

## **Chapter V: Conclusion and Recommendation**

This chapter presents the conclusion of the research and recommendation based on the result of the research. The conclusion illustrates the summary of the research. Besides, the recommendation consists of the suggestion for further researcher.

### **Conclusion**

This study was intended to find out the language learning strategies that the extrovert students and introvert students of English Department used in English speaking class. The questionnaire that was applied to participants was a questionnaire of Strategy Inventory for Language Learning (SILL) by Rebecca Oxford (1990). The questionnaire consist of 24 items as an instruments for assessing the language learning strategies used by the learners in improving their speaking skills, which were separated into three types of learning strategies. The 24 questionnaire items was conducted to the 36 second year students of English Department studying in English speaking for academic proposes class which separate into two personalities. The quantitative data which were obtained through questionnaires were analyzed using statistical techniques such as frequencies and percentages.

Based on the researcher's description and analysis in the previous chapter the researcher concluded the learning strategies used by extrovert and introvert students in the speaking class applied three main classification of learning strategies by O'Malley and Chamot. The three main classifications of learning strategies were metacognitive strategies, cognitive strategies and social-affective

strategies. The extrovert and introvert students used almost all of the learning strategies by O'Malley and Chamot. It included metacognitive strategies, cognitive strategies, and socio-affective strategies in their speaking for academic purposes class. Although the students used same learning strategies, but they had different frequency in using the strategies.

The research findings showed that extrovert students used more language learning strategy highly frequently than introvert students with 12 items compared to introvert students with only 10 items. The strategies used by extrovert students with high frequency were: (1) Cooperation (socio-affective), (2) empathizing with other (socio-affective), (3) self-monitoring (metacognitive), (4) self-management (metacognitive), (5) repetition (cognitive), (6) imagery (cognitive), (7) inferencing (cognitive), (8) asking for clarification or verification (socio-affective), (9) asking for correction (socio-affective), (10) organization planning (metacognitive), (11) key-wording (cognitive), and (12) deduction (cognitive).

On the other hand, the strategies that were frequently used by introvert students were: (1) Note-taking (cognitive), (2) self-evaluation (metacognitive), (3) self-management (metacognitive), (4) auditory representation (cognitive), (5) recombination (cognitive), (6) key-wording (cognitive), (7) asking for correction (socio-affective), (8) empathizing with other (socio-affective), (9) directed attention (metacognitive), and (10) asking for clarification or verification (socio-affective).

If it is seen from frequency, the finding also showed that introverts and extroverts had different language learning strategy use in the sense that extrovert

students like cooperation and empathizing with others as their strategies to be used more frequently. Meanwhile, introvert students tended to use note-taking as their strategy in high frequency. In other words, extroverts appeared to use more socio-affective strategy in learning English speaking, while introvert appeared to use more cognitive strategy. In relation to low frequency of strategy used, both extrovert and introvert students used translation strategy with low frequency.

Moreover, based on the result of the research, the researcher also finds some items used by introvert students that also used by extrovert students with almost the same percentage of frequency of strategy use such as learning from mistakes (self-monitoring), and using resources including human resource and using a dictionary/internet.

### **Recommendation**

Personality and learning strategies are important for language learning success, but there is no learning strategies or personality type which is superior over the others. Each personality type and learning strategies has its advantages necessary for success in language learning. Regarding this, there were some suggestions presented for the student, lecturer, and future researcher as follows:

First, for the students, since both the extrovert and introvert students at this study employed different language learning strategies of speaking, it is suggested to the students to raise awareness of the broad range of language learning strategy options for speaking available to them and apply language learning strategies into correct ways in order to increase speaking English. The learners should be aware of the advantages of each personality type and learning strategies in order to

improve their learning. They should also be encouraged to combine learning strategies and not depend on one strategy only. Some researchers also suggest that more successful learners have multi-strategies preferences. Therefore, the students of EFL context should be aware of the availability of a number of strategies they may use to learn to speak in English.

Second, it was recommended for English lecturer to recognize their students' personality and to find out what strategies their students frequently used. By recognizing what personality the students had and what strategy the students frequently used, the lecturer was expected to be able to design an effective way to improve students' English proficiency. Moreover, by knowing their student better and be aware of individual differences of their students, the lecturer can organize their teaching better and provide instruction which would be acceptable to all students. They should use varieties of teaching methods, techniques and aids. Therefore, the lecturer could give all learners opportunity for success in that way. In addition, it was recommended to look deeper at each strategy highly frequently used by students to see whether they could improve students' English proficiency.

Third, it is suggested to the others researchers to do the same research with larger respondents by modifying certain strategy where necessary in order to cover strategies that the students might use but not just language learning strategy proposed by O'Malley and Chamot but the other experts and theories can be used. Also, it is suggested to the others researches in collecting the data by using other technique in language learning strategies of speaking such as using diaries or interview which will be a useful way of gaining more detail of the results into the

strategy use. Moreover, in this study, the researcher focused only language learning strategies of speaking; therefore it is suggested to the future researchers to conduct the researcher on different skills, such as in writing, reading, and listening class. In addition, it will be interesting for the next researcher to compare the learning strategies and the students' personalities.

### Reference

- Abrami, P. C., Poulsen, C., & Chambres, B. (2004). Teacher motivation to implement an educational innovation: Factors differentiating ser and non-user of cooperative learning. *Educational Psychology*, 24(2), 201-216.
- Abubakar, Aprilia. (2019). "Student's Learning Strategies in English Speaking Class". English Department, Faculty of Letters and Culture, State University of Gorontalo, Gorontalo, Indonesia.
- Adipu, M. S. (2018). "A Comparison Analysis between Extrovert students and Introvert Students on Language Learning through Their Achievement in Speaking skill ". English Department, Faculty of Letters and Culture, State University of Gorontalo, Gorontalo, Indonesia.
- Alfiyanaini, M. (2017). A Study on Students' Learning Strategies in Speaking Skill Of The Eleventh Grade Students in Man 1 Surakarta Boarding School In The Academic Year 2015/2016. English Education Department, Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta, Indonesia.
- Arikunto, S. (2002). Research procedures for practical approach (4<sup>th</sup> Edition). Jakarta: Rineka Cipta.
- Arslantas, S. & Kurnaz, A. (2017). The effect of using self-monitoring strategies in social studies course on self-monitoring, self-regulation and academic achievement. *International Journal of Research in Education and Science (IJRES)*, 3(2), 452-563.

- Barbie, L. M., Roussed, Y. J., Piolat, A., & Olive, T. (2006). Note-taking in second language: Language procedure and self-evaluation of the difficulties. *Current Psychological. LetterI*, 20(3).
- Biria, R. (2010). The effect of note-taking strategy instruction on the students' academic achievement. *Journal of Asia TELF*.
- Boyle, J. R., & Waishaar, M. (2001). The effect of strategic note-taking on the recall and reading comprehension of lecture information for high school students with learning disabilities. *Learning Disabilities Research & Practice*, 16(3), 133-141.
- Božinović, N., & Sindik, J. (2012). Gender differences in the use of learning strategies in adult foreign language learners. *Metodicki Obzori*, 6, 11-12.
- Brown, H.D. (2001). *Teaching by principles: An Interactive approach to language pedagogy* (2<sup>nd</sup>Ed.). New York: Longman.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. 4<sup>th</sup>Ed. New York: Pearson Education.
- Brown, H. D. (2004). *Language assessment: Principle and classroom practices*. New York: Pearson Education.
- Bueno, A., Madrid, D., & McLaren, N. (2006). *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada.
- Bygate, M. (1991). *Speaking*. Oxford: Oxford University Press.
- Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking*. New York: Crown Publishers.

- Carlyn, M. (1977). An assessment of the Myers-Briggs Type Indicator. *Journal of Personality Assessment*, 41(5), 12-31.
- Cohen, D., & Schmidt, J.D. (1979). Ambiversion: Characteristics of midrange responders on the introversion-extraversion. *Journal of Personality Assessment*, 43(5), 514-516. [https://doi: 10.1207/s15327752jpa4305\\_14](https://doi.org/10.1207/s15327752jpa4305_14).
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Dannels, D. P. (2011). Time to speak up: A theoretical framework of situated pedagogy and practice for communication across the curriculum. *Communication Education* 2, 50.
- Dewaele, J.M., & Furnham, A. (1999). Extraversion: The Unloved variable in applied linguistics. *Research Language Learning*, 49, 509–544. [https://doi:10.1111/0023-8333.00098](https://doi.org/10.1111/0023-8333.00098).
- Dörnyei, Zoltán. (2005). *The Psychology of the Language Learner. Individual differences in Second Language Acquisition*. New Jersey: Mahwah.
- Ehrman, M., & Oxford, R. (1990). Adult language learning styles and strategies in an intensive training setting. *The Modern Language Journal*, 74(3), 311–327.
- Erton, Í. (2010). Relations between personality traits, language learning styles and success in foreign language achievement. H. U. *Journal of Education*, 38, 115-126
- Ewen, Robert B. (2003). *An Introduction to Theories of Personality*. New Jersey: Lawrence Erlbaum Associates, Publishers



Eysenck, H. J., & Eysenck, S. B. G. (1975). *Manual for the Eysenck Personality Inventory*. San Diego, C. A.: Educational and Industrial Testing Service.

Faculty of Letters and Culture. (2020). Semester lesson plan for English  
Department of UNG. Gorontalo: State University of Gorontalo

Florez, M.A.C. (1999). Improving Adult English Language Learners' Speaking Skills. Retrieved on March 05, 2019 from  
[http://www.cal.org/caela/esl\\_resources/digests/Speak.html](http://www.cal.org/caela/esl_resources/digests/Speak.html)),

Griffiths, C. (2008). *Lessons form good language learners*. United Kingdom:  
Cambridge University Press.

Harmer, J. (2007). *The Practice of English language teaching*. Malaysia: Pearson  
Education Limited.

Hughes, Arthur. 2003. *Testing for language teacher second edition*. UK:  
Cambridge University Pers.

John, O.P. & Srivastava S.(1999) The Big Five Trait Taxonomy: History,  
Measurement, and Theoretical Perspectives. *Handbook of Personality:  
Theory and Research*. Ed. John O.P. and Lawrence, A.P., New York,  
London: The Guildford Press, 102-132.

Joseph E. D. (2011). Personality traits, sex and age of inmates in Nigerian prisons.  
Department Of Guidance and Counselling Faculty of Education,  
University of Ado-Ekiti, Nigeria. *European Journal of Educational  
Studies*, 3(1), ISSN 1946-6331, Ozean Publication.

- Kayaoğlu, M.N. (2013). Impact of extroversion and introversion on language learning behaviors. *Social Behavior and Personality*, 41(5), 819-826.  
<http://dx.doi.org/10.2224/sbp.2013.41.5.819>.
- Kesselman-Turkel, J., & Peterson, F. (1982). Note-taking made easy. Lincolnwood (IL): Contemporary Books.
- Kleitman, S., & Stankov, L. (2001). Ecological and person-oriented aspects of metacognitive processes in test-taking. *Journal of Applied Cognitive Psychology*.
- Kusnic, E., & Finley, M. L. (1993). Introduction and rationale student self-evaluation: Fostering reflective learning. San Fransisco, CA: Jossey Bass.
- Lan, W. Y. (1998). Teaching self-monitoring skill in statistics. In D.H Schunk & B. J Zimmerman (Eds). *Self-regulated learning: From teaching to self-reflective practice*, 86-105. New York: Guilford Press.
- LEE, C. (2010). *An overview of language learning strategies*. ARECLS, 7, 132-152.
- Levelt, W. J. M. (1993). *Speaking: From intention to articulation*. Cambridge, MASS: MIT Press.
- Luoma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.
- Mahripah, S. (2014). Exploring Factors Affecting EFL Learners' Speaking Performance: from Theories into Practices. Proceedings of the 3rdUAD TEFL International Conference 2014 "Materials Development in Asia and Beyond: Directions, Issues, and Challenges." English Education Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia.

- Menzies, M. H. (2009). Self-monitoring strategies for use in the classroom: A promising support productive behavior for students with emotional or behavior disorder. California State University, Los Angeles.
- Naik, A. (2010). Introvert personality. Retrieved on December 01, 2019 from <http://www.buzzle.com/article/introvertpersonality.html>
- National Research Council. (1994). Learning, remembering, believing. Washington, DC: National Academy Press.
- Nunan, David. 2003. *Practical English Language Teaching*. Boston: Mac Graw Hill.
- O'Malley, J. M. & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press. Retrieved from <https://books.google.co.id/books?id>
- Ornstein, A. C. (1994). Homework, studying, and note-taking: Essential skills for students. *NASSP Bulletin*. 78(558), 58-70.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle & Heinle Publisher.
- Oxford, R. (2003). *Language learning styles and strategies: An Overview*, GALA, 1-25.
- Prothero, Nancy, & Clarke, Suzanne. (2008). Learning Strategies as a Key to Student Success.
- Ramelan. 1992. *Introduction to Linguistics: 4H*. Semarang: UNNES press.
- Reid, Gavin. (2005). Learning style and inclusion. London: Paul Chapman Publishing

- Richards, J. C., & Schmidt, R. W. (2002). *Dictionary of language teaching and applied linguistics*. New York: Longman
- Richards, J.C, Platt, J.& Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics*. Harlow: Longman
- Richards, L. A., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.  
<https://doi.org/10.1017/CBO9780511667305>
- Richmond, V. P., & McCroskey, J. C. (1998). *Communication apprehension, avoidance and effectiveness* (5th Ed.). Boston: Allyn & Bacon.
- Rigney, J. W. (1978). Learning Strategies: A theoretical prespective. *HFO'Neil (Jr)* 165-205
- Roberts, T. S. (2006). *Self, peer, group assessment in e-learning*. Harshey, PA: Information Science Publishing. Retrieved from  
<https://books.google.co.id/books?id>
- Rowntree, D. (1975). *Learn how to study*. 2<sup>nd</sup> edition. London: Macdonald and Co.
- Rubin, J (1981). Study of cognitive process in second language learning, *Applied Linguistics*, 11, 117-133.
- Sánchez Lujan, D. K. (2012). The effects of self-monitoring and self-reflection in adult learners in an English blended learning environment. (unpublished Master's Thesis). Universidad de la Sabana, Chia, Colombia. Retrieved on April 01, 2020 from  
<http://intellectum.unisabana.edu.co/handle/10818/3161>.

- Sioson, I. C. (2011). Language learning strategies, belief, and anxiety in academic speaking class. *Philippine ESL Journal*, 7, 3-27.
- Slavin, R. (2014). Cooperative learning and academic achievement: why does groupwork work? *Anales De Psicologia*, 30, 785-791.
- Sugiyono. (2008). Research methodology of quantitative qualitative and R&D. Bandung Alfabeta.
- Sugiyono. (2009). Statistics for research. Bandung: CV Alfabeta
- Sugiyono. (2012). Research methodology of quantitative and qualitative (mixed method). Bandung: CV Alfabeta
- Syamsuddin & Damiyanti. (2011). Research methodology of language education. Bandung: PT.Remaja Rosdakarya.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-23.
- Wakamoto, N. (2000). Language learning strategy and personality variables: Focusing on extroversion and Introversion. *International Review of Applied Linguistics in Language Teaching*, 38(1), 71-81.  
<https://doi.org/10.1515/iral.2000.38.1.71>
- Wenden, A. & Rubin, J. (1987). *Learner strategies in language learning*. Englewood Cliffs: Prentice Hall International.
- Xiang, W. (2004). Encouraging self-monitoring in writing by Chinese students. *ELT Journal*, 58(3), 238-243. Oxford University Press.

- Zafar, S. (2011) A Study of the Relationship between Extraversion/Introversion and Risk-Taking in the Context of Second Language Acquisition. School of Social Sciences and Languages, VIT University, India. *International Journal of Research Studies in Language Learning*, 1(1), 33-40.
- Zare, P. (2012). Language learning strategies among EFL/ESL learners: A Review of literature. *International Journal of Humanities and Social Science*, 2(5). Retrieved on February 06, 2019 from [www.ijhssnet.com](http://www.ijhssnet.com)
- Zhang, Yan. 2008. The Role of Personality in Second Language Acquisition. *Asian Social Science*, 4(5), 58-59. Retrieved on January 08, 2020 from [www.ccsenet.org/journal/index.php/.../1492](http://www.ccsenet.org/journal/index.php/.../1492)
- Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulation learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82(1), 51-59.
- Zimmerman, B. J (1998). A social cognitive view of self-regulated academic learning. *Journal of Education Psychology*, 81(3), 329-339.

# LEARNING STRATEGIES OF EXTROVERT AND INTROVERT

## Appendix 1: Personality Test

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Below are some statements regarding the way people behave, feel and act. Please indicate whether or not you believe each statement applies to you by marking (✓) whether you:**

**Strongly Disagree = 1**

**Agree = 4**

**Disagree = 2**

**Strongly Agree = 5**

**Are uncertain =3**

NO	STATEMENTS	1	2	3	4	5
1.	Are you tended to keep in the background on social events?					
2.	Do you like to mix socially with people?					
3.	Are you tended to limit the people you know to a select few/to certain people?					
4.	Do you like to have many social engagements?					
5.	Would you rate yourself as a lucky individual/person?					
6.	Can you usually let yourself go and have a good time at a party?					
7.	Would you be very unhappy if you could not make numerous social contacts?					
8.	Do you usually take the initiative in making new friends?					
9.	Do you like to play pranks on others?					
10.	Are you usually a "good mixer" ?					
11.	Do you often "have the time of your life" at social affairs?					
12.	Do you get more satisfaction from social activities than from anything else?					

# LEARNING STRATEGIES OF EXTROVERT AND INTROVERT

## Appendix 2: The Questionnaire

### Students' Learning Strategies in English Speaking Class

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Personality trait : \_\_\_\_\_

Adopted from Rebecca Oxford (1990)

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should be*, or what *other* people do. *There is no right or wrong answers to these statements*. If you have any questions, let the researcher know immediately.

**Please read the following list of learning strategies. Give check list sign (✓) based on your experienced!**

No	Learning Strategies	Frequency				
		Never	Seldom	Sometime	Often	Always
1.	I try to find the opportunities to speak English with others as much as possible					
2.	I notice my mistakes in speaking English and use that information to help me do better					
3.	I pay attention when someone is speaking English					



## LEARNING STRATEGIES OF EXTROVERT AND INTROVERT

4.	I try to find out how to be a better learner or speaker of English					
5.	I plan my schedule so I will have enough time to improve my speaking skill					
6.	I look for people I can talk to in English					
7.	I have clear goals for improving my speaking skills					
8.	I check my progress in speaking and try to evaluate myself					
9.	I say or write new English words several times					
10.	I use my mother tongue if I forget the vocabulary in English when I perform in the classroom					
11.	I practice the sounds of English					
12.	I speak the English words I know in different ways					
13.	I try to find English passage in books, dictionary, internet, or asking my teacher to acquire the material of speaking					
14.	I watch English language TV shows spoken in English or go to movies spoken in English					
15.	I look for words in my own language that are similar to new words in English					
16.	I try to listen to the English speaker					

## LEARNING STRATEGIES OF EXTROVERT AND INTROVERT

	and identify the English pattern					
17.	I try to find the meaning of an English word by dividing it into parts that I understand					
18.	I make a note of information that I hear or read in English					
19.	I ask someone to slow down or say it again when I cannot understand or catch the meaning of English sentences					
20.	I ask someone to correct my mistake in English/when I talk					
21.	I practice English with other students					
22.	I ask some question if I do not understand with the materials					
23.	I ask questions in English					
24.	When I feel nervous to speak English in front of the class, some of my friends try to make me calm down					

## CURRICULUM VITAE

Name : Afriyanti Yusuf  
Place, Date of birth : Gorontalo, 24 April 1998  
Gender : Female  
Religion : Islam  
Address : Desa Pilolalenga, Kec. Dungaliyo,  
Kab. Gorontalo  
Telephone : 082293434694  
Email : afriyanti\_s1sastrainggris2016@mahasiswa.ung.ac.id



---

### Academic Background

---

- ❖ Elementary School  
*SDN 1 Pilolalenga, 2004-2010*
- ❖ Junior High School  
*SMP Negeri 1 Bongomeme, 2010-2013*
- ❖ Senior High School  
*SMA Negeri 1 Dungaliyo, Program IPA, 2013-2016*
- ❖ Bachelor of Education in English Department, Faculty of Letters and Culture, State University of Gorontalo, 2016 – 2020

---

### Academic/Non Academic Activities

---

- ❖ Participant of MOMB held by BEM of Universitas Negeri Gorontalo, 2016
- ❖ Participant of computer and network training held by Pustikom of Universitas Negeri Gorontalo, 2016
- ❖ Participant of seminar nasional held by Faculty of Letters and Culture of Universitas Negeri Gorontalo, 2016
- ❖ Participant of seminar ilmiah dosen “Teknik Penulisan Karya Ilmiah” held by English Department of Universitas Negeri Gorontalo, 2016

- ❖ Participant of Poetry Out Loud of English Department, 2017
- ❖ Participant of Kewirausahaan Expo of English Department, 2017
- ❖ Committee of Cross Cultural Understanding (CCU) by class B of 2016 English Department Students UNG, 2017
- ❖ Participant of World Food Festival “Cross Cultural Understanding” of English Department, 2017
- ❖ Participant of 5<sup>th</sup> International Students Conference, 2018
- ❖ Participant of Debate in Speaking Academic Purposes Class, 2018
- ❖ Participant of Drama one Decade “One Fine Day” 2018
- ❖ Director, scrip writer, visual editor, main character of Drama performance by class B of 2016 English Department Students UNG, 2018
- ❖ Management marketing of 6<sup>th</sup> International Student Conference, 2019
- ❖ Speaker of 6<sup>th</sup> International Students Conference, 2019
- ❖ Participant of job training Dinas Pangan Kota Gorontalo, 2019
- ❖ Participant of KKS-Pengabdian Tematik Bank Sampah Desa Patoameme Universitas Negeri Gorontalo, 2019
- ❖ Participant of PPL 2 SMP Negeri 8 Gorontalo, 2019

---

### **Seminar, Conference & Workshop**

---

- ❖ Computer and Network Training Universitas Negeri Gorontalo, 2016
- ❖ Seminar Nasional, 2016
- ❖ Seminar Motivasi Ippo Santosa, 2017
- ❖ 5<sup>th</sup> International Students Conference, 2018
- ❖ Expo Kewirausahaan Universitas Negeri Gorontalo, 2018
- ❖ Seminar Nasional Linguistik Forensik, 2018
- ❖ Career Training, 2019
- ❖ 6<sup>th</sup> International Students Conference, 2019