

CHAPTER 2

LITERATURE REVIEW

This chapter provides a literature review, which serves as the foundation for the current study. It contains several underlying theories and previous studies, which are discussed below.

2.1 Theoretical Framework

A literature review shows the state of the art of the theory considered and the position of the research question in the field of study considered. Essentially, this literature review includes:

2.1.1 Personality Overview

Personality is the perfect combination of attitudes, traits, ideas, feelings, and values that influence an individual to do the right thing in their environment. According to Siska (2022), Personality is everything that is influenced by psychological factors including the way someone in thinking, feels, and behaves. Personality is an organized and evolving system within an individual that represents the collective behavior of the individual's major psychological subsystems (Paradilla et al., 2021). It means the characteristic patterns of thought, feeling, and behavior of an individual and the psychological mechanisms that may or may not be behind those patterns, or the consistent patterns of behavior and quality of a person.

Everyone is unique, we are all born with unique characteristics. Personality traits are inherited through genetics. Personality remains the same and cannot be changed, but it can be increased and every personality has strengths and weaknesses. Robins (2005) stated that individual personality has two sides, there are temperament and character. He defined temperament as the composition of tendencies and character as the composition of habits. They agree that an individual's environment, social interactions, traits, and self are the driving forces that differentiate individuals.

The extrovert-introvert personality type has been considered essential in second language learning investigation. Extroverts and introverts are two characteristics of how we interact with the outside world. Being extrovert means being more concerned with what is going on around them than with their thoughts and feelings. Extroverts experience more of the world through contact and shared experiences with others than through self-analysis and study (Gustriani, 2020). On the contrary, Fitri and Novriewani (2022) stated that an introvert are more concerned with their thoughts and feelings than those outside of themselves, often shy, and do not want to talk to others or participate in activities. In other words, introvert people tend to stay to themselves.

2.1.2 Extrovert Versus Introvert Students

An extrovert is an individual who often needs social stimulation. They are more interested in the world, events, objects, and people around them than themselves, and feel energized by interacting with many people (Fitri and Novriewani, 2022). Extroverts are typically characterized by traits such as sociability, positivity, activity, self-confidence, stimulation seeking, positive emotions, and warmth (Paradilla and Hasanah, 2020).

An introvert is an individual who is more concerned with their thoughts and feelings than outside of themselves. Introverts are quiet and introspective, they don't like being the center of attention, and introverts have highly developed intrapersonal intelligence (Rahayu, 2020). In contrast to extroverts, introverts are not inspired by being with many people, but by their inner world (Fitri & Novriewani, 2022).

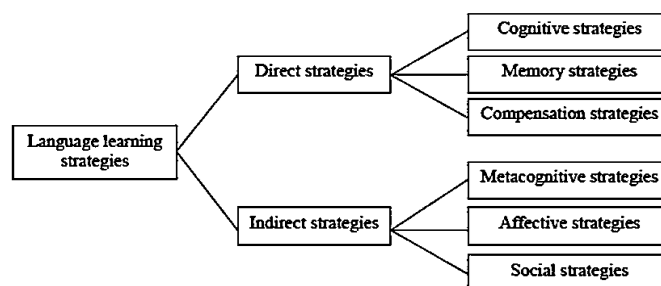
Table 2.1 Characteristics of personality by Weber (2015).

Extroverts	Introverts
Quite comfortable working in and being part of large crowds.	Slow act, sometimes too slow.
Have a wide base of friends, and enjoy getting to know a lot of people.	Have a very small but close group of friends, preferring to get to know a few people well.
Dive in without always thinking things through.	Feel most comfortable doing things alone and prefer doing things that can be done alone.

2.1.3 The Strategies of the Extroverts and Introverts in Learning to Speak English

Speaking strategies are strategies that language learners utilize in their speech to help realize their speech acts in a foreign language (Zhou & Feng, 2021). Based on this study, speaking strategies help to become fluent in English and help learners use English to communicate and share information, repeat words and phrases, and look up dictionaries to find new vocabulary. In other words, a learning speaking strategy is a tool, method, or action chosen by a learner to absorb information, improve understanding, or remember new information. So that they can overcome their problems and enjoy learning and achieve their language learning goals.

To investigate the learning speaking strategies used by learners, the researcher analyzed the data using the taxonomy of language learning strategies proposed by Oxford. Oxford (1994) differentiates language learning strategies into direct strategies and indirect strategies.

**Figure 2. 1 Model of Learning Strategies by Oxford (1994)**

Direct strategies involve direct learning and require mental language processing, including:

- 1) Memory strategies: strategies that help learners store and retrieve new information. An example of a memory strategy is the “use of keywords”. This strategy combines sounds and images to help learners more easily remember what they hear and read in their new language (Citra & Zainil, 2021).
- 2) Cognitive strategies: strategies that enable learners to understand and produce new language, such as reasoning, practicing, receiving and sending messages, analyzing and summarizing. Examples of cognitive strategies are practice with sounds, recognition, and application of formal patterns. They first practice by recording a lot of sounds, and then practice alone in front of a mirror (Citra and Zainil, 2021).
- 3) Compensation strategies: Compensation strategies are intended to make up for "an inadequate repertoire of grammar and, especially, of vocabulary." They can use the new language for production or understanding, despite their limited expertise. When the topic they want to talk about is lost or restricted, they use gestures and facial expressions during conversation to indicate meaning. Also, another example of this strategy uses synonyms (Citra & Zainil, 2021).

Indirect strategies support learning indirectly but have a powerful effect on the learning process, including:

- 4) Metacognitive strategies: strategies that help learners to regulate their learning abilities and to focus, plan, and evaluate their learning progress. Self-monitoring is important when speaking, but correcting all language problems should not be done by students as it will affect communication. Students need to be aware of their speaking problems without expecting to be perfect speakers (Citra & Zainil, 2021).
- 5) Affective strategies: strategies that help develop self-confidence. In speaking classes, learners typically listen to music on headphones for about

10 minutes to ease their anxiety. This will help ease their anxiety when speaking or learning a new language (Citra & Zainil, 2021).

- 6) Social strategies: strategies that provide increased interaction and more empathetic understanding. Learners like to learn English by practicing with friends. For example, they might do a role-play and then speak in English, or ask a friend to correct their speaking styles, such as pronunciation, grammar, and fluency (Citra & Zainil, 2021).

There are some speaking problems that teachers can come across in getting students to talk in the classroom. There are inhibition, lack of topical knowledge, low or uneven participation, and mother-tongue use (Tuan & Mai, 2015). Speaking strategies are strategies that language learners utilize in their speech to help realize their speech acts in a foreign language (Zhou & Feng, 2021). However, the speaking strategies of every person will be different.

a. Extrovert Speaking Strategies

Extroverts are sociable, and easy-going and prefer outdoor activities or participate in a variety of social activities. According to Fazira (2022), the most effective strategies for improving the ability to speak English used by the extrovert type are affective strategies: strategies that help develop self-confidence. And metacognitive strategies: strategies that help learners to regulate their learning abilities and to focus, plan, and evaluate their learning progress.

Extroverts are typically described as sociable, like parties, have some friends, need someone to talk to, and do not like studying alone (Paradilla et al., 2021). And besides that, some confident students don't like to think much about what they will make.

b. Introvert Speaking Strategies

Contrary to extroverts, based on the reality of their surroundings, introverts are shy individuals who are thoughtful, and unsociable, rarely speak and engage in minimal social activities. There are also different learning styles

such as introvert students prefer to study alone while extroverts prefer to participate and study in a group (Lestari et al., 2013).

Introvert personalities think more deeply before trying to say more, which allows them to speak better because their performance is inaccurate. According to Fazira (2022), the most effective strategies for improving the ability to speak English used by the introvert type are cognitive strategies: strategies that enable learners to understand and produce new languages by many different means or related to how students think about their learning. And metacognitive strategies: strategies that help learners to regulate their learning abilities and to focus, plan, and evaluate their learning progress.

2.2 Study of the Relevant Research

There are several previous types of research related to investigating students in learning to speak, especially in personality differences. Hayati (2021) has researched the students in the third semester of English Education at *IAIN* Pekalongan. The target of this analysis is to describe the differences between extroverted and introverted personalities in the ability to learn English. This research used a qualitative approach, observations, and interviews to collect data. The findings of this research were there is a significant difference between extrovert and introvert personalities in the ability to learn English in the third semester of English Education at *IAIN* Pekalongan.

Paradila et al. (2021) analyzed the influence of extrovert and introverted personalities of the student on speaking performance. This analysis aimed to work out how personality influences students' speaking performance. The research used a qualitative approach and used questionnaires, interviews, and speaking tests as data analysis. The results were there was no influence between extrovert and introvert personality toward speaking performance, but it is influenced by different levels of knowledge and frequent participation or good preparation.

Yusuf (2021) explored typical language learning strategies used by extrovert and introvert students in English-speaking classes. This research used a quantitative approach and a questionnaire to collect data. The findings discovered that extrovert students used language learning strategies more frequently than introverted students.

Rofi'i (2018) examined the extrovert and introverted students' speaking skills in the eleventh grade of Senior High School. The t-test formula was accustomed to analyzing information. The result verified that there is no significant difference result between the extrovert and the introverted students in their English-speaking ability. It means that the student's personality has no statistically significant difference to the student's English-speaking score.

Therefore, there are some differences from some related studies. It starts with research methods, collects data, and analyses data. Furthermore, no studies have been conducted to investigate the differences between extrovert and introvert students in learning speaking strategies at one Indonesian Junior High School using a qualitative approach with semi-structured interviews as the collecting data and Miles, Huberman, and Saldana's (2014) theory as the data analysis.