

Extrovert versus Introvert Students: What EFL Learning Strategy do They Use?

Eko Noprianto

Indonesia University of Education, Indonesia
e-mail: noprianto.eko@student.upi.edu

Abstract:

Since Indonesian students come from different cultures, languages and personality traits as well, recognizing their personality traits and their language learning strategy choice might be effective to help teacher design an effective teaching strategies to achieve learning objectives. This study was intended to find out (1) what personality traits Indonesian senior high school students fell into, and (2) to investigate what language learning strategies introvert and extrovert students used highly frequently. The 58 participants aged from sixteen to eighteen years old who were from the third grade of senior high school and were all from science class were given eighteen statements of McCroskey's introversion scale to categorize them into extrovert and introvert and were administered with 32 statements of English Language Learning Strategy Inventory or ELLSI to see their learning strategy. The data were analyzed by means of descriptive statistics in terms of mean frequencies and statistical differences. The finding revealed that majority of senior high school students majoring science study program fell into introvert with 89.6% (52 students). Besides, extrovert students used more language learning strategy highly frequently than introvert students with eight items compared to introvert students with only five items. Interestingly, both extrovert and introvert students share four strategy items in common. Although it is statistically not significant ($p > 0.05$), the finding also shows that extrovert students seemed to use affective strategy more than introverts who used memory strategy highly frequently.

Keywords: Extrovert, Introvert, Learning Strategy, personality trait

1. Introduction

The fact that classrooms in Indonesia are dominated by students coming from various cultures, native languages, different personality, and different language strategies as well, challenges English teachers to be able to create and to design an effective way to achieve learning objectives. Therefore, identifying students' characteristics differences might be helpful for English teachers to reach the objectives. Talking about the students' difference in personality traits such as extroversion and introversion, it is believed that they have positive correlation to the success of language teaching. As stated by Naiman (1996), two of the possible variables which might contribute to the language learner's success are learner's personality involving extroversion and introversion, tolerance of ambiguity, empathy, and sensitivity of rejection along with cognitive style which relates to what is called field independence. Although it was not statistically strong, Elton (2010) supports Naiman's argumentation that personality trait positively relates to students' success in learning language. Besides personality traits, language learning strategies are also believed to have influence in helping the language learners study English and lead them into success (Griffith, 2008). This was supported by Yang (2016) that language learning strategies has a positive correlation to students' English proficiency.

Considering those information, an English teacher is expected to be able to identify the students' characteristics and language learning strategy they frequently use as well in order to be able to play his/her roles in the classroom effectively. Teachers' awareness of personality differences combined with their language learning strategy could possibly construct learning environments that take advantage of students' individual strengths. Although it may be quite difficult to identify every student's characteristics in majority of schools in Indonesia where a teacher should teach such a big class with 40 students in average and should handle many classes in a semester, teaching by considering individual learner preferences and having knowledge of how learners actually learn might be of great help in making teaching process more effective.

However, personality trait is different from sex, age, nationality, or the length of language learning which can be easily measured and judged. Extroversion and introversion seem invisible and are very subjective to judge. Extroversion and introversion are not the only personality students could have in his body. There are other personalities which come together like tolerance of ambiguity, empathy, and sensitivity of rejection which correlate one to another. Johnson (2008) discovers that many disappointments of the findings of a study related to personality traits fail due to the unreliable test for personality types. Therefore, judging and classify the students into extrovert and introvert should be done carefully and it needs a reliable instrument to be applied. Meanwhile, gaining information about language learning strategy might not be as difficult as classifying individuals into extrovert and introverts since there are instruments which are widely used and acknowledged by many studies such as Strategy Inventory for Language Learning (SILL) by Oxford (1990) and English Language Learning Strategy Inventory or ELLSI by Griffith (2003).

Another thing worth noting is that although many believe that personality traits and language learning strategies are crucial in the students' success in learning language, how they relate is still limited in attention. If any, some were conducted more than a decade ago. 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 opted 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 surprise to others' involvements and they seemed to use metacognitive strategies over all.

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 form. It was also known that Extroverts asked more questions than their introverts. This finding seems to prove what many classroom teachers' believes about extroverts that they are more successful in language learning and are superior in communicative ability than introverts (Lightbown and Spada in Wakamoto, 2000).

Meanwhile, Kayaoglu (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 learners. It also discovered that introverts learners tended to use more language learning strategies than extroverted students did.

This current study was intended to find out (1) what personality traits Indonesian senior high school students fell into, and (2) what learning strategies extrovert students and introvert students of Indonesia frequently used. Unlike Wakamoto which employed Myers Briggs Type Indicator (MBTI), a self-report type questionnaire, which was basically and widely used for counseling, self-understanding, understanding others, and career development in schools and companies (Wakamoto, 2000), this study employed 18 statement items survey for testing introversion and extroversion levels proposed by Richmond & McCroskey (1998) with Alpha reliability estimates have been above .80. Besides, unlike some studies which used Strategy Inventory for Language Learning (SILL) to discover students' language learning strategy, this study tried to implement English Language Learning Strategy Inventory (ELLSI) by Griffith (2003). 32 ELLSI items are basically a modification form of SILL which according to Griffith has some weaknesses related to uncovered strategy items such as looking up a dictionary, referring to the teacher, keeping a

notebook, listening to radio or reading newspaper and also length of time to answer all 50 provided statements in SILL which took students up to an hour to complete the items which could lead to some impatience among students. Another difference from previous studies is that the writer tried to bring the study in Indonesian context where English is seen as a Foreign Language and there might be also different in the form of the quality of the teacher, cultures, facility and the way students learn English.

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. For teachers, this finding can be used as the reference to identify the students' personality especially extroversion and introversion and language learning strategies which are frequently used by them and to give better understanding about the importance of them in the classroom activities. By doing so, it is hoped that the teacher could create an effective way in learning and teaching English considering students' personality preference and their learning strategy. For students, knowing their own personality and what learning strategies they prefer can help them understand their strengths and weaknesses in learning English and try to learn how to improve themselves. This finding is also expected to encourage other researchers to dig deeper about the similar topics in the future.

1.1 Extroversion and Introversion

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). Therefore, it is fair enough to say that the personality traits which the students have in this study was judged as a subjective assumption.

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. When the ratio falls between them, the term Ambiversion is used to describe a personality consisting of traits combining both introversion and extroversion (Cohen & Schmidt, 1979). According to Cain (2012) Ambiverts fall smack in the middle of the introvert-extrovert spectrum. In many ways, ambiverts have the best of both worlds since they are able to tap into the strengths of both introverts and extroverts as needed.

1.2 Language Learning Strategies

Oxford (1990, p. 8) defines learning strategy 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’. While Brown (2001, p. 210) defines strategies as ‘specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information’. In other words learning strategy is the ways taken by a learner to make himself comfortable and effective in acquiring new knowledge or information.

Oxford (1990) sees the aim of language learning strategies as being oriented towards the development of communicative competence. He divides language learning strategies into two main classes, direct and indirect. Direct strategies relate to the language itself. They help the learners to come to grips with the language. They deal with things like memorizing vocabulary, and for getting to understand new grammar rules. Meanwhile the language learner’s indirect strategies are more for general management of learning including planning issues like how many hours you spend on learning and what you do in preparation for each lesson. In Oxford’s system, those two strategies are subdivided into 6 groups. Metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner’s emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners overcome knowledge gaps to continue the communication.

What can be drawn from the theories about language learning strategies above is that language learning strategies are fundamental in helping learner learns language. As reported by O’Malley and Chamot (1990, p.140) that ‘in general, more effective students used a greater variety of strategies and used them in ways that helped students to complete the language tasks successfully. Less effective students not only had

fewer strategies types in their repertoires but also frequently used strategies that are inappropriate to the tasks'. A successful language learners are usually people who know how to use strategy in their day-to-day encounters with the language.

In relation to language learning strategy choice, some research were conducted to figure out what factors which contribute to the choice of learning language learning strategy. The result showed that sex (Oxford and Nyikos, 1989; Lee, 2003; Zare, 2010), motivation (Nyikos, 1989), nationality (Griffiths and Parr in Griffith, 2008), the years of language learning (Ok, 2003) and personality (Oxford in Zare, 2012; Rossi-Le, 1995; Rahimi., Riazi, & Saif, 2008).). However, a majority of these studies were conducted in ESL contexts where there is possibility that it is different from EFL context in the form quality and the way students learn English.

2. Research Methodology

This quantitative study involved 58 participants who were from the third grade of senior high school consisting of six males and 52 females. They were from three different classes of science class and aged between sixteen to eighteen years old. There supposed to be 66 students of science class but since 8 students did not come due to some reasons, the writer took 58 students as the participants. The reason of choosing the science class was because they probably shared the same interest on the courses they were learning in the classroom since they were in the same classes, the same teachers, and the same length of studying English for almost three years. They were also exposed with more English material since they have more studying hours with 6 hours of meeting than the social science class with only two hours of meeting in a week.

Answering the research questions, two instruments were utilized in the study. To know what personality traits the participants fell into, a questionnaire of McCroskey's introversion scale by Richmond & McCroskey (1998) was distributed. Using a Likert scale of 1 to 5, it was expected to reveal the level of their agreeability with the items. The results of the survey were calculated in order to determine where the participant fell on the introversion or extroversion scale. The formula's total accumulated score must have fell within the range of 12-60. The score of 36 was deemed to be the deciding point between introversion and extroversion levels because the number was 12 units from the highest of the "moderate" range (48) and the lowest (24). Therefore the score of 12 remained the lowest score possible, representing extreme extrovert, and 60 remained the highest, representing extreme introvert. As a result the new scaling for scores falling from 12-24 was labeled as being highly extroverted, scores 25-35 represented moderate extroverted, a score of 36 pure ambiversion, 37-48 represented moderate introversion and 49-60 represented high introversion.

Meanwhile, to gain the information on the EFL learner's learning strategies, a questionnaire of English Language Learning Strategy Inventory (ELLSI) by Griffith (2003) was employed. The questionnaire consisted of two parts. The first part of the questionnaire was background information part which was intended to collect data on demographic variables such as age and sex of the participants while the second part was intended to collect data on VLS use of the participants. In the second part of the

questionnaire, the participants were asked how often they used the strategy items using a Likert scale of 1 to 5 to reveal the frequency of strategy that the participants use with 1 representing never used, 2 for rarely used, 3 for sometimes used, 4 for usually used, and 5 for always used.

To see the significant differences between introvert students and extrovert students' learning strategies use, the data were analyzed by means of descriptive statistics in terms of mean frequencies and Mann Whitney U Test.

3. Findings

3.1 Students' personality traits

As stated before that the research was intended to see what personality traits Indonesian students fall into and to know the language learning strategies used by introvert and extrovert students.

Table.1 Descriptive Statistics of Introversion Scale

Personality	Number of students	Percentage (%)
Introvert	52	89.6
Ambivert	2	3.4
Extrovert	4	6.8

After being statistically analyzed, table above indicated that majority of the participants was introvert with 89.6% (52 students), extrovert was 6.8% (4 students) and the rest is ambiversion with only 3.4% (2 students) of all participants.

3.2 Students' language learning strategy

Table 2. Average reported frequency of language learning strategy use (ELLSI) for extrovert students, ambivert students, and introvert students with number of strategies reportedly used highly frequently

Personality	Number of students	Average use of ELLSI	Number of strategies used highly frequently
Introvert	52	2.4	5
Ambivert	2	2.3	7
Extrovert	4	2.5	8
All	58	2.4	

From the table above, it could be seen that an average frequency of strategy use over all ELLSI items for all students (N=58) was 2.34. When the students were divided into extrovert and introvert, it was discovered that introvert students (N=52) used 2.4 in average frequency of ELLSI use with five most frequently used strategies, while extrovert students (N=4) used 8 most frequently strategies with 2.5 in average. According to Oxford (1990), the strategies used was counted as a high rate of

frequency if it has average 3.5 or above. Since the average score of the students was below 2.5, it was considered that the average use of language learning strategies of both introvert and extrovert was low. When the difference between introvert and extrovert students on using the language learning strategy items was analyzed to see its significant difference using Mann-Whitney U-test, it was discovered that the difference was not significant ($p > 0.05$).

3.3 Introvert Students' Language Learning Strategies

Table 3. Average reported frequency of language learning strategy use (ELLSI) for introvert students

No	Learning Strategy Items (ELLSI)	Average
26	Learning from mistakes	4.3
2	Learning from the teacher	4.2
13	Using a dictionary	4.1
8	Listening to songs in English	3.6
17	Keeping a language learning notebook	3.5
22	Not worrying about mistakes	3.2
29	Watching movies in English	3.1
16	Consciously learning new vocabulary	3.1
6	Watching TV in English	2.9
11	Listening to music while studying	2.9
24	Trying to think in English	2.8
1	Doing homework	2.8
7	Revising regularly	2.7
4	Reading books in English	2.4
23	Using a self-study center	2.4
15	Studying English grammar	2.4
25	Listening to native speakers of English	2.2
19	Noting language used in the environment	2.2
27	Spending a lot of time studying English	1.9
5	Using a computer	1.7
9	Using language learning games	1.7
12	Talking to other students in English	1.7
10	Writing letters in English	1.5
21	Pre-planning language-learning encounters	1.4
31	Listening to the radio in English	1.3
14	Reading newspapers in English	1.3
20	Controlling schedules so that English study is done	1.3
32	Writing a diary in English	1.3
3	Learning in a native-speaking environment	1.3
30	Learning about the culture of English speakers	1.3

Extrovert versus Introvert Students

18	Talking to native speakers of English	1.2
28	Making friends with native speakers	1.1
	Average	2.4
	Number of strategies used highly frequently	5

Table 3 above showed that introvert students were found to have reported using five strategy items highly frequently. They were (1) learning from mistakes, (2) learning from teacher, (3) using dictionary, (4) listening songs in English and (5) keeping a language learning notebook. It was also found that introvert students used five lowest rate frequency of strategies such as: writing a diary in English, learning in a native-speaking environment, learning about the culture of English speakers, talking to native speakers of English, and making friends with native speakers.

3.4 Extrovert Students' Language Learning Strategies

Table 4. Average reported frequency of language learning strategy use (ELLSI) for Extrovert students

No	Learning Strategy Items (ELLSI)	Average
26	Learning from mistakes	4.7
2	Learning from the teacher	3.7
6	Watching TV in English	3.5
13	Using a dictionary	3.5
16	Consciously learning new vocabulary	3.5
17	Keeping a language learning notebook	3.5
22	Not worrying about mistakes	3.5
29	Watching movies in English	3.5
25	Listening to native speakers of English	3.2
8	Listening to songs in English	2.7
24	Trying to think in English	2.7
15	Studying English grammar	2.5
1	Doing homework	2.2
7	Revising regularly	2.2
11	Listening to music while studying	2.2
19	Noting language used in the environment	2.2
23	Using a self-study center	2.2
30	Learning about the culture of English speakers	2.2
12	Talking to other students in English	1.7
14	Reading newspapers in English	1.7
20	Controlling schedules so that English study is done	1.7
4	Reading books in English	1.5
5	Using a computer	1.5
9	Using language learning games	1.5

Extrovert versus Introvert Students

10	Writing letters in English	1.5
18	Talking to native speakers of English	1.5
21	Pre-planning language-learning encounters	1.5
27	Spending a lot of time studying English	1.5
3	Learning in a native-speaking environment	1.2
28	Making friends with native speakers	1.2
31	Listening to the radio in English	1.0
32	Writing a diary in English	1.0
	Average	2.3
	Number of strategies used highly frequently	8

Meanwhile, table 4 indicated that Extrovert students were found to use more strategy items highly frequently with 8 items such as (1) learning from mistakes, (2) learning from the teacher, (3) watching TV in English, (4) using a dictionary, (5) consciously learning new vocabulary, (6) keeping a language learning notebook, (7) not worrying about mistakes, and (8) Watching movies in English. When strategies reportedly used at a low rate frequency, it could be seen that introvert students rarely used Learning in a native-speaking environment, making friends with native speakers, listening to the radio in English, and writing a diary in English as their language learning strategies.

3.5 Ambiversion Students' Language Learning Strategies

Table 5. Average reported frequency of language learning strategy use (ELLSI) for ambiversion students

No	Learning Strategy Items (ELLSI)	Average
2	Learning from the teacher	5.0
13	Using a dictionary	5.0
26	Learning from mistakes	4.5
15	Studying English grammar	4.0
17	Keeping a language learning notebook	4.0
4	Reading books in English	3.5
24	Trying to think in English	3.5
1	Doing homework	3.0
6	Watching TV in English	3.0
7	Revising regularly	3.0
22	Not worrying about mistakes	3.0
29	Watching movies in English	3.0
19	Noting language used in the environment	2.5
20	Controlling schedules so that English study is done	2.5
23	Using a self-study center	2.5
25	Listening to native speakers of English	2.5
8	Listening to songs in English	2.0

Extrovert versus Introvert Students

9	Using language learning games	2.0
10	Writing letters in English	2.0
14	Reading newspapers in English	2.0
16	Consciously learning new vocabulary	2.0
27	Spending a lot of time studying English	2.0
30	Learning about the culture of English speakers	2.0
32	Writing a diary in English	2.0
3	Learning in a native-speaking environment	1.5
11	Listening to music while studying	1.5
12	Talking to other students in English	1.5
28	Making friends with native speakers	1.5
31	Listening to the radio in English	1.5
5	Using a computer	1.0
18	Talking to native speakers of English	1.0
21	Pre-planning language-learning encounters	1.0
	Average	2.5
	Number of strategies used highly frequently	7

Besides talking about introverts and extroverts, it was also interesting to discuss ambiversions. From table 5 above, it could be seen that ambiversion students were found to have reported using 7 strategy items highly frequently such as (1) learning from the teacher, (2) using a dictionary, (3) learning from mistakes, (4) studying English grammar, (5) keeping a language learning notebook, (6) trying to think in English, and (7) reading books in English. When talking about the lowest language learning strategy items, ambiversion seemed to rarely use making friends with native speakers, listening to the radio in English, using a computer, talking to native speakers of English, and pre-planning language-learning encounters as their strategy.

According to these result, it can be seen that extrovert students seems to use more strategies than introvert and ambiversion students despite the insignificant difference between them.

4. Discussion

It was interesting to see that the data showed above clearly indicated that majority of Indonesian students of state Senior high school majoring science study program fell into introvert students although only 9 students (15.5%) was categorized into highly introvert and the rest was moderate introvert. Although it needed to be empirically proven further whether personality traits could be the main factor contributing study program choice, this finding seemed to relate to some previous findings which revealed that gender, parents, social background, life experience, motivation, personality were found to be factors which contributed to the career choice (Edwards & Quinter, 2011; Stikkelorum, 2009). Unlike gender distinction, extrovert-introvert personality were invisible and needed to be carefully judged by the teacher in the classrooms. Nevertheless, knowing about their students' personality might help

teachers think and design teaching and learning program which takes into account students' personality traits.

In relation to the use of language learning strategy, it was admitted that the finding might not be able to strongly represent the deep information about language learning strategies used by extrovert and ambivert since there found only four students categorized as extrovert with one student identified as highly extrovert and three students identified as moderate extrovert while only two students categorized as pure ambiversion. That would probably lead to the difficulty in finding the statistically significant difference between the two groups. However, apart from that fact, this study interestingly led to the finding that extrovert students use more language learning strategy items highly frequently with eight items compared to introvert students with five items and ambivert students with seven items. This analysis result of the current study was not similar to the study by Kayaoglu (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, one in university level and the other was in high school level, this difference might be because of the limitation of the number respondents of this current study. Interestingly, although the number of strategies with highly frequently use was different, the items used by introvert students were also highly frequently used by extrovert students such as learning from mistakes, learning from teacher, using dictionary, and keeping a language learning notebook with only difference in the position of frequency and the average of strategy use.

Learning from the mistakes surprisingly became the most frequently strategy used by both introverts and extroverts. Although this strategy was not ranked as the most highly frequently used by ambiversion, third in the position, the average rate was almost similar to introvert and extrovert with 4.5 in average compared to extrovert with 4.7 in average and introvert with 4.3 in average. Although learning from mistakes needed a self-confidence and bravery to admit the mistakes they made, this is possibly a good start actually in the learning language. This is in line to what Rubin listed in Brown (2001) that one of the characteristics of a good language learner is to make errors work for them not against them. Since this strategy was ranked similarly by both introvert and extrovert and also ambivert, the reason behind this choice could not be interpreted because of their personality. This could probably only be seen as their pure understanding that learning from mistakes is important for their English learning regardless of what their personality is.

Other strategies which were highly frequently used by both extroverts and introverts were related to the use of resources including human resource such as learning from teacher and using a dictionary. These students used their teacher as a resource and dictionary as their reference to learn English. The finding was not surprising since a senior high school student basically still relied on their teacher to help them learn English easily. The role of teachers in the classroom is fundamental to students not only because teachers can act as a learning resources, they can also be a tutor, prompter, controller, and performer as well (Harmer, 2007). However, this finding seemed failed to prove that the choice of this strategy due to their personality traits

since extroverts, introverts and even ambiverts rated this study highly frequently. This information was interestingly different from what Ehrman and Oxford (1990) found in their study that basically extroverts opted to use resources including human resource such as learning from teacher and using a dictionary as their strategy to learn English than introverts did.

Related to the use of dictionary strategy, all three personality traits placed the strategy differently as extrovert seemed to put the strategy in the fourth position with 3.5 in average, while introverts ranked it in the third position with 4.1 in average. From the data, it appeared that using dictionary was rated higher by introverts than extroverts and became introvert's third highly frequently use. This might correlate to the introvert characteristics who preferred to be alone and fond of books rather than people to help him study (Eysenck & Eysenck in Dewaele & Furnham, 1999). Although it did not seem to have strong evidence, this difference might be used to draw a conclusion that this was because their personality since they put this strategy in different priority. This strategy choice was possibly because these students realized how important a dictionary is for them not only to find the meaning of the words, pronunciation, spelling and part of the speech, but also to see how the words are arranged into a sentence in which some dictionaries provide.

Talking deeper about these two personality traits, it was interesting to discuss highly frequently language learning strategy items which the other did not rate highly frequently. Extroverts ranked not worrying about mistakes, watching TV in English, consciously learning new vocabulary, and watching movies in English as their strategies which were used highly frequently. In relation to not worrying about mistakes, the finding was in line to Wakamoto's (2000) study which particularly highlighted that extroverts tended to be able to handle their worrisome of making mistakes when learning language. Seen from broader perspectives, it can be seen that those strategies relate to the way they manage their own learning or affective strategy as seen in consciously learning new vocabulary and not worrying about mistakes and their preference on studying language from other resources such as watching TV in English and watching movies in English. It seems that extrovert students see the importance of learning new vocabulary and not worrying about mistakes to improve their English proficiency. This information might correlate to their characteristics who are very outgoing and enjoy talking to others (Eysenck & Eysenck in Dewaele & Furnham, 1999). This characteristic probably needs more knowledge of new vocabularies and also needs a bravery to try the words without being afraid of making mistakes. Regarding the use of other learning resources such as watching TV and movies in English, extroverts might see this as the way they learn English in a fun way since it can help them improve their listening skill and vocabulary to avoid reading activity which they do not really like to be done (Eysenck & Eysenck in Dewaele & Furnha, 1999).

Although Wakamoto (2000) noted that 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 listening songs in English which is under the affective strategy as one strategy which was used highly frequently. This strategy according to Oxford (1990) was probably done in order to lower their level of anxiety when learning. Although it needs to carefully be concluded due to weak evidence and need to be explored deeper in a research, the use of listening songs might relate to the introverts who comfortably like doing things alone, are reserved and distant. Listening songs 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 from in the songs.

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 some items were used low frequently by the students such as learning in a native-speaking environment, learning about the culture of English speakers, talking to native speakers of English, and making friends with native speakers which are basically related to social strategies especially the interaction of the students to native speaker. As mentioned early that ELLSI was constructed based on some missing strategy items of SILL (Griffith, 2003). However, this strategy was constructed and employed to participants who learned English as a second language and studied in New Zealand. When it was applied in Indonesian student's context especially in a remote-area school, it seems that those ELLSI items sound unfamiliar to the participants and they even never interacted to native speakers.

5. Conclusion and Suggestion

This study was intended to find out (1) what personality traits Indonesian senior high school students fall into, and (2) to investigate what language learning strategies introvert and extrovert students used highly frequently. The finding revealed that majority of senior high school students majoring science study program fell into introvert. This study also showed that extrovert students used more language learning strategy highly frequently than introvert students with eight items compared to introvert students with only five items. The strategy used by extrovert students with high frequency are (1) learning from mistakes, (2) learning from teacher, (3) watching TV in English, (4) using a dictionary, (5) consciously learning new vocabulary, (6) keeping a language learning notebook, (7) not worrying about mistakes, and (8) watching movies in English. Meanwhile, introvert students used (1) learning from mistakes, (2) learning from teacher, (3) using dictionary, (4) listening songs in English and (5) keeping a language learning notebook with high frequency. Although it was statistically not significant, the finding also showed that introverts and extroverts had different language learning strategy use in the sense that extrovert students like watching TV in English, watching movie in English, consciously learning new vocabulary, and not worrying about mistakes as their strategies to be used more frequently, while introvert students opted to use listening songs in English as their strategy in high frequency. In other words, extroverts appeared to use more affective strategy in learning English. In relation to low frequency of strategy used, both

extrovert and introvert students use social strategy especially related to the interaction to native speakers with low frequency.

Therefore, it was recommended that English teachers at senior high school use McCroskey's Introversion Scale to recognize their students' personality and use ELLSI to find out what strategies their students frequently used. By recognizing what personality the students had and what strategy the students frequently used, the teacher was expected to be able to design an effective way to improve students' English proficiency. The last, it was recommended to look deeper at each strategy highly frequently used by students to see whether they could improve students' English proficiency.

However, it should be acknowledged that this study results were limited in the sense that it could not provide a comprehensive and generalized analysis of broad context due to the small size of the participants. Further study would be encouraged to picture more students coming not only from science class but also other classes such as social and language class. Besides, it could not draw a deep analysis of what really the reasons of the students choosing certain language learning strategies. Employing an interview to triangulate the instruments would probably be helpful to gain the reliability of the results for further study.

Acknowledgement

This study was fully supported by Indonesia Endowment Program for Education (LPDP)

References

- Brown, H.D. (2001). *Teaching by principles: An Interactive approach to language pedagogy* (2nd Ed.). New York: Longman.
- Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking*. New York: Crown Publishers.
- Dewaele, J.M., & Furnham, A. (1999). Extraversion: The Unloved variable in applied linguistic. *Research Language Learning*, 49, 509–544. <https://doi:10.1111/0023-8333.00098>.
- 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:10.1207/s15327752jpa4305_14).
- Edwards, K., & Quinter, M. (2011). Factors influencing students career choices among secondary school students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 2(2), 81-87.
- Elton, I. (2010). Relations between personality traits, language learning styles and success in foreign language achievement. *H.U. Journal of Education*, 38, 115-126.

- Ehrman, M., & Oxford, R. (1990). Adult language learning styles and strategies in an intensive training setting. *The Modern Language Journal*, 74(3), 311–327.
- Griffiths, C. (2008). *Lessons from good language learners*. United Kingdom: Cambridge University Press.
- Harmer, J. (2007). *The Practice of English language teaching*. Malaysia: Pearson Education Limited.
- Johnson, K. (2008). *An introduction to foreign language learning and teaching* (2nd Ed.). New York: Longman.
- Kayaoglu, 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>.
- Lee, K. (2003). The relationship of school year, sex and proficiency on the use of learning strategies in learning English. *Asian EFL Journal*, 5(4), 1-36. Retrieved from asian-efl-journal.com/sept_03_ok.pdf.
- Naiman, N. (1996). *The Good language learner modern languages in practice*. Philadelphia: Multilingual Matters ltd.
- Ok, L.Y. (2003). The relationship of school year, sex and proficiency on the use of learning strategies in learning English of Korean junior high school students. *Asian EFL Journal*, 5(3), 1–36.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publisher.
- Oxford, R.L., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *The Modern Language Journal*, 73, 291-300.
- O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Rahimi, M., Riazi, A., & Saif, S. (2008). An investigation into the factors affecting the use of language learning strategies by Persian EFL learners. *CJAL*, 11(2), 31-60.
- Richmond, V. P., & McCroskey, J. C. (1998). *Communication apprehension, avoidance and effectiveness* (5th Ed.). Boston: Allyn & Bacon.
- Rossi-Le, L. (1995). Learning style and strategies in adult immigrant ESL students. In J.M. Reid (ed.), *Learning styles in the ESL/EFL classroom*. Boston: Heinle & Heinle.
- Stikkelorum. (2009). Young age career decision making: What factors influence children's career aspirations and choices and what are the implications for career guidance policies? Retrieved from <https://www.linkedin.com/pulse/20140725190625-60136266-what-factors-influence-young-age-career-decision-making-working-paper>
- 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>
- Yang, P.L. (2016). In-class online discussion activities to enhance EFL learners' English self-efficacy and language learning strategies. *Asian TEFL*, 1(2), 115-129.

Extrovert versus Introvert Students

- Zare, P. (2010). An Investigation into language learning strategy use and gender among Iranian undergraduate language learners. *World Applied Sciences Journal*, 11 (10), 1238-1247. [http://doi.org/wasj/wasj11\(10\)/7.pdf](http://doi.org/wasj/wasj11(10)/7.pdf).
- Zare, P. (2012). Language learning strategies among EFL/ESL learners: A Review of literature. *International Journal of Humanities and Social Science*, 2(5), retrieved from www.ijhssnet.com