



Original Article

Language Learning Strategies used by the Extrovert and Introvert Students at the Third Years Students of STITNU Sakinah Dharmasraya

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Abstract:

Personality is one aspect that influences a student's learning process. In general, there are two types of student personality, open (extrovert) and closed (introvert). Students with open personalities will have learning strategies that tend to like working together with classmates and students with closed personalities also tend to work together to avoid bad judgment from teachers and classmates because they have a quiet nature. This research aims to see what learning strategies are used by students with open and closed personalities. The respondents of this research were 60 STITNU Sakinah Dharmasraya students consisting of 30 students with open personalities and 30 students with closed personalities who were taken using stratified sampling techniques. In collecting data, researchers used 2 types of questionnaires. The first questionnaire aims to find students' personality types between extrovert and introvert and the second questionnaire aims to find students' English learning strategies. From the research results, it was found that students with extrovert personalities used social strategies and students with introvert personalities used affective strategies.

Keywords: Extrovert, Introvert, Language Learning Strategies

Introduction

Personality is psychology aspect that can impact the students in the studying process. (Anggraeni et al., 2022) It is because of some elements that involve indeed such as: the way of thinking, emotion, feeling, and behavior. (Siska, 2022) adds that all of the characteristic patterns above will automatically give great contribution for the students in achieving their knowledge when learning English. Generally, the basis typical characteristics of human personality commonly



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prescribed for extrovert and introvert. [\(Firdausi, 2020\)](#)

Extroversion can be categorized as open-minded student. A student who has open-minded personality will be easy in associating with peers because they tend to be talkative in their daily life. [\(Sada, 2015\)](#) It supposes that extroversion is a typical student who gains their powerful energy by interacting with people and things that can increase their learning experience. [\(Paradilla & Hasanah, 2020\)](#) also gives the definition of extroversion comprehensively. Extroversion is a person who gains their emotional energy involves ego enhancement and self-esteem from the outer world of events, people, and things. Extrovert students are influenced by things or people that stay around them. [\(Hsain & Suliman, 2015\)](#) [\(Siska, 2024\)](#) By interacting with them, extrovert students get their truth learning. There are several characteristics of extrovert students. First, extrovert students have a great deal of tolerance for noise and crowds because they difficult to be alone for any length of time. Second, extrovert students also talk more than listen and usually talk first and think later. Third, students with extroversion personality communicate with enthusiasm, meeting people readily and participating in many activities. Fourth, extroversion also tends to exhibit good relation with people and direct their energies to the outside world of activity and spoken words. Fifth, they depend on outside stimulation and interaction to engage in learning. Sixth, they also are willing to take risks and love excitement and change. Seventh, the students who have extrovert personality hate being idle and like to be the centre of attention most of the time. Next, they prefer oral tests to written tests and learn through concrete experience. Then, they also see the examples of how other people are doing the work. At least, extrovert learn best when they can work and learn with friends. [\(Khalil, 2016\)](#)

On the other hand, such supported by [\(Ulfha, 2021\)](#) people who introversion gives them access to their own inner life and to the world of ideas so they can be intended to closed-minded. Closed-minded students tend to be quiet and keep independently working than together with peers. Introversion is a person who gains emotional energy involves sense of wholeness and fulfillment from the inner world of thoughts and reflections. It is also a person who obtains experience of learning through solitude, concentration and reflection because they tend to be reclusive and reticent students. Introversion personality is the contrasting personality of extroversion.

The characteristics of introvert students are the opposite of extrovert. First, adult students who are introverts are always independent, quiet and like to be study alone. Second, they tend to be reserved, sensitive, and more comfortable in solitary pursuits. Third, students with introverts' personality are often shy, self-reliant, and value depth of experience. Fourth, they always like listening music more than to talk; if they want to say something they need to think carefully also they have ability to concentrate well. Fifth, introversions in meeting people are very cautious and participate in selected activities only. Sixth, in following the test introvert students prefer written to oral tests. Seventh, although they like to process ideas in their minds they may not be willing to express their opinion publicly. Then, students with introvert draw energies from internal worlds of ideas, emotions and expression [\(Ariga et al., 2018\)](#).

The term language learning strategy refers to learning strategy of students in English classroom. The conscious or semi-conscious ideas and actions that

students employ with the specific goal of enhancing their knowledge and comprehension of a target language are known as language learning strategies. [\(Alefirenko & Stebunova, 2015\)](#) In conclusion, specific behaviors, thoughts, and actions can be used as learning strategies in English classrooms to enhance learning and help students reach the target language. As is well known, language learning strategies include tactics that directly impact learning and help pupils build their own language system. Students employ a variety of learning tactics in language classes. Both direct and indirect learning procedures may be used. In [\(Ellis, 2008\)](#), Oxford offers a general taxonomy of language learning strategies and then breaks them down into two subcategories: direct and indirect learning strategies. Language also can be defined as learning strategy. The direct strategies are memory, cognitive and compensation. The strategies are metacognitive, affective, and social strategies [\(Rianto, 2020\)](#).

Firstly, memory strategies are utilized for entering unused data into memory capacity and for recovering it when required for communication. Memory methodologies drop into four sets, they are: making mental linkage, applying pictures and sounds, checking on well and utilizing activity. [\(Chang & Liu, 2013\)](#). Furthermore, cognitive strategies are utilized for understanding and creating the dialect. Cognitive methodologies are capable for profound controlling and changing learning materials within the target dialect. For occasion, practicing, rehashing and sending messages, analyzing and thinking deductively, and making structure for input and yield. Thirdly, stipend techniques are utilized for comprehension of the target dialect when they have deficiently information of the target dialect. It is incorporate speculating and overcoming confinements in dialect learning. Fourthly, metacognitive methodologies are procedure utilized for organizing, centering your learning, and orchestrating and planning your learning. It is additionally activities which go past absolutely cognitive gadgets and which give a way for learners to facilitate their possess learning prepare. Fifthly, emotional methodologies are utilized for controlling feeling, demeanor and inspiration. This includes bringing down uneasiness by the utilize of music, empowering oneself, and taking your passionate temperature. At slightest, social methodologies are utilized for facilitating interaction by inquiring questions, collaborating with others within the learning prepare and emphasizing others. For occasion, inquiring for clarification or confirmation, inquiring for rectification, participating with others, collaborating with capable clients of the unused dialect, getting to be mindful of others contemplations and sentiments and creating social understanding. [\(Wei, 2007\)](#)

However, based on the observation of found that the theoretical about extroversion and introversion and the use of language learning strategies are different. Extroversion students who are tend to be talkative in daily life and communicate with peers almost independently in doing the learning assignment given by the teacher. They tend to be quiet to do their exercises. In any case of learning, they talkative and communicate to peers and teacher in order to share their ideas because they almost talk whatever they want. Or sometimes, they also talkative in group discussion. In contrast, students with introversion personality almost like to work together in learning and tend to use social strategies because they did not want to get bad evaluation from teacher. By working together, they did the assignment together and the teacher also the students could not know the real

comprehension of them. Sometimes, they are quiet, silence and no questions in learning process because they not understand, or really understand about the material adapting by the teacher. They also made a note as long as explanation of teacher as similar as another student. It could be their learning strategy or to avoid the different treatment of teacher toward students who are do differently in learning activities. So, the purposes of this research were: 1) To find out the language learning strategies used by extrovert students, and 2) to find out the language learning strategies used by introvert students.

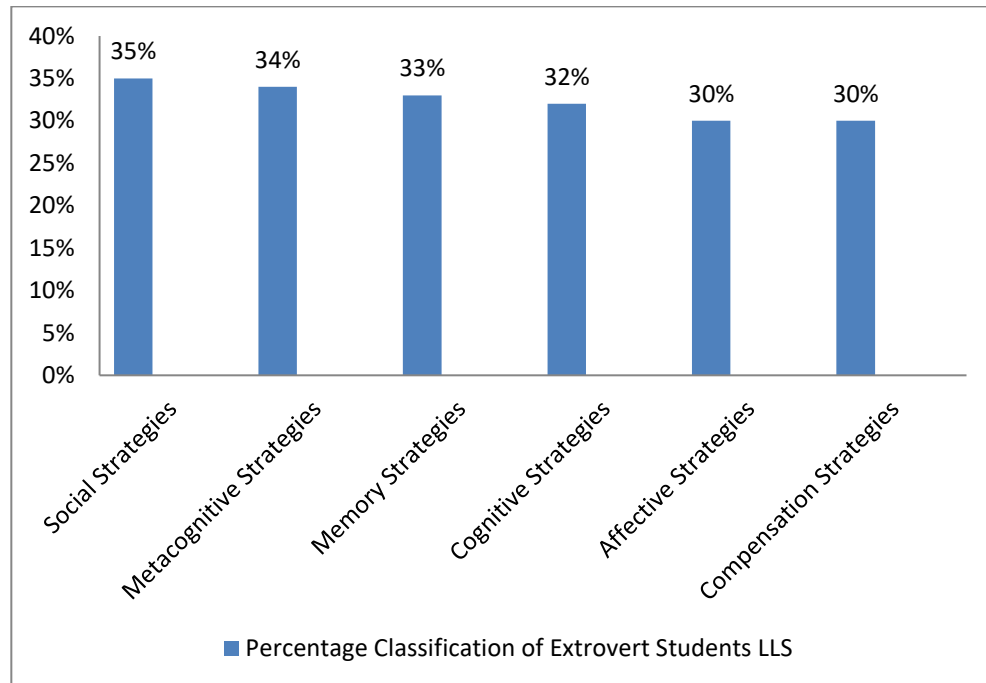
Methods

This descriptive research investigates a graphic investigate that depicted the wonder that happened within the field. [\(Gay et al., 2012\)](#) explains descriptive investigate ordinarily includes depict a variable or a set of factors as they exist actually. This case back the analyst utilized this plan since the analyst needed to analyze extroversion and introversion students' learning procedures utilize in classroom at the third years students of STITNU Sakinah Dharmasraya. There are four studies programs; MPI, PAI, PIAUD and HES. The overall understudies are 85 students. At that point, the analyst would take the respondent by utilizing stratified arbitrary inspecting. In this investigate, the subgroup or strata to be included were extroversion and introversion. At that point, the inquire about chosen equal-sized arbitrary tests or stratified random sampling from extroversion and introversion subgroups. [\(Kumar, 2021\)](#) Thus, the analyst would take 60 understudies as tests which may well be isolated randomly into 30 outgoing individual understudies and 30 thoughtful person understudies. The analyst utilized two questionnaires for collecting the information. The primary survey was around students' identity such as extroversion and introversion that comprised of 20 things. The moment survey was around dialect learning strategy which is created by Oxford that utilized by understudies which comprised of 50 things.

Results

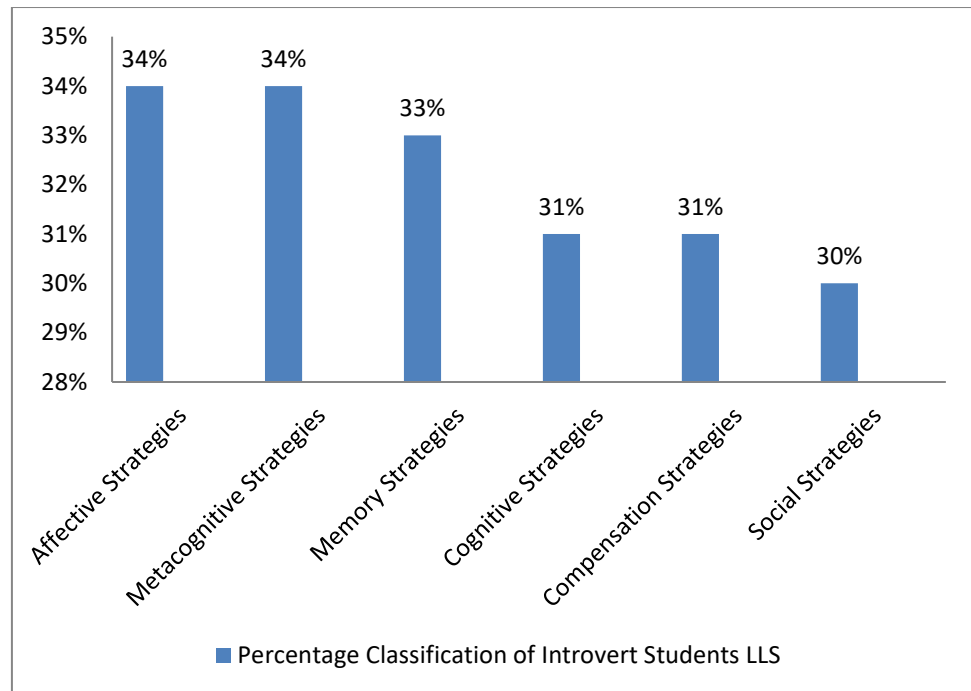
Sub 1 Language Learning Strategies used by Extrovert Students

The researcher found six classifications of language learning strategies used by extrovert students in learning English. In using each of strategy, extrovert student majority answered sometimes. The most language learning strategy use is social strategies. It same with the previous research from [\(Yusuf et al., 2021\)](#) and [\(Hapsari, 2019\)](#) It is because the extrovert students have the ability to communicate with another people well, and in learning language they also use it to improve their learning. The second strategy used by extrovert students is metacognitive strategies which refer to planning, arranging, and evaluating their learning. The third strategy is memory strategies. It includes the strategy of the extrovert students to remember the new terms of English by connecting the sounds or the pictures of the terms. The fourth strategy is cognitive strategies which mean strategy to produce a target language in directing way such as practicing, analyzing and reasoning, etc. the last strategies which is used by extrovert students are affective and compensation strategies. Both of these strategies involve the emotion controlling and compensation for missing knowledge. It was the last strategy preferred by extrovert students in learning language in the classroom. The result can be seen from the figure below:



Sub 2 Language Learning Strategies used by Introvert Students

Based on the result of this research, all of language learning strategies which developed by Oxford are used by introvert students. The highest frequency learning strategies of introvert students is affective strategies which refer to emotional controlling in learning process. It is similar with previous research ([Noprianto, 2017](#)). Introvert students have a good controlling emotion in their learning to make them gain the target language. The second strategy is found by the researcher appeal to metacognitive strategies ([Adolph, 2016](#)). It includes the process of students centering their learning to make a better of English learners. The third strategy was memory strategies which refer to students' strategy to store the information in memory then retrieve it when it is asked. The next strategies are used as cognitive and compensation strategies. It means introvert students manipulate the language in some ways and overcoming the gap in learning language by guessing and do some ways. And last, social strategies is the less strategies used by introvert students in their learning which intends to interact with peers because they consider their general characteristics of personality that is difficult to build a good communication with peers. It can be seen following the figure below:



Conclusion

From the data, the researcher concluded that extroversion students used social strategies, metacognitive strategies, memory strategies, cognitive strategies, affective strategies and compensation strategies. The mostly language learning strategy used by extroversion is social strategies. On the other hand, introversion students use affective strategies, metacognitive strategies, memory strategies, cognitive strategies, compensation strategies and social strategies in learning language. The dominantly language learning strategies used by introvert students is affective and metacognitive strategies.

Suggestion

This research is a kind of descriptive research which had the purpose to find out the language learning strategy used by extrovert and introvert students in learning English in and out of the classroom. Based on the result of this research, the extroverts more use social strategies, whereas the introverts use affective and metacognitive strategies. By knowing it, English lecturer can find an appropriate teaching strategy in order to meet with students' personality, so teaching and learning process can be run successfully. The researcher suggests for further research, this research only focused on extrovert and introvert personality. There are three pairs another personality that can be investigated by the next researcher. They are sensing and intuitive, thinking and feeling and judging and perceiving. So, the next researcher can find out the language learning strategy used by another pair personality.

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