

## INTROVERTED AND EXTROVERTED PERSONALITIES IN STUDENTS' ENGLISH ACQUISITION PROCESS: A COMPARATIVE STUDY

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**Abstract.** This research aimed at describing the differences between introverted and extroverted students in the process of acquiring English as a foreign language for class IX.7 students at SMP Negeri 56 Palembang. There were 30 students as the research samples, and the respondents in the research were 2 teachers who taught English in class IX. This research uses a qualitative descriptive method, data obtained using questionnaires, observation and interviews. The data in this study were analyzed using an in-depth observation method to identify differences in the English language acquisition process between introverted and extroverted students. The research results show that introverted students tend to be quieter or talk less but have long memories and show a deeper understanding of listening, observing and understanding, while extroverted students tend to develop speaking and interaction skills more quickly. In these differences, all students also have similarities, namely they have the same goal of acquiring and learning English and they also still need support and motivation from the teacher. This research also found that there are several obstacles or factors that influence student achievement; there is personality, attitude and motivation.

**Keywords:** Language Acquisition, Introverted, Extroverted, Personalities

**Abstrak.** Penelitian ini bertujuan untuk mendeskripsikan perbedaan antara siswa introvert dan ekstrovert dalam proses penguasaan bahasa Inggris sebagai bahasa asing pada siswa kelas IX.7 SMP Negeri 56 Palembang. Sampel penelitian berjumlah 30 siswa, dan responden dalam penelitian ini adalah 2 orang guru yang mengajar bahasa Inggris di kelas IX. Penelitian ini menggunakan metode deskriptif kualitatif, data diperoleh dengan menggunakan angket, observasi dan wawancara. Data dalam penelitian ini dianalisis menggunakan metode observasi mendalam untuk mengidentifikasi perbedaan proses pemerolehan bahasa Inggris antara siswa introvert dan ekstrovert. Hasil penelitian menunjukkan bahwa siswa introvert cenderung lebih pendiam atau jarang berbicara tetapi memiliki daya ingat yang lama dan menunjukkan pemahaman yang lebih dalam dalam mendengarkan, mengamati dan memahami. Sedangkan siswa ekstrovert cenderung lebih cepat mengembangkan keterampilan berbicara dan berinteraksi. Dalam perbedaan tersebut, semua siswa juga memiliki kesamaan, yaitu memiliki tujuan yang sama untuk menguasai dan mempelajari bahasa Inggris dan mereka juga tetap membutuhkan dukungan dan motivasi dari guru. Penelitian ini juga menemukan beberapa kendala atau faktor yang mempengaruhi prestasi siswa yaitu kepribadian, sikap dan motivasi.

**Kata Kunci:** Penguasaan Bahasa, Introvert, Ekstrovert, Kepribadian

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## **INTRODUCTION**

Language plays a crucial institutional and social role in the community, making it one of the most important aspects of life as it serves as a tool for human interaction. Through language, people can share knowledge, ideas, exchange information, and understand one another. Krashen (1982), distinguishes between acquisition and learning, acquisition is an unconscious process where learners naturally understand and use the language, while learning is a formal process that occurs in school and involves understanding rules and patterns. There are three main factors that influence language learning: psychological factors, social situations, and other psychological determinants. Personality, a key psychological factor, includes elements such as ways of thinking, emotions, feelings, and behavior to (Steinberg, 1982). Jung (1971), personality has two main dimensions: extroversion and introversion. Extroverts are oriented towards the external world, while introverts focus on their internal world. Introverts generally gain energy from time alone, prefer contemplation, and enjoy quiet time and deep thinking. Extroverts, on the other hand, find it easier to make new friends and adapt to new situations.

Language acquisition refers to the natural process of developing language skills, where individuals learn a language unconsciously until they fully master it. This process is essential for both first language (L1) and second or subsequent language (L2) acquisition (Susilo, 2021). Acquisition is a subconscious process in mastering a language Through acquisition, students naturally master the language and use English in communication without conscious effort. This aligns with Nasution and Asrindah (2021) distinction between "acquisition" as the natural, unconscious process of language mastery in children, and "learning" as the formal, teacher-led process in a classroom setting (Krashen, 1982). Nunan (2004, p.76-77), language acquisition, whether it be for a first or second language, is greatly influenced by the learning environment, as it encourages students to continually develop their skills. As stated in the beginning of this paper, that the process of acquiring language is an abstract thing, thus it cannot avoid the debate among experts in L2 study field (Permana, 2018).

### **Personality**

Personality is a crucial aspect of human existence that differentiates individuals from one another. Personality is a complex psychological concept that includes an individual's consistent patterns of behavior, thinking, and feeling across different situations. Costa (1999) describes personality as a distinctive and enduring pattern of behavior, thought, and emotion that varies from person to person and remains relatively stable over time. Gazzaniga and Heatherton (2002) personality is an individual characteristic consisting of feelings, thoughts, and behaviors

that are shaped by time and individual experiences. Jung (1987) Jung further divides mental attitudes into two categories: introverted and extroverted.

Introverts as individuals who focus on their internal experiences and deep thoughts rather than seeking external stimulation Jung, 1971). Gilmartin (2015) introverts may struggle with social skills or feel uneasy in demanding social situations, such as initiating conversations, interacting with new people, or participating in large gatherings. An extroverted personality refers to traits of individuals who are generally more open to social environments. These individuals are usually energetic, enjoy interacting with others, and gain energy from social interactions. Jung (1971) describes extroverted individuals as those who are more engaged with the external world and draw energy from social interactions. Also notes that extroverted people are typically energetic, optimistic, sociable, and enthusiastic about social interactions.

## **METHOD**

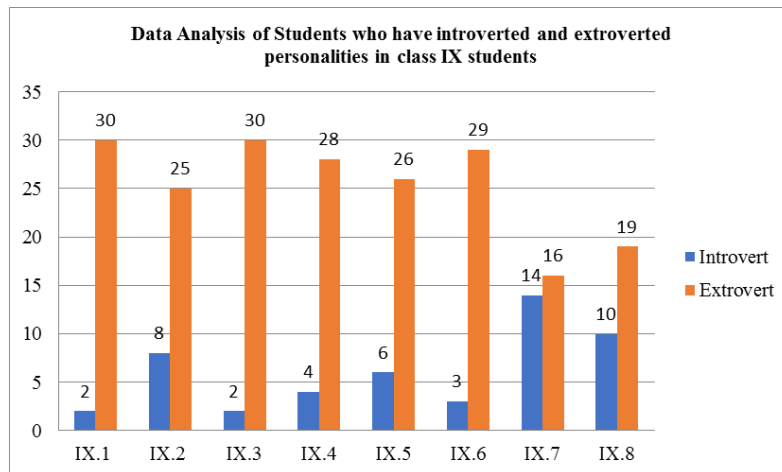
The methodology of this research is a case study, in this research a qualitative descriptive method was employed for data analysis. This approach uses qualitative data to provide a detailed, descriptive account, as the study aims to examine introverted and extroverted personalities in the acquisition of English among ninth-grade students at SMP Negeri 56 Palembang. The qualitative descriptive technique was chosen because it allows researcher to uncover and understand complex phenomena that are often difficult to grasp. Qualitative research explores and understands meanings across individuals or groups in relation to social issues (Creswell, 2014). The study utilizes qualitative descriptive methods through data collection tools such as questionnaires, observations, and interviews.

The variables used in this research are the independent variables (extrovert and introvert students) and dependent variables (comparative studies on the English language acquisition process). This research aims to find out the differences between two different group, they are introverts and extroverted students in the language acquisition process. The participants for this research were taken using purposive sampling techniques, the writer chose class IX students as participants. The writer has found a class that was chosen to be participants in this research by giving a questionnaire which aims to determine whether the students are students who have introverted or extroverted personalities. The researcher gave questionnaires to all 8 classes so that from these 8 classes the author added up the number of introverted and extroverted students from. Model of field analysis which states that data analysis in qualitative research is carried out while data collection is taking place, and after completing data collection within a certain

period. Activities in data analysis, namely data reduction, data display, and conclusion (Miles and Huberman, 2014).

## RESULTS

Research findings regarding in class IX students who have introverted and extroversed personalities using a questionnaire instrument are interpreted in the chart below:



Based on the explanation above, the author sees that from these 8 classes there is no balanced student data with a ratio of 50%-50% between introverted and extroversed students. However, if compared with other classes, there is one class that can almost be said to be balanced between introverted and extroversed students, namely class IX.7 because it has a ratio of 55% - 45%. So the participants used for this research were class IX.7 because it has an almost equal number of introverted and extroversed students when compared to other classes.

Day 1 observation it was seen that extroversed students were more active in asking the teacher it different from introverted students who have to be asked and approached first before they can communicate. Day 2 observation extroversed students have short-term memories because they do not remember much of the material from previous meetings. Then, when working on practice questions, introverted students are more comfortable working independently and alone, while extroversed students chose to discuss with friends to find answers. This is what makes introverted students slow in working on questions. Day 3 observation extroversed student are confident and have a loud voice when reading dialogue, but there are several pronunciations of words that are not quite right, there are no punctuation marks. Meanwhile, introverted students tend to have small voices and are embarrassed to look at their friends, but they pronounce words correctly.

Day 4 observation the writer clearly sees that extrovert students can become leaders for their group, namely when one person represents the group to come forward. Extroverted students and this was proven by their ability to speak in front of the class and present the results of their respective group discussions. For introverted children, they act more in looking for answers and writing in group discussions. The last observation day introverted students are willing to put themselves forward to answer questions, while extroverted students feel doubtful and when they are in front they ask their friends to confirm whether their answer is right or wrong. but extroverts have a high willingness to move forward because they volunteer by raising their hands.

## **DISCUSSION**

English language acquisition in students is a process influenced by many factors, one of which is personality differences. Two personality typologies that are often discussed in the context of language learning are introverts and extroverts. Introverts tend to be quieter, like to think, and enjoy individual activities, while extroverts are known to be active, expressive, and comfortable speaking in front of a crowd. These characteristics practically shape students' learning styles and strategies in understanding and using English. Several studies in Indonesia, especially those published in SINTA-accredited journals in the 2021–2025 period, have shown interesting patterns of differences. Fitri Mauliddiyah Hayati (2021) studied students at IAIN Pekalongan and found that extrovert students tend to be superior in speaking skills, especially in terms of vocabulary, pronunciation, and fluency. Conversely, introverted students have advantages in reading, writing, and grammar comprehension because they are more thorough and comfortable with independent learning activities.

Similar findings are supported by research by Balqis Husain and Ibrahim Ibrahim (2021) on high school students in Morotai. Although statistical results show no significant difference between the overall English learning achievement of introvert and extrovert students, qualitative data shows a distinctive variation in learning styles. Extrovert students appear more active in asking questions and discussing, while introverts prefer to learn independently through reading. Similar data support was also found in research by Umami Qalsum Arif (2020) who observed the strategies of extrovert students in learning speaking skills. The study explained that extrovert students use more cognitive, metacognitive, and social strategies, such as practicing speaking with classmates and joining group discussions, so that they are more trained in oral interaction.

In contrast to extroverts, introvert students tend to maximize independent learning strategies, for example by reading textbooks, taking notes on vocabulary, and practicing writing. Findings from Halimatusya'diyah et al. (2022) also show that in early childhood, this difference is already visible from the start. Children with extrovert tendencies learn to speak and read aloud faster, while introverted children are more thorough in writing new words and understanding texts. A meta-analysis conducted by Khotimah (2021) from Nahdlatul Ulama University Surabaya confirmed that extroverted students often appear more confident when speaking in public, while introverts have a neater quality of language structure in their writing.

Interestingly, research at UIN Fatmawati Sukarno Bengkulu (2023/2024) showed that the speaking abilities of introvert and extrovert students sometimes did not differ significantly, with fairly close average scores. This indicates that personality factors alone are not enough to be the sole determinant of success or failure in English language mastery. Support for appropriate learning strategies and a supportive learning environment play a very large role. Several studies also emphasize the importance of adaptive teaching methods. Teachers should be able to identify students' personality types through simple psychological test instruments, then design learning that supports the strengths of each type. For example, for introvert students, teachers can give writing project assignments, make summaries of English texts, or presentation assignments that are prepared in advance so that they remain comfortable. Conversely, for extrovert students, debate activities, group discussions, or spontaneous conversation practices will be very effective in improving their speaking skills. A differentiation-based learning approach like this can maximize students' potential without limiting them by personality attributes alone.

Thus, although in general extroverted students tend to be more active and appear to master speaking and listening skills quickly, this does not mean that introverted students are inferior in English language proficiency. They are actually more thorough in aspects of grammar, writing, and in-depth reading. This also means that teachers have a great responsibility to create a classroom atmosphere that is inclusive, adaptive, and responsive to the diversity of student characters. From various research findings that have been published in SINTA-accredited journals in the period 2021–2025, it can be concluded that introverted and extroverted personalities are not the only determinants, but rather factors that interact with motivation, learning strategies, teacher support, and the school environment. With the right teaching method, both introverted and extroverted students can achieve optimal and balanced English learning outcomes according to their respective potentials.

In addition to learning strategies, psychological factors such as self-confidence also play an important role in influencing how introvert and extrovert students progress in mastering English. Extrovert students generally have higher self-confidence to practice English even though they still make many mistakes. This trait makes them quickly get feedback from teachers and friends, so that their speaking skills develop faster. On the other hand, introvert students often hold back from speaking because they are afraid of making mistakes or being embarrassed, even though in terms of understanding the material they are not inferior. This is a challenge for teachers to build a comfortable classroom atmosphere and not judge speaking mistakes.

In the learning process, the role of the social environment also supports or hinders the potential of students' personalities. Extroverted students will usually have their abilities further honed if they are in a school environment that actively uses English as an everyday language, such as in modern Islamic boarding schools or bilingual schools. For introverts, a quiet environment, challenging individual assignments, and creative writing guidance are more effective in honing mastery of grammar and sentence structure. Several schools have started implementing the English Day or English Area system to encourage all students, both introverts and extroverts, to get used to using English in real situations.

Recent research also highlights the importance of learning technology in bridging personality differences. Digital-based learning media, such as virtual chat applications or online discussion forums, allow introverted students to practice speaking without the pressure of face-to-face interaction. For extroverted students, digital platforms can increase opportunities for interaction with peers from various backgrounds, thereby broadening language insights. Thus, technology integration is a practical solution to reduce the gap in the learning process due to personality differences. From an applied linguistics perspective, English language skills not only cover speaking and writing aspects, but also pragmatic competence, namely the ability to use language according to social context. Here, extroverted students generally adapt their language style more quickly to informal situations, such as small talk, while introverted students tend to excel in formal contexts that require neat sentences and standard structures. Therefore, learning materials ideally include exercises for both situations so that all personality types are well accommodated.

In addition to teachers, the role of parents is also very important in supporting the development of children's English skills. Parents can provide stimulus in the form of reading materials, English-language films, or simple conversations at home. For introverted students, a conducive and non-coercive learning atmosphere can foster interest in reading and writing.

Meanwhile, for extroverted students, parents can support by giving their children the opportunity to interact, for example through English courses based on group discussions or student exchange programs.

Interestingly, several studies also emphasize that personality can change or adapt over time and learning experiences. A student who was initially introverted can become more confident and open when practicing speaking regularly with the support of teachers and peers. Likewise, extroverted students can learn to restrain their impulses to speak and deepen their writing skills through proper guidance. This shows that English language proficiency is not actually rigidly tied to personality from birth, but can be trained and developed. In the realm of globally oriented education, English language skills have become a basic need. Therefore, schools are expected to not only emphasize vocabulary or grammar mastery alone, but also pay attention to aspects of student character development. Project-Based Learning and collaborative learning are two approaches that have been proven effective in facilitating students with various personality types. On the one hand, introverted students can contribute through planning and writing reports, while extroverted students can take on the role of presentations and discussions.

Thus, understanding the differences between introvert and extrovert personalities in the context of learning English is not only useful for teachers to choose the right teaching methods, but also helps students understand each other and work together. A culture of mutual support and appreciation of different learning styles will create a conducive learning atmosphere, motivating all students to develop without being constrained by personality labels alone.

## **CONCLUSION**

This research aimed to investigate the differences between introverted and extroverted students in the English language acquisition process at SMP Negeri 56 Palembang. The study identified that extroverted students excel in speaking and social interactions, while introverted students show strengths in listening and comprehension through individual reflection. Both personality types face unique challenges; introverted students may hesitate to participate in discussions, while extroverted students can struggle with focusing on individual tasks. The findings suggest that tailored teaching strategies accommodating both groups can enhance learning outcomes.

The research results show that extroverted students tend to develop speaking and interaction skills more quickly, while introverted students communicate less and show deeper understanding in listening, observing and understanding. Introverted students tend to excel in listening and reading skills, likely because they focus more on their internal world, paying more

attention to details and meaning in texts. In contrast, extroverted students excel in speaking skills and are generally more comfortable in social interactions. This finding is in line with social learning theory which states that individuals learn through observing and imitating models in their environment. Extroverted students who are more active in social interactions have greater opportunities to practice speaking English with others, while introverted students often learn independently through reading and listening.

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