



## Extrovert and Introvert Students' Problems in Academic Writing

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### ABSTRACT

Extrovert and introvert students are studied in this case using the study of their personal and learning styles as acquired from their challenges in academic writing. This research has used a descriptive qualitative approach to studying specifically the students with writing difficulties in the English Language Education Study Programme, Class of 2021. Interviews were conducted and then analysed thematically, and key issues identified. Of the 16 students who participated, only one was an introvert, but extrovert students suffer from singular/plural usage, tenses, prepositions, subject/verb agreement, articles, spelling, prefix-suffix, capitalization, punctuation, vocabulary, paragraph paraphrasing, summarizing, and organization, cohesion and coherence. Like our introvert students, introvert students do not have subject/verb agreement, articles, capitalization, or paragraph organization problems, but they have similar issues. These problems are influenced by both internal (personality) and external (feedbacks, time, language strategy) factors

## INTRODUCTION

Personality is a fundamental characteristic that distinguishes individuals from one another. It encompasses unique patterns of thoughts, emotions, and behaviors (Gazzaniga, 2018). Additionally, personality refers to a stable yet adaptable set of traits that may vary depending on circumstances (Schultz & Schultz, 2017). In essence, personality defines how individuals think, feel, and behave in distinct ways, setting them apart from others.

Jung (1976) categorized personality into two types: extroverts and introverts. According to Sharp (1987), extroverts exhibit an outgoing, open, and adaptive nature, easily forming attachments and confidently navigating new situations, often disregarding potential uncertainties. Conversely, introverts are more reserved, reflective, and defensive, preferring to keep to themselves and shying away from external stimuli. These contrasting personality traits influence how individuals interact, socialize, and adapt to various aspects of life.

The differences between extroverts and introverts extend to their learning styles. Extroverts excel in activities involving physical engagement and social interaction but may struggle with tasks requiring focus, such as reading or completing assignments (Uzer, 2017). Introverts, on the other hand, thrive in independent learning environments, excelling in activities like reading, lectures, and writing. These distinct preferences highlight the varied approaches extroverts and introverts take to assimilate and process information effectively.

Furthermore, personality also impacts students' performance in specific English skills. Research shows extroverts tend to perform better in speaking (Suliman, 2014; Wulandari, 2017), while introverts excel in writing (Boroujeni et al., 2015; Kafryawan, 2020; Zainuddin, 2016). In listening and reading, the performance varies depending on individual circumstances (Mall-Amiri & Nakhaie, 2013; Ratminingsih, 2012). These findings underscore the influence of personality traits on English proficiency.

Academic writing, in particular, poses unique challenges for students, especially in a foreign language context. It requires advanced descriptive, analytical, and critical thinking skills, making it one of the most demanding tasks (Teng & Wang, 2021). Students often face difficulties in organizing paragraphs, using appropriate grammar, and generating ideas for content, even after completing relevant coursework. These challenges align with studies highlighting the struggles of students learning academic writing in a foreign language.

Given the correlation between personality and academic writing, it is crucial to explore how extrovert and introvert students differ in approaching these challenges. Extroverts tend to generate ideas through discussion and spontaneous thinking but may struggle with the structured and critical nature of academic writing (Jensen & Ditiberio, 1984). Introverts, on the other hand, find writing less challenging due to their methodical approach, following a structured process of prewriting, drafting, and revising. Their focused and conscientious nature supports their ability to write academically.

Preliminary observations of students in the English Language Education Study Programme at Universitas Negeri Gorontalo reveal common issues in academic writing, such as difficulties with grammar, vocabulary, and idea

development. Despite prior writing courses, many students still struggle with writing for academic purposes, which requires critical thinking and consistent practice.

This study aims to investigate the academic writing problems faced by extrovert and introvert students in the English Language Education Study Programme at Universitas Negeri Gorontalo. By identifying these issues, the research seeks to help teachers develop effective teaching strategies tailored to students' personalities. Ultimately, this understanding will empower students to recognize their strengths and weaknesses, enabling them to overcome challenges and improve their academic writing skills.

## LITERATURE REVIEW

### Personality Differences

Personality is shaped by internal (genetic) and external (environmental) factors, making every individual unique (Eysenck, 1998; Gazzaniga & Heatherton, 2018). Among the broad personality types, extroverts and introverts have contrasting characteristics. Extroverts are active, sociable, risk-taking, impulsiveness, expressiveness, practicability, and responsibility (Eysenck, as cited in Simukonda, 2002). These differences influence not only how individuals interact with their surroundings but also their approaches to learning and problem-solving.

Extroverts excel in group settings and discussions, using interaction to understand new concepts, while introverts prefer solitary learning, focusing on observation and thorough planning (Pritchard, 2009). These learning preferences shape their success in academic tasks. For example, extroverts may struggle with individual-focused tasks like writing due to its isolating nature, often experiencing writer's block (Jensen & DiTiberio, 1984). Conversely, introverts, though methodical in their writing approach, may face frustration due to their overly cautious nature, slowing their progress (Jensen & DiTiberio, 1984).

Personality traits also influence academic writing, as extroverts may find it difficult due to the lack of social interaction, while introverts may struggle with overanalyzing every detail before writing (Boroujeni et al., 2015). These challenges emphasize the importance of recognizing students' personality types to tailor learning strategies effectively. Understanding these differences can help educators create personalized approaches that address the unique needs of extroverts and introverts, improving learning outcomes and reducing frustrations in academic tasks.

Therefore, the researcher classified these problems according to those that have been classified by other scholars in prior works. Some of these (for grammatical reasons) are singular/plural forms, verb tense, prepositions, subject-verb agreement, articles, tenses, homonyms, prefixes-suffixes, and conjunctions (Carstairs-McCarthy, 2002; Darius & Subramaniam, 2009; Gibbs, 1908; Ibrahim & Ibrahim, 2020). The problems of capitalization, spellings, and punctuations are reported in different terms of mechanical as Yuliah et al. (2019); Humairoh (2021). Regarding paragraph related problems, Hasan (2015), Siregar (2014) and Stevens et al. (2019) put them to paragraph organization,

cohesion cohesion and coherence, and summarizing. However, self-efficacy also play a role in students problems in academic writing. According to Hemmings & Kay (2010), Mattern & Shaw (2010), Whitley & Grous (2009) as cited in Alostath (2021), As graduate students in writing, a student's personal emotions and social interactions can affect their writing process. Lastly, Self efficacy is also linked to feedback. Alostath (2021) cited Can and Walker who found that graduate students have similar views on giving and receiving negative feedback in academic writing tasks.

## METHODS

### Participant

This study employs a descriptive qualitative approach to identify the issues faced by introvert and extrovert students in academic writing. This approach was chosen to investigate the actual phenomena and circumstances experienced by students in the English Education Study Program at Universitas Negeri Gorontalo.

The researcher used the which is Eysenck Personality Questionnaire-Revised source (EPQ-R), adapted from Dyah Sri Wulandari's (2017) thesis. The questionnaire includes 20 questions that have been validated by Wulandari (2017). A detailed description of the questionnaire is provided below.

Table 1. Eysenck Personality Questionnaire-Revised Source (EPQ-R)

Variables	Indicators	Number of Items	Total of Items
Extrovert	Activity	1. I have many different hobbies. 2. I like plenty of bustle and excitement around myself.	2
	Sociability	3. I usually let myself go and enjoy the moment at a lively party or gathering. 4. I usually take the initiative in making new friends.	2
	Risk-Taking	5. I call myself happy-go-lucky. 6. I like doing something challenging.	2
	Impulsiveness	7. I often make decisions on the spur of the moment.	1
	Expressiveness	8. I am a person who angers quickly.	1
	Reflectiveness	9. I like work that involves action rather than profound thought and study	1
	Responsibility	10. I often forget the little things I am supposed to do.	1
Introvert	Activity	11. I usually move about at a leisurely pace.	1
	Sociability	12. I prefer to have few but special friends. 13. I am mostly quiet when I am with other people.	2
	Risk-Taking	14. I am rather careful in a new situation.	1
	Impulsiveness	15. I usually stop and think things over before I speak.	1
	Expressiveness	16. My temper is well controlled. 17. When I am angry with someone, I wait until I cool off before tackling them about the incident.	2
	Reflectiveness	18. I like to have time to be alone with my thoughts. 19. I often spend an evening just reading a book. How if it changes to I prefer reading to meeting people.	2
	Responsibility	20. I am usually on time for the task on my campus.	1

Source: Adapted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck, & Barret 1991) in Wulandari, 2017

The 2021 English Language Education Study Programme Class consists of 102 students, with 91 completing the personality questionnaire. The students' personalities were categorized based on scores, following Velicer and Stevenson's framework, as cited in Wulandari (2017).

Table 2. The score of Extroverted and Introverted Students

No	Score	Category	Frequency	Percent (%)
1	81-100	Strongly Extrovert	-	-
2	61-80	Extrovert	22	24.17%
3	41-60	Ambivert	68	74.72%
4	21-40	Introvert	1	1.11%
5	1-20	Strongly Introvert	-	-
<b>Total</b>			<b>91</b>	<b>100%</b>

The Table above revealing that 24.17% were extroverts, 74.72% were ambiverts, and 1.11% were introverts. Since the study focused on extroverts and introverts, the 68 ambiverts were excluded. In the main study, 15 extrovert students and 1 introvert student taken as participant in this study, following a pilot interview with 6 extrovert students to explore academic writing issues.

#### **The Technique of Data Collection**

The researcher conducted semi-structured interviews to identify the academic writing problems faced by extrovert and introvert students in the English Language Education Study Programme.

Each student was interviewed individually using a list of twenty questions, with all information recorded for later analysis. Semi-structured interviews were chosen because they combine closed and open-ended questions, allowing for flexibility in exploring unexpected issues, as noted by Adams (2015). Before the main interviews, the researcher conducted a pilot study to test the adequacy of the questions and gain insights into the feasibility of the study, which also facilitated the development of rapport with informants (Majid et al., 2017).

#### **The Technique of Data Analysis**

Data collected from the interviews were analyzed using thematic analysis, which focuses on identifying and defining implicit and explicit ideas within the data, as explained by Guest et al. (2012). This approach allowed the researcher to group data into themes and codes, aiding in identifying key points related to the differences in academic writing problems between extrovert and introvert students. Braun and Clarke (2006) further classified thematic analysis into six stages, emphasizing its suitability for the study's objective

## **RESULTS**

After conducting semi-structured interviews, the researcher obtained several findings presented in the table below. To further clarify the issues based on their personalities, the researcher elaborated on their difficulties in academic writing in the following table.

Table 3. Summary of Extrovert and Introvert Students' Issue

Themes	Extrovert	Introvert
General issue	Lack of grammar Error in spelling Lack of vocabulary Lack of reference	Lack of vocabulary
Grammatical issue	Incorrect use of Singular/plural Confusion in the use of tenses Confusion in the use of prepositions Confusion in the use of subject/verb Agreement Incorrect use of article Confusion in the use of prefix-suffix	Incorrect use of Singular/plural Confusion in the use of tenses Confusion in the use of prepositions Confusion in the use of prefix-suffix
Mechanical issue	Error in spelling Error in the use of capitalization Confusion in the use of punctuation	Error in spelling Confusion in the use of punctuation
Vocabulary Issue	Limited vocabulary variation	Limited vocabulary variation
Paragraph issue	Paragraph organization (topic, main ideas, or supporting ideas, conclusion) Non-cohesive and incoherent paragraph Confusion in summarizing	Non-cohesive and incoherent paragraph Confusion in summarizing
Paraphrasing issue	Confusion in paraphrasing	Confusion in paraphrasing
Feedback issue	positive & negative feedback impact	positive & negative feedback impact
Self-Efficacy issue	high & low self-efficacy impact	high & low self-efficacy impact

The researcher further analyzed the challenges students face in academic writing by providing a detailed explanation, distinguishing between extrovert and introvert individuals, as outlined in the following sections.

### **Extrovert and Introvert Students' Problems in General**

Both extrovert and introvert students encounter challenges in academic writing, particularly in grammar, vocabulary, spelling, and referencing. These difficulties are common among students, but their nature and causes may vary based on personality traits. Extroverts, for instance, tend to be less meticulous, leading to frequent spelling errors, while introverts struggle more with varying vocabulary due to their cautious approach.

One extrovert student reflected on grammar difficulties:

*"For me, we use tenses like that when writing. Grammar is the most common difficulty there, because usually when we write in Indonesian, we focus more on...from the head first "head-modifier", in English the modifier first then the head, so it's a bit roundabout."* (Student 15/ Interview on December 05, 2022)

An introvert student, on the other hand, highlighted the challenge with vocabulary development:

*"The aspect that is still difficult for me is to find the right vocabulary for the words I want to put in writing."* (Student 16, November 30, 2022).

### **Extrovert and Introvert Students' Problems in Grammar**

Grammar is a major challenge for both extrovert and introvert students. Among extroverts, the main issues revolve singular/plural, tenses, prepositions, subject/verb agreement, article, and prefix-suffix are discussed below. Many extroverts find distinguishing singular from plural challenging due to a lack of attention to grammatical details. Similarly, they are often confused by the numerous verb tenses in English.

As one extrovert noted:

*"It happens a lot. I am still very lacking in that part. I am not good enough to learn such tenses."* (Student 13/Interview on December 02, 2022)

In opposite, introverts also struggle with verb tenses, but their approach is often more deliberate, allowing them to catch mistakes upon review. However, this carefulness does not always translate into mastery, as one introvert explained:

*"Yes, still having trouble with the past tense. Maybe it's not difficult but there are still difficulties in using the right tenses."* (Student 16, November 30, 2022).

### **Extrovert and Introvert Students' Problems in Mechanism**

The researcher found that both extrovert and introvert students face mechanical challenges in academic writing, particularly with spelling, punctuation, and capitalization. Extroverts often struggle with spelling due to rushing and relying on familiar sounds, which leads to mistakes, as expressed by one student:

*"Sometimes I'm wrong ..... maybe when I'm in a hurry, or we don't know the word exactly, so we just write what we think"* (Student 15, Dec 5, 2022).

They also have minor issues with capitalization, such as neglecting to capitalize names, though it is not as problematic as other grammar aspects. Moreover, punctuation remains a significant issue for extroverts, who often skip re-checking their work, leading to misplaced commas or periods.

Similarly, introvert students encounter spelling problems, especially with unfamiliar words, relying on familiar sounds instead of verifying accuracy:

*"There are still problems with words that have never been heard or seen for the first time"* (Student 16, Nov 30, 2022)

She also faces challenges with punctuation, feeling unsure about proper usage. While both personality types experience similar mechanical issues, the researcher suggests these problems are not only related to personality traits like lack of caution in extroverts but also to a lack of knowledge and practice in applying writing mechanics correctly.

### **Extrovert and Introvert Students' Problems in Vocabulary**

Extrovert students tend to rely on familiar words due to limited practice and rushed writing. Meanwhile, introvert students are more cautious, which limits their word choices and use of synonyms.

Extroverts often struggle to diversify vocabulary, especially under time pressure. One student reflected:

*"I often repeat the same words, like 'interesting-interesting,' because I can't think of another one, especially when I'm in a hurry."* (Student 13, December 02, 2022)

Introvert students also face difficulties, though their issue is rooted in cautiousness. They prefer familiar words to avoid mistakes and need more time

to explore alternatives. Both extroverts and introverts have limited reading habits, which restricts their academic vocabulary. Consequently, students in both groups struggle to create engaging, varied writing, often resorting to basic conjunctions and repetitive phrases.

### **Extrovert and Introvert Students' Problems in Paragraph**

Extrovert and introvert students face difficulties in organizing paragraphs, maintaining cohesion and coherence, and summarizing, but their struggles differ.

Extroverts often lack vocabulary and topic mastery, making it difficult to structure paragraphs clearly. One student mentioned:

*"We know the structure, but writing gets messy because we don't fully understand the topic."* (Student 08, December 01, 2022)

They also struggle with transitions and summarizing key points, often rushing through assignments without proper revision.

Introverts face similar issues with cohesion and summarizing. They tend to lose clarity when unsure of the topic. One student shared:

*"Sometimes, I don't understand the topic, so the ideas don't connect well."* (Student 16, November 30, 2022)

### **Extrovert and Introvert Students' Problems in Paraphrasing**

Extrovert and introvert students encounter difficulties in paraphrasing, largely due to limited vocabulary and inadequate practice. Most extrovert students struggle with finding synonyms and restructuring sentences. One student explained:

*"Paraphrasing is hard, sis, especially finding the right synonym and knowing what to keep or change."* (Student 3, November 30, 2022)

Introverts also find it difficult to paraphrase, often unsure about which parts to rephrase. A student stated:

*"I don't know which parts are important to paraphrase."* (Student 16, November 30, 2022)

Both groups need to improve their understanding of paraphrasing techniques to avoid plagiarism and rephrase content effectively.

## **Feedback and Self-Efficacy Issues in Academic Writing**

### **Feedback Issues**

Although, feedback on their writing influences students in both groups, their reactions to it vary. Extroverts generally benefit from both positive and negative feedback. One student explained:

*"I prefer negative feedback, so I know what's wrong. I might feel down, but I'll get excited again the next day."* (Student 14, December 4, 2022)

However, extroverts struggle when feedback is unclear. They hesitate to ask teachers for clarification, preferring to consult peers. Still, they sometimes doubt peer feedback, believing their friends are at the same skill level.

*"We check each other's work, but when it's submitted, there are still mistakes."* (Student 8, December 1, 2022)

Introverts react more emotionally to feedback, becoming discouraged by negative comments. One student shared:

*"Positive feedback makes me happy, but negative feedback makes me lose enthusiasm."* (Student 16, November 30, 2022)

### **Self-Efficacy Issues**

Self-efficacy—belief in one's abilities—significantly impacts academic writing for both groups. Extroverts rely on confidence to write effectively, but their self-efficacy depends on topic familiarity.

*"If I'm confident, my ideas flow, but if I don't understand the topic, I can't write."* (Student 2, November 30, 2022)

However, one student cautioned:

*"Confidence is good, but sometimes being overconfident isn't helpful."* (Student 8, December 1, 2022)

Introverts tend to doubt their abilities, especially when working under time pressure or lacking vocabulary.

*"Even if my idea seems right, I still second-guess it."* (Student 16, November 30, 2022)

In conclusion, feedback and self-efficacy shape both extroverts' and introverts' academic writing. Extroverts thrive on interaction and feedback but struggle with vague comments. Introverts, although more careful, tend to doubt themselves, especially under stress. Both groups need strategies to manage feedback effectively and strengthen their self-efficacy in academic writing.

## DISCUSSION

In terms of education, particularly in writing, personality significantly influences student performance. Previous research has found that introverted students often outperform their extroverted counterparts in writing tasks (Boroujeni et al., 2015; Kafryawan, 2020; Zainuddin, 2016; Zaswita & Ihsan, 2020). This observation prompts a deeper investigation into the specific challenges each group faces, particularly in academic writing. The current study aims to elucidate the nuanced issues encountered by both extrovert and introvert students, focusing on the intricacies of their writing experiences. It is crucial to understand that while introverts may excel in certain aspects, they still grapple with unique challenges that can hinder their academic progress.

Following the data analysis, it becomes evident that the difficulties faced by extroverted students extend beyond mere preference for collaborative work. Introverted students may appear to navigate writing tasks with greater ease; however, they are not exempt from obstacles that can impede their success. The discussion below highlights these critical points, shedding light on the underlying factors contributing to their struggles.

### **The Comparison of Extrovert and Introvert Student Issues**

Despite the trend indicating that introverted students are often better writers, this does not imply they are free from challenges in academic settings. According to Jensen and Ditiberio (1984), differences exist in the problems faced by extrovert and introvert students when tasked with writing their theses, highlighting the subjective experiences inherent to each personality type.

Extrovert students tend to find the writing process burdensome due to its solitary nature, which deprives them of the interactive elements they thrive on. This isolation can lead to significant writing challenges, as they

often struggle to generate ideas without engaging in discussions or receiving immediate feedback from peers.

Conversely, introverted students, while generally better suited to solitary writing tasks, still encounter frustrations that can impede their progress. Jensen and Ditiberio (1984) noted that even introverted students, who prefer to work independently, might become paralyzed by their own meticulousness, spending excessive time contemplating each word before committing it to paper. This tendency to overanalyze can lead to delays and heightened anxiety, particularly when faced with deadlines. Thus, while introverts may experience fewer overt challenges, their internal struggles, characterized by a desire for perfection, can equally hinder their writing productivity.

While introverts generally experience fewer issues due to their comfort with independent tasks, they can still find writing frustrating. Introverts tend to overthink each word and idea before writing, which slows progress and can make the process overwhelming. This study found that extroverts encounter all the common writing challenges, including subject-verb agreement, articles, capitalization, and paragraph organization, while introverts face fewer issues in these areas. However, both groups struggle with aspects like spelling, punctuation, vocabulary, cohesion, paraphrasing, and summarizing.

The researcher concluded that the primary issue for both extrovert and introvert students lies in their limited vocabulary and grammar knowledge. A lack of vocabulary makes it difficult for students to convey ideas clearly, hindering their ability to create well-structured sentences and cohesive paragraphs. As noted by Wirantaka (2016), students with insufficient vocabulary struggle to express thoughts smoothly, especially with academic words. Similarly, poor grammar knowledge can result in writing that lacks clarity and coherence, making it challenging for readers to understand the intended message.

### **Internal and External Issues Contributing to Academic Writing Problems**

The study reveals that both internal personality traits and external environmental factors significantly influence the academic writing challenges experienced by extrovert and introvert students in the English Language Education Study Programme. Research has shown that both internal and external factors play a role in student learning outcomes (Brown, 2000; Chairunnisa et al., 2017; Fatimawati, 2015; Kumaravadivelu, 2006). This aligns with the current findings, which indicate that internal traits, particularly personality, are closely linked to writing proficiency.

Extroverted students, in particular, exhibited behaviors that hindered their academic writing, such as rushing through assignments and neglecting to proofread their work. These tendencies resonate with Eysenck's (cited in Simukonda, 2002) assertion that extroverts often act impulsively and make premature decisions, thereby compromising the quality of their writing. In contrast, introverted students displayed a greater tendency toward caution and

thoroughness, yet they too faced difficulties stemming from a lack of practice and familiarity with writing conventions. This dichotomy suggests that while introversion may provide some advantages in writing tasks, it does not entirely shield students from the pitfalls associated with insufficient practice and exposure to diverse writing styles.

Normally, introvert students do tend to be independent learners, so they would not have difficulties associated with academic writing in particular. They can easily sail through their hurdles. Extrovert students, on the other hand, will find it hard to adjust when they work independently in writing projects because they desire co-action with their peers. Writing needs someone to express their thoughts, and this adds to their problems.

While individual characteristics contribute to the academic writing challenges faced by extroverted and introverted students in the English Language Education Study Programme, class of 2021, external factors such as teaching methods and feedback also play a significant role. Teachers use various strategies to facilitate understanding, but when these methods fail, students' lack of comprehension worsens, especially if they struggle with basic concepts that hinder their ability to engage with advanced material. This issue was further exacerbated by the shift to online learning during the second semester due to COVID-19, which limited effective interaction between teachers and students. Similarly, vague feedback from lecturers affects both groups differently; extroverted students may attempt to clarify feedback through peer discussions, but this is ineffective if their peers are equally confused, leaving them uncertain about necessary corrections. Introverted students, by contrast, tend to internalize their confusion without seeking external clarification, which further hampers their progress in academic writing.

Time is another external factor that affects the academic writing challenges faced by extroverted and introverted students. Many extroverted students reported feeling rushed due to deadlines, which limited their ability to review or enrich their writing. In contrast, introverted students acknowledged that while their writing may not be perfect under time constraints, having sufficient time allows them to enhance their work, such as by varying vocabulary.

Regardless of personality, both groups are affected by time pressure, which often results in less polished writing. Considering these factors, the researcher concludes that extroverted students tend to face more challenges in academic writing compared to introverts. However, the issues encountered by both groups are not solely due to personality traits but are also influenced by external factors such as learning strategies, lecturer feedback, and time constraints. The researcher argues that even if students possess certain personality-based strengths, external factors significantly contribute to the difficulties they face, making these challenges harder to overcome.

### **Research Limitation**

A notable limitation of this study was the small number of introverted participants. Following the administration of personality tests to students in the English Language Education Study Programme for the classes of 2020 and 2021, the researcher identified only one introverted student in the latter cohort. The

inherent characteristics of introverts, who may be quieter and more reserved, complicate the process of obtaining in-depth responses, thereby affecting the richness of the data collected. Consequently, the comparative analysis may be skewed, as the responses from the lone introvert may not sufficiently capture the diverse experiences typically associated with introverted learners.

Furthermore, the limited sample size of introverted students may impact the overall conclusions drawn regarding the differences between the two personality types. The predominance of extroverted students in the study necessitated a reliance on their experiences, potentially overshadowing the nuanced challenges faced by introverts. As a result, while this research sheds light on the interplay between personality and academic writing, it underscores the need for further investigation with a more balanced representation of both personality types to yield comprehensive insights into their respective writing challenges.

## **CONCLUSIONS AND RECOMMENDATIONS**

In summary, this study demonstrates that extrovert students encounter more challenges in academic writing than their introvert counterparts, who, despite facing fewer surface-level issues, struggle with internal perfectionism. Both groups enrolled in the English Language Education Study Programme of 2021 experience various grammatical difficulties. Extroverts primarily grapple with singular/plural forms, prepositions, subject/verb agreement, articles, tenses, and prefixes/suffixes, while introverts share similar challenges, excluding subject/verb agreement and articles. Additionally, extroverts have mechanical issues with spelling, capitalization, and punctuation, whereas introverts primarily face problems with spelling and punctuation.

Furthermore, extroverts struggle with paragraph organization, cohesion, coherence, and summarizing, while introverts encounter issues primarily related to summarizing. Both groups find vocabulary variation challenging, and the influence of feedback and self-efficacy significantly affects their writing processes. Although previous studies suggest that introverts may be better writers than extroverts, this research reveals that both groups face academic writing difficulties, with their issues often linked to their personality traits. Moreover, external factors such as teaching strategies, feedback quality, and available writing time play a crucial role in their challenges.

Based on these conclusions, several recommendations emerge. For teachers in the English Language Education Study Programme, it is essential to optimize classroom learning by employing effective teaching strategies and providing constructive feedback. Understanding students' personality traits is crucial, as extroverts and introverts may struggle to adapt their characteristics to the writing process.

For students, awareness of their strengths and weaknesses can facilitate a more personalized approach to learning academic writing, helping them identify solutions that suit their individual needs. Future researchers are encouraged to explore challenges faced by extroverts and introverts in other skills, as this study focuses solely on academic writing. Additionally, investigating the writing difficulties experienced by ambivert students could

provide a more comprehensive understanding of personality traits and their impact on learning outcomes

### **FURTHER STUDY**

To address the limitations highlighted in this study, future research should aim to recruit a more balanced representation of introverted and extroverted participants. Expanding the participant pool across multiple cohorts or institutions could help identify a larger sample of introverted students, thereby enriching the comparative analysis. Utilizing diverse recruitment methods, such as targeted outreach or partnerships with student organizations, may also encourage greater participation from introverts, who might otherwise be reluctant to volunteer. This approach would provide a more comprehensive understanding of how personality traits influence writing challenges and strategies, ensuring that the unique experiences of both personality types are adequately captured.

Additionally, future studies could incorporate qualitative methodologies, such as longitudinal case studies or in-depth interviews, to explore the writing experiences of introverts in greater detail. By creating a safe and comfortable environment for introverted participants, researchers may elicit more nuanced responses that better reflect their academic writing challenges and coping mechanisms. Further research could also examine the role of external factors, such as classroom dynamics, teacher feedback, or peer interactions, in shaping the writing experiences of introverted students. These insights would not only deepen our understanding of personality's impact on academic writing but also inform the development of tailored instructional strategies to support students with diverse personality traits.

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