

A Comparative Study of Extrovert and Introvert Students in Storytelling Performance on Speaking Ability at The Eleventh Grade Students of Smks Ywka Medan

Agnesia Yohana M. Purba¹, Lastri Wahyuni Manurung², Ernawati Tampubolon³

¹²³Faculty of Teacher Training and Education, Universitas HKBP Nommensen, Medan, Indonesia
agnesia.purba@student.uhn.ac.id¹, lastri.manurung@uhn.ac.id², ernawatitampubolon@uhn.ac.id³

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Corresponding

Author :

Agnesia Yohana M
purba¹ Lastri
Wahyuni Manurung
²Ernawati
Tampubolon³

Nama Penulis, E-
mail :agnesia.purba@student.uhn.ac.id¹,
astri.manurung@uhn.ac.id²,
ernawatitampubolon@uhn.ac.id³

A Comparative Study of Extrovert and Introvert Students in Storytelling Performance on Speaking Ability at the Eleventh Grade Students of Smks Ywka Medan. Thesis. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas HKBP Nommensen Medan.

This study aimed to compare the storytelling performance in speaking ability between extroverted and introverted students in the eleventh grade of SMKS YWKA Medan. Storytelling is an important activity in developing students' speaking skills, and personality type is believed to influence students' performance in oral communication. This research employed a quantitative, causal-comparative research design. The population of this study comprised all eleventh-grade students at SMKS YWKA Medan in the academic year 2025/2026, totaling 51 students. The sample was selected using purposive sampling and consisted of 28 students from two classes. The Eysenck Personality Inventory (EPI) questionnaire was used to identify students' personality types, while a storytelling speaking test was administered to measure students' speaking performance. The storytelling performances were assessed by two raters using a speaking rubric covering pronunciation, fluency, vocabulary, expression, confidence, and content organization. The data were analyzed using descriptive statistics and an independent-samples t-test with SPSS version 26. The results of the study showed a significant difference in storytelling performance between extroverted and introverted students, with extroverted students tending to achieve higher speaking performance scores than introverted students. Therefore, it can be concluded that personality type has a significant influence on students' storytelling performance in speaking ability.

Keywords: extrovert students; introvert students; storytelling; speaking ability; comparative study.

Abstrak

Studi Komparatif antara Siswa Ekstrovert dan Introvert dalam Performansi Storytelling terhadap Kemampuan Berbicara pada Siswa Kelas XI SMKS YWKA Medan. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas HKBP Nommensen Medan.

Penelitian ini bertujuan untuk membandingkan performansi storytelling dalam kemampuan berbicara antara siswa ekstrovert dan introvert pada kelas XI SMKS YWKA Medan. Storytelling merupakan salah satu kegiatan penting dalam mengembangkan keterampilan berbicara siswa, dan tipe kepribadian diyakini memengaruhi performa siswa dalam komunikasi lisan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian kausal-komparatif. Populasi penelitian ini adalah seluruh siswa kelas XI SMKS YWKA Medan tahun ajaran 2025/2026 yang berjumlah 51 siswa. Sampel dipilih menggunakan teknik purposive sampling dan terdiri dari 28 siswa dari dua kelas. Kuesioner Eysenck Personality Inventory (EPI) digunakan untuk mengidentifikasi tipe kepribadian siswa, sedangkan tes berbicara berbasis storytelling digunakan untuk mengukur performansi berbicara siswa. Performansi storytelling dinilai oleh dua penilai menggunakan rubrik penilaian berbicara yang mencakup aspek pelafalan, kelancaran, kosakata, ekspresi, kepercayaan diri, dan organisasi isi. Data dianalisis menggunakan statistik deskriptif dan uji t sampel independen dengan bantuan SPSS versi 26. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan dalam performansi storytelling antara siswa ekstrovert dan introvert, di mana siswa ekstrovert cenderung memperoleh skor performansi berbicara yang lebih tinggi dibandingkan siswa introvert. Dengan demikian, dapat disimpulkan bahwa tipe kepribadian memiliki pengaruh yang signifikan terhadap performansi storytelling dalam kemampuan berbicara siswa.

Kata kunci: siswa ekstrovert; siswa introvert; storytelling; kemampuan berbicara; studi komparatif.

INTRODUCTION

Speaking is widely recognized as one of the most essential skills in learning a foreign language because it enables learners to communicate ideas, express opinions, and interact effectively in social contexts. In English as a Foreign Language (EFL) learning, speaking ability is often considered a key indicator of language proficiency

since it reflects learners' capacity to use linguistic knowledge in real communication. (Derakhshan et al., 2016). However, developing speaking skills is not an easy process because it requires learners to simultaneously manage pronunciation, vocabulary, grammatical accuracy, and fluency while delivering meaningful messages. (Graf, 2015). These linguistic components must work together to produce effective oral communication.

In addition to linguistic competence, students' speaking performance is also influenced by psychological and affective factors. One of the most important factors is personality. Personality refers to the relatively stable patterns of thoughts, emotions, and behaviors that characterize individuals and influence how they interact with others. (Petric, 2019). In the context of language learning, personality traits such as extroversion and introversion may affect students' willingness to communicate, participation in classroom activities, and overall speaking performance (Zhang & Wang, 2023). Extroverted learners are generally described as sociable, talkative, and energetic individuals who enjoy interacting with others, whereas introverted learners tend to be more reflective, reserved, and comfortable working independently.

Previous studies have shown that extroverted students often demonstrate higher levels of participation in speaking activities because they feel more confident expressing ideas in front of others. (Derakhshan et al., 2016). Their communicative nature allows them to speak more frequently and engage actively in discussions. In contrast, introverted learners may speak less frequently due to anxiety or reluctance to participate in public speaking situations. Nevertheless, introverted students often demonstrate deeper cognitive processing and more carefully organized speech when given sufficient preparation time. (Petric, 2019). Therefore, both personality types possess different strengths that may influence how students perform in speaking tasks.

To improve students' speaking ability, teachers need to apply effective and engaging teaching techniques that encourage active communication. One of the techniques widely used in language teaching is storytelling. Storytelling is an instructional strategy in which learners narrate events, experiences, or imaginative stories to convey meaning to an audience. (Köder & Maier, 2018). Through storytelling activities, students practice organizing ideas, selecting appropriate vocabulary, and delivering messages in a coherent narrative structure. Storytelling also provides opportunities for learners to develop creativity and confidence while using the target language in meaningful contexts.

Storytelling has been widely recognized as an effective method for improving speaking skills in EFL classrooms. Research has shown that storytelling activities can enhance students' fluency, pronunciation, and vocabulary development while promoting greater engagement in speaking practice. (Supriatin & Rizkilillah, 2018). In addition, storytelling encourages students to express emotions and ideas creatively, which helps them develop communicative competence and confidence in speaking. (Strelkova, 2021) The narrative nature of storytelling also makes language learning more meaningful and enjoyable for students. (Maxsetovna, 2023).

Furthermore, storytelling has been found to increase students' motivation and reduce anxiety in speaking activities. When students narrate stories, they tend to focus on communicating ideas rather than worrying about making grammatical mistakes. (Rahman & Hossain, 2025). This communicative focus helps learners develop fluency and confidence in using English. In addition, storytelling creates an interactive classroom environment where students actively participate as both storytellers and listeners. (Adem & Berkessa, 2022). Such interactive learning environments can significantly improve students' speaking performance.

However, students' responses to storytelling activities may vary depending on their personality traits. Extroverted students often enjoy storytelling because it allows them to express ideas freely and interact dynamically with the audience. Their expressive communication style, including gestures, facial expressions, and voice modulation, often enhances the effectiveness of their storytelling performance. On the other hand, introverted students may initially feel uncomfortable performing storytelling in front of others. Nevertheless, their reflective thinking may enable them to construct more structured and thoughtful narratives. (Petric, 2019).

Understanding the relationship between personality traits and storytelling performance is, therefore, important for language educators. By recognizing how extroverted and introverted learners approach speaking tasks differently, teachers can design more inclusive teaching strategies that accommodate diverse learner characteristics. This understanding may help teachers create supportive learning environments that encourage all students to participate actively in speaking activities. (Tampubolon & Sinaga, 2024).

In the Indonesian educational context, particularly in vocational schools, speaking skills are highly important because students are expected to communicate effectively in professional and workplace environments. Vocational students need practical communication skills that enable them to interact with colleagues, clients, and supervisors in real-life situations. However, classroom observations indicate that students' speaking performances vary significantly, and personality traits may contribute to these differences.

Although previous studies have explored storytelling as a teaching technique and personality as a factor influencing language learning, limited research has examined the relationship between personality traits and storytelling performance in EFL classrooms. Most studies tend to focus on either storytelling techniques or personality traits separately (Adem & Berkessa, 2022). Therefore, further research is needed to explore how these two variables interact in influencing students' speaking performance.

Based on this background, the present study aims to analyze the storytelling performance of extroverted and introverted students in learning to speak English. The study focuses on identifying differences in speaking performance between these two personality groups in storytelling activities. The findings of this research are expected to contribute to a better understanding of how personality traits influence speaking performance and to provide pedagogical insights for teachers in designing more effective speaking activities in EFL classrooms.

Speaking is widely recognized as one of the most essential skills in learning a foreign language because it enables learners to communicate ideas, express opinions, and interact effectively in social contexts. In English as a Foreign Language (EFL) learning, speaking ability is often considered a key indicator of language proficiency since it reflects learners' capacity to use linguistic knowledge in real communication. (Derakhshan et al., 2016). According to (Lucarevski, 2016) Speaking competence involves not only linguistic knowledge but also the ability to interact spontaneously and respond appropriately during communication. Therefore, speaking activities in language classrooms should encourage students to practice meaningful interaction rather than simply memorizing language structures.

Furthermore, speaking is closely related to communicative competence, which includes the ability to convey messages effectively and understand others in real-life communication situations. (Revesz & Ekiert, 2016) emphasizes that effective speaking requires the integration of several language components such as vocabulary mastery, grammatical accuracy, pronunciation clarity, and fluency. When learners are able to combine these elements successfully, they can express ideas clearly and participate actively in communication.

In addition, speaking skills also involve cognitive and social processes that require learners to organize ideas and respond quickly during interaction. (Supriatin & Rizkilillah, 2018) explains that speaking is a complex skill that requires students to process information, construct sentences, and deliver messages simultaneously. This complexity often makes speaking one of the most challenging skills for EFL learners, especially for students who lack confidence or experience anxiety when speaking in front of others. (Yang & Wu, 2021).

Storytelling can be considered an effective instructional strategy for improving students' speaking ability in English language learning. Through storytelling activities, students are encouraged to organize ideas, develop fluency, and communicate their thoughts more confidently in English. Storytelling also creates an engaging and interactive learning environment that promotes active participation and meaningful communication among learners. In addition, the integration of storytelling with modern learning approaches can further enhance students' motivation and engagement in speaking activities, allowing them to practice language in more authentic

contexts. Previous studies have also shown that storytelling-based learning can significantly support students' language development and communicative competence. (Yang & Wu, 2021), while the use of storytelling through contemporary learning environments can improve students' oral proficiency and participation in EFL classrooms (Yang & Wu, 2021).

RESEARCH METHOD

This study employed a quantitative non-experimental comparative design. The design was selected because the research aimed to compare two naturally existing groups—extrovert and introvert students—without manipulating any variables. In line with causal-comparative research principles, the study attempted to identify whether differences in students' storytelling performance were associated with differences in personality type. The independent variable was students' personality type (extrovert and introvert), while the dependent variable was storytelling performance as an indicator of speaking ability. Both groups were placed under identical learning conditions, materials, and time allocation to ensure that any observed differences were attributed to personality characteristics rather than external factors.

Time and Location of the Research

The research was conducted from December 2025 to February 2026 at SMKS YWKA Medan, North Sumatra, Indonesia. The school was selected because it actively implemented speaking-based English learning activities, including storytelling tasks. Additionally, the researcher had previously completed a teaching internship (PPL) at the school, which facilitated access to data and supported natural classroom observation.

Population and Sample

The population consisted of all eleventh-grade students of SMKS YWKA Medan in the academic year 2025/2026, totaling 51 students across three classes. Using purposive sampling, two classes that actively engaged in speaking activities were selected. After administering the personality questionnaire, 28 students were identified and included as the research sample. Thus, the final sample consisted of 28 eleventh-grade students categorized into extrovert and introvert groups based on their dominant personality traits.

Research Instruments

Two instruments were used in this study.

First, a modified version of the Eysenck Personality Inventory (EPI) was administered to classify students into extrovert and introvert categories. The questionnaire consisted of structured items designed to measure personality orientation, and scoring followed standard EPI interpretation procedures.

Second, a storytelling speaking test was conducted to measure students' speaking performance. Students were asked to deliver a short English story in front of the class. Their performances were evaluated by two English teachers using a speaking assessment rubric covering pronunciation, fluency, vocabulary, expression and confidence, and content organization. The use of two raters ensured objectivity and scoring consistency.

Validity and Reliability

Content validity of the instruments was established through expert judgment by two English education specialists. Additionally, the item validity of the personality questionnaire was tested using Pearson Product-Moment correlation. The reliability of the questionnaire was measured using Cronbach's Alpha to determine internal

consistency. Inter-rater reliability for storytelling performance scores was analyzed using Cohen's Kappa to measure agreement between the two raters. All statistical analyses were conducted using SPSS version 26.

Data Analysis Technique

Data were analyzed quantitatively in several stages. First, descriptive statistics (mean, standard deviation, minimum, and maximum scores) were calculated to describe students' storytelling performance. Second, prerequisite tests were conducted, including the Kolmogorov-Smirnov test for normality and Levene's Test for homogeneity of variance. Finally, an independent-samples t-test was applied to determine whether there was a significant difference between the storytelling performance of extroverted and introverted students. The level of significance was set at 0.05. A significant difference was indicated when the obtained p-value was less than 0.05.

RESULT AND DISCUSSION

Results

The results of the study showed differences in storytelling performance between extroverted and introverted students. Based on the data analysis, extrovert students tended to obtain higher scores in speaking performance compared to introvert students.

The descriptive statistics indicated that extroverted students demonstrated better fluency, confidence, and expression during storytelling activities. They were more active and willing to speak in front of the class. On the other hand, introvert students tended to be more cautious and less expressive during their storytelling performances.

The results of the independent-samples t-test showed that there was a statistically significant difference between the storytelling performances of extrovert and introvert students. This finding indicates that personality type has an influence on students' speaking performance in storytelling activities.

4.1.1 Distribution of Personality Types

Based on the results of the personality questionnaire, students were classified into extrovert and introvert categories. The distribution is presented in Table 1.

Table 1. Distribution of Personality Types

Personality Type	N	Percentage
Extrovert	15	53.6%
Introvert	13	46.4%
Total	28	100%

Table 1 shows that 15 students (53.6%) were categorized as extroverts, while 13 students (46.4%) were categorized as introverts. The relatively balanced distribution allowed for a fair comparative analysis between the two groups.

Descriptive Statistics of Storytelling Speaking Scores

The storytelling speaking test was assessed based on five components: pronunciation, grammar, vocabulary, fluency, and comprehension. The descriptive statistics of both groups are presented in Table 2.

Table 2. Descriptive Statistics of Storytelling Speaking Scores

Group	N	Mean	Std. Deviation	Minimum	Maximum
Extrovert	15	82.07	4.12	77	88
Introvert	13	75.92	3.98	71	82

As shown in Table 2, extrovert students obtained a higher mean score ($M = 82.07$) compared to introvert students ($M = 75.92$). The mean difference between the two groups was 6.15 points, indicating a noticeable gap in storytelling speaking performance.

Extrovert students generally demonstrated stronger fluency, clearer pronunciation, and more expressive delivery during storytelling. They appeared more confident and spontaneous in presenting their stories. In contrast, introvert students showed better control of grammar and content organization, although their performances tended to be less fluent and less expressive.

Assumption Testing

Before conducting the hypothesis test, normality and homogeneity tests were performed to ensure that the data met the assumptions for parametric analysis.

Table 3. Test of Normality (Kolmogorov-Smirnov)

Group	Sig. Value	Interpretation
Extrovert	0.200	Normal
Introvert	0.164	Normal

The significance values for both groups were greater than 0.05, indicating that the data were normally distributed.

Table 4. Test of Homogeneity (Levene's Test)

Levene Statistic	Sig. Value	Interpretation
0.483	0.493	Homogeneous

Since the significance value (0.493) was greater than 0.05, the variances of the two groups were considered homogeneous.

Independent Samples t-Test

To determine whether the difference between extrovert and introvert students was statistically significant, an independent-samples t-test was conducted.

Table 5. Independent Samples t-Test Result

Group Comparison	t-value	df	Sig. (2-tailed)	Interpretation
Extrovert vs. Introvert	3.20	26	0.004	Significant

The t-test result showed that the Sig. (2-tailed) The value was 0.004, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This indicates that there was a statistically significant difference in storytelling speaking performance between extroverted and introverted students.

Discussion

The findings of this study reveal that personality type significantly influences students' storytelling and speaking performance. The analysis showed that extroverted students achieved higher overall speaking scores compared to introverted students. Their performance was particularly strong in aspects such as fluency, pronunciation clarity, confidence, and expressive delivery during storytelling activities. These aspects are essential in storytelling because students are required not only to speak clearly but also to deliver the story in an engaging way. Extrovert students generally demonstrated greater ease when speaking in front of the class and interacting with listeners. Their outgoing and sociable characteristics supported spontaneous communication and helped them maintain better engagement with the audience during storytelling tasks.

Storytelling as a speaking activity requires not only linguistic competence but also confidence, emotional expression, and the ability to interact with listeners. Students are expected to deliver stories in a clear, fluent, and expressive manner so that the audience can easily understand and enjoy the story. In this study, extroverted students appeared more comfortable performing in front of the class, which positively influenced their fluency and overall delivery. They tended to speak more naturally, with fewer pauses and stronger vocal variation. In addition, extroverted students often used facial expressions and gestures to support their storytelling performance. Although minor grammatical inaccuracies were sometimes observed, their strong communicative competence contributed to higher overall speaking performance scores.

In contrast, introvert students demonstrated several strengths in their storytelling speaking performance, particularly in grammatical accuracy and structured organization of story content. Their reflective nature encouraged them to think carefully before expressing their ideas in English. As a result, many introvert students produced sentences that were more grammatically controlled and logically organized. Their storytelling presentations often showed clear sequences of events and appropriate vocabulary choices. However, their performances tended to include more pauses, hesitation, and lower levels of vocal expression. These characteristics may have influenced their overall speaking scores, especially in storytelling activities that require fluency and expressive communication.

These findings can be explained through personality theory, which suggests that extroverts and introverts have different approaches to communication and social interaction. Extroverted individuals generally gain energy from interacting with others and tend to express their ideas more openly in social situations. This characteristic allows them to perform more confidently in communicative speaking tasks that involve interaction and audience engagement. On the other hand, introverted individuals tend to focus more on internal reflection and careful thinking before speaking. While this reflective approach can support accuracy and careful language production, it may reduce spontaneity during live speaking performances. Therefore, these personality differences may contribute to the variations observed in students' storytelling speaking performance.

Furthermore, the findings of this study are consistent with several previous studies on personality and language learning. Previous research has indicated that extroverted learners often perform better in communicative and interaction-based speaking tasks because they are more willing to participate actively in conversations. Their confidence and sociability help them overcome anxiety when speaking in front of others. Meanwhile, introverted learners are often stronger in tasks that require careful language analysis, accuracy, and structured thinking. They may perform better in activities that allow more preparation and reflection before speaking. Therefore, both personality types demonstrate different strengths in language learning, depending on the nature of the speaking task.

Overall, this study confirms that speaking performance is influenced not only by linguistic ability but also by psychological and personality-related factors. Students' personality traits can shape how they approach speaking tasks, manage their confidence, and deliver their ideas in front of an audience. For this reason, English teachers should be aware of these differences when designing speaking activities in the classroom. Teachers are encouraged to provide balanced learning strategies that support both communicative expression and structured preparation. For example, storytelling activities can be combined with preparation stages, group discussions, and supportive feedback. By creating an inclusive learning environment, teachers can help both extroverted and introverted students develop their speaking skills more effectively.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that there is a statistically significant difference in storytelling speaking performance between extrovert and introvert students in the eleventh grade

of SMKS YWKA Medan. The result of the independent samples t-test showed that the significance value (0.004) was lower than the 0.05 level of significance. This statistical result indicates that the alternative hypothesis was accepted while the null hypothesis was rejected. In other words, the data confirms that students' personality types have a meaningful influence on their speaking performance in storytelling activities. Personality traits may affect how students express their ideas, manage their fluency, and interact with their audience during speaking tasks. Therefore, personality type can be considered as one of the important factors that contribute to differences in students' storytelling speaking performance.

The findings of this study also revealed that extrovert students obtained a higher mean score (82.07) compared to introvert students (75.92). This result indicates that extroverted students generally performed better in storytelling speaking tasks. Their strengths were particularly evident in several aspects of speaking performance, such as fluency, pronunciation clarity, confidence, and expressive delivery. Extrovert students tended to speak more smoothly and naturally while presenting their stories in front of the class. In addition, they showed greater confidence and were more willing to interact with the audience during their storytelling performance. Their sociable and outgoing characteristics contributed positively to their speaking performance, especially in communicative and performance-based activities such as storytelling.

Meanwhile, introvert students also demonstrated several positive abilities in their storytelling and speaking performance. Many of them showed relatively strong grammatical control and well-structured organization of story content. Their storytelling tended to be more carefully planned, which helped them produce sentences that were grammatically accurate and logically arranged. However, their performances were often less fluent and less expressive compared to those of extroverted students. Introvert students sometimes showed hesitation, longer pauses, and limited vocal variation during storytelling activities. Although they demonstrated careful language production, their limited spontaneity and lower level of outward expressiveness may have influenced their overall speaking scores in storytelling tasks that require active audience engagement.

Therefore, it can be concluded that personality type plays an important role in influencing students' speaking performance, particularly in storytelling activities. The differences between extroverted and introverted students show that each personality type has its own strengths and challenges in speaking tasks. Extrovert students may benefit from their confidence and communicative nature, while introvert students may rely more on careful preparation and structured language use. Based on these findings, English teachers should consider students' personality differences when designing speaking activities in the classroom. Teachers are encouraged to create learning environments that support both expressive communication and structured preparation. Providing balanced instructional strategies may help optimize students' speaking development regardless of their personality type.

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