



## The Correlation between Pre-service EFL Teachers' Extroversion and English Speaking Skills

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### ABSTRACT

*This study examines the relationship between extroversion and speaking proficiency among 27 pre-service English teachers at Universitas Muhammadiyah Sorong. Using a correlational research design, data were collected through the Revised-Short Form Eysenck Personality Questionnaire (EPQR-S) and a speaking skills test using a rubric by O'Malley (1996). The data were analysed using SPSS version 27 and Pearson product-moment correlation techniques. The results reveal an insignificant negative correlation ( $r = -0.108$ ,  $p > 0.05$ ) between extroversion and speaking skills, indicating no substantial link between these variables. Most students displayed moderate extroversion, but their speaking scores predominantly fell into the "enough" and "poor" categories. Highly extroverted students could have consistently achieved better speaking proficiency. Personalized teaching strategies are recommended to address students' diverse needs. Extroverted learners benefit from group discussions and collaborative projects, while introverted students perform better in quieter settings, such as one-on-one discussions or recorded tasks. These tailored approaches can enhance confidence and improve speaking skills across personality types. Further research is needed to explore other factors influencing pre-service teachers' speaking skills.*

**Keywords:** Correlation, Extroversion, English Speaking Skill, EFL Students

### INTRODUCTION

Mastering English speaking is crucial for pre-service teachers in English language education programs, as this skill is fundamental for efficient teaching and communication in various educational contexts. Effective communication equips prospective teachers to articulate concepts clearly and engage students in substantive discussions, promoting an

engaging educational atmosphere. Moreover, proficient speaking abilities are essential for delivering courses, fostering conversations, and responding to students' inquiries, necessitating clarity, confidence, and adaptability. Ultimately, acquiring this ability provides English language education students with the tools essential for effective teaching. However, speaking skill development is influenced by various factors,

such as psychological factors, instead of linguistic proficiency.

Personality is a crucial psychological factor affecting students' English-speaking performance (Hassan, 2001; Nowbakht & Fazilatfar, 2019; Wuryantari Winasih et al., 2019). A personality, such as extroversion or introversion, has a vital role in enhancing students' speaking skills in EFL classrooms. Extroverted students typically exhibit higher levels of participation in speaking activities, which enhances their fluency and confidence in using the language. In contrast, introverted students may experience anxiety or reluctance to engage in verbal communication, which can impede their speaking performance and limit their opportunities for practice. This challenge is crucial for pre-service teachers since practical speaking skills would be needed to reach the English lesson objectives in an effective classroom.

Building on this, existing studies have frequently explored the relationship between students' personality, extroversion or introversion, and speaking skills. Extroverted persons generally demonstrated increased sociability, assertiveness, and enthusiasm, which could improve their speaking skills. In contrast, introverted students might encounter difficulties in verbal communication owing to their inclination towards solitary pursuits and contemplative thought. This duality affects student participation in classroom discussions and their overall communication efficacy,

supporting the importance of understanding the student's personalities to assist them in enhancing their speaking competence in the EFL classrooms, especially for pre-service teachers who are going to be future English teachers.

One of the prominent studies by Uztosun (2021) emphasizes the importance of learner engagement in speaking classes, suggesting that extroverted students, who are generally more socially active, tend to participate more in speaking activities. This active involvement is crucial for developing foreign language speaking competence. The study indicates that extroverted learners are more likely to regulate their speaking motivation effectively, which correlates with improved speaking skills. This aligns with the assertion by Littlewood that active learner involvement is essential for effective language learning.

A significant body of research indicates that extroverted students perform better in speaking tasks than their introverted peers. For instance, Nowbakht and Fazilatfar (2019) found that extroversion positively correlates with speaking ability, suggesting that extroverted learners are more likely to engage in communicative activities, thereby enhancing their speaking proficiency. Similarly, a study by Samand et al. (2019) supports this notion, demonstrating a correlation between extroverted personality traits and improved speaking performance among students in an English study program. These findings align with the broader understanding that extroversion

facilitates social interactions, which is crucial for language acquisition and practice.

However, the relationship between personality and speaking ability is not universally straightforward. Some studies present contrasting evidence, indicating that introverted students may excel in specific speaking contexts. For example, research by Okyar (2023) highlights that introverted learners can exhibit high levels of speaking self-efficacy, which may compensate for their less frequent participation in oral activities. This suggests that while extroversion may provide an advantage in participation, introverted students can achieve comparable speaking proficiency through focused practice and self-efficacy.

Despite the inconsistent result of the relationship of students' personality, either extroversion or introversion, in the previous research, little is proven about the relationship result of those variables in the Southwest Papua context, especially in EFL classrooms where the pre-service teachers are learning English as prospective English teachers. This research aims to address this gap by examining whether a relationship exists between pre-service personality and speaking skills in EFL classrooms, especially in the southwest Papuan context. Understanding this relationship may or may not be a significant input to preparing the better future English teacher for Southwest Papua Education by preparing the appropriate teaching strategies in EFL classrooms to enhance the pre-

service teachers' understanding of the lesson learned.

In the pre-research, the author observed multiple deficiencies in speaking skills among second-year pre-service teachers in English language education at Universitas Muhammadiyah Sorong. Many of them needed to work on articulating their ideas in English during lessons. The lecturer corroborated this view, indicating that only a few felt comfortable talking in English. However, some excelled in writing; most exhibited reluctance to speak, stemming from personal fears and a deficiency in confidence. Utama et al. (2013) asserted that proficiency in speaking skills depends on two principal components: linguistic factors, encompassing grammar, syntax, pronunciation, comprehension, vocabulary, and fluency, and non-linguistic elements, which include self-esteem, extraversion, motivation, intergroup dynamics, and self-confidence. Thus, we can ascertain that knowledge, experience, self-confidence, and personality characteristics affect speaking proficiency.

The authors aimed to examine the correlation between students' personalities and their speaking abilities among second-year pre-service teachers in the English Language Education Department at Universitas Muhammadiyah Sorong. Understanding this relationship is crucial, as personality traits can significantly influence a student's inclination to participate in oral communication and their confidence in speaking, which can be very

beneficial for future teachers. This study might provide valuable insights for lecturers seeking to develop targeted interventions that aid pre-service teachers in improving their speaking abilities, hence promoting more effective language learning outcomes supporting their future teaching careers.

## METHODS

This research utilized a correlational study design. The employed sample strategy was purposive sampling. The instruments utilized were the included questionnaire created by Eysenck and Barrett and the speaking assessment. The data was subsequently delivered to 27 EFL university students of the English education department at Universitas Muhammadiyah Sorong, and the study data was analyzed utilizing correlation approaches via the statistical package for the social sciences (SPSS) version 27 with the Pearson product-moment correlation technique.

The enclosed questionnaire requires respondents to indicate their preferred option by marking it with a (x) or a checkbox (v). The author employed the Revised-Short Form of the Eysenck Personality Questionnaire (EPQR-S) created by Eysenck and Barrett. Every query provokes a dichotomous reaction of 'yes' or 'no'. Each dichotomous item was assigned a score of 1 or 0, resulting in a maximum score of 12 and a minimum of zero. The author utilized a questionnaire to evaluate respondents' personality traits, categorizing them as introverts or extroverts. The speaking

assessment is administered to evaluate students' speaking proficiency, which is assessed according to rubrics including grammar, vocabulary, pronunciation, understanding, and fluency, as outlined by O'Malley (1996).

## FINDING

This section provides a detailed overview of student engagement in learning to speak English with hybrid learning model. This study's data came from student interviews conducted through hybrid learning. Finding the outcome associated with cognitive, behavioral, and emotional engagement is the aim of data analysis.

The tests for linearity and normality constituted the prerequisites for the correlational analysis. The data was deemed linear as the significant divergence from linearity had a p-value greater than 0.05. The analysis yielded a p-value of 0.858, over 0.05, indicating that the data exhibited linearity. The data distribution was deemed normal as the Shapiro-Wilk test, employed for assessing normality, produced a value of  $p > 0.05$ . The data distribution was classified as normally distributed, as the p-value for both variables, students' extroversion, was 0.121, which is more than 0.05. The p-value for the students' speaking competence variable is 0.118, suggesting that the sample follows a normal distribution ( $0.118 > 0.05$ ). The criterion was fulfilled, enabling the execution of the person product-moment correlational analysis.

The data collected from the speaking test was subsequently assessed utilizing the specified speaking rubric. Subsequently, the classification criteria for extroversion were established by calculating the most significant score of the extroversion test, which was 11 (HS), the lowest score, which was 3 (LS), and the number of participants (n), which was 29, utilizing the formula  $I=K/R$  (where  $R= (HS - LS) + 1$  and  $K= 1 + 3.3 \log n$ ). The interval result was one, and the categories are as follows.

Table 1. Result of students' speaking test

Classification	Score	Total members	%
Excellent	23 – 24	0	0%
Very good	21 – 22	0	0%
Good	19 – 20	2	7%
Enough	17 – 18	11	41%
Poor	15 – 16	10	37%
Very poor	13 – 14	4	15%
Total		27	100%

Based on Table 1, most students received lower ratings on their speaking skills categories, with no students attaining an Excellent or Very Good rating. The predominant group, constituting 41%, was classified in the "Enough" category, signifying that they fulfilled the minimum criteria for speaking competency. Concerning specific results, 11 students (41%) attained scores between 17 and 18, categorizing them as "Sufficient." Ten students (37%) were classified as "Poor," with scores between 15 and 16. A limited cohort of 2 students (7%) attained a "Good" score ranging from 19 to 20. Simultaneously, four students (15%) were classified in the "Very Poor" group, scoring

between 13 and 14. In conclusion, the data indicates that although several students had sufficient speaking skills, a considerable proportion faced difficulties, as evidenced by the need for students to achieve higher classifications. Figure 1 illustrates the line graph corresponding to the described data.



Figure 1. Students Speaking Scores

Then, analysis of the student questionnaires revealed the extroversion classifications, with the highest score on the extroversion test being 11 (HS) and the lowest score being 5 (LS). Utilizing 27 individuals (n), the formula  $I=K/R$  was applied, where  $R=(HS-LS)+1$  and  $K=1+3.3 \log n$ . The interval result was one, and the classifications are as follows.

Table 2. Result of the students' extroversion

Classification	Score	Total members	%
Excellent	11 – 12	1	3%
Very good	9 – 10	7	26%
Good	7 – 8	11	41%
Enough	5 – 6	8	30%
Poor	3 – 4	0	0%
Very poor	1 – 2	0	0%
Total		27	100%

Table 2 shows that most students displayed moderate extroversion, with the predominant group categorized as "Good."

Eleven students, constituting 41%, achieved scores between 7 and 8. Subsequently, eight students (30%) were classified as "Sufficient," attaining scores between 5 and 6, indicating a basic level of extroversion. In the "Very Good" category, seven students (26%) attained scores between 9 and 10. Only one student (3%) attained an "Excellent" grade, with a score ranging from 11 to 12. Notably, no students received scores in the "Poor" or "Very Poor" categories. The data reveals that while numerous students exhibit strong extroverted traits, a small percentage exists at the higher end of the spectrum, indicating an opportunity for improvement in extroversion among the students. The line graph related to the data explained can be seen in Figure 2.

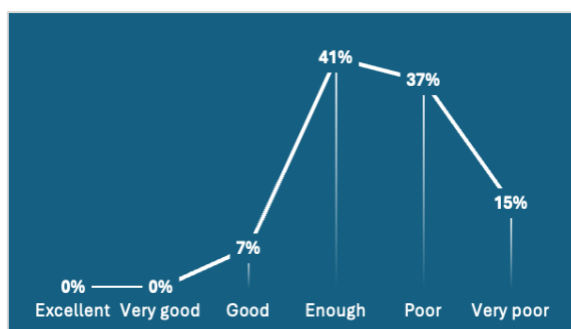


Figure 2. Students' Extroversion Classifications

Subsequently, to ascertain the correlation between pre-service teachers' extroversion and speaking skills, the authors employed the Pearson product-moment correlation coefficient utilizing SPSS. The outcomes of the correlation analysis were as follows:

Correlations			
		Extroversion	Speaking Skill
Extroversion	Pearson Correlation	1	-.108
	Sig. (2-tailed)		.593
	N	27	27
Speaking Skill	Pearson Correlation	-.108	1
	Sig. (2-tailed)	.593	
	N	27	27

Figure 3. Correlational Test Result

Figure 3 demonstrates that the correlation test indicated a significance (2-tailed) of 0.598 between students' extroversion and speaking ability. The value exceeding 0.05 indicates that the correlation is not statistically significant, suggesting that any observed link was likely attributable to chance. The correlation coefficient of -0.108 also reveals a very modest negative correlation between the two variables. Therefore, the results show that no substantial relationship existed between these two variables.

## DISCUSSION

The findings from this study focuses on students' engagement in hybrid learning in English speaking class which align with the concept of engagement proposed by Fredricks et al. (2004), which categorizes engagement into three dimensions: cognitive, behavioral, and emotional. The students' responses in the hybrid English-speaking class demonstrate that these dimensions are interrelated and contribute significantly to their overall learning experience. Cognitive engagement involves the investment in learning and the willingness to exert the

necessary effort to comprehend complex ideas (Fredricks et al., 2004). The students' active participation in discussions, critical thinking about image descriptions, provision of materials and involvement of lecturers reflect a high level of cognitive engagement, consistent with the theory.

The research findings revealed a negative link between students' extroversion and speaking skills, offering a nuanced perspective on the interplay of personality and communication in educational settings. Specifically, the result showed that  $H_1$  (the significant correlational hypothesis) was rejected and  $H_0$  (the null hypothesis) was accepted. Although extroversion is typically linked to sociability and assertiveness, which might improve speaking skills, recent research implies that this correlation may not be straightforward.

The negative correlation of this research is further supported by the data trends of the two variables, the pre-service speaking skills and their extraversion categories, in Tables 1 and 2. While 70.5 of them were categorized as "good," "very good," and "excellent" in extroversion level, none of them achieved the "very good" and "excellent" category, only positioned as "good." Furthermore, 30% of extroversion were classified as "poor" and "very poor" in their speaking skills. Among 41 % of them grouped as "good" in extroversion, most only accomplished the "enough" level in speaking skills, often at the lower end of the range.

This trend suggests that high extroversion does not necessarily correlate to high speaking skills. Even the most extroverted pre-service teachers in this recent study were unable to perform better at their speaking skills than their extroversion level. This revealed that there must be other factors beyond the extroversion personality, such as less focus on detail, anxiety, and insufficient focus on pronunciation, which may influence their speaking skills.

The recent implications are supported by existing research. Nurzani (2019) reported that extroversion negatively correlated with pronunciation, an essential element of speaking proficiency in English as a Foreign Language (EFL) situations. This indicates that although extroverted persons may participate more in social interactions, their speaking skills, especially pronunciation, may be compromised by overconfidence or insufficient attention to detail in their speech output. Likewise, the research conducted by Paradilla et al. (2021) corroborates this idea, suggesting that extroverted students could prioritize social engagement at the expense of enhancing their speaking abilities, resulting in a deterioration of overall speaking competency.

Kafryawan (2020) also observed that extroverted learners may encounter difficulties in structured speaking activities, where precise articulation and clarity are essential. This agrees with McGee's (2024) observations that extroverted individuals frequently adhere to social norms, undermining their natural

expression and, as a result, their speaking efficacy. Social performance pressure can induce anxiety, adversely affecting speaking performance, as evidenced by the research of Anzanni and Dewi (2023), which identified a direct correlation between speaking anxiety and performance.

Additionally, the research conducted by Yin et al. (2021) suggests that although extroversion may enhance specific abilities, it only sometimes leads to practical speaking skills, especially in high-pressure contexts that need clarity and accuracy. The research conducted by Ishaq et al. (2022) corroborates this, revealing that extroverted individuals, despite their social adeptness, frequently encounter difficulties with the subtleties of successful communication, especially in formal contexts.

Meanwhile, the inverse correlation between extroversion and speaking proficiency indicates that the interplay between personality and communication is intricate. Although extroverted students may participate more actively in social interactions, this does not necessarily correlate with enhanced speaking proficiency. Anxiety, the need to comply, and insufficient attention to the nuances of speech can impede their performance. Subsequent research should investigate these interactions further to enhance comprehension of how personality factors affect language acquisition results.

Conversely, numerous studies have shown that extroverted people frequently

display superior speaking ability, indicating that extroversion may beneficially influence speaking performance. Mabuan (2017) observed that students typically regard public speaking chances favorably, bolstering their confidence and improving their oral presentation abilities. This confidence is essential in language acquisition, as it motivates pupils to engage in risk-taking and to practice speaking more often. This is consistent with Aljuaid's findings (2022), which indicate a high correlation between extroversion and speaking skills despite some studies reporting conflicting results.

An expert, Gan (2013), asserts that extroverted students are more inclined to participate in social interactions that promote language acquisition. The research indicated that extroverted learners frequently pursue conversational chances, crucial for enhancing fluency and confidence in speaking. The research conducted by Safitri et al. (2020) further substantiates that task-based learning markedly enhances speaking skills by offering structured interaction opportunities, enabling extroverted learners to excel in dynamic environments. Golshan (2015) demonstrated that group speaking activities through platforms such as Skype can promote oral proficiency for introverted and extroverted learners. This indicates that extroverts can utilize their social skills in digital contexts to augment their speaking talents.

Contrary to the belief that extroversion undermines speaking abilities, evidence



suggests that extroverted students may use their personality qualities advantageously in language learning environments. Their propensity for social engagement and supportive pedagogical approaches may result in improved speaking abilities. Consequently, it is imperative for educators to acknowledge the potential benefits of extroversion in language acquisition and to cultivate learning settings that promote active participation and engagement.

In summary, although several studies indicate a negative link between extroversion and speaking proficiency, a comprehensive literature review demonstrates that extroverted adolescents frequently outperform in speaking activities owing to their sociable disposition and desire to participate. Subsequent research should continue to examine these dynamics to yield a more thorough comprehension of the impact of personality factors on language acquisition outcomes.

## **IMPLICATIONS OF FINDINGS**

### **Practical Implications**

Practically, this research offers insight for lecturers to support the personality traits between extroversion and introversion in pre-service teachers' EFL classrooms, lecturers can find out a certain strategy that can cater to the student's preferences and strengths. Since extroverted students tend to succeed in a social setting, the lecturer can give them some activities, giving them the opportunity to engage in group work or discussion to develop their speaking skills. These students are energized by

social interaction, so incorporating them in collaborative projects or activities will allow them to practice English speaking skills naturally.

On the other hand, introverted students feel more comfortable participating in a quiet setting where they need more time to think before speaking. Different strategies should be used to fulfill their needs, such as journaling works, one-on-one discussions, and speaking on video or audio recording, enabling them to be freer to utter their idea in English. These strategies will strengthen their confidence because of the pressure of speaking in front of other people or groups. Using these personalized strategies, the lecturer can assist both extroversion and introversion to raise their confidence and feel supported in practicing speaking English in EFL classrooms.

### **Implications for Future Research**

Future research should explore additional personality traits, such as introversion, agreeableness, or openness, to understand their potential influence on EFL proficiency. Examining how personality dynamics interact with classroom environments, teaching methodologies, and peer interactions could provide deeper insights into effective language learning strategies. Longitudinal studies could track the development of speaking skills and personality traits over time, shedding light on their evolving impact on academic performance. Additionally, qualitative methods, such as interviews or focus groups, could better understand students' perspectives on how

personality traits affect their learning experiences. These avenues could inform the design of more inclusive and adaptive educational frameworks that address diverse student needs.

## CONCLUSIONS

The hybrid learning model for English-speaking classes has shown a nuanced impact on student engagement, enhancing cognitive, behavioural, and emotional dimensions of involvement, albeit with a few notable challenges.

The data reveals that although most students exhibit moderate levels of extroversion, a notable portion are classified as "Good" in this trait but still face significant challenges in their speaking abilities. No students achieved "Excellent" or "Very Good" ratings in speaking proficiency, with many falling into the "Poor" or "Very Poor" categories. The correlation test demonstrated a significance (2-tailed) value of 0.598 between extroversion and speaking ability, which is greater than the 0.05 threshold. This indicates that any observed relationship is likely attributable to chance. The correlation coefficient of -0.108 suggests a negligible negative relationship between the two variables, confirming the lack of a significant association.

These findings suggest that extroversion alone may not be a decisive factor in determining speaking proficiency. They highlight the need for a multifaceted approach to improve both traits, potentially influencing curriculum

design and teacher training. Integrating activities that simultaneously develop extroversion and speaking skills, such as public speaking workshops, group debates, or simulated teaching sessions, could address the observed deficiencies. Moreover, this study underscores the importance of equipping pre-service teachers with strategies to foster personal growth and communicative competence in their future classrooms. By addressing these gaps, education programs can better prepare future English teachers to meet the demands of effective language instruction.

Educators could implement specialized workshops focusing on role-playing, public speaking, and interactive activities that simulate real-world communication scenarios to enhance students' speaking abilities and extroversion. These interventions could be integrated into the curriculum to ensure consistent practice. Group activities and discussions should be emphasized to encourage socially reserved students to engage actively, fostering an extroverted mindset. Regular assessments of speaking skills, paired with constructive feedback, help students identify areas for improvement and sustain motivation. Incorporating peer review sessions in a supportive environment could further reinforce these skills while fostering collaboration and mutual learning.

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