

## Extrovert Personality and Self-Confidence in Speaking Among High School Students in Indragiri Hilir

Maizarah<sup>1\*</sup>, Sri Erma Purwanti<sup>2</sup>

<sup>1,2</sup>Program Studi Pendidikan Bahasa Inggris, Universitas Islam Indragiri, Riau, Indonesia  
Email: [maizarah92@gmail.com](mailto:maizarah92@gmail.com), [sri88erma@gmail.com](mailto:sri88erma@gmail.com)

### Abstract

Speaking skills are an important aspect of English language learning at the senior high school level. However, in practice, many students experience difficulties in speaking due to low self-confidence. One internal factor suspected of influencing self-confidence in speaking skills is personality, especially extroverted personality. This study aims to determine the relationship between extroverted personality and self-confidence in speaking skills in high school students. This study used a quantitative approach with a correlational design. The study population came from three high schools in Indragiri Regency, Riau Province, with a sample of 144 students aged 15–18 years. The research instruments used were the Big Five Inventory (BFI) on the Extraversion subscale to measure extroverted personality, and the Development and Validation of Scales for Speaking Self-Efficacy instrument to measure self-confidence in speaking skills. Data analysis was conducted using Spearman correlation test with the help of SPSS software version 27. The results of the study showed a positive and significant relationship between extrovert personality and self-confidence in speaking skills, with a significance value of 0.007 and a correlation coefficient of 0.624 which is in the strong category. This finding indicates that the higher the tendency of students' extrovert personality, the higher their level of self-confidence in speaking skills. This study concludes that extrovert personality is one of the internal factors that plays an important role in increasing students' self-confidence in English speaking skills at the high school level.

**Keywords:** personality, English language ability, student self-confidence, speaking skills

### 1. Introduction

Speaking is a crucial language skill in English learning at the high school level. This skill not only requires mastery of linguistic aspects such as vocabulary, grammar, and pronunciation, but also involves the psychological aspects of students' ability to convey ideas verbally to others (1), (2). In practical learning, many high school students have adequate English skills but struggle to express themselves verbally. One factor that frequently arises in speaking lessons is low self-confidence, which leads to students being reluctant to speak, afraid of making mistakes, and tending to be passive in oral communication activities in class (3).

Self-confidence in speaking skills plays a crucial role in determining students' success in communicating in English. Students with high levels of self-confidence tend to be more willing to try, actively participate in discussions, and are able to convey ideas more fluently, even if they still make some grammatical errors (3), (4). In contrast, students with low self-confidence often experience speaking anxiety, hesitation, and avoid opportunities to speak in public (5), (6). This condition shows that the success of speaking learning is not only influenced by cognitive factors, but is also greatly influenced by affective factors and student personality.

One internal factor thought to be closely related to self-confidence in speaking skills is personality, particularly the extroverted personality type. Individuals with extroverted personalities are generally described as active, communicative, open, and enjoy interacting with their social environment (7). These characteristics have the potential to support students' courage in speaking and communicating verbally, including in the use of foreign languages. Conversely, students with introverted tendencies are often more cautious, reserved, and take longer to express ideas verbally (2). Therefore, differences in personality characteristics are thought to influence students' level of self-confidence in English speaking skills at high school level.

Based on the above description, this study aims to determine the relationship between extroverted personality and self-confidence in speaking skills in high school students. The results of this study are expected to provide theoretical contributions in understanding the role of personality factors in the affective aspect of English learning, as well as provide practical implications for teachers in designing speaking learning strategies that are more appropriate to students' personality characteristics.

## 2. Method

This study employed a quantitative approach with a correlational research design. The quantitative approach was chosen because it aimed to objectively and measurably examine the relationship between variables through numerical data. The correlational design was used to determine whether there was a relationship between extroverted personality as the independent variable and self-confidence in speaking skills as the dependent variable, without any treatment or manipulation of the subjects. This study was non-experimental, so the results focused on the degree of relationship between the variables studied.

The population in this study was all senior high school (SMA) students from three high schools in Indragiri Regency, Riau Province. The sampling technique used was total sampling, meaning all students who were willing and met the research criteria and returned the questionnaire were used as the research sample. From the data collection process, 144 students completed and returned the questionnaire completely, thus used as the research sample. The age range of respondents was 15–18 years, which represents the age characteristics of high school students. This sample size is considered adequate for correlational analysis in quantitative research.

The research instrument used in this study was a closed-ended questionnaire consisting of two parts, corresponding to the variables studied. The extrovert personality variable was measured using the Big Five Inventory (BFI) on the Extraversion subscale (8). This instrument measures extroverted personality traits through indicators such as openness to social interactions, activeness, enthusiasm, and a tendency to communicate with others. Meanwhile, self-confidence in speaking skills was measured using an instrument adapted from the study "Development and Validation of Scales for Speaking Self-Efficacy," published in the journal PLOS ONE (9). This instrument is specifically designed to measure students' self-confidence in performing speaking skills, including public speaking confidence, confidence in conveying ideas, and confidence in using English orally. Both instruments are adapted to the context of high school English learning and are presented on a Likert scale.

Data analysis in this study was conducted using Statistical Package for the Social Sciences (SPSS) version 27 software. The collected data were first checked for completeness and coding. Descriptive statistical analysis was then used to obtain a general overview of the respondents' characteristics and the distribution of data for each variable. A correlation test was used to examine the relationship between extroverted personality and self-confidence in speaking skills. This correlation test aims to determine the direction and strength of the relationship between the two research variables. The significance level used in this study was  $\text{sig} = 0.05$ .

## 3. Results

In this research report, the first step was to test for normality and homogeneity. However, the results of the normality test did not indicate a normal distribution, so the Spearman rank correlation test was used. The following are the results of the Spearman rank correlation.

Table 1. Spearman correlation results

		Extrovert	Self-Confidence
Extrovert	Correlation Coefficient	1,000	0,624
	Sig. (2-tailed)		0,007
	N	144	144
Self-Confidence	Correlation Coefficient	0,624	1,000
	Sig. (2-tailed)	0,007	
	N	144	144

Based on the correlation results in table 1, the correlation between extrovert personality and self-confidence in the speaking ability of high school students in Indragiri Hilir shows a sig. (2-tailed) of  $0.007 < 0.05$  and a Correlation Coefficient of 0.624. So there is a positive correlation between extrovert and self-confidence in students' speaking ability with a strong relationship.

#### **4. Discussion**

The results of the study indicate that extroverted personality has a positive and significant relationship with self-confidence in speaking skills in high school students. A significance value of 0.007 ( $p < 0.05$ ) indicates that the relationship found is statistically significant, while the Spearman correlation coefficient of 0.624 indicates a strong level of relationship. This finding confirms that the higher the tendency of extroverted personality possessed by students, the higher their level of self-confidence in performing English speaking skills. Thus, extroverted personality can be seen as one of the important internal factors that contribute to students' courage and self-confidence in communicating orally.

Theoretically, the results of this study align with the characteristics of extroverted individuals, who tend to be active, communicative, and comfortable in social situations. Students with extroverted personalities are generally more open in expressing ideas, less afraid of making mistakes, and tend to try to interact with their surroundings (10). These characteristics are highly relevant to the demands of speaking skills, which require courage, spontaneity, and social interaction. Therefore, the strong positive relationship between extroversion and self-confidence in speaking can be understood as a logical consequence of the fit between personality traits and the demands of speaking activities in English learning (11).

In the context of English language learning in high school, this finding strengthens the view that students' success in speaking skills is not only determined by language mastery, but also by affective and personality aspects (12). Students with extroverted tendencies tend to have more frequent speaking experiences, both inside and outside the classroom, so their self-confidence develops gradually (13). Conversely, less extroverted students may face challenges in building self-confidence due to limited participation and verbal interaction. This situation suggests that teachers need to understand the differences in student personality traits so that the speaking learning process can be more inclusive and effective (14).

The strong correlation findings in this study also indicate that extrovert personality can be an important predictor in the development of students' self-confidence in speaking skills (13). However, these results do not mean that introverted students cannot develop good speaking self-confidence. Other factors such as learning strategies, a supportive classroom environment, previous learning experiences, and teacher and peer support also play an important role in shaping students' self-confidence (15). Therefore, extrovert personality needs to be understood as a supporting factor, not the sole determinant of speaking success.

The implication of this study is the need for English teachers to design speaking learning strategies that can accommodate students' personality differences. Teachers can create a safe and supportive learning environment, provide opportunities to speak gradually, and use learning methods that encourage active participation without causing excessive pressure, especially for less extroverted students. The limitations of this study lie in the use of a correlational design that does not allow for causal conclusions, and the limited sample size, which only involved students from three high schools in Indragiri Regency. Future research is recommended to involve a wider sample, use a longitudinal or experimental design, and include other variables that have the potential to influence self-confidence in speaking skills.

#### **5. Conclusion**

This study concludes that there is a positive and significant relationship between extroverted personality and self-confidence in speaking skills in high school students. The results of this study confirm that personality factors, especially extroversion, play a significant role in supporting students' affective aspects in speaking learning. Extroverted individual characteristics such as openness in interactions, courage to express opinions, and comfort in social situations contribute to increased student self-confidence when communicating verbally. Thus, the success of speaking learning is not only determined by mastery of linguistic aspects, but also by the psychological condition and personality

characteristics of students. Practically, the findings of this study can serve as a basis for English teachers to understand the differences in student character and develop more adaptive and inclusive speaking learning strategies. Teachers are expected to be able to create a learning environment that supports the increase in self-confidence of all students, both those with extroverted and introverted tendencies, so that the speaking learning process can take place optimally.

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#### **7. Conflict of Interest**

This author has no conflicts with other authors.

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