

SPEAKING ANXIETY LEVEL IN INTROVERTED AND EXTROVERTED STUDENT

Farikhah Rahma Parwati¹, Khoirul Anwar², Candra Hadi Asmara
Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas
Muhammadiyah Gresik

EMAIL: farikhahrahmaparwati@gmail.com, khoirulanwar@umg.ac.id, candrafkip@umg.ac.id

Abstract

This study aims to determine whether there are differences in speaking anxiety levels between 11th-grade students at MAN 2 Gresik who are members of the English Club, based on their personality types: introvert and extrovert. A mixed-methods approach was employed, combining quantitative data from the Eysenck Personality Inventory (EPI) and the Foreign Language Classroom Anxiety Scale (FLCAS), with qualitative data gathered through semi-structured interviews.

The results showed that 41 students (54%) were introverts and 35 (46%) were extroverts. FLCAS scores indicated that 1 student (1.32%) experienced low anxiety, 58 (76.32%) moderate anxiety, and 17 (22.37%) high anxiety. Although the average anxiety score of introverts (107.24) was slightly higher than that of extroverts (104.09), the Independent Samples T-Test revealed no statistically significant difference ($p = 0.360 > 0.05$).

Despite the lack of statistical significance, qualitative findings revealed distinct emotional contrasts. Introverted students reported stronger nervousness, fear of judgment, and pressure when speaking without preparation, while extroverted students appeared more confident and relied on social support and positive thinking. Additional factors such as preparation, classroom atmosphere, and peer encouragement also influenced students' confidence.

The study concludes that while no significant statistical difference was found, the mixed-method approach provided a deeper understanding of the speaking anxiety experienced by both introverted and extroverted students. The findings offer practical insights for educators, such as the importance of providing preparation time, peer support, and emotionally supportive classroom environments to help these students reduce speaking anxiety and build confidence.

Keywords: Speaking anxiety, Introvert, Extrovert, Mixed Method.

Article History

Received: Oktober 2026
Reviewed: Oktober 2026
Published: Oktober 2026
Plagiarism Checker: No
235.223.443

Copyright : Author
Publish by : Argopuro



This work is licensed under
a [Creative Commons](https://creativecommons.org/licenses/by-nc/4.0/)
[Attribution-NonCommercial](https://creativecommons.org/licenses/by-nc/4.0/)
[4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

Speaking is an important productive skill in English, which serves as the main means of communication. However, many students still struggle to speak fluently and accurately. Public speaking often triggers anxiety, which can hinder students from conveying their ideas effectively and confidently.

Anxiety is one of the weaknesses that makes students unable to communicate well in English, even when they know what they want to say but cannot express it due to anxiety (Frazier & Brown, 2001). Speaking anxiety can negatively affect language learning by reducing confidence, discouraging participation, and causing students to avoid speaking activities (MacIntyre & Thivierge, 1995; Hashemi, 2011; Richards & Renandya, 2022). Previous research has indicated that linguistic issues, such as poor pronunciation and limited vocabulary, as well as non-linguistic issues, including lack of confidence, inadequate preparation, shyness, fear of mistakes, and fear of being laughed at, contribute to speaking anxiety (Marlia et al., 2023; Marlina & Yayu, 2023; Faqih, 2023). Among these factors, affective factors, particularly personality, have a significant influence on language learning.

Carl Jung defined introverts as individuals who direct their energy inward, while extroverts direct their energy outward (Jung, 1940). Eysenck stated that introverts tend to have higher levels of anxiety and sensitivity to stimuli, whereas extroverts tend to experience lower anxiety and seek external stimulation (Revelle, 2016). Studies also show that extroverts tend to experience lower speaking anxiety and perform better in oral language activities than introverts (Dewaele & Furnham, 2000; Davies & Pearce, 2000; Vogel & Vogel, 1986).

From the existing theories, introverts and extroverts show different patterns of behaviour and responses to social situations, which can affect their levels of speaking anxiety. Introverts tend to experience higher anxiety in speaking situations, while extroverts are generally more comfortable and confident in social interaction. Furthermore, although many studies have identified general factors contributing to speaking anxiety, few have specifically focused on the influence of personality, particularly introversion and extraversion. Most existing studies also rely heavily on quantitative methods and provide limited qualitative insights into students' emotional experiences and coping strategies. Therefore, the present study adopts a mixed-methods research design using quantitative surveys and qualitative interviews.

Furthermore, there are still limitations in studies comparing introverted and extroverted students in the context of English clubs, where speaking skills are crucial. Therefore, the researcher will conduct the study at MAN 2 Gresik, involving 11th-grade students who participate in the English club. The results of this study are expected to provide an understanding of the differences in speaking anxiety between introvert and extrovert students in the English learning environment, especially in the context of English clubs.

METHODOLOGY

This research employs a mixed-method approach that combines quantitative and qualitative methods to provide a comprehensive understanding of students' speaking anxiety. The quantitative method is used to compare speaking anxiety levels between introverted and extroverted students, while the qualitative method explores students' personal experiences, perceptions, and strategies for coping with speaking anxiety through semi-structured interviews.

The population of this research consists of 11th-grade students at MAN 2 Gresik who participate in the Fun English Club (FEC). A total of 76 students completed the questionnaires, while several selected students participated in interviews to gain deeper insights into their experiences and factors influencing speaking anxiety.

This study uses two main instruments: questionnaires and semi-structured interviews. The questionnaire consists of two sections, namely the Eysenck Personality Inventory (EPI) to classify students as introverts or extroverts and the Foreign Language Classroom Anxiety Scale

(FLCAS) to measure students' speaking anxiety levels. Semi-structured interviews were conducted with selected students based on their personality types and anxiety levels to explore their experiences, confidence, fears, and coping strategies.

The data were initially processed using Microsoft Excel and then analyzed using SPSS. The analysis included descriptive statistics to describe speaking anxiety levels, a Shapiro-Wilk normality test to determine data distribution, and hypothesis testing using either an Independent Samples t-Test or Mann-Whitney U Test based on the normality results.

FINDING AND DISCUSSION

The findings of this study are compiled based on data obtained through quantitative and qualitative. All findings are presented to answer the research questions that have been formulated in Chapter I.

Result of Questionnaire

Based on the results of the Eysenck Personality Inventory (EPI) questionnaire completed by 76 eleventh-grade students of MA Negeri 2 Gresik who participated in the Foreign English Club (FEC), it was found that 41 students (54%) were categorized as introverts, while 35 students (46%) were categorized as extroverts. These percentages were calculated by dividing the number of students in each category by the total number of respondents and then multiplying by 100. The results indicate that students with introverted tendencies slightly outnumber those with extroverted tendencies, with a difference of 6 students or approximately 8%.

Personality Type	Number of Students	Percentage
Introvert	41	54 %
Extrovert	35	46%
Total	76	100%

Table.1 Distribution of Introvert and Extrovert Students Based on EPI

The 54% of introverted students tend to be quiet, thoughtful, serious, and reserved. They prefer structured environments and tend to be more cautious in their behaviour. Additionally, they may avoid social gatherings and prefer working independently. In contrast, the 46% of extroverted students are generally sociable, lively, outgoing, and enjoy being around others. They tend to talk more, be impulsive, and seek excitement as well as social interaction. In terms of speaking anxiety, the FLCAS data showed that most students (58 students or 76.32%) experienced moderate anxiety, 17 students (22.37%) experienced high anxiety, and only 1 student (1.32%) experienced low anxiety. These results suggest that while most students feel some level of nervousness when speaking English, only a few experience it with very low or very high intensity.

Anxiety Level	Number of Students	Percentage
Low Anxiety	1	1.32 %
Moderate Anxiety	58	76.32 %
High Anxiety	17	22.37 %
Total	76	100%

Table. 2 Student Anxiety Levels Based on FLCAS

Based on the data, 58 students (76.32%) fall into the moderate anxiety category. This indicates that the majority of FEC students experience a noticeable level of anxiety when speaking English, but it is still manageable. These students may often feel nervous or uneasy when asked to speak, worry about making mistakes, or fear negative judgment from teachers or peers. Despite these feelings, their anxiety has not severely disrupted their participation in English learning activities.

Meanwhile 17 students (22.37 %) are classified as having high anxiety. This smaller group experiences intense anxiety that significantly affects their ability to participate in English speaking activities. Students in this category may feel overwhelmed, display physical symptoms such as sweating or rapid heartbeat, and often try to avoid speaking situations altogether. Their high anxiety level can hinder their progress in developing speaking skills.

Lastly, only 1 student (1.32 %) are in the low anxiety category, meaning he/she generally feels calm, confident, and comfortable when communicating in English. According to the FLCAS criteria, these students show psychological resilience and are less likely to be affected by fear or stress related to foreign language speaking. They tend to engage actively and express themselves freely without much hesitation.

To better understand the interaction between personality type and anxiety level, the data were further analyzed by cross-referencing EPI Result and FLCAS results. The distribution is shown in the following table:

	Introvert	Extrovert
Low Anxiety Score Range: 33-71	0 student There are no introverted students in the low anxiety category.	1 student There is 1 extrovert student in the low anxiety category, with a score of 53.
Moderate Anxiety Score Range: 72-116	31 students Most introverted students are in the moderate category, with most scores in the 79-115 range.	27 students Most extroverted students also fall into the moderate category, with general scores ranging from 76-116.
High Anxiety Score Range: 117-165	10 students Introverted students are in the high anxiety category, with scores between 118 - 139.	7 students Extroverted students were in the high anxiety category, with scores ranging from 117 - 133.
TOTAL	41 Students	35 Students

Tabel.3 Students Anxiety Levels By Introvert and Extrovert (EPI x FLCAS)

In the moderate anxiety category, 31 introverted students and 27 extroverted students were identified. Most introverts in this group had scores ranging from 79 to 115, while extroverts scored between 76 and 116. This suggests that students in this category tend to experience anxiety at the middle to upper end of the moderate range. Meanwhile in the high anxiety category, 10 introverted students had scores ranging from 118 to 139, while 7 extroverted students had scores between 117 and 133. This indicates that not only were more introverts found in the high anxiety category, but their anxiety scores also tended to be slightly higher compared to their extroverted peers. As for the low anxiety category, it was represented by only one student, an extrovert, with a score of 53. Notably, no introverted students were found in this category.

Descriptive Statistic

This section presents descriptive statistics to provide an initial overview of students' speaking anxiety levels based on their personality types. These results serve as the foundation for further statistical analysis.

Descriptives				
	KEPRIBADIAN		Statistic	Std. Error
FLCAS	1.00	Mean	107.24	2.173
		95% Confidence Interval for Mean	Lower Bound	102.85
			Upper Bound	111.64
		5% Trimmed Mean	106.96	
		Median	104.00	
		Variance	193.589	
		Std. Deviation	13.914	
		Minimum	79	
		Maximum	139	
		Range	60	
	2.00	Mean	104.09	2.702
		95% Confidence Interval for Mean	Lower Bound	98.60
			Upper Bound	109.58
		5% Trimmed Mean	104.84	
		Median	104.00	
		Variance	255.434	
		Std. Deviation	15.982	
		Minimum	53	
		Maximum	133	
		Range	80	

Tabel.4 Descriptive Statistics of Speaking Anxiety in Introvert and Extrovert Students

The descriptive statistics reveal that the mean speaking anxiety score for introverted students is 107.24, slightly higher than extroverted students at 104.09, suggesting that introverted students tend to experience more anxiety when speaking English. The standard deviation for introverts is 13.91, while for extroverts it is 15.98, indicating greater variability in anxiety levels among extroverted students. Introverted students had scores ranging from 79 to 139 (range 60), while extroverted students ranged from 53 to 133 (range 80), showing greater diversity in the extroverted group. The median score for both groups is 104.00, indicating the same central tendency. The 95% confidence interval for introverts is 102.85-111.64, while for extroverts it is 98.60-109.58, indicating the estimated population mean for each group.

Normality Test

The Shapiro-Wilk test was used to assess the normality of FLCAS scores for both introverts and extroverts, as each group had fewer than 50 participants. This test ensures that the data meet the normality assumption required for further analysis

Tests of Normality							
PERSONALITY		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
FLCAS	1	.129	41	.085	.970	41	.335
	2	.113	35	.200 [*]	.953	35	.145

Table.5 Normality Test of Speaking Anxiety in Introvert Extrovert Students

The results of the normality test using the Shapiro-Wilk method showed a significance value for the introvert group of 0.335, and for the extrovert group of 0.145. Because both values are greater than 0.05, this indicates that the FLCAS scores in both groups are normal (Normal data means that most values are in the middle, and only a few are too low or too high) so that the data can be analyzed using parametric tests. Therefore, based on the results of the normality test, a parametric analysis will be carried out, especially the t-test to compare the average speaking anxiety scores between introvert and extrovert students.

Hypothesis Test (Independent Sample T-Test)

The test is carried out using the parametric Independent Samples t-Test because the data meets the assumption of normal distribution.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
FLCAS	Equal variances assumed	.108	.744	.921	74	.360	3.158	3.429	-3.674	9.991
	Equal variances not assumed			.911	68.024	.366	3.158	3.467	-3.760	10.076

Table.6 Hypothesis Test of Speaking Anxiety in Introvert and Extrovert Students

Based on the results of Levene's Test for Equality of Variances, the significance value was 0.744 ($F = 0.108$). Since this value is greater than 0.05, the variance between introverted and extroverted students is homogeneous, allowing the interpretation of the t-test results using the "Equal variances assumed" row. The results of the independent samples t-test show that the Sig. (2-tailed) value is 0.360, which is greater than 0.05. This means that the null hypothesis is accepted and the alternative hypothesis is rejected. In other words, there is no significant difference in speaking anxiety between introverted and extroverted students. Furthermore, the 95% confidence interval for the mean difference ranges from -3.674 to 9.991, including zero. The analysis yielded a t-value of 0.921, $df = 74$, and a standard error of the difference = 3.429, further reinforcing the conclusion that there is no significant difference between the two groups.

Although descriptive statistics showed a mean difference of 3.158 points, with introverted students experiencing slightly higher anxiety, the difference is not statistically meaningful. Therefore, this finding confirms that personality type does not significantly affect speaking anxiety levels among 11th-grade students in the English Club at MAN 2 Gresik.

Result of Semi-Structured Interview

The interview results present the students' personality types, anxiety levels, and FLCAS scores. Most students expressed nervousness, anxiety, or tension when speaking English in front of the class, especially during presentations or speeches. However, some students enjoyed speaking English and viewed it as a positive challenge. Many participants were afraid of making grammar or pronunciation mistakes and being judged, laughed at, or criticized by others, although some students showed greater confidence and were less concerned about negative evaluation.

Introverted students tended to be more cautious, shy, and prone to overthinking, while extroverted students were generally more expressive, confident, and adaptable in speaking situations. Speaking anxiety was commonly triggered by lack of preparation, unexpected

speaking tasks, unfamiliar situations, and difficult materials. Students also perceived extroverted individuals as more relaxed and spontaneous, while introverted students tended to overthink, feel self-conscious, and require more preparation to manage speaking anxiety.

Students identified practice, experience, personality, positive attitudes, supportive friends, and a supportive learning environment as factors that influenced their self-confidence in speaking English. To manage speaking anxiety, students used preparation and rehearsal, practicing in front of a mirror, self-talk, humour, prayer, deep breathing, seeking help from others, and focusing on communication rather than perfection.

The questionnaire and interview results showed that 24.4% of introverted students had high anxiety compared to 20% of extroverted students. The mean score was slightly higher for introverts (107.24) than extroverts (104.09), but the difference was not statistically significant (Sig. = 0.360). Interviews showed that introverted students tended to experience more nervousness, overthinking, fear of negative evaluation, and a greater need for preparation, while extroverted students generally appeared more confident and relaxed. Both groups used similar coping strategies, although introverts relied more on individual preparation and extroverts more on social support.

DISCUSSION

This study aimed to investigate whether there is a significant difference in speaking anxiety between introverted and extroverted students and to explore how they experience and cope with speaking anxiety. Based on quantitative analysis of 76 eleventh-grade students in the English Club at MAN 2 Gresik, 24.4% of introverted students and 20% of extroverted students were categorized as having high anxiety. The mean score for introverted students was 107.24, slightly higher than extroverted students at 104.09. However, the independent samples t-test showed that the difference was not statistically significant (Sig. = 0.360; $t = 0.921$), indicating no meaningful difference in speaking anxiety between the two personality types.

Qualitative findings revealed differences in how students experienced and managed speaking anxiety. Introverted students tended to experience greater nervousness, overthinking, fear of negative evaluation, and a greater need for structured preparation. Extroverted students generally appeared more confident and relaxed, although they could still experience anxiety in sudden or high-pressure situations. Both groups used coping strategies such as mirror practice, self-affirmation, peer support, prayer, and relaxation techniques. Introverted students relied more on individual preparation, while extroverted students tended to depend more on environmental and social support.

These findings are consistent with previous studies by Rahman Hz et al. (2022), Mirnawati et al. (2024), Ozbay et al. (2017), and Arniatika (2020), which reported no statistically significant relationship between personality type and speaking anxiety or foreign language learning outcomes. The findings also support Horwitz et al. (1986) and Eysenck (1967, 1990), who emphasize that environmental and contextual factors can influence anxiety. However, the results differ from Fitri and Novriewani (2022), who found a significant difference in speaking anxiety between introverted and extroverted students. This difference may be related to variations in research context, respondents, and learning environments.

Overall, the study demonstrates that although introverted and extroverted students may differ in their experiences and coping strategies, personality type does not significantly determine speaking anxiety levels. Speaking anxiety is also influenced by individual experiences, preparation, continuous practice, and environmental support. Therefore, educators are encouraged to consider students' personality traits while creating an emotionally safe, supportive, and practice-oriented learning environment to foster confidence in speaking English.

CONCLUSION

This study aimed to investigate the differences in English-speaking anxiety between introverted and extroverted students and to explore how these students experience and cope with their anxiety. The research applied a mixed-method design combining quantitative data (questionnaire) and qualitative data (interview). The following conclusions can be drawn based on the results:

1. There is no significant difference in the level of speaking anxiety in introverted and extroverted students. The quantitative data showed that the mean anxiety score of introverted students was slightly higher than that of extroverted students. However, the independent-samples t-test result (Sig. 2-tailed = 0.360) indicates that the difference is not statistically significant.
2. Introverted and extroverted students experience and cope with speaking anxiety during English-speaking activities differently.
 - Introverted students tend to feel more nervous, fearful of negative evaluation, and require more structured preparation before speaking.
 - Extroverted students are generally more confident and flexible but may still experience anxiety when unprepared or under pressure.
 - Coping strategies vary: introverts rely more on individual preparation (e.g., writing scripts, practicing alone), while extroverts use social coping strategies such as humor, peer support, or spontaneous adjustment.

The integration of questionnaire and interview results enriches the understanding of speaking anxiety, as the quantitative data revealed general trends in anxiety levels, while the qualitative findings uncovered personal and emotional nuances that numbers alone could not explain. The combined data confirmed that personality type influences not only the intensity of anxiety but also the coping mechanisms students use. In addition, external factors such as classroom environment, encouragement from peers, and supportive feedback play an important role in building students' confidence and reducing anxiety. These findings align with psychological and educational theories by Eysenck (1967), Horwitz et al. (1986), and Brown (2007), offering a comprehensive view of how students' personality types relate to their English-speaking anxiety and underscoring the importance of both internal traits and external support systems in language learning contexts.

BIBLIOGRAPHIE

- Arniatika, S. (2020). Personality Traits, Motivational Orientations and Speaking Achievement in The EFL Context. *IJJET (International Journal of Indonesian Education and Teaching)*, 4(1), 110-120. <https://doi.org/10.24071/ijjet.v4i1.2266>
- Bannister, D. (1970). *The Biological Basis of Personality*. By H. J. Eysenck. Springfield: Charles C. Thomas. 1967. Pp. 399. Price \$18.50. *British Journal of Psychiatry*, 116(530). <https://doi.org/10.1192/bjp.116.530.103>
- Barnwell, D., O'Malley, J. M., & Chamot, A. U. (1991). Learning Strategies in Second Language Acquisition. *Language*, 67(2). <https://doi.org/10.2307/415153>
- Bernard, L. L., Allport, G. W., & Stagner, R. (1938). Personality: A Psychological Interpretation. *American Sociological Review*, 3(3). <https://doi.org/10.2307/2084079>
- Brown, H. D. (2007). Principles of language teaching and learning (Fourth edition). In *Pearson Education*. https://doi.org/https://books.google.com/books/about/Principles_of_Language_Learning_and_Teaching.html?id=jUF0QgAACAAJ
- Bukhori, B. (2017). Kecemasan Berbicara di Depan Umum Ditinjau dari Kepercayaan Diri dan Keaktifan dalam Organisasi Mahasiswa. *Jurnal Komunikasi Islam*, 6(1), 158-186. <https://doi.org/10.15642/jki.2016.6.1.158-186>
- Cécillon, F. X., Mermillod, M., Leys, C., Lachaux, J. P., Le Vigouroux, S., & Shankland, R. (2024). Trait Anxiety, Emotion Regulation, and Metacognitive Beliefs: An Observational Study Incorporating Separate Network and Correlation Analyses to Examine Associations

- with Executive Functions and Academic Achievement. *Children*, 11(1). <https://doi.org/10.3390/children11010123>
- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K-8. In *Allyn and Bacon* (Vol. 1, Issue 1). <https://eric.ed.gov/?id=ED396537>
- Chaplin, S., & Krishnadas, R. (2014). Properties and use of SSRIs for depressive disorders. *Prescriber*, 25(22). <https://doi.org/10.1002/psb.1283>
- Cresswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research. 2nd edn Sage Publications Inc. *Thousand Oaks, CA*, 6(2). <https://docs.edtechhub.org/lib/JYHZ2A8P>
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage. In *Universitas Nusantara PGRI Kediri* (Vol. 01). https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf
- Dewaele, J. M., & Furnham, A. (2000). Personality and speech production: A pilot study of second language learners. *Personality and Individual Differences*, 28(2). [https://doi.org/10.1016/S0191-8869\(99\)00106-3](https://doi.org/10.1016/S0191-8869(99)00106-3)
- Ebrahimi, O. V., Pallesen, S., Kenter, R. M. F., & Nordgreen, T. (2019). Psychological interventions for the Fear of Public Speaking: A meta-analysis. In *Frontiers in Psychology* (Vol. 10, Issue MAR). <https://doi.org/10.3389/fpsyg.2019.00488>
- Eysenck, H. J. (1964). *Manual of the Eysenck Personality inventory*. Hodder & Stoughton. <https://doi.org/https://doi.org/10.2466/pr0.1996.78.1.35>
- Fajar, M., 1^a, K., Stanislaus, S., & Artikel, I. (2016). Intuisi Perilaku Prososial Ditinjau dari Tipe Kepribadian Introvert dan Ekstrovert (Studi pada Mahasiswa Psikologi UNNES). In *INTUISI* (Vol. 8, Issue 3). <http://journal.unnes.ac.id/nju/index.php/INTUISI>
- Faqihi, M. A. H. (2023). Saudi EFL Students' Speaking Anxiety from the Perspective of their College Instructors. *International Journal of Education and Literacy Studies*, 11(2). <https://doi.org/10.7575/aiac.ijels.v.11n.2p.138>
- Fariied, L., Noviekayati, I., & Saragih, S. (2018). Efektivitas Pemberian Expressive Writing Therapy terhadap Kecenderungan Self-Injury Ditinjau dari Tipe Kepribadian Introvert. *Fakultas Psikologi Universitas Wisnuwardhana Malang*, 22. <https://doi.org/https://doi.org/10.37303/psikovidya.v22i2.108>
- Fitri, M. -, & Novriewani, W. (2022). The Anxiety Level between Extrovert and Introvert Students in Speaking English. *Indonesian Journal of Integrated English Language Teaching*, 7(2), 135. <https://doi.org/10.24014/ijielt.v7i2.17785>
- Frazier, S., & Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. *TESOL Quarterly*, 35(2). <https://doi.org/10.2307/3587655>
- Gultom, O. (2021). Keberhasilan Penguasaan Bahasa Inggris menurut Gaya Belajar dan Tipe Kepribadian Peserta Didik. *Pendidikan Bahasa Indonesia Dan Sastra (Pendistra)*. <https://doi.org/10.54367/pendistra.v3i2.1074>
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1978). Theories of Personality. *Wiley*, 3(Personality), 1-250. https://archive.org/details/theoriesofperson0000hall_d1u9
- Hamed, S. M., Akbari, O., & Hamed, S. M. (2015). An investigation into extraverts' and introverts' speaking anxiety in English classes. *New Educational Review*, 41(3). <https://doi.org/10.15804/tner.2015.41.3.12>
- Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia - Social and Behavioral Sciences*, 30. <https://doi.org/10.1016/j.sbspro.2011.10.349>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Ichsanda, B., & Hz, R. (2022). Exploring Students' Public Speaking Anxiety: Introvert vs Extrovert. *Journal of English Language Studies*, 7(1), 107-120. <https://jurnal.untirta.ac.id/index.php/JELS>

- Jung, C. G. (1940). Psychologische Typen. *The Journal of Nervous and Mental Disease*, 91(3). <https://doi.org/10.1097/00005053-194003000-00050>
- Kurniasy, D., & Susan, R. (2019). Students' English Speaking Anxiety Based on Personality Traits for Islamic Boarding School. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, 5(1). <https://doi.org/10.32505/jl3t.v5i1.876>
- Lisantias, C. V., Loekmono, J. T. L., & Windrawanto, Y. (2020). Hubungan antara Kepercayaan Diri Dengan Kecemasan Berbicara di depan umum pada Mahasiswa Prodi Pendidikan Sejarah UKSW SALATI. *Psikologi Konseling*, 15(2). <https://doi.org/10.24114/konseling.v15i2.16192>
- MacIntyre, P. D., & Thivierge, K. A. (1995). The Effects of Speaker Personality on Anticipated Reactions to Public Speaking. *Communication Research Reports*, 12(2). <https://doi.org/10.1080/08824099509362048>
- Marlia, M., Akbal, F. A., Nur, S., & McDonald, D. (2023). EFL Students' Speaking Anxiety in Indonesian Senior High School. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 17(1). <https://doi.org/10.24036/ld.v17i1.121085>
- Marliana, E., & Yayu, Y. (2023). An Analysis of English-Speaking Anxiety Encountered by Students in English Education Department. *GANEC SWARA*, 17(3). <https://doi.org/10.35327/gara.v17i3.522>
- Mead, N. A., & Rubin, D. L. (1985). Assessing Listening and Speaking Skills. *ERIC Clearinghouse on Reading and Communication Skills*. <https://eric.ed.gov/?id=ED263620>
- Mirnawati, M., Husna, M., Manshur, I. A., Fajaria, E. N., Herfina, S. D., Kurniasih, K., & Suhartoyo, E. (2024). *The Difference in Speaking Performance between Introvert and Extrovert Personality: The Case of Indonesian EFL Students* (pp. 229-238). https://doi.org/10.2991/978-2-38476-333-7_18
- Mukminin, A., & Arif, N. (2015). EFL Speaking Anxiety among Senior High School Students and Policy Recommendations. In *Journal of Education and Learning* (Vol. 9, Issue 3). <https://doi.org/10.5539/jel.v4n3p219>
- Nevid, J. S., Rathus, S. A., & Greene, B. (2018). Abnormal Psychology : In A Changing World. In *World Sports Activewear* (Vol. 8, Issue 2). <https://www.pearson.com/en-us/subject-catalog/p/abnormal-psychology-in-a-changing-world/P200000002264/9780135821688>
- Oxford, R. L. (2003). Language Learning Styles and Strategies : an Overview. *Learning*. <https://doi.org/10.1515/iral.2003.012>
- Ozday, A. S., Aydemir, T., & Atasoy, Y. (2017). Extroversion-Introversion in the Context of Foreign Language Learning. *Educational Research Association The International Journal of Educational Researchers*, 8(3), 1-21. <http://www.eab.org.trhttp://ijer.eab.org.tr>
- Purba, A. W. D., & Ramadhani, S. (2021). Perbedaan Perilaku Prosocial Ditinjau Dari Tipe Kepribadian Ekstrovert Dan Introvert Pada Organisasi Berkah Langit Medan. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 3(3), 1372-1377. <https://doi.org/10.34007/jehss.v3i3.567>
- Renaganis Rosida, E., Puji Astuti, T., & Soedarto Tembalang Semarang, J. S. (2015). *Perbedaan Penerimaan Teman Sebaya Ditinjau dari Tipe Kepribadian Ekstrovert dan Introvert* (Vol. 4, Issue 1). <https://ejournal3.undip.ac.id/index.php/empati/article/view/10715>
- Revelle, W. (2016). Hans Eysenck: Personality theorist. *Personality and Individual Differences*, 103. <https://doi.org/10.1016/j.paid.2016.04.007>
- Richards, J. C., & Renandya, W. A. (2022). Methodology in Language Teaching An Anthology of Current Practice Chapter 1 ~ English Language Teaching in the "Post-Method" Era: Toward Better Diagnosis, Treatment, and Assessment. *Research Gate*, May. <https://doi.org/10.1017/CBO9780511667190>
- Sakinah, A. (2018). Konseling Kelompok Emotional Intelligence pada Tipe Kepribadian Introvert. *AL-TAZKIAH*, 7(1), 1-24. <https://doi.org/10.20414/altazkiah.v7i1.649>
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook* - David Silverman - Google Books. In K. Metzler (Ed.), *Sage Publications*. Sage.

https://books.google.co.uk/books?hl=en&lr=&id=LySjM0tY-tEC&oi=fnd&pg=PP2&dq=a+grounded+theory+study+of+the+informed+consent+process+for+pharmacological+research&ots=kE65lH0By2&sig=LOvC6DrWNkfv_XttZq9le5dQCnw#v=onepage&q&f=false

- Suryadi, S. B. (2023). Exploring Speaking Anxiety of Non-English Department Students. *Loquen: English Studies Journal*, 15(2). <https://doi.org/10.32678/loquen.v15i2.6768>
- Viria, S. (2018). Hubungan kepribadian ekstrovert-introvert dan penerimaan sosial terhadap siswa difabel pada siswa. *Konselor*, 7(1). <https://doi.org/10.24036/02018718735-0-00>
- Xiang, X. (2023). English Speaking Anxiety in Chinese International High School Students. *Lecture Notes in Education Psychology and Public Media*, 9(1). <https://doi.org/10.54254/2753-7048/9/20230008>
- Yadav, M., Sakib, M. N., Nirjhar, E. H., Feng, K., Behzadan, A. H., & Chaspari, T. (2022). Exploring Individual Differences of Public Speaking Anxiety in Real-Life and Virtual Presentations. *IEEE Transactions on Affective Computing*, 13(3). <https://doi.org/10.1109/TAFFC.2020.3048299>