

# Introverted and Extroverted English Department Students in Classroom Interaction

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## Abstract

This study explores how personality types student engagement in classroom interaction during English language learning. It focuses on identifying differences in participation between introverted and extroverted students, as well as examining the types of responses they demonstrate. The research employs a descriptive qualitative method using classroom observation and a personality test based on the Myers-Briggs Type Indicator (MBTI) to classify students into personality categories. The study was conducted among sixth-semester English education students at Pekalongan University, involving 18 participants, including 10 extroverts and 8 introverts. Findings reveal that extroverted students tend to participate more actively in verbal activities such as discussions and presentations. They exhibit strong behavioral and affective responses, including confidence, enthusiasm, and verbal interaction. In contrast, introverted students are more reserved, often avoiding direct verbal interaction, yet displaying cognitive engagement through listening and internal processing. Social dynamics also affect their interaction patterns, both types prefer interacting within familiar peer groups, and comfort levels influence their willingness to participate. These findings suggest the importance of responsive teaching strategies that accommodate different personality traits, ensuring that all learners can meaningfully engage in classroom activities and develop their communication skills in supportive environments.

**Keywords:** Extroverted; Introverted; Classroom Interaction

## INTRODUCTION

In English language learning, the role of interaction between teachers and students is an important component that significantly impacts the success of the learning process (Mustoip et al., 2024). Classroom interaction plays a crucial role in the teaching and learning process, promoting active student engagement and improving communicative skill (Dippold & Heron, 2021). It encompasses communication between teachers, students, and among students themselves, with exploratory talk being particularly beneficial for group work and individual attainment (Dippold & Heron, 2021). This interaction facilitates the development of communication skills, enhances comprehension of the material, and strengthens oral language ability. The Myers-Briggs Type Indicator (MBTI) is a widely used tool for determining personality types, based on concepts originated by Carl Jung (Myers-Briggs, 2020). It categorizes individuals into sixteen different personality types using four dichotomous categories (Myers-Briggs, 2020). The utility of personality types extends beyond individual understanding; research has shown that team composition based on personality types can significantly impact team performance in fields such as information systems development (Bradley & Hebert, 1997). In learning English, several studies have shown that introverts good at some skills. Introvert personality type with reading comprehension has a significant correlation. The more introverted students, the better their reading comprehension (Husain & Ibrahim, 2019). Interactivity is essential in language learning, allowing learners to utilize and try their language abilities in real-life settings. Besides, peer interaction also increases students'

intrinsic motivation to learn by providing an energizing environment where students will feel confident to take risks and express their thoughts without fear of making errors. So, this could have use cases in finding how interaction dynamics could help optimize language learning experiences.

In English language skills, extroverts excel in speaking, particularly in pronunciation, vocabulary, and fluency, while introverts demonstrate superior abilities in writing, listening, and reading (Mauliddiyah Hayati, 2021). Notably, introverted students outperform extroverts in English listening scores (Travolta, 2018). In speaking classes, extroverted students are more active, responsive, and willing to share opinions, whereas introverted students tend to be quieter and more reserved (Rahayu, 2020). These personality traits extend to general communication patterns, with extroverts being more friendly, impulsive, and socially oriented, while introverts are more reserved, passive, and controlled in their interactions (Subtinanda & Yuliana, 2023). These differences in personality characteristics significantly influence students' communication styles and academic performance across various learning contexts. These trait dimensions influence how people communicate and how they prefer to learn. Awareness of these differences is vital when theorizing about how personality traits influence language-learning interactions, especially in the case of diverse classroom environments.

Carl Gustav Jung's theory of psychological types has had a significant impact on personality research and assessment. Jung proposed two main dimensions of personality: introversion-extraversion and four cognitive functions - sensation, intuition, thinking, and feeling (Geyer, 2014). These concepts formed the basis for the Myers-Briggs Type Indicator (MBTI), a widely used personality assessment tool in educational, organizational, and clinical settings (Marcelo & Ramos, 2008). Carl Gustav Jung (1875-1961) called the type of human personality introvert and extrovert. Jung said that extroverts are personalities who are more influenced by the objective world thoughts, feelings, and actions are more determined by the environment. The behaviour of extroverts is described as open, cheerful, likes to get along with others, tends to interact with others, and is not sensitive (Mauliddiyah Hayati, 2021). By understanding how these personality types affect English learning interactions, teachers will be able to create more appropriate teaching methods that suit students' needs. While research on this topic grows, the effect of these personality traits on interactions in the English learning process across different educational contexts remains poorly understood. Personality types (extrovert & introvert) and learning English are two interrelated things (Husain & Ibrahim, 2019). They have different style in learning english, such as in reading, writing, listening, and speaking. They are also have different skills in three language elements such as pronunciation, vocabulary, and grammar (Diana, 2018). Analyzing of these personality types on interaction patterns enables educators to facilitate students' English proficiency. With the rise of technology and online learning programs, language-learning interactions have taken on a new format. Introverted learners may feel that engaging in asynchronous communication tools, including discussion boards and chat rooms, lets them voice their ideas without the added stress of face-to-face interaction. On the other hand, extroverted types may thrive in online discussion formats.

(Qadikolaei, 2024) examined classroom management techniques employed by introverted and extroverted EFL teachers in Iran, revealing that extroverted teachers were more effective in applying specific strategies. (Hanifa et al., 2022) explored the speaking challenges faced by introverted learners and identified issues related to pronunciation, grammar, vocabulary, and affective factors such as anxiety and self-confidence. (Shehni & Khezrab, 2020) emphasized the importance of personality traits in second language acquisition. Their findings highlighted that extroverted learners tend to excel in interactive environments, while introverts may prefer reflective and structured learning contexts. Similarly, (Noviantari & Rica, 2023) found that differentiated learning strategies tailored to personality types improved engagement among vocational students. Additionally, (Contreras-Espinosa & Villamizar-Mantilla, 2021) analyzed

classroom interaction patterns in an A1-level English class in Colombia. They identified five types of interaction teacher-student, student-student, and whole-class interactions as crucial elements in enhancing oral proficiency and fostering an engaging learning environment. These previous studies affirm that personality plays a vital role in shaping student engagement and learning outcomes. However, few have focused specifically on how introverted and extroverted personality traits manifest within classroom interaction during English learning in higher education. This current research addresses that gap by examining classroom interactions among English education students at Pekalongan University through a qualitative lens. This study tries to find out how introverted and extroverted personality traits of students of English study program at Pekalongan University interact in class during English learning, either with friends or with lecturers at the same time. This study tries to find out how these personality traits are characterized in learning by emphasizing interaction. Understanding this will help educators to create teaching practices and classroom approaches that can support students' broader needs and alternative approaches in the education system.

## **METHOD**

This type of research is descriptive qualitative approach to analyze students' participation in classroom interaction based on personality type. Qualitative descriptive research is a methodological approach that aims to provide a comprehensive summary of events or phenomena in everyday terms (Sandelowski, 2000). This method employs qualitative data to describe events, phenomena, or social conditions without relying on numerical measurements or statistical analysis (Furidha, 2024). Personality classification was conducted using the Myers-Briggs Type Indicator (MBTI) questionnaire. The results were used to categorize the students based on their dominant personality traits and then collected through the distributed questionnaire. Data was collected through classroom observations during English language learning sessions. Observations focused on three main phases of classroom interaction: teacher student interaction, student student interaction, whole class interaction. Observations were made during the English learning process to see the types of student interactions and participation in the class.

## **RESULTS AND DISCUSSION**

### **Results**

This research was conducted on 6th semester students of English Education Study Program at Pekalongan University. The total number of students in the class studied was 18 people. Based on the results of a personality test using MBTI (Myers-Briggs Type Indicator) which refers to Carl Gustav Jung's theory, the data showed that 10 students belonged to the extroverted type and 8 students belonged to the introverted type. This data is used to classify the personality characteristics that are the focus of the research. This study observed classroom interaction patterns involving students with introverted and extroverted personality traits. The interactions were analyzed in three categories: teacher–student interaction, student–student interaction, and whole class interaction. The observation focused on how personality differences students' involvement in each interaction type. Observations were made during presentation class. The main findings of the observation show that there is a significant difference between students with extroverted and introverted personalities. Observations were divided into three main stages of learning: opening activities, core activities, and closing activities.

### **1. Teacher Student Interaction**

Teacher–student interaction was observed at various points during the learning sessions, particularly during question-and-answer activities, feedback sessions, and teacher-led discussions. Extroverted students were more responsive when teachers addressed them directly. They confidently answered questions, sought clarification, and shared opinions during open-ended discussions. Positive affective responses were seen from all students, both introverts and extroverts. They enthusiastically answered the greetings and questions from the lecturer. In this case, their different between extrovert and introvert they were:

1) The lecturers opening class and greetings

Lecturers : “assalamualaikum wr.wb, good morning students?”

Extrovert Student (1) : “waalaikumsalam wr wb sir, morning sir”

Introvert Student (1) : “waalaikumsalam wr wb sir, morning sir”

The explanation : Extroverted and introverted students answer greetings with enthusiasm, there is no difference between extroverted and introverted students when answering greetings from the lecturer.

2) The lecturers ask how the students and check attendance

Lecturers : “how are you today?”

Extrovert Student (2) : “everything is good, sir” or “alhamdulillah good, sir” or “not bad, sir”

Introvert Student (2) : “good, sir”

The explanation : extroverted students are able to answer with a variety of circumstances that they are facing or what they are feeling while introverted students answer briefly or less than extroverted students with simple answers.

3) The lecturers convey the learning objective

Lecturers : “so today our agenda is presentation, which group wants to come forward first, if there is no one then I choose randomize by attendance”

Extrovert Student (3): “yes, sir”

Introvert Student (3) : “yes, sir”

The explanation : extroverted and introverted students answered the lecturer's questions simply because at that time the presentation was done randomly according to the lecturer's wishes, so students followed the direction of the lecturer. extroverted and introverted students prepare themselves to be called to present in front of the class.

In Students Presentations

4) Lecturers: the lecturer listened to the students' presentations and gave notes on each presentation.

Extrovert Student presentation (4) : “hello everyone”

Extrovert Student audience (4) : “hello”

Introverted Student audience (4) : “hello”

Extrovert Student presentation (4) : “good afternoon”

Extrovert Student audience (4) : “good afternoon miss”

Introverted Student audience (4) : “good afternoon”

Extrovert Student presentation (4) : “how are you today?”

Extrovert Student audience (4) : “I’fine miss”

Introverted Student audience (4) : “I”good”

Extrovert Student presentation (4) : “ok, I hope you are feel good, and fine, and ready to a little relax with us”

Extrovert Student audience (4) : “ok, miss”

Introverted Student audience (4) : “yes”

The explanation: extroverted students are able to deliver presentations bravely, more enthusiastic presentations, able to bring a good class atmosphere and be able to read the situation in class so that the class is not easily bored, public speaking is quite good and good

Introvert Student Presentation (5) : (read the PPT)

Extrovert Student (5) : (talking to your own friends)

Introverted Student (5) : (playing cellphone, not paying attention)

Extrovert student presentation (5) : “ok class, that’s all for our group presentation thank you for the attention”

Extrovert Student (5) : “your welcome”

Introverted Student (5) : “yes”

The explanation: introverted students deliver presentations by reading from the PPT screen, occasionally looking at the audience, explaining presentations by reading from notes, not confident in front of the class and more often looking down.

Extrovert Student (6) : “auuuuu” (excited tone)

Extrovert student and introverted student audience: “you wanna say au?”

Extrovert Student presentation (6) : “yeahh”

Extrovert Student presentation (6) : “if I say au, you say au, ok?”

Extrovert Student (6) : “yeahh, yes”

Introverted Student (6) : “ok”

Extrovert Student presentation (6) : “auuuu” (while swinging hands)

Extrovert and introverted Student (6) : “auuuuu” (laugh after following the instructions)

The explanation: when presenting students' gestures can reflect how they interact, extroverted body gestures are more active in delivering presentations while introverts are more silent or have fewer movements.

## 2. Student Student Interaction

During pair and group work, extroverted students initiated conversations, distributed roles during tasks, and led discussions within their groups. They were quick to collaborate and shared their opinions confidently. One extroverted student, for instance, led a brainstorming session during a group presentation and encouraged quieter members to contribute.

Introverted students, on the other hand, engaged mostly with familiar peers. They were more comfortable working with close friends and rarely initiated communication with new or larger groups. Some students remained quiet even in small-group settings unless encouraged by a group member or prompted by the teacher. Their participation was often limited to listening, writing, or nodding in agreement.

In this case, their different between extrovert and introvert they were:

5) Students question and answer in the presentation

Student presentation extroverted (7) : “before that, let me ask you somethings just one question, if you want to answer please raise your hand. The question is when was the last time you stay in a hotel?”

Student audience extroverted (7) : “last week”

Student presentation extroverted (7) : “is for holiday or staycation?”

Student audience extroverted (7) : “staycation”

Student presentation extroverted (7): “oh ok”

Student presentation extroverted (7) : “anyone?”

Extrovert Student (8) : (raises hand) “me”

Student presentation extroverted (7) : “oh yeah, please”



Extrovert Student Introverted (8) : “I’m stay at the hotel at 29 december 2025”

Student presentation extroverted (7) : “it’s your staycation or holiday?”

Extrovert Student (8) :”for staycation, I have band, and stay for 3 days, and I spend about 3 dollars”

Student presentation Extroverted (7) : “ok, thank you”

The explanation : Extroverted students dare to ask questions and inquire about the presentation being delivered while introverted students mostly just follow the flow of the class and pay attention to the class or are busy chatting and joking.

### 3. Whole Class Interaction

In whole-class interactions, such as class-wide discussions or presentations, extroverted students dominated participation. They asked questions, responded to classmates' comments, and frequently volunteered to present in front of the class. Their verbal responses helped maintain class energy, especially when other students appeared less engaged.

Introverted students participated less in whole-class interactions. Their verbal input was minimal, and they tended to avoid speaking unless directly addressed. Some students were observed using mobile phones or chatting quietly with peers during these activities, indicating disengagement. However, they still followed the discussion passively and showed understanding through written work or individual tasks.

In this case, their different between extrovert and introvert they were:

6) Lecturers and students reflect on the learning that has been done

Lecturers : “Thank you for the presentation today, are there any groups that have not come forward or have not gotten a group?”

Extrovert Student (9) : “no sir”

Introvert Student (7): “no sir”

The explanation : extroverted students and introverted students reflected on the results of the meeting, did not ask many questions at the end of the students just listened to the directions and reflections of the lecturer and looked at the results.

The lecturers close the learning activities by greetings

Lecturers: “I think that enough for today, thank for your attention, attendance see you next week wassalamualaikum wr wb”

Extrovert Student (10) : “waalaikumsalam wr wb, thank you sir”

Introvert Student (8): “waalaikumsalam wr wb, thank you sir”

The explanation : extroverted students and introverted students answered the lecturer's greetings and were excited because the lecture hour was over.

### Discussion

Based on the results of a personality test using MBTI (Myers-Briggs Type Indicator) which refers to Carl Gustav Jung's theory, the data showed that 10 students belonged to the extroverted type and 8 students belonged to the introverted type. This study explores the participation and response of students' classroom interactions with introvert and extrovert personality types during English learning activities. Based on the results of observations and MBTI test findings, it is evident that personality types have a significant impact on how students engage in classroom interactions both in terms of frequency and quality of participation.

Based on classroom observations during English learning sessions by presentation class, this study found noticeable differences in student participation based on personality types. Students

with extroverted and introverted tendencies demonstrated distinct patterns of engagement, both in verbal interaction and classroom behavior.

Students with extroverted characteristics were generally active in classroom activities, particularly during public speaking and presentation sessions. They tended to express their ideas openly and were confident in speaking in front of others. Their verbal communication skills allowed them to build a lively and enthusiastic classroom atmosphere. In several instances, extroverted students were observed encouraging classmates and contributing to a more dynamic learning environment. These findings support Jung's theory (1921), which suggests that extroverts gain energy from social interaction and are more comfortable in group settings. However, not all extroverted students engaged broadly in social interaction. A few appeared selective, preferring to interact only within specific peer groups. Factors such as lack of familiarity or social prestige may have contributed to this exclusivity.

This is clearly reflected during classroom activities: extrovert students are more active during presentations, discussions, and Q&A sessions, while introvert students are quieter, listen attentively, and respond internally rather than verbally. These behavioral tendencies affect the style of interaction, where extroverts dominate in public speaking, and introverts show more private involvement with the material.

According to (Lander & Brown, 1995), classroom interaction is not only the delivery of material from the teacher to the students, but involves two-way communication that builds understanding and use of language. This is shown through various types of interactions such as: teacher-student, student-student, and whole-class interactions. In this study, extrovert students often participated during whole-class discussions and were eager to initiate exchanges of opinions. In contrast, introvert students preferred to remain silent during these sessions, but remained attentive and responsive in small groups or one-on-one teacher interactions.

The findings suggest that personality plays a significant role in shaping students' classroom interaction. Extroverted students tend to display behavioral and affective responses, while introverted students exhibit more cognitive responses. Therefore, it is important for educators to design learning activities that accommodate various personality types to ensure that all students have equal opportunities to participate and succeed.

## CONCLUSION

Based on the results of the research that has been conducted on the participation of introvert and extrovert students in classroom interactions in English courses in semester 6 of Pekalongan University, it can be concluded that there are significant differences between the two personality types in responding to the learning process. Students with extrovert personality types show active participation in class activities. They are more courageous in speaking in public, asking questions, answering, and leading presentations. The responses shown tend to be behavioral and affective, such as high enthusiasm and enthusiasm in delivering material and interacting with lecturers and classmates. In contrast, introvert students tend to be good listeners and are more comfortable with activities that do not require direct verbal interaction. They show strong cognitive responses through attention to the material, internal information processing, and involvement in more limited social contexts, such as only with close friends. Social and affective factors also influence their interactions in class. Both introvert and extrovert students tend to choose certain social environments that are considered comfortable. This shows that interactions in class are not only influenced by personality alone, but also by environmental factors, closeness of relationships, and self-confidence. Thus, it can be said that personality plays an important role in determining the type and intensity of student interaction in learning English

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