



**THE DIFFERENCES IN THE USE OF LEARNING STRATEGY BETWEEN  
EXTROVERTED AND INTROVERTED STUDENTS**

*SKRIPSI*



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**The Differences in the Use of Learning Strategy Between Extroverted and  
Introverted Students**

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## ABSTRACT

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**Keywords:** Learning Strategy, Extroverted, Introverted.

There are various characteristic of students in the classroom and every student has their own strategies for learning language. Learning strategy is divided into two groups as direct strategies and indirect strategies. In direct strategies are separated into memory strategies, cognitive strategies, and compensation strategies. Meanwhile indirect strategies are divided into meta-cognitive strategies, affective strategies, and social strategies. Extroverts are personality of people who likes to make new friends, easy to communicate, energetic, and enjoy surrounded by people. Introverts are kind of people who prefer to be more closed, quiet, and enjoy being alone.

The research is conducted using ex-post-facto research design study of comparative type of research to answer the research questions. The population in this study is students fifth semester of English Department in University of Islam Malang with total population of 128 students and use random sampling method that aims to collect the data from 50 students with 25 extroverted and 25 introverted students from the total 64 participants who answered the questionnaires. The data analyzed statistically using independent sample t-test at SPSS 24.

The result is showing there is no significant differences between extroverted and introverted students in the use of memory, compensation, and affective strategies. Memory strategies extroverted students with (sig=0.873), compensation strategies (sig=0.928). Affective strategies introverted students are dominant with (sig=0.147) which is not considered as significant. Another result there are significant differences between extroverted and introverted students in cognitive, meta-cognitive, and social strategies. Introverted with higher in cognitive strategies (sig=0.041). Extroverted students in social strategies (sig=0.012). Meta-cognitive strategies for introverted students with (sig=0.001). Those are meaning there is significant.

## CHAPTER 1

### INTRODUCTION

In this chapter discusses background of the study, statement of the problem, objective of the study, significance of the study, hypothesis, scope and limitation of the study, and definition of the key terms.

#### 1.1. Background of Study

In the classroom there are various characteristics of each student. Both in terms of culture, language and style. Neither in terms of learning, especially in learning languages. Each student has their own learning strategies which is considered as the most suitable way of learning a language. According to Oxford (1994) learning strategy as specific learner behavior to make learning simpler, quicker, more enjoyable, more self-directed, more effective, and more transferable to new situation.

Extrovert students are type of student who is easy to interact, communicate with others. And in learning, extrovert students prefer to work with others or friends rather than working alone. Furnham (1990) stated that extroverts are more impulsive and take more risks with speech than introverts.

Introverted students are the type of students who prefer to be alone in everything. The focus in this language learning introverted students prefer to study on their own rather than studying with a crowded environment. Savitri (2021) stated that introverted person means passive student in the classroom, who like to be alone because they do not want to make lots of friends, they like to study in a quiet place too.

From the different characteristics of each student classified as extrovert and introvert students, each student have their own learning strategies which can influence their

differences in learning English. In Oxford (1994) there are two categories used by students in learning strategies, namely direct and indirect. In direct there are three categories namely memory, cognitive, compensation and indirectly three categories are also metacognitive, affective and social categories.

From the explanation above, the researcher found some results of previous study about language learning strategies. The research conducted by Noprianto (2017) showed that students from the science class are mostly classified as introvert students and for extrovert students who employ additional strategies in language learning as supposed to introvert students. Extrovert students mostly applied affective strategies and for both personalities they also used social strategies.

Another previous study came from Kayaog˘lu (2013). In this study, the researcher assumed that extrovert students will use the learning strategy more than introverts. But the results showed that introvert students use language learning strategies more than extrovert students. In this case, metacognitive and cognitive are the strategies most widely used by introvert students. Strategic memory is mostly used by extrovert students. The affective strategy does not show a significant use of introvert and extrovert students.

Another research held by Božinovic & Sindik (2010). In this study showed that there are significant differences in the use of learning strategies for gender. The most widely used strategy per individual is memory strategy and the strategy that is rarely used is cognitive strategy. Another study by Bojanic (2021) extraverts are more likely to utilize compensation strategies, whereas affective strategies are less likely to be used. Introverts on the other hand utilize metacognitive strategies the most and affective strategies the least, comparable to extraverts.

In term of autonomous learning strategies, a study by Savitri (2021) found that introvert students devoted more time and focused on their solitude learning and they are more organized in doing it. On the other hand, extrovert learners chose to do the autonomous learning in groups. Furthermore, a study by Sadriyeva (2021) showed that appropriately chosen learning strategies will be helpful for the learners to develop the language skills easier as well as in fascinating way, as it is indicated that learning strategies that emphasizes on analytical, cognitive and focus are suitable for introverts while learning strategies that emphasize discussion such as discussion board, chat room and text are more suitable for extroverts. Further study by Eisenberg and Lee (2020) it was discovered that extraversion and openness to new experiences are the personality factors that contribute to good learning a language. Extraversion was linked to speaking abilities, but openness to experience was linked to listening. It is also vital to identify which learning strategies are more likely to be used in learning a second language, as well as the personality factors associated with them. These studies center on writing, listening, and speaking skills.

Based on some previous studies above, it is indicated that those studies only discussed some aspects of learning strategies whereas in this study it is unique due to the researcher wants to investigate the difference between extrovert and introvert students in the use of all aspects such as memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies and carried out the research by online.

## 1.2. Research Problem

The researcher had developed the research problem based on the findings of the research: “Is there any difference in the use of learning strategies between extrovert and introvert students?” Afterwards, the research question was divided into some detail learning strategies that used by extrovert and introvert students and the question are as follows:



1. Is there any difference in the use of learning **memory strategies** between extrovert and introvert learners?
2. Is there a variation in the usage of **cognitive strategies** for learning between the extrovert and introvert learners?
3. Is there an inequality in how extrovert and introvert students employ learning **compensation strategies**?
4. Is there a contrast in the way extrovert and introvert students utilize learning **metacognitive strategies**?
5. Is there a disparity in the adoption of **affective strategies** to learn by extrovert and introvert pupils?
6. Is there an imbalance in the implementation of **social strategies** for extrovert and introvert scholars?

### 1.3. Objectives of the Study

Based on the problems that are stated above, the objectives of the study is to know the use of learning strategies of extrovert and introvert students in English education department of UNISMA. According to the statements above, the main question was divided into six categories by extrovert and introvert students of UNISMA in using:

1. Memory of learning strategy
2. Cognitive of learning strategy
3. Compensation of learning strategy
4. Metacognitive of learning strategy
5. Affective of learning strategy
6. Social of learning strategy

#### 1.4. Significance of the Study

The researcher expected that the result of this research can provide more information to the reader, the next researchers, teachers and lecturers, and also for students at the University of Islam Malang especially the 5th semester of English Department about learning strategies that are classified directly and indirectly that implemented by extrovert and introvert students.

#### 1.5. Hypothesis

The hypothesis set to answer the research problems. It can be stated that:

H<sub>1</sub> : Extrovert and introvert students have significant differences in the use of **memory strategies**.

H<sub>2</sub> : Extrovert and introvert students have significant differences in the use of **cognitive strategies**.

H<sub>3</sub> : Extrovert and introvert students have significant differences in the use of **compensation strategies**.

H<sub>4</sub> : Extrovert and introvert students have significant differences in the use of **metacognitive strategies**.

H<sub>5</sub> : Extrovert and introvert students have significant differences in the use of **affective strategies**.

H<sub>6</sub> : Extrovert and introvert students have significant differences in the use of learning **social strategies**.

#### 1.6. Scope and Limitation of the Study

The aim of this research was to compare the differences in learning strategies used by extrovert and introvert students in the fifth semester at UNISMA. There are two variables



in this study, specifically learning strategy as the dependent variable and extrovert and introvert students as the independent variable.

In this study, the data collection was using an online system due to pandemic of COVID19 conditions so that the researcher cannot meet directly with the participants.

### 1.7. Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding and ambiguity. There are some terms used in this study which need to be defined.

The first one is **learning strategies**. According to Oxford (1994), learning strategies are steps taken by students to enhance their own learning. In this case, the researcher want to conduct the research of learning strategies in all students of English Department at University of Islam Malang. Learning strategies means as the tool that students implemented to achieve their learning goals.

The second one is about the **extrovert and introvert students**.

Extrovert: extroverted students are students who are open, active, easy to socialize with their new world, prefer to study together (in teams) or need other people to exchange ideas. By doing things in such a way, extrovert students will find it easy to get energy or motivated when studying.

Introvert: introverted students are students who have a more closed personality, tend to be passive, prefer to be alone when studying and for other activities or only with those closest to them. By these things, introvert students feel more capable of their own abilities and with this independence they feel energized and motivated.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study based on findings and discussion, in this chapter, the researcher also includes suggestion of the study based on the conclusion.

#### 5.1 Conclusions

Based on the findings and discussion, the result indicated that introverted students are more dominant of using cognitive, meta-cognitive and affective strategies. Meanwhile extroverted students are dominant in memory, compensation and social learning strategies. In relation to comparison between introverted students with extroverted students in terms of learning strategies, it is a case of no discernible change with regard of memorization approach, compensation strategies in addition affective strategies. However, the result indicated agree with the major divisions across introverts and extroverts on the basics of cognitive, meta-cognitive and social learning strategies. These findings are mostly in line with the previous studies but there are two things that are in contrast such as the significant difference in affective strategies and no significant difference in cognitive and meta-cognitive strategies. These differences are both due to the different learning environment of online and offline learning, which affective strategies by extroverts are supported by offline learning while cognitive and meta-cognitive strategies of introverts are supported by online learning environments.

#### 5.2 Suggestion

Based on the conclusion of the study, the researcher aims to provide suggestion to the students, teacher and lecturers as well as the future researchers.

For the students it is suggested to understand and do some research or test about personality type, as by knowing personality type, the students will be able to utilize suitable learning strategies that suits their needs.

For the teacher and lecturers, it is suggested to provide suitable learning strategies to the students based on their personality types. Moreover, it is suggested to encourage students to use learning strategies that suits them.

For the next researcher, it is suggested to conduct the study about learning strategies in different setting such as different major or level of education. It is also suggested to conduct more studies in terms of sub personality types to find the difference in learning strategies.



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