students (36.6%) who scored in the 60–64 range. The score ranges of 50–54 and 55–59 likewise contained equal percentages of students (21.1%). Only 10.5% of students had scores in the 40–44 and 45–49 ranges, respectively, indicating that fewer students scored in the lower intervals. According to this distribution, the majority of students who fell into the X2 category often exhibited moderate to high levels of introvert traits.

Table 4. 8 The Frequency Score of Students' Introvert Personality (X2)

Introvert Personality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5,3	5,3	5,3
	41	1	5,3	5,3	10,5
	45	1	5,3	5,3	15,8
	48	1	5,3	5,3	21,1
	50	1	5,3	5,3	26,3
	51	2	10,5	10,5	36,8
	54	1	5,3	5,3	42,1
	55	1	5,3	5,3	47,4
	56	2	10,5	10,5	57,9
	59	1	5,3	5,3	63,2
	60	2	10,5	10,5	73,7
	61	4	21,1	21,1	94,7
	62	1	5,3	5,3	100,0
	Total	19	100,0	100,0	



One student scored 40 (5.3%), one student scored 41 (5.3%), one student scored 45 (5.3%), one student scored 48 (5.3%), one student scored 50 (5.3%), two students scored 51 (10.5%), one student scored 54 (5.3%), one student scored 55 (5.3%), two students scored 56 (10.5%), one student scored 59 (5.3%), two students scored 60 (10.5%), four students scored 61 (21.1%), and one student scored 62 (5.3%).

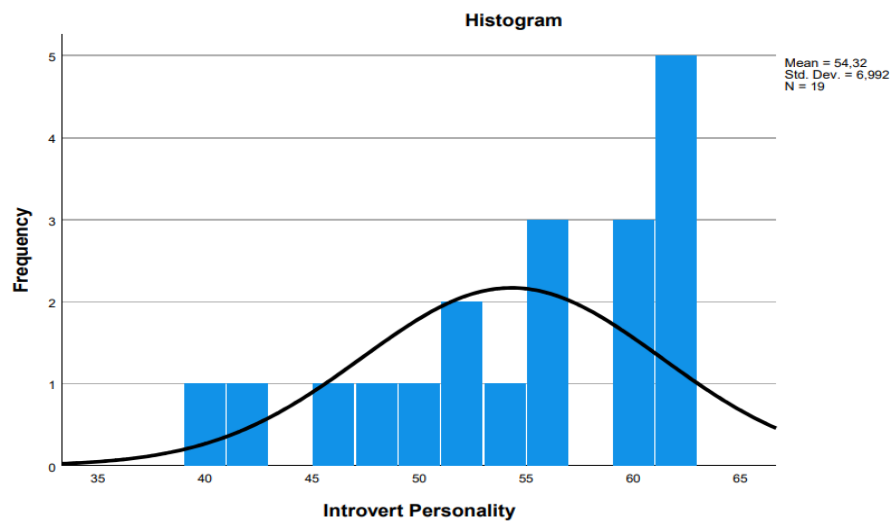


Chart 4. 2 The Histogram of Students' Introvert Personality

c. The Data of Students' Speaking Skill

The speaking proficiency scores of Antasari State Islamic University Banjarmasin fourth semester English Language Education Study Program participants for the academic year 2024–2025 were displayed in this data. Through a controlled interview method, the researcher evaluated and scored the students according to predetermined speaking criteria in order to collect the data. The students' speaking

proficiency was then described by compiling and quantitatively analyzing these results. The table below provided a more thorough explanation.

Table 4. 9 The Descriptive Statistic of Speaking Skill (Y)

<b>Statistics</b>		
Speaking skill		
N	Valid	42
	Missing	0
Mean		72,95
Std. Error of Mean		1,992
Median		78,00
Mode		82
Std. Deviation		12,910
Range		52
Minimum		45
Maximum		97
Sum		3064

Students' speaking proficiency varied from a minimum of 45 to a high of 97, as indicated by the data in the above table. With a range of 52, the students' speaking competence scores had a standard deviation of 12.910. The sum of the scores was 3064, with a mean score of 72.95. The median was 78.00, and the mode was 82. The frequency distribution of the scores was shown in the following table:

Table 4. 10 The data of Students' Speaking Skill

No	Classification	Result
1	The highest score	97
2	The lowest score	45
3	Score range	$97 - 45 = 52$
4	Class number	$1 + (3.3) \log N = 1 + (3.3) \log 42$ $= 1 + (3.3) 1.623$ $= 1 + 5.35 = 6.35$ $= 6 \text{ rounded}$
5	The length of the interval	Range : $52 \div 6 = 8.67 = 9 \text{ rounded}$

It could be concluded that Antasari State Islamic University Banjarmasin students enrolled in the fourth semester of the English Education Study Program had a variety of speaking skill responses. The frequency distribution table was shown as follows:

Table 4. 11 The Frequency Distribution of Students' Speaking Skill

Interval Score	Midpoint	Frequency	Relative Frequency%	Cumulative Frequency
45 - 53	49	4	9.5%	4
54 - 62	58	6	14.3%	10
63 - 71	67	8	19.0%	18
72 - 80	76	7	16.7%	25
81 - 89	85	16	38.1%	41
90 - 98	94	1	2.4%	42
Total		42	100%	

The frequency distribution of the students' speaking scores was shown in Table 4.11. The majority of students (38.1%) had strong speaking proficiency, with scores in the 81–89 range. This was followed by 19.0% in the 63–71 range and 16.7% in the 72–80 range. Only 2.4%

of students had scores between 90 and 98, which was the highest possible range. Conversely, the 45–53 range contained the lowest percentage (9.5%). According to these findings, the majority of students had speaking abilities that ranged from moderate to high.

Table 4. 12 The Frequency Score of Speaking Skill

Speaking skill					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	2,4	2,4	2,4
	49	1	2,4	2,4	4,8
	53	2	4,8	4,8	9,5
	54	1	2,4	2,4	11,9
	58	1	2,4	2,4	14,3
	59	2	4,8	4,8	19,0
	60	1	2,4	2,4	21,4
	61	1	2,4	2,4	23,8
	63	1	2,4	2,4	26,2
	64	1	2,4	2,4	28,6
	65	3	7,1	7,1	35,7
	66	1	2,4	2,4	38,1
	67	1	2,4	2,4	40,5
	69	1	2,4	2,4	42,9
	72	1	2,4	2,4	45,2
	76	1	2,4	2,4	47,6
	78	2	4,8	4,8	52,4
	79	1	2,4	2,4	54,8
	80	2	4,8	4,8	59,5
	81	1	2,4	2,4	61,9
	82	4	9,5	9,5	71,4
	83	3	7,1	7,1	78,6
	84	2	4,8	4,8	83,3
	86	2	4,8	4,8	88,1
	87	1	2,4	2,4	90,5
	88	3	7,1	7,1	97,6
	97	1	2,4	2,4	100,0
Total		42	100,0	100,0	

As could be seen from the above table, 1 student received a score of 45 (2.4%), 1 student received a score of 49 (2.4%), 2 students received a score of 53 (4.8%), 1 student received a score of 54 (2.4%), 1 student

received a score of 58 (2.4%), 2 students received a score of 59 (4.8%), 1 student received a score of 60 (2.4%), 1 student received a score of 61 (2.4%), 1 student received a score of 63 (2.4%), 1 student received a score of 64 (2.4%), 3 students received a score of 65 (7.1%), 1 student received a score of 66 (2.4%), 2 students received a score of 78 (4.8%), 1 student received a score of 79 (2.4%), 2 students received a score of 80 (4.8%), 1 student received a score of 81 (2.4%), 4 students received a score of 82 (9.5%), 3 students received a score of 83 (7.1%), 2 students received a score of 84 (4.8%), 1 student received a score of 86 (2.4%), 1 student received a score of 67 (2.4%), 1 student received a score of 69 (2.4%), 1 student received a score of 72 (2.4%), 1 student received a score of 76 (2.4%), 3 students received a score of 88 (7.1%), 1 student received a score of 87 (2.4%), and 1 student received a score of 97 (2.4%).

As a result, the researcher could say that the fourth semester students of the English Education Study Program at Antasari State Islamic University Banjarmasin had varied speaking skill scores in the 2024–2025 academic year. The following histogram displayed the frequency distribution of students' speaking skill:

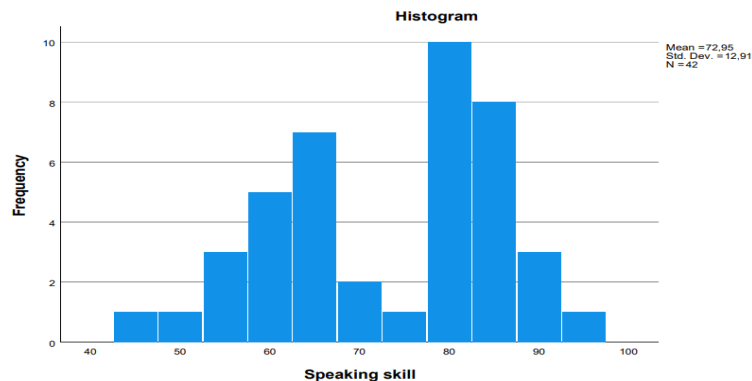


Chart 4. 3 The Histogram of Speaking Skill

## 2. Extrovert Students

After presenting the descriptive data on extrovert students, this section further explains the behavioral and performance patterns observed during the speaking test.

The data presented in the previous tables (Table 4.1 to Table 4.4) show that students with extroverted personalities generally performed better in their speaking tests. They were more comfortable speaking in front of others and tended to express their ideas more openly. This can be seen from their higher average scores in fluency and interaction aspects.

Most extrovert students were able to speak confidently and with ease. They used longer sentences, showed better engagement with the topics, and did not hesitate to speak, even when they made mistakes. This confidence may be influenced by their outgoing nature and tendency to enjoy social interactions. Their energy and spontaneity were visible during the speaking test, which likely helped them earn higher scores.

These findings align with the theory that extroverted individuals tend to perform better in verbal activities due to their sociable, expressive, and risk-taking traits. Their ability to participate actively in speaking tasks made a positive impact on their performance. These tendencies confirm that personality traits can play an important role in shaping students' oral performance in academic contexts.

### **3. Introvert Students**

Following the descriptive analysis of introvert students, this section highlights the distinct characteristics that appeared during the speaking test.

In contrast to the extroverts, the students categorized as introverts showed different behavioral patterns during their speaking tasks. Based on the data from Table 4.5 to Table 4.8, their average scores were slightly lower than the extrovert group. However, introvert students demonstrated strengths in other areas, particularly in grammar and vocabulary.

Most introvert students were more careful in choosing their words. Their sentences were often shorter but more accurate. While they tended to speak less and appeared more nervous, their responses were structured and well-prepared. This may be because introverts usually prefer to think first before speaking, which reflects their thoughtful and reflective nature.

Although they may not speak as fluently or confidently as extroverts, introvert students still showed good understanding of the topics. Their strength lies in delivering clear, meaningful, and grammatically correct

sentences, even with fewer words. This supports the idea that introverts often prioritize precision and internal processing over spontaneous interaction. This highlights that different personality types may demonstrate strength in different areas of speaking performance, and both should be equally recognized in language learning contexts.

#### 4. Pre-Requisite Test

##### a. Normality Test

Finding out if the variable data in the research distribution is normal is the aim of a normality test distribution. Speaking skill scores, extrovert personality scores, and introvert personality scores are among the three forms of normalcy testing that are necessary for this study. The outcomes of the data processing for the normalcy test are displayed in the following table. Using SPSS 27 for Windows and the Shapiro-Wilk method, the researcher determined the data's normality at the significant 5% level.

Table 4. 13 The Result of Normality Test

Tests of Normality							
Personality Type		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
skor tes speaking skill	extrovert	,140	23	,200*	,924	23	,080
	introvert	,119	19	,200*	,964	19	,647

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significant value of the Shapiro-Wilk test is 0.080 for the extrovert group and 0.647 for the introvert group, according to the



results of the normality test in the above table. Given that  $0.080 > 0.05$  and  $0.647 > 0.05$ , it may be said that the data is regularly distributed, allowing for more statistical investigation.

b. Homogeneity Test

To ascertain whether the data from the two groups (introvert and extrovert) have identical variances, a homogeneity test is performed. This test is crucial because, particularly when utilizing parametric tests, it guarantees that the data sets under comparison satisfy one of the fundamental presumptions needed for additional statistical analysis. Using Levene's Test of Equality of Variances and SPSS 27 for Windows, the study examined the homogeneity of speaking skill scores between extrovert and introvert students at the 0.05 significant level. The following table displays the homogeneity test result.

Table 4. 14 The Result of Homogeneity Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
hasil tes speaking skill	Based on Mean	4,552	1	40	,039
	Based on Median	4,459	1	40	,041
	Based on Median and with adjusted df	4,459	1	36,798	,042
	Based on trimmed mean	4,626	1	40	,038

The results of the Levene's Test homogeneity test indicate a substantial difference in variance between the extrovert and introvert groups, with a significance value of 0.039 (Sig.  $< 0.05$ ). Consequently, the homogeneity assumption is not satisfied.

Both the extrovert and introvert groups' speaking skill data are regularly distributed, according to the results of the normality test. Nevertheless, the results of the Levene's Test for homogeneity of variance show that the two groups' variances are not comparable (Sig. < 0.05). Welch's t-test, an independent samples t-test with unequal variances assumed, was used for the study because the assumption of homogeneity was not met.

c. Hypothesis Testing

The researcher evaluated the hypothesis using the independent samples t-test with unequal variances assumed (Welch's t-test) after the homogeneity and normality tests were finished. SPSS version 27 for Windows was utilized for the analysis.

The study's premise is that, in the academic year 2024–2025, extroverted and introverted students (X) in the fourth semester of the English Language Education Study Program at UIN Antasari Banjarmasin differ significantly in their speaking skill competency (Y). Using SPSS version 27 for Windows, the researcher tested the hypothesis using the independent samples t-test with unequal variances assumed (Welch's t-test). The following is the hypothesis's statistical formulation:

- (H0): There is no significant difference in students' speaking skill proficiency based on their dominant personality type.

- (H1): There is a significant difference in students' speaking skill proficiency based on their dominant personality type.

Table 4.15 Independent Samples Test of Students' Extrovert Personality and Speaking Skill.

Table 4. 15 The Result of Independent Samples Test

		Independent Samples Test		
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
skor tes speaking skill	Equal variances assumed	40	,000	22,979
	Equal variances not assumed	29,424	,000	22,979

The results showed that even though the data are normally distributed, they do not meet the homogeneity of variances assumption, hence the Welch's t-test was employed. The significance value (Sig. 2-tailed) was 0.000 at less than 0.05. The null hypothesis ( $H_0$ ) is thus rejected and the alternative hypothesis ( $H_1$ ) is supported, indicating that there are notable differences in students' speaking skill competency based on their dominant personality type.

## B. Discussion

### 1. The Extroverted and Introverted Individuals Differ in Terms of Speaking Skill Proficiency

Because of their vivacious, outgoing, and expressive personality traits, extroverted students typically performed better on speaking skill

challenges. This observation was further supported by the findings of the study's descriptive statistical analysis. According to the data, extroverted students' mean speaking competence score was 69.96, with a mode of 65 and a median of 69.00. This demonstrated that the majority of extroverted students consistently received speaking performance scores in the upper-middle range, suggesting a stable and positive speaking proficiency within this group. Furthermore, the standard deviation of 4.950 indicated that there was little variation in the scores of extroverted students, showing that their performance was both high and steady.

With a lowest score of 63 and a highest score of 81, the score range was 18, supporting the notion that none of the extroverted students performed below the acceptable or passing level. This narrow distribution of scores reflected how extroverts typically performed well when speaking, particularly in lively and conversational classroom environments. The group's general speaking proficiency was further supported by the cumulative score of 1609 across 23 students.

These results aligned with the views of Hans Eysenck and Carl Jung in (Saraswati et al., 2024), who clarified that social engagement gave extroverts their natural vitality and that they were usually at ease in verbal and group settings. This was further supported by the Myers-Briggs hypothesis in (Shehni & Khezrab, 2020), which categorized extroverts as individuals who preferred direct involvement and external stimulation,

making them more adaptive in communicative learning contexts. In a similar vein, Dornyei in (Shehni & Khezrab, 2020) emphasized that extroverted learners preferred interactive tasks such as discussions, group projects, and role plays—similar to the speaking exercises used in this study.

Their inclination for lively conversation significantly enhanced their capacity to engage in classroom speaking activities. Extroverted students were less afraid of making mistakes, more willing to take verbal risks, and displayed greater confidence when using the language. They excelled in classroom discussions, oral presentations, and debate settings, where fluency, spontaneity, and quick responses were essential for success, due to their self-assurance and expressive personalities.

The study's findings also showed that extroverted students performed better in vocabulary use, pronunciation, fluency, and spontaneous verbal communication. Their comfort in social situations and ability to respond quickly during discussions gave them a significant advantage in speaking proficiency tests. These results were consistent with Eysenck's personality model and Carl Jung's theory, both of which emphasized how extroverts gained energy from external stimuli such as group conversations and had a natural tendency toward active communication. This was also reinforced by the Myers-Briggs theory, which asserted that extroverts performed best in environments requiring interpersonal cooperation and verbal interaction.

Additionally, Dornyei contended that communicative classroom activities were especially enjoyable and beneficial for extroverted students.

Because of their desire for dynamic interaction, extroverted students were better able to participate in speaking tasks. They were less intimidated by the possibility of making mistakes, more eager to take risks in communication, and demonstrated stronger confidence when using the language. As a result of their sociable nature and self-assurance, they performed better in debates, oral presentations, and classroom discussions, where speaking proficiency and responsiveness were key factors in success.

#### **a. Introverted Individuals**

Conversely, introverted students tend to exhibit more restrained, introspective, and inwardly focused traits. They could struggle with speaking activities including hesitancy, delayed responses, and decreased verbal production, especially when speaking spontaneously or in a group setting. Nonetheless, they frequently demonstrate a greater degree of grammatical precision and deliberate phrase choice. Planning, internal rehearsal, and organized interaction are preferred by introverted learners, according to (Radić-Bojanić, 2021). These activities enhance their cognitive engagement but may hinder their speaking fluency. Carl Jung claimed that introverts prefer to communicate alone or one-on-one over group talks because they digest stimuli inwardly.

These trends were reflected in the study's statistical results. The average speaking proficiency score of introverted students was 54.32, meaning that they generally performed at a moderate level. More than half of the students scored higher than the group average, as indicated by the median score of 56.00, which was slightly higher than the mean. The mode, however, was 61, indicating that some introverted students performed well on the test. This was further corroborated by the maximum score of 62, which showed that although introverted students generally performed more conservatively, some members of this group were able to achieve excellent speaking proficiency, provided their learning style was supported.

Compared to the extrovert group (4.950), the standard deviation was comparatively large (6.992), suggesting that the speaking scores of the introverted students were more variable. The fact that some introverted students performed well while others experienced more severe difficulties indicated that introverted students were not a uniform group in terms of performance. This was further supported by the range of 22, which displayed a wider spread of scores (from 40 to 62). In comparison to the extroverted group (1,609 across 23 students), the total score aggregate of 1,032 across 19 students reflected a lower cumulative output.

Some introverted students in this study were able to attain high speaking proficiency when the speaking format allowed for preparation or took place in low-pressure situations, even though their average performance on speaking tasks was lower. This Supports (Liu, 2023) It was noted that introverted students performed better on controlled tasks or in circumstances that were supportive, including peer collaboration or one-on-one feedback.

**b. Extrovert Individuals**

Extroverted students in this study demonstrated generally stronger performance in speaking proficiency tasks compared to their introverted peers. According to the descriptive statistical results, the mean score of extroverted students was 69.96, with a median of 69.00 and a mode of 65. The scores ranged from 63 to 81, resulting in a relatively narrow score range of 18. The standard deviation was 4.950, which indicated minimal variation in the scores of extroverted students. These values suggested that most students in this group consistently achieved scores in the upper-middle range, and none of them had performed below the passing or acceptable threshold. Their total cumulative score of 1,609 across 23 students also reflected a higher overall speaking proficiency output than their introverted counterparts.

This strong and consistent performance aligned with the typical characteristics of extroverted students, who were known for their



sociable, expressive, and confident nature. Their ability to engage easily in interactive environments likely contributed to their fluency, spontaneity, and willingness to take verbal risks. As explained by Carl Jung and Hans Eysenck (Saraswati et al., 2024), extroverts gained energy from social interactions and were naturally comfortable in group or verbal settings. These personality traits enhanced their proficiency in participating effectively in speaking tasks such as discussions, presentations, and role plays.

The findings were further supported by the Myers-Briggs theory (Shehni & Khezrab, 2020), which classified extroverts as learners who preferred direct involvement and external stimulation. This made them more adaptive in communicative learning environments. Similarly, Dornyei (Shehni & Khezrab, 2020) emphasized that extroverted students tended to enjoy interactive classroom activities, such as group projects and verbal exercises, where immediate engagement and response were required.

Observations during the speaking assessments also confirmed that extroverted students displayed confidence, stronger verbal fluency, and spontaneous communication. They were less afraid of making mistakes and more willing to speak out, even in challenging contexts. These traits supported their success in high-stakes speaking situations, including oral presentations, debates, and group discussions.

In summary, the extroverted students in this study exhibited not only higher speaking proficiency but also more consistent performance. Their personality traits contributed significantly to their speaking success, as reflected in both the statistical results and the theoretical frameworks that supported extroverted behavior in language learning contexts.

**c. Speaking Skill Proficiency and Personality Interaction**

The results of this study showed that a student's speaking proficiency was not exclusively influenced by their extroverted or introverted personality. Because of their innate propensity for verbal communication, extroverted students often scored higher, but introverted students were able to thrive under specific teaching circumstances. This research supported an interactionist viewpoint and cast doubt on the static interpretation of personality effects.

A more thorough understanding of the performance distribution across all participants could be gained from the descriptive statistics of the overall speaking proficiency. With a mean score of 72.95, students generally demonstrated a moderate to high degree of speaking proficiency. At least half of the students performed better than average, as indicated by the median score of 78.00, which was higher than the mean and pulled the central tendency upward. Additionally, the mode

was 82, suggesting that a significant portion of students performed well in speaking and received high ratings.

The standard deviation, however, was 12.910, indicating a comparatively large degree of variation in the 42 participants' speaking proficiency. The 52-point scale, which ranged from a minimum of 45 to a maximum of 97, demonstrated how greatly the students' speaking proficiency varied. This broad range represented the various degrees of self-assurance, fluency, and communication skills that individuals possessed, which were partly explained by their personality types and the degree of assistance they received in educational settings.

According to this interactionist perspective, speaking proficiency was influenced by personality traits in relation to instructional and contextual support. For example, in structured interviews or individual presentations, introverted students might have performed on par with extroverted students. As a result, this research presented a novel theoretical idea: the development of speaking skills could be best understood as a dynamic interaction between classroom environment and personality factors.

This had important ramifications for language teaching. Teachers were urged to provide well-rounded speaking exercises that appealed to both introverted and extroverted students. While planned role plays, guided storytelling, and contemplative speaking might have helped

introverted students, group discussions, debates, and spontaneous projects could have supported extroverted students. In the end, identifying the personality types of students could have resulted in more inclusive and successful language teaching methods.

However, there were still limitations. The study's sample size of 42 students from a single cohort—the majority of whom were female—might have limited the generalizability of the results. Furthermore, other factors that potentially affected speaking proficiency, such as motivation, language anxiety, and previous exposure to English, were not taken into account in this study.

## **2. The Significant Difference in Students' Speaking Skill Proficiency Based on Their Dominant Personality Type (Extrovert or Introvert)**

The second research question examined whether students with extroverted and introverted personality types differed statistically significantly in their speaking skill performance. The p-value of 0.000, which was far below the alpha criterion of 0.05, was obtained from hypothesis testing using Welch's t-test. This finding disproved the null hypothesis and demonstrated that there was a statistically significant difference between extroverted and introverted students' speaking proficiency.

This result was consistent with the theoretical frameworks developed by Eysenck and Myers-Briggs in (Shehni & Khezrab, 2020), which implied

that, because of their social inclinations and spontaneity, extroverted individuals were better at verbal communication. (Liu, 2023) affirmed this by pointing out that introverted students performed better on tasks requiring precision and planning, whereas extroverted students were best suited to activities that emphasized fluency and spontaneous exchange.

In this study, speaking activities yielded an average score of 78.83 for extroverted students and 66.58 for introverted students. This outcome aligned with the conclusions of (Jajang Setiawan, 2022) and (Anggraeni et al., 2022), who found that speaking activities tended to yield higher scores for extroverted students than for introverted ones. However, it was important to note that some introverted students in this study achieved scores comparable to those of extroverted students, particularly in environments that reduced performance anxiety.

The study challenged the dichotomous view that extroverts were naturally better speakers. Instead, it encouraged a more nuanced understanding of how context and personality interacted. The theoretical implication was the need to revise traditional personality-performance models. According to the proposed interactionist perspective, environmental factors such as task structure, classroom dynamics, and instructional techniques modified the influence of personality traits rather than allowing them to function independently.

Practically, this required English language teachers to develop a variety of teaching strategies. Activities that encouraged both accuracy and fluency needed to be incorporated into lessons. This could have involved group discussions, role-playing, and debates for extroverted students. Meanwhile, techniques such as oral diaries, peer interviews, or one-on-one speaking assessments might have been more appropriate for introverted students. To ensure fair evaluation, assessment strategies also needed to be inclusive and reflect a wide range of personality-based strengths.

Despite its compelling statistical results, the study acknowledged several limitations. The research involved a modest sample size and was conducted at a single institution. Moreover, it lacked an in-depth analysis of other influential factors such as motivation, classroom climate, and gender distribution. To develop a deeper understanding of how personality influenced language learning outcomes, future research was encouraged to conduct longitudinal studies with larger, more diverse populations and to incorporate additional psychological variables such as anxiety and self-esteem.