

Exploring Students' Public Speaking Anxiety: Introvert vs Extrovert

Benni Ichsanda Rahman Hz ^{α*}

^α Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Article Info

Article history

Submission Date: 9 March 2022

Acceptance Date: 5 May 2022

Keywords:

speaking; personality; anxiety;

*Corresponding author:

benni.ichsanda@uinsu.ac.id

Abstract

This study aims to investigate whether students with introverted and extroverted personalities have significantly different levels of anxiety or not. This study involved 59 students of the English Education Study Program at one of the state universities in North Sumatra. Samples were taken randomly from five classes of sixth semester students who took the Public Speaking course. Semi-structured technique was used in data collection. The data was processed by using two methods; statistical calculations for quantitative data related to the results of filling out questionnaires regarding their level of anxiety when doing public speaking which consists of 17 questions, as well as substantive analysis for qualitative data related to the results of comparison of responses from respondents. The results shows that that 31.03% of introvert students having high anxiety, followed by 68.97% students possessing moderate level of public speaking anxiety. In contrary, 13.33% of extrovert students having high anxiety, followed by 86.67% of them having moderate level of anxiety. The biggest anxiety of respondents is in context "my heart pounds when I give a speech", where introvert students averagely in 4.03 and extrovert students in 3.03. There are numerous suggestions that students and educators can use to overcome the issues.

© 2022 JELS and the Authors - Published by JELS.

INTRODUCTION

The Public Speaking subject is one of the required subjects that must be taken in the English education study program at one of the state universities in Medan. In this study program, the subject of Public Speaking is taught through a series of graded courses that begin with Basic Speaking and go through Intermediate Speaking, Advanced Speaking, and ultimately Public Speaking. This course is part of the sixth semester of the study program's curriculum. The course's ultimate aim is

"students are able to understand basic ideas, theories, and are able to implement the public speaking abilities both in open public contexts and using technological media," according to the syllabus. In short, the capacity to make a speech in front of the audiences is the final skill that must be acquired in this course.

Several issues occur in the implementation of this course's teaching and learning process. Grammatical mistakes, pronunciation issues, and a lack of vocabulary are all prevalent issues. The issue truly relates to a single fundamental issue, namely, students' uneasiness or lack of bravery in doing public speaking in front of the audiences. Many students were terrified, trembling, and worried when asked to speak in front of the class which actually a small sample of public crowd, according to the author's observations.

Anxiety is described as a state of being apprehensive, fearful, or anxious (Ansari, 2015). In the field of education, anxiety is a typical occurrence, with every student experiencing anxiety when crossing to their place of study (Mariah et al, 2020). Anxiety is regarded as a demeaning way of expressing one's feelings (Sari & Iswahyuni, 2019). Anxiety refers to the sensation of being in a dangerous or unpleasant situation (Erdiana et al, 2020). When a person is worried, they might express themselves in a variety of ways, which are the psychological effects of that sensation. To put it another way, worry can lead to trembling, a racing heart, startled, and other weird, unexpected actions (Sari & Iswahyuni, 2019). In reality, anxiety is a significant component that inhibits student learning (Prastiyowati, 2019). Students with a high degree of anxiety will see school activities such as teaching and learning to become a threat to them. As a result, they are unable to reach their full potential, dislike learning, and refuse to join groups of teenagers who want to be free and have fun, which for long period of time resulting in low-quality human resources (Leksono, 2013).

Anxiety is a significant variable in the realm of language that may both favorably and adversely impact a person's language abilities (Yildiz, 2021; Sutarsyah, 2017). Language-related anxiety is nothing new. According to Inikah (2015), many students are afraid of communicating to other people (communication apprehension). Some young individuals find it difficult to communicate their opinions or ideas with others because they are afraid that their viewpoints will be rejected (Inikah, 2015). Students are afraid of being rejected by their classmates or their

community, thus they are cautious and hesitant to express themselves (Lisma et al, 2019).

Lack of self-confidence, the idea that their achievements are less than others', and poor parenting, such as parents who regulate too much and continually curse children, making them believe that their acts are always bad, are all factors that contribute to communication anxiety (Inikah, 2015). Anxiety is the most important component among a range of factors that affect students' learning to communicate (Hanifa, 2018). In reality, anxiety has a significant effect on students' language learning progress while they are studying a foreign language (Hidayati, 2018). Horwitz et al (1987) in Sutarsyah (2017) divided anxiety over foreign language learning into three classifications, they are: (1) communication apprehension, which stems from learners' failure to appropriately articulate mature views and beliefs, (2) a learner's urge to create a favorable social impression on others leads to a fear of bad social appraisal, and (3) test phobia, or nervousness about academic assessment.

The final competence to learn one's language may be measured by the ability to speak in front of a crowd (public speaking). The ultimate skill of communicative competence, both in their own language and in a foreign language, is public speaking. The capacity to speak publicly is a very valuable skill that may be acquired once someone has progressed from the basic to advanced stages of learning to speak (Hz & Ramadhan, 2022). Learning to talk in this situation, much ever since learning to speak in front of a group, might be influenced by nervousness. The difficulties that students experience should be linked to their deepest anxieties.

A person's language abilities might be affected by personality variables in addition to anxiety (Marwa & Thamrin, 2016). Further, learning a language is also influenced by the student's personality factor (Boroujeni, Roohani & Hasanimanesh, 2015). Personality is described by Larsen & Buss (2017) in Boroujeny et al (2015) as a set of ordered and generally persistent psychological qualities and mechanisms within an individual that shape the individual's interaction and adaptation to the intrapsychic, physical, and social environment. Meanwhile, personality, according to Pevin & John (2003) in Masruddin & Pratiwi (2016), is a set of structured psychological qualities and systems within individuals that shape their interactions with adaptability to the environment. In other words, personality represents the underlying relationship

between outward conduct and mental health, internal dispositions and preferences for action (Haradasht & Baradaran, 2013). In fact, no one is exactly the same in this world, not even identical twins because they have their own personalities (Cruickshank et al, 2003).

Many experts distinguish between different sorts of human personalities. Among the several constructions of individual variations in the field of language acquirement, learner personality type has garnered considerable attention from researchers who are studying its impact on second language learners' success, and it has also attracted a lot of attention from students (Fazeli, 2011 in Foroozandehfar & Khalili, 2019). Numerous characteristics, such as motivation, attitude, cognitive level (and so forth), are responsible for language learning success, and it appears that one of the most essential aspects for language learning success is the type of personality that individuals hold (Foroozandehfar & Khalili, 2019).

In this context, researchers are primarily interested in two personality types: introverts and extroverts. Since Carl Jung coined this theory in 1933 and continued to refine it until mid-1970, the study of a person's personality based on introversion or extroversion has been conducted for a long time. Since it was invented by Dornyei in 2009, it has received a lot of attention from language researchers (Marashi & Naddim, 2019). Students with introverted personalities are quiet students, like to be alone, and prefer to work alone (Yeung et al, 2012). As a result, introverted students are labeled as shy and are hesitant to speak in front of large groups. Extroverted students, on the other hand, are students who are considered to be enthusiastic persons who enjoy making friends and joining groups (Roccas et al, 2002). As a result, outgoing individuals are regarded as courageous rather than quiet ones.

In addition, introversion, also known as introvert personality, is a kind of personality that is preoccupied with one's inner thoughts and feelings (Khoiriyah, 2016). Introverts are chronically over-aroused and nervous, and hence require peace and quiet in order to operate at their best. Introverts prefer to work alone and only include others (if at all) once they have clarified their own thoughts. They prefer to communicate in writing rather than verbally. Extroverts, on the other hand, are persons who are energetic, active, and chatty. Extrovert personality refers to a person who enjoys social contact and is interested in other people and things in their surroundings (Khoiriyah, 2016).

In Zainuddin (2016), Eysenck and Eysenck (1975) noted that the typical extroverts are sociable, have a large number of friends, need to make new acquaintances, enjoy gatherings, and hate reading or studying alone. Furthermore, according to Zainuddin (2016), the extrovert seek excitement, seize chances, frequently stick their neck out, act on a brief stimulation, and are typically impulsive. They frequently have an empirically humorous anecdote to tell, can always deliver an ordered response, and are generally open to change. They are typically unconcerned, open-minded, optimistic, and assured, and enjoys "laughing and be joyful." In contrary, the introvert is generally a silent, reclusive type of person, self-analyzing, enjoys books rather than people, as well as they are uncommunicative and far away save with close friends (Eysenck and Eysenck (1975, p. 6) in Zainuddin (2016). They tend to avoid social interaction and are often preoccupied with their own ideas, feelings, and experiences. Introversion, according to Brown (as stated by Zainuddin, 2016), is the degree to which a person may obtain a sense of wholeness and fulfillment on their own without relying on other people's reflections. Furthermore, according to Naik (2010), introverts are more enthralled by hobbies such as writing, reading, and sketching than by activities that require them to perform outwardly, such as speaking and talking.

Even when the class facilitator utilizes the same strategy and technique, students with these two personality types have distinct capacities and understandings, and reflect various degrees of accomplishment in their learning process (Khodabandeh, 2021). These two sorts of individuals have varying levels of competence when it comes to their personalities, especially in the context of public speaking. Given the assumptions stated so far, and the fact that introverted students are hesitant, students with this disposition would, of course, experience increased anxiety if asked to speak in front of a class or a crowd. Students with extroverted personalities, on the other hand, prefer to socialize, thus they are thought to have little nervousness while speaking in front of a group. Extrovert personalities, according to some contemporary practitioners, are better language learners (Marwa & Thamrin, 2016). Extroversion, according to Morrone-Strupinsky and Lane (2007: p.1267) in (Marwa & Thamrin, 2016), comprises of "agentic and affiliative components," which are characterized by "different positive emotional states of positive activation and warmth-affection." This component causes extroverts to be eager to engage and communicate with a large number of people. consequently,

extroverts are usually more popular and emerge in the field of education. They are energetic and like participating in a variety of beneficial activities, indicating that they are capable performers (Marwa & Thamrin, 2016).

The relationship between anxiety and personality is based on the level of the neurotransmitter dopamine in the individual. Dopamine is a hormone that regulates movement and the capacity to move, as well as learning, working memory, cognition, and emotions (Lieberman, 2000). Introverted people already have a lot of dopamine in their bodies, so when they are required to speak in front of a community, their anxiety and tension levels will increase (Laney, 2002 in Zainuddin, 2016). Extroverts, on the other hand, have lower dopamine levels, which means that when they are required to appear in front of a public, dopamine levels in the body stabilize which lowering anxiety levels.

Thus, this study aims to analyze whether students with introverted and extroverted personalities have significantly different levels of anxiety or not, or even whether these personality traits have no association with public speaking fear.

METHOD

Participants

This study involved 59 students of the English Education Study Program at one of the state universities in North Sumatra province. Samples were taken randomly from five different classes of sixth semester students who took the Public Speaking course on their semester credits. All of the participants went through a series of speaking subject on their previous semesters, starting with basic speaking and progressing to intermediate and advanced speaking.

Instrument

This research is case study research that is qualitative in nature. Semi-structured technique was used in the data collection. The data collected in this study were then processed using two methods; statistical calculations for quantitative data related to the results of filling out student questionnaires regarding their level of anxiety when doing public speaking which consists of 17 questions, as well as substantive analysis for qualitative data related to the results of comparison of responses from respondents.

Procedure of Data Analysis

To begin, the researcher looked into the students' personalities by having them fill out the <https://www.16personalities.com/id> link to obtain their personality characteristics. On this website, several questions that must be answered by the respondents to find out their personality category. Furthermore, to achieve higher personality level accuracy, only students with a specified personality level above 60% are taken when they receive their findings. The researcher next requested students to complete a Foreign Language Anxiety Scale (FLAS) questionnaire developed from Bartholomay & Houlihan (2016), which comprised of 17 items to be answered on a scale of 1 to 5 (1 lowest, 5 highest).

Table 1. FLAS Scale

Scale Ranging	Description
5	Extremely
4	Very
3	Moderately
2	Slightly
1	Not at all

There are 17 questions that respondents must answer, with the maximum score being 5. As a result, the best possible score is 85, and the lowest possible score is 17. The higher the anxiety level, the higher the score obtained. Researchers categorized respondents' anxiety levels into three categories: high, medium, and low, with 85 broken into three categories: 1-28 low, 29-57 moderate, and 57-85 high.

The findings of this questionnaire were then classified based on the respondent's personality type in order to collect information on students' experiences and involvement in public speaking issues, as well as their practice, depending on their personality type and anxiety level.

RESULT

The results of the students' anxiety about public speaking as determined by the questionnaire are shown below.

Table 2. Level of student's public speaking anxiety

Level	Introvert		Extrovert	
	Number	Percentage	Number	Percentage
High (57-85)	9	31.03	4	13.33
Moderate (29-56)	20	68.97	26	86.67
Low (1-28)	-	-	-	-

By the table, it can be seen that 31.03% of introvert students having high anxiety, followed by 68.97% students possessing moderate level of public speaking anxiety. In contrary, only 13.33% of extrovert students having high anxiety, followed by 86.67% of them having moderate level of anxiety.

A further detailed calculation was attained. The researchers calculated the level of respondents' level of anxiety by calculating the total of responses to all questions. The results are presented on the table below.

Table 3. Average level of Anxiety

Personality	Average level of Anxiety	Level
Introvert	54	Moderate
Extrovert	48.9	Moderate

The introvert students averagely possess 54 on their level of anxiety. In contrary, extrovert students possess 48.9 in average in their level of anxiety. However, both introverts and extroverts were on average in the moderate range, not the high range, yet the difference is not significant.

Furthermore, the researcher also identified all students' responses to the questionnaire and calculate them to get the score average for each question.

Tabel 4. FLAS Average Score

Statements	Score	
	Introvert	Extrovert
Giving a speech is terrifying	3.52	2.73
I am afraid that I will be at a loss for words while speaking	3.83	3.20
I am nervous that I will embarrass myself in front of the audience	3.52	2.50
If I make a mistake in my speech, I am unable to re-focus	3.59	2.90
I am worried that my audience will think I am a bad speaker	3.76	2.77
I am focused on what I am saying during my speech	3.48	3.80
I am confident when I give a speech	2.17	3.07
I feel satisfied after giving a speech	3.21	4.00
My hands shake when I give a speech	2.86	2.67
I feel sick before speaking in front of a group	2.79	2.10
I feel tremble before giving a speech	3.48	2.67
I am anxious before speaking	3.52	2.70
My heart pounds when I give a speech	4.03	3.03
I sweat during my speech	2.72	2.23
My voice trembles when I give a speech	3.41	2.30
I feel relaxed while giving a speech	1.90	2.87
I do not have problems making eye contact with my audience	2.62	3.13
Average	3.20	2.86

DISCUSSION

Through the table, it can be seen that the highest level of anxiety of introverts is in the "my heart pounds when I give a speech" point. The average answer of the responders is 4.03 points, indicating that it is somewhere between "very" and "extremely". Extrovert, on the other hand, have an average of 3.03, which is still considered moderate. These results confirm the theory presented by Liberman (2000) which stated that the amount of the neurotransmitter dopamine in an individual determines the link between anxiety and personality. Introverted people already have a lot of dopamine in their body, so when they have to speak in front of a group, their anxiety and tension will explode (Laney, 2002 in Zainuddin, 2016). It is clear that most of introvert respondents stated that their heart pounds when they are asking to give a speech, which is caused by the level of their dopamine work hardly. Extroverts, on the other hand, have lower dopamine levels, which implies that when they are forced to appear in front of a crowd, their dopamine levels stabilize, decreasing anxiety levels, where it is proven that in average their levels of heart pounds is in moderate range.

Generally, the introvert individuals have a greater anxiety level than extravert ones. Extrovert students, on the other hand, have an average anxiety level of 48.9, which is lower than introvert students. Introverts and extroverts, on the other hand, were both in the moderate range, not the high range, and the difference was just not significant. This finding is in line with Marwa & Thamrin's (2016) explanation, which quoted several experts' theories that extrovert personalities are better language learners. Their comprises of "agentic and affiliative components," as according to Morrone-Strupinsky and Lane (2007: p.1267) in (Marwa & Thamrin), are characterized by "different positive emotional states of positive activation and warmth-affection". Extroverts are motivated by this factor to interact and communicate with a big group of individuals. As a result, extroverts are increasingly popular and prominent in the educational area. They are dynamic and like taking part in a range of good activities, showing that they are skilled performers (Marwa & Thamrin).

Another notable distinction is in the statement that "giving a speech is terrifying". Introvert students Another notable distinction is in the statement that "giving a speech is terrifying". Introvert students have an average score of 3.52, whereas extrovert students have a score of 2.73 on the fear of speaking scale. This research supports Zainuddin's (2016) assertion that extroverts seek excitement, grasp

opportunities, regularly put their necks out, act on quick stimulation, and are generally impulsive. They typically have an empirically amusing incident to share, can always offer an orderly answer, and are generally adaptable. They are usually easygoing, open-minded, cheerful, and confident, and they like "laughing and being happy." As a result, speaking in front of a crowded setting is not particularly frightening for them at this time.

Furthermore, introverts' greatest concern is "I am afraid that I will be at a loss for words while speaking". The typical introvert has a score of 3.83, which is higher than "moderate" and near to "very," and significantly higher than extroverts, who have a score of 3.20. This research reinforces Pervin & John (1997) (in Masruddin and Pratiwi's, 2016) assertion that personality is a set of organized psychological features and systems within individuals that affect their interactions while allowing them to adapt to their surroundings. On the other sense, this research finding also support the assertion of (Haradasht & Baradaran, 2013) which stated that personality is the underlying link between external behavior and mental health, as well as interior inclinations and behavioral choices. Introvert students are regarded as timid and are scared to speak in front of big groups, which is why, owing to their mental inability to engage, they often lose their words in public. Extroverted students, in contrast to introverted students, like socializing with others. As a result, when asked to speak in front of a group, their bravery level is more consistent, making them less likely to stutter.

Meanwhile, in point of "I am confident when I give a speech", again, introvert students are not better than the group of extrovert students. In this context, introvert in average gain score 2.17 which means it is very low. Vice versa, extrovert students achieve score 3.07 averagely. This finding is in line with Inikah's (2015) assertions, which proves that lack of self-confidence is one of factors that contribute to communication anxiety. Some students find it difficult to share their thoughts or ideas to others, because they are afraid that their perspectives will not be accepted. Students are concerned that their presence would be rejected by their compatriots, thus they are cautious and hesitant to voice their thoughts.

Another significant concern is in the point of "I am anxious before speaking". Averagely introvert students possess 3.52. Otherwise, extrovert group students possess 2.70 point in average. This study supports Khoiriyah's (2016) assertion that an introvert is a personality type who is obsessed with one's inner thoughts and feelings. Introverts

are chronically over-aroused and anxious, and hence demand peace and quiet to function optimally. Introverts prefer to work alone, including others only after they have clarified their own concepts (if at all). They would rather converse in writing than in person. As a result, individuals are apprehensive when they are called upon to talk on a topic that has been established in this research. It is much different with extroverts, who receive point 2.70, which is in the median level in this instance (moderate).

Overall, the quantity of introvert students who has high anxiety is higher than extrovert students. This fact confirms the theory of introversion which states that introverted students are silent students who like to be alone and prefer to work alone (Yeung et al, 2012). It is proven that introverted students are quiet individuals who prefer to be alone and work alone (Yeung et al, 2012). As just a consequence, introverted individuals are stereotyped as shy and fear speaking in front of large groups.

CONCLUSION

In this study, "my heart pounds when I give a speech" is the biggest anxiety of introvert students, where in average their level of anxiety is 4.03, far above extrovert students, where in average they achieve 3.03. Moreover, introverts' second greatest fear is "I am afraid that I will be at a loss for words while speaking". The average introvert gets a 3.83, which is higher than "moderate" and close to "very," and substantially higher than extroverts, who get a 3.20. In addition, confidence is the third anxiety of introvert groups. In context of "I am confident when I give a speech", introvert individuals do not perform better than extrovert ones. In this circumstance, the average gain score for introverts is 2.17, which is relatively low. Extrovert kids, on the other hand, average a 3.07 score.

Reflect on this fact, both the students the lecturers need to find the solutions to overcome these problems. There are numerous strategies that students can use to overcome the entire problem for introvert students, and to decrease the level of anxiety for extrovert students, such as taking an active role in group discussions, removing the fear of being laughed at after giving a presentation, always practicing with peers, establishing friendly relationships with students, participating in speaking or presentation context, being-mixed with high-level of confidence students in

certain groups, and being-mixed with high-level of confidence students in certain groups.

Additionally, motivating students to speak in front of an audience and not be afraid of making mistakes, developing programs to increase students' self-confidence, involving students in English speaking programs such as debating club, presentation club and conversation club, and asking students to overcome their anxiety by being well prepared for class are all strategies that educators can use to help students overcome their anxiety.

REFERENCES

- Ansari, M. S. (2015). Speaking anxiety in ESL/EFL classrooms: A holistic approach and practical study. *International Journal of Education Investigation*, 2(4), 38-46.
- Bartholomay, E. M., & Houlihan, D. D. (2016). Public Speaking Anxiety Scale: Preliminary psychometric data and scale validation. *Personality and Individual Differences*, 94, 211-215. <https://doi.org/10.1016/j.paid.2016.01.026>
- Boroujeni, A. A. J., Roohani, A., & Hasanimanesh, A. (2015). The impact of extroversion and introversion personality types on EFL learners' writing ability. *Theory and Practice in Language Studies*, 5(1), 212. <https://doi.org/10.17507/tpls.0501.29>
- Cruickshank, D.R., Jenkins, D.B. & Metcalf, K.K (2003). *The Act of Teaching*. 3rd ed. McGraw-Hill
- Erdiana, N., Daud, B., Sari, D. F., & Dwitami, S. K. (2020). A study of anxiety experienced by EFL students in speaking performance. *Studies in English Language and Education*, 7(2), 334-346. <https://doi.org/10.24815/siele.v7i2.16768>
- Eysenck, H. J., & Eysenck, M. W. (1985). *Personality and individual differences: A natural science approach*. New York: Plenum
- Fazeli, S. H. (2011). *The Exploring Nature of Language Learning Strategies (LLSs) and Their Relationship with Various Variables with Focus on Personality Traits in the Current Studies of Second/Foreign Language Learning*. Online Submission, 1(10), 1311-1320.
- Foroozandehfar, L., & Khalili, G. F. (2019). On the relationship between Iranian EFL learners' reading fluency, their personality types and learning styles. *Cogent Arts & Humanities*, 6(1), 1681347.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230-239. <https://doi.org/10.24815/siele.v5i2.10932>
- Haradasht, P. N., & Baradaran, A. (2013). The Comparative Effect of Top-down Processing and Bottom-up Processing through TBLT on Extrovert and

Introvert EFL. *International Journal of Applied Linguistics and English Literature*, 2(5), 229-240. <https://doi.org/10.7575/aiac.ijalel.v.2n.5p.229>

- Hidayati, T. (2018). Student language anxiety in learning English: Examining non-English major students in rural area. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(2), 2018. <https://doi.org/10.21093/ijeltal.v2i2.55>
- Ichsanda HZ, B.I.R., & Ramadhan, A. (2022). DOES EDUCATIONAL BACKGROUND INFLUENCE STUDENTS' PUBLIC SPEAKING SKILL? REALITY VS STUDENTS' PERSPECTIVE. *Wacana: Jurnal Penelitian Bahasa, Sastra dan Pengajaran*, 20(1), 17-25. <https://doi.org/10.33369/jwacana.v20i1.20549>
- Inikah, S. (2015). Pengaruh Pola Asuh Orang Tua Dan Kecemasan Komunikasi Terhadap Kepribadian Peserta Didik. *Jurnal Bimbingan Konseling Islam*, 6(1), 19-40.
- Khodabandeh, F. (2021). The comparison of mind mapping-based flipped learning approach on introvert and extrovert EFL learners' speaking skill. *Iranian Journal of English for Academic*
- Khoiriyah, S. L. (2016). The correlation among attitude, motivation and speaking achievement of college students across personality factors. *OKARA: Jurnal Bahasa dan Sastra*, 10(1), 78-92.
- Laney, M. O. (2002). *The introvert advantage: How to thrive in an extrovert world*. New York: Workman Publishing.
- Leksono, T. (2013). Strategi intervensi konseling untuk mengatasi kecemasan siswa. *Jurnal Konseling dan Pendidikan*, 1(1), 23-26.
- Lieberman, M. D. (2000). Intuition: a social cognitive neuroscience approach. *Psychological bulletin*, 126(1), 109. <https://doi.org/10.1037/0033-2909.126.1.109>
- Lisma, E., Rahmadhani, R., & Siregar, M. A. P. (2019). Pengaruh Kecemasan Terhadap Minat Belajar Matematika Siswa. *ENLIGHTEN: Jurnal Bimbingan Konseling Islam*, 2(2), 85-91. <https://doi.org/10.32505/enlighten.v2i2.1345>
- Marashi, H., & Naddim, R. (2019). Using information gap and opinion gap tasks to improve introvert and extrovert learners' speaking. *Applied Research on English Language*, 8(2), 187-206.
- Mariah, W., Yusmami, Y., & Pohan, R. A. (2020). Analisis Tingkat Kecemasan Karir Siswa. *Consilium: Berkala Kajian Konseling dan Ilmu Keagamaan*, 7(2), 60-69. <https://doi.org/10.37064/consilium.v7i2.8164>
- Marwa, W. S., & Thamrin, N. R. (2016). EXTROVERT PERSONALITY AND ITS IMPACT ON STUDENTS ARGUMENTATIVE ESSAY WRITING SKILL. *English Review: Journal of English Education*, 4(2), 267-274. <https://doi.org/10.25134/erjee.v4i2.340>
- Masruddin, M. M., & Pratiwi, H. H. (2016). STUDENTS' PERCEPTION AND THEIR ATTITUDE TOWARDS ENGLISH TEACHERS' PERSONALITY. *Langkawi: Journal of The Association for Arabic and English*, 2(2), 202-218.
- Pervin, L. A., & John, O. P. (1997). *Personality: Theory and Research (7th ed.)*. New York: John Wiley & Sons.

- Prastiyowati, S. (2019). ANXIETY ON STUDENTS' LISTENING COMPREHENSION IN UNIVERSITY STUDENTS IN MALANG. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 6(1), 65-77. <https://doi.org/10.22219/celtic.v6i1.8758>
- Purposes, 10(1), 35-53. Larsen, R. J., Buss, D. M. (2017). *Personality Psychology: Domains of Knowledge About Human Nature*. Great Britain: McGraw-Hill Education.
- Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The big five personality factors and personal values. *Personality and social psychology bulletin*, 28(6), 789-801. <https://doi.org/10.1177/0146167202289008>
- Sari, A. B., & Iswahyuni, D. (2019). The Students' Speaking Anxiety on the YouTube Video Project in EFL Learning in Indonesia. *Premise Journal of English Education and Applied Linguistics*, 8(2), 176-192. <https://doi.org/10.24127/pj.v8i2.2179>
- Sutarsyah, C. (2017). An analysis of student's speaking anxiety and its effect on speaking performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(2), 143-152. <https://doi.org/10.21093/ijeltal.v1i2.14>
- Yeung, A., Read, J., & Schmid, S. (2012). Students' learning styles and academic performance in first year chemistry. In *Proceedings of the Australian Conference on Science and Mathematics Education (formerly UniServe Science Conference)*.
- Yildiz, M. (2021). THE FACTORS CAUSING ENGLISH SPEAKING ANXIETY ON NON-ENGLISH MAJOR ACADEMICS WHILE USING ENGLISH AS A MEDIUM OF INSTRUCTION. *TEFLIN Journal*, 32(2), 389-412. <https://doi.org/10.15639/http://teflinjournal.v32i2/389-412>
- Zainuddin, Z. (2016). The impact of personality: Extrovert vs. introvert on the ability in syntax in essay writing. *Studies in English Language and Education*, 3(2), 158-169. <https://doi.org/10.24815/siele.v3i2.4963>.

AUTHOR BIODATA

Benni Ichsanda Rahman Hz is an active lecturer at State Islamic University of North Sumatera Medan. Speaking and pragmatics are the subjects of his interest. He has published numerous scholarly publications. He can be contacted through email address: benni.ichsanda@uinsu.ac.id.