Chapter I: Introduction

This chapter presents the study which design into subtopics in order to demonstrate the discussion of the study such as the background of the study, the previous study, the research question, the objectives of study, the significances of study , and the scope of the study. All the issues are presented in the following sections.

Background to the Study

The students in English Department are requires to master four English skills. The four English skills are listening, speaking, reading and writing which frequently used at the same time. Among other skills, speaking has a critical function as a key for communication (Florez, 1999). It means that among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language.

However, speaking a foreign language in the classroom is not an easy skill to be mastered by learners. Many learners stated that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, & Mclaren, 2006). Learners consider speaking as the most difficult skill since they have to learn about many things at the same time. Speaking is known as the ability that requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary. This means that the success and failure of speaking are influenced by many factors. According to Tuan and Mai, (2015), learners' speaking performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during

speaking tasks. Moreover, Mahripah (2014) asserted that EFL learners' speaking skill is affected by some linguistics components of language like phonology, syntax, vocabulary, semantics and psychological factors such as motivation and personality.

Based on the statements above, speaking is not only influenced by aspects of speaking ability such as: pronunciation, accent, vocabulary, fluency, and grammar, but also influenced by many other factors. One of the factors that interest the researcher is the factor of personality. This is because in every class each student has a different character and personality. Some are very active, full of enthusiasm, quiet, lazy, love to talk, love to read, and so on.

Personality itself refers to internal factors or traits, which influence behavior in different situations. Talking about personality within individuals, there are several aspects such as motivation, empathy, anxiety, self-esteem, inhibition, risk-taking and extraversion. From the number of personalities, one of the personalities which is most assumed that has relation to speaking ability is extraversion (extroverts and introvert). This is proved by many scholars (Aziz, 2010; Damalis, 2013; Mahmuda, 2017; Nadzif, 2015) who studied about the relation and impact of extrovert introvert personality towards students' speaking ability. Freeman (1991) stated that the personality has a lot to do with how fast and easily the learners learn a foreign language.

Another reason is based on the experienced during the teaching and learning process of speaking at researcher's class, one might find that some people can learn every subject or several subjects quickly and very well. On the

other hand, some of the students were not active to speak in the classroom. The researcher considered them as the introverts because it is still a common view that active and outgoing students are more successful in language learning compared to anti-social or introvert ones. This belief is caused by the fact that the extrovert people feel more confident to join or start new conversations in English; thus, they tend to learn faster and improve their language skills positively.

However, the fact that the researcher found in the classroom shows there were some people that the researcher considered as the introvert, had a better speaking ability. This is contradictory with the common belief above. This raises many questions about how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others.

The researcher released that this can only be answered by investigating learning strategies. Learning strategies are the thoughts and actions that learners take in order to achieve a learning goal. Oxford (1990) defined LLS as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, more transferable to new situations" (p.8). In other words, LLS are specific activities consciously chosen by learners for regulating their own language learning process.

Therefore, if the students want to be successful in speaking, they suppose to be aware of their own language learning strategies because the strategies that applied will be different from learners to learners especially the extrovert and introvert. This supported by the fact that there is a close connection between the

personality of students, the style and the strategy that they develop in order to learn and to success (Erton, 2010). It means the choice of the strategies is also determined by the personality of the learners. This is because personality is one of the most important factors that have an influence on foreign language learning and extrovert and introvert are the two out of four pairs of personality types which have a prior importance in language learning studies.

Those all matter above motivated the researcher to do this research, to fill the gap through investigating the language learning strategies used by extrovert and introvert students in speaking class. There were some researchers conducted this similar topic, for example a study by Ehrman and Oxford (1990) involving twenty adults learning Turkish was conducted to see how personality traits related to language learning strategy. Using Myers Briggs Type Indicator (MBTI), SILL and Interviews as data collection instruments, it was found that there was a positive relationship between extroversion and introversion and Language learning strategy. Extroverts chose to use social strategies, such as being cooperative with others and functional practice strategies such as creating opportunities to learn outside class while introverts preferred to learn autonomously and to avoid making social contact and they seemed to use metacognitive strategies.

In the EFL context, employing SILL questionnaire for language learning strategy and Myers Briggs Type Indicator (MBTI) to judge the personality of the participants, Wakamoto (2000), in a study to 254 Japanese students learning English as a Foreign Language as participants found that extroversion strongly

correlated to the learning strategies employed by language learners. It was found that extroverts used more functional strategies and social-affective strategies in language learning than introverts and it seemed that extrovert students tend to focus on meaning more than on form, while introverts were more focused on form (grammar, vocabulary and pronunciation) and were more careful with speech. In other words, extroverts are focused more on communication, while introverts were more focused on how they are talking. It was also known that Extroverts asked more questions than introverts did. This finding seems to prove what many classroom people believes about extroverts that they are more successful in language learning and superior in communicative ability than introverts.

Meanwhile, Kayaoğlu (2013) investigated the relationship between personality traits and language learning strategies in a university context in Turkey on 106 extroverts and 94 introverts. Employing the Eysenck Personality Questionnaire (EPQ) and Strategy Inventory for Language Learning (SILL), it was found that metacognitive and cognitive strategies were preferred more by introverted students that extroverted students. It also discovered that introverts learners tended to use more language learning strategies than extroverted students did.

However, interesting finding found in a research by Callahan (2000) who used Myers Briggs Type Indicator (MBTI) instrument to determine subjects' personality. He tried to find relation between writing and character type. It turned out to be group of extrovert people preferences is good talkers but perform low in

writing. Opposed to introvert group, their journal writing seems to be "voluminous".

The finding by Callahan above may become what most Indonesian people see about how extrovert and introvert differ. Learner who loves talking like extrovert person may not be good in writing, but ones who read more (introvert) will perform excellent. This was supported by Zainuddin (2016) who involving 40 English learners at Universitas Negeri Medan to see significant difference in scores for syntax in essay writing between extrovert and introvert EFL learners. Using Myers Briggs Type Indicator (MBTI), and essay test as data collection instruments, it was found that there was a significant difference between extrovert EFL learners and introvert EFL learners in the accuracy of constructing sentences. The findings show that extrovert EFL learners did worse than introvert EFL learners in language construction for essay writing. They tend to be careless and less correct in constructing their phrases when doing a writing task.

Moreover, there were two researchers from English Department State university of Gorontalo who study about English speaking skill. The first study was by Abubakar (2019) involving 107 students of forth semester to see the learning strategy they used in English speaking class. Using Strategy Inventory for Language Learning (SILL) and Interviews as data collection instruments, it was found that note taking is the most used strategy and translation is the last strategy used. Meanwhile, Adipu (2018) investigated the differences between extrovert student and introvert student in English speaking skill in a university context on 5 extroverts and 5 introverts. Employing the questions from Susan

Cain's book *The Power of Introvert* and speaking test, it was found that there was difference between extrovert and introvert students on language learning through their achievement in speaking skill, even though the difference was not significant. It also discovered that introverts students got higher score than extrovert students.

Based on the previous studies above, there was only few researcher observed learning strategies intensely focusing on each language skill. The previous researchers only investigated learners' language learning strategies. Furthermore, research on this topic in English Department state University of Gorontalo is rare to find because previous studies were observed language learning strategies in each language skill and each type personality were still limited.

This current study intends to find out the learning strategies of extrovert students and introvert students of English Department Gorontalo State University especially in their speaking class. Unlike Wakamoto and some researcher like Ehrman and Oxford which employed Myers Briggs Type Indicator (MBTI) as a self-report type questionnaire, this study employ 12 statement items survey for testing introversion and extroversion levels proposed by Richmond & McCroskey (1998). Besides, unlike some studies that used English Language Learning Strategy Inventory (ELLSI) by Griffith (2003), this study implements Strategy Inventory for Language Learning (SILL) to discover students' language learning strategy.

Another difference from previous studies is that the researcher tries to bring the study in Indonesian context where English is seen as a Foreign Language and there might be different in the form of cultures, facility, and the way students learn English. Additionally, unlike Kayaoğlu and some studies which used imbalanced sample between extrovert and introvert, this study involve balance amount between extrovert and introvert participants. Therefore, the researcher ensures that this study is different because the ways to do the research, population, sample, and data analysis technique of the research are different; of course the result is different as well.

In brief, the reasons to conduct these study is clear, and it is hope to give new solutions on English study program in research site. This study is necessary because this study exploring at learning strategies in EFL learning especially in speaking class and its differences personality traits. Additionally, the finding of this study attempted to fill the gap in the literature theory related students' learning strategies at the college level.

Research Question

Based on the background of the study describe above, the research question of this study is formulated in the following statement: What language learning strategies are extrovert students and introvert students of English Department used in English speaking class?

Objective of Study

Based on the research question describe above, the objectives of the study is states as follow: To investigate the language learning strategies that the extrovert

students and introvert students of English Department used in English speaking class

Significances of Study

This study is expected to be able to give some meaningful contributions for Indonesian education especially teachers and students in teaching and learning English to achieve the objectives of learning English. Moreover, the result of this study is theoretically and pedagogically important and can give good contribution to the English learning context and may be beneficial for teacher/lecturer, students, and the researcher.

1. For the lecturer/teacher

The result of this study can be used as the reference to give better understanding about the importance of identifying the students' personality and language learning strategies in the classroom activities. In this case, foreign language teachers/lecturers can increase awareness regarding the personal differences in language classrooms. This will help them understand and appreciate the fact that not a personality type is more beneficial than the other. Moreover, providing a successful instruction is only possible through identifying and understanding their students' individual differences. By doing so, it is hoped that the teachers/lecturers could create an effective way and methods in learning and teaching English considering students' personality preference and their learning strategy. Moreover, the lecturer can apply an appropriate method in their classroom to make the teaching more interesting and enjoyable for both extrovert and introvert learners.

2. For the students

This study may help students to be aware about the influence of their personality trait so they can get the best way to solve their problems in speaking. This is because knowing their own personality and what learning strategies they prefer can help them understand their strengths and weaknesses in learning English.

3. For the researcher

The result of this study expected would be useful for the other researchers in the next study to dig deeper about the similar topics especially for the study of extrovert and introvert personality.

Scope of the Study

Talking about personality within individuals, there are several aspects such as motivation, empathy, anxiety, and so on. However, this study will focus only on one trait of personality that is extraversion (extrovert and introvert). In order to focus the study, the researcher limits the study only on the language learner strategies in speaking skill. Next, the subjects of research are students of English Department of the Faculty of Letter and Culture of Gorontalo State University in academic year of 2019/2020 studying in Speaking for Academic Purposes class. They will be categorized into several levels or degree of extraversion based on one instrument to measure personality called McCroskey's introversion scale by Richmond & McCroskey (1998). Moreover, in finding out the classification of language learning strategies, the researcher will conducted the theory of O'Malley and Chamot (1990). This is because they offer a more comprehensive, systematic and detailed system of LLS.