SPEAKING STRATEGIES EMPLOYED BY EXTROVERT AND INTROVERT SPEAKING HIGH ACHIEVERS OF ENGLISH EDUCATION DEPARTMENT, UNISMA

SKRIPSI

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SKRIPSI
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ABSTRACT

Fazira, Nur. 2022. *Speaking Strategies Employed by Extrovert and Introvert Speaking High Achievers of English Education Department, Unisma.* Skripsi, English Education Department Faculty of Teacher Training and Education in University of Islam Malang. Advisor I: Drs. Yahya Alaydrus, M.Pd; Advisor II: Dzurriyatun Ni'mah, S.Pd., M.Pd.

Key words: *Speaking strategy, Extrovert students, Introvert students, High achievers.*

Speaking is one of the four English skills that must be mastered by students. Through speaking students can express ideas, opinions, feelings, messages orally and get other information from other students. To help students improve their ability of English speaking, a learning strategy is needed. Which in the use of this strategy there are several internal factors that must be considered, one of which is personality. Personality is divided into two types: extrovert and introvert personality. This study aimed to investigate speaking strategies used by extrovert and introvert students and to identify the most speaking strategies used by extrovert and introvert students at English Education Department in University of Islam Malang.

This study used descriptive qualitative method. The participant of this study were the fourth semester students of English Education Study Program at University of Islam Malang who scored "A" in speaking I, II, and III. This research used two models of questionnaire. They were the Eysenck Personality Questionnaire (EPQ) by Eysenck & Barrett (1985) to determine the personality type for each subject and the Strategy Inventory for Language Learning (SILL) by Oxford's (1990) to investigate their speaking strategies. The researcher analyzed the data in the form of percentages.

The findings showed that all of high achiever students with extrovert and introvert types use all the same type of strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. But there is a difference in the most speaking strategies used by extrovert and introvert students. The affective strategies (81.6%) and metacognitive strategies (80%) were the most speaking strategies used by extrovert students. Whereas cognitive strategies (81.2%) and metacognitive strategies (80%) were the most speaking strategies used by introvert students.

Based on the finding of study, it can be concluded that all of high achiever students with extrovert and introvert types use all the same type of strategies, but the difference is in the most strategies used by extrovert and introvert students. Therefore, it expected to the high achiever students with the extrovert and Introvert type to use all types of strategies, especially affective, cognitive and metacognitive strategies. Then, for teacher are expected to mix several strategies in learning speaking English. And for the future researchers to conduct the same research on a different subject and also can investigate the use of language learning strategies in the other skills.

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1 Background of Study

Speaking is one of the four skills in English that have to be mastered by the students. According to Collie & Stephen (2006:15) "speaking is called by oral communication or word expression the mind, idea, and feeling." Through speaking the students hope to be able to express their ideas, opinion, feeling and message orally. It means the students should talk a lot and the teacher should give opportunity as much as possible to increase their speaking ability in real communication. In addition, the students can get the other information from other students through speaking. Speaking is a verbal communication of language used to communicate with others. The students can tell or convey of their information or problems from their mind through speaking.

Speaking skills are needed by many people, especially students who are majoring in English. Based on the Competence-based Curriculum, Speaking needs to be gained well as a basic competence (Saputra & Subekti, 2017:1). In accordance with the curriculum, students should mastering important aspects of speaking skill. It is divided into five components, namely: pronunciation, grammar, vocabulary, comprehension,

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and fluency. Students must be aware of these components. Because speaking a foreign language is not an easy skill to be mastered by learners. Speaking skill is the most difficult skill since it needs great courage as well as preparation to speak well in the new language.

There are several factors that can help students master speaking skills. One of the most important factors is the use of learning strategies. Cohen (1998:66) in Rahmadeni, Amri and Adnan (2013:413) states that language learning will be easier if the students become more aware of possible strategies that can be selected during learning and using language. He also believes that the students' language skill can be improved by themselves when they become more aware of what helps them to learn the language they are studying most efficiently. Oxford (1990:1) defines learning strategies as step used by the students to improve their own learning. In short, the learning strategy is an aspect that facilitates students in gaining new knowledge or information as they wish. So, it is plausible if the strategy helps students learn the language better even faster.

Furthermore, O'Malley (1985:23) provides broad definition of language learning strategies as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning, especially in speaking. In other words, language learning strategies give teachers clues about how their students assess the situation, plan, select appropriate skills to understand, learn, or remember new input presented in the language classroom.

There is numerous classification of language learning strategies. One of them is from O'Malley (1985) who separated language learning strategies into three main subcategories: Metacognitive Strategies, Cognitive Strategies, and Socio - affective Strategies. While Oxford (1990) separates language learning ways into two main categories, direct strategies and indirect strategies. Then, two main classes which are subdivided further into six groups: memory strategies (which relate to how students remember language), cognitive strategies (which relate to how students think about their learning), compensation strategies (which enable students to make up for limited knowledge), metacognitive strategies (relating to how students manage their own learning), affective strategies (relating to students' feelings) and social strategies (which involve learning by interaction with others).

In Indonesian context, Rahmadeni, Amri & Adnan (2013) reported on their study that students prefer to use metacognitive strategies as their strategy preferences in speaking English. Fitasari, Wijayanti & Rima (2019) also showed that high level of achievement employed a more daunting approach than other learners. The high achievers preferred to choose metacognitive strategies that included in indirect strategies. It was supported by Green & Oxford (1995) who posited that learners with better proficiency in English are assuredly to employ wider strategies. Also, Griffith (2003) showed that the further learners used all the approaches, the further improvement they built in their language skills. Therefore, the students in level of high achievers practiced the strategies more often than the low achievers.

Based on the explanation above, every student has their strategies in learning a language. These learning strategies can help students master speaking skills. But there are several internal factors that can influence students in learning English. Lightbown and Spada (1999) state that there are several factors that influence second language learning which are included in the characteristics of students such as intelligence, talent, personality traits, motivation and attitude, student preferences, student beliefs and age of acquisition. Talking about a personality trait, Leigh (2015) defines the personality as the totality of attributes of a person, including intelligence; cognitive, perceptual, and behavioral traits; and habitual coping style. Jung in Medina (2014:1) says "There are two types of personalities based on dimensions of attitude: Extrovert and Introvert personality". Each type has its own characteristics, such as sociality, activity, expansiveness, etc.

Eysenck (1964) states that extrovert students are talkative, energetic, and outgoing in their communication. They are sociable, easy-going, have many friends, needs excitement, and tend to be aggressive and a risk-taker, whereas a highly introverted person is quiet, reserved and introspective, and seldom behaves aggressively. According to Myers cited in Usmiyati (2012:23) Extroverts prefer learning with the situations that afford interaction. In spoken language, extrovert students are perceived to talk louder and more fluently, but sometimes less accurately. Meanwhile, introvert is individual characterized by focus on his or herself, calm, and intimate times with a few close friends and he or she gets her/his energy from spending time alone (Sharp, 1987:13). In spoken language, introvert students are more fluent in writing than speaking, tend to be serious and anxious,

like working alone, often find difficulty in behaving, and love to read (Crow, 1958 as it cited by Andriyani, 2016:17). A widely-held belief in the language pedagogy community is that extroverts are more likely to perform better in second language use and communication situations. It makes introvert students difficult to achieve their goal of speaking. Lestari (2013) stated "A lot of students is still become passive students when they are in the classroom even though the teacher has been asked them to participate on the discussion".

Another study under the title "The relationship between introversion/extraversion, language learning strategies and success in EFL" by Zirdum (2018) found that introverts frequently used metacognitive and compensation strategies in the learning process especially, speaking skill. Rahmadeni, Amri & Adnan (2013) reported on their study that students prefer to use metacognitive strategies as their strategy preferences in speaking English. Besides, Mujahadah et al. (2018), discussed about analyzing and explaining the realization of communication strategies by extrovert and introvert students in conversation. The subject was the fourth semester students in Walisongo State Islamic University. The instruments is questionnaire to determine the students' personality. The result reveals that extrovert students realized four kinds of communication strategies and do introvert.

Based on the explanation above, numerous studies have been conducted in the field of Language Learning Strategies (LLS) especially, in speaking strategies. Besides that, Personality is a crucial factor in studying students' speaking skills. Such as introverted students are often considered as students who have difficulty

performing in front of the class. On the other hand, extroverted students tend to be easier to appear in front of the class. It shows that there is a relationship between personality and foreign language learning so that it gives a clear conclusion that there is a big influence between extrovert and introvert personalities with students' strategies in learning speaking skills, especially speaking English. Fatahi et al (2016) believe that students' learning strategies depend on their personality. Therefore the researchers conducted a study to investigate speaking strategies used by extrovert and introvert students at English Education Department in University of Islam Malang, and to identify the most speaking strategies used by extrovert and introvert students at English Education Department in University of Islam Malang. From this research, it is hoped that students and teachers will get different points of view and suggestions for effective strategies and other additional strategies as well as be considered by the teacher in the teaching process of students who have different personalities in order to achieve better ability in the language learning process, especially in speaking English. Thus, this research is stated under the title "**Speaking Strategies Employed by Extrovert and Introvert Speaking High Achievers of English Education Department, Unisma**".

1.2 Research Problems

Based on the discussion above, the problems in this study are formulated as follows:

1. What kinds of speaking strategies used by extrovert students at English Education Department in University of Islam Malang?

2. What kinds of speaking strategies used by introvert students at English Education Department in University of Islam Malang?

3. What kinds of speaking strategies mostly used by extrovert students at English Education Department in University of Islam Malang?

4. What kinds of speaking strategies mostly used by introvert students at English Education Department in University of Islam Malang?

1.3 Objective of Research

The aims of the study are described as follow:

1. To investigate speaking strategies used by extrovert students at English Education Department in University of Islam Malang.

2. To investigate speaking strategies used by introvert students at English Education Department in University of Islam Malang.

3. To identify the most speaking strategies used by extrovert students at English Education Department in University of Islam Malang.

4. To identify the most speaking strategies used by introvert students at English Education Department in University of Islam Malang.

1.4 Significance of the Research

The researcher hopes that the results of this study give information to students regarding kinds of strategies in language learning, especially speaking. And to help the students understand themselves that related to their personality traits. In addition, it is expected that this research will give valuable contribution for the teacher to find teaching strategies that are suitable to personality traits of students in the learning strategies. It can also increase students' knowledge about learning

strategies in speaking. Moreover, it can be adopted by students who want to improve their speaking ability in learning speaking English. It is expected that students can speak more effectively after applying those kinds of strategies. And for the next researchers, the result of this study can be used as references or previous research for those who want to conduct research in the learning speaking English.

1.5 Scope and Limitation of the Research

In language Learning Strategies (LLS), there are kinds of strategies that used by EFL learners. This aims to improve their speaking performance in the classroom. However, in this study, the researcher will focus on the use of speaking strategies by extrovert and introvert students and the differences of the extrovert and introvert in the use speaking strategies. The instruments used in this study are Eysenck Personality Questionnaire (EPQ) which is the instrument to measure personality, then the instrument to identify the speaking strategies was from Wahyuni (2013) which was adapted from the Strategy Inventory Language Learning (SILL) version 7.0 (ESL/EFL) (Oxford, 1990).

The limitation of this study was found in subject of study is too small. It is shown by the number of respondents who got an A in speaking I, II, and III only 6 students, then the number was further divided into 4 respondents after the researcher determined the students' personality of each respondent. Which is still not enough to describe the real situation. It is because the Covid-19 pandemic has not ended. All of the teaching and learning activities in the class have been completed online. So that in choosing the subject in this study, the researcher did it via online. Therefore, the researcher has difficulty in getting responses and data from students

who got an A in speaking I, II III. Moreover the questionnaire will be delivered through the internet. As the result, the researcher was fully aware that subject could not guarantee the credibility of the result.

1.6 Definition of Key Terms

In order to avoid misunderstanding or get the same perception of the terms used in the study, the following definitions are given:

1. Speaking Strategy

Speaking strategy is a method that used to speak English fluently, and helping learners to communicate or share the information by using English, repeating the words or phrases, finding the meaning of new vocabulary by looking up dictionary, memorizing the new English words, guessed the meaning of the new words by looking at the sentence which was followed by those unfamiliar words, pronounce the words correctly, sharing feeling and experiences, and controlling the nervous, etc.

2. Extrovert Students

Eysenck (1964) states that extrovert students are talkative, energetic, and outgoing in their communication. They are sociable, easy-going, have many friends, needs excitement, and tend to be aggressive and a risk-taker. Moreover Usmiyati (2012:23) said that extroverts prefer learning with the situations that afford interaction. Furthermore, Andriyani (2016:17) stated that extrovert students are usually fluent in speaking, not too feeling worry and not easily get

ashamed and awkward, prefer to work together or work in group, and good in adapting with their surroundings.

3. Introvert Students

Introverted person is quiet, reserved and introspective, and seldom behaves aggressively. Introvert is individual characterized by focus on his or herself, calm, and intimate times with a few close friends and he or she gets her/his energy from spending time alone (Eysenck: 1964). In study, especially in speaking subject, introverted learners prefer to study alone with little noise or interruption. They are also tend to participate less in class and tend to prefer small groups. Isaacs (2009) points out that Introverts may perform well in small groups but pleased to work independently. Moreover Sinurat (2018: 12) said that introvert students are passive students in the classroom.

4. High Achievers

High achiever students were the students who have the ability to achieve the goals and targets that they have set before by utilizing and combining the factors and abilities which are needed according to Dembo (2004:12). Based on this study, high achievers are the students of 4th semester whose speaking scores are dominated by "A" in speaking I, II and III.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two part, conclusion and suggestion. The first part explains the summary of the results found. Then, the second part present the recommendations related to this research for the students, lectures, and future researchers.

5.1 Conclusion

1. The purpose of this research is to find out what kinds of the speaking strategies used by extrovert students at English Education Department in University of Islam Malang. The results of this research showed that all of high achiever students with extrovert types used all type of strategies so that their speaking ability is very high. It means that the more strategies used, the more optimal the ability to speak English.

2. The purpose of this research is to find out what kinds of the speaking strategies used by introvert students at English Education Department in University of Islam Malang. The results of this research showed that all of high achiever students with introvert types used all type of strategies so that their speaking ability is very high. It means that the more strategies used, the more optimal the ability to speak English.

3. Based on the result of the research, the researcher also finds the most speaking strategies used by extrovert are affective strategies and metacognitive

strategies. It shows that the two strategies are the most effective strategies in improving the ability to speak English so that two strategies are the most strategies used by high achiever students with extrovert type.

4. Based on the result of the research, the researcher also finds the most speaking strategies used by introvert are cognitive strategies and metacognitive strategies. It shows that the two strategies are the most effective strategies in improving the ability to speak English so that two strategies are the most strategies used by high achiever students with introvert type.

5. Overall it can be concluded that all of high achiever students with extrovert and introvert types used all the same type of strategies, but the difference is in the most strategies used by extrovert and introvert students.

5.2 Suggestion

Based on the findings, discussions, and conclusion of this research. Hence, the researcher provides some suggestions for students, teachers, and future researcher.

1. Recommendation for the students

   For high achiever students with the extrovert type are expected to use all types of strategies, especially affective strategies and metacognitive strategies. As well as high achiever students with introvert type are also expected to use all types of strategies, especially cognitive strategies and metacognitive strategies.

2. Recommendation for the teachers

For the teacher, it is essential to find the language learning strategies, especially speaking strategies for their students and help them balance the strategies used by extrovert and introvert students based on the students' personality needs and preferences. The teacher should be aware of students' personalities because their character is different from one another; thus, their speaking strategies may also be different. It can be seen in the results of this study that although there are some similarities in the strategies used by extrovert and introvert students, there are still differences in some of the strategies that are often used. Therefore, in learning the teacher should be able to mix several strategies in learning speaking English.

3. Recommendation for the future researchers

It is suggested for future researchers to conduct the same research on a different subject and also can investigate the use of language learning strategies in the other skills. It is also recommended for the researcher to use this study as references or previous research for those who want to conduct research in the learning speaking. The shortcoming in this study can be evaluated and corrected for better future research.

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