

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to language exposure, self-regulated learning in language learning, language acquisition, how language exposure impacts language acquisition, information about introversion and extroversion, and studies of relevant research.

2.1 Language Exposure

Exposure to language can be defined as the contact that learners have with the target language; It is any kind of learning that takes place outside the classroom and involves self regulated learning (Benson, 2011). Exposure depends on the environment and training themselves, to achieve an excellent accent, learners have to be exposed to the language (Mehdiyev, 2020). The more learners have experience in using the language in a real-world situation, the better their accents will be. Learners' first language heavily influences their speaking capabilities but with more exposure to the language, learners will begin to pick up the accent through practice which will benefit their English skills development in the future. Studies have shown the effects of out-of-school exposure on language learning and have looked at different types of exposure; Namely reading, watching television (with and without subtitles), using social media, listening to music, and gaming (De Wilde et al., 2020). Researchers agree that reading contributes to contextual word learning. However, it is also becoming clear that this type of input is very limited when it comes to children learning a new language in informal settings (Ford-Connors & Paratore, 2015).

Meanwhile, Learners can learn vocabulary through a short-subtitled movie. A more recent study by Peters & Webb (2018) showed that adults acquire new vocabularies in a foreign language by watching television in the target language (with or without subtitles). Other research done by De Wilde et al., (2020) revealed that computer games can lead to language learning in

different ways. Learners may pick up words and phrases from the game through repeated exposure to the target language during gaming while also exposed to the opportunity of practicing the language through interaction in audio communication or chat functions with other players. Lastly, social media provide similar conditions for language learning as they provide ample opportunities for interaction with other users while engaging with the content.

In conclusion, language exposure here is defined as the contact the learners have with the English language that focuses on their exposure outside the educational environment. Exposure to the English language could happen both intentionally and unintentionally. Learners may be exposed to the English language as they live in an environment which supports English acquisition such as an Indonesian English village or English café, etc. Learners may also subconsciously acquire the English language through recreational activities such as watching films, listening to music, reading novels, comics, or even playing video games in English. On the other hand, some learners may also intentionally expose themselves to the English language as they have interest in learning the language by directly looking for English contents, learning materials, video practices online, and developing goals, strategy, and schedule their learning in the most effective time and environment.

2.2 Self-regulated Learning

Self-regulated learning refers to those active and volitional behaviors on the part of individuals to achieve in their learning. These behaviors include but are not limited to goal setting, time management, task strategies, environment structuring, and help-seeking (He et al., 2022). These self-regulated learning behaviors are a function of an individual's desire to achieve in their learning. Self-regulated learning is seen as a mechanism to help explain achievement differences among students and as a means to improve achievement. Thus, self-regulated learning skills and strategies which have been put forward as being utilized in social relationships as well

as in learning appears to have a dual purpose in both differentiating among individuals with respect to academic achievement while enhancing academic achievement outcomes at the same time.

Self-regulated learning is based upon the assumption that an individual can act as casual agents in their own lives. Self-regulated learning appear to center on the self as an agent who acts upon their own environment; “agency” here refers to the capability of an individual to make choices and to act on those choices in ways that make a difference in their lives (He et al., 2022). However, agency is not only the capability of the individual to act upon the environment but also a requirement for the individual to achieve academically. This perspective provides that individuals who become self-regulated in their learning can act both autonomously and casually to influence their outcomes and experiences. From such a broad perspective, the self-regulation of learning can be seen from a plethora of theoretical frameworks that support a self-deterministic perspective. For the purposes of the current study, self-regulated learning will be viewed as the volitional behaviors on the part of individuals to achieve their goal in learning outside school.

Chronologically, the first conceptualisations in the regulation of learning theory focus on the self, that is how an individual learner regulates their individual learning as stated previously. The earliest attempts to conceptualize the regulation of learning were made in the late 1980s by Zimmerma and Boekaerts and now their SRL models have been adapted, expanded, and used for further research. The first SRL models labeled processes within the individual which vary in their emphasis on either metacognitive, motivational, or emotional aspects as the *modus operandi* of regulation in learning. Furthermore, researchers in self-regulation of learning focus on processes within individuals as the unit of analysis. Thus, the majority of research into SRL is conducted through collecting self-reported data, inquiries, or direct interviews with the learners conducting self-regulation in their learning (Bransen et al., 2022).

In conclusion, this study defined self-regulated learning as those active and volitional behaviors of individuals in achieving their intentional English learning goals subsequent to their exposure to the English language. Such behaviors include goal setting, time management, task strategies, environment structuring, and help-seeking. As stated previously, self-regulation in learning here focuses on intentional learning done by learners outside school, how they manage time, structure the environment to benefit their learning, set a goal for their learning, find proper materials, and if need be, find others who could help them with their learning or evaluate their learning.

2.3 Language Acquisition

The acquired system or acquisition is the product of a subconscious process like the process children undergo when they acquire their first language. It requires meaningful interaction in the target language (natural communication) in which speakers are concentrated not in the form of their utterances but in the communicative act (Masuram & Sripada, 2020). First language acquisition refers to the way children learn their native language. Second language acquisition refers to the learning of another language or languages besides the native language. Most Indonesians have become bilingual at a young age as they are often fluent in their local language and the national language, thus making English the additional or the third language; This phenomenon is Second Language Acquisition (SLA), it refers to both the study of individuals and groups who are learning a language to after learning their first one as a child and to the process of learning that language. The additional language is called a second language (L2) even though it may be the third or even the fourth. It is also commonly known as the target language.

To put it simply, language acquisition here refers to the process by which an individual acquires the capacity to perceive and comprehend language as well as to produce and use words and sentences to communicate. This goes together with language exposure, as the more one is exposed to the target

language, the faster one will acquire the language.

2.4 How Language Exposure Impacts Language Acquisition

An old yet significant study done by Spolsky, B. (1988 as cited in Shehni & Khezrab, 2020) explained that first language acquisition happens due to learners being generally exposed to an affluent linguistic environment, comprises of a variety of complicated lexical and grammatical items beyond the learner's understanding. Furthermore, he clarified that the amount of exposure to the L2 learner obtained in the classroom is less than the amount the learner obtains in acquiring L1; This means, the L2 learner is merely a part-time learner. Thus, the more time a learner is exposed to L2, ideally, as much as the learner was exposed to their native language, the faster they will learn.

Al Zoubi (2018), observed that learners who lack English proficiency were handicapped by their environment. They were less encouraged to practice speaking English as the environment itself did not give them situations in which they could speak English. EFL learners have little to no exposure at all to the English language due to the fact that English is not the medium of instruction to any further extent but it is merely a subject taught in school. Furthermore, Al Zoubi (2018) carried out a study among Jordanian children learning English as a foreign language; It was concluded that the learners who got the highest marks on the test were those whose environment was exposed to English. Therefore, the findings concluded that being in contact with or exposed to the target language determines the success of language learning.

To summarize from the previous studies, English language exposure has a positive effect on language learning as the more one is exposed to the target language, the faster they will acquire the language. Many researchers have discovered how media may work as a tool for foreign language acquisition such as chatting with native speakers, watching English programs, and listening to English programs and songs; Furthermore, practicing English

through social media or surfing the internet for information can contribute to exposing learners to the English language as English is communicated in a massive amount on the internet. Previous research on the topic often discussed how language exposure affects language acquisition and proven how it speeds the development of the four skills of the English language. Additionally, learners' personality affects their language learning as some learners may be introverted or extroverted; Hence what this research was trying to uncover.

2.5 What Is Introversion and Extroversion?

Carl Gustav Jung, the father of analytical psychology was the one who developed the concept of introversion and extroversion. Jung (1954, as cited in Shehni & Khezrab, 2020) theorized that each of us falls into one of these two categories, either focusing on the internal world (Introvert) or the outside world (extrovert). Jung's theory was noticed by Myers, I. B. (1962, as cited in Shehni & Khezrab, 2020) who later co-authored a personality indicator that is still used today, the Myers-Briggs Type Indicator (MBTI). Recently, the Myers-Briggs Type Indicator (MBTI) has been adapted by a company in the UK, Neris Analytics Limited, in creating the 16personalities test. Neris Analytics Limited rework and rebalance the dimensions of personality called the Big Five personality traits, a model that dominates modern psychological and social research.

Introversion and extroversion has been identified as a reliable dimension of personality by several famous researchers in the field of personality psychology such as Hans Eysenck. At present, the most commonly accepted theory for explaining individual differences on the introversion and extroversion dimension was provided decades ago by Eysenck. Eysenck explore Jung's theory of introversion and extroversion even deeper to elaborate it even further. Eysenck (1981) places great emphasis on the assumption that there are inherited differences between people in the way their nervous systems function. Introverts are assumed to possess a weak

neural inhibition that stimulation of the senses easily prompts activity in the brain, while extroverts possess a strong inhibition, which makes it more difficult for sensory stimulation to activate the brain.

Kim & Nassaji, (2018) defined introversion as a state of being predominantly interested in one's mental self. Introverts are typically perceived as more reserved or reflective. They embrace solitude, prefer introspection over expression, and more focused on depth, and are less emotionally demonstrative but share a few personal data with a select number of people. The advantages of being an introvert are the increased ability to reflect, thrive alone, and work independently; Introvert individuals tend to be successful artists, writers, scientists, composers, etc. in which introversion, reflection, and the ability to work independently are important. On the other hand, their weaknesses might be their inability to work on a team as they have a weaker socialization drive.

Extroversion can be defined as a state of primarily obtaining gratification from outside oneself. Extroverted individuals tend to enjoy human interactions as they are often enthusiastic, talkative, assertive, and gregarious (Eysenck, 1981). They are energized and thrive by being around people, this is why they thrive in activities involved in large social gatherings. The advantages of being an extroverted individual are their ability to socialize, work in a team, and better present themselves in public to be perceived as more friendly and likable in comparison to introverted individuals. Thus, they are often successful in show business, politics, medicine, teaching, and similar professions in which teamwork and social skills are paramount.

There are researches done to examine the correlations between personality and educational evaluation such as one done by Shehni & Khezrab (2020); which in it, shows that many researchers reported that extroverts and introverts differ from each other in the second language research. Ellis (2015) mentioned that extroversion is viewed as a factor that possessed a positive effect on the development of L2 basic interpersonal skills as they are likely to interact more easily with other speakers of the second

language. Many classroom teachers emphasize that extrovert students are successful in L2 learning more than their introverted counterparts, especially in the communicative aspects of language ability (Shehni & Khezrab, 2020). Shehni & Khezrab (2020) further stated extroverts enjoyed social interaction and physical pursuits, and also indicated a greater tendency to stimulating activities and unusual situations with fewer trends towards avoiding stressful situations.

On the other hand, Shehni & Khezrab (2020) declared that introverted learners are triggered by the inner world of thought, reflection, and observation. They are energized through reflective thoughts, feelings, and memories. They are sociable albeit may require space or solitude to collect themselves. Regarding classroom activities, introverted individuals appreciate reading, writing, lectures, and research tasks in verbalized work. They also tend to be independent or self-supporting and thus often thrive working alone. Introverted learners are often uncomfortable in group discussion and thus more hesitant to speak in class.

To summarize, it is easier for introverts to perceive a stimulus, thus their brains are easily overstimulated. This is why introverted learners tend to be more reserved and quiet in class. Introverts seek out an environment with relatively little stimulation, less they would be overstimulated which would lead to stress (Eysenck, 1981). On the other hand, Extroverted learners are more active in class because they enjoy stimulating environment. Extroverts require a strong stimulation to perceive a stimulus and tend to seek out environments that provide relatively large amounts of stimulus (Eysenck, 1981). An extrovert seeks variety in the material presented and often takes an active role. On the other hand, introverts behave passively and prefer fewer topics presented in more depth. In teaching, being conscious of these alterations may cause a more varied, comfortable and perhaps effective syllabus in the process of language teaching; Not only knowing there are different types of learners but the instructor or teacher must be competent to assist learners in these differences to acquire the target language. The

implications of introversion and extroversion for teachers are that extroverted learners will learn better and understand the material better when learning occurs in an environment that is very stimulating, and introverted learners will learn best in a quiet environment free from intense stimulation (Eysenck, 1981).

2.6 Study of Relevant Research

There are several pieces of research that were relevant to this study. Namely one was examined by Al Zoubi, S. M. (2018) on the impact of exposure to the English language on language acquisition which concludes that there is a positive relationship between exposure to the English language and language acquisition as well as the development of the four language skills. The study further revealed that exposure could come from listening to or watching English programs on the internet and television, and traveling to English-speaking countries so learners may be exposed to the English language in a real-world context. Thus, studies showed that the more exposed the learners are to the English language the better learner will perform in the English language. Many previous researchers recommend that learners should be continually exposed to the target language through various media such as films, songs, etc. daily as it will help them get rid of their weaknesses and improve the fluency of learners as well as proficiency in English. Another research done by Shehni, M. C., & Khezrab, T. (2020) is also one of the inspirations for this research; Their research elaborates on how learners' personalities (introvert and extrovert) affect language learning.

Judging from this information, it can be safely assumed that exposure to the target language has a major impact on language acquisition. Through several types of language exposure; Such as reading, watching television (with and without subtitles, listening to music, gaming, and use of social media. The researcher saw the urgency in uncovering and elaborating what language exposure do introverted and extroverted secondary school learners demonstrate in their language acquisition. Such knowledge may be useful in

the future for both learners, teachers, and others who may use this as references for future research or help others in the pursuit of knowledge.