

Language Learning Strategies used by Extrovert and Introvert Students in English as a Foreign Language Speaking Classes

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ABSTRACT

The students in Indonesia are from different cultures, languages, and personality traits (extrovert and introvert). Therefore, recognizing students' personality traits and their language learning strategy may be effective to help teachers design an effective teaching strategies. This study, therefore, intends to find out the typical language learning strategies used by the extrovert and introvert students in English speaking class. The participants of this study were the fourth semester students in English Department of Gorontalo State University. This research used two models of questionnaire. They were the McCroskey's introversion scale by Richmond & McCroskey (1998) to determine the personality type for each subject and Strategy Inventory for Language Learning (SILL) by Oxford's (1990) to see their learning strategy. The findings were explained by using the theory of language learning strategies by O'Malley and Chamot (1990). The result shows that the extrovert students used more language learning strategies highly frequently than introvert students with 12 items compared to introvert students with only 10 items. The most strategies used by extrovert students were cooperating and empathizing with others with 66.7% in always used, while the most strategy used by introvert students was note taking with 66.7% in often used.

Keywords: Language learning strategy; speaking; extrovert; introvert

INTRODUCTION

The students in English Department are required 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 supposed 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.

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. 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, Wakamoto (2000) 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 than 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.

THEORETICAL FRAMEWORK LANGUAGE LEARNING STRATEGIES

Learning strategies have been worldwide issues in English language teaching and have substantial attention from scholars in the last few decades. Oxford (1990, p. 8) defined learning strategy as some steps taken by students to enhance their own learning. Then she proposed a more specific definition of learning strategies which is as 'specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations'. Furthermore, in line with her, Rigney (1978) illustrated that learning strategies as cognitive strategies that compromise certain operations and procedures. He continued that the students use those operations and procedures in order to acquire, retain, and retrieve different kinds of knowledge and performance. While Brown (2000, p. 113) defined strategies as "specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planed designs for controlling and manipulating certain information". In other words, learning strategy is the ways taken by a learner to make them comfortable and effective in acquiring new knowledge or information.

O'Malley and Chamot (1990, p. 1) illustrated learning strategies as special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.

Learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information (Richards, Platt and Platt, 1992; Zare, 2012). Moreover, Wenden and Rubin (1987, p. 19) described learning strategies as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.

CLASSIFICATION OF LANGUAGE LEARNING STRATEGIES

Language learning strategies have been classified by many researchers; see for examples by Rubin, (1987), Oxford, (1990) and O'Malley and Chamot, (1990). Rubin (1987) as cited in Zare (2012, p. 164) categorizes language learning strategies into three main groups: learning strategies, communication strategies, and social strategies. Learning strategies include all strategies that are directly related to learning (cognitive) or those which indirectly involve the learning process (metacognitive). Cognitive strategies comprise clarification, practice, memorizing, and monitoring. Planning, setting goals and self-management belong to metacognitive strategies. While communication strategies are strategies that less directly relate to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying the speaker's intention. Communication strategies are used by speakers to overcome communication difficulties. Social strategies are those activities learners engage in which provide them opportunities to practice their knowledge.

Oxford (1990, p. 14-16) differentiates language learning strategies into six groups: (1) memory strategies: strategies that help learners store and retrieve new information, (2) cognitive strategies: strategies that enable learners to understand and produce new language by many different means, (3) compensation strategies: strategies that aid learners in overcoming knowledge gaps and continuing to communicate authentically, (4) affective strategies: strategies that help develop self-confidence, (5) metacognitive strategies: strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence, and (6) social strategies: strategies that provide increased interaction and more empathetic understanding. She adds that all appropriate language learning strategies contribute to the main goal: becoming communicatively competent.

O'Malley and Chamot (1990, p. 44-45) also divide language learning strategies into three types, namely: metacognitive strategies, cognitive strategies, and socio affective strategies. By metacognitive strategies, O'Malley and Chamot (1990) mean strategies applied to plan for learning and thinking about the learning process, monitoring production and comprehension as well as evaluation after the completion of an activity. Cognitive strategies involve the direct manipulation of learning techniques, e.g. repetition, translation, deduction, etc. The final group of strategies involves socioaffective strategies which deal with social transactions and social activities.

EXTROVERSION AND INTROVERSION PERSONALITY

Extroversion and Introversion are two concepts, which are widely acknowledged in the world. Although the terms are widely used, every individual basically cannot be rigidly classified into either extrovert or introvert since extroversion and introversion coexist in every individual but in a different ratio (Sakano in Wakamoto, 2000). Eysenck and Eysenck in Dewaele & Furnham (1999, p. 513) presented the following clear description of the behavior of a highly extraverted and a highly introverted person:

The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and

generally likes change; he is carefree, easy-going, optimistic, and likes “to laugh and be merry.” He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person. The typical introvert is a quiet retiring sort of person, introspective, fond of books rather than people; he is reserved and distant except to intimate friends. He tends to plan ahead, “looks before he leaps,” and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards.

As mentioned previously that introversion and extroversion are broad terms within the complex measure of the human personality and are not concrete labels of a sole personality type in human beings. In other words, extrovert and introvert are not rigid since different person might have different level of extroversion or introversion. The higher ratio an individual has, the higher possibility of him is to be classified into either extrovert or introvert.

METHOD

A quantitative research design was used in this present study. Quantitative means that this research emphasizes in collecting data in the form of numbers. This research was conducted at English Department, Letters and Cultures Faculty, State University of Gorontalo. The population of this study was the second year students of English Department, in academic year of 2019/2020 studying in Speaking for Academic Purposes class (4th semester). There are five classes of the second year students. Each class consists of around 20-23 students. Therefore, the number of population were more than 100. In order to get the sample (the extrovert and introvert students), a questionnaire of McCroskey’s introversion scale by Richmond & McCroskey (1998) were distributed to all the population which functions to determine the level of extraversion of sample. As a result, the final numbers of sample were 18 extrovert students and 18 introvert students.

Questionnaire was the main tool or instrument used to collect data in this study. This is because it covers diversity of tools where subjects answer the questions related to the way they behave, feel, and think. Sugiyono (2012) stated that a questionnaire is a collection of data by giving a set of question or written question to the responded. To gain the information on the EFL learner’s learning strategies; a questionnaire of Strategy Inventory for Language Learning (SILL) by Rebecca Oxford (1990) was adapted and modified by the researcher. In fact, the questionnaire consists of 50 items; however, only 24 items were included in the questionnaire for this study, since the main focus was on the speaking skill. Therefore, the researcher only chose the items that related to the speaking strategies. Moreover, the selection of each item was also adjusted to the theory which was separated into three types of learning strategies. Those are eight numbers of metacognitive strategies questionnaire, 10 numbers of cognitive strategies questionnaire, and six numbers of socio-affective strategies questionnaire. As the result, there were 24 items used as an instrument for assessing the language learning strategies used by the learners in improving their speaking skills.

The data which had been collected were analyzed by using statistical analysis. The results of the questionnaire are analyzed using descriptive statistical techniques and interpreted in a numerical and percentage form. The following steps to analyze the data are: (1) identified the result of the questionnaires related to the types of learning strategies used of both group by using descriptive percentages. (2) Categorized the language learning strategies used by extrovert and introvert students’ using the theory of language learning strategy from O’Malley & Chamot (1990). Those were metacognitive strategies, cognitive strategies, and socio-affective strategies. (3) Organized the data from questionnaires by grouping the answer based on their personality traits. (4) concluded the result of the questionnaire, then the results were

reported in the research findings. Moreover, the data from questionnaire are presented in numerical percentage form.

FINDINGS AND DISCUSSION

FINDINGS

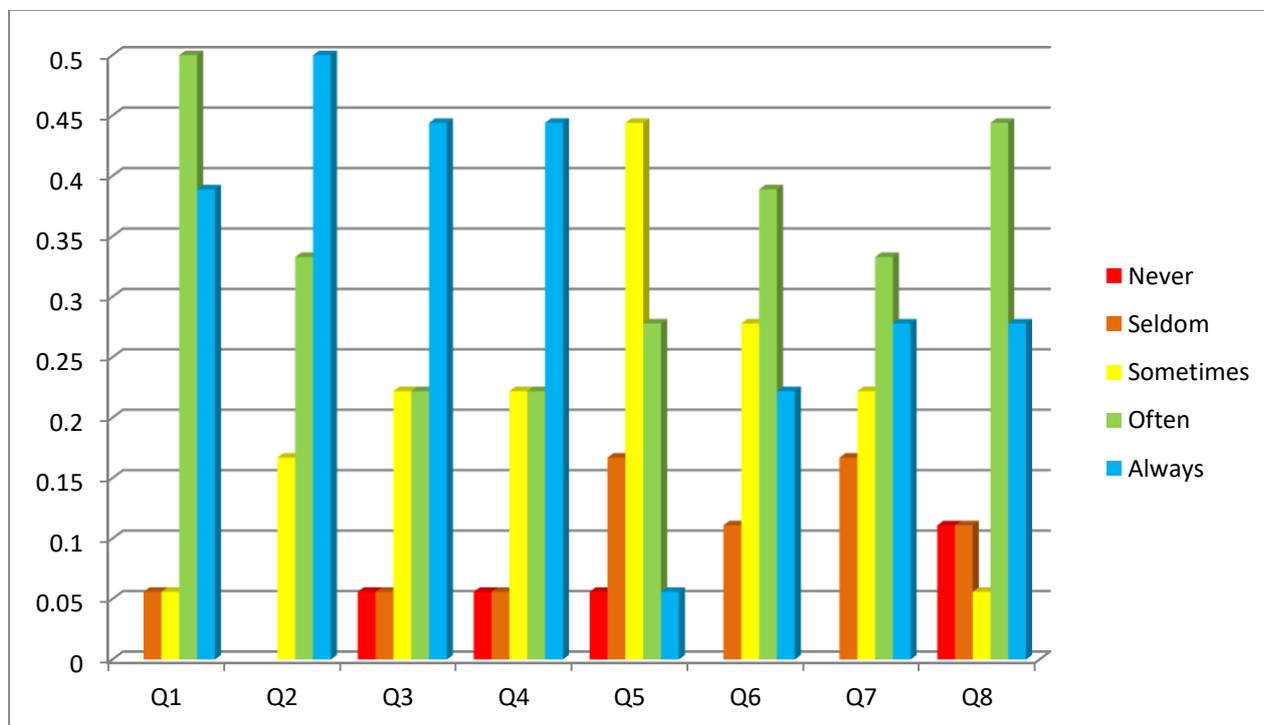
The findings from the questionnaire were displayed in the graphs/charts and described in percentages. Each strategy is described separately between the extrovert students and introverts students. All the findings are presented in the following sections.

METACOGNITIVE STRATEGIES

There were eight statements submitted in the questionnaire which provided the different activities based on the learning strategies.

Note. Adapted from Oxford, Rebecca L. (1990)

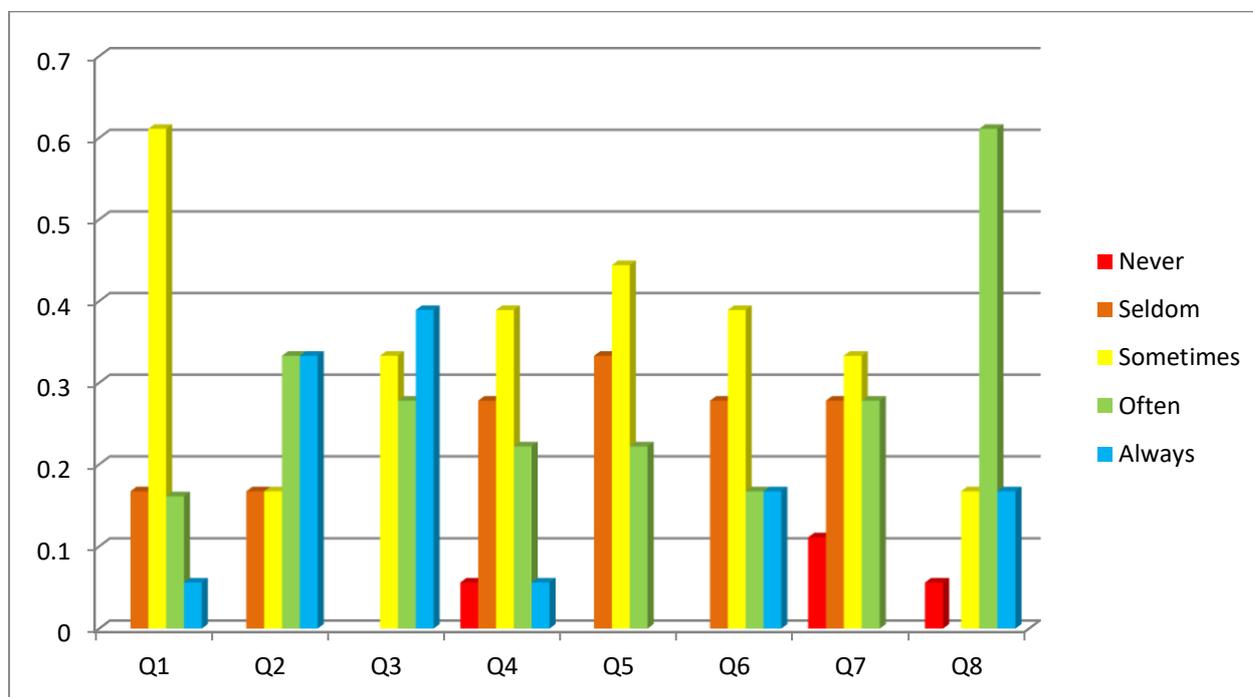
1. I try to find the opportunities to speak English with others as much as possible
2. I notice my mistakes in speaking English and use that information to help me do better
3. I pay attention when someone is speaking English
4. I try to find out how to be a better learner or speaker of English
5. I 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



Graph 1 Representation of Metacognitive Strategies Used by Extrovert Students

Based on the data above, the extrovert students gave varied responses. There were 50% of students who always used self-monitoring as their strategy. It was indicated in number 2.

However, for other statements the responses varied, there were 50% of students who often used self-management strategy which was indicated by the learning strategy in number 1. Further in other statements, there were 44.4 % of students who choose sometimes to use organization planning in metacognitive strategies. It was indicated in number 5.



Graph 2 Representation of Metacognitive Strategies Used by Introvert Students

Based on the graph above, it can be seen that the introvert students gave varied responses. There were 38.9% of students who always used directed attention as their strategy. It was indicated in number 3. However, for other statements the responses varied, there were 61.1% of students who often used self-evaluation which was indicated by the learning strategy in number 8. Further in other statements, there were 61.1 % of students who choose sometimes to use self-management in metacognitive strategies. It was indicated in number 1.

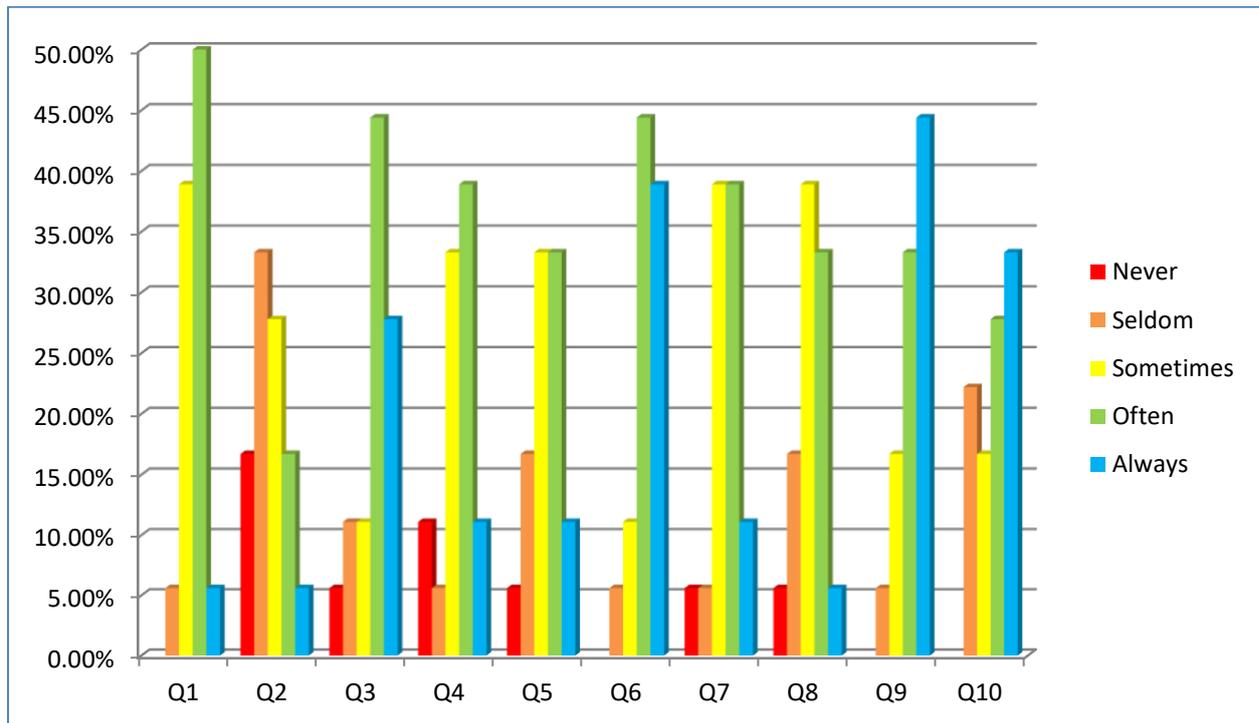
COGNITIVE

There were ten statements submitted in the questionnaire which provided the different activities based on the learning strategies.

Note. Adapted from Oxford, Rebecca L. (1990)

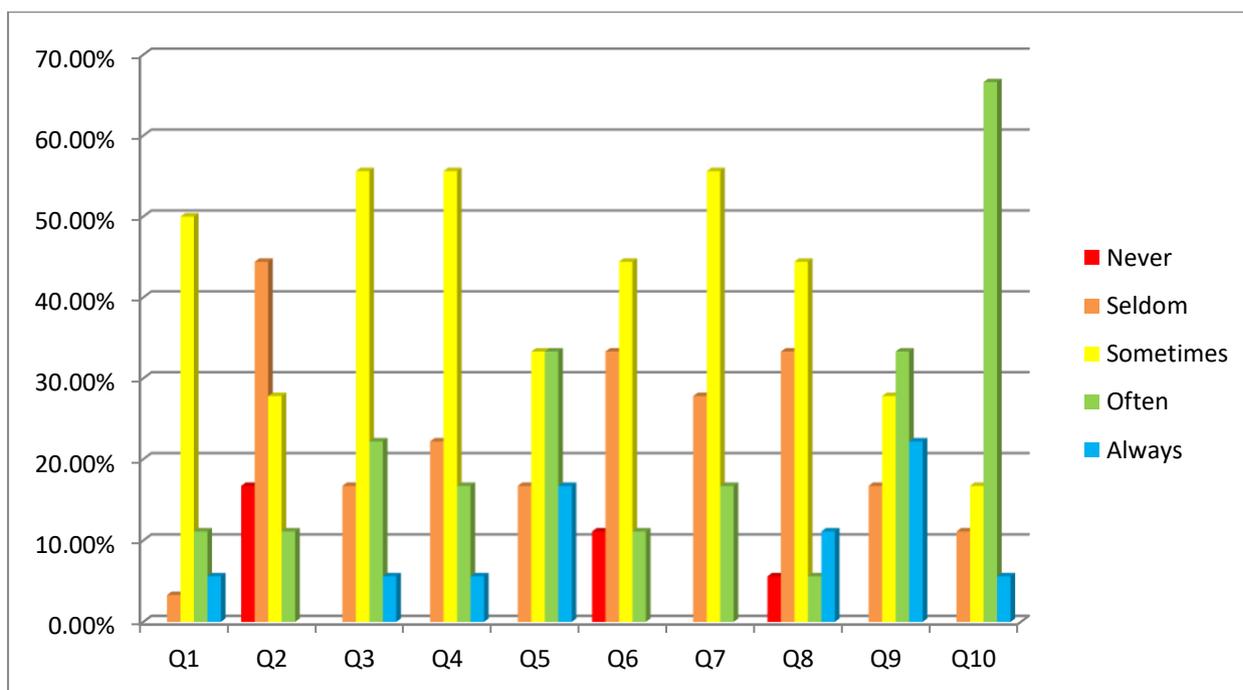
1. I say or write new English words several times
2. I use my mother tongue if I forget the vocabulary in English when I perform in the classroom
3. I practice the sounds of English
4. I speak the English words I know in different ways
5. I try to find English passage in books, dictionary, internet, or asking my teacher to acquire the material of speaking
6. I watch English language TV shows spoken in English or go to movies spoken in English
7. I look for words in my own language that are similar to new words in English
8. I try to listen to the English speaker and identify the English pattern

9. I try to find the meaning of an English word by dividing it into parts that I understand
10. I make a note of information that I hear or read in English



Graph 3 Representation of Cognitive Strategies Used by Extrovert Students

The result of cognitive strategies showed that the extrovert students gave varied responses. There were 44.4% of students who always used inferencing as their strategy. It was indicated in number 9. However, for other statements the responses varied, there were 50% of students who often used repetition strategy and imagery which was indicated by the learning strategy in number 1 and 6. Further in other statements, there were two statements with the same frequencies (38.9%). Those were key-wording and deduction. 38.9% of students choose sometimes to use those strategies which were indicated by the learning strategy in number 7 and 8.



Graph 4 Representation of Cognitive Strategies Used by Introvert Students

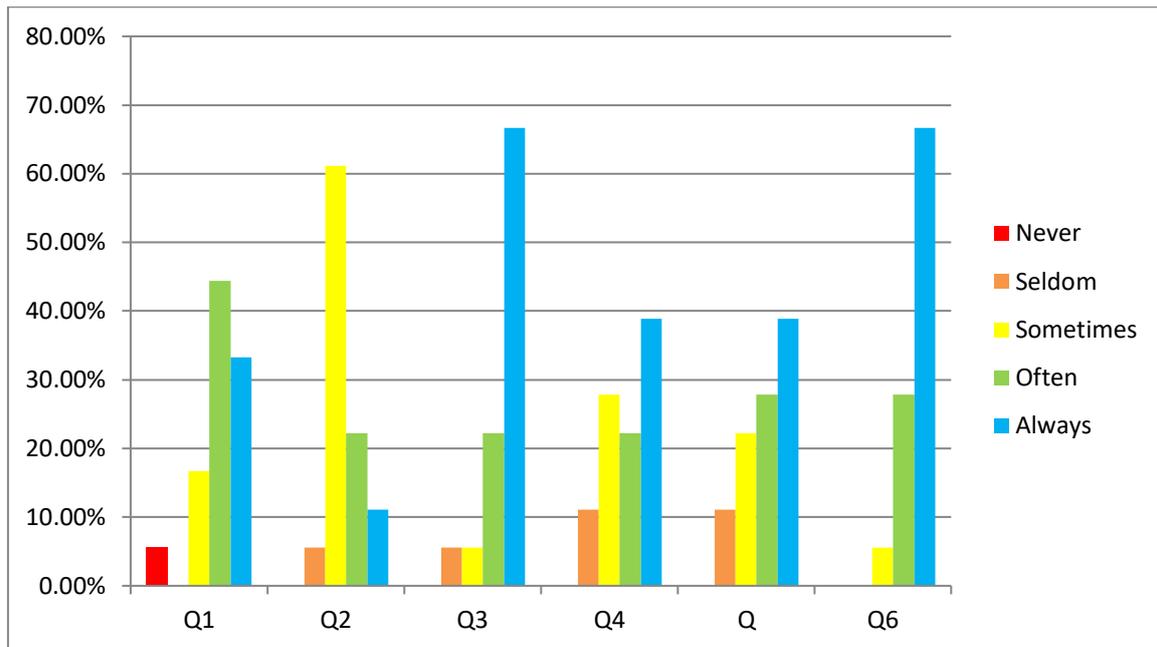
According to the data above, the introvert students gave varied responses. There were 66.7% of students who often used note-taking as their strategy. It was indicated in number 10. Further in other statements, there were three statements with the same frequencies (55.6%). Those were auditory representation, recombination, and key wording. 55.6% of students choose sometimes to use those strategies which were indicated by the learning strategy in number 3, 4, and 7.

SOCIAL-AFFECTIVE

There were six statements submitted in the questionnaire which provided the different activities based on the learning strategies.

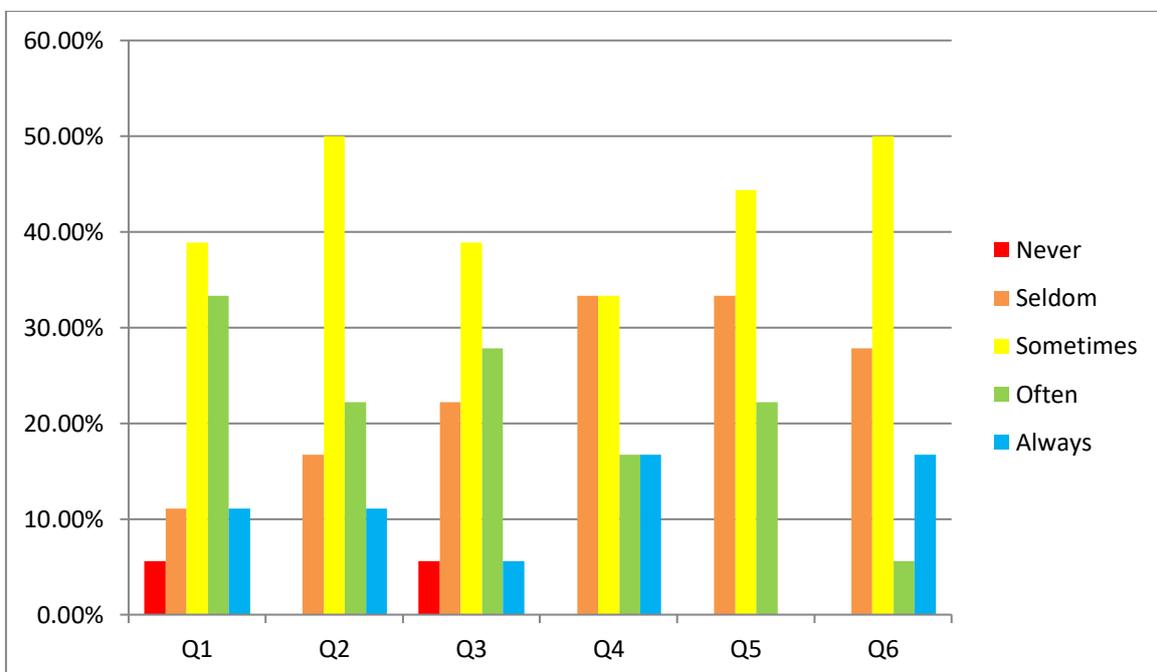
Note. Adapted from Oxford, Rebecca L. (1990)

1. I ask someone to slow down or say it again when I cannot understand or catch the meaning of English sentences
2. I ask someone to correct my mistake in English/when I talk
3. I practice English with other students
4. I ask some question if I do not understand with the materials
5. I ask questions in English
6. When I feel nervous to speak English in front of the class, some of my friends try to make me calm down



Graph 5 Graphic Representation of Socio-Affective Strategies Used by Extrovert Students

According to the data above, the extrovert students gave varied responses. There were 66.7% of students who always used cooperation and empathizing with others in speaking class. It was indicated in number 3 and 6. However, for other statements the responses varied, there were 44.4% of students who often used asking for clarification or verification strategy which was indicated by the learning strategy in number 1. Further in other statements, there were 61.1% of students who choose sometimes to use asking for correction in social strategies. It was indicated in number 2.



Graph 6 Graphic Representation of Socio-Affective Strategies used by Introvert Students

It can be seen from the data above that the introvert students gave varied responses. There were 33.3% of students who often used asking for clarification or verification as their strategy.

It was indicated in number 1. Further in other statements, there were two statements with the same frequencies (50%). Those were asking for correction and empathizing with others. 50% of students choose sometimes to use those strategies which were indicated by the learning strategy in number 2 and 6.

DISCUSSION

This study examines the kinds of learning strategies based on O'Malley and Chamot (1990). The researcher found that there were some learning strategies used by the student in the English speaking class. The strategies consist of metacognitive strategies, cognitive strategies, and affective strategies. However, the results reveal that the extrovert students and introvert students applied those strategies with different frequency from each learning strategy.

Based on the data findings, there were some possible interpretations related to that. According to the data findings in metacognitive strategies, among the eight statements in the questionnaire list, self-monitoring is the strategy most used by the extrovert students. It was proven from the data percentage where 55.6% of students always used this strategy to help their learning process in English speaking class.

Related to that data, Zimmerman (1998; as cited in Arslantas & Kurnaz 2017) stated that self-monitoring is a strategy that someone's performance and outcomes in the learning process will be observed. It is similar to Kleitman & Stankov (2001) stated that self-monitoring help students to appraise and judge their skill to improve learning strategies.

Regarding that, the students preferred to use self-monitoring in the class because of various reasons related to that, such as self-monitoring help students to realize their mistakes when speaking in front of people. Menzies (2009) stated that the students used self-monitoring in order to help them become aware of their actions in the classroom. In line with Menzies, Xiang (2004) illustrated by using self-monitoring strategy assists students to improve their skill through some feedback from lecturer and others.

The students perhaps think that self-monitoring is a strategy that gives them motivation and capability in monitoring and modifying their performance in the classroom. According to Lan (1998), self-monitoring helps students to improve students' performance in the academic context. Self-monitoring makes students realize their strengths and weakness in the learning process. Thus, it can be concluded that self-monitoring help extrovert students in improving students' speaking skill by monitoring their mistakes.

Meanwhile, the most strategy used by introvert students in metacognitive strategies is self-evaluation. It was shown in the questionnaire, where 61.1% of introvert students often used a metacognitive strategy which is a self-evaluation as their strategy in learning English speaking.

Regarding that data, there were some possible interpretations related to that. The reason for introvert students used self-evaluation perhaps because they were better to manage and control their emotions than extrovert students. So, introvert students tend to pay attention to their learning process. This is supported by Zimmerman and Martinez-Pons (1990; as cited in Božinović and Sindik 2011) found that most introvert students apply self-evaluation strategies to plan and evaluate their learning process. It is because the introvert students would like to compare the knowledge and skill before and after they have learned. In the same way, Roberts (2006) stated that the students used self-evaluation as their strategy in order to assist them in acquiring the quality of their own learning. Thus, self-evaluation refers to how students learn and develop their metacognitive skills.

In fact, based on the quantitative data, the most strategy that used by extrovert student were cooperation and empathizing with others. It can be seen from the questionnaire data in socio-affective strategies. There were 66.7% of extrovert students always used cooperation and empathizing with others as their strategies.

According to that finding, there were some possible interpretations related to that. The reason for the extrovert students applied cooperation and empathizing with others perhaps because they have some difficulties when learning alone. This is supported by Eysenck and Eysenck in Dewaele & Furnham (1999, p. 513) that presented the clear description of the behavior of a highly extraverted. They stated that the typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by him/herself.

In line with that statement, Zafar (2011) stated that an extrovert feel energized by the interaction with a lot of people. This is related with Abrami, Poulsen & Chambers (2004; as cited in Alabeeke, Samuel & Osaat) stated that cooperation help students working together with others in pair or group to get information and feedback in order to improve their learning. Moreover, Alfianaini (2017:26) stated that empathizing with others means to put oneself in someone else situation to understand that person point of view and become aware of thoughts and feelings of others.

Additionally, by applying a cooperation strategy, the extrovert students decrease their language anxiety. It is because as a learning strategy, cooperation encourages students to work, praise, inspire, and support each other in developing their skill in learning a language.

It is also strengthened by the expert's interpretation related to the strong effects of cooperation. Based on Slavin (2014) clarified that cooperation gives positive effects for improving students' motivation, personal development, socialization, and achievement. Therefore, the students must applied cooperation and empathizing with others strategies to develop their skills in order to achieve the learning objectives. Thus, cooperation and empathizing with others strategies helps extrovert students to support and encourage each other by working in groups or peers

On the contrary, the most strategy that used by introvert student was note-taking. It can be seen from the questionnaire data in cognitive strategies. There were 66.7% of introvert students often used note-taking as their strategy.

Regarding that, there was some possible interpretation related to that. This perhaps related to how the introvert students they love to write rather than to speak. So, they have their notes before they do the speaking. According to Naik (2010), introverts are more fascinated by activities like writing, reading and drawing than in activities which require them to act in an outgoing way. Barbie, Roussey, Piolat, and Olive (2006) describes that note taking in a second language assist students to transcript the meaning of language by using abbreviating procedures.

This is also strengthened with the researcher's experience in speaking class. Some students preferred to write first after that express their ideas based on what they write. The students assume that by using note-taking helps them to understand the material. Boyle and Weishaar (2001) stated that note-taking facilitates students to comprehend the material clearly by using their own words. In other words, note-taking help students to improve their skill by writing the simple words of the material.

Ornstein (1994) stated that note taking is important because the students never re-listen someone's presentation. They must pay attention and write the information that had been explained. However, people take notes to make them easy in preparing their learning process.

Besides talking about the highly frequently use of language learning strategy by introvert and extrovert, one important thing which should be discussed is about the low frequency used strategy items. Based on the data, it was found that translation strategy was used low frequently by the students. This perhaps because the students in the fourth semester must speak English while doing a presentation and they are not allowed to use their mother tongue.

In relation to the use of language learning strategies, this study also interestingly led to the finding that extrovert students use more language learning strategy items highly frequently

compared to introvert students. This analysis result of the current study was not similar to the study by Kayaoğlu (2013) which discovered that introverted students were statistically used more language learning strategies than extroverts did. Apart from the different context of these two studies, this difference might be because of the limitation of the number respondents of this current study. Interestingly, although the strategies with highly frequently use was different, there were 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.

Although Wakamoto (2000) noted in his study that he could not specifically find certain language learning strategies used by introverts in which according to him it was probably due to the data collection method he used, Ehrman and Oxford (1990) insisted that introverts tend to use metacognitive strategies such as carefully planning and organizing their study. Introverts, in this present study, on the other hand prefer using note-taking in which was under the cognitive strategy as the most strategy highly frequently used in English speaking class. Although it needs to carefully be concluded and need to be explored deeper in a research, the use of note-taking might relate to the introverts who comfortably more like writing and doing things alone. Taking a note in English probably can make them feel comfortable which might be important in language learning and can help them save information such as new vocabularies which they can use in English speaking class.

All in all, from the findings and discussions above, every student applied different learning strategy depends on how they understand and express a language. According to Sioson (2011) learning strategies related to students behavior in influencing of their process information. The students who used strategies effectively can achieve the task completely.

CONCLUSION

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 proposes 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.

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