

SELF-ESTEEM, PERSONALITY TYPES AND SPEAKING PROFICIENCY OF TENTH GRADERS OF ISLAMIC HIGH SCHOOL

Masrifatul Afifah ¹, Ary Setya Budhi Ningrum ²

¹ English Language Education IAIN Kediri, East Java, Indonesia
masrifatulafifah54@gmail.com

² English Language Education IAIN Kediri, East Java, Indonesia
ary_oyesip@yahoo.com

ABSTRACT

To achieve self-quality, self-esteem and personality types are essential. Many experts believe that speaking is related to one's self-esteem and personality type. As a result, the aim of this research is to look into the relationship between self-esteem, personality types, and speaking ability. This correlational study included 129 tenth graders from MAN 1 Kediri. A closed-ended questionnaire regarding self-esteem and personality types, as well as a speaking test, were used to collect data. According to the research problem outlined in this study, there are some findings. The first significant positive association between self-esteem and speaking proficiency was discovered, as demonstrated by $Sig.000 < 0.05$. Second, $Sig.000 < 0.05$ demonstrated a significant positive connection between personality types and speaking proficiency. Finally, $Sig.000 < 0.05$ demonstrated a substantial simultaneous positive connection between self-esteem and personality types with speaking proficiency. Based on those findings, it is implying that all of the variables investigated have a positive significant correlation.

Keywords: *self-esteem; personality types; speaking proficiency*

Speaking is more than just one of the skills involved in language learning. Speaking English has become the standard mode of communication for all forms of international transactions, whether of commodities or ideas, in many parts of the world (Rao, 2019). In recent years, Indonesian people's English proficiency has remained at the lowest level, even in 2019, Indonesia was ranked 61st out of 100 countries surveyed regarding English proficiency (Yosintha 2020). This is one of the factors that make it difficult for them to find work for fresh graduates, especially in several multinational companies because having the capability to speak English fluently and good communication is one of the main requirements for them to be accepted in the

company (Millah 2019; Koroliova et al 2021; Sudarno, 2021). This shows that someone with good spoken English skills will generally find work easier. They will communicate with people from various backgrounds, will reveal new ideas and different ways of thinking (Rao, 2019).

Speaking, in addition to listening, reading, and writing, is a difficult skill to develop for foreign language learning. It is so as they should express their ideas spontaneously in the same time (Rokhman et al, 2021; Tahmid et al, 2019; Vural, 2019). Language proficiency is acquired along with interpersonal communication skills outside of the classroom. Speaking is a productive ability that may be observed in action and empirical research (Brown:2004). Speaking

is an activity of constructing and exchanging meaning in various contexts through verbal and nonverbal symbols (Millah, 2019).

In fact, a lot of students have difficulties when they are faced speaking class because they think speaking is challenging skill and cause them become apprehensive when speaking. They have a lot of mistakes when speak such as errors in grammatical, pronunciation, selected vocabulary inappropriate, interactive communication (Suciati, 2020). The activity of learning English as a second language is influenced by many factors, such as self-esteem, self-confident, personality types, anxiety and the worry about making mistake while speaking the second or foreign language (Brown cited in Rokhman, et al 2021). Self-esteem and personality types are thought to be most important characteristics that affect students' speaking abilities among those factors.

One of emotional factors that impact in students' ability in speaking English is self-esteem. The ability of students to do anything has a big impact on their self-esteem. One of the psychological components of a person's opinion of their own worth, success and capacity in learning process is self-esteem (Dewi, et al 2022; Wahyuni, 2021). Self-esteem contributes to students' oral production achievement because it gives them the confidence and self-belief that they need to succeed in learning to speak English (Brown cited in Puspitasari, et al 2021). Students who high level of self-esteem believed that they are confident enough and able to speak successfully because they continue to focus on growing and improving themselves (Tripudayana, et al 2022).

The next affective factors that many contribute to learners' speaking is personality types. Each student may have a different personality, as they have their own strengths and weaknesses. Likewise in teaching and learning process, each student will get different outcomes. Thus, personality plays an important role in the process of teaching and learning, because understanding the different personality types of students can

help teachers better comprehend the dynamic of classroom and determine what strategies will be effective in class (Hrp, et al 2022; Oktriani, et al 2021). The term "personality" refers to internal factors that affect behaviour in different situation (Yusuf, et al 2021). The two different personality types are extrovert and introvert according to a person's individual attitude (Jung cited in Damayanti, et al 2021; Phuong, 2021). People may assume that extrovert are better than introverts in students' speaking ability since extroverts are identified as more sociable and talkative, while introverts remain to quiet and introspective (Eysenck cited in Arniartika 2020). Generally, extrovert is someone who is more focused to what is going on around them than to their own feelings and ideas. In contrast to extrovert, introvert personality is less sociable, shy and involved themselves in social activities minimally (Paradilla, et al 2020).

Further, several studies have been conducted related to one factor that affect on speaking such as self-esteem and speaking ability (Tahmid, et al 2021), personality types and speaking achievement (Ahmar, et al 2021). However, it is still needed to explore specific research on three variables has may have a relationship with each other. This study exists to complete the gap related to two factors that are often found among high school students. The two affect each other's speaking ability or only one factor affect.

Besides that, the researcher conducted the research in Islamic senior high school student in Kediri. This school is chosen because according to the researcher's preliminary study when practiced in his internship program, a lot of the students had big nervous about their assignment if they were getting worse. And also, most of the students have more ability in speaking class. Furthermore, this school is one of the best state Islamic senior high schools in Kediri.

Therefore, the goal of this research is to know the relationship between some factors that have been found based on preliminary study that the researcher conducted with

some of Islamic senior high school in Kediri namely self-esteem and personality types with speaking ability. It begins with the assumption that these self-esteem and personality types are closely related to speaking ability. By knowing this, it can make a scientific contribution in teaching learning activity, especially in speaking course.

METHOD

This study employs Correlational Research Design. Correlational research is research designs used to determine the relationship between two or more variables using correlational statistics (Latif, 2017). The researcher choose this research design to investigate the correlation between self-esteem, personality types and speaking proficiency.

The population of this research are tenth grade students of MAN 1 Kota Kediri. For the sample it was taken randomly because not all the population is necessarily involved in this research. By random sampling, there is an equal chance of selecting any population. The sample size for correlational research is minimally 30% from all of the subject population (Gay, et al 1992). In this research, the researcher took 4 classes of about 129 students as a sample and 2 classes were used to try out the instrument needed.

There are three instruments that will be used in this study. Those are a questionnaire of self-esteem, a questionnaire of personality types and a test of speaking. The questionnaire of self-esteem adapts based on Rosenberg's theory. This questionnaire was a closed-ended questionnaire which provided an option to be chosen by putting a checklist with four points Likert-scale. The researcher asked the expert to recheck the questionnaire before distributing it. Then, to avoid misunderstanding the questionnaire was translated to Indonesian. After that, the researcher asked his advisors to recheck the translation. There were 30 questionnaires, but after the researcher tried out the instrument and checked the validity and reliability of 68

students, there were 5 items that were not valid. So, there were 25 questionnaires which represent the students' feelings to gain the accurate data. The researcher used google form to collect the data of self-esteem questionnaires.

The questionnaire of personality types adapts based on Eysenk's theory. This questionnaire was a closed-ended questionnaire which provided an option to be chosen by putting a checklist with four points Likert-scale. The researcher asked the expert to recheck the questionnaire before distributing it. Then, to avoid misunderstanding the questionnaire was translated to Indonesian. After that, the researcher asked his advisors to recheck the translation. There were 30 questionnaires, but after the researcher tried out the instrument and checked the validity and reliability of 68 students, there were 5 items that were not valid. So, there were 25 questionnaires which represent the students' feelings to gain accurate data. The researcher used google form to collect the data of self-esteem questionnaires.

Speaking test composed from the topic "The way to protect covid19". The researcher gives 1-2 days to prepare to make a video speaking based on the topic. There are 5 assessments that are used as criteria for good speaking. Those are, vocabulary, pronunciation, fluency, grammar, and comprehension. As for the scoring, the test will be scored by two ratters.

The data analysis in this study uses a statistical method and analyzed using IBM SPSS Version 22.0. When testing the hypothesis, the researcher analyzed the data by using multiple linear regression. Before that, the researcher calculated the normality test to ensure the normality value and linearity test. Multiple linear regression is processing data to find out the simultaneous correlation between self-esteem, personality types and speaking ability.

FINDINGS

There are three stages of instrument analysis employed as answer to the research

problem. Those are analysis for questionnaire of self-esteem and personality types and analysis of speaking test. Then, to know whether or not there was a significant correlation between three variables, analysis and calculations were performed on the three data.

The researcher started by conducting

Coefficients^a

| Model | Coefficients | | Beta | T | Sig. |
|------------------------|-----------------------------|---------------------------|------|-------|------|
| | Unstandardized Coefficients | Standardized Coefficients | | | |
| | B | Standard Error | | | |
| (Constant) | 2.181 | 1.308 | | 1.667 | .098 |
| Self-Esteem (X1) | .143 | .016 | .555 | 9.096 | .000 |
| Personality Types (X2) | .116 | .019 | .378 | 6.191 | .000 |

a. Dependent Variable: Speaking Proficiency (Y)

normality test. The aim of normality test was to determine whether data spread follows normal distribution or not. This test was conducted using Kolmogorov-Smirnov Test. Based on normality test of self-esteem, personality types and speaking proficiency, the normality test result is 0.085. Therefore, it can be said that the data variants are distributed normally.

Then, as answer the hypothesis testing, the correlation assumption by knowing the significance and t-value in determining t-table (partial test) and f-table (simultaneous test). In the process of multiple linier regression, the first hypothesis is to find out there is correlation between self-esteem and

speaking proficiency, the second hypothesis is to find out there is correlation between personality types and speaking proficiency, and the third hypothesis is to find out there is simultaneous correlation between self-esteem, personality types and speaking proficiency. The function of coefficient determination is to determine what percentage of the effect given by variable X simultaneously on variable Y. The result of is presented on Table 1

Table 1. Correlation of self-esteem and speaking proficiency, then personality types and speaking proficiency:

Table 1 showed the result of correlation between self-esteem and speaking proficiency. If Significant value > 0.05, the null hypothesis is accepted but the alternative hypothesis is rejected. While, the null hypothesis is rejected and the alternative hypothesis is accepted if Significant value < 0.05. The Significant value of self-esteem showed 0.000 < 0.05, so it is included in the category of positive correlation.

While the result between personality types and speaking proficiency are correlated. It is also showed on table 1. The null hypothesis is accepted and the alternative hypothesis is rejected if Significant value > 0.05. While, if Significant value < 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. The Significant. value of personality types showed 0.000 < 0.05, so it is included in the category of positive correlation.

The finding of the correlation between self-esteem, personality types and speaking proficiency will be shows in Table 2:

Table 2. Simultaneous correlation between self-esteem, personality types and speaking proficiency:

From the table 2, the F value of both independent variables is 81.420. The F table is 3.07 got from the formula $F_{table} = F(k; n-k) = F(2; 127) = 3.07$. The Sig. value of both variables is 0.000.

Based on the ANOVA table, the F

| ANOVA ^a | | | | | |
|--------------------|----------------|-----|-------------|--------|-------------------|
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 Regression | 185.933 | 2 | 92.967 | 81.420 | .000 ^b |
| Residual | 143.869 | 126 | 1.142 | | |
| Total | 329.802 | 128 | | | |

a. Dependent Variable: Speaking Proficiency(Y)

b. Predictors: (Constant), Personality Types (X2), Self-Esteem (X1)

value is higher that F table (81.420 > 3.07) and the Sig. value is under the 0.05 (0.000 < 0.05). it can be said that there was

simultaneous correlation between self-esteem and personality types with speaking proficiency.

Table 3. Coefficient of Determination

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|--------------------------------|
| Model | R | R Square | Adjusted R Square | Standard Error of the Estimate |
| 1 | .751 ^a | .564 | .557 | 1.06856 |

a. Predictors: (Constant), Personality Types (X2), Self-Esteem (X1)

Based on the table 3, the coefficient correlation (R) lies in 0.751 which indicate that independent variables (X1, X2) and dependent variable (Y) has high correlation.

DISCUSSION

The interpretation of the research findings is described in this section. There are several important points that will be discussed in this section including the relationship between self-esteem and speaking proficiency, personality types and speaking proficiency and simultaneous correlation between self-esteem and personality types with speaking proficiency.

The correlation between self-esteem and speaking proficiency

The result revealed a significant correlation between self-esteem and speaking proficiency. In this research, students can gain a lot of experience related to speaking skills. This research was conducted online because of covid-19, therefore, the researcher gave topic to students with 5-7 minutes to prepare a speaking performance as if they were performing in front of the class, but they only made a video speaking with that topic. In speaking, they not only made up a word to say but they also have to speak fluently with the correct grammar. This will be a challenge for them to increase their self-esteem. Thus, students will have difficulty speaking if they do not have strong self-

esteem and self-confidence as a support their ability to communicate their ideas orally.

Significant results and a positive correlation between self-esteem and speaking proficiency were also found in the research conducted by (Dewi, et al 2022) where this study looked at the correlation between speaking skills and self-esteem of students. The results showed that students' self-esteem had an impact on how well they spoke English orally. It can be concluded that the results of this research indicate students' speaking skill and students' self-esteem are positively correlated because it has been proven that low self-esteem will have a negative effect on English language learning, especially in learning speaking.

In this study, self-esteem has a close correlation with how students perform during speaking. The students' level of self-esteem is correlated with their command of the English language. It can be seen from the result in this research that students who high level of self-esteem can speak well, fluently and get good speaking scores. Beside that, students who have low self-esteem tend to speak less confidently. So that their speaking ability will not appear even though they have a fairly good ability to speak English. It is line with (Tripudayana, et al 2022) who finds that students with high self-esteem will believe that they can speak fluently because they focus on improving their abilities. So that the high and low self-esteem of students will affect their speaking success.

Moreover, because this research was conducted at one of the favorite Islamic senior high schools in Kediri, it is possible that they often participate in speech competitions which are held in several places with students from other schools. They have to do intensive training with teachers or coaches who will accompany them in the competition. Of course, the students will gain many experiences from this and develop their self-esteem in the face of competition. This is in line with the statement (Wahyuni, 2021) that self-esteem is a person's courage to convey ideas, opinions to appear in front of many people, especially in participating in

competitions. This is a representation of one of the components of self-esteem, namely performance self-esteem. This statement is supported by the finding of study conducted by (Dewi & Jimmi, 2018) that with the support of high self-esteem, they are very confident and confident in their ability to speak so that they will be more flexible in conveying ideas, ideas or opinions. what's on their minds regardless of the circumstances.

However, if it is associated with students' performances when participating in competitions, self-esteem has a close relationship with the feedback given by teachers who witnessed the competition or from judges who participated in the event. Students will accept the feedback provided or even vice versa. Here self-esteem plays an important role for students to receive advice as something valuable or a golden experience that can build them to be better in the next performance. It is in line with (Mulyani et al, 2022). Based on students' perceptions in the research findings, feedback has benefits in improving students' speaking skills and has a good affect on the classroom's teaching and learning process. On the other hand, feedback also has its own weaknesses for those who have low self-esteem because they will be nervous and embarrassed when receiving direct feedback and cause feelings of unappreciation that will cause trauma in the next performance.

It can be said that students who high level of self-esteem are better than those students with low level of self-esteem at speaking skills because they always feel inferior to their friends who are fluent in speaking English. They lack confidence in their own ability to start speaking English so they are always afraid of pronouncing a word wrong.

The correlation between personality types and speaking proficiency

Similar to the first finding, the second finding from this research also showed a positive result, namely the relationship between personality types and speaking proficiency. This means that if he has an

extrovert personality, they have good speaking proficiency.

The difference in personality types is one aspect that influence students learning outcomes in speaking. In this study, it seems that each student has different personality from one another so that this has a major influence on their speaking proficiency which is in line with (Isma, et al 2022). who said that the different characteristics of students will affect their learning achievement, especially in their speaking proficiency. The results of this study supported with research by. (Anggraeni, et al 2022). The similarity in this research lies in the research subject. Both use tenth graders students as research subjects. The findings show that there were differences in the results of student learning abilities in extrovert and introvert students. This can be seen from the value obtained by each student with a different personality type.

Moreover, the teacher must be aware of the differences in the personality of each student, because dealing with extrovert students is different from introvert students so that the appropriate learning methods used by them are also different. This causes the teacher's role to know their personality differences and adjust the learning strategies that will be used to achieve the learning goals. This is confirmed with research conducted by (Yusuf, et al 2021) with the findings that there are 12 items of learning strategies that are used by extrovert students when learning English in the speaking class. While introvert students apply 10 learning strategies that are used in learning English in the speaking class. This shows that extrovert students use many learning strategies in speaking class more often than introvert students.

In speaking, extrovert students often keep themselves busy with friends around them when there is time to have discussions both inside and outside the classroom or when they are going to make presentations, because extrovert students are students who often do activities that involve physical activity. Meanwhile, introvert students often

enjoy keeping themselves busy by reading, writing or contemplating alone rather than having to speak especially in public. It is supported with a study by (Wahyuni, et al. 2022) which says that extrovert students are superior to introverts, because extrovert students have excellent social skills. Meanwhile, introvert students have different learning styles or strategies from extrovert students, because introvert students prefer to be alone and interact less with other people. This causes a difference in their speaking proficiency.

Moreover, in the teacher's assessment when learning speaking, extrovert students will get good score. They will always appear confident to show their speaking skills in public places. They will more easily convey their ideas through speaking. Meanwhile, introvert are more closed in expressing their ideas through writing, because they do not like crowds and always feel shy to convey their ideas orally. It is in line with (Dewi, et al 2020) that when in speaking class, introverted students will get low scores. It means that students who have introvert personalities tend to prefer silence because they are shy to speak in public and prefer to express their thoughts through writing. In contrast to extrovert students, they are very confident in their speaking skills, so they are more comfortable and will be very fluent when speaking.

Briefly from these findings, it can be concluded that extrovert and introvert personalities have a relationship with the success of mastering speaking skills. By understanding each individual personality in the classroom, teachers will easily carried out the learning process effectively and efficiently.

Simultaneous correlation between self-esteem and personality types with speaking proficiency

One of the aims of this research is to find out simultaneous correlation between self-esteem and personality types with speaking proficiency. Based on the study's finding, it is indicated that there was a

simultaneous correlation between self-esteem and personality types with speaking proficiency.

Self-esteem will have an impact on the psychology of students who are selected for students who are adults or upper middle class. This will affect the learning process in the classroom, especially speaking class. Someone who has low self-esteem will be afraid to relate to other people and they do not feel proud of their abilities. As found in this study where even though students actually have the ability to speak with a broad vocabulary as well as grammar and pronunciation are quite good, they will not be successful in showing their speaking skills if they still have low self-esteem and lack confidence and feel afraid. being laughed at by the teacher or other students if they make mistakes when speaking.

Likewise, personality types also have an influence on the success of a student in the learning process, especially in speaking class, as in this study it can be seen that their extrovert students will be happier to make friends and join their group. They will be more speak to express what is on his mind. Meanwhile introvert students prefer to be alone, whatever the task they prefer to do it alone and often introvert students are quiet people. Therefore, they will not like it if they are asked to show their speaking skills, especially in public.

Self-esteem and personality type are two factors that both have a major influence on speaking. Someone with high self-esteem and also an extrovert, they will have good speaking skills. Likewise, if someone has low self-esteem and is introverted, then they will also have low speaking skills.

Limitations

This research has several limitations. First, the researcher distributed a questionnaire in Indonesian to help students understand the questionnaire and the answers they chose represented them. The researcher cannot be sure that it will produce the same results if the questionnaire is distributed in English. In addition, this research was

conducted online because it was hindered by Covid-19, so the instrument was also conducted online. Dissemination of questionnaires through google form and they have to make a video that must be sent to researchers as a speaking test instrument. Thus, researchers cannot guarantee that the findings will be the same if the research is conducted offline in schools.

CONCLUSION

Regarding the findings, in this research the Islamic senior high school students had different levels of self-esteem and personality types, so that it would lead to differences in speaking proficiency for each individual. Therefore, it turns the correlation between self-esteem and speaking proficiency, moreover the correlation between personality types and speaking proficiency and furthermore simultaneous correlation between self-esteem, personality types and

speaking proficiency are in one straight line according to the positive hypothesis. This study yields that the higher student's self-esteem, the higher speaking score and extrovert students get higher scores than introvert students. Those variables self-esteem, personality types and speaking proficiency simultaneously examined it reveals that not only self-esteem that affects students' speaking proficiency but the differences on personality types also affect students' speaking proficiency

Since this research was conducted in a state Islamic senior high school, for the further researchers may investigate in private Islamic senior high school with different variables such as anxiety, self-confidence, willingness to communicate and so on, because the students in private school may have different characteristics, moreover if it's will be conducted with different variables.

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