

The Role Of Introvert And Extrovert Characters In English Language Subjects: A Qualitative Study

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Published: February, 2026

ABSTRACT

Communication plays an essential role in human interaction because through communication individuals can gain knowledge, build relationships, and exchange ideas. In the context of foreign language learning, the effectiveness of communication is influenced by students' personality characteristics, particularly introvert and extrovert traits. Foreign language acquisition varies among learners and involves the mastery of four main skills: listening, speaking, reading, and writing. Therefore, students with different personality types tend to demonstrate different patterns of language acquisition, where extroverted learners are generally more open and expressive, while introverted learners tend to be more reserved.

This study employed a descriptive qualitative method with a case study approach. The participants were 15 sixth-semester students of the English Education Department at Prima Bangsa Institute. Data were collected through interviews, classroom observations, and literature study to explore the role of introvert and extrovert personalities in English language acquisition.

The results indicate that most participants displayed introverted personality traits, yet they still showed relatively good foreign language acquisition. Introverted students tended to listen more carefully and speak concisely, which contributed positively to their comprehension and language development, although limited vocabulary and pronunciation sometimes hindered fluency. Meanwhile, extroverted students were more active in verbal interaction but did not necessarily demonstrate superior language acquisition.

In conclusion, introvert-extrovert personality differences do not solely determine students' foreign language acquisition. Language development is also influenced by learners' motivation, learning environment, and willingness to participate in communication activities.

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INTRODUCTION

Communicating is something that is often done by all humans in this world, communication itself has been done since we were small, of course, by communicating we can gain certain knowledge based on the communication we do, good communication is based on the knowledge we have which of course relates to the topic. The more conversations we have, the more knowledge we have, the more effective and useful the communication will be.

Communication in a foreign language is similarly influenced by the knowledge we have about the foreign language itself, this foreign language ability itself can be influenced by the characters we have, namely introvert and extrovert characters.

In learning, of course, students will have certain abilities to be able to support the learning that is carried out, and that also includes the ability of students' speaking skills, each character possessed by each student will certainly affect the ability of each child's speaking skills.

A student has a different way of capturing and understanding material and this can be influenced by the character of the student himself, especially introverted and extroverted characters. These personality differences also occur in learning. Different personalities also affect the second language acquisition model of students. One that appears in the difference in second language acquisition is the aspect of language skills or Speaking skills.

Non-linguistic factors, namely the attitude of the speaker, courage, understanding and fluency which are closely related to behavior. Speaking can also be interpreted as a reflection of personality and behavior. That is, someone in speaking is always followed by what is in the speaker, and this is shown in behavior (personality).

However, they are less adept at listening, because sometimes those with extrovert characters tend to be active, like to express their opinions without thinking for a long time, like to interact with many people, different from the other character, namely introverts, where an introvert tends to prefer to be a listener. The good thing is, he focuses more on himself, prefers to be alone, and that has an impact of course on their foreign language skills, where sometimes introverted students prefer silence, are shy to speak and express their opinions, like to avoid crowds and only do enough interaction, because usually introverts are uncomfortable if they have to talk to other people for a long time.

In the 1920s, Swiss psychiatrist Carl Gustav Jung introduced the concept of introverts and extroverts. According to Carl, extroverts are defined as individuals who seek energy through socialization with the outside world. While introverts prefer to be alone to restore their energy. Carl Jung said that no one in this world is 100% extrovert or introvert. In fact, humans have extroverted and introverted sides, but one of them is more prominent than the other.

Definition of Language Acquisition According to Lyons Lyons (1981: 252), reveals that language acquisition is a language that is used without qualification for the process that produces language knowledge in language speakers. That is, a speaker of the language he uses without first learning the language. Definition of Language Acquisition According to Huda (1987:1), language acquisition is a natural process in a person mastering the language. Language acquisition is usually obtained as a result of verbal contact with native speakers of that language environment. Thus, the term language acquisition refers to unconscious mastery of language and is not affected by language teaching about the system of rules in the language being studied.

However, this study is limited only to introvert and extrovert characters in language acquisition itself. In this study, there are several theories that can be used by the author, including: theories namely personality theory, and language acquisition theory. These theories support the writer in sharpening the research that the writer does.

METHOD

Based on Bodan and Taylor (in Moleong, 2012: 3), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from the people or sources observed. The type of research that the authors use is descriptive qualitative research. In qualitative research, it does not complicate the calculation of numbers in social statistics but emphasizes more on data from observations and interviews with researchers with informants

translated into standard writing. This type of research is descriptive, namely by explaining the research subject, this type of research is based on basic questions, namely "what and how". In this research, the descriptive qualitative method makes it easier for the writer to examine the role of introvert and extrovert characters in English subjects. Case study is a research strategy that the author uses in this research. Smith's view in Emzir (2010: 20), case study research is one of the qualitative studies that maximizes the discovery of meaning, process investigation, and gains a deep understanding and understanding of individuals, groups, or situations. Subjects contained in research are individuals, objects, or groups as sources of data needed in collecting research data. (Idrus 2009: 91). The subjects of this study were 15 students of the English Education Department (PBI) Semester 6 at the Prima Bangsa Institute. The object of research is the problem or theme under study. The research object is the core of the research. The objects in this study are the personality and ability to acquire a foreign language. There are several data collection methods that can be used by the author in order to collect data, deeper information to be processed in various ways, such as:

1. Interview

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied, but also if the researcher wants to know things from respondents in more depth (Sugiyono, 2011:317).

2. Observation

The observation used is non-participant observation, the researcher is not directly involved and only acts as an independent observer (Basrowi and Suwandi, 2008: 109).

FINDING AND DISCUSSION

Findings

Introvert and Ekstrovert Concept

In the 1920s, Swiss psychiatrist Carl Gustav Jung introduced the concept of introverts and extroverts. According to Carl, extroverts are defined as individuals who seek energy through socialization with the outside world. While introverts prefer to be alone to restore their energy.

Carl Gustav Jung said, no one in this world is 100% extrovert or introvert. In fact, humans have extroverted and introverted sides, but one of them is more prominent than the other.

Based on Carl Gustav Jung's statement above, from 15 respondents who the writer examined, the writer concluded that of the 15 students who were given questions by the author about personality, on average their answers reflected introverted personalities. Of the 15 students there are only 2 people who reflect extrovert characters. This result we received based on the questions we have asked them, namely:

1. Everyone can experience fatigue and fatigue, how and how do you fill up with energy so that you are in a good mood and can be enthusiastic again as usual?
 - a. Just rest at home or relax in a quiet place alone
 - b. Go to the mall and meet friends for a walk
2. How did you react when you heard the shocking news?
 - a. Digest and think first
 - b. Immediate surprise and reaction
3. Everyone has time to do activities or work, also have free time to spend, how do you

- spend your free time?
- Read, watch or just relax at home
 - Eat out or go to the playground and meet friends
- In your job, what way of work are you most productive with?
 - Self-employed and independent
 - To finish faster, work in groups
 - What is your point of view or your role when making friends and socializing in your environment?
 - Be a listener more often so you understand more
 - Be more active in telling stories and sharing best experiences
 - How do you think people think of you?
 - I'm a serious person, always careful and independent
 - I am a sociable and active person
 - How do you read books or news and give comments both on social media and forums?
 - Read in detail from start to finish and then give your opinion
 - Read the beginning, middle and end only and immediately comment
 - Everyone has social media, how do you define your activity on the social media you have?
 - I rarely post, mostly just reading and listening because social media is not real life.
 - I post most of my activities on social media and am active, however, social media is also a self-image
 - What activities can make you forget yourself and forget the time?
 - Relax alone, lie down or read and watch
 - When having fun chatting with friends or outside activities
 - If you could choose, which gift would you choose below?
 - Aromatherapy candles and a favorite book
 - Gym vouchers and travel sandals

Note If many respondents choose answer point A, then they reflect an introvert personality. Meanwhile, if many respondents choose answer point B, then they reflect an extrovert personality.

1. Data on Introvert and Extrovert Personality Types

Based on the results of the personality questionnaire and interviews conducted with 15 students from the English Education Department, the following data were obtained:

Personality Type	Number of Students	Percentage
Introvert	13	86.7%
Extrovert	2	13.3%
Total	15	100%

The data indicate that the majority of the participants demonstrated introverted personality traits. The classification of personality types was determined based on students' responses to ten behavioral indicators, including energy restoration preferences, reactions to unexpected news, leisure activities, working styles, and social interaction patterns.

2. Learning Behavior Characteristics of Introverted and Extroverted Students

Classroom observations and interview data revealed distinct learning behavior patterns between introverted and extroverted students, as presented below:

Behavioral Aspects	Introverted Students	Extroverted Students
Classroom participation	Selectively active, speak when necessary	Verbally active and responsive
Communication style	Brief and to the point	Expressive and elaborative
Role in discussion	More frequently act as listeners	Tend to dominate discussions
Social comfort	Prefer small-group interaction	Comfortable in large-group interaction

3. Foreign Language Acquisition Data

Based on classroom observations and interview results, students' English language acquisition demonstrated the following patterns:

Language Acquisition Aspects	Findings among Introverted Students
Listening	Good comprehension of instructions
Speaking	Moderate, concise speech production
Vocabulary	Limited but functional
Pronunciation	Less fluent, occasionally causing misunderstanding

In contrast, extroverted students showed greater willingness to speak; however, this did not consistently result in higher linguistic accuracy.

4. Relationship between Personality and Foreign Language Acquisition

The analysis of the findings suggests that:

- Introverted personality traits do not hinder foreign language acquisition.
- Introverted students tend to demonstrate stronger receptive skills, particularly listening.
- Speaking confidence and communication frequency are influenced more by motivation and classroom context than by personality type alone.

Based on the author's experience of 15 respondents, it shows that their language acquisition is fairly good even though they are classified as having introverted characters, but they only speak as necessary straight to the point of conversation, due to their limited vocabulary, plus the English pronunciation of each respondent is not fluent so sometimes it causes misunderstanding of what they convey and has an impact on the conversation or the delivery of opinions that they convey do not last long. Even though so many of them always try to be active in learning to convey the opinions they have.

DISCUSSION

The findings of this study indicate that the majority of the participants (86.7%) exhibited introverted personality traits, while only a small number showed extroverted tendencies. This result supports Jung's theory of personality, which states that individuals possess both introverted and extroverted orientations, with one tendency being more dominant than the other. In this study, introversion did not appear as a limiting factor in students' engagement with English language learning. The data reveal that introverted students demonstrated relatively good foreign language acquisition, particularly in receptive skills such as listening and comprehension. This finding aligns with the view that introverted learners tend to process information internally and carefully before producing language. As noted by Lyons and Huda, language acquisition occurs naturally through meaningful exposure and internalization, not solely through frequent verbal output. Therefore, the tendency of introverted students to listen more and speak selectively may contribute positively to their language development. In terms of speaking ability, introverted students often produced short, direct responses and avoided extended verbal interaction. However, this does not necessarily indicate low language competence. Instead, limited vocabulary and pronunciation difficulties were identified as more influential factors affecting fluency than personality type alone. Meanwhile, extroverted students were more willing to speak and initiate interaction, yet their frequent verbal participation did not automatically result in better accuracy or overall language acquisition. Furthermore, the findings suggest that foreign language acquisition is influenced by multiple factors beyond personality, such as learners' motivation, confidence, classroom environment, and situational demands. These results reinforce the idea that introvert-extrovert personality differences should be viewed as learning style variations rather than determinants of success or failure in foreign language acquisition.

CONCLUSIONS

Introvert-Extrovert personality does not only have an impact on their language acquisition. Even though the introvert personality is quiet and rarely communicates with many people. Meanwhile, extroverts are known for being active in everything and always trying to interact with many people. In fact, the observations we have made of 15 students state that someone who has an introvert personality also has good language acquisition, because they listen more often than speak which has an impact on their language acquisition. All of this is not only influenced by the character of each respondent/student, but can also be influenced by the encouragement and desire of each student himself in conveying what they think and based on the situation they face even though it is limited.

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