# INTROVERT STUDENTS' STRATEGIES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

**THESIS**


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THESIS

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**SURAT PERNYATAAN KEASLIAN**
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**Introvert Students' Strategies in Learning English as a Foreign Language**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Desember 2020

Saya yang membuat surat pernyataan,

Maiyasha Ulfha

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Banda Aceh, 30th December 2020
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# ABSTRACT


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This present study aimed to investigate the language learning strategies and the impact of the strategy used by introvert students in learning EFL. This study was conducted at UIN Ar-Raniry Banda Aceh, in which the population in this study was fourth-year students in the academic year 2016. Explanatory sequential mixed methods research design was employed in this study in which the number of participants was selected into two-phase. In the first phase, the number of participants who participated was 30 introvert students, but only five were interviewed in the second phase. In gaining the data, a strategy inventory for language learning (SILL) questionnaire with 50 items of questions under the likert-scale was used and have been analyzed manually by using specific formulas and then an in-depth interview have been conducted. The study results revealed that the participants mostly use cognitive strategy (81.7%) and meta-cognitive strategy (60.3%) in their learning process. Whereas the impacts of using the language strategies also revealed, those are: feel more comfortable in learning the language, increase competency in language skills, and improve confidence to use the language.

## TABLE OF CONTENTS


**(Declaration of originality)** ..... **i**

**ACKNOWLEDGEMENTS** ..... **ii**

**ABSTRACT** ..... **iv**

**TABLE OF CONTENTS** ..... **v**

**LIST OF FIGURES** ..... **vii**

**LIST OF TABLES** ..... **viii**

**LIST OF APPENDICES** ..... **ix**

**CHAPTER I INTRODUCTION** ..... **1**

A. Backgrounds of the Study ..... 1

B. Research uestions ..... 6

C. Objectives of Study ..... 6

D. Significance of the Study ..... 6

E. Research Terminologies ..... 7

**CHAPTER II LITERATURE REVIEW** ..... **10**

A. An Overview of Language Learning Strategies ..... 10

1. Definition of Language Learning Strategies ..... 10

2. The Features of Language Learning Strategies ..... 12

3. The Types of Language Learning Strategies ..... 14

4. The Classification of Language Learning Strategies ..... 17

5. The Important of Language Learning Strategies ..... 22

B. Personality in Brief ..... 24

1. Definition of Personality ..... 24

2. Types of Personality ..... 25

3. Personality Measurement ..... 29

C. Introvert Students ..... 30

1. Characteristics of Introvert Students ..... 31

2. Introvert Students and Learning ..... 33

**CHAPTER III RESEARCH METHODOLOGY ..... 35**
A. Research Design ..... 35
B. Research Location..... 36
C. Research Participants ..... 37
1. The Population ..... 37
2. The Sample..... 38
D. Technique of Data Collection..... 39
1. Questionnaires..... 39
2. Interview 5 Introvert students..... 41
E. The Technique of Data Analysis..... 43

**CHAPTER IV RESEARCH FINDING AND DISCUSSION ..... 45**
A. The results of questionnaire..... 45
B. The results of interview ..... 52
1. Introvert students' strategies in learning EFL ..... 52
2. The Impact of LLS towards introvert students in learning EFL ..... 58
C. Discussion..... 63

**CHAPTER V CONCLUSIONS AND RECOMMENDATIONS ..... 69**
A. Conclusions..... 69
B. Recommendations..... 70

**REFERENCES..... 71**
**APPENDICES**

## LIST OF FIGURES

Figure 2.1 Interrelationship between direct and indirect strategies and among the six strategies groups: Overview (source: oxford, 1990) ..... 16

Figure 3.1 The Example of interview protocol ..... 42

جامعة الرانري
AR-RANIRY

## LIST OF TABLES

Table 2.1 The Feature of language learning strategies ..... 12
Table 4.1 Memory strategy ..... 45
Table 4.2 Cognitive strategy ..... 47
Table 4.3 Compensation strategy ..... 48
Table 4.4 Meta-cognitive strategy ..... 49
Table 4.5 Affective strategy ..... 50
Table 4.6 Social strategy ..... 51
Table 4.7 The Percentages of all language learning strategies used by introvert students. ... 65

جامعة الرانري
AR-RANIRY

## LIST OF APPENDICES


Appendix A Appointment Letter of Supervisor

Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research

Appendix C Confirmation Letter from Department of English Language Education

Appendix D Questionnaire of the SILL

Appendix E Interview Protocol

Appendix F Letter of Consent


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AR-RANIRY

# CHAPTER I
# INTRODUCTION

This introductory chapter describes the reasons in conducting the research. It discusses the study's background, research questions, the aim of the study, significant of the study, and terminologies are elaborate in this following section.

## A. Backgrounds of the Study

These days, the use of the English language is beneficial not only in the classroom teaching-learning process but also in daily activity. The use of English becomes more popular among students worldwide because it helps them understand the issues related to their interests. For instance, in Indonesia, most students are motivated to learn English as a foreign language because they are interested in western movies or music. Their interest brings them to the fact that they try to learn the English language unconsciously. And it makes them familiar with the English language. As a result, they become more engaged with the English language.

There are several aspects that simplify the students in learning the language. The first aspect is the use of a proper learning strategy. According to Oxford (1990), as cited in Noprianto (2017), defines learning strategy as an effective way to make the learning process easier, faster, more enjoyable, and more focused on the new situation. While Brown (2001), as cited in Noprianto (2017), states that a strategy is a plan of action designed to manipulate certain

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information to be more understandable to achieve a particular end. 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.

Moreover, Wenden (1985), as cited in Griffith (2004), states an old proverb, "Give a man a fish and he eats for a day, teach him how to fish, and he eats for a lifetime" (p.1). This proverb might be interpreted that if we teach the students about the strategy, they will understand how to solve the problem by themselves instead of giving them the answer. This old proverb shows that providing good teaching or understanding of the use of strategies in the teaching and learning process helps students improve their learning quality in reaching better performance in education. It is also supported by Hardan (2013), which states that learning strategy is the method used by the students to intake, store, and retrieved during the learning process to achieve the goal.

Furthermore, Clouston (1997), as cited in Lasavani and Faryadres (2011), argues that training the students using language-learning strategies helps them become better language learners. It is supported by Hardan (2013), who says that language learning strategies play an important role in the learning process. While, Green and Oxford (1995), as cited in Yang (2016), said that language learning strategies are related to the actions or techniques utilized by the students, often consciously, to improve their progress in developing foreign language skills.

Every student has their strategies in learning a language. Hardan (2013) states that each student adopts different strategies to learn a new language. Ghani (2003) as cited in Hardan (2013) also states that using a different kind of language learning strategies facilitate the students in learning. Moreover, Charoento (2016) believes that language learning strategies vary depending on individual characteristics. As a result, students' characteristics determine how students' learning process occurs when considering the use of proper language learning strategies. The differences itself refer to personality traits, motivation, learning style, and so on. 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. Personality is all of the attributes, qualities, and characteristics that distinguish the behavior, thoughts, and feelings of individuals (Saucier and Srivastava, 2012). Thus, personality affects the way students' use appropriate language learning strategies in the language learning process.

Khatibi and Khormaei (2016) state that "Personality is usually broken into components called Big Five, which are openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism (or emotionally)." (p.89). These five-dimension personality model have their tendencies. For instance, the extrovert who are the people with high levels of extroversion tends to be sociable, fun-loving, and affectionate. While, Introverts, on the other hand, the people with low levels of extroversion has the

tendency to be retiring, sombre, and reserved (Goldberg cited in Khatibi and Khormaei, 2016).

In the teaching-learning process, Cheaib (2018) argues that "personality influences the behavior of the students in different fields, such as their interactions with colleagues, interaction with teachers, and so on. Becoming aware of ones' personality type can be helpful in mounting intra-personal and inter-personal development." (p.37). Even more, it helps the students to encourage their ability in the teaching-learning process.

Actually, for the introvert students, they are kind of quite a sort of people, they tend to avoid demanding social gathering and prefer to work alone rather than in a group. A study by Ehrman and Oxford (1990) as cited in Noprianto (2017) showed that "the introvert students preferred to learn autonomously and seemed to use metacognitive strategies overall." (p.121). this indicates that the introvert students prefer to do a plan for their learning, thinking about their learning process, self-correctness, and so on.

Another study under the title "The relationship between introversion/extraversion, language learning strategies and success in EFL" by Zirdum (2018) found that introverts are frequently used metacognitive and compensation strategies in the learning process. And the use of LLS assists the introvert students in achieving a better grade in EFL. Therefore, a study done by Tanjung (2018) showed that metacognitive, social and compensation strategies are the most common learning methods used by the students. As well as the study was done by Lestari (2015) which found that metacognitive

strategies becomes most frequent strategy used by the students in their learning process. Whereas, memory and social strategies become the least one.

Therefore, Kayaoglu (2013) study found that introvert students mostly use cognitive strategies which include analyzing expression, using formulas and patterns, repeating, and practicing the sounds of English compare to the extrovert one. His study also showed that introvert tend to use metacognitive strategies that enable the students to evaluate their progress and learning performance when learning English as a foreign language. In line with it, Mulalic and Obralic (2017) study also revealed that the students' language learning strategies preference was cognitive strategies, while memory strategy was in the second ranked, followed with metacognitive learning strategies. Regarding the information have stated before, then it can be summed up that cognitive and metacognitive become most preferred language learning strategies in the students' learning process.

According to the explanation above, this research focused on examining introvert students' strategies used in learning English as a foreign language (EFL), in which EFL refers to the language which is used by English education department students as a means to improve their English proficiency. This research also becomes one of the crucial issues in which the introvert students are often considered as the students who find difficulty when performing in front of the class. It must be considered among teachers and students in using language learning strategies to reach better performances in the language

learning process. Thus, this research is stated under the title **"Introvert Students' Strategies in Learning English as a foreign language (EFL)."**

## B. Research Questions

Based on the explanation above, this research attempted to answer the following questions.

1. What are the strategies used by introvert students in learning English as a foreign language?
2. What are introvert students' perspective towards the impacts of the strategies used when learning English as a foreign language?

## C. Objectives of Study

The objectives of the studies are:

1. To identify which strategies are used by introvert students in learning English as a foreign language.
2. To find out the impact of the strategies used by introvert students in learning English as a foreign language.

## D. Significance of the Study

This research expected to be able to give some meaningful contributions to Indonesian education especially teachers and students in teaching and learning English to achieves the objectives of learning English as a Foreign Language.

The researcher expected the teacher to consider the proper language learning strategies that can be used by introvert students in increasing their performance in learning English as a foreign language. This research also can be used as the reference to identify the students' personality and to attract the students' interest and understanding in language learning.

This research also expected to provide new insights for introvert students about various strategies that can be used in improving their performance in learning English as a foreign language and help the students to know their personality and what learning strategies they prefer which can help them understand their strengths and weaknesses in learning English.

Furthermore, this research expected to provide new information for the readers about the strategies that affect introvert students' performance in language learning and the way of these strategies help introvert students in overcoming their problem in learning English as a foreign language.

In addition, this research expected to encourage the future researcher to dig deeper about similar topic of students' personality and learning strategies that may help students in increasing their performance in learning process.

## E. **Research Terminologies**

To avoid the ambiguity, the researcher provides the explanation of some relevant terms.

### *1. Language Learning Strategies (LLS)*

According to Cohen (2014), learning strategy is defined as thoughts and actions that are consciously chosen by the language learners. The implementation of proper language learning strategies are believed to support the language learning process and to help the students towards success (Jaekel, 2015). Oxford (1990) as cited in Jaekel (2015) argues that "the use of strategies are important for language learning because it can make the students becomes active, and independently involved in developing their communicative competence. The use of proper language learning strategies help the students to improve their proficiency and greater self-confidence" (p.1). In this research, the researcher refers language learning strategies similar as mentioned above and the strategies are used by the introvert students in English Education Department academic year 2016.

### *2. Introvert Personality*

In this research, introvert personality refers to someone who tends to reserved and distant except with close friend, someone who prefer to work alone rather than in group, the one who avoid to stand out, and does not like to show up in public, and etc (Eysenk in Wakamoto, 2009, p.20). In line with it, Cain (2012) argues that introvert may have strong social skills but they prefer to devote their social energies only to their close friends, colleagues, and family. So that this research focus on the introvert students' characterized as stated above.

### *3. English as a Foreign Language (EFL)*

"English as a foreign language is a language which is not the native language of large number of people. The foreign language are typically taught as school subject for the purpose of communicating with foreigners or for reading printed materials in the language" (Richard and Schmidt, 2002, p.206). In this research, English as a foreign language refers to the language learned by the students, not in the English environment in which most people use a different language to communicate. They use English as a tool to improve their understanding and proficiency in English.

# CHAPTER II
# LITERATURE REVIEW

This chapter covers the literature review related to this study. This review consists of several main concepts which include an overview of language learning strategies, personality in brief, and introvert students characteristics are discussed below.

## A. An Overview of Language Learning Strategies

### *1. Definition of Language Learning Strategies*

In language learning, the students need to pay attention to language learning strategies used to obtain good proficiency when studying English as a foreign language. Wenden and Rubin (1987) as cited in Zare (2012) point out that "learning strategies are any sets of operation, steps, plans, and routines used by the students to facilitate them in gaining the information" (p.163). Besides that, it may be considered as conscious attempts to facilitate or improve learning based on personal beliefs in the learning process when transferring new information (Weinstein, Husman and Dierking, 2000; Woodrow, 2005).

Furthermore, Cohen and Macaro (2007) mentioned that language learning strategies are the conscious mental activity which encompasses goal and motivation. In which, Griffiths and Cansiz (2015) also points out that language learning strategies are actions selected (consciously or

automatically) to learn or regulate language learning. While Shi (2017) stated that language learning strategies are the specific approaches adopt by the students in learning the languages. It can be assumed that language learning strategies are the steps or tools that intentionally chosen by the students in assisting their learning progress.

Abdulla (2014) stated that the concept of strategy derived from the Greek term (strategia), which means helping the students to learn the language easier and transform their ideas into new contexts. In line with it, as quoted in Rubin (1987), Lee and Heinz (2016) described language learning strategies as the strategies that contribute to the development of language systems that immediately develop the students and influence their learning. So that, understandably, language learning strategy genuinely provides convenience for students in developing their abilities when learning foreign languages.

Therefore, Hall (2001) as cited in Nikoopour and Farsani (2011) states that Learning strategies are goal-directed actions that are used by the students to mediate their learning. While Stern (1992) as cited in Marina (2017) believes that learning strategies function as learning techniques to achieve certain goals in the learning process that enable students to become more independent learners (Allwright, 1990; Little, 1991; Chamot, 2004; as cited in Chang and Liu, 2013). Moreover, Tezcan and Deneme (2016) stated that successful language learners utilize language learning strategies more often and efficiently. And it is proved by Lan and Oxford (2003) study that

high proficiency level students used language learning strategies frequently than the less one.

Based on the experts' explanation above, it can be concluded that language learning strategies have played a significant role in the student's learning process. It is a good indicator for the students in encountering the tasks during the study and led them to achieve the knowledge by using some beneficial strategies in their learning process. Hence, it brings us to the fact that language learning strategies help students to become better language learner.

### *2. The Features of Language Learning Strategies*

Actually, in learning a new language especially English as a foreign language, communicative competence becomes the main goal to achieve, and it requires the strategies in the way to accomplish it (Lestari, 2015). Oxford (1990), as cited in Lestari (2015), illustrates some key features of language learning strategies that focus not only in communicative development but also in the other competence, as stated below:

**Table 1. 2**
**The Feature of Language Learning Strategies**

| Language Learning Strategies: |
|---|
| 1. Contribute to the primary goal that is communicative competence. |
| 2. Authorized the students to become more independent. |
| 3. Broaden the teachers' role. |
| 4. It hooks to problem-oriented. |
| 5. Related to the actions taken by the students |

6. Involve many aspects of the learner besides the cognitive aspect.
7. It supports both direct and indirect learning.
8. Not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Affected by several factors

So as the feature of language learning strategies mentioned above, it can be seen that LLS plays an important role in communicative competence. This is supported by Saleh (2018) arguments that language learning strategies are purposefully and conscientiously used to overcome many challenges when communicating in a foreign or second language. The strategies also affect the students' learning habit because it allows the students to be more independent and accountable (Lestari, 2015) while making things easier for them in acquiring, processing, gathering or using knowledge and growing self-confidence (Chang, Ching-Yi & Liu, Shu-Chen & Lee, Yi-Nan., 2007) as cited in (Rustam, Hamra, and Weda., 2015).

Therefore, the role of language learning strategies enables the students to manage their learning process since they can make decisions to address directly what they want or need to learn in an appropriate way (Lucia, 2011). Thus, language learning strategies discuss not only about cognitive or even metacognitive aspect but also about many aspects such as memory, compensation, affective, and social that may be beneficial for the students. Those other aspects influence the students' performance in language learning both direct and indirect (Lestari, 2015).

Moreover, learning strategies are not always observable due to sometimes we use it unconsciously. However, Hsiao and Oxford (2002); Dornyei, (2005) as quoted in Rachmawati (2013) stated that language learning strategies are also a way to develop an awareness of learning as a tool for achieving better skills, particularly in speaking. Lestari (2015) also points out that in using the proper strategies, one's need to be considered is how often the students train themselves in applying it as much as they can. Applying language learning strategies assist the students to improve their comprehension, learning habit, achievement, and so on.

### *3. The Types of Language Learning Strategies*

The terms of language learning strategies have been discussed widely by many researchers. Most of them classified language learning strategies almost the same to one another without any radical changes. For example, like Rubin (1987) as cited in (Zare, 2012; Lestari, 2015) makes a classification between strategies that contribute directly to learning and those who contribute indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning, as follow:

a. First is learning strategies that consist of two types of strategies, those are cognitive strategies which refer to the step or operation that requires direct analysis of learning materials and metacognitive strategies that refer to self-direct language learning.

b. The second is communication strategies which are used by the students when faced difficulty in understanding the meaning of the speakers.
c. The last is social strategies involved the objective to expose target language and practice it.

While Stern (1992) as cited in (Zare, 2012; Lestari, 2015) classified language learning strategies into five main classifications. These are as follows:

a. Management and Planning Strategies that permit the students in managing or organizing their learning.
b. Cognitive Strategies which indicates the activities that apply by the students to learn the materials and solve the problems.
c. Communicative - Experiential Strategies which implicate the use of the verbal or nonverbal instrument in transferring beneficial knowledge.
d. Interpersonal Strategies that observe the students' development and evaluates their progress.
e. Affective Strategies that make the students aware of emotions such as unfamiliar or confusion, and try to build positive feelings towards the target language in the learning process.

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Another classification is from Oxford (1990) as cited in (Zare, 2012; Lestari, 2015) that language learning strategies are divided into two main categories. Those are direct and indirect strategies which involve memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

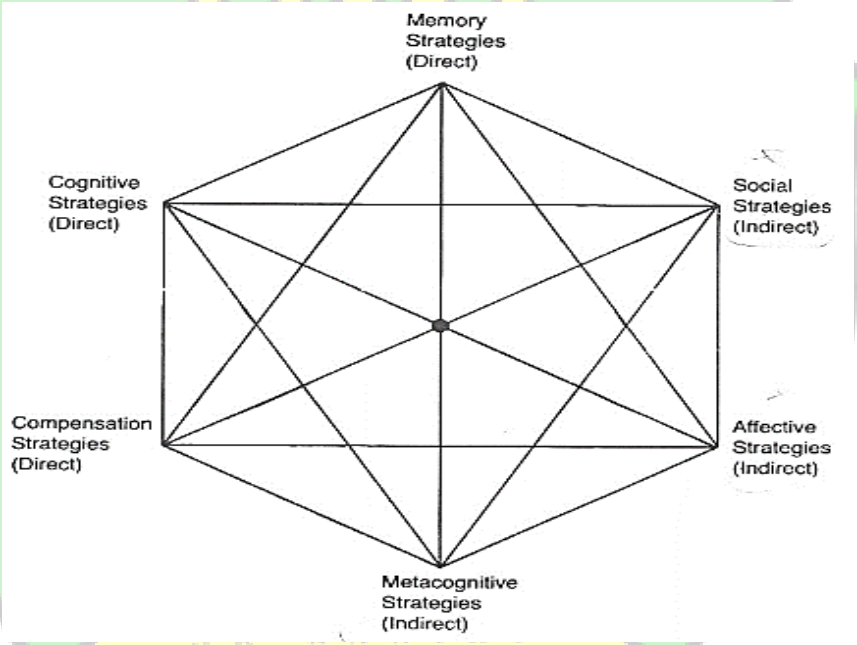


Figure 2.1 Interrelationship between Direct and Indirect Strategies and Among the Six Strategies Groups: Overview (Source: Oxford, 1990)

So the figure mentioned above indicates that both direct and indirect strategies support each other. And that each strategy group interconnected and complementary to other strategy groups. Therefore, based on the explanation earlier, it can be concluded that Oxford's classification about

language learning strategies is more comprehensive, specific and systematic rather than the others and this is where the term Strategy Inventory Language Learning (SILL) emerges.

### *4. The Classification of Language Learning Strategies*

This section discussed oxford's classification of language learning strategies as mentioned above to be significantly more exhaustive so that it will proceed to fully explain each group for a better understanding of the classification.

a. Memory Strategy

According to Salvadores (2019), Memory strategies are those used to store new language in memory by forming associations, grouping, developing visual/auditory relationships, comparing written or phonemic word patterns with L1 / L2 words, and recalling retained information to be used in any given situation. While Oxford in Lestari (2015) stated that Memory strategy includes the mental process of storing and remembering new knowledge when appropriate. This approach involves four categories;

1) Firstly, conceptual associations that can be implemented by grouping language materials into specific subject-based units, adding new language knowledge to the definition that is already in memory, or inserting new words in a meaningful context.

2) The second is to use the images or sounds that can be interpreted by using visual imagery to remember something, creating a semantic mapping such as drawing a main idea diagram, remembering new words by using keywords or remembering new sound-based language knowledge.
3) Then it is possible to review that with formal analysis.
4) And the last is to use action by using physical reaction, or by using mechanical methods to alter it and hold the language in mind.

b. Cognitive Strategy

Salvadores (2019) argued that cognitive strategies assist the students in understanding the language they need to learn and it includes evaluating structures/messages/words, reasoning, deducting, applying rules, learning the target language, translating, taking notes, etc. Whereas Oxford in Lestari (2015), delivered that the strategy also includes four categories;

1) First, the practice of repeating, rehearsing and imitating the language, then the formal practice of sounds and the writing system, conscious of recognizing and using formulas or patterns, the recombination of elements in new ways and the natural practice of the new language.
2) The second is to receive and send messages that involved getting the idea quickly by skimming and scanning, using print or non-print tool to understand incoming messages and generating them.

3) The third is the analysis and interpretation that involved using general rules and applying them to the target language, analyzing speech to explain the context, analyzing contrastively, such as comparing elements such as sounds, words, or grammar to identify similarities and differences, and transferring information, concepts, or structure from one language to another.
4) And the last is to create an input and output system that involves making notes for particular ideas or subjects, summing up or highlighting the relevant details in the text.

c. Compensation Strategy

According to Salvadores (2019), compensation strategies are used when information is lacking; when this occurs, learners compensate for it by body language, using synonyms, rephrasing, inferring or speculating meaning, requesting support, etc. Therefore, Ecaterina (2016) points out that students use compensation strategies to overcome knowledge gaps and continue to communicate in the target language, thereby developing their strategic skills. Moreover, Oxford in Lestari (2015) and Ecaterina (2016), stated that the strategy consists two main point, those are;

1) Intelligently guessing is extremely important for reading and listening because it allows the learners to understand a lot of language without remembering all the information. Guessing can be implemented either by the use of linguistic hints or hints of

another nature. Linguistic clues may be extracted from the student's knowledge of the target language, his mother tongue or other foreign languages with which he may be acquainted. In the case of written materials, the same linguistic clues can contribute to accurate guesses.

2) An important characteristic of a successful language student is being able to resolve difficulties in speaking and writing, as it helps students to continue to communicate or write due to their limited knowledge of the language.

d. Metacognitive Strategy

Salvadores (2019) stated that the students utilize metacognitive strategies to manage their learning. They range from preparing and arranging learning activities, recognizing and adapting to the difficulty of assignments, concentrating attention or language practice in certain circumstances to self-assessing learning process and achievements. While Oxford in Lestari (2015) and Ecaterina (2016) mentioned that the strategy allows the students to control their cognitive to coordinate the learning process. This strategy consists of three points, those are;

1) First is centering learning, which involves overviewing materials and links them to previous experience, paying attention or delaying speech to concentrate listening.

2) The second is Arranging and preparing learning by figuring out how language works, arranging the learning state to become

optimum learning, setting goals for language learning, defining the purpose of language task, preparing for language task, or pursuing opportunities for students to practice.

3) And the third is reviewing the learning process with self-monitoring, finding and correcting specific mistakes in each of the language skills and self-assessing, calculating the overall development of language or accomplishments in each of the four language skills using checklists, diaries or journals.

e. Affective Strategy

Salvadores (2019) stated that affective strategies help to regulate the emotions of the student minimizing anxiety, cheering themselves up, expressing thoughts with others, etc. Similarly, Oxford in Lestari (2015) and Ecaterina (2016) point out that affective strategies assist the students to manage their emotions, motivations, and attitudes towards the learning process. Those are consist as stated below;

1) Reducing anxiety by using the technique of alternating stress through deep breathing or meditation, or by using music, or even laughing.
2) Encouraging yourselves in making optimistic comment, taking chances wisely or offering yourself a reward.
3) The last is to take a break by knowing your own situation, use the checklist to discover emotions, behaviors and motivation, write a language learning diary, or share your feeling with someone else.

f. Social Strategy

This strategy enables language learning relatively easy through interaction with others (Oxford in Lestari, 2015; Ecaterina, 2016). This strategy consists;

1) This consists of asking questions which can be defined as seeking clarification or a correction.
2) Cooperating with others may then be extended by collaborating with colleagues, or by interacting with the language's expert or native speaker.
3) The third is trying to communicate with people who have experienced establishing cultural awareness and being aware of the thoughts and feelings of others.

***5. The Important of Language Learning Strategies***

Understanding the importance of language learning strategies (LLS) is a crucial thing for students. But in practice, students are often not aware of using learning strategies due to their dependence on the teachers' explanation (Tanjung, 2018). So that using appropriate language learning strategies allow the students in taking consideration for their learning process by encouraging their autonomy and self-direction (Rustam, Hamra, and Weda., 2015). As Hismanoglu (2000) stated that language learning

strategies provide the useful insight for language teachers of how their student assess the situation in their learning process, plan, select skills to understand, learn, or remember information in the language classroom.

Furthermore, Oxford in Saleh (2018) stated that language learning strategies are important because they can be a tool in developing communicative competence. In addition to enhancing students' communicative skills, teachers who teach students in using language learning strategies enable them to become better language learners (Lessard-Clouston, 1997 as quoted in Hismanoglu, 2000). Hence, it helps the students in enhancing their learning performance, since these strategies will improve their understanding of how to learn effectively (Eslami-Rasekh and Ranjbari, 2003; as cited in Taghinezhad, Azizi, Shahmohammadi, Kashanifar and Azadikhah, 2016).

Therefore, Fedderholdt, as quoted in Hismanoglu (2000) stated that using language learning strategies are important in improving students' language skills in a better way. Besides that, implemented proper language learning strategies are helpful for the students to remember the material effectively, support the students to understand the language they want to learn, it helps the students to get over learning gap and organize their learning process, managing their emotions, and it allows the students to build the interaction with other (Oxford in Lestari, 2015; Ecaterina, 2016; Salvadores, 2019). As a result, language learning strategies are the aspect which makes the students improve their knowledge of the language, and it

may encourage the students' proficiency and greater self-confidence in the learning process.

## B. Personality in Brief

### *1. Definition of Personality*

The word "personality" has been discussed widely by many researchers over the last several decades. Personality refers to differences in the characteristic patterns of thought, feeling, and behavior of an individual (American Psychological Association, 2014; Uher, 2017). Similarly, Jami (2017) stated personality as a concept which indicates that the behavior, feelings, or thoughts of an individual are not merely immediate responses to various external influences. And it is supported by Prakash, Singh, and Yadav (2016) that personality corresponds to significant and relatively stable behavioral aspects.

Furthermore, Personality is the set of mental characteristics that make a person unique to others (Padlyalpattani, 2015) and the uniqueness of a person reflects how their personality is and informs how different they are to others. For instance, some people may behave secretive, open-minded, or more aggressive than others sometimes. So that the personality genuinely affects a person's interaction in his social environment due to their uniqueness.

Therefore, Holzman in Encyclopedia Britannica (2020) points out that personality encompasses moods, attitudes and opinions which

expressed most clearly in interactions with other people. And this is involved both innate and acquired of behavioral characteristics which differentiate one person from another and can be seen in people's relationships to the environment and the social community.

According to the previous explanation, then it can be concluded that personality is related to the difference in an individual's characteristic thought patterns, feelings, and behavior which also indicates the uniqueness of an individual than the others, and informs that they are different to others. The personality itself is affected and formed by individuals' environment and it tends to change at any time based on the relationship they get from society.

***2. Types of Personality***

Type of Personality is a general term for several ideas. These ideas usually have some original similarities, which sometimes offering different interpretations. They can be complement, overlap or be inconsistent (Geyer, 2013). In line with it, several researchers have formulated personality types as follows:

Jung (1976) as cited in Prakash, Singh, and Yadav (2016) differentiated personality into two main categories, those are;

a. Introvert which are characterized by their desire to think inwardly, and a need to understand the world before they encounter it, they can easily be over-stimulated by new ideas in unknown

circumstances, so they need time to absorb new knowledge and relate it to existing experiences, understand it and react to it (Tieger and Barron-Tieger., 1995 as cited in Prakash, Singh, and Yadav., 2016).

b. In contrast to the introvert, Extrovert characterized by their desire to think outwardly, yet they need to experience the world to understand it and tend to like a lot of activity and social gathering (Tieger and Barron-Tieger., 1995 as cited in Prakash, Singh, and Yadav., 2016).

While, on the other hand, Eysenck in Muharrami, Setiyadi and Hasan (2013) distinguishes personality into two types; extroversion and introversion. The extroverts and introverts are categorized into stable-unstable extroverts and stable-unstable introverts with 4 characteristics of their own. It is divided based on the stability-instability of the emotions, as stated below;

a. The stable extroverts have sanguine positive traits which tend to be socially active, easygoing, talkative, responsive, energetic, cheerful, and have good-leadership.

b. Though unstable extroverts appear to be a more irritable person. They are easier to be impatient, at times too aggressive, easily excited, at times tend to be changeable and at the same time be a hopeful person.

c. Instead, stable introverts have phlegmatic characteristics, reflecting a passive, careful, attentive, pleasant, tightly controlled, trustworthy, even calm attitude.

d. Unstable introverts, on the other hand, have melancholic characteristics. That shows a moody mood, at times nervous, stiff, pessimistic, withdrawn, and at times unsociable.

Also, Eysenck in Muharrami, Setiyadi and Hasan (n.d) stated that the stable-unstable extroverts and the stable-unstable introverts have almost the same characteristics which distinguish only by emotional stability. But the stable extroverts and introverts have more positive and dominant traits dependent on the emotional wellbeing than the unstable extroverts and introverts.

In The Psychology of the Language Learner, Dornyei (2005) listed the other types of personality that have been identified by Ryan and Deci as Big Five (also known OCEAN or Five Factors Model), which include:

a. Judge and Bono (2000) stated that Openness to Experience (often labelled Intellectance), is the tendency of being creative, imaginative, perceptive, and thoughtful. Openness to Experience becomes the only feature of the Big Five to exhibit substantial correlations with intelligence. This is supported by Dornyei (2005) that High scorers of Openness to Experience tend to be innovative, curious, versatile, inventive, moved by art, seeking inspiration,

original and untraditional; whereas low scorers, on the other hand, prefer to be conservative, conventional, down-to-earth, unartistic and realistic.

b. As mentioned in Judge and Bono (2000), Barrick & Mount (1991) point out that consciousness is indicated by two main aspects: accomplishment and reliability. Consciousness is the feature of the FFM which best corresponds with job performance. Whereas, Soto (2018) explained that the unconscious are pleased with the disorder and less driven to complete tasks.

c. Extraversion is a propensity to be outgoing, confident, ambitious and seeking enjoyment. People with a high level of the score on Extraversion are highly inclined to positive emotional interaction (Watson and Clark, 1997 as cited in Judge and Bono, 2000). While in contrast, low level of extroversion (introversion) individuals tend to be socially and emotionally reserved (Soto, 2018).

d. Agreeableness consists of propensities to be kind, compassionate, reliable, and pleasant (Judge and Bono, 2000). While, Dornyei (2005) points out that people with a high score of agreeableness tend to be sociable, selfless, tolerant, confident, cooperative, and generous; whereas low scorers (disagreeable) indicate cold, sarcastic, rude, annoying, skeptical, exclusionary, suspicious, grumpy, and uncooperative (Soto, 2018).

e. And the last is Emotional Adjustment which often marked with its opposite, Neuroticism, which indicates a tendency to be apprehensive, scared, miserable, and moody. Emotional adjustment is the main feature of the Big Five that results in happiness and freedom from depression and other mental illness (McCrae & Costa, 1991 as cited in Judge and Bono, 2000)

So, based on the explanation above, it may be summed up that some researchers may categories the types of personality in a different way from one and another researcher. Some of the types may be quite similar and tend to be a complement to the other. For instance, Jung differentiated personality types into two main points, those are introvert and extrovert. While Eysenck categorizes introvert and extrovert into a stable-unstable introvert and stable-unstable extrovert. Besides that Ryan and Deci identified the personality types into five categories which called Big Five or OCEAN, those are Openness, Consciousness, Extroversion, Agreeableness, and Neuroticism.

***3. Personality Measurement***

The Big Five or Five-Factors Model (FFM), in recent times, is one of the most frequently studied constructs of personality across cultures. The Five-Factors Model measures personality of a person along five psychological dimensions which include Openness, Consciousness, Extroversion, Agreeableness, and Neuroticism (Dornyei, 2013). Blazevic

(2020) explains that the Big Five or Five-Factors Model can be a well-trusted psychological evaluation to measure personal characteristics on a sliding scale. This is the only scientifically validated personality test used in modern psychology of personality.

Thus, Blazefik (2020) also states that the Big Five will not assign you a mark, unlike the other personality tests. Instead, you get a preview into how you rank on five personality measurements. The Big Five will help you understand how others perceive you in terms of your personality characteristics. The Big Five Personality test consists of 50 items of statements in which it takes 10 to 15 minutes to complete it. This test has also been thoroughly researched to ensure its validity and reliability. So, this test is based on psychological research into the core of personality (Truity, n.d).

## C. Introvert Students

In defining about the introvert personality of the students, ones should be considered that introvert personality is not a negative habitual action of a person, it just the characteristics which affecting how someone reacts or behave in life. In reality, people often assume that someone with introvert personality is typically kind of anti-social person, they tend to be shy, etc. But actually, people had been misunderstood about the introvert term, in case both introvert and extrovert can be a shy person (Wakamoto, 2009). So, in this chances, the

researcher discussed the introvert student, their characteristics, and how their learning proceeds, as follows:

### *1. Characteristics of Introvert Students*

As mentioned earlier, introverts are kind of personality which tend to be better at analyzing than extroverts before they act, they take in and process knowledge deeply, stay on track and work more accurately. Their non-aggressive character and ability to listen make them easy to get along with (Condon and Ruth-Sahd, 2013). According to Cain (2012), the greatest obstacle for introverted students may be to consider, accept and make use over their capabilities. Typically introverts constantly try to be quite extroverted that they abandon themselves, underestimate their talents and cause themselves to be overshadowed in the classroom by the louder, more dominant extroverts.

Furthermore, in Andriyani (2016), Eysenck & Chan (1982 ) point out that introverts students tend to be reserved, prefer reading rather than meeting and talking to others, have few close friends and typically avoid exhilaration. While, Laney (2002) as cited in Travolta, Mulyadi and Imranuddin (2018) stated that introvert is the characteristic of a person who orients thoughts, emotions, and experiences as their habit. Moreover, Cain (2016) proposed that introverts are not necessarily characterized by a shy person, this is important to note that both extrovert and introvert may be a shy person. In this case, Cain (2016) argued that people with introvert

personality are avoiding participating in the classroom activity, not because of their shyness but it seems to them that they do not need to contribute or might be busy in listening and processing everything before they talk.

Therefore, introverts students seem pleased to do everything by themselves rather than with other people and avoid to be the center attention (Burrus and Kaenzig, 1999 as cited in Condon and Ruth-Sadh, 2013). In line with it, Eysenk in Wakamoto (2009) explain that introverts students prefer to work alone not because they cannot work well with others but they prefer to retreat and focus on their task at hand and tend to focus deeply and produce high-quality of work. Introverts are also characterized by the tendency to be tired after participating with a large number of people so that they tend to relieve their fatigue by being alone (Cain, 2012). Manohan (2016) also gives the perspective that even if the introvert students have excellent social skills and enjoy meaningful friendship, but it seems they are quite happy in their own company.

As a conclusion, introverts are characterized by the tendencies to have deep-thinking before they act. They are typically the kind of reserved person, feel more comfortable doing things alone and often like the ideas better than the actual thing, they also have a very small group of friends in which they prefer to get to know a few people well. And last but not least, they seem to finds spending time in large crowds or groups to be exhausting and need to relieve their tiredness by being alone.

### *2. Introvert Students and Learning*

In learning and acquiring English as a foreign language, Introvert students tend to absorb knowledge from inside, which means they would rather sit silently in classrooms, take in and reflect on teachers' material instead of directly participating in debates or group learning activities (Hutchinson, and Gul., 1997 as cited in Condon and Ruth-Sahd, 2013). Therefore, Isaacs (2009) points out that Introverts may perform well in small groups but pleased to work independently. In group work, they prefer to listen first then assess what they will deliver before engaging in the group activity. Their ability to engage in the group work often relies on the disposition of the other participants, which means that the introverts have to take more time to formulate their ideas.

Moreover, Introvert students often commonly find it difficult when called upon to answer the teacher's questions. But, if the teachers notified and offer ample time to process their thoughts, they will be more relaxed with being called on (Condon and Ruth-Sahd, 2013). Delaney, Johnson, Johnson and Treslan (2010) also mention that introvert students are even face difficulty when the topic of discussion are changed due to the limitations of them to switch their attention on the new topic easily. Introvert students often perform best in groups when they have a task given, such as taking notes, keeping track of the time, etc.

The tendency of introverts to think about things carefully contribute to their ability to excel in what is known as insightful problem-solving. Introverts tend to be more perseverant when undertaking challenging tasks. The problem-solving skills of introverts and logical thinking are known as their important strengths (Condon and Ruth-Sahd, 2013). As a sum up, introvert students are typically excelled in several conditions such as good in analyzing due to the tendency to think deeply. It seems that introvert students are good at listening skill since they are a good listener. They also good in problem-solving and logical thinking in which they can perform a deep-focus so that they can produce a high-quality thought or solution.

# CHAPTER III
# RESEARCH METHODOLOGY

This chapter provides an explanation of research methodology which covers some points including research design, research location, research participant, technique of data collection, and technique of data analysis.

## A. Research Design

Based on research questions, the approach which is used in this research is mixed methods. According to Creswell (2014),

> "Mixed method research is an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone" (p.32).

In conducting this research, the researcher used explanatory sequential mixed methods in which the researcher conducted quantitative research first, then analyzes the results in more detail with qualitative research (Creswell, 2014). It is considered as explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered as sequential because the initial quantitative phase is followed by the qualitative phase.

The population in this research was fourth-year students in the academic year 2016 with 182 the total of students. In collecting the data, the researcher

distributed the first questionnaire of FFM to select the participant with an introvert personality to participate in the SILL questionnaire to answer the first research question. After gathering the participant in the first phase, then the researcher continued to the second phase for selecting the participant to be interviewed. And for the data analyzed, the researcher calculated the result of questionnaire data collection by using the formula formulated by Sudjana and for the interview, the researcher used the open-coding procedure.

**B. Research Location**

This research was conducted at UIN Ar-Raniry, Banda Aceh. This university is running under the authority of the ministry of the religious affair. Previously, this university was known as IAIN but in 2013 it has been changed to UIN Ar-Raniry. The location of the university is in Abdul Rauf street or often known in "Lingkar Kampus" street. This university has been built since October 5th 1963 which have nine faculties on it, those are faculty of education and teacher training, faculty of literature and humanities, ushul al-din and philosophy faculty, shari'a and law faculty, faculty of da'wah and communication, faculty of economics and Islamic business, science and technology faculty, social and political faculty, and the last is psychology faculty. The rector of the university is Prof. Dr. H. Warul Walidin AK, MA.

As stated before, the faculty of education and teacher training is one of nine faculties available in UIN Ar-Raniry. It consists of 13 departments, those are; Islamic education department, Arabic education department, English

education department, Math education department, department of Islamic education management, Physics and Biology education department, Madrasah Ibtidaiyah teacher education department, Chemistry education department, Early childhood education programs, Electrical engineering education, department of information technology education, and the last is counselling guidance education department. And the dean of Teacher Training Faculty is Dr. Muslim Razali, S.H., M. Ag.

This faculty is aimed to train the students in becoming specialists in the area of education and teaching. One of the departments in this faculty is the English education department which is assisting the students to become a professional English teacher. This department is providing facilities such as the library and multimedia room to supports academic activities. And the head of the English education department program is Prof. Dr. T. Zulfikar, S. Ag., M. Ed. So that in accomplishing this research, the researcher conducted the research study at the English Education Department of UIN Ar-Raniry, Banda Aceh.

## C. Research Participants

### *1. The Population*

The term of population, according to Lammers and Badia (2013), means all participants who fulfil specifications or a specified criterion in which their qualities and characteristics have been predetermined (Arikunto, 2006). This means a population is all the individuals or units of being

interest by the researcher that conform to a set of specifications and expected can be observed in the various classes or categories that make up a variable. The population of this research was fourth-year students in the academic year 2016 of English Education Department of UIN Ar-Raniry that selected have introvert personality. The total population in this research was 182 students; they are divided into seven classes or units and each unit consists of 30 students.

***2. The Sample***

In sequential explanatory mixed-method research, Edmonds and Kennedy (2017) explain that the structure of participant selection consists of a two-phase process. Participants are selected as a means of purposive sampling during the first phase under introvert criterion, based on parameters set a prior by the researcher by using convenience random sampling in quantitative phase to answer the SILL questionnaire. Then, it continues by the qualitative phase by using simple random sampling as a means to select the participant to be interviewed. Both convenience and simple random sampling are part of purposive sampling technique.

Therefore, in classifying the participant, the researcher distributed FFM questionnaire to select the participant with an introvert personality. After distributing the FFM questionnaire, then 30 participants were selected from the population as the research sample. After that the researcher distributed the second questionnaires about strategies inventory language

learning (SILL) to see which strategies used by the introvert students regarding answer the first research question. Whereas, to answer the second research question, the researcher selects five introvert students to be interviewed about the impact they get from using language learning strategies in their learning achievement of English language.

## D. Technique of Data Collection

In gaining the data needed in the research, the researcher conducted two appropriate techniques; questionnaires, and interview.

### *1. Questionnaires*

There are two types of questionnaires; personality test questionnaire that is Big Five or Five Factors Model (FFM) and Oxford's Strategy Inventory for Language Learning (SILL). The FFM questionnaire is used as a tool in assisting the researcher in selecting the sample. While SILL questionnaire is a measuring tool which purpose to assess introvert students language strategies used and to help the researcher answers the first research question about the strategies used by the introvert students in learning English as a foreign language.

#### a. Big Five or Five Factors Model

Big Five or Five Factors Model is a questionnaire used to collect data on students' personality types. According to Grice (2005), five factors model is a model of the personality of an individual which divided into five traits. Each of big five or five factors model category

is determined by several more particular facet traits and is usually manifests through a variety of behaviours (John, Naumann and Soto, 2008; Leary and Hoyle, 2009 as quoted in Soto, 2016). This five factors model indicates the human personality and psyche, those are; Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (Soto, 2018).

This questionnaire is known as Big Five or Five Factors Model which indicates 5 categories as mentioned above. However, from those five categories, the researcher only focused on Extroversion trait in which this test is used as a tool in facilitating the researcher to measure students' personality, especially for introvert personality. This questionnaire consists of 50 statements related to those five categories, but because of the researchers' focus is only in Extroversion trait so that it consists of only 10 statements related to the personality to be answered by the participants.

In facilitating the participants when answering those statements, the researcher provided the personality test in the form of "Google Form". This test is beneficial for knowing the personality possessed by participants, especially to find out the participants who have an introverted personality.

**b. Strategy Inventory for Language Learning (SILL)**

This research used SILL (Version 7.0. 50 items). This version is intended for EFL learner, in which the SILL questionnaire is designed to assess the language learning strategy used by foreign language students. SILL contains six categorized of assessment which includes memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items), and the last is social strategies (6 items).

The kind of questions in this questionnaire is close-ended questions with 50 items of questions under the likert-scale (1, 2, 3, 4, or 5) which indicate never true to always true the statement is. The researcher used convenience sampling in selected participant to answer the questionnaire. This SILL questionnaire was given in Google Form to make the participant easier in filling the questionnaire of language learning strategies.

***2. Interview 5 Introvert students***

According to Sugiyono (2014), the interview is a two-person meeting to exchange information and ideas through questions and answers that are intended to lead to communication and a shared understanding of a particular topic. In this interview session, the question and answer carried out by phone interview to collect the information about the topic. This interview session was carry out in the type of the in-depth interview in

which In-depth interviews (IDI) are conducted with a small number of highly selected participants to obtain appropriate qualitative insights through one-on-one interviews (Miles, 2019).

So, the researcher selected five students to be the participants under the criterion of the students with the high level of an introvert that chosen purposively. The interviews session are expected to be conducted for one-hour maximum, and all interviews was recorded. These interviews are intended for a very specific participant selected intentionally by the researcher and seek to explore their perspectives on a particular idea and carried out in a conversational style.

**Interviews' Protocol**

Project: **Introvert Students' Strategies in Learning EFL**

| | |
|---|---|
| Time of Interview | : |
| Date and Place | : |
| Interviewer | : Maiyasha Ulfha |
| Interviewee | : |
| Position of Interviewee | : Fourth-year students of English in the academic year 2016 |

**Questions**

1. What are the strategies you often use to overcome the skill in English that you are difficult with?

Figure 3.1 The example of interview protocol

## E. The Technique of Data Analysis

### *1. The technique of questionnaires analysis*

In analyzing the data, the researcher calculated the means of the students' respond according to linker-scale 1, 2, 3, 4, and 5. Therefore, to find out the most frequent strategy used by the introvert students, the researcher were percentages the data of questionnaire according to Sudjana (2002), the formula used was:

$$P = \frac{F}{N} X\ 100\%$$

In which: P: Percentage N : Number of sampling

F: Frequency 100% : Constant Value

### *2. The technique of interview analysis*

After analyzing the result from SILL questionnaire, the data was explain further through an in-depth interview to strengthen the previous data collection. In analyzing the data of the interview, the researcher used the open-coding procedure which is the function in generating the categories of the information. Creswell (2014) illustrates three steps in data coding: organize and prepare data involving the transcription of interviews up to the sorting and arrangement of data into different types; then analyze the data by providing a general sense of the information and an opportunity to reflect the overall meaning; and the last one is to start coding all the data that involves collecting text data during data collection, segmenting sentences

into categories and labelling them with a term. Due to the explanation above, the researcher begins writing the document transcript from the audio recorder interviews. Then, check the information to get the participants ideas and knowledge. Next, the data were coded, then classified into narratives and analyzed the last of the data.

# CHAPTER IV
# RESEARCH FINDING AND DISCUSSION

This chapter presents the results of the questionnaire and interview of data analysis. This research aims to explain language learning strategies used by introvert students and the impact of language learning strategies when learning English as a foreign language.

## A. The results of questionnaire

The questionnaire was distributed to get the information about language learning strategies used by the introvert students of English education department in academic year 2016. It consisted of 50 close-ended questions which include six language learning strategies proposed by Oxford.

**Table 4.1 Memory strategy**

**The percentage of SILL questionnaire (close-ended question)**

| No | Statement | Frequency (F) | | | | | Percentage (%) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **SA** | **A** | **N** | **D** | **SDS** | **SA** | **A** | **N** | **D** | **SDS** |
| **1** | I think of relationships between what I already know and new things I learn in English. | **3** | **17** | **9** | **1** | | **10** | **57** | **30** | **3** | |
| **2** | I use new English words in a sentence so I can remember them. | **5** | **13** | **10** | **2** | | **17** | **43** | **33** | **7** | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **3** | I connect the sound of a new English word and an image or picture of the word to help me remember the word. | **6** | **9** | **7** | **8** | | **20** | **30** | **23** | **27** | |
| **4** | I remember a new English word by making a mental picture of a situation in which the word might be used. | **2** | **12** | **14** | **2** | | **7** | **40** | **46** | **7** | |
| **5** | I use rhymes to remember new English words. | **3** | **7** | **10** | **7** | **3** | **10** | **23** | **33** | **23** | **10** |
| **6** | I use flashcards to remember new English words. | **1** | **1** | **6** | **16** | **6** | **3** | **3** | **20** | **53** | **20** |
| **7** | I physically act out new English words. | **4** | **8** | **13** | **5** | | **13** | **27** | **43** | **17** | |
| **8** | I review English lessons often. | **3** | **10** | **9** | **8** | | **10** | **33** | **30** | **27** | |
| **9** | I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. | **3** | **16** | **8** | **2** | **1** | **10** | **53** | **27** | **7** | **3** |
| | Total | **30** | **93** | **86** | **51** | **10** | **100** | **299** | **252** | **171** | **33** |
| | Equation Degree | **3,0** | **9,3** | **8,6** | **5,1** | **1,0** | **10,0** | **29,9** | **25,2** | **17,1** | **3,3** |
| | | Percentage | | | | | **39,9** | | **25,2** | | **20,4** |

Notes: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SDS: Strongly Disagree

From the table 4.1 presented above, the percentage of positive responses (strongly agree and agree) were 39.9% and neutral was 25.2%. In contrast, the negative response (disagree and strongly disagree) were 20.4%. Furthermore, the most preferred strategy used in this strategy was the item number 1 which indicates that introvert students are likely to compare the relationship between their prior knowledge with the knowledge they meant to know. Regarding the results, the percentage of memory strategy used was 39.9%.

**Table 4.2 Cognitive strategy**

**The percentage of SILL questionnaire (close-ended question)**

| No | Statement | Frequency (F) | | | | | Percentage (%) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SA | A | N | D | SDS | SA | A | N | D | SDS |
| 10 | I say or write new English words several times. | 6 | 13 | 6 | 5 | | 20 | 43 | 20 | 17 | |
| 11 | I try to talk like native English speakers. | 11 | 9 | 10 | | | 37 | 30 | 33 | | |
| 12 | I practice the sounds of English. | 14 | 11 | 3 | 1 | 1 | 47 | 37 | 10 | 3 | 3 |
| 13 | I use the English words I know in different ways. | 3 | 14 | 10 | 3 | | 10 | 47 | 33 | 10 | |
| 14 | I start conversations in English. | 1 | 12 | 9 | 6 | 2 | 3 | 40 | 30 | 20 | 7 |
| 15 | I watch English language TV shows spoken in English or go to movies spoken in English. | 10 | 11 | 8 | 1 | | 33 | 37 | 27 | 3 | |
| 16 | I read for pleasure in English. | 2 | 16 | 10 | 2 | | 7 | 53 | 33 | 7 | |
| 17 | I write notes, messages, letters, or reports in English. | 4 | 9 | 11 | 6 | | 13 | 30 | 37 | 20 | |
| 18 | I first skim an English passage (read over the passage quickly) then go back and read carefully. | 5 | 17 | 5 | 3 | | 17 | 57 | 17 | 10 | |
| 19 | I look for words in my own language that are similar to new words in English. | 6 | 7 | 11 | 5 | 1 | 20 | 23 | 37 | 17 | 3 |
| 20 | I try to find patterns in English. | 6 | 6 | 13 | 5 | | 20 | 20 | 43 | 17 | |
| 21 | I find the meaning of an English word by dividing it into parts that I understand. | 3 | 12 | 8 | 6 | 1 | 10 | 40 | 27 | 20 | 3 |
| 22 | I try not to translate word for word. | 11 | 13 | 3 | 3 | | 37 | 43 | 10 | 10 | |
| 23 | I make summaries of information that | 4 | 9 | 10 | 7 | | 13 | 30 | 33 | 23 | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | I hear or read in English. | | | | | | | | | | |
| | Total | **86** | **159** | **114** | **53** | **5** | **287** | **530** | **390** | **177** | **16** |
| | Equation Degree | **8,6** | **15,9** | **11,4** | **5,3** | **0,5** | **28,7** | **53,0** | **39,0** | **17,7** | **1,6** |
| | | Percentage | | | | | **81,7** | | **39,0** | | **19,3** |

Notes: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SDS: Strongly Disagree

From the table presented above, the researcher found out that the percentage of positive responses (strongly agree and agree) were 81.7% and neutral was 39.0%. In contrast, the negative response (disagree and strongly disagree) were 19.3%. Then, the most chosen strategy was item number twelve which show that introvert students prefer to practice their English, whether practice by themselves or with friends during the teaching-learning process. Regarding the results, the percentage of the cognitive strategy used was 81.7%.

**Table 4.3 Compensation strategy**

**The percentage of SILL questionnaire (close-ended question)**

| No | Statement | Frequency (F) | | | | | Percentage (%) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **SA** | **A** | **N** | **D** | **SDS** | **SA** | **A** | **N** | **D** | **SDS** |
| **24** | To understand unfamiliar English words, I make guesses. | **11** | **14** | **5** | | | **37** | **47** | **17** | | |
| **25** | When I can't think of a word during a conversation in the English, I use gestures. | **12** | **7** | **7** | **2** | **2** | **40** | **23** | **23** | **7** | **7** |
| **26** | I make up new words if I do not know the right ones in English. | **5** | **16** | **5** | **4** | | **17** | **53** | **17** | **13** | |
| **27** | I read English without looking up every new word. | **2** | **7** | **13** | **7** | **1** | **7** | **23** | **43** | **23** | **3** |
| **28** | I try to guess what the other person will say next in English. | **3** | **13** | **12** | **2** | | **10** | **43** | **40** | **7** | |
| **29** | If I can't think of an English word, I use a word or phrase that means the same thing. | **13** | **8** | **9** | | | **43** | **27** | **30** | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total | **46** | **65** | **51** | **15** | **3** | **154** | **216** | **170** | **50** | **10** |
| | Equation Degree | **4,6** | **6,5** | **5,1** | **1,5** | **0,3** | **15,4** | **21,6** | **17,0** | **5,0** | **1,0** |
| | | Percentage | | | | | **37,0** | | **17,0** | | **6,0** |

Notes: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SDS: Strongly Disagree

From the table presented above, the percentage of positive responses (strongly agree and agree) were 37% and neutral was 17%. In contrast, the negative response (disagree and strongly disagree) were 6%. Meanwhile, the most strategy used in this strategy was item number 24 which reveal that when introvert students unable to understand some unfamiliar words, then they make guesses to cope with their difficulty. Regarding the results, the percentage of the compensation strategy used was 37%.

**Table 4.4 Meta-cognitive strategy**

**The percentage of SILL questionnaire (close-ended question)**

| No | Statement | Frequency (F) | | | | | Percentage (%) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **SA** | **A** | **N** | **D** | **SDS** | **SA** | **A** | **N** | **D** | **SDS** |
| **30** | I try to find as many ways as I can to use my English. | **6** | **17** | **6** | **1** | | **20** | **57** | **20** | **3** | |
| **31** | I notice my English mistakes and use that information to help me do better. | **11** | **17** | **1** | **1** | | **37** | **57** | **3** | **3** | |
| **32** | I pay attention when someone is speaking English. | **17** | **11** | **2** | | | **57** | **37** | **7** | | |
| **33** | I try to find out how to be a better learner of English. | **15** | **11** | **4** | | | **50** | **37** | **13** | | |
| **34** | I plan my schedule so I will have enough time to study English. | **3** | **5** | **14** | **7** | **1** | **10** | **17** | **47** | **23** | **3** |
| **35** | I look for people I can talk to in English. | **5** | **12** | **11** | **2** | | **17** | **40** | **37** | **7** | |
| **36** | I look for opportunities to read | **3** | **12** | **12** | **3** | | **10** | **40** | **40** | **10** | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | as much as possible in English. | | | | | | | | | | |
| **37** | I have clear goals for improving my English skills. | **3** | **10** | **13** | **4** | | **10** | **33** | **43** | **13** | |
| **38** | I think about my progress in learning English. | **5** | **17** | **7** | **1** | | **17** | **57** | **23** | **3** | |
| | Total | **68** | **112** | **70** | **19** | **1** | **228** | **375** | **233** | **62** | **3** |
| | Equation Degree | **6,8** | **11,2** | **7,0** | **19,0** | **0,1** | **22,8** | **37,5** | **23,3** | **6,2** | **0,3** |
| | | Percentage | | | | | **60,3** | | **23,3** | **6,5** | |

Notes: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SDS: Strongly Disagree

From the table presented above, the researcher found out that the percentage of positive responses (strongly agree and agree) were 60.3% and neutral was 23.3%. In contrast, the negative response (disagree and strongly disagree) were 6.5%. Besides, item number 31 gains much attention from introvert students. This strategy enables introvert students to learn by their mistake to improve their English proficiency. Regarding the results, the percentage of the metacognitive strategy used was 60.3%.

**Table 4.5 Affective strategy**

**The percentage of SILL questionnaire (close-ended question)**

| No | Statement | Frequency (F) | | | | | Percentage (%) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **SA** | **A** | **N** | **D** | **SDS** | **SA** | **A** | **N** | **D** | **SDS** |
| **39** | I try to relax whenever I feel afraid of using English. | **6** | **19** | **4** | | **1** | **20** | **63** | **13** | | **3** |
| **40** | I encourage myself to speak English even when I am afraid of making a mistake. | **7** | **13** | **8** | **1** | **1** | **23** | **43** | **27** | **3** | **3** |
| **41** | I give myself a reward or treat when I do well in English. | **6** | **8** | **8** | **5** | **3** | **20** | **27** | **27** | **17** | **10** |
| **42** | I notice if I am tense or nervous when I am | **8** | **12** | **5** | **3** | **2** | **27** | **40** | **17** | **10** | **7** |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | studying or using English. | | | | | | | | | | |
| **43** | I write down my feelings in a language learning diary. | **2** | **6** | **6** | **9** | **7** | **7** | **30** | **20** | **30** | **7** |
| **44** | I talk to someone else about how I feel when I am learning English. | **4** | **9** | **5** | **10** | **2** | **13** | **30** | **17** | **33** | **7** |
| | Total | **33** | **67** | **36** | **28** | **16** | **110** | **233** | **121** | **93** | **37** |
| | Equation Degree | **3,3** | **6,7** | **3,6** | **2,8** | **1,6** | **11,0** | **23,3** | **12,1** | **9,3** | **3,7** |
| | Percentage | | | | | | **34,3** | | **12,1** | | **13,0** |

Notes: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SDS: Strongly Disagree

From the table presented above, the researcher found out that the percentage of positive responses (strongly agree and agree) were 34.3% and neutral was 12.1%. In contrast, the negative response (disagree and strongly disagree) were 13%. Moreover, in this strategy, introvert students mostly used item number 39. This strategy make introvert students able to cope with their anxiety or afraid by trying to relax when learning English. Regarding the results, the percentage of the affective strategy used was 34.3%.

**Table 4.6 Social strategy**

**The percentage of SILL questionnaire (close-ended question)**

| No | Statement | Frequency (F) | | | | | Percentage (%) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **SA** | **A** | **N** | **D** | **SDS** | **SA** | **A** | **N** | **D** | **SDS** |
| **45** | If I do not understand something in English, I ask the other person to slow down or say it again. | **10** | **9** | **9** | **2** | | **33** | **30** | **30** | **7** | |
| **46** | I ask English speakers to correct me when I talk. | **4** | **6** | **10** | **5** | **5** | **13** | **20** | **33** | **17** | **17** |
| **47** | I practice English with other students. | **5** | **13** | **6** | **4** | **2** | **17** | **43** | **20** | **13** | **7** |
| **48** | I ask for help from English speakers. | **5** | **4** | **10** | **7** | **4** | **17** | **13** | **33** | **23** | **13** |
| **49** | I ask questions in English. | **4** | **10** | **14** | **2** | | **13** | **33** | **47** | **7** | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **50** | I try to learn about the culture of English speakers. | **9** | **10** | **7** | **4** | | **30** | **33** | **23** | **13** | |
| | Total | **37** | **52** | **56** | **24** | **11** | **123** | **172** | **186** | **80** | **37** |
| | Equation Degree | **3,7** | **5,2** | **5,6** | **2,4** | **1,1** | **12,3** | **17,2** | **18,6** | **8,0** | **3,7** |
| | Percentage | | | | | | **29,5** | | **18,6** | **11,7** | |

Notes: SA: Strongly Agree; A: Agree; N: Neutral; D: Disagree; SDS: Strongly Disagree

From the table presented above, the researcher found out that the percentage of positive responses (strongly agree and agree) were 29.5% and neutral was 18.6%. In contrast, the negative response (disagree and strongly disagree) were 11.7%. Then, in this strategy, item number 45 chosen by introvert students. This strategy enables introvert students to ask for the speaker to slow down when explaining something so that they can understand easily. Regarding the results, the percentage of the social strategy used was 29.5%.

**B. The results of interview**

According to the result findings of SILL questionnaire, the researcher then used an in-depth interview to supported and clarified previous findings to show a more relevant result. In the interview session, the researcher took five of introvert students who participated in the previous instrument. Based on the interview, the LLS used and the impact of LLS on introvert students' English skills are discussed as follows.

***1. Introvert students' strategies in learning EFL***

When we discuss language learning strategies used, introvert students have different ways of using LLS. But for sure, all the LLS are beneficial if they use it all together when learning English as a foreign

language. In this point, related to introvert students' responses, the researcher lists their strategies preference into two categories: those are direct and indirect strategies.

**a. The direct strategy**

There are three sub-categories in terms of direct strategies used. First is memory, the second is cognitive strategy, and the last one is the compensation strategy. When using the direct strategy, introvert students tend to preferred cognitive strategy overall. This fact is proved by introvert students' answer in the questionnaire as well as in the interview.

**1) Practicing language skills alone**

The best way to master the language is to get used to that language. In this point, the researcher found that four out of five introvert students mentioned that practice the language is something that affects the way they enhance their English skills the most. In line with this, they said:

> *"...because like I said before, I don't know who to speak to, so yeah I prefer to talk to myself. And then, I use the word that I have heard before, for example the phrase that I've never heard before, or the idiom, the new expression, so that I am genuinely use it as much as I can, even I just talk to myself in my daily basis,..." [ND]*

> *"...I often practice speaking in front of the mirror and motorcycle..., sometimes I also like pick the topic and I speak it alone. Like I take a particular topic and then speak it alone and stop when I want to stop..." [JN]*

*"… I am a type of person that after I heard something, I need to like my mouth to speak about the topic. For example like, present tense it typically like this this this and this, so I will say what I have in my mind to make my ear listen to what I understand, something like that". [FZ]*

**2) Watching English movies or you-tube channel**

All of the introvert students have said that watching English movies or you tube channel related to English affect the way they improve their English skills. In this point, KR said:

*"I think that watching English video improve my skill in English inside of understanding what people say."*

Besides that, JN also mentioned that watching English movies or you tube channel help her in enhancing vocabulary building and good pronunciation. As she mentioned:

*"…when I listen to the native speaker in you tube channel video, I think it makes me know more vocabularies and the way how to pronounce the word correctly…"*

Similarly, FZ added the point that besides assisting her in pronouncing the words correctly, watching English movies or you tube channel is helpful to improve her writing skills. FZ said:

*"The simplest way that I use until now is watching, I love watching movies. So I start watching movies with the English subtitle so I can heard the way how to pronounce the word and I can read the word that the actor said…"*

*"Sometimes I watch you tube about how to use grammar correctly in my writing. I watch you tube channel randomly about writing and grammar because both of them are really*

*close enough and because I can understand better when I listen to the explanation of the native speaker in you tube that explain about how to improve writing and understand grammar. And yeah, because listening and watching their explanation make me understand better rather than when I have to read it by myself on the book". [FZ]*

In addition, ND points out that she learns to speak well by following what the speaker said in the movies.

*"...when I watch movies or listen to the music, I try to say or repeat what the speaker said in the movies..."*

**3) Taking note for more effortless speaking performance**

Besides what the researcher had mentioned above, two out of five introvert students also stated that to cope the difficulty in speaking skills, they also write the keyword to help them remembering the point they want to deliver.

*"...and like I said earlier, I will write on the paper about what I want to say, like taking a note about the point that I want to speak in front of the class and its really help me when performing my speech in front of the class". [KR]*

*"...sometimes I use to write it down, but it is rarely. And I also check the pronunciation on google translate". [JN]*

**4) Using writing tools to improve English skills**

Furthermore, all of the introvert students also mentioned that to overcome their difficulty in writing, they usually use writing tools such as Grammarly or Quillbot to help them in producing a good essay. Related to this point, they said:

*"Well, my difficulty is in writing. So, the usual thing that I do is practicing more in writing and see what is wrong in the grammar. For example, I kinda open the internet to recheck or correct the grammar used in my writing. So I think that is my trick to overcome my writing skill. Besides that I use the tool like grammarly also quillbot, yeah those two kind of tool that I usually use". [ZD]*

*"...writing is such difficult thing to master, to overcome this skill, I use the tool like grammarly to check my grammar because my grammar is so bad. I check my grammar mistakes by using grammarly so that there's no any grammatical misused in my writing". [ND]*

*"...and then writing, I usually use grammarly to check the quality of my writing. Whether it is still has grammatical misused or wordy sentence, something like that..." [KR]*

**b. The indirect strategy**

In addition, similar to direct strategy, the indirect strategy also divided into three sub-categories which includes metacognitive, affective and social strategies. In the indirect strategy, the most strategy used by introvert students is metacognitive strategies. In regards to the results found from the SILL questionnaire and the results of the interview, the researcher lists three of the strategies that introvert students' used when learning English as a foreign language.

**1) Learning the language through playing online games**

Learning a language does not always have to be formal in academia, but in this case, there are many ways we can find to learn a language. One of the methods is to learn it indirectly when playing online games. In this case, one introvert student said that he studied or practiced English while he was playing online games.

He also mentioned that playing online games allowed him to improve his speaking skills because he can interact with people around the world. As he said below:

> *"...but me, I always try to speak English in internet or in game. For example, I play online games, so I meet a lot of people besides Indonesian, even though they are Indonesian, they also speak English because we know that English is an international language, so it's more easier to train, to enhance our skill with that..." [ZD]*

**2) Paying attention when someone speak English**

In this point, one introvert student points out that observing someone's speaking performance help her in improving her speaking ability. Therefore, it also assists her in gaining new vocabulary building and makes her aware of her weaknesses in mastering language skills. As KR stated:

> *"...paying attention to others is one of the best way for me to evaluate myself, I think. I mean like, see what my friends do and how they get over their problem when speaking is literally help me to overcome my problem, especially in speaking. I sometimes imitate what they say".*

**3) Using their English mistakes to evaluate next progress**

The best teacher in life is learning from mistakes. Related to this point, all introvert students have implicitly mentioned about this before, but only three of them who directly stated that they are usually considering their mistakes as the guidelines for them to not

repeat the same mistakes in the future. Regarding this, their responses:

> *"I think it works well when I do practice before perform it in front of the class. Because it makes me know that there is mistake that I do before, so I have to fix my mistake to avoid to do the same mistake in front of the class…" [KR]*
>
> *"…because when I use grammarly again and again or I mean every time I write and check the grammar using that tool, the error or the mistake I do, is kind of the same mistakes, then I tell myself that I shouldn't do that kind of mistake anymore, like when I check it in grammarly, it always show the same mistake. To cope that, I have to be more careful, so that I can avoid doing the same mistake later". [ND]*
>
> *"Ah yeah, I remember that my lecturer ever telling me when performing my speech. So at that time I said like "we must to…" actually I don't remember what we discussed, but the lecturer told me that "must" cannot combine with "to" but it must combine with "be" not "to". Since that I always remember it". [ZD]*

***2. The Impact of LLS towards introvert students in learning EFL***

Regarding the data of the interview, the researcher found some influences of LLS towards introvert students when learning English as a foreign language. Then, the researcher group the impacts of LLS into three categories.

**a. Feel more comfortable in learning the language**

Most of the introvert students in this research point out similar answer regarding the impacts of LLS towards their language learning. From their point of view, implementing LLS in language learning

affects the way of how they learn the language easily. Therefore, it also assists them in mastering language skills all at once. As KR mentioned:

> *"Yup, of course. It makes me learn the language easier. For example like in listening, I mean when I want to train my ear to be familiar with English word, I think, I don't need seriously listen to the material or the topic in order to be accustomed to it. But instead of doing that, I can do such watching movies with the subtitles so that I can hear how it spells. I mean how it pronounces and I can read the word. So that I can master both of the skills. Or perhaps all four skills all at once, who knows right".*

Therefore, in line with KR statements before, FZ also stated that in two language skills she like, both of the skills can help her in mastering the other language skill. As she stated:

> *"... I mean because I'm literally easy to learn by listening, so, it makes me easy to understand about what the people or the native speaker said in English. And by listening, I also can absorb many information, like vocabulary besides the other information I got. Because when listening to the new words I often try to use that word too in my daily life, and then because I also love reading, so listening and reading become my two point that really help me in improving my speaking skill".*

Similarly, ND also stated that implementing LLS towards her learning makes her get used in mastering the language in a better and easier way.

> *"...the impact I get from it like it helps me in absorbing the information in English language easier, because I have the easiest way that I think it easiest me when learn English. I mean like the strategies help me to master the language easily..."*

**b. Increase competency in language skills**

Another impact of implementing language learning strategies in introvert students' learning can be seen into two groups; those are inside of productive skills which include communicative and writing competencies, while in receptive skills consist of listening and reading competences.

**1) Productive skills**

Most introvert students have mentioned that when using language learning strategies, communicative competence becomes one of the productive skills that have much improvement compare to writing skills. In this point, they point out that in communicative competence, the strategies they used assist them in enhancing both pronunciation skills and pitch sounds. As they said:

> *"...inside of the way how to pronounce correctly. Because I'm personally like to listen how to pronounce before I say it. I like to listen to the dictionary or perhaps native speaker in you tube channel of how they pronounce the word correctly, I think like that". [KR]*

> *"...I just want to have the accent as them, for example the way they deliver their ideas while using the pressure on the words when they say "Oh my God! I can't help it", kind of that. So I will repeat what they say, I like to imitate it, or perhaps copying what they have said to make me be just cool just like them. After that I implement it in my daily basis..." [ND]*

Besides, in communicative competence, they also mentioned about their awareness of how to communicate with

different level of people in English and reduce the filler sounds when speaking English. In line with this, they stated:

> *"I know how to use the language, I mean how to communicate with the people in different level of language, different level of the age I mean. For example if they are older than me, what kind of language that I should use and if they are at the same age with me, what kind of language I can use…" [JN]*

> *"...yeah, well for me, I said that the hardest thing I face when speaking is how to reduce the filler sound. So in this case, I become more careful when I speak in English, like I tried as much as possible to be natural so that I am able to speak without any filler sound occurs". [ZD]*

Therefore, in terms of writing skills, it seems that the strategies implemented assist them in understanding how to arrange good paragraph and using correct grammar indeed. As FZ mentioned:

> *"...and for writing, I think there's not much improvement in my writing skills. Perhaps my writing skills still not good enough but at least, I am able to create a good paragraph with good grammar arrangement right now. But yeah, I still think that writing is still difficult enough for me…"*

Similarly, ND also added her points of view regarding her writing skills.

> *"...so, based on what I've read, I am unconsciously learn about the writing too. Like, the position or the placement of the paragraph, and the grammar that I should use, something like that…"*

**2) Receptive skills**

In terms of receptive skills, introvert students also stated that the skills that have much improvement are in listening skills which allow them to understand the explanation of native speakers well since they tend to get used to this skills the most. As their responses to the statement, they said:

> *"…I think, in my perception I'm good in absorbing the language based on when I listen or watch the things, compare when I have to read the things…" [JN]*

> *"…so that by listening to the music or the native speaker on podcast, I can train me ear, to make my ear get used to listen to the sound, so that I will know how it pronounce, perhaps I know kind of accent of the native, the intonation when we speak or something like that…" [ND]*

While on the reading skills, two out of five introvert students have mentioned that reading skills assist them in gaining the information as well as train them in improving their speaking skills. Their statement is stated below.

> *"…and for reading, I think reading is a must because it helps us to know more about new information. And the more we read, the more improve our vocabulary building is". [KR]*

> *"…and also reading, it helps me to get more information about the topic I want to know and maybe the vocabulary and also perhaps the grammar things that I read on reading, because you know, when we read a lot then it means we know a lot too. And through listening and reading, it helps me in improving my speaking skills…" [FZ]*

**c. Improve confidence to use the language**

Concerning this point, they have pointed out that implementing language learning strategies make them more confident in terms of using the language when they can deliver their ideas well. As KR stated:

> *"…but indirectly, if we can speak well, like, we have good word choice, grammatical correct, I think we become more confident to speak. And yeah, maybe I'm not realize that I am confident enough right now when I have to speak in the public…"*

In similar way, JN also added her points of view, as mentioned below.

> *"…I need to improve my English skill if I want to get such a confident after learning. And yeah because sometimes after we use the language we feel that there is such a feeling that I am able and I want to improve more and more, and there is a feeling that we satisfied when we are practicing using some strategies in learning English".*

Despite the other's statement before, ZD stated that he just feel confident if only he can present his excellent performance in English.

> *"…well perhaps I can say it improves my confidence. But not that much. I mean like of course it affects my confident only if I can deliver everything in English well…"*

## C. Discussion

This research examined introvert students' strategies in learning English as a foreign language. The purpose of this research was to identify which strategies are used by introvert students and find out the impact of the strategies

used in learning EFL. The researcher collected the data by using questionnaires and in-depth interview. In this research, the participants were selected into two-phase in which the number of participants who participated in the first phase was 30 introvert students, while, in the second phase were five introvert students.

These five introvert students have particular characteristics and language skills preference to learn. They prefer to avoid the crowd and feel exhausted every time being in a crowded place because introvert tends to be tired after participating in the crowded and dedicates their energy only with their close friends or family (Schmidt, 2016). Introvert also have the tendencies to work alone, typically quiet or reserved around the stranger, good at listening and gain energy by being alone (Lee, Min and Kim, 2020). Then in the findings, the researcher also found that these introvert students have difficulty in starting the conversation with new people. Different from Schmidt (2016) who stated that introvert students are better in writing rather than in conversation, in this research, the researcher discovered that introvert students face difficulty in writing and avoid writing tasks.

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In this study, there are two research questions. The first research question is about language learning strategies used by introvert students. Based on the result of the SILL questionnaire, the researcher ranked the language learning strategies used from the most to the least. The most LLS used is a cognitive strategy with the percentage 81.7%, then followed with meta-

cognitive strategy 60.3%, memory 39.9%, compensation strategy 37%, affective strategy 34.3% and the last is social strategy 29.5%.

**Table 4.7 The percentages of all language learning strategies used by introvert students.**

| Strategy Category | Percentages | Rank |
|---|---|---|
| Cognitive | 81.7% | 1 |
| Metacognitive | 60.3% | 2 |
| Memory | 39.9% | 3 |
| Compensation | 37% | 4 |
| Affective | 34.3% | 5 |
| Social | 29.5% | 6 |

The table 4.2 shows that majority of introvert students frequently use cognitive strategy. This finding is also supported by introvert students' statement in the interview that they pleased to imitate or try to talk like a native speaker, practice the sound of English by themselves and watch English movies to get used to the language. All of these activities are part of cognitive strategy. Oxford (1989), as quoted in Chen (2005), stated that cognitive strategy is typically kind of strategy which is used by the students when learning the target language, as well as creating a structure for input and output process. This result is similar to Kayaoglu (2013) research finding that students preferred cognitive and metacognitive strategies in their learning. Yet, it is different from previous research findings which found that the students mostly use meta-cognitive and compensation strategy in their learning (Zirdum, 2018).

Moreover, based on Table 4.4, meta-cognitive becomes the second most language learning strategy used. It helped introvert students in analyzing as well as monitoring, assessing, planning, and organizing learning in order to

be more effective (Dornyei, 2005). Based on the interview, the participants maximize the meta-cognitive aspects when learning English as a foreign language by tending to learn by mistakes, paying attention when someone is speaking English, looking as many as the way to improve their English skills, and thinking about their progress in learning English.

In addition, the third to the fifth language learning strategies used were memory strategies (39.9%) compensation strategies (37%) and affective strategies (34.3%). All three types of strategies were in the middle of strategy use among the six other categories of strategies, which means that they are less used of strategies. Hence, the least strategy used was social strategy (29.5%) which enables the students to learn the language based on the interaction they make with others.

Furthermore, in answering the second research question about the impact of language learning strategies for introvert students when learning English as a foreign language, the researcher used the interview data. Based on the data, the researcher found three categories of the impacts after implemented LLS towards introvert students' learning. First, it makes introvert students learn the language easily. In line with it, O'Malley and Chamot (1990), as cited in Abdulla (2014), stated that implementing language learning strategies helps the students understand new information in an easier way. Besides, language strategies assist the introvert students in mastering language skills all at once. At this point, it happens because they have used and applied most of the strategies in their learning process.

The second impact of implementing language learning strategies is increasing introvert students' competency in language skills. As Fedderholdt in Hismanoglu (2000) points out, utilizing language learning strategies is essential in improving students' language skills. Implementing proper language learning strategies affect introvert students' improvement both in productive and receptive skills.

In terms of productive skills, it consists of communicative skill that is considered as the component of communicative competence in language strategies (Canale and Swain, 1980 as quoted in Abdulla, 2014). Communicative competence enhances introvert students' pronunciation skills and makes them aware of the pitch sounds or the intonation when speak, aware of speech manners, which allow them to become more polite and help them reduce the filler sounds. Also, communicative competence enables the students to create the right arrangement of a paragraph and to use correct grammar.

While on receptive skills, it seems that language strategies assist introvert students in enhancing their vocabulary building as well as accustomed to listening to the native speaker; and in terms of reading skills, it makes introvert students easily in gaining and understanding new information when learning English.

The last impact of utilizing language learning strategies is improving introvert students' confidence when using the language. In line with it, Chang, Ching-Yi., et al. (2007), as cited in Rustam, Hamra, and Weda (2015), stated

that language learning strategies help students acquire, process, gather, or utilize knowledge and grow self-confidence. Implementing language strategies makes the students assured to use the language and get used to the language; as a result, their self-confidence increases.

# CHAPTER V
# CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts, conclusion and recommendation. The first part explains the summary of the results found. While the second part, recommendation, exhibits the advantage of this research for future research.

## A. Conclusions

Language learning strategies are the techniques or steps taken by the students to make the learning process easy. Implementing the proper language strategies assist the students in enhancing their learning proficiency. Thus, regarding to research findings, the researcher discovers the most strategies used and the impact of them for introvert students when learning English as a foreign language.

1. Introvert students are frequently used cognitive and metacognitive strategies in their learning process, while social strategy is the least one. It is verified based on the data of the SILL questionnaire and the findings from the interview session.
2. Language learning strategies have affected introvert students in mastering the English language. Thus, it affects introvert students to learn the English language easily and understand the language better. It enhances introvert students' competence in language skills, like increasing their productive

and receptive skills. And the last is improving their confidence in using the English language.

## B. Recommendations

Based on the findings, discussions, and conclusion of this research. Hence, the researcher provides some suggestions to students, teachers, and future researchers to maximize this research's comprehension.

The students need to be aware of their personality so that they know their learning preference, and understand their strength and weaknesses when learning English as a foreign language. The students should also maximize the use of language learning strategies when learning English as a foreign language to improve their English proficiency.

For the teacher, it is also essential to note that understanding the use of language learning strategies is also crucial for the teacher because it helps the teacher determine the appropriate learning strategy during the teaching and learning process. In this case, the teacher should be aware of the students' personalities because their character is different from one another; thus, their language learning strategies may also be different.

It is suggested for future researchers to examine more in-depth about this topic and the topic similar to this research. The researcher also suggests that future researchers should be aware of students learning style since it is related to students' language strategies.

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جامعة الرانري
AR-RANIRY

# Appendix A: Appointment Letter of Supervisor

**rahSURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
**Nomor : B-17558/UN.08/FTK/KP.07.6/12/2019**

**TENTANG**
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2019

**MEMUTUSKAN**

Menetapkan :

PERTAMA
Menunjuk Saudara:
1. Nidawati, M.Ag — Sebagai Pembimbing Pertama
2. Syarifah Dahliana, M. Ag.,M. Ed.,Ph. D — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Maiyasha Ulfha** |
| NIM | : | **160203054** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **Introvert Students' Strategies in Learning EFL** |

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 19 Desember 2019
**An. Rektor**
Dekan,

**Muslim Razali**

**Tembusan**
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

**Appendix B : Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to conduct field research**

**KEMENTERIAN AGAMA**
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**
**FAKULTAS TARBIYAH DAN KEGURUAN**
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-7052/Un.08/FTK.1/TL.00/07/2020
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Program Studi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAIYASHA ULFHA / 160203054**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Tgk Malem, Gampoeng Dham Pulo, Kec. Ingin Jaya, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Introvert Students' Strategies in Learning EFL***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 22 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

*Berlaku sampai : 22 Juli 2021*

M. Chalis, M.Ag.

## Appendix C: Confirmation letter from Department of English Language Education

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

**SURAT KETERANGAN**
Nomor: B-437/Un.08/PBI/TL.00/11/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7052/Un.08/FTK.I/TL.00/07/2020 tanggal 06 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Maiyasha Ulfha
NIM : 160203054
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

***Introvert Students' Strategies in Learning EFL.***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 Desember 2020
Ketua Prodi Pendidikan Bahasa Inggris,

**T. Zulfikar**

**Appendix D : Questionnaire of the Strategy Inventory for Language Learning (SILL)**

**Background Questionnaire**

1. Name : ……
2. Unit : ……
3. Academic Year : 2016

**Strategy Inventory for Language Learning (SILL)**

The instructions: This form consists 50 items, before you choose the statement, please read each statement and fill in the bubble of the response (5 = Slightly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Slightly Disagree).

| | Statements | SA | A | N | D | SDS |
|---|---|---|---|---|---|---|
| **1** | I think of relationship between what I already know and new things I learn in English | | | | | |
| **2** | I use new English words in a sentence so I can remember them. | | | | | |
| **3** | I connect the sound of a new English word and an image or picture of the word to help me remember the word. | | | | | |
| **4** | I remember a new English word by making a mental picture of a situation in which the word might be used. | | | | | |
| **5** | I use rhymes to remember new English words. | | | | | |
| **6** | I use flashcards to remember new English words. | | | | | |
| **7** | I physically act out new English words. | | | | | |
| **8** | I review English lessons often. | | | | | |
| **9** | I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. | | | | | |
| **10** | I say or write new English words several times. | | | | | |
| **11** | I try to talk like native English speakers. | | | | | |
| **12** | I practice the sounds of English. | | | | | |
| **13** | I use the English words I know in different ways. | | | | | |
| **14** | I start conversations in the English. | | | | | |
| **15** | I watch English language TV shows spoken in English or go to movies spoken in English. | | | | | |

| | |
|---|---|
| **16** | I read for pleasure in the English. |
| **17** | I write notes, messages, letters, or reports in the English. |
| **18** | I first skim an English passage (read over the passage quickly) then go back and read carefully. |
| **19** | I look for words in my own language that are similar to new words in the English. |
| **20** | I try to find patterns in the English. |
| **21** | I find the meaning of an English word by dividing it into parts that I understand. |
| **22** | I try not to translate word for word. |
| **23** | I make summaries of information that I hear or read in the English. |
| **24** | To understand unfamiliar English words, I make guesses. |
| **25** | When I can't think of a word during a conversation in the English, I use gestures. |
| **26** | I make up new words if I do not know the right ones in the English. |
| **27** | I read English without looking up every new word. |
| **28** | I try to guesses what the other person will say next in the English. |
| **29** | If I can't think of an English word, I use a word or phrase that means the same thing. |
| **30** | I try to find as many ways as I can to use my English. |
| **31** | I notice my English mistakes and use that information to help me do better. |
| **32** | I pay attention when someone is speaking English. |
| **33** | I try to find out how to be a better learner of English. |
| **34** | I plan my schedule so I will have enough time to study English. |
| **35** | I look for people I can talk to in English. |
| **36** | I look for opportunities to read as much as possible in English. |

| | |
|---|---|
| **37** | I have clear goals for improving my English skills. |
| **38** | I think about my progress in learning English. |
| **39** | I try to relax whenever I feel afraid of using English. |
| **40** | I encourage myself to speak English even when I am afraid of making mistake. |
| **41** | I give myself a reward or treat when I do well in English. |
| **42** | I notice if I am tense or nervous when I am studying or using English. |
| **43** | I write down my feelings in a language learning diary. |
| **44** | I talk to someone else about how I feel when I am learning English. |
| **45** | If I do not understand something in English, I ask the other person to slow down or say it again. |
| **46** | I ask English speakers to correct me when I talk. |
| **47** | I practice English with other students. |
| **48** | I ask for help from English speakers. |
| **49** | I ask questions in English. |
| **50** | I try to learn about the culture of English speakers. |

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**Appendix E: Interview Protocol**

**Interview Protocol**

Project : **Introvert Students' Strategies in Learning EFL**

| | |
|---|---|
| Time of interview | : |
| Date and place | : |
| Interviewer | : Maiyasha Ulfha |
| Interviewee | : |
| Position of interviewee | : Fourth-year students of English Education Department in the academic year 2016 |

This present study aims to investigate language learning strategy used and the impact of the strategies used by introvert students in learning EFL. The data will be collected by using an in-depth interview that will be recorded and used for the research purposes. During the interview, you will be asked several questions to get the data for this research. Your name will remain confidential and the interview will take one hour maximum. So, I would like you to feel comfortable in expressing your ideas during the interview.

**Questions**

1. What do you know about your personality?
2. How you describe your personality?
3. Do you realize that your personality affect your learning style?
4. What are the four skills in English that you like the most and avoid the most?
5. What are the strategies you often use to overcome the skill in English that you are difficult with?
6. Does the strategies you use effectively help you in improving your understanding in English?

7. What is your biggest obstacle when performing in speaking skill?
8. How you improve your speaking skill?
9. Are there any enhancement in your speaking skill?
10. What are the impact you get from using language learning strategies when learning English as a foreign language?

## Appendix F: Letter of Consent

Title : Introvert Students' Strategies in Learning EFL

Researched by : Maiyasha Ulfha

**Consent Form for Participant in Research Interview**

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

| | Please Initial box |
|---|---|
| I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions | ☐ |
| I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences | ☐ |
| I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identifiedor identifiable in the report or reports that results from the research | ☐ |
| I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that's on one outside the research team will be allowed access to the original recording. | ☐ |
| I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study | ☐ |

I agree to take part in this interview:

| _____ | _____ | _____ |
|---|---|---|
| Participants' Name | Date | Signature |
| _____ | _____ | _____ |
| Researchers' Name | Date | Signature |

If you have any further questions or concerns about this study, please contact:


Name of researcher : Maiyasha Ulfha

Phone Number/ E-mail : +6285362364002/ Maiyashaulfa@gmail.com

Domicile : Jl. Tgk Malem, Desa Dham Pulo, Kec. Ingin Jaya, Kab. Aceh Besar