



Original Research

Influence of Introverted and Extroverted Personalities on English Learning Interaction for Elementary School Students

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Abstract

This study examines how introverted and extroverted personalities impact the interaction of learning English at the elementary school level in Indonesia. By using a quantitative method approach through surveys, this research seeks to understand how students' personality traits affect their involvement in learning English. 300 fifth grade public elementary school students in Cirebon City were given a personality assessment questionnaire to identify introverted and extroverted students. Information about students' English learning interactions was collected through observation and self-report measurements. Data analysis used to analyze survey data using multiple linear regression assisted by SmartPLS version 3 includes the use of descriptive statistics, Outer Model Testing and Inner Model Testing. The study revealed that introvert students tend to experience higher levels of anxiety and prefer solitary learning, while extrovert students show more enthusiasm and prefer group activities in English learning interactions. Introverted and extroverted students face challenges in their language learning, such as expressing themselves and finding opportunities to practice. This finding has important implications for English language education in Indonesian primary schools. Educators can use these results to tailor instructional approaches and create inclusive learning environments that meet the diverse needs of introverted and extroverted students. Understanding the influence of personality on language learning interactions can also lead to strategies that enhance student engagement and facilitate effective language acquisition. In conclusion, this study highlights the influence of introverted and extroverted personalities on the interaction of learning English in Indonesian elementary schools. These findings contribute to the teaching of English that teachers should give different treatment to students considering that students have introverted and extroverted personalities.

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1. Introduction

English is an important international language in global communication, and mastery of English is highly desirable in the current era of globalization (Pajarwati et al., 2021; Akhter et al., 2020; Tang, 2020). As for (Thi Ngu et al., 2021; Mutiah et al., 2020; Wahyuningsih & Afandi, 2020) define English as an important subject in the education curriculum in Indonesia, and effective interaction in language learning that plays an important role in developing students' language skills. Learning English is important to be carried out in elementary schools. Elementary school is the initial stage for students starting to learn English, and good interaction in learning English at this level is very important to form a solid foundation in students' language skills (Goldenberg, 2020). However, each student has a unique personality, and their personality

can influence the way they interact in learning English (Getie, 2020; Wang & Chen, 2020; Fandiño et al., 2019; Yu, 2021). Apart from that, there is still little research that specifically examines the influence of student personality, especially introverted and extroverted personalities, through the interaction of learning English at the elementary school level.

There is little previous research that examines students' personalities, and tends to focus more on teaching methods, curriculum, or other factors that influence English language learning (Zubkov, 2020; Galloway & Numajiri, 2020; Murphy & Torff, 2019), so it is deemed necessary to conduct research which is more deeply related to student personality which can influence English learning outcomes at the elementary school level.

Introverted and extroverted personalities have a big influence on the way individuals interact and learn, as has been stated in previous research (Getie, 2020; Mustoip et al., 2023; Zheng et al., 2020). Several studies have shown that introverted students tend to have a preference for independent learning and tend to experience anxiety in social interactions (Hasan & Yulianti, 2019; Abe, 2020; Yang, 2021). On the other hand, research also shows that extroverted students tend to be more enthusiastic in interactions and prefer group activities (Giyazova, 2022; Rahayu, 2020). Other research adds that there are individual personality variations and not all introverted or extroverted students show the same patterns in English learning interactions (Almusharraf & Almusharraf, 2021; Setiawan, 2022; Kanero et al., 2022). This shows the need for a more specific approach to investigate the influence of introverted and extroverted personalities on the interaction of learning English in Indonesian elementary schools.

The novelty of this study lies in its particular focus on the influence of introverted and extroverted personalities on the interaction of learning English at the elementary school level in Indonesia. In the context of English language education. These findings contribute to the teaching of English that teachers should give different treatment to students considering that students have introverted and extroverted personalities.

By bringing out the influence of introverted and extroverted personalities on English learning interactions, this research provides deeper insight into how individual personality characteristics influence the way students participate and are involved in learning English. This can provide a better understanding of the preferences and challenges faced by introverted and extroverted students in the context of learning English in elementary schools.

Therefore, this research contributes to the understanding of English language learning interactions at the elementary school level, with a focus on the influence of introverted and extroverted personalities. It is hoped that the results of this research can provide insight to educators and policy makers in designing more effective and inclusive learning strategies that can accommodate the needs and preferences of introverted and extroverted students in acquiring good English language skills.

The following below are the results of the hypothesis testing obtained.

- 1) **Hypothesis 1.** If you look at the Introvert Personality T Statistics value \rightarrow English learning interaction of $6.786 > 1.970$ and also the P Values of $0.013 < 0.05$ then H_a is accepted and H_o is rejected which means that there is a significant influence given by children who have Introvert Personality on interaction abilities learn english students.
- 2) **Hypothesis 2.** If you look at the Extrovert Personality T Statistics value \rightarrow English learning interaction of $8.887 > 1.970$ and also the P Values of $0.003 < 0.05$ then H_a is accepted and H_o is rejected which means that there is a significant influence given by children who have extroverted personalities on interaction abilities learn english students.

2. Literature Review

2.1 Extrovert and introvert personality

2.1.1 Extrovert personality

According to Robin, personality is defined as a combination of all the ways an individual responds and interacts with other people, or as the internal organization of a person's psychological processes and behavioral tendencies (Kuhl et al., 2021). Eysenck, in Alwisol's opinion, defines personality as the actual and potential behavioral patterns of an organism, which are influenced by heredity and environmental

factors (Back, 2021). In contrast, Carl Gustav Jung views personality as the totality of thoughts, feelings and behavior, both conscious and unconscious, which function as a guide for adapting to the environment.

The personality theory proposed by Carl Gustav Jung suggests that humans can be divided into two main groups, namely Introverts and Extroverts, based on the orientation of the individual's soul. Extrovert, according to Jung, refers to individuals who are more focused on the world outside themselves and tend to be influenced by their environment (Roberts et al, 2022). They show a positive attitude towards society, are easy to get along with, and have smooth relationships with other people.

Thus, a person is categorized as an extrovert when their orientation is more directed outside themselves, is influenced by the objective world, has a positive attitude towards the social and non-social environment, and has a stable personality pattern that contributes positively to stability in choosing a position. Individuals with an extrovert personality type tend to prioritize truth and concreteness in their views. They not only consider themselves, but also pay attention to the needs and views of others. These extroverts are not limited by their personal thoughts and opinions. On the other hand, individuals with an introverted personality type tend to limit themselves with their personal thoughts and opinions. They have the ability to think critically and carefully, but it is often subjective.

Eysenck, while explaining the characteristics of extroverts, said that they have good socialization skills, like to joke, are quick to think, optimistic, and other traits that show appreciation for social relationships. On the other hand, introverted individuals tend to be quiet, passive, less social, careful, closed, attentive, pessimistic, peaceful, calm and controlled (Fitri et al, 2022). The fundamental differences between extroverts and introverts lie not only in behavior, but also in basic biological and genetic traits. Eysenck's view shows that the extrovert personality type can be explained through six dimensions, namely Activity, Sociality, Risk Taking, Persistence, Self-Expression, and Practicality. Each dimension reflects typical extroverted personality traits, such as a tendency toward physical activity, comfort in social situations, courage to face risks, impulsive tendencies, open emotional expression, and a tendency to apply concepts directly rather than analyzing them theoretically.

2.1.2 Introvert personality

Individuals with introverted personalities tend to have an orientation focused within themselves, with thoughts, feelings and actions that are mainly influenced by subjective factors. They are less adapted to the outside world, are introverted, have difficulty socializing, have difficulty relating to other people, and often cannot attract the attention of others. Despite this, their adjustment to their inner life is considered good and educated.

Introverts tend to act carefully and calculatingly. They have more self-focused attention, where all their attention is directed towards their inner life. Eysenck added that introverted individuals tend to have a view that is focused on themselves and have less contact with the surrounding environment (Nopiana et al, 2022).

Individuals with an introverted personality type have a tendency to think better by processing information using their own minds. They learn to be more effective individually and tend to require calm situations. Characteristics of introverts include an interest in private thoughts and feelings, a quiet and thoughtful appearance, a tendency to have few friends, difficulty building new relationships, a liking for concentration and solitude, and a disliking of unexpected visits.

Jung's theory, highlights several characteristics of introverted individuals. They tend to withdraw in emotional or conflict situations, prefer to think about themselves rather than talk to others, are cautious, pessimistic, critical, and try to maintain their good nature (Hendraningrat and Fauziah, 2020). Introverts have a calm nature, like to take care of themselves, be careful, thinkers, lack confidence in impulsive decisions, like to live regularly, like to reflect, tend to worry, are rigid, simple, pessimistic, like to be alone. , less sociable, quiet, passive, careful, considerate, peaceful, controlled, reliable, and able to control oneself. Thus, people with introverted personalities find it difficult to adapt to their surrounding environment and are more influenced by their own world (subjective) than the outside world (objective). Jung also coined the term "ambivert" for individuals who have both introverted and extroverted traits.

Understanding the influence of introverted and extroverted personality traits on English learning interactions is very important in creating an effective language learning environment (Anggraini et al., 2022; Wuryantari Winasih et al., 2019). A number of studies have explored the characteristics and behaviors associated with introverted and extroverted personalities. Introverts are generally described as individuals

who get energy from solitary activities, prefer deep reflection, and may display higher levels of anxiety (Mustoip, 2023; Rahmat, 2021). On the other hand, extroverts tend to thrive in social settings, seek external stimulation, and display higher levels of enthusiasm and assertiveness. (Shehni & Khezrab, 2020; Aghina et al., 2019). The concepts of introversion and extroversion are frequently discussed within the framework of personality psychology, with influential theories such as Carl Jung's psychological type theory and the Five Factor Model (FFM) of personality. This framework provides a basis for understanding the underlying traits and behaviors associated with introverted and extroverted personalities.

Previous research has shown that introverted and extroverted individuals display different behavior patterns in various contexts, including educational environments (Azadipour, 2019; Andriella et al., 2021). Introverts prefer solitary learning environments, show higher levels of anxiety in group activities, and excel at tasks that require focused attention. Extroverts, on the other hand, thrive on social interaction, engage actively in group activities, and may face challenges in tasks that require prolonged concentration.

This literature review explains the background regarding the influence of introverted and extroverted personalities on English language learning interactions in elementary schools in Indonesia. By addressing research gaps and inconsistencies in previous research, this investigation aims to provide a deeper understanding of how introverted and extroverted traits influence students' language participation, engagement, and mastery in the specific context of English language learning at the elementary school level in Indonesia.

2.2 Learning interactions

Learning interactions play an important role in language education, shaping student engagement, participation, and language acquisition. A substantial body of literature has researched learning interactions in a variety of educational settings. Researchers have explored the role of teacher-student interaction, student-student interaction, and technology-mediated interaction in promoting active learning, collaboration, and language development (Borokhovski et al., 2016; Hung, et al., 2022; Belda-Median, 2021). Theoretical frameworks such as social constructivism and sociocultural theory have been influential in understanding the dynamics of learning interactions (Chong et al., 2022). Learning interactions cover a wide range of activities and processes, including class discussions, collaborative projects, exchange of feedback, and peer interactions (Wut & Xu, 2021). This theoretical framework emphasizes the social dimensions of learning, highlighting the importance of social interaction, scaffolding, and the negotiation of meaning in language acquisition.

Previous research has demonstrated the importance of interactive learning in promoting language development. Positive teacher-student interactions, such as effective questioning techniques and responsive feedback, can enhance students' language proficiency and engagement (Li et al., 2019). Likewise, peer interaction provides opportunities for negotiating meaning, collaborative problem solving, and language practice. Existing research on learning interactions has contributed valuable insights into the dynamics and outcomes of various interactional processes (Burini & Silvana, 2019).

Significant research gaps exist regarding the interaction of learning in the context of English education. This study specifically explores the dynamics of learning interactions in English classes, particularly in the context of language education in non-native English-speaking countries such as Indonesia. Further investigation is needed to understand how learning interactions contribute to language acquisition and classroom engagement in this particular context.

While many studies highlight the positive impact of learning interactions on language development, some evidence suggests that the quality and nature of interactions can vary (Hoerudin, 2022; Iskandar, 2021; Pelau et al., 2021). Conflicting findings exist regarding the optimal balance between teacher-led interaction and student-centered interaction, as well as the role of technology-mediated interaction in language learning.

3. Method

This research method uses the correlation method involving three variables, namely two independent variables and one dependent variable. The research was conducted through a six-month survey to understand the influence of students' personality traits on their involvement in learning English (Story & Tait, 2019). This research was conducted in 15 public elementary schools in five sub-districts in Cirebon City, with a total population of 4055 respondents. The selection of these schools was based on the consideration of taking a sample of 3 schools that had excellence in the field of English from each sub-

district. The research sample consisted of 300 respondents, who were selected using the Slovin formula sampling method. This is done to ensure adequate representation of introverted and extroverted students.

The data collection technique used was a questionnaire with 5 indicators each for children with introverted personalities, 5 indicators for children with extroverted personalities, and 10 indicators to measure student self-confidence. The instruments used in this study included a personality assessment questionnaire to identify introverted and extroverted students. The questionnaire has been validated and is reliable, as well as observation lists and student self-reports are used to collect data on English learning interactions.

The data analysis technique used to examine the relationship between the independent variables and the dependent variable is multiple linear regression. Data processing was carried out using the SmartPLS version 3 application. The data collected from the survey was analyzed using a quantitative method approach. Quantitative analysis involves using descriptive statistics, such as mean and frequency, to examine patterns and differences between introverted and extroverted students. Quantitative data analysis also involved the use Outer Model Testing and Inner Model Testing to compare differences between introverted and extroverted students in English learning interactions.

4. Results

4.1 Outer Model Testing

The testing phase of the measurement model includes testing for Convergent Validity, Average Variance Extraced (AVE), Discriminant Validity and Composite Reliability. The results are as follows.

a. Convergent Validity

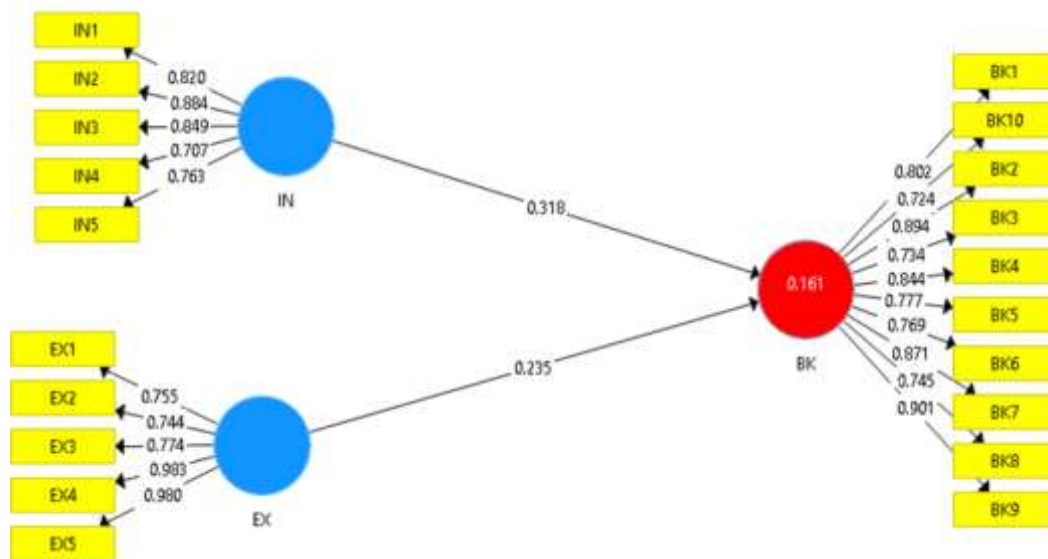


Figure 1. Convergent Validity Results

Based on the picture above, it can be obtained that the value of all loading factor values of all indicators for the construct is more than 0.70, so it can be said to meet the requirements of convergent validity.

b. Average Variance Extrad (AVE)

The results for the Average Variance Extraced (AVE) value are obtained as follows:

Table 1. Value of Average Variance Extraced (AVE)

Variable	Average Variance Extraced (AVE)
Introverts (X1)	0.788
Extrovert (X2)	0.945

English learning interaction (Y)	0.777
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Based on the table above, it can be concluded that the AVE value of each variable is above 0.5 so it can be concluded that all indicators in each construct have met the required convergent validity criteria.

c. Discriminant Validity

Table 2. Discriminant Validity Results

	BK	EX	IN
BK1	0.802	0.808	0.881
BK10	0.724	0.754	-0.814
BK2	0.894	0.747	0.963
BK3	0.734	-0.748	-0.761
BK4	0.844	-0.897	-0.720
BK5	0.777	0.710	0.723
BK6	-0.769	-0.727	-0.813
BK7	0.871	0.768	0.746
BK8	0.745	-0.709	-0.862
BK9	0.901	-0.809	0.817
EX1	0.724	0.755	-0.708
EX2	0.821	0.744	0.920
EX3	0.904	0.774	0.958
EX4	-0.946	0.983	-0.714
EX5	-0.945	0.980	0.741
IN1	-0.862	-0.785	0.820
IN2	0.704	-0.816	0.884
IN3	0.708	0.788	0.849
IN4	0.739	-0.770	0.707
IN5	-0.711	0.743	0.763

Based on the table above, the cross loading values of all indicators for each variable are greater than 0.70 which indicates that the model has met discriminant validity.

d. Composite Reliability

Table 3. Composite Reliability Results

	Cronbach's Alpha	Composite Reliability
Introverts (X1)	0.787	0.801
Extrovert (X2)	0.899	0.934
English learning interaction (Y)	0.789	0.887

The results of the table above show that the Composite Reliability value of the three variables is above 0.70 so it is concluded that all constructs have fulfilled the required reliability.

Based on the three tests above namely Convergent Validity, the Average Variance Extrad (AVE), Discriminant Validity and Composite Reliability tests have exceeded their respective criteria as a condition of the Outer Model Testing test

4.2 Inner Model Testing

Inner model testing includes the R-Square test and Significance Test (Hypothesis Test). The description is as follows.

a. R-Square test

Table 4. R-Square

	R Square	R Square Adjusted
English learning interaction	0.778	0.751

Referring to the table above, the results of the value of students' English learning interaction abilities in the R Square column are 0.778 or if converted into a percentage then it is 77.8%. This means that the English language learning interaction ability variable is influenced by 77.8% by introverted and extroverted personality variables. While the remaining 22.2% is influenced by other variables not examined.

b. Significance Test (Hypothesis Test)

To test the hypothesis, the researcher used the t-test as a measurement parameter. T test to answer hypotheses and questions on the problem formulation. Based on the results of data processing with SmartPLS 3.0, the results of the T test were obtained in the following table:

Table 5. Path Coefficient (t test)

	T Statistics (O/STDEV)	P Values
Introvert Personality -> English learning interaction	6,786	0.013
Extrovert Personality -> English learning interaction	8,887	0.003

The table above shows that the P-Values obtained for both of them are smaller than 0.05, which means that there is a significant influence both given by Introvert Personality and Extrovert Personality on students' critical thinking abilities.

Referring to the t-table value calculated using the formula $df = n - k$ so that the formula $df = 250 - 3$ produces a value of $df = 247$ which, if seen in the t table, the value is 1,970. The degree of confidence is 5% or 0.05.

4.3 Findings of Research Data Analysis Results

Based on the results of the R-Square test and Significance Test shown in table 4 and table 5, it is known that introverted and extroverted personalities have an influence on students' English learning interactions. Thus, it is necessary to pay attention to various indicators related to introverted and extroverted personalities, so that appropriate and appropriate approaches are found for conducting learning for students who have these personalities.

Students with introverted personalities tend to experience higher levels of anxiety in English learning interactions. They may feel uncomfortable or tense when faced with learning situations that involve social interaction. This anxiety can affect their participation and involvement in group learning activities. These findings indicate the need for a sensitive approach and additional support for introverted students so that they feel more comfortable dealing with social interactions in the classroom

Students with introverted personalities are more likely to choose solitary learning. They prefer to study alone than in groups. This could be due to the introverted student's tendency to process information internally and feel more comfortable in a calm and controlled environment. These findings indicate the need

to provide space and opportunities for introverted students to study independently and respect their learning preferences.

Conversely, students with extroverted personalities show a higher level of enthusiasm in English learning interactions. They prefer group activities and social interaction with classmates. Group activities can provide opportunities for extroverted students to talk, collaborate, and share ideas in the context of learning English. This finding emphasizes how important it is to create an environment that encourages collaboration and social interaction for extrovert students.

Both introverted and extroverted students face challenges in their English learning. Introverted students may find it difficult to express themselves and articulate their thoughts verbally. On the other hand, extroverted students may face challenges in creating space for other students to actively participate in group interactions. It is important to understand these challenges and provide appropriate support and guidance so that all students can overcome these barriers to learning English.

The findings of this study have important implications in the context of English education in Indonesian primary schools. Educators can use the results of this study to adapt their instructional approach in order to create an inclusive environment for both introvert and extrovert student types. Educators can consider strategies that can reduce the anxiety of introverted students and encourage their participation in group interactions. On the other hand, they can also take advantage of the enthusiasm of extrovert students in groups to enrich their English learning experience.

In addition, an understanding of the influence of personality on language learning interactions can help develop strategies that enhance overall student engagement. Educators can design activities that cover a variety of learning styles and preferences of students, thereby increasing the effectiveness of learning English.

The characteristic of this study is the use of a mixed approach method that combines surveys and interviews. This combination provides comprehensive data and enables a deeper understanding of the influence of personality on English learning interactions. The use of quantitative and qualitative analysis also strengthens the validity of the research findings.

However, this research has some limitations. First, this research was conducted in elementary schools in Indonesia, so the generalization of the findings needs to be limited to that context. In addition, limited time and resources can also affect the number of samples and the scope of the research.

In order to ensure the validity and reliability of the research, several approaches have been used. First, the personality measurement instrument has been tested reliably before being used in research. In addition, the use of surveys and interviews provides data triangulation, which strengthens the validity of the findings.

Overall, this study provides a strong background for investigations into the influence of introverted and extroverted personalities on the interaction of learning English in Indonesian elementary schools. The findings of this study provide valuable insights for educators and researchers in the field of language education, with the aim of increasing the effectiveness of learning English and meeting the needs of diverse students with various personality types.

5. Discussion

The main results of this study indicate that introverted and extroverted personalities have a significant influence on students' English learning interactions in elementary schools in Indonesia. Introverted students tend to experience higher levels of anxiety and prefer individual learning, while extrovert students show higher enthusiasm and prefer group activities in English learning interactions. This is in line with previous research that students with introverted personalities tend to experience higher discomfort and anxiety when engaging in group activities in the context of learning English, inversely proportional to students who are extroverted (Nyborg et al., 2022 (Nyborg et al., 2022) (Rozi & Firdausiah, 2021).

In addition, this study also found that both introverted and extroverted students faced challenges in learning English. Some of these challenges include difficulties in expressing oneself and finding opportunities to practice English. This is in line with previous research which found that both introverted and extroverted students faced challenges in learning English. Common challenges include difficulty expressing oneself verbally, especially in situations that require spontaneous conversation and social interaction. In addition, they also experience difficulties in finding opportunities to practice English outside the classroom environment (Astuti, 2021).

These findings provide important insights for English language education in primary schools in Indonesia. The implication is that it is important for educators to understand the differences in student personality characteristics and adjust learning approaches so that they can meet the learning needs of both introverted and extroverted students. Understanding the influence of personality on language learning interactions can also assist in developing strategies to enhance student engagement and facilitate effective language acquisition.

Thus, this study makes an important contribution to our understanding of the influence of personality on English learning interactions in elementary schools. These findings can form the basis for the development of more inclusive and effective learning approaches in the future. The findings from this study have important implications in the context of English language education in primary schools in Indonesia. The relationship between introverted and extroverted personalities with students' English learning interactions provides valuable insights for educators, researchers, and educational practitioners.

First, these findings are important because they provide a deeper understanding of how students' personality characteristics influence their participation and engagement in learning English. With this understanding, educators can design more effective learning strategies and approaches by considering student personality differences. This means they can provide a more inclusive and supportive learning environment for both introverted and extroverted students, thereby increasing their chances of doing well.

Second, these clues reflect the expectations outlined in the research search. In the introduction, it has been explained that this study aims to fill in the topic of knowledge about how students' personalities influence the interaction of learning English. The findings which show a relationship between personality and preferences as well as challenges in learning English students fulfill the research objectives.

Furthermore, these findings also align with previously published knowledge about the role of personality in language learning. Many previous studies have adjusted personality in the context of education and learning (Yu, 2021) (Zheng et al., 2020) (Vodã & Florea, 2019). The results of this study are in line with these findings, strengthening the understanding that personality plays an important role in language learning interactions. In addition, the novelty of this research lies in its specific context, namely elementary schools in Indonesia. While many previous studies have involved older populations or different contexts, this study makes a unique contribution by focusing on elementary school students in Indonesia. It provides deeper insight into the influence of personality on language learning interactions in a typical cultural context and educational system.

Overall, the findings of this study make an important contribution to existing knowledge about the influence of personality on English learning interactions. These findings enrich our understanding of how introverted and extroverted students participate in learning English, as well as the challenges they face. Thus, these findings can be used as a basis for the development of more effective and inclusive learning approaches in elementary schools in Indonesia.

In this study, there were several obstacles and challenges encountered during the research process which may have influenced the results obtained. One of the limitations of this study is the sample method used. The sample in this study was limited to elementary school students in Cirebon City, Indonesia. Thus, the generalization of the results of this study is limited to that context. Differences in culture, curriculum, and learning environment can affect English learning interactions in other cities and countries, so it is possible that the findings of this study cannot be applied directly to student populations outside the city of Cirebon.

In addition, another obstacle that might affect the results is the limited sample size. In this study, it was not possible to take a very large sample, so that the results of the study could be influenced by individual variations in student personality characteristics. Larger sample sizes can result in broader and stronger generalizations to the overall student population. Despite these limitations, this study also encountered surprising or inconclusive results. For example, despite findings indicating that introverted students tend to experience higher levels of anxiety and prefer solitary learning, and extroverted students show higher enthusiasm and prefer group activities, there may be unexpected individual variations in student preferences and behaviour. Other factors, such as previous experience, motivation, and learning context, can also influence English learning interactions (Papi & Hiver, 2020).

Based on the findings of this study, several suggestions for future research involve a variety of contexts, such as conducting research in other countries to compare the influence of personality on English learning

interactions in different contexts. In addition, future research may also cover additional factors influencing interaction, such as motivation, self-efficacy, or learning styles to gain a more comprehensive understanding. Using a more varied measurement method, such as case studies or qualitative analysis, can provide more detailed insights. Furthermore, research can study the influence of contextual factors, such as the teaching approach, curriculum, or learning environment, on the interaction of learning English. It is also important to focus research on practical implicits, such as developing learning strategies that suit the needs of introverted and extroverted students, as well as developing inclusive learning environments. Through future research that explores these aspects, the understanding of the influence of personality on English learning interactions can be expanded, providing better guidance in the development of effective and inclusive instructional approaches.

6. Conclusion

In conclusion, this study found that students with introverted personalities tended to experience higher anxiety and preferred solitary learning, while students with extroverted personalities showed higher enthusiasm and preferred group activities in English learning interactions. This finding confirms the importance of understanding the role of personality in shaping student learning experiences and applying it in English language education in elementary schools. This research also contributes to the fields of English language education and educational psychology and suggests different learning approaches to meet the needs of students with introverted and extroverted personality traits. Nonetheless, this study has limitations and future research may involve a wider sample from a variety of educational contexts to gain a more comprehensive understanding of the influence of personality on English learning interactions.

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