

## The Correlation Between Students' Personalities (Extrovert and Introvert) and Their Speaking Skills at Eleventh Grade of MAN 1 Mamuju

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### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kepribadian introvert siswa dan keterampilan berbicara mereka di MAN 1 Mamuju. Dalam melakukan penelitian ini, peneliti telah mengumpulkan data menggunakan penelitian korelasional. Data dikumpulkan melalui kuesioner, wawancara dan tes berbicara. Peneliti menggunakan purposive sampling dalam menentukan sampel penelitian. Ada 40 siswa yang terdiri dari 20 siswa ekstrovert dan 20 siswa introvert yang telah dibagi dengan menggunakan MBTI Personality Questionnaire oleh Dartmouth Hitchcock Medical Center untuk memperoleh data yang dibutuhkan. Data dianalisis dengan menggunakan SPSS 22.0 yang terdiri dari Uji Normalitas, Pearson Product Moment. Hasil penelitian ini menunjukkan bahwa tidak ada hubungan antara kepribadian siswa (ekstrovert dan introvert) dan keterampilan berbicara mereka. Menurut hasil perhitungan statistik, dapat dilihat bahwa skor korelasi adalah -0,082 lebih kecil dibandingkan dengan r-tabel pada tingkat signifikansi 5% (0,312). Dengan demikian, hipotesis alternatif ( $H_a$ ) ditolak dan hipotesis nol ( $H_0$ ) diterima. Kesimpulannya tidak ada korelasi antara kepribadian siswa (ekstrovert dan introvert) dan keterampilan berbicara mereka.

**Kata Kunci:** Kepribadian Ekstrovert, Kepribadian Introvert, Keterampilan Berbicara

### ABSTRACT

*The objective of the research was to find out the correlation between students' introvert personality and their speaking skills at MAN 1 Mamuju. In conducting this research, the researcher has collected the data using correlational research. The data was collected through questionnaire, interview and speaking test. The researcher used purposive sampling in determining the research sample. There were 40 students consisted of 20 extrovert and 20 introvert students that had been divided by using the MBTI Personality Questionnaire by Dartmouth Hitchcock Medical Center to acquire the data needed. The data were analyzed by using SPSS 22.0 that consist of Normality Test, Pearson Product Moment. the result of this research showed that there was no correlation between students' personalities (extrovert and introvert) and their speaking skills. According to the result of statistical calculation, it could be seen that the correlation score was -0.082 smaller compared to r-table at the significant degree 5% (0.312). Thus, the alternative hypothesis ( $H_a$ ) was rejected and null hypothesis ( $H_0$ ) was accepted. In conclusion there is no correlation between students' personalities (extrovert and introvert) and their speaking skills.*

**Keywords:** Extrovert personality, Introvert personality, Speaking skill

### Introduction

Reading, writing, speaking, and listening are the four cornerstones of a well-rounded education in Indonesia. To facilitate the acquisition of new abilities, students should also study a language component. Being able to communicate orally is a crucial

ability for anyone wishing to study a foreign language. For the simple reason that being able to communicate well helps people bond. We take talking for granted since it is an integral aspect of our daily lives, according to Paradilla et al. (2020). For a social species like ourselves, asking other people questions and hearing their responses is crucial. Speaking efficiently and effectively is a hallmark of genuine communication. Given its centrality to interpersonal communication, it follows that the ability to articulate one's thoughts and ideas verbally is one of the four fundamental human abilities.

The pupils at Mamuju and the rest of West Sulawesi's senior high school still require a lot of work when it comes to improving their speaking abilities and their ability to articulate oneself verbally. There will be speaking exercises for every student in the class. While some students find this helpful, others struggle. They maintain their composure not due to a lack of proficiency in English but rather out of a fear of public speaking or the consequences of making a mistake. Some students are very extroverted and self-assured; they make few if any mistakes. Contrarily, students keep to themselves until they feel confident in their abilities, and then they speak up. This is personality, as it is defined in psychological theory.

Sherman, et al (2015) posit that there are two compelling reasons for one's interest in personality: personality traits are useful for predicting cognitions, emotions, and behaviours across a wide range of situations, and the characteristics of a specific situation are useful for making successful predictions of a given individual. The primary objective of this research is to develop a scientific understanding of a person's personality, which is focused on or involves the theory of a personality or area of study rather than its practical application. Additionally, personality can be used as a means of understanding a person's behaviour and attitude, which could potentially influence their behaviour and attitude. These two reasons are pertinent and can be applied in real-world situations.

Since there is a close relationship between a student's personality, learning style, and the learning strategy they develop to improve their academic performance—particularly in speaking skills—language teachers should research personality in order to create a more productive and convenient learning environment for both teachers and students.

In general, personalities are divided into extrovert and introvert. An individual may be considered an extrovert if they engage in frequent, mostly verbal interactions with others, and they do it voluntarily rather than for work. A person may be more of an introvert if they prefer to spend their time alone, read extensively, and avoid social situations.

According to Houston (2019) Introverts are inwardly focused; their thoughts, feelings, and actions all point to the subject as the main driver. In contrast, extroverts pay close attention to their immediate environment; they base their thoughts, emotions, and actions on objective facts rather than personal experiences. Take a crowded social gathering as an example; an extrovert would probably thrive on the energy and positive interactions with other people, while an introvert would probably get overwhelmed and need some quiet time to recharge.

Some human personality theories, such as the MBTI assessment, place a strong emphasis on the characteristics of extroverts and introverts. Our students at all levels, particularly those in senior high school, can now better understand their own and others' preferred working, communication, and teamwork styles in speaking thanks to the MBTI assessment, which offers an intuitive, relatable, and simple-to-use platform for self-

discovery and diversity awareness.

According to a study examining the connection between students' speaking skills and their extrovert/introvert personalities, a student who appeared to have an introverted personality ended up performing better than the extrovert students (Wahyuni et al., 2022). However, another study also indicated that extrovert students do better while speaking than introvert students (Rahayu: 2022). This gap piques the researcher's curiosity in learning more about the personalities and speaking abilities of the pupils, particularly at Mamuju Senior High School.

## Method and Materials

This research is Quantitative research. The research is correlational research where two variables are observed and subsequently examined to determine the relationship between the two variables. This research was conducted in MAN 1 Mamuju on Jl. Soekarno Hatta, Kel Karema, Kec Mamuju, Mamuju Regency. The research was conducted from April to May 2025 in academic year 2024/2025. The subject of this research are the 40 students of MAN 1 Mamuju West Sulawesi. The instruments used in this research to collect data are Questionnaire and Test. In analyzing the data, the researcher employed Quantitative analysis.

## Result

These are the score of students' extrovert personality and their speaking tests which were gained from MBTI personality Test modified by Dartmouth Hitchcock Medical Center and the speaking test conducted by the researcher.

Tabel 4.1 The score of students' extrovert personality and their speaking test

Participant	Speaking Score	Personality Score	Personality
1	53	50	Extrovert
2	67	40	Extrovert
3	94	45	Extrovert
4	60	50	Extrovert
5	60	50	Extrovert
6	40	65	Extrovert
7	27	45	Extrovert
8	33	55	Extrovert
9	40	55	Extrovert
10	47	55	Extrovert
11	27	55	Extrovert
12	40	70	Extrovert
13	27	60	Extrovert
14	27	65	Extrovert
15	60	75	Extrovert
16	33	50	Extrovert
17	80	55	Extrovert
18	47	75	Extrovert
19	40	55	Extrovert
20	53	70	Extrovert

Additionally, the statistical analysis of the speaking skills scores and personality questionnaire was conducted using Frequencies of Descriptive Statistics in the SPSS statistics program version 22.0 to determine the mean, mode, median, and standard deviation of the reading achievement test scores. The description is as follows:

Tabel 4.2 The statistical score of extrovert personality and speaking test

Statistics			
		Speaking Skills	Extrovert
N	Valid	20	20
	Missing	20	20
Mean		47,75	57,00
Median		43,50	55,00
Mode		27 <sup>a</sup>	55
Std. Deviation		18,430	10,052
Variance		339,671	101,053
Range		67	35
Minimum		27	40
Maximum		94	75
Sum		955	1140

The descriptive statistics indicate that there were 20 students identified as extroverts in this study. The average score of the speaking test was 47.75, indicating the mean score achieved by the students. The median score of the speaking test was 43.50. The mode score, which is the value that occurs most frequently, was 27. The majority of students achieved a score of 27 in the speaking test. Furthermore, the highest score achieved on the reading achievement test by extroverted students was 94, while the lowest score recorded was 27. The range score between the highest and lowest score was 67.

The normality of the tests was assessed using the SPSS statistical program to determine whether the data populations for extrovert personality and speaking skills were normally distributed. The Shapiro-Wilk test was employed for assessing normality due to the sample size being fewer than 50 respondents. The analysis results are presented in the table below:

Tabel 4.3 Test of Normality for Extrovert

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Extrovert	,229	20	,007	,933	20	,177
Speaking	,163	20	,172	,911	20	,066

a. Lilliefors Significance Correction

The results indicate that both extrovert personality and speaking skills exhibited a normal distribution, as the scores for both variables exceeded the threshold of 5% or 0.05. The test result indicated that the significant value for extrovert personality was 0.117, where 0.117 exceeds 0.05. Furthermore, the notable value of speaking skills was 0.066, indicating that 0.066 exceeds 0.05. Given that the data distribution exhibited normality and linearity, the statistical analysis employed a parametric procedure, specifically the Product Moment Correlation.



Tabel 4.4 Pearson Product Moment of Speaking and Extrovert Personality

Correlations			
		Extrovert	Speaking Skills
Extrovert	Pearson Correlation	1	-,232
	Sig. (2-tailed)		,326
	N	20	20
Speaking Skills	Pearson Correlation	-,232	1
	Sig. (2-tailed)	,326	
	N	20	20

The Pearson correlation results indicated that there was no significant correlation between students' extroverted personality and their speaking skills, as evidenced by a significance value of 0.232, which is greater than 0.05. The analysis indicated that a significant value of less than 0.05 denotes a significant correlation, whereas a significant value greater than 0.05 indicates the absence of a significant correlation.

The researcher concluded that there was no significant correlation between the extrovert personality of students and their speaking ability, as indicated by the value of 0.232, which was greater than 0.05. This conclusion was derived from the table above.

#### 1. The Correlation of Students' Introvert Personality and their Speaking Skills

These are the score of students' introvert personality and speaking tests which were gained from MBTI personality Test modified by Dartmouth Hitchcock Medical Center and the speaking test conducted by the researcher.

Tabel 4.5 The score of students' Introvert personality and their speaking test

Participant	Speaking Score	Personality Score	Personality
21	60	40	Introvert
22	60	55	Introvert
23	33	50	Introvert
24	53	55	Introvert
25	47	70	Introvert
26	40	40	Introvert
27	27	55	Introvert
28	27	65	Introvert
29	40	45	Introvert
30	27	50	Introvert
31	73	60	Introvert
32	60	50	Introvert
33	33	40	Introvert
34	33	50	Introvert
35	60	50	Introvert
36	33	55	Introvert
37	47	50	Introvert
38	60	55	Introvert
39	80	50	Introvert
40	60	70	Introvert

Additionally, the mean, mode, median, and standard deviation scores of the reading achievement test were determined by calculating the frequencies of descriptive statistics in the SPSS statistics program version 22.0. This was accomplished by analysing the personality questionnaire and speaking skills scores. It can be characterised as follows:

Tabel 4.6 The statistical score of Inxtrovert personality and speaking test

Statistics			
		Speaking Skills	Introvert
N	Valid	20	20
	Missing	20	20
Mean		47,65	52,75
Median		47,00	50,00
Mode		60	50
Std. Deviation		16,040	8,656
Variance		257,292	74,934
Range		53	30
Minimum		27	40
Maximum		80	70
Sum		953	1055

The descriptive statistic above indicates that 20 students were the introvert respondents in this study. The average score of the candidates was 47.65 on the speaking test. The speaking test's median or average score was 47.00. The score that appeared the most, or the median score, was 60. This implies that the majority of students achieved a score of 60 on the speaking test. Furthermore, extrovert students achieved the highest reading achievement test score of 80, while the lowest score was 27. As a result, the score between the greatest and lowest was 53.

Tabel 4.7 Test of Normality for Introvert

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Introvert	,197	20	,040	,908	20	,059
Speaking Skills	,179	20	,091	,913	20	,074

a. Lilliefors Significance Correction

Based on the results above, both introvert personality and speaking skills were normally distributed because their scores were higher than 5% or 0.05. The test result showed that the significant value of introvert personality was 0.059, which was  $> 0.05$ , and the significant value of speaking skills was 0.074, which was  $> 0.05$ .

Tabel 4.8 Pearson Product Moment of Speaking and Introvert Personality

Correlations			
		Introvert	Speaking Skills
Introvert	Pearson Correlation	1	,110
	Sig. (2-tailed)		,645
	N	20	20
Speaking Skills	Pearson Correlation	,110	1
	Sig. (2-tailed)	,645	
	N	20	20

According to the Pearson correlation coefficient, there was no significant correlation between the introvert personality of students and their speaking ability, as indicated by a value of  $0.110 > 0.05$ . A significant correlation is indicated by a value of 0.05 or less, while a significant correlation is indicated by a value of 0.05 or more.

The researcher concluded that there was no significant correlation between the extrovert personality of students and their speaking ability, as indicated by a value of  $0.110 > 0.05$ .

## 2. Analysis of Correlation Coefficient

In this research, the statistic calculation of the Pearson Product Moment formula was used to analyze the data of Personality and Speaking Skills.

Tabel 4.9 Pearson Product Moment of Personalities and Speaking Skills

Correlations			
		Personality	Speaking Skills
Personality	Pearson Correlation	1	-,082
	Sig. (2-tailed)		,613
	N	40	40
Speaking Skills	Pearson Correlation	-,082	1
	Sig. (2-tailed)	,613	
	N	40	40

The Pearson correlation result indicated that there was no significant correlation between the speaking ability of students and their personality type (introvert or extrovert) ( $0.082 > 0.05$ ). It was stated that a significant correlation was present if the significant value was less than 0.05, and a significant correlation was not present if the significant value was greater than 0.05.

The researcher reached the conclusion that there was no significant correlation between the speaking skill of students and their personality (introvert or extrovert) based on the table above, as indicated by the value of 0.082, which is greater than the significance level of 0.05.

### a. Analysis of Determination of Coefficient

**Coefficient Determination Analysis** The determination coefficient ( $r^2$ ) was employed to examine the impact of the independent variable (X) speaking skills on the dependent variable (Y) personality. This formula can be used to determine the value of  $r^2$ :

$$\begin{aligned} R &= r^2 \times 100\% \\ &= (-0.082)^2 \times 100\% \\ &= 0.01\% \end{aligned}$$

Note :

R = Value of the determination coefficient

$R^2$  = Value of the squared correlation coefficient

Based on the determination coefficient, the students' personality contributed 0.01% to their speaking abilities, while the remaining 99.99% was attributed to other variables, such as their knowledge, motivation, reason, strategies, characteristics, etc.

#### b. Hypothesis Testing

To test the hypothesis, the correlation coefficient from the calculation ( $r_{xy}$ ) was compared to correlation coefficient from Product Moment table ( $r_t$ ). In the term of the statistical hypotheses, these can be portrayed as follows:

- 1) If  $r_o > r_t = H_1$  is accepted. There is correlation between personality and speaking skills.
- 2) If  $r_o < r_t = H_1$  is rejected. There is no correlation between personality and speaking skills.

To find  $r_{xy}$  or  $r_o$ , the degree of freedom must be determined with the formula :

$$\begin{aligned} d_f &= N - nr \\ &= 40 - 2 \\ &= 38 \end{aligned}$$

Note :

$d_f$  = Degree of Freedom

N = Number of Cases (respondents)

$N_r$  = Number of variables

The  $r_t$  of a two-tailed test in the significance level of 5% and the  $d_f$  of 38 was determined to be 0.320 in the table of significance (see appendix 5). The score of  $r_o$  was -0.082, which was less than  $r_t$ , as  $0.082 < 0.320$ . It indicated that  $H_1$  was rejected, or in other words, that there was no correlation between personality and speaking abilities.

Additionally, the significance of variables was determined by comparing the results of  $t_{count}$  or  $t_0$  to  $t_{table}$ . The formulation of test:

- a. If  $t_0 > t_{table}$ , it means that the null hypothesis is rejected and there is significant relationship.
- b. If  $t_0 < t_{table}$ , it means that the null hypothesis is accepted and there is no significant relationship.

From the table of significance, it was obtained that  $t_{table}$  of 5% and  $d_f = 38$  was 1.68. It indicated that  $t_0 < t_{table}$ , in which  $-0.504 < 1.68$  (Appendix 6). Therefore, the alternative hypothesis ( $H_1$ ) was rejected. In other words, there was no significant relationship between personality and speaking skills.

The correlation coefficient ( $r_o$ ) was -0.082, as indicated by the preceding Pearson Product Moment calculation. The table of "r" product moment indicates that the correlation value was on the very weak/low level, ranging from 0.00 to 0.19. This indicates that the relationship was trending towards a negative outcome. The "r" interpretation table was adapted from Jonathan Sarwono's theory.



Table 4.10 The Interpretation of Coefficient Correlation of Value  $r$

Coefficient Interval	Degrees of Correlation
0.00-0.19	Very weak/low
0.20-0.39	Weak/low
0.40-0.59	Strong enough
0.60-0.79	Strong
0.80-1.00	Very strong

## Discussion

The findings indicated that there was no significant link between personality traits and speaking abilities. The correlation coefficient ( $r_{xy}$ ) was found to be less than the tabulated value ( $r_t$ ). The correlation coefficient was  $-0.082$ , which was compared to  $r_t$  at a significance threshold of  $0.05$ , yielding a value of  $0.320$ , where  $r_0 = -0.082 < r_t = 0.320$ .

Moreover, according to the aforementioned computation of  $r_{count}$ , the value of  $r_{count}$  was less than the value of  $t_{table}$  at the  $0.05$  significance level, where  $t_{count} = -0.504 < t_{table} = 1.68$ . As  $r_0$  and  $t_{count}$  were less than  $r_t$  and  $t_{table}$ , the alternative hypothesis ( $H_1$ ) was rejected, and the null hypothesis ( $H_0$ ) was accepted. In summary, no substantial link existed between personality and speaking skills among eleventh-grade students at MAN 1 Mamuju during the academic year 2024/2025. Consequently, pupils with extroverted and introverted personalities were not consistently proficient in communicating.

Furthermore, the coefficient of determination ( $r^2$ ) of  $0.01$  indicates that personality contributes  $0.01\%$  to speaking skills. The speaking skills of the eleventh grade at MAN 1 Mamuju were influenced by their personalities by only  $0.01\%$ , with  $99.99\%$  attributed to external factors. The evidence suggested that additional factors influenced their speaking abilities.

In summary, the data analysis revealed that introverts had a higher correlation score than extroverts. The study aligned with the conclusions of certain academics, indicating that introverted learners were more successful than their extroverted counterparts (Dunnsmore, 2005). The disparity may arise from introverts possessing a superior focus level compared to extroverts, who tend to be impulsive in problem-solving and readily distracted. Overall, extroverted and introverted personalities exhibited little correlation with students' speaking abilities. It indicated that students' verbal expression was not influenced by their individual character.

Based on the result of the questionnaire, it is found that there was no significant/very weak correlation between students' extrovert personality and their speaking skill as described  $-0.082 > 0.05$ . Seen from the minus sign ( $-$ ) on the Pearson correlation number, the relationship between the two variables is opposite. which means, if the independent variable increases then the dependent variable decreases, this applies conversely.

From the results of the interview with the teacher, it was revealed that the teacher agreed that the quality of students' speaking skills in daily activities is at a poor level, as only a few students are able to speak English in their daily activities. Snapask Academy (n.d.) notes that students' challenges in speaking often stem from personality traits such as introversion, which may lead to hesitation and fear of mistakes. Furthermore, the

interview with students revealed several reasons for their difficulties in speaking English in daily activities, including lack of confidence, lack of motivation, limited vocabulary, shyness, fear of making mistakes, reliance on their mother tongue, having nothing to say, fear that the listener might not understand, and being afraid of criticism for using incorrect sentences. Saiddaeni (2023) emphasizes that addressing these barriers by fostering a supportive and accommodating classroom environment can encourage students to improve their speaking skills and build confidence over time. In many classrooms, teachers often implement practices such as creating group activities, encouraging peer feedback, and allowing students to present in a low-pressure setting. These strategies help reduce students' anxiety by providing them with opportunities to practice speaking in a supportive atmosphere. For instance, students who regularly participate in collaborative tasks tend to feel more comfortable expressing their ideas, as they become accustomed to sharing thoughts in front of peers without fear of judgment.

### Conclusion

The result showed a modest or low level of connection between the variables. Likewise, the importance of the contribution indicated that the outcome was not significant. The t-count score was less than the t-table value. The t-count significance score was -0.504. Meanwhile, the degrees of freedom (df) of 38 showed a significant score at the 5% level was 1.68. H1 was denied. In summary, personality exhibited a weak or nonexistent link with speaking skills, and there was an inverse relationship between the two variables (negative correlation).

Students encounter challenges in verbal communication during their daily activities for the following reasons: Deficiency in confidence, motivation, vocabulary, shyness, apprehension of making mistakes, reliance on the mother tongue, absence of topics to discuss, fear of being misunderstood by the listener, and anxiety about being criticised for incorrect English usage.

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