The Correlation Between Introvert-Extrovert Personality and Students' Speaking Ability: Meta-Analysis

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Abstract:
This study was an attempt to investigate the possible effect of introverted-extroverted personality on students' speaking ability performance based on the results of related research from other researchers (literature review). The objective of this study were (1) to analyze the significant correlation between students' personality (introvert -extrovert) and their speaking ability performance (2) To find out the speaking ability performance of students' introvert personality, and (3) To find out the speaking ability performance of students' extrovert personality. The method used in this study is meta-analysis. The data were calculated statistically by Jamovi. The result of this study showed the correlation between introvert-extrovert personality in speaking ability performance is 1.27 which indicates a high correlation between these variables. The study also found that extroverts speak better than introverts. From this study, the researcher concluded that introvert and extrovert personality affected students' performance of English speaking skills.
Keywords: *Introvert, Extrovert, Speaking Ability Performance.*

Abstrak:
Penelitian ini merupakan upaya untuk menyelidiki kemungkinan peran kepribadian ekstrovert-introvert terhadap kinerja kemampuan berbicara siswa. Tujuan dari penelitian ini adalah (1) untuk menganalisis hubungan yang signifikan antara kepribadian siswa (introvert-ekstrovert) dengan kinerja kemampuan berbicara mereka (2) Untuk mengetahui kinerja kemampuan berbicara siswa dengan kepribadian introvert, dan (3) Untuk mengetahui mengetahui kinerja kemampuan berbicara kepribadian ekstrovert siswa. Metode yang digunakan dalam penelitian ini adalah meta-analisis. Data dihitung secara statistik oleh Jamovi. Hasil penelitian ini menunjukkan korelasi antara kepribadian introvert-ekstrovert dengan kinerja kemampuan berbicara adalah 1,27 yang menunjukkan korelasi yang tinggi antara variabel-variabel tersebut. Studi ini juga menemukan bahwa ekstrovert berbicara lebih baik daripada introvert. Dari penelitian ini, peneliti menyimpulkan bahwa kepribadian introvert-ekstrovert mempengaruhi kinerja kemampuan berbicara siswa.
Kata Kunci: *Introvert, Ekstrovert,* Performa Kemampuan Berbicara.

INTRODUCTION

English is now classified as a global or international language (Pan & Block, 2011). English has achieved this status as the most widely spoken language in the world, with more people speaking it than any other. English as a lingua franca is used by the majority of native and non-native English speakers in their businesses and organizations. People must form contacts with people from other countries in order to keep up with globalization and avoid being left behind (Wulandari, 2017: 1). Listening, reading, speaking, and writing are the four skills that people must acquire in order to communicate in English.

Many countries incorporate English in their educational curricula, beginning in elementary school and continuing through college, and students begin learning English at an early age. Indonesia is one of them. English is taught as a subject in Indonesian schools and is studied as a foreign language. To master English, pupils must study four skills; listening, reading, speaking, and writing. But what matters is how they express their want to speak first. Speaking is the primary ability that will be used to communicate and develop a discussion with others in order to maintain a positive social relationship (Srinivas, 2019: 8). When communicating with others,

people can express their feelings, ideas, and thoughts by speaking. For a second or foreign language, mastering English speaking abilities is a top priority (Bahadorfar & Omidvar, 2014: 9). The basic goal of learning English is to enable pupils to communicate effectively and eloquently in English.

When interacting with people, English learners must be able to communicate fluently in English. When students talk well, their emotions, feelings, and thoughts are adequately articulated and accepted by the audience, they give a traffic performance. The performance of students can be used to determine the level of mastery of English. Many students, however, continue to struggle with expressing their thoughts, feelings, and ideas in English. This happens because students may encounter internal and external problems when learning to communicate in the target language (Saputri, 2018: 388). They also absorb and process material in different ways, and they have distinct personality types, so their understandings are also different (Nazlia cited in Gustriani, 2020).

According to Brown (2015), anxiety, nervousness, and insecurity are all characteristics that influence students' speaking performance. Brown also noted that a student's personality influences their speaking ability. Friedman & Schustack (2016: 1) are two specialists who define the term personality, psychology has a subfield called personality. Personality psychology is the scientific study of the psychological forces that distinguish persons. Personality is a trait of an individual that separates us from others by our relatively consistent behaviour.

Personality, introverted and extroverted students' performance in language learning, particularly speaking abilities, is explained by psycholinguistics (Purba, 2018). Extroverts are more outgoing and willing to share their thoughts. They are energetic, social, laid-back, talkative, aggressive, and risk-taker (Sinurat, 2018: 2). In class, the extroverted students are talkative and active. The second is that introverts are more closed off and prefer to keep to themselves. They are quiet, reserved, and introspective, and they rarely engage in violent behaviour (Sinurat, 2018: 12). They are passive students in the classroom.

In class, the extroverted pupils are talkative and active. The second is that introverts are more closed off and prefer to keep to themselves. They are quiet, reserved, and introspective, and they rarely engage in violent behaviour. The personality should be studied by teachers and learners. Personality is crucial in ensuring more effective learning and a pleasant teaching environment for both teachers and students. When it comes to adopting and responding to language acquisition, there are significant distinctions in student behaviour. Each person has a distinct personality that influences how they respond to various learning approaches. Teachers must understand their students' personalities in order to provide them with a learning strategy that is appropriate for them. Furthermore, students should be aware of their personalities in order to achieve the most success with their learning strategy.

Speaking English is still a challenge for students. Many students struggle with vocabulary, pronunciation, grammar, and other issues (Hakim, 2015: 437). Because they are unable to learn English as a result of these factors, they rarely speak English in their surroundings, including in the classroom. Students can be unsure of themselves if they speak directly without using grammatical meaning. The most significant aspect in mastering speaking ability is students' confidence. Personality and self-confidence are linked. The students' performance in terms of speaking ability will vary depending on their personalities. Because active students (extroverts) are more talkative and confident than quiet students (introverts), it can help extroverted students in improving their speaking skills.

To summarize, one of the factors that influences variances in student learning behaviour is personality. On the other hand, speaking is one of the skills that show that a student has studied English. As a result, it's vital to comprehend the correlation between a student's personality type (introvert or extrovert) and their speaking ability performance. This research is meta-analysis using Jamovi software to process the data. This study intends to determine the correlation between introvert-extrovert personality and students' speaking ability performance in a classroom. Researchers are interested in doing this research because by knowing students' personalities, as educators we can improve students' speaking skills through the use of learning strategies that are

appropriate to students' personalities. In addition, there are some differences between this study and previous studies, the difference is that previous studies only focus on one level, for example, junior, senior, or university level, but in this study they combine junior-university levels.

METHODS

This study used the meta-analysis design, which is an analysis of analyses that combined several distinct research findings using quantitative methodologies. Meta-analysis is a statistical approach for describing the outcomes of two or more related researches in order to create a quantitative mix of data, according to Anadiroh (2019: 19). The population for this study was English language education students' theses and scientific publication articles in the form of national and international journals from 2011 to 2021 about the correlation between students' personality (introvert and extrovert) and English skills. The samples included English language education students' theses and scientific publication articles in the form of national journals on the correlation between students' personality (introvert and extrovert) and speaking skills from 2011 to 2021, with a total of 15.

The data in this study were obtained from several documents which obtained using Google search, Google Scholar, and repositories. The keywords utilized in the search were "personality," "Introverted and Extroverted students," and "Speaking Skill." The criteria for the sample that has been taken are defined by the purposive sampling technique; (1) theses and articles written by general researchers and students; (2) published between 2011 and 2021; (3) quantitative research; (4) discussing the correlation between introvert-extrovert personality and students' speaking ability performance; (5) the article's sample education level is junior, senior, and university students. The instrument used in this study was a gift sheet code (coding data).

In this study, the data was analyzed by: (1) putting the data in a table with the study title, author, and publication type; (2) analyzing the effect size and variance for each data; (3) processing the data with Jamovi; and (4) describing the calculation result of the correlation between introvert-extrovert personality and students' speaking skill performance.

RESULT AND DISCUSSION
Result
The Correlation between Introvert Personality and Students' Speaking Ability Performance.

Based on the search results, 11 reference publications were found that discuss the correlation between introvert and speaking ability. The 11 references are shown in the table below:

Table 1. References of The Correlation between Introvert and Students' Speaking Ability Performance.

Author	Title	Publication Type
Lestari et al. (2015)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance.	Journal
Paradilla et al. (2020)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance in English Study Program of Halu Oleo University.	Journal
Septianah et al. (2018)	Extrovert-Introvert Students and Their English Speaking Performance.	Journal
Sinurat (2018)	The Correlation between the Students Extrovert-Introvert Personality and Their Achievement in Speaking.	Thesis
Hardiyanti et al. (2021)	The Relationship between Students' Personality and Speaking Performance.	journal

Fiqqi (2018)	The Correlation between Students' Extrovert and Introvert Personality towards Speaking Mastery at the Tenth Grade Students of SMAN 1 Tenggaan in the Academic Year of 2017/2018	Thesis
Souzandehfar et al. (2014)	Which Personality Trait Performs Better on IELTS Speaking Test? Extroverted or introverted?	Journal
Arniatika (2019)	Personality Traits, Motivational Orientations, and Speaking Achievement in the EFL Context.	Journal
Zubaidah (2015)	The Correlation between Introverted Personality and Verbal Communication of Eleventh Grade Students of SMAN 1 Kademangan Blitar in the academic Year 2016/2017.	Journal
Wulandari (2017)	Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangkaraya.	Thesis
Nurwati (2016)	A Correlation between Students' Introvert Personality and their Speaking Performance among the Eleventh Grade Students' of the State Senior High School 5 Metro.	Thesis

A meta-analysis was then conducted using these data. The first step was to analyze the effect size and variance for each data. The findings of the analysis were presented in the table below:

Table 2. Effect Size and Variance of The Correlation between Introvert and Students' Speaking Ability Performance.

Author	Title	Effect Size	Variance
Lestari et al., (2015)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance.	0,393	0,167
Paradilla et al., (2020)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance in English Study Program of Halu Oleo University.	0,205	0,143
Septianah et al., (2018)	Extrovert-Introvert Students and Their English Speaking Performance.	0,445	0,059
Sinurat (2018)	The Correlation between the Students Extrovert-Introvert Personality and Their Achievement in Speaking.	-0,054	0,048
Hardiyanti et al. (2021)	The Relationship between Students' Personality and Speaking Performance.	0,261	0,111
Fiqqi (2018)	The Correlation between Students' Extrovert and Introvert Personality towards Speaking Mastery at the Tenth Grade Students of SMAN 1 Tenggaan in the Academic Year of 2017/2018	0,676	0,019
Souzandehfar et al. (2014)	Which Personality Trait Performs Better on IELTS Speaking Test? Extroverted or Introverted?	-0,012	0,023

Arniatika (2019)	Personality Traits, Motivational Orientations, and Speaking Achievement in the EFL Context.	0,151	0,059
Zubaidah (2015)	The Correlation between Introverted Personality and Verbal Communication of Eleventh Grade Students of SMAN 1 Kademangan Blitar in the academic Year 2016/2017.	0,723	0,017
Wulandari (2017)	Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangkaraya.	0,027	0,028
Nurwati (2016)	A Correlation between Students' Introvert Personality and their Speaking Performance among the Eleventh Grade Students' of the State Senior High School 5 Metro.	0,662	0,045

The next step was to calculate the overall effect size and the strength of the correlation between introvert personality and students' speaking ability performance after determining the combined effect size and variance of each data set. The following output table shows the computation results:

Table 3. Effect Size of The Correlation between Introvert and Students' Speaking Ability Performance.

Random-Effects Model (k = 11)

	Estimate	se	Z	p	CI Lower Bound	CI Upper Bound
Intercept	0.00722	0.123	0.0587	0.953	-0.234	0.248
	.	.	.	.	.	.

Note. Tau² Estimator: DerSimonian-Laird

The p value was greater than 0.05, with a value of 0.953, as shown in the table. That is, there was no significant correlation between introvert personality and speaking ability. Furthermore, in the table, the estimated value or combined effect size was 0.00722. We can conclude that there was no significant correlation between introvert personality and students' speaking ability performance because the combined estimate or effect size value was in the extremely low category.

The next step was to analyze the data's heterogeneity. The following output table shows the results of the analysis:

Table 4. Heterogeneity of The Correlation between Introvert and Students' Speaking Ability Performance.

Heterogeneity Statistics

Tau	Tau²	I^2	H^2	R^2	df	Q	P
0.345	0.1193 (SE= 0.0754)	75.21%	4.034	.	10.000	40.335	< .001

It can be observed from the table that the p value was 0.001. This value was less than 0.05, and even less than 0.01. This showed that the data used had a wide range of variance. The I^2 value of 75.21% provided additional proof. This score is greater than 50%, indicating that the data used was diverse.

The Correlation between Extrovert Personality and Students' Speaking Ability Performance

According to the search results, there were 13 publications that discussed the correlation between extrovert personality and speaking ability. The following table lists the 13 references:

Table 5. References of The Correlation between Extrovert and Students' Speaking Ability Performance.

Author	Title	Publication Type
Lestari et al. (2015)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance.	Journal
Paradilla et al. (2020)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance in English Study Program of Halu Oleo University.	Journal
Septianah et al. (2018)	Extrovert-Introvert Students and Their English Speaking Performance.	Journal
Sinurat (2018)	The Correlation between the Students Extrovert-Introvert Personality and Their Achievement in Speaking.	Thesis
Hardiyanti et al. (2021)	The Relationship between Students' Personality and Speaking Performance.	Journal
Fiqqi (2018)	The Correlation between Students' Extrovert and Introvert Personality towards Speaking Mastery at the Tenth Grade Students of SMAN 1 Tenggaan in the Academic Year of 2017/2018	Thesis
Souzandehfar et al. (2014)	Which Personality Trait Performs Better on IELTS Speaking Test? Extroverted or Introverted?	Journal
Arniatika (2019)	Personality Traits, Motivational Orientations, and Speaking Achievement in the EFL Context.	Journal
Niati (2018)	Students Personality Traits and Their Speaking Skill.	Journal
Nadzif et al. (2015)	The Correlation between Extroversion and Speaking skill in English Education Department Students (A Study at Intermediate Speaking Class of English Education Department of UIN Walisongo in the Academic Year Of 2014/2015)	Thesis
Pradana (2017)	The Correlation between Students' Extraversion Personality and Speaking Achievement of the Fourth Semester of English Education Department At IAIN Ponorogo	Journal
Wulandari (2017)	Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangkaraya	Thesis
Marpaung & Widyantoro (2020)	The Correlation between EFL Learning's Big Five Personalities, Language Learning Strategies and Speaking Skills.	Journal

A meta-analysis was then conducted using these data. The first step was to analyze the effect size and variance for each data. The findings of the analysis were presented in the table below:

Table 6. Effect Size and Variance of The Correlation between Extrovert and Students' Speaking Ability Performance.

Author	Title	Effect Size	Variance
Lestari et al. (2015)	Analysis On The Relationship Of Extrovert – Introvert Personality And Students' Speaking Ability Performance	0,393	0,167
Paradilla et al. (2020)	Analysis On The Relationship Of Extrovert-Introvert Personality And Students' Speaking Ability Performance In English Study Program Of Halu Oleo University	0,205	0,143
Septianah et al. (2018)	Extrovert-Introvert Students And Their English Speaking Performance	0,445	0,059
Sinurat (2018)	The Correlation Between The Students Extrovert-Introvert Personality And Their Achievement In Speaking	-0,054	0,048
Hardiyanti et al. (2021)	The Relationship Between Students' Personality And Speaking Performance	0,261	0,111
Fiqqi (2018)	The Correlation Between Students' Extravert And Introvert Personality Towards Speaking Mastery At The Tenth Grade Students Of SMAN 1 Tengaran In The Academic Year Of 2017/2018	0,676	0,019
Souzandehfar et al. (2014)	Which Personality Trait Performs Better On IELTS Speaking Test? Extroverted Or Introverted?	-0,012	0,023
Arniatika (2019)	Personality Traits, Motivational Orientations And Speaking Achievement In The EFL Context	0,151	0,059
Niati (2018)	Students Personality Traits and Their Speaking Skill.	0,927	0,043
Nadzif et al. (2015)	The Correlation between Extroversion and Speaking skill in English Education Department Students (A Study at Intermediate Speaking Class of English Education Department of UIN Walisongo in the Academic Year Of 2014/2015)	0,549	0,038
Pradana (2017)	The Correlation between Students' Extraversion Personality and Speaking Achievement of the Fourth Semester of English Education Department At IAIN Ponorogo	0,723	0,017
Wulandari (2017)	Extrovert and Introvert Students in Speaking Ability of English Department at IAIN Palangkaraya	0,0274	0,025
(Marpaung & Widyantoro, 2020)	The Correlation between EFL Learning's Big Five Personalities, Language Learning Strategies and Speaking Skills.	-0,053	0,003

After obtaining the combined effect size and variance of each data, the following step was to compute the combined effect size and strength of the link between extrovert personality and speaking performance. The table below shows the results of the calculations.

Table 7. Effect Size of The Correlation between Extrovert and Students' Speaking Ability Performance.

Random-Effects Model (k = 13)

	Estimate	se	Z	p	CI Lower Bound	CI Upper Bound
Intercept	0.346	0.115	3.00	0.003	0.120	0.572
	.	.	.	.	.	.

Note. Tau² Estimator: DerSimonian-Laird

Based on the table, it can be seen that the p value was smaller than 0.05, which is 0.003. This suggests there was a significant correlation between extrovert personality and speaking. In addition, the table's combined estimate or effect size value was 0.346. We can conclude that there was a significant correlation between extrovert personality and speaking performance, however the strength of the correlation was low, because the estimate or effect size value of 0.346 was in the low category.

The next step was to analyze the heterogeneity of the data. The results of the analysis can be seen in the following output table:

Table 10. Heterogeneity of The Correlation between Extrovert and Students' Speaking Ability Performance.

Heterogeneity Statistics

Tau	Tau²	I²	H²	R²	df	Q	p
0.354	0.1257 (SE= 0.0877)	83.16%	5.938	.	12.000	71.255	< .001

It can be seen from the table that the p value was 0.001. This value was less than 0.05, and even less than 0.01. This demonstrated that the data used varied, indicating that it was diverse. I² value of 83.16% provides additional proof. This score is greater than 50%, indicating that the data used was diverse.

The Correlation between Introvert-Extrovert Personality and Students' Speaking Ability Performance.

The reference search found four references, each of which contained the results of multiple correlations of introvert personality, extrovert personality, and speaking performance. The 4 references can be seen in the following table:

Table 9. References of The Correlation between Introvert-Extrovert and Students' Speaking Ability Performance.

Author	Title	Publication Type
Lestari et al. (2015)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance.	Journal
Septianah et al. (2018)	Extrovert-Introvert Students And Their English Speaking Performance	Journal
Sinurat (2018)	The Correlation Between The Students Extrovert-Introvert Personality And Their Achievement In Speaking	Thesis

Hardiyanti et al (2021)	The Relationship Between Students' Personality And Speaking Performance	Journal

A meta-analysis was then conducted using these data. The first step was to analyze the effect size and variance for each data. The findings of the analysis are presented in the table below:

Table 10. Effect Size and Variance of The Correlation between Introvert-Extrovert and Students' speaking ability performance.

Author	Title	Effect Size	Variance
Lestari et al. (2015)	Analysis on the Relationship of Extrovert-Introvert Personality and Students' Speaking Ability Performance.	0,393	0,167
Septianah et al. (2018)	Extrovert-Introvert Students And Their English Speaking Performance	0,445	0,059
Sinurat (2018)	The Correlation Between The Students Extrovert-Introvert Personality And Their Achievement In Speaking	-0,054	0,048
Hardiyanti et al. (2021)	The Relationship Between Students' Personality And Speaking Performance	0,261	0,111

After finding the effect size and variance of each data, the next step was to calculate the combined effect size and the strength of the correlation between introvert-extrovert personality and students' speaking ability performance. The calculation results can be seen in the following table output:

Table 11. Effect Size of The Correlation between Introvert-Extrovert and Students' speaking ability performance.

Random-Effects Model (k = 4)

	Estimate	se	Z	p	CI Lower Bound	CI Upper Bound
Intercept	1.27	0.643	1.98	0.048	0.014	2.535
	.	.	.	.	.	.

Note. Tau² Estimator: DerSimonian-Laird

Based on the table, it can be seen that the p value was smaller than 0.05, which was 0.048. That is, there was a significant correlation between introvert-extrovert personality and speaking ability performance. In addition, the table's combined estimate or effect size value was 1.27. Because the combined estimate or effect size value was in the high range, we may conclude that there was a significant and strong correlation between introvert-extrovert personality and students' speaking ability performance.

The next step was to analyze the heterogeneity of the data. The results of the analysis can be seen in the following output table:

Table 12. Heterogeneity of The Correlation between Introvert-Extrovert and Students' Speaking Ability Performance.

Heterogeneity Statistics

Tau	Tau²	I²	H²	R²	df	Q	p
1.270	1.6125 (SE= 1.4133)	97.67%	42.838	.	3.000	128.514	< .001

Based on the table, it can be seen that the p value was 0.001. This value was smaller than 0.05 or even 0.01. This shows that the variance of the data used was proven to vary. Further evidence can be seen in the value of I^2 of 97.67%. This value exceeded 50% and was near to 100%, indicating that the data used was quite diverse, even though only 4 references were used.

Discussion

Based on a review of another research results using Jamovi software, it discussed the correlations between introvert personality and students' speaking ability performance, extrovert personality and students' speaking ability performance, and also introvert-extrovert personality and students' speaking ability performance. The combined effect size value and the strength of the correlation both supported this.

The p value was discovered to be greater than 0.05, which is 0.953 in table 5, based on the research data of the correlation between introvert personality and students' speaking ability performance. It was discovered that there was no significant relationship between introvert personality and pupils' speaking skills. Because the calculated value or combined effect size was 0.00722, this correlation was classified as poor.

Table 9 showed that the p value for the correlation between extrovert personality and students' speaking ability performance was less than 0.05, which was 0.003. This means that there was a strong correlation between extrovert personality and students' speaking skills. Furthermore, the table's estimated value or combined impact size was 0.346, indicating that it was in the low group. As a result, we can conclude that there was a correlation between extrovert personality and students' speaking ability performance.

From the Jamovi test, it was found a significant correlation between introvert-extrovert personality and students' speaking ability performance. The p value in table 13 was 0.048, which was less than 0.05. It suggests that there was a correlation between introvert-extrovert personality and students' speaking ability performance. It could be conclude that there was a significant correlation between introvert-extrovert personality and students' speaking ability performance and that the correlation strength was high correlation because the combined estimate or effect size value was 1.27.

According to certain theories, the majority of students who achieve the highest grades are extroverted. Extroverted students, according to Wulandari (2017), have key characteristics of people who value their relationships with others, such as the ability to socialize and impulsive nature, sense of humour, passion, quick thinking, optimism, and other traits that suggest people who value their relationships with others. Extroverted thrive in classrooms that allow them to talk, debate, and collaborate in groups. Because they are action-oriented, extroverted students flourish in activities that entail some type of physical exercise. They may find it difficult to settle down, read, or concentrate on assignments as they are drawn into social life.

While some students appear to be passive, introvert students, others appear to be active. They rarely ask questions and only speak up when the teacher asks them to or when the class is discussing something. In discussion groups, they are frequently uneasy. A couple of the introverted students had better pronunciation and spoke more fluidly than the extrovert students, allowing them to express information accurately and naturally without taking extended pauses (Lestari et al., 2015). These introverted students preferred reading, listening, and writing. They preferred to operate independently.

Students who are extroverted or introverted have different learning styles. A student's individual learning style is critical to their success in learning a second or foreign language. The teacher should be aware of the students' personalities so that learning strategies tailored to the students' personalities can be used to achieve the learning objectives. Other factors, such as motivation, can have an impact on speaking skill performance. Regardless of their disposition, students who are very motivated to learn may also have the highest value in speaking.

CONCLUSION

Based on the statistical calculation of data collected from several articles or similar theses used by Jamovi in Chapter IV, there was a significant correlation between introvert-extrovert and students' speaking ability performance, since the correlation coefficient was 0.048. The combined estimate or effect size value was 1.27, which was considered to be a very strong correlation. Introverts and extroverts speak in distinct ways. Extroverted students are more effective communicators than introverted students. Extroverts' personality traits have a greater favorable impact on their speaking ability than introverted students. In short, extroverted students have an advantage when it comes to speaking.

The researcher would like to make the following suggestions based on the findings of this study: (1) Teacher. Awareness of personality factors in teaching students might help them understand why different students communicate their speaking performance in different ways. It is critical to use a variety of teaching methods while teaching speaking. (2) Students (Introvert-Extrovert). Introverted students must have more confidence in their ability to communicate in English. Even if they are frightened, they will improve over time. Extroverted students must motivate and encourage their classmates, as extroverted students are outstanding at socializing. Because they are comfortable with verbal communication, extroverts will definitely trigger and contribute to engaging discussions. (3) Further Researchers. It is suggested that the researchers look into other individual learning factors. Motivation, age, gender, and other factors could be considered.

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