

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter briefly explains some theories that support the study. The theories relate to extroverted learners, the impact of personality, and language learning difficulties.

#### **2.1. Extroverted Learners**

It is important to note that some learners in the education field have an extroverted personality. Psychology suggests that the extrovert is a personality whose orientation is determined by objective factors and external factors (Nopiana et al., 2022), and it makes the extrovert prefer to focus on the outer world of people and activity. Socializing with many people energizes extroverted individuals who enjoy take action (Raja et al., 2020). As the number of people increases, so does their enthusiasm, and they may experience stress without social interaction. Additionally, extroverted individuals can be defined by some combination of traits which can be empirically demonstrated to correlate together: sociability, impulsiveness, risk-taking, emotional expressiveness, lack of reflectiveness and responsibility, and physical activity (Eysenck & Wilson, 1991). The explanations for each dimension are described as follows (Eysenck & Wilson, 1991):

##### 1) Sociability

A highly extroverted person tends to be sociable, enjoys parties and social activities, makes new friends quickly, and is comfortable in sociable situations.

##### 2) Impulsiveness

The person with this inclination tends to act spontaneously without prior thought and make hasty decisions.

##### 3) Risk Taking

A person who is inclined to take risks may seek out dangerous jobs and disregard their personal safety. They believe that “an element of risk adds spice to life.”

#### 4) Emotional Expressiveness

People with high expressiveness freely express their emotions, such as sadness, anger, fear, and happiness. These individuals are strongly inclined towards sentimentality, empathy, unpredictability, and demonstrability.

#### 5) Lacking in Reflectiveness

Extroverted people tend to have low reflectiveness. They prefer to do things rather than think about them and tend to be impatient with “ivory tower” theorizing.

#### 6) Lacking in Responsibility

As for reflectiveness, extroverted people also tend to have a low responsibility. They value personal freedom and avoid formal duties. They are dynamic but may seem neglectful in social activities. They prioritize their own goals over social obligations, which can lead to conflicts.

#### 7) Physical Activity

The highly active person is energetic and enjoys physical activities. They wake up early, complete tasks quickly, and engage in various activities.

In detail, extroverted learners, according to Raja et al, (2020), are not much different from what was described previously, where extroverted learners tend to be gregarious, active, assertive, dominant, sociable, and lively. Ellis (2015) stated that individuals with this personality trait tend to communicate quickly and receive more input or knowledge. Furthermore, extroverted learners rely on social interaction to form their identity and boost self-esteem. Despite their reputation for being outgoing, they may experience shyness or anxiety and seek reassurance from others (Kafryawan, 2020).

Therefore, according to the information provided earlier, extroverted learners are more likely to engage in social interactions with others. The reason behind this is that they find it energizing and enjoyable, and it provides them with more opportunities to improve the skills they learn, like speaking skills.

This is because when they talk to others, they get the chance to practice their communication skills and learn new words and expressions that they might not have encountered otherwise. Furthermore, being social and communicative allows extroverted learners to share their ideas and opinions with others, which can help them gain a deeper understanding of what they are learning. It also allows them to receive feedback from others and correct any mistakes they might be making.

Further, it is worth noting that being extroverted does not necessarily mean that someone is always outgoing and confident. Some extroverted learners may still feel shy or anxious in certain situations despite their natural inclination towards socializing. Therefore, it is essential to create a supportive and inclusive learning environment that caters to the needs of all learners, regardless of their personality traits.

## **2.2. The Impact of Personality in Language Learning**

Personality is very closely related to someone's behavior. It is because personality reflects people's characteristic patterns of thoughts, feelings, and behaviours (Cummings & Sanders, 2019). It is supported by Talasbek et al. (2020) cited in (Farkhani, 2021), that personality is a combination of a person's characteristics and attitudes when dealing with various social situations such as school, university, family, and work. From these statements, it can be concluded that personality stems from intangible aspects like thoughts and feelings but is identifiable through attitudes and behaviours.

Furthermore, there have been numerous studies examining the correlation between personality and various variables, including SLA, ELT, and language acquisition (Rartore, 2019; Hanana et al., 2019; Pangestu & Yunianta, 2019 in Farkhani, 2021). Moreover, the study correlated personality and other variables in language learning conducted by Farkhani (2021), and the result showed a significant and meaningful relationship between some personality traits and foreign language learners. From the result, it can be stated that personality affects the learning process. It was in line with Gardner (1960) in

Tandoc (2019) that personality is one of the factors influencing the learning process and plays a significant role in second/foreign language learning research.

As mentioned above, personality has a relationship and affects foreign language learning, and specifically, personality influence how the learners behave in learning. As Tandoc (2019) stated the role of personality is vital in shaping and influencing their behavior in learning a second or foreign language. For instance, learner with an extrovert personality may find it easier to practice their speaking skills and build their confidence in language use. On the other hand, learners with low levels of agreeableness may struggle with group work and find it challenging to collaborate with others in language learning. From different behaviors, it also affects to each learner to have a different learning style and need different treatment from the teacher. For example, extroverted learners prefer pragmatic learning concepts and tend to prefer learning approaches that support critical thinking (Zhang, 2003 in Šafranĳ & Gojkov-Rajić, 2019).

In conclusion, personality does impact language learning. Specifically, the personality impacts the learners' learning style and how they want to be treated by the lecturer in the class. Therefore, understanding one's personality and how it relates to language learning is crucial for success in language learning.

### **2.3. Difficulties in Language learning**

Difficulty is an inherent part of life that can vary in nature and intensity. Because difficulty is an inherent thing, it can be found in many things in life including in achieving a particular goal. It was in line with Khan and Khan (2016) defined difficulties or obstacles as something that requires effort to overcome.

Learning a language, mainly English as a foreign language, can pose various difficulties for learners. These difficulties refer to things learners encounter while striving to attain proficiency in the language. Across the globe, students face diverse issues while learning English (khan et al., 2017 in Ramzan

et al., 2021). According to Mohammed (2018), there are many difficulties that learners may face while learning a language as follows:

1) Negative Transfer

Negative transfer is when transferring a source language (the speaker's native language) to the target language (second language) using the same structures as in the source language. Every language has its structure, and learners try to incorporate the structures of their mother tongue into their second language.

Therefore, learners must be familiar with the second or foreign language structure they are learning. Language structure has a massive impact on learning. When learners use incorrect structures, negative transfer and ambiguity occur in the language.

2) Cultural Differences

Culture encompasses history, language, mythology, and the sense of belonging to a specific community. Nearly all societies have distinct cultures, and they are all unique.

Culture is vital in improving learners' language learning skills (Ramzan et al., 2021). Because culture often impacts the means of sentences or expressions in a language. Therefore, the knowledge of culture and community must be known by the learners.

3) Accent

The accent is a different way of pronouncing words in a language. In addition, Ockey and French's (2016) in Kang et al. (2018) define the accent is the extent to which a person's speech patterns are thought to differ from the local variety and the extent to which this variation is thought to affect listeners who are familiar with the local variety's comprehension. In other words, the accent is related to the local variety. Therefore, there are many different accents in the English language, but American and British accents are the most known. It happened because both of them are part of the Inner Circles that are divided by Kachru. In addition, this circle becomes the standard and norms that the Expanding

Circle and Outer Circle depend on, although a little bit rash (Smith & Nelson, 2020)

#### 4) Slang and Colloquialism

Slang and colloquialisms are both employed in casual speech. The difference is that slang is mostly used by teenagers while colloquialism is mostly used in informal situations by everyone in the daily communication (Suhardianto & Suryani, 2018). There are numerous slang and colloquial expressions in English. This fact presents another challenge for English learners.

#### 5) Attitude

Attitude is entirely related to emotions. Emotions greatly influence language learning outcomes. Negative responses to the language could result in negative attitudes like low motivation, low self-esteem, tension, anxiety, and fear of making mistakes. Therefore, learners should avoid being overwhelmed by such negative emotions as they may give a distorted image of the language and prevent them from learning the language properly.

#### 6) Environment

The term “environment” describes language learners' physical location, mentality, culture, and classroom dynamics. The teacher is in charge of this portion. The most suitable learning resources are a secure atmosphere and unstructured communication.

#### 7) Grammar and Vocabulary

Learning ideas, norms, and regulations related to English grammar can only be accomplished by actual application. The proper use of grammar in English is crucial since improper use leads to misunderstandings and makes understanding challenging (Vyomakesisri, 2017). Grammar changes the meaning of communication; thus, students must understand the correct grammatical rules. Thus, grammar can sometimes seem complex for native speakers and more complicated for non-native speakers.

Furthermore, the English language has a vast vocabulary and lexis. Thus, it can be challenging for learners to master too large of a vocabulary, particularly for those just starting to learn a language. Additionally, a word's meaning in English might vary depending on the context, which adds another layer of difficulty to the learning process.

#### 8) Pronunciation

The process of creating speech, which involves intonations, articulation, and emphasis, results in pronunciation (Vyomakesisri, 2017). Therefore, pronouncing the sound correctly can be challenging for those learning a second language or foreign language. Additionally, pronunciation is closely linked to the first language because learners may find it challenging if specific phonemes or sounds are absent from the first language.

Acquiring a new language can be difficult for many reasons. Language learners face various difficulties, including, but not limited to, difficulties in pronunciation, grammar rules, vocabulary, and comprehension. Furthermore, several factors can exacerbate these difficulties, such as the learner's age, background, motivation, and learning style.

It is worth noting that language learning is not an isolated process. It involves several entities, including the learners, teachers, educational institutions, and society. Therefore, it is crucial to acknowledge that the responsibility of overcoming these language learning obstacles should not only be on the learners' shoulders. Instead, it requires a collective effort from all those involved in the language learning and teaching process. This includes offering adequate support, creating a conducive learning environment, and implementing effective teaching methods that cater to the learners' diverse needs and abilities. By doing so, we can ensure that language learners have the necessary tools and resources to succeed in their language-learning journey.

#### **2.4. Study of the Relevant Research**

The researcher studied previous relevant studies to conduct this study. It relates to the correlation between extroverts and English learning, and the

learning strategies extroverted learners used in learning English. Moreover, four related previous kinds of research are discussed in the following order.

The first research was conducted by Kafryawan (2020), which focused on finding out the correlation between extroverted learners and writing skills. The samples were 50 EFL learners that chosen by saturated sampling. The samples were asked to fill out the EPI questionnaire to find out their personality. Then, their writing skills were assessed by using the criteria of the writing test by Heaton. The collected were analyzed by Pearson product-moment. A medium correlation between extroverted EFL learners and their writing skills is the finding shown in this study.

Then, the second research was conducted by Septianah et al. (2019), which investigated the correlation between extrovert-introvert and speaking performance. The study was conducted on college students of an academic presentation class which consists 20 females and 5 males. The MSQ (Mark Parkinson Personality Questionnaire) was used to determine the respondents' personality and Monroe's motivated persuasive rubric score also was used to assess their speaking performance. The collected data were correlated by using Pearson Product Moment and Multiple Correlation formula. The results show that both extroverts and introverts have a moderate correlation with speaking performance.

Besides the correlation between extroverted learners and English skills, the researcher also studied the research that investigated the learning strategies used by extroverted learners like the research conducted by Thao et al. (2024). The study used a mixed-methods paradigm, so to collect the data questionnaires and qualitative interviews were conducted. The participants of the study were instructed to self-determine their extroversion based on the Myers-Briggs Type Indicator (MBTI). The quantitative data were analyzed using the descriptive statistics for knowing the different strategies preferred by extroverted learners. Moreover, thematic analysis was used to analyze the qualitative data. The findings revealed that cognitive, compensatory, and metacognitive are learning strategies preferred by extroverted learners.



Finally, the fourth study conducted by Yusuf et al. (2021) investigated the language learning strategies utilized by extroverted and introverted learners in English-speaking class. This research used McCroskey's introversion scale by Richmond and McCroskey (1998) to determine each participant's personality, and the Strategy Inventory for Language Learning (SILL) by Oxford's (1990) to determine the participants' learning strategies. The result showed cognitive is the most common strategy used by introverted learners, while the most common strategy used by extroverted learners is cooperating and empathizing with others or it include to socio-affective strategies.

From the research mentioned earlier, it can be seen that there is a correlation between extroverted learners and English skills. Besides, it also revealed there are many strategies used by them in learning English such as cognitive, metacognitive, compensatory, and socio-affective strategies. However, the current study deepens understanding on extroverted learners' difficulties and the solution to overcome difficulties in English learning