

# The Comparison of the Self-Concept between Introvert and Extrovert Students in Improving Speaking Skills

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## ABSTRACT

This study examines students' speaking skills based on two psychological factors – self-concept and personality. Grounded in psychology's fundamental theories of the academic self-concept model (Shavelson & Bolus, 1982) and personality in second language learning (Dörnyei, 2005), the author investigates introvert and extrovert students' speaking skills examined from their personality and self-concepts. The current quantitative research is conducted to address three main problems: (1) whether there is a significant difference between an introvert and extrovert students' speaking skills; (2) whether there is a significant difference between extrovert and introvert students' self-concepts in their speaking skills; and (3) whether there is an interaction between self-concept and personality toward speaking skills. It is predicted that both personality and self-concept contribute to speaking achievement. Thus, both are expected to show an interaction toward the result of speaking. The study is implemented in SMA Negeri 14 Semarang assessing 39 tenth graders' English-speaking ability with four learning sessions of preparation before the speaking test. Initially, the participants filled in two reliable questionnaires: ASDQ II (Marsh, 1992) to reveal the students' academic self-concepts, particularly in English subjects, and McCroskey Introversion Scale (McCroskey, 1997) to identify the students' personality preferences. Statistical calculation processes the descriptive and inferential data using two-way ANOVA and T-tests to solve the mentioned predictions. The aftermath indicates no significant difference in

students' speaking mean scores based on personality preferences. It shows that the value obtained for personality effect on speaking skill is 0.271, more than 0.05.

Additionally, there is no interaction between personality and self-concept towards the speaking skills in which data obtained 0.538, which is also more than 0.05. The heavy influence roots in the students' self-concept toward their English-speaking ability significantly affected their speaking ability. The data shows 0.000 significance which is less than 0.05. This implies that the higher the self-concept, the higher the speaking score is. Further data also confirms that introverts' English-speaking scores outweigh extroverts' high and low self-concepts. Though many studies and assumptions regard personality as an essential factor influencing students' language learning, this study has revealed that extrovert and introvert learners have the same chance of progressing their speaking performance despite individual differences. The conclusion is heavily inferred from accepting the second central hypothesis, which reveals that students' self-concept significantly influences their speaking skills, not personality. This helps students turn their self-concept into a more positive self-evaluation toward enhancing their speaking ability.

**Keywords:** self-concept, introversion, extraversion, speaking skills, psychological factors

## INTRODUCTION

Teaching Indonesian learners English as a foreign language appears challenging since

English has been included in the national curriculum in Indonesia for the last few decades. Learning English as a foreign language is critical for authentic communication between people, languages, and cultures (Piechurska-Kuciel, 2011, p. 238). Speaking is a considerable principle for improvement among the four skills offered in foreign language learning, yet its learning process requires students' vigorous efforts to speak fluently (Hosni, 2014; Tsiplakides & Keramida, 2009). This is not surprising, however, that English speaking skills in many Indonesian teaching and learning contexts have transgressed the standard level of complexity. Gardner (2005) asserts that foreign language development presumably results from the need to acquaint with the target language community or culture. The various aspects of culture, community, and language in foreign language learning may impair a person's self-concept shaped by the first language culture (Piechurska-Kuciel, 2011, p. 239).

In many cases, Indonesian students, who learn English as a foreign language, still need to meet adequate exposure to the knowledge of the target language community and culture. It may also be because learning a foreign language appears to be situating heavy requirements on the students' cognition and memory (Mystkowska-Wiertelak & Pietrzykowska, 2011, p. 252), brings more difficulties in producing the foreign language orally. It becomes even more distressing because the development of speaking fluency seems to increase through an extensive and prolonged learning process that requires greater exposure (Hosni, 2014). It is what a student as a person thinks or believes about English that either progresses or stagnates their aptitude through English performance. Therefore, EFL students, just like children learning a new language, should be given more exposure to using the language to receive inputs (Suwandi, 2010), thus improving their English language and increasing their perceptions of their ability.

Therefore, the present study will focus on improving speaking performance by looking at and analyzing high and low self-concepts. It is crucial to understand how the psychological and educational interconnection affects the success of teaching and learning experiences that significantly contributes to the life of students. As student-centered learning is becoming prominent nowadays, it is also the teachers' responsibility to recognize the students' different personality characteristics and provide them with the proper treatment to assist their learning in developing their self-concept toward English. It is necessary for an English as a foreign language teacher to determine the focus of topics and practice selecting a particular language textbook that may be suitable for reaching the aforementioned goals (Derenowski, 2011, p. 274). The right materials with the most appropriate teaching strategies to accommodate personality and language ability give access to fulfilling individuals' cognition and self-development to help them become full-functioning people in their future lives. Social speaking skill is paramount to broader communicative purposes. Teachers, who play the role of one of the significant others, must step in to help students to experience successful, or at least progressive learning, speaking performance in the classroom because it is evident that self-concept may be strongly affected by the level of significant others, acceptance (Sanchez & Roda, 2004) and various supportive attitudes which can influence the student's performance (Pratama, 2012). This means that the English self-concept may be in an initial stage and impact teaching and learning; consequently, once the self-concept is formed, it determines the next level of academic performance. The higher the self-concept level, the higher the level of effective performance and competence to the extent that students may accomplish a task (Talebzadeh & Gholami, 2015; Awan et al., 2011; Sanchez & Roda, 2004). This causal relationship between self-concept and

academic performance should maintain a high level of both domains to improve students' speaking ability in English gradually.

After pinpointing the impact of the causal ordering of self-concept and speaking performance, a big question arises whether students' personality announces another implication for different levels of the two. Mystkowska-Wiertelak & Pietrzykowska (2011, p.252) state that learning a foreign language entails affecting the student's dimension by reframing the essentials of one's identity. It is fundamental to look deeply through individual characterization and differences where each division's self-concept and speaking performance level may differ. With how extrovert and introvert students see the world differently, it may be possible that the way they perceive their English ability and speaking skills is distinctive. To sustain students' learning retention in improving speaking skills, English learning requires behavioral, cognitive, and affective components to urge students' active involvement and emotional quality during activities (Dincer, 2019). It is also teachers' operational preparative planning or strategies to involve students of extraversion and introversion preference to feel convenient learning English, albeit with personality differences. The chance to express ideas and opinions should be equally provided to maintain the students' positive emotions, so the favor of extroversion/introversion preference is considered. Evidently, in learning a second/foreign language, students should experience low stress, physical comfort (Nation & Newton, 2009, p.22), and a supportive atmosphere in using the language without facing too much constraint (Willis, 1996, p.7). Students need chances to express their thoughts without penalties while learning to interact. It is crucial to take the interactional activities as critical processes during which teaching and learning can help students communicate well (Fitriati et al., 2020) and improve their speaking skills through their respective personalities.

Dörnyei (2005) notes that the home for the ideal or desired concept of being a proficient language speaker is the student's personality. As self-concept and English-speaking skills relatively exist within each student's development, the extroversion/introversion preferences may lead to a divergent level of self-concept that affects their speaking skill. Thus, it is worth knowing how the degree of self-concept in speaking skills for both personalities is similar and differs when learning English as a foreign language. Although some students innately possess speaking skills and can naturally use language in convenient manners, all develop the skills through the most suitable learning techniques and teachers' strategies to progress their oral linguistic competence. Speaking activities must be appropriate for all language learners in foreign language learning to achieve better outcomes. The positivity helps students negotiate with life experiences through advanced speaking skills occasionally.

The research topic of the present study responds to the previous studies' recommendations that call for future research. Sikhwari (2014) states the need to investigate the relationship between self-concept and achievement in specific academic subjects. Similarly, Talebzadeh & Gholami (2015) recommends individual differences added to the relationship between self-concept and achievement to increase teachers' and learners' awareness of the issue and make a difference in students' language development. At the same time, Er (2012) suggests clarification in specific subareas of the academic subject. He proposes that future research may find the correlation between foreign language self-concept and students' listening, speaking, and writing achievement.

One personality preference appears in previous research, signifying the inconsistency of the same oral proficiency context findings. Whether introvert or extrovert possesses better speaking performance then still requires further in-

depth investigation that future researchers should consider and include the maturity level of personality as a parameter because it may be one of the factors of the erratic results. This notion is also viewed by Sharp (2008), who adds some variability of proficiency scores, strategy use, and motivational and situational factors to become the additional standards for investigating the relationship between personality and language learning. Reacting to this call, the present author opines that English self-concept, personality, and speaking performance are relevant as students' self-concept and English-speaking skills are ultimate in education. The self-concept variable will clarify whether its relationship with personality greatly influences students' speaking skills. The result of this study may also imply several pedagogical benefits for English language learning precisely and for academic learning in general.

## **LITERATURE REVIEW**

### ***The relationship between English self-concept, EFL performances, and learning strategies***

Among previous studies that contribute fundamental ideas on the self-concept and performances are those research investigating the relationship between the self-concept and psychological patterns such as gender and grades (Alrajhi et al., 2019), motivation (Sikhwari, 2014; Liu, 2010), and engagement (Schnitzel et al., 2020), and other pedagogical variables such as FL learning motivation, and willingness (Péter-Szarka, 2012; Piechurska-Kuciel, 2011; Mystkowska-Wiertelak & Pietrzykowska, 2011) as well as academic achievement (Schnitzel et al., 2020; Othman & Leng, 2011). There are similar results in some studies that agree with the significant correlation between self-concept or self-perception, as Piechurska-Kuciel calls it, and other critical components such as students' achievement, engagement, motivation, and willingness to communicate (Schnitzel et al., 2020; Sikhwari, 2014;

Piechurska-Kuciel, 2011). Sikhwari (2014), in the research investigating the relationship between motivation, self-concept, and academic achievement based on gender difference in South Africa, whose results show a significant correlation between achievement and self-concept and between achievement and motivation. This result is aligned with those belonging to Liu (2010) and Péter-Szarka (2012), who show that the correlations between overall academic self-concept and motivation scores are high and significant. Their findings support that self-concept is an important determinant of students' academic performance. Although it is not mentioned or explicitly investigated in the two studies, there is an expectation stated that a high correlation between motivation and self-concept hopefully leads to better learning outcomes (Liu, 2010) and better marks which are predicted by the factors related to both school and language motivation (Péter-Szarka, 2012). Aligned with the above ideas, the other reports show that cognitive engagement and joyful learning experiences are likely to occur when students have higher perceptions of their abilities (Schnitzel et al., 2020), wherein motivation supports such perceptions of self to increase the student's engagement (Sikhwari, 2014). In communicative situations, as in foreign language learning, higher self-perception or self-concept allow students to confront interlocutors with self-confidence showing a higher willingness to communicate, reducing anxiety (Piechurska-Kuciel, 2011). Thus, all the notions from previous studies above can conclude that self-concept, about its psychological elements, brings emotional security to students' learning in achieving academic goals. However, such satisfying results are then reduced to the level where the relationship and correlation between academic self-concept and achievement success are found to be weak in the studies of Othman and Leng (2011) and Mystkowska-Wiertelak and Pietrzykowska (2011). The two pieces of research mention that there are contributing factors in the

weak correlation between the two variables based on the mediated learning behaviors. Othman and Leng (2011) report that 54.6% of Malaysians who live in urban areas must work for full-time employment and leave their children below 15 years old unattended nowadays. Limited parents' involvement in guiding their children at home goes them for independent learning, which may give them less opportunity to gain emotional support to increase their self-concept. While Mystkowska-Wiertelak & Pietrzykowska (2011) state that there is a weak correlation because the participants in the study do not represent their desired L2 self to a clear and precise future image. In other words, they fail to see the relationship between their learning behaviors, future careers, and immediate goals.

In contradiction to the research that mentioned a positive correlation between academic achievement and the level of self-concept, Arnaiz and Guillen's (2012) study investigating the relationship between self-concept and foreign language achievement would disagree with such results after gaining counterevidence through timely investigation. Surprisingly, they find out that students at a higher level of achievement have lower academic and global self-concept levels. The argument based on their research is that students with high levels of self-concept experience higher anxiety when communicating in foreign languages because of their sensitivity to differences between real messages and thoughts transmission. They have a more vital awareness of limitations and language errors. Thus the self-concept levels and marks do not differ significantly. Some recent researchers constrict the idea of academic self-concept and academic achievement into English language learning specified skills and other definite constructs. Inquiring about these specifications has become more relevant to discern new perspectives in developing EFL learning. The subsequent research identifies a combination of English self-concept and achievement with other variables such as

language learning strategies, teaching approach, and learning technique. Liu and Chang (2013), in their research investigating language learning strategy use among EFL university students, also found the overall strategy use that is highly related to the student's academic self-concept. They conclude that two academic self-components, self-confidence and effort, are affected by students' learning strategies. The results establish that students with better positive academic self-concepts had higher strategy use in the language learning process. Among the categories, metacognitive and cognitive plans consistently correlate with the academic self-concept. Therefore, the researchers promote language instructors these strategies to consolidate students' academic self-concept. This result is analogous to Du (2012), whose study concludes that specific academic self-concept of English self-concept, English speaking self-concept, and English pronunciation self-concept highly correlates with the cognitive strategy. Du (2012) implies from the research result that language instructors may attempt to insert the language learning strategies that connect with English self-concept into language instruction to impact their performance.

As the two studies imply developing English performance after finding the correlation between English self-concept and learning strategies, other researchers approve of that implication through their actual studies of proving the correlation between English self-concept and English performance (Talebzadeh & Gholami, 2015; Wang, 2013; Tang et al., 2013; Liu, 2009). Their similar studies have concluded a high correlation between English self-concept and English achievement. Furthermore, it is also evident in specific research that the English pronunciation self-concept correlated significantly to the global English self-concept, which relatively leads to a high correlation to English performance (Talebzadeh & Gholami, 2015; Tang et al., 2013). However, the high positive results contradict Er's study (2012), which finds no

correlation between foreign language self-concept and reading comprehension test achievement. Er's other analysis with the associates (2012) showed that the active learning approach only resulted in higher reading comprehension achievement but did not affect the students' foreign language self-concept. In other words, the active learning approach can be analyzed as an interceding factor that may influence the subsequent achievement bridging between English self-concept and English achievement. This similar finding is also evident in another research by Mardiningrum (2019), who uses drama club as a mediating technique to strengthen students' self-concepts. The club is believed to provide students with social learning situations where they can compare themselves with other English speakers (learners) and then self-evaluate their performances based on the comparison and feedback from others. Again, the drama club intercedes between English self-concept and achievement due to its function as a mediator that may result in negative or positive performances.

### ***Extroversion/introversion and foreign language learning***

Many believe that personality takes language learning and its proficiency improvement into account. The relationship between the two has been given sporadic (Kayaoğlu, 2013) or even neglected (Biedron, 2011) attention in the last ten years and yet has been explored progressively recently (Shehni & Khezrab, 2020). The increasing need to investigate the relationship between personality and language learning performance denotes how crucial personality is, as a variable, to predict second/foreign language learning and aptitude. Some prove a significant relationship between personality and language learning in strategies or proficiencies (Shehni & Khezrab, 2020; Obralic & Mulalic, 2017; Lestari, 2015; Kayaoğlu, 2013; Alavinia & Sameei, 2012). The strong relationship between the two

variables is reduced to a weak role that personality traits can predict foreign language aptitude, confirmed in research by Biedron (2011). Meanwhile, other counterevidences also reveal that some studies fail to find the direct relationship between learning strategies, personality, and second language learning (Samand et al., 2019; Winarsih, 2019; Chen et al., 2015; Sharp, 2008). Empirically, these studies report inconsistent and distinct data. Despite the controversy of this noncognitive variable to language learning, Biedron (2011) cites that many contemporary second language researchers agree that both affective and cognitive factors are related to language learning and predict its success (Dörnyei, 2010; Hu & Reiterer, 2009; Griffiths, 2008; Dewaele et al., 2008; Laever et al., 2005; Dörnyei, 2005; Ehrman, 2008; Ehrman & Oxford, 1995).

Personality, theoretically, constitutes particular traits justifying the above notions as constructed distinctively by Jung (1921), Eysenck & Eysenck (1975), Costa and McCrae (1992), and Myers and Myers (1995). Jung (1921) presents two personality dichotomies, generally extroversion and introversion, which Myers-Briggs later develops into several more divisions. The two personality types make the primary notion of how individuals are differentiated. In comparison, Eysenck & Eysenck (1975) classify personality traits into three temperaments: psychoticism, extraversion (extroversion), and neuroticism. Costa and McCrae (1992) construct the Big Five Factors of personality traits, which also describe extraversion (extroversion) and neuroticism with agreeableness, openness to experiences, and conscientiousness. These four theories are reliable and used by numerous psychology and second language education researchers. Some studies relate language learning and aptitude to openness to experiences as one primary factor in improving oral proficiency (Obralic & Mulalic, 2017; Biedron, 2011), while many relate it with extraversion (Emirza & Sahril, 2021; Shehni & Khezrab,

2020; Samand et al., 2019; Winarsih, 2019; Chen et al., 2015; Hakim, 2015; Lestari, 2015; Alavinia & Sameei, 2012; Condon & Ruth-Sahd, 2013; Kayaoğlu, 2013; Marashi & Dibah, 2013; Sharp, 2008). It indicates that extroversion and introversion are essential in second/foreign language learning.

Introversion and extroversion are two traits of personality mainly known in general. Due to the opposing characteristics of the two traits, introvert and extrovert students in foreign language classes often perceive distinct appraisals upon their speaking ability. Some studies report different results regarding this viewpoint. Their outgoing and interactive personalities denote the belief that extrovert students obtain better speaking scores. Asriyani et al. (2019) note a significant difference in students' speaking competence between extrovert and introvert students. They mention that the interactional effect between personality types and teaching techniques affects speaking ability.

In contrast, introverted students receive the opposite judgment that teachers or lecturers may disregard their silence and consider it problematic in improving their speaking knowledge of foreign languages. Emirza and Sahril (2021) verify the idea in their research and find out that introvert students possess practical psychological problems such as self-esteem (62% tensed and shy), motivation (77% irrational and 69% moody), and anxiety (92% depressed and 73% anxious). These psychological effects on introvert students may emerge due to pressure in presenting English material since they find speaking in public or working in a group quite frustrating (Walker, 2006).

Responding to the above findings, Brown (1991) states that it is misleading to regard extrovert students over introverted ones in language learning (as cited in Lestari, 2015). Kayaoğlu (2013) affirms a negative result regarding affective strategies; introvert and extrovert students share no statistically significant difference in terms of lowering

anxiety levels ( $Z=5.014$ ,  $p < .933$ ). Other result shows that introvert students outweigh extrovert students in terms of speaking performance regarding the use of cooperative and competitive learning, proven after gaining the mean scores (46.54) of extroverts which are lower than that (50.13) of introvert students (Samand et al., 2019). It is even confirmed in another similar study on listening comprehension that introvert subjects have better listening ability than their extrovert counterparts (Alavinia & Sameei, 2012). The counterevidences are palpable when a researcher focuses on one dominant context of the personality model. Extroverts may outweigh introverts in the amount of speech, but it does not necessarily equalize the speech amount to oral proficiency (Marashi & Dibah, 2013). A staggering result counterbalances in the personality dimensions were proven by the data of introvert students, directing to both introvert and extrovert personalities that hold a moderate effect on students' speaking performances and moderate correlation between the two variables (Lestari, 2015).

Based on previous studies, the language learning preferences of extroversion and introversion show several points which should attract teachers' or educators' attention regarding each division's study habits. Introvert students seemingly have greater sensitivity over learning phases corresponding to their affective requisites. Speaking in public requires them to elongate brain processing or internalization and adapt to the surroundings. The findings contradict extrovert students who possess quicker responses whose preferences pervade general aspects of language learning. Typical interventions and teaching techniques should provide convenience compensating for both personalities. This shows how the two dichotomies and their learning support are affected by different pedagogical methods: interactive and teacher-led (Lawrence, 2015).

Interestingly, the distinction between extroverts' and introverts' temperaments,

responses, and study habits connect with short- and long-term memory conceptualization. Long-term memory exhibits memory retention after 10-20 minutes intervals, while short-term memory is more temporary (Lieberman, 2000). Based on the literature reviewed by Simpson (2007), introverts have higher cortical arousal levels (activation of the brain's reticular formation, which increases vigilance, muscle tone, and heart rate), enhancing memory consolidation and storage abilities. Thus, the prediction that introverts adhering to long-term memory is demonstrated in retaining more information in the long-term memory system (Cox-Fuenzalida et al., 2006; Eysenck & Eysenck, 1985) consistently makes introverts' responses more stringent and cautious (Gillespie & Eysenck, 1980;). This may be related to their learning through reflections, inner editing, longer internalization, and focusing on a single task.

On the other hand, extroverts have lower cortical arousal levels and tend to have better short-term memory (Cox-Fuenzalida et al., 2006). This is denoted in the research result of Lieberman (2000), suggesting extroverts have better working memory (the part of short-term memory that allows the brain to sustain information for a short time) skills than introverts. The notion is also supported by Gillespie & Eysenck (1980) and Schmidt (2016), who report that extroverts' superiority in memory performance has relatively short retention intervals of up to several minutes and use the information to develop their thoughts. As in psychology, working memory consequently links to social activities (Lieberman, 2000); there is a clear consequence that extroverts' learning preferences on quick responding, being sociable, working with peers, and being adaptable in all learning skills and strategies are closely related to the effect of their strong working memory use.

Many people use the term 'personality' distinctively. Some use the time to value

their judgment of someone else, which brings subjectivity to opinions. However, scientists in psychology have come to light by providing a general definition of the progressive objective values of a person. Cervone & Pervin (2013) find out that many psychologists define personality generally on psychological qualities of individuals that reveal their distinctive patterns of feelings, thoughts, and behaviors and the quality of enduring—being consistent across time and different situations. The definition then strongly refers to one's social behavior, emotional experience, and mental life. Although genetic factors may influence personality (Kim, 2009), some researchers also recognize that it is significantly shaped by the environment, including culture, family, social class, and peers. Therefore, these factors may determine the individual similarity and differences in some respective ways whose values compose the persons' self-concepts and life goals in developing the social life (Cervone & Pervin, 2013, p. 7-16). Individual differences have affected language studies. IDs have predicted achievement consistently in second language learning. Dörnyei (2005) convinces that individual differences, as in personality, individualize learners to the extent of their inventory of important language learning characteristics and thus differ. Concerning this personalized self-development, Dörnyei agrees that environmental influences support the general limits of inherited personality (Dörnyei, 2005, p. 4-6).

Past research has provided sufficient evidence that personality factors are heavily implicated in the learning process and second language acquisition (Dörnyei, 2005, p. 29). Individual differences are described explicitly in two contrasting traits of extroversion and introversion. The fundamental theory of extroversion and introversion by Myers & Myers (1995) have been developed and rooted in the leading underlying personality theory disclosed by Jung (1939), who primarily relates the world of the two types of personality into



two directions: the primary difference is coming from two contrast outer and inner worlds to perceive and judge - the notion support Jung's theory upon the two divisions. In the case of introversion, the individual's primary orientation is toward the self, to the inner world. At the same time, extroversion has an outward direction. The inner world is reflected through concepts and ideas, while the outer world is of objects and people. Thus, the profound reflection of introverts leads them to concentrate judgment and perceptions upon thoughts that they unconsciously become more hesitant, reflective, and cautious. This results in working out their ideas more slowly and carefully. While extroverts focus on the outside environment, extensively communicate with people, and seek opportunities to practice (Myers & Myers, 1995, p. 7), which makes extroverts to be socially engaging, active, and adventuresome (Cervone & Pervin, 2013, p. 140). Extroversion and introversion are relatively standing at different poles that educators can deliberately differ their characteristics in language learning.

The distinctive insights toward the world may impact extroverts' and introverts' preferences for language learning strategies. Dörnyei (2005) has briefly grouped specific language uses that both temperaments are likely to employ. Extrovert and introvert students' second language use and performance differ in natural aspects of speech rate, environmental conditions, and words or grammatical preferences. Dörnyei (2005, p. 27) argues that the cause of introverts' breakdown in speaking fluency is the matter of the lower capacity of short-term memory—an element in the brain's working memory system that deals with the temporary storage of information. Mitchell, Myles, and Marsden (2013) suggest that the mechanism of the working memory (WM) processes, manipulates, and maintains task-relevant information, which also includes language production, comprehension, and general learning (as cited from Miyake and Shah, 1999, p. 450). Thus, it is likely to be

pivotal in second language learning regarding understanding messages, as comprehension is necessary for language learning.

The WM function is to avoid distraction when retrieving information, known as 'inhibition,' which impacts individuals' WM capacity, proficiency, and performance. Language learners with high and low WM differ significantly. High WM learners slow down to maintain more accurate comprehension, whereas those lower WM learners only slow down under stress. Consequently, high WM learners can process native-like sentences efficiently. These WM levels have been considered to be individual differences. This theory is plausible in the sense of extroverts' and introverts' language above learning use characteristics and aligned with the previous research that reports extroverts have better working memory skills than introverts (Lieberman, 2000), which indicates extroverts have less anxiety level and responses faster under learning circumstances. However, learners with lower WM capacity can be modified with practice and training, seeing that WM capacity changes with experiences and proficiency (Mitchell, Myles, and Marsden, 2012, p. 151- 156). Thus, introverts' hesitancy in speaking performance can be overcome predominantly with practice and preparation, as early mentioned in the previous studies (Schmidt, 2016; Condon & Ruth-Sahd, 2013). In addition, Cain (2012) emphasizes that to deal with introverted students, empathy is needed to help and encourage them to face their fears, especially when speaking in public is too overwhelming for them.

The above ideas are supported by a theory from Ebbinghaus (1850 – 1909 as cited in Ormrod, 2000), who works on his concerns about the learning memory system, seemingly impacting one's short memory learning behavior upon learning performances. The main memorization he focuses on in learning development is the availability of sufficient time between

learning and attempted retrieval, material types and amount to be memorized, and learning impact from initial experience to subsequent learning experiences.

In language learning, the memory system and contiguity proposed by Ebbinghaus (as cited in Ormrod, 2000) play essential roles in producing comprehensive speech. Thus, reinforcers strengthen its production. These theories accompany the speaking learning conditions in English as a foreign language (EFL) productive skills. Reinforcing practical skills enhance students' linguistic intelligence in using words effectively to improve English speaking skills. Students, when supported with intensive guidance of language learning, are typically trained in accessing higher linguistic skills, not only mentioning those who are linguistically born smart.

## **MATERIALS & METHODS**

In this research, the author desires to know whether the two categorical variables self-concept and personality become the factors that cause EFL students' English speaking performance level predictively to follow the level of students' self-concept and personality types. Based on some previous research, there is an indication that introvert learners tend to have lower speaking ability compared to extroverts, and those with higher self-concept lead up to higher performance. Both regular examinations have been conducted separately according to each variable; thus, this research requires proving whether those results are scrupulous. The study's hypotheses are formulated as three main hypotheses to answer three research questions: (1) *Is there any significant difference between introvert and extrovert students in their speaking skills?;* (2) *Is there any significant difference between students with high and low self-concepts in their speaking skills? The second research question is then divided into four sub-questions (2.1) Is there any significant difference between the speaking ability of introvert students with low self-concepts and extrovert students*

*with low self-concepts?;* (2.2) *Is there any significant difference between the speaking ability of introverts students with high self-concepts and extrovert students with high self-concepts?;* (2.3) *Is there any significant difference between the speaking ability of introvert students with high self-concepts and introvert students with low self-concepts?;* (2.4) *Is there any significant difference between the speaking ability of extrovert students with high self-concepts and extrovert students with low self-concepts?;* (3) *Is there an interaction between the self-concepts and personality toward the speaking abilities of students?*

Causal-comparative quantitative research attempts to explain the cause-and-effect relationship with group comparison (Gay, 1996, p. 16). Since self-concept and personality are categorical variables already existing within the students' selves, they become two phenomena conditioned to be the causes. Johnson (2000) agrees that operationalized categorical variables such as personality should be studied under causal-comparative (nonexperimental quantitative) research design because the variables cannot be manipulated—causal-comparative research lacks manipulation of independent variables. Fraenkel and Wallen (1996) support that this design allows a researcher to conclude a rationale about causation. Therefore, causal-comparative quantitative research best supports the present study because this design aims to examine causality. Thus, the analysis of variance is linked to the research design (Johnson, 2000).

The summary of the quantitative data analysis uses the two-way factor ANOVA. The purposive sampling supports the present study. Thirty-nine participants participated in the experiment, including Grade 10 students in SMA Negeri 14 Semarang, Indonesia, and EFL learners in adolescence. The participants were from one class and were required to fill in the personality and self-concept questionnaires. The participants were selected by non-random assignment. The researcher

evaluated introvert and extrovert students based on the Introversion Scales measurement conducted. Each group was assigned to be treated using the same brainstorming method for planning, developing, and assessing their English-speaking skills.

### **Academic Self-Description Questionnaire II (ASDQ II)**

Academic Self-Description Questionnaire II or ASDQ II is introduced and provided by Marsh (1992) to aid the general self-concept of multidimensionality and other aspects in Shavelson et al.'s self-concept model (1976), specifically on academic subjects. Marsh emphasizes the academic self-concept in ASDQ II, focusing on 15 academic subject subscales used in grades 7 – 10. This study uses the English Language self-concept subscales from the ASDQ II to measure students' perceptions of English lessons. The students' English self-concept scores are evaluated by responses to the ASDQ II. The researcher uses the ASDQ II instrument to measure the students' subject-specific academic self-concepts in English. The relationship between academic self-concepts and academic achievement, according to Marsh (1992), may reveal convergent and discriminant validity, denoting that grades in English can highly correlate with English self-concept. ASDQ II has been prominently used in many types of research. The coefficient alpha estimates of reliability for the 15 ASDQ II scales varied from .885 to .949 (Mdn = .921) (Marsh, 1992). Thus, the researcher uses the questionnaires in confidence for their reliability. The ASDQ II questionnaire consists of six statements that students respond according to six levels of truth or falsity using a 6-point Likert scale (*false, mostly false, more false than true, more true than false, mostly true, true*) in which point 1 up to 6 increasingly construe from *false* to *true*. The second question of the six ASDQ II statements is reverse scored.

### **McCroskey Introversion Scale**

Before filling out other questionnaires, McCroskey Introversion Scale (1997) will measure students' personalities at the initial stage. The questionnaire items were developed from Eysenck's (1970, 1971) work. The instrument provides two scores: introversion and neuroticism. Both have been tested and yielded good alpha reliability estimates above 0.80 for the introversion scale. This instrument's performance is reliable and can be confidently employed (McCroskey, 1997). Therefore, the present study uses the introversion scales to analyze introversion and extroversion from the students' responses to 18 questions. Student selection for each preference is based on the measuring results that show introvert and extrovert levels.

The McCroskey Introversion Scale questionnaire consists of six statements that students require to respond according to three levels of agreement or disagreement using a 3-point Likert scale (*disagree, neutral, agree*) in which points 1 up to 3 increasingly construe from *unlikeliness* to *likeliness*. In determining the score of introversion and extroversion, the calculation of this questionnaire type must considerably need careful attention. First, items 1 and 4 are added. Second, another addition was calculated on items 2, 5, 7, 8, 10, 11, 13, 14, 16, and 18. Lastly, 40 is added to the total of Step 1 and then subtracted from the sum of Step 2. Other excluded items are not used in the computation. The expected score should reach between 12 and 36. A score above 28 describes a highly introvert individual, while a score below 20 shows vice versa (is quite extrovert) (McCroskey, 1997).

### **Need analysis and speaking test.**

Initially, the researcher showed students five topics with different difficulty levels: (1) describing people, (2) future plans and intentions, (3) giving directions, (4) making suggestions, and (5) agreeing and disagreeing. Option one is chosen chiefly

based on 39 students' choices (38 out of 39). This significantly means that the first topic is the most familiar, and the difficulty level suits their ability. Similarly, as Brown (2001, p. 409) states, when students know how to tackle a test, the test is valid. Thus, this has adhered to face validity. The speaking test consists of guided questions to help them construct ideas; *Who is the person you want to describe?; Where does he/she live?; What does she/he look like?; How old is she/he?; What does she/he like to do?; What good quality does she/he have as a person?; Why is she/he special to you?; What do you love about her/him?*

Students' speaking skills are assessed once through extensive (monologue) speaking tests. The researcher conducts a speaking test after gaining four learning sessions to strengthen students' knowledge of the chosen topic. The administration of the speaking test takes several procedures of the scoring system. The speaking test involves one-on-one interaction between the student and a test rater. The tests are conducted face-to-face and last approximately 2-3 minutes. All the tests are subject to video recording. One other test rater is assigned only to evaluate each student's performance based on the recordings. Students' speaking performance is assessed based on categorizing pronunciation, vocabulary, grammar, and fluency (Brown, 2004).

## RESULT

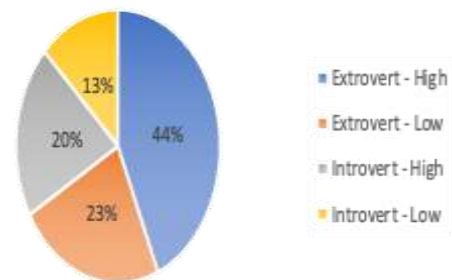
This study compares students' speaking skills based on their personality and self-concept.

Table 1 Quantity of participants

		Value Label	N
Personality	1	Extrovert	26
	2	Introvert	13
Self-Concept	1	High	25
	2	Low	14

It can be seen that based on their personalities, there are 26 extrovert students and 13 introvert students. Of the 39 students, 25 have high self-concepts, and 14 have low self-concepts.

Figure 1 Percentage of participants



The results of the questionnaire show that there are 17 extrovert students with high self-concepts (44%), 9 extrovert students with low self-concepts (23%), 8 introvert students with high self-concept (20%), and five introvert students with low self-concept (13%).

Figure 2 Comparison of speaking mean score

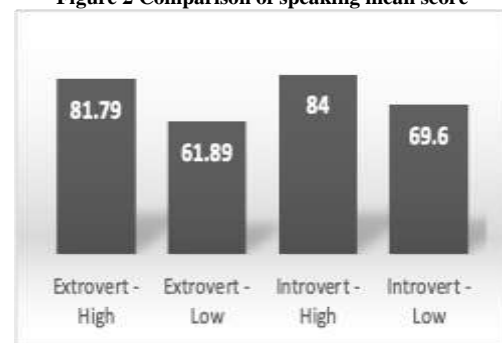


Figure 2 shows that extroverts with high self-concepts and introverts with high self-concepts receive more than 80 points as their speaking score. While students with low self-concept, both extroverts, and introverts, get less than 70 points. It means personality gives no contribution to students' speaking, while self-concept does. Students with high self-concepts tend to have better speaking skills than those with low self-concepts. Additionally, introvert students with high and low self-concepts outweigh their speaking mean scores compared to extrovert students. High self-concept introverts elicit 84 compared to high self-concept extroverts' mean score of 81.79.

Similarly, low self-concept introverts elicit 69.6, higher than low self-concept extroverts' mean score of 61.89. This is evidence that introversion's personality does

not contribute to lacking speaking ability. Surprisingly, introversion outweighs extroversion in speaking performance (Samand et al., 2019). Further discussion details will be depicted in each research problem and its supporting data below.

**Table 2 Inferential statistics**

Personality	Self-Concept	Mean	Std. Deviation	N
Extrovert	High	81.794	14.9949	17
	Low	61.889	10.2341	9
	Total	74.904	16.4524	26
Introvert	High	84.000	12.0594	8
	Low	69.600	4.9422	5
	Total	78.462	12.0890	13
Total	High	82.500	13.9074	25
	Low	64.643	9.3097	14
	Total	76.090	15.0704	39

Table 2 illustrates that in both personality types, their speaking score is high when the self-concept is high. The mean score of

extrovert students with high self-concepts is 81.8, and the mean score of introvert students with high self-concepts is 84. While their speaking score is lower when their self-concept is low, as shown in the table, the mean score is 61.9 for extroverts and 69.6 for introverts.

**H<sub>a</sub><sup>1</sup>: There is a significant difference between extrovert and introvert students' speaking skills.**

Based on the result of the present study, speaking skill is similar between extrovert and introvert students. The result presented in Table 3 below gives evidence of the existence of significant differences between extrovert and introvert students' speaking skills.

**Table 3 Group Statistics**

	Group	N	Mean	SD	SE	Coefficient of variation
Speaking Test	Extrovert	26	74.904	16.452	3.227	0.220
	Introvert	13	78.462	12.089	3.353	0.154

The table above shows that extrovert students' speaking score is lower than introvert students, from 74.90 to 78.46. Both means of speaking scores show only a 4.958 difference.

**Table 4 Students' Speaking Score based on Personality**

(I) Personality		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Extrovert	Introvert	-4.958	4.430	.271	-13.952	4.035
Introvert	Extrovert	4.958	4.430	.271	-4.035	13.952

The result can be recognized from the column of 'Sig.' of Table 4, which shows that the value obtained is 0.271. Because it is more than 0.05, the alternative hypothesis (H<sub>a</sub><sup>1</sup>) is rejected. In other words, there is no

significant difference between extrovert and introvert students' speaking skills. From the result, the researcher finds that personality does not significantly impact students' speaking skills.

**Table 5 Independent Samples t-Test**

	t	df	p	Cohen's d	SE Cohen's d
Speaking Test	-0.690	37	0.494	-0.234	0.341

Note. Students' t-test.

This is also proven by the effect size in the above table, which shows only -0.234. This means personality has minimal effect on the students' speaking scores.

There is evidence that some introvert students are quite proficient in speaking English. Overall, extrovert students' speaking mean score is lower than introvert students, from 74.90 to 78.46. Both means

of speaking scores show only a 4.958 difference. This difference is not significant.

**H<sub>a</sub><sup>2</sup>: There is a significant difference between students with high and low self-concepts in their speaking skills.**

The second hypothesis (H<sub>a</sub><sup>2</sup>) states that there is a significant difference between students with high and low self-concepts in their

speaking skills. The result is provided in Table 6.

Table 6 Students' Speaking Scores based on Self-concept

(I) Self-Concept		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
High	Low	17.153*	4.430	.000	8.159	26.146
Low	High	-17.153*	4.430	.000	-26.146	-8.159

As shown in Table 6, the significance obtained is .000. Since the score is less than 0.05,  $H_a^2$  is accepted. The researcher finds that the speaking skills of students with high self-concepts and those with low self-concepts are significantly different.

Table 7 Group Statistics

	Group	N	Mean	SD	SE	Coefficient of variation
Speaking Test	High	25	82.500	13.907	2.781	0.169
	Low	14	64.643	9.310	2.488	0.144

This is proven from the speaking mean score data above that shows students with high self-concepts obtain 82.50 while those with low self-concepts obtain 64.64 in their mean speaking scores. The mean difference is 17.153 to prove its significance.

Table 8 Independent Samples T-test

	t	df	p	Cohen's d	SE Cohen's d
Speaking Test	4.284	37	< .001	1.430	0.390

Note. Students' t-test.

The independent sample t-test above shows an effect size of 1.430. This value defines a relatively high effect of the self-concepts influencing the students' speaking scores. Thus, self-concept is proven to contribute highly to students' speaking skills. The higher the self-concept is, the better the speaking skill is.

**$H_a^3$ : There is a significant difference between the speaking ability of introvert students with low self-concepts and extrovert students with low self-concepts**

The third hypothesis ( $H_a^3$ ) states that there is a significant difference between extrovert and introvert students with low self-concepts in their speaking skills. The result is provided in Table 9 below.

Table 9 Group Statistics

	Self concepts	N	Mean	Std. Deviation	Std. Error Mean
Speaking_scores	Extrovert Low	9	61.8889	10.23407	3.41136
	Introvert Low	5	69.6000	4.94217	2.21020

Extrovert students with low self-concepts gain 61.89 in speaking mean scores, while introvert students with low self-concepts gain 69.60. There is only a slight difference in their scores. However, introvert students with low self-concepts outweigh the extrovert students with low self-concepts.

Table 10 Independent Samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	Significance				Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				t	df	One-Sided p	Two-Sided p			Lower	Upper
Speaking_Score	Equal variances assumed	2.163	.167	-1.566	12	.072	.143	-7.711	4.925	-18.442	3.020
	Equal variances not assumed			-1.897	11.924	.041	.082	-7.711	4.065	-16.574	1.152

The significance obtained, as shown in Table 10, is 0.143. Since the score is more than 0.05, so  $H_a^3$  is rejected. It means that the linguistic skill of extrovert and introvert students with low self-concept is similar.

	Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
			Lower	Upper
Cohen's d	8.82982	-.873	-2.003	.290

a. The denominator used in estimating the effect sizes.  
Cohen's d uses the pooled standard deviation.

The independent sample t-test above shows an effect size of -.873. It significantly affects the speaking scores between introvert students with low self-concepts and extrovert students with low self-concepts, even though the two groups are statistically not significantly different. The speaking scores variance of extrovert students with low self-concepts are more varied than that of introvert students with low self-concepts. This can be seen from the standard deviation value of 10.23407 for extrovert students with low self-concepts and 4.94217 for introvert students with low self-concepts. This means extrovert students with low self-concepts have more varied scores than introvert students with low self-concepts. It means the speaking scores of

introvert students with low self-concepts are more stable than the extroverts. When introvert students possess low self-concepts, it will not influence their speaking scores too low. It is proven that the lowest score of an introvert student reaches 64.50, while an extrovert student with the lowest self-concept reaches 46.

***H<sub>a</sub><sup>4</sup>: There is a significant difference between the speaking ability of introvert students with high self-concepts and extrovert students with high self-concepts.***

The fourth hypothesis ( $H_a^4$ ) states that there is a significant difference between extrovert and introvert students with high self-concepts in their speaking skills. The result is provided in Table 12.

	Self concepts	N	Mean	Std. Deviation	Std. Error Mean
Speaking_scores	Extrovert High	17	81.7941	14.99485	3.63679
	Introvert High	8	84.0000	12.05938	4.26363

The mean score of extroverts with high self-concepts reaches 81.794, and introvert students with high self-concepts 84.00, with a 2.2059 mean difference for both groups. Here, introvert students with high self-concept speaking scores also outweigh the extrovert students with high self-concepts.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Speaking_Score	Equal variances assumed	.806	.379	-.363	23	.360	.720	-2.206	6.07362	-14.770	10.358
	Equal variances not assumed			-.394	16.963	.349	.699	-2.206	5.604	-14.031	9.620

The significance obtained, as shown in Table 13, is 0.720. Since the score is more than 0.05, so  $H_a^4$  is rejected. It means that the speaking skill of extrovert and introvert students with high self-concept is similar.

	Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
			Lower	Upper
Cohen's d	14.16599	-.156	-.996	.687

a. The denominator used in estimating the effect sizes.  
Cohen's d uses the pooled standard deviation.

The independent sample t-test above shows an effect size of -.156. This value defines the small effect of the self-concepts influencing the speaking score of extrovert and introverted students with high self-concepts.

***H<sub>a</sub><sup>5</sup>: There is a significant difference between the speaking ability of introvert students with high self-concepts and introvert students with low self-concepts***

The fifth hypothesis (H<sub>a</sub><sup>5</sup>) states that there is a significant difference between introvert students with high and low self-concepts in their speaking skills. The result is provided in Table 15.

	Self_concept	N	Mean	Std. Deviation	Std. Error Mean
Speaking_Score	Introvert_High	8	84.0000	12.05938	4.26363
	Introvert_Low	5	69.6000	4.94217	2.21020

The mean score of introverts with high and low self-concepts reaches 84, and introvert students with low self-concepts 69.60, with a 14.400 mean difference for both groups.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Speaking_Score	Equal variances assumed	2.368	.152	2.508	11	.015	.029	14.400	5.74142	1.76323	27.0368
	Equal variances not assumed			2.998	10.003	.007	.013	14.400	4.80245	3.69997	25.1000

The significance obtained, as shown in Table 16, is 0.029. Since the score is less than 0.05, so H<sub>a</sub><sup>5</sup> is accepted. It means that the speaking skill of introvert students with high self-concepts and introvert students with low self-concept is significantly different.

	Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
			Lower	Upper
Cohen's d	10.07111	1.430	.141	2.668

a. The denominator used in estimating the effect sizes.  
Cohen's d uses the pooled standard deviation.

The effect size, as shown in Table 17, is 1.430. This score means self-concept significantly impacts introvert students' speaking skills at both levels.

***H<sub>a</sub><sup>6</sup>: There is a significant difference between the speaking ability of extrovert students with high and low self-concepts***

The sixth hypothesis (H<sub>a</sub><sup>6</sup>) states that there is a significant difference between extrovert students with high and low self-concepts in their speaking skills. The result is provided in Table 18.



	Self concepts	N	Mean	Std. Deviation	Std. Error Mean
Speaking_scores	Extrovert_High	17	81.7941	14.99485	3.63679
	Extrovert_Low	9	61.8889	10.23407	3.41136

The mean score of extrovert students with high and low self-concepts reaches 81.79 and 61.89, with a 19.9052 mean difference for both groups.

		Levene's Test for Equality of Variances		t-test for Equality of Means		Significance		Mean Difference		95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p		Std. Error Difference	Lower	Upper
Speaking_Score	Equal variances assumed	1.801	.192	3.552	24	<.001	.002	19.90523	5.60406	8.33902	31.47144
	Equal variances not assumed			3.992	22.188	<.001	<.001	19.90523	4.98634	9.56928	30.24118

The significance obtained, as shown in Table 19, is 0.002. Since the score is less than 0.05,  $H_a^6$  is accepted. The researcher finds that the speaking ability of extrovert students with high and low self-concepts is significantly different.

	Standardizer <sup>a</sup>	Point Estimate	95% Confidence Interval	
			Lower	Upper
Cohen's d	13.59445	1.464	.545	2.359

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation.

The effect size, as shown in Table 20, is 1.464. This score means self-concept also significantly impacts extrovert students' speaking skills at both levels.

The last step taken by the researcher is to test the previous hypothesis ( $H_a^7$ ) to see if there is an interaction between personality and self-concept in students' speaking skills. The obtained value is presented in Table 9.

***H<sub>a</sub><sup>7</sup>: There is interaction between self-concept and personality in influencing students' speaking ability***

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3079.318 <sup>a</sup>	3	1026.439	6.472	.001
Intercept	178563.347	1	178563.347	1125.848	.000
Personality	198.707	1	198.707	1.253	.271
Self-Concept	2377.786	1	2377.786	14.992	.000
Personality * Self-Concept	61.235	1	61.235	.386	.538
Error	5551.118	35	158.603		
Total	234426.750	39			
Corrected Total	8630.436	38			

a. R Squared = .357 (Adjusted R Squared = .302)

The result can be seen in the 'Personality\*Self-Concept' line in the significance column. The score obtained is 0.538, which is more than 0.05, so the  $H_a^7$  is rejected. It means there is no interaction between personality and self-concept in students' speaking skills. The R Squared shows .357 indicates that personality and

self-concept have little impact on speaking skills.

## DISCUSSION

Based on the result of the present study, the speaking skill between extrovert and introvert students is similar. There is evidence that some introvert students are

quite proficient in speaking English. Overall, extrovert students' speaking mean score is lower than introvert students, from 74.90 to 78.46. Both means of speaking scores show only a 4.958 difference. This difference is not significant.

The **first research question** is searching for an answer comparing speaking ability based on personality: extroversion and introversion. The answer to the question consistently presents both personalities: extroversion and introversion have had no significant impact on students' speaking ability. The result aligns with the previous research conducted for 44 Senior High students in performing a role-play. The study was analyzed using a t-test and showed no significant difference between extroverts and introverts regarding speaking (Rofi'i, 2017). Another research showing the same effect was done for 63 vocational school students. It proved that there was a difference between the linguistic skill of extroverts and introverts, but it was not significant (Istigfaroh, 2021). Furthermore, another relevant research for second-semester English Department students also found that students' personality does not affect their speaking score (Oktriani et al., 2021; Nurmayasari & Rahmawati, 2016; Nurzani, 2012). Similarly, other researchers who conducted similar studies revealed that there is no significant relationship that personality traits can predict foreign language aptitude (Samand et al., 2019; Winarsih, 2019; Chen et al., 2015; Sharp, 2008) and also supported that extroverts and introverts students share no statistically significant difference in terms of lowering anxiety level (Kayaoglu, 2013).

As the first hypothesis is rejected, no differences between extrovert and introvert students' speaking skills indicate that introversion and extroversion in their uniqueness and different characteristics may contribute to different learning styles of a foreign language but do not necessarily contribute to significant skill level differentiation. Extroverts may outweigh introverts in the amount of speech, but it

does not necessarily equalize the speech amount to oral proficiency (Marashi & Dibah, 2013). A study proved that extroverts outperformed introverts because one of the characteristics shows that they are outgoing in the communication (Gustriani, 2020). However, supporting the study by Rahmadina (2011, as cited in Oktriani et al., 2021), the mean scores result in the present study proves that introverts outperform extroverts, although there is only a slight difference in their mean scores based on their level of self-concept which is not significant. This indicates that both personalities possess an equal possibility of achieving higher English-speaking proficiency.

Extroversion and introversion are relatively standing at different ends that educators can deliberately differ their language learning characteristics; many would think that both would have differences in their speaking proficiency. However, we must look through an in-depth analysis and observation of both personalities. Introverted students have greater sensitivity over learning phases corresponding to their affective requisites. Speaking in public requires elongating brain processing or internalization and adapting to their surroundings, which extroverts do not. Introverts' anxiety and shyness may not be merely appraised from their nature of being introverts. How the brain works also may contribute to how extrovert and introvert language learners gain their speaking proficiency since there is no significant difference in their speaking skills.

The psychological effects on introvert students may emerge due to pressure in presenting English material since they find speaking in public or working in a group quite frustrating (Walker, 2006). However, in the present study, introvert and extrovert students can complete their speaking tests with low to high speaking proficiency. Two reasons may have come behind this.

First, the researcher taught all the students for several meetings before their speaking test. Students received sufficient time to

brainstorm for their monologue and received some feedback and guidance from the researcher. Extrovert and introvert learners differ in how they catch information through the working memory in their brains. The previous research reports that extroverts have better working memory skills than introverts (Lieberman, 2000), indicating extroverts have less anxiety and respond faster under learning circumstances. There is a straightforward consequence that extroverts' learning preferences on quick responding, being sociable, working with peers, and being adaptable in all learning skills and strategies are closely related to the effect of their strong working memory use (Lieberman, 2000). Extrovert students possess higher working memory capacity. Thus, they can focus on the outside environment, extensively communicate with people, and seek opportunities to practice (Myers & Myers, 1995). As in psychology, working memory consequently links to social activities.

However, learners with lower working memory capacity, such as in introvert learners, may be slow responding, hesitant, reflective, and cautious (Gillespie & Eysenck, 1980). Introverts then need to work out their ideas more slowly and carefully. Introvert learners live in an inner world reflected through their concepts and ideas (Jung, 1939). Dörnyei (2005, p. 27) argues that the cause of introverts' breakdown in speaking fluency is, in fact, the matter of the lower capacity of short-term memory. The prediction of introverts adhering to long-term memory is demonstrated in retaining more information in the long-term memory system (Cox-Fuenzalida et al., 2006; Eysenck & Eysenck, 1985). This may be related to their learning through reflections, inner editing, longer internalization, and focusing on single-task (Cox-Fuenzalida et al., 2006). Therefore, guiding introvert students before the speaking test is essential to improve students' speaking skills. This is to provide early intervention and practice for developing introvert students' working

memory capacity. The working memory capacity can be modified with training, seeing that functional memory capacity changes with experience and proficiency (Mitchell, Myles, and Marsden, 2013, p. 151- 156). Thus, introverts' hesitancy in speaking performance can be overcome predominantly with practice and preparation, as early mentioned in the previous studies (Schmidt, 2016; Condon & Ruth-Sahd, 2013). As for extrovert learners, this can strengthen their ability in English speaking. The learning memory system gives impacts students' short memory learning behavior upon learning performances (Ebbinghaus, 1850 – 1909) that the practices and training students focus on in learning development provide language learners with a sufficient amount of time between learning and attempted retrieval, material types and amount to be memorized, and learning impact on from initial experience to subsequent learning experiences. Memory systems and contiguity play essential roles in producing comprehensive speech, thus reinforcing and strengthening its production.

Second, extrovert and introvert language learners are supported by two pedagogical methods – extroverts with interactive learning and introverts with a teacher-led approach (Lawrence, 2015). The researcher attempts to give specific interventions and teaching techniques that provide convenience, compensating for both personalities. Thus, a one-on-one speaking test is convenient for both personalities. Introvert learners have been less anxious to present their monologue in front of one person instead of in public (in the classroom). Cain (2012) emphasizes that to deal with introverted students, empathy is needed to help and encourage them to face their fears, especially when speaking in public is too overwhelming for them. Having a speaking test one-on-one can be helpful, wherein introvert students improve their proficiency as extrovert students. It is also easier for the raters to guide and help introvert students express themselves during

the speaking test so that they feel less anxious and stay focused.

***Is there any significant difference between students with high and low self-concepts in their speaking skills?***

The **second research question** reveals a tremendously significant difference in speaking skills between students with high and low self-concepts.

High and low self-concepts in performance may likely be the key to students' emotions and personal motivation, affecting how they see and evaluate their speaking abilities. Self-concepts help students to have a positive outlook in their speaking performances to succeed. By the theory, the result of the present study shows that the higher the self-concept, the higher the speaking score, which means that self-concept significantly influences students' speaking performance. This is proven by the mean difference of 17.153 and 0.000 significance with 1.430 of the effect size. This indicates an enormous impact. The following questions are answered to compare how greatly the self-concepts impact students' abilities based on personality.

This result is supported by another research that found that self-concept played an affective factor in contributing to language learning development, especially in the speaking (Dewi & Jimmi, 2018). Another study supports the current one by Rahmawati (2010, as cited in Hamka, 2021), who found that self-concept correlates to students' speaking skills. Other researchers who conducted similar studies found a correlation between English self-concept and English performance (Talebzadeh & Gholami, 2015; Wang, 2013; Tang et al., 2013; Liu, 2009). Furthermore, it is also evident in specific research that the English pronunciation self-concept correlated significantly to the global English self-concept, which relatively leads to a high correlation to English performance (Talebzadeh & Gholami, 2015; Tang et al., 2013). Their similar studies have concluded

a high correlation between English self-concept and English achievement.

The result is supported by researchers who studied similar cases of correlations between academic self-concept and motivation scores which were high and significant (Schnitzel et al., 2020; Sikhwari, 2014; Peter-szarka, 2012; Piechurska-Kuciel, 2011; Mystkowska-Wiertelak & Pietrzykowska, 2011). There is an expectation that a high correlation between motivation and self-concept leads to better learning outcomes (Liu, 2010) and better marks (Peter-szarka, 2012).

The rationale behind this finding is that cognitive engagement and joyful learning experiences may likely occur when students perceive their abilities more (Schnitzel et al., 2020). In foreign language learning, communicative conditions give students higher self-perceptions that help them confidently confront interlocutors, showing a higher willingness – to reduce anxiety (Piechurska-Kuciel, 2011). Additionally, it can be that the language strategies impact the student's performance since it also correlates highly with the English self-concept (Du, 2012). Thus, learning experience, communicative conditions, and language learning strategies motivate students to enhance their self-concept and language proficiency.

Those who possess lower English self-concepts gain lower English-speaking scores. This can be because highly anxious students often perform poorly and cannot concentrate on accomplishment (Ormrod, 2000, p. 493). There is a considerable urge for educators or teachers can observe the above concern and do something about it to help students deal with it and enhance how they perceive their English-speaking ability. Teachers' intervention in improving students' affect and cognition can be considered cognitive therapy to assist students in removing their negative moods or perceptions that are directly influenced by the way they interpret situations; and encourage students to be more realistic in thinking and keeping the bigger picture in

mind (Antony, 2004, p. 28). Further details regarding how self-concepts affect introvert and extrovert foreign language learners are

presented in summary below to answer the sub-questions of the second main research question.

**Table 10 Summary of Extroverts and Introverts Statistics based on Self-concept**

Personality Self-concept	N	Mean	Personality Self-concept	N	Mean	Mean Difference	Sig.	Effect Size
Low_Extrovert	9	61.89	Low_Introvert	5	69.60	7.7111	.143	-0.873
High_Extrovert	17	81.79	High_Introvert	8	84.00	2.2059	.720	-.156
High_Extrovert	17	81.79	Low_Extrovert	9	61.89	19.9052	.002	1.464
High_Introvert	8	84.00	Low_Introvert	5	69.60	14.4000	.029	1.430

Based on the summary above, extrovert students with low self-concepts and introvert students with low self-concepts are similar in speaking achievement. Although their mean scores show higher results in introverts' end, it shows relatively very little difference: 61.89 and 69.60. Extrovert students with low self-concepts and introvert students with low self-concepts are similar in their speaking ability. Although their mean scores show higher results in introverts' end, it offers relatively very little difference: 81.79 and 84.00.

There is a significant difference in speaking skills between students with introverts with high self-concepts and introvert students with low self-concepts. The data shows that the higher the introvert students' self-concept, the higher their speaking score is, which means that self-concept greatly influences their speaking performance. This is proven by the mean difference of 14.400 and .029 significance with 1.430 of the effect size. This indicates an enormous impact for introvert students.

There is a significant difference in speaking skills between students with high self-concepts and extrovert students with low self-concepts. The data shows that the higher the extrovert students' self-concept, the higher the speaking score is, and the lower the self-concept, the lower the score is. This means that self-concept greatly influences extrovert students' speaking performance. This is proven by the mean difference of 19.9052 and .002 significance with 1.464 of the effect size. This indicates an enormous impact on extrovert students as well.

Based on the data, the significances of self-concept impact on students' speaking performance are highly influential for introvert and extrovert students. Focusing on the effect size, self-concepts slightly impact extrovert students more than introvert students. The impact is higher on extrovert students because they may possess less cortical arousal and think more using their working memory, making them interact in social life easily. Thus, extroverts focus on the outside environment, extensively communicate with people, and seek opportunities to practice (Myers & Myers, 1995), making extroverts socially engaging, active, and adventuresome (Cervone & Pervin, 2013). Thus, how extroverts perceive their skills may be significant for them to gain higher performance in speaking. The higher their self-concept, the higher their performance, and the higher their chances of communicating well in English with more interlocutors. The English-speaking experiences benefit them, and their high working memory helps them process the learning to become a native-like speaker quickly (Lieberman, 2000). On the contrary, the lower self-concepts of extrovert students may gain lower performance scores because their internal motivation to talk with others in English declined due to their perceptions about their speaking skills. Extroverts are obsessed with people and the outer world (Myers & Myers, 1995); thus, low self-concept slows down their speaking performance, impacting their interaction with others in English.

While self-concepts also significantly impact introvert students, the data show that

the effect size is slightly lower than that of extroverts. Introvert students are reflected through ideas and concepts, thus leading them to concentrate judgment and perceptions upon ideas that they unconsciously become hesitant, reflective, and cautious. Introverts, then, work slowly and carefully (Myers & Myers, 1995) due to internalizing concepts and ideas using their long-term memory. Thus, introverts focus more on ideas and their inner world. They make much preparation and brainstorm extended writing before heading to the speaking test, which makes them more confident. Their goal is to master the language more than interacting with people.

***Is there an interaction between the self-concepts and personality toward the speaking skills of students?***

The **third research question** reveals no interaction between personality and self-concept in students' speaking skills. This finding is similarly found in another research, which found no significant relationship between the dimension of self-concept, which was dominated by family self-concept, and personality, which was dominated by extroverts, with students' academic achievement (Yahaya et al., 2009). Another study also found a significant relationship between academic self-concept and self-esteem, but it is not significantly related to academic achievement (Basith, 2021).

Though many studies and assumptions regard personality as an essential factor influencing students' language learning, this study has revealed that extrovert and introvert learners have the same chance of progressing their speaking performance despite individual differences. Introversion is characterized inward while extraversion is outward, but it does not guarantee that either one's aptitude is below the other. Each preference is different, and what emerges is that introverts and extroverts appear to have the nature of their distinct styles in learning a language (Dörnyei, 2005). What seems to be the cause influencing speaking

achievement is the student's self-concept towards English lessons. The conclusion is heavily inferred from the acceptance of the second hypothesis, which reveals that students' self-concept significantly influences their speaking skills. It is reliable when finding students having difficulty speaking English; teachers can refer to teaching strategies that uplift the learning styles that fit both preferences. This helps students turn their self-concept into a more positive self-evaluation towards enhancing their speaking ability instead of focusing on personality as the mere influencer determining students' speaking achievement. Since self-concept is subject to change (Cervone & Pervin, 2013) and is not a fixed entity (Thorne, 2003), modification of students' self-perceptions toward English can be put forth by the support of significant others (mainly teachers and peers) and organized learning conditions that reduce pressure and anxiety.

## **CONCLUSION**

In general, extrovert and introvert students speaking mean scores show no significant difference by looking at the significance values, and the effect size leads to -0.234 points. It relatively has no impact. Specifically, when extroverts with low self-concepts and introverts with low self-concepts are compared, the significance also supports the general result, which claims both low self-concepts extroverts and introverts statistically have no difference in their linguistic skill - similarly occurred for high self-concept extroverts and introverts. Although both personalities are compared at the same level of self-concepts, they give no statistically significant difference. This indicates that extrovert and introvert students possess the same opportunity to develop and achieve their speaking ability at the same approximate level of scoring rate. Personality differences, therefore, contribute no impact to the development of speaking skills.

The result of seeing personality as an influence has ended without significant

difference. At the same time, it is different from how self-concept has contributed to language learning. Generally, the level of self-concepts of students has given an impact on their speaking achievement. This is observed from the significant difference in students' high and low self-concept speaking scores, which reaches .000. This is highly significant compared to personality. It further clarifies when the self-concept significance of extrovert students with high and low levels and introvert students with high and low levels are calculated. Both have shown that self-concept significantly influences both personalities in their speaking achievement. The higher the self-concept, the higher the speaking scores. The considerable level for extrovert students with high and low self-concepts is .002, and for introvert students with high and low self-concepts is .029. From these significant results also, it is identified that self-concept influences extrovert students more than introvert students.

The result shows that there is no interaction between personality and self-concept. It is relevantly proven that the factor that influences the success of students' speaking skills is not their personality. Still, it is their self-concept – the way they perceive their speaking ability that has an impact on their learning.

The study of self-concept in education has been infrequent in recent eras. Examining academic achievement based on only personality is superficially examined and requires further observation to clarify an in-depth causality. Thus, the study of self-concept is paramount in contributing to teaching prior knowledge as an educational foundation. The present study reveals that self-concept is the major influence on speaking achievement. Referring to self-concept theory by Shavelson and Bolus (1982), who state that self-concept and achievement are related, and consequently, it has a reciprocal relationship. Therefore, future research can continue studying how speaking or academic achievement enhances self-concept. Phye (1997) believes that

enhancing learners' self-concept is considerably desirable in educational goal with the need of powerful interventions to changes. He sees specifically there are promising future achieved from applying self-concept enhancement in classroom settings. To mention, studies of self-concept enhancement contribute to (1) helping educators identify strategies to enhance students' self-concept in distinctive angles, (2) identifying techniques to enhance self-concept and its related constructs, (3) assisting students to achieve good feeling about themselves and abilities, and (4) assisting low self-concept students to regard themselves as worthy individuals (p. 187). This study can be one of the references to build a research background.

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