

The Extroverted–Introverted Students with Their Second Language Acquisition Process

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ABSTRACT

This study aims to investigate the relationship between introvert and extrovert personality types and their preferred methods for learning English speaking skills among student of the ULW department at SMK Wira Harapan. The study was motivated by observation that different student exhibit varying preferences in learning strategies that may or may not align with their personality traits. This study using mix-method, qualitative research used interviews and quantitative use personality tests based on the Eysenck Personality Questionnaire to categorize students' personalities. Data were analyzed by classifying students' learning methods according to Brown's (2008) speaking categories: imitative, intensive, responsive, interactive, and extensive. The result show that extrovert student predominantly used interactive and responsive methods, involving others through conversations with friends, teacher, tourists, or strangers. Introvert student tended to prefer imitative and intensive methods, practicing speaking alone by repeating lyrics, shadowing film dialogues, or reading aloud. However, there were exceptions: some extrovert student preferred learning alone with extensive and imitative methods, while some introverts occasionally engaged in brief interactions. These findings indicate that learning methods are influenced not only by personality but also by personal motivation and learning context. The study concludes that interactive methods are most effective for improving student' speaking abilities, as most student who achieved better fluency practiced English by directly interacting with others, it suggested that teacher more interactive activities in the classroom to boost students' confidence and speaking competence.

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INTRODUCTION

Second language acquisition (SLA) refers to the process by which individuals learn a language other than their native tongue (Alagić, 2022; Qiao, 2024). This process is influenced by various interrelated factors, such as cognitive development, motivation, exposure, environment, and personality traits (Ellis, 1999). Among these, personality has received particular attention in SLA studies, especially in relation to learner interaction, language use, and preferred learning strategies (Dörnyei, 2005).

Introverts are individuals who feel comfortable engaging in solitary activities or in quiet environments. In contrast, extroverts are those who tend to be active, enjoy interacting with many people, thrive in crowds, and gain energy from socializing (Eysenck & Eysenck, 1976). These tendencies often influence learners' ability to engage in oral activities, particularly speaking.

Despite a growing body of research, studies that examine the relationship between personality and SLA in the context of vocational high schools (SMK) remain scarce. Much of the existing literature has focused on university-level learners or general English programs, without addressing the unique learning environment and expectations of vocational education. As vocational students often learn English for professional communication, it is important to understand how their personality traits influence the acquisition of speaking skills in English.

This study focuses on grade 11 students in the Usaha Layanan Wisata (ULW) department at SMK Wira Harapan. These students are expected to use English not only for academic tasks but also for practical communication in tourism-related contexts. Therefore, understanding how extroverted and introverted learners acquire and practice English speaking skills in this specific setting is essential for designing effective instructional strategies.

Erfiani et al. (2024) demonstrated the influence of introverted and extroverted personality types on English language acquisition. They found that extroverted learners exhibit greater willingness to communicate, take linguistic risks, and participate actively in informal speaking contexts, leading to better fluency. Meanwhile, introverted learners, although less likely to initiate conversation, often perform well in accuracy and organization when given adequate preparation. These distinctions suggest that both personality types possess strengths and face challenges in SLA, particularly in developing communicative competence.

Similarly, Alagić (2022) found that while extroverts benefit from frequent verbal interaction, they sometimes neglect grammatical precision. In contrast, introverts may excel in writing and reading tasks but struggle with spontaneous speaking. These findings underscore the importance of differentiated instruction that acknowledges learners' personality-related tendencies and supports their growth in less developed areas.

Previous studies (Alagić, 2022; Erfiani et al., 2024) consistently reveal that personality types, particularly introversion and extroversion, influence English language acquisition in different ways. Extroverted learners tend to demonstrate higher fluency due to their active participation in verbal interactions, though sometimes at the expense of grammatical accuracy. Conversely, introverted learners often achieve greater precision and organization in language use, especially in tasks requiring preparation such as writing or structured speaking, but they may struggle in spontaneous oral communication. This suggests that both personality types have distinct strengths and weaknesses in developing communicative competence. Despite these insights, it remains unclear how these tendencies manifest in specific learning strategies or methods chosen by students, particularly across varied educational settings.

The gap in previous studies is that few have discussed the specific methods used by extroverted and introverted students in learning English, especially at SMK Wira Harapan, using a combination of Eysenck's and Brown's theoretical perspectives. The aim of this study is to explore the SLA process of extroverted and introverted students and examine how their personality influences their learning methods. By doing so, this study contributes to pedagogical improvements in vocational schools, enabling educators to implement more tailored methods that address the diverse needs of learners.

REVIEW OF LITERATURE

According to Brown (2008), SLA is the process by which individuals learn a language other than their native one, either inside or outside the classroom, and it involves developing competence in listening, speaking, reading, and writing.

Eysenck and Eysenck (1976) described extroverts as individuals who gain energy from social interactions. They are usually sociable, enjoy working with others, often assume leadership

roles, and demonstrate strong interpersonal intelligence. Alagić (2022) further observed that when speaking, extroverts tend to stand closer to others, maintain eye contact, and display a friendly attitude, which enables them to establish relationships with new people more easily. In contrast, introverts are individuals who feel more comfortable engaging in solitary activities or being in quiet environments (Eysenck & Eysenck, 1976). They are more focused on their own thoughts and feelings than on external events and tend to avoid being the center of attention. Meanwhile, introverts typically possess strong intrapersonal intelligence, often feel drained after spending extended periods in crowds, and require solitude to regain energy. They also tend to plan carefully and do not actively seek excitement.

The characteristics of extroverts include sociability, enjoyment of parties, maintaining large networks of friends, and a strong desire to communicate with others. They generally dislike solitary study, prefer engaging activities, take risks, and often act spontaneously or impulsively. Extroverts enjoy humor, provide quick responses, become easily bored with routine, embrace change, and are typically optimistic and easy-going. They like being active and productive but can sometimes be aggressive, irritable, and less emotionally controlled, making them somewhat less reliable at times (Eysenck and Eysenck, 1976). In contrast, introverts tend to be quiet, prefer solitude, enjoy reading over socializing, and are usually close only to a small circle of trusted friends. They prefer planning over impulsivity, act with caution, and avoid excessive excitement. Introverts also take life more seriously, value order, exercise strong emotional control, rarely display aggression, and are generally reliable. However, they may lean toward pessimism and place strong importance on moral values (Eysenck & Eysenck, 1976).

Table 1. The difference between extrovert and introvert Personalities

Extrovert	Introvert
Sociable	Quiet
Lively	Reserved
Impulsive	Thoughtful
Active	Serious
Carefree	Careful
Outgoing	Reliable
Optimistic	Pessimistic
Aggressive	Self-controlled
Takes risks	Plans ahead
Seeks excitement	Dislikes excitement

One way to identify personality, particularly in distinguishing extroverted and introverted tendencies, is through the Eysenck Personality Questionnaire (EPQ). This instrument was developed by Eysenck and Eysenck (1976) to measure personality dimensions that focus on two main poles: extroversion and introversion. The EPQ explores individuals' behavioral characteristics through a series of statements that must be answered with "Yes" or "No." In its full version, the EPQ consists of 24 items. However, in the present study, only 12 items were adapted, as these were considered most relevant to the study's context and objectives.

According to Brown (2008), second language acquisition (SLA) refers to the process by which individuals learn a language other than their native one, either inside or outside the classroom, and it involves developing competence in listening, speaking, reading, and writing. Speaking, as noted by Brown (1994), is the act of producing oral signals intended to elicit various verbal reactions from listeners. Brown (1994) further classified speaking assessment into five types. The first is the imitative type, which emphasizes the learner's ability to reproduce words, phrases, or sentences exactly as spoken by a model. Its primary goal is to train phonetic features, including pronunciation, intonation, and articulation, without requiring comprehension of meaning. The second is the intensive type, which focuses on short phrases or sentences designed to measure specific aspects of language such as grammar, vocabulary, or phonological elements like stress, rhythm, and intonation. The third is the responsive type, which involves short

exchanges in the form of greetings, requests, or simple conversations, assessing learners' ability to respond quickly and appropriately in everyday communication. The fourth is the interactive type, which requires longer and more complex exchanges that may be transactional or interpersonal, often involving multiple turn-taking. Finally, the extensive type assesses learners' ability to produce extended discourse, such as in presentations, storytelling, or speeches, where listener interaction is minimal or absent.

Several previous studies have investigated the influence of personality traits on SLA. Erfiani et al. (2024) reported that personality significantly affects English language acquisition, a finding supported by Asl (2024). However, Asl (2024) emphasized that socio-affective strategies play a crucial role, particularly in writing skills, where introverted students often outperform extroverted students.

Other studies have focused specifically on the relationship between personality and speaking ability in English language learning. Magfirah et al. (2022) conducted a quantitative study using questionnaires and speaking tests based on the Eysenck Personality Inventory. Their findings revealed that extroverted students performed better in speaking than introverted students. In contrast, Paradilla et al. (2020) used a qualitative approach that included questionnaires, interviews, and speaking tests, but they found no significant differences between the two personality types in English speaking ability.

Suliman (2015) employed a mixed-method approach, combining quantitative and qualitative data through questionnaires and descriptive-analytical analysis. The results indicated that extroverted students demonstrated greater success in speaking skills than introverted students. Therefore, extroverted students acquired a second language more effectively, while introverted students tended to progress at a slower pace.

Another study by Novriewani and Fitri (2022) examined the level of speaking anxiety among introverted and extroverted students. Using the Eysenck Personality Questionnaire alongside the Foreign Language Classroom Anxiety Scale (FLCAS), they discovered that extroverted students generally experienced low levels of speaking anxiety, whereas introverted students reported moderate levels.

Alagić (2022) also explored the influence of introversion and extroversion on SLA by employing three personality measures: the Myers-Briggs Type Indicator (MBTI), the Big Five Personality Test, and NERIS. The study found no significant difference between introverted and extroverted students in overall English proficiency, although differences emerged in specific assessment components.

The gap in the existing literature lies in the limited exploration of the methods employed by extroverted and introverted students in learning English, particularly within the vocational school context of SMK Wira Harapan. Moreover, few studies have attempted to integrate both Eysenck's personality theory and Brown's framework of language learning. Therefore, the present study aims to investigate the SLA processes of extroverted and introverted students, as well as how their personality traits shape their preferred learning strategies. By doing so, this research seeks to contribute to pedagogical improvements in vocational schools by providing insights for more personalized instructional approaches.

METHOD

This study employed a mixed-methods approach, combining both quantitative and qualitative methods. Mixed methods research is defined as an approach that integrates quantitative and qualitative data collection, followed by the combination of both types of data within a single research design, which typically involves specific philosophical assumptions and theoretical frameworks (Creswell & Creswell, 2018). The quantitative method was used to identify students' personality types—whether introverted or extroverted—through a questionnaire. As Creswell and Creswell (2018) explain, the quantitative approach tests theories objectively by examining the relationships between variables measured with specific instruments, producing numerical data that

are then analyzed using statistical methods. Meanwhile, the qualitative method, as defined by Sugiyono (2017), involves describing conditions observed in the field in which the researcher acts as the primary instrument. In this study, the qualitative component was used to explore students' SLA processes in English speaking.

Participants were selected using purposive sampling, which ensured that they met the criteria established for this study (Kusumastuti & Khoiron, 2019). The criteria included being between 16 and 18 years old, using English as the main language in class, being enrolled in a vocational high school, and belonging to a class that included both introverted and extroverted students. Based on these criteria, the research was conducted at SMK Wira Harapan and involved grade 11 students from the Tourism Program (Usaha Layanan Wisata or ULW). This major was selected because the ULW class includes students with both personality types and consistently uses English as part of its learning environment.

Data collection employed three techniques: observation, questionnaires, and interviews. Observation was conducted by directly attending classroom situations and noting students' behavior during English-speaking activities (Esterberg, 2002). The purpose of the observation was to obtain an authentic understanding of how students used English in real interactions and to examine how their behavior aligned with the personality traits identified through the questionnaire. This allowed the researcher to analyze the relationship between personality traits, learning methods, and students' speaking performance.

The questionnaire was used as a structured data collection tool. As Sugiyono (2017) noted, questionnaires involve written questions or statements to which respondents provide answers. In this study, a closed-ended questionnaire was used, which limited respondents' answers to predetermined options, thereby minimizing interpretative variation (Amruddin et al., 2022). The items were adapted from the Eysenck Personality Questionnaire (EPQ-BV) and distributed online via Google Forms, allowing students to complete the questionnaire independently. This method provided reliable quantitative data for classifying students' personality types objectively as either introverted or extroverted.

Interviews were conducted to gain deeper insights into students' SLA processes. According to Esterberg (2002), an interview is an exchange of information and ideas between two individuals through a question-and-answer process that leads to shared understanding. In this study, semi-structured one-on-one interviews were used, guided by a prepared set of questions while still allowing flexibility to probe further into participants' responses (Sugiyono, 2017). Interviews were conducted using a mix of Indonesian and English, depending on students' comfort levels and language proficiency. The main objective of the interviews was to explore the methods students used to learn English, particularly in speaking.

Data analysis was guided by Brown's (2008) framework for SLA and Eysenck and Eysenck's (1976) theory of personality. The analysis process involved several steps. First, the questionnaire results were scored, with a score above six indicating an extroverted personality and a score below six indicating an introverted personality. Second, data from interviews were categorized by identifying the learning methods described by students and aligning them with Brown's method categories. Third, the dominant learning method for each student was determined based on the frequency and intensity of the reported activities. Finally, the researcher examined how these learning methods aligned with personality types, thus revealing the interplay between personality and English language learning strategies.

FINDINGS AND DISCUSSION

Extroverted-Introverted Personality

To identify the personality tendencies of the participants, this study employed a shortened version of the Eysenck Personality Questionnaire (EPQ). The instrument consisted of 12 items specifically designed to measure the dimensions of extroversion and introversion. In constructing the items, the researcher adopted an extroverted orientation, so that affirmative ("yes") responses

generally indicated extroverted tendencies, while negative ("no") responses reflected introverted tendencies. Each participant was asked to respond to statements describing their daily behavior. A score above six was categorized as indicating an extroverted personality, while a score below six was categorized as indicating an introverted personality.

Table 2. Personality classification according to Test-EPQ

No	Code	Result EPQ	Personality
1	Student A	10	Extrovert
2	Student B	7	Extrovert
3	Student C	7	Extrovert
4	Student D	8	Extrovert
5	Student E	7	Extrovert
6	Student F	10	Extrovert
7	Student G	10	Extrovert
8	Student H	12	Extrovert
9	Student I	7	Extrovert
10	Student J	7	Extrovert
11	Student K	6	Introvert
12	Student L	7	Extrovert
13	Student M	5	Introvert
14	Student N	4	Introvert
15	Student O	7	Extrovert
16	Student P	11	Extrovert

Based on the results of the Eysenck Personality Questionnaire (EPQ), out of 16 students who participated in the test, 13 were classified as extroverts and 3 as introverts. This finding suggests that extroverted personality traits are more dominant among the students in the context of English language learning at SMK Wira Harapan.

Second Language Acquisition Process

Brown (2001) described five types of speaking assessment: imitative, intensive, responsive, interactive, and extensive. These assessment types can also be applied as learning methods. According to Brown (2001), a method can be defined as a comprehensive plan for systematically presenting language learning, which is based on a particular approach. To gain more in-depth information on the methods students used in learning English as a second language, this study employed interviews as one of the qualitative data collection techniques. Interviews, as noted by Kusumastuti and Khoiron (2019), provide an effective way of exploring participants' actual experiences. In this study, interviews were conducted with both students and English teachers at SMK Wira Harapan.

The interviews were carried out individually with each participant, namely grade XII students. The questions explored the students' English learning background, the language skills they practiced most frequently, and their perceptions of the most important English skills. The interviews were conducted in a mix of Indonesian and English, depending on the students' comfort level and their ability to understand the questions and express their responses. To ensure a conducive environment, the interviews took place in a separate classroom to avoid distractions.

During each session, a mobile phone voice recorder was used to capture the entire conversation. The recordings were later transcribed and analyzed to identify patterns in the students' language learning practices. These were then classified according to the learning method categories described by Brown (2008), namely imitative, responsive, interactive, and extensive.

As a form of appreciation for their participation, each student received a simple reward after completing the interview. This gesture not only acknowledged their contribution but also fostered a positive atmosphere, encouraging active and honest engagement throughout the interview process.

Table 3. Result of interview

Nu	Code	Male/ female	Interview quote (paraphrase)	Category Brown
1	Student A	Female	“... ngomong sama diri sendiri sih kak, pake bahasa Inggris, kek lagi interview gitu... suka aja tertarik kalo untuk ngomong bersosialisasi ada, belajar dari film lagu itu pribadi aja sih...”	Extensive, Interactive, Imitative
2	Student B	Female	“... nonton dari film pake subtitle...”	Imitative
3	Student C	Male	“I like to speaking others people, maybe in the class, watching tv and Youtube”	Interactive, Imitative
4	Student D	Female	“saya sering main Ome TV gitu kak, ngobrol... ngobrol sama temen, sama baca-baca kamus...”	Interactive
5	Student E	Female	“I learn English start from the talk with other people, and then I also join the course so I learned many things... I learned about the speaking, debate, and then I also active in this school, so I start conversation in English... from like guidance”	Interactive, Extensive
6	Student F	Female	“...belajar sendiri, kek rekam sendiri... lebih ke talk to other people, to boost my confident”	Extensive, Interactive
7	Student G	Female	“I learn it from experience in daily worker. I’m being waitress... talking to other people...”	Interactive
8	Student H	Female	“lingkungan itu banyak orang luar, jadi biasa juga ngomong... karena kebetulan mama saya tuh punya restaurant sejak kecil, biasanya tamunya itu bule kan, kalo but ngomong sebenarnya tuh ngomong yang simple yang penting mereka paham... denger satu lagu itu bisa berulang kali... belajarnya Bahasa Inggris tu kata-kata nya, jadi kek susah buat disebutin...”	Responsive, Imitative
9	Student I	Female	“... mulai intens karena dengerin lagu, nonton film pake subtitle sempat les tapi gak lama, selebih nya practice... suka Bahasa Inggris karena sering ketemu tamu...”	Imitative, Intensive, Interactive
10	Student J	Male	“...music diputer-puter trus sampe hafal, habis itu tiba-tiba malam kepo... pernah ngobrol pas di pantai”	Interactive, Imitative
11	Student K	Female	“... belajar dari lagu ...”	Imitative
12	Student L	Male	“... So, I try to study English dari kecil, from my mom and my dad...”	Interactive
13	Student M	Female	“... dengerin lagu aja ...”	Imitative

14	Student N	Female	“... I watching movie... <i>di sekitar rumah tuh kan banyak bule ya, jadi sometimes I talk to them, and then sering DW juga... grammar sih, trus ada juga kosakata yang asing, langsung di search</i> ”	Imitative, Responsive, Intensive
15	Student O	Male	“... <i>belajar Bahasa Inggris dari intragram. Ada reels di ig yg ada kata-kata baru... cuma pelajari kata-kata trus terjemahan, trus baca-baca</i> ”	Imitative, Intensive
16	Student P	Male	“ <i>Sekolah dulu, belajar Bahasa Inggris karena les... sering ngomong juga karena kan sering nyari yang DW gitu... kalo ada tugas ngomong di depan kaca...</i> ”	Intensive, Interactive, Extensive

Based on interviews with grade XII ULW students at SMK Wira Harapan, it was found that learners demonstrated diverse preferences in their English speaking learning methods. Referring to Brown's (2008) five categories of speaking, two students reported using the responsive method, four students applied the intensive method, four students preferred the extensive method, nine students relied on the imitative method, and ten students showed a strong preference for the interactive method. These findings suggest that some students employed more than one method, with the interactive method emerging as the most frequently used.

In the imitative method, students demonstrated different learning strategies. Six students (A, H, I, J, K, M, and N) practiced by shadowing song lyrics, while four students (B, C, I, N, and O) reported learning from movies and videos accessed through platforms such as YouTube, Netflix, and Instagram. These students practiced pronunciation and vocabulary by imitating words and phrases. In line with Brown's (2008) definition, the imitative method focuses on reproducing words or phrases to enhance phonological accuracy. Thus, these students were categorized as using the imitative method through shadowing lyrics or imitating vocabulary to strengthen their speaking ability.

Students who applied the intensive method also demonstrated varied practices. Three students (I, N, and P) attended English courses with tutors, focusing on grammar, vocabulary, and pronunciation. Another student (O) used Instagram to identify vocabulary meanings and then practiced independently. According to Brown (2008), the intensive method emphasizes the production of short sentences or phrases to assess learners' ability in specific linguistic areas, such as grammar, vocabulary, and phonological features. Accordingly, these students were classified as applying the intensive method by concentrating on targeted linguistic elements.

Two students (H and N) employed the responsive method. Student H learned English through simple conversations with foreigners, focusing on short, practical exchanges. This corresponds to Brown's (2008) description of responsive speaking, which involves brief interactions such as greetings, questions, and basic responses. These students were thus categorized as applying the responsive method through short conversational practice with foreigners.

A greater variety of preferences was evident among students who applied the interactive method. Two students (C and D) preferred to interact with peers, while five students (F, G, I, L, and one additional peer) practiced with non-native speakers such as guests or family members. Three students (D, N, and P) reported practicing directly with native speakers, either through part-time work as waiters or via online platforms such as OmeTV. Student E engaged in English debates and served as a tour guide, thereby developing interactive skills by exchanging arguments, providing explanations, and responding to questions. Brown (2008) defined the interactive method

as involving extended conversations with multiple speaking turns. Accordingly, these students were categorized as employing the interactive method through various forms of sustained and reciprocal communication.

The Relationship between Eysenck's and Brown's Theories

This study found that most students in class XII ULW at SMK Wira Harapan who chose the interactive method were those with extroverted personalities. These students tended to involve other people or groups in their English-speaking practice. This finding is consistent with the characteristics of extroverts described in Eysenck & Eysenck's (1976) and further supported by Erfiani et al. (2024), Paradilla et al. (2020), and Suliman (2015), who explained that extroverts are generally sociable, enjoy group activities, maintain large networks of friends, and feel the need to engage in frequent conversations. By contrast, introverted students showed a preference for imitative and intensive methods, as they were more inclined to study independently without involving many others. This aligns with Eysenck and Eysenck's (1976) and Suliman's (2015) descriptions of introverts as individuals who are more comfortable engaging in solitary activities or working in quiet environments.

Students A, C, D, E, F, G, H, I, J, L, and P, who were categorized as extroverts, tended to use interactive and responsive methods. They involved others in their English learning, for example by speaking with friends, conversing with native or non-native speakers, or practicing with family members. However, Students B and O, although also classified as extroverts, preferred intensive and imitative methods, which involved more independent learning strategies such as studying vocabulary from film subtitles or practicing through social media resources. While these learning preferences appear more typical of introverted learners, they illustrate that students' choices of learning methods do not always perfectly align with their personality types.

It is also possible for extroverted students to use imitative, intensive, and extensive methods as part of their learning process. For instance, Students A, C, E, F, H, I, J, and P practiced speaking by recording their voices on mobile phones, rehearsing in front of a mirror, or studying vocabulary through film subtitles. At first glance, these behaviors appear more consistent with introverted tendencies, since introverts often prefer solitary learning activities (Eysenck & Eysenck, 1976). However, the same students also actively employed interactive and responsive methods, such as conversing with native and non-native speakers. This suggests that extroverts may rely on imitative, intensive, and extensive practices as preparatory strategies before engaging in social interactions, thereby balancing individual and group-oriented learning approaches.

In this study, Students K, M, and N were categorized as introverts according to the Eysenck Personality Questionnaire. Their dominant learning method was imitative. Students K and M shared similar learning preferences; both relied on music to learn English by imitating or shadowing song lyrics. Meanwhile, Student N preferred the intensive method. She reported using films to study grammar, identify new vocabulary, and practice reading aloud. These practices are consistent with Eysenck and Eysenck's (1976) and Suliman's (2015) descriptions of introverts as learners who feel more comfortable working alone in quiet settings. However, Student N also reported occasional interactions with tourists at her workplace, demonstrating that situational demands can influence introverted learners to engage in communicative practices beyond their typical preferences.

CONCLUSIONS

The results of this study show that students of class XII ULW at SMK Wira Harapan employed a variety of speaking methods, including imitative, intensive, responsive, interactive, and extensive, as categorized by Brown (2008). Most students with extroverted personalities preferred interactive and responsive methods, as they enjoyed learning by involving other people, which is consistent with Eysenck and Eysenck's (1976) description of extroverts. By contrast, students with introverted personalities tended to choose imitative and intensive methods, such as

learning alone through song imitation or reading aloud, which also aligns with Eysenck's characterization of introverts.

However, this study also revealed that not all students' learning methods corresponded directly to their personality types. Some introverted students engaged in brief interactions with others, while some extroverted students preferred to study independently. These findings indicate that learning methods are influenced not only by personality but also by individual learning goals and environmental factors.

Overall, the study concludes that the interactive method appears to be the most effective in improving students' speaking ability. Most students who demonstrated higher levels of fluency reported that they frequently practiced by speaking directly with others, including peers, teachers, tourists, and other foreigners. Therefore, it is recommended that teachers adopt more interactive methods in the classroom and provide students with opportunities to practice speaking in real communicative contexts, thereby fostering more effective development of their speaking skills.

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