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THE CORRELATION BETWEEN STUDENTS' INTROVERTED AND EXTROVERTED PERSONALITY TYPES AND THEIR SPEECH ERROR PROBABILITY

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Abstract

Speaking is often considered as complex compared to the other three language skills. When engaged in speaking, individuals must produce speech in a limited timeframe, resulting in a brief gap between understanding words and verbalizing them. Consequently, speech errors remain common. Several factors may attribute to the speech errors occurrence, including the affective factor of personality. The present study aims to explore the correlation between students' personalities, specifically introverts and extroverts, and their speech error probability. A descriptive quantitative design and correlational method were employed, involving 26 undergraduate students of the English Education Department at Universitas Islam Darul 'Ulum Lamongan, enrolled in a Speaking for Academic Purposes course. The Eysenck Personality Inventory (EPI) was utilized as the primary instrument, along with oral test of speech errors following the theory proposed by Clark and Clark (1977). Pearson Product-Moment Correlation analysis revealed a significance (2-tailed) value of 0.836 (>0.05), indicating no statistically significant correlation between personality type and speech error frequency. The correlation coefficient of -0.043 further suggested a weak negative relationship. These findings contribute to psycholinguistic research in EFL contexts by suggesting that personality traits, while influential in broader communicative behavior, may not directly impact students' linguistic processing accuracy in oral tasks. This insight supports the idea that effective spoken communication in EFL learning can be achieved regardless of individual personality types. Future studies are encouraged to expand the sample size and include more diverse student populations to validate and extend these findings.

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INTRODUCTION

Language is a fundamental tool or system that human beings utilize to express thoughts and facilitate communication. Distinct regions might have distinct languages for communication, with English emerging as a global lingua franca commonly employed for interaction across language barriers (Crystal, 2003; Kopchak et al., 2022). Although English serves as a common communication medium worldwide, in several countries like Indonesia, it is considered a foreign language, which poses unique challenges for learners (Hamed & Seyyedi, 2020; Ismeti, 2022; Mohammed, 2018; Winnie et al., 2023). Although using English for learning and communication is both crucial and advantageous (Rihardini et al., 2023), learners typically struggle to produce English, a foreign language, instead of their native or second languages. Thus, the utilization of English as a tool of communication frequently causes some errors, especially when it comes to speaking. Speaking is a productive skill, and it is the learners' verbal competence to convey meaning appropriately, coherently, and fluently in context (Bailey, 2005; Nunan, 2003). Harmer (2007) also noted that speaking is one of the

primary skills for daily life. However, it is considered more complex than the other skills because of the quick cognitive processing required during interaction. As Bailey (2005) highlighted, the most complicated skill is speaking since the speaker is pursued to think in a second due to the speaking partner waiting for him to say something. Consequently, errors are common in spoken communication, called speech errors, which are deviations from the intended utterance (Fromkin & Ratner, 1998).

Clark and Clark (1977) classified speech errors into nine common types: Silent Pause, Filled Pause, Repeats, Retraced False Starts, Un-retraced False Starts, Corrections, Stuttering, Interjections, and Slip of the Tongue. The first type, a Silent Pause, occurs when there is a brief pause or silent time between words. In contrast, a Filled Pause involves a hesitation between words, often accompanied by expressions like "*umm*," "*uh*," "*er,*" or "*ah*." Repeats refer to repeating one or more words that occur spontaneously within a phrase, sentence, or sequence of words. Another type, Retraced False Starts, occurs when the speaker corrects a previously spoken word or phrase, often repeating part of the phrase before correcting. Similarly, Un-retraced False Starts involve corrections, but in this case, the speaker does not repeat the preceding words before the correction. Corrections are made when a speaker changes a previously spoken word or phrase before continuing. Another error, Stuttering, happens when a speaker experiences difficulty completing words or sentences. Interjections arise when a speaker briefly pauses to think about the next word, often filling the gap with expressions like "*well*" or "*you know.*" Finally, a Slip of the Tongue occurs when a speaker mistakenly pronounces a word due to an error in articulation.

The errors that occur during speaking are not solely caused by language status. Rather, the way people speak reflects not only their linguistic capabilities but also various other factors, including performance conditions, motivation, listening ability, demographic domain, feedback during speaking activities, and affective factors (Chen, et al., 2022; Hassan, 2024; Hoesny et al., 2023; Nisrina, 2024; Rokhman et al., 2020). Among these, affective factors, including personality, are considered influential in students' language learning (Shehni & Khezrab, 2020). Personality encompasses the enduring configuration of characteristics and behaviors that comprise an individual's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns (APA Dictionary of Psychology, n.d.). Since personality represents a person's unique characteristics, it can shape individual decisions, choices, and preferences (Uzer, 2017), which in turn can affect one's speaking style. Jung (2014) proposed a well-known model of personality. He classified it into several types: extroversion vs. introversion, reasoning vs. feeling, judging vs. perceiving, and sensing vs. intuition. However, the present study focuses specifically on the extroverted and introverted personality types, as introversion/extroversion is often regarded as a key factor affecting the success of foreign language acquisition, particularly in the oral production of language learning (Chen, 2015). Extroverts are typically described as spontaneous, energetic, cheerful, enthusiastic, honest, and unrestrained. They are more likely to seek excitement, seize opportunities, and respond quickly to stimuli (Sinurat, 2018; Zainuddin, 2016). In contrast, introverts are reserved individuals with a tendency toward reclusiveness. They are generally perceived as quiet (Brown, 2007; Sinurat, 2018).

Seven personality aspects are attributed to the extrovert component, according to Eysenck (1967); they are sociability, expressiveness, activity, impulsiveness, irresponsibility, risk-taking, and practicality. Each aspect reflects distinct characteristics, such as energy and enthusiasm, enjoyment of social interactions, or a tendency toward spontaneity and risk-taking. In general, extroverted personalities are marked by a preference for dynamic, social, and emotionally expressive behavior, often accompanied by a focus on practical tasks and less attention to formal responsibilities. On the other hand, Eysenck (1967) also identified seven aspects of personality associated with the introvert dimension. They are unsociability,

inactivity, reflectiveness, control, carefulness, responsibility, and inhibition. Each aspect highlights specific traits, such as a preference for familiar and safe activities, limited social interactions, and thoughtful planning before taking action. In general, introverted personalities are characterized by a reflective, cautious, and responsible nature, with a tendency toward independence and restraint in emotional expression. Based on these different aspects, variations in speaking performance strategies among students may be influenced by their personality types, with extroverts commonly recognized as a key factor associated with language learning success (Chen, 2022).

Several studies have analyzed the personality effect to several speaking dimensions, including willingness to communicate (WTC) (Freiermuth & Ito, 2020; Lin, 2018; Ito, 2022), speaking anxiety (Babakhouya, 2019; Hamedi et al., 2015), speaking proficiency (Hrp et al., 2022), speaking achievement (Imaniah, 2018; Khoiriyah, 2016), speaking challenges (Erlina et al., 2023) and speaking performance (Aljuaid, 2022; Hardiyanti et al., 2021; Joo, 2019; Mustoip et al., 2024; Oktriani et al., 2021; Rofi'I, 2017; Taiyeb, 2019; Zulhermindra & Rizali, 2022).

Focusing on the relationship between the speaking performance of students and their personalities, studies discovered that students' personalities and their speaking performance were correlated (Hardiyanti et al., 2021; Joo, 2019; Mustoip et al., 2024; Taiyeb, 2019). Joo (2019) examined how personality traits and proficiency levels influenced interaction dynamics among test-takers. The study revealed that participants with similar personality traits often had balanced interactions. Taiyeb (2019) analyzed the relationship between the personality traits of extroversion/introversion and students' speaking performance. This research focused on accuracy and fluency. The findings revealed that students with extroverted characteristics were more dominant in speaking than their introverted peers. A similar research by Mustoip et al. (2024) explored the impact of the extroverted and introverted personalities of elementary students on their English learning interactions. The study found that introverts prefer solitary learning and often experience higher anxiety, while extroverts favor group activities and show enthusiasm. These results align with Hardiyanti et al. (2021), who revealed that personality traits influence students' speaking performance. The study highlighted that understanding one's personality and learning style helps students develop public speaking skills and achieve English fluency more effectively.

Conversely, several studies revealed that students' personality traits and speaking performance were not correlated (Aljuaid, 2022; Oktriani et al., 2021; Rofi'I, 2017; Zulhermindra & Rizali, 2022). A study by Zulhermindra and Rizali (2022) yielded different findings. Their research, which examined the link between speaking ability and personality types, concluded that no significant correlation exists between speaking performance and extroverted personality. They argued that other factors beyond personality, such as psychological influences, could be more impactful on speaking ability. Similarly, Oktriani et al. (2021) compared the achievements of extroverted and introverted students in an English conversation course. The study concluded that personality type had no significant effect on students' speaking performance or grades in the class. In line with that, Rofi'i (2017) analyzed students' speaking ability with extroverted and introverted personalities and found no significant differences between the two groups. Both personality types could excel in speaking English through their respective learning strategies. Additionally, Aljuaid's (2022) investigated the relationship between speaking performance, personality traits, and motivation in EFL learners. Aljuaid's findings suggest that personality traits do not play an extensive role in EFL students' speaking performance, indicating that regardless of learners' personality type, they can perform well in speaking tasks.

While those studies primarily examine the correlation between speaking performance and personality types, few studies have systematically analyzed students' spoken output through the lens of speech errors within a psycholinguistic framework. Speech errors, traditionally

studied to understand cognitive processing in first language contexts (Clark & Clark, 1977), offer valuable insight into the mental operations involved in second language production. By investigating the relationship between learners' personality types and their speech error patterns, the present study introduces a novel psycholinguistic approach to understanding speaking difficulties in EFL contexts, thereby bridging affective factors and cognitive language processing. Therefore, this study takes a novel approach by applying speech error analysis within a psycholinguistic framework to examine how personality traits may or may not relate to speaking performance among EFL learners. By adopting this perspective, the research seeks to bridge cognitive processing theories with affective factors in second language acquisition.

Accordingly, this study is guided by the following research question: what is the correlation between students' personality types (introversion and extroversion) and their probability of producing speech errors during academic speaking performances? Based on previous findings suggesting mixed links between personality and speaking performance, the study hypothesizes that there will be no significant correlation between personality type and speech error probability**.**

RESEARCH METHOD

Research Design

The present study employs a descriptive quantitative approach, which was deemed appropriate for exploring the potential relationship between students' personality traits and their probability of producing speech errors. According to Ary (2010), quantitative research examines the cause-and-effect relationships, status, and correlations between variables through the gathering and statistical analysis of numeric data. Creswell (2012) further supports this notion, emphasizing that quantitative research involves gathering numerical data to pinpoint patterns, compare groups, or examine relationships between measurable elements. Specifically, the present study falls under the category of quantitative descriptive research and is classified as a correlation study. A correlation study, as defined by Gay et al. (2012), aims to collect data to determine whether and to what extent there exists a relationship between two or more measurable variables. This method was selected due to its allowance for the identification and measurement of statistical associations between naturally occurring variables without manipulating them. Given that both personality and speech error frequency are inherent traits or behaviors, a correlational approach provides an effective framework for analyzing the extent and direction of their relationship. Additionally, the descriptive element supports a comprehensive overview of the characteristics of the participants and their speech performance, ensuring clarity in understanding the observed patterns.

In the present study, there are two key variables: students' personality (denoted as variable X) and students' speech error production (denoted as variable Y). The researchers applied the Pearson Product-Moment Correlation formula to analyze the relationship between these variables. This statistical tool assessed whether the independent variable X (students' personality) correlates significantly to the dependent variable Y (speech error production).

Research Population and Sample

The population of the present study consists of English Education Department undergraduate students at Universitas Islam Darul 'Ulum Lamongan. Using a convenience sampling method, a sample of 26 third-semester students was selected for this research. These students were enrolled in the Speaking for Academic Purpose course and participated in the study during their final term speaking examination, where their speech performance was recorded and analyzed.

The speech samples were collected during the students' final oral examination in the Speaking for Academic Purposes course. While this context ensured that students were adequately prepared and motivated to perform, it is important to acknowledge that the high-

stakes nature of a final exam may have influenced their speaking patterns due to anxiety or performance pressure. This situational stress could potentially result in an increased number of speech errors or affect the naturalness of their spoken output. However, the final exam was chosen as the data collection point because it provided a standardized, time-efficient opportunity to observe all participants under similar conditions, ensuring consistency in the speaking task across the sample.

Speaking for Academic Purposes is the third speaking course, taken only after students complete the two preceding courses. This progression ensures that students in this course possess adequate speaking skills and are expected to complement their speaking abilities with sufficient knowledge. The following table presents the demographic data of the sample.

Table 1
Demographic Data of the Sample

Age	Gender	N	Total
18-23	Male	2	26
	Female	24	

Instruments

To measure the characteristics of the variables in the present study, appropriate instruments were required to gather the necessary data. As Yin (2011) noted, a research instrument is an essential tool for data collection, providing a structured way to measure specific variables. In the present study, two main instruments were employed: a questionnaire and an oral test.

Questionnaire

The first instrument is the Eysenck Personality Inventory (EPI), developed by Hans Eysenck; it was then adapted by Hasanah (2023), as outlined in Appendix 1. The EPI was selected due to its established validity in assessing introversion and extraversion traits. To ensure contextual relevance, the instrument was reviewed and slightly adapted for clarity in the local educational setting. Although a full re-validation was not conducted, the EPI has been previously utilized in studies involving EFL learners in Southeast Asian contexts. Specifically, Hasanah (2023) employed the same instrument with EFL learners, supporting its appropriateness for the present study. Furthermore, this EPI questionnaire consists of 24 closed-ended questions, requiring respondents to choose between "Yes" or "No." The questionnaire was translated into Indonesian to ensure the participants could understand the items clearly. Participants were asked to mark their responses under the corresponding column for each question. Based on their answers, a total E-score was calculated, which reflects their personality type. The E-score was determined by counting the correct response number, as shown in Table 2.

Table 2
E-score Table

Question	Answer	Question	Answer	Question	Answer	Question	Answer
1	Yes	7	No	13	No	19	Yes
2	Yes	8	Yes	14	No	20	Yes
3	No	9	No	15	No	21	Yes
4	Yes	10	Yes	16	No	22	No
5	Yes	11	Yes	17	Yes	23	Yes
6	Yes	12	Yes	18	No	24	Yes

If a student's E-score was greater than 12, it indicated that they possess an extroverted personality. Conversely, if the E-score they got was less than 12, it suggested that they exhibited an introverted personality. However, if the E-score was exactly 12, it signified an ambivert personality characterized by a balance between extroversion and introversion traits. Students

identified as ambiverts were excluded from the sample because their neutral personality type fell outside the scope of this research, which specifically focused on distinguishing between extroverted and introverted personalities.

Oral Test

The second instrument employed in the present study was an oral test (see Appendix 2). This test was designed to identify and categorize students' speech error production. It utilized a bar list table containing nine types of common speech errors based on the theory proposed by Clark and Clark (1977), which served as a guideline to evaluate the accuracy of their spoken language. Using this table, the researchers systematically analyzed the types and frequency of errors made during students' speaking performance. During the students' speaking performance, the researchers filled out the table, which included the students' names, the nine types of common speech errors, and the number of errors recorded with marks. The speech errors production was then classified into four categories based on the total number of occurrences: the more frequently students produced errors, the lower the score they got, and vice versa. Details of the scoring system can be seen in Table 3.

Table 3
Interpretation Category of Students' Speech Errors Production

No	Total of Speech Errors	Category	Score
1.	≤10	Very Good	4
2.	11-15	Good	3
3.	16-17	Poor	2
4.	≥20	Very Poor	1

The classification categories of 'Very Good,' 'Good,' 'Fair,' and 'Poor' were established to provide a practical and pedagogically meaningful interpretation of students' speech performance. Although they are not directly based on a standardized test scale, they were adapted from common classroom assessment practices (Brown, 2004) and aligned with the frequency of errors observed. To enhance the reliability of the analysis, all speaking performances were audio-recorded, allowing the researchers to revisit the data multiple times. This enabled careful re-evaluation and cross-checking of error types and frequencies beyond the real-time observation. Although formal inter-rater reliability testing was not employed, consistency and accuracy in categorizing speech errors were maintained through repeated analyses by the same researcher across different sessions.

Data Analysis

To analyze the data, the researchers did several steps: first, data collection, researchers gathered data from the research sample. Second, data identification, the researchers analyzed the questionnaire responses to identify students' personalities based on their answers. For the speech error data, the researchers identified parts of students' utterances that contained errors and counted the number of errors made. Third, in data tabulation, the researchers organized the data into a table (shown in Appendix 3). The table included students' names, their personality types, and the number of speech errors they made. The fourth was evaluation, and the researchers analyzed and interpreted the data to determine whether the two variables, personality and speech errors, were correlated.

The researchers used the standard interpretation of the Correlation Product Moment to determine the correlation level. The standard reference is shown in the following table.

Table 4
Standard Interpretation of Product Moment Correlation

Standard	Interpretation
0.00-0.199	No correlation

Standard	Interpretation
0.20-0.399	Low Correlation
0.40-0.599	Medium Correlation
0.60-0.799	High Correlation
0.80-1.000	Very High Correlation

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Students' distribution in terms of their personality traits

Using the EPI Questionnaire, the present study found that most students were introverts. Of twenty-six students, eight (30.8%) students have extrovert personalities, while the rest, eighteen (69.2%) students have introverted personalities. This indicates that the third semester of the English Education Department of Universitas Islam Darul 'ulum Lamongan is dominated by students with extroverted personalities, as presented in Figure 1.

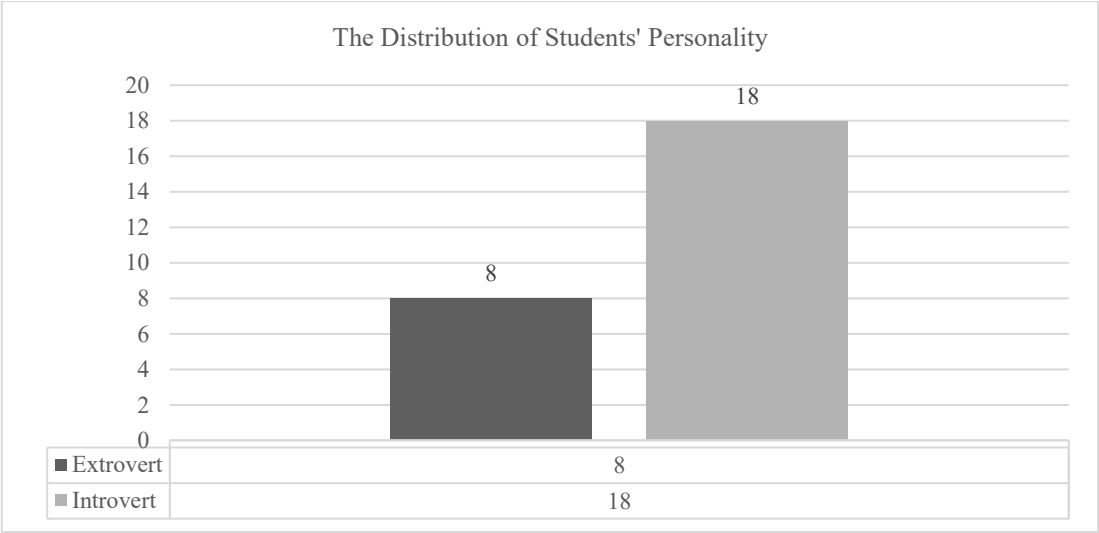

Figure 1. The Distribution of Students' Personality

Students' frequency of speech error production

As shown in Table 5, the results of the speech error occurrences based on the theory proposed by Clark and Clark (1977) revealed that ten (38.5%) students were categorized as "Poor" in producing ideal delivery. This was the most common category among the students, indicating that many frequently made speech errors. The next most common category was "Good," with eight students (30.8%). Meanwhile, five students (19.2%) were categorized as "Very Good," and only three students (11.5%) were classified in the "Very Poor" category.

Table 5
Students' Ideal Delivery Category based on Speech Errors Occurrence

No	Total Speech Errors	Category	Total Students	%
1.	≤10	Very Good	5	19.2%
2.	11-15	Good	8	30.8%
3.	16-20	Poor	10	38.5%
4.	≥21	Very Poor	3	11.5%
Total			**26**	**100%**

The present study also categorized speech error production based on the ideal delivery category while considering students' personalities. Among students with extroverted personalities, the "Very Good" and "Very Poor" categories each include only one student

(12.5%). Similarly, the "Good" and "Poor" categories each have three students (37.5%). The details are presented in Table 6 below.

Table 6
Ideal Delivery Category of Extrovert Students based on Speech Errors Occurrence

No	Total Speech Errors	Category	Total Students	%
1.	≤10	Very Good	1	12.5%
2.	11-15	Good	3	37.5%
3.	16-20	Poor	3	37.5%
4.	≥21	Very Poor	1	12.5%
Total			**8**	**100%**

The results were more varied for introverted students due to their more significant number. The "Poor" category was the most common, with seven students (38.9%). This was followed by the "Good" category with five students (27.8%), the "Very Good" category that consists of four students (22.2%), and the "Very Poor" category with only two students (11.1%). Details are shown in Table 7.

Table 7
Ideal Delivery Category of Introvert Students based on Speech Errors Occurrence

No	Total Speech Errors	Category	Total Students	%
1.	≤10	Very Good	4	22.2%
2.	11-15	Good	5	27.8%
3.	16-20	Poor	7	38.9%
4.	≥21	Very Poor	2	11.1%
Total			**18**	**100%**

To give a clearer comparison of both personality types, the following chart bar presents ideal delivery category of both introverted and extroverted students.

Figure 2. Comparison of Ideal Delivery Category

The correlation between students' personality traits and the frequency of their speech error production

The Pearson Correlation Product Moment was calculated using SPSS 26 as a helping tool to examine the correlation between students' personality and their speech error probability. The following table explains the correlation coefficient between students' speech error probability and their extroverted personality and/or introverted personality.

Table 8
Correlation between X and Y variables

		PERSONALITY	SPEECH ERRORS
PERSONALITY	Pearson Correlation	1	-.043
	Sig. (2-tailed)		.836
	N	26	26
SPEECH ERRORS	Pearson Correlation	-.043	1
	Sig. (2-tailed)	.836	
	N	26	26

As shown in Table 8, the value of Sig. (2-tailed) for both variables is 0.836, which is more than 0.05. This indicates that the two variables do not correlate since it is stated that two variables can be said to correlate if the Sig. (2-tailed) value is less than 0.05. Additionally, the correlation value of -0.043 shows that the correlation degree of both variables X and Y is medium, and the correlation is negative since the value is minus.

The researchers also examined the correlation between variable Y and X separately for X1 (extroverts) and X2 (introverts). Tables 9 and 10 present the results as follows:

Table 9
Correlation between X1 (Extrovert) and Y variables

		EXROVERT	SPEECH ERRORS
Extrovert	Pearson Correlation	1	-.168
	Sig. (2-tailed)		.690
	N	8	8
Speech Errors	Pearson Correlation	-.168	1
	Sig. (2-tailed)	.690	
	N	8	8

From the correlation measurement above, it can be concluded that X1 (extrovert) and Y variables do not correlate, as the Sig. (2-tailed) value is 0.690, which is also more than 0.05. The correlation value between extroverted personality and students' speech error occurrence is -0.168, indicating that the two variables have a negative correlation.

Table 10
Correlation between X2 (Introvert) and Y variables

		INTROVERT	SPEECH ERRORS
Introvert	Pearson Correlation	1	.076
	Sig. (2-tailed)		.764
	N	18	18
Speech Errors	Pearson Correlation	.076	1
	Sig. (2-tailed)	.764	
	N	18	18

In line with the result of the previous two correlation measurements, there is no correlation between X2 (introvert) and Y variables as the value of Sig. (2-tailed) is 0.076, which is greater than 0.05. However, the correlation value of this measurement is different from the previous results; the correlation value between introverted personality and students' speech errors occurrence is positive (0.076), but based on the standard interpretation of product-moment correlation, it is still considered to have no correlation since it is stated that if the value is between 0.00-0.199 means that there is no correlation between variables.

Based on the research findings, it can be stated that there is no significant correlation between students' personality and their probability of making speech errors. It indicates that the hypothesis testing finds that H0, which stated that students' speech error production correlates with students' personality, is rejected, and H1, which said otherwise, is accepted.

Discussion

The present study's findings reveal no significant correlation between students' personalities, both extroverted and introverted personalities, and their likelihood of making speech errors in the English speaking performance task. This result suggests that, despite the prevailing notion that personality traits influence language performance, students' personality types do not appear to have a substantial impact on their ability to produce speech without errors.

The data show that most students in the present study were introverted (69.2%), with a smaller proportion (30.8%) exhibiting extroverted traits. This distribution of personalities is consistent with prior research which indicated introverted personality students are more dominant than extroverted ones (Taiyeb, 2019). However, the fact that personality did not correlate with speech error probability challenges some of the expectations about the correlation between personality traits and speaking performance, primarily based on studies conducted by Hardiyanti et al. (2021), Joo (2019), Mustoip et al. (2024), Taiyeb (2019) which found that students' speaking performance correlates with their personality traits. Previous studies have often suggested that students who possess extroverted personalities are more sufficient in speaking than students with introverted personalities (Mustoip et al., 2024; Taiyeb, 2019), yet extroverts, who are generally more talkative and assertive, may make more speech errors due to their increased engagement in communication. In contrast, introverts are often considered more cautious and reserved, potentially leading to fewer errors as they may take more time to think before speaking. Moreover, Joo's (2019) study found that students might have better speaking performance when interacting with those with the same personality traits. Hardiyanti et al. (2021) also highlighted that understanding students' personality traits might help students determine learning strategies that lead to better speaking skills.

Nevertheless, the present study found no such patterns in the student's speech performance. The findings discovered that extroverts and introverts were predominantly categorized as "Poor" in producing ideal speech delivery, with extroverts showing a more evenly spread range across the error categories. This could suggest that factors other than personality, such as language proficiency, motivation, or the context in which students speak, might be more influential in determining speech error occurrences.

The different findings between the present research and the previous research might be caused by various factors, including the subjects' different backgrounds, such as students' different ages, students' level of English proficiency, and so on. The total sample analyzed by the researchers was also different, in Joo (2019), Mustoip et al. (2024), and Taiyeb (2019) analyzed more students, precisely 56, 300, and 32 students, respectively, and the study conducted by Hardiyanti et al. (2021) only used a total of 21 students. Meanwhile, the present study used 26 students in total. Therefore, these differences in sample size could also result in different results in the correlation measurement test. Another factor that could have influenced the difference between the current study's findings and the previous studies is the research setting, in which the setting of this research is a one-time performance of students' speaking practice, which was conducted in their final-term examination. Meanwhile, the setting research done by Mustoip et al. (2024) was six months of survey, and Joo (2019) was observation with various scenarios.

On the other hand, the present study findings support the different research that students' personality and speaking ability are not correlated one another (Aljuaid, 2022; Oktriani et al.,

2021; Rofi'I, 2017; Zulhermindra & Rizali, 2022). Studies by Zulhermindra and Rizali (2022) and Oktriani et al. (2021) revealed no significant correlation between personalities and students' speaking ability. Rofi'I (2017) found that students can perform better speaking due to appropriate learning strategies. Aljuaid (2022) also discovered that learners' speaking performance is not essentially affected by personality traits because EFL learners can perform speaking regardless of their personality type.

There could be several reasons students' personality traits and speech error production are not correlated. First, based on the theory presented earlier, students' speaking skills can be influenced by various factors, one of which is the affective factor. This factor has three most essential sub-factors: personality, self-efficacy, motivation, and attitude (Hoesny et al., 2023). Based on the theory, the affective factor was stated as one of the factors that influence someone's speaking skills, while based on the present study's findings, personality does not affect it; the influence might come from the other kinds of affective factors; other than personality traits. This interpretation is supported by Reyes (2018) who claimed that motivation is the most significant factor that may affect learners' success in second language acquisition. Second, other factors outside of the affective factors may also contribute to students' speech error production, such as their speaking ability, English proficiency, performance condition, or knowledge about the topic being spoken. This aligns with Clark and Clark's (1977) model, where speech errors are seen as part of real-time language processing, influenced by cognitive, not just affective, factors.

These findings carry important pedagogical implications. For language instruction and curriculum development, this indicates the importance of creating inclusive speaking activities that support all students, regardless of their personality profiles. Instructors in EFL classrooms should avoid assuming that personality traits like introversion hinder oral performance. Instead, speaking activities should be designed to support learners across the personality spectrum. Techniques like allowing preparation time before speaking, incorporating small-group practice, and using non-graded speaking tasks may reduce anxiety and improve performance for all students, regardless of personality. Additionally, these results underscore the value of promoting process-oriented speaking instruction which acknowledges that speech errors are a natural part of learning and not necessarily tied to who the learner is. Future pedagogical models might benefit from focusing on developing repair strategies and awareness of common error types rather than merely fluency or output quantity.

CONCLUSION

Analyzing students' personality traits and their frequency of producing speech errors, as well as the correlation between their personality and their speech error probability, has made the present study discover some findings. First, the research found that out of the 26 students, the dominant personality trait is introverted personality, with 18 (69.2%) students, meaning that only eight (30.8%) students have extroverted personalities. The number of speech error occurrences also varied among students, and it is not limited only to particular personalities having higher speech error production. This made the correlation measurement gain Sig. (2-tailed) value of 0.836, which means that variables X and Y do not correlate with one another.

Meanwhile, the correlation value of both variables is -0.043 means that the correlation degree of variables X and Y is medium, and the correlation is negative since the value is minus. The present study also tried to analyze the correlation between extrovert (X1) or introvert (X2) personalities and students' speech error production (Y) separately. The result of extrovert and speech error correlation is -0.168, which means both variables have a negative correlation. Meanwhile, the result of the introvert and speech error correlation is 0.076, which is also still considered uncorrelated. In conclusion, the present study discovered no correlation between students' personalities, either extroverts or introverts, and their speech error probability. This suggests that whether students are introverted or extroverted, their spoken performance is not

necessarily hindered by personality-based predispositions. Those findings also indicate that other factors might influence students' speech error production since many other factors may affect it, such as motivation level, English proficiency, knowledge of the topic, or performance condition.

These findings offer practical implications for EFL educators that teaching strategies and speaking assessments should not be biased toward a particular personality type. Instead, inclusive classroom practices, such as providing varied participation formats, encouraging peer collaboration, and fostering a psychologically safe speaking environment, can support all learners in developing their oral skills effectively. Students can also entrust the present study to encourage themselves to stay confident with their personality since it shows that personality type does not necessarily determine someone's speaking ability and performance, especially in the oral test. Furthermore, future research may benefit from adopting a longitudinal design to track speech performance over time and in different speaking contexts, such as informal vs. formal tasks. Investigating how students' confidence and fluency evolve in relation to personality traits across multiple semesters would offer deeper insight into long-term language development.

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