

**VOICES IN THE CLASSROOM : UNDERSTANDING
INTROVERT AND EXTROVERT STUDENTS'
PARTICIPATION IN EFL SPEAKING ACTIVITIES**

A Thesis

**Submitted in Partial Fulfillment of Requirements for the Degree of *Sarjana*
Pendidikan in English Education**



by :

TANIA AGUSTIANI

20522035

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION & TEACHER TRAINING
UIN K.H. ABDURRAHMAN WAHID PEKALONGAN
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SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGGUNAAN KECERDASAN ARTIFICIAL

Saya yang bertanda tangan di bawah ini:

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Yang membuat pernyataan,



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Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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ACTIVITIES

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 29 Juni 2026
Pembimbing



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Has been established through an examination held on Friday, 10th July 2026 and accepted in partial fulfillments of requirments for the degree of Sarjana Pendidikan (S.Pd.)

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All praise and gratitude go to Allah SWT, the Sustainer and Supporter of the universe. This thesis has finally been completed thanks to the support of many people. Therefore, I wish to express my sincere thanks to them all:

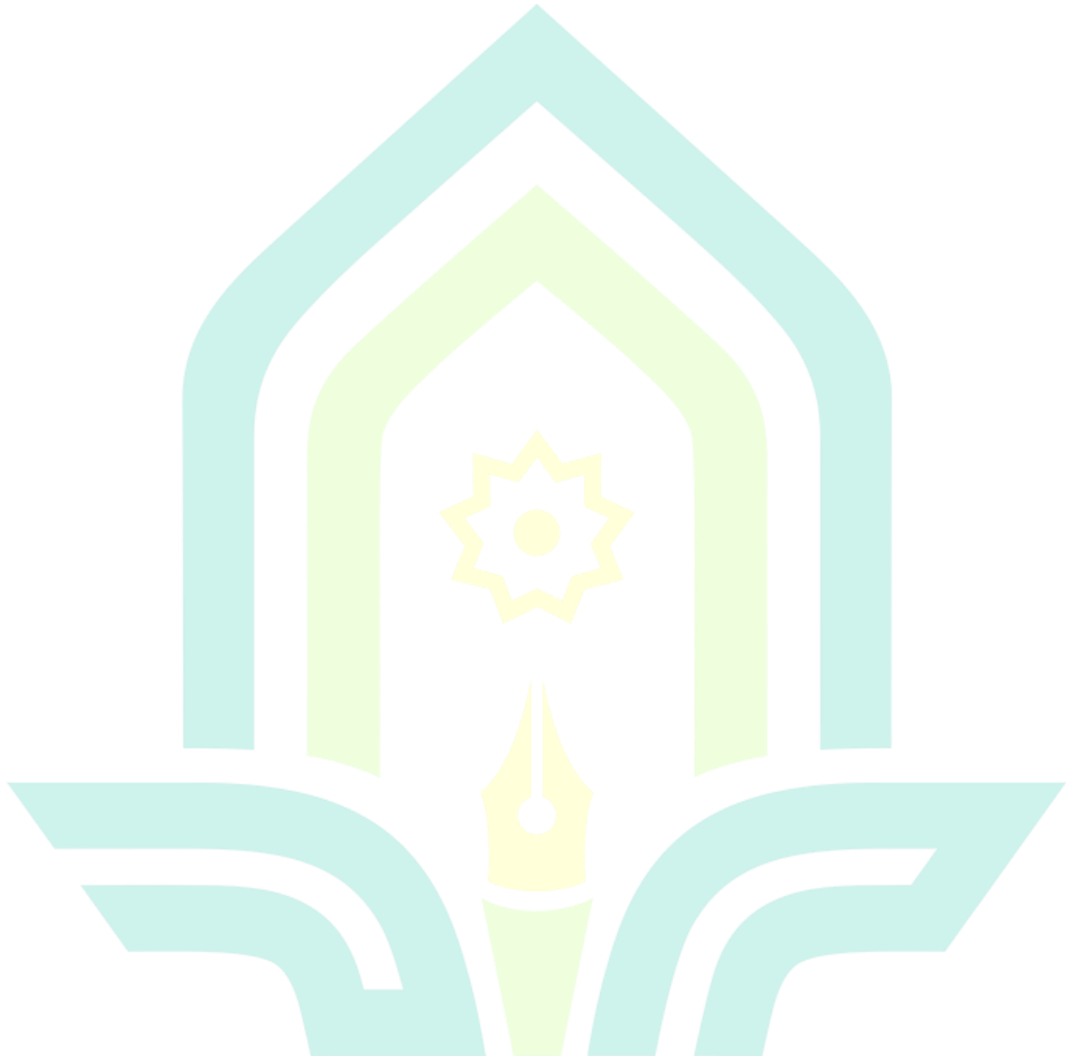
1. To my beloved father, Mahmudi Jaya, The only family I have. who never tired of providing for me, praying for me, supporting me, and always being there for me. Words alone are not enough; thank you for your constant prayers and support. I love my father dearly.
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6. To myself, I appreciate myself for successfully navigating all the ups and downs during the writing of this thesis. Despite my BPD (Borderline Personality Disorder) flaring up repeatedly, I was able to fight it. Once again, thank you to myself.
Started. Thank you for not giving up!

MOTTO

“Tetaplah hidup meskipun kamu sudah lama Mati”

“Seberantakan- berantakannya Manusia juga masih butuh Allah”

(Tania, 2022)



PREFACE

All praise and gratitude be to Allah SWT, who has bestowed His mercy and blessings and provided guidance, health, and patience so that I could complete my thesis entitled “Voices in the Classroom : Understanding Introvert and Extrovert Students’ Participation in EFL Speaking Activities”. This thesis is submitted to the English Language Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, as one of the requirements for a Bachelor of Education degree. This study was made possible thanks to the support of kindhearted individuals. Therefore, I would like to take this opportunity to express my sincere gratitude to:

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Started. Thank you for not giving up!

Pekalongan, 13 July 2026



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ABSTRAK

Tania Agustiani. (2026). Suara di Dalam Kelas: Memahami Partisipasi Siswa Introvert dan Ekstrovert dalam Kegiatan Berbicara Bahasa Inggris (EFL). Tesis. Jurusan Pendidikan Bahasa Inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Dr. M. Ali Ghufron, M.Pd.

Kata Kunci: *Kegiatan Berbicara EFL; Partisipasi Kelas; Introvert; Ekstrovert; Studi Kasus Kualitatif*

Mahasiswa berpartisipasi dalam kegiatan berbicara Bahasa Inggris sebagai Bahasa Asing (EFL) dengan cara yang berbeda. Sementara beberapa mahasiswa secara aktif mengekspresikan ide-ide mereka selama interaksi di kelas, yang lain lebih suka mengatur pikiran mereka sebelum berbicara. Perbedaan ini mungkin terkait dengan karakteristik kepribadian dan faktor-faktor yang berkaitan dengan kelas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa introvert dan ekstrovert berpartisipasi dalam kegiatan berbicara EFL dan untuk mengidentifikasi faktor-faktor yang membentuk partisipasi mereka.

Penelitian ini menggunakan desain studi kasus kualitatif. Partisipan adalah enam mahasiswa semester dua yang terdaftar dalam mata kuliah Public Speaking di Jurusan Bahasa Inggris UIN K.H. Abdurrahman Wahid Pekalongan. Mereka dipilih melalui pengambilan sampel bertujuan berdasarkan hasil Tes Kepribadian Lima Besar yang terstandarisasi dan tervalidasi, yang terdiri dari tiga mahasiswa introvert dan tiga mahasiswa ekstrovert. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan Tes Kepribadian Lima Besar, dan dianalisis menggunakan analisis tematik Braun dan Clarke (2006).

Temuan menunjukkan bahwa baik mahasiswa introvert maupun ekstrovert secara aktif berpartisipasi dalam kegiatan berbicara EFL tetapi menunjukkan pola partisipasi yang berbeda. Mahasiswa ekstrovert cenderung berpartisipasi lebih spontan, sedangkan mahasiswa introvert umumnya mengatur ide-ide mereka sebelum berbicara. Lebih lanjut, partisipasi mahasiswa dipengaruhi oleh empat faktor utama: aktivitas berbicara di kelas, persiapan sebelum berpartisipasi, lingkungan kelas, dan kesiapan individu.

Kesimpulannya, partisipasi mahasiswa tidak hanya dipengaruhi oleh kepribadian tetapi juga oleh interaksi faktor individu dan faktor yang berkaitan dengan kelas. Oleh karena itu, dosen harus menyediakan lingkungan kelas yang mendukung dan beragam aktivitas berbicara untuk mendorong partisipasi aktif dari semua mahasiswa. Sebaliknya, partisipasi mahasiswa berkaitan dengan interaksi antara faktor individu dan faktor yang terkait dengan kelas. Oleh karena itu, dosen sebaiknya menyediakan lingkungan kelas yang mendukung serta beragam kegiatan berbicara untuk mendorong partisipasi aktif dari seluruh mahasiswa, terlepas dari karakteristik kepribadian mereka.

ABSTRACT

Tania Agustiani. (2026). *Voices in the Classroom : Understanding the Participation of Introvert and Extrovert Students in English (EFL) Speaking Activities*. Thesis. Department of English Language Education. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Supervisor: Dr. M. Ali Ghufuron, M.Pd.

Keywords: *EFL Speaking Activities; Classroom Participation; Introverts; Extroverts; Qualitative Case Study.*

Students participate in English as a Foreign Language (EFL) speaking activities in different ways. While some students actively express their ideas during classroom interaction, others prefer to organize their thoughts before speaking. These differences may be related to personality characteristics and classroom-related factors. Therefore, this study aimed to explore how introvert and extrovert students participate in EFL speaking activities and to identify the factors shaping their participation.

This study employed a qualitative case study design. The participants were six second-semester students enrolled in a Public Speaking course at the English Language Department of UIN K.H. Abdurrahman Wahid Pekalongan. They were selected through purposive sampling based on the results of a standardized and validated Big Five Personality Test, consisting of three introvert and three extrovert students. Data were collected through classroom observations, semi-structured interviews, and the Big Five Personality Test, and analyzed using Braun and Clarke's (2006) thematic analysis.

The findings revealed that both introvert and extrovert students actively participated in EFL speaking activities but demonstrated different participation patterns. Extrovert students tended to participate more spontaneously, whereas introvert students generally organized their ideas before speaking. Furthermore, students' participation was shaped by four main factors: classroom speaking activities, preparation before participation, classroom environment, and individual readiness.

In conclusion, students' participation was shaped not only by personality but also by the interaction of individual and classroom-related factors. Therefore, lecturers should provide supportive classroom environments and varied speaking activities to encourage active participation from all students

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one of the most widely used international languages, making speaking an essential skill for EFL students. Through speaking, students are expected to express ideas, communicate with others, and actively engage in classroom interaction. Therefore, speaking activities are not only intended to improve language proficiency but also to encourage students' participation in the learning process.

Students' participation is considered an important element in successful EFL learning because it reflects students' involvement in classroom activities. Active participation enables students to practice speaking, exchange ideas, ask questions, respond to discussions, and develop their communication skills. However, students do not always participate in the same way. Some students actively engage in classroom discussions, while others tend to participate less frequently despite having adequate language ability.

One factor that may shape students' participation is personality. The concept of introversion and extroversion was first introduced by Carl Jung (1921), who explained that introverts direct their attention toward their inner world of thoughts and reflections, whereas extroverts are oriented toward the external world and social interaction. These different personality orientations may influence how students participate in speaking activities, as each student responds differently to classroom interaction.

The theory was further developed by Hans Eysenck (1967), who explained that extroverts generally seek social interaction and external stimulation, while introverts tend to avoid excessive stimulation and prefer more reflective responses. In an EFL classroom, these characteristics may result in different patterns of participation. Extrovert students may participate more spontaneously during classroom interaction, whereas introvert students may participate after careful preparation.

Similarly, Susan Cain (2012) argues that introverts should not be viewed as passive or incapable of communicating. On the contrary, they often perform effectively when provided with adequate preparation time and a supportive learning environment. As Cain (2012) explains, there is absolutely no correlation between being the best speaker and having the best ideas. This suggests that students who participate less frequently do not necessarily possess lower ability; their participation may simply manifest in different forms, depending on personality traits and the classroom environment.

Several previous studies have investigated the relationship between personality and speaking ability. Putri et al. (2023), Zaswita (2022), and Suriyanti (2023) mainly focused on speaking performance or speaking achievement among introvert and extrovert students. Their findings indicate that personality is related to students' speaking performance; however, the primary emphasis remains on learning outcomes rather than classroom participation.

Although previous studies have contributed to understanding the relationship between personality and speaking performance, limited research

has specifically explored how introvert and extrovert students participate during EFL speaking activities. This study therefore focuses on students' participation by examining how different personality characteristics are reflected in classroom speaking activities and what factors shape that participation.

Based on this research gap, the researcher conducts a study entitled "Voices in the Classroom: Understanding Introvert and Extrovert Students' Participation in EFL Speaking Activities." This study is expected to contribute to a better understanding of students' participation patterns and provide practical insights for lecturers in designing more inclusive speaking activities for students with different personality characteristics.

1.2 Formulation of the Problems

1. How do introvert and extrovert students participate in EFL speaking activities?
2. What factors shape the participation of introvert and extrovert students during EFL speaking activities?

1.3 Aims of the Study

This study aims to This study aims to:

1. To understand how introvert and extrovert students participate in EFL speaking activities.
2. To understand the factors that shape the participation of introvert and extrovert students during EFL speaking activities.

1.4 Operational Definition

To avoid misunderstanding of the key terms used in this research, the researcher defines them as follows:

1. Participation in EFL speaking activities : Participation in EFL speaking activities refers to students' involvement in classroom speaking activities, such as answering questions, expressing opinions, participating in discussions, giving presentations, asking questions, and interacting with lecturers and classmates. According to Fredricks et al. (2004), participation is reflected in students' behavioral engagement, which includes their active involvement and participation in classroom learning activities. In this study, participation refers to the various ways introvert and extrovert students engage in speaking activities during the EFL learning process.
2. Introvert : An introvert is a personality type characterized by a preference for reflection and careful thinking before responding in social situations, according to Cain (2012). In this study, students with introvert personalities were identified using the Big Five Personality Test. They were then examined to explore how their personality traits influenced their participation in EFL speaking activities and the way they dealt with speaking challenges in the classroom.
3. Extrovert : An extrovert is a personality type characterized by sociability, active interaction, and a tendency to respond more spontaneously in social situations (Jung, 1921). In this study, students with extrovert personalities were identified using the Big Five Personality Test. Based

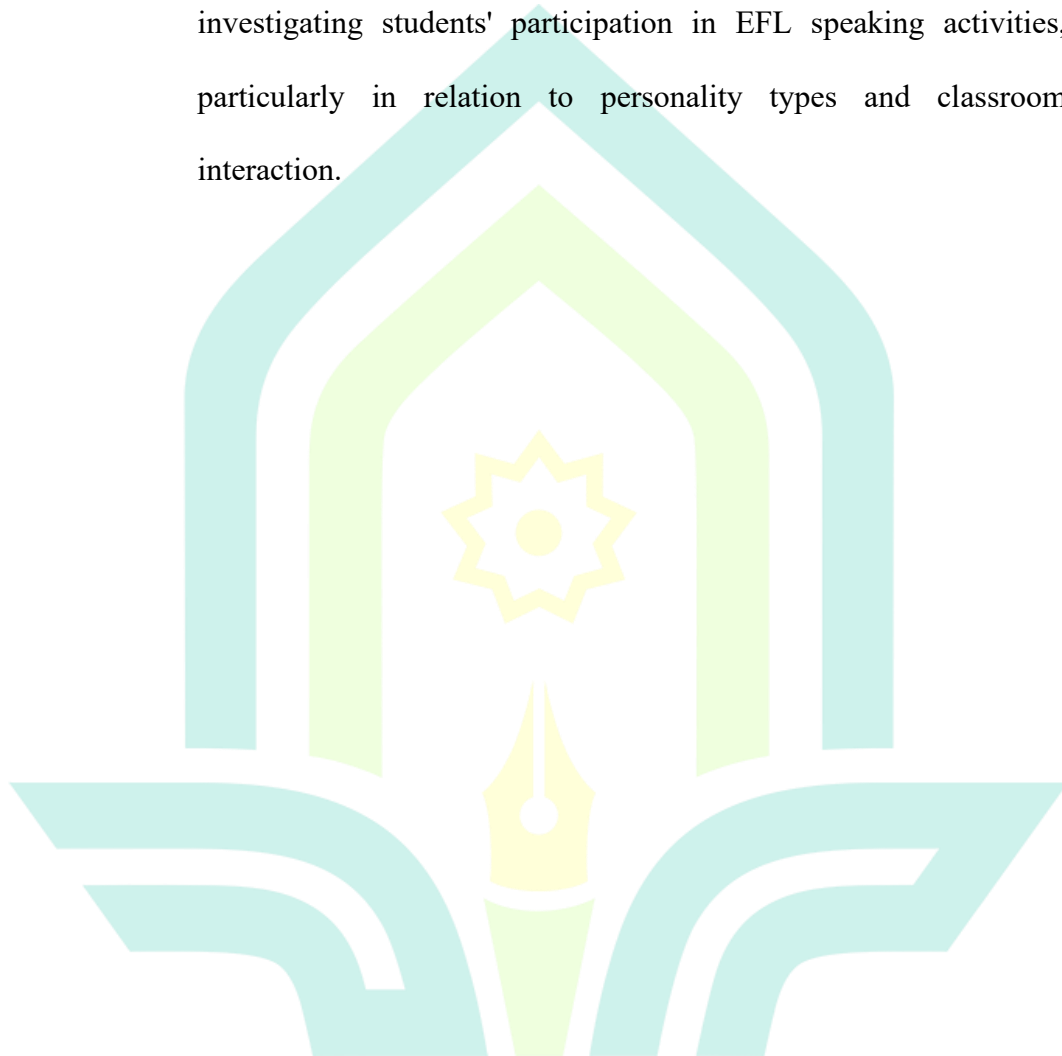
on this classification, the researcher examined how their personality traits influenced their participation in EFL speaking activities and the way they dealt with speaking challenges in the classroom.

1.5 Significance of the Study

1. Theoretical: This study is expected to contribute to the existing literature on EFL speaking by enriching the understanding of students' participation in speaking activities from the perspective of personality types. It also provides additional insights into how introvert and extrovert students participate in EFL speaking activities, which may serve as a reference for future research in English language education.
2. Empirical : This study is expected to provide empirical evidence regarding the participation of introvert and extrovert students in EFL speaking activities. The findings may offer insights into the factors that shape students' participation and serve as supporting evidence for future studies on personality and classroom participation.
3. Practical :
 - a. For Lectures : This study is expected to provide empirical evidence about the participation patterns of introvert and extrovert students in EFL speaking activities. The findings may help lecturers design more inclusive classroom activities that encourage active participation from students with different personality characteristics.
 - b. For Students : This study provides empirical insights into how students with different personality types participate in EFL speaking

activities. The findings are expected to help students understand their own participation patterns and encourage them to become more actively involved in classroom speaking activities.

- c. For Future Researchers : This study is expected to serve as empirical evidence and a reference for future researchers who are interested in investigating students' participation in EFL speaking activities, particularly in relation to personality types and classroom interaction.



CHAPTER V

CONCLUSIONS

5.1 Summary and Findings

Based on the findings of this study, it can be concluded that both introvert and extrovert students actively participated in EFL speaking activities, although they demonstrated different participation patterns. Extrovert students generally participated more spontaneously by expressing their ideas, responding to questions, and interacting actively during classroom discussions and presentations. In contrast, introvert students tended to participate after organizing their ideas and preparing themselves before speaking. Despite these differences, both groups remained actively involved in classroom speaking activities. These findings indicate that participation should not be measured only by the frequency of speaking but also by students' overall engagement during classroom learning.

The findings also revealed that students' participation was related to several factors experienced during the learning process. These factors included classroom speaking activities, students' preparation before speaking, classroom environment, individual readiness, challenges encountered during speaking activities, and the strategies students used to maintain their participation. These factors worked together in shaping students' participation during EFL speaking activities.

This study found that preparation and classroom environment played important roles in supporting students' participation. Students who practiced

before presentations, prepared presentation scripts, or understood the main ideas of their materials generally felt more confident to participate in classroom activities. Likewise, a supportive classroom environment encouraged students to express their ideas more comfortably, while fear of making mistakes and negative evaluation sometimes reduced students' willingness to participate. To deal with these situations, students applied different strategies, such as practicing before speaking, focusing on the main ideas, controlling their breathing, and ignoring minor mistakes so that they could continue participating in classroom activities.

Overall, this study suggests that students' participation in EFL speaking activities is related to both individual and classroom-related factors. Although introvert and extrovert students demonstrated different participation patterns, personality alone did not determine students' participation. Instead, participation was related to the interaction of classroom speaking activities, preparation, classroom environment, individual readiness, speaking challenges, and participation strategies. Therefore, lecturers should provide supportive classroom environments and various speaking activities to encourage active participation from all students regardless of their personality characteristics.

5.2 Recommendation

5.2.1 For English Teachers and EFL Students

The findings of this study indicate that students participate in different ways during EFL speaking activities. Therefore, lecturers are encouraged to recognize these different participation patterns and provide

equal opportunities for all students to participate actively in classroom learning.

Since classroom environment was found to be related to students' participation, lecturers are encouraged to create a positive, supportive, and non-judgmental classroom atmosphere where students feel comfortable expressing their ideas without fear of making mistakes.

Students are encouraged to understand that active participation can be demonstrated in different ways. Rather than comparing themselves with others, students should develop confidence by participating according to their own learning preferences and readiness.

5.2.2 Practical Recommendations for Teachers and Students

1. Lecturers are encouraged to provide various speaking activities, such as presentations, group discussions, pair work, and question-and-answer sessions, to accommodate different participation patterns among students.
2. Instructors are advised to provide constructive feedback without being overly critical, so that students feel more confident to speak without fear of being judged.
3. Lecturers should provide constructive feedback that encourages students to participate more confidently while reducing anxiety during speaking activities.
4. Students are encouraged to prepare before speaking by practicing, organizing their ideas, or reviewing the main points of the material to increase their readiness to participate.

5. Students may also use participation strategies, such as practicing regularly, controlling their breathing, focusing on the main message, and accepting mistakes as part of the learning process to maintain their participation during classroom speaking activities.
6. Students are encouraged to use English more frequently both inside and outside the classroom so that they become more confident and actively participate in future speaking activities.

5.2.3 For Further Researchers

This study is expected to provide useful information for future researchers who are interested in investigating students' participation in EFL speaking activities. Future studies may involve a larger number of participants, different educational settings, or different levels of education to obtain more comprehensive findings. Future researchers are also encouraged to examine other factors related to students' participation, such as speaking anxiety, learning motivation, classroom interaction, teaching strategies, or self-confidence, to develop a broader understanding of participation in EFL classrooms.

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