



## Enhancing Writing Skills through Joyful Learning: A Comparative Study of Extroverted and Introverted Fourth-Semester English Department Students at a Public University in Banten

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### Abstract

The purpose of this study is to investigate how joyful learning strategies improve writing skills among extrovert and introverted students in the fourth semester of the English Department at one of the public universities in Banten province. The research question seeks to uncover variations in how extrovert and introvert students respond to joyful learning approaches in writing training. The study used a qualitative case study design, with eight subjects (four extroverts and four introverts) chosen by purposive sampling. The data collection methods included semi-structured interviews, observations of classes, and student reflective journals. Following the data collection, thematic analysis was applied. It was discovered that extrovert students prefer teaching methods that are more energetic, collaborative and allow for greater verbal expression, such as group writing games and peer dialogues. Introvert students, on the other hand, are far more engaged with individual reflective tasks like music-assisted writing and visual prompts. Nevertheless, both groups reported an increase in pleasure, a decrease in anxiety, and an enhancement of confidence with writing through the joyful learning methods employed. The study concludes that adapting the joyful learning strategies to fit personalities will enable writing instruction in EFL contexts to be more effective and more inclusive.

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## INTRODUCTION

Writing is widely considered the most challenging of the four language skills for foreign language learners to acquire (Richards and Renandya, 2002). This assertion highlights the complexity of writing compared to other language skills. Beyond being a productive skill, writing is a cognitively demanding process that requires learners to simultaneously manage grammar, vocabulary, mechanics, structure, coherence, and other linguistic elements. Moreover, effective writing demands a solid understanding of the argumentative and cultural conventions of the target language. These overlapping demands make writing particularly difficult for EFL learners, especially when they lack exposure to authentic language use and receive limited feedback. Harmer (2004) further emphasizes that writing involves much more than simply putting words on paper. It is a multifaceted process that

includes planning, drafting, editing, and revising, each of which requires specific cognitive and linguistic skills. For many EFL learners, these stages can be discouraging due to limited language proficiency, lack of confidence, and unfamiliarity with the conventions of written English. Harmer also notes that writers must not only generate and organize ideas logically, but also ensure that their writing is coherent, grammatically accurate, and appropriately formatted. Taken together, these insights underscore the notion that writing is often perceived as the most difficult skill to master in a foreign language. This complexity frequently leads to challenges such as writer's block, low self-esteem, and a general lack of motivation toward writing tasks.

In order to engage in writing instruction, it is necessary to use joyful learning techniques such as role-playing games, cooperative play, storytelling, music, visual aids, and interactive writing exercises. By allowing students to become acquainted with language in authentic and entertaining contexts, these techniques successfully lower affective filters and boost students' risk-taking behavior (Krashen, 1982). Writing games or other storytelling activities require students to invest a lower level of anxiety in making errors because the context feels more relaxed and playful. Jensen (2005) states that, when joy and emotional safety come with learning experience, the brain releases dopamine, which facilitates attention, memory, and creative thinking—key factors in good writing. According to this assertion, emotional health is a biological variable that influences cognitive function rather than only being a background aspect. Dopamine, a neurotransmitter essential to many mental processes, is released into children's brains when they feel content and safe in the classroom. Dopamine facilitates better concentration (increased focus), memory retention (increased recall), and creative thinking/imaginative thinking. These mental skills are essential for writing well, which calls for focus, memory of syntax and terminology, and the ability to come up with and arrange ideas creatively. To put it simply, a happy and emotionally secure learning environment in the classroom directly enhances the cognitive processes required for effective writing. It is also in line with Perry's statement. Perry (2001) argues that positive emotional experiences in the classroom play a crucial role in fostering students' willingness and readiness to take risks in language production, thereby enhancing their engagement and overall learning outcomes. It can be interpreted that students' willingness and preparedness to take chances in language production are fostered by positive emotional experiences in the classroom, which improves their engagement and overall learning results.

Actually, though joyful learning is effective for language learning, it isn't successful in everyone, as some individual differences including personality traits really influence it. One of the most researched scales in educational contexts is that separating extrovert from introvert types of personality. These two types reflect different orientations with respect to energy, attention, and social interaction. Extroverted students are usually gregarious, as said, and they're enthusiastic and outgoing with most of their activities done in groups by preference, whereas introverts, in contrast, are not only more reserved but also reflective and happy doing things on their own (Eysenck & Eysenck, 1985).

Different personality traits can have a big impact on how students engage with engaging teaching methods in the context of writing learning. Outgoing people, for example, may do well in group storytelling, peer review sessions, or collaborative writing assignments since these settings meet their natural desire for social contact and external criticism. On the other hand, introverted students may find these situations overwhelming or distracting and may choose writing assignments that promote introspection, participation, and self-evaluation (Brown, 2007).

The one-size-fits-all strategy taken by many schools, regrettably, undervalues the impact of personality on student preferences and performance. Some students might not be appropriately engaged if joyful learning activities were created without considering these differences. For example, a high-energy, creatively stimulating exercise in the classroom may excite extroverted students while alienating introverted ones who prefer quiet, controlled activities. As a result, while joyful learning has the potential to improve writing teaching, it must be implemented with care and consideration for student variety.

In recent years, there has been a growing interest in incorporating joyful learning into English language instruction in Indonesia, particularly as part of efforts to move away from rigid, test-oriented teaching methods. Writing classes are a fundamental component of the English Department's core curriculum at many higher education institutions. To improve writing performance and reduce writing anxiety among EFL learners, lecturers are increasingly encouraged to adopt student-centered and creative approaches. However, there is still limited research exploring how students with different personality types perceive and experience joyful learning practices in writing classrooms.

Prior research has mostly concentrated on the broad advantages of joyful learning or the efficiency of particular tactics in raising motivation and involvement. For example, Kusumaningrum (2016) discovered that engaging learning strategies including games and picture-based prompts greatly enhanced students' writing and classroom participation. In a similar vein, Mardiyah (2020) found that narrative and music improved students' creativity and decreased stress associated with writing. However, the effects of these approaches on students with varying personality orientations were not distinguished in these investigations.

Thus, by investigating the effects of joyful learning strategies on the development of writing skills in both extroverted and introverted students, this study aims to address a significant research gap. Using a qualitative approach, it seeks to collect in-depth insights into students' real experiences, perceptions, and challenges related to joyful writing instruction. Specifically, the study will explore how various joyful learning activities influence students' motivation and writing performance, how they respond to these activities based on their personality types, and what adjustments may be necessary to better accommodate their individual learning preferences.

It is crucial to comprehend these dynamics in order to create inclusive teaching methods that do not exclude particular students according to their character attributes. Dörnyei and Ushioda (2011) stress that motivation is a dynamic interplay between the learner and their surroundings rather than a

fixed quality. Teachers may design more equal and successful learning experiences when they acknowledge and address each student's unique traits, even those that are as fundamental as personality. This is especially crucial when teaching writing since it calls for persistent cognitive work, risk-taking, and personal expression. This study aims to explore the ways in which joyful learning can be adapted to support the development of writing skills among students with varying personality traits, with a particular focus on the differing responses of extrovert and introvert learners.

## **METHOD**

### **Research Design**

This study employed a qualitative case study design to explore how joyful learning strategies influence the writing development of extrovert and introvert students in one of the public universities in Banten province. The qualitative approach was chosen to gain in-depth understanding of participants' lived experiences, perceptions, and interactions with joyful learning activities in writing classes (Creswell & Poth, 2018). A case study was considered appropriate due to its focus on a bounded system—specifically, a group of students within a particular educational context (Merriam, 2009).

### **Participants**

Purposive sampling was used in the participant selection process to guarantee a range of personality traits. Prior to data collection, the personality types of the participants were determined using the Eysenck Personality Questionnaire (EPQ), a recognized psychological instrument for classifying individuals according to characteristics such as neuroticism, psychoticism, and extroversion-introversion. The extroversion-introversion scale was the specific focus of this investigation. A set of yes/no questions intended to gauge personality traits make up the EPQ. The official EPQ scoring key was used to assign scores to the participants' answers. A number score was assigned to each participant for the extroversion-introversion dimension: Extrovert traits including gregariousness, talkativeness, and outgoing behavior were indicated by higher scores. Those with lower scores exhibited introverted traits such reserved conduct, silence, and a penchant for alone. The scoring range given in the EPQ handbook was used to determine the cut-off point. Extroverts were defined as participants who scored higher than the threshold, and introverts as those who scored lower. To guarantee precision and uniformity, the scoring was double-checked. The researcher also collaborated with a psychologist as an expert judgment during the questionnaire's construction. It is considering a psychologist plays an important role in the design and administration of questionnaires intended to understanding the needs, preferences, and behaviors of extrovert and introvert students. Her expertise guarantees that these instruments are valid, reliable, and capable of capturing the complicated differences between these personality types.

This study used a qualitative case study design because it emphasizes depth of understanding over range of representation, four extroverted and four introverted students made up the eight

participants, who were purposefully chosen to provide a targeted investigation of how personality traits affect students' experiences using joyful learning practices in writing instruction. The choice to employ a small, purposeful sample aligns with the qualitative research approach, which aims to produce rich, contextualized, and comprehensive data instead than extrapolating results to broader groups. Furthermore, the study guarantees comparative depth by keeping a balanced number of extrovert and introvert individuals, which enables the identification of significant patterns, contrasts, and themes across personality types. For studies aiming to obtain a thorough knowledge of a phenomenon through thematic analysis, a sample of 6–10 people is frequently adequate, according to qualitative research standards (Creswell, 2013; Merriam, 2009).

### **Data Collection**

Data were collected through three primary qualitative instruments:

1. Semi-structured interviews
2. Classroom observations
3. Students' reflective journals

Semi-structured interviews were conducted individually with each participant and focused on their experiences, challenges, preferences, and perceptions regarding joyful learning in writing classes. The interviews were audio-recorded and transcribed verbatim for analysis.

Four writing sessions which utilized the use of joyful learning techniques—such as narrative games, music-assisted writing, visual prompts, and group writing assignments—were observed in the classroom. To record the behavior, participation patterns, and responses of the children during the activities, field notes were recorded.

Supplementary data came from students' reflective notebooks, which they kept following each writing session. Students' internal processing of their learning experiences, their perceptions of their own writing development, and their emotional reactions to various activities were all revealed by these journals. To increase the findings' legitimacy and depth, these three data sources were triangulated (Patton, 2002).

### **Data Analysis**

Thematic analysis was employed to interpret the data, following the six-phase framework proposed by Braun and Clarke (2006):

1. Familiarization with data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

Data were first read multiple times to develop familiarity, then coded inductively to capture emerging patterns related to students' responses to joyful learning activities. Themes were then

categorized according to personality types (extrovert vs. introvert) and further compared to identify similarities and differences in how each group experienced joyful learning. To ensure trustworthiness, the study employed member checking, peer debriefing, and audit trails. Participants were invited to review transcripts and initial interpretations of their responses to confirm accuracy. An external qualitative researcher reviewed the coding process and thematic development to reduce potential bias.

### **Ethical Considerations**

This study complied with accepted ethical research guidelines. The goal of the study, the fact that participation was voluntary, the confidentiality of the data, and the participants' freedom to withdraw at any moment were all explained to them. All participants gave their informed consent before any data was collected. To safeguard the identities of study participants, all names were anonymized.

## **FINDINGS**

This section presents the findings from a qualitative exploration into how joyful learning affects the writing skills of extroverted and introverted students. Data was gathered through semi-structured interviews, classroom observations, and reflective journals from twelve fourth-semester students (six extroverts and six introverts). Thematic analysis revealed three major themes: (1) Emotional engagement and comfort in joyful learning environments, (2) Participation styles and writing behavior, and (3) Perceived improvement in writing skills.

### **1. Emotional Engagement and Comfort in Joyful Learning**

#### **a. Extrovert Students: Positive Emotional Response**

Extrovert participants expressed a high level of emotional engagement during joyful learning activities. They consistently reported feeling energized, motivated, and enthusiastic when writing tasks were introduced through games, storytelling sessions, or multimedia prompts.

One student commented:

"I used to feel bored during regular writing lessons, but when we had story games and role plays, I felt more involved. It was fun, and I didn't realize I was learning."

These self-reports were corroborated by observations made in the classroom. When writing in groups and participating in competitive or performance-based activities, extroverts were noticeably more energetic. These results support Eysenck's (1985) hypothesis that social encounters and high-energy settings boost extroverts.

#### **b. Introvert Students: Gradual Increase in Comfort**

Conversely, when engaged in tasks that required spontaneous verbal engagement, introverted participants first displayed symptoms of discomfort. They tended to refrain from volunteering in public conversations and were more reticent when working in groups. However, when individuals adjusted to the learning setting, by the fourth session, their emotional comfort had much increased.

An introvert student shared:

“At first, I didn’t like being put into a team because I prefer to work alone. But later, when we were allowed to write quietly with music or use images for inspiration, I felt more relaxed and confident.”

This pattern supports the claim made by Cain (2013) that introverts do best when given time to adapt and when learning environments encourage introspection and self-expression. In particular, joyful learning techniques like "visual storytelling" and "silent story building" were successful in helping them feel secure and appreciated.

## **2. Participation Styles and Writing Behavior**

### **a. Extrovert Students: Active Participation and Expressive Writing**

Extrovert students take an active part in class discussions, particularly when it comes to group writing assignments. They frequently offered their services first, offered suggestions, and facilitated conversations during "brainstorming in pairs" and "writing relays." According to observations, extrovert students liked impromptu innovation and felt free to voice their thoughts. Their prose tended to be colorful and creative, frequently emphasizing narrative above precise grammar.

“I love writing dialogues or funny stories with my friends. I don’t think too much about grammar in the beginning, I just want the story to be exciting.”

This pattern was supported by their writing examples, which showed narrative inventiveness and fluency but occasionally irregular grammatical structures. This lends credence to Kolb's (1984) experiential learning theory, which postulates that accommodating learner—who are frequently extroverts—prefer learning by doing as opposed to studying.

### **b. Introvert Students: Individual Focus and Structured Writing.**

Introvert participants preferred structured and solitary activities. They were more comfortable with tasks such as “guided journal writing” or “descriptive paragraph building.” Their writing behavior showed a tendency toward reflection, careful planning, and accuracy.

From their reflective journals:

“I like to think first, plan my ideas, and then write. It helps me organize my thoughts better. I also review my grammar before submitting.”

Their texts were generally shorter but more grammatically accurate and well-organized compared to extroverts’. Their writings often used academic tone and logical transitions. Zhang et al. (2010) highlighted that introverts exhibit deep processing skills in language tasks, which was reflected in their attention to detail.

## **3. Perceived Improvement in Writing Skills**

### **a. Extrovert Students: Gains in Fluency and Idea Development**

After six weeks of joyful learning interventions, extrovert students reported improvements in generating ideas and writing longer texts. The writing tasks conducted in class evolved from simple paragraph writing to narrative compositions involving character development and plot progression.

One student said:

“Before, I had a hard time starting my writing. Now I feel more confident to write freely and keep the ideas flowing.”

Post-task writing assessments also showed that extrovert students improved in content richness, storytelling, and coherence, although grammar issues remained in some cases. The creative prompts and group dynamics appeared to stimulate their thinking processes and reduced writing anxiety; a factor also noted by Hyland (2003) in his discussion on low-stakes writing environments.

#### **b. Introvert Students: Gains in Accuracy and Organization**

Introvert students showed a clear improvement in organizing ideas and reducing grammatical errors. Through joyful learning activities that incorporated visuals, music, and personal expression, they gradually developed their confidence and output quality.

A reflective journal excerpt read:

“Listening to music while writing helped me focus. The pictures gave me ideas to write about, and I practiced connecting paragraphs smoothly.”

Instructor evaluations found notable increases in cohesion, use of transitions, and sentence variation in introvert students’ writing. They also demonstrated an improved ability to revise their work and accept feedback constructively. These results align with Graham and Perin’s (2007) emphasis on strategy-based writing instruction and the role of self-monitoring in academic writing.

### **4. Social Dynamics and Peer Interaction**

#### **a. Extrovert Students: Leadership and Peer Encouragement**

Extroverts were frequently seen taking initiative in group activities. They assumed leadership roles and encouraged their peers. In one activity, an extrovert student helped rephrase a peer’s sentence, turning a weak paragraph into a dynamic narrative scene.

“Sometimes I get ideas from what my friends say. It’s easier to write when we laugh and share stories.”

This finding suggests that extrovert learners benefit from peer interaction not just socially but cognitively, as their verbal exchanges often served as brainstorming opportunities.

#### **b. Introvert Students: Selective Interaction and Independent Work**

Introvert students were selective in whom they interacted with and preferred working in pairs rather than groups. They formed closer one-on-one connections, often choosing a trusted peer for collaborative writing.

One introvert said:

"I dislike noisy crowds. However, I feel comfortable discussing my thoughts when I work with just one pal. They valued depth over spontaneity, as evidenced by the fact that they usually prepared their contributions to group conversations beforehand."

According to Cain (2013), introverts like settings where they may prepare and exercise critical thought without feeling pressured to perform.

### **5. Preferences for Joyful Learning Strategies**

When asked about their favorite joyful learning strategies, extroverts listed activities such as: Storytelling competitions, writing with music and group prompts, and Picture-based collaborative



story creation Introverts preferred: Guided silent writing, Personal journals with visual prompts, Descriptive writing using mindfulness techniques

Both the groups really appreciated combining creativity, lowered tension, and feedback intervals. The joyful learning strategy mostly allowed students to adjust according to their personality and preference, thus reaffirming the need for differentiated instruction in EFL writing classrooms (Tomlinson, 2014).

Having got the data mentioned above, it can be stated that the qualitative results show that both extrovert and introverted students' writing development is significantly impacted by joyful learning. Fluency, creativity, and confidence all significantly increase for extroverts, especially when engaging in socially motivated and involved activities. Introverts benefit more from solitary and low-stimulation activities and show growth in grammar, structure, and reflection.

## DISCUSSION

With a focus on extroverts and introverts, the study aimed at investigating how joyful learning practices could be modified to enhance the writing abilities of EFL students with varying personality types. The results show that enjoyable learning activities, like games, group writing, visual aids, and music, improved students' writing abilities, motivation, and involvement in class. Students who were introverted or extroverts both expressed less fear and more satisfaction when completing writing assignments. They did, however, have different preferences for particular activities, indicating that personality influences how pleasurable learning is experienced.

Perry (2001), who highlighted that children are encouraged to take chances when developing language when they have positive emotional experiences in the classroom, supports these findings. This is especially important for students who frequently hesitate and feel anxious when writing. It is also supported by Kusumaningrum (2016) who demonstrated that interactive methods such as games and visual aids significantly improved students' work and engagement in the classroom. This study provides additional evidence for these findings by examining personality-based preferences. While introverted students preferred solitary tasks that nonetheless included creative suggestions, such as reflective journaling or visual storytelling, extrovert students, for example, performed better in dynamic, group-based activities like writing competitions or peer review sessions.

This study adds to the literature by demonstrating that while joyful learning benefits all students, adjusting the strategies to personality traits may optimize results—supporting a more personalized pedagogical approach. Previous research did not differentiate how these strategies affected students based on personality. Similarly, Mardiyah (2020) found that narrative techniques and music improved creativity and reduced stress, which is consistent with the current study's observation that incorporating these elements fostered emotional comfort and freedom of expression.

The results support the benefits of joyful learning in terms of cognition and emotion. According to neuroscientific research (e.g., Perry, 2001), happy and emotionally secure surroundings

encourage the release of dopamine in the brain, which improves focus, memory, and creativity—all of which are essential for effective writing. This study found that pleasant learning activities caused students to feel more "relaxed," "excited," or "curious," which seemed to lower their affective filter and encourage more risk-taking in their writing.

The results may not be as broadly applicable as they may be because of the small sample size (only eight individuals) and the fact that they were selected from a single institution. Merriam (2009) and Creswell (2013) both assert that modest sample sizes are appropriate for qualitative case studies that prioritize depth over scope.

### **1. Personality and Emotional Engagement in Joyful Learning**

The findings revealed significant differences in emotional engagement with joyful learning between extrovert and introvert students. Extroverts responded positively and immediately to the dynamic, playful atmosphere of joyful learning. They described feelings of enthusiasm, energy, and motivation during interactive writing tasks, a result aligned with Eysenck's (1985) theory that extroverts seek stimulation and are more engaged in socially rich environments.

Conversely, introverts showed early hesitancy in highly participatory, happy learning environments. However, introvert students reported feeling more emotionally at ease as the learning sessions went on and the activities grew more individualized and familiar. This trend backs up Cain's (2013) claim that introverts need time to become used to stimulating environments but can flourish when structure, seclusion, and introspection are incorporated into the classroom.

These findings affirm the need for gradual integration of joyful learning elements, especially for introverted learners. Rather than forcing immediate participation in group activities, educators should scaffold their engagement by introducing low-stress, reflective tasks that gradually build confidence and comfort.

### **2. Participation Styles and Their Impact on Writing Development**

According to earlier research on personality (Zhang, Sternberg, & Rayner, 2012), extrovert students in this study wrote in an expressive and participatory manner. They favored brainstorming, cooperative projects, and spontaneous storytelling. Although occasionally at the sacrifice of grammatical accuracy, their writing showed great fluidity, inventiveness, and narrative detail.

Conversely, introvert students preferred solitary or paired tasks and emphasized structure, organization, and grammatical correctness. Their writing reflected deep processing and careful planning. These tendencies support Biggs' (1987) differentiation between surface and deep learning approaches—introverts often exhibit deep learning behaviors, including greater attention to form, structure, and accuracy.

According to the findings, happy learning environments need to accommodate many forms of participation. While introverts need time to think things through before making a contribution, extroverts thrive on verbal expressiveness and immediacy. Both types of groups can be successfully

served by classroom arrangements that include both collaborative and independent writing assignments, such as brainstorming sessions followed by individual diaries.

### **3. Joyful Learning as a Mediator of Writing Confidence**

Joyful learning's ability to boost confidence and lessen writing fear was one of its most notable effects on both personality types. Extrovert students said they were able to write more freely because of enjoyable and low-stakes activities. Similarly, introverts stated that they were able to come up with ideas and write more passionately when they were exposed to creative stimuli like music or pictures.

These experiences support the Affective Filter Hypothesis of Krashen (1982), which postulates that emotional states such as worry might hinder language acquisition. This emotive filter seems to be lowered by joyful learning, allowing students to express themselves more freely and risk-takingly. Joyful learning's ability to boost confidence and lessen writing fear was one of its most notable effects on both personality types. Extrovert students said they were able to write more freely because of enjoyable and low-stakes activities. Similarly, introverts stated that they were able to come up with ideas and write more passionately when they were exposed to creative stimuli like music or pictures.

Furthermore, it appeared that different personality types were affected by this confidence-boosting effect in different ways. Joyful learning's social component encouraged risk-taking and creativity in extroverts. Structured creative assignments gave introverts a private, secure setting in which to express their thoughts. These variations demonstrate how adaptable joyful learning can be as a customized teaching strategy.

### **4. Improvements in Writing Outcomes: Fluency vs. Accuracy**

According to the study, introverted students improved their grammar, organization, and word utilization, whereas extrovert students gained fluency, coherence, and idea production. This result is consistent with Ellis's (2008) differentiation between learning outcomes that are focused on accuracy and fluency. Motivated by engagement and storytelling, extrovert students prioritized meaning above form and were more concerned with sharing ideas. On the other hand, introverts prioritized linguistic precision and benefited from assignments that gave them time for editing and introspection.

Both accuracy and fluency should be developed in writing education, according to Graham and Perin's 2007 research. Upon diversification, the joyful learning strategy seems to address both. This is crucial in EFL environments because linguistic competency and communicative skills are both necessary. Through the use of a variety of enjoyable teaching strategies, including planned descriptive writing and spontaneous storytelling, teachers may encourage well-rounded writing development.

### **5. Social Learning and Peer Support**

The study also highlighted the role of peer dynamics in joyful learning. Extroverts benefited greatly from peer interaction, often leading group work and helping others shape ideas. Their verbal output in group settings stimulated writing fluency. This is consistent with the Zone of Proximal Development (ZPD), a theory put forth by Vygotsky in 1978, according to which students gain from encounters that are just a little bit above their current competency level.

Introverts, however, were more selective in peer interaction. While they avoided large group discussions, they built strong collaborative partnerships with specific peers. This finding supports research by Crozier (1997), who noted that introverts prefer intimate and meaningful interactions over broad social engagement.

The implication is that educators should offer flexible group structures—rotating between pairs, small groups, and individual tasks. By giving students control over their interaction levels, teachers can increase participation without compromising comfort or autonomy.

## **6. Learning Strategy Preferences and Personalization**

A notable contribution of the study lies in its documentation of preferred joyful learning strategies. Extrovert students favored roleplays, competitions, storytelling relays, and games involving physical movement or verbal improvisation. Introverts preferred reflective journals, visual prompts, and music-based writing tasks.

This range of preferences supports the need for differentiated education made by Tomlinson (2014). Teachers can enhance writing improvement and boost student engagement by matching learning activities to personality characteristics. Giving students several choices for a writing assignment, like composing a collaborative story, designing a narrative comic, or writing a personal diary entry, for instance, can enable them choose the approach that best suits their writing preferences. Moreover, providing scaffolds such as word banks, writing outlines, or model texts can benefit both groups by reducing cognitive load and encouraging deeper engagement with language.

## **CONCLUSION**

This study has demonstrated that, although through distinct methods, joyful learning significantly improves the writing abilities of both introverted and extrovert students. Extroverts exhibit considerable improvements in fluency and narrative, and they thrive on engagement, spontaneity, and creative expression. Reflective, systematic, and sensory-driven activities help introverts become more organized, confident, and have better grammar.

The results support the usefulness of joyful learning as an adaptable, inclusive teaching strategy. Joyful learning may produce emotionally secure, engaging, and empowering settings where all students can hone their writing abilities when it is planned with personality differences in mind. Joy, choice, and psychological comfort play an important part in language classrooms as learner-centered education becomes more and more important.

## **Recommendations for Future Research**

To improve the findings' generalization, further research is encouraged to broaden the sample size and involve participants from a number of backgrounds and educational institutions. Longitudinal study could be used to investigate the long-term effects of joyful learning on writing proficiency and psychological development. Future research could also look at how other personality traits like diligence, openness, or emotional stability affect how students respond to joyful learning. Comparing

joyful learning methodologies to more conventional ways, mixed-methods or experimental designs may provide more convincing evidence of their efficacy.

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