

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a comprehensive description of the research. It comprises the background of the study, formulation of the problem, operational definitions, the study's aim, and significances.

#### **1.1. Background of the Study**

Personality traits are used to understand and predict how people will respond in different situations. As Cummings and Sanders (2019) stated personality traits reflect people's characteristic patterns of thoughts, feelings, and behavior, which are usually engaged regularly. Generally, personality traits do influence someone's learning. In other words, personality becomes one of the aspects that should be considered in teaching and learning. Specifically, personality traits also influence learners' EFL learning (Jialing, 2019), and they have become one of the most essential factors that impact foreign language learning (Hassan & Abbas, 2020). Besides, personality traits relate to the learners' success in language learning. (Shehni & Khezrab, 2020).

There are numerous personality models, such as the Five-Factor Model (FFM) or also known as Big-Five model, HEXACO, and MBTI. Five-factor model defines five traits that are represented by the acronym OCEAN. The traits are Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. However, HEXACO is the extension personality model of FFM. This model added a new dimension known as the Honesty-Humility dimension. MBTI defines four categories: introversion or extraversion, sensing or intuition, thinking or feeling, and judging or perceiving.

However, the current study is only focusing on extroverts or the person with high extroversion. It is worth mentioning that extroverts are highly regarded as one of personality traits in language learning research (Hassan & Abbas, 2020). Furthermore, extroverts are closely linked to successful language learning and have even been identified as one of the eight crucial personality traits associated with language learning proficiency (Naiman et al., 1978 in Jialing, 2019).

Extroverted learners have unique learning behaviors, according to numerous studies. As Mall-Amiri and Nakhale (2013) stated, it has been observed that extroverts tend to have higher arousal levels in the evening. This means extroverts generally are likely to learn and work better in the evening. Additionally, extroverted learners tend to use more functional and social-affective strategies in language learning. It appears that extroverted learners prioritize the meaning of the content over its form (Noprianto, 2017). In addition, to the two strategies mentioned before, extroverted learners employ various other language learning strategies such as learning from mistakes and their teacher, watching English TV shows and movies, using a dictionary, consciously learning new vocabulary, keeping a language learning notebook, and not worrying about making mistakes (Noprianto, 2017).

Besides, extroverted learners have unique learning behaviors as mentioned before, they also tend to lack carefulness, concentration in solitude, and the ability to generate ideas alone (Boroujeni et al., 2015). Because extroverted people lack the ability to generate ideas when alone, they prefer to learn or discuss with others. This is supported by a study by Savitri (2021) that showed extroverted learners do not enjoy learning alone and need to join a learning community to participate. In addition, Savitri (2021) stated that it is essential to note that extroverted learners can also be encouraged to engage in autonomous learning, but their mood may influence their participation.

Based on the researcher's observation of her classmates, she found that some learners displayed extrovert traits, like being easygoing, daring to take risks, and being a little irresponsible. Extroverted learners are primarily characterized by sociability, impulsiveness, risk-taking, emotional expressiveness, lack of reflectiveness and responsibility, and physical activity (Eysenck & Wilson, 1991). In addition, filling out the online personality test to confirm these classmates' personalities, was held. The test's name is Big Five Scientific Trait Assessment from Truity.com founded by Molly Owens a therapist and organizational consultant for large companies with a Master's Degree in Counseling Psychology. The mission of Truity is to make high-quality personality tests and self-discovery more

accessible for everyone. Therefore, Truity ensured the reliability and validity of the test by being subjected to a rigorous research process. Therefore, Big five Scientific Assessment from Truity was used in many research (Raihan & Surat, 2023; Riba et al., 2020; Wardhana & Sandiwarno, 2019). The results of the personality test showed the two of them were extroverted. In addition, they were not necessarily better language learners due to their participation in the class, performance in speaking English, score in some courses compared to introverted learners, and their Grade Point Average (GPA) which ranges from 2.9 to 3.5.

As aforementioned, there are some personality models and here are some research focuses on investigating learners with different personality models, for instance, Babakhouya and Elkhadiri (2019); Piechurska-Kuciel (2021) using the Five-factor model, Hassanzadeh et al. (2022) using the HEXACO model, and Gu and Sharil (2023); Jiang (2024); Vakilifard and Khosro (2022) using MBTI. However, the current research focuses on extroverts or people with high extroversion that is included in the dimension of the Five-factor model, HEXACO, and MBTI.

Concerning this study, the previous study conducted by Hayati (2021) examined the difference between extroverted and introverted learners in learning English and found that extroverted learners excel mainly in speaking skills. On the other hand, introverted learners tend to be better in the remaining three skills specifically excel in writing skills. This is supported by a study by Zaswita and Ihsan (2020) and Qanwal and Ghani (2019), which investigated the impact of personality traits on students' writing ability in English. In their study, introverted learners had better writing scores than extroverted learners. In addition, another previous study conducted by Jialing (2019) showed that introverted learners tend to perform better in reading comprehension. Furthermore, a study conducted by Noviana and Oktaviani (2022) investigated the correlation between extroverted/introverted personality and English proficiency in Indonesian college students and showed that introverted learners have more outstanding EPT (English Proficiency Test) scores than extroverted learners.

Previous studies have shown a correlation between learners' personality traits and English language learning. Those studies also indicate that introverts are better English language learners seen from their reading, writing, and listening skills scores and EPT scores. However, the investigation of the reason why extroverted learners tended to have lower proficiency than introverted learners is inadequate. Therefore, through this research, the researcher aims to reveal the reasons behind the extroverted learners' lower English proficiency by investigating their difficulties and how they overcome them.

### **1.2. Formulation of the Problems**

Here is the formulation of the problems that will be used in this research:

- 2.1. What are the difficulties faced by the extroverted learner in learning English in an EFL context?
- 2.2. What are the solutions to overcome the difficulties?

### **1.3. Operational Definitions**

To prevent any confusion, this study provides operational definitions for each keyword. Here are the operational definitions:

#### **1.3.1 Extroverted Learners**

Eighth-semester learners majoring in English education at a university who exhibit extroverts tend to be easygoing, daring to take risks, and a little irresponsible, as proven by the result of a personality test.

#### **1.3.2 Difficulties and Solutions**

In this study, difficulties refer to obstacles and problems extroverted learners face when learning English while being college students. Solutions refer to what learners did and needed to solve and overcome difficulties.

### **1.4. Aims of the Study**

This study revealed the difficulties that extroverted learners face in learning English in the EFL context and the solutions to overcome the difficulties they face.

## **1.5. Significances of the Study**

### **1.5.1 Theoretical Significance**

Theoretically, this study will deepen the knowledge about the difficulties faced by extroverted learners and the solutions in learning English as a foreign language.

### **1.5.2 Practical Significance**

Practically, this study can be used as a consideration for teachers to fit the approaches used in teaching. Therefore, extroverted learners can lessen their difficulties in learning English as a foreign language.

### **1.5.3 Empirical Significance**

This study provides empirical insight for the researcher into what language skills the extroverted learners mastered more and less. Furthermore, it will explain the difficulties they faced and the solutions they faced.