

Expressive Speech of Introverted and Extroverted Students in Indonesian Language Learning in Class X Digital Business 4 SMKN 10 Surabaya

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ABSTRACT

This research aims to describe the forms of expressive speech acts used by introverted and extroverted students during Indonesian language learning activities in class X Bisnis Digital 4 at SMKN 10 Surabaya. This study employed a qualitative descriptive method with a pragmatic approach. The data consisted of students' utterances containing expressive speech acts, while the data were collected through observation, recording, and note-taking techniques. The data analysis was conducted through the processes of data reduction, data classification, data presentation, and drawing conclusions. The findings revealed that both introverted and extroverted students produced various forms of expressive speech acts, including apologizing, praising, expressing gratitude, expressing happiness, complaining, criticizing, and expressing misunderstanding or doubt. However, differences were found in the way both personality types conveyed their expressions. Introverted students tended to use more careful, polite, and self-reflective utterances. They often expressed apologies, complaints, criticism, and misunderstandings using softer language and with greater consideration of the communication situation. In contrast, extroverted students tended to express their feelings more openly, spontaneously, and directly. Their expressive speech acts appeared more enthusiastic, particularly in praising, expressing gratitude, happiness, and giving criticism or suggestions. Therefore, personality characteristics influence students' communication styles and the variation of expressive speech acts used during classroom interactions. These findings indicate that expressive speech acts are not only influenced by the context of communication but also by individual personality traits.

INTRODUCTION

Language has an important role in the learning process because it not only serves as a communication tool, but also as a means to express learners' thoughts, feelings, and attitudes in classroom interactions (Hayati, 2021). In learning Indonesian, students' language skills are seen through speech actions used during teaching and learning activities. Speech actions help describe how students interact verbally in learning situations (Korah & Sengkey, 2025; Saleh et al., 2024). One form of speech that often appears is expressive speech. This speech act shows the speaker's psychological condition such as happy, disappointed, angry, or complaining. In addition, expressive speech also reflects students' responses to the learning process in the classroom. This shows that language has a social and emotional function in education (Harahap & Yusra, 2022).

In pragmatic studies, speech was first introduced by J. L. Austin and later developed by John R. Searle. This theory divides speech into several types, one of which is expressive speech. Expressive speech acts function to express the speaker's psychological attitude towards a situation (Elshanora et al., 2022). It can be a compliment, an apology, a complaint, or a thank you. Each expressive form has a different communicative function in interaction. Therefore, speech is an important part

of language studies. This concept is the basis for analysis in pragmatic research (Efendi et al., 2025; Rohmadi, 2014).

Expressive speech does not only appear in everyday conversations, but also in various other communication contexts. Previous research has shown that expressive speech can be found in dramas, song lyrics, and classroom interactions. The results of the study show that expressive speech acts function to convey emotions while building social relationships between speakers (Khumaira et al., 2026; Saleh et al., 2024). In addition, this act of speech also reflects a person's communication strategy in conveying certain intentions. In the context of learning, expressive speech helps create more lively interactions. This shows that language is not only informative, but also expressive. These findings reinforce the importance of speech action studies in education (Arum & Zulfikarni, 2023).

In the educational environment, expressive speech plays an important role in the interaction between teachers and students. Students often express their feelings through direct speech in class (N. W. Astuti, 2021; Sakti et al., n.d.). This expression can be in the form of a sense of pleasure, not understanding, or appreciation for learning. This affects the classroom atmosphere and learning communication (Efendi et al., 2025). Expressive speech also helps teachers understand students' responses to the material presented. Thus, communication becomes more effective. This shows the importance of pragmatic aspects in the learning process (Subtinanda & Yuliana, 2023).

In addition to language factors, students' personalities also affect the way they communicate in class. Extroverted students tend to be more active, open, and easy to express opinions verbally. In contrast, introverted students are more calm, introverted, and careful in delivering speech. This difference leads to variations in the use of expressive speech in the classroom (Annisa et al., 2024; Sirajuddin et al., 2023). Extroverted students more often use direct expressions such as praising or expressing excitement. Meanwhile, introverted students more often use indirect expressions such as apologizing or expressing incomprehension. This shows that there is an influence of personality on students' communication patterns (Fadillah et al., 2022).

Research on expressive speech has been conducted in various study objects. Some studies have shown that expressive speech can be analyzed in media such as dramas, songs, and social conversations (Mousavi & Nakhjavan, 2025; Warman et al., 2023). However, most of these studies have not specifically compared differences based on students' personality types. Existing studies are more about speech in general without focusing on introverts and extroverts. Even though personality differences can affect the form of language expression (Fitria, 2022; Thanh Thao et al., 2024). Therefore, more specific research is still needed in the context of learning. This is important to expand pragmatic studies in the field of education.

Other research has shown that expressive speech is also related to social context and communication interactions. In learning, students' expressions can reflect their level of understanding and engagement (Amalia & Husna, 2020; Munir, 2022). Teachers can use students' speech actions as an indicator of response to learning. In addition, differences in communication styles can affect class dynamics. Therefore, speech analysis is important in understanding interactions in the classroom (M. T. Astuti, 2024; Paradilla et al., 2020). This study also helps identify students' communication patterns based on personality. This is an important basis for educational pragmatic research.

Based on the description above, this study focuses on the expressive speech acts of introverted and extroverted students in learning Indonesian in Class X BD 4 SMKN 10 Surabaya. To address the identified research gap, this study is guided by the following research questions: (1) What forms of expressive speech acts are produced by introverted students in learning Indonesian in Class X BD 4 SMKN 10 Surabaya? and (2) What forms of expressive speech acts are produced by extroverted students in learning Indonesian in Class X BD 4 SMKN 10 Surabaya? By answering these questions, this study seeks to provide a specific description of students' expressive speech acts based on their personality types and contribute to the development of pragmatic studies in Indonesian language education.

RESEARCH METHOD

Research Design

This study employed a descriptive qualitative approach to describe and interpret the forms of expressive speech acts produced by introverted and extroverted students during Indonesian language learning (Mawaddah et al., 2025). The qualitative approach was selected because it enables the examination of language phenomena as they naturally occur in classroom interactions without manipulating the research setting or variables (Rusandi & Rusli, 2021). A pragmatic approach was also employed to interpret students' utterances based on their communicative context and meaning within the learning process (Suri et al., 2024).

The study focused on expressive speech acts produced by students, including praise, gratitude, apology, complaint, pleasure, criticism, and other expressions of psychological attitudes. The study was descriptive rather than hypothesis-testing, with the analysis focusing on the forms and contextual use of expressive speech acts by students with different personality tendencies.

Participant Characteristics

The participants were 36 students of Class X Digital Business 4 (X BD 4) at SMKN 10 Surabaya. All 36 students completed a 20-item personality questionnaire as an initial screening process. Based on the questionnaire responses and students' involvement in Indonesian language learning activities, four students were purposively selected as the final research subjects, consisting of two students with introverted tendencies and two with extroverted tendencies.

The personality questionnaire was developed by the researchers based on indicators relevant to the identification of introverted and extroverted tendencies, namely tendency to interact, openness in communication, activeness in expressing opinions, and spontaneity in speaking. Students' personality categories were determined based on the tendency of their responses across the 20 items. The questionnaire was used as a screening instrument for participant selection rather than as a standardized psychological measurement instrument. Therefore, statistical validity and reliability testing were not conducted.

Purposive selection was based on two considerations: the students' identified personality tendency and their involvement in Indonesian language learning activities from which relevant speech data could be obtained. The selected students were coded as I1 and I2 for the introverted group and E1 and E2 for the extroverted group to maintain confidentiality.

Research Object and Data Sources

The object of the study was the expressive speech acts produced by introverted and extroverted students during Indonesian language learning. The primary data consisted of students' oral utterances containing expressive speech acts. The data were obtained from classroom interactions involving the selected students in Class X BD 4 at SMKN 10 Surabaya.

Data Collection Instruments and Techniques

The research instruments consisted of a 20-item personality questionnaire, an observation guideline, and an audio recording device. The questionnaire was administered to all 36 students to identify personality tendencies and support the selection of research subjects. The observation guideline was used to record relevant classroom interaction and contextual information, while the recording device was used to document naturally occurring oral interactions.

Data were collected through direct classroom observation, administration of the personality questionnaire, audio recording, and documentation. Classroom observations were conducted on five occasions during Indonesian language learning. The recorded classroom interactions were subsequently transcribed to obtain the linguistic data for analysis.

Data Analysis

The data were analyzed using the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing (Miles et al., 2014). During data reduction, the five classroom recordings were transcribed and examined to identify utterances relevant to the research focus. Utterances containing expressive speech acts were selected and classified based on Searle's theory.

In the data display stage, the selected utterances were organized according to their expressive speech-act types and the personality tendency of the students who produced them. Each utterance was interpreted in relation to its classroom context to identify its communicative function and meaning.

In the conclusion-drawing stage, patterns in the forms and contextual realization of expressive speech acts were identified and interpreted by comparing the data from introverted and extroverted students. The interpretations were checked against the transcripts and observation records to ensure that the conclusions remained grounded in the collected data.

Research Procedure

The research was conducted in three stages. First, the preparation stage involved developing the research instruments and administering the 20-item personality questionnaire to all 36 students. Second, the selection and data collection stage involved identifying students' personality tendencies, purposively selecting two introverted and two extroverted students, and conducting five classroom observations with audio recording. Third, the analysis stage involved transcribing the recordings, reducing and classifying the data according to Searle's expressive speech-act categories, displaying and interpreting the data based on personality tendencies and classroom contexts, and drawing conclusions from the identified patterns.

RESULTS AND DISCUSSION

Based on the results of observations and speech recordings in Class X BD 4 at SMKN 10 Surabaya, various forms of expressive speech acts were identified during the Indonesian language learning process. The data showed that both introverted and extroverted students used expressive speech acts in classroom interactions, although differences were observed in the forms and degree of expressiveness.

The analysis was conducted based on John R. Searle's theory of expressive speech acts. The identified forms included apologizing, praising, thanking, complaining, and criticizing. Each form was analyzed by directly referring to the students' utterances presented in Table 1. The analysis focused on specific linguistic expressions in each utterance and interpreted them according to their pragmatic function and the personality characteristics of the students who produced them.

The speech data are presented in Table 1 to provide direct evidence of the expressive speech acts produced by introverted and extroverted students. The table includes the students' utterances, the classification of each expressive speech act, and the initial interpretation of the data. The discussion that follows elaborates each finding by directly linking the interpretation to the corresponding student utterance.

Table 1. Table of Analysis of Observation Data

Yes	Expressive Indicators	Introverted Speech Data	Extroverted Speech Data	Types of Expressive Speech	Analysis Results
1	Apologize	(1) "Sorry ma'am, I still don't understand the structure of the text." (2) "Sorry ma'am, I misspelled the answer." (3) "Sorry ma'am, I'm late to collect assignments." (4) "Sorry ma'am, I wasn't focused earlier." (5) "Sorry Mom, I'm not done with my work yet."	(1) "I'm sorry ma'am, I answered too quickly, so it's not accurate." (2) "Sorry ma'am, I misstated the example." (3) "I'm sorry ma'am, I was interrupting a friend's conversation." (4) "Sorry ma'am, I wasn't careful when I read the questions." (5) "Sorry Ma'am, I'm in a hurry to answer."	Apologize	Both groups expressed apology, but their utterances differed in focus. Introverted students referred to personal learning difficulties, as shown in "I still don't understand" and "I wasn't focused earlier," while extroverted students apologized for immediate actions, such as "I answered too quickly" and "I was interrupting."
2	Praise	"Mom, that was a pretty good explanation, so I understand it a little bit."	"Wow, Mom, how to explain it to you is so good, you can understand it right away!"	Praise	Both groups expressed positive evaluation, but the extroverted utterance was more explicit, as indicated by "Wow" and "so good," while the introverted utterance used the more restrained expression "pretty good."
3	Saying thank you	"Thank you ma'am, I'm slowly getting better."	"Thank you very much ma'am, the material is very easy to understand!"	Saying thank you	Both groups expressed gratitude. The introverted utterance included the reflective expression "I'm slowly getting better," whereas the extroverted utterance used stronger intensifiers in "very much" and "very easy to understand."
4	Complaining/	"I'm a little confused	"Mom, it was a bit of	Complaining	Both utterances expressed

Yes	Expressive Indicators	Introverted Speech Data	Extroverted Speech Data	Types of Expressive Speech	Analysis Results
	dissatisfaction	about this material, I'm afraid I'm going to make a mistake."	a mess, but it's still interesting."		dissatisfaction, but the introverted student emphasized personal uncertainty through "I'm a little confused" and "I'm afraid," while the extroverted student expressed the complaint more directly through "a bit of a mess" and softened it with "still interesting."
5	Criticizing (mild)	"Perhaps it was a little too soon, ma'am."	"If you can, ma'am, give me more examples so that you can understand better."	Criticizing	Both students expressed mild criticism, but the introverted student used mitigating expressions such as "perhaps" and "a little," whereas the extroverted student expressed the criticism through the more direct suggestion "give me more examples."

Based on the results of observation and analysis of speech data in class X BD 4 SMKN 10 Surabaya, various forms of expressive speech were found used by students in the Indonesian language learning process. The speech act was analyzed based on John R. Searle's theory which included several expressive indicators, namely apologizing, praising, thanking, expressing pleasure, expressing doubts or misunderstandings, and complaining or responding to the learning situation.

Each indicator of expressive speech was analyzed in depth by comparing the speech of introverted and extroverted students in the same classroom situation. This analysis aims to see the difference in language usage patterns based on students' personality characteristics and pragmatic meanings that arise in the context of learning interactions. Furthermore, a discussion will be presented based on each indicator of expressive speech to clarify the form of difference between introverted and extroverted students

Expressive Speech Acts of Apology

a. Expressive Speech Acts of Apologising to Introverted Students

Based on the results of observations made during the Indonesian language learning process in class X Digital Business 4 SMKN 10 Surabaya, it was found that several forms of expressive apology were used by students with introverted personality traits. The act of apologising arises when students realize that there are mistakes, limitations, or inconsistencies between their abilities and the demands of ongoing learning. In this situation, students use apology as a form of expressing guilt as well as an effort to maintain politeness in communication with teachers.

Table 2. Data on Expressive Speech Apologizing to Introverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"Sorry ma'am, I still don't understand the structure part of the text."	Students conveyed difficulties in understanding the material explained by the teacher.	Showing guilt for not being able to understand the learning material to the maximum.
2	"Sorry ma'am, I misspelled the answer."	Students realize that there are mistakes in doing assignments.	Show remorse for the mistake made.
3	"Sorry ma'am, I'm late collecting assignments."	Students cannot submit assignments according to the predetermined time.	Show awareness of violations of learning rules.
4	"I'm sorry ma'am, I wasn't focused earlier."	Students feel that they do not give their full attention during learning activities.	Show recognition of one's shortcomings in following learning.
5	"Sorry ma'am, I haven't finished my work yet."	Students have not been able to complete the assignments given by the teacher.	Showing bad taste for not fulfilling academic responsibilities.

Based on the data in the table above, five forms of expressive apology were found used by introverted students. All of these speeches show the existence of psychological conditions in the form of guilt, regret, and awareness of self-limitations when participating in learning. The use of the word "sorry" in every speech is the main marker that students are committing expressive speech in the form of apologies to the teacher.

In the first speech, namely "Sorry Ma'am, I still don't understand the structure of the text", introverted students not only convey their lack of understanding of the material, but also show discomfort because they have not been able to achieve the expected understanding. The speech illustrates that students have awareness of their academic abilities and try to convey the difficulties experienced with polite language.

The second speech, "Sorry ma'am, I wrote the wrong answer", shows a form of regret for the mistakes made in the process of doing the task. Students do not try to hide the mistake, but consciously admit it through an expression of apology. This shows a responsible attitude towards the results of the work carried out.

In the third speech, namely "Sorry Ma'am, I'm late to collect assignments", the expression of apology appears because students feel that they cannot meet the rules that have been set in learning. In this context, apologies have a social function to maintain a good relationship between students and teachers as well as show respect for class rules.

The fourth speech, "Sorry ma'am, I didn't focus earlier", shows that students reflect on their behavior during the learning activity. Students realize that a lack of attention can have an impact on the understanding of the material, so that a sense of guilt arises that is manifested through the act of apologizing.

Meanwhile, in the fifth speech, "Sorry ma'am, I haven't finished my work", the student showed a bad feeling because he had not been able to complete his academic responsibilities according to the time given. The apology in the speech is a form of acknowledgment of one's limitations and an effort to maintain politeness to the teacher.

If analyzed based on John R. Searle's theory of expressive speech, the five speeches are included in the category of expressive speech apologize because they function to express the speaker's psychological state of a condition that is considered detrimental or not in accordance with expectations. Through this speech, students show feelings of regret and responsibility for mistakes and shortcomings that occur during the learning process.

The characteristics of introverted personalities are seen to be quite dominant in the use of these speech acts. Introverted students tend to make apologies related to self-evaluation, such as not understanding the material, lack of focus, making mistakes in answering, or not completing assignments. This shows that introverted students have a tendency to be more reflective, careful, and consider their circumstances before delivering speech to others.

In addition, the forms of language that introverted students use look more formal, concise, and do not show excessive emotional expression. They tend to choose polite and structured words because they take into account the communication norms that apply in the classroom. Thus, the act of apologizing to introverted students not only serves as an expression of regret, but also becomes a politeness strategy in maintaining social relations between students and teachers during learning activities.

b. Expressive Speech Acts of Apologising to Extroverted Students

Based on the results of observations in the Indonesian language learning process in class X Digital Business 4 SMKN 10 Surabaya, it was found that students with extroverted personality traits also used expressive speech to apologize in various learning situations. In contrast to introverted students who associate apologies more with self-deprecation, extroverted students tend to offer apologies in response to spontaneous actions that occur when they are actively involved in class interactions.

Table 3. Data on Expressive Speech Apologizing to Extroverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"I'm sorry, ma'am, I replied too soon, so I wasn't right."	Students answered the teacher's questions spontaneously so that the answers were not appropriate.	Show regret for being in a hurry to respond.
2	"Sorry ma'am, I mismentioned the example."	Students convey examples that are not in accordance with the learning material.	Showing awareness of mistakes when expressing opinions.
3	"I'm sorry ma'am, I was interrupting my friend's conversation."	Students are too active in discussions to accidentally stop their friends' conversations.	Showing guilt due to disrupting the social interaction process.
4	"Sorry ma'am, I wasn't careful when I read the questions."	Students make the mistake of reading instructions in a hurry.	Show acknowledgment of negligence committed.
5	"Sorry ma'am, I'm in a hurry to answer."	Students are too quick to respond during the question and answer activity.	Showing remorse for the spontaneous attitude that caused the mistake.

Based on the data contained in the table above, five forms of expressive apology were found used by students with extroverted personality traits during the Indonesian language learning process. All of these speeches show that there is a student's awareness of the mistakes made, both mistakes in delivering answers, lack of precision, and behavior that occurs when interacting with teachers and classmates. Although they both contain expressions of regret like introverted students, the form of speech of extroverted students shows a more spontaneous character and arises due to their high involvement in communication activities in the classroom.

Pragmatically, both speeches are included in the act of expressive speech apologizing because they contain expressions of regret for actions that are considered not in accordance with rules or expectations in the context of learning, namely delays in collecting assignments. Based on John R. Searle's theory, expressive speech functions to

express the speaker's psychological attitude towards a situation. In this context, the word "sorry" serves not only as a form of regret, but also as a politeness strategy to maintain social relations between students and teachers and avoid conflicts in communication in the classroom (Rohmadi, 2014). In addition, speech also shows the existence of a situational context, namely student-teacher interaction in a formal learning environment, so that the choice of language used tends to be polite and structured.

The visible difference between introverted and extroverted students lies in the style of speech delivery. Introverted students tend to use more formal, structured, and careful speech. This can be seen from the use of a complete opening and the delivery of an apology that is more implied and not excessive. Meanwhile, extroverted students show more expressive, spontaneous, and emotional speech. This can be seen from the use of additional sentences such as "completely forget", "ready to get together immediately", as well as emotive expressions such as emojis that show openness of feelings. Thus, extroverted students are more dominant in expressing emotions directly, while introverted students emphasize politeness and prudence in communicating.

Expressive Speech Acts of Praise

a. Expressive Speech Acts of Praise in Introverted Students

Based on the results of observations during the Indonesian language learning process in class X Digital Business 4 SMKN 10 Surabaya, it was found that there was the use of expressive speech in the form of praise delivered by students with introverted personality characteristics. The act of praising arises when students respond positively to the learning process that takes place, especially to the way the teacher delivers the material. Although introverted students are known to have a tendency to be calmer and less emotional, they are still able to give appreciation through polite and controlled speech.

Table 4. Data on Expressive Speech Praise in Introverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"Mom, that was a pretty good explanation, so I understand it a little bit."	Students give responses after the teacher finishes explaining the learning material.	Show appreciation for the teacher's explanation that helps students understand the material.

Based on the data in the table, it was found that there was a form of expressive speech to praise used by students. The speech shows a positive attitude towards the learning that has been carried out by teachers. The use of the word "fairly clear" shows that students give good judgment to the explanations received, but are delivered in a simple and not exaggerated way.

In the speech "Mom, the explanation is quite clear, so I understand a little," introverted students show a sense of appreciation for the teacher's efforts in delivering the material. However, the choice of words "not bad" and "a little understanding" illustrates that students are still introverted and cautious in conveying their assessments. Students do not directly use highly expressive expressions, but choose more neutral and simple words. This shows that there is a tendency for introverts to consider their choice of words before expressing their opinions.

When analyzed based on John R. Searle's theory of expressive speech, the speech is included in the category of expressive speech acts of praise because it is used to express psychological attitudes in the form of satisfaction and appreciation for something that is

considered good. In the context of learning, the praise given by students shows that there is a positive communication relationship between students and teachers.

The characteristics of introverted students can be seen in the way they deliver praise more calmly, show less enthusiasm, and emphasize more on the content of the message than on emotional expression. Introverted students tend to observe and consider their learning experiences first before giving feedback to the teacher. Therefore, the form of praise that appears is more simple, subtle, and shows a reflective attitude.

In addition, the use of short and polite speech showed that introverted students were still able to express appreciation in learning activities, even though the intensity of the expressions displayed was lower than that of extroverted students. Thus, the act of praising in introverted students is more of a form of appreciation that is conveyed carefully and in a controlled manner according to their personality character.

b. Expressive Speech Acts of Praising Extroverted Students

Based on the results of observations made in the Indonesian language learning process, it was found that students with extroverted personality traits also used expressive speech acts of praise as a form of positive response to learning. In contrast to introverted students, extroverted students show compliments more openly and are accompanied by stronger emotional expressions. This shows the character of extroverted students who tend to easily express their feelings and opinions directly.

Table 5. Data on Expressive Speech Praise in Extroverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"Wow, Mom, how to explain it to you is so good, you can understand it right away!"	Students respond after receiving an explanation of the material from the teacher.	Show admiration and appreciation directly for the way the teacher delivers the material.

Based on the data in the table, it was found that a form of expressive speech was praised used by extroverted students. The speech showed a sense of satisfaction and appreciation for the method of delivering material carried out by the teacher. In contrast to introverted students who use simpler sentences, extroverted students display compliments with more expressive and enthusiastic word choices.

In the speech "Wow Mom, the way to explain Mommy is really good, so you understand right away!", the use of the word "wow" is a sign of spontaneous expression in the form of admiration and pleasure. In addition, the phrases "very tasty" and "immediately understood" reinforce that students give a very positive assessment of the learning activities that have taken place. The speech not only conveys information that the material is easy to understand, but also shows the positive emotions that students feel at that time.

According to John R. Searle's theory of expressive speech, speech is included in the act of expressive speech praising because it has the function of expressing feelings of pleasure, admiration, and appreciation for the actions or abilities of others. In the context of learning, praise from students can be an indicator that the communication process between teachers and students is going well and the material delivered can be received effectively.

The characteristics of the extrovert personality are clearly seen in the form of speech. Extroverted students have a tendency to be more open in expressing opinions, more confident when speaking, and more likely to show positive emotions to others.

Therefore, the form of praise delivered tends to use more spontaneous, enthusiastic, and emotional expressions.

In addition, the activeness of extroverted students in interacting makes them not hesitate to express their appreciation directly to the teacher in front of the class. The praise expressed is part of a social interaction that shows the involvement of students in the learning process. Thus, expressive speech acts of praise in extroverted students emphasize aspects of openness, spontaneity, and stronger emotional expression compared to introverted students.

Expressive Speech Acts of Thanking

a. Expressive Speech Acts of Thanking Introverted Students

Based on the results of observations made during the Indonesian language learning process in class X Digital Business 4 SMKN 10 Surabaya, it was found that the use of expressive speech in the form of expressions of gratitude was conveyed by students with introverted personality characteristics. The act of saying thank you appears as a form of student appreciation for the help, explanation, and information provided by the teacher during the learning activity. Through these speeches, students show a feeling of pleasure and appreciation for the learning experience obtained.

Table 6. Data on Expressive Speech Acts Thanking Introverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"Thank you ma'am, I'm slowly getting better."	Students expressed their appreciation after the teacher gave additional explanations about the material that had not yet been understood.	Show gratitude and appreciation for the teacher's assistance in improving students' understanding of learning materials.

Based on the data in the table, it was found that an expressive speech act of thanking was used by an introverted student. The utterance shows that the student expressed appreciation for the teacher's efforts in providing explanations and assistance during the learning process. The use of the phrase "thank you" indicates a positive emotional response in the form of gratitude and appreciation for an action that benefits the speaker.

In the utterance "Thank you, Ma'am, I have become more understanding slowly," the student not only expresses gratitude but also describes a change in understanding after receiving an explanation from the teacher. The expression "I have become more understanding slowly" indicates the student's awareness of the learning process and the perceived benefit of the teacher's explanation. Thus, the utterance contains both an expression of gratitude and a reflection on the student's learning experience.

Based on John R. Searle's theory of expressive speech acts, the utterance belongs to the category of thanking because it functions to express the speaker's psychological state in the form of gratitude and appreciation toward an action that benefits the speaker. In the context of learning, such an expression of gratitude can support positive interpersonal relationships between students and teachers. The utterance therefore demonstrates that expressive speech acts can simultaneously convey emotional responses and reflect students' experiences during classroom interaction.

The introverted personality characteristic is reflected in the way gratitude is expressed, which tends to be simple, calm, and relatively restrained rather than accompanied by strong emotional displays. This finding is consistent with recent research on personality and communication styles suggesting that introversion is often

associated with more reserved interpersonal communication, greater reflection before speaking, and less overt emotional expression (Annisa et al., 2024; Fadillah et al., 2022). In contrast to communication styles commonly associated with extroversion, which tend to involve greater verbal activity, spontaneity, and direct emotional expression, the utterance in this study shows a more controlled form of gratitude. However, this does not mean that introverted students have weaker emotional responses; rather, their emotions may be communicated through more concise and measured verbal expressions.

The finding also complements previous research indicating that personality differences can influence how individuals express themselves in social interactions (Sirajuddin et al., 2023; Thanh Thao et al., 2024). Compared with the more spontaneous and explicit communication typically associated with extroverted individuals, the introverted student's expression in this study emphasizes politeness, clarity, and reflection. The relatively short utterance conveys gratitude without excessive elaboration, while the additional statement about gradually understanding the material reveals an internal reflection on the learning experience. Thus, the finding extends previous discussions of personality and communication by showing how differences in communication style can be observed not only in the amount of verbal participation but also in the pragmatic form and manner of expressing gratitude in classroom interaction. The act of thanking produced by the introverted student can therefore be understood as a reflective, polite, and controlled form of expressive communication that is consistent with a calmer interactional style.

b. Expressive Speech Acts of Thanking Extroverted Students

Based on the results of observations during Indonesian language learning, it was found that students with extroverted personality traits also used expressive speech in the form of gratitude. This speech act appears as a form of appreciation for the teacher's explanation which is considered to help students understand the material. However, in contrast to introverted students, extroverted students show gratitude in a more open, spontaneous way, and show stronger positive emotions.

Table 7. Expressive Speech Data Thanking Extroverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"Thank you very much ma'am, the material is very easy to understand!"	Students expressed their appreciation after receiving an explanation of the material from the teacher and found it easy to understand the material.	Showing gratitude, satisfaction, and appreciation openly for the learning methods provided by the teacher.

Based on the data, an expressive speech act of thanking was also found among the extroverted students. The utterance shows satisfaction with the learning process and appreciation for the teacher's explanation. Compared with the utterance produced by the introverted student, the extroverted student's expression contains stronger intensifying expressions, indicating a more explicit and enthusiastic way of communicating positive feelings.

In the utterance "Thank you very much, Ma'am, the material is very easy to understand!", the phrase "thank you very much" emphasizes the student's appreciation for the teacher's assistance. Meanwhile, the expression "very easy to understand" conveys satisfaction and enthusiasm toward the teacher's explanation. The use of intensifying expressions indicates that the student communicates positive feelings

directly and explicitly. The utterance therefore conveys not only gratitude but also an immediate positive evaluation of the learning experience.

According to John R. Searle's theory of expressive speech acts, the utterance belongs to the category of thanking because it functions to express the speaker's gratitude and appreciation toward an action that benefits the speaker. In the learning context, the utterance also demonstrates a positive interpersonal response between the student and teacher. The combination of gratitude and positive evaluation suggests that the expressive speech act serves both an emotional and interpersonal function in classroom interaction.

The characteristic of extroverted personality is reflected in the student's relatively spontaneous, open, and emotionally explicit expression of gratitude. This finding is consistent with studies of personality and communication styles that associate extroversion with greater verbal engagement, more active interpersonal interaction, and a greater tendency to express thoughts and emotions openly (Fadillah et al., 2022; Annisa et al., 2024). In contrast, the introverted student's expression of gratitude in the previous data was more concise, restrained, and reflective. Thus, the difference between the two utterances is not the presence or absence of gratitude, but the degree of explicitness, emotional intensity, and elaboration used to communicate it.

This finding also complements previous research suggesting that personality characteristics can be reflected in individuals' communication patterns and levels of verbal expressiveness (Sirajuddin et al., 2023; Thanh Thao et al., 2024). Compared with the introverted student's relatively controlled expression, the extroverted student's use of "very much" and "very easy to understand" demonstrates a more emphatic and spontaneous communication style. However, this finding should not be interpreted as indicating that all extroverted students communicate more emotionally than all introverted students. Rather, within the context of this study, the extroverted student demonstrated a more explicit and enthusiastic form of thanking. This comparison shows that personality differences may be reflected not only in students' willingness to participate in classroom interaction but also in the pragmatic intensity and linguistic choices used to express positive emotions.

Expressive Speech Acts of Complaining or Expressing Dissatisfaction

a. Expressive Speech Acts of Complaining to Introverted Students

Based on the results of observations during the Indonesian language learning process in class X Digital Business 4 SMKN 10 Surabaya, it was found that there was a use of expressive speech in the form of complaints submitted by students with introverted personality characteristics. Complaining speech occurs when students experience difficulties, confusion, or feelings of discomfort with the material and the ongoing learning process. Nonetheless, introverted students do not complain excessively, but rather use more subtle choice of words and show doubts about their own abilities.

Table 8. Data on Expressive Speech Actions Complaining in Introverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"I'm a little confused about this material, I'm afraid I'm going to make a mistake."	Students conveyed difficulties when understanding the material given by the teacher during the lesson.	Showing confusion, lack of confidence, and concern about the possibility of making mistakes in understanding the material.

Based on the data in the table, it was found that there is a form of expressive speech to complain used by introverted students. The speech shows the existence of a psychological state in the form of confusion and worry felt by students when facing learning materials that are considered difficult. The use of the word "somewhat confused" suggests that students convey their difficulties indirectly and with a lower level of expression.

In the speech "I am a bit confused about this material, afraid of making mistakes," the student not only conveyed that he did not understand the material, but also showed anxiety about the possibility of giving inappropriate answers. The phrase "fear of making mistakes" describes the tendency of students to be more careful and consider the risk of mistakes before expressing their opinions.

If analyzed based on John R. Searle's theory of expressive speech, the speech is included in the category of expressive speech of complaining because it serves to express the speaker's psychological condition in the form of discomfort, difficulty, and dissatisfaction with the situation being experienced (Erfiani et al., 2024; Purba et al., 2026). In the context of learning, the complaint does not aim to reject the learning process, but as a form of conveying feelings that arise due to obstacles in understanding the material.

The characteristics of introverted personalities can be seen from the way students convey complaints that are more focused on their internal conditions. Introverted students tend to associate the difficulties experienced with personal abilities, so expressions appear that indicate a lack of confidence, such as fear of making mistakes. This shows that introverted students evaluate themselves more than blaming outside factors.

In addition, the choice of words used by introverted students appears to be gentler and more considerate. They did not directly say that the material given was difficult or confusing, but used more polite expressions such as "a bit confused." The way of delivery shows a careful attitude in maintaining communication relationships with teachers.

Thus, the act of expressive speech complaining in introverted students describes a form of complaint that is reflective and self-feeling-oriented. The complaint shows that there is a student's awareness of their limitations and a desire to get a better understanding in the learning process.

b. Expressive Speech Acts of Complaining to Extroverted Students

Based on the results of observations in Indonesian language learning activities, it was found that students with extroverted personality traits also used expressive speech actions in the form of complaints when experiencing problems in understanding the material. In contrast to introverted students, extroverted students tend to express complaints more openly and spontaneously. Despite revealing difficulties, extroverted students still show a positive attitude towards ongoing learning activities.

Table 9. Data on Expressive Speech Acts Complaining to Extroverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"Mom, it was a bit of a mess, but it's still interesting."	Students provide responses to learning materials that are considered difficult to understand.	Show difficulty with the learning material, but still give a positive assessment of the material.

Based on this data, it was found that a form of expressive speech to complain was used by extroverted students. The speech shows a psychological condition in the form of difficulties with learning materials. However, in contrast to the complaints of introverted students who show more doubts about their own abilities, extroverted students focus more on the learning conditions or situations they are facing.

In the speech "Ma'am, the material was a bit complicated, but still interesting," the use of the word "complicated" indicates a complaint about the level of difficulty of the material studied. However, students still add the phrase "remain interesting" as a form of appreciation for the material and learning process. This shows that students not only express discomfort, but also give balanced assessments.

According to John R. Searle's theory of expressive speech, speech is included in the act of expressive speech complaining because it describes the psychological state of the speaker who feels that he is having difficulty with a certain situation (Febrianti et al., 2025; Hafidah, 2021). The complaints submitted are a means for students to express their learning experiences during learning.

The characteristics of extroverted personalities can be seen from the use of more direct and spontaneous language. Extroverted students tend to be more courageous in expressing their opinions about something they feel without hiding their emotions too much. Therefore, it is easier for them to convey that the material feels "complicated" or difficult to understand.

Despite this, extroverted students still show the ability to maintain politeness in communicating. This can be seen from the addition of the phrase "still interesting" which shows that the complaints submitted are not a form of rejection of learning, but an honest response to the learning experience experienced.

Thus, the act of expressive speech complaining in extroverted students shows a more open form of expression and is oriented to the learning conditions experienced. Meanwhile, introverted students show more complaints related to worrying about their own abilities. These differences show that personality traits influence how students express discomfort during the learning process.

Expressive Speech Acts of Criticism

a. Expressive Speech Acts of Criticism in Introverted Students

Based on the results of observations made during the Indonesian language learning process in class X Digital Business 4 SMKN 10 Surabaya, it was found that students with introverted personality traits also used expressive speech in the form of criticism. Critical speech occurs when students respond to the learning process that is perceived to be not in accordance with their needs or level of understanding. However, the characteristics of introverted students who tend to be careful and consider the feelings of others cause the criticism conveyed not to be carried out directly or using words of blame. On the other hand, introverted students prefer a smooth form of speech and still maintain politeness in communicating with teachers.

Table 10. Data on Expressive Speech Criticizing in Introverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"Perhaps it was a little too soon, ma'am."	Students responded after having difficulty following the teacher's explanation which was delivered at a fairly fast tempo.	Showing subtle criticism of the way the material is delivered by the teacher without the intention of blaming.

Based on the data presented in table 10, introverted students were found to employ expressive criticism when responding to the learning process. The utterance reflects an evaluation of the instructional process, particularly the teacher's pace in explaining the material. Although the students indicated that the explanation did not fully correspond to their learning needs, the criticism was expressed in a polite, cautious, and non-confrontational manner.

In the utterance, "Maybe the explanation was a bit quick, ma'am," the use of the word "maybe" functions as a mitigation marker that softens the criticism. Rather than presenting the evaluation as an absolute judgment, the student frames it as a personal perception. This linguistic choice indicates caution in expressing disagreement and reduces the potential face-threatening effect of the criticism. Similarly, the phrase "a bit quick" minimizes the degree of criticism by presenting the teacher's explanation as only slightly faster than the student's preferred pace. Thus, both expressions contribute to a communication strategy that conveys dissatisfaction while maintaining politeness toward the teacher.

From the perspective of John R. Searle's theory of expressive speech acts, the utterance can be categorized as an expressive act of criticizing because it conveys the speaker's psychological attitude toward a particular situation, namely dissatisfaction with the pace of instruction (Nurhaliza et al., 2023). In the classroom context, however, the criticism should not be interpreted solely as an expression of dissatisfaction. It also functions pragmatically as feedback intended to communicate the student's learning difficulty and encourage adjustments in the delivery of instructional material.

The findings also indicate that the students' introverted personality characteristics may be reflected in the manner in which criticism is communicated. Their criticism tends to be indirect, gentle, and carefully formulated rather than confrontational. The students appear to consider the possible interpersonal consequences of their utterances and therefore employ mitigating expressions to avoid directly threatening the teacher's face. This pattern is consistent with the view that introverted individuals may prefer more restrained forms of interpersonal communication, particularly in situations involving evaluation or disagreement.

The criticism focuses primarily on the students' personal learning experiences rather than directly attributing fault to the teacher. Instead of stating that the teacher explained the material incorrectly or too quickly, the student frames the issue through a subjective evaluation of the pace of explanation. This distinction is pragmatically important because it allows the student to communicate a problem while maintaining a respectful relationship with the teacher. The utterance therefore demonstrates how criticism can be constructed as constructive feedback rather than as direct confrontation.

Nevertheless, this finding should not be interpreted as indicating that all introverted students necessarily communicate criticism in an indirect or highly polite manner. Personality does not operate independently of situational and contextual factors, such as the student's relationship with the teacher, classroom norms, familiarity with the interlocutor, and the perceived seriousness of the issue being discussed. Therefore, the present finding represents a tendency observed in the analyzed data rather than a universal characteristic of introverted students. This contextual limitation is important when comparing the finding with previous studies that may report different patterns of speech behavior among introverted learners.

Overall, the expressive speech act of criticizing employed by introverted students is characterized by caution, mitigation, and consideration of interpersonal relationships. The students communicate dissatisfaction with the learning process without explicitly blaming the teacher, using linguistic forms that reduce the intensity of the criticism. Consequently, the criticism serves a dual function: expressing the students' psychological response to the instructional process and providing constructive feedback regarding their learning needs. This finding demonstrates that the realization of expressive speech acts is shaped not only by the communicative intention of the speaker but also by personality tendencies and the social context in which the utterance occurs.

b. Expressive Speech Acts of Criticism in Extroverted Students

Based on the results of observations during Indonesian language learning activities, it was found that students with extroverted personality traits also used expressive speech in the form of criticism. In contrast to introverted students who tend to convey criticism indirectly, extroverted students are more open in providing opinions and suggestions on the learning process. This is influenced by extroverted characters who are more active in communicating and have the courage to convey their thoughts to others.

Table 11. Data on Expressive Speech Acts of Criticizing Extroverted Students

Yes	Speech Data	Speech Context	Expressive Meaning
1	"If you can, ma'am, give me more examples so that you can understand better."	Students provide input to the teacher so that the material is easier to understand through additional examples.	Showing criticism delivered directly in the form of suggestions to improve learning effectiveness.

Based on the data in the table, it was found that there was a form of expressive speech to criticize used by extroverted students. The speech shows a response to the learning process that still needs adjustment so that students can gain a better understanding. In contrast to introverted students' criticism which highlights their personal perceived difficulties, extroverted students are more active in providing solutions or suggestions to the situation at hand.

In the speech "If possible, ma'am, give more examples so that you can understand better," students directly expressed their hope that teachers would add examples in the process of delivering material. The use of the phrase "if possible" shows that even though students express criticism openly, students still pay attention to politeness in communicating with teachers. The criticism does not contain an element of blame, but rather leads to giving suggestions aimed at improving the quality of learning.

According to John R. Searle's theory of expressive speech, speech is included in the act of expressive speech criticizing because it describes the speaker's assessment of a situation that is considered to need to be improved (Asrawaty et al., 2022; Suta et al., 2025). In learning situations, criticism submitted by students can be a form of evaluation that is useful for teachers to find out the needs and difficulties experienced by students while receiving material.

The characteristics of extroverted personalities can be seen through the courage of students to express opinions directly. Extroverted students tend to be more comfortable with two-way communication and don't hesitate to express what they feel during learning. Therefore, the criticism given is clearer and accompanied by solutions that are considered to help the learning process be more effective.

In addition, the openness of extroverted students in expressing criticism shows a high level of involvement in learning activities. They are not only recipients of information, but also play an active role in responding to the learning methods applied by teachers. This shows that open communication can create more dynamic learning interactions.

Thus, the act of expressive speech criticizing in extroverted students shows a more open, active, and direct communication character compared to introverted students. Extroverted students tend to deliver criticism in the form of suggestions aimed at improving the learning process, while introverted students prefer to convey criticism in a subtle and thoughtful manner in order to maintain politeness in communication relationships with teachers.

This difference can be explained through personality theory which states that introverted individuals tend to be introverted, reflective, and cautious in communicating, while extroverted individuals tend to be open, expressive, and spontaneous in expressing opinions (Sukatin et al., 2023; Wulan et al., 2025). In the context of learning, introverted students consider the aspects of politeness and the risk of speech errors, while extroverted students emphasize direct emotional expression without many complex linguistic considerations. The results of this study are supported by several previous studies that are relevant to the study of expressive speech and personality in communication.

Research (Subtinanda & Yuliana, 2023) explains that extroverted and introverted personalities have differences in communication patterns. Extroverted individuals tend to be active, spontaneous, and expressive, while introverted individuals are more calm, introverted, and cautious in delivering speech. These findings are relevant to the results of a study that shows that there are differences in expressive speech styles between introverted and extroverted students in the classroom. In addition, the research (Anggraeni et al., 2022; Lailiyah, 2021) stating that the act of expressive apology does not only serve as an expression of regret, but also as a polite strategy to maintain social relations and harmonious communication. This is in line with the findings of this study which shows that students use apologies as a form of maintaining a good relationship with teachers. Research (Maulia & Suryadi, 2024; Rahayu, 2020) it was also found that the apology speech strategy was influenced by social factors and the speaker's character, resulting in variations in speech forms in the same situation. This reinforces the results of the study that introverted and extroverted students have differences in how to express expressive speech in class. Thus, the three previous studies reinforce that expressive speech in learning is not only influenced by the context of the situation, but also by the speaker's personality factors, resulting in variations in forms of communication between introverted and extroverted students .

CONCLUSION

Fundamental Finding

Based on the results of the analysis of expressive speech acts in Indonesian language learning in Class X Digital Business 4 at SMKN 10 Surabaya, differences were found in the use of expressive speech acts between introverted and extroverted students, particularly in apologizing, praising, thanking, expressing pleasure, complaining, criticizing, and expressing misunderstanding or doubt. Introverted students tended to use speech that was more careful, polite, and oriented toward self-evaluation. This was

reflected in their use of more subtle and thoughtful expressions when conveying apologies, complaints, criticisms, and misunderstandings. In contrast, extroverted students tended to use expressive speech acts that were more open, spontaneous, and expressive. They more directly and enthusiastically conveyed praise, pleasure, gratitude, criticism, and complaints. These findings indicate that personality differences are reflected in the way students express feelings, attitudes, and judgments during Indonesian language learning.

Implication

The findings imply that students' personality characteristics should be considered in understanding classroom communication. Differences in expressive speech acts between introverted and extroverted students indicate that teachers need to recognize variations in students' communication styles and provide opportunities for both groups to express their thoughts and feelings. From a pragmatic perspective, the findings also demonstrate that expressive speech acts are influenced not only by the communicative context but also by individual characteristics. Therefore, understanding students' expressive speech can support more inclusive and responsive Indonesian language learning interactions.

Limitation

This study has several limitations. First, the research involved only four students, consisting of two introverted and two extroverted students, from one class at SMKN 10 Surabaya. Therefore, the findings cannot be generalized to all Indonesian language learners or to students with different educational and social backgrounds. Second, the study focused specifically on expressive speech acts during Indonesian language learning and did not examine other types of speech acts or communication contexts outside the classroom. These limitations should be considered when interpreting the findings.

Future Research

Future research can involve a larger number of participants from several classes or schools to obtain a broader understanding of the relationship between personality and expressive speech acts. Further studies may also compare other personality characteristics and examine different types of speech acts, such as assertive, directive, commissive, and declarative acts. In addition, future research could investigate expressive speech acts across different learning contexts, subjects, or communication settings to provide a more comprehensive understanding of the interaction between personality, language use, and classroom communication.

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